A.5 Performance Management Plan Reading Narrative

The attached Performance Management Plan provides four strategies with a list of action steps under each strategy that explains how CASA Academy will develop, implement, and support a curriculum and instructional program that ensures increased student achievement in reading. The narrative included below further explains the process necessary for each strategy for gathering and analyzing data on the effectiveness of the action steps and for evaluating the effectiveness of this plan. To support this plan, CASA Academy has identified a baseline of student performance from which annual goals will be set. The baseline of student performance and process for each of the four strategies is described in further detail below.

A. Basis for Baseline Figures

CASA Academy looked at data from the twelve elementary schools (charter and district) in the targeted zip codes to determine the predicted baseline for percent proficient and average student growth percentiles (SGP). We utilized student percent proficient data based off of the 2012 AIMS test from the Arizona Department of Education website for each of the twelve schools in the area. To determine our predicted baseline for percent proficient, we calculated the average for the twelve schools and found that the average proficiency rate was 69%. For calculating average SGP, we averaged the reading median growth percentiles for ten out of the twelve elementary schools in the target area and found the average median SGP is 48. Two of the schools in the target area did not have the necessary data to include in this calculation.

CASA Academy, as a K-3 school starting with grades K and 1, will not have AIMS or PARCC standardized test data available until its third year of operation. Therefore, we have included the school's internal goals in reading to ensure that we are on target to meet our goals in year three. The identified goals are rigorous and exceed the results achieved in the surrounding district and charter schools in 2012. Progress towards these goals will be presented monthly to the Governing Board and will be used to evaluate the Directors' effectiveness.

Goal: Students at CASA Academy will meet or exceed the Arizona Common Core Standards in reading.

- Measure 1: At least 85% of students, overall and within each subgroup, will earn 85% or more on all initial or re-test Common Formative Assessments and benchmark assessments at CASA Academy.
- Measure 2: At least 85% of students will meet individual reading growth goals based on the Developmental Reading Assessment 2 (DRA2) and/or DIBELS.
- Measure 3 (applicable Y3): At least 85% of all students who have attended CASA Academy for two or more years will meet or exceed standards as demonstrated by the AIMS or PARCC assessments.

B. Process for Gathering and Analyzing Data on Effectiveness of Action Steps

CASA Academy will implement four strategies to ensure that CASA Academy students meet or exceed the Arizona Common Core Standards in reading. The process for gathering and analyzing data on the effectiveness of the action steps for each strategy is described in further detail below.

Strategy 1: Provide and implement a curriculum that improves student achievement.

Process

CASA Academy's curriculum is based on and aligns to the Arizona Common Core reading standards. It has been backwards planned from the standards level to the daily lesson implementation level to ensure that students are able to master and demonstrate mastery of the standards. To backwards design the curriculum, the Academic Director will utilize the Arizona Common Core reading standards and PARCC blueprints and sample test items (as available) to create pacing guides that organize grade level Common Core Standards for each grade level. Additionally, pre-tests, end-of-year summative assessments, and benchmark assessments will be created to align with the pacing guides. Using the pacing guides, grade level teams will create unit plans and assessments and ultimately daily lesson plans that are aligned to their unit plans. Throughout each quarter, teachers and the Academic Director will meet during data meetings to determine whether the curriculum has been effective and to make any necessary revisions.

Collection of Data and Data-Analysis

Well-designed pacing guides, pre-tests, end-of-year summative, benchmark, and unit assessments serve as initial evidence that the action steps have been completed. More important than that, however, are the student achievement results that CASA Academy will use to determine whether we are on track to meet the ongoing and year-long goals described above. If data demonstrates students are mastering content at high levels, this will demonstrate the action steps have been successful; however, if student mastery levels are low according to student data, the action steps will have proven inadequate and the curriculum must be immediately revised to ensure students are meeting academic goals. Data on completion of the action steps and the effectiveness of the curriculum will be collected within the Performance Management Plan document. Action steps will be deemed effective if they accomplish the criteria for each action step in the PMP category "Evidence of Meeting Action Steps" and if student data shows CASA Academy is on track to meet its yearly goals.

Highly Effective Teachers

We recognize that an aligned and rigorous curriculum is not enough; highly effective teachers must be recruited and hired to execute excellent instruction to students. To this end, CASA Academy will implement rigorous hiring practices to ensure that only the highest-quality teachers are selected. Teachers will receive intensive initial and ongoing professional development to ensure that they are operating on the level of excellence required to drive student achievement. Data to demonstrate this includes hiring documentation for teachers as well as ongoing records of their performance during observations in addition to student data. If teachers are not executing high-quality instruction that is positively impacting

student achievement, they will be prioritized for additional support, professional development, and accountability. Ultimately, teachers who are not improving will not continue to work at CASA Academy

Strategy II: Develop and implement a plan for monitoring the integration of the Arizona Academic Standards into instruction.

Process

CASA Academy will ensure increased student achievement by integrating the Arizona Common Core Reading Standards in instruction. CASA Academy will create a schedule that allows for 210 minutes of daily reading instruction, including a 30-minute block dedicated specifically to provide remediation to students who are struggling with the Arizona Common Core Standards in reading. CASA Academy will create a curriculum map that allows for the integration of standards in reading instruction. After developing the curriculum map and schedule, the Academic Director and Director of Students and Operations will create a rubric to evaluate implementation of the standards in addition to a staff handbook that outlines necessary implementation expectations. Teachers will then use the unit and lesson planning process to ensure that the standards are being integrated into instruction. Further, the Directors will observe this integration in weekly observations of teachers. After every unit, students will take aligned assessments and student data will be evaluated to determine the effectiveness of the integration of the Arizona Common Core reading standards within instruction.

Collection of Data and Data-Analysis

A schedule that enables integration of reading standards, rubrics that evaluate implementation of the standards, the staff handbook, and signed copies from teachers stating they received the handbook are the initial pieces of data that will be collected to ensure integration of the standards. Unit plans, assessments, and daily lesson plans are the next indicators of meeting the steps necessary to ensure this action step. Finally, observations coupled with student data ensure that the standards have been integrated effectively within instruction. Similar to Strategy I, data on completion of the action steps and the monitoring of integration of standards within instruction will be collected within the Performance Management Plan document. Action steps will be deemed effective if they accomplish the criteria for each action step in the PMP category "Evidence of Meeting Action Steps" and if student data shows CASA Academy is on track to meet its yearly goals.

Strategy III: Develop and implement a plan for monitoring and documenting student proficiency.

Process

The assessment system detailed in the Reading PMP Plan is critical in ensuring that students are mastering the Arizona Common Core Standards. CASA Academy will implement multiple forms of assessment throughout each academic year to ensure that teachers have an overall understanding of an individual student's development at any point in time throughout the year. Pre-tests and summative assessments will enable CASA Academy to chart student growth throughout each academic year, the Stanford 10 will gauge student performance compared to other students across the state and nation, and

benchmark and common formative assessments will enable CASA Academy to determine its progress to goal and adjust curriculum and instruction as necessary. Additionally, daily "checks for understanding" will provide in-the-moment data so that teachers can refine and adjust instruction immediately based on individual student needs. Academic achievement data will be presented to the Governing Board at every meeting to demonstrate whether CASA Academy is on track to meet its goals.

Collection of Data and Data-Analysis

All forms of assessment data are designed to provide a comprehensive picture of whether CASA Academy is on track to meet its goals. Data will be analyzed by individual teachers, grade-level teams, and the Directors after the completion of each Common Core unit and after each benchmark assessment. Additionally, unit and benchmark data (when applicable) will be shared with the Governing Board at each Governing Board meeting. Data collected and analyzed includes individual student data and data aggregated by subgroup[1] and whole school. Achieving 85% mastery will demonstrate that CASA Academy's students are on track to reach their goals. Scoring below 85% will result in prioritized interventions. All data will be reviewed to identify the students who have been most successful and those in greatest need of interventions, the teacher actions that have contributed to both, and how to imitate the effective teacher actions and eliminate the actions that have not resulted in high academic achievement.. Similar to the above strategies, data on completion of the action steps and the effectiveness of monitoring and documenting student proficiency will be collected within the Performance Management Plan document. Action steps will be deemed effective if they accomplish the criteria for each action step in the PMP category "Evidence of Meeting Action Steps" and if student data shows CASA Academy is on track to meet its yearly goals.

Strategy IV: Develop and implement a professional development plan that supports effective implementation of the curriculum.

Process

Providing effective, meaningful professional development to teachers is a critical component to student success at CASA Academy. CASA Academy will provide nine days of initial professional development on all reading instructional components. During this time, teachers will learn expectations for unit planning and assessment creation, daily lesson planning, and using pacing guides in addition to preparing to implement a balanced reading program. Throughout the year teachers will receive ongoing professional development targeted to meet their individual needs. This professional development may be provided through whole-staff professional development during CASA Academy's eight early release professional development days, individual coaching, co-teaching, and/or observations of other teachers. Common planning time and data-analysis meetings will serve as a large portion of professional development as well and ensure student achievement. Based on student data analysis, immediate changes will be implemented to ensure student success. Additionally, the Directors and teachers will be formally evaluated to ensure CASA Academy is on track to meet its goals and to continuously improve.

[1] Subgroup refers to the following, if 10 or more students exist in each group: free or reduced lunch population, English Language Learners, Special Education, and each grade level

Collection of Data and Data-Analysis

To ensure CASA Academy is developing and implementing a professional development plan to support effective implementation of the curriculum, the calendar and schedule will allow for professional development to occur. In addition, CASA Academy will collect the following pieces of data: rubrics to facilitate professional growth during observations, records of observations and action steps for professional growth, professional development outlines and/or plans, student assessment data, and completed formal evaluations for both teachers and the Directors. As stated for other strategies, data on completion of the action steps and the effectiveness of professional development will be collected within the Performance Management Plan document. If professional development does not translate into effective implementation of the curriculum, the Directors will make immediate changes to the plan.

C. Process for Updating and Implementing Improvements to the Action Steps

At CASA Academy, the Performance Management Plan (PMP) is the guide to student achievement and success. To track progress of action steps, CASA Academy will add two additional columns to the PMP chart. One column will provide a place to record the completion status for the action step, while the second column will provide a place for notes that could include positive and negative observations in completing the action step or progress towards academic goals. The Directors will utilize this document on a daily, weekly, and monthly basis to ensure action steps are completed effectively and record necessary revisions. As stated above, action steps will be deemed effective if they produce the desired evidence in the category "Evidence of Meeting Action Steps" and if students are on track to meeting their academic goals.

If action steps are not being completed or are not gaining the desired results, immediate revisions will be made to ensure that students are successful. This will happen formally on a quarterly basis; however, small adjustments will be made on a daily and weekly basis, as needed, for identified individuals or subgroups. The Directors and teachers will collaborate to make these changes and typically these conversations will happen during data meetings. The Academic Director will be responsible for documenting any changes that are made to the PMP with appropriate rationale.

The Directors will present the PMP, including all completed and on-going action steps and their effectiveness, to the Governing Board at every Governing Board meeting. CASA Academy is committed to increasing student achievement and will take any and all actions necessary to ensure this is a reality. To this end, the process of data collection, evaluation, and revision will be an ongoing process throughout each year as CASA Academy seeks to continuously improve.