

School Planning Team (REQUIRED)

Destiny School, Inc. (048701000) Charter District - FY 2022 - **Low Risk** - Global Hold(s): (2023) - Destiny School (048701001) Charter School - School Integrated Action Plan (SIAP) - Rev 1

School Planning Team

List the stakeholders who participate in the CNA/RCA and IAP planning process.

Name	Title	Affiliation
* Nancy McLendon	* Administrator	* Administrator - District ▼
* Cindy Cothrun	* Business Manager	* Administrator - Local ▼
* Scott Williamson	* Principal	* Administrator - Local ▼
* David McLendon	* Director	* Curriculum Coordinator ▼
* Maurisa Palmer	* Special Education Director	* Teacher ▼
* Janet Lanphar	* Title I Director	* Teacher ▼
* Paige Escobedo	* Parent	* Parent ▼
* John Perlman	* Volunteer	* Community Member ▼

\* Describe how the school actively and consistently involves all stakeholders identified in the development of the school plan and how the plan is regularly monitored and revised based on students' needs.

Destiny School administrators, teachers, and other stakeholders will meet in October and April of each year to review and identify areas of student needs. Student testing data and needs assessment questionnaires are used to determine which areas are to be identified for the improvement plan. The plan will then be reviewed and revised based on the students needs.

Principles 1-6 (REQUIRED)

Destiny School, Inc. (048701000) Charter District - FY 2022 - **Low Risk** - Global Hold(s): (2023) - Destiny School (048701001) Charter School - School Integrated Action Plan (SIAP) - Rev 1

**Principle 1 - Effective Leadership**

Effective leaders maintain strong professional ethics and integrity to shape a vision of academic success and schoolwide social emotional learning that leads to equitable access for all students. They analyze and attack challenges and manage systems to position the school and students to achieve at high levels. They set clear, measurable and attainable goals. They create a cadre of high-quality teachers and cultivate leadership in others.

**Principle Average Score: 2.45**

**Indicator 1.1** - Our leadership guides the implementation of a vision of academic success and social emotional learning that leads to equitable access which is shared and supported by all stakeholders.

**Indicator Average Score: 2.50**

**Ideal Output:** Students believe that all staff and students share a vision of learning and is reflected in staff and student attitudes and behaviors.

**Elements:**

Element	Response
A. How did leadership develop the vision of academic success and schoolwide social emotional learning?	<p><input type="radio"/> No vision of learning</p> <p><input type="radio"/> In isolation and/or with no data</p> <p><input checked="" type="radio"/> With some stakeholder input and/or some data</p> <p><input type="radio"/> Collaboratively with stakeholder input and quantitative and qualitative data</p>

<p>B. How often is the vision of learning used to guide the policies/procedures and decisions of the school?</p>	<p> <input type="radio"/> Never and/or there is no vision of learning  <input type="radio"/> Infrequently  <input type="radio"/> Sometimes  <input checked="" type="radio"/> Consistently         </p>
<p>C. How often is the vision of learning reviewed and revised to reflect the current school community?</p>	<p> <input type="radio"/> Is old or doesn't reflect the school community  <input type="radio"/> Has not been recently reviewed and revised  <input checked="" type="radio"/> Regularly, every 2-3 years  <input type="radio"/> Annually         </p>
<p>D. Are diversity, inclusion and equity included in the school's mission?</p>	<p> <input type="radio"/> No  <input type="radio"/> On the periphery  <input type="radio"/> Often discussed as a priority, but are not included  <input checked="" type="radio"/> Yes, as a top priority and are included         </p>

**Possible Evidence:**

- Written vision, mission and core belief statements
- Meeting notes/minutes from stakeholder meetings
- Meeting notes/minutes from staff meetings
- Evidence of vision, mission and core beliefs posted in office areas and classrooms

**Comments and Notes:**

**Indicator 1.2** - Our leadership commits to sustaining a culture of high expectations for academic learning and social emotional growth of all students, focusing on the whole child within a respectful, professional learning community for all staff. **Indicator Average Score: 2.00**

**Ideal Output:** High student academic achievement and growth demonstrate a commitment of all staff and students to high expectations.

**Elements:**

Element	Response
<p>A. Are high expectations for learning and growth of all students reflected in clear, measurable goals, policies/procedures and all decisions; based on all available data?</p>	<p> <input type="radio"/> No  <input type="radio"/> In some, but goals are not always clear, measurable or based on data  <input checked="" type="radio"/> Yes, in some; based on some available data  <input type="radio"/> Yes; based on all available data         </p>
<p>B. Does leadership create opportunities for professional growth for all staff members based on walk-through data, formal evaluations and/or self-reflection, that allow all staff to improve their teaching craft and encourage the development of leadership skills?</p>	<p> <input type="radio"/> No  <input type="radio"/> Leadership provides opportunities for professional growth for all staff members, but it is one size fits all  <input checked="" type="radio"/> Yes, leadership creates some opportunities for professional growth for all staff members based on some data allowing staff to improve and develop  <input type="radio"/> Yes, leadership creates many opportunities for professional growth for all staff members, based on multiple data points, allowing staff to improve and develop         </p>
<p>C. Does leadership provide opportunities for staff to reflect on and develop their own social, emotional and cultural competencies including activities to support staff in practicing self-care and examining their mindsets and biases and does the leadership team</p>	<p> <input type="radio"/> No  <input checked="" type="radio"/> Leadership has provided meaningful opportunities at least once per year  <input type="radio"/> Yes, leadership has provided meaningful         </p>

<p>regularly review data related to adult SEL and cultural competence to plan ongoing support?</p>	<p>opportunities multiple times throughout the year</p> <p><input type="radio"/> Yes, leadership has provided meaningful opportunities built into regular staff meetings and part of the school's overall professional learning strategy; leadership team regularly reviews data</p>
<p>D. Does leadership and staff regularly model social, emotional, and cultural competencies in their language and interactions with other staff, students, families, and community partners; and the leadership team has built supportive relationships with staff and regularly acknowledge staff efforts and contributions?</p>	<p><input type="radio"/> Not yet</p> <p><input type="radio"/> The leadership team is developing an approach</p> <p><input checked="" type="radio"/> Yes, leadership and staff regularly model social, emotional, and cultural competencies; staff efforts and contributions are sometimes acknowledged.</p> <p><input type="radio"/> Yes, leadership and staff regularly model social, emotional, and cultural competencies; leadership team has built supportive relationships</p>
<p>E. Are policies/procedures written to allow teachers both individual and collaborative time to use data and plan to meet student learning goals, cultivating mutual respect and collegiality among staff?</p>	<p><input type="radio"/> No</p> <p><input type="radio"/> Yes, but not scheduled</p> <p><input checked="" type="radio"/> Yes, individual or collaborative time, bi-weekly</p> <p><input type="radio"/> Yes, both individual and collaborative time weekly</p>
<p>F. Does leadership know federal and state requirements and the necessary support for teaching special populations?</p>	<p><input type="radio"/> No</p> <p><input type="radio"/> Yes, some</p> <p><input type="radio"/> Yes, most</p> <p><input checked="" type="radio"/> Yes</p>

**Possible Evidence:**

- Meeting notes/minutes from Leadership Team meetings
- Evidence of vision, mission and core beliefs posted in office areas and classrooms
- School calendar / Schedules
- Meeting notes/minutes from staff meetings
- Integrated action plans

- PLC notes
- Data dashboard / data books / notes / wall or other evidence that data is shared in timely and useable format, or student data books / notes / wall
- Staff and stakeholder surveys
- Lesson plans (high expectations, data informed instruction, goals...)
- Classroom observations or Classroom environment audits for evidence of high expectations
- Compliance with state and Federal regulations
- Professional Learning Calendar

**Comments and Notes:**

**Indicator 1.3 - Our leadership competently manages school operations to provide a safe, inclusive and effective learning environment.**

**Indicator Average Score: 2.00**

**Ideal Output:** Students believe that the school environment is psychologically, physically, and academically safe.

**Elements:**

Element	Response
A. Does the leadership identify resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment?	<input type="radio"/> No <input type="radio"/> The leadership identifies minimal resources <input checked="" type="radio"/> Yes, the leadership identifies sufficient resources <input type="radio"/> Yes, the leadership identifies multiple resources
B. Are school buildings, equipment, and furnishings	<input type="radio"/> No, severely lacking and there are safety concerns

designed and maintained for the optimal safety of everyone who uses them?

- Some are lacking
- Yes, most
- Yes, all

C. Are the school safety and emergency preparedness plans current, disseminated to all, and subject to regular review and amendment, and practiced regularly?

- No safety plans
- No, plans are not current, disseminated, or subject to regular review and amendment, or practiced
- Yes, plans are current and disseminated, but are not reviewed regularly and/or practiced
- Yes

**Possible Evidence:**

- Procedures and plans relative to emergency preparedness
- Site audit of facilities, equipment, furniture and resources
- School wide MTSS plan
- Behavioral referral data

**Comments and Notes:**

**Indicator 1.4 - Our leadership collaborates with staff, family and community members to meet diverse local community interests and needs.**

**Indicator Average Score: 2.40**

**Ideal Output:** Students, family, and community are actively involved as partners with the school.

**Elements:**

Element	Response
<p>A. Are the leadership and staff deeply knowledgeable about students' experiences, cultural backgrounds, and the local community context? Do school leadership, staff, students, families, and community members work in partnership to develop practices and make decisions that create a more inclusive and equitable school community.</p>	<p> <input type="radio"/> Leadership and staff are not yet familiar  <input type="radio"/> Leadership and staff are familiar  <input type="radio"/> Leadership and staff are somewhat knowledgeable and apply it to decisions  <input checked="" type="radio"/> Yes         </p>
<p>B. How does the leadership collect and review data about community interests and needs as well as the environment in which the local school resides?</p>	<p> <input type="radio"/> No data is collected  <input type="radio"/> Collects but does not review data  <input checked="" type="radio"/> Collects and reviews some data  <input type="radio"/> Yes, systematically collects and reviews         </p>
<p>C. Does the leadership provide meaningful, formal and informal opportunities for families and community members to interact with the school?</p>	<p> <input type="radio"/> No  <input type="radio"/> Minimal  <input checked="" type="radio"/> Some  <input type="radio"/> Yes, numerous         </p>
<p>D. How often does the leadership regularly share data through various parent-friendly venues?</p>	<p> <input type="radio"/> None shared  <input type="radio"/> Minimally  <input type="radio"/> Sometimes  <input checked="" type="radio"/> Regularly         </p>
<p>E. Does the leadership develop and use a wide variety of communication strategies to encourage collaboration among the diverse members of the community?</p>	<p> <input type="radio"/> No  <input type="radio"/> Minimal  <input checked="" type="radio"/> Some  <input type="radio"/> Yes, a wide variety         </p>
<p><b>Possible Evidence:</b></p>	



- Family involvement activity calendar
- Meeting notes/minutes from Stakeholder meetings
- Meeting notes/minutes from Leadership Team meetings
- Meeting notes/minutes from staff meetings

**Comments and Notes:**

**Indicator 1.5** - Our leadership implements a system of academic and fiscal accountability to ensure every student's success. **Indicator Average Score: 2.13**

**Ideal Output:** High student academic achievement and growth indicate a strong integrated infrastructure supporting every student's success.

**Elements:**

Element	Response
A. Does the leadership effectively balance administrative tasks and instructional leadership responsibilities?	<input type="radio"/> No <input type="radio"/> Attempts to <input checked="" type="radio"/> Sometimes <input type="radio"/> Yes
B. Does the principal maintain oversight of fiscal resources?	<input type="radio"/> No <input type="radio"/> Yes, with no input <input checked="" type="radio"/> Yes, with some input <input type="radio"/> Yes, with the leadership team

<p>C. Does the leadership team use a robust data-based decision-making process to evaluate school needs including sufficient time for staff input into the whole process?</p>	<p> <input type="radio"/> No  <input type="radio"/> Uses a data-based decision-making process, without staff input  <input checked="" type="radio"/> Uses data-based decision-making process with some time for staff input  <input type="radio"/> Yes </p>
<p>D. Does our LEA and/or school provide access to a student information system containing sufficient data to make informed decisions, such as behavioral, SEL, attendance, EL, IEP, dropout, graduation rate, formative assessments, district interim/ benchmark, classroom summative assessments, health and academic screenings, diagnostic tests, end of course assessments, state assessments, course enrollment, program participation and schedules as well as teacher observations, and student reflection?</p>	<p> <input type="radio"/> No  <input type="radio"/> Access to limited data and/or it is not provided in a timely way  <input type="radio"/> Access to some data, but not in real time  <input checked="" type="radio"/> Yes, in real time </p>
<p>E. Does Leadership demonstrate the value and use of data; and lead a data-driven, collaborative culture by supporting teachers in overcoming the barriers to effective data use; ensuring that instructional staff has the understanding, training and ability to access the school's data systems and tools to develop learning goals or targets and track progress for each student throughout the year?</p>	<p> <input type="radio"/> Not yet  <input type="radio"/> Attempts being made  <input checked="" type="radio"/> In beginning stages  <input type="radio"/> Yes, absolutely </p>
<p>F. Is the school calendar established and acknowledged by the LEA, before the school year begins, with a detailed data plan that includes: professional development, assessment administration dates, and scheduled data meetings to analyze, interpret, and discuss proper utilization of the data results to plan instruction?</p>	<p> <input type="radio"/> School data calendar is not developed before school begins or LEA function  <input type="radio"/> An attempt is made to establish a school data calendar, but changes are often required by the LEA  <input checked="" type="radio"/> Yes, for some  <input type="radio"/> Yes, for all </p>

<p>G. Does the leadership ensure that there is a continuum of supports that meet the academic, social, emotional, and behavioral needs of all students and has accountability practices to monitor the supports?</p>	<p><input type="radio"/> No  <input type="radio"/> The leadership is developing a continuum of supports  <input checked="" type="radio"/> Expects a continuum of supports but does not ensure it  <input type="radio"/> Yes, ensures a continuum of supports</p>
<p>H. Are evidence-based practices in place, to facilitate frequent, ongoing data-driven conversations related to student learning with all stakeholders?</p>	<p><input type="radio"/> No  <input type="radio"/> Inconsistent practices are used  <input checked="" type="radio"/> Some systems  <input type="radio"/> Yes, evidence-based practices are in place</p>

**Possible Evidence:**

- Assessment audit
- Balanced assessment system
- Assessment calendar
- Intervention calendar
- Intervention implementation plan
- Data decision making model
- Data dashboard or other evidence that data is shared in timely and useable format
- Conversation notes
- Schoolwide budget tracking sheet

**Comments and Notes:**

**Indicator 1.6** - Our leadership commits to recruiting effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners. **Indicator Average Score: 3.00**

**Ideal Output:** Students' diverse needs are being met by appropriately certified and effective teachers in every classroom.

**Elements:**

Element	Response
A. Does the LEA and/or school leadership have a recruitment plan in place and follow it to actively recruit a diverse workforce of appropriately certified teachers?	<input type="radio"/> No <input type="radio"/> Yes, but it is not followed <input type="radio"/> Yes, but it isn't always followed <input checked="" type="radio"/> Yes
B. Does the LEA and/or school Leadership have a recruitment plan in place and follows it to actively recruit teachers to meet the needs of diverse learners?	<input type="radio"/> No <input type="radio"/> Yes, but it is not followed <input type="radio"/> Yes, but it isn't always followed <input checked="" type="radio"/> Yes
C. Does the LEA and/or school leadership have a recruitment plan in place to actively recruit effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness?	<input type="radio"/> No <input type="radio"/> Yes, but it is not followed <input type="radio"/> Yes, but it isn't always followed <input checked="" type="radio"/> Yes

**Possible Evidence:**

- Recruitment plans
- Hiring protocols and procedures
- Hiring records

**Comments and Notes:**

**Indicator 1.7** - Our leadership commits to retaining effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners. **Indicator Average Score: 3.00**

**Ideal Output:** Students' diverse needs are being met by appropriately certified and effective "continuing" teachers in every classroom.

**Elements:**

Element	Response
A. Does the LEA and/or school leadership have a retention plan in place and follow it to actively retain a diverse workforce of appropriately certified teachers?	<input type="radio"/> No <input type="radio"/> Yes, but it is not followed <input type="radio"/> Yes, but it isn't always followed <input checked="" type="radio"/> Yes
B. Does the LEA and/or school Leadership have a plan in place to actively retain teachers to meet the needs of diverse learners?	<input type="radio"/> No <input type="radio"/> Yes, but it is not followed <input type="radio"/> Yes, but it isn't always followed <input checked="" type="radio"/> Yes
C. Does the LEA and/or school leadership have a plan in place to actively retain effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness?	<input type="radio"/> No <input type="radio"/> Yes, but it is not followed <input type="radio"/> Yes, but it isn't always followed

Yes

**Possible Evidence:**

- Written retention plan
- Teacher evaluations
- Evidence of appropriate certification

**Comments and Notes:**

**Indicator 1.8 - Our leadership commits to equitably distributing effective and highly effective teachers, as defined by the Arizona Framework for Measuring Educator Effectiveness, among all schools to meet the needs of diverse learners.**

**Indicator Average Score: 3.00**

**Ideal Output:** Students of color, students economically disadvantaged and students with special needs are not taught by inexperienced, unqualified, or ineffective educators at higher rates than students outside those demographics.

**Elements:**

Element	Response
A. Does the LEA and/or school Leadership have a plan in place and follow it to equitably distribute effective and highly effective teachers to meet the needs of diverse learners?	<p><input type="radio"/> No</p> <p><input type="radio"/> Yes, but it is not followed</p> <p><input type="radio"/> Yes, but it isn't always followed</p> <p><input checked="" type="radio"/> Yes</p>

**Possible Evidence:**

- Written equitable distribution plan
- Teacher evaluations

**Comments and Notes:**

**Indicator 1.9** - Our leadership commits to drive continuous improvement.

**Indicator Average Score: 2.00**

**Ideal Output:** All students benefit from data driven decision making through improved programs impacting classrooms, schools and communities.

**Elements:**

Element	Response
A. Does the leadership team use a structured, ongoing process to collect, reflect on, and use implementation and outcome data to inform school level decisions during each meeting. The team is empowered to lead staff in this process by regularly (at least quarterly) communicating their findings and creating opportunities to use data to drive continuous improvement at the school, classroom, family, and community level?	<ul style="list-style-type: none"><li><input type="radio"/> The leadership team has not yet developed a structured and ongoing process</li><li><input type="radio"/> The leadership team is in the early stages of developing a structured and ongoing process</li><li><input checked="" type="radio"/> Yes, used at strategic times (e.g., the beginning and end of each year), but does not yet happen consistently at each team meeting. The team communicates with and includes staff in this process on an annual basis</li></ul>
	<ul style="list-style-type: none"><li><input type="radio"/> Yes, a structured, ongoing process to collect, reflect on, and use implementation and outcome data to</li></ul>

inform school level decisions during each meeting.

B. Does the leadership team use a full range of implementation data and disaggregated outcome data to track progress toward school goals and monitor outcomes? Is staff highly skilled at data reflection and planning and have dedicated time and resources to engage meaningfully in regular cycles of continuous improvement?

- Not yet
- The leadership team has begun to use some data and staff are developing the skills necessary to engage in cycles of continuous improvement
- Yes, and staff have the time and skills necessary to engage in cycles of continuous improvement
- Yes, and staff are highly skilled at data reflection and planning and have dedicated time and resources to engage meaningfully in regular cycles of continuous improvement

**Possible Evidence:**

- Site leadership meeting notes and agendas
- Policy or procedures for continuous improvement
- Data cycle documents

**Comments and Notes:**



**\*Based on trends and patterns, identify possible primary needs for Principle 1 - Effective Leadership:**

Better communication and more timely support from administration to teachers is required. More effective academic accountability procedures need to be instituted.

Principles 1-6 (REQUIRED)

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**Principle 2 - Effective Teachers and Instruction**      **Principle Average Score: 2.68**

Effective instruction occurs with quality teaching in a student-centered, safe environment where there are high expectations for all students to succeed. Teachers have a solid knowledge of the content they teach and a common understanding of the content standards and curricula. Effective teachers intentionally plan, emphasize evidence-based practices in their lessons, and utilize a balanced assessment system to make instructional decisions for all students.

**Indicator 2.1** - Our teachers maintain high academic, behavioral and social emotional learning expectations for all students.      **Indicator Average Score: 3.00**

**Ideal Output:** Students are self-sufficient learners within a safe, supportive, and collaborative environment.

**Elements:**

Element	Response
A. How many teachers' commitments and actions demonstrate high expectations for all learners?	<input type="radio"/> None yet

		<input type="radio"/> Few <input type="radio"/> Some <input checked="" type="radio"/> All
<p>B. How many teachers establish goals and high expectations for all student learning in all content areas, including goals for closing achievement gaps, when applicable?</p>		<input type="radio"/> None yet <input type="radio"/> Few <input type="radio"/> Some <input checked="" type="radio"/> All
<p>C. Do teachers plan rigorous instruction?</p>		<input type="radio"/> None yet <input type="radio"/> Few classrooms <input type="radio"/> In some classrooms <input checked="" type="radio"/> Yes, in all classrooms
<p>D. Is there classroom evidence of data use informing instruction?</p>		<input type="radio"/> No <input type="radio"/> In just a few classrooms <input type="radio"/> In some classrooms <input checked="" type="radio"/> Yes, in all classrooms
<p>E. Do teachers monitor evidence of student learning to determine if sufficient progress is being achieved and make any necessary adjustments?</p>		<input type="radio"/> Not yet <input type="radio"/> Few teachers <input type="radio"/> Some teachers <input checked="" type="radio"/> Yes, all teachers
<p>F. Do teachers purposefully and intentionally use MTSS principles to create an environment that empowers all students to be successful in their learning and reach expected levels of achievement?</p>		<input type="radio"/> Not yet <input type="radio"/> Very few teachers <input type="radio"/> Some teachers <input checked="" type="radio"/> Yes, all teachers
<p>G. Do teachers create a classroom environment where students hold themselves accountable for their</p>		<input type="radio"/> Not yet

individual learning?

- Very few teachers
- Some teachers
- Yes, all teachers

**Possible Evidence:**

- Classroom policies and procedures
- Student surveys/Student interviews
- Teacher lesson plans
- Student work samples and goal setting documents

**Comments and Notes:**

**Indicator 2.2** - Our teachers have shared knowledge of the content standards, curricula and social emotional learning practices. **Indicator Average Score: 3.00**

**Ideal Output:** Every student receives the same guaranteed and viable curriculum, aligned to state standards.

**Elements:**

Element	Response
A. Is depth of knowledge evident in lessons?	<ul style="list-style-type: none"><li><input type="radio"/> No</li><li><input type="radio"/> Some knowledge of some content areas</li><li><input type="radio"/> Some depth of knowledge in most content areas</li><li><input checked="" type="radio"/> Yes, in all content areas</li></ul>

<p>B. How much content aligns with the state standards?</p>	<p> <input type="radio"/> None  <input type="radio"/> Very little  <input type="radio"/> Some  <input checked="" type="radio"/> All         </p>
<p>C. How many grade level teams/content areas have a common understanding of the content standards and social emotional learning practices?</p>	<p> <input type="radio"/> None yet  <input type="radio"/> Few  <input type="radio"/> Some  <input checked="" type="radio"/> All         </p>
<p>D. Are curricula implemented with fidelity?</p>	<p> <input type="radio"/> No  <input type="radio"/> Some, with loose fidelity  <input type="radio"/> Some, with some fidelity  <input checked="" type="radio"/> Yes, all with complete fidelity         </p>

**Possible Evidence:**

- PLC team minutes/agendas
- Classroom observations
- Teacher lesson plans
- Informal student assessment information
- Curriculum mapping and/or pacing guides
- Classroom behavior data

**Comments and Notes:**

**Indicator 2.3** - Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing Universal Design for Learning. **Indicator Average Score: 2.80**

**Ideal Output:** Students receive comprehensive lessons designed to meet the needs of all learners.

**Elements:**

Element	Response
A. Is instruction aligned with standards?	<input type="radio"/> Most instruction is not <input type="radio"/> Limited <input type="radio"/> Yes, some <input checked="" type="radio"/> Yes, all
B. Does lesson planning include learning goals, success criteria, and possible student misconceptions?	<input type="radio"/> Not yet <input type="radio"/> Learning goals only <input type="radio"/> Yes, but not possible student misconceptions <input checked="" type="radio"/> Yes, all
C. Is understanding of each student's cultural background and prior knowledge evident in planning?	<input type="radio"/> No <input type="radio"/> Little understanding <input type="radio"/> Some understanding <input checked="" type="radio"/> Yes
D. Do teachers use Universal Design for Learning (UDL) in planning lessons (UDL is specifically stated in ESSA)?	<input type="radio"/> Very few, if any <input type="radio"/> Some <input checked="" type="radio"/> Most <input type="radio"/> Yes, all
E. Is pacing appropriate for the group and all individual	

students?

- Not appropriate for the group or individual students
- For some of the group but not for individual students
- Yes, for the group and some individual students
- Yes

**Possible Evidence:**

- Formal and informal student assessment information analyzed
- Teacher lesson plans
- UDL framework
- Classroom observations
- Evidence of differentiated instruction
- Grade level or content meeting minutes
- Evidence of classroom level RTI

**Comments and Notes:**

**Indicator 2.4** - Our teachers implement evidenced-based, rigorous and relevant instruction. **Indicator Average Score: 2.36**

**Ideal Output:** Students are engaged in classrooms where they are encouraged to take responsibility for their own learning through effective instruction.

**Elements:**

Element	Response
A. Do students have access to grade level appropriate general education curriculum?	<input type="radio"/> Very few <input checked="" type="radio"/> Some <input type="radio"/> Most <input type="radio"/> Yes, all
B. Is teaching for understanding by all students the primary outcome for all lessons?	<input type="radio"/> Not yet <input type="radio"/> For some lessons <input checked="" type="radio"/> For most lessons <input type="radio"/> Yes, for all lessons
C. Do teachers intentionally develop and utilize scaffolded questions at a variety of levels of depth of knowledge?	<input type="radio"/> No <input type="radio"/> Teachers ask some spontaneous questions <input type="radio"/> Yes, without intentionality <input checked="" type="radio"/> Yes, very intentionally
D. Do teachers employ a variety of student engagement strategies and best practices?	<input type="radio"/> Not yet <input type="radio"/> Some <input type="radio"/> Yes, most <input checked="" type="radio"/> Yes, all
E. Do teachers use evidence-based interventions, strategies, and routines?	<input type="radio"/> Not yet <input type="radio"/> Some <input checked="" type="radio"/> Yes, most <input type="radio"/> Yes, all
F. Do teachers consistently guide classroom discourse through providing students with multiple modes and opportunities to contribute, question, and explore content?	<input type="radio"/> Not yet <input type="radio"/> Rarely <input checked="" type="radio"/> Sometimes



		<input type="radio"/> Yes, consistently
<p>G. How often do teachers provide opportunities for students to construct their knowledge including an allowance and support of productive struggle with new ideas?</p>		<input type="radio"/> Not yet <input type="radio"/> Minimal opportunities <input checked="" type="radio"/> A few opportunities <input type="radio"/> Regularly
<p>H. Is collaboration is valued and consistently evident between teacher to student and student to student?</p>		<input type="radio"/> Not yet <input type="radio"/> Is rarely evident <input type="radio"/> Seems valued and sometimes evident <input checked="" type="radio"/> Yes, is valued and consistently evident
<p>I. Is a variety of grouping strategies used intentionally to meet the needs of all students?</p>		<input type="radio"/> Not yet <input type="radio"/> Very limited <input type="radio"/> Yes, some <input checked="" type="radio"/> Yes, quite a variety
<p>J. Is feedback to students specific and actionable?</p>		<input type="radio"/> No <input type="radio"/> Some specific feedback but never actionable <input type="radio"/> Specific but not always actionable <input checked="" type="radio"/> Yes
<p>K. Is there coherence across all content areas with value placed on real-world applications and experience?</p>		<input type="radio"/> No <input type="radio"/> Limited <input checked="" type="radio"/> Some <input type="radio"/> Yes
<p><b>Possible Evidence:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Classroom observations</li> <li><input checked="" type="checkbox"/> Evidence of differentiated instruction</li> </ul>		

- ✓ Evidence of classroom level RTI
- ✓ Teacher lesson plans
- ✓ Flexible student groupings evident
- ✓ Continuum of service options for special populations (SPED, EL, etc.)
- ✓ Classroom policies and procedures
- ✓ Student surveys/Student interviews
- ✓ Student data portfolios/Student data evident in classroom
- ✓ PLC team minutes/agendas
- ✓ Curriculum mapping
- ✓ Report cards
- ✓ Progress reports
- ✓ Parent Meetings

**Comments and Notes:**

The stakeholders chose to move \$10,000 to the Title I program from the Title IV-A program in order to enhance the program and provide a variety of strategies to meet the individual needs of the student to strengthen their reading.

**Indicator 2.5** - Our teachers have a strong understanding of types of assessment.

**Indicator Average Score: 3.00**

**Ideal Output:** Students and teachers collaboratively utilize assessment data to plan, drive, and evaluate student learning outcomes.

**Elements:**

Element	Response
A. Do teachers understand and implement a balance of	<input type="radio"/> No

assessment types?	<input type="radio"/> Few <input type="radio"/> Some <input checked="" type="radio"/> Yes, all
B. Are formative assessments or assessments for learning an essential part of instruction?	<input type="radio"/> Not yet <input type="radio"/> Infrequently <input type="radio"/> Limited <input checked="" type="radio"/> Yes
C. Are students a fundamental part of the assessment process and fully involved in data analysis, goal setting, and progress monitoring?	<input type="radio"/> No <input type="radio"/> Minimally included <input type="radio"/> Partially included <input checked="" type="radio"/> Yes
D. How many teachers use differentiated, in-the-moment, checks for understanding and in-class assessments to ensure individual student progress between benchmark assessments?	<input type="radio"/> None <input type="radio"/> Few <input type="radio"/> Some <input checked="" type="radio"/> All
E. How many teachers use evidence of learning (both qualitative and quantitative data) to determine the next instructional steps and provide actionable feedback to students?	<input type="radio"/> None <input type="radio"/> Few <input type="radio"/> Some <input checked="" type="radio"/> All
F. Are classroom summative assessment, regularly scheduled interim/ benchmark assessment and state assessment data used appropriately?	<input type="radio"/> No <input type="radio"/> Summative but benchmark or interim not given <input type="radio"/> Some data is used <input checked="" type="radio"/> Yes, all data is used
G. What access to timely, user-friendly, data reports, which include item-level analysis, standards-level	<input type="radio"/> None

analysis and subgroup achievement do your educators have?	<input type="radio"/> All educators have access but is not timely or user-friendly or include item-level analysis <input type="radio"/> All educators have access but there is a lag time <input checked="" type="radio"/> All educators have real time access
H. Are diagnostics and screeners available and used appropriately?	<input type="radio"/> No <input type="radio"/> Available but not used <input type="radio"/> Available but not used on a regular basis <input checked="" type="radio"/> Yes
I. Is data used for federal and state accountability precisely defined and understood?	<input type="radio"/> No <input type="radio"/> Loosely defined and understood <input type="radio"/> Generally defined and understood <input checked="" type="radio"/> Yes

**Possible Evidence:**

- Evidence of user friendly data provided to teachers
- Teacher lesson plans
- Classroom observations
- Evidence of RTI and/or referral process
- PLC team minutes/agendas
- Assessment plan implemented
- Assessment system for instructional purposes
- Student surveys/Student interviews
- Student data evident in classroom/Student data portfolios

**Comments and Notes:**

**Indicator 2.6** - Our teachers and appropriate other staff participate in ongoing, appropriate professional learning opportunities. **Indicator Average Score: 2.40**

**Ideal Output:** Student achievement and growth increase due to teachers/staff actively engaged in differentiated professional learning.

**Elements:**

Element	Response
A. Are professional learning opportunities for staff on content knowledge, standards and lesson planning consistently embedded, varied, aligned to needs and differentiated?	<input type="radio"/> No <input type="radio"/> One-size fits all or not aligned or embedded <input checked="" type="radio"/> Yes, most and frequently embedded, varied, aligned to needs and differentiated <input type="radio"/> Yes, all and are consistently embedded, varied, aligned to needs and differentiated
B. Are professional learning opportunities offered in evidence based instructional practice? (i.e., pedagogy, engagement strategies, UDL, classroom management)	<input type="radio"/> No <input type="radio"/> One-size fits all or not aligned or embedded <input checked="" type="radio"/> Yes, and frequently embedded, varied, aligned to needs and differentiated <input type="radio"/> Yes, and are consistently embedded, varied, aligned to needs and differentiated
C. Are professional learning opportunities offered in	<input type="radio"/> No

assessment and data use?

- One-size fits all or not aligned or embedded
- Yes, most and frequently embedded, varied, aligned to needs and differentiated
- Yes, all and consistently embedded, varied, aligned to needs and differentiated

D. Are professional learning opportunities offered in collaboration and professional learning communities?

- No
- One-size fits all or not aligned or embedded
- Yes, most and frequently embedded, varied, aligned to needs and differentiated
- Yes, all and consistently embedded, varied, aligned to needs and differentiated

E. Are professional learning opportunities offered in social emotional learning, trauma sensitive, and culturally relevant practices?

- No
- One-size fits all or not aligned or embedded
- Yes, most and frequently embedded, varied, aligned to needs and differentiated
- Yes, all and consistently embedded, varied, aligned to needs and differentiated

**Possible Evidence:**

- PLC team minutes/agendas
- Job embedded professional learning
- Teachers seek professional development, are engaged in professional learning, and/or help plan professional learning opportunities

**Comments and Notes:**

**Indicator 2.7** - Our teachers collaborate with other teachers, administrators, families, and education professionals to ensure the success of all students.

**Indicator Average Score: 2.17**

**Ideal Output:** Students excel within a collaborative educational community which focuses on the holistic student.

**Elements:**

Element	Response
<p>A. Are professional learning communities regularly scheduled and do they focus on increasing student learning?</p>	<p> <input type="radio"/> No  <input type="radio"/> Scheduled but do not focus on increasing student learning  <input checked="" type="radio"/> Sporadically  <input type="radio"/> Yes                 </p>
<p>B. How often is articulation, across content areas and grade levels, scheduled?</p>	<p> <input type="radio"/> Not yet  <input type="radio"/> Sporadically  <input checked="" type="radio"/> Not always regularly  <input type="radio"/> Frequently and regularly                 </p>
<p>C. Do educators understand our framework for collecting, storing, accessing, and disseminating district, school, and student-level data?</p>	<p> <input type="radio"/> No  <input type="radio"/> A few  <input checked="" type="radio"/> Some                 </p>


<p>D. Do educators continuously access, interpret, analyze, act upon, and communicate multiple types of data from the classroom, the school, the district or charter holder, the state and other sources (e.g., research, community data, etc.) to improve student outcomes?</p>	<p><input type="radio"/> Yes, all</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Some, infrequently</p> <p><input checked="" type="radio"/> Some, sporadically</p> <p><input type="radio"/> Yes, all continuously</p>
<p>E. Do ongoing coaching and mentoring opportunities exist?</p>	<p><input type="radio"/> Not yet</p> <p><input type="radio"/> A few</p> <p><input checked="" type="radio"/> Some</p> <p><input type="radio"/> Yes, many</p>
<p>F. Do ongoing collaborative efforts between the teacher and Data/ Leadership team/ administrator lead to explicit, data-based teacher action plans for whole-class instruction, small groups, interventions, and before/after-school activities to support improved instruction and student outcomes?</p>	<p><input type="radio"/> No</p> <p><input type="radio"/> General plans only</p> <p><input type="radio"/> Some explicit, data-based teacher action plans</p> <p><input checked="" type="radio"/> Yes, explicit, data-based teacher action plans</p>

**Possible Evidence:**

- Evidence of user friendly data provided to teachers
- PLC team minutes/agendas
- Classroom observations
- Curriculum mapping
- Coaching/mentoring for teachers evident
- Teachers provided regular assessment data and training on analysis
- Teachers provide regular feedback to admin/team regarding data use and needs
- Data use framework embedded in teacher instruction and planning
- Regular parent communication from teacher (newsletter, email blasts, etc.)
- Professional development offerings include data use and communication results
- Assessment plan implemented



**Comments and Notes:**



**\*Based on trends and patterns, identify possible primary needs for Principle 2 - Effective Teachers and Instruction:**

Teachers need to improve instruction planning that supports every student. Assessment should drive instruction. High quality, professional learning needs to be more available. Greater collaboration is needed.

Principles 1-6 (REQUIRED)

Destiny School, Inc. (048701000) Charter District - FY 2022 - **Low Risk** - Global Hold(s): (2023) - Destiny School (048701001) Charter School - School Integrated Action Plan (SIAP) - Rev 1

**Principle 3 - Effective Organization of Time**      Effective schools organize their time to support the vision of academic and social emotional success for all students. Students have appropriate instructional and non- instructional time to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.      **Principle Average Score: 2.12**

**Indicator 3.1** - Our school year/calendar is organized to maximize instruction.      **Indicator Average Score: 2.00**

**Ideal Output:** Student achievement and growth increase as students participate in a variety of intervention and enrichment programs.

**Elements:**

Element	Response
A. Does school offer well-rounded intervention and enrichment summer programs that are well planned, targeted, evidence-based; with an evaluation component?	<input type="radio"/> No/ School does not have summer programs <input type="radio"/> One but not both <input checked="" type="radio"/> Yes, but no evaluation component <input type="radio"/> Yes
B. Does the school offer well-rounded intersession	<input type="radio"/> No/ School does not have intersessions

programs for both intervention and enrichment? (if applicable)

- No  
 One but not both  
 Yes

**Possible Evidence:**

- Planning meeting minutes
- School Calendar
- Overview of Summer program enrichment and intervention offerings
- Overview of Intercession enrichment and intervention offerings

**Comments and Notes:**

**Indicator 3.2** - Our school day is organized to maximize well-rounded instruction. **Indicator Average Score: 2.60**

**Ideal Output:** Students are engaged in a comprehensive instructional program supported by effective and efficient use of time.

**Elements:**

Element	Response
A. Does the master schedule reflect the mission, vision and core values of the school?	<p><input type="radio"/> No <input type="radio"/> Somewhat <input type="radio"/> Mostly <input checked="" type="radio"/> Yes, reflects all</p>

<p>B. Do classroom daily schedules optimize instructional time in all content areas?</p>	<p><input type="radio"/> No  <input type="radio"/> ELA and MATH only  <input type="radio"/> Some  <input checked="" type="radio"/> Yes, all</p>
<p>C. Does the scheduling meet requirements for all subgroups?</p>	<p><input type="radio"/> Subgroup populations are not considered  <input type="radio"/> Few  <input type="radio"/> Some  <input checked="" type="radio"/> Yes, all</p>
<p>D. Schedules permit daily evidence-based tiered academic, behavioral and social emotional interventions and enrichment?</p>	<p><input type="radio"/> No  <input type="radio"/> Some, not all  <input type="radio"/> Yes, all but not daily  <input checked="" type="radio"/> Yes, all daily</p>
<p>E. Does the school have dedicated time during the school day for all students to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction?</p>	<p><input type="radio"/> Not yet  <input checked="" type="radio"/> For some students in some classrooms  <input type="radio"/> Yes, for all students in all classrooms  <input type="radio"/> Yes, for all students in all classrooms and SEL instruction is connected to other opportunities for practicing and reflecting on SEL competencies throughout the day</p>

**Possible Evidence:**

- Planning meeting minutes
- PLC agendas and minutes
- Bell schedule
- Daily schedules
- Lesson plans
- Intervention schedules

- Governing Board Policies/ Professional Days
- 21st Century Learning, after school activities, extra-curricular activities
- RED, MET, IEP meeting schedules

**Comments and Notes:**

**Indicator 3.3** - Our school day is organized to ensure sufficient time for non-instructional activities for students and staff. **Indicator Average Score: 2.67**

**Ideal Output:** Students are engaged in non-instructional programs that offer cognitive, social, emotional, and physical benefits.

**Elements:**

Element	Response
A. Are there daily, regularly scheduled, safe and well-supervised recesses offering cognitive, social, emotional, and physical benefits?	<input type="radio"/> No <input type="radio"/> Recesses are scheduled but are not always well-supervised <input type="radio"/> Scheduled, but not always followed <input checked="" type="radio"/> Yes
B. Is lunchtime scheduled so that students have plenty of time to leisurely eat adequate amounts of food to meet their nutritional needs?	<input type="radio"/> Insufficient time (less than 10 minutes) <input type="radio"/> Minimal time <input type="radio"/> Adequate time <input checked="" type="radio"/> Yes, leisurely

C. Are co-curricular activities available for all students?

- No
- Very limited
- Some
- Yes, a large variety

**Possible Evidence:**

- Teacher duty lists (indicated supervised recess time for students)
- Food and Nutrition policies and procedures
- Co-curricular activity calendar and participation numbers
- Bell Schedules for recesses and lunch
- Governing Board Policies/ Professional Days
- 21st Century Learning, after school activities, extra-curricular activities

**Comments and Notes:**

**Indicator 3.4 - Our professional (contract) day is structured to support professional learning for all teachers and staff.**

**Indicator Average Score: 1.00**

**Ideal Output:** Student attitudes reflect an understanding of a shared culture of life-long learning.

**Elements:**

Element	Response
A. Does professional learning includes job-embedded	<input type="radio"/> No

opportunities?

- Few
- Yes, some
- Yes, many

B. Does scheduling provide time for professional learning?

- No
- Yes

C. Are opportunities provided for staff to support their ongoing development and recertification requirements?

- No
- Yes

D. Are opportunities provided for peer to peer observation and feedback and other collaboration?

- No
- Few
- Some
- Yes, many

**Possible Evidence:**

- Schedule of professional learning opportunities for faculty and staff
- Governing Board Policies/ Professional Days
- Peer to peer observation schedules
- Peer to peer observation notes
- Peer to peer feedback forms

**Comments and Notes:**

**Indicator 3.5 - Our professional (contract) day is organized to provide**

appropriate planning and preparation time as well as collaboration opportunities for all teachers, staff, and administrators to ensure continuous improvement.

**Indicator Average Score: 2.33**

**Ideal Output:** Students engage in cohesive, effectively planned and well-articulated instructional programs across content and grade levels.

**Elements:**

Element	Response
<p>A. Is there time reserved for Professional Learning Communities (PLCs) and data reflection through grade level/subject area common prep time?</p>	<p> <input type="radio"/> No  <input type="radio"/> Yes, monthly  <input checked="" type="radio"/> Yes, biweekly  <input type="radio"/> Yes, weekly         </p>
<p>B. Do regularly scheduled opportunities exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth?</p>	<p> <input type="radio"/> No  <input type="radio"/> Few  <input checked="" type="radio"/> Some  <input type="radio"/> Yes, regularly scheduled         </p>
<p>C. Does leadership support and ensure release time for teachers to participate in IEP meetings and needed planning to support diverse learners?</p>	<p> <input type="radio"/> No  <input type="radio"/> Support, but no time ensured  <input type="radio"/> Support and some time  <input checked="" type="radio"/> Yes, support and sufficient time         </p>

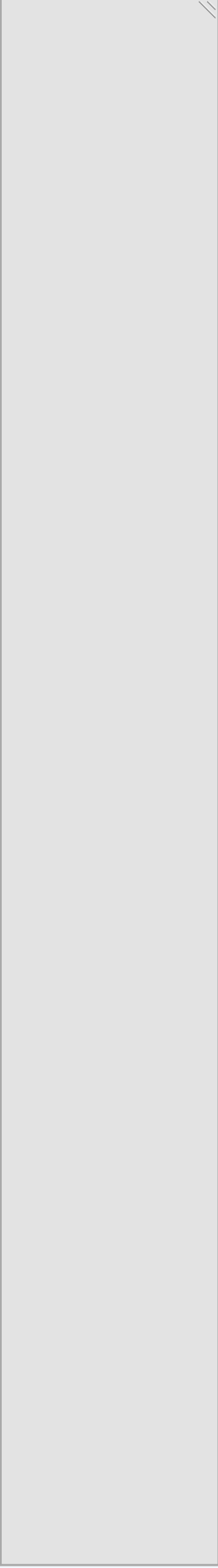
**Possible Evidence:**

- Professional day schedules
- Student contact daily schedules
- PLC schedules
- PLC agendas and minutes

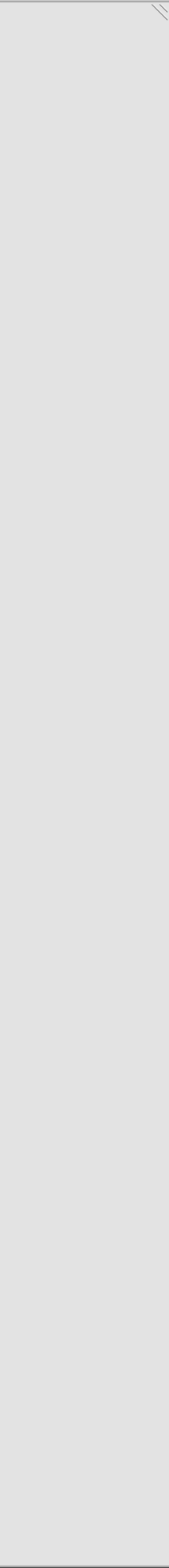


- Articulations between grade levels
- IEP meetings schedules

**Comments and Notes:**



**\*Based on trends and patterns, identify possible primary needs for Principle 3 - Effective Organization of Time:**  
Organize school day to allow for more professional learning opportunities. Incorporate more opportunities for collaboration.



Principles 1-6 (REQUIRED)

Destiny School, Inc. (048701000) Charter District - FY 2022 - **Low Risk** - Global Hold(s): (2023) - Destiny School (048701001) Charter School - School Integrated Action Plan (SIAP) - Rev 1

**Principle 4 - Effective Curriculum**

Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and schools adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable and challenging learning opportunities, high expectations for learning and access to a well-rounded education for all learners.

**Principle Average Score: 2.53**

**Indicator 4.1** - Our written curricula provide access to a well-rounded education that fully maximizes the potential of the education for all students.

**Indicator Average Score: 2.25**

**Ideal Output:** Students are engaged in a variety of disciplines resulting in a well-rounded education.

**Elements:**

Element	Response
A. Do students have access to a "Well Rounded Education", a wide variety of disciplines including physical education/health, music, the arts, world languages, social studies, environmental education, computer science and civics?	<input type="radio"/> No <input type="radio"/> Most students; some disciplines <input checked="" type="radio"/> All students including most disciplines <input type="radio"/> Yes, all students including all disciplines
B. Do students have access to a school media center?	<input type="radio"/> No <input checked="" type="radio"/> Class visits only, not staffed <input type="radio"/> Yes, but not staffed by a certified librarian

<p>C. Do all students have access to appropriate technology resources either through a 1:1 program or through embedded classroom technology?</p>	<p> <input type="radio"/> Yes, staffed by a certified librarian  <input type="radio"/> No  <input type="radio"/> Some  <input type="radio"/> Yes, however, resources are shared via computer labs, computer carts or personal technology devices  <input checked="" type="radio"/> Yes         </p>
<p>D. Do students have access to comprehensive digital citizenship instruction and supports with instruction based in an effective curriculum that results in digital safety and media literacy?</p>	<p> <input type="radio"/> No  <input type="radio"/> Some students have access  <input type="radio"/> All students have access however, the instruction is not based on ensuring digital safety and media literacy  <input checked="" type="radio"/> Yes, all         </p>

**Possible Evidence:**

- Classroom Observations
- Physical/online curricula for all disciplines with academic standards
- Master schedule includes all disciplines with academic standards for all grade levels
- Technology allocations

**Comments and Notes:**

**Indicator 4.2** - Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.

**Indicator Average Score: 3.00**

**Ideal Output:** Students have access to evidence-based curriculum and materials aligned to AZ State Standards.

**Elements:**

Element	Response
A. Does curricula align with the appropriate grade level and content standards?	<p><input type="radio"/> No</p> <p><input type="radio"/> Either/or, not both</p> <p><input type="radio"/> Mostly</p> <p><input checked="" type="radio"/> Yes</p>
B. Is there a current curriculum adoption process and a revision cycle in place that are consistently followed for all content areas?	<p><input type="radio"/> No</p> <p><input type="radio"/> Yes, but a revision cycle is in place only for Math and ELA</p> <p><input type="radio"/> Yes, but revision cycle is not always followed for all content areas</p> <p><input checked="" type="radio"/> Yes</p>

**Possible Evidence:**

- Coding and standards are present in all resources supporting disciplines with academic standards
- Adoption process is available/accessible to the public
- Revision cycle is public and includes multiple year cycle
- Adoption process includes a focus on alignment to state standards (content and ELP)
- Adoption cycle reflects what actually happened/occurred
- Includes public/parents/teachers/administrators/content experts/community and any interested parties

**Comments and Notes:**

**Indicator 4.3** - Our written curricula are evidence and standards based.

**Indicator Average Score: 2.50**

**Ideal Output:** Students are engaged in evidence-based curricula, addressing diverse learner needs (student, teacher, and parent) that promote a proper balance of cognitive knowledge levels.

**Elements:**

Element	Response
A. Do pacing guides provide flexibility based on diverse learner needs?	<p><input type="radio"/> No pacing guides exist</p> <p><input type="radio"/> No flexibility</p> <p><input checked="" type="radio"/> Some flexibility</p> <p><input type="radio"/> Yes, flexibility</p>
B. Do content learning progressions reflect an appropriate scope and sequence with coherence including vertical and horizontal alignment?	<p><input type="radio"/> No</p> <p><input type="radio"/> Questionable coherence and/or vertical and horizontal alignment</p> <p><input type="radio"/> Yes, with some alignment</p> <p><input checked="" type="radio"/> Yes</p>
C. Is a proper balance of cognitive demand frequently evident?	<p><input type="radio"/> No</p> <p><input type="radio"/> Rarely</p> <p><input type="radio"/> Sometimes</p> <p><input checked="" type="radio"/> Yes</p>

D. Do curricula address the academic and social emotional needs of teachers, students and parents?	<input type="radio"/> No <input type="radio"/> Rarely <input type="radio"/> Mostly <input checked="" type="radio"/> Yes
E. Does the school implement evidence-based curricular materials that meet one of the four tiers of evidence under the ESSA guidelines?	<input type="radio"/> Vary throughout the school with no consistency and do not align to one of the four tiers of evidence <input checked="" type="radio"/> ELA or MATH only <input type="radio"/> ELA and MATH only <input type="radio"/> Yes, all curricular areas
F. Is evidence of a strong value for diversity, inclusion and equity easily apparent throughout the curricula. Do curricular change efforts integrate a value for diversity, inclusion and equity as an informing influence?	<input type="radio"/> No <input type="radio"/> Minimal and efforts to change the curriculum do not explicitly acknowledge the importance <input type="radio"/> In certain areas and not in others <input checked="" type="radio"/> Yes

**Possible Evidence:**

- Pacing guides are available for all disciplines with academic standards
- Flexibility is provided in pacing guides on a number of indicators (remediation)
- Scope and sequence resources are provided for all disciplines with academic standards
- Horizontal and vertical alignment is evident in written curricula
- Tasks and activities have a depth of knowledge (DOK) range of 1 through 3
- Curriculum audit results (including equity and diversity)
- Written Curricula provide content support for teachers, students and parents

**Comments and Notes:**

**Indicator 4.4** - Our written curricula accommodate the needs of all learners, including culturally relevant academic, behavioral and social emotional learning components that meet the needs of the whole child.

**Indicator Average Score: 2.75**

**Ideal Output:** Students are engaged in evidence-based curricula, addressing diverse learner needs (student, teacher, and parent) that promotes a proper balance of cognitive knowledge levels.

**Elements:**

Element	Response
A. Do the curricula include consistent opportunities for extension and remediation within all disciplines?	<input type="radio"/> No <input type="radio"/> Few <input type="radio"/> Some extension; remediation within ELA and Math only <input checked="" type="radio"/> Yes, within all disciplines
B. Do the curricula consider diverse learners and special populations?	<input type="radio"/> No <input type="radio"/> Few <input type="radio"/> Some <input checked="" type="radio"/> Yes
C. Do curricula include components to utilize within a Multi-Tiered System of Support that address the whole	<input type="radio"/> No <input type="radio"/> Few

<p>child in both academic and Social Emotional learning including behavior?</p>	<p> <input checked="" type="radio"/> Some  <input type="radio"/> Yes, in academics and SEL including behavior         </p>
<p>D. Do curricula support multidisciplinary, innovative, and diverse learning experiences?</p>	<p> <input type="radio"/> No  <input type="radio"/> Very little  <input type="radio"/> Yes, but only some  <input checked="" type="radio"/> Yes         </p>

**Possible Evidence:**

- Includes extension and intervention opportunities – planning/pacing guides
- Includes guidance for extension and interventions\*
- Resources to support teachers in the instruction of extension and interventions\*
- Please see additional MTSS support documents – Behavior also in Climate

**Comments and Notes:**

**Indicator 4.5 - Our entire staff participates in professional learning to support effective implementation of adopted curricula. Indicator Average Score: 2.00**

**Ideal Output:** Students are engaged in curricula that is characterized by the use of effective instructional strategies and resources through a wide variety of disciplines.

**Elements:**

Element	Response



<p>A. Are the curricular implementation professional learning opportunities for the staff varied, differentiated and chosen based on data/evidence of need?</p>	<p> <input type="radio"/> Limited PD opportunities  <input type="radio"/> Not Varied or differentiated  <input checked="" type="radio"/> Varied and differentiated but not chosen based on data/evidence of need  <input type="radio"/> Yes </p>
<p>a. Review, navigation, and use of the resources from the selected curricula.</p>	<p> <input type="radio"/> Completed  <input checked="" type="radio"/> Planned  <input type="radio"/> Not Planned </p>
<p>b. Additional supports for the use of technology for instruction and blended learning.</p>	<p> <input type="radio"/> Completed  <input checked="" type="radio"/> Planned  <input type="radio"/> Not Planned </p>
<p>c. Integrating instruction across the curricula.</p>	<p> <input checked="" type="radio"/> Completed  <input type="radio"/> Planned  <input type="radio"/> Not Planned </p>
<p>d. Connecting instruction within a discipline or grade level (i.e., earth and life science).</p>	<p> <input type="radio"/> Completed  <input checked="" type="radio"/> Planned  <input type="radio"/> Not Planned </p>
<p>e. Content understanding.</p>	<p> <input type="radio"/> Completed  <input checked="" type="radio"/> Planned  <input type="radio"/> Not Planned </p>
<p>f. Pedagogical understanding.</p>	<p> <input type="radio"/> Completed  <input checked="" type="radio"/> Planned  <input type="radio"/> Not Planned </p>
<p>g. Accommodations and modifications to meet the</p>	<p> <input type="radio"/> Completed </p>

needs of diverse learners.	<input checked="" type="radio"/> Planned <input type="radio"/> Not Planned
h. Assessment system knowledge from formative to summative.	<input type="radio"/> Completed <input checked="" type="radio"/> Planned <input type="radio"/> Not Planned
i. Technology associated with adopted curricula.	<input type="radio"/> Completed <input checked="" type="radio"/> Planned <input type="radio"/> Not Planned
j. Integration across content areas (STEM) (special areas).	<input type="radio"/> Completed <input checked="" type="radio"/> Planned <input type="radio"/> Not Planned
k. Embedded academics in Career and Technical Education.	<input type="radio"/> Completed <input checked="" type="radio"/> Planned <input type="radio"/> Not Planned
l. Culturally responsive practices.	<input type="radio"/> Completed <input checked="" type="radio"/> Planned <input type="radio"/> Not Planned
m. Integrating social emotional learning.	<input type="radio"/> Completed <input checked="" type="radio"/> Planned <input type="radio"/> Not Planned
n. Trauma sensitive practices.	<input type="radio"/> Completed <input checked="" type="radio"/> Planned <input type="radio"/> Not Planned

o. Equity.

- Completed
- Planned
- Not Planned

**Possible Evidence:**

- Opportunities for professional development for all staff are posted and available
- Professional learning calendar/schedule

**Comments and Notes:**

**Indicator 4.6** - Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students. **Indicator Average Score: 2.67**

**Ideal Output:** Student performance increases due to the continual alignment of the curriculum, standards, instruction, and assessment.

**Elements:**

Element	Response
A. Does the school perform a gap analysis between curriculum and academic standards in all content areas, and does it take action?	<ul style="list-style-type: none"><li><input type="radio"/> No</li><li><input type="radio"/> ELA and Math only</li><li><input checked="" type="radio"/> Yes, in most content areas</li><li><input type="radio"/> Yes, in all content areas</li></ul>

<p>B. Does the school perform a gap analysis between curriculum and instruction and take action based on analysis?</p>	<p> <input type="radio"/> No  <input type="radio"/> ELA and Math only  <input type="radio"/> Yes, in most content areas  <input checked="" type="radio"/> Yes, in all content area         </p>
<p>C. Does the school perform a gap analysis between curriculum and instruction and assessment and take action based on analysis?</p>	<p> <input type="radio"/> No  <input type="radio"/> ELA and Math only  <input type="radio"/> Yes, in most content areas  <input checked="" type="radio"/> Yes, in all content area         </p>

**Possible Evidence:**

- Gap analysis documentation/data is available for all staff
- Gap analysis cycle is public and includes multiple year cycle
- Action plan based on gap analysis data is available
- Course Catalog or List of Course Offerings for students (preferably with course descriptions)
- Curriculum Map (should contain connections to state academic standards)
- Schedule of Curriculum Adoption along with Process and Criteria for Selecting Curriculum (should be in place for each discipline)
- Content Area/Grade Level Pacing Guide (reflects flexibility, appropriate scope and sequence, and responsiveness to the needs of students, teachers, parents)
- Calendar of Professional Learning Events (Can include professional learning objectives for each event(s) and target audience)
- Written curriculum

**Comments and Notes:**

**\*Based on trends and patterns, identify possible primary needs for Principle 4 - Effective Curriculum:**

Increase availability of high quality, evidence based materials to teachers. Greater availability of professional learning to support effective implementation of curricula is needed. Teachers need to be more involved in the review and evaluation of the effectiveness of curriculum

Principles 1-6 (REQUIRED)

**Destiny School, Inc. (048701000) Charter District - FY 2022 - Low Risk - Global Hold(s): (2023) - Destiny School (048701001) Charter School - School Integrated Action Plan (SIAP) - Rev 1**

**Principle 5 - Conditions, Climate & Culture**

Inclusive schools are conducive to student learning, fulfillment and well-being, as well as professional satisfaction, morale and effectiveness. Students, parents, teachers, administrators and other stakeholders contribute to their school's culture, as do other influences such as the local community, the policies that govern how it operates and the school's founding principles. School conditions, climate and culture are impacted by the beliefs, perceptions, relationships, attitudes and written and unwritten rules that shape and influence every aspect of how a school functions. They also encompass concrete issues such as student physical and emotional safety, a healthy school environment, the orderliness of classrooms and public spaces and the degree to which a school embraces and celebrates racial, ethnic, linguistic, academic and cultural diversity and ensures equity.

**Principle Average Score: 2.30**

**Indicator 5.1** - Our staff has high expectations for learning for all students.

**Indicator Average Score: 2.50**

**Ideal Output:** Students view themselves as integral members of an inclusive school community which increases student efficacy.

**Elements:**

Element	Response
A. Are Inclusive beliefs and practices evident in all classroom instruction, data reflection and the school culture?	<p><input type="radio"/> No</p> <p><input type="radio"/> In some</p> <p><input type="radio"/> Yes</p> <p><input checked="" type="radio"/> Yes, in all classroom instruction, data reflection and the school culture</p>
B. Does staff engage in the development and understanding of policies/procedures and plans that explicitly outline continuous improvement and high expectations for learning for all students?	<p><input type="radio"/> No</p> <p><input type="radio"/> Some</p> <p><input checked="" type="radio"/> Most</p> <p><input type="radio"/> Yes</p>

**Possible Evidence:**

- Celebrations of learning/attendance/growth/behavior
- Communications - points of pride/newsletters
- Observations between teachers and students
- PLC notes
- Inclusive practices-build culture through conversations- PLC notes
- Culture - reporting progress of all students
- Monitoring intervention deployed

**Comments and Notes:**

**Indicator 5.2** - Our staff creates an environment which builds mutual respect among leadership, teachers, students, and families.

**Indicator Average Score: 2.75**

**Ideal Output:** Student success thrives in an environment built on trust, communication, and mutual respect.

**Elements:**

Element	Response
<p>A. Does staff intentionally foster trusting interpersonal relationships with students and families?</p>	<p> <input type="radio"/> No  <input type="radio"/> Few  <input type="radio"/> Some  <input checked="" type="radio"/> Yes, all                 </p>
<p>B. Do teachers use inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments; using strategies that are developmentally appropriate and focus on creating a community of learners that supports, honors, and acknowledges the cultural assets, contributions, and needs of all students?</p>	<p> <input type="radio"/> Not yet  <input type="radio"/> Teachers have begun to prioritize and plan to build inclusive relationships  <input type="radio"/> Some  <input checked="" type="radio"/> Yes, all teachers                 </p>
<p>C. Does staff honor and elevate a broad range of student perspectives and experiences by engaging them as leaders, problem solvers and decision-makers, offering ways for students to shape SEL initiatives,</p>	<p> <input type="radio"/> Not yet  <input type="radio"/> Some more traditional leadership roles such as student council, patrols, or leading morning announcements                 </p>



instructional practices, and school climate; including students regularly initiating and leading activities, solutions, and projects to improve their classrooms, school and the broader community? Student Voice

- Many
- Yes, a broad range

D. Do the school's discipline policies and practices promote SEL; are they restorative, instructive, and developmentally and appropriate, including providing opportunities for students to reflect, problem solve, and build positive relationships; do these policies and practices take into account students' cultural backgrounds, and individual differences; do data demonstrate that these practices are used consistently and equitably in the classroom and throughout the school?

- Not yet
- In the process of being reviewed
- Supported and data are reviewed frequently to determine if policies and practices have been applied equitably
- Yes, promoted and data demonstrate consistent and equitable use

**Possible Evidence:**

- Staff, student and family surveys
- Classroom observations
- Student leadership
- Discipline policies, procedures and data

**Comments and Notes:**

**Indicator 5.3** - Our staff has intentional conversations that impact school conditions and physical and emotional safety, valuing the rich heritage of all of Arizona's communities and cultures.

**Indicator Average Score: 2.50**

**Ideal Output:** Student voice is respected in a school community where their heritage and culture is valued and accepted.

**Elements:**

Element	Response
A. Are students and their families always treated equitably and with respect?	<input type="radio"/> No <input type="radio"/> Sometimes <input type="radio"/> Usually <input checked="" type="radio"/> Yes, always
B. Are the languages, cultures, traditions and values of the students and community respected and reflected in the school environment?	<input type="radio"/> No <input type="radio"/> Rarely <input type="radio"/> Sometimes <input checked="" type="radio"/> Yes, consistently
C. Does staff intentionally cultivate student leadership and promote citizenship?	<input type="radio"/> No <input type="radio"/> Some <input checked="" type="radio"/> Yes, most <input type="radio"/> Yes, all
D. Does the school staff develop and implement a school safety and emergency preparedness plans?	<input type="radio"/> No plans <input type="radio"/> LEA developed plans <input checked="" type="radio"/> Safety but not emergency preparedness plans <input type="radio"/> Yes
E. Do intentional conversations inform planning impacting the school environment?	<input type="radio"/> No <input type="radio"/> Few conversations <input type="radio"/> Informal conversations <input checked="" type="radio"/> Yes, intentional conversations

F. Does the school have ongoing professional learning opportunities on trauma sensitive practices and a structured, ongoing process of implementing trauma sensitive practices to support student success?

- Not yet
- In the early stages of learning trauma sensitive practices
- Some professional learning opportunities and implementation has begun
- Yes

**Possible Evidence:**

- Student leadership
- Staff, student and family surveys
- School safety and emergency preparedness plan
- Site council meeting and agendas
- Website and school documents
- Communication plan
- MTSS or SEL plan

**Comments and Notes:**

**Indicator 5.4** - Our school provides guidelines and safe practices relating to school health services.

**Indicator Average Score: 2.33**

**Ideal Output:** Students receive services from a trained school health care provider supported by school policies and procedures.

**Elements:**

Element	Response
<p>A. Does the school have policies and procedures to manage and support students with chronic health conditions or medical emergencies?</p>	<p> <input type="radio"/> No  <input type="radio"/> Emergencies only  <input checked="" type="radio"/> Yes, adequate  <input type="radio"/> Yes, robust                 </p>
<p>B. Are there written guidelines and procedures in place for providing student health care services?</p>	<p> <input type="radio"/> No  <input checked="" type="radio"/> Yes                 </p>
<p>C. Is professional development offered for school health care providers, i.e. school nurses, health aides, etc.?</p>	<p> <input type="radio"/> No  <input type="radio"/> Rarely  <input checked="" type="radio"/> Sometimes  <input type="radio"/> Yes, regularly                 </p>

**Possible Evidence:**

- Policies and procedures specific to school health services
- Professional development to all school staff
- Attendance records
- Nurse visits/ trends/testing dates

**Comments and Notes:**

**Indicator 5.5** - Our school offers services to fully support the academic and social **Indicator Average Score: 1.40**  
 emotional needs of students.

**Ideal Output:** Students and families feel confident that their needs, both academic and social, will be met by the school.

**Elements:**

Element	Response
A. Does the school have a counselor and/or social worker available to assist students and families with academic and social needs?	<input type="radio"/> No <input type="radio"/> Yes, but not certified <input type="radio"/> Yes, part-time and certified <input type="radio"/> Yes, full-time and certified
B. Are written guidelines and procedures in place for providing student both academic and social emotional counseling services?	<input type="radio"/> No <input checked="" type="radio"/> No written policy, but counselors are available <input type="radio"/> For one, but not both <input type="radio"/> Yes
C. Is professional development offered for school counselors/social workers?	<input checked="" type="radio"/> No <input type="radio"/> Rarely <input type="radio"/> Sometimes <input type="radio"/> Yes, regularly
D. Does our staff intentionally recognize and nurture the needs of the whole child by supporting their well-rounded academic, social emotional and behavioral needs?	<input type="radio"/> No <input type="radio"/> Few <input type="radio"/> Some <input checked="" type="radio"/> Yes, all staff
E. Are resources identified for academic, social emotional and behavioral services?	<input type="radio"/> No <input type="radio"/> Few

Some

Yes, many

**Possible Evidence:**

- MTSS and SEL plan
- Policies and procedures for specific academic and social emotional services
- Professional development to all school staff
- Resources allocation

**Comments and Notes:**

**\*Based on trends and patterns, identify possible primary needs for Principle 5 - Conditions, Climate & Culture:**

Effective school health service guidelines need to be created and disseminated. Minimally, a part-time counselor should be hired.

Principles 1-6 (REQUIRED)

Destiny School, Inc. (048701000) Charter District - FY 2022 - **Low Risk** - Global Hold(s): (2023) - Destiny School (048701001) Charter School - School Integrated Action Plan (SIAP) - Rev 1

**Principle 6 - Family and Community Engagement**

Family and Community Engagement is an essential component of improving outcomes for children and youth. Effective family and community engagement is a reciprocal partnership among families, communities and schools that reflects a shared responsibility to foster children's development and learning.

**Principle Average Score: 2.04**

**Indicator 6.1** - Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning.

**Indicator Average Score: 1.33**

**Ideal Output:** Achievement increases when students are immersed in a strong partnership built among all school and community members.

**Elements:**

Element	Response
A. Are families welcomed in the school and involved as volunteers to support students and school programs?	<input type="radio"/> No <input type="radio"/> Tacitly welcome, sometimes are involved as volunteers

		<input checked="" type="radio"/> Yes <input type="radio"/> Yes, warmly and actively
<p>B. Are there meaningful opportunities for engagement with families and community to participate in school activities?</p>		<input type="radio"/> No <input checked="" type="radio"/> Few <input type="radio"/> Some <input type="radio"/> Yes, many
<p>C. Do all personnel build positive nurturing relationships with students, parents, and community to improve inclusive practices focusing on the whole child, promoting well-rounded academic, behavioral and social emotional growth?</p>		<input type="radio"/> No <input type="radio"/> Few <input checked="" type="radio"/> Many <input type="radio"/> Yes, all
<p>D. Does the school develop strategic and aligned community partnerships to support the academic and social emotional needs of students?</p>		<input type="radio"/> Not yet <input type="radio"/> Few <input checked="" type="radio"/> Some general partnerships <input type="radio"/> Yes, strategic and aligned
<p>E. Is there a system established to recruit volunteers, matching businesses', community agencies' and families' abilities and interests with a variety of volunteer opportunities?</p>		<input checked="" type="radio"/> No <input type="radio"/> A few <input type="radio"/> With some <input type="radio"/> Yes
<p>F. Are positive and goal-oriented relationships that encourage family involvement to heighten student well-rounded academic achievement and social emotional development intentionally nurtured?</p>		<input type="radio"/> No <input checked="" type="radio"/> A few <input type="radio"/> Some <input type="radio"/> Yes, very intentionally

**Possible Evidence:**



- ✔ Comprehensive support services, including health and social services, are available to students and their families in a timely manner.
- ✔ Resource Fair held for families to provide information on available community resources.
- ✔ Parent participation in parent education activities is inclusive of the school's demographics.
- ✔ Records of communication between the teacher and parent to indicate regular communication throughout the school year.
- ✔ Documentation of families and key community leaders are involved in the governance of and planning for our school.
- ✔ Visitors are greeted and assisted when they enter our buildings.
- ✔ Information on how to volunteer.
- ✔ Adults and students can be observed supporting and encouraging respectful and collaborative behavior.
- ✔ Access to membership profile of your school team (Site Council, School Improvement) representative of schools demographics
- ✔ Agendas, minutes, flyers of meetings/courses / curriculum nights and other events held at the school for parents
- ✔ Parental survey document(s)
- ✔ Title 1 Parent Compact
- ✔ Parent Handbook, plan(s) describing how the school involves parents
- ✔ New student flyer/handbook for parents
- ✔ Leadership team minutes indicating an allocated time where parental involvement is discussed
- ✔ Agendas, surveys, announcements of opportunities for parental involvement are in more than one language or indicate a translator
- ✔ Calendar describing recruitment events, time and place
- ✔ School calendar or newsletter sent to parents each month and posted on the school website. This monthly announcement lists extracurricular activities that include academic support services, social and cultural enrichment activities, and recreational and sports opportunities.

**Comments and Notes:**

**Indicator 6.2** - Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school.

**Indicator Average Score: 2.80**

**Ideal Output:** Students' educational opportunities are extended beyond school environment/setting through linguistically and culturally accessible communication with communities and families.

**Elements:**

Element	Response
<p>A. Does the school establish lines of communication among all educational stakeholders, including families and community members and organizations?</p>	<p> <input type="radio"/> No  <input type="radio"/> Few  <input checked="" type="radio"/> Some  <input type="radio"/> Yes, all                 </p>
<p>B. Is there regular communication between home and school, in a language and method families can understand, is it regular, two-way and meaningful?</p>	<p> <input type="radio"/> English only or no communication  <input type="radio"/> One way only or infrequent  <input type="radio"/> Sporadic  <input checked="" type="radio"/> Yes                 </p>
<p>C. Is there effective communication from school-to-home and home-to-school about school programs and student progress?</p>	<p> <input type="radio"/> No  <input type="radio"/> Infrequently  <input type="radio"/> Sporadically  <input checked="" type="radio"/> Yes, regularly                 </p>

D. Does the school communicate methods for becoming an effective advocate for children and their education?

- No  
 Yes

E. Are communication strategies culturally, demographically and linguistically appropriate?

- No  
 Rarely  
 Sometimes  
 Yes, always

**Possible Evidence:**

- Parent Education activities occur at least once a month throughout the school year.
- An annual evaluation of all extracurricular activities is conducted to provide data to parents on impact of programs.
- Information on financial assistance (waiver fees) is included in any information on co-curricular activities that is given to families.
- Posters of upcoming parent education programs are prominently displayed.
- Parent education activities are announced via multiple platforms: social media, flyers, website, marquee
- Documents describing the system the LEA/ schools use to recruit volunteers, including how to apply, description of work to be done; hours and dates volunteers are needed.
- Parents and students meet annually with their teachers to set and support individual learning goals.
- Newsletter or other communication informing parents to decisions made by the School Improvement Team
- School calendar or newsletter sent to parents each month and posted on the school website. This monthly announcement lists extracurricular activities that include academic support services, social and cultural enrichment activities, and recreational and sports opportunities.
- Title 1 Parent Compact
- Records of phone calls, emails, and other communications sent to parents inviting them to the school and or updating them about meetings and upcoming events
- Presentation agendas which include information about a translator being present at the meeting

**Comments and Notes:**

**Indicator 6.3** - Our school engages families in critical data-informed decisions that impact student learning.

**Indicator Average Score: 2.00**

**Ideal Output:** Students know that families and other educational stakeholders share an invested interest in data-based decisions guiding their education path to CCR through consistent communication.

**Elements:**

Element	Response
<p>A. Does an established school improvement team bring together representatives from all stakeholder groups which can include parents, teachers, students, school health professionals, support staff and community members, allowing them to share responsibilities and decision-making governance and advocacy on a regular basis?</p>	<p> <input type="radio"/> No team  <input type="radio"/> Team is established but meets seldom, if ever  <input checked="" type="radio"/> Team is established but does not meet regularly  <input type="radio"/> Yes, Team is established and meets regularly                 </p>
<p>B. Does the school communicate its Integrated Action Plan to all stakeholders, including updates, successes and changes?</p>	<p> <input type="radio"/> No  <input type="radio"/> Once a year  <input checked="" type="radio"/> Yes, twice a year  <input type="radio"/> Yes, throughout the year                 </p>
<p>C. Does school staff provide resources and multiple avenues for ongoing two-way communication with families, inviting families to understand, experience,</p>	<p> <input type="radio"/> Not yet  <input type="radio"/> Provide updates  <input checked="" type="radio"/> Regularly communicates                 </p>

inform, and support the well-rounded academic and social and emotional development of their students in partnership with the school?

Yes, provides resources and multiple avenues for ongoing two-way communication

D. Does the school support parents in their responsibilities to monitor student progress towards individual learning goals?

- No
- Minimal support
- Some support
- Yes

**Possible Evidence:**

- Parents and students meet annually with their teachers to set and support individual learning goals.
- Newsletter or other communication informing parents to decisions made by the School Improvement Team
- Records of communication between the teacher and parent to indicate regular communication throughout the school year.
- Survey results determine how information is sent to parents.
- Minutes of School Improvement Team meetings which show that parents are members of the team during data discussions.
- Updated Parent Portal (web based student progress report by subject and overall grades for each quarter)

**Comments and Notes:**

**\*Based on trends and patterns, identify possible primary needs for Principle 6 - Family and Community Engagement:**

Improved recruiting and training of volunteers is needed. Improvement in school to home and class to home communication is needed. More opportunities to engage families in school activities are needed.

K-8 State Assessment Data (OPTIONAL)

Destiny School, Inc. (048701000) Charter District - FY 2022 - **Low Risk** - Global Hold(s): (2023) - Destiny School (048701001) Charter School - School Integrated Action Plan (SIAP) - Rev 1

This additional page is a minimal possible leading and lagging indicators. It may be completed to help inform the completion of the CNA or you can simply look at this and any other pertinent data wherever it is housed in your LEA or school:

Grade 3 English Language Arts	% Highly Proficient			% Proficient			% Partially Proficient			% Minimally Proficient		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
<b>All Students</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Racial / Ethnic Subgroups</b>												
American Indian	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Asian / Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Black	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
White	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Multi-Racial	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Other Subgroups</b>												
Economically Disadvantaged	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
English Learners	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Foster	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Homeless	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Migrant	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Students with Disability	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Grade 4 English Language Arts	% Highly Proficient			% Proficient			% Partially Proficient			% Minimally Proficient		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
All Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Racial / Ethnic Subgroups</b>												
American Indian	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Asian / Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Black	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
White	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Multi-Racial	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Other Subgroups</b>												
Economically Disadvantaged	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
English Learners	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Foster	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Homeless	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Migrant	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Students with Disability	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Grade 5 English Language Arts	% Highly Proficient			% Proficient			% Partially Proficient			% Minimally Proficient		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
All Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Racial / Ethnic Subgroups</b>												
American Indian	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



Asian / Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Black	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
White	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Multi-Racial	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Other Subgroups</b>																				
Economically Disadvantaged	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
English Learners	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Foster	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Homeless	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Migrant	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Students with Disability	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Grade 6 English Language Arts	% Highly Proficient			% Proficient			% Partially Proficient			% Minimally Proficient		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
<b>All Students</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Racial / Ethnic Subgroups</b>												
American Indian	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Asian / Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Black	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
White	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Multi-Racial	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

<b>Other Subgroups</b>												
Economically Disadvantaged	%	%	%	%	%	%	%	%	%	%	%	%
English Learners	%	%	%	%	%	%	%	%	%	%	%	%
Foster	%	%	%	%	%	%	%	%	%	%	%	%
Homeless	%	%	%	%	%	%	%	%	%	%	%	%
Migrant	%	%	%	%	%	%	%	%	%	%	%	%
Students with Disability	%	%	%	%	%	%	%	%	%	%	%	%

<b>Grade 7 English Language Arts</b>	<b>% Highly Proficient</b>				<b>% Proficient</b>				<b>% Partially Proficient</b>				<b>% Minimally Proficient</b>			
	2016-17	2017-18	2018-19	2018-19	2016-17	2017-18	2018-19	2018-19	2016-17	2017-18	2018-19	2018-19	2016-17	2017-18	2018-19	2018-19
<b>All Students</b>	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Racial / Ethnic Subgroups</b>																
American Indian	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Asian / Pacific Islander	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Black	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Hispanic	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
White	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Multi-Racial	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Other Subgroups</b>																
Economically Disadvantaged	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
English Learners	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Foster	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Homeless	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%

Migrant	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Students with Disability	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %

Grade 8 English Language Arts	% Highly Proficient			% Proficient			% Partially Proficient			% Minimally Proficient					
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
<b>All Students</b>	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
<b>Racial / Ethnic Subgroups</b>															
American Indian	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Asian / Pacific Islander	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Black	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Hispanic	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
White	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Multi-Racial	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
<b>Other Subgroups</b>															
Economically Disadvantaged	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
English Learners	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Foster	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Homeless	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Migrant	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Students with Disability	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %

Grade 3 Math	% Highly Proficient			% Proficient			% Partially Proficient			% Minimally Proficient		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %

All Students	Racial / Ethnic Subgroups									
	%	%	%	%	%	%	%	%	%	%
American Indian	%	%	%	%	%	%	%	%	%	%
Asian / Pacific Islander	%	%	%	%	%	%	%	%	%	%
Black	%	%	%	%	%	%	%	%	%	%
Hispanic	%	%	%	%	%	%	%	%	%	%
White	%	%	%	%	%	%	%	%	%	%
Multi-Racial	%	%	%	%	%	%	%	%	%	%
<b>Other Subgroups</b>										
Economically Disadvantaged	%	%	%	%	%	%	%	%	%	%
English Learners	%	%	%	%	%	%	%	%	%	%
Foster	%	%	%	%	%	%	%	%	%	%
Homeless	%	%	%	%	%	%	%	%	%	%
Migrant	%	%	%	%	%	%	%	%	%	%
Students with Disability	%	%	%	%	%	%	%	%	%	%

Grade 4 Math	% Highly Proficient			% Proficient			% Partially Proficient			% Minimally Proficient		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
All Students	%	%	%	%	%	%	%	%	%	%	%	%
<b>Racial / Ethnic Subgroups</b>												
American Indian	%	%	%	%	%	%	%	%	%	%	%	%
Asian / Pacific Islander	%	%	%	%	%	%	%	%	%	%	%	%
Black	%	%	%	%	%	%	%	%	%	%	%	%



English Learners	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
Foster	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Homeless	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Migrant	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Students with Disability	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%

Grade 5 Math	% Highly Proficient			% Proficient			% Partially Proficient			% Minimally Proficient		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
<b>All Students</b>	%	%	%	%	%	%	%	%	%	%	%	%
<b>Racial / Ethnic Subgroups</b>												
American Indian	%	%	%	%	%	%	%	%	%	%	%	%
Asian / Pacific Islander	%	%	%	%	%	%	%	%	%	%	%	%
Black	%	%	%	%	%	%	%	%	%	%	%	%
Hispanic	%	%	%	%	%	%	%	%	%	%	%	%
White	%	%	%	%	%	%	%	%	%	%	%	%
Multi-Racial	%	%	%	%	%	%	%	%	%	%	%	%
<b>Other Subgroups</b>												
Economically Disadvantaged	%	%	%	%	%	%	%	%	%	%	%	%
English Learners	%	%	%	%	%	%	%	%	%	%	%	%
Foster	%	%	%	%	%	%	%	%	%	%	%	%
Homeless	%	%	%	%	%	%	%	%	%	%	%	%
Migrant	%	%	%	%	%	%	%	%	%	%	%	%
Students with Disability	%	%	%	%	%	%	%	%	%	%	%	%

Grade 6 Math	% Highly Proficient		% Proficient			% Partially Proficient			% Minimally Proficient			
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
All Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Racial / Ethnic Subgroups</b>												
American Indian	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Asian / Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Black	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
White	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Multi-Racial	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Other Subgroups</b>												
Economically Disadvantaged	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
English Learners	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Foster	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Homeless	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Migrant	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Students with Disability	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Grade 7 Math	% Highly Proficient		% Proficient			% Partially Proficient			% Minimally Proficient			
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
All Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Racial / Ethnic Subgroups</b>												
American Indian	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Asian / Pacific Islander	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Black	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Hispanic	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
White	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Multi-Racial	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Other Subgroups</b>																							
Economically Disadvantaged	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
English Learners	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Foster	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Homeless	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Migrant	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Students with Disability	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%

Grade 8 Math	% Highly Proficient			% Proficient			% Partially Proficient			% Minimally Proficient					
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19			
All Students	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Racial / Ethnic Subgroups</b>															
American Indian	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Asian / Pacific Islander	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Black	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Hispanic	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
White	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Multi-Racial	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Other Subgroups</b>															



Economically Disadvantaged	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
English Learners	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Foster	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Homeless	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Migrant	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Students with Disability	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Grade 8 AIMS Science	Exceeds			Meets			Approaches			Falls Far Below		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
<b>All Students</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Racial / Ethnic Subgroups</b>												
American Indian	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Asian / Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Black	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
White	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Multi-Racial	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Other Subgroups</b>												
Economically Disadvantaged	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
English Learners	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Foster	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Homeless	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Migrant	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Students with Disability	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
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AZELLA Reclassification		2017-18	2018-19	2019-20
All Students		%	%	%

HS State Assessment Data (OPTIONAL)

Destiny School, Inc. (048701000) Charter District - FY 2022 - **Low Risk** - Global Hold(s): (2023) - Destiny School (048701001) Charter School - School Integrated Action Plan (SIAP) - Rev 1

This additional page is a minimal possible leading and lagging indicators. It may be completed to help inform the completion of the CNA or you can simply look at this and any other pertinent data wherever it is housed in your LEA or school:

AzMERIT Algebra I	% Highly Proficient		% Proficient		% Partially Proficient		% Minimally Proficient		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
All Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Racial / Ethnic Subgroups</b>									
American Indian	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Asian / Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Black	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
White	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Multi-Racial	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Other Subgroups</b>									
Economically Disadvantaged	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
English Learners	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Foster	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Homeless	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Migrant	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Students with Disability	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

AzMERIT Algebra II	% Highly Proficient	% Proficient	% Partially Proficient	% Minimally Proficient
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	
<b>All Students</b>	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	
<b>Racial / Ethnic Subgroups</b>																
American Indian	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Asian / Pacific Islander	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Black	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Hispanic	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
White	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Multi-Racial	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
<b>Other Subgroups</b>																
Economically Disadvantaged	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
English Learners	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Foster	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Homeless	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Migrant	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Students with Disability	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %

<b>AzMERIT Geometry</b>	<b>% Highly Proficient</b>			<b>% Proficient</b>			<b>% Partially Proficient</b>			<b>% Minimally Proficient</b>		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
<b>All Students</b>	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
<b>Racial / Ethnic Subgroups</b>												
American Indian	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Asian / Pacific Islander	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %

Black	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
White	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Multi-Racial	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<b>Other Subgroups</b>																											
Economically Disadvantaged	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
English Learners	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Foster	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Homeless	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Migrant	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Students with Disability	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

AZMERIT 9th Grade ELA	% Highly Proficient			% Proficient			% Partially Proficient			% Minimally Proficient																	
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19												
<b>All Students</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Racial / Ethnic Subgroups</b>																											
American Indian	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Asian / Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Black	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
White	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Multi-Racial	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Other Subgroups</b>																											
Economically Disadvantaged	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



AZMERIT 11th Grade ELA	% Highly Proficient			% Proficient			% Partially Proficient			% Minimally Proficient		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
All Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Racial / Ethnic Subgroups</b>												
American Indian	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Asian / Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Black	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
White	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Multi-Racial	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Other Subgroups</b>												
Economically Disadvantaged	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
English Learners	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Foster	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Homeless	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Migrant	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Students with Disability	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

AZELLA Reclassification	2017-18	2018-19	2019-20
All Students	<input type="text"/>	<input type="text"/>	<input type="text"/>

Miscellaneous Data (OPTIONAL)

Destiny School, Inc. (048701000) Charter District - FY 2022 - **Low Risk** - Global Hold(s): (2023) - Destiny School (048701001) Charter School - School Integrated Action Plan (SIAP) - Rev 1

This additional page is a minimal possible leading and lagging indicators. It may be completed to help inform the completion of the CNA or you can simply look at this and any other pertinent data wherever it is housed in your LEA or school:

Student Demographics	2017-18	2018-19	2019-20
<b>Racial / Ethnic Subgroups</b>			
American Indian	<input type="text"/>	<input type="text"/>	<input type="text"/>
Asian / Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>
Black	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>
White	<input type="text"/>	<input type="text"/>	<input type="text"/>
Multi-Racial	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Other Subgroups</b>			
Economically Disadvantaged	<input type="text"/>	<input type="text"/>	<input type="text"/>
English Learners	<input type="text"/>	<input type="text"/>	<input type="text"/>
Foster	<input type="text"/>	<input type="text"/>	<input type="text"/>
Homeless	<input type="text"/>	<input type="text"/>	<input type="text"/>
Migrant	<input type="text"/>	<input type="text"/>	<input type="text"/>
Students with Disability	<input type="text"/>	<input type="text"/>	<input type="text"/>

Mobility Rate	2017-18	2018-19	2019-20
<b>All Students</b>	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
<b>Racial / Ethnic Subgroups</b>			
American Indian	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Asian / Pacific Islander	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Black	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %



Hispanic		<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
White		<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Multi-Racial		<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
<b>Other Subgroups</b>				
Economically Disadvantaged		<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
English Learners		<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Foster		<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Homeless		<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Migrant		<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Students with Disability		<input type="text"/> %	<input type="text"/> %	<input type="text"/> %

Graduation Rate	4-Year Cohort			5-Year Cohort			6-Year Cohort		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
<b>All Students</b>	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
<b>Racial / Ethnic Subgroups</b>									
American Indian	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Asian / Pacific Islander	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Black	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Hispanic	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
White	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Multi-Racial	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
<b>Other Subgroups</b>									
Economically Disadvantaged	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
English Learners	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Foster	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Homeless	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
Migrant	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %

Students with Disability		%	%	%	%	%	%	%	%	%
<b>Drop Out Rate</b>										
<b>All Students</b>		%	%	%	%	%	%	%	%	%
<b>Racial / Ethnic Subgroups</b>										
American Indian		%	%	%	%	%	%	%	%	%
Asian / Pacific Islander		%	%	%	%	%	%	%	%	%
Black		%	%	%	%	%	%	%	%	%
Hispanic		%	%	%	%	%	%	%	%	%
White		%	%	%	%	%	%	%	%	%
Multi-Racial		%	%	%	%	%	%	%	%	%
<b>Other Subgroups</b>										
Economically Disadvantaged		%	%	%	%	%	%	%	%	%
English Learners		%	%	%	%	%	%	%	%	%
Foster		%	%	%	%	%	%	%	%	%
Homeless		%	%	%	%	%	%	%	%	%
Migrant		%	%	%	%	%	%	%	%	%
Students with Disability		%	%	%	%	%	%	%	%	%
<b>Totals</b>										
<b>Suspensions</b>		<b>10 Days or More</b>			<b>Less Than 10</b>			<b>Totals</b>		
		2017-18	2018-19	2019-20	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
<b>All Students</b>										
<b>Racial / Ethnic Subgroups</b>										
American Indian										
Asian / Pacific Islander										
Black										

Hispanic																							
White																							
Multi-Racial																							
<b>Other Subgroups</b>																							
Economically Disadvantaged																							
English Learners																							
Foster																							
Homeless																							
Migrant																							
Students with Disability																							

Student Attendance *	Over 15 Days			Less Than 15			Attendance Rate *																	
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20															
<b>All Students</b>																								
<b>Racial / Ethnic Subgroups</b>																								
American Indian																								
Asian / Pacific Islander																								
Black																								
Hispanic																								
White																								
Multi-Racial																								
<b>Other Subgroups</b>																								
Economically Disadvantaged																								
English Learners																								
Foster																								

Homeless											%	%	%	%
Migrant											%	%	%	%
Students with Disability											%	%	%	%

\* You may only have attendance rate for each subgroup.

Teacher Data (OPTIONAL)

Destiny School, Inc. (048701000) Charter District - FY 2022 - **Low Risk** - Global Hold(s): (2023) - Destiny School (048701001) Charter School - School Integrated Action Plan (SIAP) - Rev 1

This additional page is a minimal possible leading and lagging indicators. It *may* be completed to help inform the completion of the CNA or you can simply look at this and *any other pertinent data* wherever it is housed in your LEA or school:

Teacher Absences

	2017-18	2018-19	2019-20
	<input type="text"/>	<input type="text"/>	<input type="text"/>

Teacher Turnover

	2017-18	2018-19	2019-20
	<input type="text"/>	<input type="text"/>	<input type="text"/>

Appropriately Certified %

	19-20
	<input type="text"/> %

Final Summary (REQUIRED)

Destiny School, Inc. (048701000) Charter District - FY 2022 - **Low Risk** - Global Hold(s): (2023) - Destiny School (048701001) Charter School - School Integrated Action Plan (SIAP) - Rev 1

Review the summary of your data below for each Principle, then complete the Summary and Needs Identification at the end.

**Principle 1 - Effective Leadership**

Principle Average Score: 2.45

Indicator	Description	Comments and Notes	Average Score
<b>Indicator 1.1</b>	Our leadership guides the implementation of a vision of academic success and social emotional learning that leads to equitable access which is shared and supported by all stakeholders.		<b>2.50</b>
<b>Indicator 1.2</b>	Our leadership commits to sustaining a culture of high expectations for academic learning and social emotional growth of all students, focusing on the whole child within a respectful, professional learning community for all staff.		<b>2.00</b>
<b>Indicator 1.3</b>	Our leadership competently manages school operations to provide a safe, inclusive and effective learning environment.		<b>2.00</b>
<b>Indicator 1.4</b>	Our leadership collaborates with staff, family and community members to meet diverse local community interests and needs.		<b>2.40</b>
<b>Indicator</b>	Our leadership implements a system of		<b>2.13</b>

<b>1.5</b>	academic and fiscal accountability to ensure every student's success.		
<b>Indicator 1.6</b>	Our leadership commits to recruiting effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.		<b>3.00</b>
<b>Indicator 1.7</b>	Our leadership commits to retaining effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.		<b>3.00</b>
<b>Indicator 1.8</b>	Our leadership commits to equitably distributing effective and highly effective teachers, as defined by the Arizona Framework for Measuring Educator Effectiveness, among all schools to meet the needs of diverse learners.		<b>3.00</b>
<b>Indicator 1.9</b>	Our leadership commits to drive continuous improvement.		<b>2.00</b>
<p><b>Based on trends and patterns, possible primary needs for Principle 1 - Effective Leadership:</b>  Better communication and more timely support from administration to teachers is required. More effective academic accountability procedures need to be instituted.</p>			

<b>Principle 2 - Effective Teachers and Instruction</b>		<b>Principle Average Score: 2.68</b>
<b>Indicator</b>	<b>Description</b>	<b>Average Score</b>
<b>Indicator 2.1</b>	Our teachers maintain high academic, behavioral and social emotional learning expectations for all students.	<b>3.00</b>

<b>Indicator 2.2</b>	Our teachers have shared knowledge of the content standards, curricula and social emotional learning practices.		<b>3.00</b>
<b>Indicator 2.3</b>	Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing Universal Design for Learning.		<b>2.80</b>
<b>Indicator 2.4</b>	Our teachers implement evidenced-based, rigorous and relevant instruction.	The stakeholders chose to move \$10,000 to the Title I program from the Title IV-A program in order to enhance the program and provide a variety of strategies to meet the individual needs of the student to strengthen their reading.	<b>2.36</b>
<b>Indicator 2.5</b>	Our teachers have a strong understanding of types of assessment.		<b>3.00</b>
<b>Indicator 2.6</b>	Our teachers and appropriate other staff participate in ongoing, appropriate professional learning opportunities.		<b>2.40</b>
<b>Indicator 2.7</b>	Our teachers collaborate with other teachers, administrators, families, and education professionals to ensure the success of all students.		<b>2.17</b>
<p><b>Based on trends and patterns, possible primary needs for Principle 2 - Effective Teachers and Instruction:</b>  Teachers need to improve instruction planning that supports every student. Assessment should drive instruction. High quality, professional learning needs to be more available. Greater collaboration is needed.</p>			



**Principle 3 - Effective Organization of Time****Principle Average Score: 2.12**

<b>Indicator</b>	<b>Description</b>	<b>Comments and Notes</b>	<b>Average Score</b>
<b>Indicator 3.1</b>	Our school year/calendar is organized to maximize instruction.		<b>2.00</b>
<b>Indicator 3.2</b>	Our school day is organized to maximize well-rounded instruction.		<b>2.60</b>
<b>Indicator 3.3</b>	Our school day is organized to ensure sufficient time for non-instructional activities for students and staff.		<b>2.67</b>
<b>Indicator 3.4</b>	Our professional (contract) day is structured to support professional learning for all teachers and staff.		<b>1.00</b>
<b>Indicator 3.5</b>	Our professional (contract) day is organized to provide appropriate planning and preparation time as well as collaboration opportunities for all teachers, staff, and administrators to ensure continuous improvement.		<b>2.33</b>

**Based on trends and patterns, possible primary needs for Principle 3 - Effective Organization of Time:**

Organize school day to allow for more professional learning opportunities. Incorporate more opportunities for collaboration.

**Principle 4 - Effective Curriculum****Principle Average Score: 2.53**

<b>Indicator</b>	<b>Description</b>	<b>Comments and Notes</b>	<b>Average Score</b>
<b>Indicator</b>	Our written curricula provide access to a		<b>2.25</b>

4.1	well-rounded education that fully maximizes the potential of the education for all students.		
<b>Indicator 4.2</b>	Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.		<b>3.00</b>
<b>Indicator 4.3</b>	Our written curricula are evidence and standards based.		<b>2.50</b>
<b>Indicator 4.4</b>	Our written curricula accommodate the needs of all learners, including culturally relevant academic, behavioral and social emotional learning components that meet the needs of the whole child.		<b>2.75</b>
<b>Indicator 4.5</b>	Our entire staff participates in professional learning to support effective implementation of adopted curricula.		<b>2.00</b>
<b>Indicator 4.6</b>	Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.		<b>2.67</b>
<p><b>Based on trends and patterns, possible primary needs for Principle 4 - Effective Curriculum:</b></p> <p>Increase availability of high quality, evidence based materials to teachers. Greater availability of professional learning to support effective implementation of curricula is needed. Teachers need to be more involved in the review and evaluation of the effectiveness of curriculum</p>			

<p><b>Principle 5 - Conditions, Climate &amp; Culture</b></p> <p style="text-align: right;"><b>Principle Average Score: 2.30</b></p>
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Indicator	Description	Comments and Notes	Average Score
<b>Indicator 5.1</b>	Our staff has high expectations for learning for all students.		<b>2.50</b>
<b>Indicator 5.2</b>	Our staff creates an environment which builds mutual respect among leadership, teachers, students, and families.		<b>2.75</b>
<b>Indicator 5.3</b>	Our staff has intentional conversations that impact school conditions and physical and emotional safety, valuing the rich heritage of all of Arizona's communities and cultures.		<b>2.50</b>
<b>Indicator 5.4</b>	Our school provides guidelines and safe practices relating to school health services.		<b>2.33</b>
<b>Indicator 5.5</b>	Our school offers services to fully support the academic and social emotional needs of students.		<b>1.40</b>

**Based on trends and patterns, possible primary needs for Principle 5 - Conditions, Climate & Culture:**

Effective school health service guidelines need to be created and disseminated. Minimally, a part-time counselor should be hired.

Principle 6 - Family and Community Engagement		Principle Average Score: 2.04	
Indicator	Description	Comments and Notes	Average Score
<b>Indicator 6.1</b>	Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning.		<b>1.33</b>
<b>Indicator</b>	Our school engages in ongoing, meaningful		<b>2.80</b>

<b>6.2</b>	and inclusive communication among families, communities, and school.		
<b>Indicator 6.3</b>	Our school engages families in critical data-informed decisions that impact student learning.		<b>2.00</b>
<p><b>Based on trends and patterns, possible primary needs for Principle 6 - Family and Community Engagement:</b></p> <p>Improved recruiting and training of volunteers is needed. Improvement in school to home and class to home communication is needed. More opportunities to engage families in school activities are needed.</p>			

**Summary and Needs Identification - Using the summary of your data above and your three fishbone root cause analyses, complete the Summary and Needs Identification chart below for your top three primary needs. Use one row for each primary need.**

<b>Primary Needs Indicator #</b>	<b>Step 1) Identify Your 3 Primary Needs</b>	<b>Step 2) Identify Root Causes</b>	<b>Step 3) Write Primary Needs Statements</b>	<b>Step 4) Write Desired Outcomes</b>
Indicate the principle and indicator for each of your primary needs, (i.e., 2.3)	Write the description of the CNA indicator. - (Head of the fishbone)	List the one major contributing factor to the problem. - (Body of the fishbone)	Write Primary Need Statement - List the action needed to solve the problem. - (Tail of the fishbone)	Describe what you will do and how it will impact students. This is a positive restatement of your need statement.

<p>* 1.2</p>	<p>* Our leadership does not commit to sustaining a culture of high expectations for learning and growth within a respectful professional learning community</p>	<p>* Expectations are not communicated effectively by leadership.</p>	<p>* High expectations of learning and growth for all students will be communicated in clear measurable goals, policies and procedures, and all decisions (based on all available data).</p>	<p>* Leadership will devise and implement a system to communicate high expectations for learning and growth of all students within a respectful, professional learning community for all staff to increase the percent passing on the AzM2.</p>
<p>* 1.5</p>	<p>* Our leadership does not implement a system of academic and fiscal accountability to ensure every student's success.</p>	<p>* Leadership time is not appropriately balanced between administrative duties and instructional leadership duties.</p>	<p>* Need to create a collaborative school leadership team that evaluates school needs and guides staff to analyze and utilize data regularly (accountability system).</p>	<p>* Our leadership team will develop a data driven culture by implementing an academic accountability system for staff to increase student academic achievement.</p>
<p>* 2.4</p>	<p>* Our teachers do not implement evidence-based, rigorous instruction as evidenced from classroom observations, lesson plans, and percent proficient on the AzM2.</p>	<p>* The adopted reading curriculum is not implemented with fidelity.</p>	<p>* The school needs a written, evidenced-based, and standards-based reading curriculum implemented with fidelity and appropriate professional development.</p>	<p>* Reading curriculum aligned to grade and content standards will be implemented with fidelity to increase the percent proficient on the Reading AzM2.</p>

<p>* 4.5</p>	<p>* Our entire staff does not participate in professional learning to support effective implementation of adopted curriculum as evidenced by professional development attendance sheets, professional development calendar, and student performance on the AzM2 and local benchmarks.</p>	<p>* The school has an inadequate professional development plan.</p>	<p>* The school needs a professional development plan that is varied, differentiated, and driven by data from classroom observations, teacher evaluations, teacher self-reflections, and student performance.</p>	<p>* A professional learning plan that is varied and differentiated will be created to meet the needs of all staff as determined by data from classroom observations, teacher evaluations, teacher self-reflections, and student performance to increase the percent of students passing the Reading AzM2</p>
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## Principles, Strategies and Action Steps (REQUIRED)

**Destiny School, Inc. (048701000) Charter District - FY 2022 - Low Risk - Global Hold(s): (2023) - Destiny School (048701001) Charter School - School Integrated Action Plan (SIAP) - Rev 1**

### Plan Items

#### **P** 1) Principle 1 - Effective Leadership

##### **[-]** Details

Primary Need: 1.2 Our leadership does not commit to sustaining a culture of high expectations for learning and growth within a respectful professional learning community for all staff. 1.5 Our leadership does not implement a system of academic and fiscal accountability to ensure every student's success.

Root Cause: 1.2 Expectations are not communicated effectively by leadership. 1.5 Leadership time is not appropriately balanced between administrative duties and instructional leadership duties.

Needs Statement: 1.2 High expectations of learning and growth for all students will be communicated in clear measurable goals, policies and procedures, and all decisions (based on all available data). 1.5 Need to create a collaborative school leadership team that evaluates school needs and guides staff to analyze and utilize data regularly (accountability system).

Desired Outcomes: 1.2 Leadership will devise and implement a system to communicate high expectations for learning and growth of all students within a respectful, professional learning community for all staff to increase percent passing on the AzM2. 1.5 Our leadership team will develop a data driven culture by implementing an academic accountability system for staff to increase student academic achievement.

SMART Goal: 1.2 Increase the percentage of students passing the AzM2 Reading Test from 51 percent to 61 percent. 1.5 Increase the percentage of students passing the AzM2 Reading Test from 51 percent to 61 percent.

#### **S** 1.1) Strategy 1.1

##### **[-]** Details

Strategy Description: Develop and implement a teacher evaluation system that is equitable, concise, and clearly identifies areas where professional growth support is needed.

**AS** 1.1.1) Create Teacher Evaluation Plan

MOWR

TI Target

**Details**

Action Step Description: The teacher evaluation team will create and implement an evaluation plan aligned with the Framework for Teaching Evaluation Instrument by Charlotte Danielson.

Person Responsible for this Action Step: David McLendon (Organization Role: Director)

Timeline: 6/1/2021 to 6/30/2022

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 1.1.2) Classroom Observations and Walk-throughs

MOWR

TI Target

**Details**

Action Step Description: Formal classroom observations will be scheduled for every teacher each semester and an informal walk-through will be conducted at least monthly

Person Responsible for this Action Step: David McLendon (Organization Role: Director)

Timeline: 7/1/2021 to 6/30/2022

ESSA Evidence:

**S** 1.2) Strategy 1.2

**Details**

Strategy Description: Provide professional development opportunities which address the identified areas needing improvement of each staff member.

**AS** 1.2.1) Create School Calendar

MOWR



TI Target

**Details**

Action Step Description: Destiny School will create a school calendar that allows sufficient time for professional development.

Person Responsible for this Action Step: David McLendon (Organization Role: Director)

Timeline: 7/1/2021 to 6/30/2022

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 1.2.2) Create Daily School Calendar

MOWR

TI Target

**Details**

Action Step Description: Destiny School will create a daily schedule that provides time for professional development, mentoring, and collaboration.

Person Responsible for this Action Step: David McLendon (Organization Role: Director)

Timeline: 7/1/2021 to 6/23/2022

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**S** 1.3) Strategy 1.3

**Details**

Strategy Description: Destiny School will develop clear written policies and procedures for classroom management, lesson planning, testing, professional development, and professional conduct.

**AS** 1.3.1) Create Policy and Procedure Documents

MOWR  
TI Target

**Details**

Action Step Description: The Destiny School leadership team will develop clear written policies and procedures for classroom management, lesson planning, testing, professional development, and professional conduct.

Person Responsible for this Action Step: David McLendon (Organization Role: Director)

Timeline: 7/1/2021 to 6/30/2022

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

1.4) Strategy 1.4

**Details**

Strategy Description: Destiny School will develop and implement an academic accountability system that supports all staff in making data driven decisions.

1.4.1) Recruit and Train Data Team

MOWR  
TI Target

**Details**

Action Step Description: Create a data team that consists of administrators, teachers, para-professionals, Special Programs' staff and parents.

Person Responsible for this Action Step: David McLendon (Organization Role: Director)

Timeline: 7/1/2021 to 6/30/2022

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 1.4.2) Create Written Accountability Plan

MOWR

TI Target

**Details**

Action Step Description: Destiny School leadership and data team will create a written school accountability plan supported by appropriate written policies and procedures.

Person Responsible for this Action Step: David McLendon (Organization Role: Director)

Timeline: 7/1/2021 to 6/30/2022

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 1.4.3) Administrator Professional Development

MOWR

TI Target

**Details**

Action Step Description: Destiny School will provide professional development opportunities, to administrators in time management and academic accountability to achieve better balance between time spent on administrative tasks and instructional leadership duties.

Person Responsible for this Action Step: David (Organization Role: McLendon)

Timeline: 7/1/2021 to 6/30/2022

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**P** 2) Principle 2 - Effective Teachers and Instruction

**Details**

Primary Need: 2.4 Our teachers do not implement evidence-based, rigorous instruction as evidenced from classroom observations, lesson plans, and percent proficient on the AzM2.

Root Cause: 2.4 Adopted reading curriculum is not implemented with fidelity.

Needs Statement: 2.4 Written evidence, standards-based reading curriculum, implemented with fidelity is needed..

Desired Outcomes: 2.4 Reading curriculum aligned to grade and content standards will be implemented with fidelity to increase the percent proficient on the Reading AzM2.

SMART Goal: 2.4 Increase the percentage of students passing the AzM2 Reading Test from 51 percent to 61 percent.

**S** 2.1) Strategy 2.1

**Details**

Strategy Description: Destiny School will implement the Engage New York reading curriculum with fidelity in grades Kindergarten through Third grade.

**AS** 2.1.1) EngageNY Implementation Training

MOWR

TI Target

**Details**

Action Step Description: Destiny School will provide professional development to instructional staff to support the implementation of Engage New York Reading Curriculum.

Person Responsible for this Action Step: David McLendon (Organization Role: Director)

Timeline: 7/1/2021 to 6/30/2022

ESSA Evidence:

**AS** 2.1.2) Phonics Professional Development

MOWR

TI Target

**Details**

Action Step Description: Professional development will be provided to K-3 instructional staff in phonics instruction.

Person Responsible for this Action Step: David McLendon (Organization Role: Director)

Timeline: 7/1/2021 to 6/30/2022

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**S** 2.2) Strategy 2.2

**Details**

Strategy Description: Destiny School will implement the Reading A-Z Leveled Reading Program with fidelity in Kindergarten through Fifth grades.

**AS** 2.2.1) Reading A-Z Training  
MOWR  
TI Target

**Details**

Action Step Description: Destiny School will provide Professional development to K-5 instructional staff in the use of Reading A-Z online resources and leveled reading bench-marking best practices.

Person Responsible for this Action Step: David McLendon (Organization Role: Director)

Timeline: 7/1/2021 to 6/30/2022

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 2.2.2) ESGI Software  
Title I LEA  
TI Target

**Details**

Action Step Description: Destiny School will provide professional development to instructional staff to support the implementation of ESGI Software to conduct one on one assessments.

Person Responsible for this Action Step: David McLendon (Organization Role: Director)

Timeline: 7/1/2021 to 6/30/2022

ESSA Evidence:

2.3) Strategy 2.3

**Details**

Strategy Description: Destiny School will implement Planbook.com online lesson planning to create highly effective, standard aligned lessons and to facilitate effective monitoring and evaluation of plans.

AS 2.3.1) Planbook.com Training

MOWR

TI Target

**Details**

Action Step Description: Destiny School will provide professional development in the use of Planbook online lesson planner and data driven instruction.

Person Responsible for this Action Step: David McLendon (Organization Role: Director)

Timeline: 7/1/2021 to 6/30/2022

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

2.4) Strategy 2.4

**Details**

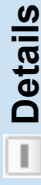
Strategy Description: Destiny School will hire and train paraprofessionals to facilitate small group instruction under the over-site of an appropriately certified reading specialist.

**AS** 2.4.1) Reading Specialist

Title I LEA

MOWR

TI Target



Action Step Description: Destiny School will ensure there is an appropriately certified Reading Specialist to oversee the Title I program including small group instruction.

Person Responsible for this Action Step: David McLendon (Organization Role: Director)

Timeline: 7/1/2021 to 6/30/2022

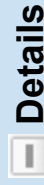
ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 2.4.2) Staffing for Small Group Instruction

Title I LEA

MOWR

TI Target



Action Step Description: Destiny School will hire and train paraprofessionals to facilitate small group instruction under the oversight of an appropriately certified Reading Specialist.

Person Responsible for this Action Step: David McLendon (Organization Role: Director)

Timeline: 7/1/2021 to 6/30/2022

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**P** 3) Principle 4 - Effective Curriculum



Primary Need: 4.5 Our entire staff does not participate in professional learning to support effective implementation of adopted curriculum as evidenced by P.D. attendance sheets, P.D. calendar and student performance on the AzM2.

Root Cause: 4.5 Lack of an effective plan for professional development.

Needs Statement: 4.5 Professional development plan that is varied, differentiated and driven by data from classroom observations, teacher evaluations, teacher self-reflections, and student performance is needed.

Desired Outcomes: 4.5 A professional learning plan that is varied and differentiated will be created to meet the needs of all staff as determined by data from classroom observations, teacher evaluations, teacher self-reflections, and student performance to increase the percent of students passing the Reading AzM2.

SMART Goal: 4.5 Increase the percentage of student passing the AzM2 Reading Test from 51 percent to 61 percent.

### **S** 3.1) Strategy 3.1

#### **D** Details

Strategy Description: Destiny School will develop a school-wide Professional Development Plan that is driven by data from classroom observations, teacher evaluations, teacher self-reflections, and student assessments that supports effective implementation of adopted curricula.

#### **AS** 3.1.1) Develop Professional Development Team

MOWR

TI Target

#### **D** Details

Action Step Description: The Destiny School professional development team will create a written plan that meets the individual needs of staff member based on all available data.

Person Responsible for this Action Step: David McLendon (Organization Role: Director)

Timeline: 7/1/2021 to 6/30/2022

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere



### **S** 3.2) Strategy 3.2

#### **[-]** Details

Strategy Description: Destiny School will create a Professional Learning Leadership Team with members from the administration, classroom teachers, and special programs' director.

#### **AS** 3.2.1) Recruit and Train Professional Learning Team

MOWR

TI Target

#### **[-]** Details

Action Step Description: Recruit and train a team of administrators, teachers and special program staff to develop PD Plan.

Person Responsible for this Action Step: David McLendon (Organization Role: Director)

Timeline: 7/1/2021 to 6/30/2022

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

### **P** 4) Principle 6 - Family and Community Engagement

#### **[-]** Details

Primary Need: Staff does not consistently communicate effectively with parents.

Root Cause: Staff lacks training in planning effective communication with parents.

Needs Statement: Improved communication is needed between school and home.

Desired Outcomes: Communication between home and school, in a language and method families can understand, is regular, two-way and meaningful to further support student achievement.

SMART Goal: Improve communication to support student achievement.

### **S** 4.1) Strategy 4.1

**Details**

Strategy Description: Destiny School will Improve School to Home communication by increasing family engagement opportunities and staff development.

**AS** 4.1.1) Parental Involvement Professional Development  
TI Target

**Details**

Action Step Description: All staff will receive three hours of professional development in parental involvement with an emphasis on school to home communication.

Person Responsible for this Action Step: David McLendon (Organization Role: Director)

Timeline: 7/2/2021 to 6/30/2022

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 4.1.2) Pre K-Kindergarten Transition  
Covid-19  
TI Target

**Details**

Action Step Description: Destiny School will participate in the local kindergarten roundup and invite the local head start school to bring their students in to spend a morning with our kindergarten students and have lunch in the classroom with them.


Person Responsible for this Action Step: David McLendon (Organization Role: Director)

Timeline: 7/1/2021 to 7/1/2022

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

**AS** 4.1.3) 8th grade to High School Transition

TI Target


 **Details**


Action Step Description: During the 2021-2022 school year, Destiny School will invite the two local High Schools to send their principals to an orientation with our students to introduce our students to their school, their registration procedures and availability of college and career activities including AP classes to prepare students for their transition to high school.

Person Responsible for this Action Step: David McLendon (Organization Role: Director)


Timeline: 7/1/2021 to 6/30/2022

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere

 4.2) Strategy 4.2

 **Details**


Strategy Description: Destiny School will provide additional support to homeless students.

 4.2.1) Homeless Students Services

Homeless - 7a

MOWR

TI Target

 **Details**

Action Step Description: Destiny School will provide assistance to homeless students that includes immediate enrollment in school, free school breakfast and lunch, back packs with school supplies and toiletries, transportation to and from school, emergency clothing and access to after school and summer programs at no cost.

Person Responsible for this Action Step: David McLendon (Organization Role: Director)

Timeline: 7/2/2021 to 6/30/2022

ESSA Evidence: Demonstrates a Rationale - A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes

and an effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere