A.5 Performance Management Plan Math Narrative

Ethos Academy: A Challenge Foundation Academy ("Ethos Academy") is committed to increasing student achievement. The founding team has developed a Performance Management Plan ("PMP") for Math. The PMP provides four strategies with a list of action steps for each strategy, that explain how Ethos Academy will develop, implement, and support an academic program that ensures a significant increase in student achievement. To support this plan, Ethos Academy has developed a baseline of student performance from which annual goals will be set and a process to evaluate the effectiveness of the PMP.

A. Basis for Baseline Figures

The founding team gathered data from the six elementary schools and middle schools, inside the 85301 zip code, that are located within 1.5 miles of the proposed location of the Ethos Academy campus. These schools included Melvin E. Sine School, Glenn F. Burton School, Isaac E. Imes School, Glendale Landmark School, Harold W. Smith School, and Carolyn G. Peck School. Baseline predictions for the Average Proficiency Rate (APR) were developed by calculating the average Math scores from their 2013 AIMS scores and the percentage was 46%. The Student Growth Percentile (SGP) was developed by calculating the mean Math scores from the same 2013 AIMS assessment and this resulted in a score of (42).

Ethos Academy is a K-8 school but will start by serving students in grades K-3 the first year. For this reason an internal goal has been established to ensure success in the following years. The expectations and standards are considerably higher than the APR and SGP data of the surrounding schools. Consequently, all students are expected to earn a score of 80% or greater (proficiency) on all benchmark assessments. The goal is for every student to "meet" or "exceed" on the standardized state tests.

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

Ethos Academy will ensure baseline expectations for student achievement are met by implementing four specific strategies. These strategies will be supported by a process for gathering and analyzing data on the effectiveness of the action steps for each strategy, as described below.

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

<u>System</u>

Ethos Academy will provide curriculum that is aligned directly to the Arizona Common Core math standards. Domain maps and pacing guides will be aligned to these standards. Teachers will create unit and lesson plans that align to these guides. Formative, summative and

benchmark assessments will be provided to students that align to the lessons being taught in the class and thus will be aligned to the established math standards.

The School Director and the Dean of Academics will provide Professional Development during a two-week Summer Intensive, teacher training prior to the start of school, and throughout the school year that ensures all teachers are adept at developing standards aligned plans and formative assessments. Administration and lead teachers will be responsible for providing summative and benchmark assessments that are standards aligned as well.

State standards will be the basis for objectives identified by the teachers for each course. Ethos Academy will adopt a research based approach to the use of these outcomes to drive achievement.

Data Analysis

Systems are measured by results. Student data from assessments will be the determining factor in implementing all curriculum resources. Ideally, all metrics will reveal students are mastering objectives. If data reveals scores that are lower than the baseline projections there will be actions steps provided to remedy the problem. The PMP document will ensure these steps are carried out and the utilization of curriculum will be revised or replaced accordingly.

Strategy 2: Develop and implement a plan for monitoring the integration of the Arizona Academic Standards into instruction.

System

Instruction at Ethos Academy will integrate the Arizona College and Career Readiness Standards for Math. Teachers are required to follow established pacing guides and provide strategic instruction that ensures a student can meet or exceed state standards. Professional Development is the primary program used to build capacity with all teachers. This includes training on the evaluation of data from the assessments, differentiation of learning, mastery objective enrichment, and classroom management. Teachers will engage primarily in direct instruction but will be trained in additional methods that can complement specific lessons to better connect the standards to the students learning. The Dean of Academics will establish a rubric that is used to evaluate the implementation of these practices into the instructional time.

Data Analysis

Instruction is subject to data analysis. All teachers will be provided two formal evaluations conducted by the School Director and the Dean of Academics. In addition, the Dean of Academics and pre-identified lead teachers will conduct a quarterly observation. Finally, staff will engage in bi-weekly visitations among the classrooms and grade levels. All three processes will follow a rubric that is aligned to the ACCRS and the Arizona Department of Education's

Framework for Effectiveness. Data from assessments will be incorporated into the formal evaluations to more accurately align standards to instruction and student achievement. The PMP will provide action steps that result in evidence of exceptional instruction.

Strategy 3: Develop and implement a plan for monitoring and documenting student proficiency.

System

Assessments are key contributor to student achievement and the primary method of identifying student mastery of state academic standards. Opening benchmarks will be established at the beginning of every year using Galileo. This assessment tool will occur again at the mid-year point and conclude with a third assessment at the end-of-year. In addition, Ethos Academy will provide an additional assessment at the end of the first and third quarters called NWEA. This assessment is utilized across all Team CFA schools, of which Ethos Academy is affiliated, to provide an additional measurement of student proficiency. Aside from the benchmark level tests teachers will provide unit assessment and internal-proficiency assessments for students engaged in Response to Intervention. Level 2 and level 3 students will be provided with a six-week assessment aligned to the benchmarks and the state standards. All students in grades 3-8 will participate in the PARCC assessment during the fourth quarter of instruction.

Data Analysis

One of the core values of Ethos Academy is data-driven analysis. This is supported through the implementation of a detailed analysis of all levels of assessment. Teachers, the Dean of Academics, and the School Director will directly engage in this process and it will occur on a daily basis. The school standard is 80% mastery on objectives for each student. As a collective unit we expect all of the students to reach this goal. Students that fail to reach 80% mastery on a benchmark assessment will participate in an intervention that enables individualized instruction aimed at addressing the achievement gap. Every six weeks students will have an opportunity to participate in standards aligned assessments developed by the teachers. The teachers in grades K-3 are provided 90 minutes of dedicated class time in the subject of Mathematics. This includes a daily 45-minute block called “Math Acceleration” that individualizes math instruction for all students with a special emphasis on the level 2 intervention students. Students that have obtained mastery will participate in developing a deeper understanding of the materials through mastery objective enrichment instruction and activities. Starting in the 4th grade all students receive an additional 45 minutes of math instruction. In total students will engage in 135 minutes of mathematics focused learning. The PMP provides a strategic implementation of action steps to ensure the data is analyzed effectively and purposefully.

Strategy 4: Develop and implement a professional development plan that supports effective implementation of the curriculum.

System

One of the key components of the Ethos Academy mission statement is "develop exceptional educators." Teachers will receive a ten day summer intensive training prior to the opening of each school year. Additionally, they will participate in eight half-day professional development sessions. Every week teachers will participate in a Professional Learning Community ("PLC") to allow additional time to look through data and make appropriate decisions regarding future instruction. Teachers will have received training in the summer intensive as to the function and process for these PLC data meetings in order to compliment macro-level training. Finally, all teachers will participate in professional growth plans ("PGP") that are overseen by the Dean of Academics and align to instructional objectives. This development process will be data based and includes mentoring that is individualized to each teacher and aligned to student achievement.

Data Analysis

Ethos Academy will incorporate a yearly calendar and weekly schedule that is supportive of professional development goals. Providing structured time for teachers to grow professionally is vital to the mission of the school. Ethos Academy will develop rubrics, with specific and relevant metrics, that are used to align teacher performance to the state standards for students. These will become formalized in the evaluation process and the rubric data will be used in the both the staff wide development trainings and the individualized growth plans for teachers. Action steps will be developed at both levels to enhance and equip the teachers to become better equipped to increase student achievement. The PMP provides an outline of these steps and the process for analyzing the data.

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

Ethos Academy will increase student achievement in the central Glendale community. The use of actions steps in the Performance Management Plan will ensure the School Director, the Dean of Academics, and the Governing Board participates in meeting this expectation. The systems and data analysis tools will be viewed by leadership on a daily, weekly, and monthly basis to ensure the action steps genuinely achieve a significant increase in academic growth. In addition, there will be an annual review of the entire process by all relevant stakeholders to locate any inconsistencies in the process and/or identify established structures that are effective. Regardless there will be a culture of constantly updating and revising all systems to ensure the most effective and efficient academic model is being utilized at all times.

Alterations to the PMP can be made by the School Director and the Dean of Academics. These adjustments must be communicated and approved by the Board so that the PMP is vetted properly. This will ensure a data based decision process is applied to future action goals. Accountability for the PMP is a key to its effectiveness and Ethos Academy is committed to this process.