A.5 Performance Management Plan Reading

Establishing Baseline Performance

Desert Star Academy, prior to creating the performance management plan, researched the target area as well as the Arizona Department of Education Website for data regarding student performance on the previous year's AIMS assessment. The data was recorded and averaged from all six area schools within the immediate target area. Three schools were part of the local Mohave Valley Elementary School District #16 and three schools were charter schools. The average of all students passing the 2011 AIMS assessment was 76.46%, which was slightly above the state average. The median growth percentile for the combined four schools averaged 48.91, which represents a "typical" growth percentile.

Gathering and Analyzing Data on the Effectiveness of Action Steps

Accurately gathering and analyzing data ensures all strategies will be effective, thus maximizing student academic student growth and achievement. Annually, the School Director will devote a minimum of two staff development training days to analyze the previous year's student, school and state data in order to successfully create effective action plans for the upcoming school year. Teachers will be required to create and maintain a binder with data from every scholar to include formative and summative assessments noting progress, supports and interventions implemented.

Process for Gathering and Analyzing Data

Gathering Data for effectiveness of PMP action steps can only be effective if data is accurately gathered and timely

- The School Director will annually receive, compile and distribute state, school and scholar data from the spring AIMS assessment in reading to compare with state, surrounding schools and Desert Star Academy scholars. Teachers will also have access to digital data on the ADE website.
- Compile previous year's and current summative and formative assessments from school and past teacher records
- Each teacher will create a "teacher notebook" to compile and store AIMS and current assessment data for analysis and achievement tracking monthly and bi-quarterly
- Teacher will create a scholar progress sheet to record and track summative and formative assessment data to determine effectiveness of the action steps

Analyzing Data for effectiveness of PMP action steps:

- Conduct staff development trainings and workshops where teachers analyze current AIMS data and compare results by school, state and grade in reference to each standard, cluster, and objective.
- Analyze data monthly for student achievement , progress and effectiveness of PMP action steps
- If scholar achievement is being met continue to gather and analyze data
- If scholar achievement is not being met, implement strategies according to the PMP for additional support and action steps to improve achievement

Curriculum must be researched based to provide tools to master each of the Common Core Standards. It must provide resources to remediate and enhance the learning process, ensuring that learning gaps will be closed and excelling students will continue comprehending at a rapid growth rate. Frequent and accurate assessments will provide data on the effectiveness of the curriculum and instruction. The school director will schedule frequent staff meetings to evaluate the curriculum and make immediate changes in resources or instruction when growth is not being achieved. Creating rubrics will allow the evaluation of each action step to be valid and consistent.

Integration of the Common Core Standards will be monitored and evaluated through teacher lessons plans, teacher observations and student assessments. Each teacher will be held strictly accountable for integrating the standards on every lesson. The accountability will be when the lessons are reviewed and observed by the school director. At the immediate discovery the lessons are not integrating the standards, individual teacher conferences will take place to create actions plans for the teachers. Desert Star Academy commits to the follow-up on all action plans and sharing successful teaching moments on actions plans that work in the classroom. Rubrics will be created and followed to keep the data valid and objective. Observations of lesson plans and teacher / student instruction periods will be made by the School Director to ensure the Common Core Standards are the focus of each lesson and adhered to in the classroom during the instruction blocks.

Monitoring Student Proficiency - Student proficiency ultimately gauges the successful implementation of the curriculum, instruction and assessments. Desert Star Academy will remain committed to each scholar to create a learning environment where high quality education and academic results are standard. Student achievement data will be gathered and analyzed often and a action

plans developed to improve the learning process. Parents, teachers and scholars will take an active role in achieving mastery of the standards. The learning community's commitment begins at the governing board level and ends with the scholar making maximum growth and proficiency on each standard. Classroom teachers will actively observe students formally and informally on a daily basis to ensure the standards, objectives and concepts are being mastered or additional instruction or tutoring may be added to daily lessons that will ensure each scholars of level of mastery. The School Director will also monitor teacher / scholar instruction periods to evaluate the effectiveness of the lessons, curriculum and teaching strategies.

Professional Development

Hiring highly qualified and experienced teachers empowers students to be motivated and excited about learning. A teacher who can create self-confidence and instill a love for learning among all students impacts the level of academic success as school can achieve. Professional development ensures the teachers of delivering the most effective lessons. Desert Star Academy commits to offering professional development and training prior to school starting and monthly throughout the school year. The effectiveness of the training will be monitored and evaluated following each session by creating evaluation rubrics, teacher input and concerns and the overall performance of each teacher. Teachers will be observed and monitored frequently by the school director to offer support when needed. Changes to professional development, and teacher performance must take place quickly when the effectiveness or student proficiency is lost.

Updating and Implementing change to the Plan (Based on Data)

Desert Star Academy, Inc. commits to flexibility when updates and changes must be implemented to any plan of action. The process for implementing change in each action step is to create the action, implement it over a given amount of time, and assess the data. When the results do not measure up to the level of proficiency or mastery required to maintain rigorous academic growth required of scholars and staff at Desert Star Academy Inc., a change must be made.

The process for updating improvement includes:

- Gathering data on a timely basis for analysis. Formative and summative assessment will be gathered and reviewed weekly, bi-quarterly and three times a year when formative assessment are administered
- Recording new data and comparing to previous data to determine plan improvement
- If improvement is on track continue actions steps
- If improvement is not made as expected, implement the process to change strategies in the action steps immediately

The implementation process includes:

- Gathering and analyzing data according to the above process
- Present results to the staff at a designated staff development meeting or grade level curriculum or planning meeting
- Discuss the desired outcomes and current data with team members or staff
- Collaboratively research new research based strategies

- Write a plan of action
- Implement the change
- Gather and monitor data for effectiveness of the change

In collaboration with teachers, the School Director will analyze where the action steps failed and collaboratively create new plans of action and a timeframe in which the new procedures will be implemented. At the conclusion of the implementation period, stakeholders will reconvene and repeat the process of analyzing data and creating new goals if successful or once again, implement a change. All members of the learning community must have buy-in to the new changes or the willingness to commit 100% percent to the new actions or the overall achievement will be compromised. It is the responsibility of the school director and governing board to make the hard decisions regarding change and obstacles impeding the success of any given action.