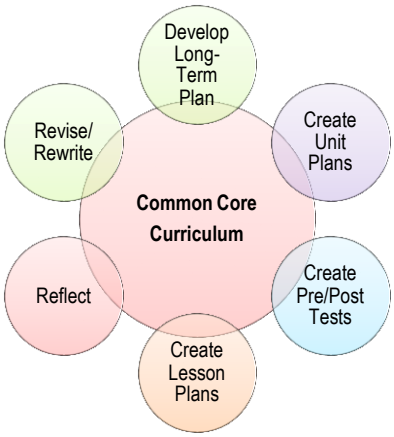
1a. Student Median Growth Percentile (SGP)

Reading

Curriculum development at EAGLE Harmony is a well-organized and clearly-defined process. In June 2012, teachers and leaders developed curriculum maps aligned to Arizona's Common Core reading standards. Teachers use these curriculum maps to gain an in-depth understanding of each standard, clearly identify what mastery of the standard looks like, and understand how the standard would be assessed. Curriculum maps are then used through the process of long-term, unit, and lesson planning to ensure rigorous instructional alignment to Arizona's Common Core standards. By the start of the school year all teachers created a long-term plan for reading that identifies standards to be taught and mapped these standards across a yearly instructional calendar. Throughout the school year teachers create unit plans that align to the long-term plans. Teachers also design a pre-test to measure students' knowledge of skills that will be taught and incorporate this data into their planning of objectives. Results from the pre-test are used to plan and sequence learning objectives, plan for small group instruction, plan for individualized instruction, and set both whole-class and individual learning goals for students. This process also ensures the creation of a rigorous curriculum that encompasses all standards.

At the conclusion of each unit, teachers analyze their post unit test data to determine mastery of the standards taught and determine what specific skills students have/have not mastered within each standard. Teachers also use post-test mastery data to determine whether or not students met both their whole class and individual learning goals, and plan re-teaching of skills as needed. Our curriculum development model is rooted in Arizona's Common Core and is a process of development, reflection and refinement as reflected in the model below.



Curriculum Development Cycle

Teachers:

1. Develop long-term plan
2. Create unit plans with Pre- and Post-Tests
3. Develop daily lesson plans
4. Adjust daily lesson plans according to formative and summative assessments
5. Reflect on their curriculum
6. Revise and rewrite new curriculum for the coming year

Support:

1. Principal provides continuous support to teachers through the process of curriculum development.
2. Principal ensures alignment of all curricula to Arizona's Common Core.
3. Ongoing feedback on formal and information evaluations.

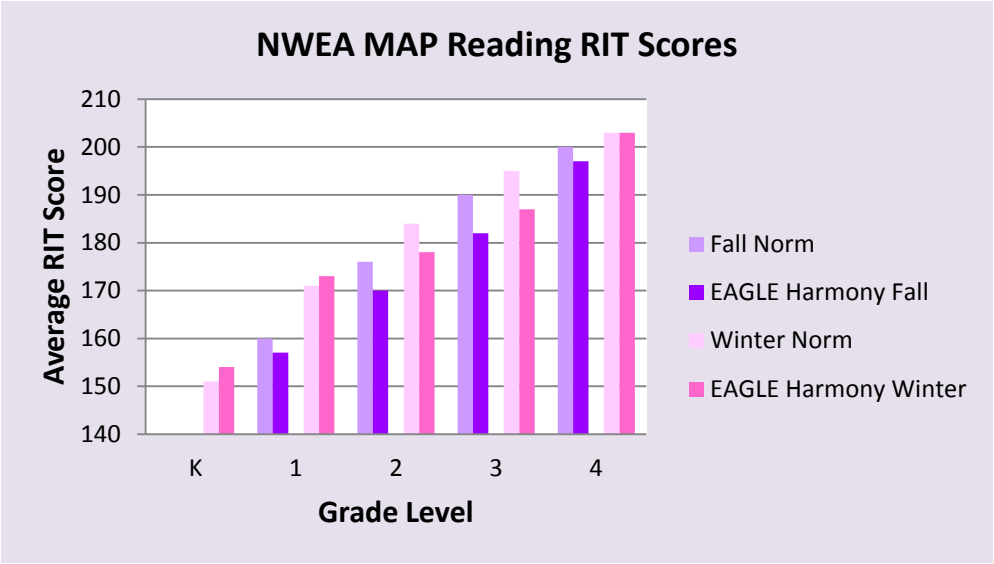
Teachers are provided a wealth of resources to support curriculum development. The core reading resource is SRA's *Imagine It!* with supplemental resources including Renaissance Learning's Accelerated Reader, CompassLearning Odyssey, IXL, Reading A to Z, class sets of books, and memberships to several websites with printable materials targeting reading. Regardless of the publisher of the materials we utilize, our main focus is college preparation for our students beginning in elementary grades through a rigorous curriculum heavily focused in reading.

Accountability and sustainability for our educational model is rooted in a strong professional growth process. Teachers establish goals in the summer prior to the first day of school. These goals are aligned with the teaching standards. The Principal meets with each teacher to discuss her/his goals and develop a plan for the year which may include mentoring, instructional coaching, professional development opportunities outside school, or observing other classrooms for best practices. The Principal formally observes teachers three times per year providing feedback on the Teaching Excellence Rubric which has four key domains – planning, delivery, culture, and professional norms. Informal observations by both the Principal and Dean of Students occur at least once a week. Teachers use the feedback to refine their teaching and improve in their practice.

The school faculty has been trained to focus on data-driven instruction (*Driven by Data: A Practical Guide to Improve Instruction* by Paul Bambrick-Santoyo) and a student data tracking program has been implemented (Data Director) which enables teachers and staff to work with data in a smarter, faster way to ensure all students' academic needs are identified. Assessments used by EAGLE Harmony are aligned with the Arizona Common Core Standards and are reliable, standardized, valid, and practical. Four non-student days were set aside this year to analyze the data compiled from all assessments – STAR Reading, NWEA MAP Reading, internal reading benchmarks from EEI, and Reading A to Z fluency assessments.

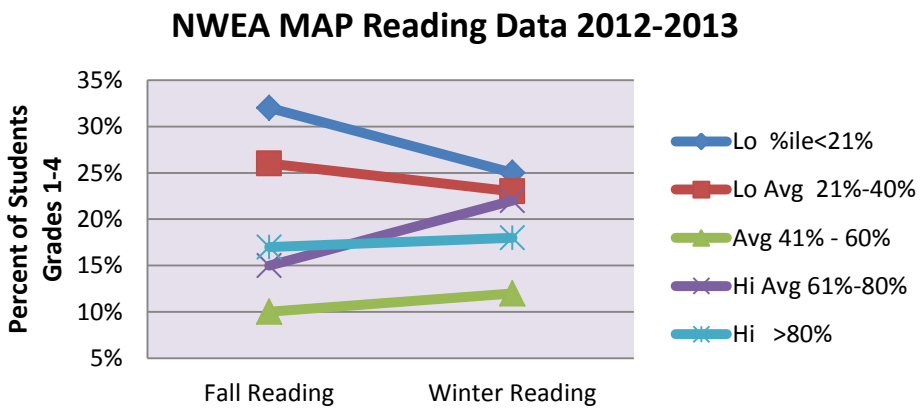
In order to accomplish our academic goals at EAGLE Harmony, reading benchmark assessments will be given at the beginning of the school year and on a quarterly basis to ensure students are growing academically to meet Arizona's Common Core Standards. Benchmarks were developed in the fall and the first administration was in December with the second one in March. Benchmark reports provide specific data by standard and by student. All students take Renaissance Learning's STAR Reading assessments at the beginning of the school year and at the end of each quarter. These assessments are quick, online and independent, and scores are immediately available. STAR Reading reports provide a ranking of all students in a class, track the growth of each student over time, and provide a grade-level equivalency score. Teachers are able to set individual goals and specific learning objectives at each student's exact grade level as measured by STAR Reading. Students also take the NWEA Measures of Academic Progress which measures students' progress toward Arizona's Common Core Standards in English Language Arts. The NWEA MAP is an online assessment that is unique to each student. It is taken in the fall, winter and spring. As students are taking the assessment, the test will adjust itself according to how a student answers each question. A test may become more challenging to see how far ahead a student is or a test may ask simpler questions to find out exactly where a student is performing. Teachers receive test results immediately and are able to determine what standards they need to re-teach and to which students. Teachers also administer fluency tests from Reading A to Z three times a year to progress monitor. Teachers spend time analyzing assessment data and will conference with their principal to ensure all students' needs are being met.

Professional development is ongoing, purposeful and relevant. Three weeks are set aside each summer for in-service along with four full days during the school year which are dedicated to analyzing data and adjusting curriculum and student groupings accordingly. Every Wednesday is an early release day in which teacher have 2 hours to spend on their own growth and development. Professional development includes workshops on topics like data-driven instruction, Lemov's taxonomy, and guided reading strategies. Teachers also work together collaboratively on action research committees, on RTI teams, and developing unit plans and end of unit assessments. Teachers are also provided with opportunities to attend workshops outside of school on reading and implementing the Common Core.

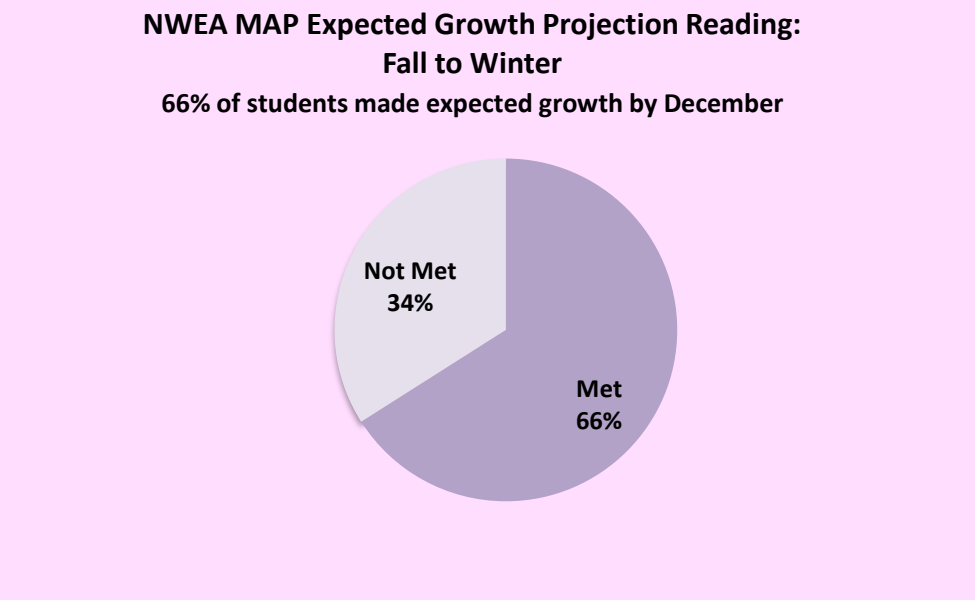


Students at EAGLE Harmony showed substantial growth from fall to winter.

Kindergarten and first grade outperformed the national norm on the winter test and fourth grade closed the gap on the winter test.



Students made significant growth from fall to winter with a measureable decrease in the lowest performance levels and a measureable increase in the higher performance levels.



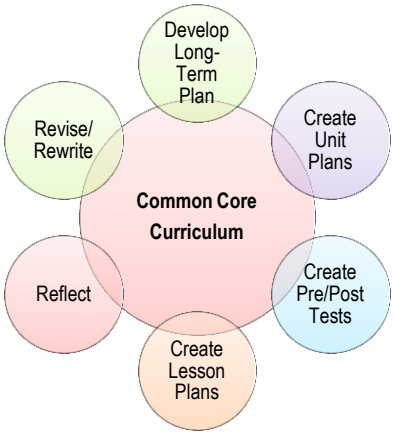
66% of students already met their expected growth projections as measured on the NWEA MAP.

As a school, the average growth from fall to winter was 1.0 year in reading – just four months.

Math

Curriculum development at EAGLE Harmony is a well-organized and clearly-defined process. In June 2012, teachers and leaders developed curriculum maps aligned to Arizona's Common Core math standards. Teachers use these curriculum maps to gain an in-depth understanding of each standard, clearly identify what mastery of the standard looks like, and understand how the standard would be assessed. Curriculum maps are then used through the process of long-term, unit, and lesson planning to ensure rigorous instructional alignment to Arizona's Common Core standards. By the start of the school year all teachers created a long-term plan for math that identifies standards to be taught and mapped these standards across a yearly instructional calendar. Throughout the school year teachers create unit plans that align to the long-term plans. Teachers also design a pre-test to measure students' knowledge of skills that will be taught and incorporate this data into their planning of objectives. Results from the pre-test are used to plan and sequence learning objectives, plan for small group instruction, plan for individualized instruction, and set both whole-class and individual learning goals for students. This process also ensures the creation of a rigorous curriculum that encompasses all standards.

At the conclusion of each unit, teachers analyze their post unit test data to determine mastery of the standards taught and determine what specific skills students have/have not mastered within each standard. Teachers also use post-test mastery data to determine whether or not students met both their whole class and individual learning goals, and plan re-teaching of skills as needed. Our curriculum development model is rooted in Arizona's Common Core and is a process of development, reflection and refinement as reflected in the model below.



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Support:

1. Principal provides continuous support to teachers through the process of curriculum development.
2. Principal ensures alignment of all curricula to Arizona's Common Core.
3. Ongoing feedback on formal and information evaluations.

Teachers are provided a wealth of resources to support curriculum development. The core math resource is Singapore Math with supplemental resources including CompassLearning Odyssey, IXL, and memberships to several websites targeting math. Regardless of the publisher of the materials we utilize, our main focus is college preparation) for our students beginning in elementary grades through a rigorous curriculum heavily focused in reading. Singapore Math was chosen for the mathematics curriculum after a year of research conducted by the math action research committees at both EAGLE College Prep and EAGLE Harmony. The program we had previously was not resulting in the kind of growth we want to see in our students. Singapore Math is taught internationally and was the

foundation for developing the Common Core State Standards in mathematics. EAGLE Harmony seeks to close the achievement gap in math and finds that the methodology and materials provided by Singapore Math support the curriculum maps being implemented by the teachers. Singapore Math requires students to understand math fluency while also teaching students different ways to approach thinking critically about math by incorporating the use of manipulatives, hands-on activities, learning multiple ways to approach the same math problem, and constructing arguments to explain how and why they found the answer they did.

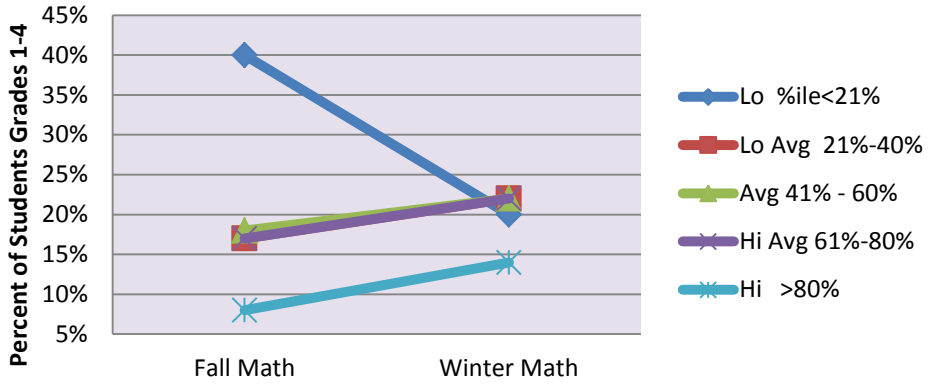
Accountability and sustainability for our educational model is rooted in a strong professional growth process. Teachers establish goals in the summer prior to the first day of school. These goals are aligned with the teaching standards. The Principal meets with each teacher to discuss her/his goals and develop a plan for the year which may include mentoring, instructional coaching, professional development opportunities outside school, or observing other classrooms for best practices. The Principal formally observes teachers three times per year providing feedback on the Teaching Excellence Rubric which has four key domains – planning, delivery, culture, and professional norms. Informal observations by both the Principal and Dean of Students occur at least once a week. Teachers use the feedback to refine their teaching and improve in their practice.

The school faculty has been trained to focus on data-driven instruction (*Driven by Data: A Practical Guide to Improve Instruction* by Paul Bambrick-Santoyo) and a student data tracking program has been implemented (Data Director) which enables teachers and staff to work with data in a smarter, faster way to ensure all students' academic needs are identified. Assessments used by EAGLE Harmony are aligned with the Arizona Common Core Standards and are reliable, standardized, valid, and practical. Four non-student days were set aside this year to analyze the data compiled from all assessments – STAR Math, NWEA MAP Mathematics, and internal math benchmarks from EEI.

In order to accomplish our academic goals at EAGLE Harmony, math benchmark assessments will be given at the beginning of the school year and on a quarterly basis to ensure students are growing academically to meet Arizona's Common Core Standards. Benchmarks were developed in the fall and the first administration was in December with the second one in March. Benchmark reports provide specific data by standard and by student. All students take STAR Math tests at the beginning of the school year and at the end of each quarter. These assessments are quick, online and independent, and scores are immediately available. STAR Math reports provide a ranking of all students in a class, track the growth of each student over time, and provide a grade-level equivalency score. Students also take the NWEA MAP in fall, winter and spring which measures students' progress toward Arizona's Common Core Standards in Mathematics. The NWEA MAP is a norm-referenced online assessment that is unique to each student. As students are taking the assessment, the test will adjust itself according to how a student answers each question. Teachers receive test results immediately and are able to determine what standards they need to re-teach and to which students. Teachers spend time analyzing assessment data and will conference with their principal to ensure all students' needs are being met.

Professional development is ongoing, purposeful and relevant. Three weeks are set aside each summer for in-service along with four full days during the school year which are dedicated to analyzing data and adjusting curriculum and student groupings accordingly. Every Wednesday is an early release day in which teacher have 2 hours to spend on professional growth. Professional development includes workshops on topics like data-driven instruction, guided math instruction, and using Singapore Math. Teachers also work together collaboratively on action research committees, on RTI teams, and developing unit plans and end of unit assessments. Teachers are also provided with opportunities to attend workshops outside of school on math and implementing the Common Core.

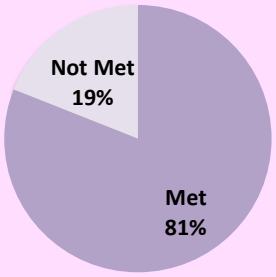
NWEA MAP Math Data 2012-2013



Students made significant growth from fall to winter with a significant decrease in the lowest performance level and a measureable increase in the higher performance levels.

NWEA MAP Expected Growth Projection Mathematics: Fall to Winter

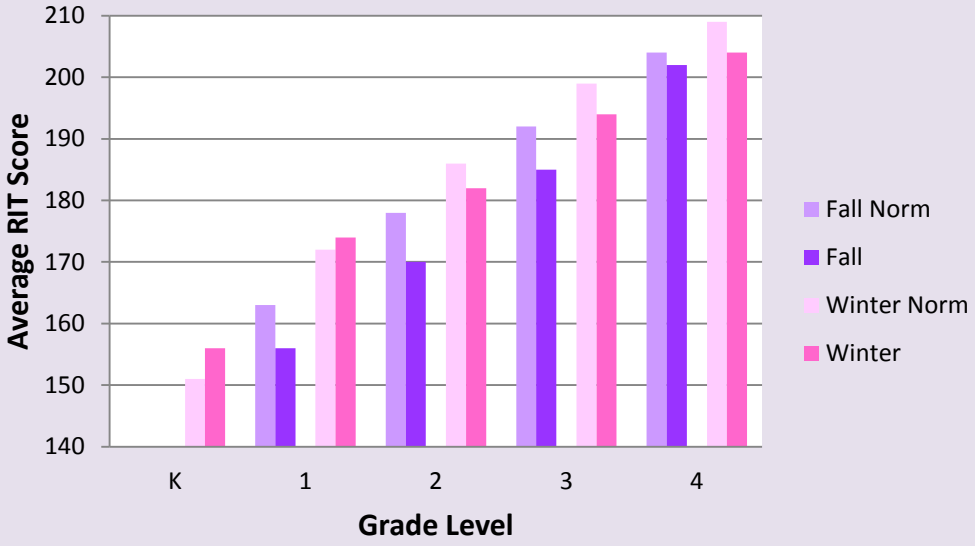
81% of students made expected growth by December



81% of students already met their expected growth projections as measured on the NWEA MAP.

As a school, the average growth from fall to winter was 1.0 year in math – just four months.

NWEA MAP Math RIT Scores



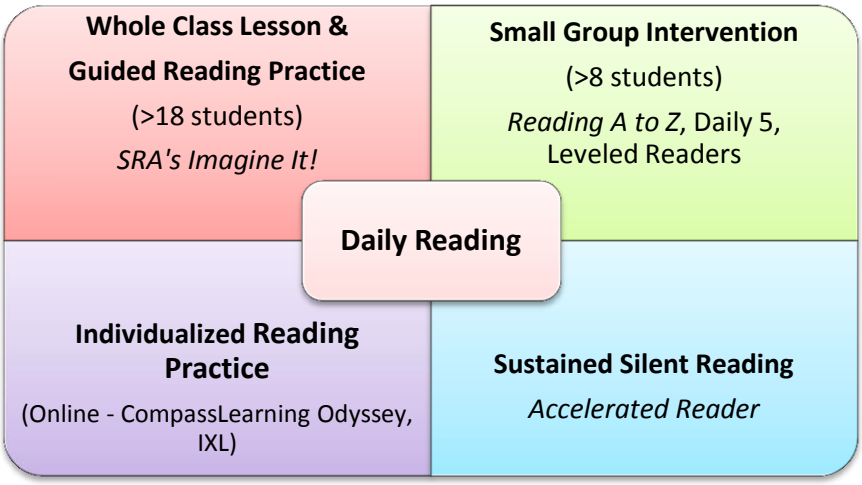
Students at EAGLE Harmony showed substantial growth from fall to winter.

Kindergarten and first grade outperformed the national norm on the winter test.

1b. Student Median Growth Percentile (SGP) Bottom 25%

Reading

We have built our entire educational model to assume the need to increase student learning and enable the individualization of learning where appropriate and as needed. In our base educational model, all students receive roughly twice as many minutes as a traditional school in reading. Also, all of our students have ample time working with educational technology on individualized learning plans to complement classroom instruction time where students who are in the lowest 25% will be able to have instruction and practice on building the skills needed to catch up and those above grade level will still be challenged. During this time, small groups of students will also receive remediation by educational assistants during the main school day.

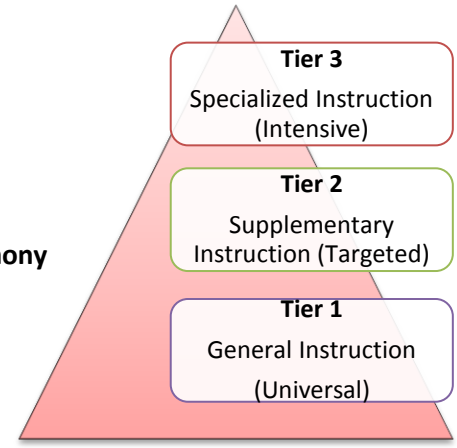


Beyond all of the intentional ways we have built into our instructional model to ensure we have a high quality education - especially for learners entering our schools below grade level, EAGLE Harmony will use supplemental curriculum primarily in its remediation programs. Supplemental curriculum includes online platforms like IXL and CompassLearning Odyssey, Accelerated Reader, a myriad of leveled readers, Reading A to Z leveled readers, and the leveled readers from *Imagine It!*. Structured remediation opportunities are an integral part of the overall route to academic greatness for all of our students regardless of their performance level. Remediation programs will be provided for students who do not meet or exceed performance objectives.

EAGLE Harmony implements Response to Intervention (RTI). The primary purpose of RTI is to show love and concern by identifying which students are eligible for special education services and which students need support through Tier II and Tier III interventions. The RTI team consists of one administrator and a team of teachers who meet monthly to gather and review information about potential Tier II and Tier III students who may have a disability, generate hypotheses about the causes of his or her problems, and design strategies for intervention. There are many benefits to utilizing the RTI program before a formal evaluation for special education is conducted. Some of the benefits will include the collaborative efforts focusing on the best interest of every child and a reduction in the number of inappropriate special education referrals. The RTI process allows us to best serve our students who are performing below

grade level expectations and need more intensive intervention. Students who receive intensive intervention and do not demonstrate adequate growth in a reasonable amount of time will be referred for a Child Study Team meeting to review special education eligibility. There will be formative and summative assessments that will guide teachers in diagnosing learning difficulties. Assessments are routinely analyzed and used to modify curriculum and instructional practices.

RTI Model at EAGLE Harmony



Additionally, teachers and administrators will routinely review test data to identify curriculum gaps and modify instruction. This data is also used to develop Individual Learning Plans for students resulting in individualized reading instruction online daily, group students together with similar skill levels for small group reading intervention with a highly qualified educational assistant who has been trained in reading intervention and whose lesson plans are developed by the classroom teacher, and to group students together for whole group instruction with the classroom teacher. Specific data that informs our decisions about grouping students is the scores reported by RIT band on the NWEA MAP as well as benchmark reports that show which skills specific students need to develop. Assessment data is analyzed four times per year formally and classroom data like formative assessments are analyzed more frequently in an effort to make the best decisions possible to serve our students and better meet their needs. Students who receive Tier II and Tier III interventions take STAR Reading tests monthly and Reading A to Z fluency tests monthly to provide their teacher with as much data as possible for making instructional decisions.

Professional development is critically important to our learning model. Educational assistants participate in focused training to develop their skills in the Daily 5, phonics instructions, using leveled readers, progress monitoring with Reading A to Z, calendar instruction, and small group instruction. Each has also had the principal formally model a full day of lessons following their classroom teacher's lesson plans. Educational assistants participate in the same evaluation process as classroom teachers with formal evaluations three times per year and weekly informal observations. Classroom teachers have had specific training this year on setting individual goals and selecting activities aligned to Arizona's Common Core Standards on CompassLearning Odyssey and IXL (online learning platforms), evaluating data from these programs on a daily or weekly basis, guided reading, and using data from all sources to guide instructional decision-making.

STAR Reading – Bottom Quartile from Stanford 10, Spring 2012

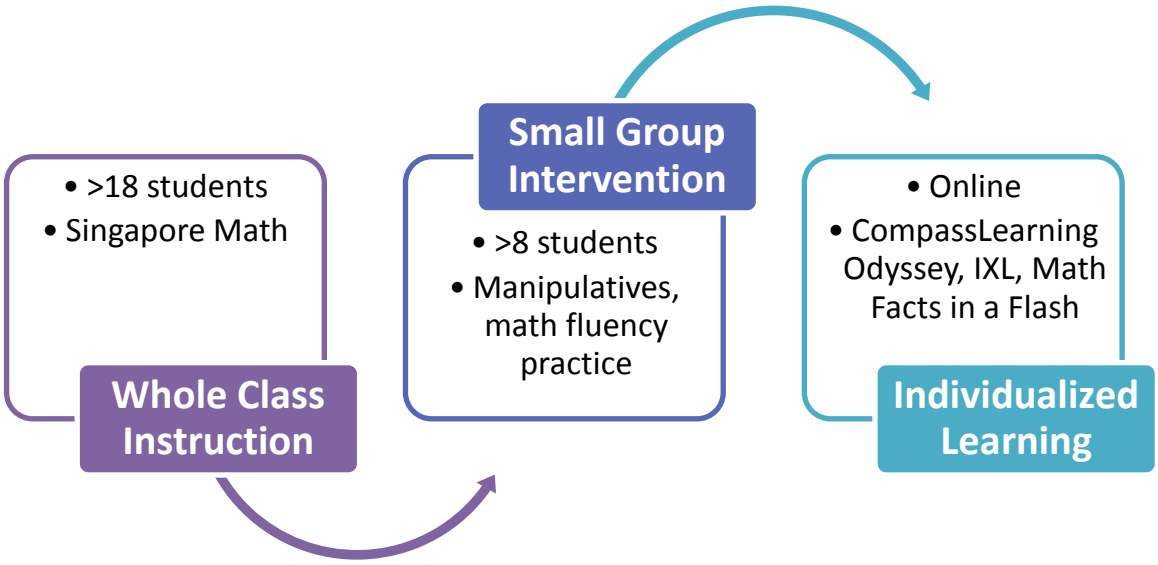
	Scale Score	Grade Level Equivalency	Percentile Rank	NCE	Independent Reading Level	Estimated ORF
August 2012	95	1.3	1	4.0	PP	27
February 2013	174	1.7	4	13.5	1.1	45
Change	+79	+0.4	+3	+9.5	+1.1	+18

NWEA MAP Reading – Bottom Quartile from Stanford 10, Spring 2012

	Growth Projection Met
August to December 2012	25% met

Math

We have built our entire educational model to assume the need to increase student learning and enable the individualization of learning where appropriate and as needed. In our base educational model, all students receive roughly twice as many minutes as a traditional school in math. Also, all of our students have ample time working with educational technology on individualized learning plans to complement classroom instruction time where students who are in the lowest 25% will be able to have instruction and practice on building the skills needed to catch up and those above grade level will still be challenged. During this time, small groups of students will also receive remediation by educational assistants during the main school day.

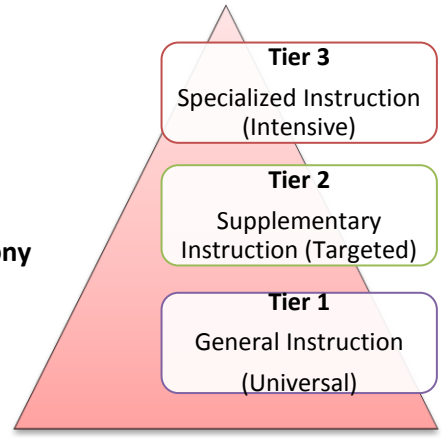


Beyond all of the intentional ways we have built into our instructional model to ensure we have a high quality education - especially for learners entering our school below grade level, EAGLE Harmony will use supplemental curriculum primarily in its remediation programs. Supplemental curriculum includes online platforms like IXL, Math Facts in a Flash, and CompassLearning Odyssey as well as fluency materials and manipulatives from Singapore Math. Structured remediation opportunities are an integral part of the overall route to academic greatness for all of our students regardless of their performance level. Remediation programs will be provided for students who do not meet or exceed performance objectives.

Our intervention model is based on an established RTI (Response to Intervention) process. The primary purpose of RTI is to show love and concern by identifying which students are eligible for special education services and which students need support through Tier II and Tier III interventions. The RTI

team is comprised of one administrator and several teachers who meet monthly to gather and review information about potential Tier II and Tier III students who may have a disability, generate hypotheses about the causes of his or her problems, and design strategies for intervention. There are many benefits to utilizing the RTI program before a formal evaluation for special education is conducted. Some of the benefits include the collaborative efforts focusing on the best interest of every child and a reduction in the number of inappropriate special education referrals. The RTI process allows us to best serve our students who are performing below grade level expectations and need more intensive intervention. Students who receive intensive intervention and do not demonstrate adequate growth in a reasonable amount of time will be referred for a Child Study Team meeting to review special education eligibility. There are formative and summative assessments that guide teachers in diagnosing learning difficulties. Assessments are routinely analyzed and used to modify curriculum and instructional practices.

RTI Model at EAGLE Harmony



Additionally, teachers and administrators routinely review test data to identify curriculum gaps and modify instruction. This data is also used to develop Individual Learning Plans for students resulting in individualized math instruction online daily, group students together with similar skill levels for small group math intervention with a highly qualified educational assistant who has been trained in math intervention and whose lesson plans are developed by the classroom teacher, and to group students together for whole group instruction with the classroom teacher. Specific data that informs our decisions about grouping students is the scores reported by RIT band on the NWEA MAP as well as benchmark reports that show which skills specific students need to develop. Assessment data is analyzed four times per year formally and classroom data like formative assessments are analyzed frequently in an effort to make the best decisions possible to serve our students and better meet their needs. Students who receive Tier II and Tier III interventions take STAR Math tests monthly to provide their teacher with as much data as possible for making instructional decisions.

Professional development is critically important to our learning model. Educational assistants participate in focused training to develop their skills in calendar instruction, small group instruction, guided math strategies, and developing math fluency. Each has also had the principal formally model a full day of lessons following their classroom teacher's lesson plans. Educational assistants participate in the same evaluation process as classroom teachers with formal evaluations three times per year and weekly informal observations. Classroom teachers have had specific training this year on setting individual goals and selecting activities aligned to Arizona's Common Core Standards on CompassLearning Odyssey and IXL (online learning platforms), evaluating data from these programs on a daily or weekly basis, , and using data from all sources to guide instructional decision-making.

STAR Math – Bottom Quartile from Stanford 10, Spring 2012

	Scale Score	Grade Level Equivalency	Percentile Rank	NCE
August 2012	407	2.0	8	20.0
February 2013	545	3.3	47	48.3
Change	+138	+1.3	+39	+28.3

NWEA MAP Math – Bottom Quartile from Stanford 10, Spring 2012

	Growth Projection Met
August to December 2012	100% met

2a. Percent Passing

Reading

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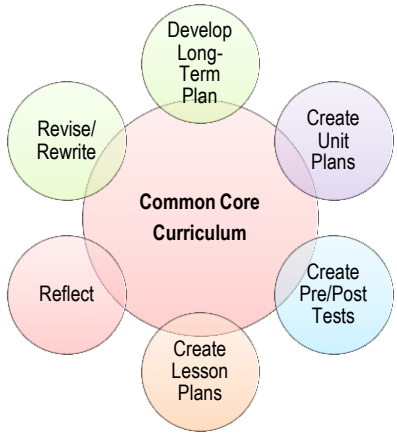
At the conclusion of each unit, teachers analyze their post unit test data to determine mastery of the standards taught and determine what specific skills students have/have not mastered within each standard. Teachers also use post-test mastery data to determine whether or not students met both their whole class and individual learning goals, and plan re-teaching of skills as needed. Our curriculum development model is rooted in Arizona's Common Core and is a process of development, reflection and refinement as reflected in the model below.



Curriculum Development Cycle

Teachers:

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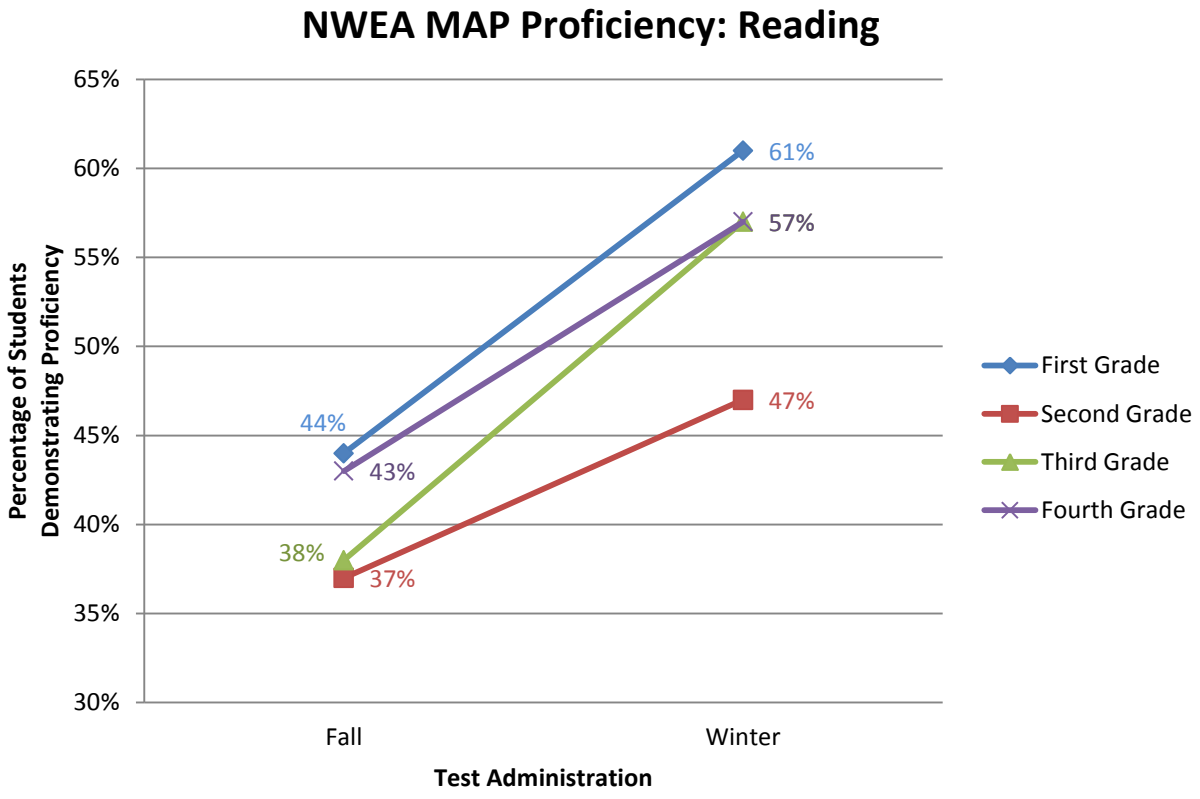
In order to accomplish our academic goals at EAGLE Harmony, reading benchmark assessments will be given at the beginning of the school year and on a quarterly basis to ensure students are growing academically to meet Arizona's Common Core Standards. Benchmarks were developed in the fall and the first administration was in December with the second one in March. Benchmark reports provide specific data by standard and by student. All students take Renaissance Learning's STAR Reading assessments at the beginning of the school year and at the end of each quarter. These assessments are quick, online and independent, and scores are immediately available. STAR Reading reports provide a ranking of all students in a class, track the growth of each student over time, and provide a grade-level equivalency score. Teachers are able to set individual goals and specific learning objectives at each student's exact grade level as measured by STAR Reading. Students also take the NWEA Measures of Academic Progress which measures students' progress toward Arizona's Common Core Standards in English Language Arts. The NWEA MAP is an online assessment that is unique to each student. It is taken in the fall, winter and spring. As students are taking the assessment, the test will adjust itself according to how a student answers each question. A test may become more challenging to see how far ahead a student is or a test may ask simpler questions to find out exactly where a student is performing. Teachers receive test results immediately and are able to determine what standards they need to re-teach and to which students. Teachers also administer fluency tests from Reading A to Z three times a year to progress monitor. Teachers spend time analyzing assessment data and will conference with their principal to ensure all students' needs are being met.

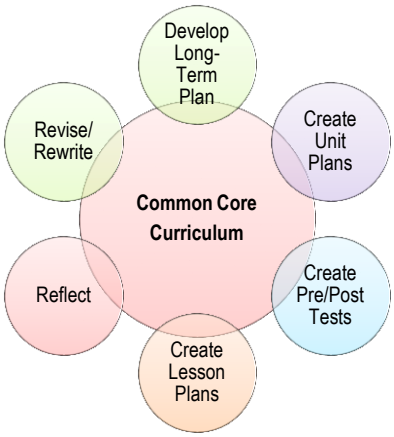
Professional development is ongoing, purposeful and relevant. Three weeks are set aside each summer for in-service along with four full days during the school year which are dedicated to analyzing data and adjusting curriculum and student groupings accordingly. Every Wednesday is an early release day in which teacher have 2 hours to spend on their own growth and development. Professional development includes workshops on topics like data-driven instruction, Lemov's taxonomy, and guided reading strategies. Teachers also work together collaboratively on action research committees, on RTI teams, and developing unit plans and end of unit assessments. Teachers are also provided with opportunities to attend workshops outside of school on reading and implementing the Common Core.


NWEA MAP Proficiency: Reading
65%
60%
55%
50%
45%
40%
35%
30%
Percentage of Students Demonstrating Proficiency
61%
57%
47%
44%
43%
38%
37%
Fall
Winter
Test Administration
First Grade
Second Grade
Third Grade
Fourth Grade

Math

Curriculum development at EAGLE Harmony is a well-organized and clearly-defined process. In June 2012, teachers and leaders developed curriculum maps aligned to Arizona's Common Core math standards. Teachers use these curriculum maps to gain an in-depth understanding of each standard, clearly identify what mastery of the standard looks like, and understand how the standard would be assessed. Curriculum maps are then used through the process of long-term, unit, and lesson planning to ensure rigorous instructional alignment to Arizona's Common Core standards. By the start of the school year all teachers created a long-term plan for math that identifies standards to be taught and mapped these standards across a yearly instructional calendar. Throughout the school year teachers create unit plans that align to the long-term plans. Teachers also design a pre-test to measure students' knowledge of skills that will be taught and incorporate this data into their planning of objectives. Results from the pre-test are used to plan and sequence learning objectives, plan for small group instruction, plan for individualized instruction, and set both whole-class and individual learning goals for students. This process also ensures the creation of a rigorous curriculum that encompasses all standards.

At the conclusion of each unit, teachers analyze their post unit test data to determine mastery of the standards taught and determine what specific skills students have/have not mastered within each standard. Teachers also use post-test mastery data to determine whether or not students met both their whole class and individual learning goals, and plan re-teaching of skills as needed. Our curriculum development model is rooted in Arizona's Common Core and is a process of development, reflection and refinement as reflected in the model below.



Curriculum Development Cycle

Teachers:

1. Develop long-term plan
2. Create unit plans with Pre- and Post-Tests
3. Develop daily lesson plans
4. Adjust daily lesson plans according to formative and summative assessments
5. Reflect on their curriculum
6. Revise and rewrite new curriculum for the coming year

Support:

1. Principal provides continuous support to teachers through the process of curriculum development.
2. Principal ensures alignment of all curricula to Arizona's Common Core.
3. Ongoing feedback on formal and information evaluations.

Teachers are provided a wealth of resources to support curriculum development. The core math resource is Singapore Math with supplemental resources including CompassLearning Odyssey, IXL, and memberships to several websites targeting math. Regardless of the publisher of the materials we utilize, our main focus is college preparation) for our students beginning in elementary grades through a rigorous curriculum heavily focused in reading. Singapore Math was chosen for the mathematics curriculum after a year of research conducted by the math action research committees at both EAGLE College Prep and EAGLE Harmony. The program we had previously was not resulting in the level of

proficiency we want to see in our students. Singapore Math is taught internationally and was the foundation for developing the Common Core State Standards in mathematics. EAGLE Harmony seeks to close the achievement gap in math and finds that the methodology and materials provided by Singapore Math support the curriculum maps being implemented by the teachers. Singapore Math requires students to understand math fluency while also teaching students different ways to approach thinking critically about math by incorporating the use of manipulatives, hands-on activities, learning multiple ways to approach the same math problem, and constructing arguments to explain how and why they found the answer they did.

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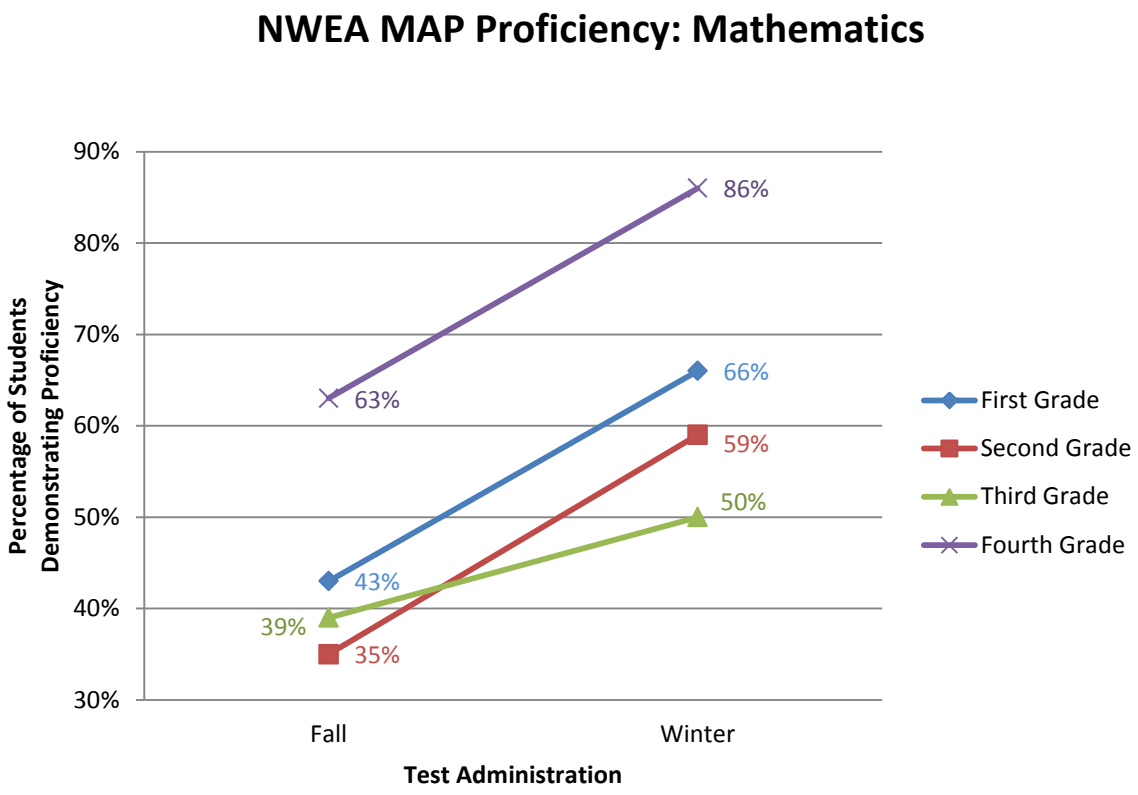
Professional development is ongoing, purposeful and relevant. Three weeks are set aside each summer for in-service along with four full days during the school year which are dedicated to analyzing data and adjusting curriculum and student groupings accordingly. Every Wednesday is an early release day in which teacher have 2 hours to spend on professional growth. Professional development includes workshops on topics like data-driven instruction, guided math instruction, and using Singapore Math. Teachers also work together collaboratively on action research committees, on RTI teams, and developing unit plans and end of unit assessments. Teachers are also provided with opportunities to

attend workshops outside of school on math and implementing the Common Core.



2b. Composite School Comparison

Reading

Reading is critically important to the future success of all children. EAGLE Harmony recognizes the need for all children to not only be good readers but to love reading. Reading unlocks so many doors. Harmony's reading curriculum and learning model support increasing proficiency in reading for all scholars regardless of need.

Continuous Improvement Plan Reading Goals (ALEAT):

a. During the 2012-2013 academic year students at EAGLE College Prep Harmony will demonstrate annual student academic achievement growth in reading. 80% of students will demonstrate one year's growth from August to June as measured by Star Reading.
b. Targeted students who have been rank ordered quarterly using school wide assessments will have intensive, focused reading intervention.
c. Students will receive an additional 30 minutes of daily reading instruction in addition to 30 minutes of online individualized instruction.

ELL - 17% of our students are ELL based on the October 1st counts. All classes at EAGLE Harmony operate under the Mainstream ILLP model as set forth by the Arizona Department of Education's Office of English Language Acquisition. All teachers hold the SEI endorsement on their certificates.

ELL students spend substantial time daily engaged in reading instruction. In addition to the ELL supplementary reading materials from *Imagine It!*, teachers also use *Read Well, Read Naturally,* and *English in a Flash* to support Structured English Immersion. All students whose PHLOTE reflected a language other than English participated in the AZELLA assessment in the fall unless previous data was already available from last spring. Students then took the AZELLA in January and February. We are awaiting scores from these assessments to determine our reclassification rate for the current school year. Teachers maintain ILLP progress reports in which they set goals for each student based upon the English Language Proficiency Standards and meet with parents at least 2 times per year to discuss student progress toward English proficiency.

ELL students benefit from our learning model wherein they participate in a relatively small whole class lesson, small group instruction, and online practice on CompassLearning Odyssey and English in a Flash. This format works well for language acquisition by providing students with a small, safe learning community where they can practice using newly learned vocabulary, and sentence structure. All teachers are trained in effective strategies for working with ELL students. This year, all teachers received focused training in academic vocabulary (Tier II words). It is our intent to serve all ELL students.

Read Well is a beginning remediation program for grades K-3. *Read Well* is primarily be used as a supplement for our ELL students. The main focus of the programs within the inclusive *Read Well* framework is small group instruction that is mastery-based, flexible, and guided by individual, ongoing

assessments. Small groups are adjusted frequently based on student performance. The end-of-unit assessments allow teachers to evaluate the progress and needs of each student and to decide whether immediate, intensive intervention or acceleration is warranted. *Read Naturally*'s structured intervention programs combine teacher modeling, repeated reading, and progress monitoring — three strategies that research has shown are effective in improving students' reading proficiency. Using audio support and graphs of their progress, students work with high-interest material at their skill level.

Special Education – Based on the October 1st counts, we serve students with a myriad of disabilities comprising about 8% of our student population. All students who receive services through special education work closely with the special education teacher and her assistant as well as their own classroom teacher to ensure one year's growth towards their IEP goals. Students also receive support for speech or OT per their IEP. We contract with a speech pathologist and occupational therapist to ensure all students' needs are being met.

Supplementary resources in special education include *Read Well*, Vocabulary Round-up, Pearson's Picture Word Sort, and Ed Mark in addition to Reading A-Z's high frequency words and sound blends. Every day, students with reading goals work on vocabulary, word sort, and high-frequency word memorization in addition to activities aligned to their specific goals.

All staff has been trained in special education law, child find, and reading strategies that support best practices with guided reading.

Free/Reduced Lunch – EAGLE Harmony's Free/Reduced Lunch rate was 52% per the October 2012 count. We work hard to serve all of our students regardless of socio-economic status. This year we implemented Title I Targeted Assistance at the school which supports small group instruction for students at the lowest SES levels. We will be a Title I School wide school in the coming school year. Our focused instruction is aimed at helping students who are significantly behind grow in their reading skills and abilities and to nurture a love of reading in all of our students.

Comparison to Schools Serving Similar Populations

While we cannot adequately compare test scores to other schools due to only having taken the Stanford 10 last year, we can look at our instructional methods and notice differences. One difference is that guided reading and small group reading intervention is provided to every student every day. Our students also spend additional time on reading through our online learning platform that provides completely individualized practice for all students every day. These additional supports for learning reading should translate into higher levels of reading proficiency as compared to local schools.

Math

Developing a strong conceptual understanding of mathematics while demonstrating mastery for fluency is critically important to 21st century learning and skills. We must prepare all scholars not only for college but for life after college in which they are challenged to solve problems, analyze things from multiple perspectives, and have a strong command of mathematical literacy. The programs we have in place serve all scholars regardless of need.

Continuous Improvement Plan Math Goals (ALEAT):

a. During the 2012-2013 academic year students at EAGLE College Prep Harmony will demonstrate annual student academic achievement growth in mathematics. 80% of students will demonstrate one year's growth from August to June as measured by Star Math.
b. Targeted students who have been rank ordered quarterly using school wide assessments will have intensive, focused math intervention.
c. Students will receive an additional 30 minutes of daily math instruction in addition to 30 minutes of online individualized instruction.

ELL - 17% of our students are ELL based on the October 1st counts. All classes at EAGLE Harmony operate under the Mainstream ILLP model as set forth by the Arizona Department of Education's Office of English Language Acquisition. All teachers hold the SEI endorsement on their certificates.

ELL students spend substantial time daily engaged in math instruction. All students whose PHLOTE reflected a language other than English participated in the AZELLA assessment in the fall unless previous data was already available from last spring. Students then took the AZELLA in January and February. We are awaiting scores from these assessments to determine our reclassification rate for the current school year. Teachers maintain ILLP progress reports in which they set goals for each student based upon the English Language Proficiency Standards and meet with parents at least 2 times per year to discuss student progress toward English proficiency.

ELL students benefit from our learning model wherein they participate in a relatively small whole class lesson, small group instruction, and online practice on CompassLearning Odyssey, IXL and Math Facts in a Flash. This format works well for language acquisition by providing students with a small, safe learning community where they can practice using newly learned vocabulary, and sentence structure. All teachers are trained in effective strategies for working with ELL students. This year, all teachers received focused training in academic vocabulary (Tier II words). SEI strategies, such as the SIOP model and Tier II vocabulary and responding to questions in complete sentences, are used in mathematics. Students spend two hours per day working on math, developing fluency and critical thinking skills to demonstrate mastery in Arizona's Common Core Math Standards.

Special Education – Based on the October 1st counts, we serve students with a myriad of disabilities comprising about 8% of our student population. All students who receive services through special education work closely with the special education teacher and her assistant as well as their own

classroom teacher to ensure one year's growth towards their IEP goals. All staff has been trained in special education law, child find, and teaching strategies that support best practices with guided math.

Supplementary resources in special education for students with math goals include Math-U-See, Houghton Mifflin, Math Pals, and Rocket Math. Special education staff participated in Singapore Math training to gain new ideas for games, math strategies, and learn more ways to implement manipulatives in their classroom.

Free/Reduced Lunch – EAGLE Harmony's Free/Reduced Lunch rate was 52% per the October 2012 count. We work hard to serve all of our students regardless of socio-economic status. This year we implemented Title I Targeted Assistance at the school which supports small group instruction for students at the lowest SES levels. We will be a Title I School wide school in the coming school year. Our focused instruction is aimed at helping students who are significantly behind grow in their math skills and abilities and to nurture a love of math and problem solving in all of our students.

Comparison to Schools Serving Similar Populations

While we cannot adequately compare test scores to other schools due to only having taken the Stanford 10 last year, we can look at our instructional methods and notice differences. One difference is that guided math instruction and small group math intervention are provided to every student every day. Our students also spend additional time on math through our online learning platform that provides completely individualized practice for all students every day. These additional supports for learning math should translate into higher levels of math proficiency as compared to local schools. Also, we use Singapore Math as our core math program which is significantly different from the curricula used by surrounding schools. Singapore Math is fully aligned to the Common Core and, in fact, much of the Common Core Standards were derived from Singapore Math. This definitely sets our math program apart.

2c. Subgroup Comparison

Reading

Reading is critically important to the future success of all children. EAGLE Harmony recognizes the need for all children to not only be good readers but to love reading. Reading unlocks so many doors. Harmony's reading curriculum and learning model support increasing proficiency in reading for all scholars regardless of need.

Continuous Improvement Plan Reading Goals (ALEAT):

d. During the 2012-2013 academic year students at EAGLE College Prep Harmony will demonstrate annual student academic achievement growth in reading. 80% of students will demonstrate one year's growth from August to June as measured by Star Reading.
e. Targeted students who have been rank ordered quarterly using school wide assessments will have intensive, focused reading intervention.
f. Students will receive an additional 30 minutes of daily reading instruction in addition to 30 minutes of online individualized instruction.

Continuous Improvement Plan Proficiency in English for ELLs Goal (ALEAT):

All English Language Learners will become proficient in English by meeting the Annual Measureable Achievement Objectives (AMAOs): "Making Progress" on AZELLA by meeting or exceeding the rate of 21%; by meeting or exceeding the annually measured English proficiency Reclassification rate of 21%; and by making Adequate Yearly Progress on AIMS Reading (AYP).

ELL - 17% of our students are ELL based on the October 1st counts. All classes at EAGLE Harmony operate under the Mainstream ILLP model as set forth by the Arizona Department of Education's Office of English Language Acquisition. All teachers hold the SEI endorsement on their certificates.

ELL students spend substantial time daily engaged in reading instruction. In addition to the ELL supplementary reading materials from *Imagine It!*, teachers also use *Read Well, Read Naturally,* and *English in a Flash* to support Structured English Immersion. All students whose PHLOTE reflected a language other than English participated in the AZELLA assessment in the fall unless previous data was already available from last spring. Students then took the AZELLA in January and February. We are awaiting scores from these assessments to determine our reclassification rate for the current school year. Teachers maintain ILLP progress reports in which they set goals for each student based upon the English Language Proficiency Standards and meet with parents at least 2 times per year to discuss student progress toward English proficiency.

ELL students benefit from our learning model wherein they participate in a relatively small whole class lesson, small group instruction, and online practice on CompassLearning Odyssey and English in a Flash. This format works well for language acquisition by providing students with a small, safe learning community where they can practice using newly learned vocabulary, and sentence structure. All

teachers are trained in effective strategies for working with ELL students. This year, all teachers received focused training in academic vocabulary (Tier II words). It is our intent to serve all ELL students.

Read Well is a beginning remediation program for grades K-3. *Read Well* is primarily be used as a supplement for our ELL students. The main focus of the programs within the inclusive *Read Well* framework is small group instruction that is mastery-based, flexible, and guided by individual, ongoing assessments. Small groups are adjusted frequently based on student performance. The end-of-unit assessments allow teachers to evaluate the progress and needs of each student and to decide whether immediate, intensive intervention or acceleration is warranted. *Read Naturally*'s structured intervention programs combine teacher modeling, repeated reading, and progress monitoring — three strategies that research has shown are effective in improving students' reading proficiency. Using audio support and graphs of their progress, students work with high-interest material at their skill level.

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All staff has been trained in special education law, child find, and reading strategies that support best practices with guided reading.

Free/Reduced Lunch – EAGLE Harmony's Free/Reduced Lunch rate was 52% per the October 2012 count. We work hard to serve all of our students regardless of socio-economic status. This year we implemented Title I Targeted Assistance at the school which supports small group instruction for students at the lowest SES levels. We will be a Title I School wide school in the coming school year. Our focused instruction is aimed at helping students who are significantly behind grow in their reading skills and abilities and to nurture a love of reading in all of our students.

Math

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d. During the 2012-2013 academic year students at EAGLE College Prep Harmony will demonstrate annual student academic achievement growth in mathematics. 80% of students will demonstrate one year's growth from August to June as measured by Star Math.
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Students spend two hours per day working on math, developing fluency and critical thinking skills to demonstrate mastery in Arizona's Common Core Math Standards.

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3a. A-F Letter Grade State Accountability System

EAGLE Harmony seeks to improve its rating of "C" as K-2 school in FY 2012. In addition to all previous material contained in this document, EAGLE Harmony has clearly established goals in its Purposeful Plan. The principal and her staff established 1 year goals and 3 year goals in both reading and math with the ultimate goal that students who remain with EAGLE far outperform those who are new to EAGLE on the state assessment. We track student performance year over year in addition to monitoring current year data. We want to see how well students perform when they remain in our program long-term. Tremendous success has been seen at our sister school and we anticipate the same sort of success here.

Internal goals have been established on the school's Purposeful Plan for three years – FY13, FY14, and FY15. These goals are specific to each assessment students take including the NWEA MAP, Reading A to Z fluency assessments, AIMS, and EEI benchmarks. In May, students will be taking the final round of each of these assessments so we will have a better understanding of how close we were to meeting our goals. An example of a goal and student performance so far is below.

Internal Growth Goal on the NWEA MAP:
70% of students under the 77th percentile (in August) will grow by at least 1.5 years. 90% of students above 77th percentile (in August) will grow by at least 1 year. We will analyze our data according to this goal once our third round of NWEA MAP is completed; however, students made substantial growth first semester as indicated in the table below. They are on track to meet our internal goal this year which should result in strong scores on AIMS and Stanford 10.

	Math: **Average Years of Growth – August to December**	**Reading:** **Average Years of Growth – August to December**
First Grade	1.0	0.9
Second Grade	1.0	0.9
Third Grade	1.1	1.1
Fourth Grade	0.7	1.1

According to the breakdown of EAGLE Harmony's letter grade, 73% of students were on-target in reading on the SAT 10 and 45% were on target in math. We made a significant shift in our math program this year when we implemented Singapore Math school wide. The growth we have seen so far has been substantial with the math scores on NWEA MAP in December far outscoring the reading scores. We anticipate that this will result in a strong math performance on AIMS with our reading performance remaining solid.

We also anticipate receiving the ELL bonus points this year as all students who were eligible to take the AZELLA did so.

4a. High School Graduation Rate

Not applicable

4b. Academic Persistence

Not applicable