Performance Management Plan Narrative Reading

Applicant Name: Colegio Petite Phoenix

Narrative:

a. The data figures below were determined by analyzing data from programs in close proximity to the proposed site Madison Traditional Academy, and Biltmore Preparatory Academy in the table below (as provided in Section A.2) were used as the context for the SGP predictions.

Grade levels	**Mercury Mine** **Overall math SGP: 39%** **Overall reading SGP: 48%**		**Madison Traditional** **Overall math SGP: 52%** **Overall reading SGP: 54%**		**Biltmore Preparatory** **Overall math SGP: 53%** **Overall reading SGP: 61%**	
	math	**reading**	**math**	**reading**	**math**	**reading**
3	40%%	57%	70%	57%	46%	63%
4	48%	62%	41%	43%	35%	27%
5	24%	40%	50%	55%	65%	45%
6	47%	40%	43%	43%	39%	60%
7			42%	69%	72%	72%
8			37%	53%	73%	74%

Because of the extended day and language enrichment offered through Colegio Petite Phoenix, and the protected RtI time for enrichment and intervention, the SGP estimations below meet the highest produced by these comparative schools.

b. Consistent curriculum maps that are aligned to the Common Core State Standards will be employed in every classroom by every teacher. Daily lesson plans will be aligned to the maps. Administration (including instructional coaches) will review written plans weekly and provide feedback, then they will conduct walkthroughs to verify that instruction matches the written plan. Formative assessments will be given to measure each teacher's alignment to the pacing and content in the maps, and daily classroom walkthroughs will be conducted by the school leader and curriculum coach to ensure that the written curriculum is being followed with fidelity. Galileo benchmarks will be administered quarterly to provide achievement and state-normed growth data to administration and teachers. Those quarterly reports will be used to guide spiraled re-teaching at the student and class level. They will be also used by grade-level teams of teachers and administrators to work collaboratively to refine the overall curriculum maps quarterly. At the end of the year, summative data will be analyzed and adjustments will be made to written curriculum maps and lesson plans to address any areas of concern. The RtI system and master schedule that serves as the instructional skeleton of the school will be in place to ensure that time and space is available to act daily on formative data and provide students with the differentiated enrichment and/or intervention they need to master all concepts. A team of master teachers, site administration, and

TLG's Academic Support Services will work collaboratively when instructional material adoption is necessary. This team will research options thoroughly and make recommendations to the Governing Board for approval.

c. Teacher follow curriculum maps established by the school and write their lesson plans to align to those documents. Both curriculum maps and lesson plans are aligned to the Common Core State Standards. Short, formative assessments are provided in Galileo to offer regular feedback about how instructional efforts are realized in student achievement. The school leader and curriculum coach evaluate all teachers' lesson plans on a weekly basis and provide feedback to support teachers in improving instruction. Additionally, the school leader and curriculum coach conduct daily classroom walkthroughs to supervise the real-time instruction and ensure it aligns to the written plans and is as effective as possible.

d. The school's comprehensive assessment system is Galileo-ATI. These benchmarks provide standards-aligned feedback about student performance. The school utilizes quarterly, standardized CBAS Benchmarks for both math and reading, but they also create shorter, more formative assessments within the system to better guide weekly efforts. AIMS/PARCC data is also kept within the Galileo-ATI database so that multi-test reporting can be conducted. Teachers and administration can run useful performance-based reports (by standard) for both students and parents to keep them clearly appraised of standards-based progress. The entire staff meets quarterly to report on data performance and collaborate on revisions/additions to the PMP to ensure that regular data is being used to drive improvement. This data is also used as artifacts in all teacher and administrator evaluations. K - 2 classrooms administer and use data from DIBELS to measure their students' performance.

e. Although 12 professional development days are built into the calendar for teachers that are filled with trainings on their curriculum products, assessment, and best practices, the crux of successful professional development on this campus lies in job-embedded coaching. These trainings will be provided through the following vendors to support the effective use of our instructional products:

- HMH Journey's 2014
- Dreambox
- Reading Horizons

In addition to training on the instructional products, teachers will receive training on several essential instructional methods to ensure that our program of instruction is realized:

- Sheltered Immersion Observation Protocol (SIOP)
- Close reading protocol
- Precision partnering
- Sentence framing
- SMART and iPad training
- Second language acquisition training
- Special education training

The designated site coach is in place every day to ensure that the program of instruction is successfully delivered by all teachers. He/she conducts walkthroughs, team teaches, models, facilitates peer observations, and works with teachers to set, monitor, and achieve professional goals. These goals are established in writing as part of the ongoing teacher evaluation process. Additionally, most teachers have 90 minutes within each day to grade and prepare their lessons. The coach and school leader have availability during these times to support teachers in their instructional efforts. This support will be evidence by coaching activity log below quarterly:

Coaching Activity Tracking

Document **dates**, **times**, or necessary **descriptors** for the following curriculum coaching activities:

TEAM MEMBER	LOVE LANGUAGE or TRUE COLOR or COMPASS	FORMAL COGNITIVE COACHING VISIT	TEAM TEACHING or MODELING	WALK-THROUGHS	PEER OBSERVATION of OTHER CLASSROOMS (ON SITE or OFF SITE)	PLANNING MEETING	LESSON PLAN or MAPPING FEEDBACK	GOAL SETTING AND MONITORING	NICE TOUCH *Encouraging notes and emails *Treats/incentives *Nomination for recognition *Affirming note to Administration *Teaching resources (describe action)
Teacher #1									
Teacher #2									
Teacher #3									
Teacher #4									
Teacher #5									

ELA SITE PLC:	MATH SITE PLC:	SCIENCE SITE PLC:	WHOLE-STAFF PD:
OFF CAMPUS VISIT(S):			

f. Action steps in this PMP will be evaluated quarterly using data from AIMS and/or PARCC results, state growth determinations, and ATI-Galileo reports. A leadership team, including administration, teachers, and support staff, will participate in the data analysis and work collaboratively to make data-driven recommendations to improve student achievement and growth. In June, when summative data is delivered, site administration will work with Leona Arizona Management's Academic Support to review disaggregated data and evaluate the success of the PMP and provide suggestions to improve action steps and protocols for the next year. See the assessment flow chart and descriptions below:

K-8 Assessment Flow Chart

	Summer/Registration	Block 1	Block 2	Block 3	Block 4
DIBELS (K-2)	Early August	Weekly Progress	Mid Year Nov/De	Monitoring Assessments	Late May
PARCC (3-8) Stanford 10 or state testing requirement (2nd)				April 2 Week Window	
AZELLA	All non-English PHLOTEd students are tested AS SOON AS POSSIBLE. Results are used to schedule LEP students appropriately. AZELLA can be hand-scored to aid program coordinators/facilitators in properly scheduling LEP students using their hand-scored data. Non-English PHLOTE students must be given AZELLA within two weeks of enrollment. All LEP students must have a usable AZELLA score for the beginning of the year and March to measure growth. AZELLA can be given mid-year for exiting the program.				
ATI-GALILEO Reading Benchmarks	August		Dec/Ja nRM	March	
Additional Assessments from: • Envision • Journeys 2014 • HMH Literature • Reading Horizons	smaller, formative assessments aligned to school curriculum and programs of instruction				

TEST:	WHO IS TESTED:
DIBELS (reading)	• All students within two weeks of enrollment and at the end of the year
PARCC/Stanford 10	• PARCC: All students Grades 3-8 • Stanford 10: All students Grade 2
AZELLA	• All non-English PHLOTEd students, all LEP students at end of year, and any LEP student mid-year wishing to exit out of the program (remember: AZELLA in; AZELLA out)
ATI/GALILEO Reading Benchmark	• All enrolled students for all three test dates
Additional Formative Assessments	• Targeted students are tested regularly to measure progress and guide intervention efforts. • Classroom teachers can test their classes at will to drive whole-class, small-group, and individualized, tiered instruction

TEST:	WHAT IT IS USED FOR:
DIBELS (reading)	• To identify students in need of targeted reading and math support • To assess all student growth, within a teacher's classroom, to drive whole-class, small-group, and individual instruction.
PARCC/Stanford 10	• AZ State mandated teacher evaluations (50%) • To demonstrate growth to AZ Charter Board for students who are not with us an entire calendar year for all exams or who do not participate in all exams (exceeders and high mobility) • AMO percentages for AYP determination • Promotion of 3rd graders using PARCC
AZELLA	• To identify LEP students, measure their growth, and exit them out of the program • Growth percentages for AYP sub-group determination
ATI/GALILEO	• To predict how students will perform on AIMS and provide targeted interventions to increase AIMS achievement • To measure state-normed student growth between two data points to measure the effectiveness of instruction and guide both coaching and interventions • To show growth to the AZ Charter Board
Additional Formative Assessments	• To guide instructors and interventionists toward benchmark growth in GALILEO, AIMS, and Stanford 10 • To measure classroom learning and inform re-teaching and tutoring