An Overview of Highland's Educational Program

Highland Free School celebrated its 41st anniversary on February 19, 2011. When we first opened our doors as a private school, we were embarking on an educational experiment to provide a unique learning environment for parents and students looking for an alternative to public schools. Our non-profit school was founded upon educational principles that were, at the time, fresh and innovative [incorporating widely promoted concepts such as the "open classroom", where students no longer had to sit in straight rows of desks, and "student-based curriculum" that eliminated standard textbooks in favor of educational programs based on students' individual readiness and interests]. We involved students and their parents and tried to build a school community that would integrate the child's school life and family life. Although we have been a charter school for the past 10 years, we still maintain our high standards of excellence and our basic educational ideals. We have proven that our philosophy is sound, and our educational methods work and have successfully helped guide children in their process of becoming happy, productive and successful adults.

Highland strives to educate the whole child. Students are given freedom of choice and learn to take responsibility for their choices. We emphasize the development of self-discipline and self-control, rather than external control. Discipline is based on the theory of logical and natural consequences, developed by Alfred Adler and Rudolf Dreikurs. School meetings are held regularly, which provide a forum for teachers and students to share their ideas and concerns. Community topics (e.g. cooperation, problem solving, safety, peace, etc.) are discussed during meetings and then incorporated into all of the daily activities of the school.

The educational philosophy at Highland is based upon the fact that children are naturally inquisitive and excited by learning. Our goal is to keep that inquisitiveness alive. Our curriculum is aligned with the Arizona Academic Standards and includes individualized, skill-based packets and workbooks for the introduction and practice of basic skills, but the emphasis is on integrated, thematic units that use hands-on, innovative activities and projects designed to give students practice applying those basic skills. When developing each unit, we are aware that students shine in different areas, so we provide students with the opportunity to learn and share their knowledge in different ways (e.g. songs, posters, plays, movies, etc.). We emphasize that real learning follows a natural rhythm and is not tied to a specific number of minutes spent on one subject area, but is concerned instead with the following of an idea or practice session to its natural conclusion. For this reason we have no specified time periods indicating a break or change to another subject area.

Since no child learns in exactly the same way or at the same speed, we try to integrate many different instructional methods into our curriculum. It is our low student/teacher ratio that enables us to constantly monitor and assess each student's individual progress to determine which methods of teaching are the most appropriate for each child. This leads to more meaningful and personalized instruction. Special education professionals have consistently been impressed with the academic support we provide to all students as well as our response to intervention.

Like the real world, the school is multi-aged and non-graded. Student achievement is measured using a variety of assessment tools, including teacher observation and documentation, pre and post-testing, quizzes, CBMs, and AIMS/Stanford 10 assessment. Teachers compose narrative progress reports charting each child's accomplishments and skill levels three times a year. Although teachers are in contact with parents on a daily basis, conferences are scheduled at least twice a year to discuss their child's progress.

It is encouraged that the students' parents take an active, participatory role in the functioning of the school and in their child's education. All parents are asked to volunteer at the school a minimum of one hour per month and help out during several "Spruce Up the School" days. Cooperation and responsibility are the cornerstones of our school's philosophy, and they apply to students and parents

alike. In fact, the students not only have to be responsible for anything they use, but at the end of the day they also take part in the daily tidying of the school.

We take pride in our current technology, which includes a variety of audio, video and digital equipment that is put to use in many creative ways. Highland is fortunate enough to have 2 SmartBoards, which enable the teachers to project their computer screen on an interactive whiteboard. This technology peaks student interest and makes lessons more engaging. We have 24 laptops and 10 desktop computers that are frequently used in the classroom for a multitude of different projects and activities (e.g. keyboard practice, researching, creating slide shows, movie making, etc.).

Our outside learning area is an essential part of our school program. It includes a unique playground created using society's discards. A recycled telephone pole is a balancing beam. Enormous tires from mining equipment form tunnels and pyramids. Stationary motorcycles stimulate children's imaginations. Our playground also contains a 4-foot deep sandbox that holds twenty-seven tons of sand, a large climbing structure shaped like a ship, a climbing wall, and a multilevel play structure that includes a slide, climbing rope, sliding pole, and jumping platform. Additionally, we have basketball courts, a large grass area for old favorites such as tag and volleyball, and a covered work area for crafts, science and construction projects.

Highland Free School's most extraordinary outside learning area is the animal pen, which houses pygmy goats, chickens, and ducks with their own pond! Students can help feed and care for the animals and occasionally have the chance to observe the miracle of gestation and birth. This unique opportunity for children to care for and learn sensitivity to animals' needs helps them grow up with a sense of responsibility toward all living things.

We believe children need to grow up with a sense of connection with a larger community (both local and global) and confidence in their ability to contribute to that community. Our students have connected with schools in Kiev (Ukraine), Ama-Ata (in the republic of Kazakhstan), Colorado, Australia, Great Britain, Italy and France. Some of the local groups we have worked with through the years include the Tucson Peace Center, the Tucson Media Coalition, the University of Arizona, Teen Power, Project Listen, the Arizona Opera, the Arizona Department of Health Services, the San Antonio Neighborhood Association, the Tucson Free University, and the Educational Committee of TASCC (Tucson/Alma-Ata Sister City Community). Our students have participated in Earth Day as well as in the Tree of Life Initiative, which was a part of the Global Forum at the Earth summit in Rio de Janeiro in 1992. Highland students and staff also pieced together a large tile mosaic peace sign for the inclusion in "A Show of Hands", a ceramic mural overlooking the Ronstadt Transit Center in downtown Tucson. Highland's students have also won a number of awards for their participation in community events and contests, such as The Clean Air art contest, R.U.M.B.A. recycled art contest, and the Desert Museum's Earth Day Poetry Contest.

When students 'graduate' from Highland, they move on to a variety of different middle school environments. Whether they attend performing arts middle schools or schools with a rigorous academic focus, former students and their parents often return and thank us for helping prepare their children for the challenges ahead.

Highland Free School by no means has all the answers for educating children. The one answer we do have is that we change and grow and are always looking for new ways to generate enthusiastic participation and learning. The basic keys to our success are low student/teacher ratios, parent involvement that creates a sense of community, and a learning environment that is individualized and approximates the way true learning takes place in the real world.

A Note on Small Schools & Testing Statistics

Certain considerations must be kept in mind when viewing the testing data of a school as small as Highland. Our elementary school on average has 60 students enrolled, with only around 30 students taking the AIMS test each year.

Statisticians and scientists have noted that in order to have a reliable statistical or scientific analysis, the data set must be large enough to counteract the effect of individual anomalies. In other words, smaller data sets are not considered statistically reliable.

Highland's student population is so low that generally, when releasing test scores to the public, ADE chooses not to publish our scores in order to protect student privacy. The rationale behind that decision is that, because there is such a small data set, it is possible to get a rough picture of individual student scores. This illustrates the marked affect of individual student scores on the overall school score.

Our yearly test averages are based on statistically small data sets. Individual student outcomes alter our average student performance by about 3.5 percent. Since student make-up does not change dramatically, a class of struggling or particularly high performing students will significantly affect our scores for years. Gaining or losing just a few students who fall close to either end of the achievement spectrum can have a noticeable impact. For example, we are anticipating a drop in the 5th grade scores next year because three of our top 4th graders are moving on to BASIS. Although we celebrate the fact that we have helped to prepare these students for such an academically rigorous school, we also acknowledge that the loss of these three students will probably have a significant effect on our scores.

Most of the students who take the AIMS test are in the same classroom, and as a result, individual events on the day of testing can have a serious impact on the entire school's scores. For example, an hour before the administration of the AIMS test several years ago, a Kindergarten student had febrile seizures in front of almost the entire group of students who were to take the exam. An ambulance was called, and all of the students were noticeably shaken up. That one event may have significantly affected student focus during the test and ultimately affected our school's test scores.

When determining student growth scores, the data set dwindles even further and becomes even less statistically reliable. These growth scores only take into account 4th through 6th graders who started at the beginning of the school year, were not retained and took the AIMS test during the previous school year. Our 2011 growth score was based on only 16 students. The state's new accountability A-F system is even less statistically sound in a school of our size. About 33% of our school's grade was based on our four lowest students' scores!

Although it sounds counter-intuitive, another factor that can affect our student population, and subsequently our test scores, is our positive reputation in the community. Based on our individualized curriculum and success record, educators and child advocates (including staff at the local parent resource center and the University of Arizona) recommend our school as a place that provides a supportive and effective teaching environment for struggling learners as well as students transitioning from home-schooling into the conventional school system. Although we help these students make significant educational gains, they may still fall short of expected grade-level proficiencies.

When we get our school's average yearly test scores, we celebrate the successes, investigate the causes for lower scores, and use the knowledge we gain to plan for the future. At the same time, however, we also have to acknowledge the fact that these results are an imperfect snap-shot of our current students' abilities and growth and that they can be significantly impacted both positively and negatively by only a few student scores. This is why our school is planning on creating and purchasing additional measures of student achievement and growth. These assessments, when used in concert with the AIMS, will provide a more comprehensive and reliable assessment of student achievement and growth.

Efforts to Improve Pupil Achievement

Below is a detailed description of all efforts conducted by the school in the past five years that demonstrate a concerted effort and capacity to improve pupil achievement.

In order to provide and implement an aligned curriculum that improved student achievement in math, Highland has done the following over the past 5 years.

- **Curriculum Alignment:** Over the past 5 years, Highland has asked teachers to provide documentation noting when they taught each math standard for each of the grades taught. Although teachers generally complied, this proved difficult for two reasons. First, the classrooms are multi-aged, so, during some years, teachers might have up to 4 grade levels in their classrooms. Secondly, the curriculum is individualized, meaning that different students are taught different skills at different times, and so it was challenging for teachers to create individualized records of when each standard was taught to each child. As a result, prior to 2010, although the standards were followed, we have incomplete documents of curricular alignment (especially for the older class that traditionally has 3 or 4 grade levels of students enrolled, with extremely wide skill ranges). However, starting in 2010-11 we have ***required*** all teachers to document when they have ***introduced the mathematics standards during a whole group classroom lesson***. So, although standards are revisited throughout the year, at least we have documentation noting when individual standards are introduced. This has simplified the process. *Complete* annotated math standards were collected by the administration for the 2010-11 school year.
- **Curricular Mapping:** In advance of the 2010-11 school year, the teacher in the older class (3rd-6th grade) was required to create and submit a curriculum map for math to ensure that the teacher had an organized and appropriate pace for the mathematics instruction that was aligned to standards.
- **Committee Work:**
  School Council: During the 2009-10 school year, Highland created an official School Council with parent representatives to help review data (such as test scores, student demographics, and parent and teacher surveys) and set goals for the new school year. Since our scores in AIMS math had declined in 2009, and remained lower in 2010, the School Council determined that Highland needed to shift its main focus to improving mathematics curriculum starting in 2010. It made recommendations on how to ensure Highland implemented an aligned curriculum (see yearly reviews for more details).
  Staff review team: In addition to the School Council, the school also has a review team comprised of lead teachers and administration. After reviewing the 2008-09 testing data, which revealed lower math scores for third and fourth graders, the team decided to monitor math test scores. Based on the test scores for the 2009-10 school year, the team decided to align the school's approach to mathematics instruction more closely with the AIMS format. The team then noted that the 2010-11 testing data indicated that the focus on the AIMS format was not effective. With the adoption of the Common Core Curriculum in 2011, the review team chose to focus the coming years on alignment with these new standards. The team members also wanted to reinstate a more hands-on, project-based approach.
- **Curriculum Materials:** Although Highland already has a wealth of teacher support materials and manipulatives for math instruction, Highland yearly purchases additional resource materials to assist the teachers in providing aligned curricular instruction. For example, this past year the school purchased 15 math resource book and materials from Scholastic. Some of the titles include:
  - *Time and Sort Categories*
  - *Algebra Readiness Made Easy*
  - *Money Math Learning Centers*
  - *Data Collection Mini-Books*
  - *Building Foundations in Math*

  Also, during the spring of 2010, the staff review team and School Council discussed concerns about how the AIMS test questions had alternate wording and were formatted differently than our other NCTM based material. One of the goals set for the 2010-11 school year was to implement more specific material targeted to AIMS math. To meet this goal, Highland had an in-service on IDEAL Formative Assessment (which has a databank of aligned test questions taken directly from the AIMS practice test and former AIMS tests, or formatted similarly). The

older class used problems taken from IDEAL on a weekly basis to help supplement the mathematics curriculum and provide a more aligned curriculum.

Highland has made the following efforts for the previous five years to develop and implement a plan for monitoring the integration of the Arizona Academic Standards into mathematics instruction.

- **Classroom Observations**: Since the school is so small, the administration is continually conducting informal classroom observations. The administration and/or lead teacher also conducts scheduled observations. Input and guidance is provided during short meetings to discuss the observations. The administration uses these observations to note if teachers are providing engaging, effective and aligned curriculum.
- **Formal Evaluations**: During the 2009-10 Highland restructured its Teacher Assessment format. All teachers fill out a self-assessment, and then during a conference with an administrator are given a summary evaluative score. The assessment covers the following areas: preparation for instruction, presentation of organized instruction, assessment of student performance, positive learning climate, classroom management, communication, professional development, leadership, and performance of professional responsibilities. These help indicate whether teachers are providing engaging, effective and aligned curriculum, and lays the groundwork for an action plan for remediation/intervention if necessary.
- **Review Teams**: The staff review team and School Council review student data (including AIMS) to determine whether the Arizona Academic Standards have been successfully integrated into mathematics instruction to determine future goals and focus.
- **Annotated Standards**: The administration collects annotated mathematics standards from teachers that indicate when each math standard has been introduced. As noted above, the administration did not require the submission of these records from all classes until the 2010-11 school year.
- **Staff Meetings**: Highland has a weekly staff meeting to discuss curricular and other school matters.
- **Surveys**: Parents and teachers are asked to submit anonymous surveys. These surveys are used by the staff review team and School Council to recognize areas of strength and to determine areas in need of improvement.

Highland has made the following efforts during the previous five years to develop and implement a plan for monitoring and documenting student proficiency in mathematics. (Ex: Formative and summative assessments, common/benchmark assessments, articulated assessment plan, data review teams)

- **MBSP**: During the 2009-10 school year, Highland began using the MBSP (Monitoring Basic Skills Progress) program to assess its students in the areas of computation and concepts and applications. This program has been used with the 2nd through 6th grade students on a monthly or bimonthly basis to track student progress.
- **Teacher Data**: Teachers use classroom observations and student work to collect informal student data on a weekly or biweekly basis. These notes help indicate progress as well as areas in need of support. These notes are used not only to help develop progress reports, but they are also used to assist teachers in developing an individualized weekly mathematics curriculum for each student.
- **IDEAL**: During the 2010-11 school year, the math teacher in the older class used the formative assessment section in IDEAL to create weekly standards-based worksheets to gauge the student understanding of the current standard(s) being taught. This information assisted the teacher in determining when reteaching and/or intervention was needed.
- **Portfolios**: To help document student growth and proficiency, student portfolios containing samples of student work and assessments are maintained.
- **Progress Reports**: Highland teachers use all of the data above to construct narrative progress reports for each child three times a year. The progress reports indicate areas of strength and areas in need of practice and support. Parent/Teacher conferences are held at least twice a year to discuss student progress.
- **Computation Tests**: Weekly computation tests are administered to gauge student computation proficiency. As skills improve, students move to the next level.
- **Yearly Pre & Post Tests**: Teachers administer yearly pre and post-tests of skills in mathematics to help document student progress. During the 2010-11 school year, the math

teacher in the older class experimented with using the sample AIMS test as the pre/post test- with mixed results.

Highland's efforts for the previous five years to develop and implement a professional development plan that supports effective implementation of a math curriculum include the following.

- **Review Teams:** Highland uses staff and parent surveys, student demographics, student test scores and classroom observations to create professional development goals for the current and following year. Starting in the 2009-10 school year, the School Council also helped review data and make recommendations. In the spring of 2009, the review teams determined one of Highland's PD (professional development) goals for the following school year should be to train teachers in effective techniques to improve student engagement and proficiency across all curricular areas. Starting in 2010, Highland also saw a need for targeted professional development in math.
    - **PDs offered to increase student engagement and proficiency**:
        - SmartBoard Training offered in spring of 2010 with follow-up teacher observations in 2010-11 school year. [Attended by all teachers]
        - Intel Teach Elements (course completed by all teachers during the 2010-11 school year) [Attended by all teachers]
        - Gifted and Talented- 10/2/2009 [Attended by all teachers]
        - Managing Challenging Behaviors- May 27, 2010 [Attended by all teachers]
    - **MATH PDs attended by staff**
        - Virtual Economics [attended by lead teacher in December 2009]
        - Teaching Economics in Children's Literature - March 11, 2011 (attended by two teachers representing 2 out of 3 classes)
        - AZ Counts - June 2, 2010 [attended by lead teacher in middle class]
        - Leading Change Conference June 2011 [Lead teacher attended workshop on the new Arizona math standards.]
- **Mentoring:** All new teachers at Highland are mentored. This assists new teachers in developing their curriculum and managing their classrooms.
- **Increased Organization and Focus on PD:** Over the past couple of years, Highland has overhauled its professional development program so that it is more organized and effective. We have put more focus on offering and providing funding and time for staff to attend PD. Starting in the 2010-11 school year, PD log forms have been used to more effectively record PDs attended. To help gauge the effectiveness of the PD, teacher reflection forms, which include a review of classroom implementation, have been used during the 2010-11 school year. One of the teacher's scheduled classroom observations must also allow administration to see at least one teaching technique covered in a PD attended over the past year. Next year we will even be piloting a new model for our professional learning community. This has not been noted on the PMP because we did not want to lock ourselves into a specific model. We would like to see how it fits into our school, and it may need to be reevaluated and retooled as time progresses.
- **Weekly Staff Meetings:** Highland has had weekly staff meetings throughout the past 5 years, at which curricular and other school issues and concerns are discussed.

Analysis of Student Data

Below is a detailed description of the process used for conducting an analysis of relevant pupil achievement data.

School's efforts for the previous five years to analyze relevant pupil achievement data.

Highland is a very small school, so data analysis is not as overwhelming as in larger schools (there are 60 children split up into 3 classrooms). The staff review team and School Council review test scores, student demographics, surveys, and staff observations when analyzing student achievement and growth. The staff review team also uses other data such as teacher evaluations and curricular alignment records to determine possible causal links to achievement and growth. These data review teams note trends and create goals based on needs. As mentioned above, during the 2009-10 school year, a School Council (including parents representing different aspects of our student population) was created to assist in the review process. The School Council convenes in the spring before the current school year's AIMS test has been taken and results have been posted. As a result, initial goals are set in the spring by the council. Further analysis of the school year's achievements is conducted by the staff review team in the summer after receiving test results and reviewing staff evaluations and curricular alignment records. The goals are then modified, if necessary, and finalized.

Detailed description of the types of data collected and the process used in conducting the analysis of the relevant data.

When assessing achievement and future needs in math, the review teams examine parent surveys, teacher input, student demographics/home-life, standardized test scores (AIMS), classroom assessments (MBSP), curricular alignment records, teacher observations and evaluations and administration input. The review teams note trends in the assessment scores and then reviews possible causes (e.g. teacher performance, sufficient and engaging teaching of standards, insufficient exposure to question structure used in the AIMS math test etc.). Instructional methods and curricular materials linked to positive outcomes are discussed. Areas in need of improvement are also discussed. Methods linked with positive outcomes and current best practices are used to construct a plan of action and corresponding goals.

Justification of how data selected for the analysis is relevant to improving pupil achievement.

The following data is analyzed because we want to make sure that we are getting a complete picture of student achievement. We also want to make sure we have investigated possible factors that could have affected the achievement both positively and negatively. Once we have established any links between assessment scores and possible causes, the review teams make an action plan based on using the most effective teaching practices linked to the student achievement.

- The review teams primarily use a standards-based (AIMS) and an SBR based assessment (MBSP) to gauge student progress and growth. The AIMS test is reviewed because that's what the Arizona Department of Education uses to rate our performance and growth. The MBSP is used because it is a SBR tool that allows us to assess student math achievement and growth on a regular basis. Knowing where the students are academically will allow us to provide more targeted instruction to improve achievement.
- To complement these assessments, we also take into account teacher input. These classroom observations of student performance provide a broader picture of student progress and achievement, and they can give more insight into the math processing skills of students in a variety of applications. Once again, knowing the students' learning styles and academic level will allow us to provide more targeted instruction to improve student achievement.
- The input of administrators is considered because they are ultimately the parties in charge of the institution. They are aware of budgeting and legal issues, and have a unique and valuable viewpoint of the school and the direction it is heading. They are also knowledgeable of current best practices on improving pupil data.
- Anonymous input from parents is taken into consideration because parents have unique opportunities to see their children use math skills in different learning situations. This helps us when determining how students apply their learning to new situations. Hence, parental perception regarding their children's achievement is another tool in providing a rounded

picture of student ability. Parent perceptions of our curriculum and achievement can also have a serious impact on how or even whether they will support their child's education at home, as well as whether they will support the school in general. This will obviously have a significant impact on student achievement.

- Teacher observations, reviews, and curriculum alignment records are used to give the review team assistance in pinpointing possible causes of trends in achievement data (both positive and negative). This data can then be used to set goals and create a plan to provide more effective teaching to increase student achievement.
- When trying to determine contributing factors leading to decreased student performance, the school not only has to look for internal causes, but it also has to look at other factors such as student demographics and home life. These are reviewed because certain factors can significantly affect student achievement. A child's achievement scores can be linked to factors such as
    - ADHD or other conditions
    - less support at home due to work schedules or guardian medical conditions
    - financial hardships that prevent student from meeting their basic sleep and nutritional needs
    - or even a lack of parental emphasis on formal education.

  Although some of these issues we are not able to address, analyzing student demographic data can help provide us with guidance when evaluating scores. Analysis of this information can help us devise steps that the school can take to provide extra support.

Analysis of the 2006-7 School Year (Limited to Mathematics)

Data Reviewed	Summary of Data Collected	Reviewers Response
Current Year's AIMS Test Scores	Adjusted numbers provided by the state reflect that 90% of students passed the AIMS math test. Our scores were higher than state average. 3rd Grade: Passing : 8 Not Passing: 1 PERCENT PASSING: 89 % 4th Grade: Pass: 4 Not Passing: 4 PERCENT PASSING: 50% 5th Grade: Passing: 13 Not Passing: 0 PERCENT PASSING: 100% 6th Grade: Passing: 4 Not Passing: 0 PERCENT PASSING: 100% Total passing (unadjusted); 85%	The team celebrated the 90 percent passing rate! WOW!!!
Surveys & Parent Input	A detailed breakdown of the parent satisfaction survey was not retained. However, administration notes that the survey had positive results with most parents rating their child's education as excellent.	No concerns relating to math were noted.
Teacher Input	No concerns relating to math were noted.	No concerns relating to math were noted.
Teacher Observations & Reviews & other Administration Input	No concerns relating to math were noted.	No concerns relating to math were noted.
Student Demographics /Home-Life	No concerns relating to math were noted.	No concerns relating to math were noted.
Curricular Alignment Records	Incomplete records were collected.	No concerns relating to math were noted.

Summary of Findings: During the 2006-7 school year, Highland's AIMS math scores, teacher observations and parent surveys were all positive. With 90% of our students meeting the state standards, there were no notes of concern. We celebrated the success of our math program and our goals were focused on current best practices in literacy.

Analysis of the 2007-8 School Year (Limited to Mathematics)

Data Reviewed	Summary of Data Collected	Reviewers Response
Current Year's AIMS Test Scores	81% of students passed the AIMS math test Our average was higher than state average. 3rd Grade: Passing : 5 Not Passing: 2 PERCENT PASSING: 71% 4th Grade: Pass: 8 Not Passing: 1 PERCENT PASSING: 89% 5th Grade: Passing: 7 Not Passing: 3 PERCENT PASSING: 70% 6th Grade: Passing: 6 Not Passing: 0 PERCENT PASSING: 100%	The team celebrated the 81 percent passing rate! No concerns relating to math were noted.
Surveys & Parent Input	**Parent Satisfaction Survey-"**The quality of my child's education at Highland is:" Excellent (28), Good (11), Fair (3), or Poor (0)	No concerns relating to math were noted.
Teacher input	No major concerns relating to math were noted.	No concerns relating to math were noted.
Teacher Observations & Reviews & other Administration Input	The administration did not note any problems specific to mathematics during classroom observations or teacher reviews.	No concerns relating to math were noted.
Student Demographics/ Home-Life	No concerns relating to math were noted.	No concerns relating to math were noted.
Curricular Alignment Records	Incomplete records were collected.	No concerns relating to math were noted.

Summary of Findings: During the 2007-8 school year, Highland's AIMS math scores, teacher observations and parent surveys were all positive. With over 80% of our students meeting the state standards, there were no notes of concern. We celebrated the success of our math program and our goals were focused on current best practices in literacy.

Analysis of the 2008-9 School Year (Limited to Mathematics)

Data Reviewed	Summary of Data Collected	Reviewers Response
Current Year's AIMS Test Scores	Adjusted numbers provided by the state reflect that 58% of students passed the AIMS math test. Our passing percentage was lower than the state's. 3rd Grade: Passing : 2 Not Passing: 6 PERCENT PASSING: 25% 4th Grade: Pass: 4 Not Passing: 4 PERCENT PASSING: 50% 5th Grade: Passing: 6 Not Passing: 2 PERCENT PASSING: 75% 6th Grade: Passing: 1 Not Passing: 0 PERCENT PASSING: 100% Total Percent of all students Passing (without adjustments for students entering school mid-year): 52%	The School Council did not find any concerns with the math AIMS scores since the only data it had available at the time of the meeting was 2008's data. In the summer when the scores were posted, the staff review team comprised of administration and lead teachers noted the decline in the scores. The 3rd grade scores were of concern, but the team noted several factors that could account for the lower scores. The 3rd grade group generally struggled with focus. In addition, half of the 3rd grade students were new to Highland that year. Considering the factors above alongside the generally positive math test scores over the past several years, the staff review team decided that this was not an area of concern, but it should be monitored.
Surveys & Parent Input	**General Parent Survey:** 27 parent surveys (representing 50% of the students) were returned. Only 2 parents commented on math 1) one parent wanted a mathematics workbook series 2) the other indicated that they wanted more math help for their child. Most surveys complemented us on our individualized curriculum and the amount of individual attention their child received. **Parent Satisfaction Survey-"**The quality of my child's education at Highland is:" Excellent (36), Good (6), Fair (2), or Poor (1) **Title I Survey:** Of the 5 returned all 5 scored the quality of their child's math instruction as satisfied or very satisfied.	No concerns were noted. The committee celebrated the positive responses! The team decided against purchasing math workbooks since they do not provide curriculum individualized to each child.
Teacher Input	The teachers noted concerns about not having an alternate math assessment (in addition to AIMS) to help us document student growth throughout the year and to help target instruction to the needs of the students. The teachers also noted that many students in the 3rd grade class were struggling readers who	This further reinforced the team belief in the need for an additional math assessment.

	had a difficult time staying focused and completing their assignments. The majority of the group had been targeted for special tutoring, funded by Title I.	
Teacher Observation, Reviews & Other Administration Input	The administration did not note any problems specific to mathematics during classroom observations or teacher reviews. Administration did however note that, across the board, technology could be used more effectively to help increase student engagement and improve achievement in all areas	The review team noted that more training in using the SmartBoard would help teachers feel more comfortable in using this engaging technology.
Student Demographics /Home-Life	For a variety of reasons, parental support and involvement was declining (evidenced by fewer homework assignments returned, lower turn-out at the annual school community meeting, and fewer parents volunteering in class). Lack of time was the general reason for the decline.	The committee wanted to work on increasing the parental participation. The review teams noted that with the lower ratios, individualized curriculum, significant amount of one on one attention, Highland is already doing a lot to support these students. They also noted that struggling students were receiving additional tutoring through the Title I program.
Curricular Alignment records	Incomplete records were collected	Review team acknowledged the difficulty of documenting curricular alignment when each child has an individualized mathematics curriculum. This was not noted as an area of concern.

Additional Contributing Factor Not Mentioned Above: This year, the lead teacher/assistant director had pregnancy complications and eventually gave birth to a child in November (taking a month-long maternity leave). With such a small staff, this significant event had an impact on the school's ability to keep on top of everything during the 2008-9 school year.

Summary of Findings:

1) The staff review team noted the decline in test scores but attributed much of the decline to changing student population (with decreased parental support and lower reading levels and focus). With such a small data set, overall achievement scores can significantly be affected by a small number of students. The team would continue to monitor the scores to note any patterns.
2) The staff review team determined that increased focus during the 2009-10 school year should be placed on using available technology in the classroom to increase student engagement and achievement in all curricular areas.
3) The staff review team determined that the school should research different assessment tools and purchase one to help monitor mathematics achievement throughout the year.

Addendum: After the review teams made recommendations, we received information about ARRA Title I funding. The staff determined that they would try to use some of the funding right away to offer a summer tutoring program. Highland provided summer tutoring sessions

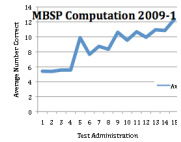
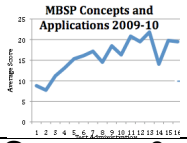
in 2009 for Title I reading and math students. The program was received very positively by parents and teachers, as it not only prevented some of the "summer slide" normally seen but also advanced the students' math skills.

Follow-up on recommendations: Below lists the major steps Highland took during the 2009-10 school year to support the goals set based on the analysis of the 2008-9 school year.

- During the summer of 2010, thanks to ARRA Title I funding, Highland once again offered tutoring sessions for Title I math and reading students.
- Before the 2009-10 school year began, Highland purchased the MBSP (Monitoring Basic Skills Progress) program to help document student achievement and growth in math. These math CBMs were used in the upper two classrooms during the 2009-10 school year.
- Highland provided a professional development on using the SmartBoard in the classroom.

Analysis of the 2009-10 School Year (limited to mathematics)

Type of Data Reviewed	Data Summary	Reviewers' Response
AIMS Test Scores	About 48 percent passed the AIMS test. Average test scores were over 10% lower than state averages. 3rd Grade: Passing : 5 Not Passing: 7 PERCENT PASSING: 42% 4th Grade: Pass: 4 Not Passing: 3 PERCENT PASSING: 57% 5th Grade: Passing: 3 Not Passing: 2 PERCENT PASSING: 60% 6th Grade: Passing: 1 Not Passing: 2 PERCENT PASSING: 33% Total Percent Passing: 48%	The School Council only had the 2009 data to review, so no major trends were noted, however the lower scores were a matter of concern. In the summer after receiving and reviewing the 2010 scores, the review team noted the trend and found these scores to be an area of concern (especially 3rd and 6th graders). After reviewing the data with teachers, it was noted that the 3rd graders were having problems with reading comprehension and decoding problems. For this reason, the school had already provided an extensive PD on the 4 Blocks of Literacy that year. It was also noted that the 6th grade students who stay at Highland instead of moving to middle school tend to be the ones who are struggling and want an additional year of more one-on-one attention and individualized instruction. Positive note: The third graders from the previous year, who had passed at a rate of 25%, were now fourth graders passing at a rate of 57%. The review teams were informed/reminded that the Arizona Department of Education had updated the math standards and that, due to administrative oversight, the teachers were still teaching to the old math standards until half-way through the school year. It was determined that the administration must be more vigilant in terms of these state mandates. Curriculum for the upcoming school year must be aligned with the new standards. After reviewing the AIMS practice booklets provided by the state, the review team also noted that the questions were confusing and complicated. The format for the questions was significantly different than much of Highland's NCTM-based curricular material. The review teams decided that another possible cause

		for the lower scores was that students were unprepared for these questions types and the phraseology used. They recommended that math teachers must include in their curriculum specific exposure to questions written and formatted the same way that the AIMS test.
MBSP Scores  	The team reviewed the MBSP scores for the 3-6 students. Average scores showed an overall increase in computation and Concept and application scores. At the end of the year, the Concepts and Applications scores dipped and then hit a plateau.	The staff review team reviewed the scores and were pleased with the general incline. However, they recognized that the average test scores were affected by student attendance on the administration date and so questioned the reliability of the tool being used for major decision-making.
Surveys & Parent Input	**General Parent Survey:** 12 parent surveys were returned. No parents commented on math as an area of concern. Most surveys complimented us on our individualized curriculum and the amount of individual attention their child received. **Parent Satisfaction Survey-"**The quality of my child's education at Highland is:" Excellent (26), Good (2), Fair (4), or Poor (0) **Title I Survey:** Of the 5 returned 2 stated that they were very satisfied with their math instruction, 2 stated that they were satisfied, and one said that they were somewhat satisfied (this guardian later moved their child to another school looking for more individualized instruction and one-on-one attention).	No math concerns noted here.
Teacher Input	Teachers noted that this year's 3rd grade students were struggling readers who had more difficulty with math word problems (which require reading comprehension skills in order to understand and solve the problem). The majority of the AIMS math test is word problems. Teachers in the older class also noted that some students in the class were unmotivated and inconsistent test takers. This was evident weekly during the MBSP administrations. In addition, based on an analysis of the AIMS practice booklets, the teachers noted dissatisfaction with the new AIMS math test questions. They noted that the question format and phrasing was confusing to the students (and some teachers). Some students were frustrated while taking the test because they did not understand what the question was asking. Further, the teachers	The team was pleased with Highland taking a proactive step to address the concerns voiced by the staff regarding struggling readers. As mentioned above, the school provided an extensive in-service on the 4 Blocks of Literacy. The team was hopeful that 4 Block teaching strategies had been or would soon be put into place to support the struggling readers and boost achievement in the following year. The review teams understood the frustration voiced by the teachers regarding the new AIMS math test, but they noted that it is not in the team's ability to alter the test. Since the Arizona Department of Education places significant weight on the scores, the team determined that math teachers must include in their curriculum specific exposure to

	questioned the ability of the test questions to measure student understanding of the standards tested. For example, each test included several questions that asked for students to find which answer was NOT correct. This frustration is has been noted by experts: *Trying to determine which answer is NOT consistent with the stem requires more cognitive load from the students and promotes the likelihood of more confusion. If that additional load or confusion is unnecessary it should be avoided* (Haladyna, Downing, & Rodriguez, 2002).	questions written and formatted in the same way as the AIMS math test.
Teacher Observations, Reviews & Other Administration Input	No concerns were noted specific to the quality of mathematics instruction.	Team saw no concerns with teacher performance. Teachers were dedicated and hard-working.
Student Demographics & Home-Life	There continued to be concerns about parental involvement in their student's education (including a lack of reviewing and practicing of skills at home).	The review teams once again noted that with the lower ratios, individualized curriculum, significant amount of one on one attention, Highland is already doing a lot to support its students. There was also funding in the ARRA Title I grant to provide summer tutoring sessions to help support struggling students. The review team discussed the possibility of creating hands-on interdisciplinary activity bags available for parent check-out. These bags might provide a unique learning experience that could possibly get parents more involved.
Curricular Alignment Records	Incomplete records were collected. As noted before, staff did not align curriculum to the 2008 math standards, but rather to the previous math standards.	Review team decided that math teachers in 2010-11 should be ***required*** to document when they have ***introduced each of the 2008*** mathematics standards during a whole group classroom lesson.

Summary of Review Team's Findings (as they relate to math):

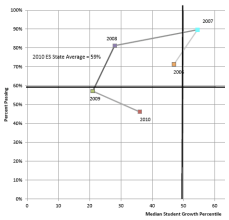
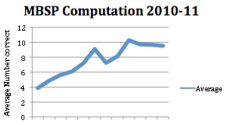
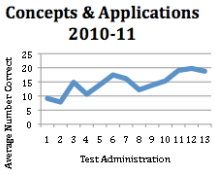
- Math teachers in 2010-11 should be ***required*** to document when they have ***introduced*** each of the 2008 mathematics standards during a whole group classroom lesson.
- Math teachers must include in their curriculum specific exposure to questions written and formatted in the same way as the AIMS test.
- The review team saw value in creating hands-on interdisciplinary activity bags available for parent check-out. These bags might provide a unique learning experience that could possibly increase parental involvement. This was not a major focus and was only to be tackled if time and resources allowed.

Follow-Up on Committee recommendations: Below lists the major steps Highland took during the 2010-11 school year to support the goals set based on the analysis of the 2009-10 school year.

- Highland required each of the math teachers to document when they ***introduced*** each of the 2008 mathematics standards during a whole group classroom lesson. These records were collected by the administration.

- In advance of the 2010-11 school year, the older class was required to create and submit a curriculum map for math to ensure that the teacher had an organized and appropriate pace for the mathematics instruction and had addressed all standards.
- Highland researched into providing students with practice in decoding AIMS test questions. Highland learned that IDEAL has math problems created by the state that were either taken directly from the test or modeled after them. Highland provided an in-service on IDEAL formative assessment and asked math teachers to submit examples of problem sets used in class. The older class used the worksheets on a weekly basis to provide aligned problem sets.
- The administration chose to hold an extensive professional development on Project Based Learning (PBL) in order to increase student engagement and achievement. Each teacher had to implement a project meeting the guidelines of Project Based Learning in their class and submit a reflection.
- The staff did not have time to create the take-home bags.

Analysis of 2010-11 School Year (Limited to Math)

Data Reviewed	Summary of Data	Reviewers Response
AIMS Test Scores  The above chart is summary of tests from 2006-10	AIMS test scores improved. Highland's average score was only a few percentage points below the state average. Student growth numbers had generally been below the state average. 3rd Grade: Passing: 10 Not Passing: 4 PERCENT PASSING: 71% 4th Grade: Pass: 6 Not Passing: 8 PERCENT PASSING: 43% 5th Grade: Passing: 2 Not Passing: 2 PERCENT PASSING: 50% 6th Grade: No students enrolled Total Percent of all students Passing (without adjustments for students entering school mid-year): 56%	The review teams celebrated the 3rd grade scores! Taking into consideration previous years' testing data, the number of students targeted for Title I tutoring enrolled in the upper grades, and the testing attitudes of this population, teachers recognized that despite academic growth, 4th and 5th grade scores might not indicate grade-level proficiency. The teams noted concern that student growth has been below state averages. The teams were not able to pinpoint any specific targeted cause. The staff review team expressed interest in obtaining an alternative assessment that could provide supplemental student growth data.
MBSP scores   	MBSP Scores were reviewed. A steady increase in computation was noted during the first half of the year. There was a slide over the winter break and then the scores increased to slightly above previous levels and hit a plateau. The Concepts and Application scores were less consistent but showed an overall increase with a similar dip midyear.	The staff review team noted the increase in the scores. The team discussed ways to motivate students to stay focused and put forth effort on assessments. The lead teacher in the older class wondered whether letting students see their progress on a chart might motivate them to try harder.
Surveys & parent Input	**General Parent Survey:** 21 parent surveys were returned. 3 parents had a desire for the school to place more emphasis on math. Another commented that the school should place less emphasis on academics. Most surveys complimented us on our individualized curriculum and the amount of individual attention their child received. This year the Parent Satisfaction Survey was combined with the General Parent Survey. In response to the question "The quality of my child's education at Highland is…" parents responded as follows: Excellent (13), Good (8), Fair (0), and Poor (0)	Although overall the surveys continued to be positive, the review teams recognized that the math satisfaction scores were lower than in the past. The review teams attributed some of that to the change in curriculum (using AIMS math problem sets for student practice in class).

	Title I Survey: Of the 9 returned 3 stated that they were very satisfied with their math instruction, 5 stated that they were satisfied, and 1 said that they were somewhat satisfied. One noted that she would like to see less AIMS math practice.	
Teacher input	Teachers noted that the 3rd grade students who last year struggled to read the math questions were now 4th graders working on comprehending all of the aspects of the much more complex math questions in the new test. The math teacher in the older class used the problem sets created from IDEAL on a weekly basis with mixed results. Since the problem sets were aligned to state standards, they did provide the teacher some insight into student progress towards state standards. However, both teachers in the class noted that many of the 4th and 5th grade students had a difficult time interpreting the word problems and "trick questions." Several simply resorted to guessing randomly every time they faced these problem sets. The teachers noted success and engagement in the projects implemented using Project Based Learning.	Although it was assumed that the aligned problem sets did help some students prepare for the AIMS test, the staff review team was concerned with the frustration experienced by the at-risk and struggling students. The team worried that this frustration could impede their math progress instead of facilitating it. Taking into consideration the input from teachers and parents, the staff review team suggested limiting the use of AIMS-formatted questions to pre- and post-tests. The team also recommended that ***all*** classrooms (not just the older class) administer pre and post tests of math skills on a regular basis. The assessments should match the current set of standards being taught (either 2008, 2010 or both) and would be another assessment tool to judge the effectiveness of the teaching and the alignment of the curriculum to the standards. The staff review team noted the success of projects in increasing student engagement and wanted to continue using PBL in the classroom. They also wanted to provide additional PD opportunities on strategies for increasing student engagement.
Teacher Observations, Reviews & Administration Input	No concerns were noted specific to the quality of mathematics instruction.	The review team agreed that the teachers were all effective.
Student Demographics /Home-Life	More males in school. (e.g. 14 males 10 females in older class) There continued to be concerns about parental involvement in education (including a lack of reviewing and practicing of skills at home).	The School Council decided to put increased effort into parental involvement. A volunteer coordinator was appointed. The team noted that creating a Facebook page might help keep parents in the loop. It was created the next week. The staff review team decided to look into devoting time to create cross-curricular take-home activity bags.

Curricular Alignment Records	All math teachers turned in curricular alignment records.	Staff review team felt comfortable about math standards being addressed.

Additional team notes based on current state mandates:

- **Teacher/Administration Evaluation System**: The staff review team noted that although it was good to have the MBSP and Scholastic reading inventories to track student progress, they were unsure whether the state approves of them as reliable measures of student achievement. In addition, the school did not want to rely solely on the AIMS test for its Teacher/Administration evaluation system. The team decided Highland should invest in a state approved testing/monitoring program to assess student growth in math and reading.
- **New Common Core Standards:** Arizona is adopting new academic standards. The team wanted to make sure the school was prepared to integrate the new standards into the curriculum over the next few years. It wanted to provide professional development and classroom resource materials that would allow for effective implementation of the standards. The school has already sent a teacher to a Math Counts workshop in June of 2011. The school has also sent the lead teacher to the Leading Change conference where she attended seminars on the Common Core standards.

A detailed description of how the plan that is presented is directly linked to the findings from the data analysis.	
Staff Review Team's Findings and Explanation of Action Steps.	**Corresponding Action Step(s)**
The team learned/recognized the importance of having documentation reflecting the integration of the standards in the classroom lessons. As a result, Highland will align progress reports and teacher notes to the common core curriculum, as well as require teachers to submit curriculum maps. Even though the older students will still be tested using the old math standards, the team thought that it was essential to align Highland records with the new common core standards. All of the progress reports and teacher note pages should be aligned for easier transition and limit confusion. Starting in 2011, the K-1 class will only use the 2010 math standards. The 2-3 class will be trying to integrate both sets of standards in the curriculum. The 4-6 class will focus predominately on the older standards. Curricular maps will be required to ensure that the correct standards are being taught and that all topics will be covered.	**Strategy II- Action Step 1-** Highland will align its progress report narrative categories to the common core standards. **Strategy II- Action Step 2-** Teachers will create a student progress and observation note page that is aligned to the new common core standards. Observational notes based on student work and classroom participation on each student must be made at least once every two weeks. **Strategy II- Action Step 3-** Highland will require each math teacher to provide a mathematics curriculum map specifying when each standard will be introduced (indicating either the week or the specific date) These curriculum maps must be created and turned in advance of each month, trimester, or year.
The team learned/recognized the importance of supporting the staff in their task of effectively implementing the new common core standards in the classroom. As a result, Highland will provide professional development and classroom resource materials that would allow for effective implementation of the standards. Aligned professional development and curricular material to help supplement the instruction will be needed. Once the test is developed, practice tests will be needed to prepare the students for the different testing format.	**Strategy I-Action Step 1-** Highland will review, evaluate and make recommendations for the purchase of math resource materials aligned with common core math standards. Curricular material must be purchased to cover each grade level. A minimum of two hundred dollars will be set aside each fiscal year for the purchase of resources. Additional resources will be allocated as appropriate. **Strategy IV- Action Step 3- F**or the 2012-13 and 2013-14 school years, Highland will provide/fund at least one professional development opportunity (either in-house or external) that will support effective implementation of the 2010 Arizona/Common Core math standards. $750 will be set aside each year for this purpose.
The team recognized the success of previous professional development opportunities offered that focused on technology, student engagement and 21st century skills. As a result, Highland will provide PD opportunities on strategies that increase student engagement and achievement. The review team has noted over the years a change in student focus and motivation. In order to teach the concepts in effective and meaningful ways and provide students with 21st century skills, the team decided that Highland should continue	**Strategy IV- Action Step 1-** . During the 2011-12 school year, Highland will hire an external trainer to provide a day-long professional development on Hands-On Math. **Strategy IV- Action Step 2-** . Highland will provide a professional development on different interactive websites to be used in math instruction (including Survey Monkey and Illuminations). **Strategy IV- Action Step 3- F**or the 2012-13 and 2013-14 school years, Highland will provide/fund at least one professional development opportunity (either in-house or

to focus on providing PD opportunities that fit these criteria. These PD opportunities will be targeted to math because it is an area of concern.	external) that will support effective implementation of the 2010 Arizona/Common Core math standards. $750 will be set aside each year for this purpose.
The team noted the success of projects in increasing student engagement and wants to continue using PBL in the classroom. Current best practices note that the interdisciplinary projects outlined in Project Based Learning are effective ways to engage students, teach 21st century skills, and improve achievement across curriculum.	**Strategy I- Action Step 2.** To improve 21st century skills, during the 2011-12 school year, each class must conduct a minimum of 2 projects that meet Project Based Learning guidelines. Teachers must provide a summary of the 2 lessons (including mathematics standards covered and assessment methods). Each project must cover at least one math standard. During the 2012-13 and 2012-14 school years each class must conduct a minimum of 4 projects.
The team recognized that Highland needs to have an additional standardized testing program to provide SBR and state approved measures of student growth and achievement. As a result, Highland will purchase and administer an additional state approved testing program to assess student growth in math and reading. The team noted that although it was good to have the MBSP and Scholastic reading inventories to track student progress, they were unsure whether the state approves of them as reliable measures of student achievement. The school also did not want to rely solely on the AIMS test for its Teacher/Administration Evaluation system. The team decided Highland should invest in a state approved testing program to assess student growth in math and reading. Additional data might help the team determine the cause of the growth percentile trends seen in the AIMS data.	**Strategy III- Action Step 2-** Highland will review and evaluate different state approved SBR assessment program to measure student math growth (e.g. Stanford 10, gmades or Galileo). Based on the team's recommendation, Highland will purchase a state approved SBR assessment program. **Strategy III- Action Step 2-** Highland will use the SBR assessment program to assess and record student academic growth starting with the 2012-13 school year
The team learned that having more concrete assessment data to gauge student learning of standards taught would be beneficial in determining lesson effectiveness and would also help drive intervention. As a result, classrooms must administer pre and post tests of math skills on at regular basis. The assessments should match the current set of standards being taught (either 2008, 2010 or both) and will be another assessment tool to judge the effectiveness of the teaching and the alignment of the curriculum to the standards.	**STRATEGY III Action Step 1:** At least 3 times each year (once each trimester), teachers will administer pre and post tests of math standards taught.

PERFORMANCE MANAGEMENT PLAN TEMPLATE
Highland Free School

INDICATOR:[1] _X___Math **DURATION OF THE PLAN**[2]**:** Begins **July 1, 2011 to June 31, 2014**

MEASURE*	METRIC*	CURRENT STATUS*	End Target For This Plan*[3]
State standardized assessment	Percent (%) of students who score proficient on the State standardized assessment and Student growth percentile (SGP)	(Board staff will enter info here)	Meet or demonstrate sufficient progress toward the level of adequate academic performance as set and modified periodically by the Board.

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Highland will review, evaluate and make recommendations for the purchase of math resource materials aligned with common core math standards. Curricular material must be purchased to cover each grade level. A minimum of two hundred dollars will be set aside each fiscal year for the purchase of resources. Additional resources will be allocated as appropriate.	July 1, 2011 to June 31,2014	Nicholas Sofka	Copies of receipts and inventory of items purchased	**MINUMUM AMOUNT $200 per fiscal year ($600 for all three years)**
2. To improve 21st century skills, during the 2011-12 school year, each class must conduct a minimum of 2 projects that meet Project Based Learning guidelines. Teachers must provide a summary of the 2 lessons (including mathematics standards covered and assessment methods). Each project must cover at least one math standard. During the 2012-13 and 2012-14 school years each class must conduct a minimum of 4 projects.	Starting August 2011 and continuing until the end of the 2014 school year	Teresa Rodriguez	Teachers will submit lesson plans, examples of scoring rubrics and other hand-out materials. Teachers will also submit a reflection sheet on the projects. During the 2011-12 school year, teachers will also be observed by administration during one of their lessons. After the observation, the administrator and teacher will have a post-observation conference where teachers will be asked to reflect upon their lesson and the administration will able to review the commendations as well as the recommendations, along with suggestions as to how to meet the recommendations in future instruction.	0

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Highland will align its progress report narrative categories to the common core standards	Starting with November 15, 2011 progress reports and continuing.	Teresa Rodriguez	School will provide examples of progress reports from all three classrooms (with student identifying information removed)	0
2. Teachers will create a student progress and observation note pages that are aligned to the new common core standards. Observational notes based on student work and classroom participation on each student must be made at least once every two weeks.	Starting with August 18, 2011 progress reports and continuing.	Teresa Rodriguez	School will provide examples of note pages from all three classrooms (with student identifying information removed)	0
3. Highland will require each math teacher to provide a mathematics curriculum map specifying when each standard will be introduced (indicating either the week or the specific date). These curriculum maps must be created and turned in advance of each month, trimester, or year.	Teachers are strongly encouraged to turn in maps starting the first trimester of the 2011-12 school year. Teachers will be required to do so starting in November 2011 and continuing.	Teresa Rodriguez	Administration will collect curriculum maps from each teacher.	0

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. At least 3 times each year (once each trimester), teachers will administer pre and post tests of math standards taught.	Teachers are strongly encouraged to begin administering pre-and post-tests starting the first trimester of the 2011-12 school year. Teachers will be required to do so starting in November 2011 and continuing.	Teresa Rodriguez	Samples of the tests will be collected from each classroom. A final data sheet from each class will be collected (including names, date of administration, and test scores)	0
2. Highland will review and evaluate different state approved SBR assessment program to measure student math growth (e.g. Stanford 10, gmades or Galileo). Based on the council's recommendation, Highland will purchase a state approved SBR assessment program.	Must be purchased by June 21, 2012.	Nicholas Sofka	Copies of receipts and inventory of items purchased	1,500
3. Highland will use the SBR assessment program to assess and record student academic growth starting with the 2012-13 school year	Starting August 2012 and continuing.	Teresa Rodriguez	Assessment scores will be recorded and growth noted	0

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. During the 2011-12 school year, Highland will hire an external trainer to provide a day-long professional development on Hands-On Math.	Must be offered during the 2011-12 school year	Nicholas Sofka	The trainers, consultants or contractors must include a Scope of Work. Teachers will fill out and return a professional development refection and follow up sheet.	$1,500 (Title II)
2. Highland will provide a professional development on different interactive websites to be used in math instruction (including Survey Monkey and Illuminations).	Must be offered during the 2011-12 school year	Teresa Rodriguez	A professional development reflection/follow-up form will be filled out by participating teachers to evaluate the effectiveness of the PD. Teachers will provide at least one example or summary of a lesson actually implemented in class using one of these websites.	0
3. For each of the 2012-13 and 2013-14 school years, Highland will provide/fund at least one professional development opportunity (either in-house or external) that will support effective implementation of the 2010 Arizona/Common Core math standards. $750 will be set aside each year for this purpose.	Professional Developments must be attended by December 2013	Nicholas Sofka	If Highland hires an external training a scope of work will be obtained. If outside professional development, then certificates of completion will be obtained. A professional development reflection/follow-up form will be filled out by participating teachers to evaluate the effectiveness of the PD.	$1,500

Using the information entered in the "Budget" columns above, please provide a budget total that incorporates all strategies and action steps for each year of the performance management plan's implementation. For "Year 1", please specify the fiscal year (e.g., 2011). The charter holder may add years, as necessary.

Year 1: Budget Total $3200 Fiscal Year 2012
Year 2: Budget Total $950
Year 3: Budget Total $950

Notes:
* Provided by ASBCS staff
1 Academic area to be addressed for improvement
2 Duration of the plan must align with the timeline presented in the Action Steps
3 Refer to the Board's level of adequate academic performance
4 Repeat these action steps as necessary to include the appropriate number of steps to accomplish the strategy