Performance Management Plan Narrative Reading

Applicant Name: Havasu Preparatory Academy High School

Narrative:

a. The data figures below were determined by analyzing data from programs in close proximity to the proposed site and/or programs that have dual language programs. AIMS and disaggregated enrollment and program membership data from Havasu High School and Telesis (as provided in Section A.2 of this application) were used as the context for the PMP predictions below.

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

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

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

e. Although 18 professional development days are built into the calendar for teachers that are filled with trainings on their curriculum products, assessment, and best practices, the crux of successful professional development on this campus lies in job-embedded coaching. The designated site coach conducts walkthroughs, team teaches, models, facilitates peer observations, and works with teachers to set, monitor, and achieve professional goals. These goals are established in writing as part of the ongoing teacher evaluation process. Additionally, most teachers have 90

minutes within each day to grade and prepare their lessons. The coach and school leader have availability during these times to support teachers in their instructional efforts.

f. Action steps in this PMP will be evaluated quarterly using data from AIMS and/or PARCC results, state growth determinations, and ATI-Galileo reports. Action steps will be adjusted based on the analysis of the data reviewed. See flow chart and matrix below:

Secondary Assessment Flow Chart

	Summer/Registration	Block 1	Block 2	Block 3	Block 4
Internal Growth Measure in ATI		PRE POST	PRE POST	PRE POST	PRE POST
AIMS Reading (11/12)		End of Octobe		Early March	Early April
PARCCC ELA (9/10)			PARCC		PARCC
AZELLA	All non-English PHLOTEd students are to be tested AS SOON AS POSSIBLE. Results should be used to schedule LEP students appropriately. SAIS glitches aside, AZELLA can be easily hand-scored to aid program coordinators/facilitators in properly scheduling LEP students using their hand-scored data. The low bar for testing is that non-English PHLOTE students must be given AZELLA within two weeks of enrollment. All LEP students must have a usable AZELLA score for the beginning of the year and a March assessment to measure growth. AZELLA can be given mid-year for exiting. program.				
ATI-GALILEO Reading Benchmarks	August		Dec/Jan		May
Clinical Reading Intervention Tool		Sept to Aug FFBs		Jan to Dec/Jan FFBs	May to May 9-11

TEST:	WHO IS TESTED:
Internal Growth Measure (pre and post course assessments)	• All students enrolled in the course at beginning and end. All students who late-enroll on their first day in course.
PARCC	• All freshmen and sophomores in spring • All juniors and seniors to measure achievement and growth
AIMS	• All upperclassmen who have not yet passed but need AIMS to graduate
AZELLA	• All non-English PHLOTEd students, all LEP students at end of year, and any LEP student mid-year wishing to exit out of the program (remember: AZELLA in; AZELLA out)
ATI/GALILEO	• All enrolled students for all three test dates
Clinical Reading/Math Intervention Tool	• Students who fall FFB on AIMS or GALILEO math or reading • Students who are targeted by ATI intervention report for math or reading • Student/parent/teacher identification of struggling students for math or reading

TEST:	WHAT IT IS USED FOR:
Internal Growth Measure (pre and post course assessments)	• AZ State mandated teacher evaluations (40%-50%) • To demonstrate growth to AZ Charter Board for students who are not with us an entire calendar year for all exams or who do not participate in all exams (exceeders and high mobility)
PARCC	• To evaluate the effectiveness of curriculum and programs • To evaluate the effectiveness of instructors
AIMS	• Tailoring instruction and interventions for upperclassmen • Graduation status of seniors
AZELLA	• To identify LEP students, measure their growth, and exit them out of the program • Growth percentages for AYP sub-group determination
ATI/GALILEO	• To predict how students will perform on AIMS and provide targeted interventions to increase AIMS achievement • To show growth to the AZ Charter Board
Clinical Reading/Math Intervention Tool	• To identify students in need of clinical remediation. • Through those programs, students will be provided instruction that is more appropriate for their ability level AND assessments that better measure their

	growth (ex: 1.5 GLE to 3.0 GLE reader is a HUGE growth, but achievement might not register on a full AIMS reading test yet.