(CDE use only)

Application #	

No Child Left Behind Act of 2001
SINGLE SCHOOL DISTRICT PLAN

**To meet the requirements of the
Local Educational Agency Plan and Single Plan for Student Achievement**

mail original* and two copies to: **California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901**

(*subsequent amendments are approved by local board and kept on file; do not submit to CDE*)

SSD Plan Information:

Name of Local Educational Agency (LEA): Girls Athletic Leadership School Los Angeles

County/District Code: 19 64733 0133710

Dates of Plan Duration (should be five-year plan):   July 1, 2016 – June 30, 2021

Date of Local Governing Board Approval: 4/14/15

District Superintendent: Carrie Wagner

Address: 2633 Lincoln Blvd., #822

City: Santa Monica   Zip code: 90405

Phone: 310-593-3620   Fax:

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Carrie Wagner

Printed or typed name of Superintendent	Date	Signature of Superintendent

Deirdre Gainor

Printed or typed name of Board President	Date	Signature of Board President

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Background

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Background

The *No Child Left Behind (NCLB) Act of 2001* embodies four key principles:

- stronger accountability for results;

- greater flexibility and local control for states, school districts, and schools in the use of federal funds;

- enhanced parental choice for parents of children from disadvantaged backgrounds; and

- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at http://www.cde.ca.gov/nclb/fr/.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

1. **All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.**

2. **All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

3. **By 2005-06, all students will be taught by highly qualified teachers.**

4. **All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**

5. **All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (ED). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for federal accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards

- standards-aligned instructional materials

- standards-based professional development

- standards-aligned assessment

- an accountability structure that measures school effectiveness in light of student achievement

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, the single **plan for student achievement**, **local educational agency (LEA) plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEAs, while continuing to fulfill all requirements outlined in state and federal law**.

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The ConApp is the **fiscal** mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the ConApp to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the ConApp is submitted in the fall of each year. It contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Local Educational Agency Plan (LEA) Plan

The approval of the LEA Plan by the local school board and the State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain **programmatic** requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental educational services, services to homeless students, and other services as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEAs schools.

The Single Plan for Student Achievement (SPSA)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (SPSA)* (*Education Code* Section 64001), developed by school site councils with the advice of any applicable school advisory committees. LEAs allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEAs may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

Role of School Site Council

The California *Education Code (EC)*[1] requires the school site council to develop a SPSA for ConApp programs operated at the school or in which the school participates. In addition, Pupil Retention[2] and School and Library Improvement Block Grant programs[3] operated at the school must be included in the SPSA. The school site council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of funds allocated to the school through the ConApp, and recommend it to the local governing board for approval.

Composition of School Site Council

Composition of the school site council is specified in the California *Education Code* as follows:

- The school site council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school;[4] parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.

- **At the elementary level,** the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a school site council that is composed of equal numbers of school staff and parents or other community members selected by parents.

- **At the secondary level,** the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of parents or other community members selected by parents and students.

- **At both the elementary and secondary levels**, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section.

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[1] *EC* Section 64001(a), (d)
[2] *EC* Section 41507
[3] *EC* Section 41572
[4] For example, counselors, psychologists, social workers, nurses, instructional aides, library personnel, and clerks employed at the school

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Through CPM, the state monitors one-fourth of all school districts each year. Monitoring visits are conducted by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify **compliance** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the Single School District (SSD) Plan

LEAs must develop a single, coordinated, and comprehensive plan that describes the educational services for all students that can be used to guide implementation of federal- and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. ***The Plan should be periodically reviewed and updated as needed, but at least once each year.***

This SSD Plan template is an effort to further align and streamline the planning requirements for single school districts, which includes direct-funded charter schools. This document incorporates the required elements of both the SPSA and the LEA Plan. Use of this template meets all state and federal requirements for plans for categorical programs. More detailed information regarding the SPSA can be found at http://www.cde.ca.gov/nclb/sr/le/singleplan.asp. The complete guide and template for the LEA Plan can be found at http://www.cde.ca.gov/nclb/sr/le/.

In developing the SSD Plan, the SSD will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the SSD will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The SSD is expected to gather and review information from these resources and use it to inform the planning process.**

The SSD Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this Plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of

students, including identified under-performing student groups. **State and federal laws require that school site administrators, teachers, and parents from the SSD (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the SSD Plan**.

The SSD Plan can be completed through the use of a single template following the six steps outlined below. Because the SSD Plan combines the LEA Plan with the SPSA, it becomes the responsibility of the school site council to develop, approve and recommend the SSD Plan to the local governing board for approval.

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports - http://www.cde.ca.gov/ta/ac/ap

- Standardized Testing and Reporting (STAR) data - http://www.cde.ca.gov/ta/tg/sr

- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - http://www.cde.ca.gov/sp/el/t3/acct.asp

- Adequate Yearly Progress (AYP) Reports – http://www.cde.ca.gov/ta/ac/ay

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components (not required for single school districts)

- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components

- Least Restrictive Environment Assessment – examines educational practices for students with disabilities

- English Learner Subgroup Self Assessment (ELSSA) – designed to improve outcomes for English learners

These tools can be found under Improvement Tools in the Virtual Library on the CDE web site at http://www.cde.ca.gov/ta/lp/vl/improvtools.asp.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

The school site council must seek the input of teachers, administrators, councils, committees, parents, and community members (e.g., school health council, committees for Limited English Proficient students, state compensatory education, gifted and talented education, special education, etc.). The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For all categorical programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at http://www.cde.ca.gov. The ConApp provides funding for the following programs: Title I, Parts A and D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part A; Title VI, subpart 2 (Rural Low-Income); School Safety and Violence Prevention; Cal-SAFE; Peer

Assistance Review; Tobacco-Use Prevention; Economic Impact Aid; and Middle and High School Supplemental Counseling Program.

Step Five: Local Governing Board Approval

The SSD Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. The SSD Plan must be reviewed and updated annually, and all subsequent amendments should be approved by the local governing board and kept on file with the original SSD Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are ***not*** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practices? b) How educationally sound is the Plan to help reach the targets? c) How timely and effectively is the Plan being implemented? d) If the Plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

PLANNING CHECKLIST
FOR SSD PLAN DEVELOPMENT
(Optional)

✓	SSD Plan – Comprehensive Planning Process Steps
	1. Measure effectiveness of current improvement strategies
	2. Seek input from staff, advisory committees, and community members
	3. Develop or revise performance goals
	4. Revise improvement strategies and expenditures
	5. Local governing board approval
	6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the "other" category, list any additional programs that are reflected in this Plan.

	Federal Programs		State Programs
√	Title I, Part A		Economic Impact Aid (EIA) – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education	√	After-School Education and Safety Programs
	Title I, Part D, Neglected/Delinquent		School and Library Improvement Block Grant
√	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		High Priority Schools Grant Program
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Healthy Start
	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
√	*Individuals with Disabilities Education Act* (IDEA), Special Education		English Language Acquisition Program
	21st Century Community Learning Centers		Community Based English Tutoring
	Other (describe):		Art/Music Block Grant
	Other (describe):		School Gardens
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	$0	$30,623	$30,623	100%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	$0	$1,750	$1,750	100%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient				
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education	$0	$22,116	$22,116	100%
21st Century Community Learning Centers				
Other (describe)				
TOTAL		$54,489	$54,489	100%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient				
School and Library Improvement Block Grant				
After School Education and Safety Program	$0	$150,000	$150,000	100%
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
TOTAL	$0	$150,000	$150,000	100%

Part II
The Plan

Needs Assessments
       Academic Achievement
       Professional Development and Hiring
       School Safety

Descriptions – Program Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance**, **teacher quality**, and **school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the SSD Plan, the SSD should review its demographics, test results, and resources. The majority of such information is readily available on the SSD's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, California Basic Educational Data System (CBEDS), DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The SSD is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

The Sample School and Student Performance Data Forms provided with the suggested template for the SPSA are also attached to this document in Appendix F. These forms are provided for convenience only; their use is not required. The forms simply provide a suggested format for arraying the data that needs to be reviewed.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability

- Local assessments and accountability

- Coordination and integration of federal and state educational programs

- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and

- principals with the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). *California's Healthy Kids Survey* may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions – Program Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the SSD will provide descriptions and information about how it plans to address the requirements of NCLB and the SPSA based upon results of the needs assessment**. Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the SSD Plan.

Mission/Vision

The mission of Girls Athletic Leadership School Los Angeles (GALS) is to provide a personalized and holistic college preparatory education in a supportive environment that fosters the academic mastery and personal development necessary for every young woman to become a powerful advocate for herself and a leader of her community in the 21st century.

The Girls Athletic Leadership School envisions a world where all young women, regardless of their background, have the opportunity to access the skills, knowledge, and self-determination to succeed in secondary school, college and in their communities and the world.

GALS' mission is to support young women to become powerful advocates for themselves and leaders for their communities. Preparing students to make informed choices and direct their own lives serves this mission deeply, and preparation for college is an essential component of this self-efficacy. All students – regardless of their income, native language, racial and ethnic heritage, or developmental challenges – deserve the opportunity to *choose* college. Without a rigorous academic preparation, many students have no choice at all. And while all college preparatory schools expect students to excel in a rigorous academic program, GALS asks more. We ask that students discover how they learn, that they choose opportunities for challenge, and that they foster a desire to develop and improve in an effort to create their own futures, and we provide an environment that responds to the unique needs of girls to ensure this opportunity.

Students Served

GALS LA plans to open in August 2016 with 6th grade. In August 2017 we plan to add 7th grade, followed by 8th grade the following year until the school reaches full enrollment serving approximately 375 girls in 6th-8th grades. While we cannot with 100% accuracy predict enrollment for each year, for purposes of planning our budgets and operations conservatively, the following are our enrollment projections for the term of this charter, with class sizes of 25-32 students per class:

Grade	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
6th	125	125	125	125	125
7th		125	125	125	125
8th			125	125	125
Total	125	250	375	375	375

As indicated, GALS LA plans to serve middle grades (6-8) in an all-girls environment.

Based on surrounding schools data, we expect that a significant portion of our students (70%) will qualify for free or reduced price meals, 27% will be English Learners, and 12% will be special education students.

Local Measures of Student Performance
(*other* than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, <u>if any</u>, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), <u>that the local educational agency and schools served under this part will use to:</u>

   a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;

   b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;

   c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and

   d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the SSD uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

GALS is committed to implementing an interim assessment cycle that includes two major components: NWEA MAPS tests and GALS Interim assessments. Both of these assessment systems provide teachers with valuable information that they then use to drive and inform instruction.

NWEA MAPS tests: GALS students take the NWEA MAP tests three times a year. These normed tests provide teachers as well as GALS leadership with information on mid-year student growth and achievement. At the beginning of each school year, all students take the first MAPS test in August/September. Based on the MAP data, students are then grouped in core courses and interventions until teachers have additional classroom data that may influence or change these groupings. Students then take the MAPS tests again in January and then to conclude the year. GALS teachers

and administrators critically examine the data provided by these tests to glean information on student growth compared to the NWEA normed national population as well as to triangulate student data with GALS interim assessment results as well as classroom data.

GALS Interim Assessments: In addition to examining data provided by the NWEA MAPS tests, GALS teachers also implement the GALS Interim Assessment (IA cycle). Based on Paul Bambrick-Santoyo's work in *Driven by Data*, GALS Interim Assessments are rigorous, teacher-designed assessments that mirror Common Core assessments and provide teachers with relevant data that allows teachers to make corrections to their courses and daily instruction to support student content mastery. The interim assessments are given 2-3 times per year (to be determined by the Principal). This process results in more frequent data that teachers then use to drive instruction and address student areas of weakness.

Data-Driven Instruction and Class Placement: Interim Assessments and MAPS data yield valuable information that not only help inform instruction within the classroom setting, but also help determine student placement in intervention classes. The data provided by these assessments helps place students in these classes and also identifies the skills that they most need to work on in a small group setting. Student placement in these intervention classes is re-examined every quarter and in some cases, even more frequently.