Champion Schools: Introduction

In 1999, Champion Schools opened as part of Stanford University's Accelerated Schools Project. The essence of this reform model was to provide a rigorous content rich curriculum emphasizing collaborative, integrative, relevant, project based learning. Our belief is that 'teaching up' to at-risk students using this gifted and talented curriculum will accelerate their learning. We continued with Accelerated Project until the program closed at Stanford and merged with the National Center for Gifted and Talented Education at the University of Connecticut. Our school continues to embrace the philosophy and principles of Accelerated. Our school opened with 60 students and multi-grade classes K-6 located in the Cultural District of Central Phoenix. We grew over time to 175 students, and shifted to purely grade level classes to better prepare for AIMS. Our results were above average and our ability to grow students academically was evidenced. During this time, we noticed that many young students were coming to us without the fine motor skills needed be successful and that older students responded very well to our small sports program. Based on these observations, we began to develop our current model of the 'sport-centric' school.

After 10 years of operation, and studying our student population we found an increasing percentage of students enrolling from South Phoenix. We made an important decision, to grow and move our school to South Phoenix. The move had its challenges as we added 7th and 8th grade, doubled the number of classrooms and were stalled by the 'credit crunch' in 2009. Our school was split into two campuses for two years and nearly doubled in population. The number of students in need of remediation increased significantly. We are now in our second year at our beautiful new 5-acre campus with a student population of over 550. We are flourishing in an area that has been extremely challenged academically.

Since 2005, we have been attending Harvard University's, Graduate School of Education professional development for Charter School Leaders and are currently working with the Arizona Charter Schools Association's Quality Schools program to continue our work to become an A school in an underserved, high need, high poverty neighborhood.

Section 2: Proficiency: Subsection 2a: Percent Passing Math & Reading

Champion Schools has created a comprehensive system of planning, implementing and measuring the effectiveness of our curriculum to specifically enhance student growth and increase our percent passing. We begin by studying our annual test results and disaggregating our data looking for trends that will help us drive improvement. Following the Response to Intervention Model (RTI), teachers and the Principal meet to discuss and plan Tier I strategies based on students' strengths and weaknesses. A timeline is established for collecting data using screening and benchmark assessments, determining strategic interventions and setting measurable goals to be used in whole-class instruction. Based on these results students including the subgroups bottom 25%, ELL, and FRL are identified for a mandated summer program. In addition, more frequent targeted instruction and progress monitoring is required in the upcoming school year. When students do not show sufficient progress in Tier II, we adjust strategies in Tier III and may begin the process to determine possible eligibility for Special Education.

Based on successful results and practices, we have developed an Academic Blueprint for Success including a set of comprehensive data in a resource binder for each teacher. These binders contain: Stanford10 and AIMS results and Report Cards giving teachers data that tracks student performance over the entire prior school year. Teachers create curriculum maps and pacing guides utilized to create weekly lesson plans. Collaborative planning is required to group students in classes that are conducive to addressing academic strengths and remedial needs and ensure consistent educational experiences across grade levels.

Teachers have a variety of instructional materials to use in planning and implementing the curriculum. The adoption of these materials is discussed and agreed upon in a committee of teachers and administrators. In Math, we switched from Houghton-Mifflin to the Saxon Series

because the spiraling components are more aligned with the needs of our students. In Reading, a committee of K-2 grade teachers adopted Sadlier and Starfall books, workbooks, and software to teach the 'mechanics' of the language, with Houghton Mifflin text providing leveled stories as students become more proficient. Grades 3-5 use Sadlier for phonics and vocabulary development, Houghton Mifflin for stories and class sets of books for novel units. Middle School uses McDougall-Littell Literature Series to teach genre and literary conventions, with an emphasis on non-fiction resources from articles and internet sources.

In addition to curriculum planning, professional development starts during teacher Pre-Service. This year sessions included: Doug Lemov's "Teach Like a Champion" instructional strategies, "Whole Brain" techniques for classroom management, "Flipped Classroom" and other innovative technology, introduction to the PARCC Assessment and Common Core demonstrations. The Arizona Charter Schools Association: Quality Schools Program 'kicked off' our assessment program with trainings that will continue throughout the school year that include: culture and assessment, analysis and action, and intervention and enrichment. Every Friday is noon dismissal and three hours are dedicated to teacher professional development and additional guest trainers in specific areas.

Teachers utilize a variety of instructional strategies to implement lesson plans including: Direct Instruction, Learning Centers, Smart Board, Computer and Tablet Technology, Flipped Classroom Techniques, and Small Group Interventions. Teachers use data to guide their instruction and supplement prior year foundational skills wherever necessary. These data are also used to make approved adjustments to their existing Curriculum Maps and Pacing Guides and create tutoring groups based on performance objectives. The Academic Director monitors the implementation of curriculum by: reviewing weekly lesson plans, cumulative assessment results,

conducting informal and peer observations with immediate feedback, and formal written evaluations with pre and post conference components. The discoveries made during the monitoring process drive our professional development plans for teachers individually and as a whole.

With the support of the Quality Schools Program, we implement a formalized, systematic process for data analysis using Galileo. Galileo is integral to our comprehensive assessment system that includes a pre-test, three benchmark assessments, post-test, and teacher instructional effectiveness measure. During the first week of the school year all teachers administer the Galileo pre-test and prior year AIMS sample tests in both Reading and Math. In addition, we disaggregate data derived from internal Cumulative Tests, Gates MacGinitie, and AIMS Sample Tests in both reading and math. Once the data is reviewed, discussed and shared among all teaching staff, we meet with individual teachers to discuss and strategize about how we can continuously support and increase student proficiency levels. Teachers implement the recommendations and newly devised strategies to increase instructional effectiveness. Professional Learning Community Meetings (PLC's) are scheduled bi-weekly, to conduct data dialogs, formulate strategies, and report on effectiveness and/or ineffectiveness of current instructional practices.

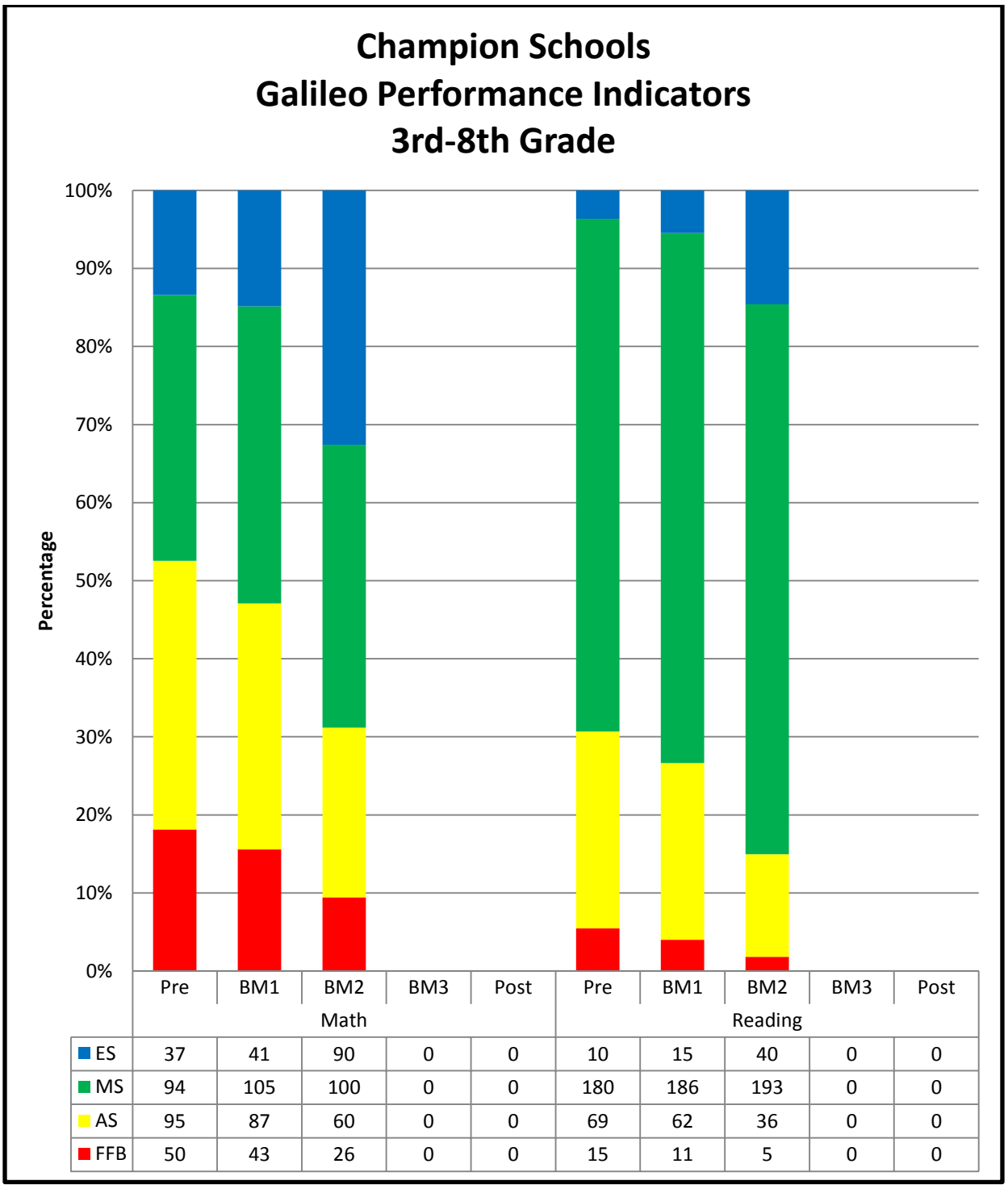
Our Galileo benchmarks are very promising reflecting marked growth this year and forecasting a healthy increase in our Percent Passing on AIMS 2013. According to our Galileo Benchmark 2 performance indicators for 3rd through 8th grade, 85% of our students are on-track to Meet or Exceed on the AIMS in reading and 68% in math (see chart 1). In reading the number of students who were categorized FFB has decreased from 15 to 5 and the number of students who were categorized Exceeds has increased from 10 to 40. In math the number of students who

were categorized FFB has decreased from 50 to 26 and the number of students who were categorized Exceeds has increased from 37 to 90.

In addition, our Galileo Instructional Effectiveness Assessment System (IEAS) scores designate that all of our Kindergarten through 8th grade teachers are rated Effective or Highly Effective (see chart 2). The pre-test, benchmark, post-test method used in the IEAS makes it possible to assess student growth occurring over the entire school year. Analyzing individual teacher's categorical growth scores from Galileo allows us the ability to gauge a teacher's instructional effectiveness and make adjustment to instructional practices if needed. We also use this data to determine upcoming professional development needs by appraising what performance objectives have the lowest mastery percentile ratings. In the 2011-2012 school year all of our grade levels placed in the typical to high growth categories according to our Student Growth Percentile rankings (see chart 3). Six of the eight grades assessed demonstrated improvements from the previous school year.

Data: Section 2: Proficiency: Subsection 2a: Percent Passing Math & Reading

Chart 1



	Math					Reading				
	Pre	BM1	BM2	BM3	Post	Pre	BM1	BM2	BM3	Post
ES	37	41	90	0	0	10	15	40	0	0
MS	94	105	100	0	0	180	186	193	0	0
AS	95	87	60	0	0	69	62	36	0	0
FFB	50	43	26	0	0	15	11	5	0	0

Chart 2

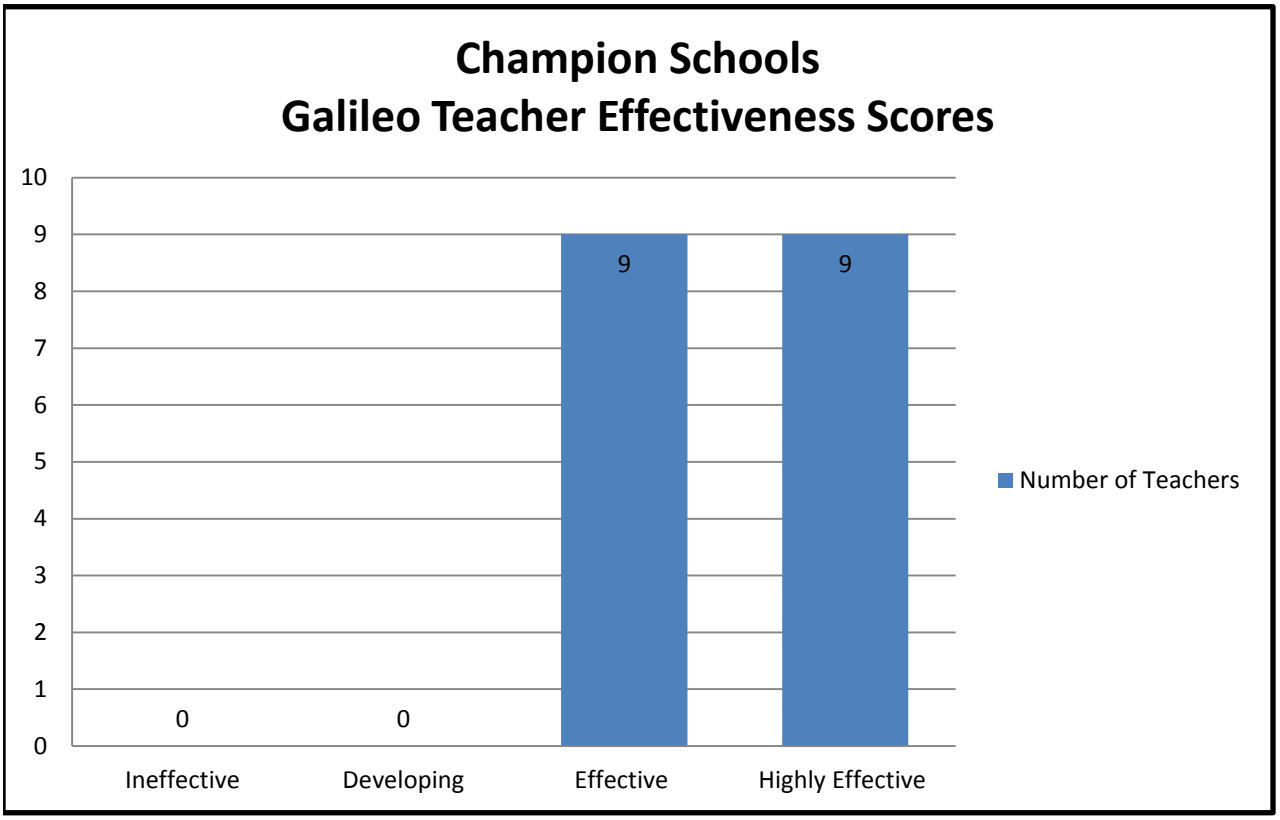
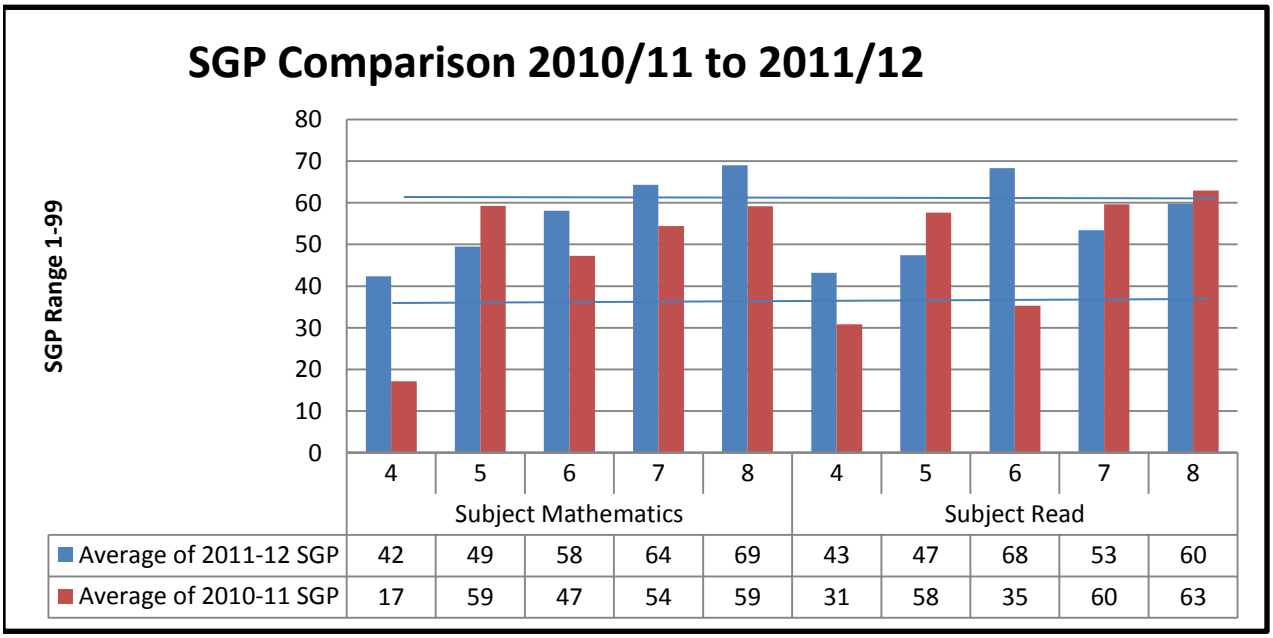


Chart 3



Section 2: Proficiency: Subsection 2b: Composite School Comparison Math & Reading

Our student demographics and geographic location have changed dramatically in the last two years (see chart 1). The new location in South Phoenix has 8 district schools within 5 miles that have D ratings (see chart 2); the majority of our new student population is drawn from these schools. Our enrollment increased from the 2010-2011 school year to 2011-2012 school year by over 270 students (see chart 3). We opened the doors at our new campus with full capacity the first day, meeting our 3rd year projections for enrollment. Our school model is geared toward engaging students from diverse, underprivileged, lower socio-economic backgrounds. With this in mind, we designed a school culture to enhance academic persistence and promote self-efficacy.

At the beginning of the school year, per Tier I of our RTI Model, students meet with their teachers to review their data and set measurable goals. Students know specific critical areas of the curriculum they need to master and the strategy they plan to employ. Students are assigned tutoring groups based on these data, to assure they have the support they need to achieve their goals. Teachers take the time to explain the AIMS to their students and discuss the specific areas that students need to focus on for improvement; this significantly helps students invest in and take responsibility for their own learning. Results from Galileo benchmarks, internally created cumulative assessments, and standardized testing became more meaningful for students as they understood how these assessments related to their goals. Setting goals and graphing individual, class and grade level data on classroom walls and bulletin boards in hallways motivates students to take pride in their efforts.

Students identified as needing Tier II Interventions and more frequent monitoring, have multiple opportunities to engage in enrichment activities outside of the normal school day. All

teachers are required to schedule tutoring for students before, during and/or after school. Reading and Math Interventionists work with identified students four days a week throughout the school day. We also have before and after school programs: Reading Rocks and Math Counts. Students who need extra support to bring up their grades are mandated to attend Saturday School. Saturday School is open from 8am to 12pm and assigned students are required to attend 2-4 hours depending on need. Classes are separated, one for Math and one for Reading. Saturday School teachers are Reading and Math endorsed so that students have the opportunity to receive high quality individualized instruction. Students have individual packets created by their teachers that focus on foundational skills and specific performance objectives that need remediation and any missing assignments. This allows time for parents to communicate with teachers and understand the status of students' progress. Increased interactions between students, teachers and parents help in building meaningful relationships that support students' efforts in their studies and motivates their success.

A positive learning environment is one of most influential factors in the success of a student and thus a whole school community. We begin by recruiting motivated teachers with a compassion for social justice and a desire to work with low-income students. During our Pre-Service, staff members agree on a consistent school wide discipline program to promote a positive productive learning environment where students respect each other and the adults around them. Videos, articles and discussions were used in the pre-service to analyze, demonstrate and develop these strategies. A disciplined environment allows teachers to clearly deliver aligned, well-planned, content rich curriculum effectively without the distraction of frequent disruptions, thus improving the opportunity for students to absorb the full benefits of the instruction.

Our Leadership Team, which includes administrators and teachers are given multiple opportunities to learn about best practices off campus. They have visited other schools with similar demographics that have been successful in closing the achievement gap. Our purpose is to observe the implementation of successful instructional strategies and techniques that we can use to improve our school. We have visited both Arizona and out-of-state schools. Our work at the Harvard Graduate School of Education has exposed us to numerous promising practices at high performing urban charter schools, nationwide.

We have launched some of these innovative practices as part of our Technology Initiative. To give students more access to the Math curriculum, we are using 'flipped classroom' techniques, by creating videos on content standards that students can view in class and at home. These videos can be viewed by students and their parents on YouTube through our Champion Schools website (www.championschools.org). Students without internet access, receive the videos on a flash drive or DVD. Students can watch the videos multiple times as support for assignments and preparation for tests.

Technology is also used to enhance instruction in Reading. In the lower grades, intensive phonics instruction is accessed via the Internet. Students who need enhanced exposure to alphabet sounds, blending, and building words with phonemes are given opportunities to practice with Starfall and other phonics software programs. To increase support students use SmartBoard technology, classroom computers and tablets. Students are allowed to bring their own technology to school. (i.e., Kindle, ipad, ipod, or smart phone) These devices can be used for instructional support as determined by teachers during class time to search research data and informational text. As part of our Technology Initiative, we also launched Champion Schools GOOGLE Docs intranet. This is a private information sharing system for students to access, create and submit

assignments, utilize discussion features and participate in dialog with teachers and fellow students. Students 3rd – 8th grade have their own email address, which allows them to access class Google calendars, grade level discussion forums, real-time collaboration via Google Docs, and the ability to submit assignments.

Additional instructional strategies included on our Blueprint to support and enhance student engagement and retention are 'Bell Work' and 'Tickets Out the Door'. Bell Work is routinely posted when students enter the classroom; they immediately have a short 'warm-up' assignment. This practice minimizes the distraction of transitioning and provides the opportunity for a short review. A Ticket out the Door is a short task or quiz of 3-5 items that each student must complete before exiting the classroom. This quick review serves as an informal assessment tool for teachers to gauge mastery of performance objectives. Teachers use both Bell Work and Tickets out the Door for spiraling performance objectives as well. Repetition and exposure to all grade level standards on an ongoing basis allows students to stay sharp and well prepared for building upon prior knowledge.

The results of implementing a number of the promising practices we have witnessed through our professional development, school visits, and Technology Initiative have been very promising. Our whole school (kindergarten – 8th grade) Galileo benchmarks reflect that 82% of our students are on-track or exceeding in reading and 67% in math (see chart 4). This is an 18% increase in reading from the Galileo pre-test and 21% increase in math.

Data: Section 2: Proficiency: Subsection 2b: Composite School Comparison Math & Reading

Chart 1

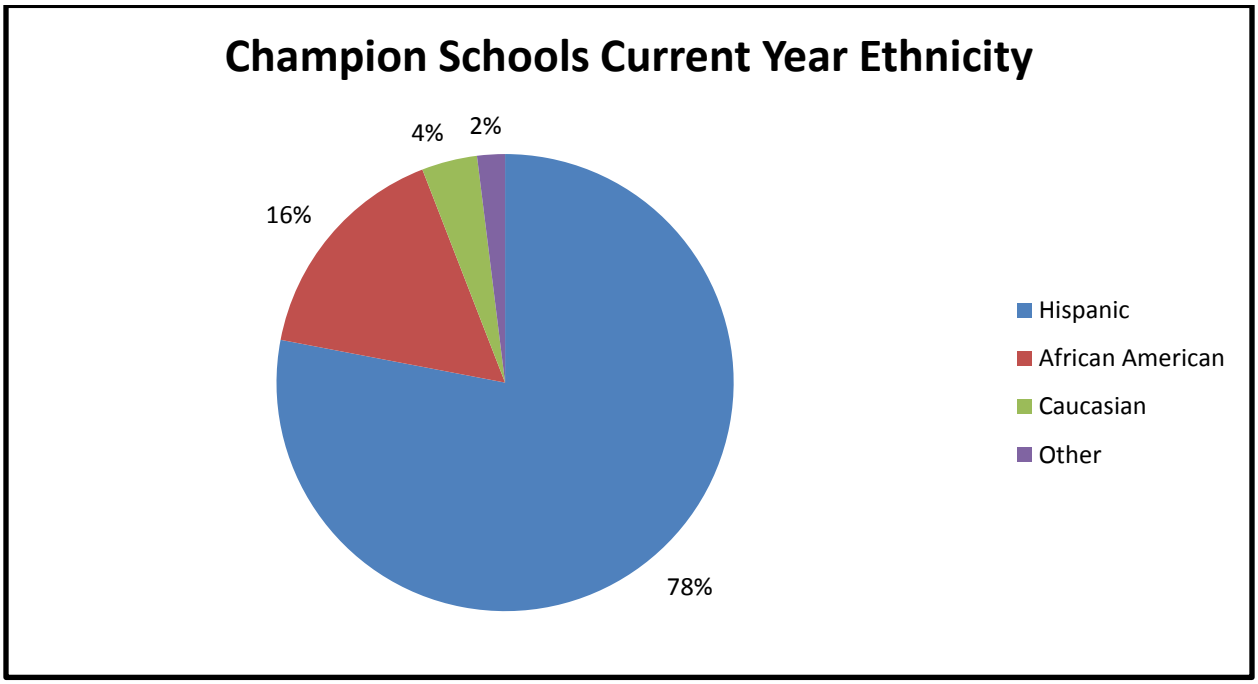


Chart 2

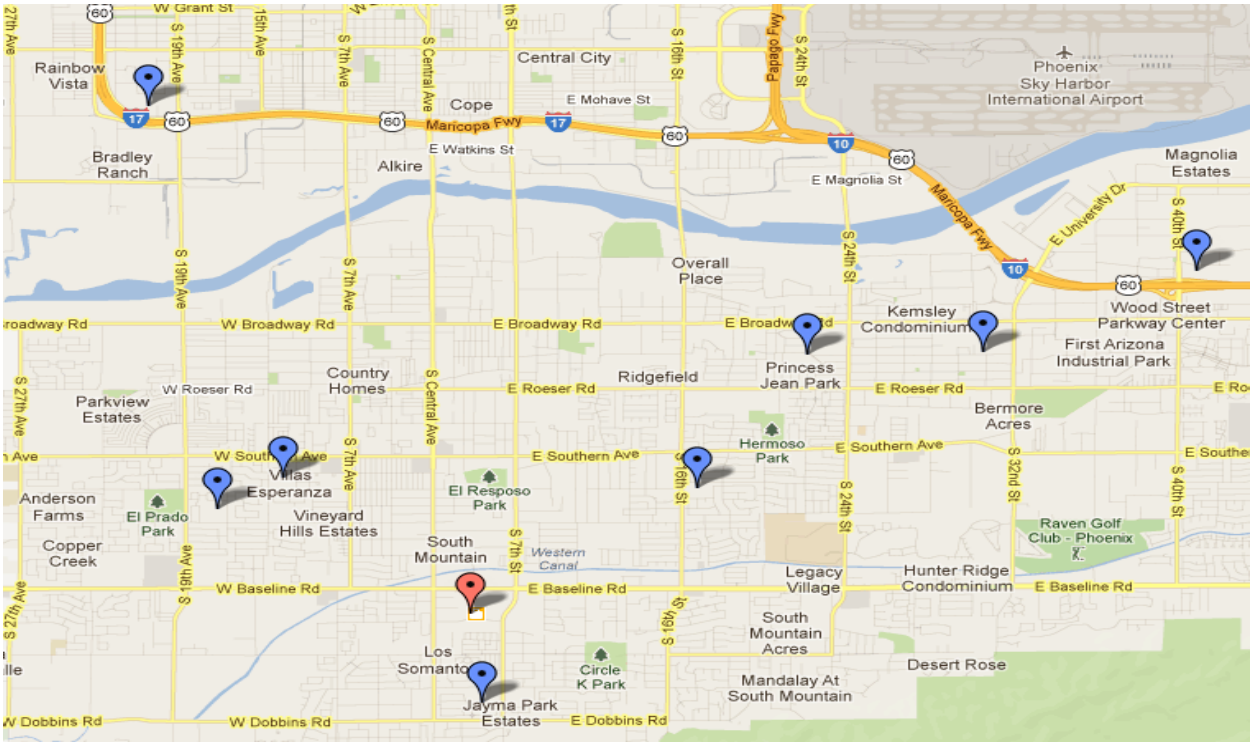
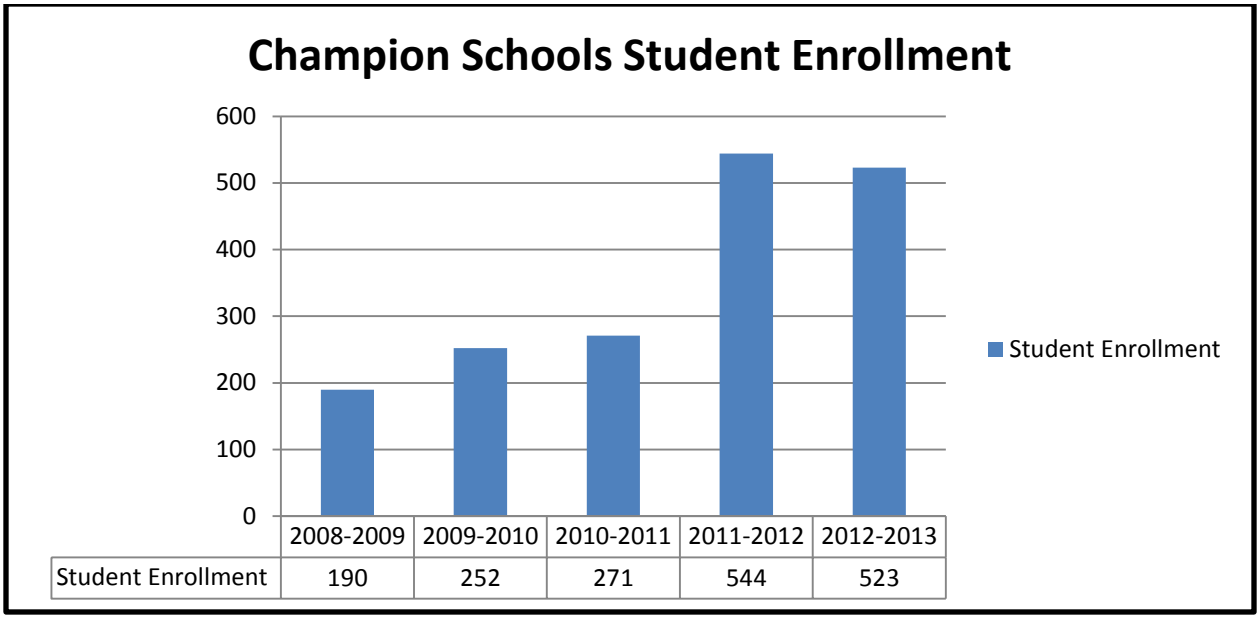
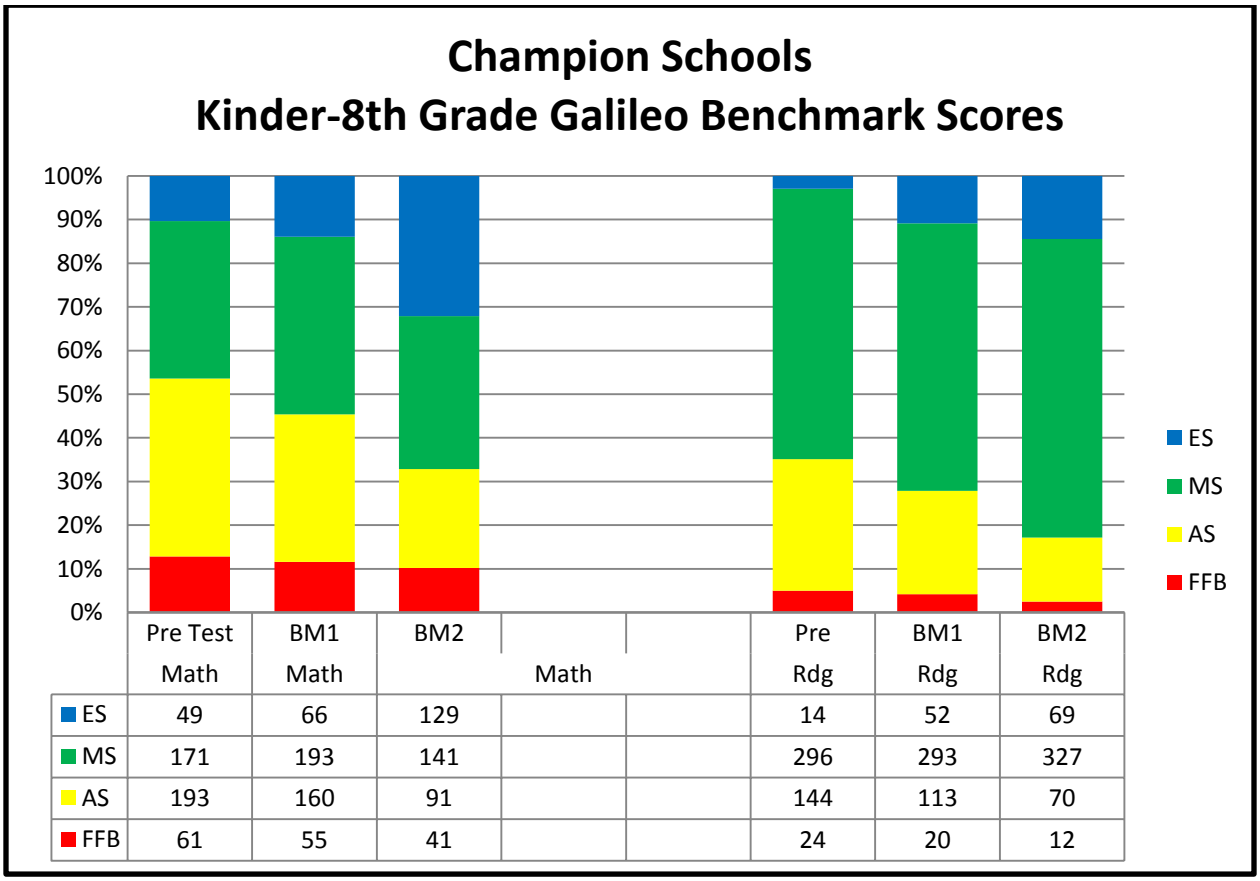


Chart 3



	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Student Enrollment	190	252	271	544	523

Chart 4



	Pre Test Math	BM1 Math	BM2			Pre Rdg	BM1 Rdg	BM2 Rdg
			Math					
ES	49	66	129			14	52	69
MS	171	193	141			296	293	327
AS	193	160	91			144	113	70
FFB	61	55	41			24	20	12

Section 2: Proficiency: Subsection 2c: ELL Math

Our ELL enrollment has increased markedly since moving to our current location in South Phoenix (see chart 1). ELL identification is based on the Primary Language (PHLOTE) survey included in our enrollment packet. Any student, who indicates that English is not their primary language, is provided AZELLA testing as required to identify their proficiency levels.

Teachers maintain an ELL Binder in their classroom. This binder contains an ILLP (Individual Language Learner Plan) for students who are not proficient in the area of English and remain in the mainstream classroom. Teachers create lessons that contain English Language Development (ELD) Standards which correlate to their state standards. This is updated quarterly or as needed to meet the needs of the student. They create lessons that support students in vocabulary, grammar, listening, speaking, writing and reading.

Special attention is given to making instruction comprehensible to ELL students. Teachers video tape a 10- minute segment of instruction and analyze it for comprehensibility with the ELL student in mind. Another important aspect of our ELL instruction is to teach students how to ask questions. Teachers use a Questions Chart with who, what, when, why and how on the x-axis and verbs such as: is, was, are, did, do, can, will, would, and might on the y-axis. Students learn to formulate questions using the chart to ask clear, specific questions for clarification that increase their understanding of the lesson. Once students are familiar with the academic domain specific vocabulary they are encouraged to add adjectives, common descriptors, challenging synonyms to compare differences and similarities. This supports students increase in proficiency in discussing academic content.

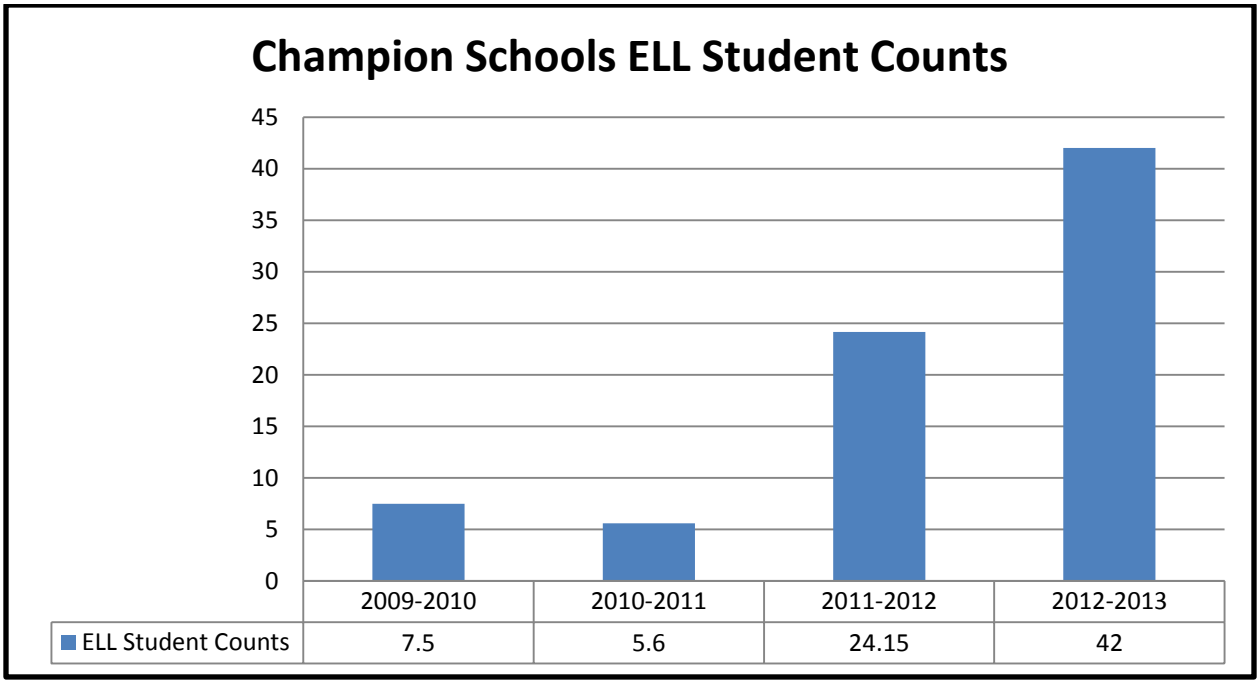
Teachers also use visual scaffolds and templates for problem-solving in math to help students see the sense of the problem and strategize ways to find the solution. Students are encouraged to use constructive investigations related to real world issues that are not peripheral, but central to the curriculum. Smartboard and video technology is utilized to display labeled illustrations used to explain math concepts. Math activities using manipulatives are used to support a deeper understanding of concepts. Students have access to Math tools: rulers, Cuisenaire rods, tangrams, shape models, dice, counters, sticks, protractors, compasses, and simple/graphing calculators. Student-made demonstrations of solutions are created and posted using: line, bar, pie, vertex edge graphs and Venn diagrams.

In addition to other assessments utilized for all students teachers assess ELL students using internally created cumulative assessments. These assessments allow teachers to measure the student's mastery and retention of previously introduced concepts and plan remediation strategies accordingly. According to our current year data, ELL students show an average increase of 9% on math cumulative assessments (see chart 2).

We provide on-site, on-going professional development to support teachers in delivering instruction to our ELL students. These trainings are provided by Ann Swigard the founder of Educational Training Specialists, LLC. She provides guidance and support in developing best practices for our teachers in all subjects and grade levels starting in our pre-service trainings. This is followed by informal and formal classroom observations for all teachers. Based on the results of the observations, she designs subsequent trainings specifically designed to meet the needs of all the teaching staff.

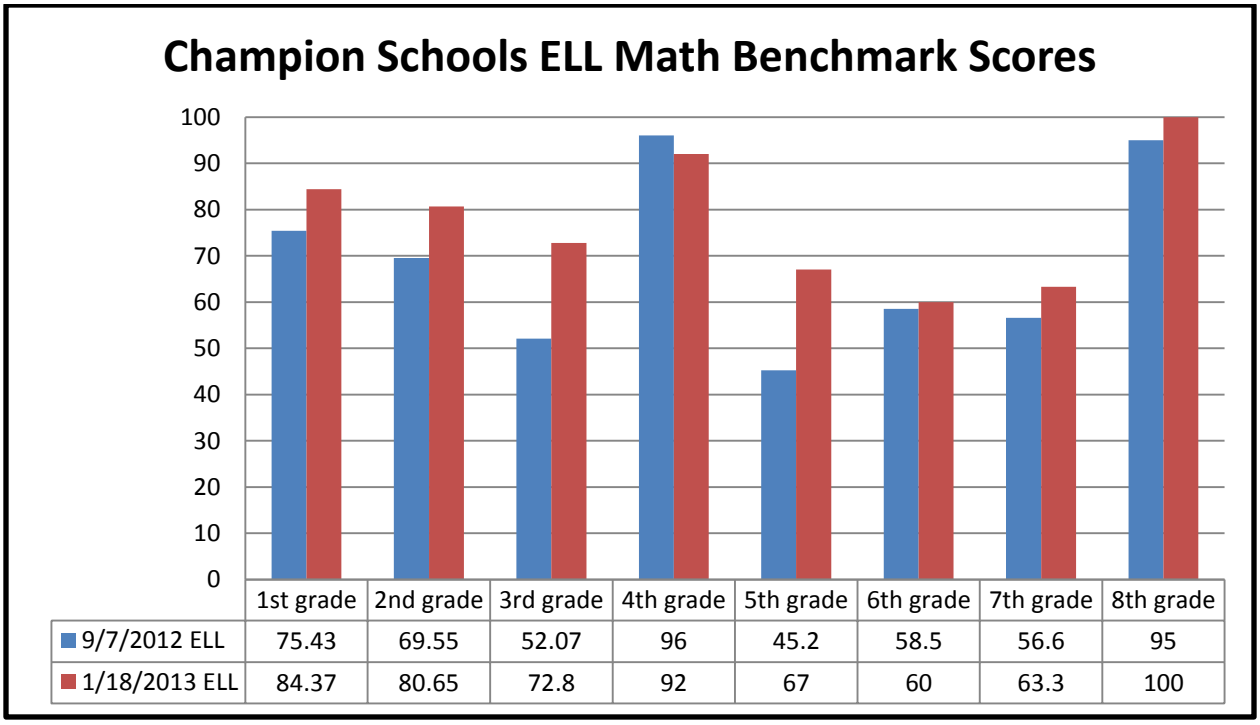
Data: Section 2: Proficiency: Subsection 2c: ELL Math

Chart 1



	2009-2010	2010-2011	2011-2012	2012-2013
ELL Student Counts	7.5	5.6	24.15	42

Chart 2



	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
9/7/2012 ELL	75.43	69.55	52.07	96	45.2	58.5	56.6	95
1/18/2013 ELL	84.37	80.65	72.8	92	67	60	63.3	100

Section 2: Proficiency: Subsection 2c: FRL Math & Reading

As mentioned in Section 2a and 2b, the systematic process established for increasing student proficiency for all students is supplemented with specific actions to close the achievement gap for our FRL student population. Since moving to our new campus, our FRL population has increased from 0% to 88.85%. Families living in poverty cannot afford to supplement the education of their children; often students don't have the opportunity to go to museums, performances or cultural events. FRL students have limited experiences to draw from and most often don't have parents with higher levels of education to stimulate their vocabulary and critical thinking. Because of this, their communication skills are often underdeveloped; students struggle to formulate meaningful questions, articulate a thoughtful point of view, or express a viable argument with evidence. Working collaboratively, finding value in the opinions of others, and simply entering and exiting a conversation, are skills they need to learn and expand upon. These are opportunities that we constantly reinforce in the instruction, culture, and discipline at our campus. Our Title I program allows an opportunity for students to gain extra educational support while working to overcome the economic hardships their families face.

Field trips and educational presenters are regularly included in our curriculum. The Arizona Science Center hands-on outreach programs, Nutrition Network and high-powered telescopes from Stargazers have visited our campus to expose students to scientific fieldwork. We support students through school-wide events like- Read-a-Thon, Spelling and Math Bees, Science Fair, and Invention Convention. Trips to the Library, Farm, Theater, Symphony, Phoenix and Wildlife Zoo, Phoenix Children's Museum, Science Center, History and Art Museums enhance the relevancy of our curriculum. Classes travel on study tours to destinations such as the Lava Caves in Flagstaff, Biosphere near Tucson, and the California coast.

This year we added new supplemental teaching positions at our school, two full-time Math and Reading Interventionists. These Interventionists provide small group remedial instruction to FRL /Title I students before, during, and after school. At the beginning of the year, using prior test scores and placement assessments, Interventionists identify and assign students to intervention groups. They provide instruction in the classroom, collaborating with the classroom teacher, twice per week. Lessons begin with integrated co-teaching followed by small group instruction, so that both teachers are able to attend more directly to individual student needs. Common Core standards are already being implemented in tutoring and small group instruction. Common Core materials are used to not only reinforce previously taught concepts, but to also provide a deeper understanding and connection to the real world. Each student has use of a Kindle Fire during reading intervention groups. This technology has proven to be an efficient tool for facilitating engagement in the small group remedial lessons.

The reading and math Interventionists conduct groups called “Reading Rocks” and “Math Counts” and meet Monday-Thursday before and after school on alternating days, so that students have the opportunity to attend both content areas. Student progress in Reading and Math is assessed four times per year by the Interventionist. For Math, students are assessed using the Buckle Down Practice Tests. In Reading, students are assessed using stories and questions from the Jerry Johns Basic Reading Inventory. Progress Reports are then prepared to track student growth and inform parents of their child’s progress. This monitoring identifies students who are on-track to exit the program based on the demonstrated progress they make on benchmark assessments.

A variety of instructional strategies are used by the Math interventionist both in and out of the classroom. Students are taught to use graphic organizers to aid in making sense of the

problem and using diagrams to explain abstract concepts. By simplifying complex math into smaller steps, the Interventionist then scaffolds the instruction, explaining the "why", until students grasp full understanding. According to our current year internal data, derived from the AIMS Buckle Down series, students receiving interventions in all grade levels are showing significant growth from the Math Baseline Assessment (29.14% on 8/12), to the most current Benchmark Assessment (60.07% on 1/13), an overall increase for FRL/Title I students in Math grades 3-8 is 32.93% (see chart 1).

Additional strategies to increase student engagement and performance are promoted in classroom learning. Strategies such as reading aloud to students, using a selection above grade level is used to model fluency, increase student interest in reading, and develop attention and listening skills. In addition, all students are expected to have a book for independent reading at all times. These independent reading selections should match their ability level and increase in text complexity as their aptitude levels rise. To determine the appropriate reading level for each student, we use the Gates MacGintie Assessment for Reading, which is proctored twice in the first half of the school year, as well as twice in the second half of the school year. Classroom libraries are leveled and students use their Gates score to aid them in choosing books at the appropriate reading level. Students can check books out of the classroom library with teacher recommendation, select from the Bookshare program, or the Public Library. All classes conduct an annual tour of the Public Library and all students are encouraged and given the opportunity to get a library card.

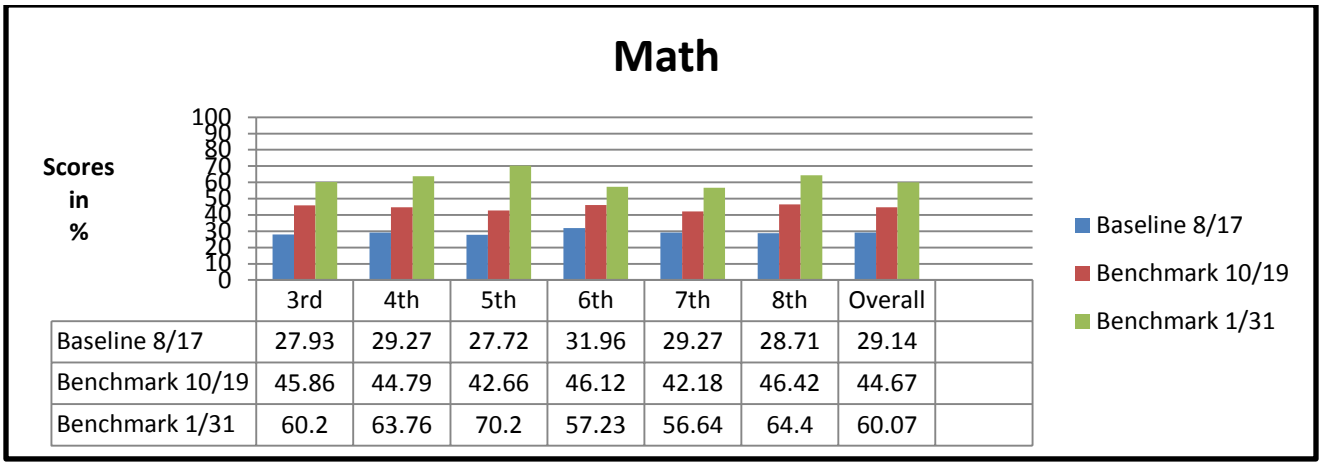
The Interventionist Reading program assesses students using the Jerry Johns Basic Reading Inventory in the areas of fluency, based on words per minute (wpm) and comprehension on both expository and narrative passages. The assessment in both areas allows for a deeper

look at how well students read and comprehend multiple story types. According to our current year data, students show an increase on expository passages in grades 3-8 of 63.78% in wpm and 19.14% in comprehension (see chart 2 & 3). Students also show a marked increase on narrative passages in grades 3-8 of 32.33% in wpm and 30.69% in comprehension (see chart 4 & 5).

Our homeless student population has increased from 0 to 64 families over the last two years. Twice a year, in August and January, the Homeless/Parent Liaison disseminates information to disadvantaged families informing them of the resources available to them. Our Homeless/Parent Liaison is also available as a resource for teachers who have concerns about particular students. Professional development opportunities to keep up-to-date on best practices are provided to our Parent/Homeless Liaison throughout the school year. The Liaison conducts a beginning of the year orientation to educate each member of the school staff on identification of homeless students. Resources are provided and questions are answered so that each school member feels comfortable in offering support to any family in need, as well as understands the process to go through to get the families in contact with the Liaison. The Homeless/Parent Liaison is fully certified through the California Parent Center. This school year our Liaison, has attended the ADE Boot Camp, McKinney-Vento 101 Basics, Arizona State Conference on Homelessness, as well as the National Conference on Homelessness. The Information gained through these professional development opportunities is used to provide on-site trainings for teachers on innovative and adaptive instructional techniques and strategies.

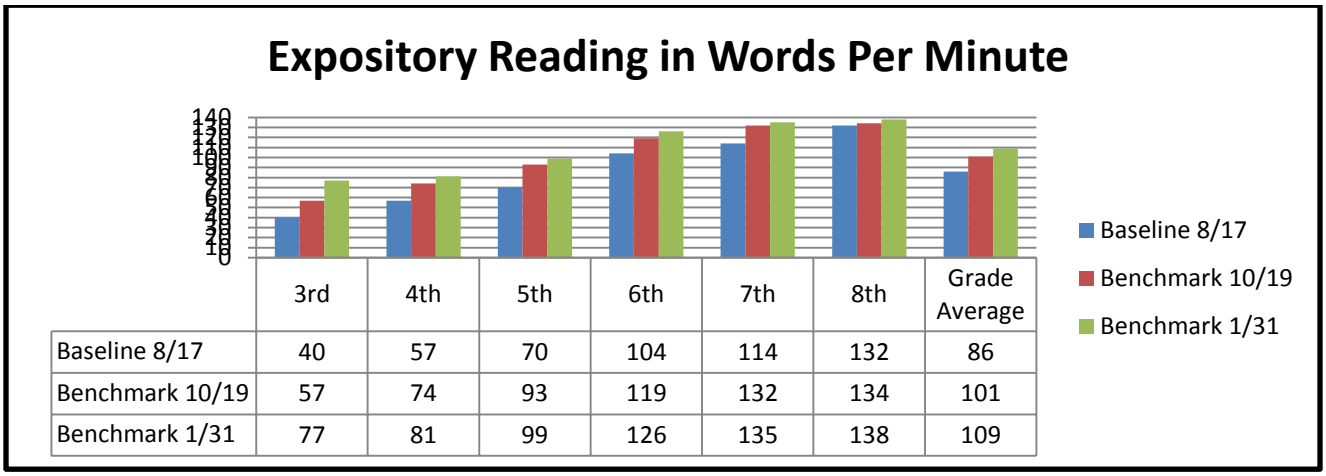
Data: Section 2: Proficiency: Subsection 2c: FRL Math & Reading

Chart 1



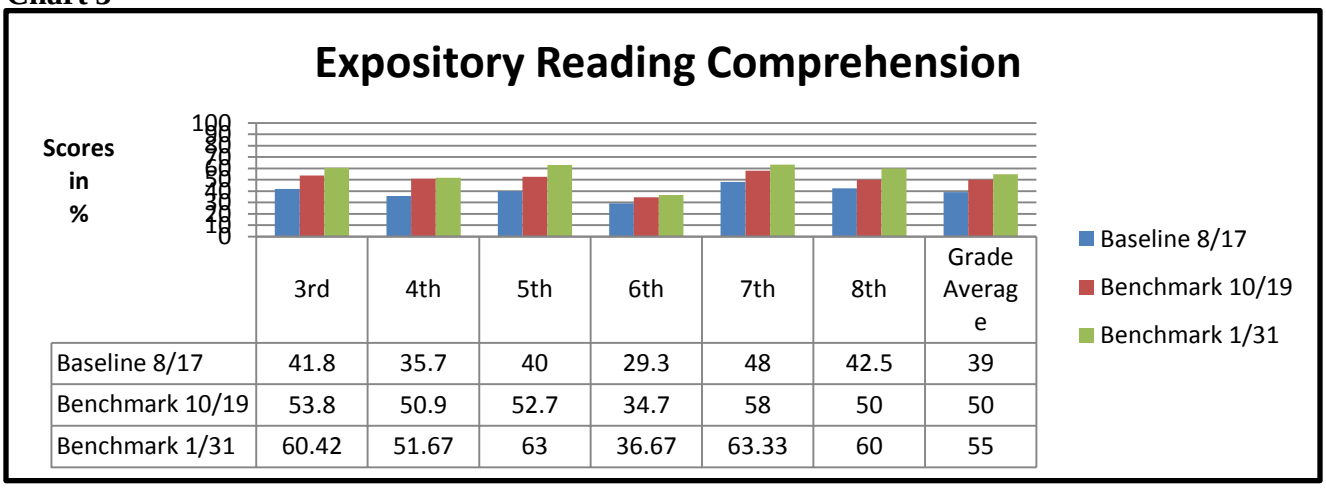
	3rd	4th	5th	6th	7th	8th	Overall
Baseline 8/17	27.93	29.27	27.72	31.96	29.27	28.71	29.14
Benchmark 10/19	45.86	44.79	42.66	46.12	42.18	46.42	44.67
Benchmark 1/31	60.2	63.76	70.2	57.23	56.64	64.4	60.07

Chart 2



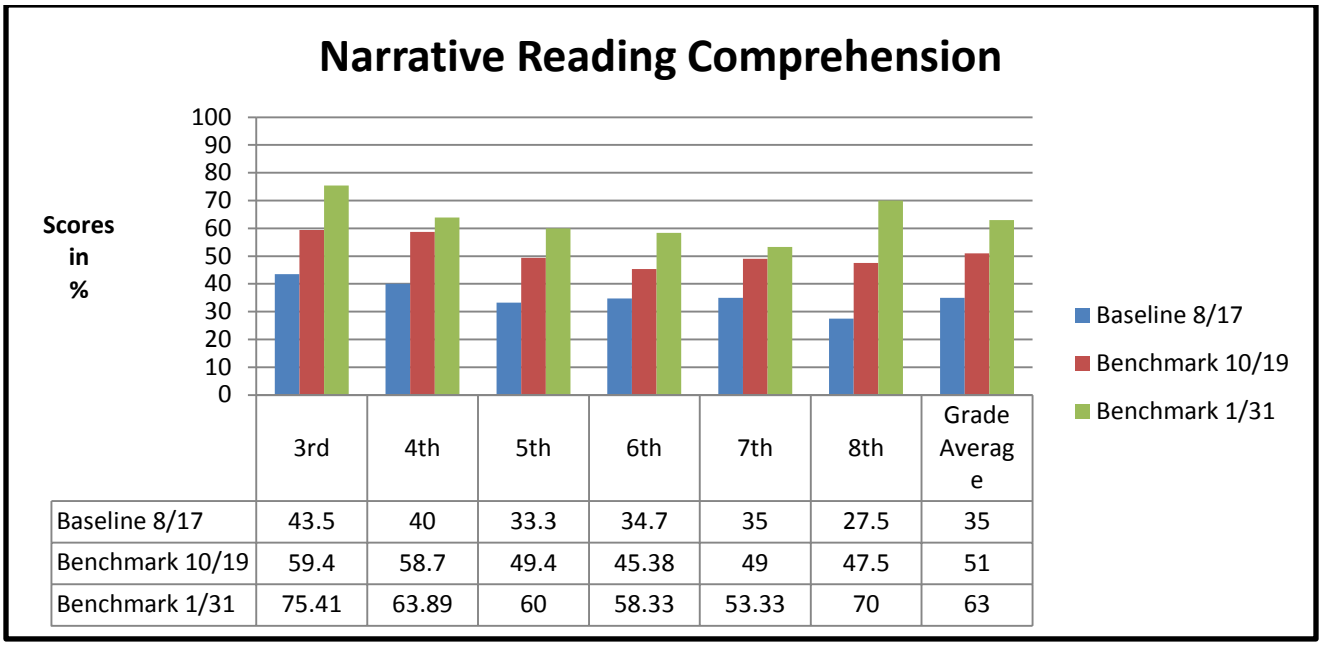
	3rd	4th	5th	6th	7th	8th	Grade Average
Baseline 8/17	40	57	70	104	114	132	86
Benchmark 10/19	57	74	93	119	132	134	101
Benchmark 1/31	77	81	99	126	135	138	109

Chart 3



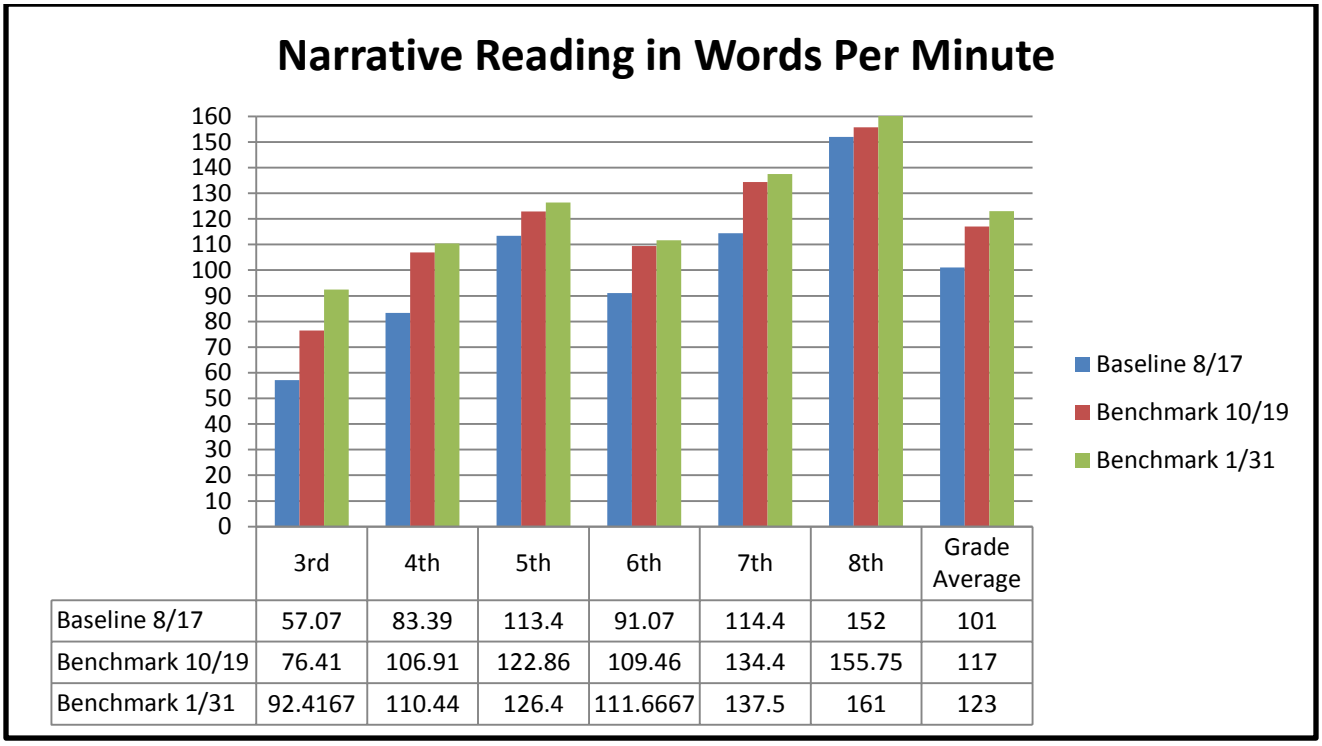
	3rd	4th	5th	6th	7th	8th	Grade Average
Baseline 8/17	41.8	35.7	40	29.3	48	42.5	39
Benchmark 10/19	53.8	50.9	52.7	34.7	58	50	50
Benchmark 1/31	60.42	51.67	63	36.67	63.33	60	55

Chart 4



	3rd	4th	5th	6th	7th	8th	Grade Average
Baseline 8/17	43.5	40	33.3	34.7	35	27.5	35
Benchmark 10/19	59.4	58.7	49.4	45.38	49	47.5	51
Benchmark 1/31	75.41	63.89	60	58.33	53.33	70	63

Chart 5



	3rd	4th	5th	6th	7th	8th	Grade Average
Baseline 8/17	57.07	83.39	113.4	91.07	114.4	152	101
Benchmark 10/19	76.41	106.91	122.86	109.46	134.4	155.75	117
Benchmark 1/31	92.4167	110.44	126.4	111.6667	137.5	161	123

Section 2: Proficiency: Subsection 2c: SPED Math & Reading

As our school population has grown, our Special Education population has increased (see chart 1). This includes students coming in with existing Individual Education Plans (IEP's). Our Special Education department has expanded to meet the needs of our increased population. We employ a fulltime certified Special Education Director and Special Education Assistant. Speech and Language Therapist, Speech and Language Assistant, Occupational Therapist and Educational Psychologist Consultants are contracted and on campus to plan, create and implement all the services required by each student's IEP. Students with a wide variety of disabilities are served both inside (push in) and outside (pull out) the regular classroom. We have been able to serve all categories of eligibility including Speech and Language Impairment, Specific Learning Disabilities, Autism and Emotional Disabilities. We also serve students with 504 Accommodation Plans and those who have physical disabilities.

Upon admission to school and before the 45th day of enrollment, teachers complete a 45-day screening on all students. This screening targets the specific areas of vision/hearing, communication, adaptive development, cognitive/academic, motor development, and social/behavioral areas to determine any possible special needs that student may have. If students fail to make sufficient progress while receiving Tier II interventions over several weeks, teachers may initiate a referral to our Student Study Team (SST). This is an opportunity for teachers, parents, special education staff and any other related providers to meet and discuss the child's areas of strength and weaknesses. The team designs a specific, documented plan of interventions to measure the student's progress for 6-8 weeks. When the team reconvenes, if sufficient progress is not evident, the child is referred to the Special Education Department that convenes a Multidisciplinary Team (MET) that discusses the need for possible further testing. If

the MET Team determines further testing is beneficial to determine possible eligibility, this is carried out within the prescribed timeframe required by IDEA guidelines. Further testing can include a complete Speech and Language Evaluation, Psycho-Educational Battery, Academic Achievement Scores and Cognitive Testing. The MET/IEP Team then determines if the child is eligible for Special Education Services and if so a category of eligibility is agreed upon and a specific plan is created to meet the student's needs. Students who qualify are served in our Exceptional Students Services Room or "Learning Lab" in carefully designated small groups based on their areas of need.

A Specialized Reading Curriculum is developed using multiple programs and resources specifically designed for remediation. These instructional plans are aligned with materials and methods used in regular classrooms, thus providing a consistency for students. However, the specialized instruction is completely tailored to their individual deficits and learning challenges. Intensive phonics is emphasized to improve students' understanding of the mechanics of the language. Phonics-based Sadlier Workbooks are employed to build vocabulary. Kelly Wingate's Reading Skills Program is used to build comprehension and fluency. Action Reading Word Building activities and Spectrum Word Study workbooks are utilized to improve reading performance.

Remedial Math instruction is closely aligned with the Saxon Math Program used in regular classrooms. Special Education students may be working at an adjusted pace with more time to review concepts and apply these skills to new problems. Technology is used for self-paced math instruction using Khan Academy, Kolkiman and other online resources. Hands-on demonstrations are utilized in math instruction, using cognitive task-specific graphic organizers and manipulatives. Students are encouraged to be actively engaged in curriculum content to

acquire key concepts using meta-cognitive, goal setting and self-monitoring techniques to support academic growth. Students are encouraged to be independent and confident as they measure the increase in their abilities.

Progress toward IEP goals and increases in students' academic achievement is monitored frequently by the Special Education Director using internally created cumulative assessments. The Special Education Director utilizes a variety of educational resources when preparing these assessments that include: Study Island, Galileo, Spectrum Test Prep, Buckle Down, Math Skill Sharpeners, and the Common Core Coach series. According to our current year data, derived from the internally created cumulative assessments, students receiving Special Education services are showing significant growth from the baseline assessment (8/17/12) to the third benchmark (1/7/13) in both reading and math (see chart 2). The overall increase in reading for Special Education students is 25% (see chart 3) in reading and 19% in math (see chart 4). These assessments allow the teacher to immediately adjust instruction in response to student's needs. Based on the results, students may be moved to a more advanced group, left in the same group or switched to a group that requires more focus on fundamental skills.

Our special education director and therapists meet regularly with classroom teachers to ensure that attention is given to any modifications and/or accommodations required in regular classroom settings so that students are able to access the regular curriculum with appropriate support. Students have access to computers and tablets for independent instruction in Special Ed and are included in all regular classes and extra- curricular activities.

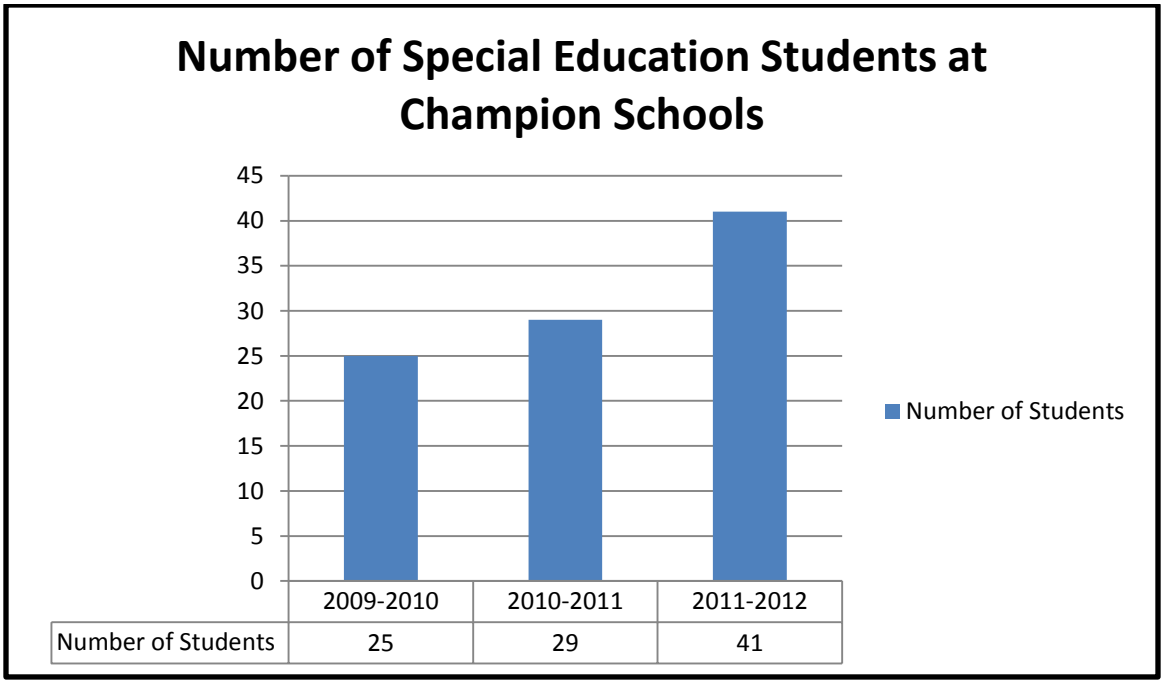
In order for our staff to continue to be well-informed and up-to-date on Special Education laws, methodologies and instructional practices, staff attends a Special Education Directors

Institute at the beginning of the year sponsored by Arizona Department of Education. They receive18 credit hours in the area of Special Education and receive training on developing successful Individual Education Plans, meaningful goal writing, and differentiated classroom management. Updates on laws and regulations, most current research-based curriculum, adaptive resources, and guidance to support building productive parent-teacher relationships are all aspects of Special Education professional development. Throughout the year, teachers and therapists attend conferences/workshops to improve their practices.

After attending trainings, the Special Education Director meets with the staff twice a month to go over best instructional practices to use in the classroom with students who have disabilities. Teachers learn ways of incorporating differentiated instruction, with assistive technology, as well as how to vary curricular content, the learning environment and activities, based on student readiness, interest, or their learning profile. Teachers are provided with tools to create instruction that focuses on making sure students learn curricular concepts and principles when modifying lessons and assessments given to individual students. Each teacher meets with the Special Education Director twice a month to discuss each student's progress and review their current I.E.P. Goals to further develop strategies to help the child succeed.

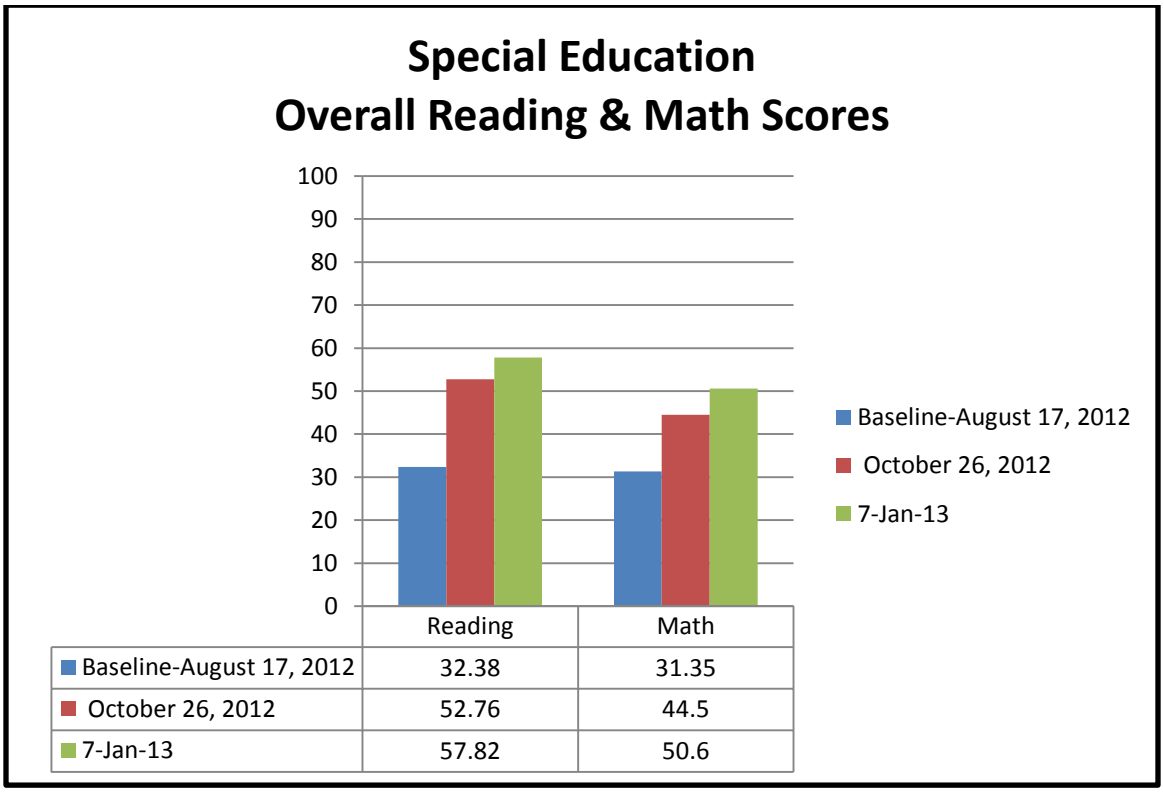
Data: Section 2: Proficiency: Subsection 2c: SPED Math & Reading

Chart 1



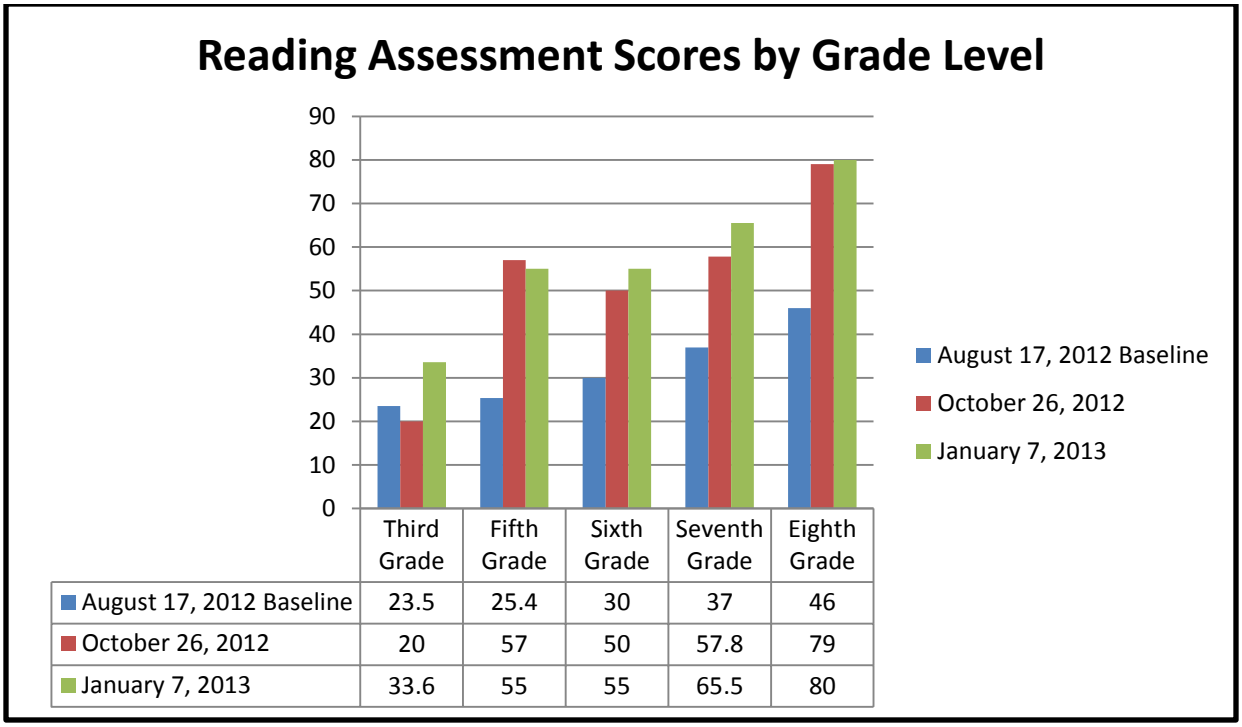
	2009-2010	2010-2011	2011-2012
Number of Students	25	29	41

Chart 2



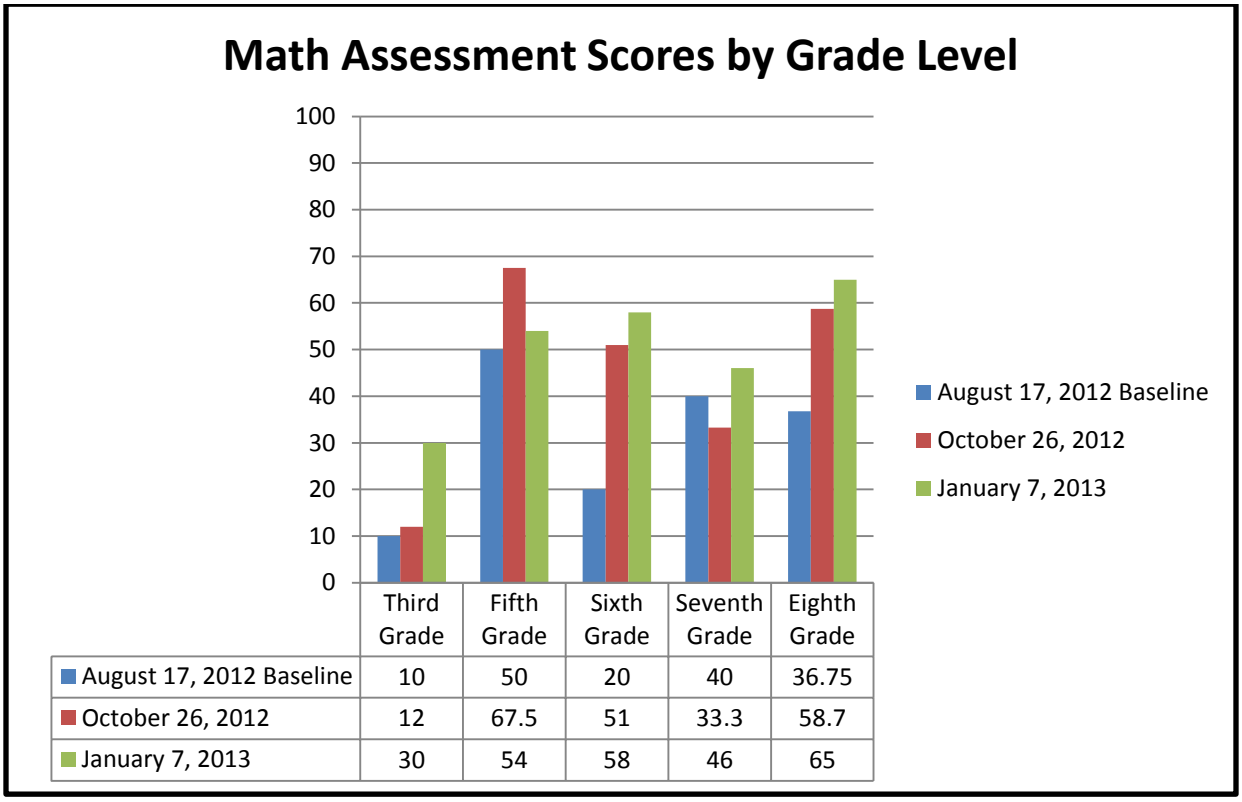
	Reading	Math
Baseline-August 17, 2012	32.38	31.35
October 26, 2012	52.76	44.5
7-Jan-13	57.82	50.6

Chart 3



	Third Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
August 17, 2012 Baseline	23.5	25.4	30	37	46
October 26, 2012	20	57	50	57.8	79
January 7, 2013	33.6	55	55	65.5	80

Chart 4



	Third Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
August 17, 2012 Baseline	10	50	20	40	36.75
October 26, 2012	12	67.5	51	33.3	58.7
January 7, 2013	30	54	58	46	65

Section 3: State Accountability & Overall Rating: Subsection 3a: State Accountability

Our school is currently operating close to capacity, thus we do not expect to have the dramatic growth in enrollment that we had in the last two school years. We are secure in our new location with the option to purchase in a few years. Stabilizing our student population, allows us the opportunity to work with students for multiple years, building their foundational skills and reducing the achievement gap. This academic growth is evidenced in our kindergarten through 8th grade Galileo AIMS predictors detailed in the Composite School Comparison subsection.

We have worked diligently at recruiting teachers who share the schools vision and are willing to give 100% to their students. Our partnership with Teach for America (TFA) has been a tremendous addition to our staff. We currently have four TFA teachers and one TFA graduate who serves as a mentor. All of our teachers are highly qualified and several hold reading specialist and middle school math endorsements. We have a highly motivated staff with proven effectiveness according to our Galileo Instructional Effectiveness Assessment System (IEAS) scores detailed in the Percent Passing subsection.

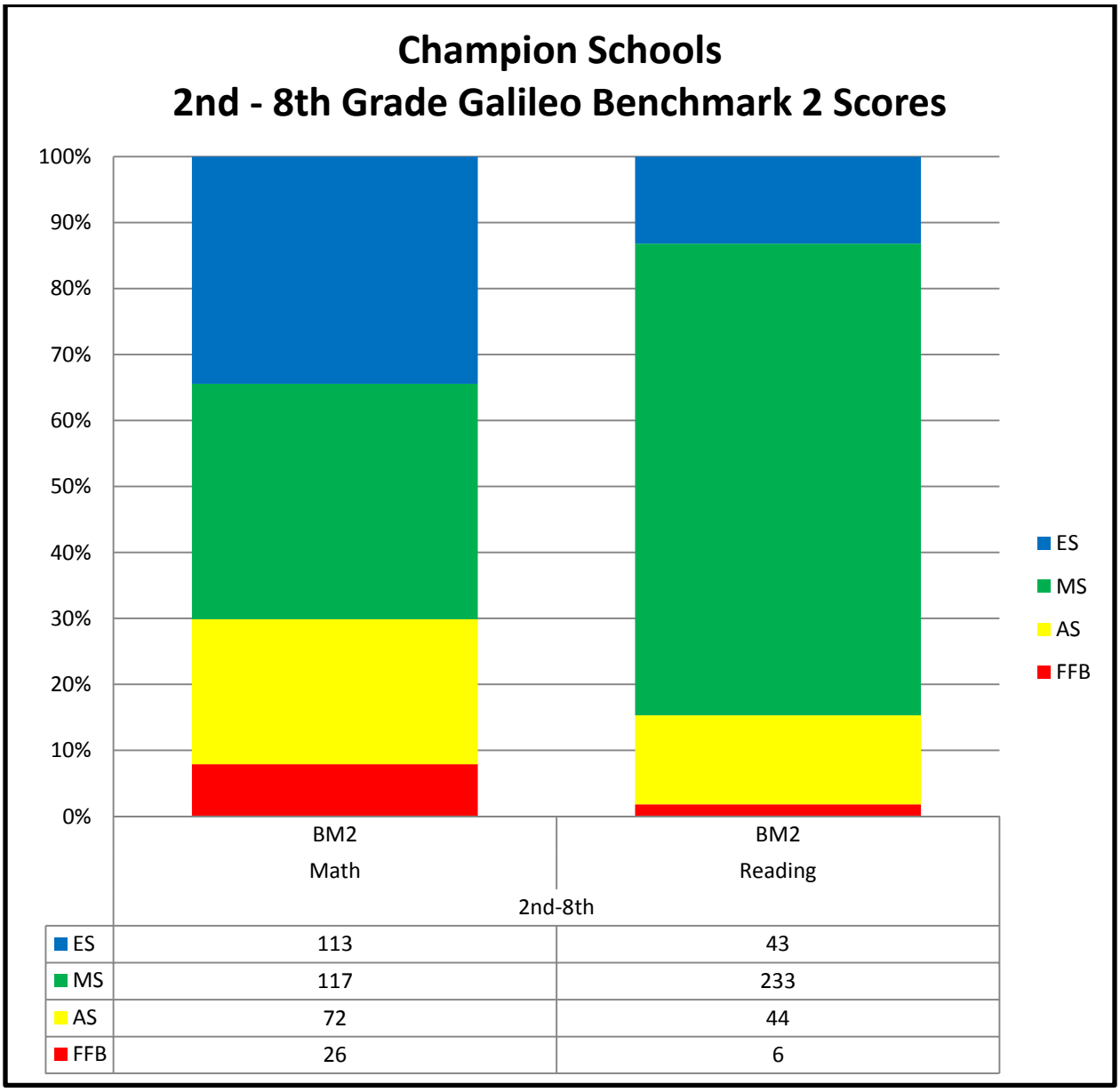
Since relocating to our current campus and dramatically increasing our underperforming student population we have added the position of Academic Director to our staff. Our Academic Director was a highly effective teacher with our school for two years prior to accepting this position. Her dedication to preparing teachers through creating and implementing an Academic Blueprint, data dialogues, weekly lesson plan reviews, observations and evaluations with actionable feedback has resulted in increased determination and efforts from all classroom teachers and interventionists.

The Principal and Academic Director are certified by the Leadership and Learning Center of Houghton Mifflin Harcourt as Common Core Trainers in English Language Arts (ELA) and Math. Our staff is in the process of completing ten 3-hour professional development trainings conducted on Fridays. These ten trainings are dedicated to "un-wrapping" the common core standards and creating units of study that incorporate Bloom's Taxonomy and Depth of Knowledge levels to increase critical thinking skills and fuel Socratic discussions. We are also conducting a kindergarten through 8th grade Common Core: Invention Convention to stimulate creativity, innovation and problem solving skills in our students. These types of skills are vital to the successful implementation of Common Core Standards and adequate academic achievement on PARCC assessments.

Our 2012 Arizona Department of Education's A-F Letter Grade Accountability rating for 2012 was a C. We received 109 total points (Composite + Growth Scores). We are 11 points away from achieving B status. According to our Galileo Benchmark data for 2nd through 8th grade, 84% of our students are on-track to Meet or Exceed on the AIMS in reading and 70% in math (see chart 1). We feel confident that based on these data and all of our systematic structures in curriculum, instruction, assessment, and professional development detailed throughout the Proficiency subsections we will achieve a B status on our 2013 rating.

Data: Section 3: State Accountability & Overall Rating: Subsection 3a: State Accountability

Chart 1



	BM2 Math	BM2 Reading
	2nd-8th	
ES	113	43
MS	117	233
AS	72	44
FFB	26	6