Education Plan

A.5 Performance Management Plan - Reading Narrative

Basis for Setting the Baseline
Academic Achievement Profile Analysis

School Name	Zip Codes		Number of Students		Free/ Red. Lunch	Per Pupil Funding	AZ Learns Legacy Label	AZ Learns A-F Rating	Math Passing Proficiency	Math Median Growth Percentile	Reading Passing Proficiency	Reading Median Growth Percentile
Imagine Elementary at Avondale	85323	K-5	502	C	52.20%	$9,423.10	Performing	D	46.5	32.5	62.5	38
Michael Anderson	85323	P-8	758	D	87.16%	$7,488.01	Performing Plus	C	51.2	52	64.8	45
Lattie Coor	85323	K-10	1008	D	85.99%	$7,488.01	Performing Plus	C	45.6	50	62.6	44
Verrado Elementary School	85326	P-8	754	D	16.11%	$7,186.04	Excelling	A	78.7	56.5	90.7	57
Centerra Mirage	85338	K-8	763	D	47.30%	$7,488.01	Performing Plus	B	65	62	77.3	50
Copper Trails	85338	P-8	874	D	32.79%	$7,488.01	Performing Plus	A	73.7	58	86.2	53
Desert Star	85338	K-8	849	D	42.11%	$7,488.01	Performing Plus	C	56	54	77	46
Desert Thunder	85338	K-8	749	D	41.25%	$7,488.01	Performing Plus	B	61.7	53	81.5	51
Eliseo C. Felix School	85338	K-9	551	D	76.95%	$7,488.01	Performing Plus	C	46.5	54	67	48
Palm Valley Elementary	85338	P-8	810	D	19.49%	$7,186.04	Excelling	A	82.7	57	91.8	61
Wildflower School	85338	K-9	521	D	55.76%	$7,488.01	Performing Plus	C	44.9	48	68.3	47
Litchfield Elementary School	85340	P-8	788	D	17.93%	$7,186.04	Excelling	A	80.4	61	88	61
Mabel Padgett Elementary School	85340	P-8	N/A	D	23.18%	$7,186.04	Highly Performing	B	76.6	54	82.2	50
Scott L Libby Elementary School	85340	P-6	618	D	35.57%	$7,186.04	Excelling	B	75.8	59	80.5	51
White Tanks Learning Center	85340	K-8	14	D	N/A	$7,186.04	Performing	N/A	66.7	31	33.3	43.5
Legacy Traditional School-Avondale	85323	K-10	485	C	N/A	$6,256.49	N/A	N/A	N/A	N/A	N/A	N/A
Great Hearts Academies - Archway Trivium	85338	K-5	338	C	N/A	N/A	N/A	N/A	N/A		N/A	
Averages			**649**		**45.27%**				**63.5**	**52.1**	**74.2**	**49.7**
State of Arizona (Average for All Grades, except Growth for-K-8)					51%				79.0	48.0 Typical	64.0	49.0 Typical

The baseline was determined based on the demographic and academic performance averages of the comparison schools in the sample and state averages as follows:

Reading Proficiency Baseline - 70%
Reading Median Growth Percentile - 50 (Typical Growth)

Process for gathering and analyzing data on the effectiveness of the action steps and updating and implementing improvements to the action steps

STRATEGY I: Provide and implement a curriculum that improves student achievement.

1. The School Director will be in charge of monitoring and overseeing the process for gathering and analyzing data on the effectiveness of the curriculum. Teachers actively participate in this process and provide valuable input.

2. The effectiveness of the Montessori math curriculum and instruction will be evaluated based on formative and summative assessment results, Montessori specific assessments, written skills tests, teacher anecdotal records and observations, written evaluations and State standardized assessment results.

3. The assessment data will be disaggregated to identify achievement gaps among various student subpopulations: ethnic groups, ELLs, students with disabilities, economically disadvantaged. Analysis of the disaggregated data will be used to identify particular strengths and weaknesses in the Montessori curriculum and instruction.

4. The School Director will present the data to the School Governing Board quarterly and annually.

5. Upon identified needs and gaps, the School Director will develop new action steps that will be implemented as an improvement process.

STRATEGY II: Develop and implement a plan for monitoring the integration of the Common Core State Standards into instruction.

1. The School Director will be in charge of gathering the various data for that strategy from:
    a. Rubric to crosswalk Mastery Criteria Checklist, Montessori curriculum and the Common Core ELA standards.
    b. Mastery Criteria Checklist for integration of Common Core ELA standards
    c. Monthly theme focus ensures correlation of the Montessori curriculum with the Common Core Standards
    d. Weekly lesson plans ensure alignment to curriculum maps, standards and assessments.
    e. Formal observations of classroom instruction.

2. The School Director will present the data to the Governing Board quarterly and annually.

3. Upon identified needs and gaps, the School Director will develop new action steps that will be implemented as an improvement process.

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

1. The School Director will be in charge of gathering the various data for that strategy:
    a. Beginning of year placement tests data
    b. Teachers document and compile any student information available and inputs data as lessons are planned, practiced, and mastered. All applicable student data (lessons,

practice, progress, assessments, etc.) is updated regularly in MRX to ensure readily available for viewing and generating various individual and classroom reports.

c. Progress monitoring data is analyzed
d. Students are monitored that they are progressing through material and acquiring grade level standards (85% mastery level).

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

1. The School Director will be in charge of gathering the various data for that strategy through:
    a. Professional development schedule
    b. Workshops teacher samples
    c. Monthly meetings with teachers
    d. Informal visits/walk through of classrooms
    e. Formal, scheduled observations

2. The School Director will present the data to the Governing Board quarterly and annually.

3. Upon identified needs and gaps, the School Director will develop new action steps that will be implemented as an improvement process.