Academic Systems Plan Template

Applicant Name: The French American Academy of Arizona

Duration of the Plan: Begins July 1 and continues for two years

	Baseline (current performance of target population)	**Predicted Target** (expected performance in Year 1)
Math	**42.17%**	**90%**
Reading	**40.83%**	**90%**

Narrative for setting baseline figures

Comparison schools were selected for the reasons explained in section A.2 Target Population. Below is a data table showing the current performance of target population that served as our Baseline, based on the most recent standardized test data available for these schools from the ADE AZ Report Cards website.

	ELA	**Math**	Dual-Language
Kyrene de los Ninos	44%	40%	Yes (Spanish)
CTA-Liberty Campus	75%	83%	Yes (Spanish)
Tarwater	60%	58%	Yes (Chinese)
Curry	22%	26%	No
Thew	17%	14%	No
Roosevelt	27%	32%	No
Average	**42.17%**	**40.83%**	

The Predicted Target of 90% is a conservative estimate of the anticipated performance of the school based on prior scores achieved by students in this program. Below is a table showing the data of scores by grade for 2015 on the Iowa Test of Basic Skills, the national standardized test administered within the program beginning in 3rd grade.

	Score	**English**	**Math**
3rd Grade	Above Average	100%	100%
	Average	-	-
4th Grade	Above Average	25%	75%
	Average	75%	25%
5th Grade	Above Average	-	50%
	Average	100%	50%

AREA I: Elements of a Comprehensive Curriculum System

Complete the plan for each of the five sections. Provide **sufficiently detailed** *and* **implementable action steps** *that address each of the following elements of a comprehensive curriculum system:*

i. *adoption of curriculum aligned to Arizona State Standards;*
ii. *implementation of curriculum;*
iii. *evaluation of curriculum*
iv. *revision of curriculum; and*
v. *adaptation to address the curriculum needs of subgroup populations.*

For each Action Step you add, ensure all fields have been completed.

i. Adoption of curriculum aligned to Arizona State Standards to include:

Adopting New and Supplemental Curriculum

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Identify the Arizona State Standards for all core academic areas: • Reading • Writing • Math • Social Studies • Science	Chief Education Officer (CEO) or Lead English Teacher	Once a year, in May prior to next academic year	Notebook of collected standards Digital files of compiled standards

Process for Implementing Action Step

The Chief Education Officer or Lead English Teacher will utilize the Arizona Department of Education website to determine current Arizona Standards for all subject areas. This information will be collected in digital files available to all teachers via the school's computer network and in a printed notebook available in the staff room, office, or library.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Identify the standards of the French National Education Curriculum for all core academic areas: • Reading • Writing • Math • Social Studies • Science	Chief Education Officer (CEO) or Lead French Teacher	Once a year, in May prior to next academic year	Notebook of collected standards Digital files of compiled standards

Process for Implementing Action Step

The Chief Education Officer or Lead French Teacher will utilize the French National Ministry of Education's website to determine current French national educational standards for French-language curriculum. This information will be collected in digital files available to all teachers via the school's computer network and in a printed notebook available in the staff room, office, or library.

Gathering Curriculum Options

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Research and gather information about available English language textbooks and materials that meet Arizona State standards and our school's educational philosophy	CEO, Lead English Teacher	Once a year, in May prior to next academic year	Email or other correspondence between Lead Teacher and CEO, textbook suppliers, etc. Online research notes or documents Samples of materials

Process for Implementing Action Step

On the Final Teacher Planning Day following the conclusion of the academic year, the CEO and Lead English Teacher research and gather information on available textbooks and materials that meet Arizona State standards and our school's educational philosophy. CEO and Lead English Teacher may request samples of materials and may meet with suppliers.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Research and gather information about available French language textbooks and materials that meet French Ministry of Education standards and our school's educational philosophy	CEO, Lead French Teacher	Once a year, in May prior to next academic year	Email or other correspondence between Lead Teacher and CEO, textbook suppliers, etc. Online research notes or documents Samples of materials

Process for Implementing Action Step

On the Final Teacher Planning Day following the conclusion of the academic year, the CEO and Lead French Teacher research and gather information on available textbooks and materials that meet French Ministry of Education standards and our school's educational philosophy. CEO and Lead French Teacher may request samples of materials.

Evaluating proposed curriculum programs and materials

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Review gathered textbook and materials options	CEO	Within one week of completion of research and gathering materials, no later than June 1st.	Completed checklist

Process for Implementing Action Step

CEO reviews textbooks and materials researched to determine if they:

- Engage the students

- Support teacher-led instruction, project-based instruction, and/or multisensory instruction
- Support the academic rigor of the program of instruction
- Support the school's educational philosophy
- Align or complement English or French language curriculum options
- Meet required Arizona State or French National Ministry of Education standards

CEO completes a checklist recording the results of this evaluation.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Purchase textbooks and materials	CEO	Within two weeks of completion of research and gathering materials, no later than June 15th.	Receipts of purchase Textbooks Materials

Process for Implementing Action Step

CEO purchases textbooks and materials based upon the evaluation checklist which aligns with Arizona State standards, French Ministry of Education standards, and our school's educational philosophy.

Verifying the curriculum is aligned to Arizona State Standards

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Review purchased materials to ensure alignment to Arizona State standards	All Teachers	Upon receipt of textbooks and materials, no later than 2 weeks prior to the start of the school year.	Teacher lesson plans Teacher notes Emails

Process for Implementing Action Step

Teachers review purchased materials to ensure required standards are addressed within. Teachers create lesson plans utilizing the materials in alignment with Arizona State standards. The CEO or Lead Teacher reviews lesson plans twice monthly on the weekly Teacher Planning Day to ensure lesson alignment.

ii. Implementation of curriculum to include:

Integrating curriculum into instruction consistently

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Introduce and train instructional staff on adopted curriculum	Lead Teachers, CEO	Once in July, prior to start of academic year during Teacher Prep Week, and	Professional development meeting notes Presentation slides/documents Teacher lesson plans

		weekly, during Teacher Planning Days when necessary	

Process for Implementing Action Step

In July during the three days established for teacher training the week prior to the start of the academic year, the Lead Teachers and CEO present materials, and instructional staff is trained in the proper methodology of delivering chosen curriculum. Training continues during meetings on weekly Teacher Planning Days to ensure curriculum is being integrated into instruction consistently when necessary.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Evaluate and observe instructional staff in the classroom to ensure curriculum is being integrated into instruction consistently	CEO	Once per semester, unless assessment data indicates overall low class performance, or instructor is on a performance improvement plan requiring more frequent oversight, e.g., weekly or monthly; classroom observations are not announced in advance and can occur at any time	Completed Observation Checklist Observation notes

Process for Implementing Action Step

The CEO will observe teachers delivering instruction at minimum once per semester during an unannounced visit. The CEO will observe and take notes on the teacher instructing in the classroom to ensure that the lesson plan is followed and curriculum is being integrated into instruction consistently. The CEO will meet with the teacher within a week of observation to provide feedback, review checklist, and if necessary, suggest changes or modifications to instructional delivery to ensure curriculum is being integrated into instruction consistently.

Implementing the curriculum with fidelity to the design of the curriculum and program of instruction

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Teachers deliver instruction in the classroom with fidelity to the design of the curriculum (their lesson plan) and program of instruction using teacher-led, project-based, and/or multisensory instruction	All Teachers	Daily, except on Teacher Planning Days	Teacher lesson plans Students' work

Process for Implementing Action Step

Teachers deliver instruction in the classroom with fidelity to the design of the curriculum using their lesson plan and following the school's program of instruction. Teachers use teacher-led, project-based, and/or multisensory instruction to deliver curriculum.

iii. Evaluation of Curriculum to include:

Determining if curriculum is effective based on criteria set by the school

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Train teachers on the school's criteria for determining effective curriculum	CEO	Once in July, prior to start of academic year during Teacher Prep Week	Training materials Meeting notes

Process for Implementing Action Step

As part of the teachers' preparatory meetings before the start of the school year, the CEO will provide the criteria for effective curriculum. Effective curriculum must

- Engage the students
- Support teacher-led instruction, project-based instruction, and/or multisensory instruction
- Support the academic rigor of the program of instruction
- Support the school's educational philosophy
- Align or complement English or French language curriculum options
- Meet required Arizona State or French National Ministry of Education standards

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Evaluate and observe instructional staff in the classroom to ensure curriculum is effective based on criteria set by the school	CEO	Once per semester, unless assessment data indicates overall low class performance, or instructor is on a performance improvement plan requiring more frequent oversight, e.g., weekly or monthly; classroom observations are not announced in advance and can occur at any time	Completed Observation Checklist Observation notes

Process for Implementing Action Step

The CEO will observe teachers delivering instruction at minimum once per semester during an unannounced visit. The CEO will observe and take notes on the teacher instructing in the classroom to ensure that the curriculum delivered is effective based on the criteria set by the school:

- Engage the students
- Support teacher-led instruction, project-based instruction, and/or multisensory instruction
- Support the academic rigor of the program of instruction
- Support the school's educational philosophy
- Align or complement English or French language curriculum options
- Meet required Arizona State or French National Ministry of Education standards

The CEO will meet with the teacher within a week of observation to provide feedback, review checklist, and if necessary, suggest changes or modifications to instructional delivery or supplemental curriculum to be added to ensure effectiveness according to criteria.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Review student performance to ensure curriculum is effective based on criteria set by the school	All Teachers	Weekly, during Teacher Planning Day	Student grade report from RenWeb Student work samples

Process for Implementing Action Step

Teachers generate a weekly grade report of student performance from RenWeb and analyze resulting data. Teachers may also analyze student work samples to ensure curriculum is effective based on criteria set by the school:

- Engage the students
- Support teacher-led instruction, project-based instruction, and/or multi-sensory instruction
- Support the academic rigor of the program of instruction
- Support the school's educational philosophy
- Align or complement English or French language curriculum options
- Meet required Arizona State or French National Ministry of Education standards

Ensuring that the curriculum allows students to meet the standards

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Review Arizona State standards	All Teachers	Once in July, prior to start of academic year during Teacher Prep Week	Lesson plans that include Arizona State standards

Process for Implementing Action Step

Prior to the start of the new school year during Teacher preparation time, teachers must review the latest Arizona State standards for their subject areas. Teachers then create effective lesson plans which allow for students to meet the State standards. Lesson plans are reviewed twice per month by the CEO or Lead Teacher.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Evaluate and observe instructional staff in the classroom to ensure curriculum allows students to meet the Arizona State standards	CEO	Once per semester, unless assessment data indicates overall low class performance, or instructor is on a performance improvement plan requiring more frequent oversight, e.g., weekly or monthly; classroom observations are not announced in advance and can occur at any time	Completed Observation Checklist Observation notes

Process for Implementing Action Step

The CEO will observe teachers delivering instruction at minimum once per semester during an unannounced visit. The CEO will observe and take notes on the teacher instructing in the classroom to ensure that the curriculum delivered is allowing students to meet the Arizona State standards. The CEO will meet with the teacher within a week of observation to provide feedback, review checklist, and if necessary, suggest changes or modifications to allow students to meet the standards.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Review student performance to ensure curriculum is allowing students to meet the Arizona State standards	All Teachers	Weekly, during Teacher Planning Day	Student grade report from RenWeb Student work samples

Process for Implementing Action Step

Teachers generate a weekly grade report of student performance from RenWeb and analyze resulting data. Teachers may also analyze student work samples to ensure curriculum is allowing students to meet the Arizona State standards.

Verifying whether curriculum is aligned to student needs

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Review and identify student needs	All Teachers	Once, within the first two weeks of the start of the school year or within the first two weeks of new student arrival	Formative assessment data Student work Student grade report from RenWeb Correspondence from previous year instructor(s) End of year assessment data from previous year

Process for Implementing Action Step

During the Teacher Preparation week prior to the start of school:

- Teachers meet to exchange information with prior year's instructors
- Teachers review end of year assessment data from the previous year
- Teachers review any additional notes or correspondence from previous instructors

During the first two weeks of school, the teacher will assess in core subject areas to determine students' prior knowledge to determine current needs. When a student arrives mid-year, the teacher will follow the same process for assessment.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Verify curriculum is aligned to student needs	All Teachers	Weekly, during Teacher Planning day	Formative assessment data Student work Student grade report from RenWeb

Process for Implementing Action Step

Teachers review student performance by analyzing prior and current data gathered via formative assessments, grade reports in RenWeb and/or student work to ensure curriculum is aligned to student needs.

Identifying if a curricular gap is preventing the students from mastering a standard

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Identify curricular gaps	All Teachers	Weekly, during Teacher Planning Day	Supplemental Curriculum Notes from Teacher Planning day meetings

Process for Implementing Action Step

Teachers compare curriculum, student achievement data, and Arizona State or French National Ministry of Education standards to determine if a curricular gap is preventing the students from mastering a standard.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Evaluate and observe instructional staff in the classroom to identify curricular gaps	CEO	Once per semester, unless assessment data indicates overall low class performance, or instructor is on a performance improvement plan requiring more frequent oversight, e.g., weekly or monthly; classroom observations are not announced in advance and can occur at any time	Completed Observation Checklist Observation notes

Process for Implementing Action Step

The CEO will observe teachers delivering instruction at minimum once per semester during an unannounced visit. During observation of classroom instruction, CEO takes notes and uses the observation checklist to determine if a curricular gap exists. The CEO will meet with the teacher within a week of observation to provide feedback, review checklist, and if necessary, suggest supplementation to the curriculum to address identified gaps.

iv. Revision of Curriculum to include

Making revisions to existing curriculum

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Determine if curriculum must be revised or supplemented and timeframe for revision/supplementation	All Teachers and CEO	Once in April, or within one week of determining a curricular gap exists	Meeting notes List of recommendations for revisions

Process for Implementing Action Step

CEO and Teachers meet in April to review student performance against current curriculum effectiveness as defined in Area 1, section iii:

- Curriculum is effective based on criteria set by the school
- Curriculum allows students to meet the standards
- Curriculum is aligned to student needs
- Any identified curricular gaps

During this meeting, a decision will be reached regarding whether or not curriculum needs to be revised and/or new curriculum purchased.

If a curricular gap has been identified, teachers and CEO will meet to determine supplemental materials that may be added to assist students in mastering a standard.			
Action Step	**Person(s) Responsible**	**Frequency and/or Timing**	**Evidence of Implementation**
Revise lesson plans and add supplemental materials	All Teachers	Within two weeks following the determination that curriculum requires supplementation or revision	New lesson plans Supplemental materials
Process for Implementing Action Step			
Teachers revise lesson plans to include supplemental materials.			

Replacing/supplementing existing curriculum through adoption of new curriculum			
Action Step	**Person(s) Responsible**	**Frequency and/or Timing**	**Evidence of Implementation**
Follow steps for adoption of curriculum aligned to Arizona State standards or French National Ministry of Education standards as defined in Area 1, section i. of the Academic Systems Plan	CEO, Lead Teachers, Teachers	Once a year, in April	Curriculum materials Meeting notes Emails Research documents
Process for Implementing Action Step			
Instructional staff follow the steps for Adoption of curriculum aligned to Arizona State standards or French National Ministry of Education standards as defined in Area 1, section i. of the Academic Systems Plan.			

v. Adaptation to address the curriculum needs of subgroup populations by:

Ensuring that implemented curriculum and supplemental curriculum meet the identified needs of students in subgroups			
Action Step	**Person(s) Responsible**	**Frequency and/or Timing**	**Evidence of Implementation**
Collect data on student performance by subgroups: • Bottom 25% of proficiency • ELL* • FRL • SPED	Year One: Director of Operations Year Two: Administrative Staff Year Three: Administrative staff	For ELL: Once, at time of enrollment For all other subgroups: Once, at time of registration	Enrollment forms Registration forms Copy of IEP or 504 plan Standardized testing results Student data in RenWeb

Process for Implementing Action Step

The Director of Operations or Administrative staff (beginning in Year Two when they are hired) collects student enrollment and registration information, enters resulting data into RenWeb, and communicates information/provides reports to instructional staff indicating any identified students who fall into specified subgroups.
*Because we offer a bilingual immersion program, we anticipate a large number of ELL students based on our previous experience. For the past seven years, an average of 65% of FrenchAm students come from homes in which one language other than English is commonly spoken by one or more parents.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Identify the areas of needs for each subgroup	All Teachers	Once, at time of notification of student belonging to a subgroup	Notes in student record

Process for Implementing Action Step

Teachers review the data provided by Administrative staff and assess students' individual needs, adding notes to student record on individual needs.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Evaluate the curriculum targeting the areas of needs identified for each subgroup	All Teachers	Weekly, during Teacher Planning Day	Lesson plans Meeting notes Notes in student record

Process for Implementing Action Step

Teachers match lessons with area of need and determine if lesson meets subgroup need and required Arizona State or French National Ministry of Education standard. Teachers review student performance by analyzing prior and current data gathered via formative assessments, grade reports in RenWeb and/or student work to ensure curriculum meets the needs of students in subgroups.

AREA II: Elements of a Comprehensive Assessment System

Complete the plan for each of the four sections. Provide **sufficiently detailed** *and* **implementable action steps** *that address each of the following elements of a comprehensive assessment system to assess student performance:*

i. developing the assessment system;
ii. analyzing assessment data;
iii. adapted to meet the needs of subgroups; and
iv. year to year comparison.

For each Action Step you add, ensure all fields have been completed.

i. Developing the assessment system:

Creating a data collection system that involves both formative and summative assessments

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Develop an academic calendar for the year	CAO and CEO	Once, in December of the previous school year (e.g., calendar for 2018-2019 is established in December of 2017)	Academic Calendar indicating scholastic quarters

Process for Implementing Action Step

The CAO and CEO meet in December to establish an academic calendar that meets A.R.S. §15-341.01 and A.R.S. §15-901 requirements. The Academic Calendar shall include beginning and ending dates of academic quarters when report cards are issued.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Develop curriculum maps for the year which include dates for summative assessments	All Teachers	Once, following receipt of curriculum materials no later than July Teacher Prep Week	Curriculum map indicating dates for summative assessments

Process for Implementing Action Step

Each teacher will establish a curriculum map for their units of study including dates to perform summative assessments following the general timeline established by the Academic Calendar. The initial curriculum map creation takes place in July. The timeline may be adapted as necessary during the course of the academic year to align with student need and improve pupil achievement.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Enter grades from formative and summative assessment data within the Student Information System (RenWeb)	All Teachers	Weekly, following any formative or summative assessment, typically on Teacher Planning Day	Grade book in RenWeb Student records Grade reports

Process for Implementing Action Step

English teachers shall enter formative and summative assessment data on English language curriculum within the Student Information System (RenWeb) within one week of assessment, typically on Teacher Planning Day.
French teachers shall enter formative and summative assessment data on French language curriculum within the Student Information System (RenWeb) within one week of assessment, typically on Teacher Planning Day.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Create quarterly report card	All Teachers	Four times per year as indicated on Academic Calendar (Typically October, December, March, and May)	Report Card Student records Grade Reports

Process for Implementing Action Step

1. English teachers shall create a report card for each individual student using assessment data entered into RenWeb for all English language subjects.
2. French teachers shall create a report card for each individual student using assessment data entered into RenWeb for all French language subjects.

Students receive one single quarterly report card showing grades for all subjects in French and in English.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Deliver formative assessments	All Teachers	Daily, continuously during teaching of lessons/delivery of curriculum	Teacher notes Student records Grade Book in RenWeb

Process for Implementing Action Step

Formative assessments are delivered continuously throughout teaching of prepared lessons and delivery of curriculum. Results are recorded daily in teacher notes and are entered into RenWeb grade book, typically on Teacher Planning Day.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Deliver summative assessments	All Teachers	Kindergarten: Twice per year, at the end of each semester English Grades 1 – 5: At the end of each unit of study French Grades 1 – 5: At the end of each unit of study and once at the end of the year (April/May, the French National End of Year Evaluation)	Copies of unit tests Copies of semester evaluations Copies of the French National End of Year Evaluation Copies of the Kindergarten English end of year evaluation Grade Book in RenWeb

Process for Implementing Action Step

Summative assessments will be given twice per year at the end of each semester for Kindergarten students. Summative assessments will be given at the end of each unit of study in English and French language subjects for grades 1 – 5. In addition, students in grades 1 – 5 will be given the French National End of Year Assessment at the end of April or in early May.

Ensuring the assessment system is aligned to the curriculum

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Compare curriculum and learning materials to assessments and evaluations	All Teachers	Once per unit of study, no later than one week prior to the unit of study	Lesson plans Curriculum Map Copies of assessments

Process for Implementing Action Step

Prior to the unit of study, the teacher will ensure the assessment is aligned to the curriculum by comparing the curriculum and learning materials to the summative assessment.

The instructional methodology/program

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Compare assessments to instructional methodology/program of instruction	Lead English or Lead French Teacher	Once in July, prior to start of academic year during Teacher Prep Week	Assessments Lesson plans Program of Instruction

Process for Implementing Action Step

During the initial curriculum map development, the Lead English Teacher ensures that assessments for English language subjects are in alignment with the instructor-led, multisensory, and project-based instructional methodology that is the basis for the school's Program of Instruction. During the initial curriculum map development, the Lead French Teacher ensures that assessments for French language subjects are in alignment with the instructor-led, multisensory, and project-based instructional methodology that is the basis for the school's Program of Instruction.

ii. Analyzing assessment data:

Students are performing

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Analyze formative assessment data	All Teachers	Daily	Teacher notes Grades in RenWeb

Process for Implementing Action Step

Teachers use formative assessment data to make decisions about adjusting their lesson plans, e.g., is remediation needed, have students already mastered the lesson or standard, can enrichment be added, etc.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Begin remediation	All Teachers	Weekly, after being identified at the Combined Teacher Meeting	Remediation lists Teacher notes CEO notes from remediation Student record notes in RenWeb Grades in RenWeb

Process for Implementing Action Step

Using the Response to Intervention model (RTI), the teacher will use pull out (small group) instruction for any student who falls below 70% in any French language or English language core academic area. Teachers will review grade reports every Friday on the Teacher Planning Day. The teacher will make a list of students who need remediation the following week. This list will be shared at the Combined Teacher Meeting on Friday prior to the remediation.

If after two weeks of remedial pull out instruction the student performance has not improved to the minimum proficiency level of 70%, parents will be notified via email or a letter sent home by the student's teacher requesting a parent-teacher conference. At this meeting, Friday tutoring will be recommended. Tutoring will be offered every Friday during Student Club Day.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Analyze summative assessment data	All Teachers	Kindergarten: Twice per year, at the end of each semester English Grades 1 – 5: At the end of each unit of study French Grades 1 – 5: At the end of each unit of study and once at the end of the year (April/May, the French National End of Year Evaluation)	Grade report in RenWeb Copies of summative assessments Copies of the French National End of Year Evaluation Teacher notes

Process for Implementing Action Step

Grade 1 – 5 English teachers perform summative assessments at the end of each unit of study. Following the summative assessment teachers analyze resulting data to:

- verify whether a minimum score of 70% was achieved in unit study
- identify where students fall in comparison to one another (bell curve)

Grade 1 – 5 French teachers perform summative assessments at the end of each unit of study and at the end of the academic year via the French National End of Year Evaluation. Following the summative assessment teachers analyze resulting data to:

- verify whether a minimum score of 70% was achieved in unit study
- verify whether a minimum score of 65% was achieved on the French National End of Year Evaluation
- identify where students fall in comparison to one another (bell curve)

English and French Kindergarten teachers perform summative assessments at the end of each semester. Following the summative assessment Kindergarten teachers analyze resulting data to:

- verify whether a minimum score of 65% was achieved on the French National End of Year Evaluation
- verify whether a minimum score of 70% was achieved on the English end of year evaluation
- identify where students fall in comparison to one another (bell curve)

Whether instructional methodology and curriculum are meeting the needs of all students

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Analyze assessment data to ensure curriculum meets the needs of all students	All Teachers	Weekly, typically during Teacher Planning Day	Lesson plans Teacher notes Supplemental materials

Process for Implementing Action Step

Using formative assessment data, teachers may adapt lesson plans to meet the needs of students. For example, adding visual aids or creating tactile manipulatives for a math lesson, or adding supplemental materials for enrichment. Using summative assessment data, teachers may adapt lesson plans to meet the needs of students by adding visual aids or other materials as described previously.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Evaluate instructional methodology in comparison to assessments	CEO	Once per semester, unless assessment data indicates overall low class performance, or instructor is on a performance improvement plan requiring more frequent oversight, e.g., weekly or monthly; classroom observations are not announced in advance and can occur at any time	Completed Observation Checklist Observation notes

Process for Implementing Action Step

The CEO will review data via grade reports from RenWeb. The CEO will observe teachers delivering instruction at minimum once per semester during an unannounced visit. During observation of classroom instruction, CEO takes notes and uses the observation checklist to ensure instructional methodology is being followed in comparison to assessment data. The CEO will meet with the teacher within a week of observation to provide feedback, review checklist, and if necessary, suggest changes or modifications to the instructional delivery.

What adjustments are made when methodology and/or curriculum are not meeting student needs

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Compare assessment data to methodology used to ensure methodology is meeting needs of all students and adjust methodology as necessary	CEO	Once per semester, unless assessment data indicates overall low class performance, or instructor is on a performance improvement plan requiring more frequent oversight, e.g., weekly or monthly; classroom observations are not announced in advance and can occur at any time	Observation Checklist Observation notes Lesson plans

Process for Implementing Action Step

The CEO will observe teachers delivering instruction at minimum once per semester during an unannounced visit. During observation of classroom instruction, CEO takes notes and uses the observation checklist to ensure instructional methodology is being followed. The CEO will meet with the teacher within a week of observation to provide feedback, review checklist, and if necessary, suggest changes or modifications to the instructional methodology being used. Changes to methodology might include:

- Review of the school's Program of Instruction
- Use of a project-based component
- Use of additional or different multisensory materials

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Compare assessment data to curriculum to ensure curriculum is meeting needs of all students and supplement curriculum as necessary	All Teachers	Daily, following formative or summative assessments	Supplemental materials Lesson plans Teacher notes

Process for Implementing Action Step

Teachers use daily formative assessments to determine whether curriculum is meeting all students' needs. When data shows curriculum is not meeting student needs, teachers may supplement curriculum by adding additional materials or adding additional practice. Notes are kept for end of year discussion on adoption of new curriculum as described in Area 1, Sections i and iii.

iii. Adapted to meet the needs of subgroups by:

Evaluating the instruction delivered to each separate subgroup to ensure that the necessary adjustments are made regularly for each group

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Identify students in each subgroup and review subgroup performance via assessment data	All teachers	Weekly, during the Teacher Planning Day	Documentation identifying student in subgroup Grade report in RenWeb

Process for Implementing Action Step

Teachers will specifically look at student assessment data in the subgroups:

- Bottom 25%
- ELL*
- FRL
- SPED

The teachers will look at students in the subgroups to identify areas where they are not proficient. The teachers will make a list of students and the academic needs to be addressed via the remediation plan outlined in Section A.6, Instructional Analysis.

*Because we offer a bilingual immersion program, we anticipate a large number of ELL students based on our previous experience. For the past seven years an average of 65% of FrenchAm students come from homes in which one language other than English is commonly spoken by one or more parents.

iv. Year to year comparison:

Determine what data will be collected to allow for valid and reliable comparisons of student growth and proficiency

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Per Program of Instruction and Mastery and Promotion criteria, gather end of year assessments, grades, and standardized testing results	All teachers	Once, following the conclusion of the academic year in May on the Final Teacher Planning Day	Student records in RenWeb End of year reporting in RenWeb Copies of assessments Standardized test results

Process for Implementing Action Step

Teachers collect data throughout the year following all summative assessments which can be summarized for year-end and year-to-year comparison. Data includes:

- Quarterly grades (English and French)
- End of year cumulative grades (English and French)
- French National End of Year Evaluation results
- English standardized testing results (for grades 3 – 5)
- Kindergarten mid and end of year English and French evaluations

On the Final Teacher Planning day, each teacher will organize data from assessments of student achievement in core academic areas. Teachers share this benchmark information with the next year's instructors so they may know future necessary knowledge acquisition, and look for themes that may have emerged which could influence curriculum and/or instruction the following academic year.

Determine the analysis completed during the year to allow for valid and reliable comparisons from year to year

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Analyze student performance via quarterly report cards	All Teachers	Once per quarter, per the Academic Calendar (Typically October, December, March, and May)	Report Cards Copies of assessments

Process for Implementing Action Step
Teachers record and monitor student performance data throughout the year so that quarterly report cards may be completed. Consistent quarterly reporting of student performance allows valid and reliable comparison from year to year. Teachers analyze student performance data consistent with the Program of Instruction, Mastery and Promotion criteria, and Area 2, section ii of the Academic Systems Plan.

AREA III: Monitoring Instruction

Complete the plan for each of the five sections. Provide **sufficiently detailed** *and* **implementable action steps** *that address each of the following elements of a comprehensive system for monitoring instruction:*

i. *monitoring instruction;*
ii. *evaluating instructional practices;*
iii. *evaluation of curriculum;*
iv. *adapted to meet the needs of subgroups; and*
v. *providing feedback that develops the quality of teaching and standards integration.*

For each Action Step you add, ensure all fields have been completed.

i. Monitoring instruction to include:

Gathering evidence to ensure that the classroom instruction is aligned with standards

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Review teacher lesson plans	Year One: CEO Year Two: CEO and Lead Teacher Year Three: CEO and Lead Teachers	Twice per month on the Teacher Planning Day, may happen during Teacher meetings	Meeting notes Emails from CEO to teachers Teacher notes Revised lesson plans

Process for Implementing Action Step

The CEO will review teacher lesson plans twice per month on Teacher Planning Day to ensure lesson plans are in alignment with standards. This may occur independently or as part of Teacher Meetings. The CEO may recommend modifications to plans if necessary to ensure alignment with standards.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Create formal teacher Observation Checklist to observe and evaluate instructional staff based on the following criteria: • Teacher-student engagement • Teacher-student rapport • Classroom management • Lesson plan aligned with curriculum map	CEO	Once, before July 15, 2018 prior to the opening of proposed Charter Academy	Observation Checklist Observation scoring rubric

• Lesson plan aligned with standards • Subject area knowledge • Assessment system • Appropriate use of space for target population			

Process for Implementing Action Step

By July 15, 2018, prior to the opening of the proposed FrenchAm Academy, the CEO will revise the existing French American School Observation Checklist and scoring rubric to include FrenchAm Academy logo and verbiage.

On the Observation Checklist, teachers are evaluated on a 3-point scale, with 3 being Exceeds Expectations, 2 being Meets Expectations, and 1 being Falls Below Expectations in the 8 categories listed above. The total points possible on this scale are 24. If a teacher receives an evaluation of 1, Falls Below Expectations, in any category on the checklist they will receive coaching and support to improve performance in this area. The teacher will receive an additional observation within one month to ensure performance has improved and they now score Meet Expectations in this category. If performance has not improved to a level of Meets Expectations, the teacher will be placed on a formal Performance Improvement Plan. If a teacher receives an evaluation of 1, Falls Below Expectations, in two or more categories, they will be placed on a formal Performance Improvement Plan.

It shall be the practice that observations are unannounced, may happen at any time, and that the CEO will meet with the teacher within a week of observation to provide feedback, review checklist, and if necessary, suggest changes or modifications to instructional delivery.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Observe and evaluate the instructor to ensure that the classroom instruction is aligned with standards	CEO	Once per semester, unless assessment data indicates overall low class performance, or instructor is on a performance improvement plan requiring more frequent oversight, e.g., weekly or monthly; classroom observations are not announced in advance and can occur at any time	Completed Observation Checklist Observation notes

Process for Implementing Action Step

The CEO will observe teachers delivering instruction at minimum once per semester during an unannounced visit. During observation of classroom instruction, CEO takes notes and uses the Observation Checklist to ensure classroom instruction is aligned with standards. The CEO will meet with the teacher within a week of observation to provide feedback, review checklist, and if necessary, suggest changes or modifications to the classroom instruction.

Identifying if the instruction is taking place in the manner prescribed by curriculum planning documents

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Review curriculum maps to identify if instruction is taking place in the manner	CEO	Once in July during Teacher Prep Week prior to the start of the academic year,	Meeting notes Emails from CEO to teachers

prescribed by curriculum planning documents		unless assessment data indicates overall low class performance or instructor is on a performance improvement plan requiring more frequent oversight, e.g., weekly or monthly	Teacher notes Revised curriculum maps Revised lesson plans

Process for Implementing Action Step

The CEO will review curriculum maps in July prior to the start of the academic year. If assessment data indicates overall low class performance or an instructor is on a performance improvement plan requiring more frequent oversight, the CEO will review that class or teacher's curriculum maps weekly or monthly. The CEO may recommend modifications to curriculum maps if necessary to ensure instruction is taking place in the manner prescribed by curriculum planning documents.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Observe and evaluate the instructor to identify if instruction is taking place in the manner prescribed by curriculum planning documents	CEO	Once per semester, unless assessment data indicates overall low class performance, or instructor is on a performance improvement plan requiring more frequent oversight, e.g., weekly or monthly; classroom observations are not announced in advance and can occur at any time	Completed Observation Checklist Observation notes

Process for Implementing Action Step

The CEO will observe teachers delivering instruction at minimum once per semester during an unannounced visit. During observation of classroom instruction, CEO takes notes and uses the observation checklist to ensure instruction is taking place in the manner prescribed by curriculum planning documents. The CEO will meet with the teacher within a week of observation to provide feedback, review checklist, and if necessary, suggest changes or modifications to the classroom instruction and/or curriculum maps.

Verifying if the instruction allows students to effectively master state standards

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Review assessment data to ensure students are mastering state standards by a minimum cumulative score of 70% in each core subject area (Math, English Language Arts, Science, and Social Studies)	All Teachers	Weekly, during Teacher Planning Day	Grade reports Grade book in RenWeb Meeting notes

Process for Implementing Action Step

Teachers run a grade report in RenWeb once per week during Teacher Planning Day. Grades are then analyzed to ensure students are mastering state standards by a minimum cumulative score of 70% in each core subject area (Math, English Language Arts, Science, and Social Studies). Teachers bring this report and analysis to the weekly teacher meetings to compare student performance with peer teachers and develop a list of students receiving remediation the following week.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Review assessment data to ensure students are mastering state standards by a minimum cumulative score of 70% in each core subject area (Math, English Language Arts, Science, and Social Studies)	Year One: CEO Year Two: CEO and Lead Teacher Year Three: CEO and Lead Teachers	Once per month unless assessment data indicates overall low class performance, or instructor is on a performance improvement plan requiring more frequent oversight, e.g., weekly	Copy of grade report by class

Process for Implementing Action Step

The CEO will run a grade report showing student performance by class once per month. Grades are then analyzed to ensure students are mastering state standards by a minimum cumulative score of 70% in each core subject area (Math, English Language Arts, Science, and Social Studies). When 50% of the class is not meeting the minimum 70% score in a subject area, the CEO will proceed to the next action step, observing and evaluating the instructor in class.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Observe and evaluate the instructor to verify if instruction allows students to effectively master state standards by a minimum cumulative score of 70% in each core subject area (Math, English Language Arts, Science, and Social Studies)	CEO	When assessment data indicates overall low class performance, or instructor is on a performance improvement plan requiring more frequent oversight, e.g., weekly or monthly; classroom observations are not announced in advance and can occur at any time	Completed Observation Checklist Observation notes

Process for Implementing Action Step

The CEO will observe teachers delivering instruction at minimum once per semester during an unannounced visit. When assessment data indicates 50% of the class is not meeting the minimum 70% score in a subject area, within one week the CEO will observe and evaluate the instructor in class. During observation of classroom instruction, CEO takes notes, and uses the observation checklist to ensure instruction allows students to effectively master state standards. The CEO will meet with the teacher within a week of observation to provide feedback, review checklist, and if necessary, suggest changes or modifications to the classroom instruction and/or lesson plans.

Ensuring that adjustments are made to the curriculum for students in subgroup populations

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Analyze student performance data for students in subgroup populations	Lead English Teacher, Lead French Teacher	Once per semester, in December and in May	Grade reports by subgroup

Process for Implementing Action Step

The Lead English Teacher and Lead French Teacher will each run a grade report by subgroup once at the end of each semester. Teachers will specifically look at student assessment data in the subgroups:

- Bottom 25%

- ELL*
- FRL
- SPED

The teachers will look at students in the subgroups to identify where they are below the minimum 70% cumulative score in each core subject area. The teachers will make a list of students and the academic needs to be addressed, including the addition of supplemental materials to the curriculum if necessary.
*Because we offer a bilingual immersion program, we anticipate a large number of ELL students based on our previous experience. For the past seven years, an average of 65% of FrenchAm students come from homes in which one language other than English is commonly spoken by one or more parents.

ii. Evaluating instructional practices:

Integrating the curriculum into instruction consistently

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Introduce and train instructional staff on adopted curriculum	Lead Teachers, CEO	Once in July, prior to start of academic year during Teacher Prep Week, and weekly, during Teacher Planning Days when necessary	Professional development meeting notes Presentation slides/documents Teacher lesson plans

Process for Implementing Action Step

In July, the Lead Teachers and CEO present materials and instructional staff is trained in the proper methodology of delivering chosen curriculum. Training continues during meetings on weekly Teacher Planning Days to ensure curriculum is being integrated into instruction consistently.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Evaluate and observe instructional staff in the classroom to ensure curriculum is being integrated into instruction consistently	CEO	Once per semester, unless assessment data indicates overall low class performance, or instructor is on a performance improvement plan requiring more frequent oversight, e.g., weekly or monthly; classroom observations are not announced in advance and can occur at any time	Completed Observation Checklist Observation notes

Process for Implementing Action Step

The CEO will observe teachers delivering instruction at minimum once per semester during an unannounced visit. The CEO will observe, complete the observation checklist, and take notes on the teacher instructing in the classroom to ensure that the lesson plan is followed and curriculum is being integrated into instruction consistently. The CEO will meet with the teacher within a week of observation to provide feedback, review checklist, and if necessary, suggest changes or modifications to instructional delivery to ensure curriculum is being integrated into instruction consistently.

Implementing the curriculum with fidelity to the design of the curriculum and program of instruction

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Teachers deliver instruction in the classroom with fidelity to the design of the curriculum (their lesson plan) and program of instruction using teacher-led, project-based, and/or multisensory instruction	All Teachers	Daily, except for Teacher Planning Days	Teacher lesson plans Students' work

Process for Implementing Action Step

Teachers deliver instruction in the classroom with fidelity to the design of the curriculum using their lesson plan and following the school's program of instruction. Teachers use teacher-led, project-based, and/or multisensory instruction to deliver curriculum.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Evaluate and observe instructional staff in the classroom to ensure curriculum is being integrated into instruction consistently	CEO	Once per semester, unless assessment data indicates overall low class performance, or instructor is on a performance improvement plan requiring more frequent oversight, e.g., weekly or monthly; classroom observations are not announced in advance and can occur at any time	Completed Observation Checklist Observation notes

Process for Implementing Action Step

The CEO will observe teachers delivering instruction at minimum once per semester during an unannounced visit. The CEO will observe, complete the observation checklist, and take notes on the teacher instructing in the classroom to ensure that instruction is being delivered with fidelity to the design of the curriculum using their lesson plan and to the program of instruction using teacher-led, project-based, and/or multisensory instruction. The CEO will meet with the teacher within a week of observation to provide feedback, review checklist, and if necessary, suggest changes or modifications to instructional delivery to ensure curriculum is being with fidelity to the design of the curriculum using their lesson plan, and to the program of instruction using teacher-led, project-based, and/or multisensory instruction.

iii. Evaluation of curriculum:

Gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Review assessment data to ensure at least 50% of a class is achieving the	Year One: CEO Year Two: CEO and Lead Teacher	Once per month, unless assessment data indicates overall low class performance,	Copy of grade report by class

minimum cumulative 70% score in each core subject area (Math, English Language Arts, French Language Arts, Science, and Social Studies)	Year Three: CEO and Lead Teachers	or instructor is on a performance improvement plan requiring more frequent oversight, e.g., weekly	

Process for Implementing Action Step

The CEO will run a grade report showing student performance by class once per month. Grades are then analyzed to ensure students are achieving a minimum cumulative score of 70% in each core subject area (Math, English Language Arts, French Language Arts, Science, and Social Studies). When 50% of the class is not meeting the minimum 70% score in a subject area, the CEO will proceed to the next action step, observing and evaluating the instructor in class.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Evaluate and observe instructional staff in the classroom to ensure the effectiveness of instructional practices	CEO	Once per semester, unless assessment data indicates overall low class performance, or instructor is on a performance improvement plan requiring more frequent oversight, e.g., weekly or monthly; classroom observations are not announced in advance and can occur at any time	Completed Observation Checklist Observation notes

Process for Implementing Action Step

The CEO will observe teachers delivering instruction at minimum once per semester during an unannounced visit. The CEO will observe, complete the observation checklist, and take notes on the teacher instructing in the classroom to review the effectiveness of instructional practices. The CEO will meet with the teacher within a week of observation to provide feedback, review checklist, and if necessary, suggest changes or modifications to instructional delivery.

Using criteria to clearly measure instructional quality

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Observe and evaluate instructional staff based on criteria listed on the Observation Checklist: • Teacher-student engagement • Teacher-student rapport • Classroom management • Lesson plan aligned with curriculum map • Lesson plan aligned with standards • Subject area knowledge • Assessment system	CEO	Once per semester, unless assessment data indicates overall low class performance, or instructor is on a performance improvement plan requiring more frequent oversight, e.g., weekly or monthly; classroom observations are not announced in advance and can occur at any time	Completed Observation Checklist Observation notes

• Appropriate use of space for target population			

Process for Implementing Action Step

The CEO will observe teachers delivering instruction at minimum once per semester during an unannounced visit. The CEO will observe, complete the observation checklist, and take notes on the teacher instructing in the classroom to review the effectiveness of instructional practices. The CEO will meet with the teacher within a week of observation to provide feedback, review checklist, and if necessary, suggest changes or modifications to instructional delivery.

Disaggregating teacher evaluation data to identify strength, weaknesses and needs of individual teachers

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Analyze Observation Checklist data to identify strengths, weaknesses, and needs of individual teachers	CEO	Within one week following a classroom observation, at minimum once per semester, unless assessment data indicates overall low class performance, or instructor is on a performance improvement plan requiring more frequent oversight, e.g., weekly or monthly	Completed Observation Checklist Additional observation notes noting strengths/weaknesses/needs

Process for Implementing Action Step

The CEO will review the teacher's completed Observation Checklist to identify areas of strength defined by categories Exceeding Expectations, or areas of weakness defined by categories Falling Below Expectations. In categories Meeting Expectations, refinement may be offered in the form of additional support, training, or other assistance in order to assist the teacher in Exceeding Expectations.

iv. Adapted to meet the needs of subgroups:

Evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Identify students in each subgroup and review subgroup performance via assessment data	All teachers	Weekly, during the Teacher Planning Day	Documentation identifying student in subgroup Grade report in RenWeb

Process for Implementing Action Step

Teachers will specifically look at student assessment data in the subgroups:

- Bottom 25%

- ELL*
- FRL
- SPED

The teachers will look at students in the subgroups to identify areas where they are not proficient. The teachers will make a list of students and the academic needs to be addressed via the remediation plan outlined in Section A.6, Instructional Analysis.

*Because we offer a bilingual immersion program, we anticipate a large number of ELL students based on our previous experience. For the past seven years, an average of 65% of FrenchAm students come from homes in which one language other than English is commonly spoken by one or more parents.

v. Providing feedback that develops the quality of teaching and standards integration:

Analyzing the information gathered in the teacher evaluation process in order to provide feedback specific to each individual instructional staff member on their quality of teaching and standards integration

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Meet with instructional staff regarding performance to provide feedback specific to each individual teacher on their quality of teaching and standards integration	CEO	Within one week of observation of classroom instruction	Completed Observation Checklist Observation notes Feedback meeting notes

Process for Implementing Action Step

Within one week of observing their classroom instruction, the CEO will analyze the data from the completed Observation Checklist and meet with each individual teacher to provide feedback, review the completed Observational Checklist, and discuss identified areas of strength or weakness. The CEO will encourage continued effort in areas of strength, offer coaching and refinement in areas Meeting Expectations, and offer coaching, support, training, or other assistance in areas of weakness.

AREA IV: Professional Development

Complete the plan for each of the four sections. Provide **sufficiently detailed** *and* **implementable action steps** *that address each of the following elements of a comprehensive professional development system:*

i. *identifying and providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance;*
ii. *identifying and providing professional development that supports teachers of subgroup populations;*
iii. *supporting high quality implementation of the strategies learned in professional development; and*
iv. *providing monitoring and follow-up to support and develop implementation of the strategies learned in professional development.*

For each Action Step you add, ensure all fields have been completed.

i. Developing the professional plan:

Determining what PD topics will be covered throughout the year

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Develop a professional development calendar for the academic year	CEO and CAO	Once, by December 30th prior to the following academic year, e.g., calendar for 2018-2019 academic year is created December 30, 2017	Professional development calendar

Process for Implementing Action Step

When creating the yearly Academic Calendar, dates of staff professional development are selected to create a yearly professional development calendar which includes three consecutive training days the week prior to the beginning of the academic year and weekly (Friday) Teacher Planning Days throughout the academic year.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Develop a professional development program for three days of training the week prior to the beginning of the academic year	CEO and CAO	Once, begin development in May and finalize by July 15th of each year prior to beginning of new academic year	Professional development materials Agendas Emails

Process for Implementing Action Step

The CEO and CAO will select and/or create professional development to be delivered during the three days of staff training which precede the beginning of the academic year. Topics chosen will be aligned to the needs of teachers or staff specific to:

- Serving the needs of the target population
- Serving the needs of student subgroups identified to be in the incoming classes
- Effectively delivering the program of instruction

- Supporting the educational philosophy of Learning for Life
- General staff preparedness, e.g., CPR and First Aid training

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Develop a professional development program to be delivered on weekly Teacher Planning Days during Combined Teacher Meetings	CEO, with input from CAO	Once per month, established by the last day of the month prior, e.g., topics for October will be chosen in August by August 31st	Calendar of topics by month Professional development materials Agendas

Process for Implementing Action Step

The weekly Friday Teacher Planning Day is designed for teachers to complete instructional administrative tasks such as preparing lesson plans, grading student work and entering grades into RenWeb, running grade reports, creating lists of students needing remediation, scheduling remediation for the following week, communicating with parents, holding parent-teacher conferences, and to attend staff meetings.

Teachers will attend two separate staff meetings on this day:

- One 15 to 30-minute meeting with other teachers in their language concentration (English or French) to discuss topics of interest or concern across English or French core subject areas.
- One 90-minute meeting of all teachers, led by the CEO*, where teachers discuss and share grade reports across language concentrations, discuss and share lists of students needing remediation, make plans for the following week's remediation, share or discuss lesson plans, and discuss other topics as necessary or pertinent to the general instructional staff. This combined meeting is also the time when 60 minutes of professional development programs will be offered. Administrative staff may attend the professional development portion of this meeting.

A typical Friday Teacher Planning Day would be scheduled as follows:

8am – noon: Teacher Planning and Administrative Tasks
Noon – 12:30pm: Lunch
12:30pm – 1pm: Teacher Meeting Prep or Planning and Administrative Tasks
1pm – 1:30pm: Language Concentration Meeting (English team or French team)
1:30pm – 3pm: Combined Teacher Meeting (led by CEO, including 60 minutes of professional development)
3pm – 4pm: Additional time for professional development or Teacher Planning and Administrative Tasks as needed

In July, the CEO will prepare a list of professional development topics for the month of August based on needs identified during the summer and feedback from teachers at the conclusion of the prior year. September through May's topics will be chosen based on feedback and data collected during weekly Teacher Planning Day team meetings. Final decision of topics to be included and selection of individual(s) or organizations delivering the professional development rests with the CEO. The selected professional development topics will be published on the professional development calendar or a calendar of topics by month, by the last day of the month prior. The CEO will consider input from the CAO and Lead Teacher in selecting topics and Administrative staff may participate in all professional development offered.

Topics will align and support serving the needs of the target population, serving the needs of student subgroups, effectively delivering the program of instruction, alignment with the educational philosophy, and general staff preparedness.

*Because of the small size of the school, the CEO is able to attend and lead these once weekly meetings. For the past seven years, she has overseen 8 fulltime teachers while leading weekly teacher meetings and selecting and delivering the bulk of professional development. In Year One, the CEO will oversee only four fulltime teachers. Over the

course of the first three years, the CEO will train the Lead French Teacher and Lead English Teacher (when hired) to assist with certain tasks with the goal of gradually transitioning those responsibilities as the school grows.

Deciding what data and analysis will be utilized to make those decisions

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Collect feedback from teacher meetings and gather data from grade and other reports during teacher meetings	Year One: CEO Year Two: CEO and Lead Teacher Year Three: CEO and Lead Teachers	Once, in July, then weekly, during the Friday Combined Teacher Meeting	Meeting minutes Calendar of Professional Development Teacher meeting notes Grade reports

Process for Implementing Action Step

In July, the CEO will prepare a list of professional development topics for the month of August based on needs identified during the summer and feedback from teachers at the conclusion of the prior year. September through May's topics will be chosen based on feedback and data collected during weekly Teacher Planning Day team meetings. Data collected could include grade reports, identified areas of need discussed during the meeting, new information obtained regarding a student, etc. The CEO will consider input from the CAO and Lead Teacher in selecting topics. Topics will align and support serving the needs of the target population, serving the needs of student subgroups, effectively delivering the program of instruction, alignment with the educational philosophy, and general staff preparedness.

ii. Supporting high-quality implementation:

Supporting high-quality implementation

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Ensure high-quality implementation of professional development by utilizing credible resources and materials, aligning topics to current needs, allocating time, space, and resources for effective implementation, and monitoring strategies are effectively implemented	CEO and anyone delivering professional development, e.g., CAO, other teachers, invited speakers	Every time professional development is offered per the Calendar of Professional Development, e.g., the three training days preceding the start of the academic year and during Friday Combined Teacher Meetings	Calendar of Professional Development Records of continuing professional development hours Professional Development Certificates Staff sign-in sheet

Process for Implementing Action Step

Following the calendar of professional development, the CEO will ensure high-quality implementation by:

- Selecting programs and materials from industry-recognized resources, e.g.,
  - Association for Supervision and Curriculum Development (ASCD)
    - "PD Online" AEP award-winning courses
  - National Education Association (NEA)
- Selecting programs, materials, and/or speakers from nationally-recognized resources, e.g.,

- American Red Cross
- Positive Discipline in the Classroom
- RenWeb Student Information Systems

- Selecting programs, materials, and/or speakers from local municipal and governmental resources, e.g.,
  - AZ Dept of Education
  - Local Governments, e.g., City of Tempe
- Aligning topics to current needs of teachers, month by month
- Allocating 60 minutes per week to professional development for a total of at least 240 minutes of professional development per month
- Allocating adequate space and necessary materials to support high-quality implementation of professional development
- Ensuring professional development supports the school's educational philosophy, instructional methodology, and program of instruction
- Monitoring professional development strategies are effectively implemented

Allocating resources such as time, space, and the necessary material items required for implementation

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Ensure adequate time, space, and necessary materials for professional development are allocated in yearly budget and professional development calendar	CEO with input of CAO	Calendar: By December 30th prior to the following academic year, e.g., calendar for 2018-2019 academic year is created December 30, 2017 Budget: By February 28th prior to the following academic year, e.g., budget for 2019-2020 academic year is created by February 28, 2018	Calendar of Professional Development Budget Professional development materials

Process for Implementing Action Step

The CEO sets the calendar of professional development and provides input to the CAO in developing the overall operational budget prior to the start of the academic year, per the deadlines outlined above in Frequency and/or Timing. Three days of professional development are allotted in the week preceding the start of the academic year, along with 60 minutes once weekly during the Friday Combined Teacher Meeting. Professional development is conducted as part of the Combined Teacher Meeting in an open classroom on Fridays when students are not attending school. The CEO works in partnership with the CAO to ensure professional development materials remain in compliance with financial considerations established during budgeting.

iii. Monitoring implementation and follow-up:

Monitoring that the strategies learned in the professional development are implemented

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Observe instructional staff delivering instruction to ensure that the strategies	CEO	Once per semester, unless assessment data indicates overall low class	Completed Observation Checklist Observation notes

learned in professional development are implemented		performance, or instructor is on a performance improvement plan requiring more frequent oversight, e.g., weekly or monthly; classroom observations are not announced in advance and can occur at any time	

Process for Implementing Action Step

The CEO will observe teachers delivering instruction at minimum once per semester during an unannounced visit. If professional development has recently addressed an issue in the classroom or provided strategies for improved classroom performance, the CEO may elect to observe teachers within two weeks following that training. The CEO will observe, complete the observation checklist, and take notes on the teacher instructing in the classroom to ensure the strategies learned in professional development are implemented. The CEO will meet with the teacher within a week of observation to provide feedback, review checklist, and if necessary, suggest changes or modifications to instructional delivery.

Following up with instructional staff regarding levels of implementation

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Discuss and select levels of implementation with instructional staff	CEO and All Teachers	Once, at the conclusion of the professional development training, or at the next weekly Friday Combined Teachers Meeting	Meeting minutes Teachers' meeting notes

Process for Implementing Action Step

The CEO and all teachers will discuss and select appropriate levels of implementation for professional development at the conclusion of the training or during the next weekly Friday Combined Teachers Meeting following the training. Levels could include school-wide implementation, class-wide implementation, or other variations. Teachers or the CEO may revisit the level of implementation and discuss at subsequent Friday Combined Teachers Meetings as necessary dependent upon outcomes of implementation.

iv. Adapted to meet the needs of subgroups:

Determining what topics are addressed during PD to meet the needs of subgroups

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Collect feedback from teacher meetings and gather data from grade and other reports during teacher meetings to identify topics to be addressed which meet the needs of subgroups	CEO	Once per month, established by the last day of the month prior, e.g., topics for October will be chosen in August by August 31st	Calendar of Professional Development Grade reports

Process for Implementing Action Step

In July, the CEO will prepare a list of professional development topics for the month of August based on needs identified during the summer and feedback from teachers at the conclusion of the prior year. September through May's topics will be chosen based on feedback and data collected during weekly Teacher Planning Day team meetings.

One subgroup per month will be addressed during one professional development program that month. Selection of which subgroup is the focus will be based on identified needs determined through data and feedback collection at teacher meetings. The ELL subgroup will be the subgroup selected for professional development one week in August; selection of which subgroup is the focus one week each month September through May will be based on identified needs determined through data and feedback collection at teacher meetings. The final decision of topics to be included rests with the CEO. The selected professional development topics will be published on the professional development calendar or a calendar of topics by month, by the last day of the month prior.