A.5 PERFORMANCE MANAGEMENT PLAN MATH NARRATIVE

This document explains the strategies and systems developed by Create Academy that will be developed, implemented, and used to support the curriculum, instruction, assessment, and professional development at Create Academy. This document further explains those strategies and policies in narrative form. As a starting point, Create Academy has developed a baseline of student performance from which all actions and goals will be set.

A. Basis for Baseline Figures

All baseline figures were determined after analyzing achievement data from elementary schools in the proposed zip codes: 85034, 85004, and 86006. The median SGP results for the majority of schools in those areas (with the exception of online or alternative schools) were averaged to find the baseline SGP level. AIMS results for math were averaged for those same schools and that is how the average percent of students scoring proficient on the AIMS was found.

Figure A.5.1 Data used to determine baseline SGP and proficiency numbers

Elementary Schools	Median Math SGP (points by school)[1]	Median Reading SGP (points by school)[2]	Math AIMS Proficiency[3]	Reading AIMS Proficiency
Augustus H. Shaw Jr. School	56	39.5	38	53
Children First Academy – Phoenix	32	37	17	39
Great Hearts Academies – Teleos Prep	42	47	45	73
Garfield School	59	52	57	74
Thomas A. Edison	40	46	43	56
Silvestre S. Herrera	61	53.5	52	65

[1] This data was provided by the Arizona Charter Schools Association
[2] This data was provided by the Arizona Charter Schools Association
[3] All math, reading, and writing AIMS data came from the following sources: the Arizona Department of Education School Report Card Home at: <http://www10.ade.az.gov/reportcard/Schools > and the Arizona Charter Schools Association's Education Evaluator < https://azcharters.org/maps>

ASU Preparatory Academy: Phoenix Elementary	47	56	56	77
Faith North	55	62	76	92
Excelencia	47	48	50	64
Whittier Elementary	39.5	41.5	46	65
Paul Dunbar Lawrence	42	45	41	56
Friendly House Academia Del Pueblo	60	45	54	68
Khalsa Montessori Elementary School	62	68	96	100
High Schools	Median Math SGP (points by school)[4]	Median Reading SGP (points by school)[5]	Math AIMS Proficiency[6]	Reading AIMS Proficiency
Career Success High School	26	34	14	56
Phoenix Union Bioscience High School*	68	52	91	98
Arizona Insight Academy	23	35	18	65
Arizona Academy of Science and Technology	76	61	56	74
Arizona School for the Arts*	50	58	92	99
ASU Preparatory Academy Phoenix High School	58	58	63	90

[4] This data was provided by the Arizona Charter Schools Association
[5] This data was provided by the Arizona Charter Schools Association
[6] All math, reading, and writing AIMS data came from the following sources: the Arizona Department of Education School Report Card Home at: <http://www10.ade.az.gov/reportcard/Schools> and the Arizona Charter Schools Association's Education Evaluator < https://azcharters.org/maps>

	Average SGP: Math	Average SGP: Reading	Average Proficiency: Math	Average Proficiency: Reading
	51	50	52%	68%

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

Create Academy is committed to ensuring that all of its actions as an institution are purposeful and have a positive impact on curriculum, instruction, student achievement, and professional development. All action steps will be monitored and evaluated in order to confirm the effectiveness or ineffectiveness of each, and thereby make revisions as necessary.

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

Hire Highly Qualified School Directors: In order to ensure Create Academy is led by qualified leadership, all administrative and teaching staff will submit all official transcripts and exhaustive resumes. School Directors will receive necessary training in the planning year and then subsequently transfer their learning to their teaching staff, who will then use that knowledge and skill base to improve student achievement.

Curriculum Creation: Both school Directors will be responsible for creating curriculum maps and scopes and sequences for all appropriate grade levels that are driven by and based on Arizona's College and Career Ready Standards, as well as National Core Arts standards.

To this end, Directors will hire highly qualified curriculum writers to assist in the creation of these documents during the planning year.

Next, Directors will hire highly qualified teachers who are prepared to implement a rigorous arts integrated curriculum on a daily basis, and infuse elements of social justice into major school projects, all the while being driven by Arizona College and Career Ready standards. These teachers will use data from assessments to drive their instructional practices.

Creating Standards-Based Assessments: School Directors, alongside the teacher curriculum committee, will create diagnostic pre-and post assessments for the grades served to monitor student achievement growth over the school year.

Next, Directors and the curriculum committee will create standards-based formative assessments through the assessment software ATI-Galileo. These formatives will be given to students after every unit. Additional summative assessments will be standards-based and created through ATI-Galileo. Create Academy will create the majority of its curriculum through the use of open-access and public-domain sources, however, a small assortment of texts and educational resources will be purchased by the school, based on teacher input. This expense is accounted for in the "Curriculum & Resource Materials" line item where $15 per student is budgeted for curriculum and resource materials.

Reviewing, Evaluating, and Adjusting Curriculum: The School Directors will form a curriculum committee to create new curriculum, offer feedback about old curriculum, and revise Create Academy's curriculum throughout the school year.

Next, between the curriculum committee and the school Directors, a system will be created for formally reviewing and revising the school's curriculum based on student achievement and teacher feedback.

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

Instructional Time: The first step in monitoring the integration of Arizona Academic Standards into instruction is to provide adequate time for math instruction. In the summer of 2015, school leaders will finalize the school schedule, ensuring it meets or exceeds the number of instructional minutes needed for arts-integrated lesson math lessons that lead to student mastery on required standards.

Unit Plans: the School Directors will create a curriculum and instruction handbook and provide it to teachers. The handbook will guide teachers in creating project unit plans, as well as daily lesson plans that align with Create Academy's arts integrated, project-based learning model. This handbook will be standards-driven. Teachers will also have access to a database of potential projects that aligns with Arizona's College and Career Ready standards, as well as the arts integrated, project-based, and social justice mission of the school. The Directors will offer this resource to all teachers as they create the lesson plans and rubrics that correspond to the projects. Additionally, teachers will be provided with a handbook of School Policies so that they are clear about procedural expectations and policies and can focus their energies on instruction, curriculum, and assessment.

In collaborative groups, alongside administrators overseeing the endeavor, teachers will review project units and daily lesson plans with a rubric designed to evaluate their alignment with Arizona's College and Career Ready standards.

Evaluating the Integration of Arizona Academic Standards into Instruction: Teachers will be monitored and evaluated regularly, as dictated by the observation schedule designed by the Directors. Within this schedule will be time allotted specifically for administrators to evaluate the effectiveness of collaborative, co-teaching strategies at integrating Arizona's College and Career Ready standards into daily instruction.

Co-teachers will be encouraged, too, to provide informal feedback to each other, and to specifically evaluate each other's ability to integrate Arizona Academic Standards into daily instruction. This peer review process will be taught, led, and modeled by administrators.

Students, too, will be taught how to evaluate their teachers in a developmentally appropriate way, so as to confirm students are learning the academic standards intended for them.

Finally, Directors will evaluate instructional practices after carefully reviewing student data on a quarterly basis. Revisions will be made based on the analysis of student data.

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

Goals for Mastery: In order to monitor and document student proficiency, it is first important to define the levels of mastery and proficiency for Arizona College and Career Ready math standards. Next, it is important to establish school-wide goals for math achievement for every grade level. Once diagnostics have been evaluated, individual math achievement goals will be set on a per student basis so that individual needs are accounted for in differentiated instruction.

Assessing Student Achievement: Administrators will create ATI-Galileo diagnostic and summative benchmark assessments and then administer those instruments within the first weeks of school and the final weeks of school.

Next, the Directors and the curriculum committee will create periodic grade-level formative assessments in order to regularly chart student achievement.

Because a key tenet of Create Academy is data must drive instruction, teachers will use these diverse assessment types—from regular formatives to semester summatives—to provide intentional intervention and enrichment instruction.

Teachers will document which students are under-performing, and will clearly write instructional action steps to address those students' needs. This document will be shared with the Directors.

At the end of every project unit, summative assessments will be given to evaluate students' growth. These assessments will align with the standards taught during the project units.

Additionally, teachers will create rubrics to qualitatively evaluate students' projects. In this way, students will be held accountable to standardized assessment expectations, as well as teacher-created assessment expectations.

In keeping with Create Academy's goal of assessing students in multiple ways, students will submit summative, end-of-project assessments into their student portfolios. These portfolios will be reviewed by teachers with a rubric at the end of each semester.

In an effort to easily analyze and track student data, as well as keep all stakeholders apprised of student achievement, Create Academy will chose a Student Data Tracking Dashboard that allows for results to be shared. This tool will also allow teachers to monitor and adjust instruction based on assessment data.

Teachers and administrators will evaluate student data during specific professional development days.

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

Professional Development of Leaders and Teachers: The Directors of Elementary and Secondary Education will participate in training programs aligned with Create Academy's curricular and instructional model in order to be prepared to lead and train their teachers.

During and after each training program, the Directors will formalize their knowledge and skills by documenting their learning, their observations, their plans, and all training materials. This will prepare them to create professional development programs for the school year.

Next, the Directors will create a specific list of learning outcomes for their teachers' summer training program, and will develop the specific training sessions for each day, alongside the daily agendas.

Finally, School Directors will develop specific structures and overarching norms for weekly staff meetings and monthly professional development meetings such that increasing student achievement is always the number one priority.

The effectiveness of staff meetings and professional development days will be assessed both through the analysis of student achievement data, as well as the consideration of teacher feedback after each meeting. Additionally, teachers will be encouraged to provide requests for specific trainings, based on their needs and interests as professionals.

Providing Feedback and Support while Evaluating Teacher Effectiveness: Teachers at Create Academy will be regularly observed by School Directors during informal, unannounced classroom visits at least once every two weeks. Teachers will promptly be given written feedback about the observed instruction. Twice a year, teachers will be formally observed. In order to support student achievement and consistently improve instruction, teachers will be provided with Professional development opportunities at least once every month on the day designated in Create Academy's calendar. Teachers will be encouraged to implement recently learned strategies in their classrooms, and the Directors will observe teachers for their use of newly learned strategies. Additionally, teachers will provide student achievement data to the Directors so as to demonstrate the success of their evolving instructional strategies.

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

In the spring of each school year, the Directors will evaluate and revise this PMP. In keeping with the goal of improving student achievement, each step within this document will be adjusted based on the outcomes of the prior year. If, for instance, it is determined that professional development is not the primary impact on increased student achievement, that professional development plan will be revised based on multiple stakeholders' input. Directors, teachers, and governing board members will provide input as new action steps are crafted.

Data used to determine the efficacy of this document will be drawn from student achievement assessment scores, teacher evaluations, teacher feedback in response to professional development and teacher feedback in response to curriculum, instruction, and assessment.

Because this document is not intended to remain static between formal evaluation-revision cycles of this PMP, it will also be adjusted periodically as curriculum, student achievement, teacher performance, and professional development outcomes are analyzed throughout the school year.