Liberty Traditional Charter School
Renewal Framework Response

School Growth 1a. SGP/ 1b. SGB Bottom 25%

When looking at establishing a reading and math curriculum it was important to determine what were each grade levels strengths and weaknesses. Information was analyzed directly from the AIMS scores (2011-2012) and Acuity by administration and grade level teachers as to help plan and prepare pacing guides and curriculum maps for the current school year. In addition this past summer our school purchased Galileo as a means of confirming what AIMS results indicated. AIMS scores and Galileo are being used to solidify what standards need to be focused on and where curriculum materials need to be supplemented.

A team comprised of administration, Title One teachers, and the general education teachers meet and determine if intervention services through Title One will be the best course of action in helping the student be more successful. AIMS data is used and analyzed to view areas of concern. Shortly after the meeting, all classroom teachers administer a Galileo benchmark assessment which is analyzed and compared against the AIMS data for the bottom 25% students. Inconsistencies in identified areas of need are established and additional students are selected to receive Title One services. The general education teacher also utilizes comparison data and works with students within the general education classroom setting and coordinates instruction with the Title One department. Any students who are falling behind may receive additional supports through Title One push in/ pull out. Title One push in also allow the classroom teacher to provide enrichment opportunities with students who have mastered a concept while the Title One instructor works on bringing students who have not mastered the instructional concept.

Currently, once students are identified, a file is created which contains the student's most recent Galileo benchmark assessment and a copy of last year's AIMS results for reading and math. The scores are compared and individual skill risk assessments are created to help guide instruction within the Title One department. The classroom teacher is then advised as to what focus needs to be for their individual student.

Lesson plans are submitted weekly and checked against learning objectives being taught in the classroom. Teachers use weekly assessments to progress monitor as to determine if students are mastering the standards being taught. Learning objectives must reach at least 80% mastery before a new concept is to be taught. Teachers are ability grouping as to provide intervention services directly within the classroom. On Wednesday's various in-services, professional development opportunities, and grade level meetings occur to provide instructional support in areas that need more attention. Administration checks in with each grade level bi-weekly to determine what additional supports are needed based off what progress data indicates.

Kindergarten through fifth grade is using a curriculum entitled "Math Connects" which was purchased for the school in 2010. Training and in-services were done to provide support to classroom teachers on how to utilize this curriculum in the classroom. After two years of

implementation we have seen some growth in overall math scores according to Galileo and AIMS testing results. Sixth through eighth grades are utilizing Singapore Math with supplemental support from AIMS Buckle Downs, Ed-helper, and IXL learning. In addition, eighth grade students who test in can take Algebra as an elective and test out of Algebra at area high schools if they meet the grade standard. Professional development was provided for Singapore Math last school year

An intervention curriculum entitled *Triumphs* was purchased for reading and math during the 2010-2011 school year to assist the Title One department in bridging the learning gaps with the bottom 25% students, as well as students identified by teachers as needing assistance. This curriculum provides assessments in reading and math that aligns with Arizona Common Core standards.

For reading kindergarten through third grade is using a combination of Spalding and a piloted program through Houghton Mifflin entitled *Journeys*. The former administrator agreed to this pilot program, as it was presented to be highly effective in high ELL populations. At that time the ELL numbers in kindergarten through third grade were high so the decision was made to agree to pilot the program. Professional development and training were done on how to use the pilot materials effectively. In reading K-3rd grade, as of now teachers not using the pilot program are supplementing materials that have been collected over the last several years. Many of the materials are older textbook series that contain fiction, non-fiction, and expository texts. Teachers also gather other materials from Reading A-Z and Edhelper to supplement reading instruction. We are evaluating reading curriculums with the intent to purchase something that will help transition our campus in to Arizona common core requirements.

In grades fourth through eighth, teachers are using older textbooks containing fiction, non-fiction, and expository texts. They are also supplementing with Reading A-Z and Edhelper. AIMS buckle downs are also being used to help prepare students for content they will encounter on the AIMS test. The Buckle Down closely aligns with the AIMS blue prints for reading as provided by the Arizona Department of Education and teachers are able to adapt instruction targeting weighted categories. Last year new science and social studies textbooks were purchased and are being used to fill gaps that are currently lacking with the older reading textbooks. The science and social studies books contain a variety of expository and functional texts that align with Arizona Common Core standards. In addition, to the science and social studies books, teachers fourth through sixth grade receive a publication entitled *Social Studies Weekly* that assists instruction in reading. Each classroom teacher also utilizes a classroom library that was created when our school had a fire destroying our previous school library. All books are distributed to classroom teachers based on age and grade level.

One decision our curriculum committee made during the 2011-2012 school year was to not purchase a new textbooks until various curriculum companies had time to update and modify their products to match the new Common Core standards. Our curriculum committee is continuing to review reading programs that will meet the needs of our campus. Due to our high ELL numbers in the primary grades, the philosophy chosen needs to be ELL friendly and already

aligned to the Common Core Standards. Currently, teachers are adapting materials that have been compiled and focusing on current Common Core standards.

In the Title One program, highly qualified paraprofessionals and the Title One coordinator worked with students using the *Triumphs* curriculum in reading and math, attempting to meet the gaps in learning based on what was indicated by the previous year's AIMS scores. Two highly qualified paraprofessionals were doing the crux of the instruction 1st-6th grade with the coordinator overseeing the program and developing the interventions to be taught. Grade level curriculum maps were observed and planned around in order to target instruction for each grade level. Assessments within the curriculum were used to track progress as to indicate if students were mastering the standards of focus. What was noticed is that the bottom 25% students were not advancing at a steady pace and classroom teachers began to wonder if the interventions being provided were affective. After careful observation of the Title One intervention program a paradigm shift was developed to change the way Title One was servicing students being referred. The following changes were made and began January 3, 2013:

- Highly qualified teachers, not paraprofessionals within Title One now provide direct instruction to all students serviced in reading and math. A part-time highly qualified math teacher was hired to assist the Title One coordinator with direct instruction.
- Title One now services 3rd – 8th grade students through pull-outs, spending 45 minutes per subject (reading and math) with 6th-8th grade, and 30 minutes with 3rd-5th grades. Pull-outs are coordinated during special area classes and not during classroom math or reading times.
- Paraprofessionals will work within the class of grades 1st-2nd through the morning hours and work within the general education classrooms in small learning groups.
- Galileo Instructional Dialogs have replaced the *Triumphs* as the primary method of intervention. The *Triumphs* curriculum is now used as a supplement. Khan Academy, Buckle Down, and Reading A-Z are also used to supplement.
- The bottom 25% students are targeted first based on their needs in reading and math. However, teachers can still refer students to Title One once an established criterion for referral has been met.
- Progress monitoring is done through bi-weekly assessments provided through Galileo developed quizzes, which align to the standards identified through AIMS and Galileo benchmark assessments. Students may exit out of Title One once a 80% mastery rate has been established.

In the General education classrooms teachers are providing instruction aligned to the standards indicated as a primary need. There is a specific process used to evaluate the effectiveness of Reading and Math instruction provided by instructional staff. This process is defined and explained before each school year begins so that instructional staff understands what is required of them in terms of aligning their instruction to Arizona Common Core Standards. In addition a list of our bottom 25% of students was compiled and given to every grade level teacher. This includes our special education and Title One departments. The following will describe the process that is in place:

- Before school begins in the fall, curriculum maps are revised and finalized to provide templates as to what content will be taught month by month and within each quarter. Grade levels will compare curriculum maps as to provide similarities in content as much as possible. Grade level standards are included in the curriculum maps.
- Focus was given on planning and implementing instruction to the bottom 25% students at the general level and through interventions within the classroom including pull-outs/ push in's with Title One and special education.
- Before school begins teachers are instructed on the requirements for lesson plans and the procedures for submitting them to the principal on a weekly basis. All lesson plans, kindergarten through eighth grade are required to align to Arizona Common Core Standards listed under the subject they are teaching and are checked periodically for accountability. Teachers' lesson plans are compiled in a binder kept in the principal's office for reference and for accountability purposes.
- Teachers are required to list the standards they will be teaching for that day somewhere in their classroom in language that would be familiar to the student. The standard code is also suggested for evaluation purposes.
- Informal pop-in evaluations are done bi-weekly for each teacher and cross checked with their lesson plans to verify standards being taught. Evaluations ensure posting of learning objectives and monitor basic class management skills.
- Two formal evaluations are done per school year, fall and spring. The formal evaluation reviews an extended period of time, documenting teaching methods and practices.

Assessment

Several methods are used in developing instruction for all general education, ELL, and our bottom 25% students. Each assessment method is done within the general education classroom as well as in intervention pull-out programs such as special education and Title One. The following are the primary assessments used in assisting teachers in planning instruction and monitoring process for all students including the bottom 25%:

- **AIMS**--During the summer before school begins AIMS data is analyzed, copied, and prepared for each grade level teacher. Students who fell far below or approached in math or reading are highlighted for each grade level teacher and department head. The bottom 25% of student scores are pulled during the summer and comparisons are made in developing a plan of action for each student. Any standard indicated as falling far below or approaching is highlighted and referenced in planning for intervention services. A current AIMS blueprint is used to determine priorities in instruction and compared to grade level curriculum maps. Special attention is given to the specific data listed on the student profile to target concepts that were not mastered. This also assists in developing

curriculum maps for the school year. These specific student files are also used when discussing intervention services.

- **Galileo**--Classroom teachers are using Galileo, an online assessment-based program that closely aligns with the AIMS test to establish benchmarks in Reading, Math, and Science (4th and 8th). An assessment calendar was created before the school year began establishing when benchmarks would be given for each grade level (pre- test, benchmarks 1,2,3, and post- test). Each assessment is different and once completed provides the classroom teacher with useable data meant to target areas needing improvement. A report called *Individual Student Profile* provides a risk assessment that the teacher can use to individualize and differentiate instruction. Teachers then target individual student needs based on the data collected and compiled. This is compared to the previous year's AIMS data so that focus can target standards that need to be mastered for identified students. Galileo has also became a primary tool used to target instruction for our bottom 25% students. Galileo provides the general education teacher and interventionists with information on how student are doing. Teachers can create quizzes or assignments for students that directly correlate with the standards in which they need assistance. Four benchmark assessments are given before AIMS testing in April, allowing teachers and other departments to track progress or note areas that need re-teaching.
- **DIBELS**--DIBELS assessments (Dynamic Indicators of Basic Early Literacy Skills) are given to all students' kindergarten through sixth grade, three times a year, and provide benchmarks for reading and literacy skills. As with Galileo, the benchmark difficulty increases as each student progresses, giving the classroom teacher or instructor a basic reading ability. Results are shared with intervention program teachers. Once data is analyzed, it is then given to the Special Education Department and Title One to assist them in planning reading interventions.
- **Triumphs**--Even though the *Triumphs* curriculum is no longer the primary means of intervention within Title One, it does provide various assessments for reading and math that are used in helping track progress for various academic standards. Many of the activities and quizzes within the *Triumphs* curriculum align with the AIMS test. The curriculum was originally developed to align with AIMS.

Professional Development

In regard to professional development, there have been several specific opportunities available for classroom teachers and the Title One department that assists in targeting and providing support to our students including the bottom 25% students. After looking at last years AIMS and Acuity data, a survey was created and sent out to all teachers and instructional staff designed to give them a listing of professional development topics of focus based on the data that was analyzed. Once teachers and interventionist submitted their feedback, professional development was targeted to meet the needs of teachers and students, as measured by AIMS data. Listed below are some of the results chosen:

- Adapting to Common Core Standards 70%
- Instruction and Assessment of ELL students 43%

- Teaching Math to Students with Cognitive Disabilities 34%
- Writing in a K-8 environment 30%
- Training in Saxton Math and Spalding 13%

Out of these above listed topics Arizona Common Core professional developments (train the trainer) were lined up and nine teachers have attended for reading and math. An in-service focused on working with ELL students was provided and three separate in-services on how to use Galileo have been provided. The Galileo trainings focused on how to use the data to target instruction for classroom teachers. Teachers were able to look at numerous reports designed to help them focus in instruction on areas indicated in Galileo as areas of struggle. The Title One department was also sent to a two day state training in November focused on providing reading intervention strategies.

This current school year various professional development in-services have been done on site as well as off-site individual teacher trainings and workshops. Topics include: ELL focused trainings, Common Core trainings in reading and math, Maximizing Active Participation and Language Learning of ELL students, Interactive Vocabulary Strategies, Para Reading conference, and three separate trainings on Galileo best practices and effective use of data. The remaining in-services of the school year are focused on vertical alignment with Common Core standards and how they will be applied at Liberty Traditional Charter School.

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A new professional development strategy is being assessed to better select topics of focus based on what previous AIMS data and teacher feedback provides. The professional development survey will be sent out shortly after AIMS data is analyzed and topics will align more to what the data indicates as specific needs. For example, if AIMS data indicates that the bottom 25% student in third through sixth grades showed decline in math and decline in reading for fifth through sixth grades then trainings or in-service opportunities for reading and math would be chosen for those teachers and interventionist. A Galileo post test will also provide valuable data in assessing projected professional needs for targeting overall school growth and the bottom 25% student needs.

Liberty Traditional Charter School
Renewal Framework Response

2a. Percent Passing

One area we have focused on specifically this school year is increase our school wide scores on the AIMS test in all testable grade levels. As mentioned previously, we purchased the Galileo assessment program to help teachers specifically focus and tailor curriculum and instruction to the overall classroom needs. We did see some overall growth in reading but we recognize we still need to improve in percent passing in math. The following sections will indicate what we are doing to enhance and promote growth in overall student performance on the AIMS exam in reading and math.

Curriculum and Instruction

Once AIMS data was generated and sent to our campus we began to break down what areas needed to show improvement. A team of administration and teachers began the process of planning pacing guides for each grade level specifically focusing on the AIMS data and blueprints provided through the department of education. Standards were then adapted into the pacing guides and curriculum maps as to target instructional objectives throughout the school year. This provides the template from which teachers can plan their classroom instruction and lesson plans are submitted weekly to the site principal. Teachers are able to monitor progress weekly through created assessments (Galileo, DIBELS, Triumphs, AIMS Buckle Downs or practice test). Galileo also provides an administrative dashboard that helps target grade levels that are falling behind or showing growth. Biweekly updates are given on Wednesdays in grade level meetings. Teachers are asked to revisit and update their curriculum maps based on progress produced in the classroom. Any standard or concept that students show continual struggle, teachers can re-teach or revisit until mastered.

Once a week observations are done to verify instructional goals are being taught in reading and math. These observations are done periodically to monitor for accuracy in teaching academic standards. If inaccuracies are noticed, feedback is provided quickly so that the teacher can get back on track. . Instructional goals are to be listed in every classroom in a language that students can easily understand concerning what is being taught so that accuracy can be verified easily.

The principal monitors each class's progress through an administrator dashboard in Galileo. Galileo data is analyzed to see if students are on pace. If a class is falling behind, Galileo can provide an intervention assessment to help the teacher target priorities as it pertains to covering the standards necessary for proficiency. Teachers were notified at the beginning of the school year that Galileo data usage would factor into their performance evaluations (50%). Failure to use data in the planning and implementation process of instruction would result in a lower performance evaluation. One of the formal evaluations is done towards the beginning of March so that teachers have time to make any changes before AIMS testing.

Currently there are many instructional materials being used in the classroom in preparation for AIMS testing in math and reading. As mentioned previously, *Math Connects* is being used second through fifth grade with supplements from Edhelper. Teachers also use materials from older Houghton Mifflin textbooks that were kept when transitioning into the *Math Connects* curriculum. Finally, teachers rely heavily on AIMS Buckle Down for math and reading as they align very closely with AIMS. In reading 3rd-8th grades, teachers are relying heavily on AIMS Buckle Down for reading instruction. AIMS Buckle Down simulates what might appear on AIMS testing very closely and provides students with a variety of functional, expository, and literature. Buckle Down provides engaging reading passages, helpful tips, and authentic AIMS test practice questions that will get students ready for the state test. Buckle Down helps to drive instruction and monitor progress with end-of-lesson practice sections and separate pretest and posttest–matched to the AIMS format. Galileo is also being heavily used by classroom teachers 3rd-8th grade as it allows teachers to create assignments and materials that align directly with standards indicated as trouble areas.

In 6th-8th grade, teachers are using materials that align with Singapore Math (sixth grade) and AIMS Buckle Down. Last school year in sixth grade one of our staff received professional development in Singapore Math and implemented that model within the sixth grade. As a result we saw a 22% increase in students passing AIMS with meets plus exceeds. Currently both teachers are using that same approach and our curriculum committee is looking into expanding this methodology into middle school.

Our middle school Math teacher is using AIMS Buckle Down with supplemental textbooks for basic math from Prentice Hall. Another supplemental program called IXL is being used for students who are taking Algebra as an elective. For the past several years we have offered Algebra as an elective for those who test in and at the end of the year students can test out and begin high school taking geometry. As a result we saw a 15% increase in students who exceeded on AIMS testing

Every student's Lexile level in grades 3rd through 8th has been identified and ability levels have been created by each class to challenge the levels and allow for mastery and advancement in all students levels. DIBELS assessments are also given to track reading fluency and vocabulary understanding. All of these instructional supports are being used for reading and math to help teachers drive specific instruction to their classrooms as indicated by Galileo scores and data.

Assessment

- **Galileo**--Galileo is the primary method of assessing student performance in reading and math. The administrator dashboard allows the principal to observe how classes are doing according to the most recent benchmark assessment. This data can help in decisions on professional developments that may assist in preparing teachers for AIMS testing. For example, after the second benchmark assessment it was determined that growth was not

happening school wide as quickly as needed to best prepare our students so it was decided by a data review team (administrator, teachers, Title One, Special Education) that teachers would double up their lessons in math then reading throughout the day. Third through sixth grade teachers are providing two blocks of math and reading a day and still continuing to meet content objectives in other subjects. Reading is taught cross-curricular in all subject areas with an emphasis on expository and informational text in Math, Science and Social Studies

- **AIMS Test Prep Materials**--AIMS Buckle Down is very helpful in assessing where students are in preparation for AIMS. Teachers are able to assess students in sections of the AIMS Buckle Down and monitor progress. Practice AIMS tests can also be downloaded from the state webpage and used as practice guides. In addition, our AIMS testing coordinator received a disk that contains a multitude of resources that our classroom teachers are using to progress monitor. Bi-weekly grade level checks are done with each teacher to see how classes are progressing and what supports can be provided.

Professional Development

This school year, several professional development opportunities have been offered that would assist teachers in preparing their students for AIMS testing in reading and math. The most relevant to date have been the three professional developments focused on the Galileo assessment program. The first professional development provided an introduction to Galileo and its function. Teachers walked through some of the reports and data that could be gathered out of Galileo from the benchmark reports. The second and third professional developments specifically focused on pulling out intervention reports for classes or specific students. This information is helpful because by design Galileo closely aligns to the AIMS test and gives student practice with academic standards through benchmark testing.

As mentioned in a previous section, one area of school improvement is selection of professional development. The system in place will be adapted to align more with what AIMS results demonstrate from year to year. Professional development opportunities will be selected from what is available as it pertains to student growth in math and reading.

2b. Composite School Comparison

At Liberty Traditional Charter School we have a diversity of students at many different levels of learning and ability. We have a high ELL population in our primary grades (K-2nd), a high SPED population, and we are at almost one hundred percent free and reduced lunch. Currently the following is a breakdown of our actual numbers in these previously mentioned three areas:

- SPED population is at 11% with 47 total students enrolled.
- ELL population is at 37% with 152 students classified as ELL.
- FRL population is at 98%.

In our area there are several schools with similar numbers in these listed categories. These schools are currently posting a "B" letter grade were as we currently are posting a "C". We recognize that there are areas within our school that need improvement specifically as it pertains to reading and math. As mentioned in previous areas and in detail in the subgroup section changes are already being made to help support growth in reading and math school wide. A brief summary will be provided in each of the following sections.

Curriculum

As mentioned in other sections we as a school recognize that we have some deficiencies in instructional materials available in the areas of reading and math. School wide we are using different methods in different grade levels which in turn can promote inconsistency in the classroom with instruction and assessment. As a result, we are currently shifting to switch to one math and reading program or system kindergarten through eighth grade. Our curriculum committee is analyzing several math and reading systems that are available that aligns with Common Core Standards and will present to our school board for selection.

Currently, we are leaning towards the Singapore math system as it is more hands on and has proven effective in our sixth grade in the category of meets plus exceeds. We saw a rise in scores last school year and anticipate with two years of the same system seeing more growth. We also currently have several staff already trained on this model and are looking into purchasing materials and providing professional development for all of our staff. For reading, depending on what the pilot program results indicate, we may expand into other grade levels.

In math and reading this past school year we showed some growth in our ELL and SPED populations specifically with the bottom twenty-five percent. Although it was not substantial growth it provided a building block for what we are currently doing in these areas. Explanations for what we are currently doing to increase growth in math and reading can be found in the subgroup category of this document.

Instruction

As expressed before in earlier sections there are many check points in place to hold teachers accountable to teaching the Arizona State and Common Core Standards. Listed below are instructional practices designed to hold teachers accountable to the standards:

- Grade level state standards are included in the curriculum maps.
- All lesson plans, kindergarten through eighth grade are required to align to Arizona State Standards or Arizona Common Core Standards listed under the subject they are teaching and are checked periodically for accountability.
- Teachers are required to list the standards they will be teaching for that day somewhere in their classroom in language that would be familiar to the student.

- Informal pop-in evaluations are done bi-weekly for each teacher and cross checked with their lesson plans to verify standards being taught. Evaluations ensure posting of learning objectives and monitor basic class management skills.
- Two formal evaluations are done per school year, fall and spring. The formal evaluation reviews an extended period of time, documenting teaching methods and practices.

Assessment

In terms of evaluating student performance in reading and math we are currently using a program entitled Galileo. Galileo assessments are given five times a school year as indicated by a benchmark calendar provided at the beginning of the school year. Teachers are able to analyze the data in reading, math, and science to determine where focus may need to be given.

Galileo is used by each department of or school including Special education, Title One (FRL), and our ELL students (classroom setting). For example, Title One is able to create quizzes that align with state standards within Galileo and score them on a weekly basis. We are able to track progress as it relates to the strand or concept they are working on. Once the student reaches eighty percent mastery they are then able to move on to the next concept. Special Education is able to use Galileo in a similar fashion however; all quizzes are aligned to what is indicated within their IEP goals.

Another assessment used to determine progress in reading fluency is the DIBELS assessment. Teachers administer the DIBELS assessment three times a year and tack reading fluency progress. They can determine students who are at risk or are on track. These benchmarks are scored and submitted to the site principal for evaluation. Once analyzed, information is shared with Title One, Special Education, and the ELL department for intervention services.

Professional Development

As mentioned in previous sections we are currently revising our professional development process to align more with what standardized testing scores and school improvement needs indicate. As a result of this shift we will be able to provide professional development opportunities for our teachers and staff that line up with what the data is telling us. For example, in math we already know we will be purchasing and acquiring training for a new math program (Singapore Math), therefore we will need to provide professional development that aligns with the new math philosophy. This decision was made due to what the AIMS data indicates and in what areas have we seen some success. In the following sections there is a more specific plan explained as to professional development and how we will address our school needs in each subgroup.

2c. Subgroup ELL

Part of the reason for some of the lower scores in reading at Liberty Traditional Charter School relates to our high ELL numbers in the primary grades. Although kindergarten through second grade students are not tested on AIMS, these grades are foundational in acquiring the skills to read. Liberty Traditional Charter School had a high number of ELL students in kindergarten through second grade, 116 enrolled during the 2011-2012 school year. These are students who either were placed in an SEI classroom or were provided with ILLP's to assist in their English Language acquisition. 43 students, who qualified for ELL services, were enrolled in third through eighth grades in 2011-12.. One of the changes made over the summer was to have a full-time ELL coordinator to handle the case load and required paperwork for our students. Our ELL coordinator is able to work with our ELL paraprofessional in addressing the language acquisition needs of the students in the primary grades and coordinate assistance to struggling students in our upper grades.

Curriculum

As mentioned in previous sections, our campus has many curriculums from kindergarten through eighth grade. They are pieced together from various school years and supplemented with programs such as Reading A-Z and Edhelper.com. One curriculum mentioned that specifically is tailored for our ELL population is the piloted program entitled *Journeys* from Houghton Mifflin. There are student and teacher pre- and post-surveys, on-site visits, monthly online logs from both control and "treatment" (pilot) teachers, an initial Iowa test which was given last year to Grades 1-2 and Iowa testing to new students for this year. There was also an Iowa post-test given at the end of the year.

Our school chose to pilot this program due to its ability to work with ELL students. It is specifically designed to target ELL student needs and contains many student visuals. These visuals are designed to enhance the ELL student experience. We will determine at the end of this pilot whether the program showed progress with our ELL students compared to the control group class. If the *Journeys* program is found to be effective we will consider expanding this curriculum up to middle school.

For the teachers who are not using the pilot program, there is no set curriculum and teachers are using a variety of resources to fully teach the standards. We recognize this as an area needing improvement; however, do not want to purchase a new curriculum until we, as a school, have completely transitioned into the Arizona Common Core standards. When teachers plan lessons they are required to be aware of ELL student needs and supplement with materials they have compiled.

Instruction

Due to our large SEI population we have created four SEI classrooms in kindergarten through second grade. The ELL paraprofessionals work within each of those classes and provide assistance to the classroom teacher with students who may be having more difficulties with

language acquisition. The classroom teachers in the SEI classrooms are providing weekly lesson plans with the required four hour blocks of reading, writing, listening and speaking strategies for each day. For the older grade levels that have students classified as ELL, an ILLP (Individual Language Learner Plan) has been created that aligns with the students language acquisition needs. Each teacher will provide opportunities within their instruction to include the ELL needs of their students that follows the ILLP.

All four SEI classrooms are required to teach four hours every day of reading, writing, listening, and speaking as it aligns with the current ELP standards. SEI classroom teachers are required to include the ELP standards as well as the Arizona Common Core (K-3rd) and Arizona state standards (4th-8th) in their lesson plans. In addition to listing the teaching objective per subject in the classroom, ELP standards are also listed on the board in a way students can understand. These are checked to verify consistency within the academic and ELP standards. It is also required that teachers with ELL students in their classrooms who are on ILLP's review the ELP standards and include aspects within their lesson plans and instructional opportunities. This allows for consistency with each student's ILLP and also provides good teaching practice.

Some students who are classified as ELL may also be receiving Title One services in math. Good teaching practices are provided by aligning with ELP standards and vocabulary focus is put on common vernacular that may appear on AIMS testing. For example, words such as product, quotient, sum, reduce, and expression are defined as it pertains to math with ELL students and practiced during the first few minutes of Title One interventions. This is done as to help students familiarize themselves with vocabulary that will appear on AIMS testing. It also helps them to understand the uses of these words in a different context.

Another teaching strategy that is required for every grade level is the creation of a word wall. Each classroom teacher is required to designate a place in their classroom to introduce new vocabulary or common words used in academic context. For the ELL students the word may have an image or picture to describe the meaning, helping a student visualize the meaning. General education teachers may have a variety of words that span multiple subjects whereas middle school teachers may have subject specific words listed. The idea behind this strategy is to expose students to words and vocabulary that they will encounter in their studies on a day to day basis. Special attention is given to words that commonly appear in math and reading.

Assessment

Multiple assessments are used to monitor ELL student progress in reading and in math. The following are some of the instruments used to measure student proficiency with our ELL student population.

- **AZELLA TESTING**--AZELLA tests are administered to all students in kindergarten who were identified by a PHLOTE form in the registration packet. If the primary

language spoken at home is something other than English students would be targeted for AZELLA testing. Once they are tested they are then classified according to the results as ELL or mainstream. If the numbers are high enough within a three grade level span an SEI classroom will be created to accommodate the needs of those ELL students. As mentioned previously teachers would then be required to provide a four hour block in reading, writing, speaking, and listening. Another AZELLA test is given later in the school year to reassess progress and indicate proficiency levels. If a student tests proficient they are then monitored for an additional two years. Although, the AZELLA test is designed to assess language acquisition it is the starting point for establishing a benchmark and gives the teacher an idea of how to focus in reading instruction. A student listed at basic would most likely not be able to handle grade level reading materials and small groups within the classroom could be created. Teachers then ability group based on the AZELLA test results within their classrooms and provide very specific reading opportunities tailored to their reading level. Each teacher then monitors progress within each group and shuffles groups around as progress is demonstrated.

- **Galileo**--Galileo aligns very closely to the format and presentation of AIMS testing which provides opportunities for progress monitoring. ELL students take the benchmark assessments and are scored based on their ability levels. An individual student intervention profile is then created and teachers access and formalize a strategy to meet the ELL needs of their identified students. Five benchmark tests are administered throughout the school year which provides ample opportunities to assess progress in reading and math. In addition, teachers can create quizzes or assignments within the program that align with standards their students might be having difficulty with in effort to increase reading and math proficiency.
- **DIBELS**--DIBELS testing is used to track ELL students' progress specifically in reading. Similar to Galileo, DIBELS provides three benchmarks at the beginning, middle and end of the school year specifically for reading fluency. Although DIBELS does not focus extensively on comprehension, it does allow the teacher to identify fluency in reading.

Professional Development

As mentioned in previous sections teachers were allowed to select from a list of topics related to professional development needs. One of the topics listed that had medium interest related to working with ELL students. Listed is the percentage and topic choice as it relates to ELL students:

- Instruction and Assessment of ELL students 43%

Due to our high ELL population, specifically in the lower grades, at the beginning of the year we had an in-service focused on working with ELL students. The training focused on creating

ILLP's and implementing strategies within the classroom designed to help ELL students be more successful in reading.

Other professional developments were provided prior to the beginning of the school year to the ELL staff and other paraprofessionals on how to administer the new AZELLA tests. Before the new test could be administered each person participating had to complete the professional developments provided by the state in a webinar format.

Another professional development that our ELL coordinator and many of our teaching staff will attend is a free webinar offered by The Alliance for Excellence Education: *Building on the Common Core State Standards to Improve Learning for English Language Learners*, 2/26/2013 11 a.m. - 12:30 p.m. This webinar will look at how the transition to the Common Core State Standards and Next-Generation Science Standards presents both opportunities and challenges for the growing number of English language learners.

2c. Subgroup FRL

In regard to FRL, the majority of our campus falls into this category. This means that the majority of these students are also within the ELL, Title one, and Special education subgroups. The following is a breakdown of those numbers for each category:

- 95- 98% of our student body qualifies for Free and Reduced lunch.
- 33% of Liberty students are classified as ELL and receiving services via SEI classroom or ILLP
- 9% of Liberty students are being serviced by the Special Education department.

As a result many of our intervention efforts have been targeted to meet the needs of these students who qualify. We have a healthy school climate and although there is a high poverty rate, many of our students enjoy school and have a desire to learn and grow.

Curriculum

A majority of our campus qualifies as free and reduced lunch therefore many of the items concerning curriculum have already been mentioned in previous sections. We recognize the need to improve in acquiring a better overall school curriculum program and are currently looking at options that are out there that align with Arizona Common Core standards in reading and math. Our curriculum committee is evaluating two to three options per subject and will look to point out several characteristics to our school board before purchase will be considered. The following questions are what the committee will be asking:

- How closely does this math or reading curriculum align to Arizona Common core standards?
- What does data show in terms of effectiveness in using the proposed curriculum?

- Will the curriculum work with each subgroup within our school community or will other pieces need to be adapted to fit?
- What is the total cost to transition school wide?
- What curriculums are local schools and district using and are they successful?

Once these questions have been answer they will be presented to the principal for review then presented to the school board for approval. Once the curriculum has been purchased the principal will line up professional developments or trainings during the summer that teach the new program and how to use the curriculum effectively.

Instruction

As mentioned in other sections teachers are required to teach Arizona State and Common core standards to their classes. Teachers are evaluated and observed continuously throughout the year and provided feedback on successes and areas of improvement. Data from Galileo is used in the evaluation process as well as observation. Bi-weekly checklists are completed measuring satisfaction of performance. Student data is analyzed to monitor progress and assess whether teachers need additional supports or professional development.

Assessment

Our school uses a variety of assessments to determine student growth in reading and math. References to these assessments have been made in detail in previous sections. The following are the names of numerous assessments our school uses to monitor and track progress in reading and math:

- AIMS student achievement reports (baseline)
- Galileo (school benchmark and monitoring program)
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
- Triumphs (Title One assessment tool used to determine gaps/ aligns with intervention curriculum)
- AZELLA (establish English proficiency ratings)

Professional Development

Throughout the school year our entire school staff has attended several in-services and professional developments that were targeted through a professional development survey sent out earlier in the school year. In the future this will be done sooner and the topics chosen will align more with what AIMS data indicates. Professional development topics will also support the school wide improvement survey as well as teacher input and school wide needs.

2c. Subgroup SPED

Special Education teachers use many resources and different strategies to meet the students' needs for reading and math. Support in these areas can also be manifested through Science, Social Studies, Daily Living Skills, Functional Academics, General Academics, Careers, Coping Skills, and Social/ Emotional Development subject matter. Multiple resources are used at the teacher's discretion to best facilitate and accentuate learning, provide guided practice, re-teaching, independent practice, and homework assignments.

Curriculum

The special education department uses a variety of recourses for reading and math. Due to the number of students serviced in reading and math (29 total), the variety of ages, and scope of IEP goals, various instructional supports are used by the special education teacher and paraprofessionals to target IEP goals in reading and math. All materials use in the teaching processed are aligned to instruction standards and checked through the submission of lesson plans every week. As with general education teachers the special education department used Galileo to help identify what areas the students need additional support. The Special Education teacher has access to all sped student scores and can create materials to supplement instruction. The Special education department also meets with the general education teachers to verify what standards are being focused on in the classroom. Special education staff can then plan lessons that support the general education teacher and align what is being taught in the classroom. The special education department also reviews grade level curriculum maps and pacing guides to help keep them closely aligned to the general education classroom.

As a result of servicing students in K-8th grade, the special education department has access to a variety of instructional materials that line up with each grade levels standards. A list of these resources can be found in the appendix however, there are several resources that the sped department uses daily to drive instruction with special needs students.

Due to the variety of functional and informational texts Buckle Down is used frequently as it closely follows the AIMS test format and ability level. Assignments can be modified to the student's ability level and special need. Galileo benchmark tests are also used to work with students as they mimic the AIMS test and provide questions and examples similar to what will be given. The teachers can take problems from these tests and practice them with each student based on their ability level. In this way they are exposed to grade level instruction materials but allowed time to learn at their level.

Instruction

Currently special education department is servicing approximately 29 students in grades K-8th. The special education department has made some changes designed to better meet the needs of

our SPED students. Listed below are some of the changes made this school year that focused on improvement in reading and math:

- Hired two additional certified paraprofessionals to help enforce and support the instruction of the certified SPED teacher. If budget permits we will look to hire another certified SPED teacher next year and split resource students into grade levels.
- Made the learning environment more conducive to learning by rearranging work areas and strengthening the use of the computer work area. Programs such as Ed-Mark are used for those specific students that cannot learn to read phonetically. Other math programs are also used to help students increase their mathematic skills (IXL).
- Decision was made to offer one hour of reading and one hour of math for many SLD students to increase their exposure to specific instruction on goals in the resource room setting instead of general instruction.

Another aspect of instruction we are currently expanding on is our parent involvement. We believe it is a shared responsibility of the school and to work with the students in reading and math. As a team; school, parent, and student we can achieve high rates of success. As a result, we came up with a strategy for math development entitled "Operation Increase" developed by our Special education director. The following is an explanation of the program and what we are asking of our parents:

*Beginning February 4, 2013, the Special Education Department is starting a new learning campaign called "Operation Increase" in preparation for AIMS. Our mission is to increase our AIMS scores by increasing the quality of our student's study time. We need your support to ensure your child does the following 15 minute "drill" **every day** for the next 73 days:*

- *Set a time to do homework every night. Have a timer set for five minutes.*
- *Complete a math drill for five minutes (Complete two trials with Flashcards).*
- *Complete a vocabulary drill for five minutes (Complete two trials with Flashcards).*
- *Complete two or more word problems for five minutes.*

*The goal is to increase their scores until they are getting at least eight out of ten flashcards correct every night on the first trial and using the correct operation to complete the word problems. This is an **additional** opportunity to build up their confidence and promote memory recall of basic skills needed to be successful on the AIMs test.*

As a team we believe our students can grow and increase their abilities, regardless of their unique needs, as long as we are committed as a team. Our parents are a part of this process and in effort to achieve maximized success we are asking our parents to partner with us in this endeavor.

We recognize that there are areas of improvement that need to be made in our Special Education department. In addition, we are looking to create a hybrid model of SPED where we do a pull-out/ push-in method for servicing students. This means we will service students through the school day in the Special education class but also push-in the SPED paraprofessionals into the

general education classroom to provide direct services to special needs students. The following are strategies we will be implementing to help increase the student performance of our SPED students in math and reading:

- Increase the use of various CBM's (curriculum based measurements) on a weekly basis to monitor student IEP goal progress and use information to write more specific and measurable goals aligned with common core standards.
- Discuss more aide support time in general education classes as a combination of inclusion/resource time.
- Schedule more professional development for teachers regarding ways to collaborate to support SPED in classroom using accommodations /modifications.
- Strengthen RTI model which would support SPED students in areas that not receiving SPED services (Speech student that has difficulty with phonemic issues due to articulation or has receptive/expressive language issues that affects reading comprehension)
- Funds maybe requested to purchase specific curriculums or technological supports. Our goal is to purchase Kindles or Nooks for the Liberty SPED teacher and to purchase various apps that will excited and engage the students. District-wide, one account is being established so all SPED teachers can share applications that work with the tablet. Currently we have purchased one Nook and are using it in the previously mentioned ways. We are hopeful to expand into our Title One program.

Assessment

- **IEP Goals and State Standards**--The Special Education teacher uses the computerized Individual Education Plan Program (IEP Pro) to develop student goals. These goals selected are aligned with the State Standards and Common Core. The state standards were used when writing the goals for the 2011-2012 school year that make up the current Individual Education Plans (IEP's). The Special Education department will change to Common Core in the next school year.
- **Galileo**--The special education department has access to Galileo data, specifically the students that they service. When Galileo was first set up at the beginning of the school year, special education students were entered in as a cohort so that the special education teacher could look at benchmark data in effort to coordinate teaching to meet the IEP goals in reading and math.
- **DIBELS**-- DIBELS helps to assess the reading levels of our SPED students and allows the teacher to track progress. Quarterly benchmarks can be established by the teacher to align with IEP goals.

Professional Development

The professional development of the special education teacher is on-going throughout the school year as students with various disabilities are added to the program. The teacher does an excellent

job seeking additional information on how to instruct the students beyond the multi-disciplinary evaluation determination. Formal professional development is drawn from what is provided by the Arizona Department of Education as well as other training programs marketed to the schools from various organizations. The following are some of the professional developments that correlate in reading and math:

- Alternate Assessment (AIMS A) Regional Training on 9/8/2011, 3 hrs. ADE Exceptional Student Services
- Developing Measurable Annual Goals Training, 9/21/11, 2 hrs, Barbara Paulson, ADE Specialist
- Genomics 2012, AZ Council on Economic Education, Integrating Economics, Geography, and Children's Literature, 5/3/2012, 5 hrs.
- Bureau of Education and Research, Co-Teaching, 5/13/11, 5 hrs.
- Special Education Staff Training/Review – August 2012, 4 hrs

We recognize that our classroom teachers need more training on working with special needs students. With the rise of ADD and ADHD, teachers need more training and ideas on modifications in the classroom. We will be providing more opportunities for teachers to receive professional developments and in-services on how to service theses students in their general education classrooms and provide better modifications to push our special needs students to perform at grade level.

3a. State Accountability

We need to improve in a variety of areas as it pertains to math and reading. Even though we received a "C" rating this past school year, our teachers and staff are committed to becoming better and being more effective in the classroom. There are some areas that we can continue to build upon as it relates to our state accountability targetsThere is much work to be done in all four categories; curriculum, instruction, assessment, and professional development. We did not receive an ELL bonus rating this past school year so we will strive to improve with our ELL subgroup. In summary, the following are strategies we will be implementing to increase our students' scores and productivity in reading and math.

Curriculum

We recognize that curriculum is a fundamental piece of classroom instruction and that a good curriculum can help the students learning experiences. With the onset of Arizona Common Core we will be looking to enhance materials we already have and purchase new curriculums to help provide better instruction in reading and math. The following are items to point out as it involves curriculum support:

- Curriculum maps will be established before school begins as to provide direction to each grade level as to the standards that will be taught throughout the school year.

- Teachers will continue to use instructional materials that are showing impact and development in reading and math.
- Our curriculum committee will continue to research a math and reading curriculum that will best support our campus demographics and help us to increase student productivity.
- Our curriculum committee will measure any possible selection of curriculum in reading and math against our high ELL, FRL, and SPED subgroups.
- All curriculum programs that are evaluated by our curriculum committee will be heavily scrutinized as to its effectiveness in Arizona Common Core Standards and student achievement.
- Teachers will continue to align their lessons to Arizona State and Common Core standards first and supplement curriculum as it is available.

Instruction

Instruction is equally as vital as having a good curriculum to use. We will continue to seek highly qualified teachers in all grade levels. A curriculum is only as good as the person who guides the students through the learning process therefore as a school we will continue to evaluate and perfect teaching practices within each grade level in all subject content. With the shift into Arizona Common Core it will be important to have teachers who are well versed in combining content areas and not simply compartmentalizing each subject as a separate topic. The need for a more in-depth understanding of topics will be essential to student development in reading and math. As a result the following are instructional strategies that we will continue to enforce and promote within our teaching community:

- We will actively continue to hire only highly qualified teachers according to state provided guidelines.
- Before school begins teachers will attend in-services on the expectations and requirements for lesson plans and the procedures for submitting them on a weekly basis.
- All lesson plans K-8th grade are required to contain Arizona Common Core Standards listed under the subject they are teaching and are checked periodically for accountability.
- ELP standards will be listed within teacher lesson plans regardless of whether they have high ELL numbers in their classroom.
- Our SPED department will continue to push our SPED students toward their IEP goals in reading and math at grade level.
- The principal will perform informal evaluations bi-weekly for each teacher and cross check with their lesson plans to verify standards being taught, posting of learning objectives, and basic class management skills.
- The principal will provide two formal evaluations per school year fall and spring.
- Data will be required as a part of formal evaluations and teachers will be responsible for utilizing school provided evaluation tools to help drive instruction.

Liberty Traditional Charter School
Renewal Framework Response

Assessment

Liberty Traditional Charter School is committed to providing high quality instruction that is aligned with appropriate data driven assessment measures. Teachers are required to analyze data as provided by a variety of assessment tools in effort to provide classroom instruction that is tailored to overall student needs. The following are the primary assessment tools we will continue to use to guide instruction:

- AIMS testing results will be the primary method of establishing a baseline benchmark for each individual student.
- Galileo--The Galileo post-test given at the end of the previous school year will be combined with the AIMS results and given to each classroom teacher for the upcoming school year to help establish and individual student benchmark. .
- DIBELS- DIBELS testing will continue to be used grades K-6th as a means of monitoring reading fluency progress.

AZELLA testing will continue twice a year to monitor new students, Kindergarten, transfers not tested before, and returning students who qualify as identified on registration PHLOTE and school records

Professional Development

This school year we have provided in-services with Galileo and ELL training on site. A total of nine other faculty members have attended professional development trainings off-site related to Math and English Language Arts in Arizona Common Core development. These professional development opportunities were train-the-trainer models, meaning in-services will be planned and implemented on site with the remaining teaching staff.

Ultimately, school leadership will determine, based on the scores and feedback provided from teachers, what professional development topics will be covered. A professional development calendar will be created before school begins and given out to teachers before school begins. Additional trainings will be added as the need arises, however, most of the professional development opportunities will align with indicators from the AIMS scores and Galileo benchmarks results. We will also monitor progress within the ELL and SPED departments. Based on our current school dashboard, our school will be targeting professional developments in the following areas:

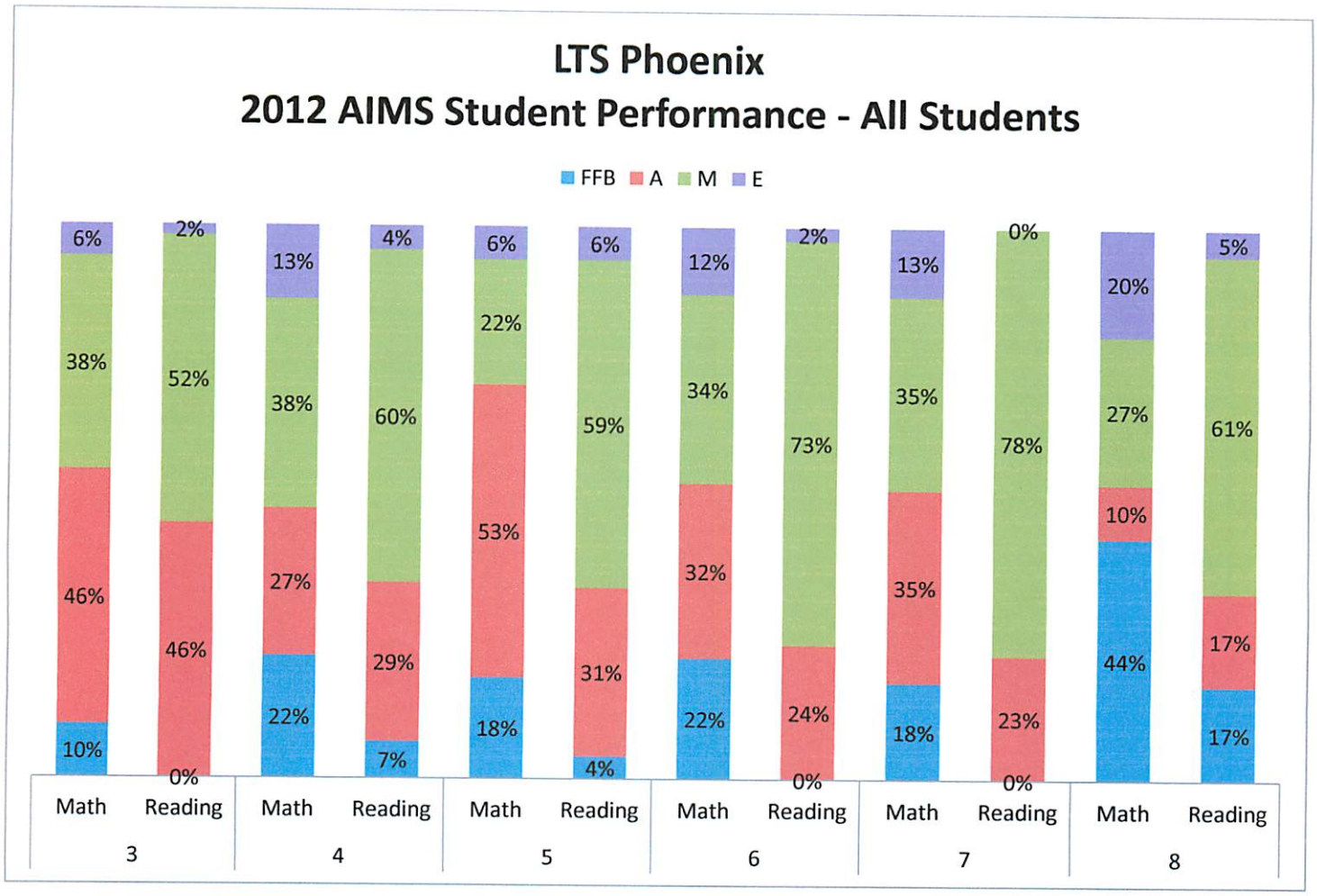
- Math and math interventions which align with Arizona Common Core. This will align with the curriculum committee's recommended math curriculum.
- Reading and reading interventions which align to Arizona Common Core.
- Math and reading interventions for at-risk students.

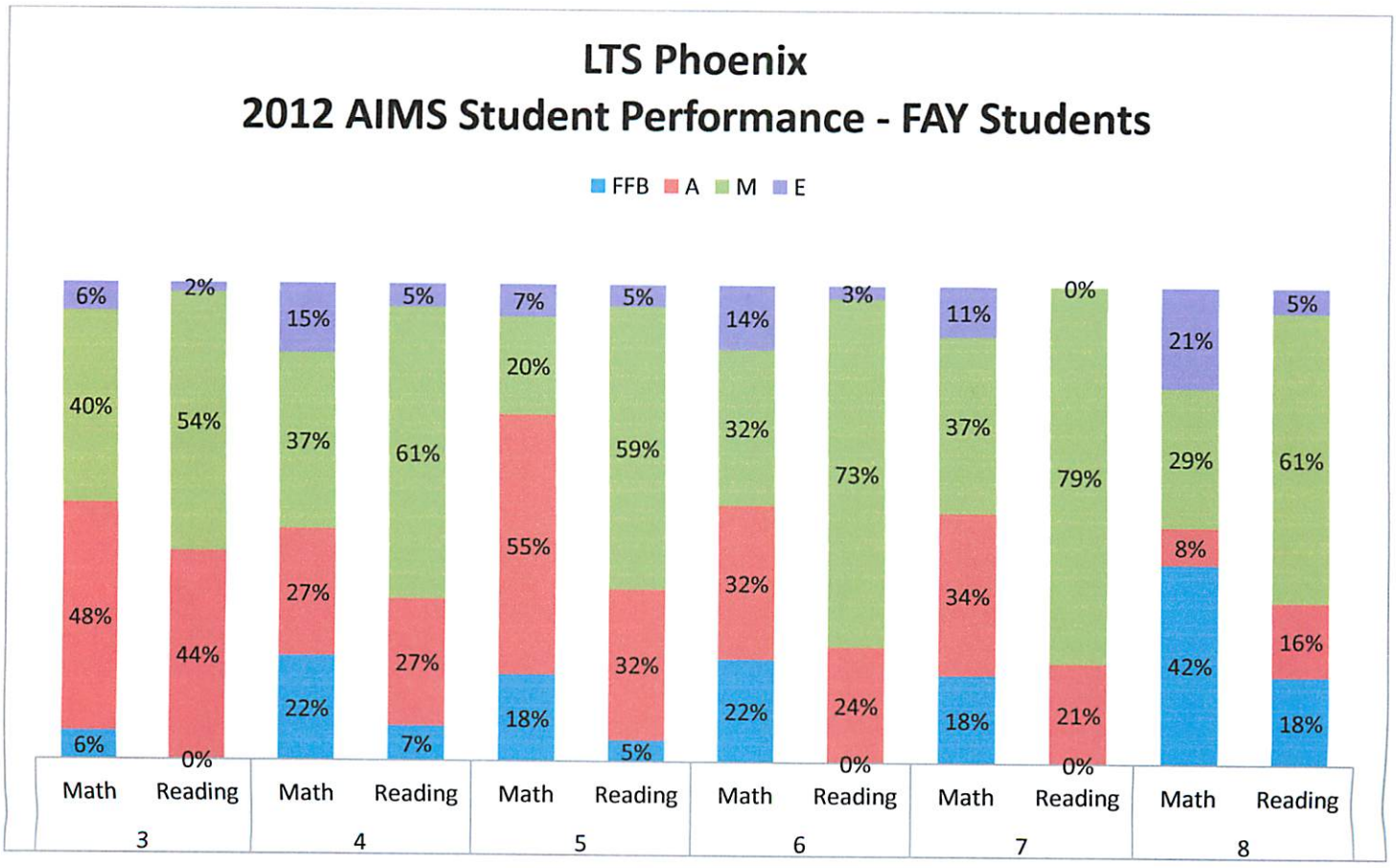
- Special Education trainings that promote collaboration between SPED teachers and general education teachers in creating effective accommodations /modifications.
- ELL trainings on providing accommodations/ modifications in the classroom.

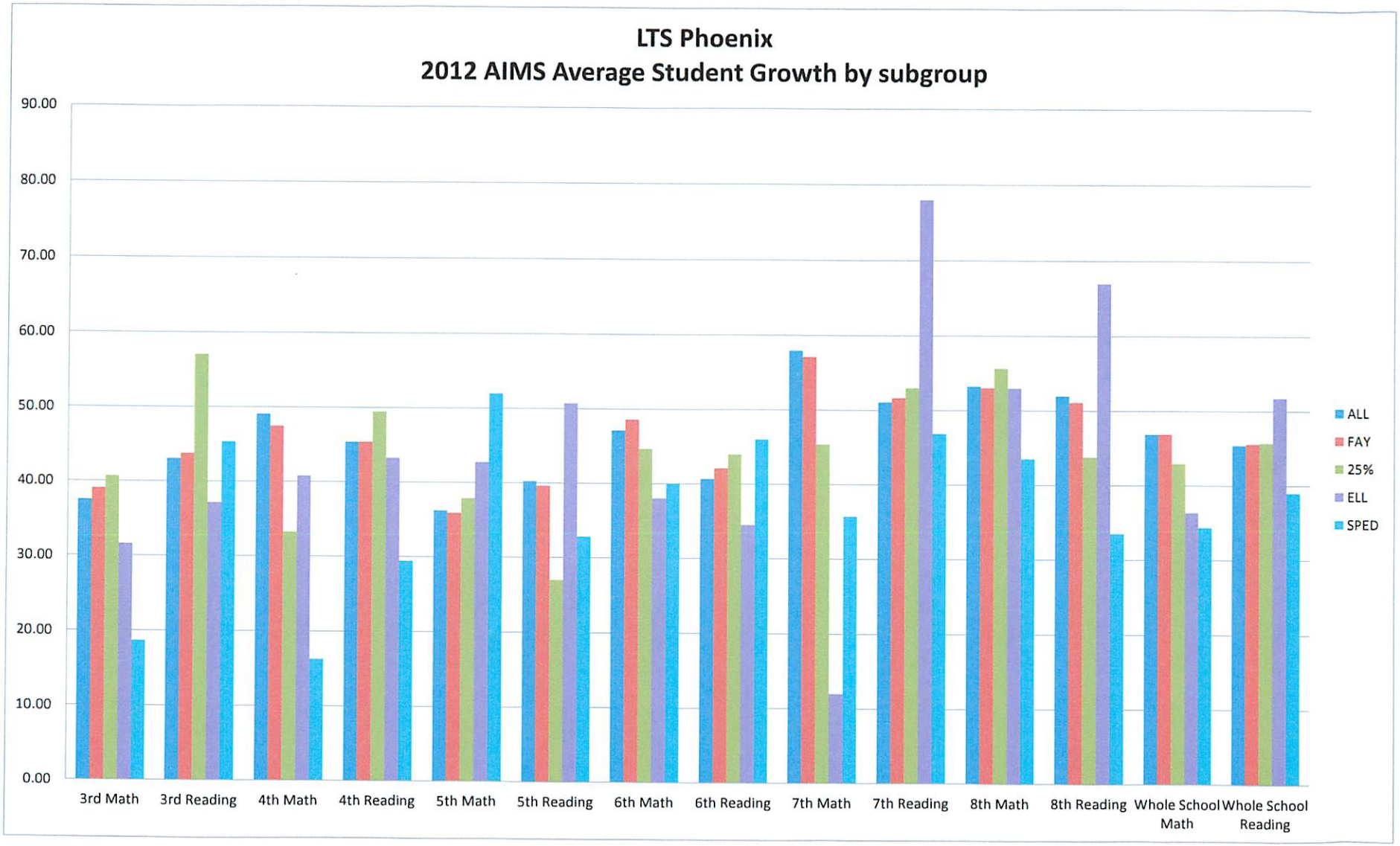
Appendix

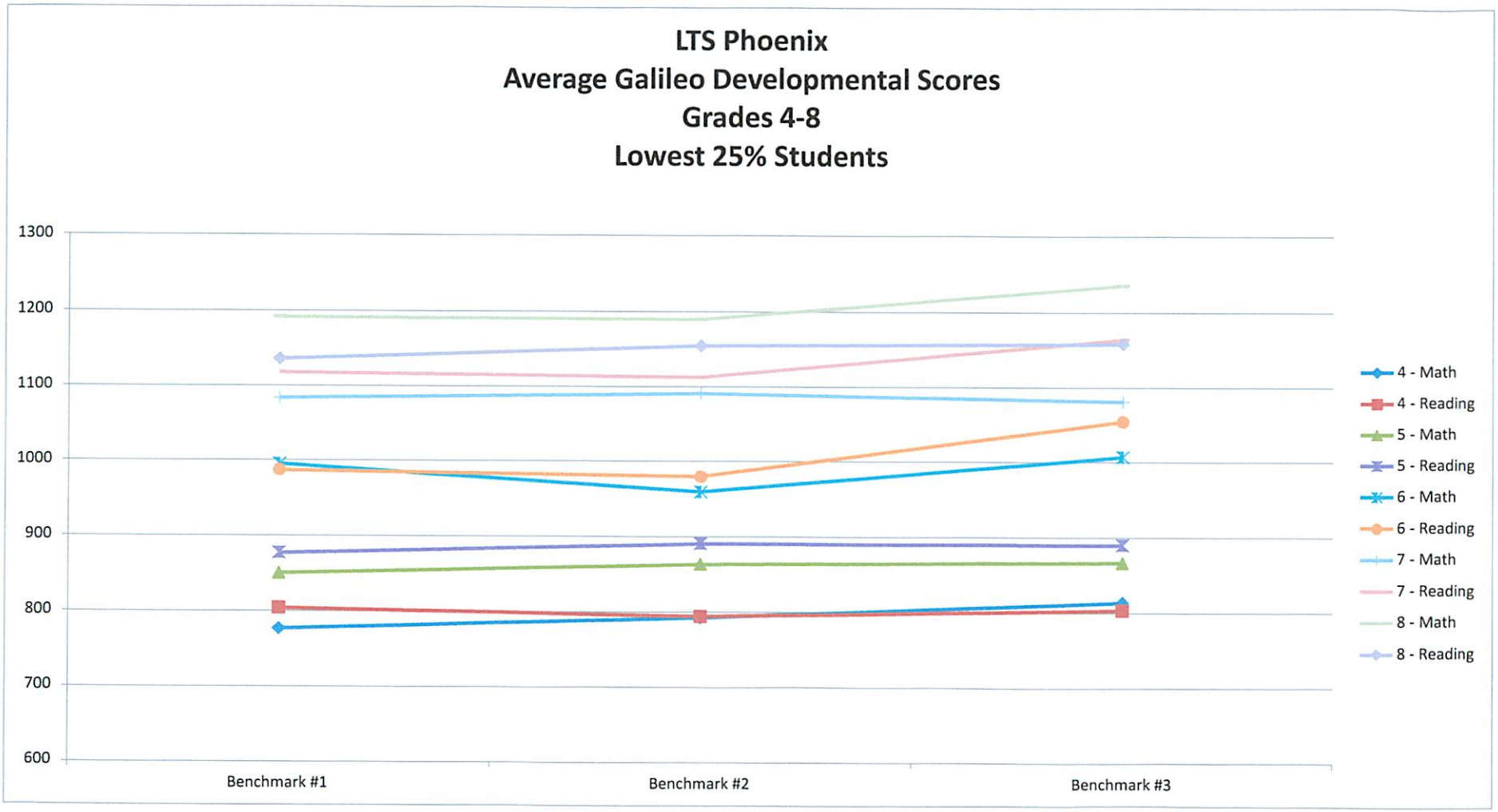
Special Education Resource List

- **READING CURRICULUM**
  Edmark Early Reader Computer Program – Pro Ed Inc.
  Spire Basic Reading Program, Educators Publishing Service
  Buckle Down AIMs Reading – Buckle Down Publishing
  With a Crash and a Bang Reading Program – Houghton Mifflin Publishing
  Language Arts Today Curriculum 4th Grade – McGraw Hill Publishing
  SRA Reading Laboratory Program, Science Research Associates
  Hooked on Phonics Basic Reading Program (Audio Cassettes), Learn to Read – Gateway Learning Corporation
  Read Aloud, Alone, Along K-1 – Dorling Kindersley Publishing
  Language of Literature 3-8 – McDougal Littell Publishing
  Language Network, Grammar, Writing, Communication – McDougal Littell Publishing
  Readers Theatre – Evan Moor Publishing
  Scholastic Success, 2nd – 4th Grade – Scholastic Publishing
  Silver Burdett English – Silver Burdett Publishing
  First Steps to Reading Alphabet Books – Grolier Publishing
  Harcourt Practice Books, Vol. 1, Grade 1 - Harcourt Brace Publishers
  Summer Bridge Activities - Rainbow Bridge Publishing
  Reading Connections, Grade 3, Rainbow Bridge Publishing
  Exercises in English, Loyola Press Publishing
  Brain Quest Language Arts 4th, Workman Publishing
  Reproducible Mini Books - Teaching Tree Publishing
  Saxon Phonics and Spelling K-3 – Saxon Publishing
  Phonics – Modern Curriculum Press Publishing
  Scholastic Book Series100 Words Kids Need to Know – Scholastic Publishing
  Right Brain Phonics, Reading Program for the "Struggling Reader"– Dianne Craft, MA, CNHP
  Integrating Science with Reading Instruction – Creative Teaching Press Publishing
  Internet Reading Curriculum Instruction and Resources: Spelling City – Internet Reading Resources Program, Ed Helper – Internet Reading Resources Program, Reading A-Z, K-8 Reading Books and Activities – Internet Reading Resources Program
- **MATH CURRICULUM**
  Math Advantage Curriculum 4th-8th – Harcourt Brace Publishing
  Basic Math and Algebra – Houghton Mifflin Publishing
  Consumer Math – AGS Publishing
  Five Times Five is Not Ten – Greenwald Publishing
  Addison Wesley Mathematics – Addison Wesley Publishing
  Scholastic success, 1st – 4th – Scholastic Publishing
  Buckle Down AIMs – Buckle Down Publishing
  Money Math Lessons for Life – Suitor, McCorkle & University of Missouri, St Louis, Missouri
  Math Stories, Real Life Problem Solving for Success 6-12 – Jossey Bass Publishing
  Math Minute – Creative Teaching Press Publishing
  Math Connects – McMillan-McGraw Hill Publishing
  Singapore Math – Frank Schaffer
  Practice Power Multiplication Workbook – Green Brier Scentex Publishing
  Internet Math Curriculum Instruction and Resources: CommonCoreSheets.com, PretendAIMS/ade.gov, EasySchool .com, MathIsFun.com, MathBlaster.com, SuperTeacher.com, LearningChocolate.com, MathAids.com, EdHelper.com


LTS Phoenix
2012 AIMS Student Performance - All Students
FFB A M E
6% 38% 46% 10%
2% 52% 46% 0%
13% 38% 27% 22%
4% 60% 29% 7%
6% 22% 53% 18%
6% 59% 31% 4%
12% 34% 32% 22%
2% 73% 24% 0%
13% 35% 35% 18%
0% 78% 23% 0%
20% 27% 10% 44%
5% 61% 17% 17%
Math Reading Math Reading Math Reading Math Reading Math Reading Math Reading
3 4 5 6 7 8


LTS Phoenix
2012 AIMS Student Performance - FAY Students
FFB A M E
6% 40% 48% 6%
2% 54% 44% 0%
15% 37% 27% 22%
5% 61% 27% 7%
7% 20% 55% 18%
5% 59% 32% 5%
14% 32% 32% 22%
3% 73% 24% 0%
11% 37% 34% 18%
0% 79% 21% 0%
21% 29% 8% 42%
5% 61% 16% 18%
Math Reading Math Reading Math Reading Math Reading Math Reading Math Reading
3 4 5 6 7 8

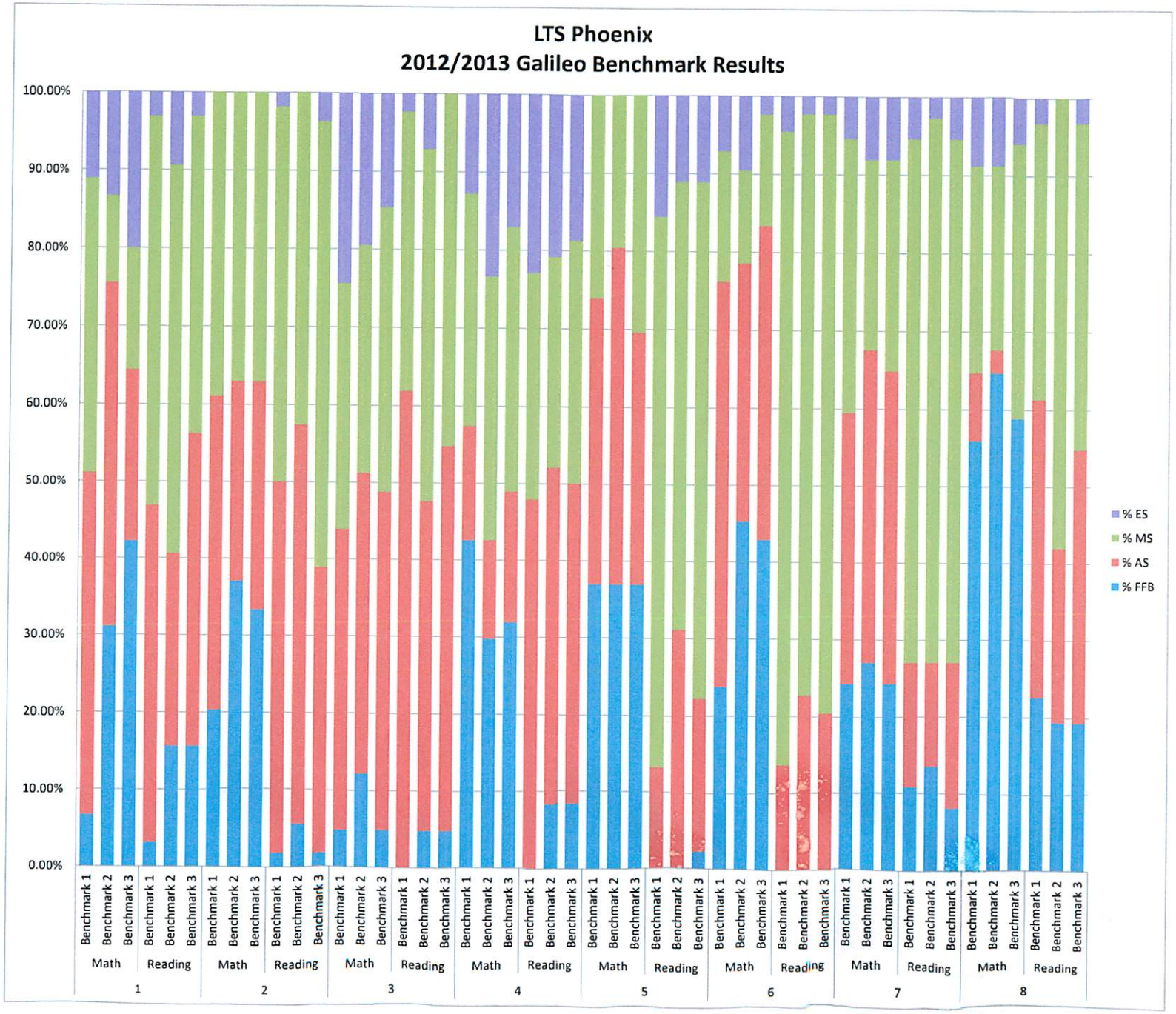

LTS Phoenix
2012 AIMS Average Student Growth by subgroup
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
3rd Math
3rd Reading
4th Math
4th Reading
5th Math
5th Reading
6th Math
6th Reading
7th Math
7th Reading
8th Math
8th Reading
Whole School Math
Whole School Reading
ALL
FAY
25%
ELL
SPED


LTS Phoenix
Average Galileo Developmental Scores
Grades 4-8
Lowest 25% Students
1300
1200
1100
1000
900
800
700
600
Benchmark #1
Benchmark #2
Benchmark #3
4 - Math
4 - Reading
5 - Math
5 - Reading
6 - Math
6 - Reading
7 - Math
7 - Reading
8 - Math
8 - Reading

LTS Phoenix

2005-2012 AIMS Math and Reading Performance

Grade	Subject	Performance Level	2005	2006	2007	2008	2009	2010	2011	2012
3	Math	Far Fall Below	16%	8%	10%	23%	3%	19%	23%	10%
3	Math	Approach	39%	33%	37%	35%	29%	38%	40%	46%
3	Math	Meet	45%	56%	51%	40%	58%	38%	35%	28%
3	Math	Exceed	0%	2%	2%	3%	11%	4%	2%	6%
3	Reading	Far Fall Below	28%	15%	10%	20%	0%	2%	7%	0%
3	Reading	Approach	36%	31%	45%	25%	24%	34%	35%	46%
3	Reading	Meet	33%	52%	43%	55%	98%	62%	53%	52%
3	Reading	Exceed	3%	2%	2%	0%	8%	2%	5%	2%
4	Math	Far Fall Below	27%	8%	14%	20%	8%	14%	15%	22%
4	Math	Approach	25%	22%	24%	38%	23%	38%	42%	27%
4	Math	Meet	45%	70%	56%	34%	64%	31%	35%	38%
4	Math	Exceed	2%	0%	6%	8%	5%	17%	8%	13%
4	Reading	Far Fall Below	18%	8%	14%	8%	0%	3%	2%	7%
4	Reading	Approach	37%	24%	36%	42%	31%	31%	31%	29%
4	Reading	Meet	43%	68%	48%	46%	67%	62%	65%	60%
4	Reading	Exceed	2%	0%	2%	4%	3%	3%	2%	4%
5	Math	Far Fall Below	13%	27%	21%	25%	13%	35%	8%	18%
5	Math	Approach	34%	41%	36%	25%	33%	37%	24%	53%
5	Math	Meet	45%	30%	42%	48%	48%	26%	51%	22%
5	Math	Exceed	8%	2%	0%	2%	6%	2%	16%	6%
5	Reading	Far Fall Below	13%	9%	9%	17%	10%	7%	0%	4%
5	Reading	Approach	42%	41%	55%	33%	23%	37%	16%	31%
5	Reading	Meet	39%	50%	36%	50%	63%	57%	81%	59%
5	Reading	Exceed	5%	0%	0%	0%	4%	0%	3%	6%
6	Math	Far Fall Below	24%	4%	25%	9%	25%	25%	21%	22%
6	Math	Approach	43%	20%	21%	26%	23%	39%	55%	32%
6	Math	Meet	29%	64%	46%	65%	49%	32%	24%	34%
6	Math	Exceed	5%	12%	8%	0%	4%	5%	0%	12%
6	Reading	Far Fall Below	10%	4%	4%	0%	8%	9%	2%	0%
6	Reading	Approach	48%	12%	17%	39%	21%	23%	14%	24%
6	Reading	Meet	38%	84%	75%	57%	72%	64%	81%	73%
6	Reading	Exceed	5%	0%	4%	4%	0%	5%	2%	2%
7	Math	Far Fall Below	17%	11%	7%	4%	8%	19%	27%	18%
7	Math	Approach	38%	37%	12%	31%	38%	12%	20%	35%
7	Math	Meet	46%	47%	68%	58%	46%	38%	44%	35%
7	Math	Exceed	0%	5%	16%	8%	8%	31%	9%	13%
7	Reading	Far Fall Below	21%	11%	8%	4%	8%	4%	2%	0%
7	Reading	Approach	33%	32%	36%	23%	38%	10%	18%	23%
7	Reading	Meet	46%	58%	56%	73%	50%	81%	76%	78%
7	Reading	Exceed	0%	0%	0%	0%	4%	6%	4%	0%
8	Math	Far Fall Below	22%	61%	20%	13%	27%	50%	37%	44%
8	Math	Approach	50%	12%	0%	38%	41%	21%	7%	10%
8	Math	Meet	28%	17%	44%	33%	14%	25%	51%	27%
8	Math	Exceed	0%	0%	8%	17%	18%	4%	5%	20%
8	Reading	Far Fall Below	17%	17%	0%	0%	14%	13%	5%	17%
8	Reading	Approach	56%	48%	52%	29%	24%	21%	5%	17%
8	Reading	Meet	28%	35%	48%	67%	62%	67%	88%	61%
8	Reading	Exceed	0%	0%	0%	4%	0%	0%	2%	5%


LTS Phoenix
2012/2013 Galileo Benchmark Results
100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
% ES
% MS
% AS
% FFB
Benchmark 1
Benchmark 2
Benchmark 3
Math
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Renewal Framework Response

Liberty Traditional Charter School-Saddleback

Liberty Traditional Charter School-Saddleback was established in August of 2011. We are part of Liberty Traditional Charter School in Phoenix which has existed since 1999. Many of our core curriculum and strategies are district wide based on the charter and are consistent with our parent school. Our school began with approximately 70 students and has grown to approximately 120 students. The school currently provides instruction to students from kindergarten through 5th grade, hoping to add a grade each year until 8th grade. We are a very small school; as such, much of our Academic Performance Dashboard indicated "NR" regarding our academic performance. Our students who were FAY received an average scale score in reading for 3rd grade of 418. This score is in the approaches level. Our 4th grade class received an average scale score of 474, which was in the Meets level. Our 3rd grade class received an average scale score in math of 345. This score is one point below meets level. Our 4th grade average scale score for math was 474 and is a Meets. Based on the small school size last year, our average student growth percentile and the average scale scores, as well as the currently existing standing district and charter schools; we believe we would have had a "C" grade. Based on this information we have used our Title 1 dollars this year to continue the success of our math program and enhance our reading program using both a pullout intense intervention and a push in support program.

We had four teachers last school year. Of these we had a combination class of both 3rd and 4th grade students. This combo class was the only AIMS assessed students of the school. Of these students, only 20 were full academic year and were used to calculate all data to determine the current year programs and instruction. Data was analyzed by grade level, student, concept, need, and growth.

1a. SGP School Growth--Math and Reading

Curriculum and Instruction

Liberty Traditional Charter School – Saddleback has one year prior data available to analyze and determine this year's academic needs for grades 3,4, and the returning students entering 5th, according to success by strand and concept. Based on an evaluation of last year's Acuity assessments and the 20 students' AIMS results, we have created a comprehensive plan on increasing student growth predominantly in reading and maintaining and enhancing math achievement. We have purchased Galileo this year to benchmark assess and track growth of our student body. Last year, 104 students were enrolled in our school with 54 staying a full academic year, Kindergarten through 4th grade. This type of transient behavior makes for inconsistent growth patterns amongst the entire student body for data purposes. Analyzing only the FAY students indicates that we were more successful with the FAY students in the summative assessments:

NON FAY Passing AIMS	FAY Passing AIMS
3rd Math 40%	3rd Math 42%
3rd Read 40%	3rd Read 42%
4th Math 55%	4th Math 75%
4th Read 55%	4th Read 75%

While it is vital to focus on the growth of the FAY students, this data reveals that students new to our program must participate in a more intensive math intervention to bring transferring students to the level of our current student body so as to not lose the constant growth percentage currently happening in our classrooms. Teachers are participating in training on Wednesdays to identify different learning needs and are provided supplemental materials through Title 1 to create a response to intervention for all students identified as needing additional support. As a staff we are focusing on creating instruction that differentiates instruction to allow for individual student growth for all students. Our school implements both homogeneous and heterogeneous ability grouping and provides immediate interventions by the general education teacher with support from identified aides to support student learning. The frameworks for curriculum maps are currently being developed from the Arizona Common Core Standards and existing resources. This will help determine additional resources needed for the formation of targeted intervention programs.

Lesson plans are collected weekly for each class. These documents are analyzed for standards alignment and student success by standard. Teachers are required to choose one assessment a week in which they analyze student success by standard to determine the percentage of students in the class who have been successful on the concept. Any concept that does not obtain a minimum of 80% mastery is retaught and reassessed. Concepts that reach 80% mastery but not 100% are retaught and the standard is flagged as being retaught. Teachers are focused on creating comprehensive scope and sequences from their current lesson plans and future lessons. All documentation is being evaluated for long term instructional focus.

Assessment

There are several different methods of evaluating student growth within each grade level as it pertains to reading and math.

AIMS--During the summer before school begins AIMS data is analyzed, copied, and prepared for each grade level teacher. Students who fell far below or approached in math or reading are highlighted for each grade level teacher and department head. Special attention is given to the specific data listed on the student profile to target concepts that were not mastered. This also assists in developing curriculum maps for the school year. These specific student files are also used when discussing intervention services.

Galileo--Classroom teachers are using Galileo, an online assessment-based program that closely aligns with the AIMS test to establish benchmarks in Reading, Math, and Science (4th and 8th). An assessment calendar was created before the school year began establishing when benchmarks would be given for each grade level (benchmarks 1, 2, 3, and post- test). Each assessment is different and once completed provides the classroom teacher with useable data meant to target areas needing improvement. A report called *Individual Student Profile* provides a risk assessment that the teacher can use to individualize and differentiate instruction. Teachers then target individual student needs based on the data collected and compiled. This is compared to the previous year's AIMS data so that focus can target standards that need to be mastered for identified students.

DIBELS--DIBELS assessments (Dynamic Indicators of Basic Early Literacy Skills) are given to all students kindergarten through sixth grade, three times a year, and provide benchmarks for reading and literacy skills. As with Galileo, the benchmark difficulty increases as each student progresses, giving the classroom teacher or instructor a basic reading ability. DIBELS is a screening tool and as such is used to guide instruction. Research has shown that continued success on grade level with DIBELS results in a Meet on AIMS.

Professional Development

This year, based on feedback from Acuity scores and AIMS test scores from prior year, we replaced the Administration and created a comprehensive training program for our five teachers and four aides (two full-time and two part-time) to be equipped to improve student academic achievement. Every Wednesday is an early release day, allowing us to create a professional development calendar for comprehensive planning time. During this time administration has scheduled different trainings for all staff as well as provides opportunities for staff to travel for content area specific training in the area of English Language Acquisition as well as Special Education. On site this year we have had two Special Education Trainings, two English Language Learner Trainings, Monthly team meetings and staff trainings. Our staff meetings cover the effectiveness of our Title I and ELL programs in the school. We are addressing what the programs should look like next year as well as what our data shows as our deficiencies. We cover internet concerns and curriculum areas that need help. The teacher team meetings have primarily focused on data analysis and planning class instruction.

Contracted Trainings this year:

September 12, 2012 - Galileo Training #1 - Culture and Assessment
September 19, 2012 - Saxon Math Professional Development
October 3, 2012 - Galileo Training #2 - Analysis and Action - Part 1
January 30, 2012 - Galileo Training #3 - Analysis and Action - Part 2
April 24, 2013 - ELA\Math Common Core

All trainings are linked back to the objectives established at the beginning of the year. Everything is aimed at improving student growth through the increased knowledge and ability of the teacher.

1b. SGP Bottom 25%--Math and Reading

At the beginning of the school year, AIMS data was compiled and the bottom 25% of students were identified. AIMS scores for reading and math were then copied and given to the general education teacher, the special education department, and the Title One Aides in preparation for providing in-classroom and pull-out intervention services. Students who are currently in special education are receiving specialized individual interventions in reading and in math as it aligns with their IEP. The AIMS data helps to guide that instruction. Students who do not qualify for special education services are then identified to receive Title One services in reading and math.

A team comprised of administration, Title One teachers, and the general education teachers meet and determine if intervention services through Title One will be the best course of action in helping the student be more successful. AIMS data is used and analyzed to view areas of concern. Shortly after the meeting all classroom teachers administer a Galileo benchmark assessment which is analyzed and compared against the AIMS data for the bottom 25% of students. Inconsistencies in identified areas of need are established and students are then acknowledged and selected to receive Title One services. The general education teacher also utilizes comparison data and works with that student within the general education classroom setting and coordinates instruction with the Title One aides.

Curriculum

The curriculum used for students within the bottom 25% is consistent with the general population, providing additional supports in and out of the classroom. One student was identified as being the "bottom 25%". This student also was in the SPED category and is receiving academic support as outlined on the IEP. This year we have established a Title 1 push in/pull out program utilizing two full time and two half time aides working directly under the classroom teachers. Students within the bottom 25% are identified and targeted for additional support from the Title 1 program or other programs as applicable to the student needs. This year in reading we incorporated Reading A-Z supplemental material, Ed Helper and Follett supplemental material for reading interventions. We have also purchased Buckledown supplements for Reading grades 3rd through 5th.

The classroom curriculum in place for reading includes Saxon Phonics for K-3rd grade, Scott Foresman, Houghton Mifflin, Saxon phonics readers, Reading A-Z, Ed Helper, and AIMS Buckle down Reading (3rd-5th grade).

The curriculum in place for math includes is based on Saxon Math core curriculum. Our school is encouraged that our dashboard revealed our math scores to be on the right track under Status

and Composite School Comparison. We plan to continue our current efforts, and with the use of benchmark assessments, push students to mastery levels on the standards.

Instruction

Students within the bottom 25% are benchmark tested at the beginning of each year with Galileo and DIBELS. The results from the assessments are used to guide instruction throughout the year, focusing on specific standards. Teachers will work to raise student achievement by focusing on the low areas that are identified through benchmark assessments. The site principal will continue to review school level data to ensure students in the bottom 25% continue to grow and make significant growth throughout the year.

Assessment

Students within the bottom 25% will be monitored through school assessments including DIBELS and Galileo. Reports are analyzed by the teachers and site principal. If the students within the 25% are not growing, additional support will be provided through more targeted instruction and referral to the Title 1 program.

Professional Development

The one student was identified this year for the teachers who represented last year's bottom 25% with the understanding that this year we should identify at least 10 students in grades 3rd through 5th who potentially could be this year's bottom 25%. We trained teachers to specifically identify those students through the use of Galileo, as well as trained them to be able to provide Tier 1 and Tier 2 interventions. Every Wednesday is an early release day, allowing us to create a professional development calendar for comprehensive planning time. During this time administration has scheduled different trainings for all staff as well as provides opportunities for staff to travel for content area specific training in the area of English Language Acquisition as well as Special Education. On site this year we have had two Special Education Trainings, two English Language Learner Trainings, Monthly team meetings and staff trainings. Our staff meetings cover the effectiveness of our Title I, and ELL programs in the school. We are covering what the programs should look like next year as well as what our data shows as our deficiencies. We cover internet concerns and curriculum areas that need help. Professional development that targets Title 1, Differentiated Instruction, ELL programs, as well as data-driven instruction are all important for us to understand completely so we can increase student achievement in the bottom 25% of students.

2a. Status—Reading

Curriculum

A total of 20 students at Liberty Traditional-Saddleback in 3rd and 4th grade were tested for AIMS in the 2011-2012 school year. Liberty (Saddleback) uses Saxon Phonics as the building

block for K-3rd grade reading curriculum. There are several additional resources for the classes including: Scott Foresman, Houghton Mifflin, and the readers that come with the Saxon curriculum. Every teacher has subscriptions for Reading A-Z and Ed Helper for supplemental material. We also have computer and printer access from the classes and use these subscriptions to provide curriculum support for the general student population, enrichment, and remediation material to support instruction by the paraprofessionals. The 3rd-5th grades use the AIMS Buckledown. Buckle Down provides engaging reading passages, helpful tips, and authentic AIMS test practice questions that will get students ready for the state test. We are able to drive instruction and monitor progress with end-of-lesson practice sections and separate pretests and post-tests matched to the AIMS format. Lessons take students step by step through a purposeful standardized skill.

Reading is taught cross-curricularly in all subject areas with an emphasis on expository and informational text in Math, Science and Social Studies. Scholastics News is a used to support expository text comprehension. Skills taught in small groups such as text structure, questioning skills and textual vernacular are an important part of the curriculum in every subject area to improve those standards. The standards being focused on were identified during the beginning of school using concept analysis from last year's AIMS test. These identified standards also help guide this years' curriculum development.

Instruction

Saddleback teachers use PlanBook for their lesson plans to help track standards addressed by frequency and whether the concept is being introduced or identified for mastery directly in classroom instruction. The principal receives and maintains copies of the teachers' lesson plans weekly. These are reviewed to ensure teachers are on track and properly integrating standards. Two formal evaluations are conducted. A large portion (50%) of the formal evaluation includes monitoring data from benchmark assessments. The principal also conducts constant classroom checks, ensuring standards are aligned to instruction and identifies that standards have been posted in student friendly language for all students to observe, read and understand.

Reading instruction is conducted in every classroom for a minimum of 60 minutes a day focusing on the areas identified in the Arizona ELA Common Core standards; Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Text Complexity. Every student's Lexile level in grades 3 through 5 has been identified and ability levels have been created by class to challenge the levels and allow for mastery and advancement in all students levels.

Assessment

Galileo--Galileo is the primary method of assessing student performance in reading and math. The administrator dashboard allows the principal to observe how classes are doing according to the most recent benchmark assessment. This data can help in decisions on professional

developments that may assist in preparing teachers for AIMS testing. For example, after the second benchmark assessment it was determined that growth was not happening school wide as quickly as needed to best prepare our students. It was decided by a data review team (administrator, teachers, Title One, Special Education) that teachers would double up their lessons in math and reading throughout the day. Third through sixth grade teachers are providing two blocks of math and reading a day and still continuing to meet content objectives in other subjects.

AIMS Test Prep Materials--AIMS Buckle Down is very helpful in assessing where students are in preparation for AIMS. Teachers are able to assess students in sections of the AIMS Buckle Down and monitor progress. Practice AIMS tests can also be downloaded from the state webpage and used as practice guides. In addition, our AIMS testing coordinator received a disk that contains a multitude of resources that our classroom teachers are using to progress monitor. Bi-weekly grade level checks are done with each teacher to see how classes are progressing and what supports can be provided.

Professional Development

The professional development trainings provided this year have heavily focused on the Galileo assessment program. Teachers are using this assessment with fidelity, and targeting instruction based upon the assessment results, students will demonstrate growth consistently on the AIMS assessment. The program is new, as this is the first year using the Galileo system. We will add support for teachers on growing their students to meeting levels of mastery for reading. In addition, more focus will be placed on understanding common core standards and the importance of rigor. Teachers discuss reading strategies and cooperatively plan instruction within PLC's, professional learning communities.

2b. Composite School Comparison—Reading

Curriculum

Our school has one year of comprehensive data to guide instruction and create programs from. We have now collected this year additional sources of data to determine the quality of our curriculum and to build our curriculum maps. We have the benefit of beginning in the year that the statewide change to Common Core is required. This change has allowed our teachers and staff to begin creating scope and sequences and maps built around the new standards while adopting students from neighboring districts and charters within this time period. Our math curriculum based on the results is meeting their needs while our reading curriculum is being enhanced this year with additional resources based on concept analysis and additional assessment that is happening more frequently to determine mastery of the curriculum we have adopted

Instruction

Our reading instruction is guided by benchmark assessments on Galileo and DIBELS, as well as last year's AIMS. Because we have a highly transient population, using Galileo and DIBELS on all students throughout the year gives us good information as to the academic levels students are achieving throughout the school year.

Teachers are informally observed during reading instruction. Small group, ability leveled in the focus this year based on students Lexile levels. Reading instruction is conducted in every classroom for a minimum of 60 minutes a day focusing on the areas identified in the Arizona ELA Common Core standards; Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Text Complexity. Every student's Lexile level in grades 3 through 5 has been identified and ability levels have been created by class to challenge the levels and allow for mastery and advancement in all students levels.

Assessment

DIBELS for Kindergarten through 3rd grade allows us to screen students for fluency. Modifying the DIBELS assessment for comprehension questioning allows us to determine the level of comprehension of quickly read passages. This screening gives us frequent and immediate data on instruction.

Galileo allows us to pinpoint specific reading concepts taught for introduction and mastery and allows teachers to adjust assignments, instruction and interventions based on the assessment result.

Professional Development

The professional development trainings provided this year have heavily focused on the Galileo assessment program. Teachers are using this assessment with fidelity, and targeting instruction based upon the assessment results, students will demonstrate growth consistently on the AIMS assessment. The program is new, as this is the first year using the Galileo system. We will add support for teachers on growing their students to meeting levels of mastery for reading. In addition, more focus will be placed on understanding common core standards and the importance of rigor. Teachers discuss reading strategies and cooperatively plan instruction within PLC's, professional learning communities. Using and adapting DIBELS has been the secondary focus for teachers K-5.

2c. Subgroup ELL—Math and Reading

Curriculum Supporting ELL

Our school has 58% of students identified as ELL. Existing curriculum is modified according to student proficiency levels. Students in the ELL program are given tailored lessons using the

Arizona English Language Learner Standards on grade level and being fully exposed to grade level Arizona Common Core Standards, including Reading A-Z and ED Helper as supplements based on the students' ILLP.

Instruction

All identified students are assessed during the first 10 days of attendance. Upon the result of the assessment, students are placed on an ILLP using ELL standards. Teachers are given the goals set for the identified ELL students. Each teacher is provided a copy of the ILLP with the standards identified for mastery. Beginning this year, a part time aide has been assigned to go into the classrooms and work with identified ELL students on areas identified for mastery. The lessons are aligned to the ELL standards and are created by the general education teacher. ELL standards are incorporated into daily lesson plans. Lesson plans are reviewed daily by the principal of the school. In addition, the ELL coordinator checks lesson plans to ensure ELL standards are correctly implemented within the lessons.

Assessment

Multiple assessments are used to monitor ELL student progress in reading and in math. The following are some of the instruments used to measure student proficiency with our ELL student population.

AZELLA Testing--AZELLA tests are administered to all students in kindergarten who were identified by a phlote form in the registration packet. If the primary language spoken at home is something other than English, students are targeted for AZELLA testing. Once they are tested they are then classified according to the results as ELL or mainstream. If the numbers are high enough within a three grade level span, an SEI classroom will be created to accommodate the needs of those ELL students. As mentioned previously, teachers would then be required to provide a four hour block in reading, writing, speaking, and listening. Another AZELLA test is given later in the school year to reassess progress and indicate proficiency levels. If a student tests proficient, they are then monitored for an additional two years. Although the AZELLA test is designed to assess language acquisition, it is the starting point for establishing a benchmark and gives the teacher an idea of how to focus in reading instruction. A student listed at basic would most likely not be able to handle grade level reading materials and small groups within the classroom would be created. Teachers do ability grouping based on the AZELLA test results within their classrooms and provide very specific reading opportunities tailored to reading levels. Each teacher then monitors progress within each group and shuffles groups around as progress is demonstrated.

Galileo--Galileo aligns very closely to the format and presentation of AIMS testing which provides opportunities for progress monitoring. ELL students take the benchmark assessments and are scored based on their ability levels. An individual student intervention profile is then created and teachers access and formalize a strategy to meet the ELL needs of their identified

students. Four benchmark tests are administered throughout the school year which provides ample opportunities to assess progress in reading and math. In addition, teachers can create quizzes or assignments within the program that align with standards their students might be having difficulty with in effort to increase reading and math proficiency.

DIBELS--DIBELS testing is used to track ELL students' progress specifically in reading. Similar to Galileo, DIBELS provides three benchmarks at the beginning, middle, and end of the school year specifically for reading fluency. Although DIBELS does not focus extensively on comprehension, it does allow the teacher to identify fluency in reading..

Our school uses a variety of assessments to determine student growth in reading. References to these assessments have been made in detail in previous sections. The following are the names of numerous assessments our school uses to monitor and track progress in reading:

- Curriculum Created Assessments
- Teacher created formative Assessments
- AIMS student achievement reports (baseline)
- Galileo (school benchmark and monitoring program)
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
- AZELLA (establish English proficiency ratings)

Professional Development

Staff members are sent to professional development trainings to receive ELL trainings twice a year and acquire teaching strategies from practicing professionals. Teachers share the highlights of these experiences during weekly team meetings. Team meetings include all instructional staff and help to support the professional learning community.

2c. Subgroup FRL—Math and Reading

Curriculum Supporting FRL

Currently 93 of our students, out of 124 total, are identified as qualifying for free and reduced lunch based on the NCLB criteria. All students enrolled are afforded the high quality general education services using the current curriculum. In addition, we assess using Galileo as a first benchmark and those scoring at risk for not being successful on the Arizona Academic Standards at their grade level are identified for supplemental services. Tier 1 for identified students is preferential seating, additional personalized instruction by the classroom teacher and modified assignments to determine current level of achievement. The Tier 2 intervention for students needing support is referral to the Title 1 program. Our Title I provides additional support through working one on one with an aide on the standards and concepts not yet mastered. Using our core curriculum and online curriculum supplements, teachers work together with paraprofessionals to create exercises and lessons that will support the general classroom instruction. Progress monitoring is done with teacher-created Galileo assessments on the specific standards and concepts being addressed in the classroom.

Instruction

Only students identified using teacher, parent, student recommendations or standardized test scores as being most at risk for failing will receive supplemental instruction at the Tier 2 level. Students identified as English Language Learners or Special Education receive specialized instruction in their areas of identified need. Students who are viewed most at risk of failing because of environmental or other reasons are provided additional instruction by the classroom teacher and possible support through an aide depending on the intensity of the intervention needed. It is our goal to intervene with pointed instruction early and document all interventions so that progress monitoring can determine the success or failure of each intervention. We use an analytical instructional process; teach a concept, assess the concept, reteach or move on. All instructional interventions are based on evidence provided by the student that the concept has not yet been mastered. The instruction is then guided by the data discovered on the assessment. Reading instruction for the student is based on their individual ability on a standardized test.

Assessment

Our school uses a variety of assessments to determine student growth in reading. References to these assessments have been made in detail in previous sections. Free and reduced lunch students make up the majority of our student population and thus the assessments are the same. The following are the names of numerous assessments our school uses to monitor and track progress in reading:

- Curriculum Created Assessments
- Teacher created formative Assessments
- AIMS student achievement reports (baseline)
- Galileo (school benchmark and monitoring program)
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
- AZELLA (establish English proficiency ratings)

Professional Development

Professional development is planned around data. The data our school uses includes AIMS, DIBELS, and Galileo. Students that are in the free and reduced lunch categories may also need additional supports to help them succeed. Teachers will be trained on tactfully communicating with families, offering additional support, guidance and tutoring if necessary. Teachers will learn the challenges that students can experience being in a low income category and how to be cognizant of this when setting their expectations for the year.

2c. Subgroup SPED—Math and Reading

Special Education teachers use many resources and different strategies to meet the students' needs for reading and math. Support in these areas can also be manifested through Science, Social Studies, Daily Living Skills, Functional Academics, General Academics, Careers, Coping Skills, and Social/ Emotional Development subject matter. Multiple resources are used at the teacher's discretion to best facilitate and accentuate learning, provide guided practice, re-teaching, independent practice, and homework assignments.

Curriculum

The special education department uses a variety of recourses for reading and math. Due to the number of students serviced in reading and math, the variety of ages, and scope of IEP goals, various curriculums are used by the special education teacher and paraprofessionals to target IEP goals in reading and math. The following list is a district-wide compilation of available for reading and math:

- **READING CURRICULUM**
  Edmark Early Reader Computer Program – Pro Ed Inc.
  Spire Basic Reading Program, Educators Publishing Service
  With a Crash and a Bang Reading Program – Houghton Mifflin Publishing
  Language Arts Today Curriculum 4th Grade – McGraw Hill Publishing
  SRA Reading Laboratory Program, Science Research Associates
  Hooked on Phonics Basic Reading Program (Audio Cassettes), Learn to Read – Gateway Learning Corporation
  Read Aloud, Alone, Along K-1 – Dorling Kindersley Publishing
  Language of Literature 3-8 – McDougal Littell Publishing
  Language Network, Grammar, Writing, Communication – McDougal Litell Publishing
  Readers Theatre – Evan Moor Publishing
  Scholastic Success, 2nd – 4th Grade – Scholastic Publishing
  Silver Burdett English – Silver Burdett Publishing
  First Steps to Reading Alphabet Books – Grolier Publishing
  Harcourt Practice Books, Vol 1, Grade 1 - Harcourt Brace Publishers
  Summer Bridge Activities - Rainbow Bridge Publishing
  Reading Connections, Grade 3, Rainbow Bridge Publishing
  Exercises in English, Loyola Press Publishing
  Brain Quest Language Arts 4th, Workman Publishing
  Reproducible Mini Books - Teaching Tree Publishing
  Saxon Phonics and Spelling K-3 – Saxon Publishing
  Phonics – Modern Curriculum Press Publishing
  Scholastic Book Series100 Words Kids Need to Know – Scholastic Publishing
  Right Brain Phonics, Reading Program for the "Struggling Reader"– Dianne Craft, MA, CNHP
  Integrating Science with Reading Instruction – Creative Teaching Press Publishing

Internet Reading Curriculum Instruction and Resources: Spelling City – Internet Reading Resources Program, Ed Helper – Internet Reading Resources Program, Reading A-Z, K-8 Reading Books and Activities – Internet Reading Resources Program

- **MATH CURRICULUM**
  Math Advantage Curriculum 4th-8th – Harcourt Brace Publishing
  Basic Math and Algebra – Houghton Mifflin Publishing
  Consumer Math – AGS Publishing
  Five Times Five is Not Ten – Greenwald Publishing
  Addison Wesley Mathematics – Addison Wesley Publishing
  Scholastic success, 1st – 4th – Scholastic Publishing
  Buckle Down AIMs – Buckle Down Publishing
  Money Math Lessons for Life – Suitor, McCorkle & University of Missouri, St Louis, Missouri
  Math Stories, Real Life Problem Solving for Success 6-12 – Jossey Bass Publishing
  Math Minute – Creative Teaching Press Publishing
  Math Connects – McMillan-McGraw Hill Publishing
  Singapore Math – Frank Schaffer
  Practice Power Multiplication Workbook – Green Brier Scentex Publishing
  Internet Math Curriculum Instruction and Resources: CommonCoreSheets.com, PretendAIMS/ade.gov, EasySchool .com, MathIsFun.com, MathBlaster.com, SuperTeacher.com, LearningChocolate.com, MathAids.com, EdHelper.com

Instruction

Currently special education department is servicing approximately 10 students in grades K-5th. The special education department has made some changes designed to better meet the needs of our SPED students. Listed below are some of the changes made this school year that focused on improvement in reading and math:

- Hired one certified paraprofessionals to help enforce and support the instruction of the certified SPED teacher. If budget permits we will look to hire another certified SPED teacher next year and split resource students into grade levels.
- Made the learning environment more conducive to learning by rearranging work areas and strengthening the use of the computer work area. Programs such as Ed-Mark are used for those specific students that cannot learn to read phonetically. Other math programs are also used to help students increase their mathematic skills (IXL).
- Decision was made to offer one hour of reading and one hour of math for many SLD students to increase their exposure to specific instruction on goals in the resource room setting instead of general instruction.

Another aspect of instruction we are currently expanding on is our parent involvement. We believe it is a shared responsibility of the school and to work with the students in reading and math. As a team; school, parent, and student we can achieve high rates of success. As a result we came up with a strategy for math development entitled "Operation Increase" developed by

our Special education director. The following is an explanation of the program and what we are asking of our parents:

Beginning February 4, 2013, the Special Education Department is starting a new learning campaign called "Operation Increase" in preparation for AIMS. Our mission is to increase our AIMS scores by increasing the quality of our student's study time. We need your support to ensure your child does the following 15 minute "drill" ***every day*** *for the next 73 days:*

- *Set a time to do homework every night. Have a timer set for five minutes.*
- *Complete a math drill for five minutes (Complete two trials with Flashcards).*
- *Complete a vocabulary drill for five minutes (Complete two trials with Flashcards).*
- *Complete two or more word problems for five minutes.*

The goal is to increase their scores until they are getting at least eight out of ten flashcards correct every night on the first trial and using the correct operation to complete the word problems. This is an ***additional*** *opportunity to build up their confidence and promote memory recall of basic skills needed to be successful on the AIMs test.*

As a team we believe our students can grow and increase their abilities, regardless of their unique needs, as long as we are committed as a team. Our parents are a part of this process and in effort to achieve maximized success we are asking our parents to partner with us in this endeavor.

We recognize that there are areas of improvement that need to be made in our Special Education department. In addition, we are looking to create a hybrid model of SPED where we do a pull-out/ push-in method for servicing students. This means we will service students through the school day in the Special education class but also push-in the SPED paraprofessionals into the general education classroom to provide direct services to special needs students. The following are strategies we will be implementing to help increase the student performance of our SPED students in math and reading:

- Increase the use of various CBM's (curriculum based measurements) on a weekly basis to monitor student IEP goal progress and use information to write more specific and measurable goals aligned with common core standards.
- Discuss more aide support time in general education classes as a combination of inclusion/resource time.
- Schedule more professional development for teachers regarding ways to collaborate to support SPED in classroom using accommodations /modifications.
- Strengthen RTI model which would support SPED students in areas that not receiving SPED services (Speech student that has difficulty with phonemic issues due to articulation or has receptive/expressive language issues that affects reading comprehension)
- Funds maybe requested to purchase specific curriculums or technological supports.

Assessment

- **IEP Goals and State Standards**--The Special Education teacher uses the computerized Individual Education Plan Program (IEP Pro) to develop student goals. These goals selected are aligned with the State Standards and Common Core. The state standards were used when writing the goals for the 2011-2012 school year that make up the current Individual Education Plans (IEP's). The Special Education department will change to Common Core in the next school year.
- **Galileo**--The special education department has access to Galileo data, specifically the students that they service. When Galileo was first set up at the beginning of the school year, special education students were entered in as a cohort so that the special education teacher could look at benchmark data in effort to coordinate teaching to meet the IEP goals in reading and math.
- **DIBELS**-- DIBELS helps to assess the reading levels of our SPED students and allows the teacher to track progress. Quarterly benchmarks can be established by the teacher to align with IEP goals.

Professional Development

The professional development of the special education teacher is on-going throughout the school year as students with various disabilities are added to the program. The teacher does an excellent job seeking additional information on how to instruct the students beyond the multi-disciplinary evaluation determination. Formal professional development is drawn from what is provided by the Arizona Department of Education as well as other training programs marketed to the schools from various organizations. The following are some of the professional developments that correlate in reading and math:

- Alternate Assessment (AIMS A) Regional Training on 9/8/2011, 3 hrs. ADE Exceptional Student Services
- Developing Measurable Annual Goals Training, 9/21/11, 2 hrs, Barbara Paulson, ADE Specialist
- Genomics 2012, AZ Council on Economic Education, Integrating Economics, Geography, and Children's Literature, 5/3/2012, 5 hrs.
- Bureau of Education and Research, Co-Teaching, 5/13/11, 5 hrs.
- Special Education Staff Training/Review – August 2012, 4 hrs

We recognize that our classroom teachers need more training on working with special needs students. With the rise of ADD and ADHD, teachers need more training and ideas on modifications in the classroom. We will be providing more opportunities for teachers to receive professional developments and in-services on how to service theses students in their general education classrooms and provide better modifications to push our special needs students to show adequate yearly growth.

3a. State Accountability

As a new school we have studied the growth rates of the schools from whom we are receiving students. Growth this year of an additional grade as well as 50 students greatly impacts our current culture and focus on student achievement. Last year Douglas Unified School District had a growth rate of 50 points, composite points of 65 and a solid "C" letter grade. Our other large feeder school is Omega Alpha Academy who had a letter grade of a "D', 41 growth points and 46 composite points. We currently have 93 free and reduced lunch students, 47 ELL students and 10 Exceptional students of our total population of 124 students. Based on the current data we must assume that we would have received a letter grade of a "C" and must do a focused intensive school reform model to improve student achievement immediately.

Curriculum

The following are items to point out as it involves curriculum support:

- Pacing guides will be established before school begins as to provide direction to each grade level as to the standards that will be taught throughout the school year.
- We will purchase a curriculum program for math and reading and provide the necessary trainings to implement it school wide.
- Our curriculum committee will measure any possible selection of curriculum in reading and math against our high ELL, FRL, and SPED subgroups.
- Teachers will continue to align their lessons to Arizona State and Common Core standards first and supplement curriculum.

Instruction

We will continue to seek highly qualified teachers in all grade levels. We will continue to evaluate and perfect teaching practices within each grade level in all subject content. With the shift into Arizona Common Core it will be important to have teachers who are well versed in combining content areas and not simply compartmentalizing each subject as a separate topic. :.

- Before school begins teachers will attend in-services on the expectations and requirements for lesson plans and the procedures for submitting them on a weekly basis.
- All lesson plans K-5th grade are required to contain Arizona Common Core Standards listed under the subject they are teaching and are checked periodically for accountability. Teachers' lesson plans are compiled in a binder and maintained in the principal's office for reference and for accountability purposes.
- Teachers are required to list the standards they will be teaching for that day somewhere in their classroom in language that would be familiar to the student.
- ELP standards will be listed within teacher lesson plans regardless of whether they have high ELL numbers in their classroom. This aligns with our commitment to improving our ELL student's proficiency in reading and math.

- The principal will perform informal evaluations bi-weekly for each teacher and cross check with their lesson plans to verify standards being taught, posting of learning objectives, and basic class management skills.
- The principal will provide two formal evaluations per school year fall and spring. The formal evaluation requires an extended period of time and teaching methods and practices are heavily scrutinized and evaluated to check for best teaching practices.
- Data will be required as a part of formal evaluations and teachers will be responsible for utilizing school provided evaluation tools to help drive instruction (Galileo, DIBELS, AZELLA, and IEP Pro).

Assessment

This school is committed to providing high quality instruction that is aligned with appropriate data driven assessment measures. Teachers are required to analyze data as provided by a variety of assessment tools in effort to provide classroom instruction that is tailored to overall student needs. The following are the primary assessment tools we will continue to use to guide instruction:

- Galileo--The Galileo post-test given at the end of the previous school year will be combined with the AIMS results and given to each classroom teacher for the upcoming school year to help establish and individual student benchmark. The Galileo benchmark calendar will be established and provided for each teacher so that preparation can be made to accommodate any individual student needs.
- DIBELS- DIBELS testing will continue to be used grades K-6th as a means of monitoring reading fluency progress. A benchmark calendar will be provided for every classroom teacher as well as a spreadsheet for uploading student scores.
- AZELLA testing will continue twice a year to monitor new students, AZELLA testing is the benchmark.

Professional Development

This school year we have provided in-services with Galileo and ELL training on site. These professional development opportunities were train-the-trainer models, meaning in-services will be planned and implemented on site with the remaining teaching staff.

We are reconfiguring our professional development process to meet the needs of our students and teachers in Reading, Math, ELL, and Special Education needs. Currently, we are using last year's AIMS scores and current Galileo results to select professional development topics and in-services.

- Math and math interventions which align with Arizona Common Core. This will align with the curriculum committee's recommended math curriculum.
- Reading and reading interventions which align to Arizona Common Core.

- Special Education trainings that promote collaboration between SPED teachers and general education teachers in creating effective accommodations /modifications.
- Trainings on providing accommodations/ modifications in the classroom.

Improvement Plan that provides evidence of increasing student growth and proficiency not discussed in a previous measure.

Liberty Traditional at Saddleback has created a committee of teachers, administrators, parents, and support staff to collect data both quantitatively and qualitatively during this second semester to guide the development of programs next year. We are currently completing a needs assessment to self-evaluate the areas identified within the first two years that have needs to improve. Taking the data from the 2011-2012 school year in the reading and math assessments and looking at parent surveys, student surveys, a self needs assessment, Galileo data, and teacher created formative assessments the committee has created a school improvement plan for implementation in the 2013-2014 school year.

Our committee's goals for next school year are:

Benchmark assessments done within the first week of instruction. The second Benchmark assessment will be done October 30th and the third Benchmark assessment will be given February 19th, 2014.

Rationale: Benchmark assessing in this time line will allow for changes in classroom instruction as well as Tier 2 and Tier 3 interventions to occur for intensive instruction prior to the April AIMS testing date.

Common Core Standards will be cross-referenced and mapped K-5 by August, 2013.

Rationale: All students will be required to learn and be assessed on Common Core Standards. Cross referencing standards to the current curriculum will assess the needs for supplemental materials in all curriculum areas. Mapping the standards will allow for purposeful formative assessments on blueprinted standards for all grade levels.

Student data will be analyzed and disseminated to all staff for guidance in instruction and the creation of Title 1 and Title 3 goals for the school year.

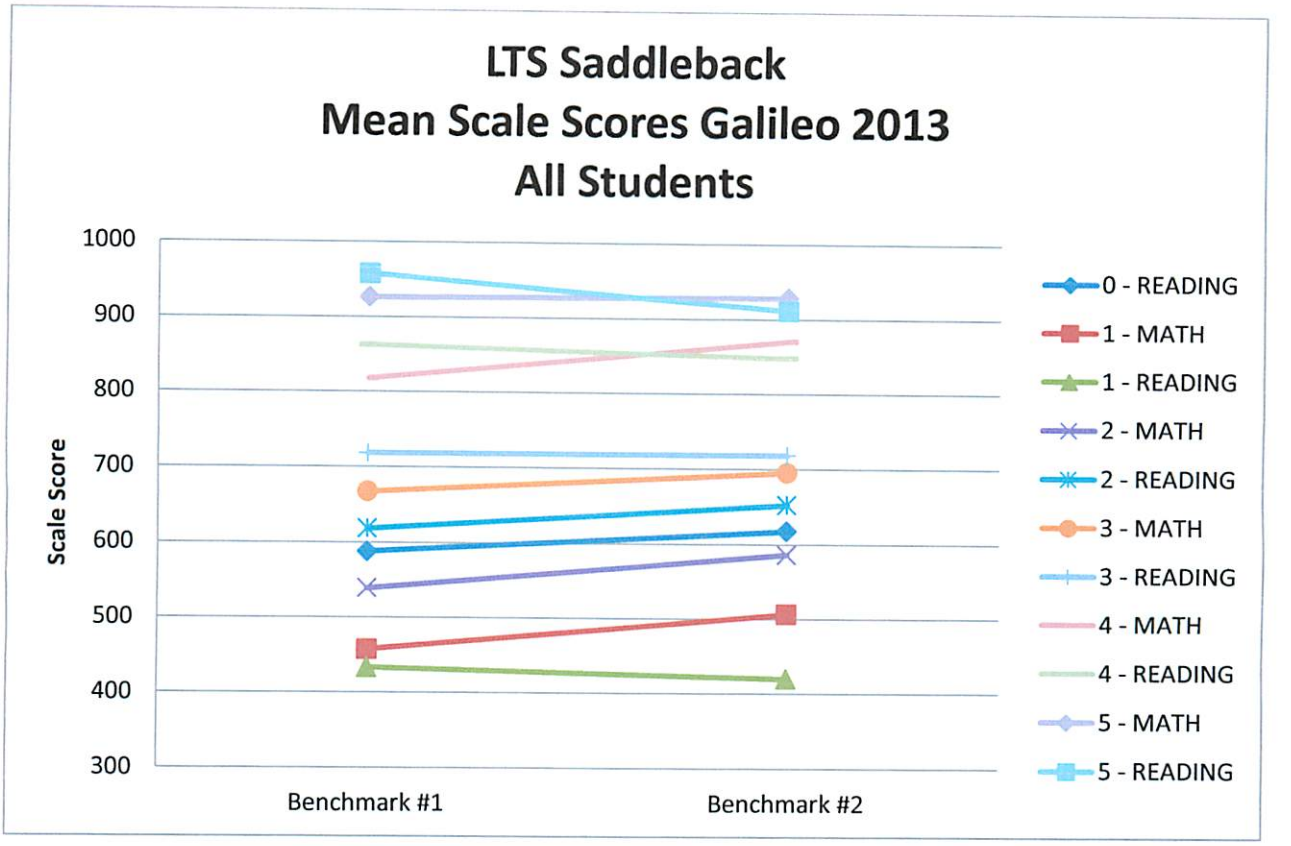
Rationale: All programs for the 2013-2014 school year to support the identified underachieving students will be created using the current data. Teachers trained in using data to accurately intervene in students' academic achievement have a greater chance to increase the success of the student than teachers who are not trained in the analysis of instructional design based on current data.

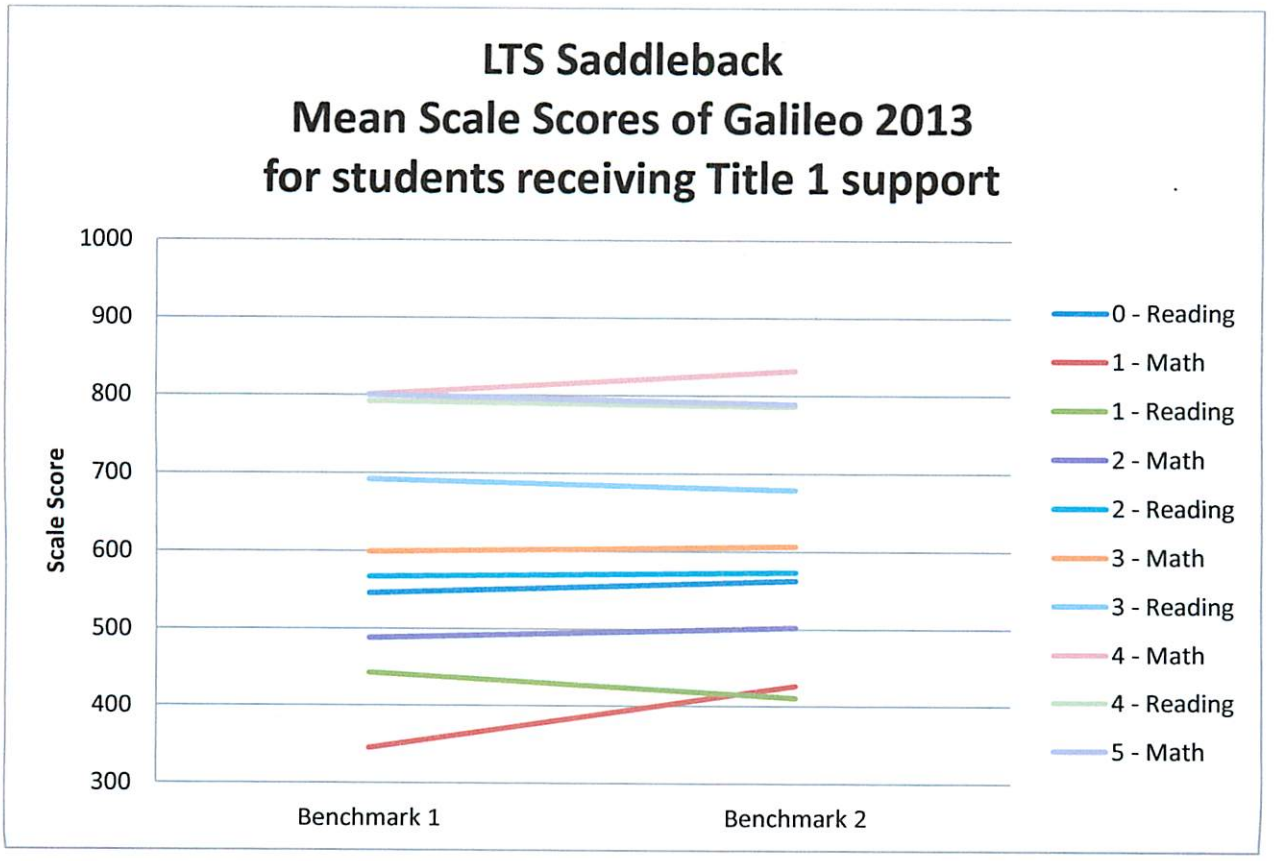
Liberty Traditional Charter School will be a safe place for students to learn in a culturally diverse and accepting environment. Liberty has adopted the Character Counts program, and will regularly teach character lessons in the classroom.

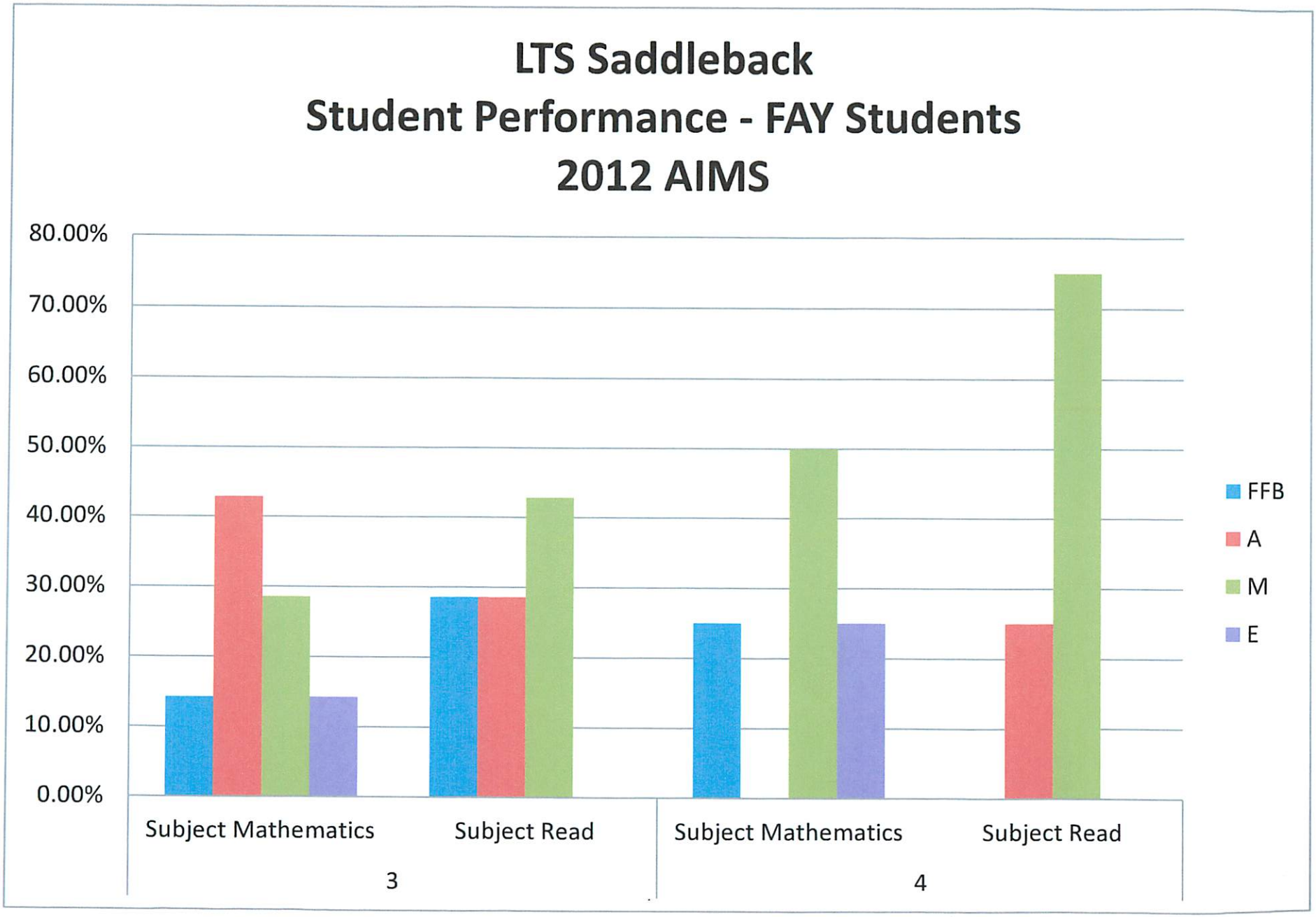
Rationale: Liberty will offer a safe and secure learning environment to increase academic achievement in reading and math school wide.

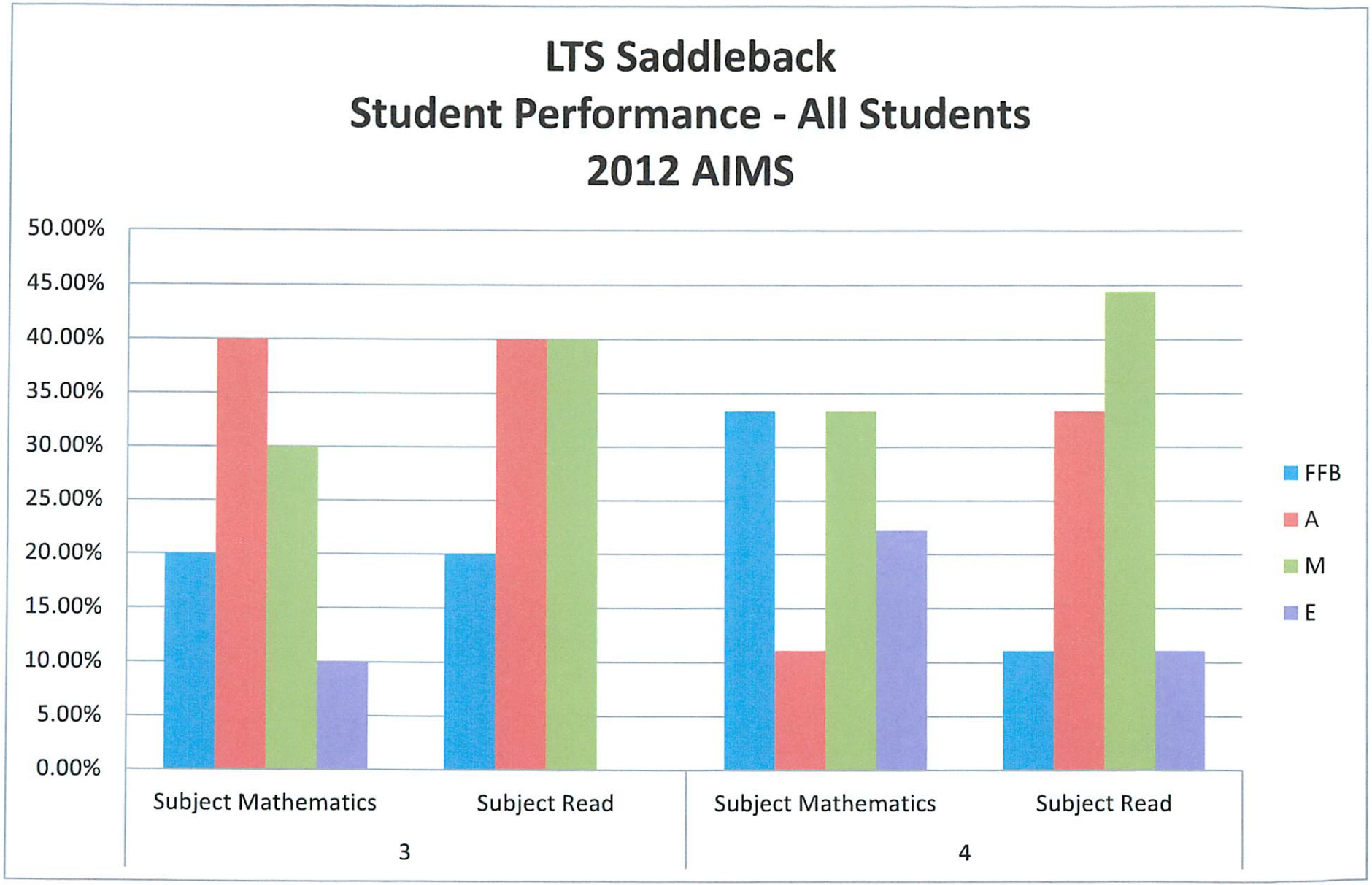
Improvement plan to meet targets as described in the appropriate A-F Letter Grade Model not discussed in a previous measure.

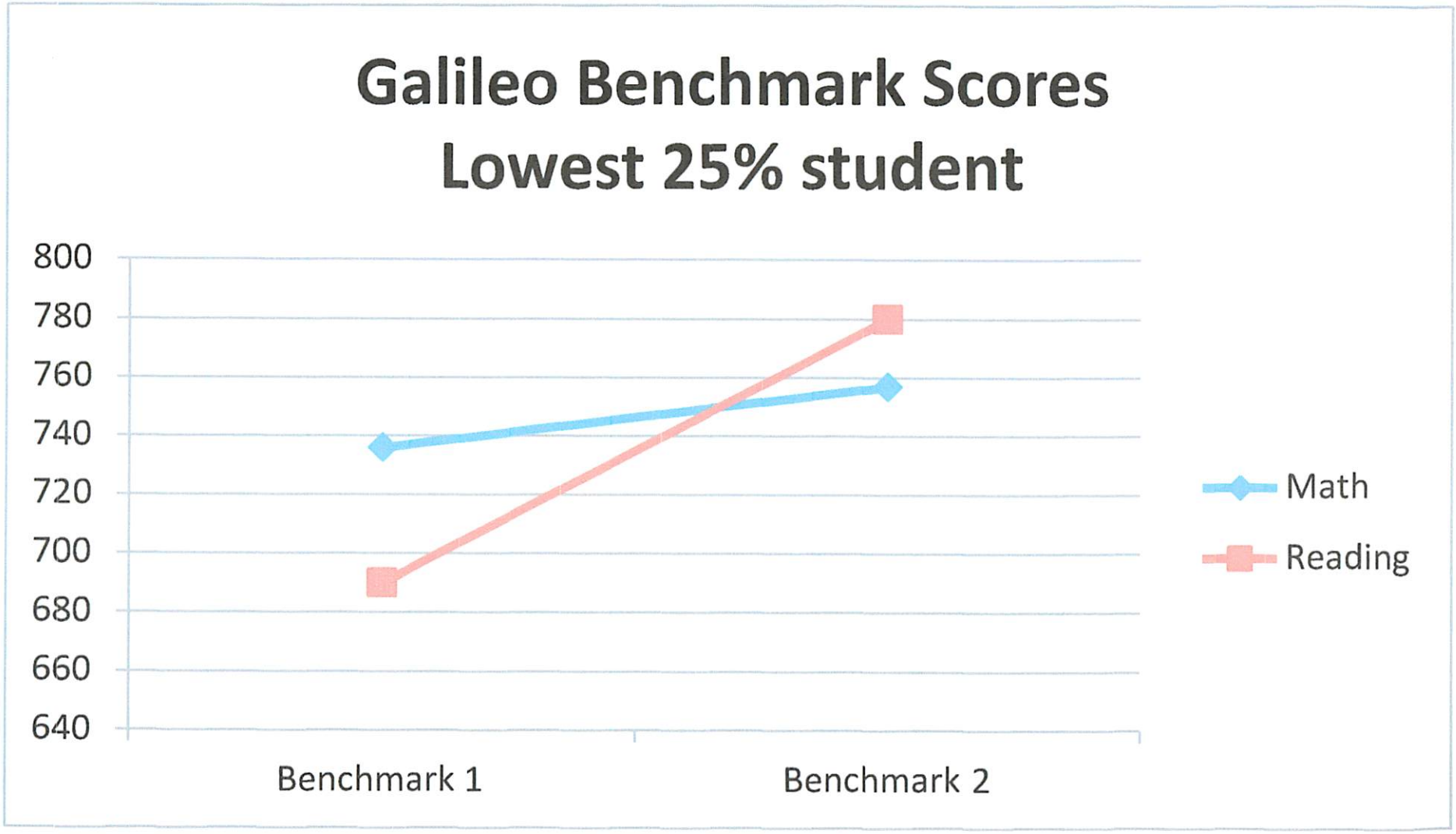
We have goals that are measurable based on student data; AIMS, DIBELS, Galileo, and a comprehensive needs assessment. We are creating solid curriculum maps during allotted professional development time and within our PLC's, participating in all required trainings and working towards the completion of a comprehensive school reform model that contains the eleven components necessary for success. The eleven components are: integration of research-based methods, ensuring a comprehensive design that includes all stakeholders, focuses on student achievement, requires buy-in from all involved, high quality professional development, additional supports for school staff, partnering with parents and the community, external support, evaluation planning, combining resources, and evidence of effectiveness. We have created a new professional development plan based on current academic needs as identified on our formative and summative assessments, as well as continued to build upon the successes of our academic goals that were created, based on current measurable student ability. Each of these additional components into our culture will create the academic framework for a strong program, strong accountability of all stakeholders and strong data to make intelligent meaningful adaptions as needed to ensure continued student growth.

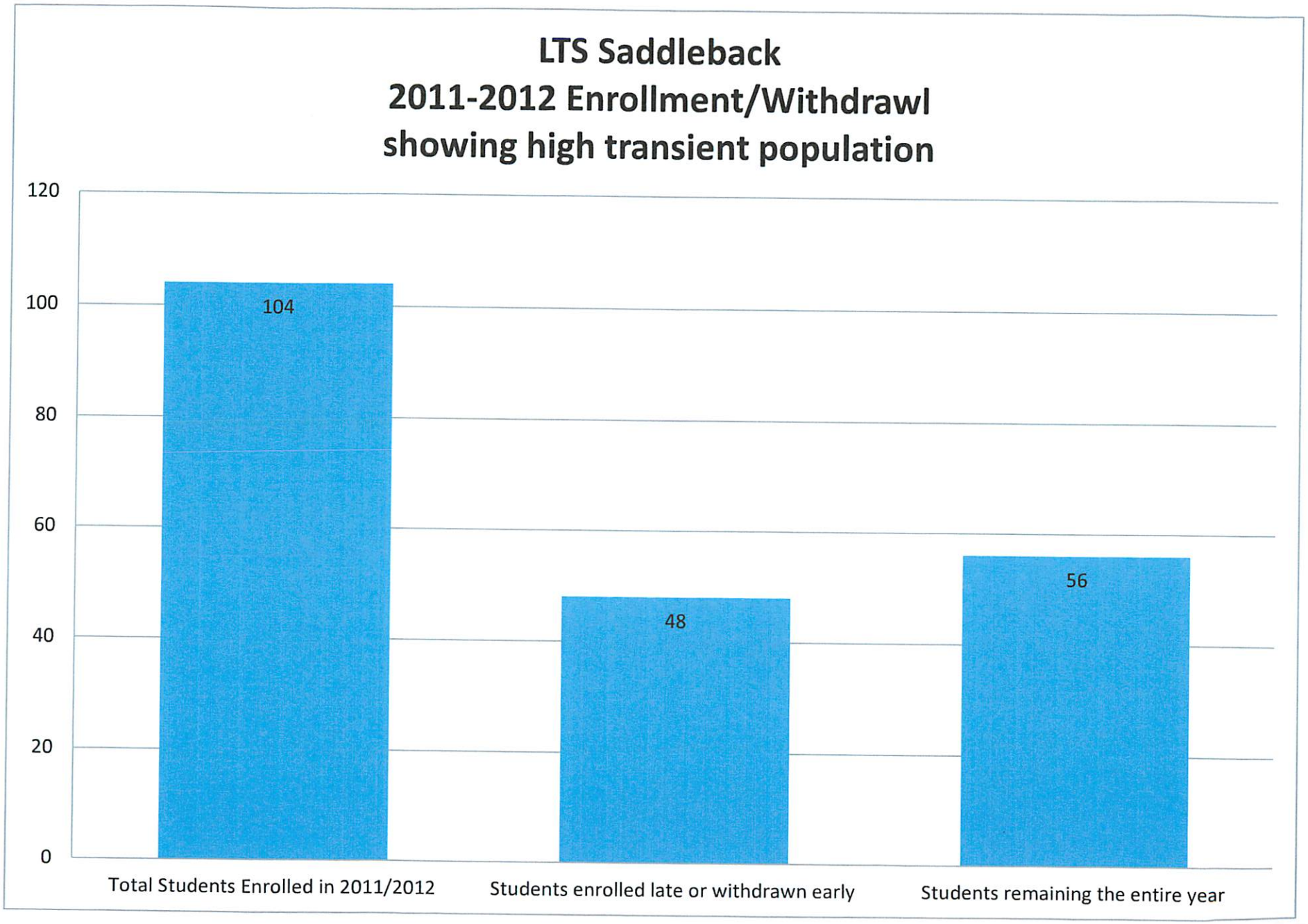

LTS Saddleback
Mean Scale Scores Galileo 2013
All Students
Scale Score
1000
900
800
700
600
500
400
300
Benchmark #1
Benchmark #2
0 - READING
1 - MATH
1 - READING
2 - MATH
2 - READING
3 - MATH
3 - READING
4 - MATH
4 - READING
5 - MATH
5 - READING


LTS Saddleback
Mean Scale Scores of Galileo 2013
for students receiving Title 1 support
Scale Score
1000
900
800
700
600
500
400
300
Benchmark 1
Benchmark 2
0 - Reading
1 - Math
1 - Reading
2 - Math
2 - Reading
3 - Math
3 - Reading
4 - Math
4 - Reading
5 - Math


LTS Saddleback
Student Performance - FAY Students
2012 AIMS
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Subject Mathematics
Subject Read
Subject Mathematics
Subject Read
3
4
FFB
A
M
E


LTS Saddleback
Student Performance - All Students
2012 AIMS
50.00%
45.00%
40.00%
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
Subject Mathematics
Subject Read
Subject Mathematics
Subject Read
3
4
FFB
A
M
E


Galileo Benchmark Scores
Lowest 25% student
800
780
760
740
720
700
680
660
640
Benchmark 1
Benchmark 2
Math
Reading


LTS Saddleback
2011-2012 Enrollment/Withdrawl
showing high transient population
120
100
80
60
40
20
0
104
48
56
Total Students Enrolled in 2011/2012
Students enrolled late or withdrawn early
Students remaining the entire year