PERFORMANCE MANAGEMENT PLAN
Institute for Transformative Education - WILD

INDICATOR: Reading

DURATION OF THE PLAN: Begins August, 2011 to May, 2014

MEASURE	METRIC	TARGET
(Identify what aspect of indicator, i.e. academic area, will be focused upon.) 9-12th Grade reading.	*(Reasonable and appropriate ways to measure the identified improvement area – generally numeric.)* Percent of students scoring meets or exceeds per grade level as measured by the AIMS/Stanford 10 and school based assessments	*(Intended results or definition of success within a certain period of time)* By Spring of 2014, ***85%*** of 9th-12th grade WILD students will meet or exceed in reading as measured by the AIMS and Stanford 10.

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Hire a Curriculum Specialist who has a proven background in effective instruction and student achievement.	February 2011	Principal	The Curriculum Specialist has been hired and his/her resume and references indicate previous experience in teaching and a direct connection to high student achievement.	Personnel costs included in budget
2. Develop a Curriculum, Instruction, and Assessment Handbook that clearly explains processes, procedures, and timelines for developing and reviewing all curriculum documents, including curriculum delivery and student assessment.	March 2011	Principal Curriculum Specialist	The completed Curriculum, Instruction, and Assessment Handbook is reviewed with all teaching staff.	No additional cost
3. The READING section of the Curriculum, Instruction, and Assessment Handbook will list Best Practices for teaching Reading that are expected of all teachers (from *the Right to Read Initiative*). These are (not inclusive):	March 2011	Curriculum Specialist	The Curriculum, Instruction, and Assessment Handbook is reviewed with all teaching staff.	No additional cost

a) Explicit Word Analysis Instruction, Including Phonics b) Assessment to inform instruction. c) Collaboration and reflection. d) Instruction in the reading concepts outlined by the International Reading Association. e) Opportunities for independent oral and silent reading to increase fluency and vocabulary f) Opportunities for reading for a variety of purposes coupled with discussion and writing to help organize thinking. g) Opportunities to build comprehension skills and strategies: making and confirming predictions, visualizing, summarizing, drawing inferences, making connections, and self-monitoring. h) Opportunities to build cognitive skills to synthesize, analyze, evaluate and make applications to authentic situations. i) Reading and writing skills used to support reading in all content areas. j) Provision for a literacy rich environment in all classrooms and throughout the school building.				
4. Hire Highly Qualified teachers who are aligned with the school's educational philosophy, demonstrate an understanding of	April 2011	Principal Curriculum Specialist	Teachers have been hired for all positions. Highly Qualified attestation forms are	Personnel costs included in budget

appropriate state standards, and have an attitude of critical thinking, self reflection, and continuous learning.			sufficiently completed with all requirements for HQ.	
5. Form an Instructional Leadership Team, consisting of the Curriculum Specialist and teachers from each grade level, to guide curriculum development.	May 2011 and each year. Meetings are at least monthly	Curriculum Specialist	Committee meeting agenda and minutes indicate attending members and discussion of the school mission and vision, and how they align with what needs to be taught and assessed in the school to improve student achievement in reading.	No additional cost
6. Keeping in mind the PMP reading target, identify priority objectives/ concepts and key vocabulary for each strand of the ADE Reading Standard.	May, June 2011 and revised each summer	Instructional Leadership Team	A document for each grade level that lists priority concepts and performance objectives from the ADE Reading Standard.	No additional cost
7. Sequence and Map the reading standard for each grade level highlighting priority concepts and objectives, and key vocabulary.	May, June 2011 and revised each summer	Instructional Leadership Team, teachers	Completed Curriculum Maps including a sequence of objectives to be taught, grouped in units, with a general timeline broken down quarterly, and key vocabulary for each objective are distributed to all teachers.	No additional cost
8. Identify big questions and potential themes to form a framework for instruction.	May, June and revised each summer	Instructional Leadership Team Team	Share big questions and themes with all teachers for their input.	No additional cost
9. Develop standards-based Performance Outcomes for each quarter using Bloom's statements [TSWD (thinking) of (content) by (student performance)].	June, July 2011 and revised each summer	Instructional Leadership Team, teachers	Completed Curriculum Maps include a Performance Outcome(s) for each quarter using Bloom's phraseology.	No additional cost
10. Teachers meet to brainstorm ideas for potential cross-curricular theme-based projects.	June, July 2011	Instructional Leadership Team, teachers	A selected list of themes and projects are used as the basis for instruction for the upcoming school year. (see Strategy I # 16)	No additional cost
11. Create summative unit assessments (aligned to the quarterly Performance Outcome) for each course, that: a) Effectively and efficiently support quarterly outcomes	July 2011	All teachers Curriculum Specialist	Summative assessments across content levels will contain valid questions to assess mastery of reading performance objectives.	No additional cost

and, b) Show progress toward mastering or exceeding performance on the HS AIMS Reading.				
12. Identify and write essential questions for each priority concept/ performance objective, that demonstrate a progression of understanding according to Blooms Taxonomy, and are aligned to the types of questions that will be seen on AIMS or Stanford 10.	At least one week prior to each unit taught.	Teachers	A document for each grade level that lists questions for each objective within a given unit. There is at least one question for each level of Blooms Taxonomy for each priority objective.	No additional cost
13. Determine Evaluation Criteria for selecting curriculum resources, and review possible resources (such as textbooks, student books, online supplemental resources, manipulatives, etc.)	May 2011	Instructional Leadership Team	Selection criteria document and recommended resources have been submitted to the principal, indicating requested resources that are aligned to curriculum.	No additional cost additional cost
14. Purchase curriculum resources to assist in implementing the curriculum (textbooks, student books, online supplemental resources, etc.) based on committee recommendations.	June/July 2011	Principal	Purchased resources are on campus and accessible to teachers to use for implementing curriculum.	Not to exceed $8,000
15. Align purchased reading resources to curriculum map for each grade level.	June/July 2011	Curriculum Specialist Teachers	Column added to each grade level's curriculum map that matches the available resources for each objective.	No additional cost
16. Write cross-curricular theme-based (when reasonable) lesson plans containing standards-based objectives that align to the Performance Outcome(s) for each quarterly outcome.	Ongoing	Teachers	Digital copy of lesson plans submitted to the Curriculum Specialist one week prior to teaching lesson.	No additional cost
17. Deliver the written lesson plans and incorporate the essential elements of instruction (EEI), and balanced literacy.	Ongoing	Principal Curriculum Specialist Teachers	Implementation of reading skills via best practices (Read Aloud, Shared Reading, Guided Reading, SSR) and organized lessons will be monitored daily.	No additional cost
18. Implement a curriculum	Quarterly	Principal,	Completed assessment summary and	No additional cost

review process after each quarterly benchmark to adjust reading lesson plan emphasis based on student assessment results.		Instructional Leadership Team, and teachers	reading intervention plan by each teacher.	

STRATEGY II: Develop and implement a plan for monitoring the integrating of the Arizona Academic Standard for Reading into instruction.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Develop a Curriculum, Instruction, and Assessment Handbook that clearly explains expectations for lesson plans and instructional methods to be used to deliver curriculum, and a plan/process for monitoring the integration of the Arizona Academic Standard for Reading. (see Strategy I #2)	By July 2011 and revised each year as needed.	Curriculum Specialist Principal	The completed Curriculum, Instruction, and Assessment Handbook is reviewed with all teaching staff.	No additional cost
2. Deliver the written lesson plans and incorporate the essential elements of instruction (EEI), and balanced literacy. (see Strategy I #17)	Ongoing	Principal Curriculum Specialist Teachers	Implementation of reading skills via best practices (Read Aloud, Shared Reading, Guided Reading, SSR) and organized lessons will be monitored daily.	No additional cost
3. Develop criteria for a Teacher Evaluation Instrument (aligned to the Arizona Professional Teacher Standards), and a classroom walkthrough observation tool that includes assessing the integration of reading vocabulary and comprehension (ex. strategies for constructing meaning, making and confirming predictions, visualizing, summarizing, drawing inferences, making connections, and self-monitoring), as well as providing materials at appropriate instructional levels, reading for a variety of	By July 2011 and revised each year as needed.	Principal Curriculum Specialist	The principal shares the Teacher Evaluation Instrument and Classroom Observation Walkthrough Tool with his staff at the beginning of the school year before evaluations/walkthroughs are scheduled. The principal and Curriculum Specialist will use an observation form that has space to indicate whether or not teachers are integrating reading comprehension strategies into instruction.	No additional cost

purposes, and provisions for a literacy rich environment.				
4. The integration of the ADE Reading Standard (as well as best practice instruction, classroom environment, content delivery, and behavior management) will be monitored via formal teacher evaluations and informal classroom walkthroughs.	Formal evaluations twice a year Informal classroom walkthroughs on going on a regular basis	Principal Curriculum Specialist	Observation and evaluation documentation will be shared with the classroom teacher to facilitate communication, processing, and the development of Professional Growth Plans. (see Strategy IV #10) Teachers adjust future instruction based on observation notes.	No additional cost
5. Teachers will meet in Professional Learning Communities (PLC) bi-weekly for structured curriculum planning and to discuss student progress, specifically in reading and math.	Bi-weekly throughout the school year. Note: Teachers will meet bi-weekly on alternate weeks to participate in professional development.	Principal Curriculum Specialist Teachers	Teachers will provide agendas and minutes/notes for the bi-weekly PLC meetings.	No additional cost
6. Evaluate the classroom monitoring (formal evaluations and classroom walkthroughs) and Professional Learning Community plan and make recommendations for adjustments as necessary.	Each semester	Instructional Leadership Team Classroom teachers	Recommendations submitted to the Curriculum Specialist and needed adjustments are shared with the teachers.	No additional cost

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Develop a Curriculum, Instruction, and Assessment Handbook that clearly explains assessment procedures, student support (Advisor and Advisory Team, parent-teacher-student conferences) and timelines to be used for monitoring and documenting student	April 2011	Curriculum Specialist	Completed Curriculum, Instruction, and Assessment Handbook is reviewed with all teaching staff.	No additional cost

proficiency in reading. (see Strategy I #2)				
2. Create and administer a diagnostic reading assessment for students at the beginning of the school year and to all entering students throughout the year.	August every year	Curriculum Specialist Teachers	Assessment results report broken down by mastery level of standards for each student and each class as a whole.	Assessment software included in the budget
3. Provide ongoing progress monitoring for students who are reading below grade level.	Weekly and Year long	Principal, Instructional Leadership Team	Reading assessment results. Lesson plans and differentiated instruction strategies will be adjusted/created to meet the ongoing needs of the students.	No additional cost
4. Administer school-wide benchmark assessments at the end of each quarter to monitor and document reading progress.	Quarterly	Teachers	Published results are shared with teachers for their analysis and review.	No additional cost
5. Implement a curriculum review process after each quarterly benchmark assessment to adjust reading lesson plan emphasis based on student benchmark assessment results.	1 week following the quarterly benchmark assessments	Principal, Instructional Leadership Team	Completed assessment summary and intervention plan provided by each teacher.	No additional cost
6. Provide concentrated instruction in the area of vocabulary development and reading comprehension for identified students.	Year long	Principal, Instructional Leadership Team	Lesson plans and classroom observations.	No additional cost
7. Teachers will meet bi-weekly in their PLC's to discuss student progress and address curriculum concerns. (see Strategy II #5).	Bi-weekly throughout the school year. Note: Teachers will meet bi-weekly on alternate weeks to participate in professional development.	Principal Curriculum Specialist Teachers	Teachers will provide agendas and minutes/notes for the bi-weekly PLC meetings to the curriculum specialist.	No additional cost
8. Provide students with the opportunity to monitor and document	Students will meet in "Advisory" every	Principal Instructional	Individual student learning goals are documented each month/quarter in the	No additional cost

their own reading progress, and meet with their Advisor and/or Advisory Team (A-Team) to set learning goals. a. Struggling students will be recommended for after school tutoring. b. Advanced students will be provided enrichment opportunities.	week (either with the A Team or their Advisor).	Leadership Team Teachers	student portfolio. Student will secure Advisory/Advisory Team meeting "signoffs" in their portfolio (above)	
9. Ongoing classroom formative assessments, benchmark assessments, and quarterly student-teacher-parent conferences will be used to monitor reading progress for all students and assist them in setting reading/learning and achievement goals.	Year long Weekly running records Quarterly benchmark assessments and conferences	Principal Instructional Leadership Team Teachers	Reading assessment results. Lesson plans and differentiated instruction strategies will be adjusted/created to meet the ongoing needs of the students. Individual student learning goals are documented each month/quarter in the student portfolio. (see Strategy III #8 above) Student-Teacher- Parent "sign-in" sheets document participation in quarterly meetings.	No additional cost
10. Evaluate the assessment procedures and timelines for monitoring and documenting student achievement and make recommendations for adjustments as necessary.	End of first and second semester each school year.	Principal Curriculum Specialist	Evaluation report with recommendations will be presented to and reviewed by the Instructional Leadership Team.	No additional cost

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Develop a Professional Development Handbook, including an annually revised PD Plan that: a) Directly focuses on helping to achieve student learning goals and to support student	Fall, 2011	Curriculum Specialist Instructional Learning Team	Handbook is provided to the staff and the principal for review and comment. Suggestions for additions or adjustments will be submitted to the Instructional Learning Team for final editing and publishing to all school staff.	No additional cost

learning needs. b) Ensures a collaborative endeavor – teachers and administrators work together in planning and implementation. c) Supports school-based and job-embedded professional development opportunities. d) Supports the needs of all staff in providing differentiated training opportunities. e) Ties to the vision, mission, and goals of the school f) Includes an annual opportunity for a needs assessment survey to be given to all staff. g) Requires an annual evaluation of the plan based on student achievement and staff needs.				
2. Teachers will meet bi-weekly on alternate weeks to participate in scheduled professional development activities. (see Strategy III #7)	August - May	Principal Curriculum Specialist Instructional Leadership Team	Agenda and sign in sheet will document content and participation.	No additional cost
3. Teachers will be trained in the AZ Academic Reading Standard, Strands, and Concepts and their relevance to all content areas.	May, June	Principal, Curriculum specialist, outside consultants.	All teachers will demonstrate synthesis of the reading standard vocabulary at their grade level as measured by trainer observation.	$1000
4. Teachers will be trained in the implementation of a balanced literacy.	August. October, January, April	Curriculum Specialist and/or outside consultants.	All teachers will demonstrate a vocabulary and/or comprehension strategy that can be used in their content area.	$2000
5. Using relevant student data, teachers will be trained in data analysis and using data to guide	July. Quarterly after each	Principal Curriculum Specialist Instructional Leadership	• Identified reading gaps for students entering the school. • Teacher demonstration of their	No additional cost

instructional planning, with follow-up trainings to provide opportunity for teachers to continue analyzing data and modifying instruction accordingly.	benchmark assessment Each year	Team	comprehension of current grade level AIMS reading scores • Teacher demonstration of synthesis of data to generate strategies for interventions/instruction.	
6. Teachers will use vocabulary development strategies on a daily basis in their classrooms.	Ongoing	Principal, Curriculum Specialist	• Lesson Plans • Classroom observations • Peer demonstrations	No additional cost
7. Formal evaluations and classroom walkthroughs by the principal and Curriculum Specialist will identify teachers who need assistance and support.	Ongoing	Principal Curriculum Specialist	Identified teachers who need support for implementing reading vocabulary and comprehension strategies.	No additional cost
8. Teachers who need remediation in the instruction of reading vocabulary comprehension strategies will participate in refresher training.	December	Principal Curriculum Specialist, and/or outside consultant .	Teachers will develop and publish a handbook of reading strategies for their content areas.	$1000
9. Assign teachers to partner with a leadership team member for ongoing support and peer coaching and review in the planning and instruction of reading skills.	September - May	Curriculum Specialist Instructional Leadership Team	All teachers will participate in a literacy partnership and keep a running log of their literacy activities.	No additional cost
10. Offer all staff additional opportunities for professional growth, to include: study groups, action research, and collaborative planning.	Year round	Curriculum Specialist Instructional Leadership Team	All teachers will complete a predetermined number of self-selected professional development hours based on professional goals as part of their Professional Growth Plan (see Strategy II #4).	No additional cost
11. The Professional Development plan as outlined in the Professional Development Handbook (see Strategy IV #1) will include a process for a) Administering a needs assessment survey to all school faculty, and b) Evaluating the professional development plan annually.	Fall of every school year Spring of every school year	Principal Curriculum Specialist Instructional Leadership Team	Needs assessment results will be tallied and shared with the school faculty. Results will be used to guide future professional development opportunities. Updated school-wide professional development plans will be shared with all staff.	No additional cost

			Teachers will continue to update their own Professional Growth Plans according to self-assessment and goal setting, evaluation and classroom walkthrough data, and needs assessment results.	

ANNUAL BENCHMARK TARGETS:

Predicted Baseline	Year 1	Year 2	Target For This Plan
60% proficiency for the 2010-2011 school year	***68%*** proficiency for the 2011-12 school year	***76%*** proficiency for the 2012-2013 school year	***85%*** proficiency for 2013-2014 school year

PERFORMANCE MANAGEMENT PLAN
Institute for Transformative Education - WILD

INDICATOR: Mathematics

DURATION OF THE PLAN: Begins August, 2011 to May, 2014

MEASURE	METRIC	TARGET
(Identify what aspect of indicator, i.e. academic area, will be focused upon.) 9-12th grade math.	*(Reasonable and appropriate ways to measure the identified improvement area – generally numeric.)* Percent of students scoring meets or exceeds per grade level as measured by the AIMS/Stanford 10 and school based assessments.	*(Intended results or definition of success within a certain period of time)* By Spring of 2014, ***80%*** of 9th-12th grade WILD students will meet or exceed in math as measured by the AIMS and Stanford 10.

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Hire a Curriculum Specialist who has a proven background in effective instruction and student achievement.	February 2011	Principal	The Curriculum Specialist has been hired and his/her resume and references indicate previous experience in teaching and a direct connection to high student achievement.	Personnel costs included in budget
2. Develop a Curriculum, Instruction, and Assessment Handbook that clearly explains processes, procedures, and timelines for developing and reviewing all curriculum documents, including curriculum delivery and student assessment.	March 2011	Principal Curriculum Specialist	The completed Curriculum, Instruction, and Assessment Handbook is reviewed with all teaching staff.	No additional cost
3. The MATH section of the Curriculum, Instruction, and Assessment Handbook will list Best Practices for teaching Math that are expected of math teachers (from *Principles and Standards for School Mathematics,* National Council of Teachers of Mathematics, 2000). These are (not inclusive): a. Raising questions that encourage students to explore several	March 2011	Curriculum Specialist	The Curriculum, Instruction, and Assessment Handbook is reviewed with all teaching staff.	No additional cost

solutions and challenge deeper thinking about real problems. b. Choosing worthwhile mathematical tasks to introduce important ideas. c. Allowing students to raise original questions about math for which there are no right answers in the book. d. Drawing on student discovery and creativity to keep them interested. e. Making connections to previous and developing knowledge. f. Accommodating students who need interventions, reteaching, and more challenging steps. g. Using manipulatives and technology. h. Using student engaging activities and a variety of resources. i. Working with other teachers to make connections between disciplines to show how math is a part of every other major subject. j. Emphasizing the real-life relevance of mathematics.				
4. Hire Highly Qualified teachers who are aligned with the school's educational philosophy, demonstrate an understanding of appropriate state standards, and have an attitude of critical thinking, self reflection, and continuous learning.	April 2011	Principal Curriculum Specialist	Teachers have been hired for all positions. Highly Qualified attestation forms are sufficiently completed with all requirements for HQ.	Personnel costs included in budget
5. Form an Instructional Leadership Team, consisting of the Curriculum Specialist and teachers from each grade level, to guide curriculum development.	May 2011 and each year. Meetings are at least monthly	Curriculum Specialist	Committee meeting agenda and minutes indicate attending members and discussion of the school mission and vision, and how they align with what needs to be taught and assessed in the school to improve student achievement in mathematics.	No additional cost

6. Keeping in mind the PMP math target, identify priority objectives/ concepts and key vocabulary for each strand of the ADE Math Standard.	May, June 2011 and revised each summer	Instructional Leadership Team	A document for each grade level that lists priority concepts and performance objectives from the ADE Math Standard.	No additional cost
7. Sequence and Map the math standard for each grade level highlighting priority concepts and objectives, and key math vocabulary.	May, June 2011 and revised each summer	Instructional Leadership Team, teachers	Completed Curriculum Maps including a sequence of objectives to be taught, grouped in units, with a general timeline broken down quarterly, and key vocabulary for each objective are distributed to teachers.	No additional cost
8. Identify big questions and potential themes to form a framework for instruction.	May, June and revised each summer	Instructional Leadership Team	Share big questions and themes with all teachers for their input.	No additional cost
9. Develop standards-based Performance Outcomes for each quarter using Bloom's statements [TSWD (thinking) of (content) by (student performance)].	June, July 2011 and revised each summer	Instructional Leadership Team, teachers	Completed Curriculum Maps include a Performance Outcome(s) for each quarter using Bloom's phraseology.	No additional cost
10. Teachers meet to brainstorm ideas for potential cross-curricular theme-based projects.	June, July 2011	Instructional Leadership Team, teachers	A selected list of themes and projects are used as the basis for instruction for the upcoming school year. (see Strategy I # 16)	No additional cost
11. Create summative unit assessments (aligned to the quarterly Performance Outcome) for each course, that: a) Effectively and efficiently support quarterly outcomes and, b) Show progress toward mastering or exceeding performance on the HS AIMS Math.	July 2011	All teachers Curriculum Specialist	Summative assessments across content levels will contain valid questions to assess mastery of math performance objectives.	No additional cost
12. Identify and write essential questions for each priority concept/ performance objective that demonstrate a progression of understanding according to Blooms Taxonomy, and are aligned to the types of questions that will be seen on AIMS or Stanford 10.	At least one week prior to each unit taught.	Teachers	A document for each grade level that lists questions for each objective within a given unit. There is at least one question for each level of Blooms Taxonomy for each priority objective.	No additional cost
13. Determine Evaluation Criteria for selecting curriculum resources, and review possible resources (such as	May 2011	Instructional Leadership Team	Selection criteria document and recommended resources have been submitted to the principal, indicating requested	No additional cost additional cost

textbooks, student books, online supplemental resources, manipulatives, etc.)			resources that are aligned to curriculum.	
14. Purchase curriculum resources to assist in implementing the curriculum (textbooks, student books, online supplemental resources, etc.) based on committee recommendations.	June/July 2011	Principal	Purchased resources are on campus and accessible to teachers to use for implementing curriculum.	Not to exceed $8,000
15. Align purchased math resources to curriculum map for each grade level.	June/July 2011	Curriculum Specialist Teachers	Column added to each grade level's curriculum map that matches the available resources for each objective.	No additional cost
16. Write cross-curricular theme-based (when reasonable) lesson plans containing standards-based objectives that align to the Performance Outcome(s) for each quarterly outcome.	Ongoing	Teachers	Digital copy of lesson plans submitted to the Curriculum Specialist one week prior to teaching lesson.	No additional cost
17. Deliver the written lesson plans and incorporate the essential elements of instruction (EEI) and Best Practices in math instruction.	Ongoing	Principal Curriculum Specialist Teachers	Implementation of math content and skills via best practices (see Strategy I #3) and organized lessons will be monitored daily.	No additional cost
18. Implement a curriculum review process after each quarterly benchmark to adjust reading lesson plan emphasis based on student assessment results.	Quarterly	Principal, Instructional Leadership Team, and teachers	Completed assessment summary and math intervention plan by each teacher.	No additional cost

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Develop a Curriculum, Instruction, and Assessment Handbook that clearly explains expectations for lesson plans and instructional methods to be used to deliver curriculum, and a plan/process for monitoring the integration of the Arizona Academic Standard for Math. (see Strategy I #2)	By July 2011 and revised each year as needed.	Curriculum Specialist Principal	The completed Curriculum, Instruction, and Assessment Handbook is reviewed with all teaching staff.	No additional cost
2. Deliver the written lesson plans and	Ongoing	Principal	Implementation of math skills via best	No additional cost

incorporate the essential elements of instruction (EEI), and best practices in math instruction. (see Strategy I #17)		Curriculum Specialist Teachers	practices (see Strategy I #3) and organized lessons will be monitored daily.	
3. Develop criteria for a Teacher Evaluation Instrument (aligned to the Arizona Professional Teacher Standards), and a classroom walkthrough observation tool that includes assessing the math instruction and strategies for making real world applications in all content areas. For example: Integrating data analysis and other math strategies where appropriate and reasonable in lessons across the curriculum in order to reinforce math skills.	By July 2011 and revised each year as needed.	Principal Curriculum Specialist	The principal shares the Teacher Evaluation Instrument and Classroom Observation Walkthrough Tool with his staff at the beginning of the school year before evaluations/walkthroughs are scheduled. The principal and Curriculum Specialist will use an observation form that has space to indicate whether or not teachers are integrating math concepts and understandings into instruction.	No additional cost
4. The integration of the ADE Mathematics Standard (as well as best practice instruction, classroom environment, content delivery, and behavior management) will be monitored via formal teacher evaluations and informal classroom walkthroughs.	Formal evaluations twice a year Informal classroom walkthroughs ongoing on a regular basis	Principal Curriculum Specialist	Observation and evaluation documentation will be shared with the classroom teacher to facilitate communication, processing, and the development of Professional Growth Plans. (see Strategy IV #10) Teachers adjust future instruction based on observation notes.	No additional cost
5. Teachers will meet in Professional Learning Communities (PLC) bi-weekly for structured curriculum planning and to discuss student progress, specifically in reading and math.	Bi-weekly throughout the school year. Note: Teachers will meet bi-weekly on alternate weeks to participate in professional development.	Principal Curriculum Specialist Teachers	Teachers will provide agendas and minutes/notes for the bi-weekly PLC meetings.	No additional cost
6. Evaluate the classroom monitoring (formal evaluations and classroom walkthroughs) and Professional Learning	Each semester	Instructional Leadership Team Classroom teachers	Recommendations submitted to the Curriculum Specialist and needed adjustments are shared with the	No additional cost

Community plan and make recommendations for adjustments as necessary.			teachers.	

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Develop a Curriculum, Instruction, and Assessment Handbook that clearly explains assessment procedures, student support (Advisor and Advisory Team, parent-teacher-student conferences) and timelines to be used for monitoring and documenting student proficiency in mathematics. (see Strategy I #2)	April 2011	Curriculum Specialist	Completed Curriculum, Instruction, and Assessment Handbook is reviewed with all teaching staff.	No additional cost
2. Create and administer a diagnostic mathematics assessment for students at the beginning of the school year and to all entering students throughout the year.	August every year	Curriculum Specialist Teachers	Assessment results report broken down by mastery level of standards for each student and each class as a whole.	Assessment software included in the budget
3. Provide ongoing progress monitoring for students who are performing below mastery in math.	Weekly and Year long	Principal, Instructional Leadership Team	Math assessment results. Lesson plans and differentiated instruction strategies will be adjusted/created to meet the ongoing needs of the students.	No additional cost
4. Administer school-wide benchmark assessments at the end of each quarter to monitor and document math progress.	Quarterly	Teachers	Published results are shared with teachers for their analysis and review.	No additional cost
5. Implement a curriculum review process after each quarterly benchmark assessment to adjust math lesson plan emphasis based on student benchmark assessment results.	1 week following the quarterly benchmark assessments	Principal, Instructional Leadership Team	Completed assessment summary and intervention plan provided by each teacher.	No additional cost
6. Provide concentrated instruction in the area of math concepts for identified students.	Year long	Principal, Instructional Leadership Team	Lesson plans and classroom observations.	No additional cost
7. Teachers will meet bi-weekly in	Bi-weekly	Principal	Teachers will provide agendas and	No additional cost

their PLC's to discuss student progress and address curriculum concerns. (see Strategy II #5).	throughout the school year. Note: Teachers will meet bi-weekly on alternate weeks to participate in professional development.	Curriculum Specialist Teachers	minutes/notes for the bi-weekly PLC meetings to the curriculum specialist.	
8. Provide students with the opportunity to monitor and document their own math progress, and meet with their Advisor and/or Advisory Team (A-Team) to set learning goals. a. Struggling students will be recommended for after school tutoring. b. Advanced students will be provided enrichment opportunities.	Students will meet in "Advisory" every week (either with the A Team or their Advisor).	Principal Instructional Leadership Team Teachers	Individual student learning goals are documented each month/quarter in the student portfolio. Student will secure Advisory/ Advisory Team meeting "signoffs" in their portfolio (above)	No additional cost
9. Ongoing classroom formative math assessments, benchmark assessments, and quarterly student-teacher-parent conferences will be used to monitor math progress for all students and assist them in setting math/learning and achievement goals.	Year long Weekly running records Quarterly benchmark assessments and conferences	Principal Instructional Leadership Team Teachers	Mathematic assessment results. Lesson plans and differentiated instruction strategies will be adjusted/created to meet the ongoing needs of the students. Individual student learning goals are documented each month/quarter in the student portfolio. (see Strategy III #8 above) Student-Teacher- Parent "sign-in" sheets document participation in quarterly meetings.	No additional cost
10. Evaluate the assessment procedures and timelines for monitoring and documenting student achievement and make recommendations for adjustments as necessary.	End of first and second semester each school year.	Principal Curriculum Specialist	Evaluation report with recommendations will be presented to and reviewed by the Instructional Leadership Team.	No additional cost

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Develop a Professional Development Handbook, including an annually revised PD Plan that: a) Directly focuses on helping to achieve student learning goals and to support student learning needs. b) Ensures a collaborative endeavor – teachers and administrators work together in planning and implementation. c) Supports school-based and job-embedded professional development opportunities. d) Supports the needs of all staff in providing differentiated training opportunities. e) Ties to the vision, mission, and goals of the school f) Includes an annual opportunity for a needs assessment survey to be given to all staff. g) Requires an annual evaluation of the plan based on student achievement and staff needs.	Fall, 2011	Curriculum Specialist Instructional Learning Team	Handbook is provided to the staff and the principal for review and comment. Suggestions for additions or adjustments will be submitted to the Instructional Learning Team for final editing and publishing to all school staff.	No additional cost
2. Teachers will meet bi-weekly on alternate weeks to participate in scheduled professional development activities. (see Strategy III #7)	August - May	Principal Curriculum Specialist Instructional Leadership Team	Agenda and sign in sheet will document content and participation.	No additional cost
3. Teachers will be trained in the AZ Academic Math Standard, Strands, and	May, June	Principal, Curriculum specialist,	All teachers will demonstrate synthesis of the math standard vocabulary at	$1000

Concepts and their relevance to all content areas.		outside consultants.	their grade level as measured by trainer observation.	
4. Teachers will be trained in the implementation of best practices in mathematics instruction.	August. October, January, April	Curriculum Specialist and/or outside consultants.	• All teachers will demonstrate an integrated math strategy that can be used in their content area.	$2000
5. Using relevant student data, teachers will be trained in data analysis and using data to guide instructional planning, with follow-up trainings to provide opportunity for teachers to continue analyzing data and modifying instruction accordingly.	July. Quarterly after each benchmark assessment Each year	Principal Curriculum Specialist Instructional Leadership Team	• Identified math performance gaps for students entering the school. • Teacher demonstration of their comprehension of current grade level AIMS math scores • Teacher demonstration of synthesis of data to generate strategies for interventions/instruction.	No additional cost
6. Teachers will use a mathematics developmental concept and/or strategies on a daily basis in their classrooms.	Ongoing	Principal, Curriculum Specialist	• Lesson Plans • Classroom observations • Peer demonstrations	No additional cost
7. Formal evaluations and classroom walkthroughs by the principal and Curriculum Specialist will identify teachers who need assistance and support.	Ongoing	Principal Curriculum Specialist	Identified teachers who need support for implementing math strategies in their content area.	No additional cost
8. Teachers who need remediation in the instruction of math strategies will participate in refresher training.	December	Principal Curriculum Specialist, and/or outside consultant .	Teachers will develop and publish a handbook of math strategies for their content areas.	$1000
9. Assign teachers to partner with a leadership team member for ongoing support and peer coaching and review in the planning and instruction of math skills.	September - May	Curriculum Specialist Instructional Leadership Team	All teachers will participate in a math integration partnership and keep a running log of their math related activities.	No additional cost
10. Offer all staff additional opportunities for professional growth, to include: study groups, action research, and collaborative planning.	Year round	Curriculum Specialist Instructional Leadership Team	All teachers will complete a predetermined number of self-selected professional development hours based on professional goals as part of their Professional Growth Plan (see Strategy II #4).	No additional cost
11. The Professional Development plan as outlined in the Professional Development Handbook (see Strategy IV #1) will include	Fall of every school year	Principal Curriculum Specialist Instructional Leadership	Needs assessment results will be tallied and shared with the school faculty.	No additional cost

a process for a) Administering a needs assessment survey to all school faculty, and b) Evaluating the professional development plan annually.	Spring of every school year	Team	Results will be used to guide future professional development opportunities. Updated school-wide professional development plans will be shared with all staff. Teachers will continue to update their own Professional Growth Plans according to self-assessment and goal setting, evaluation and classroom walkthrough data, and needs assessment results.	

ANNUAL BENCHMARK TARGETS:

Predicted Baseline	Year 1	Year 2	Target For This Plan
53% proficiency for the 2010-2011 school year	***60%*** proficiency for the 2011-12	***70%*** proficiency for the 2012-2013	***80%*** proficiency for 2013-2014