## Copper Point Reading Performance Management Plan

### Narrative

Copper Point Junior High and High School will provide educational services for students interested in vacating the traditional classroom for a project-based learning style. We will incorporate a project-based learning model and provide students with community-based, project-centered learning. Students will focus on compelling topics in our community and use higher level critical thinking skills to seek a solution. We will initially focus on the middle and high school level, grades 6-12, with the intent on expanding down to other grades.

Our school will be founded in a low-income, high-needs area. Our model of community and project based education will draw students from other schools, especially in districts where schools are closing. We will focus on preparing students for college not just by providing the classes they need, but the skills necessary to be successful in University classrooms. Authentic assessment, including community panels and students proving their knowledge and justifying their grades will give students ownership of their learning and accountability for their grades. The fact that we will be a unique Expeditionary Learning school in Tucson, and one of only two of this type in the state, will give us a competitive advantage to the larger traditional public schools. We will enroll students who desire a quality education without the monotony of a traditional high school.

Copper Point Schools will implement a project-based learning model into all of our classrooms based on the Expeditionary Learning Model. The Copper Point learning model is developed based on three Fundamental Values: Character, Community and Leadership. These attributes work in tandem to provide a well-rounded student who is both prepared to enter college and become a productive member of their community. At Copper Point, we believe that education goes beyond the classroom into the real world. By fostering these qualities in all of our students, Copper Point will be an excellent fit for students of all abilities and backgrounds. To achieve these values, we implement authentic and rigorous Assessment, Curriculum, Instruction and Service in all aspects of our student's education.

Our school will participate in ongoing professional development for teachers, provided by Expeditionary Learning, which will allow them to guide the classroom and students to take ownership of their learning. It promotes responsibility and accountability at the student level and motivates students to want to do well because they recognize that their work will impact the community. The community will be appraising their work, not just a teacher in a classroom. Clear expectations are set up front and students are aware of the impact their action will have on their grade. In addition to traditional grades, students are graded according to their character as well.

### Baseline Figures

Based on our Target Population analysis, traditional public schools in the area of Copper Point show 46.1% of high school students and less than 64% of middle school students as meeting the Arizona Standards in reading. Charter schools in the area show a higher percentage, but the average median growth hovers consistently at 55% for both middle and high schools, when comparing both traditional and charters in the area. This data is available through school websites and state publications of AIMS data. Our baseline figures are determined based on the average scores of the schools in the proximity of the location of Copper Point Junior High and High School. We anticipate our student population will be pulled from local traditional public schools, with a few coming from charters already established in the area. Since many of the traditional public schools in the area are failing or have low school grades, it is likely that much of our population will switch to Copper Point with the target goal of achieving a higher quality education. Thus, we have taken an average of the schools in the area to determine the baseline of student achievement in our school.

**Strategy I**

The first step Copper Point will take is to hire highly qualified teachers who are aligned with the school's educational philosophy; demonstrate an understanding of appropriate state standards; have demonstrated content knowledge; are organized and able to communicate effectively with students, families, and others; and are lifelong learners with critical-thinking and self-reflection skills. Once staff is selected, teachers can submit a letter of interest to become the department head. The Principal will decide, and may solicit input from relevant parties regarding the official appointment of Department Heads. By May 1st of the preceding school year, all teaching positions will be filled and Highly-Qualified attestation forms completed and all formal evaluations of teachers will be completed. By July 1, 2014, the Principal will ensure all support staff and contracted services are secured in order to support the instructional. Support staff and services include securing financing, acquiring facilities, contracting services, hiring non-instructional support staff, etc. that are required to support instructional program.

Once staff is established, the Principal, Curriculum Coach and teachers will meet annually each July to develop and to review curriculum resources. Curriculum is based on the College and Career Readiness Standards (Common Core Standards + 2010 Arizona Additions), and other Arizona state standards. Teachers will provide feedback of curriculum resources used and complete a Curriculum Review and Recommendation Report to be submitted to the administration team. Once complete, they will complete Sequence and Map reading standards for each grade. The Principal will purchase the recommended resources as the budget allows. Finally, the English team will work together to create summative unit assessments that are aligned to curriculum.

After placement tests are developed, they will be administered and student schedules will be adjusted according to their benchmark and placement testing results to tier instruction in English by placing students into honors/advanced classes, remedial classes, and after school tutoring. Those students who fall into the Tier III category will be placed in a supplemental remedial English class in addition to their Tier I English class to help them meet grade level reading requirements.

Teachers will begin writing and delivering daily lesson plans that are aligned to standards-based objectives. These will be submitted to the Curriculum Coach for review and evaluation. Teachers will receive feedback from the Curriculum Coach, Principal and Department Heads to determine strengths and weaknesses in the overall curriculum. Curriculum Coach will complete walkthroughs and evaluations to determine that the curriculum being taught in the classroom aligns with the lesson plan, curriculum maps and state standards. In addition, Curriculum Coaches will review lesson plans for integration of technology. Technology used should enhance Tier I and II instruction and should occur at both the staff and student level.

A Curriculum Review Committee, comprised of the Curriculum Coach, English Department Head and selected teachers, overseen by the principal, will be established and will use the quarterly benchmark results and end of year exams to compare proposed end-of-year benchmark goals and will compile a report listing areas needing extra emphasis in each grade and will revise curriculum maps to fill in gaps or create stronger emphasis as needed.

The Data Review Committee will be established and will be comprised of members of the teaching staff and administration to conduct review of the pre- and post-tests and benchmark exam results. Data analysis and review will be heavily incorporated into both professional development and daily classroom routine. In addition, the committee will develop standards checklist for all core subjects to ensure proper implementation of English standards across the curriculum.

Furthermore, Copper Point will utilize paraprofessionals each year as the budget demonstrates. This paraprofessional will work closely with the English department to provide additional teaching in the classroom and additional after school instruction. Teachers will set up appointments with students on Fridays or after school for additional tutoring as determined by the benchmark and/or pre/post testing. Copper Point will also utilize technology to help aid in reading comprehension and analysis at the

student level. The Curriculum team will investigate products on the market and determine which ones would be suitable to enhance the curriculum and make recommendations to purchase these programs as the budget allows.

**Strategy II**

Expeditionary Learning lends itself to the Common Core standards. We will take advantage of staff collaboration of Fridays and professional development to allow our staff the opportunity to implement Common Core correctly. Much of the curriculum is cross-curricular. The collaboration meetings on Fridays will allow teachers, especially in English and Math, to help implement the Common Core fully into all Core and Elective classes. The Principal and Curriculum Coach will develop a curriculum and instruction handbook that clearly explains expectations for lesson plans and instructional methods to be used to deliver instruction. Lesson Plans are inputted online to help ensure proper standard alignment. Using data from the testing conducted allows teachers to manipulate the lessons presented and plan effectively to instruct all standards adequately. Lesson plans are inputted into the curriculum database and reviewed with a curriculum coach and/or other staff members at coaching meetings. The Principal and Curriculum Coach will establish the criteria for a teacher observation form that includes an evaluation of the integration of Common Core and State Standards into instruction. Our curriculum mapping will be completed on Galileo/Jupiter. All teachers are responsible for creating curriculum that aligns with the Arizona State Standards and Common Core. Weekly walkthroughs, with feedback to the instructor, will be used as "spot-checks" to verify that the curriculum demonstrated in lesson plans matches the instruction occurring in the classroom. Informal and formal observations of the classroom throughout the school year will provide feedback to allow teachers to improve upon the presentation of standards. Evaluations investigate student engagement and growth, differentiated instruction, data review, effective lesson delivery, physical environment, special population compliance and support of the schools mission, vision and culture.

One way we will strive to ensure standards alignment is to require that all pre- and post- tests, as well as end-of-unit summative tests be aligned to the standards. Teachers will be required to utilize Galileo and link standards to test questions. The Data committee will review these questions to ensure proper alignment has been made. Our Curriculum committee will also create tools, such as checklists, to be provided to teachers in core subjects to ensure English and the Common Core is being integrated cross-curricularly. These will be reviewed and updated on an annual basis and will be included in curriculum database. The Data committee will also provide professional development to train teachers on how to align formative and summative assessments in their classrooms to the Common Core and Arizona State Standards.

Copper Point Schools will monitor alignment to AZ Standards and the Common Core on a regular basis through coaching meetings, where lesson plans will be reviewed and updated. Administrators will be a part of the classroom culture, completing walkthroughs, formal and informal evaluations to create a dialogue and maintain awareness of the rigor required to maintain standard alignment. Based on teacher evaluations and recommendations from the Curriculum and Data Review committees, the Principal and Curriculum Coach will arrange and/or provide professional development and evaluate and revise the monitoring plan as necessary.

**Strategy III**

The English Department Head, supervised by the Curriculum Coach and Principal, will be responsible for creating and administering a diagnostic, reading assessment for student placement. Assessment results will be broken down by mastery level of standards for each student. Student schedules will reflect proper placement as assessment results. Furthermore, the department head will create and administer the tri-annual benchmark tests. In addition, pre and post testing will occur in all core classes

to monitor student growth. Upon enrollment, all students will be administered placement exams to ensure they are able to perform in Tier 1 classes; if not, these tests will identify if they need Tier 2 or Tier 3 remediation. Students and parents will be informed of their results and a plan will be developed to maximize student achievement. To ensure students have mastered the standards, weekly mini-quizzes will be given through Galileo.

Our key elements to identify student proficiency are pretests, placement exams and benchmark exams. These initial tests will allow us to categorize students into Tiers and evaluate what level they are learning at. Post tests and future benchmarks will allow us to track growth in our students. AIMS/PARCC tutoring will be offered after school until students are proficient. Progress reports will be sent out every two weeks to ensure students and parents are informed of student progress. Parent contact and counseling will be offered by Crew teachers to ensure communication is consistent and all possible scenarios for student success are addressed. Finally, students who finish a course with a "D" will be required to attend remediation in the content they are deficient in until they prove mastery in those areas, determined by test scores. If mastery is not met, that student will be required to retake the course. Once State test results have been released, student grades will be adjusted in accordance with the upcoming Arizona State procedures. This aligns with our Philosophy in developing students of high character who work hard to achieve the standards.

Once students have tested, the Data Review Team will be responsible for reviewing and distributing data to teachers to review with students and parents. The Data Review team will meet monthly to review student growth and placement according to test results. Likewise, the team will review exams to ensure the questions being asked align with the standards and are appropriately measuring student achievement.

**Strategy IV**

Professional Development at Copper Point will be focused around Expeditionary Learning. Expeditionary Learning (EL) provides multiple types of Professional Development throughout the year. This model of professional development allows teachers to constantly reflect on offsite institutes and seminars provided by EL. Teachers also attend seminars which support better assessment of student learning, demonstrate engaging content instruction, and foster development as learners and thinkers.[1] Professional development will include curriculum planning, lesson modeling, school wide training to implement the project-based model, training on authentic assessment, classroom observations, and small group and school wide collaboration, and providing an online forum for help and support. Likewise, teachers will attend a series of workshops and seminars that allow teachers to both observe and learn as their students should and provide strategies on topics in math, reading, differentiated instruction, assessment and use of data.[2] In addition, we will attend national conferences allow our teachers to collaborate with other schools and explore other schools and common project-based practices.

Committees and teachers will also provide professional development on subjects such as curriculum alignment, reading and math skills, using informational texts across curriculums, etc. These will be provided during Friday staff meetings, held monthly, as illustrated in our calendar. These professional development dates are tentative; however PD will occur at minimum once a month as provided by the Copper Point staff. EL professional development dates will vary based on the contract established with Expeditionary Learning.

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[1] Expeditionary Learning, "How we work with teachers and school leaders." Last modified 2011-2012.Accessed December 9, 2012. http://elschools.org/our-approach/teachers-school-leaders.

[2] Expeditionary Learning, "How we work with teachers and school leaders." Last modified 2011-2012.Accessed December 9, 2012. http://elschools.org/our-approach/teachers-school-leaders.

In addition to EL Professional Development, the administration and staff will provide training on Tiered instruction and strategies for each Tier. There will also be staff-provided professional development on the use of Galileo, including creating assessments, uploading and scheduling lesson plans, scheduling assessments, running and reading reports, and analyzing data. Teachers will be provided with team teaching opportunities and observation of other teachers to gather data and ideas about how to incorporate different teaching styles into their own classroom. In addition, topic specific professional-development sessions on best English practices specific to high need skills and concepts identified through low performance on diagnostic and unit summative tests will be provided. Teachers and the Curriculum Coach will meet once weekly to get advice, share best practices and receive feedback based on walkthroughs, lesson plans and test results.

The Principal will develop a formal evaluation instrument for all teachers that is aligned to Arizona's Framework for Measuring Educator Effectiveness (AFMEE). 50% of evaluation will be based on classroom level data, and 50% will be based on an evaluation instrument that includes a rubric aligned to national teaching standards as approved by the state board of education. Using this tool, the Principal will evaluate the implementation of best practices for teaching English that were taught in professional-development sessions. The Principal will note which strategies are being implemented, how well they are implemented, and suggestions for improvement on classroom observation forms. In addition, informal observation of teachers in the form of walkthroughs and longer observations, which will provide constructive feedback, will be given by the Principal and Curriculum Coach a minimum of ten times per school year. Teachers will also have two formal observations that consist of a pre-observation conference with Principal, a classroom lesson observation of at least 30 minutes, a post-observation conference with the Principal and formal evaluation and feedback. Part of the evaluation will be suggestions for specific areas for professional development.

The Principal and School Governing board will develop a formal evaluation for the Curriculum Coach that is aligned to Arizona's Framework for Measuring Educator Effectiveness (AFMEE) for all educators. 50% of evaluation will be based on school level data, and 50% will be based on a rubric developed based on the applicable national teaching and administration standards as approved by the state board of education. Once developed, the Principal will conduct a formal evaluation of the Curriculum Coach annually. The evaluation report to the Curriculum Coach will indicate strengths and weaknesses with a plan for improvement that includes specific action steps for improvement.

The School Governing Board will develop a formal evaluation instrument for principal and vice principal that is aligned to Arizona's Framework for Measuring Educator Effectiveness (AFMEE) for all educators. 50% of evaluation will be based on school level data, and 50% will be based on an evaluation instrument that includes a rubric aligned to national administrator standards as approved by the state board of education. Once developed, the Governing Board will conduct a formal evaluation of the Principal and Vice Principal based on the established rubric. Part of the evaluation will be suggestions for specific areas for professional development. The evaluation report to the principal will indicate strengths and weaknesses with a plan for improvement that includes specific action steps for improvement.

**Improving Action Steps**

The Data Review team will work collaboratively with the English staff to ensure the action steps outlined in the PMP are met. Steps will be revised and improved based on the data collected from pre- and post- tests, benchmark exams, staff evaluation results, state standardized test scores and professional development needs. The Data Review Team and Principal will meet with the English staff at least twice a year to ensure the standards are being properly implemented according to the action steps. The team will work with the English department to develop future action steps and improve student's ability in reading at the school. Likewise, they will regularly review data from Standardized testing to determine new baseline and growth medians as needed to improve the achievement of the students at Copper Point.