Performance Management Plan

Charter Holder Name: George Gervin Youth Center, Inc.
Date Submitted: 2014-11-17

Directions

A. Locate and download "Performance Management Plan Process and Instructions" from the Board's website or the Help files on ASBCS Online. Read the instructions carefully and view the PMP Online Technical Assistance presentations before starting.
   a. To locate the "Performance Management Plan Process and Instructions" on the Board's website:
      i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
      ii. Locate the "For Charter School Operators" section in the middle of the page.
      iii. Select the "Performance Expectations & Reviews" link.
      iv. Select the "Academic Interventions" tab.
      v. Scroll down to the "Performance Management Plan" section.

   b. To locate the "Performance Management Plan Process and Instructions" on ASBCS Online:
      i. Go to ASBCS Online (http://online.asbcs.az.gov)
      ii. Log in using the user name and password of the Charter Representative
      iii. If you do not remember your password, locate the "Forgot Password" icon on the log in page and click it to reset your password. You will receive an email from the ASBCS System Administrator (charterschoolboard@asbcs.az.gov) with instructions.
      iv. Locate the "Help" section of the Dashboard.
      v. Select "Online Help"
      vi. Locate and download the "Performance Management Plan Process and Instructions".

   c. To locate the PMP Online Technical Assistance presentations on the Board's website:
      i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
      ii. Locate the "For Charter School Operators" section in the middle of the page.
      iii. Select the "Performance Expectations & Reviews" link.
      iv. Select the "Academic Interventions" tab.
      v. Scroll down to the "Performance Management Plan" section.
      vi. Locate and click the link for the PMP Online Technical Assistance presentation you wish to view.

B. Complete the PMP template by providing answers to all the guiding questions in the Reflection Response section for each area. Also, provide all the required information for each action step you include for every required element in the Plan section for each area.

Area I: Data

Reflection Response

Guiding Questions	Reflection Response
What data is collected to demonstrate year-over-year improvement in each of the measures for each of the following indicators: Growth, Proficiency, and Post-Secondary Readiness?	Graphs from Assessment Technology Inc's Galileo System demonstrate year-over-year improvement in the measure of growth. This graph outlines student growth and achievement for each of the grade levels served. We are making growth in each grade level in Math. We are continuing with our monitoring of instructional practices and well as with our monitoring of instructional content to ensure progress is maintained throughout the entire school year. For year-over-year growth at grade level we offer the following table for Math:

	Pre-Test	Benchmark #1	Benchmark #2
2014 – 6th Grade	1034	1054	TBD
2013 – 6th Grade	988	992	1005
2014 – 7th Grade	1132	1158	TBD
2013 – 7th Grade	1109	1133	1152
2014 – 8th Grade	1213	1221	TBD
2014 – 8th Grade	1196	1239	1240

The table shows that our average developmental level is higher in the current year than in the previous school year. This demonstrates our students' progression of learning is faster this current school.

Analysis of the table below shows that we are increasing student pass rates on the benchmark assessments. While we have not yet caught up with the pass rate of previous school year, we are making progress with our students.

<table>
<tr><td></td><td>Our curriculum is sound, our instructional practices in the areas of content knowledge and pedagogy are being turned into strengths as we proceed further into the school year, we are expecting to see more students pass the benchmark assessment.

<table>
<tr><th></th><th>Pre-Test</th><th>Benchmark #1</th><th>Benchmark #2</th></tr>
<tr><td>2014 – 6th Grade</td><td>20%</td><td>20%</td><td>TBD</td></tr>
<tr><td>2013 – 6th Grade</td><td>70%</td><td>30%</td><td>30%</td></tr>
<tr><td>2014 – 7th Grade</td><td>28.6%</td><td>35.7%</td><td>TBD</td></tr>
<tr><td>2013 – 7th Grade</td><td>47.4%</td><td>63.2%</td><td>68.4%</td></tr>
<tr><td>2014 – 8th Grade</td><td>54.1%</td><td>62.2%</td><td>TBD</td></tr>
<tr><td>2013 – 8th Grade</td><td>29.2%</td><td>37.5%</td><td>25.0%</td></tr>
</table>

We are able to reproduce tables for Reading, Writing and Science as well.</td></tr>
<tr><td>How does the Charter Holder know that the data described above is valid and reliable?</td><td>We understand the data above to be a valid representation of our school’s performance in that the test is used as a measure of learning taking place, a direct relationship to the Arizona State Standards. The Assessment System provided by ATI’s Galileo, is a comprehensive assessment of the State Standards, and is not just a representation of what is being taught.

This does raise the question: is testing our students on what has yet to be taught being fair to the results and the students? To this we respond that we need to have a very good idea of what is being taught to the student and what the student already knows. We have every faith in ATI’s research in Item Response Theory to give us the appropriate Developmental Level for each student, the measurement we use for student growth and achievement.
The benchmark data serves as a check on our new curriculum framework giving the benchmark reliability. As the assessment is directly aligned with the State Standards, as is our curriculum framework, however a</td></tr>
</table>

	comprehensive assessment verifies the new framework does in fact cover all the standards and at the appropriate level of rigor.
What analysis has the Charter Holder conducted for each measure that does not meet the Board's academic performance expectations? What are the results from the analysis?	During the last week of May 2014, the Instructional Team (all teaching staff) and School Leadership (Director of Academics, Teacher Leaders, and IT Personnel) met for our annual review of previous year's data. We began with creating a School Profile that consists of School Process Data, Academic Data, Demographic Data and Perception Data in conjunction with our Instructional Profile which consists of Curriculum Maps, Unwrapped Documents, Walkthrough Summaries, Supplemental Materials and a sample set of Lesson Plans. We started with Identifying Problematic Areas in our Instructional Profile to see if the supplied documents were indeed congruent to state standards and set at the appropriate level of rigor. In summary, our performance demonstrated that we had challenges in alignment in math and the progression of learning from grade to grade. This analysis is confirmed by the Academic Data from the School Profile. The Review Team's recommendation is that substantial curriculum work is needed during the summer months to ensure strong curriculum, unwrapped documents and supplemental materials aligned to ACCRS that is set to the appropriate level of rigor. The Review Team summarized that curriculum development, revision and creating the new curriculum, unwrapped documents and supplemental materials is beyond the skill level of our current staff. Therefore, a recommendation was made to search for alternative options. We looked at the Common Core Series by Iowa Department of Education, the Georgia Department of Education as well as contacting Beyond Textbooks from Vail Unified to give a presentation on their framework. We officially became a Beyond Textbooks Partner (BT) over the Summer of 2014. BT is aligned with ACCRS as well as addressing the level of rigor and infrastructure needed to assist teaching staff. In partnering with BT, a sequence of required trainings was scheduled and has taken place with the Leadership Team and all Instructional Staff. In addition, GGPA is implementing a proven research based strategy, Professional Learning Communities (PLC) to help drive instructional best practices. The PLC will include the Director of Academics, all teaching staff and IT Personnel. The PLC team will meet weekly on Fridays at 3:45pm, to evaluate and revise curriculum implementation, adjust instructional strategies and address the four questions of a PLC team. For those students in the Bottom 25%, ELL, Special Education, and our socio-economically disadvantaged students (FRL), there is a reteach and enrich methodology (Enrichment Period) applied from the Beyond Textbooks Framework and supplemental curriculum materials that will provide targeted assistance.

Based on your reflection regarding currently implemented processes, what required elements have been identified as having gaps to be addressed? What required elements have been identified as requiring improvement to existing processes?	In identifying gaps in implementation, we have the following: 1. Common Formative Assessments - our formal process has recently been developed and adopted by the teaching staff. This area has not been fully adopted by the instructional staff. While we did not start the school year with this in our mission critical area, it is showing improvement in End of Quarter Testing. 2. Reteach/Enrich - our formal process has recently been developed and adopted by the teaching staff. While we did not start the school year with this program in place, it is currently in full swing and is showing results improvement in End of Quarter Testing. Here we read the common formative assessments given that Friday and group students for the following week in either Math or Reading for subject and either Reteach or Enrichment for focus. 3. Professional Learning Communities - in this act, we may have taken too large of a leap. While we have adopted the 4 Dufour Questions as a guide to our meetings on addressing student needs, we have not yet fully embraced the best practices and methodologies of a Professional Learning Community. a. What do we want students to learn? b. How do we know if they have learned it? c. What do we do with students who have learned? d. What do we do with students who have not learned? The elements, Implementing Common Formative Assessments, Reteach/Enrich Process and Professional Learning Communities have been identified as existing processes that have not been fully implemented. Improvement in these processes is not necessary, we just need to fully implement the systems and finish integrating them into our daily, weekly, monthly, quarterly and annual routines. Our focus has been in other areas of higher importance to student learning.
Based on your reflection what processes have you identified as effective? Describe the data and documentation that	We have identified the following areas as being effective: 1. Lesson Plan Review Process 2. Walkthrough Process 3. Galileo Benchmark System The data collected by the lesson plan review process and the walkthrough process help with our focus in

demonstrate the effectiveness of that process.	Instructional Learning needs as it relates to Content Knowledge or Pedagogy or both. We have a system in place in the Teacher Curriculum Learning Needs and Teacher Instructional Learning needs that occur monthly. It is in these two processes that we are able to identify areas in instructional process that is in need of attention The Galileo Benchmarking system yields data that is both affirming we are on the right track with our curricular and instructional infrastructure - this is evident by the increase in the average developmental number increase in both reading and math. The Galileo system is set up to give a comprehensive assessment every quarter. This aligns with ATI's best practice indicators for using their system. It also helps us identify standards that may have been missed in the curriculum framework.

Data Plan

Use the information in the reflection responses to guide the development of the plan for this area. The action steps must identify sufficient data to provide a year-over-year comparison for at least the two most recent school years for all measures used by the Board to evaluate academic performance.

A thorough and sufficiently detailed plan will provide answers to each of the guiding questions. Board staff will evaluate the PMP using the evaluation criteria located in Appendix D of the Board's Academic Performance Framework and Guidance.

1. Data for All Applicable Indicators and Subgroups

Guiding questions:

- What data will be collected to demonstrate year-over-year improvement in each of the measures for each of the following indicators: Growth, Proficiency, and Post-Secondary Readiness?
- How will the Charter Holder know that the data described above is valid and reliable?
- What analysis has the Charter Holder conducted for each measure that does not meet the Board's academic performance expectations? What are the results from the analysis?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
Monitoring of	To ensure that our Instructional Staff is indeed staying true to the	Leadership	Every	Instructional

* Add actions steps, as necessary, to thoroughly describe a comprehensive system that answers the guiding questions.

Instructional Content - Quarterly	Instructional Framework, meetings will be held Quarterly to include construction of a Simplified Instructional Profile followed by creating an After Action Report for review. The Simplified Instructional Profile will include Pacing Calendars, Unwrapped Documents, Summary of Classroom Walkthroughs, Summary of Lesson Plan Reviews, Reteach/Enrich Meeting Minutes, Formative Assessment Sheets, Instructional Non-Negotiables and Supplemental Materials for review. The Simplified After Action Report will focus specifically on the Structure, Overview, Goals and Objectives, Analysis of Performance, Summary and Recommendations for Improvement.
	
	• Construct an Instructional Profile
	  ○ Compile Curriculum Map/Pacing Calendars
	  ○ Unwrapped Documents
	  ○ Summary of Classroom Walkthrough Data
	  ○ Reteach/Enrich Meeting Minutes
	  ○ Instructional Non-Negotiables
	  ○ Supplemental Materials
	  ○ Sample set of Lesson Plans
	  ○ Summary of Lesson Plan Reviews
	  ○ Formative Assessment Sheets
	• Construct a Simplified School Profile
	  ○ Compile - Academic Data (Galileo, Gradebooks, Common Formatives)
	• Information is Compiled into an After Action Report
	  ○ Structure
	  ▪ Overview of results
	  ▪ Goals and/or Objectives
	  ▪ Consistent Implementation of Curriculum Framework
	  ▪ Alignment to Pacing Calendar
	  ▪ Use of Unwrapped Documents
	  ▪ Analysis of Performance
	  ▪ Do we have consistent Implementation
		Team
		Teacher
		Leaders
			Quarter,
			Oct 03, 2014
			Jan 05, 2015
			March 11, 2015
				profile
				School Profile
				After Action Report

	of our Curriculum Framework? ▪ Summary of results ▪ Supporting Evidence ▪ Recommendations for Improvement			

Sustaining the Curriculum Process	To ensure that our Instructional Staff is indeed staying true to the Instructional Framework, meetings will be held Quarterly to include construction of a Simplified Instructional Profile followed by creating an After Action Report for review.
	
	The Simplified Instructional Profile will include Pacing Calendars, Unwrapped Documents, Summary of Classroom Walkthroughs, Summary of Lesson Plan Reviews, Reteach/Enrich Meeting Minutes, Formative Assessment Sheets, Instructional Non-Negotiables and Supplemental Materials for review. The Simplified After Action Report will focus specifically on the Structure, Overview, Goals and Objectives, Analysis of Performance, Summary and Recommendations for Improvement.
	
	• Form PLC Teams
	• The Team will Review the following Simplified Instructional Profile
	  o Academic Data
	  o Pacing Calendars
	  o Unwrapped Documents
	  o Summary of Classroom Walkthroughs
	  o Summary of Lesson Plan Reviews
	  o Reteach/Enrich Meeting Minutes
	  o Formative Assessment Sheets
	  o Instructional Non-Negotiables
	  o Supplemental Materials
	• Information is Compiled into a Simplified After Action Report
	  o Overview
	  o Goals and Objectives
		Leadership Team, Teacher Leaders	Every Quarter,
			Oct 03, 2014
			Jan 05, 2015
			March 11, 2015
				Instructional profile
				School Profile
				After Action Report

	○ Analysis of Performance ○ Summary ○ Recommendations for Improvement			

Area II: Curriculum

Reflection Response
Use the guiding questions provided below to reflect on existing processes. Analyze the reflection responses as compared to the evaluation criteria to identify effective processes to continue implementing in the PMP action steps, existing processes requiring revisions, and gaps where new processes are required. The reflection response section is provided as a tool to assist the Charter Holder in collecting, organizing, and reviewing information to be considered while developing the actions steps of the Performance Management Plan. The reflection responses also provide Board staff with the information used to develop the actions steps in the PMP.

Guiding Questions	Reflection Response
What is the Charter Holder's process for evaluating curriculum?	At GGPA, our process for evaluating curriculum is done on an annual basis during the last week of May. During this time, the Instructional Team (all teaching staff) and School Leadership (Director of Academics, Teacher Leaders and Technology Integration Coordinator) meet for our annual review of the recently completed school year. We began with creating a School Profile that consists of School Process Data, Academic Data, Demographic Data and Perception Data in conjunction with our Instructional Profile which consists of Curriculum Maps, Unwrapped Documents, Walkthrough Summaries, Supplemental Materials and a sample set of Lesson Plans (The School Profile is a concept created by Dr. Victoria Bernhardt of Education for the Future). We start by Identifying Problematic Areas in our Instructional Profile using the School Profile data. The record of this analysis is compiled into a document called an After Action Report that has five sections outlined as follows: An Overview of Results, Goals and/or Objectives that need to be Addressed, Analysis of Performance, Summary of Results and Recommendations for Improvement. Our objectives during this process is to look at Curriculum Alignment to State Standards, Level of Rigor, Cognitive Demands and Content Alignment (Vertical/Horizontal Alignment). An overview of this process looks like this: **Curriculum Process - Annually** • Establish Leadership Team (Director of Academics, Teacher Leaders, IT Personnel) • Establish Instructional Team (all teaching staff) • The End of Year Review will happen the week following the last day of school for students • The Team will construct an Instructional Profile and a School Profile on Math results ○ Instructional Profile to include - Curriculum Maps, Unwrapped Documents, Summary Walkthrough Forms, Supplemental Materials, Sample Set of Lesson Plans, Lesson Plan Review Summary

	○ School Profile to Include - Academic Data (State Test Data, Galileo, Gradebooks, Common Formatives), Demographic Data, Perception Data and School Process Data • Information is compiled into an After Action Report ○ Structure ▪ Overview of results ▪ Goals and/or Objectives that need to be addressed ▪ Curriculum Alignment to ACCRS ▪ Level of Rigor ▪ Cognitive Demands ▪ Content Alignment (Vertical/Horizontal Alignment) ▪ Analysis of Performance ▪ Two Teams ▪ Team 1: School to Instruction ▪ Team 2: Instruction to School ▪ Summary of Results ▪ Recommendations for Improvement
How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?	At GGPA, our process for evaluating curriculum is done on an annual basis during the last week of May. During this time, the Instructional Team (all teaching staff) and School Leadership (Director of Academics, Teacher Leaders and Technology Integration Coordinator) meet for our annual review of the recently completed school year. We began with creating a School Profile that consists of School Process Data, Academic Data, Demographic Data and Perception Data in conjunction with our Instructional Profile which consists of Curriculum Maps, Unwrapped Documents, Walkthrough Summaries, Supplemental Materials and a sample set of Lesson Plans (The School Profile is a concept created by Dr. Victoria Bernhardt of Education for the Future). We start by Identifying Problematic Areas in our Instructional Profile using the School Profile data. The record of this analysis is compiled into a document called an After Action Report that has five sections outlined as follows: An Overview of Results, Goals and/or Objectives that need to be Addressed, Analysis of Performance, Summary of Results and Recommendations for Improvement. Our objectives during this process is to look at Curriculum Alignment to State Standards, Level of Rigor, Cognitive Demands and Content Alignment (Vertical/Horizontal Alignment). An overview of this process looks like this: **Curriculum Process - Annually**

	• Establish Leadership Team (Director of Academics, Teacher Leaders, IT Personnel)
	• Establish Instructional Team (all teaching staff)
	• The End of Year Review will happen the week following the last day of school for students
	• The Team will construct an Instructional Profile and a School Profile on Math results
	  ○ Instructional Profile to include - Curriculum Maps, Unwrapped Documents, Summary Walkthrough Forms, Supplemental Materials, Sample Set of Lesson Plans, Lesson Plan Review Summary
	  ○ School Profile to Include - Academic Data (State Test Data, Galileo, Gradebooks, Common Formatives), Demographic Data, Perception Data and School Process Data
	• Information is compiled into an After Action Report
	  ○ Structure
	  ▪ Overview of results
	  ▪ Goals and/or Objectives that need to be addressed
	  ▪ Curriculum Alignment to ACCRS
	  ▪ Level of Rigor
	  ▪ Cognitive Demands
	  ▪ Content Alignment (Vertical/Horizontal Alignment)
	  ▪ Analysis of Performance
	  ▪ Two Teams
	  ▪ Team 1: School to Instruction
	  ▪ Team 2: Instruction to School
	  ▪ Summary of Results
	  ▪ Recommendations for Improvement

How does the Charter Holder identify gaps in the curriculum?	We use the Annual Curriculum Review Process to identify gaps - specifically the Analysis of Performance section will identify gaps in the curriculum and/or instructional processes. This process starts with two teams. One team is using the School Profile as a lens to look through in analyzing the Instructional Profile and the second team uses the Instructional Profile as a lens to analyze the School Profile. Findings from both teams are documented in the Analysis of Performance section. We then regroup to form the Summary of Results where we use the Goals/Objectives Section as a lens to view the Analysis of Performance section. We look for common areas to sustain, improve and revise which is documented in the

	After Action Report in the Summary of Results Section. We then begin the research and development process. In this process, we are problem solving the areas of improvements and revision as determined in the Summary of Results section. Here we are looking to address the areas identified with as many options as possible in order to select the best course of action to be added to Recommendations for Improvement section.
What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?	The Annual Curriculum Review After Action Report is submitted and reviewed by the Governing Board. The Recommendations for Improvement section outlines areas that need to be improved in the Curriculum Framework and must be approved by the Governing Board. Upon approval, the Instructional Team then implements the changes to the Curriculum Documents/Framework as outlined in the Annual Curriculum Review Process After Action Report's Recommendations for Improvement section.
Who is involved in the process for adopting or revising curriculum?	The personnel involved in the Curriculum Adoption process is the following: • Governing Board • Leadership Team Given that GGPA is a small school, we include all Instructional Staff in the Curriculum Revision process. The team is as follows: Instructional Team • Director of Academics • Technology Integration Coordinator • All Teachers
When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	At GGPA, evaluating curricular options is completed during the Annual Curriculum Review Process with given specifics outlined in the After Action Reports Recommendations for Improvement. In this section, the research and development phase outlines proven effective solutions that address our Curriculum Framework deficiencies and weigh each option against our Curriculum Rubric. The options are prioritized and assigned to the Instructional Team for revision.
What is the Charter Holder's	To ensure that our Instructional Staff is indeed staying true to the Instructional Framework, meetings will be

process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	held quarterly to include construction of a Simplified Instructional Profile followed by creating an After Action Report for review. The Simplified Instructional Profile will include Pacing Calendars, Unwrapped Documents, Summary of Classroom Walkthroughs, Summary of Lesson Plan Reviews, Reteach/Enrich Meeting Minutes, Formative Assessment Sheets, Instructional Non-Negotiables and Supplemental Materials for review. The Simplified After Action Report will focus specifically on the Structure, Overview, Goals and Objectives, Analysis of Performance, Summary and Recommendations for Improvement.
	Monitoring of Instructional Content - Quarterly
	• Construct an Instructional Profile
	  ○ Compile Curriculum Map/Pacing Calendars
	  ○ Unwrapped Documents
	  ○ Summary of Classroom Walkthrough Data
	  ○ Reteach/Enrich Meeting Minutes
	  ○ Instructional Non-Negotiables
	  ○ Supplemental Materials
	  ○ Sample set of Lesson Plans
	  ○ Summary of Lesson Plan Reviews
	  ○ Formative Assessment Sheets
	• Construct a Simplified School Profile
	  ○ Compile - Academic Data (Galileo, Gradebooks, Common Formatives)
	• Information is Compiled into an After Action Report
	  ○ Structure
	  ▪ Overview of results
	  ▪ Goals and/or Objectives
	  ▪ Consistent Implementation of Curriculum Framework
	  ▪ Alignment to Pacing Calendar
	  ▪ Use of Unwrapped Documents
	  ▪ Analysis of Performance
	  ▪ Do we have consistent Implementation of our Curriculum Framework?
	  ▪ Summary of results
	  ▪ Supporting Evidence
	  ▪ Recommendations for Improvement

What tools exist that identify what must be taught and when it must be delivered?	The tools that exist to identify what must be taught, when, and for how long is determined by our Pacing Guides. In this document, each week contains a preselected set of standards and a suggested duration for mastery of content.
How does the Charter Holder ensure that all grade-level standards are covered within the academic year?	To ensure that Instructional Staff covers all the content within the academic year, the Leadership Team conducts Lesson Plan Reviews weekly utilizing our Lesson Plan Review Rubric confirming alignment to the pacing calendar.
What is the expectation for consistent use of these tools? How are these expectations communicated?	The expectations for consistent use of the Curriculum Framework is outlined in our Curriculum Framework Non-Negotiables. These Non-Negotiables is a follows: 1. We will follow the Pacing Calendar for Core Curriculum (6-8) 2. We will post Essential Questions on the whiteboard for Core Curriculum 3. We will administer the Common Formative Assessments (Reading and Math) 4. We will use the Unwrapped Standards Document to drive our Lesson Planning 5. We will log into the Wiki a minimum of 5 times per week to navigate resources 6. We will utilize the Enrich/Reteach Model for Reading and Math 7. We will use Daily Math Skills Program 8. Any resources identified that are being used in my Lesson Planning, I certify to be aligned to the Standards and set at the appropriate level of rigor. These expectations are over communicated at the beginning of the school year and reinforced weekly through the lesson plan reviews. The expectations are contained in the Teacher Evaluation Tool Domain 1a: Demonstrating Knowledge of Content and Pedagogy and Domain 4e: Growing and Developing Professionally.
What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	Instructional Content is monitored weekly through Walkthrough Observations. These observations are defined by our Teacher Evaluation Tool Domain 2 and Domain 3. Since lesson plans are submitted electronically, the lesson plan is compared to instructional activities in the classroom at the time of the walkthrough.
How does the Charter Holder know the curriculum is aligned	The provider certifies that the content is aligned to the State Standards (ACCRS).

to standards?	
How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	Within our Curriculum Framework we have built in measures to ensure the bottom quartile of students are addressed. This is done during our 5th period reteach and enrich daily. Students are given a common formative assessment in reading and math every Friday. This common formative assessment assesses the week's standards in the form of a five question quiz, three multiple choice and two extended response. The results are compiled on the Google Document Tracker where all teachers meet after school on Friday to determine next week's reteach and enrichment groups as well as the level of rigor each group of students will need. The content is predetermined from the standard selected for the common formative assessment. The curricular needs of the students are addressed in the reteach groups, as we examine further the unwrapped standards document and additional supplemental materials/resources at our disposal. There is also specific area of the lesson planning document that address the needs of the bottom quartile students, Considerations for Intervention and Considerations for Enrichment.
How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	While this subgroup is consistently a small portion of GGPA students (less than 15), we still try to accommodate such students. Within our Curriculum Framework we have built in measures to ensure the ELL students are addressed. This is done during our 5th period reteach and enrich daily. Students are given a common formative assessment in reading and math every Friday. This common formative assessment assesses the week's standards in the form of a five question quiz, three multiple choice and two extended response type questions. In some instances, this quiz is modified to the needs of ELL Students. The results are compiled on the Google Document Tracker where all teachers meet after school on Friday to determine next week's reteach and enrichment groups as well as the level of rigor the groups of students need. The content is predetermined from the standard selected for the common formative assessment. The curricular needs of the students are addressed in the reteach groups, as we examine further the unwrapped standards document and additional supplemental materials/resources at our disposal. There are also specific areas of the lesson planning document that address the needs of ELL students, Considerations for ELL.

How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	This is our Core Program, the student population in this group is over 95%.
How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	Within our Curriculum Framework we have built in measures to ensure Special Education Students are addressed. This is done during our 5th period reteach and enrich daily. Students are given a common formative assessment in reading and math every Friday. This common formative assessment assesses the week's standards in the form of a five question quiz, three multiple choice and two extended response type questions. In some instances, this quiz is modified to satisfy the requirements of Special Education Students and their Individualized Education Plan as applicable. The results are compiled on the Google Document Tracker where all teachers meet after school on Friday to determine next week's reteach and enrichment groups as well as the level of rigor the groups of students need. The content is predetermined from the standard selected for the common formative assessment.
Based on your reflection regarding currently implemented processes, what required elements have been identified as having gaps to be addressed? What required elements have been identified as requiring improvement to existing processes?	In the area of curriculum, we have a consensus on what is being taught, when, and for how long. This is provided by the Beyond Textbooks Framework. Gaps we have encountered is full implementation of the framework in the following manner: • Pacing Guides • Unwrapped Documents Both of these areas are still in need of coaching by the Director of Academics. As this is a new framework for the school, it is taking time to implement into the daily planning routine. Improvements to existing processes to complete the initial implementation and sustain the Beyond Textbooks framework.
Based on your reflection what processes have you identified as effective?	In the area of curriculum, we have consistent answers to four questions across the school, 1. What is it that we want our scholars to learn?

Describe the data and documentation that demonstrate the effectiveness of that process.	2. How do we know if our scholars have met the objective? 3. What do we do with the scholars who have met the objective? 4. What do we do with the scholars who have not met the objective? The evidence for this being in place is our Curriculum Framework in Beyond Textbooks, the lesson plan review summaries, walkthrough summaries and the Reteach/Enrich Forms. This is also evident in our weekly regrouping of students for our 5th hour reteach and enrich period. Here, students are identified as being in need of reteach or enrich.

Curriculum Plan

Use the information in the reflection responses to guide the development of the plan for this area. The plan must provide sufficiently detailed and implementable action steps that address each of the following required elements to create a comprehensive curriculum system:

- adoption of curriculum;
- implementation of curriculum;
- evaluation of curriculum;
- revision of curriculum;
- adaptation to address the curriculum needs of subgroup populations; and
- verification to ensure the curriculum is aligned to Arizona's College and Career Ready Standards**.**

The action steps must identify documentation that can serve as detailed evidence of implementation of each of the required elements of a comprehensive curriculum system.

A thorough and sufficiently detailed plan will provide answers to each of the guiding questions. Board staff will evaluate the PMP using the evaluation criteria located in Appendix D of the Board's Academic Performance Framework and Guidance.

1. Evaluating Curriculum

Guiding questions:

- What will be the Charter Holder's process for evaluating curriculum?
- How will the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?
- How will the Charter Holder identify gaps in the curriculum?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
Monitoring of Instructional Content - Quarterly	To ensure that our Instructional Staff is indeed staying true to the Instructional Framework, meetings will be held Quarterly to include construction of a Simplified Instructional Profile followed by creating an After Action Report for review. The Simplified Instructional Profile will include Pacing Calendars, Unwrapped Documents, Summary of Classroom Walkthroughs, Summary of Lesson Plan Reviews,	Leadership Team Teacher Leaders	Every Quarter, Oct 03, 2014 Jan 05, 2015 March 11, 2015	Instructional profile School Profile After Action Report

* Add actions steps, as necessary, to thoroughly describe a comprehensive system that answers the guiding questions.

	Reteach/Enrich Meeting Minutes, Formative Assessment Sheets, Instructional Non-Negotiables and Supplemental Materials for review. The Simplified After Action Report will focus specifically on the Structure, Overview, Goals and Objectives, Analysis of Performance, Summary and Recommendations for Improvement.
	
	• Construct an Instructional Profile
	  ○ Compile Curriculum Map/Pacing Calendars
	  ○ Unwrapped Documents
	  ○ Summary of Classroom Walkthrough Data
	  ○ Reteach/Enrich Meeting Minutes
	  ○ Instructional Non-Negotiables
	  ○ Supplemental Materials
	  ○ Sample set of Lesson Plans
	  ○ Summary of Lesson Plan Reviews
	  ○ Formative Assessment Sheets
	• Construct a Simplified School Profile
	  ○ Compile - Academic Data (Galileo, Gradebooks, Common Formatives)
	• Information is Compiled into an After Action Report
	  ○ Structure
	  ▪ Overview of results
	  ▪ Goals and/or Objectives
	  ▪ Consistent Implementation of Curriculum Framework
	  ▪ Alignment to Pacing Calendar
	  ▪ Use of Unwrapped Documents
	  ▪ Analysis of Performance
	  ▪ Do we have consistent Implementation of our Curriculum Framework?
	  ▪ Summary of results
	  ▪ Supporting Evidence			

	▪ Recommendations for Improvement			

Sustaining the Curriculum Process	To ensure that our Instructional Staff is indeed staying true to the Instructional Framework, meetings will be held Quarterly to include construction of a Simplified Instructional Profile followed by creating an After Action Report for review.
	
	The Simplified Instructional Profile will include Pacing Calendars, Unwrapped Documents, Summary of Classroom Walkthroughs, Summary of Lesson Plan Reviews, Reteach/Enrich Meeting Minutes, Formative Assessment Sheets, Instructional Non-Negotiables and Supplemental Materials for review. The Simplified After Action Report will focus specifically on the Structure, Overview, Goals and Objectives, Analysis of Performance, Summary and Recommendations for Improvement.
	
	• Form PLC Teams
	• The Team will Review the following Simplified Instructional Profile
	  ○ Academic Data
	  ○ Pacing Calendars
	  ○ Unwrapped Documents
	  ○ Summary of Classroom Walkthroughs
	  ○ Summary of Lesson Plan Reviews
	  ○ Reteach/Enrich Meeting Minutes
	  ○ Formative Assessment Sheets
	  ○ Instructional Non-Negotiables
	  ○ Supplemental Materials
	• Information is Compiled into a Simplified After Action Report
	  ○ Overview
	  ○ Goals and Objectives
	  ○ Analysis of Performance
		Leadership Team, Teacher Leaders	Every Quarter,
			Oct 03, 2014
			Jan 05, 2015
			March 11, 2015
				Instructional profile
				School Profile
				After Action Report

	○ Summary ○ Recommendations for Improvement			

2. Adopting/ Revising Curriculum
Guiding questions:

- What will be the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?
- Who will be involved in the process for adopting or revising curriculum?
- When adopting curriculum, how will the Charter Holder evaluate curriculum options to determine which curriculum to adopt?

Action Step*	Essential Details	Responsible Party(ies)	Intervals	Documentation
Curriculum Process Annually	At GGPA, our process for evaluating curriculum is done on an annual basis during the last week of May. During this time, the Instructional Team (all teaching staff) and School Leadership (Director of Academics, Teacher Leaders and Technology Integration Coordinator) meet for our annual review of the recently completed school year. We began with creating a School Profile that consists of School Process Data, Academic Data, Demographic Data and Perception Data in conjunction with our Instructional Profile which consists of Curriculum Maps, Unwrapped Documents, Walk Through Summaries, Supplemental Materials and a sample set of Lesson Plans (The School Profile is a concept created by Dr. Victoria Bernhardt of Education for the Future). We start by Identifying Problematic Areas in our Instructional Profile using the School Profile data. The record of this analysis is compiled into a document called an After Action Report that has five sections outlined as follows: An Overview of Results, Goals and/or Objectives that need to be Addressed, Analysis of Performance, Summary of Results and	All Teachers Leadership Team	Annual, Last Week of May	Instructional Profile School Profile After Action Report

* Add actions steps, as necessary, to thoroughly describe a comprehensive system that answers the guiding questions.

	Recommendations for Improvement. Our Objectives during this process is to look at Curriculum Alignment to State Standards, Level of Rigour, Cognitive Demands and Content Alignment (Vertical/Horizontal Alignment). An overview of this process looks like this:
	• Establish Leadership Team (Director of Academics, Teacher Leaders, IT Personnel)
	• Establish Instructional Team (all teaching staff)
	• The End of Year Review will happen the week following the last day of school for students
	• The Team will construct an Instructional Profile and a School Profile on results
	  ○ Instructional Profile to Include - Curriculum Maps, Unwrapped Documents, Summary Walkthrough Forms, Supplemental Materials, Sample Set of Lesson Plans, Lesson Plan Review Summary
	  ○ School Profile to Include - Academic Data (State Test Data, Galileo, Gradebooks, Common Formatives), Demographic Data, Perception Data and School Process Data
	• Information is Compiled into an After Action Report
	  ○ Structure
	  ▪ Overview of results
	  ▪ Goals and/or Objectives that need to be Addressed
	  ▪ Curriculum Alignment to ACCRS
	  ▪ Level of Rigour
	  ▪ Cognitive Demands
	  ▪ Content Alignment (Vertical/Horizontal Alignment)
	• Analysis of Performance			

	○ Two Teams ▪ Team 1: School to Instruction ▪ Team 2: Instruction to School • Summary of Results • Recommendations for Improvement			

3. Implementing Curriculum
Guiding questions:

- What will be the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?
- What tools will exist to identify what must be taught and when it must be delivered?
- How will the Charter Holder ensure that all grade-level standards are covered within the academic year?
- What will be the expectation for consistent use of these tools? How will these expectations be communicated?
- What evidence will there be to demonstrate usage of these tools in the classroom and alignment with instruction?

Action Step	Essential Details	Responsible Party(ies)	Intervals	Documentation

Monitoring of Instructional Practices Weekly	• Construct a Simplified Instructional Profile
	  ○ Compile Curriculum Map/Pacing Calendars
	  ○ Summary of Walkthrough Data
	  ○ Summary of Lesson Plan Reviews
	  ○ Subset of Lesson Plans
	• Information is Compiled into a Simplified After Action Report
	  ○ Identify Problematic Areas
	  ○ Proposal for Measures of Correction
	  ○ Obtaining "Lessons Learned"
	  ○ Recommendations for Improvement
		Leadership Team
		All Teachers
			Weekly on Friday	Agenda
				Minutes
				Reteach/Enrich Form

Sustaining the Curriculum Process	To ensure that our Instructional Staff is indeed staying true to the Instructional Framework, meetings will be held Quarterly to include construction of a Simplified Instructional Profile followed by creating an After Action Report for review. The Simplified Instructional Profile will include Pacing Calendars, Unwrapped Documents, Summary of Classroom Walkthroughs, Summary of Lesson Plan Reviews, Reteach/Enrich Meeting Minutes, Formative Assessment Sheets, Instructional Non-Negotiables and Supplemental Materials for review. The Simplified After Action Report will focus	Leadership Team Teacher Leaders	Every Quarter, Oct 03, 2014 Jan 05, 2015 March 11, 2015	Instructional profile School Profile After Action Report

	specifically on the Structure, Overview, Goals and Objectives, Analysis of Performance, Summary and Recommendations for Improvement.
	Sustaining the Curriculum Process - Quarterly
	• Form PLC Teams
	• The Team will Review the following Simplified Instructional Profile
	  ○ Academic Data
	  ○ Pacing Calendars
	  ○ Unwrapped Documents
	  ○ Summary of Classroom Walkthroughs
	  ○ Summary of Lesson Plan Reviews
	  ○ Reteach/Enrich Meeting Minutes
	  ○ Formative Assessment Sheets
	  ○ Instructional Non-Negotiables
	  ○ Supplemental Materials
	• Information is Compiled into a Simplified After Action Report
	  ○ Overview
	  ○ Goals and Objectives
	  ○ Analysis of Performance
	  ○ Summary
	  ○ Recommendations for Improvement			

BT Non-Negotiables	**Consistent adherence to the Beyond Textbooks Non-Negotiables.** 1. We will follow BT Calendar for Core Curriculum (6-8) 2. We will post Essential Questions on the Whiteboard for Core Curriculum 3. We will Administer the Common Formative Assessments (Reading and Math) 4. We will use the Unwrapped Standards Document to drive our Lesson Planning 5. We will log into the BT Wiki a minimum of 5 times per week to	Leadership Team All Teachers	Weekly	BT Non-Negotiables Document Meeting Minutes

	navigate resources 6. We will Utilize the Enrich/Reteach Model for Reading and Math 7. We will use Daily Math Skills Program 8. Any resources identified that are being used in my Lesson Planning, I certify to be aligned to the Standards and set at the appropriate level of rigor			

4. Alignment of Curriculum
Guiding questions:

- How will the Charter Holder know the curriculum is aligned to standards?

Action Step	Essential Details	Responsible Party(ies)	Intervals	Documentation
Pacing Calendars Demonstrate a Yearly Mapping of Standards	The pacing calendars are examined to ensure that all State Standards will be taught before the end of the school year.	All Teachers Leadership Team	Annually	Pacing Calendars

5. Adapted to Meet the Needs of Subgroups
Guiding questions:

- How will the Charter Holder ensure that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?
- How will the Charter Holder ensure that the curriculum addresses the needs of English Language Learners (ELLs)?
- How will the Charter Holder ensure that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?
- How will the Charter Holder ensure that the curriculum addresses the needs of students with disabilities?

Action Step	Essential Details	Responsible Party(ies)	Intervals	Documentation
Curriculum Adapted to the needs of Non-Proficient Students.	The non-proficient students are handled in the reteach and enrich period. These students' specific needs are handled with a change in instructional practices.	Leadership Team All Teachers	Annually	Unwrapped Standards Documents

Curriculum Adapted to the needs of ELL Students	These students' specific needs are handled with a change in instructional practices and outlined with changes to the overall lesson planning. There is a specific place for considerations for ELL students in our lesson plan template. Furthermore, each ELL student has an ILLP (Individualized Language Learning Plan) to help the student and the teacher understand the needs of the student.	All Teachers	Annually	Lesson Plan Template
Curriculum Adapted to the needs of Free and Reduced Lunch Students	This group consists of 95% of our student body and is therefore our core program.	All Teachers	Annually	Pacing Standards Unwrapped Documents
Curriculum adapted to the needs of Students with Disabilities	These students specific needs are handled with a change in instructional practices and outlined with changes to the overall lesson planning. There is a specific place for considerations for SPED students in our lesson plan template. Furthermore, each SPED student has an IEP (Individualized Education Plan) to help the student and the teacher understand the needs of the student.	All Teachers	Annually	Pacing Standards Unwrapped Documents

Area III: Assessment

Reflection Response
Use the guiding questions provided below to reflect on existing processes. Analyze the reflection responses as compared to the evaluation criteria to identify effective processes to continue implementing in the PMP action steps, existing processes requiring revisions, and gaps where new processes are required. The reflection response section is provided as a tool to assist the Charter Holder in collecting, organizing, and reviewing information to be considered while developing the actions steps of the Performance Management Plan. The reflection responses also provide Board staff with the information used to develop the actions steps in the PMP.

Guiding Questions	Reflection Response
What types of assessments does the Charter Holder use?	Our Assessments system includes an outside resource, Assessment Technology Inc's (ATI) Galileo System and we also have Common Formative Assessments as defined by our Curricular Framework that are given weekly. We give multiple types of assessments. We give a pre, post and three Comprehensive Benchmark Assessments (Reading, Writing, Math and Science) provided by Assessment Technology Inc's Galileo System. This Galileo System also serves as a Formative Assessment, Small Formatives, Quiz and End of Quarter Test generator for Reading, Writing, Math and Science as well as serving as a platform for delivery of assessments in Social Studies. We also have built into our Curriculum Framework 5 Question Common Formative Assessments in Reading and Math - these common formatives drive our reteach and enrichment program for 5th hour.
What was the process for designing or selecting the assessment system?	In renewing our contract with ATI, we look primarily to the Forecast Report and ask three questions: 1. What do we want our scholars to know? 2. How do we know if our scholars have learned the material? 3. Does this assessment system best serve the needs of our Administrators,

	Teachers and Students? Why or Why not? This process is what we use to determine if our Instructional and Curricular needs are met with the Galileo System. The forecast report helps in determining if the Galileo System is accurate in predicting how our students should be performing on State Tests. This report gives us a percentage for accuracy in how well students performed based on their Risk Analysis from Galileo. As an organization, we do not want to see the Forecast Report number dip below 80%.
How is the assessment system aligned to the curriculum and instructional methodology?	Our assessment system is aligned with our curriculum framework in that both our Galileo and Common Formative Assessments both directly tie to State Standards. When crafting a formative assessment in Galileo, you must pick a standard before you are able to view the item repository. In our Common Formatives, you must navigate the Pacing Calendar to find the Unwrapped Document and Common Formatives that tie directly to a standard. The assessment system is aligned to the instructional methodology in that we assess our scholars for learning and of learning. In other words, our weekly common formative assessments ensure that teachers have completed the intended outcomes. It is the common formatives that provide evidence of the full range of outcomes that is required in the curriculum, and the students are indeed performing at the appropriate level. Assessments for learning enable teachers to incorporate small assessments directly into the instruction so the teacher may modify the instruction on the fly as needed. Of course we adapt the assessments and common formatives to address the particular needs of individual students, such as our ELL and Special Education students.
What intervals are used to assess student progress?	Our Student Assessment System calls for two cycles in assessing students. We have a comprehensive benchmark assessment used for growth measure that happens five times per school year: 1. Pre-Test (given in Aug)

	2. Benchmark #1 (given in Oct) 3. Benchmark #2 (given in Jan) 4. Benchmark #3 (given in March) 5. Post-Test (given in May) In addition, we have common formatives that are given weekly. These common formatives drive our 5th period Reteach and Enrich groups. The data collection for the benchmark assessments is completed online in the Galileo system where we have numerous reports at our disposal. We may look at individual student progress, classroom progress, grade level progress and school level progress with each subject tested (reading, writing, math and science), as well as multiple years of student data (assuming the student has been enrolled multiple years). The data collection for the weekly common formatives are kept in a Google Spreadsheet called a Formative Sheet. It is here that student results are recorded at the classroom level and an analysis is done every Friday to determine the reteach and enrich groups.
How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?	Our Student Assessment System calls for two cycles in assessing students. We have a comprehensive benchmark assessment used for growth measure that happens five times per school year: 1. Pre-Test (given in Aug) 2. Benchmark #1 (given in Oct) 3. Benchmark #2 (given in Jan) 4. Benchmark #3 (given in March) 5. Post-Test (given in May) In addition, we have common formatives that are given weekly. These common formatives drive our 5th period Reteach and Enrich groups. The data collection for the benchmark assessments is completed online in the Galileo system where we have numerous reports at our disposal. We may look at individual

	student progress, classroom progress, grade level progress and school level progress with each subject tested (reading, writing, math and science), as well as multiple years of student data (assuming the student has been enrolled multiple years). The data collection for the weekly common formatives are kept in a Google Spreadsheet called a Formative Sheet. It is here that student results are recorded at the classroom level and an analysis is done every Friday to determine the reteach and enrich groups.
How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	Our assessment system calls for analysis of assessment data to be completed weekly, quarterly and annually. In the weekly analysis of our assessment data we turn to the Formative Sheets. Here our teachers analyze the data every Friday to determine students who are eligible to attend the enrichment group (score 80% or better) and those students who must attend reteach. Student falls into one of two categories: 1. Student is placed in Enrichment - Passed both Reading and Math Formatives a. Subject placement is based on load balancing 2. Student is placed in Reteach - Passed Reading or Math Formative . Student is placed in the subject area's reteach group where their score is below 80%. In the Quarter Analysis, we are looking to Monitoring of Instructional Content Quarterly and the three objectives - Consistent Implementation of Curriculum Framework, Alignment to Pacing Calendar, Use of Unwrapped Documents. Here our objective is to ensure that teachers are following the Curriculum Framework, Assessment System and Instructional Cycle. This analysis is done quarterly to allow for ample data to be collected and changes to become part of common practice in the three frameworks. In the Annual Analysis, we look to our four objectives - Curriculum Alignment to ACCRS, Level of Rigor, Cognitive Demands, Content Alignment (Vertical/Horizontal). This is our annual review of the school year to include a comprehensive view of the school by using an Instructional Profile and School Profile. Here, we are looking at the systems and processes that drive the school and look to improve, sustain and revise areas that warrant such action.

How is the analysis used to evaluate instructional and curricular effectiveness?	Evaluating instructional effectiveness is accomplished during our Monitoring of Instruction, completed Quarterly. We use the assessment data provided by Galileo and our weekly Common Formative Assessments to look for "pockets" in ineffective instruction. We also bring in our Walkthrough Summaries as a guide to pinpoint which areas of instruction we should be looking to for professional development. In evaluating curricular effectiveness we perform an Item Analysis, but at the District Level. What we are looking for are areas of concern that appear district wide. As areas such as this indicate a curricular issues as they indicate problems across multiple teachers and/or across multiple grades. This type of Analysis takes place during our Annual Curriculum Process.
How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	Curriculum adjustments and assessment alignments happen as part of the Annual Curriculum Review Process. This is the only time we adjust curriculum and/or assessments. Monitoring and Adjusting of Instruction happens Quarterly and Weekly in the Monitoring of Instructional Content - Quarterly; and the Monitoring of Instructional Practices - Weekly respectively.
How does the assessment system address the assessment needs of students with proficiency in the bottom 25%/non-proficient students?	The Assessment system that is completed Quarterly is a fixed comprehensive test provided by ATI. The weekly common formative assessments come in pairs. The first formative is given to identify students' placement in reteach or enrichment. There is also a parallel formative available to give to students as a second try to demonstrate mastery of content.
How does the assessment system address the assessment needs of ELLs?	The Assessment system that is completed Quarterly is a fixed comprehensive test

	provided by ATI. The weekly common formative assessments come in pairs and is subject to modification for ELL or ESL students at the discretion of the teacher. The first formative is given to identify students' placement in reteach or enrichment. There is also a parallel formative available to give to students as a second try to demonstrate mastery of content.
How does the assessment system address the assessment needs of FRL students?	This group comprises 95% of the student population and is our core program.
How does the assessment system address the assessment needs of students with disabilities?	The Assessment system that is completed Quarterly is a fixed comprehensive test provided by ATI, we make necessary adjustments to the testing environments as required to by students with Individual Education Plan (IEP). The weekly common formative assessments come in pairs and is subject to modification for Special Education students at the discretion of the written IEP. The first formative is given to identify students' placement in reteach or enrichment. There is also a parallel formative available to give to students as a second try to demonstrate mastery of content.
Based on your reflection regarding currently implemented processes, what required elements have been identified as having gaps to be addressed? What required elements have been identified as processes that require improvement?	Implementation of our Common Formative Assessments schoolwide is not consistent. While we have recently completed the training to understand how the weekly common formatives drive our reteach and enrich groups of students, we have only recently begun implementing this with fidelity and monitoring the processes. Adopting a culture of data driven processes targeted at student learning is another area this is a gap. The small formatives used for assessing students for learning to modify instruction on the fly is a process that we have not yet mastered.
Based on your reflection what processes have you identified as effective?	Assessment of students of learning is a strength. We have successful school wide benchmark testing, end of quarter pre and post test data, as well as our supplemental

Describe the data and documentation that demonstrate the effectiveness of that process.	materials produce information that contributes to the academic profile of our students. However, this wealth of information is not yet used to drive instructional pedagogy that has been identified as being effective.

Assessment Plan

Use the information in the reflection responses to guide the development of the plan for this area. The plan must provide sufficiently detailed and implementable action steps that address each of the following required elements to create a comprehensive assessment system to assess student performance:

- data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments, based on clearly defined performance measures aligned with the curriculum and instructional methodology;
- adaptation to address the assessment needs of subgroup populations; and
- analysis of assessment data to evaluate instructional and curricular effectiveness and to adjust curriculum and instruction in a timely manner.

The action steps must identify appropriate documentation that can serve as detailed evidence of implementation of each of the required elements of a comprehensive assessment system to assess student performance.

A thorough and sufficiently detailed plan will provide answers to each of the guiding questions. Board staff will evaluate the PMP using the evaluation criteria located in Appendix D of the Board's Academic Performance Framework and Guidance.

1. Developing the Assessment System

Guiding questions:

- What types of assessments will the Charter Holder use?
- What will be the process for designing or selecting the assessment system?
- How will the assessment system be aligned to the curriculum and instructional methodology?
- What intervals will be used to assess student progress?

How will the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?

Action Step	Essential Details	Responsible Party(ies)	Intervals	Documentation
Types of Assessments	Our Assessments system includes an outside resource, Assessment Technology Inc's (ATI) Galileo System and we also have Common Formative Assessments as defined by our Curricular Framework that is given weekly. We give multiple types of assessments. We give a pre, post and three Comprehensive Benchmark Assessments (Reading, Writing, Math and Science) provided by Assessment Technology Inc's Galileo System. This Galileo System also serves as a Formative Assessment, Small Formatives, quiz and End of Quarter Test generator for Reading, Writing, Math and Science as well as serving as a platform for delivery of assessments in Social Studies. We also have built into our Curriculum Framework 5 Question Common Formative Assessments in Reading and Math - these common formatives drive our reteach and enrichment program for 5th hour.	Leadership Team All Teachers	Annually	Assessment Plan Common Formative Assessments for Reading/Math
Assessment Selection	In renewing our contract with ATI, we look primarily to the Forecast Report and ask three primary questions: 1. What do we want our scholars to know? 2. How do we know if our scholars have learned the material? 3. Does this assessment system best serve the needs of our Administrators, Teachers and Students? Why or Why not? This process is what we use to determine if our Instructional and Curricular needs are met with the Galileo System. The forecast report helps in determining if the Galileo System is accurate in predicting how our students should be performing on State Tests. This report, gives us a percentage for accuracy in how well students performed based on their Risk Analysis from Galileo. As an Organization, we do not want to	Leadership Team All Teachers	Annually	Assessment Plan

	see the Forecast Report number dip below 80%.			
Assessment Plan	Our Student Assessment System calls for two cycles in assessing students. We have a comprehensive benchmark assessment used for growth measure that happens five times per school year: 1. Pre-Test (given in Aug) 2. Benchmark #1 (given in Oct) 3. Benchmark #2 (given in Jan) 4. Benchmark #3 (given in March) 5. Post-Test (given in May) In addition, we have common formatives that are given weekly. These common formatives drive our 5th period Reteach and Enrich groups. The data collection for the benchmark assessments is completed online in the Galileo system where we have numerous reports at our disposal. We may look at individual student progress, classroom progress, grade level progress and school level progress with each subject tested (reading, writing, math and science), as well as multiple years of student data (assuming the student has been enrolled multiple years). The data collection for the weekly common formatives are kept in a Google Spreadsheet called a Formative Sheet. It is here that student results are recorded at the classroom level and an analysis is done every Friday to determine the reteach and enrich groups.	Pre-Test (given in Aug) Benchmark #1 (given in Oct) Benchmark #2 (given in Jan) Benchmark #3 (given in March) Post-Test (given in May) Common Assessments given every Friday	Five Times per School Year Weekly	Galileo Contract Common Formatives from BT

2. Analyzing Assessment Data

Guiding questions:

- How will the assessment system provide for analysis of assessment data? What intervals will be used to analyze assessment data?

- How will the analysis be used to evaluate instructional and curricular effectiveness?

How will the analysis be used to adjust curriculum and instruction in a timely manner? What intervals will be used to adjust curriculum and instruction?

Action Step	Essential Details	Responsible Party(ies)	Intervals	Documentation
Analysis of Assessments	Our assessment system calls for analysis of assessment data to be completed weekly, quarterly, annually. In the weekly analysis of our assessment data we turn to the Formative Sheets. Here our teachers analyze the data every Friday to determine students who are eligible to attend the enrichment group (score 80% or better) and those students who must attend reteach. Student falls into one of two categories: 1. Student is placed in Enrichment - Passed both Reading and Math Formatives a. Subject placement is based on load balancing 2. Student is placed in Reteach - Passed one of Reading or Math Formative . Student is placed in the subject area reteach group where their score is below 80%. In the Quarter Analysis, we are looking to Monitoring of Instructional Content Quarterly and the three objectives - Consistent Implementation of Curriculum Framework, Alignment to Pacing Calendar, Use of Unwrapped Documents. Here our objective is to ensure that teachers are following the Curriculum Framework, Assessment System and Instructional Cycle - this analysis is done quarterly to allow for ample data to be collected and changes to become part of common practice in the three frameworks. In the Annual Analysis, we look to our four objectives - Curriculum	Leadership Team All Teachers	Quarterly for Benchmarks Weekly for Common Formatives	School Profile Reteach/Enrich Summation Form

	Alignment to ACCRS, Level of Rigour, Cognitive Demands, Content Alignment (Vertical/Horizontal). This is our annual review of the school year to include a comprehensive view of the School by using an Instructional Profile and School Profile. Here, we are looking at the systems and processes that drive the school and look to improve, sustain and revise areas that warrant such action.			
Assessments Evaluation of Curricular Effectiveness	In evaluating instructional effectiveness, this is accomplished during our Monitoring of Instruction completed Quarterly. We use the assessment data provided by Galileo and our weekly Common Formative Assessments to look for "pockets" in ineffective instruction. We also bring in our Walkthrough Summaries as a guide to pinpoint which areas of instruction we should be looking to for professional development. In evaluating curricular effectiveness, here we perform an Item Analysis, but at the District Level. What we are looking for is areas of concern that appear district wide. As areas such as this indicate a curricular issues as they indicate problems across multiple teachers and/or across multiple grades. This type of Analysis takes place during our Annual Curriculum Process.	Leadership Team All Teachers	Quarterly for Benchmarks Weekly for Common Formatives	School Profile Reteach/Enrich Summation Form

3. Adapted to Meet the Needs of Subgroups

Guiding questions:

- How will the assessment system address the assessment needs of students with proficiency in the bottom 25%/non-proficient students?
- How will the assessment system address the assessment needs of ELLs?
- How will the assessment system address the assessment needs of FRL students?
- How will the assessment system address the assessment needs of students with disabilities?
-

Action Step	Essential Details	Responsible Party(ies)	Intervals	Documentation

Benchmarks and Common Formative Assessments adapted for non-proficient students	The Assessment system that is completed Quarterly is a fixed comprehensive test provided by ATI. The weekly common formative assessments come in pairs. The first formative is given to identify students in need for reteach. There is also a parallel formative available to give to students who as a second try to demonstrate mastery of content.	Leadership Team All Teachers	Quarterly	Benchmark Assessment Plan Common Formative Assessments
Benchmarks and Common Formative Assessments adapted for ELL Students	The Assessment system that is completed Quarterly is a fixed comprehensive test provided by ATI. The weekly common formative assessments come in pairs and is subject to modification for ELL or ESL students at the discretion of the teacher. The first formative is given to identify students in need for reteach. There is also a parallel formative available to give to students who as a second try to demonstrate mastery of content.	Leadership Team All Teachers	Quarterly	Benchmark Assessment Plan Common Formative Assessments
Benchmarks and Common Formative Assessments adapted for FRL Students	This group comprises 95% of the student population and is our core program.	Leadership Team All Teachers	Quarterly	Benchmark Assessment Plan Common Formative Assessments
Benchmarks and Common Formative Assessments adapted for SPED Students	The Assessment system that is completed Quarterly is a fixed comprehensive test provided by ATI, we make necessary adjustments to the testing environments as required to by students with Individual Education Plan (IEP). The weekly common formative assessments come in pairs and is subject to modification for Special Education students at the discretion of the written IEP. The first formative is given to identify students in need for reteach. There is also a parallel formative	Leadership Team All Teachers	Quarterly	Benchmark Assessment Plan Common Formative Assessments

	available to give to students as a second attempt to demonstrate mastery of content.			

Area IV: Monitoring Instruction

Reflection Response
Use the guiding questions provided below to reflect on existing processes. Analyze the reflection responses as compared to the evaluation criteria to identify effective processes to continue implementing in the PMP action steps, existing processes requiring revisions, and gaps where new processes are required. The reflection response section is provided as a tool to assist the Charter Holder in collecting, organizing, and reviewing information to be considered while developing the actions steps of the Performance Management Plan. The reflection responses also provide Board staff with the information used to develop the actions steps in the PMP.

Guiding Questions	Reflection Response
What is the Charter Holder's process for monitoring the integration of standards into classroom instruction?	At GGPA, our process for monitoring the integration of standards into classroom instruction comes in two phases. All teachers are required to submit lesson plans for review to the Administrator of Academics, and the Administrator of Academics performs weekly classroom walkthroughs to ensure the teachers are teaching to the lesson plans. Furthermore, the lesson plan reviews are weighted to a lesson plan rubric that outlines specifics such as alignment to our pacing calendar, alignment to ACCR Standards, as well as a coherent instructional cycle. This provides feedback to the teachers who may then adjust their lesson planning to meet the needs of our organization and students.
How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?	In addition, walkthroughs are also weighted to rubric that is based off Charlotte Danielson's Framework for Teaching. Here an observation occurs, the form is filled out and emailed to the teacher as the Qualified Evaluator is leaving the classroom. Implementing the ACCRS-aligned curriculum with fidelity comes from our administrative review of walkthrough data and lesson planning data, as well as our non-negotiables communicated regularly. A more in depth review is included in the monitoring of instruction that is completed quarterly, however, our administration does a quick review of aggregate responses weekly to look for patterns of behavior.
How does the Charter Holder	

monitor the effectiveness of standards-based instruction throughout the year?	Monitoring the effectiveness of standards based instruction is done Quarterly through our Benchmark testing provided by Galileo. Analysis of this data takes place the Wednesday immediately following conclusion of the testing window. In a separate practice, we also analyze benchmark data in the Monitoring of Instruction which is completed quarterly. In this review, we are looking not only into Academic Data, we are also pulling information from our Instructional Profile to help identify root causes for repeat across the district or to improve upon.

What is the Charter Holder's process for evaluating instructional practices?	Our Systematic Approach to evaluating instructional practices comes from our Monitoring of Instructional Content - Quarterly, and our Monitoring of Instructional Practices - Weekly.
	Monitoring of Instructional Content - Quarterly
	• Construct an Instructional Profile
	  ○ Compile Curriculum Map/Pacing Calendars
	  ○ Unwrapped Documents
	  ○ Summary of Classroom Walkthrough Data
	  ○ PLC Meeting Minutes
	  ○ Instructional Non-Negotiables
	  ○ Supplemental Materials
	  ○ Teacher evaluations (2 announced and 4 unannounced)
	  ○ Sample set of Lesson Plans
	• Construct a Simplified School Profile
	  ○ Compile - Academic Data (Galileo, Gradebooks, BT Common Formatives)
	• Information is Compiled into an After Action Report
	  ○ Information is Compiled into an After Action Report to address areas of deficiencies in Math.
	  ○ Structure
	  ▪ Overview of results
	  ▪ Goals and/or Objectives that need to be addressed
	  ▪ Analysis of Performance
	  ▪ Summary of results
	  ▪ Recommendations for Improvement

	Monitoring of Instructional Practice - Weekly
	• Construct a Simplified Instructional Profile
	  ○ Compile Curriculum Map/Pacing Calendars
	  ○ Summary of Walkthrough Data
	  ○ Summary of Lesson Plan Reviews
	  ○ Subset of Lesson Plans
	• Information is Compiled into a Simplified After Action Report
	  ○ Identify Problematic Areas
	  ○ Proposal for Measures of Correction
	  ○ Obtaining "Lessons Learned"
	  ○ Recommendations for Improvement

How does this process evaluate the quality of instruction?	We use Charlotte Danielson's Framework for Teaching, a research based Teacher Evaluation Tool that has been proven to increase teacher effectiveness in the classroom. We have fully implemented this model as well as incorporating this model into our Lesson Plan Evaluation Rubric and weekly Walkthrough Rubric.
How does this process identify individual strengths, weaknesses, and needs?	We use Charlotte Danielson's Framework for Teaching Teacher Evaluation System. Every aspect of instruction is tied to this system. There are 4 domains and 22 components, plenty of room for the strengths and weaknesses of our teachers to be determined. The Monitoring of Instructional Content - Quarterly Analysis looks to our School Profile and our Instructional Profile to identify patterns. These patterns determines if there is a curricular need or an instructional need, and what those needs are specifically. What follows either the Monitoring of Instructional Content - Quarterly or a formal teacher observation is a professional growth plan. A professional growth plan addresses the individual needs of the teacher as determined by the academic data presented and the observations recorded.
How does the Charter Holder provide feedback on strengths,	The most frequent feedback comes in two forms, Weekly Classroom Observations and Lesson Plan

weaknesses, and learning needs based on the evaluation of instructional practices?	Reviews. Each have their own rubric and an evaluation sheet is sent to the Teacher as well as archived in Shared folder viewable to the administration. In this evaluation sheet, the administrator determines the areas to sustain, improve and revise as it relates to Classroom Instruction and Lesson Planning. Furthermore, after each formal observation, a professional growth plan is established so that there is a formal record for the teacher in improving areas of Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities - from our Teacher Evaluation System A Framework for Teaching.
How does the Charter Holder analyze this information?	The information relating to instructional quality is carried out quarterly during our Monitoring of Instructional Content. The objectives for this meeting is Consistent Implementation of our Curriculum Framework, Alignment to Pacing Calendar and Use of Unwrapped Documents. In this analysis we derive areas where we need to sustain our work, improve in areas and revise our processes. Thus far, the first Quarter Analysis shows we need to sustain our implementation of our curricular framework, revise our thinking in the Responsible Thinking Classroom (RTC) Policy and Procedures and improve on the time table for our Reteach and Enrich policy and procedures.
What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response?	Our response to these matters is more frequent Lesson Plan Reviews and Classroom Walkthroughs. We have devised a strategy to move the RTC to a level that is benefiting the school and we have completed Reteach and Enrich Professional Development as well as formally written the policy and procedures for the Instructional Staff to follow.
How does the Charter Holder evaluate instruction targeted to address the needs of students with proficiency in the bottom 25%/non-proficient students?	Instructional Strategies are discussed during our Friday meetings where we place the students in appropriate groupings. This is where our core content specialists share best practices with teaching students in the enrichment groups.
How does the Charter Holder evaluate instruction targeted to address the needs of ELLs?	This is addressed in our Lesson Planning, we have a specific section devoted to accommodations for ELL students and is part of the Lesson Plan Evaluation Rubric.

How does the Charter Holder evaluate instruction targeted to address the needs of FRL students?	These students comprise our core program as they consist of 95% of our student population.
How does the Charter Holder evaluate instruction targeted to address the needs of students with disabilities?	This is addressed in our Lesson Planning, we have specific section devoted to accommodations for Special Education students and is part of the Lesson Plan Evaluation Rubric.
Based on your reflection regarding currently implemented processes, what required elements have been identified as having gaps to be addressed? What required elements have been identified as processes that require improvement?	Consistently adjusting pedagogical content during instruction is an aspect of our teaching that is not yet done throughout the lesson. In addition, we also need to put more work into the rigor of our lesson planning and instruction. While we are better than we were before, it is still an area of concern. Improvement lesson planning is under consideration. This is where our staff needs to adjust and plan accordingly, the entire instructional design cycle must start with a good plan in place before the teaching takes place. The lesson plan review system that we have in place has brought this area to our attention, it is planning for small groups that we are looking for.
Based on your reflection what processes have you identified as effective? Describe the data and documentation that demonstrate the effectiveness of that process.	The processes that we have in place are giving great data on what is happening in the classroom. The Walkthrough data sheets show that we have a couple of areas to improve upon, however we also have quite a few strengths. The lesson plan review sheets are showing some promise in that the data gathered is giving us laser light focus on areas we have as strengths and areas we need to improve upon. The Professional Development meetings we have every Friday show that our staff is committed to student learning and the reteach and enrich class is working. We have improved benchmark scores across the proficiency measures to indicate the reteach and enrich class is working.

Plan for Monitoring Instruction

Use the information in the reflection responses to guide the development of the plan for this area. The plan must provide sufficiently detailed and implementable action steps that address each of the following required elements to create a comprehensive system for monitoring instruction:

- monitoring the integration of Arizona's College and Career Ready Standards into instruction;
- evaluating instructional practices;
- evaluating instructional practices targeted to address the needs of subgroup populations; and
- providing analysis and feedback to further develop instructional quality and standards integration.

The action steps must identify appropriate documentation that can serve as detailed evidence of implementation of each of the required elements of a comprehensive system for monitoring instruction.

A thorough and sufficiently detailed plan will provide answers to each of the guiding questions. Board staff will evaluate the PMP using the evaluation criteria located in Appendix D of the Board's Academic Performance Framework and Guidance.

Action Step	Essential Details	Responsible Party(ies)	Intervals	Documentation
Lesson Plan Reviews	Teachers are to submit lesson plans via a Google Form. This allows the Director of academics to apply the Lesson Plan Rubric and offer assistance in areas to sustain, improve and revise.	All Teachers Director of Academics	Weekly	Lesson Plan Lesson Plan Template Lesson Plan Rubric Lesson Plan Summary Sheet
Walkthrough Summaries	The Director of Academics conducts weekly walkthroughs to ensure that the lesson plans being submitted are indeed being delivered in the classroom. The walkthroughs are weighted against the Walkthrough Rubric and a summary sheet is emailed to the teacher when the walkthrough is complete.	All Teachers Director of Academics	Weekly	Walkthrough Form Walkthrough Summary Walkthrough Rubric
Monitoring of	To ensure that our Instructional Staff is indeed staying true to the Instructional	Teacher	Oct 03,	After Action

Instructional Content - Quarterly	Framework, meetings will be held Quarterly to include construction of a Simplified Instructional Profile followed by creating an After Action Report for review. The Simplified Instructional Profile will include Pacing Calendars, Unwrapped Documents, Summary of Classroom Walkthroughs, Summary of Lesson Plan Reviews, Reteach/Enrich Meeting Minutes, Formative Assessment Sheets, Instructional Non-Negotiables and Supplemental Materials for review. The Simplified After Action Report will focus specifically on the Structure, Overview, Goals and Objectives, Analysis of Performance, Summary and Recommendations for Improvement.
	
	Monitoring of Instructional Content - Quarterly
	• Construct an Instructional Profile
	  ○ Compile Curriculum Map/Pacing Calendars
	  ○ Unwrapped Documents
	  ○ Summary of Classroom Walkthrough Data
	  ○ Reteach/Enrich Meeting Minutes
	  ○ Instructional Non-Negotiables
	  ○ Supplemental Materials
	  ○ Sample set of Lesson Plans
	  ○ Summary of Lesson Plan Reviews
	  ○ Formative Assessment Sheets
	• Construct a Simplified School Profile
	  ○ Compile - Academic Data (Galileo, Gradebooks, Common Formatives)
	• Information is Compiled into an After Action Report
	  ○ Structure
	  ▪ Overview of results
	  ▪ Goals and/or Objectives
	  ▪ Consistent Implementation of Curriculum Framework
	  ▪ Alignment to Pacing Calendar
	  ▪ Use of Unwrapped Documents
	  ▪ Analysis of Performance
		Leaders
		
		Leadership Team
			2014
			Jan 05, 2015
			March 11, 2015
				Report
				Meeting Minutes

	▪ Do we have consistent Implementation of our Curriculum Framework? ▪ Summary of results ▪ Supporting Evidence ▪ Recommendations for Improvement			
Sustaining the Curriculum Process	To ensure that our Instructional Staff is indeed staying true to the Instructional Framework, meetings will be held Quarterly to include construction of a Simplified Instructional Profile followed by creating an After Action Report for review. The Simplified Instructional Profile will include Pacing Calendars, Unwrapped Documents, Summary of Classroom Walkthroughs, Summary of Lesson Plan Reviews, Reteach/Enrich Meeting Minutes, Formative Assessment Sheets, Instructional Non-Negotiables and Supplemental Materials for review. The Simplified After Action Report will focus specifically on the Structure, Overview, Goals and Objectives, Analysis of Performance, Summary and Recommendations for Improvement. **Sustaining the Curriculum Process - Quarterly** • Form PLC Teams • The Team will Review the following Simplified Instructional Profile ○ Academic Data ○ Pacing Calendars ○ Unwrapped Documents ○ Summary of Classroom Walkthroughs ○ Summary of Lesson Plan Reviews ○ Reteach/Enrich Meeting Minutes ○ Formative Assessment Sheets ○ Instructional Non-Negotiables ○ Supplemental Materials • Information is Compiled into a Simplified After Action Report ○ Overview	Teacher Leaders Leadership Team	Oct 03, 2014 Jan 05, 2015 March 11, 2015	After Action Report Meeting Minutes

	○ Goals and Objectives ○ Analysis of Performance ○ Summary ○ Recommendations for Improvement			

2. Evaluating Instructional Practices
Guiding questions:

- What will be the Charter Holder's process for evaluating instructional practices?
- How will this process evaluate the quality of instruction?
- How will this process identify individual strengths, weaknesses, and needs?

Action Step	Essential Details	Responsible Party(ies)	Intervals	Documentation
Lesson Plan Reviews	Teachers are to submit lesson plans via a Google Form. This allows the Director of academics to apply the Lesson Plan Rubric and offer assistance in areas to sustain, improve and revise.	All Teachers Director of Academics	Weekly	Lesson Plan Lesson Plan Template Lesson Plan Rubric Lesson Plan Summary Sheet
Walkthrough Summaries	The Director of Academics conducts weekly walkthroughs to ensure that the lesson plans being submitted are indeed being delivered in the classroom. The walkthroughs are weighted against the Walkthrough Rubric and a summary sheet is emailed to the teacher when the walkthrough is complete.	All Teachers Director of Academics	Weekly	Walkthrough Form Walkthrough Summary Walkthrough Rubric
Monitoring of Instructional Content -	To ensure that our Instructional Staff is indeed staying true to the Instructional Framework, meetings will be held Quarterly to include construction of a Simplified Instructional Profile followed by creating an	Teacher Leaders Leadership	Oct 03, 2014 Jan 05,	After Action Report Meeting

Quarterly	After Action Report for review. The Simplified Instructional Profile will include Pacing Calendars, Unwrapped Documents, Summary of Classroom Walkthroughs, Summary of Lesson Plan Reviews, Reteach/Enrich Meeting Minutes, Formative Assessment Sheets, Instructional Non-Negotiables and Supplemental Materials for review. The Simplified After Action Report will focus specifically on the Structure, Overview, Goals and Objectives, Analysis of Performance, Summary and Recommendations for Improvement.
	
	Monitoring of Instructional Content - Quarterly
	• Construct an Instructional Profile
	  ○ Compile Curriculum Map/Pacing Calendars
	  ○ Unwrapped Documents
	  ○ Summary of Classroom Walkthrough Data
	  ○ Reteach/Enrich Meeting Minutes
	  ○ Instructional Non-Negotiables
	  ○ Supplemental Materials
	  ○ Sample set of Lesson Plans
	  ○ Summary of Lesson Plan Reviews
	  ○ Formative Assessment Sheets
	• Construct a Simplified School Profile
	  ○ Compile - Academic Data (Galileo, Gradebooks, Common Formatives)
	• Information is Compiled into an After Action Report
	  ○ Structure
	  ▪ Overview of results
	  ▪ Goals and/or Objectives
	  ▪ Consistent Implementation of Curriculum Framework
	  ▪ Alignment to Pacing Calendar
	  ▪ Use of Unwrapped Documents
	  ▪ Analysis of Performance
		Team	2015 March 11, 2015	Minutes

	▪ Do we have consistent Implementation of our Curriculum Framework? ▪ Summary of results ▪ Supporting Evidence ▪ Recommendations for Improvement			

3. Providing Feedback that Develops the Quality of Teaching
Guiding questions:

- How will the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?
- How will the Charter Holder analyze this information?

Action Step	Essential Details	Responsible Party(ies)	Intervals	Documentation
Lesson Plan Reviews	Teachers are to submit lesson plans via a Google Form. This allows the Director of academics to apply the Lesson Plan Rubric and offer assistance in areas to sustain, improve and revise.	All Teachers Director of Academics	Weekly	Lesson Plan Lesson Plan Template Lesson Plan Rubric Lesson Plan Summary Sheet
Walkthrough Summaries	The Director of Academics conducts weekly walkthroughs to ensure that the lesson plans being submitted are indeed being delivered in the classroom. The walkthroughs are weighted against the Walkthrough Rubric and a summary sheet is emailed to the teacher when the walkthrough is complete.	All Teachers Director of Academics	Weekly	Walkthrough Form Walkthrough Summary Walkthrough Rubric
Monitoring of Instructional	To ensure that our Instructional Staff is indeed staying true to the Instructional Framework, meetings will be held Quarterly to include	Teacher Leaders	Oct 03, 2014	After Action Report

Content - Quarterly	construction of a Simplified Instructional Profile followed by creating an After Action Report for review. The Simplified Instructional Profile will include Pacing Calendars, Unwrapped Documents, Summary of Classroom Walkthroughs, Summary of Lesson Plan Reviews, Reteach/Enrich Meeting Minutes, Formative Assessment Sheets, Instructional Non-Negotiables and Supplemental Materials for review. The Simplified After Action Report will focus specifically on the Structure, Overview, Goals and Objectives, Analysis of Performance, Summary and Recommendations for Improvement.
	
	Monitoring of Instructional Content - Quarterly
	• Construct an Instructional Profile
	  ○ Compile Curriculum Map/Pacing Calendars
	  ○ Unwrapped Documents
	  ○ Summary of Classroom Walkthrough Data
	  ○ Reteach/Enrich Meeting Minutes
	  ○ Instructional Non-Negotiables
	  ○ Supplemental Materials
	  ○ Sample set of Lesson Plans
	  ○ Summary of Lesson Plan Reviews
	  ○ Formative Assessment Sheets
	• Construct a Simplified School Profile
	  ○ Compile - Academic Data (Galileo, Gradebooks, Common Formatives)
	• Information is Compiled into an After Action Report
	  ○ Structure
	  ▪ Overview of results
	  ▪ Goals and/or Objectives
	  ▪ Consistent Implementation of Curriculum Framework
	  ▪ Alignment to Pacing Calendar
	  ▪ Use of Unwrapped Documents
		Leadership Team	Jan 05, 2015
			March 11, 2015
				Meeting Minutes

	▪ Analysis of Performance ▪▪ Do we have consistent Implementation of our Curriculum Framework? ▪ Summary of results ▪▪ Supporting Evidence ▪ Recommendations for Improvement			

4. Adapted to Meet the Needs of Subgroups
Guiding questions:

- How will the Charter Holder evaluate instruction targeted to address the needs of students with proficiency in the bottom 25%/non-proficient students?
- How will the Charter Holder evaluate instruction targeted to address the needs of ELLs?
- How will the Charter Holder evaluate instruction targeted to address the needs of FRL students?
- How will the Charter Holder evaluate instruction targeted to address the needs of students with disabilities?
-

Action Step	Essential Details	Responsible Party(ies)	Intervals	Documentation
Weekly Instructional Practices Meeting - Addressing Non-Proficient Students	Instructional Strategies are discussed during our Friday meetings where we place the students in appropriate groupings. This is where our core content specialists share best practices with teaching students in the enrichment groups.	All Teachers Leadership team	Weekly on Friday	Agenda Meeting Minutes
Weekly Instructional Practices Meeting - Addressing ELL Students	This is addressed in our Lesson Planning, we have specific section devoted to accommodations for ELL students and is part of the Lesson Plan Evaluation Rubric.	All Teachers Leadership team	Weekly on Friday	Agenda Meeting Minutes
Weekly Instructional Practices Meeting - Addressing FRL Students	These students comprise our core program as they consist of 95% of our student population.	All Teachers Leadership team	Weekly on Friday	Agenda Meeting Minutes

Weekly Instructional Practices Meeting - Addressing SPED Students	This is addressed in our Lesson Planning, we have a specific section devoted to accommodations for Special Education students and is part of the Lesson Plan Evaluation Rubric.	All Teachers Leadership team	Weekly on Friday	Agenda Meeting Minutes

Area V: Professional Development

Reflection Response
Use the guiding questions provided below to reflect on existing processes. Analyze the reflection responses as compared to the evaluation criteria to identify effective processes to continue implementing in the PMP action steps, existing processes requiring revisions, and gaps where new processes are required. The reflection response section is provided as a tool to assist the Charter Holder in collecting, organizing, and reviewing information to be considered while developing the actions steps of the Performance Management Plan. The reflection responses also provide Board staff with the information used to develop the actions steps in the PMP.

Guiding Questions	Reflection Response
What is the Charter Holder's professional development plan?	Standards for Professional Learning define the characteristics of professional learning we use to gauge effective teaching practices, supportive leadership, and improved student results. Job-embedded professional development is an essential component of the Framework, ranging from veteran teachers to those straight out of college. The Standards make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions they need to help students perform at higher levels. The Standards are driven by professional learning communities, skillful leadership, prioritizing, monitoring and coordinating resources, data used to monitor, assess, and plan, learning designs, implementation support for long term change, and outcomes tied to educator performance and student curriculum standards. The Director of Academics works with each teacher individually to develop a Professional Growth Plan as part of our implementation of the Framework for Teaching by Charlotte Danielson. The initial self-assessment begins before the first Evaluation and is revised as needed throughout the year. The Professional Growth Plan increases the effectiveness of classroom teachers by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. To address the PLC as a group, we look to Curriculum Learning Needs - Content Knowledge. We begin by constructing a Simplified Instructional Profile for the PLC group. We look to compile a subset of lesson plans and use the Summary of Walkthrough Data to construct a Simplified After Action Report. This report addresses Content Knowledge in math at the PLC Level. We then look to identify internally individuals who have the skill set to provide training on the identified area

	of weakness. If the PLC group members all contain this skill deficiency, then we look to external resources to provide training for our staff.
	To address the math PLC as a group, we look to Instructional Learning Needs - Pedagogical Content Knowledge. We begin by constructing a Simplified Instructional Profile for the PLC group. We compile a subset of lesson plans and use the Summary of Walkthrough Data to construct a Simplified After Action Report. This report addresses Pedagogical Content Knowledge at the PLC Level. We then look to identify internally individuals who have the skill set to provide training on the identified area of weakness. If the PLC group members all contain this skill deficiency, then we look to external resources to provide training for our staff.
	Teacher Curriculum Learning Needs (Content Knowledge) - Monthly
	
	• Construct a Simplified Instructional Profile
	  ○ Compile Lesson Plan Samples
	  ○ Summary of Walkthrough Data
	• Construct a Simplified After Action Report
	  ○ Identify Problematic Areas
	  ○ Proposal for Measures of Correction
	  ○ Obtaining “Lessons Learned”
	Teacher Instructional Learning Needs (Pedagogy) - Monthly
	
	• Construct a Simplified Instructional Profile
	  ○ Compile Lesson Plan Samples
	  ○ Summary of Walkthrough Data
	  ○ Deliver job-embedded professional development
	• Construct a Simplified After Action Report
	  ○ Identify Problematic Areas
	  ○ Proposal for Measures of Correction
	  ○ Obtaining “Lessons Learned”
	  ○ Deliver job-embedded professional development

How was the professional development plan developed?	To address the PLC as a group, we look to Curriculum Learning Needs - Content Knowledge. We

	begin by constructing a Simplified Instructional Profile for the PLC group. We look to compile a subset of lesson plans and use the Summary of Walkthrough Data to construct a Simplified After Action Report. This report addresses Content Knowledge in math at the PLC Level. We then look to identify internally individuals who have the skill set to provide training on the identified area of weakness. If the PLC group members all contain this skill deficiency, then we look to external resources to provide training for our staff. To address the math PLC as a group, we look to Instructional Learning Needs - Pedagogical Content Knowledge. We begin by constructing a Simplified Instructional Profile for the PLC group. We compile a subset of lesson plans and use the Summary of Walkthrough Data to construct a Simplified After Action Report. This report addresses Pedagogical Content Knowledge at the PLC Level. We then look to identify internally individuals who have the skill set to provide training on the identified area of weakness. If the PLC group members all contain this skill deficiency, then we look to external resources to provide training for our staff.
How is the professional development plan aligned with instructional staff learning needs?	To address the PLC as a group, we look to Curriculum Learning Needs - Content Knowledge. We begin by constructing a Simplified Instructional Profile for the PLC group. We look to compile a subset of lesson plans and use the Summary of Walkthrough Data to construct a Simplified After Action Report. This report addresses Content Knowledge in math at the PLC Level. We then look to identify internally individuals who have the skill set to provide training on the identified area of weakness. If the PLC group members all contain this skill deficiency, then we look to external resources to provide training for our staff. To address the math PLC as a group, we look to Instructional Learning Needs - Pedagogical Content Knowledge. We begin by constructing a Simplified Instructional Profile for the PLC group. We compile a subset of lesson plans and use the Summary of Walkthrough Data to construct a Simplified After Action Report. This report addresses Pedagogical Content Knowledge at the PLC Level. We then look to identify internally individuals who have the skill set to provide training on the identified area of weakness. If the PLC group members all contain this skill deficiency, then we look to external resources to provide training for our staff.

How does this professional development plan address areas of high importance?	Standards for Professional Learning defines the characteristics of professional learning we will use that leads to effective teaching practices, supportive leadership, and improved student results. The Standards are driven by professional learning communities, skillful leadership, prioritizing, monitoring and coordinating resources, data used to monitor, assess, and plan, learning designs, implementation support for long term change, and outcomes tied to educator performance and student curriculum standards. The Director of Academics works with each teacher individually to develop a Professional Growth Plan as part of our implementation of the Framework for Teaching by Charlotte Danielson. The initial self-assessment begins before the first Evaluation and is revised as needed throughout the year. The Professional Growth Plan increases the effectiveness of classroom teachers by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. The time frame for addressing areas of high importance in Professional Development is revolves around our assessment calendar and how quickly we are able to fill the teaching position while the core teacher is receiving the training. This happens within 2-4 weeks provided the training has been identified.
How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	Pedagogical Content Knowledge that has been identified to be effective with our students is adopted into the Instructional Framework for the school. These must be researched based strategies that have academic data to reinforce the strategy as being effective.
How does the Charter Holder provide the resources that are necessary for high quality implementation?	Effective Pedagogical Content Knowledge that requires resources is built into the budget for operations of the school for the following year. We will make every effort to ensure that these items are present in the classroom as soon as possible, however this is not always possible.
How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	Monitoring of specific Pedagogical Content Knowledge is not practiced here. We do not specify how instruction will take place in the classroom - we only specify what will be taught, when, and for how long. However, we do conduct open Professional Development sessions where teacher attendance may be optional (depending on their professional growth plan) addressing best

	practices in Pedagogical Content Knowledge.
How does the Charter Holder follow-up to support and develop implementation of the strategies learned in professional development?	Monitoring of specific Pedagogical Content Knowledge is not practiced here. We do not specify how instruction will take place in the classroom - we only specify what will be taught, when, and for how long. However, if a Pedagogical Technique is proven to be effective with our students, we adopt this method of practice and include the technique in our open professional development sessions.
How does the Charter Holder provide professional development that addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	In this case, the data will indicate ineffective reteach groups. This would indicate a problem with the type of instruction that is taking place. As we implement researched best practice in time and small group size, it is up to the teacher to instruct students in an efficient manner. Some techniques to consider is small group instruction, differing content knowledge and pedagogical content knowledge.
How does the Charter Holder provide professional development that addresses the needs of ELLs?	All instructional staff has a Structured English Immersion endorsement. However, professional development for ELL students comes in two areas, Planning and Preparation and Instruction. These are the areas of our Evaluation Framework where we would identify areas to focus resources for Professional Development.
How does the Charter Holder provide professional development that addresses the needs of FRL students?	This is our core program as these students comprise 95% of our student population.
How does the Charter Holder provide professional development that addresses the needs of students with disabilities?	This professional development comes from the area of Planning and Preparation and is addressed by our Special Education Department. They hold professional development sessions to give Pedagogical Content Knowledge to staff regarding specific strategies that may help students with disabilities in their classroom.

Based on your reflection regarding currently implemented processes, what required elements have been identified as having gaps to be addressed? What required elements have been identified as processes that require improvement?	An area of concern is Designing Student Discussion and Questioning Techniques, while this area is scored well, it is lower than all other areas of Instructional Best Practices. PD has not yet been identified to address this issue, we are currently looking in house to help address this sooner. An area that requires improvement is our external reach for professional development. We do not have enough identified sources for PD based on the needs identified. Therefore, we have to wait for sessions to come about or turn in house and force the issues as best as we can.
Based on your reflection what processes have you identified as effective? Describe the data and documentation that demonstrate the effectiveness of that process.	Identification of both Content Knowledge and Pedagogical Content Knowledge is effective. Our process relies on student data combined with teacher data to identify the needs for change in instructional practices. The documentation is the two processes we have in place and the documents that they require in order to successfully complete the task: • Teacher Curriculum Learning Needs • Teacher Instructional Learning Needs To address the PLC as a group, we look to Curriculum Learning Needs - Content Knowledge. We begin by constructing a Simplified Instructional Profile for the PLC group. We look to compile a subset of lesson plans and use the Summary of Walkthrough Data to construct a Simplified After Action Report. This report addresses Content Knowledge in math at the PLC Level. We then look to identify internally individuals who have the skill set to provide training on the identified area of weakness. If the PLC group members all contain this skill deficiency, then we look to external resources to provide training for our staff. To address the math PLC as a group, we look to Instructional Learning Needs - Pedagogical Content Knowledge. We begin by constructing a Simplified Instructional Profile for the PLC group. We compile a subset of lesson plans and use the Summary of Walkthrough Data to construct a Simplified After Action Report. This report addresses Pedagogical Content Knowledge at the PLC Level. We then look to identify internally individuals who have the skill set to provide

	training on the identified area of weakness. If the PLC group members all contain this skill deficiency, then we look to external resources to provide training for our staff.

Professional Development Plan

Use the information in the reflection responses to guide the development of the plan for this area. The plan must provide sufficiently detailed and implementable action steps that address each of the following required elements to create a comprehensive professional development system:

- identifying and providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance;
- identifying and providing professional development that addresses the needs of subgroup populations;
- supporting high quality implementation of the strategies learned in professional development; and
- providing monitoring and follow-up to support and develop implementation of the strategies learned in professional development.

The action must steps identify appropriate documentation that can serve as detailed evidence of implementation of each of the required elements of a comprehensive professional development system.

A thorough and sufficiently detailed plan will provide answers to each of the guiding questions. Board staff will evaluate the PMP using the evaluation criteria located in Appendix D of the Board's Academic Performance Framework and Guidance.

1. Developing the Professional Development Plan

Guiding questions:

- What will be the Charter Holder's professional development plan?
- How will the professional development plan be developed?
- How will the professional development plan be aligned with instructional staff learning needs?

How will the professional development plan address areas of high importance?

Action Step	Essential Details	Responsible Party(ies)	Intervals	Documentation
Develop an Ongoing Professional Development Plan	Standards for Professional Learning defines the characteristics of professional learning we will use that leads to effective teaching practices, supportive leadership, and improved student results. Job-embedded professional development is an essential component of the Framework, ranging from veteran teachers to those straight out of college. The Standards	All Teachers Leadership Team	Quarterly	PD Calendar

	make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions they need to help students perform at higher levels. The Standards are driven by professional learning communities, skillful leadership, prioritizing, monitoring and coordinating resources, data used to monitor, assess, and plan, learning designs, implementation support for long term change, and outcomes tied to educator performance and student curriculum standards. The Director of Academics works with each teacher individually to develop a Professional Growth Plan as part of our implementation of the Framework for Teaching by Charlotte Danielson. The initial self-assessment begins before the first Evaluation and is revised as needed throughout the year. The Professional Growth Plan increases the effectiveness of classroom teachers by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes.			

Teacher Curriculum Learning Needs	To address the PLC as a group, we look to Curriculum Learning Needs - Content Knowledge. We begin by constructing a Simplified Instructional Profile for the PLC group. We look to compile a subset of lesson plans and use the Summary of Walkthrough Data to construct a Simplified After Action Report. This report addresses Content Knowledge in math at the PLC Level. We then look to identify internally individuals who have the skill set to provide training on the identified area of weakness. If the PLC group members all contain this skill deficiency, then we look to external resources to provide training for our staff.
	
	Teacher Curriculum Learning Needs (Content Knowledge) - Monthly
	• Construct a Simplified Instructional Profile
	  ○ Compile Lesson Plan Samples
	  ○ Summary of Walkthrough Data
	• Construct a Simplified After Action Report
	  ○ Identify Problematic Areas
	  ○ Proposal for Measures of Correction
	  ○ Obtaining “Lessons Learned”
		All Teachers
		
		Leadership Team
			Monthly	Agenda
				Minutes

Teacher Instructional Learning Needs	To address the math PLC as a group, we look to Instructional Learning Needs - Pedagogical Content Knowledge. We begin by constructing a Simplified Instructional Profile for the PLC group. We compile a subset of lesson plans and use the Summary of Walkthrough Data to construct a Simplified After Action Report. This report addresses Pedagogical Content Knowledge at the PLC Level. We then look to identify internally individuals who have the skill set to provide training on the identified area of weakness. If the PLC group members all contain this skill deficiency, then we look to external resources to provide training for our staff.
	
	Teacher Instructional Learning Needs (Pedagogy) - Monthly
	• Construct a Simplified Instructional Profile
	  ○ Compile Lesson Plan Samples
	  ○ Summary of Walkthrough Data
	  ○ Deliver job-embedded professional development
	• Construct a Simplified After Action Report
	  ○ Identify Problematic Areas
	  ○ Proposal for Measures of Correction
	  ○ Obtaining "Lessons Learned"
	  ○ Deliver job-embedded professional development
		All Teachers
		
		Leadership Team
			Monthly	Agenda
				Minutes

2. Supporting High Quality Implementation
Guiding questions:

- How will the Charter Holder support high quality implementation of the strategies learned in professional development sessions?
- How will the Charter Holder provide the resources that are necessary for high quality implementation?

Action Step	Essential Details	Responsible Party(ies)	Intervals	Documentation
Supporting High Quality	Pedagogical Content Knowledge that has been identified to be effective with our students is adopted into the Instructional Framework for the school.	Leadership Team	Monthly	Agenda Minutes

Strategies	These must be researched based strategies that have academic data to reinforce the strategy as being effective.			
Necessary Resources	Effective Pedagogical Content Knowledge that requires resources is built into the budget for operations of the school for the following year. We will make every effort to ensure that these items are present in the classroom as soon as possible, however this is not always possible.	Leadership Team	Monthly	Agenda Minutes

3. Monitoring Implementation

Guiding questions:

- How will the Charter Holder monitor the implementation of the strategies learned in professional development sessions?
- How will the Charter Holder follow-up to support and develop implementation of the strategies learned in professional development?

Action Step	Essential Details	Responsible Party(ies)	Intervals	Documentation
Monitoring of Instructional Strategies	Standards for Professional Learning defines the characteristics of professional learning we will use that leads to effective teaching practices, supportive leadership, and improved student results. Job-embedded professional development is an essential component of the Framework, ranging from veteran teachers to those straight out of college. The Standards make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions they need to help students perform at higher levels. The Standards are driven by professional learning communities, skillful leadership, prioritizing, monitoring and coordinating resources, data used to monitor, assess, and plan, learning designs, implementation support for long term change, and outcomes tied to educator performance and student curriculum standards. The Director of Academics works with each teacher individually to develop a Professional Growth Plan as part of our implementation of the Framework for Teaching by Charlotte Danielson. The initial self-assessment begins before the first Evaluation and is revised as needed throughout the year. The Professional Growth Plan increases the effectiveness of classroom teachers by belonging to professional organizations, reading professional journals, attending educational conferences,	Leadership Team All Teachers	Monthly	Agenda Minutes

	and taking university classes.
	
	To address the math PLC as a group, we look to Instructional Learning Needs - Pedagogical Content Knowledge. We begin by constructing a Simplified Instructional Profile for the PLC group. We compile a subset of lesson plans and use the Summary of Walkthrough Data to construct a Simplified After Action Report. This report addresses Pedagogical Content Knowledge at the PLC Level. We then look to identify internally individuals who have the skill set to provide training on the identified area of weakness. If the PLC group members all contain this skill deficiency, then we look to external resources to provide training for our staff.
	
	Teacher Instructional Learning Needs (Pedagogy) - Monthly
	• Construct a Simplified Instructional Profile
	  ○ Compile Lesson Plan Samples
	  ○ Summary of Walkthrough Data
	  ○ Deliver job-embedded professional development
	• Construct a Simplified After Action Report
	  ○ Identify Problematic Areas
	  ○ Proposal for Measures of Correction
	  ○ Obtaining “Lessons Learned”
	  ○ Deliver job-embedded professional development			

4. Adapted to Meet the Needs of Subgroups

Guiding questions:

- How will the Charter Holder provide professional development that addresses the needs of students with proficiency in the bottom 25%/non-proficient students?
- How will the Charter Holder provide professional development that addresses the needs of ELLs?
- How will the Charter Holder provide professional development that addresses the needs of FRL students?
- How will the Charter Holder provide professional development that addresses the needs of students with disabilities?
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Action Step	Essential Details	Responsible Party(ies)	Intervals	Documentation
Professional Development for Non-Proficient Students	In this case, the data will indicate ineffective reteach groups. This would indicate a problem with the type of instruction that is taking place. As we implement researched best practice in time and small group size, it is up to the teacher to instruct students in an efficient manner. Some techniques to consider is small group instruction, differing content knowledge and pedagogical content knowledge.	All Teachers Leadership Team	Monthly	Agenda Minutes
Professional Development for ELL Students	All instructional staff has a Structured English Immersion endorsement. However, professional development for ELL students comes in two areas, Planning and Preparation and Instruction. These are the areas of our Evaluation Framework where we would identify areas to focus resources for Professional Development.	All Teachers Leadership Team	Monthly	Agenda Minutes
Professional Development for FRL Students	This is our core program as these students comprise 95% of our student population.	All Teachers Leadership Team	Monthly	Agenda Minutes
Professional Development for SPED Students	This professional development comes from the area of Planning and Preparation and is addressed by our Special Education Department. They hold professional development sessions to give Pedagogical Content Knowledge to staff regarding specific strategies that may help students with disabilities in their classroom.	All Teachers Leadership Team	Monthly	Agenda Minutes