A.5 Performance Management Plan (PMP)

Applicant Name: Hirsch Academy: A Challenge Foundation Academy

Indicator (check one): ___X__Math _____Reading **Duration of the Plan:** Begins July 1, 2013 – June 30, 2015

Measure	Metric	Expected/Predicted Baseline Based on Enrollment of Target Population	Annual Target For The Plan
State standardized assessment data (school average) Stanford 10 (2nd Grade) AIMS (3rd-8th)	Percent (%) of students who score proficient on the State standardized assessment	53.72% proficiency for 2013-14 baseline State Average Proficiency: 61%	Meet or demonstrate sufficient progress toward the Level of Adequate Academic Performance (LAAP) as set and modified periodically by the Board
	Average student growth percentile (SGP) on the State standardized assessment.	Median SGP 45.9-typical	

Applicant does not edit sections in grey

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Hire School Director to lead the planning, development, and implementation of a rigorous curriculum based upon the Core Knowledge Sequence and Hirsch Academy: CFA Educational Philosophy that improves student achievement.	By January 31st, 2013	School Governing Board	All hiring paperwork, including interview notes and final employment agreement. Notes may include, but will not be limited to: education background, special training, positive referrals/references from previous jobs, experience, character background, ability to communicate, ability to work in a team environment, evaluations, community participation, attitude, enthusiasm, professional dress, certification, acceptance of and background with the Core Knowledge curriculum and overall objectives of the charter school.	Personnel costs included in budget

2. Hire Highly Qualified (HQ) classroom, teachers. HQ Special Education director will be identified in the hiring process to also serve as an on-staff classroom teacher. All teaching staff are philosophically aligned with the school's educational philosophy, demonstrate an understanding of the Arizona Common Core State Standards for Mathematics, are willing to participate in ongoing applied professional development and have a strong work ethic. Identify a Lead Teacher in each grade level. Identify a Core Knowledge Coordinator from among staff members.	Beginning January 31st, 2013, and completed by July 29th, 2013	School Director	All hiring paperwork, including interview notes and final employment agreement. Notes may include but will not be limited to: education background, special training, positive referrals/references from previous jobs, experience, character background, ability to communicate, ability to work in a team environment, evaluations, community participation, attitude, enthusiasm, professional dress, certification, acceptance of the Core Knowledge® curriculum and overall objectives of the charter school. Highly Qualified Attestation forms are sufficiently completed with all requirements for HQ. Signed and filed Lead Teacher and Core Knowledge Coordinator agreements.	Personnel costs included in budget
3. Create clear and measurable Hirsch Academy: CFA internal math standards aligned to the Core Knowledge math content and Arizona Common Core State Standards for Mathematics.	By June 1st, 2013; and annually by June 1st thereafter.	Y1: School Director Y2: Core Knowledge Coordinator, assisted by Teachers, and supported by School Director	Complete internal math standards for every grade level. All standards are based upon Core Knowledge math content and Arizona Common Core State Standards for Mathematics. Standards are measured against the Core Knowledge Implementation Rubric in the following areas to ensure effective implementation of the CK curriculum: ✓ <u>Planning</u>: Planning tools (i.e. Curriculum	No additional cost; included in staff salaries.

			Plan and Domain Maps) are developed and used to guide instruction. ✓ <u>Content</u>: The Language Arts, History, Science, Math, Visual Arts, and Music domains identified in the Core Knowledge Sequence.	
4. Using the Hirsch Academy: CFA internal math standards based upon the Arizona Common Core State Standards for Mathematics and Core Knowledge curriculum, develop grade level and school-wide yearlong curriculum scope and sequence documents to list domain-based topic/skill sequence and timeline in a coherent manner.	By June 1st, 2013, and annually by June 1st thereafter.	Y1: School Director Y2: Core Knowledge Coordinator, assisted by Teachers, and supported by School Director	Completed outlines of yearlong curriculum scope and sequence documents that include domain-based topics to be taught each month in each grade level; copies available in front office. Scope and sequence documents are measured against the Core Knowledge Implementation Rubric in the following areas to ensure effective implementation of the CK curriculum: ✓ <u>Coherence & Context</u>: Coherence entails arranging topics in a logical order (e.g. using filters such as chronological order, prerequisite knowledge) that enables students to build knowledge and vocabulary. Context refers to cross-curricular planning. Integrating cross- curricular connections (e.g. sayings & phrases and	No additional cost; included in PD costs

			science biographies) in related domains. ✓ <u>Cumulative Nature of Content</u>: Understanding that the topics in the Core Knowledge Sequence are introduced in early grade levels and build in complexity in later grades. In addition, reflecting on this when planning instruction (e.g. identifying the prior knowledge students should have on a topic and activating that knowledge in the lessons). ✓ <u>Professional Community</u>: Teachers collaboratively (e.g. grade-level teams, interdisciplinary teams, etc.) develop plans.	
5. Using the Hirsch Academy: CFA internal scope and sequence documents for math, develop grade level domain-based curriculum pacing guides to specify when content and standards will be taught.	By July 1st, 2013, and annually by July 1st thereafter.	Y1: School Director Y2: Core Knowledge Coordinator, assisted by Teachers, and supported by School Director	Completed domain-based curriculum pacing guides specifying content and standards to be taught. Copies available in the front office. For each pacing guide, the Core Knowledge Implementation rubric will be completed. The completed rubric will show that all topics are sequenced with consideration to pre- and post-requisites and cross-curricular connections between content areas and among suggested works (poems, music, art, sayings, etc.).	No additional cost; included in PD costs

6. Purchase and acquire Singapore Math curriculum.	By July 1st, 2013	School Director	The Singapore Math curriculum is a research-based, highly-effective curriculum and will be purchased and available for use by teachers during the summer curriculum development process. Purchase orders and inventory reports will detail that it has been purchased. The Singapore Math curriculum will be measured against the Core Knowledge Implementation Rubric in the following area to ensure effective implementation of the CK curriculum: ✓ <u>Approach to Elementary Level Mathematics:</u> A systematic mathematics program is in place and it is implemented in a coherent fashion. Students also have the opportunity to hear and use domain-specific vocabulary as well as general academic vocabulary relative to the domain.	Singapore Math Start Up Materials $12,658 Y2 $10,264
7. Align Singapore Math curriculum to Hirsch Academy: CFA pacing guides for each grade level.	By July 15th, 2013, and annually by July 1st thereafter	Y1: School Director Y2: Core Knowledge Coordinator, assisted by Teachers, and supported by School Director	The pacing guides are revised to detail alignment to Singapore Math curriculum	No additional cost; included in PD cost
8. Create summative year-end math	By July 15th,	Y1: School Director	Assessments are created before the	No

assessment for each grade level aligned to Arizona Common Core State Standards for Mathematics and Core Knowledge content.	2013, and annually by July 15th thereafter	Y2: Core Knowledge Coordinator, assisted by Teachers, and supported by School Director	beginning of the school year and are used to guide creation of monthly internal formative in-class benchmark assessments, which will in turn guide instruction.	additional cost; included in PD cost
9. Based upon summative year-end math assessments for each grade level, create monthly internal formative in-class benchmark assessments for each grade level aligned to Arizona Common Core State Standards for Mathematics and Core Knowledge content.	By August 1st, 2013, and annually by August 1st thereafter	Y1: School Director, Core Knowledge Coordinator, and Teachers during professional development Y2: Core Knowledge Coordinator, assisted by Teachers, and supported by School Director	Assessments are created before the beginning of the school year and assess standards to be taught each month, based upon pacing guides. Assessments will be kept on file. Data will be tracked and analyzed by teachers and used to driven instruction during the year.	No additional cost; included in PD cost
10. Deliver monthly internal formative in-class benchmark assessments. Afterwards, data will be generated and analyzed in order to drive instruction.	Ongoing – delivered each month	School Director and Teachers	Teachers' calendars will include assessment dates. Results of assessments will be recorded and tracked. In half-day meetings, teachers will analyze data and adjust unit and lesson plans according to students' individualized needs as reflected by assessment data.	No additional cost; included in teacher salary
11. Develop and deliver high-quality, coherent domain-based units and lessons to demonstrate a progression of understanding of content and essential learning skills. Units and lessons will be adjusted to reflect students' data as formative assessment data becomes	Ongoing – daily throughout the school year	Teachers; reviewed by School Director	Copies of unit and lesson plans are submitted to School Director for each grade level, each week. Unit and lesson plans should make mention of how each reflects students' needs as determined by assessment results. Lesson plans include, but are not limited	No additional cost

available.			to, the following components: big idea, content, skill, vocabulary, standards, formative or summative assessment, and materials and/or resources. Methods of instruction adopted by the school will be reflected in the lessons.	
12. Re-tier students in the RtI model according to assessment results.	Ongoing – after the results of benchmark assessments are analyzed	Teachers	Teachers will include students' RtI groupings in their unit and lesson plans that are submitted to the School Director, explaining data-based rationales for any changes in tiers.	No additional cost; included in teacher salary
13. Determine and make adjustments to before- and after-school tutoring models according to assessment results.	Ongoing – after the results of benchmark assessments are analyzed	Teachers	Teachers will include tutoring lesson plans in the materials that are submitted to the School Director, explaining data-based rationales for any changes in the tutoring models.	No additional cost; included in teacher salary
14. Evaluate the effectiveness of Hirsch Academy: CFA's written and adapted curriculum based on student achievement outcomes on benchmark assessments.	Ongoing – after the results of benchmark assessments are analyzed	School Director and Teachers	School Director leads a discussion with each grade level about the curriculum and student results. Analysis of student achievement outcomes on benchmark assessments will identify strengths and weaknesses of the curriculum. Documented adjustments will be made to meet students' needs.	No additional cost; included in teacher salary
15. Create a review process and identify committee members to annually review, evaluate, and recommend revisions to Hirsch Academy: CFA's written and adapted curriculum, including materials, assessment, and alignment to Arizona Common Core	By May 1st, 2014, and each May 1st annually thereafter	School Director and Core Knowledge Coordinator	Documented process for selecting committee members, including application materials to serve on the committee. Documented and filed review process that includes the Core Knowledge	No additional cost; included in salary

State Standards for Mathematics and Core Knowledge content. The review process to be used will include the Core Knowledge Implementation Rubric.			Implementation Rubric.	
16. Review, evaluate the effectiveness of, and make revisions to Hirsch Academy: CFA's written and adapted curriculum, including materials, assessment, and alignment to Arizona Common Core State Standards for Mathematics and Core Knowledge content. Revisions and evaluation will be based upon student achievement on benchmark and summative assessment.	By June 1st, 2014, and each June 1st annually thereafter	School Director and Curriculum Review Committee members	Committee meeting agendas and minutes, including documented revisions to Hirsch Academy: CFA's written and adapted curriculum. For each grade level, the Core Knowledge Implementation rubric will be completed. The completed rubric will show that all of Core Knowledge content is addressed, and that content is addressed on grade-level. The recommended revisions will then be made during the next cycle of curriculum development.	No additional cost.

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. Create Staff Handbook for Hirsch Academy: CFA to include clear expectations for lesson plans and instructional methods to be used to deliver curriculum and review Handbook and expectations with staff. Expectations will include lesson alignment to Arizona Common Core State Standards for Mathematics and Core Knowledge content.	By March 1st, 2013 and revised each year by March 1st as needed	School Director	Completed Staff Handbook with all revisions is reviewed with staff during summer professional development	No additional cost

2. Provide Hirsch Academy: CFA curricular materials, including internal math standards aligned to Arizona Common Core Standards for Mathematics and Core Knowledge content, to teachers during summer professional development. These documents will be used to create additional standards-aligned curricular materials.	By July 29th, 2013, and by July 15th, annually thereafter	School Director	Teachers have such documents during summer professional development.	No additional cost
3. Hold session during summer professional development on how to best integrate Arizona Common Core State Standards for Mathematics and Core Knowledge content into lesson plans and instruction.	Y1 July 29th-Aug. 9th, 2013, during summer professional development; during summer professional development annually thereafter	School Director	School Director will create an agenda for the day specifying how to best integrate standards into planning and instruction. Teachers' deliverable for the session will be a lesson plan with alignment to standards based upon the day's session.	No additional cost
4. Create lesson plans with Arizona Common Core State Standards for Mathematics and Core Knowledge content noted and aligned to curriculum documents.	Ongoing – weekly during school year	Teachers	Copies of lesson plans, including alignment to standards, available on the teachers' desks and submitted to School Director for review.	No additional cost; materials are included in budgeted amount for Curriculum and Materials
5. Provide lesson plan feedback via email.	Ongoing – weekly during the school year	School Director, Core Knowledge Coordinator	Copies of emails with feedback indicated. Feedback will specifically address the inclusion of state standards in lesson plans.	No additional cost; included in School Director and

			Any teacher who does not show evidence of integrating standards in lesson plans will have an immediate meeting with the School Director.	CK Coordinators' salary
6. Develop informal walk-through and Formal Teacher Observation forms that include an evaluation of the integration of state academic standards into instruction as well as evaluation of student achievement. Informal walk-through and Formal Teacher Observation forms include a Teacher Performance Rubric.	By March 1st, 2013; revised each year by March 1st as needed	School Director	Informal walk-through and Formal Teacher Observation forms have been created, with space for indicating integration of standards into instruction and evaluation of student achievement. The Teacher Performance Rubric has a performance indicator regarding integration of Arizona Common Core Standards for Mathematics and Core Knowledge content.	No additional cost
7. Conduct Formal Teacher Observations and unannounced informal walk-through observations checking for standards alignment with student activities and adherence to expectations in Staff Handbook.	Ongoing throughout school year: 2 formal observations of each teacher each year; 4 or more informal observations of each teacher each year.	School Director, Core Knowledge Coordinator	School Director and CK Coordinator complete teacher observations. All observation forms, including Teacher Performance Rubrics with performance indicators regarding integration of Arizona Common Core Standards for Mathematics and Core Knowledge content, are filed by the School Director. Any teacher who does not show evidence of integrating standards according to the Teacher Performance Rubric will have an immediate meeting with the School Director.	No additional cost; included in School Director and CK Coordinator salary
8. Create and implement a system for Instructional Rounds, through which teachers observe other teachers and provide peer reflection on the integration of	Ongoing, beginning August 2013; conducted at	School Director, Mentor Teacher, Core Knowledge Coordinator, Lead	Documentation of feedback provided through peer discussions	No additional cost; included in teacher

math standards in instruction, peer-support in executing and improving instructional methods, classroom management, etc. (See also in Strategy IV.)	least quarterly; reviewed annually	Teachers		salary
9. Evaluate Strategy II and make changes as necessary. Survey all in-school staff stakeholders for review and feedback on monitoring plan.	Ongoing; formal evaluation at the end of each school year by June 30th	School Director, Mentor Teacher, Core Knowledge Coordinator, Lead Teachers, Teachers, AIMS and NWEA Coordinators, Special Education Teacher	Report of survey results; Revised Strategy II in PMP that effectively enables school to monitor the integration of state math standards into instruction. The review of system results will specifically address the Core Knowledge Implementation Rubric, noting if there is a discernible effort toward ongoing improvement and refreshing the activities and work products from year to year.	No additional cost

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. Identify and assign an AIMS Coordinator and NWEA/Compass Learning Coordinator from among general education teachers	Prior to August 13th, 2013; revised annually as needed	School Director	List of AIMS and NWEA Coordinators for current school year	No additional cost
2. Create NWEA testing schedule and procedures	Prior to September, 2013; updated each year thereafter	School Director, NWEA Coordinator	Copy of NWEA testing schedule and procedures	No additional cost
3. Set Big Math Goal for each class to achieve by the end of the year (For example: "All students will achieve 80% mastery on all	August of each year; ongoing	Teachers, Students	Big Math Goal posted on the wall in each classroom. Each student can recite the Big Math Goal when asked.	No additional cost

Math Tests!”)	review throughout the school year		Each student develops a written statement of the goal and parent/guardian signs acknowledgement. ✓ *(CK Implementation Rubric for Community)*	
4. Administer formative diagnostic assessments and summative assessments for each math unit aligned to curriculum scope and sequence documents and pacing guides to assess mastery of the Arizona Mathematics Standards (CCSS-MA).	Beginning and end of each math unit	Teachers	Report of assessment results, broken down by mastery level on performance objectives for each student.	Assessment materials are included in the overall Curriculum & Resources budget
5. Assess progress towards proficiency on grade level Arizona Mathematics Standards (CCSS-MA) and AIMS by NWEA assessments	Fall ,Winter and Spring with testing windows in Aug., Dec., Jan., and May	School Director, Core Knowledge Coordinator, NWEA and AIMS Coordinators	Assessment results report broken down by mastery level of standards for each student and each class.	NWEA MAP Assessment included in budget for Assessments; $5,000
6. Schedule and conduct grade level meetings to review formative assessment data and targeted instruction ✓ *(CK Implementation Rubric for Ongoing Process, Professional Community and Professional Growth)* *Instructional planning takes place consistently and collaboratively at the grade level with opportunities for participation of specials and other grade- level teachers.*	Bi-monthly; beginning in August of each year	Lead Teachers, Teachers	Meeting schedules, meeting agendas, and minutes.	No additional cost; included in teacher salary

The school has an active and comprehensive plan for fostering teachers' professional growth in: Core Knowledge content aligned with the Sequence; Fostering language development; Using assessment to inform instruction; Supporting individual learners through differentiation, scaffolding and feedback; Fostering higher-order thinking skills, and Providing opportunities for effective and efficient student practice; Providing feedback to students; Setting high expectations for students.				
7. Create and update grade-level appropriate documentation (e.g. graphs, charts) displaying results of student math proficiency with individual assessment results for unit assessments, and benchmark assessments.	After each unit and benchmark assessments	Students, Teachers	Student portfolios with graphs updated regularly. Graphs are made by students. ✓ *(CK Implementation Rubric for High Expectations)*	No additional cost
8. Identify level of support needed for students based on benchmark and formative unit diagnostic assessment results.	Identified and revised monthly during data meetings, starting in August, following initial diagnostics.	Teaching staff within grade level data meetings, Core Knowledge Coordinator	A list of students from each grade level, categorized into levels of support needed – tier 1 (meets/exceeds), tier 2 (approaches), and tier 3 (falls far below). The categories and placement of students reflect their performance on the most recent assessments. ✓ *(CK Implementation Rubric for High Expectations)*	No additional cost
9. Identify priority performance objectives to be taught during tutoring for each grade level and each tier of students based on unit	After beginning of year	Teaching staff within grade level data meetings, Core	List of priority performance objectives that need to be covered for each grade level during tutoring with an action plan	No additional cost

diagnostic and benchmark assessment results.	diagnostic and then after benchmark assessments	Knowledge Coordinator	for re-teaching them.	
10. Conduct before, during and/or after school tutoring for tier 2 and 3 students. Students are selected and referred by their teacher.	Daily, starting second month of each school year	Teachers	Attendance records for tutoring sessions. Bi-monthly intervention performance data reports for each student receiving tutoring	No additional cost budgeted. Expectation of teachers to give 30 minutes twice a week for tutoring.
11. Conduct bi-monthly data meetings between grade level teachers that analyze student progression towards standards mastery based on most recent assessment results – monitor progression towards % proficient (75%) or mastered (80%) goals. ✓ *(CK Implementation Rubric for Professional Community)*	Bi-Monthly during school year	School Director, Teachers, Lead Teachers, Core Knowledge Coordinator, NWEA and AIMS Coordinators	Attendance record and summary of discussion for bi-monthly meetings. If not on track for meeting benchmark goals, then there is a written action plan for differentiating instruction and/or student interventions. ✓ *(CK Implementation Rubric for High Expectations)*	No additional costs
12.Write Individualized Learning Plan (ILP) for differentiating instruction and providing interventions for students who are not on track to meet benchmark goals ✓ *(CK Implementation Rubric for High Expectations)*	After each bi-monthly data meeting; when necessary	Teachers, Lead Teachers	Copies of action plans; relevant student data reports	No additional cost; included in teachers' salary
13. Review progress towards goals stated in Performance Management Plan	At each Board Meeting	School Leader, Governing Board members	Board meeting minutes, depicting analysis of student achievement data and related discussion	No additional cost

✓ *(CK Implementation Rubric for Ongoing Process)*	following benchmark and standardized testing period		School level and grade level charts and graphs showing the percent of students that are demonstrating adequate math proficiency are presented to board members and reflected in board meeting minutes. If sufficient progress towards goals is not being met, the board may give a directive to the school leader that changes should be made and provides resources to do so, if necessary, reflected in meeting minutes. ➢ *(CK Implementation Rubric for Ongoing Process)* The school improvement plan includes items specifically aimed at improving the Core Knowledge implementation in alignment with the CCSS- MA and AZ math standards. There is a discernable effort toward ongoing improvement and refreshing the activities and work products from year to year, as seen in applied professional development, grade level meetings, and lesson plans. Completed CK Implementation Rubric.	
14. Create a grade level retention policy.	Prior to August, 2013;	Governing Board members, School Director	Grade level retention policy approval reflected in governing board minutes; policy is included in student handbook	No additional cost

	reviewed annually and revised as necessary			
15. Evaluate the alignment of curriculum, instruction, assessments, and intervention through analysis of student achievement data	Annually each summer	School Director, Core Knowledge Coordinator, Lead Teachers	Meeting notes; revised documents as needed	No additional cost; included in PD budget
16. Evaluate the effectiveness of Strategy III, and revise as necessary	Annually each summer	School Director, Lead Teachers	Meeting notes; revised Strategy III of the Math PMP as needed	No additional cost

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. Train teachers in Singapore Math and Core Knowledge. *Core Knowledge training will ensure that teachers know and understand specifics of how their grade of the Sequence builds upon or provides a foundation for the remainder of the Sequence.* ✓ *(CK Implementation Rubric for Cumulative Nature of Content and Commitment)*	Five PD days prior to start of school on August 13th, 2013; at least one additional day in the middle of the school year. Each year, new teachers will receive relevant training.	School Director, Designated Board Member/CK Consultant, Singapore Math representative	PD session agendas and sign-in sheets.	Cost included in Professional Development Budget. Singapore Math Training Year 1: 3 days PD $4800. Year 2 and 3 $500 for new teachers. Core Knowledge Training, Year 1 $6458; Years 2-3 $6,008 annually (4

				days).
2. Train teachers on adopted informal and formal evaluation tools. Evaluator training conducted annually for CK Coordinator.	August each school year; prior to first day of school	School Director, Mentor Teacher	PD session agendas Attendance sign-in sheet.	Cost is included within budgeted amount for professional development
3. Conduct monthly topic specific professional development sessions on best math practices specific to high need concepts identified through low performance on diagnostic and benchmark tests. ✓ *(CK Implementation Rubric for Professional Growth)*	Monthly; Aug – May each year	School Director, Team Leaders, Teachers	List of areas for development needed broken down by grade level after each benchmark assessment. Agenda and presentation materials from each PD session.	No additional cost
4. Evaluate the implementation of best practices for implementing math that were taught in professional development sessions. ➢ *(CK Implementation Rubric for Leadership and Effective Teaching)* *Teachers have extensive mastery of content, focus routinely and strategically on language develop– ment, and use a high level of pedagogical practices associated with quality instruction (e.g. assessment, engagement, scaffolding, higher- order thinking, practice, and feedback.)* *They balance all levels of questioning, call for multiple ways to solve a problem, and multiple sides*	Ongoing throughout the school year	School Director, Core Knowledge Coordinator, Mentor Teacher, Lead Teachers, Teachers	Completed classroom observation forms with notes from Director, Core Knowledge Coordinator and Teachers, indicating what strategies are being implemented, how well they are implemented, observed impact on student engagement and/or achievement, and suggestions for improvement (informal, formal and Instructional Round observations).	No additional cost

to an issue. Activities are meaningful and clearly related to an objective and assessment				
5. Design the daily schedule with one period of planning time for teachers during the day to collaborate or observe other teachers.	Finalized prior to August 2013 and revised each summer	School Director	Completed Daily Schedule that has a minimum of one 40 minute planning period for each grade level team. ✓ *CK Implementation Rubric for Professional Community:* *Instructional planning takes place consistently and collaboratively at the grade level with opportunities for participation of specials and other grade-level teachers.*	No Additional cost
6. Provide constructive feedback during informal Walk-Through observations. ✓ *(CK Implementation Rubric for Leadership)*	Ongoing throughout the school year; 4 or more informal observations of each teacher each year	Classroom observers (School Director, Core Knowledge Coordinator, Mentor Teacher, Teachers)	4 observation forms completed and given to each teacher that includes but is not limited to an analysis of Core Knowledge and standards alignment to activities, use of best practice and adopted instructional methods, student engagement, classroom management, and lesson plan design.	No Additional cost
7. Create and implement a system for Instructional Rounds, through which teachers observe other teachers and provide peer reflection on the integration of Math standards in instruction, peer-support in executing and improving on instructional methods, classroom management, etc. (See also in Strategy II.)	Beginning August 2013; conducted at least quarterly; reviewed annually	School Director, CK Coordinator, Mentor Teacher, Lead Teachers	Documentation of feedback provided through peer discussions.	No additional cost; included in teacher salary
8. Train staff on how to conduct	August of	School Director	PD session agenda	No additional

instructional rounds and provide peer feedback. ✓ *(CK Implementation Rubric for Leadership)*	each school year		Training materials Attendance record	cost
9. Train teachers on how to conduct data analysis meetings in a productive, efficient manner ✓ *(CK Implementation Rubric for Leadership)*	August of each school year	School Director	PD session agenda Training materials Attendance record	Cost included in budgeted amount for professional development
10. Create mentoring program for mentor teachers to coach new teachers. ✓ *(CK Implementation Rubric for Leadership)*	Prior to August, 2013; revised annually thereafter	School Director, Team Leaders, Mentor Teacher	List of new teachers and their mentors. Mentor program policies and procedures in Staff Handbook that also includes roles and responsibilities of mentor and mentee.	Included in budgeted amount for professional development
11. Evaluate effectiveness of Professional Development, and revise when needed. ✓ *(CK Implementation Rubric for Leadership)*	Twice each school year, in January and June	School Director	Survey results and teacher walk-through forms; revised Professional Development schedules	No additional cost