A.5 Performance Management Plan Reading Narrative _____

Basis for Predicted Baseline: Vista College Prep looked at the local school district to determine our expected/predicted baseline numbers. We used these numbers because we anticipate our student population to be nearly identical – students who qualify for free or reduced price lunch. And, we believe this is an accurate measure, as all of the local district schools within Roosevelt (except their early education campus) had available data on the Arizona Department of Education.

Given the insistence of our mission becoming a reality for the students we intend to educate, we have established rigorous measures for academic performance. Starting with kindergarten and grade one, we will not have State standardized data until year three. Therefore, we have included our internal English Language Arts/Literacy performance goal and measures that outline our predicted baseline figures once our students reach grade 3 and our benchmarks for the TerraNova. Each targeted measure allows us to quantifiably determine whether we have achieved each objective. We will use these accountability goals to: (1) constantly evaluate our progress toward mastery, at minimum on a monthly basis for the leadership team and on a quarterly basis at board meetings (and during the Achievement Committee meetings), and (2) evaluate the performance of the Executive Director at the end of the year (one piece of a larger evaluation process). We believe these measures are rigorous and achievable. We based our numbers off of the high expectations and successes of similar high performing charter schools.

Goal: Students at Vista College Prep meet or exceed proficiency in English Language Arts.

- **Measure 1.01 (Growth):** Each subgroup makes AYP in Reading/Language Arts as defined by NCLB and as measured by AIMS.
- **Measure 1.02 (Absolute):** 90% of all students who have attended the school for two or more years score Proficient or Advanced in Reading/Language Arts on the AIMS test.
- **Measure 1.03 (Comparative):** All students who have attended the school for two or more years, on average, attain proficiency 15% higher than the surrounding district average as measured by AIMS.
- **Measure 1.04 (Growth):** In cohort analysis of longitudinal growth, average annual increase of percentiles among students in Reading Comprehension on the TerraNova, or similar nationally norm-referenced test, averages a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.

To ensure compliance with all identified benchmarks, Lead Founder Julia Meyerson, has created an internal document that tracks all items that need to be completed in advance of the first year of operation. Each task item lists a category and sub-category and the due date (for year one and year two). This list of action items is influenced by the past experiences of several charter schools and will allow Ms. Meyerson the opportunity to monitor progress in ensuring that all documents are ready for implementation.

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

Proven Curriculum: We have based all curriculum decisions off of the best practices of other high performing schools; therefore, we are confident that our selection of curricular materials will improve student achievement. However, to implement our curriculum choices effectively and with impact on student achievement, we need to ensure that we have exceptional teachers delivering the chosen curriculum. Vista College Prep's hiring structure is designed to attract driven and mission-aligned individuals. We understand that if a teacher is unable to deliver the type of instruction necessary to achieving significant academic gains we will place that teacher on an improvement plan. If there is no significant change, we will ask the teacher to leave. With greater accountability comes increased

responsibility, and an ineffective teacher will not be able to achieve the dramatic academic gains we envision for Vista College Prep.

Rigorous Curriculum and Strong Instructional Delivery: Vista College Prep will have a scope and sequence created for every teacher entering year one and year two. This template will allow teachers to focus on the creation of stellar lesson plans that are designed to increase the rigor bar and improve student achievement. All assessments that are created in our first year will be reviewed by Building Excellent Schools to ensure rigorous assessment so teachers have a strong sense of the end goal each year. The opportunity to have a planning year allows the proposed Executive Director to create a significant amount of the material to get teachers started in their first year. This will allow teachers to focus on lesson planning, instruction and classroom management during the first few weeks of school.

Monitoring and Adapting Plan: Vista College Prep's leadership team will add an additional column to this chart that outlines progress-to-date and is color coded green (complete), yellow (in process), and red (needs immediate attention). This system will allow the Vista College Prep leadership team and Board to monitor the steps we will take during our first two years of operation. Following interim assessments, the Executive Director will analyze data with teachers, and always ask teachers for feedback on the curriculum selection. The Executive Director will record feedback and use it to gauge planning for the following year. For ongoing check-ins, every teacher will have a binder (or similar tracking device) that is housed with the Executive Director. Every check-in is documented so Executive Director can ensure she is meeting with every teacher consistently (depending on teacher growth rates, the Executive Director may meet with a group of teachers more frequently, especially in year one, depending on the need). Plans will be adapted as needed (and always based on the performance of students).

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

Tracking and Review: Vista College Prep has clear steps to ensure all lesson plans have fully integrated the ADE 2010 Standards (CCSA). To ensure we are meeting all action steps we will track the completeness of lesson plans during every two-week cycle. Using our rubric, we will be able to have an immediate sense of compliance and full integration of the ADE 2010 Standards (CCSA). Once we have concluded that the lesson plan is aligned, we are able to use our formal teacher evaluation to ensure that the delivery of the lesson is equally aligned.

Observation: While these evaluations happen weekly, the Executive Director is in classrooms every day monitoring the instructional capabilities of teachers and ensuring that the lesson plan that was reviewed is the lesson plan that is being taught. Starting from the rubric in evaluating lesson plans to the evaluation during the delivery of the lesson, Vista College Prep's teachers and leadership are committed to successfully monitoring the integration of the ADE 2010 Standards (CCSA).

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conversation about progress. Plans will be adapted as needed (and always based on the performance of students).

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

Assessment: Vista College Prep strongly believes in the value that standardized testing data can provide to the school. However, we also recognize that one assessment does not necessarily provide a complete or comprehensive understanding of overall student performance, nor does it inform the progress of a student throughout the course of the year. Therefore, Vista College Prep will use a series of benchmark exams to gather information about student progress towards mastery of standards throughout the academic school year. Benchmark assessments will be given approximately every six weeks. During the first year of operation, the Executive Director will develop the benchmark assessments. After year one, the interim assessments will be created by the Executive Director and/or experienced teachers. These benchmarks will be based upon: (1) a thoroughly developed scope and sequence of material to be covered, (2) ADE 2010 Standards (CCSA), (3) reference to standards and, (4) released questions from exams used by other states and/or organizations. All benchmark exams will be created after intensive professional development and modeling of assessment expectations. It is critical that we administer a diagnostic test to gain an understanding of where students are starting and then give an end-of-year assessment so we can track growth and track how our teachers are performing. In year one, we do not expect the diagnostic test to significantly impact daily lesson planning as we anticipate the majority of students will be on the same level (if this is untrue, we will adjust lesson plans to account for increased differentiation of instruction). However, the end-of-year exam will be helpful to determine student progress and compare to other charter schools nationwide. By year two, the diagnostic will be very helpful as we will have returning students as well as new students entering grade one, and we will be able to differentiate instruction starting very early in the school year.

Data Systems: Vista College Prep teachers will use Kickboard to track all of their data. The Executive Director can look at how a student, class or grade is performing at any given time. Having a sophisticated data system allows teachers to quickly target who needs additional help in their classroom, study trends and have detailed conversations with leadership and co-teachers about the performance of their students. This information is then in turn put together on a dashboard and discussed at the next Governing Board meeting. Using a variety of documents that are discussed in the template, Vista College Prep teachers have a system for everything including how to record and analyze data.

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

Teacher Quality: Our time and resources are leveraged to ensure the development of teachers who change their students' academic and life trajectories. We know that teacher quality is the single most important factor in driving student achievement and closing the achievement gap; our entire year, from summer professional development to weekly professional development, is designed to support our teacher's growth. At the end of the summer professional development we will provide surveys to all new teachers to get a sense of what went well, and what we can do to improve moving forward for the weekly professional development sessions, and in planning for the following year.

Transparency: Upon hiring, the evaluation process for Vista College Prep teachers will be explained and reviewed during summer professional development. Vista College Prep is fully transparent with teachers and staff about performance. All teachers know where they fall on the rubric and crave feedback about ways they can improve their performance and ways in which they can approve. In identifying additional professional development, Vista College Prep will maximize our connections to the Building Excellent Schools network, and identify support for struggling teachers as well as identify schools and professional development resources where we can send incredible teachers that we want to continue growing.

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