Legacy Schools 7618 E. University Drive Mesa, AZ 85207 480-981-1500

To improve student achievement at Legacy Elementary School, we took on the following initiatives. To assist in guiding us with our focus over the last five years, we developed a performance management plan for reading and mathematics. This plan is designed to demonstrate current progress as well as items we plan to implement in the near future. By analyzing the plan from quarter to quarter, we are able to determine what strategies were effective and what intended strategies proved to be ineffective. Any strategy that was proven to be ineffective, we noted in our performance management plan that the strategy did not work and that we were going to attempt a new method for the following quarter. If the strategy was proven to be effective, we made effort to continue working on enhancing the program in order to meet desired outcomes. Below, you will notice an array of strategies we developed and implemented in efforts of improving student achievement.

Strategies applied to improve student achievement

1. Curriculum Purchases

   We purchased curriculum materials for both reading and mathematics. Due to the house bill regarding Kindergarten students being on grade level, in reading by the year 2014, and common core coming soon, we decided to purchase materials in phonics for kindergarten and first grade students as well as materials

to assist students with comprehension skills. Also, for grades three through eight, we adopted Voyager, as a supplemental, to assist students receiving Response to Intervention (RTI).

In mathematics, we purchased Saxon math for grades kindergarten through fourth grade. Other grade levels used McGraw Hill for their mathematics curriculum.

2. Team Planning Time:

Teachers were given a copy of the standards, in a binder, at the beginning of the year and they were given team planning times to discuss and plan as a grade level. During this time, teachers would review data and use that information to plan their assessments and prepare their lessons.

3. Teacher Observation:

Teachers were also observed to ensure they were using best practice during instructional time and the all students were engaged in the lesson. Observations would take place on a weekly basis in which teachers would receive immediate feedback on their performance. Based on the outcome of the observation would determine if further action is needed. For the observation, we use the states protocol which includes a narrative and checklist. Teachers are asked to review the comments and make an appointment to speak with administration if there are any concerns regarding the feedback left.

4. Discipline Policy:

In an effort to improve student performance, in the classroom as well as the school, we realized we needed to visit our Discipline Policy. Based off the number of referrals received along with suspensions, and possible expulsions, we determined that a new policy was needed. Therefore, we had professional development on classroom management, at the beginning of the year and throughout the school year. During those PD sessions, we focused on scenarios that should be handled in the classroom as oppose to students being sent to the office for a more harsh punishment. The researchers that we used to discuss classroom management were; Dr. Robert Marzano, Fred Jones, and Harry Wong. As a staff, we were able to determine what should constitute someone being sent to the office and what items should be handled in house. Once this list, shall we say, was developed, each teacher was given a copy and held accountable for following the procedures that were developed. In analyzing the data at the end of the year, we discovered that there were less than half the amount of referrals being turned in, by the end of the quarter, and an enormous reduction in the suspensions that were given out. This new policy increased the parent teacher communication and the teacher student dialogue.

5. Response to Intervention

This was a major key to our increase in student achievement. By providing additional assistance through our RTI program to the students who did not master the standards being taught in the classroom, we discovered an overall increase in student performance on benchmark assessments and AIMS.

6. Curriculum Alignment:

   To ensure that we were instructing students on what they needed to know, we took a good look at our curriculum and how it was aligned to the standards. Based on the data we gathered from that, we developed instructional calendars outlining the priority standards, the estimated length of time needed for teaching those standards, and the amount of estimated time needed to teach each standard. This information served as our pacing guide for the year. We also compared this to the blueprint the state has for the standards and felt we were on track with what was needed for the students to know per grade level.

7. School/Parent Communication:

   With hopes of getting the maximum effort out of the students, we needed to increase our communication with parents. Getting the parents on board with the goal we had in mind would determine how successful we could actually become. To achieve our efforts with getting parental buy in, we held several meetings with parents, throughout the school year, explain what things were needed from them at home. For the most part, this went better than we expected. We were able to increase our homework ratio, after school tutoring, and assessment participation.

Provide a description process used for conducting an analysis of relevant pupil achievement data;

In order for us to review our data on a ongoing basis, we developed a data wall that would provide teachers with a constant visual of how well their students are performing on benchmark assessments. However, we did not stop there, we also

posted in the data room by weekly grade level assessments, team meeting minutes, and instructional calendars.

The grade level assessments identified how well students were progressing with the standards being taught as a grade level. Students would take the same assessment depending on the grade level and teachers would mark how well they performed as a grade level. Now since we had an academic bar established that was used to determine mastery, we were able to demonstrate the number of standards that should be re-taught because the grade level did not meet the requirement set by the academic bar. This information would also let us know how much time we needed to spend on certain standards for next year.

The team meetings minutes that were posted assisted other teachers in seeing what strategies may have been successful for some teachers or grade levels in teaching a particular standard. This element of the data room was used simply to share ideas with other teachers on what may be working for some.

The instructional calendars serve as a guide for the current year and years to follow until the standards changed. It was a great tool to use as a scope and sequence for teaching materials that have already been taught.

The benchmark data displayed for reading and math was a powerful visual for teachers to refer to while having their planning times. This unique procedure gave teachers a quick visual of how well students were performing on the standards taught for the quarter. Certain colors were used to identify the students' first assessment and the cards were moved by the teachers for assessments to follow. This data was displayed

for us to analyze on a weekly basis. It was reviewed during staff meetings as well as grade level team meetings.

The Findings from the data analysis;

The findings demonstrated information for the teacher as well as administration. For the most part, the findings seemed to be very indicative of what we discovered on our AIMS scores. Although we did not perform as well on our last AIMS as we did on the Aims Assessment prior, we were not far from meeting Charter and State requirements per grade level.

In closing, the plan that is presented now is directly linked to the data because everything mentioned in the plan are items that we have tried and continue to work on enhancing. We believe we have the correct plan for what is needed because it brought us success before. The important attribute for us as a staff is that we continue to implement the plan with fidelity and continue to provide ongoing professional development for our teachers.