

## Results of AHA Cottonwood's Continuous Improvement Plan: 2015-16 School Year

### GOAL

### Student Academic Achievement

By May 30, 2016, 70% of the student population will show a minimum of one year's growth in reading and mathematics on benchmark assessments as a result of continuous, improved instruction.

*One year's growth is defined as moving one or more score level up (from an unsatisfactory score to satisfactory score, from satisfactory to proficient, etc.). AHA reviewed the baseline (1<sup>st</sup> assessment) and the 3<sup>d</sup> benchmark (the 4<sup>th</sup> and final assessment) to determine growth. Assessment are web-based.*

Result: *Progress Needed*

#### Online Reading (ELA) results:

K-6: 43 students, or 54% showed one year's growth on the ELA Benchmark.

7<sup>th</sup> & 8<sup>th</sup>: 11 students, or 30% showed one year's growth on the ELA Benchmark.

High School: 38 students, or 47% showed one year's growth on the ELA Benchmark.

#### Online Math results:

K-6: 85 students, or 62% showed one year's growth on the MATH Benchmark.

7<sup>th</sup> & 8<sup>th</sup>: 7 students, or 19% showed one year's growth on the MATH Benchmark.

High School: 14 students, or 22% showed one year's growth on the MATH Benchmark.

### ACTION STEP

### Aligned Curriculum

All teachers have curriculum maps that are aligned to common core standards that guide their lessons and teaching. K-6 teachers have access to rubrics that evaluate Common Core Standards.

Result: All K-12 teachers have hard copy curriculum maps for ELA and Math for their assigned grade level(s) that they teach. These were handed out early in the 2015-16 school year at a teacher in-service training. Teachers also have ELA and Math scope and sequence charts that were created by quarter, to assist them in their curricular planning. *Successful Completion!*

### ACTION STEP

### Principal Council Training

American Heritage Academy - Cottonwood's Principal will attend regular Principal Council Trainings where they will receive specific instruction in education leadership, RTI, Special Education, English Language Learners, School Safety, and Technology.

Result: Mr. Evans attended ALL Principal Council Meetings (PCM's) in 2015-16, where he acquired more knowledge from corporate specialists in leadership, data, SPED, ELL, and Technology, just to name a few. *Successful Completion!*

### ACTION STEP

### Sustained Continuous Improvement

American Heritage Academy - Cottonwood will implement the strategies and action steps, as developed by the LEA, that promote and sustain continuous improvement by allocating resources (e.g. fiscal, human, physical, time), monitoring progress and use of resources, and providing organizational structure to ensure that each school is organized to maximize equitable use of all available fiscal resources in order to support high student and staff performance.

Result: AHA continues to track its expenditures, by department, by month, and by entity/line item to ensure a fair and equitable use of fiscal resources. AHA has assessed the academic data to determine academic areas of need and support, to place proper resources (i.e. classroom paraprofessionals) into these areas of high student need. Organizationally, our corporate offices ensure we maintain fiscally sound budgets and ensure our compliance. Annually, we compare our budget to our enrollments and staffing, to determine what positions are needed on campus. *Successful Completion!*

## **Results of AHA Cottonwood's Continuous Improvement Plan: 2015-16 School Year**

### **ACTION STEP**

### **Focused PD for Title I Needs**

Based on the needs of our Title I students, Title I staff, and the teachers of the Title I students, we will focus professional development activities that will increase student achievement and teacher awareness of the specific needs of the students.

*Result: Progress needed!* There was a lack of sufficient trainings for our Title I team this past year to focus on Title I (reading only) students. This was due to a significant cut in Title I funds. Going forward, it will be vital for all re-enrollees and new enrollees to fill out the income verification form on the last page of the enrollment packet, to ensure more accurate funding for Title I.

### **Action Step**

### **Professional Development Needs Assess.**

American Heritage Academy - Cottonwood will conduct a professional development needs assessment with all instructional staff and administration to determine interest and need for training in the core subjects; interest and need for training in best practices and instructional strategies supported by scientifically-based research; need for whole staff development; identification or priorities/growth.

*Result: Successful Completion!* All staff annually take an online Professional Development Needs Assessment Survey to drive the monthly professional development schedule. EdKey, Inc. hosts two PD days annually, and locally AHA hosts PD days monthly, to meet the professional needs of the staff.

### **ACTION STEP**

### **Evaluate the Mentoring/Coaching Programs**

Staff will have opportunities to observe each other. When teachers give and are provided with frequent feedback on instructional strategies and observations by their principal, student learning increases as best practices are used.

*Result: Partial Completion!* Staff do have minimal opportunities to observe each other, however the observations are not happening with regularity and high frequency. We are looking at finding ways to offer more frequent planning times, including common planning periods, where staff can observe one another and collaborate with one another.

### **ACTION STEP**

### **Curriculum Alignment & Articulation**

We will align curriculum to address the cognitive rigor and college and career readiness of the Common Core State Standards through mapping, scaffolding instruction, and developing unit-based lesson plans with clear performance outcomes and objectives.

*Result: Successful Completion with room to improve.* AHA's curriculum is aligned to the State Standards, by grade level and subject. In K-6, the standards based report card has aided teachers tremendously in maintaining congruency and alignment with state standards and standards assessment. Lesson plans continue to develop, along with unit plans. Curriculum maps are available to staff for ELA and Math.

### **ACTION STEP**

### **At Risk Interventions**

We will utilize scientifically-based interventions and best practices to improve student academic achievement for our at-risk populations.

*Result: Partial Completion, improvement needed.* Teachers are engaging in RTI practices, monitoring different tiers of interventions with at risk students, making necessary referrals, and documenting events.

## **Results of AHA Cottonwood's Continuous Improvement Plan: 2015-16 School Year**

### **ACTION STEP**

### **Mathematics and Reading Interventions**

Our Title I targeted assistance (Reading) program is run during the regular school day. The Title I instructors and paraprofessionals work in collaboration with the regular classroom teachers to make sure the curriculum is aligned.

In grades K-12, students are grouped according to the data. Paraprofessionals working under the direct supervision of the Title I instructors, work on those particular target sets in small groups settings. In grades 3-12, all students that do not meet the AzMerit requirements are scheduled an additional intervention.

**Result: *Successful Completion!*** Lower level, struggling readers can be placed in Title I to receive additional reading interventions (support). Mrs. V directs the program and Mrs. Peters assisted with the interventions and progress monitoring of the Title I students.

### **ACTION STEP**

### **Rank Ordering**

We will identify students who are academically at-risk and need targeted and strategic interventions using the state summative assessments as a primary criteria for Grades 3-12 and site-based assessments for Grades K-2, classroom performance and progress as secondary criteria, teacher/parent recommendations as talking points. Students will be exited from the program when they reach Meet or Exceeds on the state assessments (now AzMerit), a 70% or higher on the SchoolNet benchmarks, or have been in the program for over a school year.

**Result: *Successful Completion!*** This is precisely how students were chosen to be eligible to receive Title I services in 2015-16 and in subsequent years going forward.

### **ACTION STEP**

### **Extended Learning Time**

Our Title I program will provide extended learning time by giving the student extra instruction in small groups outside the regular curriculum. A Title I schedule has been carefully constructed to provide the extra help without significantly impacting student instruction in the regular classroom. The curriculum is aligned to regular classrooms' standards and the Title I staff works closely with the regular classroom teachers to coordinate the services the students receive.

**Result: *Successful Completion!*** The key here is additional (extra) instruction. Title I requires that AHA provide additional instruction/support outside the regular classroom reading instruction. Our Title I team was very diligent and mindful about their compliance and about working closely with teachers to see how to best meet the needs of the Title I readers.

### **ACTION STEP**

### **Data Analysis**

At American Heritage Academy - Cottonwood, we are data driven. Every teacher is required to complete a data summary sheet to track students for each district benchmark used (SchoolNet Math and Reading assessments, and DIBELS). This summary sheet is used to create intervention groups in each classroom. Monthly data meetings are held with the entire staff to focus in on our at risk students.

**Result: *Partial Completion, improvements needed!*** The data tracking sheets were incomplete. DIBLES data tracking sheets (along with progress monitoring data) were used to track K-6 literacy scores. Benchmark (SchoolNet) data forms were incomplete and difficult to even export to Excel for review. Edkey Inc. is looking at potentially replacing the complex SchoolNet program.

## **Results of AHA Cottonwood's Continuous Improvement Plan: 2015-16 School Year**

### **ACTION STEP**

### **Professional Development**

We will provide continuous, job-embedded professional development focusing on implementing and instructing the Common Core State Standards that addresses the knowledge and understanding of the Standards; incorporating the Standards in classroom instruction, assessment, and evaluation; and learning best practices and instructional methodologies to teach and learn the cognitive rigor embedded in the Standards on a monthly basis.

**Successful completion! Teachers met monthly with the leadership/admin team on Friday's to engage in topic specific, best method practices covering a vast array of data driven educational topics to further their knowledge as educators. We also met twice as an entire organization in Phoenix for company wide PLC and PD sessions.**

### **ACTION STEP**

### **Progress Monitoring**

We will use quarterly standardized and site-based assessments, provide progress reports and report cards twice a semester, and conduct parent-teacher conferences (bi-annually and as needed) to measure and monitor student performance and progress.

**Successful completion! The entire action step above was satisfactorily met!**

### **ACTION STEP**

### **Formative Assessments for Literacy**

We will use DIBELS benchmarks, progress monitoring, and Quarterly SchoolNet Reading Assessment benchmarks to measure and monitor student performance in reading in Grades 3-12 and classroom assessments and checks for understanding to measure and monitor student achievement in Grades K-12. In grades 3-6 we will also utilize the assessment tools from MobyMax

**Successful completion! All of these software programs and data points were used to measure, track, and identify key points in the data for all students. MobyMax has been a wonderful, differentiated resource in our K-6 programs.**

### **ACTION STEP**

### **Formative Assessments for Mathematics**

We will use Schoolnet Math Assessment benchmarks and "To The Core" progress monitoring "micros", grade level unit test, and Skills Assessments developed by the charter management organization (EdKey, inc.) to measure and monitor student progress in mathematics in Grades K-12

**Successful completion! All areas of this action step were satisfactorily completed and utilized. TTC is for grades K-2 and is administered 3 times annually. SchoolNet is administered online to all students in grades 3-12 four times annually, to track growth, strengths, and weaknesses.**

### **ACTION STEP**

### **Summative Assessments**

We will use student achievement on the AzMerit Spring reading and mathematics exams for Grades 3-12, performance on SAT-10/Terra Nova, and grade level exams to measure student performance and progress monitoring and determine needs for academic interventions.

**Successful completion. All students who were required by state law took the appropriate AzMerit assessments in the Spring. Results were mailed home during the summer of 2016.**

## **Results of AHA Cottonwood's Continuous Improvement Plan: 2015-16 School Year**

### **ACTION STEP**

### **High School Preparation**

High school students at American Heritage Academy - Cottonwood will receive ECAP instruction to prepare them for college and career readiness. They will meet with a mentor to make sure they will have enough credits to graduate from high school. Upperclassmen will take a college prep course.

**Successful completion!** AHA was fully compliant with all ECAP (Education and Career Action Planning) State of Arizona requirements. ECAP file folders for each high school student is kept secured in the front office for proper review during the school year.

### **ACTION STEP**

### **Community Connections**

We will work collaboratively with parents and organizations within the general community to establish relevance of key academic concepts being taught and learned in class.

**Partial Completion:** There is still a lot of room for improvement here to connect with our Stakeholders to review key academic concepts. Currently the Parent Council and the Site Council are the only two real avenues for such items to be discussed.

### **ACTION STEP**

### **Parent Involvement**

We will build capacity for strong parent involvement by maintaining two-way communication and opportunities for parent input, engagement, and involvement in LEA and site-based decision making. Opportunities will include, parent surveys, Parent/Teacher Organization, and Site Council.

**Successful completion.** Parent communications and opportunities to get involved have increased over the academic year. Parent Teacher Organization continues to recruit new members and the school's principal regularly attends these meetings. Site Council meetings have been held quarterly with consistency throughout the year and school policy has been discussed often. Parents have a great sounding board in the Site Council to address key school policy issues.

### **ACTION STEP**

### **School-Parent Compact**

We will revise a School-Parent Compact with input from all stakeholders to establish expectations for learning and individual responsibility.

**Successful completion!** During an early fall Site Council meeting, we presented a school parent compact, reviewed it, revised it, and then agreed upon a clean copy of the Compact.

### **ACTION STEP**

### **Site-Based Committees**

We will work with the Parent-Teacher Organization (PTO) to continue two-way communication between the school and parents regarding the school's areas of strength, growth, and improvement and how the school addresses these needs.

**Successful Completion!** Monthly meetings were held throughout the entire year. A teacher and/or school administrator was present at almost all said meetings. Effective, open, and honest communication takes place during said meetings.

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### **ACTION STEP**

### **Site Councils**

We will hold Site Councils whose numbers will consist of various members of the school community: staff, parents, students - to address, discuss, and resolve matters related to overall school performance and school policy, quarterly.

**Successful completion!** As stated previously, quarterly Site Council meetings were held to discuss a vast array of Compact and school policy related topics. Many policies that have been since revised were due in part to the collaboration with the Site Council.

### **ACTION STEP**

### **Title I Parent Meetings**

We will conduct a Title I Parent meeting in the Fall to review policies, procedures and provisions under Title I, Part A of the ESEA. We will educate parents on how Title I may benefit their students' academic achievement in literacy (reading).

**Successful Completion!** In the fall, AHA held its annual Title I Parent Info Night in the gymnasium to educate parents on how our Targeted Title I Reading Assistance Program operates, who the Title I team is, and to otherwise ask questions. Refreshments were served, a PowerPoint was reviewed, and then questions were fielded.

### **ACTION STEP**

### **Curriculum Night**

We will provide Curriculum Nights for all AHA -Cottonwood families to demonstrate and communicate what students are being taught and are learning in class and how parents can support learning at home, including Science Fairs, World's Fair events, etc.

**Partial Completion:** The Science Fair lasted an entire week, which also has a home school division, and tours of the fair were offered. The World's Fair event was not held, as the teacher in charge of that event moved and the event was lost to attrition.

### **ACTION STEP**

### **Assessment and Evaluation**

We will develop challenging assessments and evaluations aligned to the grade level performance objectives of the Common Core Standards and the expectations for student achievement on college and career readiness standards (the AzCCRS)

**Partial Completion:** Challenging assessments and evaluations that were aligned to the AzCCRS are and have been developed. We are still lacking the notion of common assessments, end of semester (final) exams in some courses, and unit assessments in all classes.

### **ACTION STEP**

### **Stakeholder Evaluations**

We will use parent surveys, student surveys and community evaluations to annually evaluate the effectiveness of our Title I, ELL, SPED, and other intervention programs.

**Partial completion:** Parents were surveyed often throughout the year on various topics related to overall satisfaction (for AdvancED), athletics, club and after school opportunities, but parents were not surveyed on ELL or SPED. Parents were surveyed on Title I (those that were in the Title I program).