A.5 Performance Management Plan Reading Narrative

Introduction – A goal without a plan is only a dream!
Examining most recent reading AIMS scores for several schools with in the boundaries of our target population was the first factor examined to **set the predicted baseline figures**. We reviewed the state average reading AIMS scores. We considered the expectation of the Charter Board for the Student Median Growth Percentiles to meet (SGP 50-65) or exceed (SGP 65 or above) the standards. Considering this data we set the predicted baseline at 75% of students to score proficient on the reading standardized testing. We believe the 5% growth is indicate acceptable student growth at The Caepe School with an understanding that we is adjust accordingly to raise expectations when we have specific data on the required Arizona State Test.

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

The implementation of a strong effective curriculum begins with the hiring of highly qualified teachers who are able to execute the mission and vision of The Caepe School. Once these teachers are hired prior to the start of the school year, with the input of the interview team, the Head of School, Professional Development Chairperson, and teachers of reading form a Reading Data Review team. This team examines the current curriculum, available data regarding any new curriculum, and plans any additions needed that meet and exceed the Common Core standards for reading to target the needs of the student population. The existing curriculum incudes SRA Imagine IT Phonics Program grades K-2, Wilson Language Program, REWARDS phonics program Intermediate level, Guided Reading Programs K-6 (Nonfiction, Content Areas, Fiction), Literature Studies Grades 7-8, Vocabulary for Achievement Grades 4-8.
The Reading Data Team is revise curriculum maps as needed to target the needs of the population based on data analysis.

During the 2012-2013 school year the team of teachers at TCS participated in professional development to curriculum map in alignment with the Common Core Standards. The Reading Data Review Team is continue this work and process and through professional development and faculty meetings, all staff is be prepared to write their lesson plans to the Common Core standards and be competent in assessing the progress and mastery of their students using formative and summative assessments. Teachers are trained regarding how to implement The Caepe School Curriculum and Instructional Guide to evaluate needs, set goals, plan lessons, and collect and examine data so that students meet and exceed benchmark-learning goals and beyond.

The successful monitoring of academic proficiency takes into consideration the divergent learning and communication styles of students in the testing and evaluation process at The Caepe School. High academic testing scores are the result of not only teaching the content that is driven by research and data, but also by attending to the needs of each individual child as a whole person. For this need and in compliance with the weekly schedule, our teachers implement The Responsive Classroom approach to teaching.

The Responsive Classroom approach is implemented at The Caepe School and is informed by the work of educational theorists and the experiences of exemplary classroom teachers.
Seven principles guide this approach:
1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn: Process and content go hand in hand.
3. The greatest cognitive growth occurs through social interaction.
4. To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.

5. Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
6. Knowing the families of the children we teach and working with them as partners is essential to children's education.
7. How the adults at school work together is as important as their individual competence: Lasting change begins with the adult community.

The committee determines the changes that need to be made in the curriculum being delivered to the students. Teachers examine data with the committee and address the areas that require improvement.

The Head of School is meet with teachers to provide and discuss the data results of all testing assessments used during the school year to include the required Arizona State Test results to identify and collaborate with teachers on any problem areas where appropriate.

The Head of School is be responsible for reviewing and approving lesson plans submitted by the teaching staff prior to them being presented to the students. This is proactive to prevent a lack of sufficient detail or depth of learning goals and can be adjusted before implemented.

Teachers maintain an assessment binder to collect and examine benchmark goals and the growth of each student. Teachers individualize and differentiate for each student to ensure mastery of the standards is being achieved. This is done through individual or small group tutorials before, during, or after school to assist the students in mastering the standards.
Teachers work closely and cooperatively with the special education teacher to determine any areas of weakness in reading for their special education students. Modifications and accommodations is be discussed to ensure that each special education student is working towards being successful at meeting their goals per their Individualized Education Plan.
Summative assessments are given to the students at the end of each unit of study to determine understanding and to measure mastery, which has been set at 80%.

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

Written assessment criteria is given to all teachers prior to the start of school year and is included in The Caepe School Curriculum and Instruction Guide. All teachers attend professional development sessions focused on vertical and horizontal integration of Common Core Reading standards and training on Mastery Connect tools and implementation. Teachers with less than three years experience attend off-campus professional development focused on best practices for Common Core-based lesson planning and integration, such as those conducted by the Arizona Charter School association and the Arizona State Board for Charter Schools. Teachers create lesson plans that reflect the intended outcome of instructional objectives, using our lesson plan template and noting standard names and numbers. Teachers use curriculum maps developed with Common Core and State Standards to inform pacing. Head of School and Professional Development Coordinator review curriculum maps, lesson plans, conduct formal and informal teacher observations, and analyze and reviews assessment data.

Having participated in “Walk through training”, the Head of School is present in classrooms for short visits on a weekly basis. The Head of School performs informal classroom observations of teachers giving various lessons to their students two to three times per month. Unless a specific issue needs to be addressed, there is no formal written evaluation in the file.

The Head of School is review each teacher's curriculum map for all subjects and is approve final curriculum content and delivery as grade appropriate, in keeping with Common Core and Arizona State Standards. Students and parents is receive an overview of the curriculum and syllabus for each subject at the beginning of the school year and this information is be available for prospective visitors to the school office.

The Head of School is complete a formal observation and written evaluation of teachers two times per year for teachers with more than five years experience and four times per year with teachers with less than five years experience. Teachers are provided with a copy of the evaluation to discuss the results and any concerns or questions they may have. This report is become part of the teachers' permanent file.

The Head of School collaborates with teachers to provide and discuss the results of all assessments used during the school year and in regard to the required Arizona Standardized test to examine results, and identify any problem areas where appropriate.

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

The Caepe School teachers use daily checks for understanding, initial assessment data from benchmark assessments at the beginning of the year, the selected curriculum-based teacher assessments, insight and feedback from the collaboration with other teachers, student assessment binders, and the accepted standardized testing such as the required Arizona Standardized test. Technology based assessments such as Mastery Connect, a standards based monitoring and assessment tool, is be used at The Caepe School. Combined use of these tools is increase accuracy in monitoring student growth, tracking of student progress, and identification of academic areas needing more emphasis. Our goal is to achieve on-going proficiency in the Arizona and Common Core Academic Standards and Arizona testing requirements in order to best serve the academic success of our students.

The Head of School reviews all curriculum assessments for students at the end of each semester and for the school as a whole at the end of each year. Results help determine any changes in curriculum needed to reach mastery in reading. The Head of School is work with teachers to make these changes to improve the learning process for students. Teachers meet with parents to communicate and collaborate to meet the needs of each individual student.

Teachers and the Head of School is examine previous test and assessment results to draw comparisons on the progress of The Caepe School students both internally and as a framework to measure our school against comparable schools in Arizona.

The Caepe School is evaluate students using three criteria:

1. Registered Students Initial Assessments - Incoming kindergarten students and new students in grades **1-8** is complete an assessment to evaluate and target each student's individual needs. The same assessments is be used with the current population of Caepe students so that teachers can evaluate appropriate placement in instructional groups to ensure that these students is be correctly placed according to their age and previous academic performance at their prior school. A team conference with parents to include the Head of School and teachers, regarding their perspectives and goals for their child is provide additional input in providing each student with a positive school and learning experience.

2**. Communication & Progress Evaluation.** During the school year, The Caepe School staff, students and parents assess student academic progress using the online grade book on a regular basis. This resource allows teachers and parents to be proactive and actively involved in the success of each child. The Caepe School staff discuss the information about assessment methods for specific subjects with parents and students at the start of the school year. Parents is be alerted to check progress at the middle of each quarter to plan interventions as needed with ample time to remediate as needed before report cards are issued. Formal report cards are provided for the academic quarters and at the end of the school year. These progress reports is be accessible to parents on-line and is contain the following information: the student's cumulative grade in previous and current periods in each subject; and specific comments if needed regarding assessments and assignments, suggestions for additional school support, parent involvement if needed, or any discipline or attendance issues.

3. End of Year Evaluation

Students must obtain one of the two goals listed in reading to demonstrate mastery of this critical area of the academic:

1. Students grow at least one-grade level based on Mastery Connect Assessment Data and Benchmark assessments conducted at the start of the year. Assessments included in section A3.
2. Maintain an average of 70% or higher on all unit summative assessments throughout the year measuring proficiency on Common Core Standards.

Retention:

Failure to meet the above requirements may result in a student being retained in that subject during the next academic year until the requirements are met. The academic team that includes teachers, parents and student is make recommendations for targeted remediation well in advance of the end of the year. A student may participate in summer school, tutoring or additional programs to meet the requirements and be promoted to the next grade.

Mastery:

As noted in the "Assessment" section of A3, students is demonstrate mastery at the end of each unit by earning at least an 80% on the standards covered for that unit. For assessments scored with a rubric, the two highest qualifications is include mastery of the standards and exceeding mastery.

Remediation:

As noted in the "Assessment" section of A.3, teachers use a variety of checks for understandings to gauge student's progress each day and adjust instruction as needed. Students who do not reach mastery standards with an 80% proficiency receive additional support during the before or after school tutoring program.

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

The Caepe School is committed to the success of each total individual consistent with the mission and vision of the school. In our collective experiences and guidance from the relationships we have developed with experts in education, we know that efforts in implementation and effectiveness of new approaches like the Common Core Standards that were even partially successful were those that had teacher committees involved from the beginning, that provided ongoing professional development and teacher-to-teacher support over the school year and several consecutive years. Our teachers teach differently, and are heavily invested in professional development. At The Caepe School we are confident that given our investment and commitment

to professional development along with our team enthusiastically embracing the standards and practices required to improve pupil performance this is undoubtedly result in a greater level of excellence in the education of our students.

In order to meet the needs of our population and improve pupil achievement while encouraging students to develop **intellectual acuity and independence,** we differentiate our instruction and have additional programs that support the needs of our population. Throughout all of our teaching and learning groups and lessons, teachers integrate Bloom's Taxonomy of high-level thinking. Our teachers are committed to serving the entire spectrum of the bell curve of intelligence. We believe all of our students possess a beautiful blend of diversified strengths and challenges.

The **professional development days** dedicated for staff training are held weekdays July 28th - August 5th, weekly on Friday school days 1:30 pm-4:00 pm, and May 22nd. The early release for students on Fridays allows for teacher training, professional development, and staff meetings to occur on an ongoing basis and consistent with our goals for teachers to collaborate and discuss data to adjust instruction accordingly to meet benchmark learning goals for each student. Teachers attend monthly professional development sessions, focused throughout the year on Common Core Reading standards, differentiation, Bloom's taxonomy, Multiple Intelligences, and Inquiry-Based Learning.

Assessment tools and computer technology training for staff as well as ongoing support to implement effectively is an integrated and necessary component of our professional development. The ability of the faculty and staff at The Caepe School to identify, support, and follow through on the most effective teaching strategies is not only contingent on staff expertise in content area, but also their use and comfort level of technology. Our team is ising and able to find and participate in quality professional development opportunities, such as those offered by the Arizona Association of Charter Schools and other organizations in alignment with our mission and vision.

Our professional development program includes a comprehensive checklist for teachers regarding their strengths as well as their needs as learners. Teachers also complete a self-evaluation and set goals to target based on student assessment data and the needs of the students. Professional development training sessions is be prioritized based on data collected from teachers regarding their greatest areas of need. In addition to our professional development training sessions teachers meet individually with the Professional Development Chairperson for individual review and monitor progress and receive support.

Our training sessions is include the following topics and focus:

- Common Core curriculum mapping and implementation
- Differentiated instruction and gifted education strategies
- Responsive Classroom training
- Bloom's taxonomy
- Multiple Intelligences
- Inquiry- Based Learning
- Learning outcomes based on the research given the Common Core standards and assessment data
- Utilization of authentic student assessment and immediate performance data feedback
- Examination and conclusions of collected assessment data trends & teacher observations

- Communication and collaboration with teachers, parents, and community to set goals for individual students
- Enhancing comprehension of meaningful lesson design to include more emphasis on research, differentiation, critical thinking, and technology in the classroom, and therefore adjusting and increasing effectiveness, as measured by student performance assessments

An inclusive, focused plan for professional development promotes accessibility and a continuing learning environment for the entire community and is improve processes for effective lessons and results to drive instruction based on research.