A.5 PMP Reading Narrative

Baseline figures were set using AIMS data from Greatschools.com. An average of all three surrounds school's scores were taken to determine the predicted baseline of 73%. A 5% SGP figure was chosen because it is realistic and an attainable increase looking at the last three years of test scores of our local target population.

SCHOOL	Reading 2012	Writing 2012	Math 2012
Cactus View	76%	76%	57%
Echo Mountain Primary	66%	-	68%
Eagle Ridge	76%	65%	67%

Also a benchmark assessment using DRA and running records to determine each student's reading level will be created by May 2013 and used as a formative assessment to check for student progress in mastering the academic standards in reading each semester. Summative assessments, ongoing running records, AIMS Web, DRA, and Galileo will also inform the teacher if an individual student is struggling with mastery of the standards. After school tutoring will be considered if a student is struggling.

We believe that the children will come in to the school at the predicted baseline of 73%. Benchmark assessments, Galileo, running records, AIMS Web and the individual reading levels will be obtained. Students will be monitored on a weekly basis in teacher meetings based on these formative and summative assessments and recorded on the ILP. If individual students are not achieving, they will be identified and intervention strategies will be implemented after the teacher team analyzes the data to determine the specific interventions that student needs. Intervention could include afterschool or in the classroom.

The school board and leadership team will review the action steps and strategies on a monthly basis using data available such as AIMs data, Stanford-10 data, running records, Galileo, Singapore math assessments, and ILPs. Teacher feedback and survey data will also be used to ensure that the strategies are driving mastery of the Common Core Standards of the target population. If the strategies are not successful, the strategies will be modified and re-evaluated by the leadership team and school board.

Strategy I

Thematic based curriculum will be developed integrating math, science, social studies and language in May 2013. The curriculum will be monitored on a weekly basis in teacher meetings

along with the administration. It will become an evolving project that will be monitored and revised monthly by the administration according to teacher feedback, lesson plans and classroom observations ensuring that the standards are taught and the standards have been mastered. The evidence will be meeting agendas and the curriculum document itself. There will be no cost for this. Data from both formative and summative assessments will be used to ensure mastery of the Common Core Standards in math and student achievement in the target population. Teachers and administration will use AIMs data, Stanford-10 data, running records, Galileo, AIMS web reading progress, and ILPs, to make decisions regarding both the curriculum and assessment at the school.

Benchmark assessment of each individual student's reading level in all three languages will be given at the beginning of the year and we be an ongoing process. The responsible party will be the teachers and the help of the administration. The results will be recorded on each student's ILP. There will be no cost for this. Data from both formative and summative assessments will be used to ensure mastery of the Common Core Standards in reading and student achievement in the target population.

Students will continuously be put in small reading groups of no more than 6 students using the information from the running records assessment on a daily basis. The teacher will be responsible to give the assessment and the administration will monitor this by looking at each teachers reading level group form (LRG). The LRG will be the evidence, and there will be no cost for this. Data from both formative and summative assessments will be used to ensure mastery of the Common Core Standards in reading and student achievement in the target population.

Teachers will receive ongoing Professional Development and coaching throughout the school year to ensure that the reading block is being taught with the use of active pedagogy, and that assessments are being administered accurately. The administration will be giving the professional development and they will also keep observation notes with teacher recommendations. There will be no cost for this. Data from both formative and summative assessments will be used to ensure mastery of the Common Core Standards in reading and student achievement in the target population. Teachers and administration will use AIMs data, Stanford-10 data, running records, Galileo, AIMS web reading progress, and ILPs, to make decisions regarding both the curriculum and assessment at the school.

Strategy II

The Individual Learning Plan will be created by administration following the Arizona State Standards in Reading, math and writing. Administration will monitor the ILPs and ensure that they are correct and up-to-date. The ILP will be the evidence of completion and there will be no cost for this. Teachers and administration will use AIMs data, Stanford-10 data, running records,

Galileo, AIMS web reading progress, and ILPs, to make decisions regarding both the curriculum and assessment at the school.

The thematic based curriculum is an evolving document that supports student achievement by connecting all content areas through real world themes. The curriculum will be monitored on a weekly basis in teacher meetings by the teachers and administration ensuring that all lessons and summative/formative assessments are following the Arizona State Standards. It will become an evolving project that will be monitored and revised according to teacher feedback and classroom observations ensuring that the standards are taught and the standards are mastered. Student's ILPs will be updated and monitored on a weekly basis by the administration and teachers. There is no cost for this.

Teacher feedback and survey data will also be used to ensure that the strategies are driving mastery of the Common Core Standards of the target population. If the strategies are not successful, the strategies will be modified and re-evaluated by the leadership team and school board.

A cyclical approach to ensuring student achievement will be used. First data is collected for each strategy. Mastery of the Common Core Standards will be determined using that data, formative and summative. If the students are not mastering the standards then the team meets to create new strategies or intervention programs. After these strategies and intervention programs are used then more data will be collected and analyzed to determine if the new strategies or intervention programs were successful. This process continues indefinitely, it is a cyclical process using constant data collection of formative and summative assessments and determining if changes need to be made for individual students or curriculum.

Strategy III

The Leveled Reading Group (LRG) assessment form will be created in May 2013 and teachers will be responsible for keeping this document current. The administration will monitor the groupings on a weekly basis ensuring that each individual student achievement in reading is being monitored. The data from running records, AIMS web and Galileo will be used to monitor individual student achievement in the target population. There is no cost for this.

The curriculum map will be monitored on a weekly basis in teacher meetings along with the administration. It will become an evolving project that will be monitored and revised according to teacher feedback and classroom observations ensuring that the standards are taught and mastered. Student's ILPs will be updated and monitored on a weekly basis. Meeting agendas will be the evidence, and there is no cost for this.

Teachers and administration will use AIMs data, Stanford-10 data, running records, Galileo, AIMS web reading progress, and ILPs, to make decisions regarding both the curriculum and assessment at the school. Meeting agendas will be the evidence and there is no cost for this.

Strategy IV

Professional development schedule will be created by May 2013 to ensure that teachers receive the necessary training to teach with the curriculum and assess and monitor student achievement. The administration will be responsible for this and there is no cost.

A Professional Development Log will be created by May 2013 to ensure teacher participation and this will be monitored by the administration. There is no cost for this.

Ongoing PD in guided reading will begin in the first week of school and will continue throughout the school year. The administration will be responsible for conducting the PD, there is no cost. The evidence will be the PDL.

Ongoing classroom coaching in guided reading and observation data will complement the PD; teachers will be observed and coached in using new pedagogy, techniques in teaching the reading block. The administration will be responsible for this and there will be no cost for this.

Teachers and administration will use AIMs data, Stanford-10 data, running records, Galileo, AIMS web reading progress, and ILPs, to make decisions regarding both the curriculum and assessment at the school.

Teacher feedback and survey data will also be used to ensure that the strategies are driving mastery of the Common Core Standards of the target population. If the strategies are not successful, the strategies will be modified and re-evaluated by the leadership team and school board.

A cyclical approach to ensuring student achievement will be used. First data is collected for each strategy. Mastery of the Common Core Standards will be determined using that data, formative and summative. If the students are not mastering the standards then the team meets to create new strategies or intervention programs. After these strategies and intervention programs are used then more data will be collected and analyzed to determine if the new strategies or intervention programs were successful. This process continues indefinitely, it is a cyclical process using constant data collection of formative and summative assessments and determining if changes need to be made for individual students or curriculum.