

# Leading Edge Mountain View Cycle 4 Monitoring

March 11, 2022



# LEA Staff Introductions

Principal: FirstName LastName

Assistant Principal: FirstName LastName Grants

Director: FirstName LastName

PD/Data/Grants Director: FirstName LastName

# LEAQ Title \$\$ Allocation

Title I: Allocation \$107,207.22/ Expended \$107,207.22

Title II: Allocation \$ 9,717.49/Expended \$7,709.68

Title IV-A Allocation of \$10,009.63 transferred to Title I

# MISSION:

Leading Edge Academy will develop *lifelong learners* who lead with *character* and achieve *academic excellence* by educating the *whole child* and fostering *community and parental partnerships*.

**CORE VALUES**  
★ WE BELIEVE IN ★

**CHARACTER**  
ABOVE ALL ELSE.

ACADEMIC EXCELLENCE

FISCAL SUSTAINABILITY

STAFF with shared VISION + VALUES

A COMMITMENT TO EDUCATING THE WHOLE CHILD

SAFE ATMOSPHERE

**LEADING EDGE**  
ACADEMY

WE BELIEVE IN cultivating a culture of success.

**R**ESPECTFUL  
**O**UTSTANDING  
CHARACTER  
**A**LWAYS SAFE  
**R**ESPONSIBLE

## Our Vision

EVERY student will read on grade level by the end of 2nd grade.

The task beyond 2nd grade will be to maintain reading proficiency.

**WHY?**

Reading on grade level before 3rd grade is an important indicator for a child's success in future learning. It begins the turning point in reading instruction from learning to read to reading to learn.

Lesnick, J., Goerge, R., Smithgall, C., & Gwynne, J. (2010). Reading on grade level in third grade: How is it related to high school performance and college enrollment. *Chicago, IL: Chapin Hall at the University of Chicago*, 1, 12.



# Spotlight on Success

## Our Lion's Pride: Title I & Title IV

Consolidated grant funding has allowed our school to continue to offer enrichment programs that enhance academic learning as well as allowed us to offer new and/or better opportunities for enrichment of our learning environments and enhancing the quality of our support. Major contributors to student achievement from consolidated grants include:

- *A strong RTI program which focuses on underserved and underperforming students in need of additional differentiated instruction.*
- *Our RTI program also provides a behavior intervention paraprofessional when students are identified as having tier 2 behavioral needs.*
- *Better parent communication tools, apps, and events. (Parent View app, Synergy adoption)*
- *Title I - One paraprofessional per grade level 1st- 5th, one paraprofessional for each Kindergarten class and one paraprofessional for middle school.*
- *Title II - Professional Development - New SIS Training, PD for ongoing curriculum needs, Individualized PD based on Staff Surveys and CNA Data.*
- *We move Title IV funds to enrich our Title I funds (listed in the SIAP). These programs were funded through our regular budget. This is allowing us to reach out ambitious goal of having one highly effective paraprofessional in every classroom.*

# Spotlight on Success: Title II Addressing parent, student and teacher needs.

## **Synergy Training (SIS)**

ParentVue, StudentVue, TeacherVue, Admin Vue, MTSS, Behaviors

- Increased parent engagement, increased students accountability, increased documentation

## **Responsive Classroom**

Administration Training

- Was used to plan the following year's implementation and accountability for use of the RC program

## **Love and Logic**

Trainer Training

- Used to plan the following year's Parent Love and Logic Trainings (postponed due to COVID 19 restrictions)

## **Writing without Tears**

Kindergarten: A social emotional approach to implementing writing instruction.



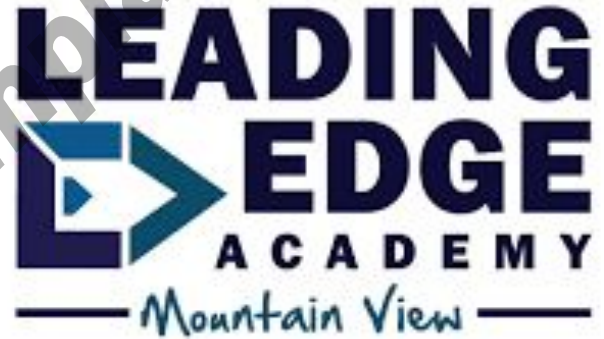
# Engaging the Lion's Pride

Veteran's Day  
Art and Literacy Night  
Donuts with Dad  
Muffins with Mom  
Virtual Back to School Night  
Virtual Parent Teacher Conferences (October -  
March)  
Virtual Character Counts Assemblies  
Virtual Honor Roll Assemblies  
Splash Day  
Fun Run  
LEA gives back  
Booster  
Sports  
Clubs  
Winter Concert/Spring Concert  
Virtual Tours  
Talent Show  
Read Across America

# Engaging the Lion's Pride

LEA Included Pictures of students

Cycle 4 Exemplar



Leading Edge Academy Mountain View - The Planning Process

## The Planning Process: CNA, Primary Needs (Four Steps)

- *Comprehensive Needs Assessment*
- *Set Goals and Outcomes*
- *Create Strategies and Action Steps for Improvement*
- *Monitor and Adjust*

The primary needs of our LEA are identified periodically throughout the year: during data review meetings, child study team meetings, PLC meetings, and CNA meetings.

# Comprehensive Needs Assessment

- *Step 1: Determine Stakeholders*
- *Step 2: Determine How Are We Going to Collect Data*
- *Step 3: Determine How We Are Going to Analyze Data*
- *Step 4: Identify Trends*

- *Step 1: Determine Stakeholders*
  - *See next Slide*
- *Step 2: Determine How Are We Going to Collect Data*
  - *Needs Assessment, Stakeholder Surveys, Data through Prior Year State Testing and Current Year Benchmark Results*
- *Step 3: Determine How We Are Going to Analyze Data*
  - *Data analysis meetings with LEA (expounded on slide 18)*
- *Step 4: Identify Trends*
  - *Fishbones (See Next Slides)*

# Stakeholders: What Stakeholders are involved in the analysis of data and root causes, review of school needs?

In the 2019-2020 School Year:

FirstName LastName... Principal

FirstName LastName .....Assistant Principal

FirstName LastName.....Behavior Interventionist

FirstName LastName.....Parent

FirstName LastName.....Community Member

FirstName LastName..Student

Traditionally we have representation from:

Principal, Assistant Principal, a paraprofessional, a teacher, a parent, a student, and a community member

## The Planning Process: CNA & Primary Needs

## Ensuring Diverse Stakeholder Involvement:

- *Stakeholders are notified of meeting via phone, email, parent view or in-person. In the event that they cannot attend the meetings officially we solicit feedback during another convenient time if necessary and sometimes through Zoom.*
- *Grants Director meets with site principal to ensure diverse stakeholders are included.*

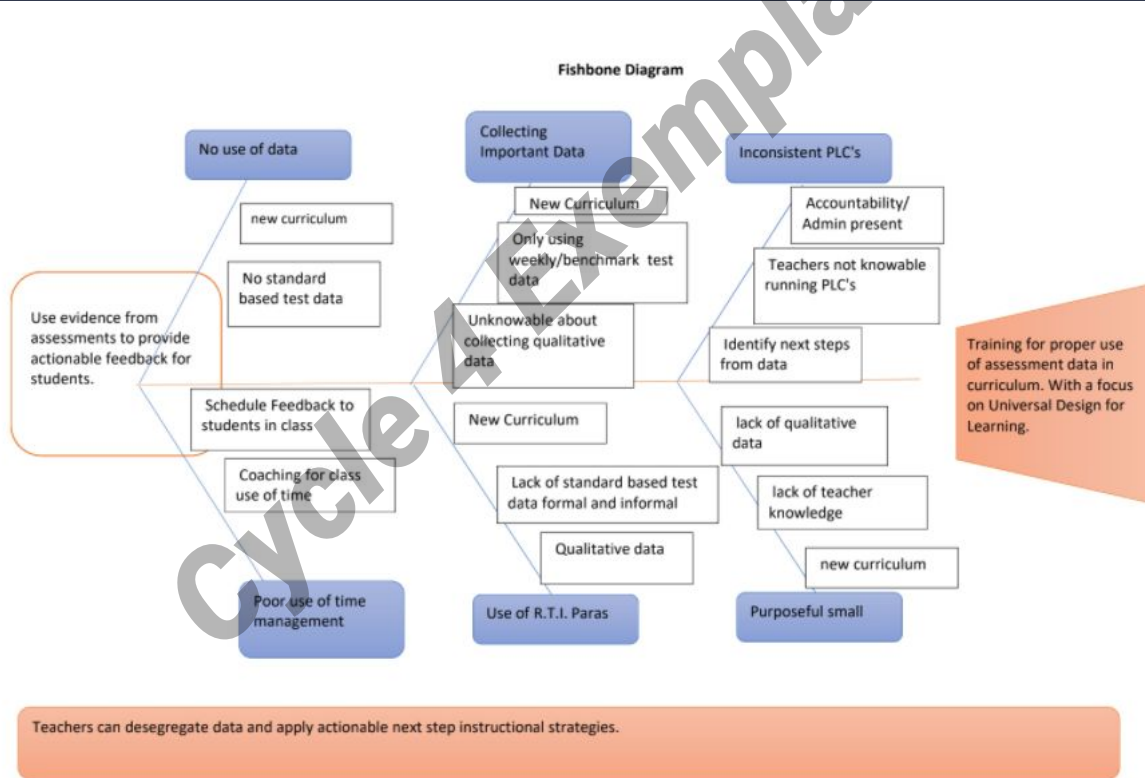
# Challenges with Stakeholder Engagement:

# Process for Continued Consultation:

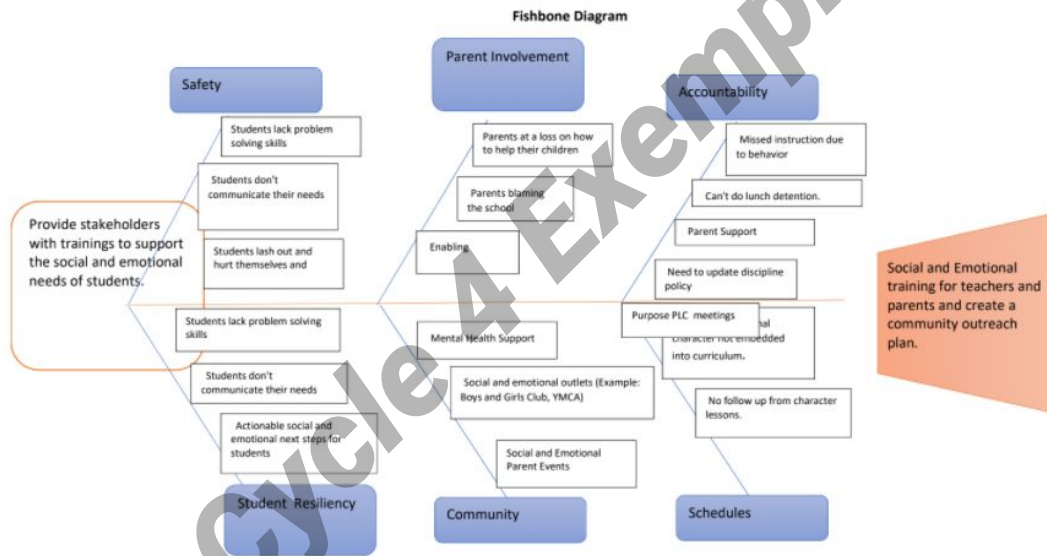
- Trying to plan when everyone was at home to meet due to the lockdown happening.
  - Print vs Virtual Survey
  - Figure out a way to chunk pieces.
- 
- Scheduled CNA Meetings, Yearly Surveys, Monthly LEA Meetings, LTMs, Annual Parent Title I Meeting, Parent Conferences/Info Nights, and Monthly Staff Meetings



# Fishbone

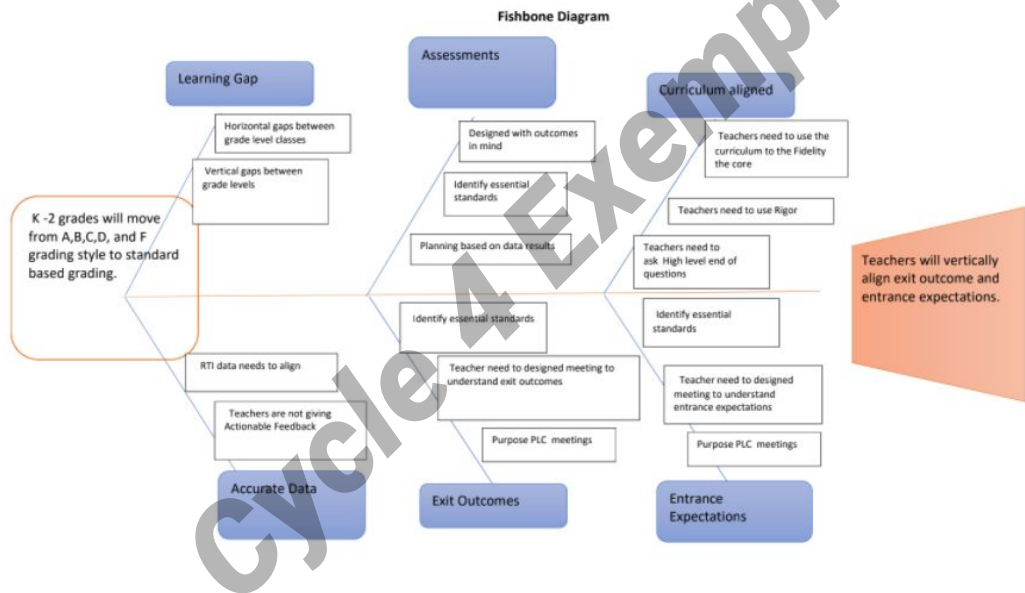


# Fishbone



To coordinate community resources for students, families and the school to support the social, emotional and academic needs of students.

# Fishbone



Train teachers in standard based grading and create exit outcomes and entrance expectations.

<b>Sources</b>	<b>Reliability</b>	<b>How was it analyzed?</b>	<b>Who analyzed it?</b>
Benchmark Reports & State Testing	Strong	Data Review Meetings-Quarterly	Teachers, Administrators, RTI team
Report Cards/Progress Reports		Administrator Meetings-Quarterly	Teachers, Administrators
MTSS Progress Monitoring Notes Lexia & Amira Reports	Strong	PLC- Instructional -Weekly	Teachers, Administrators, RTI team
Teacher Evaluations		PLC- Data Review Meetings-Quarterly	Administrators
Parent & Staff Surveys	Strong	Review in Leadership Meeting- Action Plan Developed-Annually	CNA Team, Teachers, Administrators

## Data Reliability Measures

# Set Goals and Desired Outcomes

## Timeline, Information Shared, Who/What was Analyzed?

- **Timeline**
  - **Aug - Dec - Data Collection**
  - **Jan - Summarized Analysis Completed**
  - **Feb - March - Complete CNA**
- **What was Analyzed**
  - **NWEA & State Testing Data**
  - **Progress Reports & Report Cards**
  - **Lexia/Amira/RTI Reports**
  - **Teacher Evals**
  - **Parent and Staff Surveys (Prior Year)**
- **Who Analyzed**
  - **Stakeholders Listed Previously; including teachers, parents, administration, board members, and network leadership team.**

# SET GOALS and OUTCOMES

## Primary Needs: 2020

## Solutions: 2021

Teachers are not using evidence from assessments to provide actionable feedback for students.



Increased teacher knowledge of curriculum and assessments through continuous curriculum based professional development. Adopted MAP for benchmark assessments and data analysis.

Need of K-2 standard based grading matrix



Teachers will vertically align exit outcomes and entrance expectations.

Need to provide stakeholders with trainings to support the social and emotional needs of students.



Planned to coordinate “Love and Logic” parent trainings and resources and research the positive outcome of having a full time social worker.

# The Planning Process: RCA, CNA, Primary Needs

Please specify 1-3 specific action steps that are aligned to set aside expenditures that were included in the LEA plan because of the needs and trends across schools.

- Students who are identified as homeless as per the McKinney-Vento guidelines will have access to immediately enroll in the school, be provided transportation if needed and receive all school services available to other students. Supplies for homeless students, including but not limited to backpacks, basic school supplies, uniforms, free lunch, transportation.

How did the LEA ensure effective communication between the people doing the planning and the people completing the budget and consolidated application?

- ***The financial director and grant manager at the Charter Network level are part of the CNA team. They meet monthly with the administration concerning the school budget and the particular needs of the campus. They meet quarterly to discuss if fiscal expenditures and educational outcomes still align with the Integrated Action Plan and Grant Budget. If not, revisions are made to ensure alignment.***

# Monitor & Adjust

## Ask Ourselves:

- *What is the feedback from the stakeholders?*
- *What is the data telling us?*
- *How can we adjust to the changes that need to be made?*



# Leading Edge Academy – MV Performance Based Data

Cycle 4 Exemplar

# RTI Team Data – Para Schedules

Miranda Apodaca	Faith M	Cassie Hanson	Nicole Odonell	Rachel Precht MS			Chrissy MS		
2	3	5	4	7:30	8:00	MS parent drop	7:30	8:00	MS parent drop off
7:30-8:00 Playground	7:30-8:00 Playground	7:45-8:00 Arrive at work	730-8 AM middle school	8:00	8:50	M&W compute	8:00	8:50	T&TH Yearbook (M&W Prep)
8:15-8:35 Pull Out Math	8:10 -8:30 Pull-out math	8:15-8:30 pull out 5th ELA	815-830 5th grade RTI math	8:50	10:05	Thames	9:00	9:30	6A Math
8:40- 9:25 Math Push In Cannegieter	830-9:15 Push-in Math Jackson	8:30-9:30 4th ELA Rios	830-930 4th math Lingu	10:05	10:50	Lespron	9:35	10:05	7B ELA
9:40-10:30 Math Push In VanCamp	9:15-9:45 Push-in Math Meheut	9:30 -10:30 5th ELA Towner	930-10-30 5th math Mr. K	11:00	11:40	Kinder Lunch	10:10	10:30	8th Math
10:35-11:00 Prep	10:15-10:45 Push-in ELA Meheut	10:30-11:30 4th ELA Rios	1030-1130 4th math Lungu	11:40	12:10	Personal Lunch	10:35	10:55	7A ELA
11:10-11:50 Lunch Duty	10:45-11:25 Push-in ELA Jackson	11:50-12:30 lunch duty	1140-1220 Lunch/recess	12:25	1:05	MS Lunch	11:00	11:20	6B Math
12:00-12:20 ELA Pull Out	11:30-12:15 Lunch Duty	12:35-1:05 Lunch	1230-100 Lunch	1:05	2:15	Donovan	11:25	11:45	6A ELA
12:25-12:55 Lunch	12:15-12:45 Lunch	1:05-1:54 5th ELA Towner	100-200 5th math Mr.K	2:15	3:00	Lab (Lespron)	11:50	12:20	Personal Lunch
1:00-1:45 ELA Push In Cannegieter	12:45-1:15 Prep	1:54-2:10 pull out 5th ELA	215-230 4th grade RTI	3:00	3:20	MS parent pick	12:25	1:05	MS Lunch
1:50-2:35 ELA Push In VanCamp	1:15 - 1:35 Pull-out ELA	2:15-2:30 pull out 4th ELA	250-315 Curb duty				1:05	1:25	7A Math
2:45-3:05 Wonderwise Dismissal	1:35-2:00 Push-in Meheut	2:45-3:05 wonderwise dismissal					1:30	1:50	6B ELA
							1:55	2:15	8th ELA

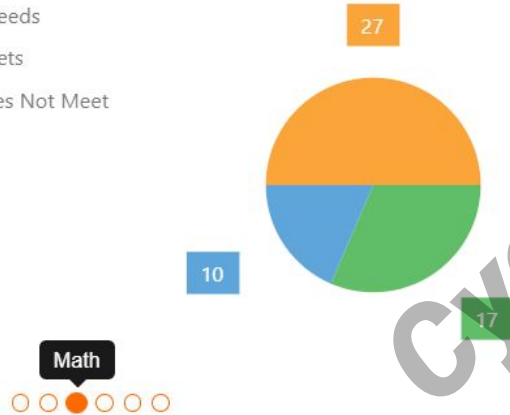
\* Friday's EL recesses (Follow master sc

# MTSS Data

## Math MTSS

### Student Performance Progress

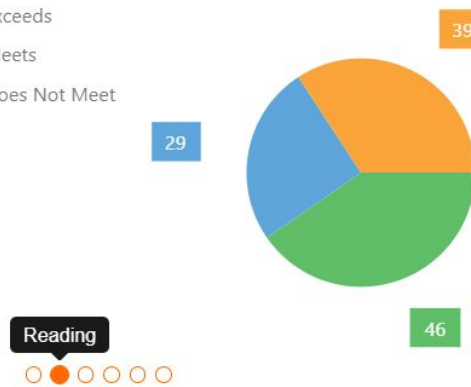
- Exceeds
- Meets
- Does Not Meet



## Reading MTSS

### Student Performance Progress

- Exceeds
- Meets
- Does Not Meet



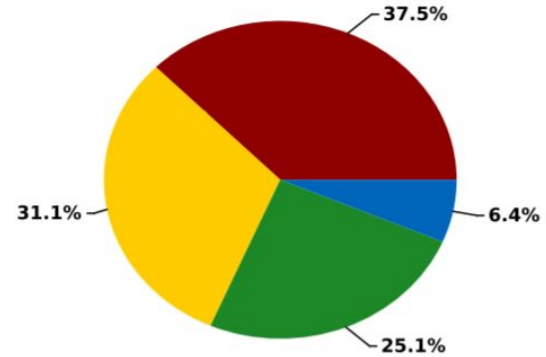
# MAP Data

## Map RTI Student Data:

Projected to: **Arizona's Statewide Achievement Assessment (AzM2)** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/arizona-linking-study/>

Grade	Student Count	Minimally Proficient		Partially Proficient		Proficient		Highly Proficient	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	42	11	26.2%	21	50.0%	7	16.7%	3	7.1%
3	51	18	35.3%	14	27.5%	13	25.5%	6	11.8%
4	42	15	35.7%	12	28.6%	14	33.3%	1	2.4%
5	34	9	26.5%	9	26.5%	15	44.1%	1	2.9%
6	33	13	39.4%	8	24.2%	8	24.2%	4	12.1%
7	34	22	64.7%	8	23.5%	3	8.8%	1	2.9%
8	15	6	40.0%	6	40.0%	3	20.0%	0	0.0%
<b>Total</b>	<b>251</b>	<b>94</b>	<b>37.5%</b>	<b>78</b>	<b>31.1%</b>	<b>63</b>	<b>25.1%</b>	<b>16</b>	<b>6.4%</b>

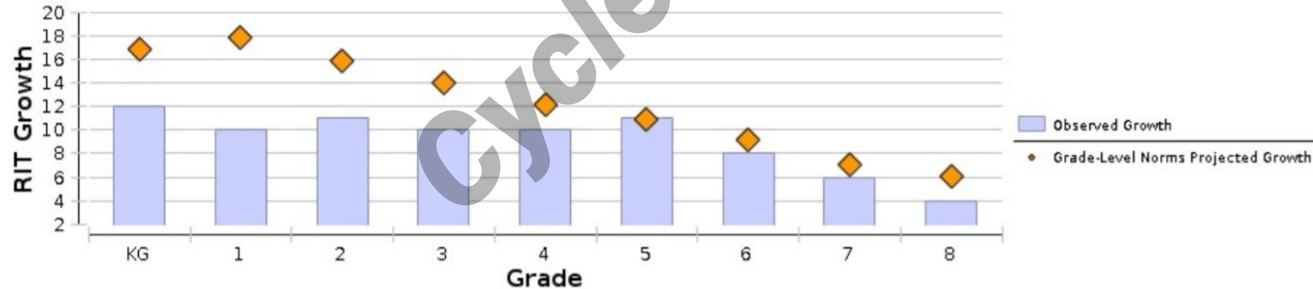


# Math Student Growth Summary

Math: Math K-12

Grade (Spring 2021)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
KG	53	156.8	17.7	99	168.8	13.4	97	12	1.8	16.9	-1.91	3	53	22	42	29
1	44	171.9	17.3	98	182.2	12.4	73	10	2.4	17.8	-2.61	1	44	15	34	28
2	37	175.4	16.0	52	186.7	14.0	25	11	1.3	15.9	-1.77	4	37	7	19	21
3	45	188.5	12.6	50	198.1	15.9	26	10	1.7	14.0	-1.84	3	45	14	31	32
4	40	196.8	13.2	34	206.5	13.8	23	10	1.5	12.2	-1.09	14	40	14	35	37
5	31	209.0	12.5	49	219.9	14.4	49	11	1.0	10.9	-0.01	50	31	15	48	45
6	29	213.7	14.6	45	222.0	17.5	41	8	1.2	9.1	-0.33	37	29	14	48	43
7	31	213.5	15.3	22	219.2	16.1	18	6	1.6	7.1	-0.58	28	31	17	55	48
8	15	227.3	12.0	60	231.0	9.3	50	4	2.1	6.1	-0.87	19	15	7	47	38

Math: Math K-12

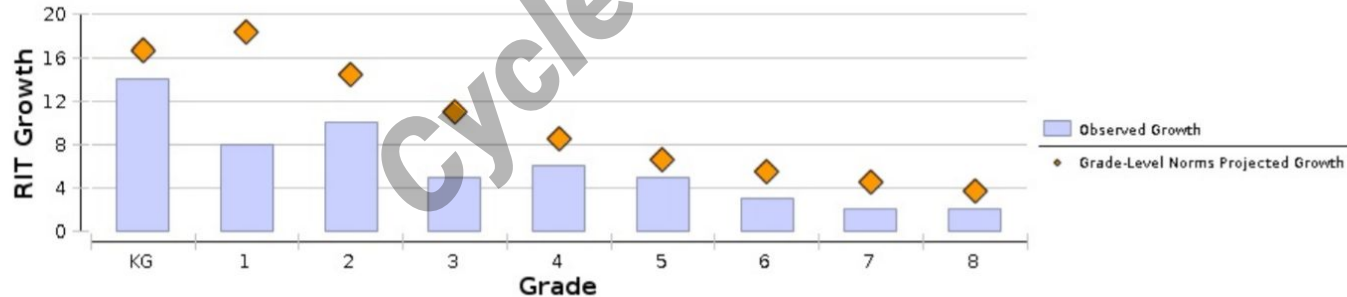


# ELA Student Growth Summary

Reading

Grade (Spring 2021)	Total Number of Growth Events <sup>‡</sup>	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
KG	53	153.5	16.7	99	167.3	14.8	99	14	2.0	16.7	-1.03	15	53	27	51	52
1	43	169.4	18.6	99	177.0	16.3	73	8	1.9	18.3	-3.72	1	43	10	23	21
2	36	176.1	17.6	72	186.2	14.6	48	10	2.6	14.4	-1.49	7	36	11	31	27
3	45	190.0	18.9	68	194.8	18.7	34	5	1.7	11.0	-2.55	1	45	12	27	28
4	39	197.2	15.7	53	202.9	14.9	37	6	1.7	8.5	-1.19	12	39	16	41	38
5	31	207.6	12.0	67	212.7	13.5	58	5	1.4	6.6	-0.68	25	31	13	42	45
6	29	209.3	20.6	45	212.1	19.3	31	3	1.5	5.5	-1.38	8	29	10	34	30
7	29	212.1	15.1	39	214.1	19.2	26	2	1.7	4.5	-1.26	10	29	14	48	45
8	15	220.3	11.9	61	222.1	10.7	51	2	2.4	3.8	-0.85	20	15	7	47	47

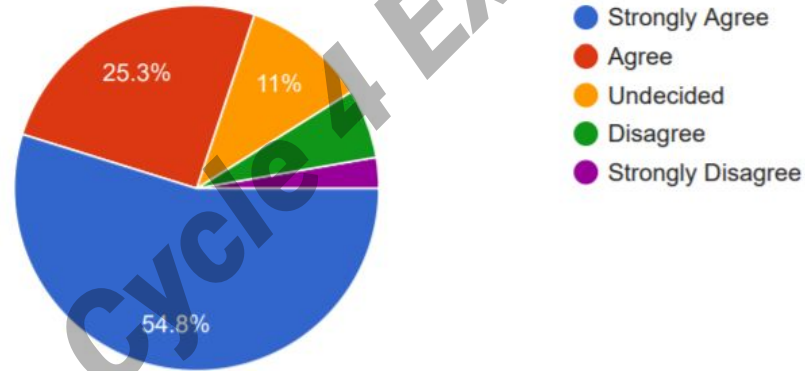
Language Arts: Reading



# Parent Survey Data

My child's teacher implements rigorous and relevant instruction.

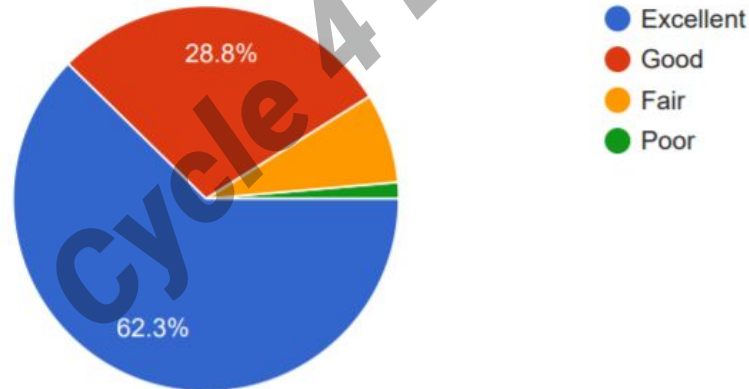
146 responses



# Parent Survey

How would you rate the quality of your child's education at Leading Edge Academy?

146 responses

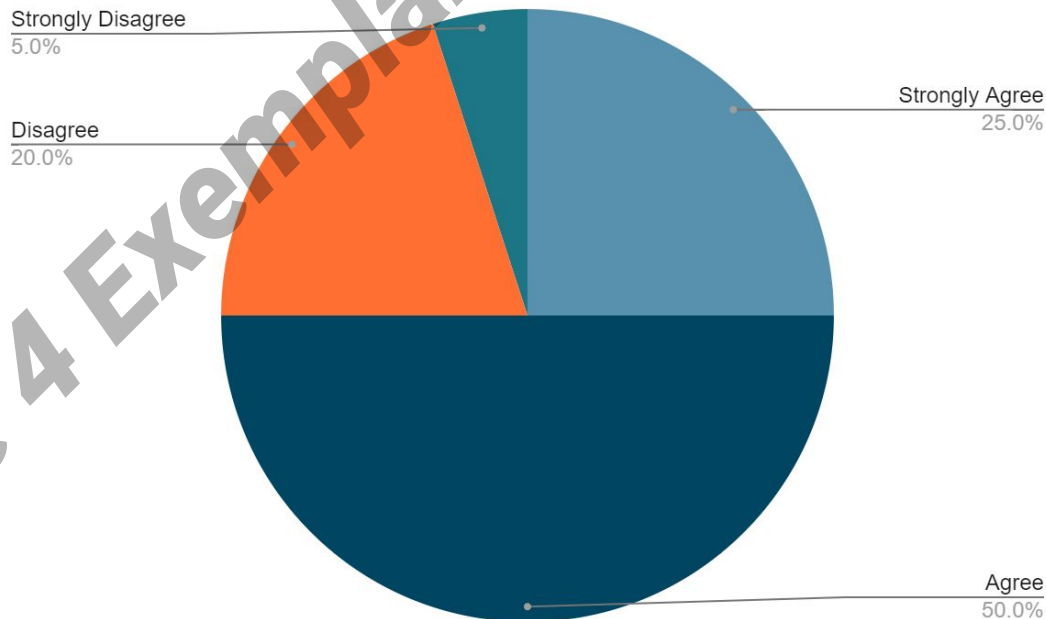




# Staff Survey

2019- 2020 Data

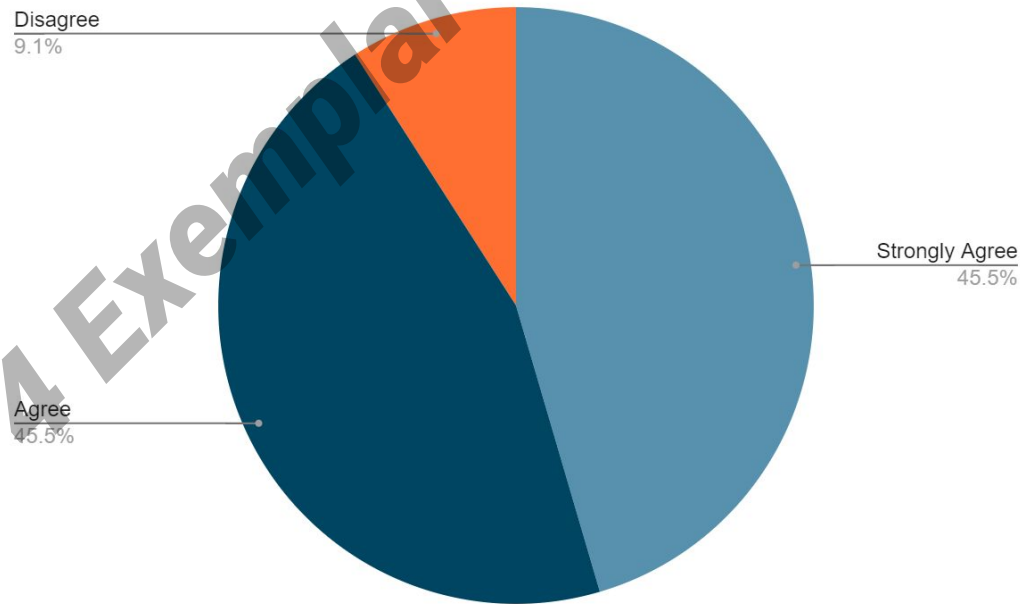
The School Leadership ensures that all instructional staff receive appropriate, well-rounded curriculum and instructional materials that are aligned to AZ State and English Language Proficiency Standards, and are provided with professional development/training necessary to effectively utilize them in the classroom.



# Staff Survey

2020- 2021 Data

The School Leadership ensures that all instructional staff receive appropriate, well-rounded curriculum and instructional materials that are aligned to AZ State and English Language Proficiency Standards, and are provided with professional development/training necessary to effectively utilize them in the classroom.



# How are goals tracked?

- Purchase orders
- Curriculum orders
- Data dives and grade level meetings
- PLC meetings
- New program training and reflections
- SMART goal meetings
- Staff and parent surveys
- Formal and informal teacher evaluations
- Classroom walk throughs
- Cross Campus Collaboration
- Parent engagement meetings
- Administrative discussions and collaboration
- After reviewing benchmark data, grade-level teams create an action plan for mastery of standards based on benchmark reports.
- Quarterly data meetings are conducted and RTI groups are developed or updated to reflect student performance and meet student needs.
- Curriculum mapping helps guides instruction
- Vertical alignment meeting conducted annually to support continuity of instruction.

# Primary Need Outcomes 2020



Results: 2022

- ❑ School will work with the Network to create a task force to research better assessment tools and systems.
- ❑ School will work with Network to create a matrix for K-2 teachers to vertically align exit outcomes and entrance expectations.
- ❑ School will coordinate a “Love and Logic” parent trainings, resources and research the positive outcome of having a full time social worker.
- ❑ School will work to increase PD on effective instructional strategies for new teachers and staff.

ALL TASKS COMPLETED



# Monitoring of Schools (SIAP) – LEA

1. How did the LEA provide support for the schools in the Comprehensive Needs Assessment (CNA) process?

- Provided Ongoing Guidance through progress checks, LTM Meetings, Monthly Meetings with Grants Director, Finance Director, and Executive Director

2. How do stakeholders have continued access to the School Integrated Action Plan(s) and changes to it/them? How are SIAP(s) made publicly available?

- Back to School Nights, Parent Teacher Meetings, Student Activities, Newsletters, Board Meetings, Our Annual Title I Meeting, and other activities throughout the school year

3. What support did the LEA provide to the schools regarding data analysis, progress monitoring and data-driven decision making?

- Data Meetings with Principals, Implemented (this year) Fully Dedicated Assessment Coordinator, Professional Development in Data Analysis

4. What was the LEA's system(s) to monitor and support the elements of Title I programs at the school level?

- Monthly LTM, Monthly meetings with Business Manager & Financial Director, Ongoing Support from the Executive Director When Needs Arise

## Successes and Challenges

### Successes:

- *Summer school implementation*
- *Addition of new curriculum and resources (added support staff and supplemental resources)*
- *Addition of Parent View to better communicate with families about student performance and events.*

### Challenges:

- *Disruption of in-person school due to Covid-19*
- *Student and parent participation on online platforms and/or Google meets sessions.*
- *Excessive student absences due to Covid-19*
- *Social distancing limiting small group engagement*

a. Were any of the goals/outcomes not met?

*We met all of our recent program goals.*

# Programmatic Review- Title I-A

How did the LEA monitor the outcomes for the school plan?

Continuous Review & Communication:

- Monthly Oversight & Budget Meetings
- Annual End of Year Data Analysis Retreat
- Board Meetings
- Monthly PLC and Data Meetings

Who from the LEA has witnessed the implementation of the Title I, II-A, IV-A, RLIS programs within the schools?

- ***The chief executive officer, principals from the network, our administrative team, and our school leadership team have witnessed the implementation of the Title programs within the school.***

**What was the LEA's process for reviewing the longitudinal data over the last 2-5 years? What data is reviewed? Who is part of the process of reviewing and analyzing it?**

Benchmark, State Level, and Supplemental Data is summarized and analyzed by the Assessment Director and presented year over year (starting in 2019) at an annual data retreat to the campus leadership team (principals, assistant principals, executive director, charter holder, and grants director.)

This data is brought back to the teachers and paraprofessionals and reviewed during the Back to School Professional Development week prior to the next school year starting.



## Leading Edge Academy AzMERIT Results Overview Spring 2019

### Mountain View Campus

Test	AZ-2019	MV-2019	Diff.	Cohort-2018	Diff.	Grade Level-2018	Diff.
3ELA	46	43	3	N/A	N/A	43	0
3Math	51	57	+6	N/A	N/A	48	+3
4ELA	51	42	9	43	8	46	5
4Math	48	27	21	48	21	33	15
5ELA	52	66	+14	46	+20	53	+13
5Math	46	46	0	33	+13	35	+11
6ELA	42	45	+3	53	11	23	+22
6Math	41	23	18	35	12	13	+10
7ELA	41	66	+25	23	+43	44	+22
7Math	38	22	16	13	+9	17	+5
8ELA	38	37	1	44	6	23	+14
8Math	32	26	6	17	+9	8	+18

Who is part of the process of reviewing and analyzing longitudinal data?

Network Level  
Administration  
Teacher's  
Parents

#### Other Longitudinal Data

2018-2019 Data was through Galileo and Azmerit Data

2019-2020 Data was collected with Curriculum Assessments (benchmark assessments)(No AzMerit Data available)

2020-2021 Data was efficiently collected with NWEA MAP testing 3 times a year. Selected because it closely measures our growth in the challenging AZ State Standards.

AzM2 Test Data

# Longitudinal Data

# Programmatic Review- Title I-A

A. What instruments or observation tools were used?

- *Schedules for services, walk through observation forms, teacher evaluation forms, MTSS plans, student growth and achievement data are used to validate the implementation of the programs.*

B. How is this information collected and communicated for use in the planning process?

- *The information is shared on a school community drive. The leadership team works together with our stakeholders to ensure the various roles have input in the planning process.*

C. What system was in place to ensure equitable school observations?

- *To ensures equitable school observations, rubrics are used for walk throughs and formal observations. The observations are completed by both administrators and instructional leaders. The administrators and instructional leaders conference about what they are observing. If a problem is identified by one, a second observation is done with the same focus to determine if issues were an incident of if it is a pattern.*

# Programmatic Review- Title I-A

D. Was there a preset schedule?

- *Formal Observations: Teachers schedules in a time and subject they would administrators to observe.*
- *Informal Observations: There is not a preset schedule for observations. This ensures all observations are genuine and accurate.*
- *Visual timeline is later in the presentation as well!*

E. Was there a protocol for observing?

- *A standardized form is utilized to complete the observations which provides consistency between observers.*

## The Planning Process: RCA, CNA, Primary Needs

What was the LEA process for determining set asides?

- *The school uses the formula for the ESEA consolidated application to determine the homeless set aside and determine if more is needed based on the student population and school needs.*

What percentage was reserved for the LEA vs. allocated to schools?

- *All of the money was allocated to the schools.*

# Title II Programmatic Review

Appropriately Certified Teacher Verification - Starts from Day One!

Staff members are evaluated based on our board adopted Appropriately Certified Staff policy and expectations are communicated for attainment prior to sign to any hiring.

Every staff member is inputted and tracked on our HQ Spreadsheet in case staff members change positions.

Families are identified within two weeks, if needed.

Teachers who are not Appropriately Certified are put on a timeline that status must be achieved by (always within the same school calendar year). This is ongoing process is monitored and tracked by our HR department.

# Board Adopted Appropriately Certified Teacher Requirements

## Leading Edge Academy Appropriately Certified Teacher Requirements

Leading Edge Academy has developed the following requirements for a teacher or paraprofessional to be considered Appropriately Certified:

### Paraprofessional:

IVP Fingerprint Clearance Card **and** meet **one** of the following requirements:

- 60+ College Credit Hours
- Holds any College Degree (Associates or Higher)
- Passes a network approved Instructional Support and Knowledge and Application test or it's equivalent.

**Core Teacher\***: IVP Fingerprint Clearance Card, Bachelor's Degree, **and** meet **one** of the following requirements:

- Certified by the state of AZ in the subject/grade level teaching
- Passed a subject knowledge test in the subject/grade level teaching
- Holds a major in the subject teaching
- 24+ Credit Hours in the subject teaching

**Special Education Teacher**: IVP Fingerprint Clearance Card, Bachelor's Degree, **and** a valid Arizona Teaching Certificate with a Special Education designation in the appropriate area.

**Non-Core Teachers**: IVP Fingerprint Clearance Card **and** meet **one** of the following requirements:

- Arizona State Teaching Certificate in the subject teaching
- Passed a network approved subject knowledge test in the subject teaching
- Holds a major in the subject teaching or in education
- 60+ College Credit Hours
- 24+ Credit Hours in the subject teaching
- Passed a network approved classroom management assessment or its equivalent

\*A core teacher is defined as a teacher that is listed as the primary homeroom teacher in elementary (K-6) or teaches an English, Math, Science, or Social Studies (including History, Government, and Political Science) course in a departmentalized setting (6-12).

## Teacher Effectiveness

*All teachers receive formal and informal observations throughout the year from both administrators . After the informal observation, a ten-minute walk-through form is completed with feedback to the teacher regarding refinements and reinforcements. A minimum of one formal observation is conducted on each teacher following the Charlotte Danielson model for evaluating effective instruction. Feedback is provided to teachers regarding each of the four domains, Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities.*

# Teacher Evaluation Tool – Danielson Framework

## Teacher Evaluation Form

Teacher Name:		Evaluation Date:	
Class Period:		Post-Evaluation Date:	
Subject/Content:		Evaluator:	
<b>DOMAIN 1: PLANNING &amp; PREPARATION</b>		<b>RATING</b>	
A teacher promotes the success of every student by demonstrating knowledge of content and pedagogy, demonstrating knowledge of students, setting instructional objectives, demonstrating knowledge of resources, and designing coherent instruction.		Highly effective (4)	Effective (3)
		Developing (2)	Ineffective (1)
Demonstrating knowledge of content and pedagogy <ul style="list-style-type: none"> <li>• Knowledge of content and the structure of the discipline</li> <li>• Knowledge of prerequisite relationships</li> <li>• Knowledge of content-related pedagogy</li> </ul>	1a		
Demonstrating knowledge of students <ul style="list-style-type: none"> <li>• Knowledge of child and adolescent development</li> <li>• Knowledge of the learning process</li> <li>• Knowledge of students' skills, knowledge, and language proficiencies</li> <li>• Knowledge of students' interests and cultural heritage</li> <li>• Knowledge of students' special needs</li> </ul>	1b		
Setting instructional objectives <ul style="list-style-type: none"> <li>• Value, sequence, and alignment</li> <li>• Clarity</li> <li>• Balance</li> <li>• Suitability for diverse learners</li> </ul>	1c		
Demonstrating knowledge of resources <ul style="list-style-type: none"> <li>• Resources for classroom use</li> <li>• Resources to extend content knowledge and pedagogy</li> <li>• Resources for students</li> </ul>	1d		
Designing coherent instruction <ul style="list-style-type: none"> <li>• Learning activities</li> <li>• Instructional materials and resources</li> <li>• Instructional groups</li> <li>• Lesson and unit structure</li> </ul>	1e		
Designing and utilizing student assessments <ul style="list-style-type: none"> <li>• Congruence with instructional objectives</li> <li>• Criteria and standards</li> <li>• Design of formative assessments</li> <li>• Use for planning</li> </ul>	1f		
<b>SUMMARY OF DOMAIN 1</b>	<b>AVERAGE SCORE:</b>	<b>0.00</b>	
<b>EVIDENCE AND COMMENT:</b>			

## Teacher Evaluation Form

<b>DOMAIN 2: CLASSROOM ENVIRONMENT</b>		<b>RATING</b>			
A teacher promotes the success of every student by creating an environment of respect and rapport, establishing a culture for learning, managing classroom procedures, and managing student behavior.		Highly effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Creating an environment of respect and rapport <ul style="list-style-type: none"> <li>• Teacher interaction with students</li> <li>• Student interaction with other students</li> </ul>	2a				
Establishing a culture for learning <ul style="list-style-type: none"> <li>• Importance of content</li> <li>• Expectations for learning and achievement</li> <li>• Student pride in work</li> </ul>	2b				
Managing classroom procedures <ul style="list-style-type: none"> <li>• Management of instructional groups</li> <li>• Management of transitions</li> <li>• Management of materials and supplies</li> <li>• Performance of non-instructional duties</li> <li>• Supervision of volunteers and paraprofessionals</li> </ul>	2c				
Managing student behavior <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Monitoring of student behavior</li> <li>• Response to student misbehavior</li> </ul>	2d				
<b>SUMMARY OF DOMAIN 2</b>	<b>AVERAGE SCORE:</b>	<b>0.00</b>			
<b>EVIDENCE AND COMMENTS:</b>					
comments here					

## Teacher Evaluation Form

<b>DOMAIN 3: INSTRUCTION</b>		<b>RATING</b>			
A teacher promotes the success of every student by communicating with students, using questioning and discussion techniques, engaging students in learning, using assessment in instruction, and demonstrating flexibility and responsiveness.		Highly effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Communicating with students <ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions and procedures</li> <li>• Explanations of content</li> <li>• Use of oral and written language</li> </ul>	3a				
Using questioning and discussion techniques <ul style="list-style-type: none"> <li>• Quality of questions</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul>	3b				
Engaging students in learning <ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Grouping of students</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul>	3c				
Using assessment in instruction <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment and monitoring of progress</li> </ul>	3d				
Demonstrating flexibility and responsiveness <ul style="list-style-type: none"> <li>• Lesson adjustment</li> <li>• Response to students</li> <li>• Persistence</li> </ul>	3e				
<b>SUMMARY OF DOMAIN 3</b>	<b>AVERAGE SCORE:</b>	<b>0.00</b>			
<b>EVIDENCE AND COMMENTS:</b>					
Comments					



# Teacher Evaluation Tool – Danielson Framework

## Teacher Evaluation Form

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	RATING			
	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
A teacher promotes the success of every student by reflection on teaching, maintaining accurate records, communicating with families, participating in the professional community, growing and developing professionally, and showing professionalism.				
Reflection on teaching • Accuracy • Use in future teaching	4a			
Maintaining accurate and timely records • Student completion of assignments • Student progress in learning • Non-instructional records	4b			
Communicating with families • Information about the instructional program • Information about individual students • Engagement of families in instructional program	4c			
Participating in the professional community • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school initiatives and projects	4d			
Growing and developing professionally • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession	4e			
Showing professionalism • Integrity and ethical conduct • Service to the students • Advocacy • Decision making • Compliance with school expectations and regulations	4f			
<b>SUMMARY OF DOMAIN 4</b>	<b>AVERAGE SCORE:</b>	<b>0.00</b>		
<b>EVIDENCE AND COMMENTS:</b>				

## Teacher Evaluation Form

DOMAIN 1: PLANNING AND PREPARATION AVERAGE SCORE	0.00
DOMAIN 2: CLASSROOM ENVIRONMENT AVERAGE SCORE	0.00
DOMAIN 3: INSTRUCTION AVERAGE SCORE	0.00
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AVERAGE SCORE	0.00
<b>TEACHER PERFORMANCE DOMAIN 8 1-4:</b>	<b>0.00</b>
<b>Final Rating:</b>	3.5 or higher= Highly Effective 2.75 – 3.49= Effective 2.00 – 2.74= Developing Less than 1.99= Ineffective
<b>0.00</b>	
Evaluator Signature:	Date:
<p>I have read the contents of the comprehensive evaluation and have had an opportunity to discuss with my evaluator. I understand that my signature verifies receipt, but does not necessarily indicate agreement.</p>	
Teacher Signature:	Date:

# SMART Goal Form

## Teacher SMART Goals

Name: \_\_\_\_\_ Date: \_\_\_\_\_ School Year: \_\_\_\_\_

### S-Specific M-Measurable A-Attainable R-Realistic T-Time-Oriented

The purpose of SMART Goals is to set specific measurable goals that will lead to teacher performance improvement. The achievement of the following three SMART Goals will also be used to determine a portion of the Teacher's Performance Bonus at the end of the school year.

#### SMART Goal Timeline:

Oct. 25th/Nov 8th - SMART Goal Review of Procedures/Expectations  
 Doc. - SMART Goal Review Meeting with MIndi scheduled no later than **DEC. 5th**. (MIndi will send calendar invite)  
 Feb. - SMART Goal Progress Check Meeting with MIndi scheduled no later than **FEB. 28**.  
 May - SMART Goal Completion Meeting with MIndi scheduled no later than **MAY 8th**.  
 \*It is the responsibility of the teacher to initiate the Feb. and May meetings. Please email MIndi at least 3 days in advance to schedule the meetings.

\*\*Nonprofessionals only need to complete SMART Goal 1 and SMART Goal 2. Only assess Domains 2 & 3 on Teacher Self-Assessment Scoring Rubric.

**SMART Goal 1:** I will identify at least one area of professional growth based on the Danielson Teacher Self-Assessment Form, complete at least 2 directly related activities (workshop, webinar, etc.), write a reflection of how I incorporated what I learned into my classroom and how the outcome impacted the students in the classroom. (Include documentation at final meeting.) I will complete a book study of \_\_\_\_\_ by May 1st and write a short reflection on the material. \*See book list

**SMART Goal 2A:** I will increase the student growth identified as the bottom 25% class rank order for each of my sections as measured by a 10% standards mastery increase on the \_\_\_\_\_ (HMH, Galileo Pre-Test to Post-Test, Pre test/Final, Standardized Test, Timed Write Rubric, etc.).

**SMART Goal 2B (Specials Teachers):** I will increase the specific, academic vocabulary related to my content area as measured by an increase of 50% on a pre/post vocabulary test in 2 of my classes. (i.e. muscle groups for PE, technology terms for a computer class, technique/media types for art, etc.)

**SMART Goal 3:** Create a SMART Goal that is tied to either another Professional Development goal or tied to student data. Ensure that it is specific, measurable, attainable, realistic, and time-oriented. (Administration approval required.)

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Teacher Self-Assessment Scoring Rubric

Directions: Review the Framework for Effective Teaching that will be utilized for evaluation of performance. Rate your performance for each element in the **four domains using the Scoring Rubric**. Place an (X) in the appropriate column for each element. For each component, circle an overall rating of needs ineffective, developing, effective, or distinguished. Based on your self-rating, you will select performance goals for the professional growth plan. **Paraprofessionals will only fill out Domains 2 & 3 for assessment.**

DOMAIN 1: PLANNING & PREPARATION	RATING			
	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
A teacher promotes the success of every student by demonstrating knowledge of content and pedagogy, demonstrating knowledge of students, setting instructional objectives, demonstrating knowledge of resources, and designing coherent instruction.				
Demonstrating knowledge of content and pedagogy + Knowledge of content and the structure of the discipline + Knowledge of prerequisite relationships + Knowledge of content-related pedagogy	1a			
Demonstrating knowledge of students + Knowledge of child and adolescent development + Knowledge of the learning process + Knowledge of students' skills, knowledge, and language proficiency + Knowledge of students' interests and cultural heritage + Knowledge of students' special needs	1b			
Setting instructional objectives + Value, sequence, and alignment + Clarity + Balance + Suitability for diverse learners	1c			
Demonstrating knowledge of resources + Resources for classroom use + Resources to extend content knowledge and pedagogy + Resources for students	1d			
Designing coherent instruction + Learning activities + Instructional materials and resources + Instructional groups + Lesson and unit structure	1e			
Designing and utilizing student assessments + Congruence with instructional objectives + Criteria and standards + Design of formative assessments + Use for planning	1f			

Strengths:

Areas of Concentration:

## Teacher SMART Goals Completion Meeting

<b>SMART Goal 1</b> <input type="checkbox"/> Fully Completed <input type="checkbox"/> Partially Completed <input type="checkbox"/> Not Completed Points Received: ____ / 8	Evidence
<b>SMART Goal 2</b> <input type="checkbox"/> Fully Completed <input type="checkbox"/> Partially Completed <input type="checkbox"/> Not Completed Points Received: ____ / 8	Evidence
<b>SMART Goal 3</b> <input type="checkbox"/> Fully Completed <input type="checkbox"/> Partially Completed <input type="checkbox"/> Not Completed Points Received: ____ / 8	Evidence

Teacher SMART Goal Review Meeting, Progress Check Meeting, and Completion Meeting Initiated by Teacher and scheduled by the dates stated on the SMART Goal Timeline. Points Received: \_\_\_\_/1

Total Points Received: \_\_\_\_/25

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

# Walk Through Observation Template



## Supervisor Walk Through

Teacher: \_\_\_\_\_ Period/Class: \_\_\_\_\_ Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_

**Note:** During a walk through it is only expected that one or two lesson components are observed. If an item is observed, there will be check. If there is no check mark that means it was either not observed or not applicable. Please note there is no expectation on the number of items checked/observed.

Lesson Component	Quality Evidence	Notes/Follow-Up
<b>Classroom Environment- Domain II (Student Engagement)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Authentically On Task</li> <li><input type="checkbox"/> Passive/Compliant</li> <li><input type="checkbox"/> Disengaged/Disruptive</li> <li><input type="checkbox"/> Improper Technology Use</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Self-Manage own/peer behaviors</li> <li><input type="checkbox"/> Understand the rules and procedures of the classroom set by teacher</li> <li><input type="checkbox"/> Transition seamlessly and assume some responsibility for transition</li> <li><input type="checkbox"/> Transition smoothly with little loss of instructional time</li> <li><input type="checkbox"/> Transitions are sporadically efficient, resulting in a loss of some instructional time.</li> <li><input type="checkbox"/> Show that expectations and procedures are established, practiced, and consistently enforced</li> </ul> <b>Teacher:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Actively reinforces positive behaviors</li> <li><input type="checkbox"/> Monitors with subtle &amp; preventive practices</li> <li><input type="checkbox"/> Misses behavior of some students</li> <li><input type="checkbox"/> Responds to misbehavior with inconsistent results</li> <li><input type="checkbox"/> Raises voice to get attention</li> <li><input type="checkbox"/> Has smooth transitions with little loss of instructional time</li> <li><input type="checkbox"/> Respects the student's dignity when correcting a misbehavior</li> </ul>	
<b>Getting Ready- Domain III</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Do Now</li> <li><input type="checkbox"/> Homework Review</li> <li><input type="checkbox"/> Morning Routine</li> </ul>	<b>Teacher:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Asking students to justify own/peer's answers</li> <li><input type="checkbox"/> Encourages precision/academic language in student explanations</li> <li><input type="checkbox"/> Allows an adequate response time from students</li> <li><input type="checkbox"/> Utilizes the Paraprofessional in an appropriate manner</li> <li><input type="checkbox"/> Utilizes academic language</li> <li><input type="checkbox"/> Has an equitable system for eliciting responses amongst most students</li> </ul> <b>Students:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Initiate learning</li> <li><input type="checkbox"/> Assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions</li> <li><input type="checkbox"/> Record discussion/notes in a notebook</li> <li><input type="checkbox"/> Thinking Critically</li> </ul>	

<b>Launching the Lesson- Domain II &amp; III (Whole Group)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Launch/Opener</li> <li><input type="checkbox"/> Mini Lesson</li> <li><input type="checkbox"/> Full Lecture</li> <li><input type="checkbox"/> Socratic Seminar</li> </ul>	<b>Teacher:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Asking students to justify their/peer's answers</li> <li><input type="checkbox"/> Encourages precision/academic language in student explanations</li> <li><input type="checkbox"/> Anticipates and goes over common misconceptions</li> <li><input type="checkbox"/> Utilizes academic language when teaching/responding</li> <li><input type="checkbox"/> Provides high quality feedback</li> <li><input type="checkbox"/> Utilizes questions that generate further discussion</li> <li><input type="checkbox"/> Utilizes questions that promote higher level thinking (Bloom's Levels 4-6)</li> <li><input type="checkbox"/> Has an equitable system for eliciting responses amongst most students</li> <li><input type="checkbox"/> Allows an adequate response/think time from students</li> <li><input type="checkbox"/> Utilizes the Paraprofessional in an appropriate manner</li> <li><input type="checkbox"/> Persists in seeking new or effective approaches/strategies for students who have difficulty learning</li> </ul> <b>Students:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Initiate learning</li> <li><input type="checkbox"/> Assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions</li> <li><input type="checkbox"/> Record discussion/notes in a notebook</li> <li><input type="checkbox"/> Thinking Critically</li> </ul>	
<b>Student Exploration- Domain II &amp; III (Small Group)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Partner/Group Work</li> <li><input type="checkbox"/> Investigation</li> <li><input type="checkbox"/> Hands-on, Game-based Activity</li> <li><input type="checkbox"/> Guided Practice</li> <li><input type="checkbox"/> Centers</li> </ul>	<b>Teacher:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitors small groups in a subtle and preventive way</li> <li><input type="checkbox"/> Asking students to justify their/peer's answers</li> <li><input type="checkbox"/> Encourages precision/academic language in student explanations</li> <li><input type="checkbox"/> Provides high quality feedback</li> <li><input type="checkbox"/> Allows an adequate response/think time from students</li> <li><input type="checkbox"/> Utilizes questions that promote higher level thinking (Bloom's Levels 4-6)</li> <li><input type="checkbox"/> Utilizes the Paraprofessional in an appropriate manner</li> <li><input type="checkbox"/> Adapts instructional groups as needed, adjustments occur smoothly</li> <li><input type="checkbox"/> Persists in seeking new or effective approaches and strategies for students who have difficulty learning</li> <li><input type="checkbox"/> Provides varied learning activities to address and enhance the needs of all students</li> <li><input type="checkbox"/> Utilizes academic language</li> <li><input type="checkbox"/> Provides high quality feedback to students</li> </ul> <b>Students:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engaged in their Small Group work</li> <li><input type="checkbox"/> Self-Manage own/peer behaviors</li> <li><input type="checkbox"/> Share findings, ideas, and are problem solving</li> <li><input type="checkbox"/> Able to persevere in solving the task</li> <li><input type="checkbox"/> Thinking critically</li> </ul>	

<b>Independent Practice- Domain II &amp; III (Individual)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Individual Practice/Homework</li> <li><input type="checkbox"/> Time</li> <li><input type="checkbox"/> Enrichment Activity</li> </ul>	<b>Teacher:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitors small groups in a subtle and preventive way</li> <li><input type="checkbox"/> Asking students to justify their/peer's answers</li> <li><input type="checkbox"/> Encourages precision/academic language in student explanations</li> <li><input type="checkbox"/> Provides high quality feedback</li> <li><input type="checkbox"/> Allows an adequate response/think time from students</li> <li><input type="checkbox"/> Utilizes questions that promote higher level thinking (Bloom's Levels 4-6)</li> <li><input type="checkbox"/> Utilizes the Paraprofessional in an appropriate manner</li> <li><input type="checkbox"/> Adapts instructional groups as needed, adjustments occur smoothly</li> <li><input type="checkbox"/> Persists in seeking new or effective approaches and strategies for students who have difficulty learning</li> <li><input type="checkbox"/> Provides varied learning activities to address and enhance the needs of all students</li> </ul> <b>Students:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engaged in their Small Group work</li> <li><input type="checkbox"/> Self-Managed behaviors</li> <li><input type="checkbox"/> Share findings, ideas, and are problem solving</li> <li><input type="checkbox"/> Able to persevere in solving the task</li> </ul>	
<b>Summary/End- Domain II &amp; III (Whole Group)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exit Ticket</li> <li><input type="checkbox"/> Student Summary/Reflection</li> <li><input type="checkbox"/> Teacher Summary/Reflection</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using summary statements, evidence of solutions and conclusions</li> </ul>	

We will have a post observation meeting on \_\_\_\_\_ at \_\_\_\_\_.

Anything you found to be really successful?

Anything you wish would have happened differently?

**August/  
September**

**October/  
November**

**June/  
July**

**Teacher  
Evaluation and  
Development is  
an Ongoing  
Process**

**December**

**April/  
May**

**January/  
February**

**March**

## August/ September

- Establish SMART goals for the current school year
- Begin Classroom Walk Throughs and Feedback

## October/ November

- Schedule and Conduct Fall Formal Evaluations on all Teachers Including Special Education and Specials

## December

- Submit Formal Evaluations to Network
- Determine Which Teachers Will Need A Second Evaluation
- Continue Classroom Walk Throughs

## January/February

- Schedule and Conduct Smart Goal Mid Year Reviews with Teachers
- Continue Classroom Walk Throughs

## March

- Schedule and Spring Formal Evaluations for Identified Teachers
- Continue Classroom Walk Throughs

## April/ May

- Schedule and Conduct EOY Summative Conferences with All Teachers
- Continue Classroom Walk Throughs as Needed

## June/July

- Reflect on the Year
- Encourage Teachers to Seek Out PD Opportunities Aligned with Goals Discussed in Summative Conference

# The process used to determine the needs and the objectives of the Title II Program?

- *The campus leadership team determines professional development needs by examining the CNA, staff surveys, and compliance requirements for the school year.*
- *Professional development is offered throughout the course of the year.*
  - *HMH / Social Studies Weekly/ Savvas*
  - *Differentiated Instruction and Instructional Strategies*
  - *NWEA MAP testing programs, results, and alignment with the curriculum*
  - *EL requirements and supporting students in the classroom*
  - *Supplemental curriculum - Lexia / Power Up / IXL*
  - *Special Education / 504 accommodations and modifications*
  - *iRead*
  - *Synergy*
  - *New Employee Induction*
- *Para-professionals have continued access to The Master Teacher program*
  - *Instructional Support*
  - *Foundational Skills*
  - *Behavior*
  - *Classroom Management*

# Professional Development Back to School

August 3rd	August 4th	August 5th	August 6th	August 7th
All New Employees	New Teachers	K-2 Teachers	All Staff	All Staff
New Employee Training 8am-11:30am Life Community Church 717 W Ray Rd Gilbert, AZ 85233 Breakfast Provided	Into Reading K-5 Teachers 8-11 Into Reading 1-5 Teachers 1-3  On site via?	Standard Based Grading 12-3	Synergy MTS S/RTI training 8-1 <a href="https://global.gotomeeting.com/join/462855469">https://global.gotomeeting.com/join/462855469</a>	Staff Meeting On Site 9am-11am  Work Day in Classrooms 11am-3pm
All Staff Lunch on Us! 12-1pm On Site				
All Staff	All Other Staff	6-8 Math Teacher	All Staff	New Teachers
Network Welcome Session <a href="https://vimeo.com/event/200316">https://vimeo.com/event/200316</a>  1:00-3:00 pm	Work Day in Classrooms 8am-3pm  On Site	SAVVAS Curriculum Overview 10-12m GoTo Meeting ( <a href="#">Click Here</a> )  All Other Staff  Work Day in Classrooms 8am-3pm	Work Day in Classrooms 1-3 pm  On Site	New Teacher Induction Part 1 1:30-3:00  K-1 teachers  K-1 teachers IRead 11-1

August 10th	August 11th	August 12th	August 13th	August 14th
Special Ed Teachers	Special Ed Teachers & Principal	Special Ed Teachers	All Staff	All Staff
Synergy Special Ed Training  8am-4pm On site via <a href="#">GoToLink</a>	Synergy Special Ed Training  8am-11:30am On site via <a href="#">GoToLink</a>	Special Ed Processes 9am-12pm  Life Community Church 717 W Ray Rd Gilbert, AZ 85233	Work Day in Classrooms Half Day (You Pick)  Back to School Virtual Event 5pm-7pm	Loose Ends-Dry Run 10am-12pm
All Other Staff	504 Coordinator & Principal	Classroom Teachers		
Work Day in Classrooms	SpEd Principal Training Synergy 504 Training	Synergy Refresher K-5 9am-10:30 <a href="meet.google.com/wz-b-gmig-zzy">meet.google.com/wz-b-gmig-zzy</a>  Synergy Refresher 6-8 11am-12:30pm		

# Professional Development Throughout the Year

<b>September</b>	4 -	MAP testing set up	<b>January</b>	8 -	Teacher work time
	11 -	Teacher work time/		15 -	Staff meeting/Book Study
	18 -	45 Day screener training- iRead		22 -	Character Counts follow up
	25 -	Data Meetings (all grades)		29 -	RTI data mtg
<b>October</b>	2 -	SPED Training with Cindy	<b>February</b>	5 -	iRead training
	7 -	P/T Conferences		12 -	Committee meetings
	23 -	Differentiation Training		19 -	Staff meeting/Book Study
	30 -	SMART Goal Training/Work in rooms	<b>March</b>	5 -	Teacher work time
<b>November</b>	6 -	Cross Campus Collaboration		12 -	Testing AZM2 meeting
	13 -	iRead training for K-1st teachers	<b>April</b>	9 -	Testing week- no meetings
	20 -	Staff meeting/ Committee meetings		16 -	iRead training for K-1st teachers
<b>December</b>	4 -	RTI data mtg		23 -	Staff meeting/Book Study
	11 -	Staff meeting/Book Study	<b>May</b>	7 -	Staff meeting
	18 -	Committee Meetings		14 -	Teacher work time
				21 -	Data meeting
				28 -	All grades finalized



# Programmatic Review Title II-A

Methods of evaluation were used for the Title II program:

- *The campus leadership team reviews staff surveys and evaluation of school programming to design the professional development calendar.*

Results of our Title II program evaluation!!

- *Previous years results showed a need for professional development in our special education department with the difference between accommodations and modifications*
- *The school adopted new curriculum for ELA and Social Studies. Professional development on the curriculum has been an ongoing process to ensure teachers are using the curriculum effectively.*
- *This past year, a strong need for social emotional learning, which prompted Responsive Classroom for the 2021-2022 school year.*

## Were our Title II investments Effective in Obtaining Student Achievement

- ***Meet Leo and Lea the Lion!!!***



Leo the Lion is a current 6th grade student who came to us that the start of the 2020-2021 School Year. Leo is not only new to our school but also new to his current family.

RTI for Leo was in both Math and ELA. We used the MAP testing data, classroom observations, and curriculum based assessment data to determine Leo's needs. We also had Leo work with our RTI Behavior interventionist as he adjusted to his new learning environment.

We recently processed him out of RTI for ELA while we are continuing interventions for math.

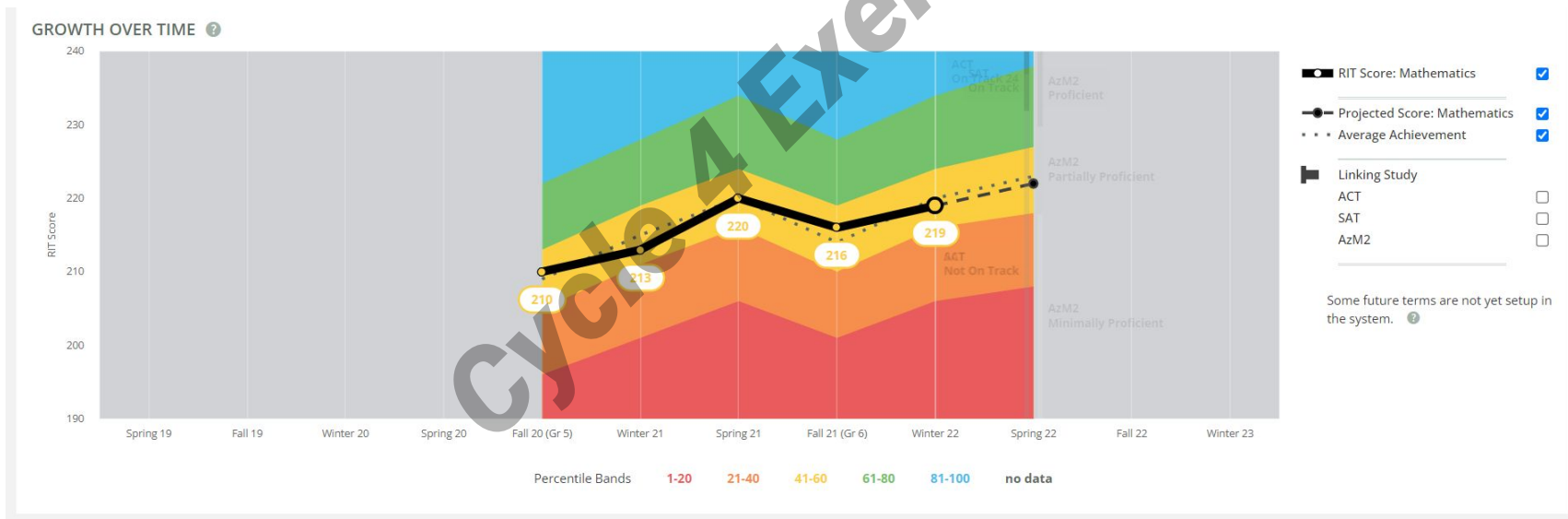
# Leo's ELA progress

Leo came to us needing reading support. We kept him in the RTI program for the first round of the 2021-2022 school year, but removed him when it was clear that he had consistently shown increased proficiency.



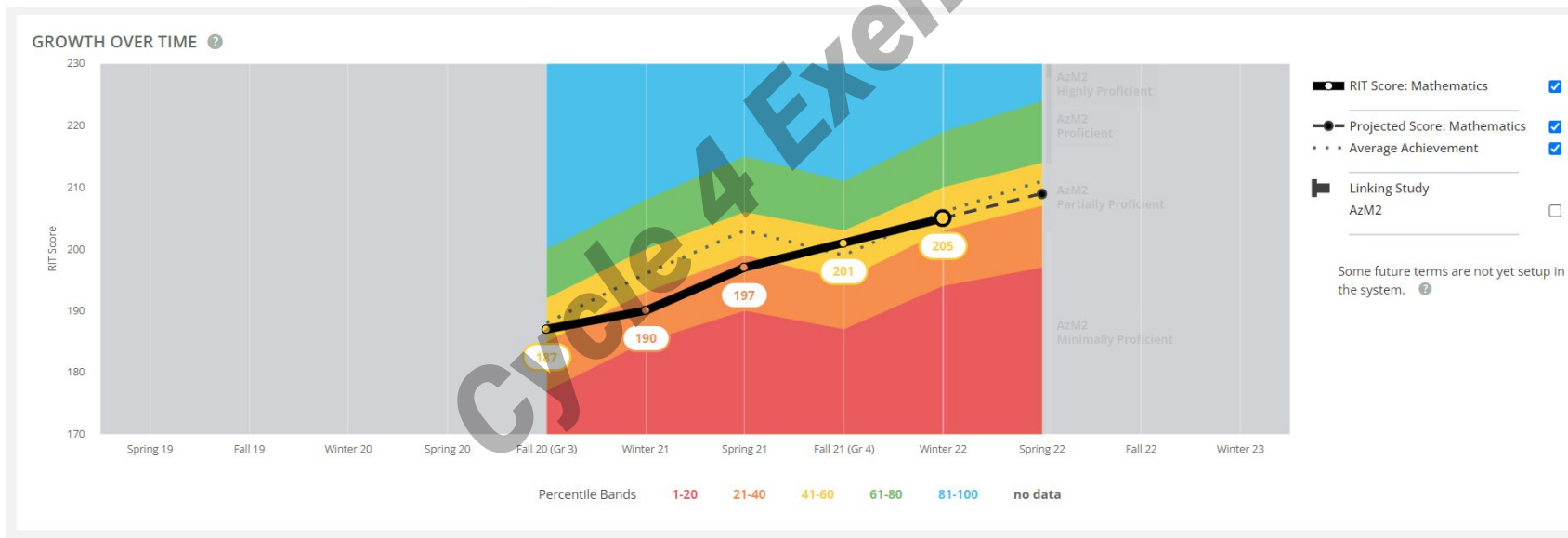
# Leo's Math progress

In reviewing Leo's math data and using classroom and curriculum assessment data we have decided to keep Leo in our Math RTI in addition we have added Leo to the math tutoring program offered by our middle school math teacher.



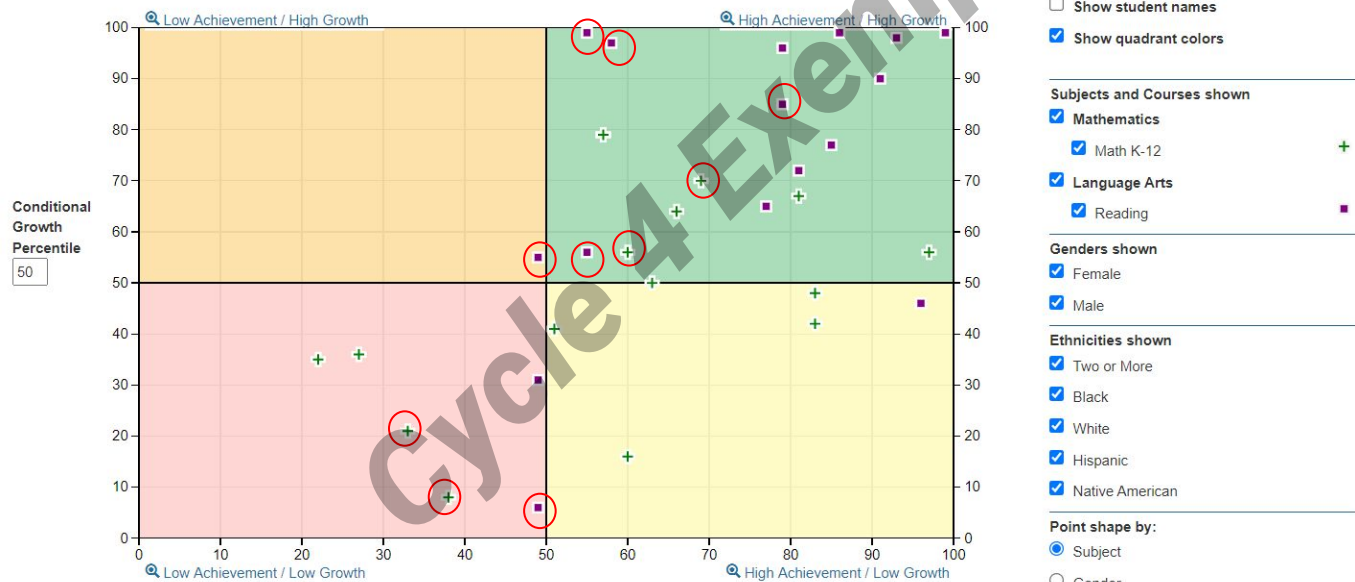
# Lea's Math progress

Lea the lion is a 4th grader who was put in the RTI program in January of her 3rd grade year. She is continuing in RTI for math currently.



# Mrs. Teacher's class data

RTI students are circled



# Our Plans for the Pride...

Increase parent and community engagement: Love and Logic Trainings for parents.

Renewed contract with our Social Worker to support our SEL needs.

SMART Goals for teachers and paraprofessionals centered around our Needs Assessment data.

Increased Stakeholder population for CNA

Increase “How to teach reading” trainings for staff in preparedness for Dyslexia mandates.

Annual Growth Parade with parent invite.

Coffee with the Principal

# Questions

Cycle 4 Exemplar