A. Educational Plan

A.5 Performance Management Plan

Reading Narrative

Alhambra Preparatory Academy, hereby referred to as Madison Highland Prep, is committed to ensuring that its students experience superior growth and academic achievement. The attached Performance Management Plan (PMP) for Reading, provides strategies and action steps that demonstrate how Madison Highland Prep will ensure that such growth and academic achievement outcomes on Arizona state Reading standards are met. In support of this plan, the administrative team has identified a baseline of student performance in MHP's target area from which annual goals will be set and a process to evaluate the effectiveness of this plan.

A. Description of Basis for Setting Baseline Figures

Madison Highland Prep's baseline figures for Reading; found in Section A.2, are predicated on an analysis of public high school sophomore cohort data retrieved from the Arizona Department of Education (ADE, 2012), in the proposed school's territory. Since Madison Highland Prep will begin its first year serving only freshmen and sophomores; the predicted baseline for percent of students scoring proficient on State standardized assessments was calculated by using an average of the 13 high school's sophomore Reading AIMS pass rates. As a result, the administrative team set as a baseline the level of 52.5% proficiency on AIMS Reading (ADE, 2012).

The average median Student Growth Percentile (SGP) on AIMS Reading in 11 of the 13 high schools (two of the schools did not have a median SGP available), which was calculated by averaging the median SGPs on AIMS Math, resulting in a baseline SGP level of 43.5 (ADE, 2012).

Table 1. High School AIMS Reading Pass Rates and SGPs

High School AIMS Reading Pass Rates and SGPs within MHP's Proposed Territory		
High School	**Reading Pass Rate**	**Reading SGP**
Alhambra High School	49.5%	42.0%
Bostrom Alternative Center	42.1%	33.0%
Career Success High School - Main Campus	28.0%	33.0%
Central High School	60.9%	46.0%
Franklin Police and Fire High School	97.1%	69.0%
Genesis Academy	68.4%	N/A
Maya High School	31.1%	43.0%
Metro Tech High School	81.2%	61.0%
North High School	70.4%	44.0%

Phoenix College Preparatory Academy	60.0%	31.0%
RCB Medical Arts Academy	49.0%	50.0%
Summit High School	22.2%	26.0%
Tumbleweed Transitional Learning Center	22.0%	N/A
MHP Proposed Territory Averages	**52.5%**	**43.5%**
Arizona Averages	**72.3%**	**48.0%**

Arizona Department of Education (2012)

The average AIMS Reading Pass Rate for the 13 schools, and the average median Student Growth Percentile (SGP) on AIMS Reading for the 11 reported schools, are both significantly below state averages (see Table 1), and well below expectations that MHP has established for its learning community.

B. Describe a System to Create, Implement, Evaluate, and Revise Curriculum (Strategy I)

Madison Highland Prep's Administrative team researched various curriculum materials to determine alignment to Arizona's Common Core English Language Arts Standards, and pre-Advanced Placement (AP) preparation, as well as an appropriate match to MHP's target population. MHP found the College Board's Spring Board curriculum materials to be an excellent fit for its English Language Arts curriculum. The Common Core Standards for English language arts are organized by individual grade level bands in middle school and configured as shared bands in high school (i.e., grades 9-10 and 11-12). Each performance band contains vertically articulated "Anchor Standards" for reading, writing, communication, and language. Spring Board will add value to MHP's Arizona Common Core standards driven curriculum through its strong emphasis on reading analysis and comprehension.

MHP will ensure that Spring Board's curriculum materials and resources are effectively understood and utilized by MHP's education team. The administrative and instructional leadership team will attend Spring Board's Initial Administrative workshop, and Curriculum Mapping with Instructional Leaders Institute. Next, MHP English teachers will attend a three- day Spring Board Teacher Institute to develop curriculum maps, and to develop pacing guides that fit the school's schedule and program of instruction. English teachers will have a second teacher in-service week at the school where they will develop Arizona Common Core ELA instructional units, course syllabi and daily lesson plans. Teachers will also be trained in how to accommodate and modify the curriculum for students with disabilities.

MHP English teachers will use Professional Learning Community (PLC) instructional planning days to develop their Arizona Common Core ELA Standards-based Reading Curriculum. English teachers will examine high priority standards strands and key vocabulary for each English course ensuring consistency in what is taught through PLCs. English teachers will also examine disaggregated student data to evaluate fidelity of implementation and level of success with the school's ELA curriculum through PLCs. Data will be used to revise and adapt the curricula to meet student needs as the school raises student to the level of college ready.

Teacher Planning Time will be built into the day, four-days-per-week with Wednesdays reserved for PLC's. During that planning time, English teachers will develop high quality lesson plans that incorporate embedded formative assessment, as well as projects and other instructional planning. Teachers will be mentored by the Director of Curriculum, and the English Chair. MHP will also ensure that its curriculum is implemented, evaluated and revised through a weekly examination of teacher's daily lesson plans and instructional units to ensure accurate implementation of Arizona's Common Core ELA Standards for Reading. Further, the school's Principal and Director of Curriculum will visit each class, each and every day to verify that Arizona Common Core ELA lesson objectives are posted, and that Arizona Common Core ELA Standards for reading are successfully integrated into the school's English Curriculum.

MHP's Director of Curriculum and English Department Chair will provide the education team with Arizona's Common Core ELA Standards, and have each non-ELA teacher identify the CCSS Literacy Strands that will be integrated within their content areas: History, Social Studies, Science, STEM, fine arts, and electives.

C. Describe a System to Monitor the Integration of Arizona's Standards of Instruction (Strategy II)

During Summer Professional Development Week, Madison Highland Prep's Director of Curriculum and Principal will support English teachers in developing Arizona Common Core ELA Standards based: instructional units, course syllabi and daily lesson plans. MHP will also ensure that its curriculum is implemented, evaluated and revised through a weekly examination of teacher's daily lesson plans and instructional units to ensure accurate implementation of Arizona's Common Core ELA Standards for Reading. Further, the school's Principal and Director of Curriculum will visit each class, each and every day to verify that Arizona Common Core ELA lesson objectives are posted, and that curriculum is aligned and implemented to the Arizona Common Core ELA Standards for reading with fidelity. MHP teachers will be guided by Charlotte Danielson's Framework for Teaching Model which prescribes that in addition to daily snap-shots, formal observations of no less than one hour at a time be conducted bi-annually.

MHP English teachers will use Professional Learning Community (PLC) instructional planning days to develop their Arizona Common Core ELA Standards-based Reading Curriculum. English teachers will examine high priority reading strands. Teachers will also examine disaggregated student data to evaluate the level of success with integration of Arizona's Common Core ELA Reading Standards.

Teachers will create summative unit assessments for each reading unit in each grade level that has multiple valid questions for each standard that will be taught for mastery. A fall, winter and spring online benchmark assessment will be given to each student, and assessment results will be broken down by mastery level of standards for each student and each class as a whole. Benchmark data will provide insight on the degree of successful integration of Arizona's Common Core ELA Standards for Reading in MHP's instructional program. MHP English teachers will analyze PARCC testing data to assess the degree of successful integration of Arizona's Common Core ELA Standards for Reading. Based on the results, teachers will revise their curriculum maps and specific reading strands targeted for added instructional emphasis in the following school year. Guide and pacing books, data analysis, principal's review of lesson plans, posted lesson objectives and frequent classroom observations will ensure that all teachers are appropriately integrating Arizona State Common Core Standards to their instruction.

D. Comprehensive Assessment System Based on Clearly Defined Performance Measures (Strategy III)

Madison Highland Prep will ensure that each student is assigned a diagnostic assessment for Reading and Math (ACT Aspire) to help the administrative team establish a baseline from which to schedule classes, prescribe remediation, targeted intervention, identify enrichment opportunities, and to measure future (longitudinal) growth. Each student will be guided in the development of their own Personal Education Plan (PEP) by their grade level advisor. This will begin at the start of the school year, and continue through graduation.

All classes at MHP will include a pre-test and post-test. The results of the pretests will assist teachers with instructional planning. Further, the results will be submitted to the Director of Curriculum, where student growth will be measured to ensure each child's successful acquisition of the course standards. Formative Assessment based instruction will be conducted in every classroom each and every day. Students will be assessed on a minute-by-minute basis during instruction, where immediate assistance will be provided. Teachers will use specific questions and activities that elicit evidence of student learning so that corrective action can be used where needed. This will be verified with teacher snapshots and observations. If deeper remediation is required, after school remediation will be prescribed by the teacher for the same day or as quickly as possible. Teachers will report weekly grades (and a student intervention log for that week). Grade level advisors review weekly grades to confirm that remediation was assigned, and completed. The administrative team will receive feedback from advisors, and meet with students individually as necessary to ensure that maximum participation and success in remedial interventions occurs. Midterm grades will also be submitted by teachers, reviewed by the Director of Curriculum, and then released to students and their parents/guardians. The Education Team (Teachers, Grade level Advisors, Director of Curriculum and the Principal) will then meet and determine next level of interventions for students who are failing classes.

A fall, winter, and spring online benchmark assessment (ACT – Aspire) will be given to each student where assessment results will be broken down by mastery level of standards for each student and each class as a whole. PARCC assessment data will be broken down and disaggregated to determine whether all students are learning and making progress. Analysis will include groupings by grade, gender, SES, ELL, and ethnicity, and Reading Student Growth Percentiles (SGPs).

E. Describe a Comprehensive Professional Development Plan (Strategy IV)

Madison Highland Prep's administrative team will develop a staff handbook that reflects a comprehensive professional development plan with a professional development calendar for the 2014-15 school year. MHP's administrative and instructional leadership team will attend Spring Board's Initial Administrative Workshop, and Spring Board's Curriculum Mapping Institute. MHP math teachers will attend a three- day Spring Board teacher Institute to develop curriculum maps, and to develop pacing guides that fit the school's schedule, and program of instruction. During that in-service, English teachers will be trained in Arizona Common Core ELA Standards, and will develop instructional units, course syllabi and daily lesson plans based on those standards. English teachers will receive special education and ELL requirements training so that they know how to accommodate and modify the curriculum for students with disabilities appropriately. Teachers will be trained on MHP's staff handbook. Teachers will also receive training on Charlotte Danielson's Framework for Teaching, will learn the coaching protocols, and will be trained on the teacher evaluation instrument. MHP's Personal Education Plan (PEPs) format will be shared and grade level advisors will be selected and trained.

Through a weekly review of each teacher's daily lesson plans and instructional units, teachers will be mentored in ensuring the accurate implementation of Arizona's Common Core ELA Standards for

Reading as well as other required daily lesson plan ingredients. MHP's lesson plan format will be a hybridization of Madeline Hunter's Essential Elements of Instruction, with Bloom's Taxonomy, embedded Formative assessment, and Gardner's Multiple Intelligences.

As mentioned in section A.4, MHP will offer instructional staff 28 Professional Learning Community (PLC) instructional planning days to support teacher needs and to ensure the education community's expectations are met. Teacher PLCs will be formed around content areas, which include English. English teachers will examine information in preparation for the PARCC assessment. Teachers will also examine disaggregated student data to evaluate fidelity of implementation and level of success with the school's reading curriculum. Additionally, teachers will continue to develop high quality lesson plans that incorporate embedded formative assessment, as well as projects and other instructional planning during their daily planning period. They will be mentored by the Director of Curriculum, English Chair, and the Principal. Additionally, the education team will receive training 21st Century Digital Literacy Skills, the 'Flipped Classroom', Project-based Learning, Cooperative Learning, and Socratic Seminar through PLCs, all tools that will assist the faculty in raising student academic achievement to the college ready level.

As mentioned section A.3, the overall instructional program for Madison Highland Prep will be guided by Charlotte Danielson's *Framework for Teaching, which* is a comprehensive model for effective teaching practices that incorporates a teacher and administrator development and evaluation system. The instructional model has four domains: *Planning and Preparation*, *The Classroom Environment*, *Instruction*, and *Professional Responsibilities* (Danielson, 2007). The model was also chosen since it was designed to support Common Core Instruction, and data-driven, formative assessment instructional practices. The *Framework for Teaching* model will be implemented during the summer in-service prior to the start of the inaugural school year, and will remain in place to ensure that the school evolves and improves its instructional effectiveness. Charlotte Danielson's Framework for Teaching includes a teacher effectiveness instrument that measures each teacher's individual development. Artifacts used will include formal observation, daily snap-shots, and compliance with school academic and professional policies and procedures outlined in the staff handbook.

MHP's teacher needs are also addressed through their participation in ongoing surveys, and particularly the end-of-year survey where instructional staff complete a survey regarding the effectiveness of PLC's, staff development workshops, and administrative support, as well as indicating areas or skills that require additional training. The end-of-year survey will be used to update the Reading PMP Plan for the following year.

F. Describe processes for improving action steps based on data analysis

Madison Highland Prep will implement a data culture beginning with each child's diagnostic assessment for Reading and Math upon entering the school, the resulting schedule of classes, the prescription of remediation, targeted interventions, the identification of enrichment opportunities, and the overall measure of each child's, and cohort's longitudinal growth will invariably impact MHP's action steps. MHP's reading PMP has been created to ensure a solid framework is established to guide the education team's professional and academic success. Changes and improvements to action steps may be updated in June of each year but 'real time' changes to day-to-day practices will be necessary since not all details and factors can be understood until the education program is up and running. Therefore, all data analyzed becomes information, used to improve action steps and scheduling generous professional development opportunities provides time to improve action steps when needed.

In addition to daily instructional assessment data and analysis; MHP will use three online benchmark assessments to reveal individual student challenges, standards integration issues, and common reading strands that require various interventions. For example, if a particular group of students experience challenges with a particular strand, and those students have the same class in common, changes can be made to the class immediately and for the future. Another common example is that if a cohort demonstrates weakness with a given strand, additional workshops that address the deficiency can be introduced, and prescribed to the students. Thus, the ongoing collection of data will reveal additional remediation opportunities; which may in turn, result in added interventions not previously considered.

MHP's education team will be trained in data analysis through ACT – Aspire workshops, webinars, and Professional Learning Communities where teachers will work with assessment results, to determine level of understanding for individual students, classes, and cohorts. Assessment reports will be generated for each student, class and cohort illustrating the degree of standards mastery. Growth will be examined relative to the PMP goal. Identification of bottom quartile students and the school's targeted intervention program will be driven by these results. The resulting information, rate of learning, and degree of integration of data analysis practices will determine future professional development needs relative to data analysis.

The MHP education team will disaggregate PARCC assessment data to determine whether all groups of students are learning and making progress. Analysis will include groupings by grade, gender, SES, ELL, and ethnicity, and reading Student Growth Percentiles (SGPs). Based on these data findings, a formal report of assessment results will be presented for Board Members and Teachers. MHP's Principal and Director of Curriculum will submit an end-of-year report to the Governing Board. Based on feedback from the education team and formal recommendations from the Governing Board, MHP will amend and improve action steps in the Reading Performance Management Plan.

2012 AIMS & AIMS A Results for 10th grade students. Retrieved from: http://www.azed.gov/research