A.5 Performance Management Plan Reading Narrative

Western School of Science and Technology: A Challenge Foundation Academy ("Western Tech: CFA") is dedicated to continuous improvement. To that end, Western Tech: CFA has developed the attached Performance Management Plan ("PMP") for Reading. The PMP for Reading provides four strategies, with a list of action steps for each, that explain how Western Tech: CFA will develop, implement, and support an academic program of interconnected systems of curriculum, instruction, assessment, and professional development that ensures students will meet high levels of academic achievement and growth in Reading. To support this plan, the founding team has identified a baseline of student performance from which annual goals will be set and a process to evaluate the effectiveness of this PMP.

A. Basis for Baseline Figures

In Arizona, charter schools are under a contractual obligation with the state to improve student academic achievement outcomes on Arizona state Reading standards. To that end, in the creation of the attached PMP, the founding team of Western Tech: CFA adapted as a baseline the average 7th and 8th grade AIMS Reading proficiency percentage of the four middle schools within one mile of the school site – Pioneer Preparatory School: A Challenge Foundation Academy, Westland School, Estrella Middle School, and Desert Sands Middle School. 7th and 8th grade scores were chosen as those will not only be the first tested grades at Western Tech: CFA, but also, Western Tech: CFA aims to draw its first cohort of students from among those grade levels at neighborhood middle schools.

Western Tech: CFA used data provided online by the Arizona Department of Education. The founding team is confident that this is valid data as each of these schools in Maryvale had data available for analysis on this benchmark.

To that end, the founding team set as a baseline the level of 76.1% proficiency on AIMS Reading.[1] The average median Student Growth Percentile ("SGP") on AIMS Reading in those schools is 53.5. This was calculated by averaging the median SGP on AIMS Reading for the four above-named schools. The founding team believes this current level of achievement is unacceptably low.

B. Process for Gathering and Analyzing Data on Effectiveness of Action Steps

Western Tech: CFA, as an organization driven by the effective usage of student achievement data, will systematically and strategically ensure gather and analyze data or evidence reflecting the effectiveness of each of the following strategies in a manner consistent with the action steps in the attached PMP.

Strategy 1: Provide and implement a curriculum that improves student achievement.

Highly-Qualified Teachers: The effectiveness of Western Tech: CFA's curriculum depends on the efficacy of its teachers and collaborative teams. To that end, Western Tech: CFA will ensure all teachers are considered Highly Qualified.

Creation of Standards-Aligned Curriculum: Western Tech: CFA's collaborative teams of highly-qualified teachers will be responsible for the creation of learning-centered curriculum that aligns to the

[1] AIMS results in this section from Arizona Charter Schools Association. (2012). Education evaluator. Retrieved from https://azcharters.org/maps.

Arizona Common Core Standards for Reading. Teachers will create the next year's curriculum during pre-service by identifying Essential Learning Outcomes, planning Scope & Sequence Documents, and writing Pacing Guides. School leadership will provide the professional development sessions and resources for the collaborative teams to be successful, and will support collaborative teams during the process by providing feedback.

Western Tech: CFA will deliver a guaranteed (taught by all teachers) and viable (doable within a given time frame) curriculum for all students. Research suggests the best way to ensure a guaranteed and viable curriculum is through the identification of roughly 20 Essential Learning Outcomes (ELOs) per course, per year. ELOs are "the concepts and/or performance objectives that demonstrate the knowledge, skills, and dispositions within the content area that my students must learn this year so that they enter next year with confidence and ready for success."[2] ELOs will be identified by backwards-planning from the standards and tests listed above.

All teachers will receive training in both Common Core State Standards and Advanced Placement course content and how to create ELOs to drive instruction. Next, collaborative teams of teachers (the subject-level collaborative teams operating under the framework of Western Tech: CFA's professional learning community) will identify ELOs in the manner described above.

Next, collaborative teams will create Scope & Sequence Documents to determine the order, depth, and breadth of teaching of ELOs.

Lastly, collaborative teams will create Pacing Guides that map out the ELOs and Scope & Sequence Documents along the school calendar. Collaborative teams will collaborate during cross-categorical articulations to ensure that natural connections between subject matters will be taught in a logical progression.

Using the ELOs, Scope & Sequence Documents, and Pacing Guides, teachers will then create summative and formative assessments aligned to measure student performance on Arizona Common Core Standards for Reading.

Curriculum & Resource Materials and Instructional Consumables are assumed to be either teacher-created or free, open-source, and online through the usage of hybrid learning, through the TeamCFA Educational Technology Committee, or through participation in free curriculum effectiveness studies with research-based curricula from Arizona State University.

Units and Lessons: Based upon the ELOs, scope and sequence documents, pacing guides, and curricular materials, teachers will develop and implement high-quality units and lessons to improve student achievement. Units and lessons will be available for observers or evaluators to provide constructive feedback. The effectiveness of such documents will be assessed based upon their ability to improve student achievement results. Teachers will be encouraged to collaborate in the creation of such documents and will also be encouraged to reflect on the effectiveness of such documents after execution.

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[2] Laczko-Kerr, I. (2012). Creating systems to support student learning. Retrieved from http://www.anymeeting.com/WebConference-beta/RecordingDefault.aspx?c_psrid=EB58D789884A.

Implementation, Evaluation, and Revisions: Teachers will implement the above-defined curriculum during their instruction throughout the school year. Collaborative teams will share best practices regarding how to best implement the curriculum throughout the school year.

To track the implementation of the above-defined curricular system, a Curriculum Plan Tracker will be on a shared online document. Users will input their progress regarding action steps, providing the School Director and Board with an additional accountability measure for the implementation of the plan.

Based on the results of student assessments, collaborative teams may make revisions to curriculum during the school year. For example, should poor assessment results reveal a need to either re-teach or remediate material, curriculum plans will be adjusted and documented accordingly.

Yearly during June, the School Director will lead collaborative teams to evaluate curricular systems and materials for effectiveness based upon the previous year's outcomes, student feedback, and teacher feedback. Revisions will be then made by collaborative teams who will then again begin the curriculum creation process described above in order to continuously improve the final student achievement outcomes.

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

Observation and Evaluation: The School Director and Instructional Coach will conduct periodic classroom observations. One aspect of such observations will be the integration of Arizona Common Core Standards for Reading into instruction. Should standards not be integrated, there will be immediate action taken by school leadership to support the teacher to integrate standards, including coaching conversations, professional development opportunities, and/or professional action plans.

Twice yearly, the School Director will also formally evaluate teachers. During this evaluation, the School Director will specifically look to ensure that Arizona Common Core Standards for Reading are being integrated into instruction. Formal evaluations will be preceded by a Pre-Observation Conference and followed by a Post-Observation Conference. During the Pre-Observation Conference, the School Director will discuss the teacher's professional development goals from the past semester and what to expect during the upcoming lesson. Evaluations will assess instructional practice and the effectiveness of a teacher's lesson plans, gradebook, assessments, and assessment results. Pursuant to new state requirements, 40% of teachers' formal summative evaluations will be based upon their students' assessment results – relating to both proficiency and growth – and their usage of data to improve students learning. The Post-Observation Conference will present the results of the Formal Evaluation, including:

- Determination of a teacher's performance level according to a defined rubric modeled upon rubrics used at high-performing charter schools.
- Determination of specific progress, assets, and areas of growth in a teacher's practice, including specific coaching opportunities and action steps moving forward.
- Determination of whether or not a teacher will be asked back to Western Tech: CFA (during the second semester formal evaluation).

- Determination of a teacher's level of performance-based compensation.
- How a teacher integrated Arizona Common Core Standards into instruction.

Observations and evaluations will take place according to a defined rubric, which teachers will be made aware of at the beginning of the year. Observation and evaluation results will be made available to teachers and filed by the School Director. Observation and evaluation results which suggest a teacher is not effectively integrating Arizona Common Core Standards into instruction will lead to a Performance Plan, which will involve specific growth targets for a teacher relating to instructional performance and student progress, as measured by assessment data and observation data, both of which will measure a teacher's implementation of standards into instruction. Monthly, the School Director and any teacher on a Performance Plan will meet to discuss progress regarding the plan and the teacher's professional growth. Administration will also suggest additional professional development opportunities for teachers on Performance Plans and report progress of teachers on Performance Plans to the Governing Board.

To track the implementation of the above-defined standards integration system, a Standards Integration Plan Tracker will be on a shared online document. Users will input their progress regarding action steps, providing the School Director and Board with an additional accountability measure for the implementation of the plan.

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

Comprehensive Assessment System: The school-wide system of assessment is research-based and formulated according to the best practices set forth in *Driven by Data*[3]. This plan details how students and teachers will be held accountable for student learning of curriculum, and how instruction and assessment will ensure responsiveness to student needs.

Foundations of the Assessment System
An effective assessment system must meet four essential conditions: clear learning targets (the ELOs of a given course); standards-based instruction aligned to the standards and tests listed above; reliable, valid, bias-free assessments; and effective communication and sharing of results. Western Tech: CFA will be sure to incorporate all four elements in its assessment plan.[4]

Types of Assessments: There are two different types of assessments: assessments *for* learning – formative assessments used to adjust instruction in the classroom according to student need – and institutional assessments *of* learning – summative assessments used as program evaluations of curricular systems and materials and instructional practices. Western Tech: CFA will utilize three types of assessments to assess mastery of curriculum: In-Class Formatives, Quarterly Common Assessments, which are assessments for learning, and Institutional Assessments of learning.

In-Class Formatives
Teachers will use the results of in-class formative assessments to drive and inform instruction. Besides daily checks for understanding regarding mastery of ELOs, teachers will utilize formative assessments after each unit to monitor student achievement and progress. These will take the form of aligned

[3] Bambrick-Santoyo, P. (2010). Driven *by Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass.
[4] Laczko-Kerr, I. (2012). Creating systems to support student learning. Retrieved from http://www.anymeeting.com/WebConference-beta/RecordingDefault.aspx?c_psrid=EB58D789884A.

assessment, authentic assessment, or online assessments through CompassLearning Odyssey. The target performance on in-class formatives will be 80% mastery, but adjusted by the Board as needed to continuously improve instructional effectiveness. As assessments for learning, the results of in-class formatives will be used to determine what a teacher will teach next, if a teacher needs to re-teach content using different instructional strategies, which students will be moved to further academic interventions, and what content will be covered during tutoring after school.

Quarterly Common Assessments
Quarterly Common Assessments will be cumulative and common across a course. Collaborative teams will create these in July. They will backwards-aligned according to the content and rigor expectations of the alignment standards listed above. The target performance on Quarterly Common Assessments will be 80% mastery, but adjusted by the Board as needed to continuously improve instructional effectiveness.

Institutional Assessments
Institutional assessments are the summative assessments used to assess the efficacy of the school's total Academic Program. Institutional assessments include the Quarter 4 Quarterly Common Assessment, NWEA MAP, PARCC, PSAT, ACT, and AP. The Board shall set mastery targets for each of these institutional assessments. Curricular materials will be aligned to the rigor of such assessments and curriculum will be backwards-planned to each assessment.

Comprehensive Assessment Analysis System: The following Assessment Analysis System will be utilized to analyze and take action using assessment results.

- **Results Meetings:** Assessment-creation is ineffective and pointless without effective analysis procedures.
    - Weekly, collaborative teams will hold Results Meetings to discuss interim assessment data and reflection and thus plan effective action to improve outcomes. This will occur in content area collaborative teams to leverage instructional practices and resources.
    - A major focus of the Results Meetings will be to analyze the effectiveness of Western Tech: CFA's instructional methodologies. Poor results on interim assessments suggests poor instruction; during Results Meetings, teachers whose results indicate more effective instructional methodologies will be encouraged to share those with teachers with less effective methodologies.
    - Results Meetings will determine which students will be moved to Tier 2 or Tier 3 interventions and will occur within one week of assessments being graded in order to ensure timely data and information for school leadership and governance.
    - Minutes of Results Meetings, and any requests for support, direction, or resources to best implement the Academic Program, will be submitted to school leadership after each collaborative team.
- **Teacher Action Plans:** Based upon discussions during Results Meetings, teachers will create and implement action plans weekly.
    - Teacher Action Plans will detail exact revisions to instructional methodologies or curricular materials to best address student learning needs.
    - These exact revisions to instructional strategies or curriculum in order to ensure all students meet the Board's identified mastery target for that assessment or content area.
    - Implementation of Teacher Action Plans will ensure that gaps identified through assessment are addressed through instructional adjustment.
- **Monthly Data Analysis Meetings:** The School Director will meet with each collaborative team to address assessment results and Teacher Action Plans each month.
    - These meetings will help school leadership plan school-wide professional development sessions based on common needs of teachers throughout the school.

    - These will be opportunities to discuss best practices and any support needs teachers may have to meet assessment mastery targets.
- **Follow-Up Observations:** The School Director will conduct follow-up observations over the next month to ensure teachers are following the specific revisions identified in each Teacher Action Plan.

Relation to Curriculum and Instruction: Based on the results of student assessments, collaborative teams may make revisions to curriculum during the school year. For example, should poor assessment results reveal a need to either re-teach or remediate material, curriculum plans will be adjusted accordingly. In addition, pursuant to new state requirements, 40% of teachers' formal summative evaluations will be based upon their students' assessment results – relating to both proficiency and growth – and their usage of data to improve students learning. Also, according to evidence and data provided by assessment, observations, and evaluations, teachers will collaboratively make changes to their instructional methodologies.

Evaluation of Assessment System Effectiveness: Western Tech: CFA will also make time over the summer to monitor summative assessment results and use the data to evaluate overall school effectiveness. Once PARCC, AP, PSAT, ACT, final NWEA, and final Quarterly Common Assessment results are received, collaborative teams will undertake the process of analyzing results over the summer to evaluate the overall effectiveness of the Academic Program. Based on summative results, changes to curriculum, instruction, assessments, or professional development will be made. School leadership will provide support, direction, and resources as needed to ensure the effectiveness of this process.

To track the implementation of the above-defined assessment system, an Assessment Plan Tracker will be on a shared online document. Users will input their progress regarding action steps, providing the School Director and Board with an additional accountability measure for the implementation of the plan.

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

Differentiated and Needs-Based Professional Development: Based upon the results of professional development needs surveys, requests from collaborative teams, and the results of classroom observations, school leadership will provide opportunities for professional development sessions that specifically address certain teachers' needs. In future observations, school leadership will monitor for implementation of strategies or techniques from such sessions. In addition, school leadership will monitor assessment results to check and see if implementation has increased student performance. This will ensure professional development is both implemented and effective and serves the needs of Western Tech: CFA's teachers.

School-wide Professional Development: Some professional development sessions, especially those regarding specific policies, procedures, or systems, will be for all school instructional staff. These will occur twice monthly. Likewise, though, in classroom observations, school leadership will monitor for implementation of strategies or techniques from such sessions. In addition, school leadership will monitor assessment results to check and see if implementation has increased student performance. This will ensure professional development is both implemented and effective and serves the needs of Western Tech: CFA's teachers.

Collaborative Team Professional Development: Collaborative teams will also engage in collaborative professional development within the context of the Western Tech: CFA professional learning community. Collaborative teams will engage in co-observation to learn from each other, data analysis and action planning to support student needs identified by assessment results, and action research to innovate instructional practice.

Evaluation of Professional Development System: Collaborative teams will co-observe to determine whether or not professional development is proving effective. In addition, the School Director and Instructional Coach will, during observations, specifically observe for the implementation and effectiveness of topics covered in professional development.

To track the implementation of the above-defined professional development system, a Professional Development Plan Tracker will be on a shared online document. Users will input their progress regarding action steps, providing the School Director and Board with an additional accountability measure for the implementation of the plan.

C. Process for Updating and Implementing Improvements to the Action Steps

Each action step within this PMP will be evaluated at the end of the year against the goal of improving student achievement. This process will be led by the School Director and driven by student educational outcomes and data analysis. High or improved student achievement outcomes suggest effective action steps; low or decreased outcomes, which are not expected based upon the comprehensiveness of this PMP, suggest ineffective action steps that must be adjusted or further supported to make them more effective. Additional data to be used to evaluate the effectiveness of the plan will include curriculum alignment documents from Strategy I, teacher observation and evaluation documentation from Strategy II, additional student assessment results from Strategy III, and teacher survey results around the effectiveness of professional development and teacher observation and evaluation documentation reflecting the effectiveness of professional development from Strategy IV.

Based on the above, at the end of each year, the School Director and relevant stakeholders, including representatives from the teachers and Governing Board, will convene a committee to determine and document any updates or improvements to the PMP.

However, within the framework of a continuous improvement model, periodic adjustments using data analysis from the above-defined artifacts will be made throughout the school year to ensure students are on track to make gains above existing schools in the Maryvale neighborhood. The School Director will monitor each strategy and action step according to the defined accountability procedures for each strategy, and, with relevant stakeholders, including representatives from the teachers and Governing Board, will determine and document any updates or improvements to the PMP.