A.5 Performance Management Plan Reading Narrative

Establishing Baseline Performance Data

Our school must know our target population in order to create a plan that will promote our scholar's achievement and to do this, Leman Academy of Excellence researched data on five surrounding schools from our target location. The average of scholars meeting on 2013 AIMS assessment was 90%. The growth percentile average for the schools was 54%. Using this data, we crafted a Performance Management Plan for Reading that will further our scholar's success.

Gathering and Analyzing Data on the Effectiveness of Action Steps

A continual data process that includes gathering and analyzing timely data will be used to ensure successful action steps that directly lead to our scholar's academic growth. Each teacher will create and maintain a scholar's data binder with formative and summative data. Each teacher will analyze their data for scholar achievement as compared to their grade level teams. Time will be given throughout the year to track the data and determine plans for scholars who are not successful. Each scholar will maintain his/her data binder that includes a goal-setting and success tracking component. Beginning in year two, the Principal will devote professional development time for all staff to analyze the previous year's state assessment results and compare our results to the state, surrounding schools and Leman Academy of Excellence scholars. These results will determine if action steps should be continued or modified for the next school year in order to increase scholar success.

Goal: Leman School of Excellence scholars will meet or exceed the AZ Common Core Standards in reading.

Measure 1: At least 80% of scholars will meet individual reading growth goals based on DIBELS Next.

Measure 2: At least 80% of scholars will earn 80% or more on all initial or re-test grade level formative assessments and benchmark assessments.

Measure 3 (to be implemented in year 3): At least 90% of scholars who have attended the Leman Academy of Excellence for two or more years will meet or exceed standards as demonstrated on the state assessment test.

Strategy I: Provide and implement a curriculum that improves student achievement

Highly effective teachers must be hired to implement and teach our inter-disciplinary educational program. An administrative team will interview potential candidates and observe and evaluate a

mini-lesson to gauge successful teacher delivery and implementation of state standards and scholar meaningful interaction with the curriculum. Because the classical education model may be new to our in-coming teachers, much staff development will be devoted to understanding the classical design and the implementation of it.

Curricular materials and resources will be purchased to include: Sitton Spelling, Shurley English, Journeys and classical literature. These resources were selected because they support our rigorous classical approach to scholar learning that will result in scholar achievement.

A classical based, interdisciplinary curriculum will be developed based on the standards and supported by our Language Arts curriculum resources. The Principal will create a foundational framework of topics, delineated by grade level. This framework will be utilized by the teachers to create classical, inter-disciplinary curriculum maps that are aligned to the AZ Common Core Standards. Once this is accomplished, teachers will use these maps to create inter-disciplinary, classical units and lessons. The Director of Instruction and the teachers will create pacing guides and also grade level unit assessments that are aligned to the standards.

Strategy II: Develop and implement a plan for monitoring the integration of the Arizona's College and Career Ready Standards into Instruction

Leman Academy of Excellence has high standards for teacher implementation of the AZ Common Core Standards. The Principal will train teachers on our high expectations for writing lesson plans and also the instructional methods to be used to illicit meaningful scholar interaction with our classical education. In addition to Professional Development, the Principal will create a Teacher's Instructional Handbook to be given to each teacher at the beginning of the year. This handbook will serve as a resource and guide throughout the year.

In order to monitor the integration of the standards, much time will be dedicated to mapping the standards quarterly so that all can be implemented with fidelity. Standards will be identified by focus and supporting standards. The supporting standards in the first quarter will become the focus standards in the second quarter. This will ensure that all standards are given the time and focus required for student mastery. Teachers will be given the Standards Quarterly Map and then select the resources that will best support those standards. They will also scaffold the standards and instruction during this time. All focused and supporting standards will be documented in their plans. Teachers will submit electronic lesson plans to the Director of Instruction weekly and these will be checked for documentation of standards and that the objective, instruction and all activities are directly aligned to the Common Core standard, through the focus standard.

Both the Principal and the Director of Instruction will be highly visible in classrooms throughout the school. Although walk-throughs will be made regularly, the informal classroom visit will occur weekly by the Principal and Director of Instruction. In the informal observation, teachers

will receive feedback on the integration of the standards as well as the degree of meaningful scholar engagement. If a teacher is not meeting the expectation for standard-based lessons, the teacher will be made aware immediately through a conference and change will be expected to occur. Each fall semester a formal evaluation will be conducted by the Principal of the teacher. Post-observation feedback will be shared by the Principal to the teacher. If there are any instructional concerns, a second formal evaluation will be conducted in the second semester. Teachers must prove to be effective, skilled instructors to remain at Leman Academy of Excellence.

The effective teacher will be able to use data to show their scholar's mastery of the standards. An analysis across the grade level will show each teacher's success with getting their scholar to mastery. Relying on data from DIBELS Next and Galileo, the Director of Instruction will meet with teachers to analyze their data. During this important time, the Director of Instruction will guide teachers through an analysis of their scholar's mastery on the standard. If scholar achievement is being met, teachers will continue on the set pacing guide as they implement the standards. If scholar achievement is not being met, the Director of Instruction will help teachers devise an instructional plan. This may include: identifying which concepts need to be re-taught or spiraled into instruction to the whole class, creating a quiz based on a particular standard in order to assess scholar mastery, and/or identifying which scholars need extra support though the use of small groups with a particular standard. The Director of Instruction will also help teachers adjust the pacing guide in order to accommodate the plan.

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

Accurate, timely data will guide teacher instruction and data feedback will be used to measure the degree of scholar achievement. Both teacher proficiency and scholar achievement are illuminated through the successful implementation of the curriculum. We know that scholar proficiency and teacher effectiveness are directly correlated and because of this much emphasis is given to monitoring and documenting scholar proficiency.

Scholars will be given Galileo assessments, DIBELS Next assessments, participate in DIBELS Next progress monitoring and undertake formative assessments throughout the year to document their proficiency.

Teachers will meet after each given Galileo test and/or DIBELS Next test to review their data and determine the level of scholar proficiency. Using the level of scholar proficiency, teachers will differentiate their reading instruction so that struggling scholars are receiving additional support through flexible grouping and scholars who are exceeding will be challenged through the rigorous curriculum.

Grade level teachers will meet bi-weekly to analyze the level of scholar proficiency on the unit tests. Using these results, teachers will identify scholars who may benefit from flexible small groups as well as scholars who may need to be challenged more to keep them progressing.

It is the expectation at Leman Academy of Excellence that all teachers know each scholar's proficiency at all times. This expectation is met through regularly progress monitoring scholars in DIBELS Next as well as data that is analyzed through formative and summative assessments. Each teacher will have an electronic Reading Data Spreadsheet and individual scholar DIBELS, Galileo and unit assessment data will be entered and submitted to the Director of Instruction and the Principal. Using this data, the Principal will be able to ascertain the degree of teacher effectiveness and scholar achievement.

Collaboration is valued at Leman Academy of Excellence. Grade level teachers will share effective strategies with one another, particularly when the data shows that one teacher has achieved a greater degree of scholar achievement than another.

Each teacher at Leman Academy of Excellence will create and update their own data binder for his/her class. The data binder will serve as a central place to keep all DIBELS Next data, Galileo reports, assessment grades and assignment grades. Each scholar will create a data binder. Through the regular use of the data binder, scholars will be able to formally create their own goals for the subject and create the action steps needed for achievement. Scholars will also track and graph their own levels of achievement. All formative and summative assessments will be kept in the binder and parents will be able to review their scholar's binder regularly, in addition to a formal progress report.

Step IV: Develop and implement a professional development plan that supports effective implementation of the curriculum

Since our classical approach to education may be unfamiliar to effective teachers, we are prepared to offer extensive professional development. This professional development will help teachers understand the classical model, the foundational elements and the practical application as it applies to the discipline. A teacher who can successfully implement our classical model will be able to empower scholars to be motivated in learning and successful in achieving.

Leman Academy of Excellence will devote time before school begins and throughout the school year to enrich teachers through professional development. Our professional development will center on integrating the AZ Common Core Standards with our classical approach into teaching meaningful lessons. Teachers will need support to utilize effectively our curricular resources such as Sitton Spelling, Shurley English and Journeys. We know that some teachers may need to learn how to access Galileo reports and also learn how to utilize Galileo to create standard-specific quizzes. We also know that some teachers may need to take DIBELS Next training and this support time will be provided to them.

Beginning in the second school year, professional development time will be given to analyze state assessment data each fall. Teachers will create lists that identify scholars by their proficiency level and determine the next instructional steps that each group of scholars will need to progress and achieve. Teachers will set goals based on their data, plan lessons and analyze their data to ensure that scholars are meeting or exceeding their goals. Since administrative visibility and timely teacher feedback is valued at Leman Academy of Excellence, we will be able to plan professional developments based on school-wide needs that are observed. Professional development will be changed to meet teacher needs and ensure scholar achievement.

Updating and Implementing Change to the Plan – data based

In each strategy, Leman Academy of Excellence included an action step to evaluate the particular step for effectiveness and make any changes as needed. Leman Academy of Excellence recognizes that action steps need both time to be implemented and data to prove effective. We also know that flexibility is inherent in order to modify the action steps to increase scholar achievement. If our results are proved to be successful, based on scholar achievement data and teacher effectiveness, action steps will continue to be implemented and monitored. If our results are not successful as evidenced by scholars not attaining the degree of proficiency or mastery required by the rigorous growth of our scholars and staff, change must be made to remedy this.

The process for updating improvement includes:

- Accurate data gathered in a timely manner for review and analysis. Formative and summative data will be submitted and reviewed bi-weekly and after formative assessments.
- Comparing new data to previous data to determine scholar progress.
- If action steps are deemed effective through scholar achievement data, continue action steps.
- If action steps are deemed ineffective through scholars not progressing or achieving, changes to the action steps must be made.

The implementation process includes:

- Collecting and analyzing all data as detailed above.
- All results are discussed with grade level teams and also at professional development.
- Analyze the outcomes and school goals with the current data.
- Collaboratively research best practices and research based strategies.
- Write an action plan.
- Implement change.

- Monitor the plan for effectiveness through data to substantiate the effectiveness of the change.

The Principal will monitor the action steps to ensure success or analyze the action steps that were not effective. If the determination is that the action steps are not effective, the Principal will work collaboratively with the teachers and Director of Instruction to create new action plans and a timeframe for successful implementation. During the implementation, progress will be monitored. At the end of the implementation, all will analyze the level of success and determine if the action steps can continue to be followed or if change is once again needed.