The STAR School
Performance Management Plan

Annual Report 2011-2012

A: Narrative

Analysis of Relevant Pupil Achievement Data

As part of this management plan, our school is expected to develop hypotheses, based on the data analysis, about the underlying reasons for the school's academic performance. The STAR School was labeled Under-performing for the 2008-09 school years and was labeled as performing for the 2009-10, 2010-11and 2011-12 school years. The A through F school rating system was implemented by the State of Arizona during the 2010- 2011 school year. The performing label is now categorized as a D. The hypotheses we developed during the 2010 Management Plan has been revised:

1. School wide, math is the particular academic area in which the greatest percentage of students fell far below on AIMS and is where we decided to focus our most extensive efforts.

Past efforts to address this problem: In the school year, 2009-2010, a Math Coach was hired to identify all students who fell far below and provide intervention lessons and assessments to observe progress. As a school we improved during that year to Performing. Aims-web was used as the assessment tool. Although this tool was not aligned with the Pearson Company, who publishes the test has since begun to provide correlation data with AIMS performance. We decided in the 2010-11 school year to continue using a Math coach in the classroom. This strategy, judging from the 2011 math results was not sufficient. During the 2011-2012 school years, we identified all of the students who needed intervention using not only the AIMS results from 2011, but also our initial Aims-web fall math assessments. Those students the Fell Far Below on AIMS or were below or well below average on the Aims-web were pulled out of the classroom for direct math intervention several times per week. As a result, the percentage of students who *Falls far below* on the AIMS math section fell from 47% in 2011 to 33% in 2012. Those students with *Meets* or *Exceeds* scores on the math section rose from 20% in 2011 to 36% in 2012. Because of these encouraging results, we have continued and enhanced our intervention pull out program for the 2012-2013 school years.

2. Students who stay at our school over multiple years are more likely to meet state standards than students who stay two years or less.

Past efforts to address this problem: 93 % of our students who scored *Meets* or *Exceeds* the AIMS Reading section for 2012 had been students at our school for more than two years. Also, 70 % of our students who scored *Meets or Exceeds* on the AIMS Math section have been students at our school for two years or more. Conversely, 66.5% of our students who scored *Falls Far Below* on the AIMS reading section had been at the school for less than two years. Similarly, 61% of our students who scored Falls *Far Below* on the AIMS Math section had been at the school for less than 2 years. Our interpretation of this data is that we really do know how to raise these students' performance up to the state standards, but the students need to attend our school and have the benefit of our excellent teaching for several years. Therefore, retention of students from year to year is an important goal.

Student retention year to year school wide from 2011 to 2012 was 80.5 %. By this past year, retention of students from year to year had increased by 8.5 %. We now have a waiting list for students to get into most grades. Student retention, we have realized, depends upon developing positive relationships among students and between students and adults at the school. Our school utilizes the 40 Developmental Assets and a character building reading program (Voices) in addition to our school wide values of 4R's (Respect, Relationship,

Responsibility, and Reasoning) to establish a school culture of caring for one another.

3. The high poverty of most families (80% free and reduced lunch) and the fact that most parents and grandparents speak Navajo as their first language, mean many students do not come to school with math concept vocabulary with which to discuss and understand math concepts.

Past efforts to address this problem: In the past two years we have had a math professor from Northern Arizona University provide training to our teachers on including specific vocabulary and language objectives in math lessons for all grades. In addition, the teachers have attended training on Common Core Standards Math which requires the inclusion of specific vocabulary and language in math lessons. Many students that entered our 1st, 2nd and 3rd grades in the past two years have received the benefit of having been through our Alchini Bighan (Children's House) program which uses Montessori teaching methods for math instruction. One of the objectives of the program is that preschoolers and kindergarten students receive daily activities in math; as well as their other curricular subjects. The Program Evaluator for the program assesses the students at the beginning and end of each school year, using the Woodcock Johnson III as his evaluation instrument for math. According to his reporting "This year's returning preschoolers (2011-12 school years) scored much higher in the fall and many began this year with age-equivalence scores well beyond their chronological ages". By the spring testing, 17 out of 23 students had made progress equal to at least one full year's development. Seven of these students scored more than a year beyond their chronological age. We have observed promising scores such as these since the inception of our STARII preschool/kindergarten program. Because of these results, we have instituted the Montessori math curriculum in our 1st, 2nd and 3rd grades as well.

4. Many students do not have the familiarity with standardized test taking procedures and strategies and therefore sometimes make mistakes on format and filling out answers properly.

Past efforts to address this problem: Teachers have worked with all students who are expected to take standardized testing familiarity with standardized test taking procedures and strategies. Our 2010-2011 math interventionists focused on these procedures with all students that received math intervention. Teachers have designed in classroom tests that use the format and the bubble sheets similar to those that will be used on the AIMS.

5. Time on task as evidenced by behavior procedures in place and thoroughly practiced has a great impact on academic performance.

Past efforts to address this problem: Teacher classroom observations in the 2008-09 school year indicated that in several classrooms, the behavior management was so undeveloped that a good percentage of students were not attending long enough to the lesson to obtain the objective. This resulted in a concerted effort of developing classroom management through training in the Harry Wong procedures. The principal then evaluated teachers on their degree of implementation and teachers were released at the end of the school year who were not fully implementing the procedures. Classrooms in which procedures were faithfully implemented demonstrated significant improvements in achievement from the previous years.
We have compared student data for the AIMS over the past five years, from 2008 through 2012. As shown by the charts below, the number of students that scored *Meets or Exceeds* on the Math portion of the AIMS has risen from 33% in 2008 to 36% in 2012. The number of students that meet in exceed in Reading has risen from 23% in 2008 to 46% in 2012. Conversely, the number of students who fell far below in math has dropped from 40% in 2008 to 33% in 2012. The number of students who scored Falls Far Below in Reading has dropped form 21% in 2008 to 7% in 2012.

Data Collected and Analysis Process

Data in the form of AIMS scores in percentages and graphs is included in the attached documents. This data includes averages of AIMS scores by grade for the past five years. Multiple meetings of the entire STAR School

faculty were held looking at AIMS scores averages for the past five years as well as an analysis by concept category. Teachers and the Principal also considered Aimsweb quarterly assessments, which were utilized this past two years as formative assessments in grades 1 -8. The school received a rating of D for the past two years. This is a Performing rating. In order to address this D rating, we have adjusted our scheduling so that teachers have more collaborative planning time. We continue to provide intervention services to our under performing students, and have implemented a dedicated intervention classroom so that these services can be provided in a consistent atmosphere and on a consistent schedule.

Interpretation of Findings

The STAR School just began its 11th year of operation. It has made AYP for the past seven years. In the past five years the school has received the ranking of Performing or Performing Plus in four of those years. In 2010, The STAR School again received a rating of Performing. In 2011 the state began to use the A to F rating scale in rating schools performance status. The STAR School received a D rating (which is equivalent to Performing) in both the 2011 and 2012 school years. The STAR School is located on the edge of the Navajo Reservation. 92% of our students are Native American.

During the 2012 school year, multiple observations were made in the classrooms by several individuals. These included Steve Babcock, the Federal and State Programs Coordinator, who has among his responsibilities the supervision and evaluation of classroom teachers, Dr. Rick St. Germaine who is a member of our board and Dr. James Manly, a professor of education at Northern Arizona University and consultant working with the STAR School on improving curriculum and instruction. A summary of the comments made by these evaluators is as follows:

All teachers at the STAR School have implemented the Common Core Standards in planning their lessons. Curriculum maps are expected from each of the teachers for the areas of Mathematics and Language Arts. These curriculum maps are turned in at the beginning of the school year and are followed by the teachers in their planning throughout the school year. The teachers turn in an outline of their lesson plans to Mr. Babcock on a weekly basis.
It is observed in most classrooms at the STAR School that the students are focused and on task. Where off-task behavior was noted, it was brought to the teacher's attention along with some helpful suggestions on how this might be addressed in the classroom. For example, one newly constructed classroom had poor acoustics and the noise was distracting the students from staying on-task. After consultation with the observers, wall hangings were added to the classroom walls. This made a large improvement in student focus and on-task behavior.

Teachers are doing on-going assessment of their student's progress by planning assessment activities into their curriculum. These are authentic assessments where the teacher observes and monitors the success of the student. Teachers are using Aims-web formative assessment data to inform their instruction, make accommodations within the classroom and recommend students for extra help through our intervention program.

In the 4th through 8th grade classroom, Collaborative planning time has been taking place on a regular basis. This time is afforded when the students go to our Physical Education, Art and Home economics classes in the afternoons. This time was also made available to the lower grades. Although the kindergarten and preschool classrooms are doing a great deal of planning together, the first and second grade teachers have not been able to form a cohesive way to plan together within the time provided. This has been reviewed with them and administration is working with them on ways to work cooperatively within the time constraints.

Without exception, the communication with parents from the classroom teachers has been ample and frequent. Teachers send home weekly letters to the parents updating them on homework, student progress and classroom activities. Parent-Student-Teacher conferences have been well attended. Where age appropriate, these conferences are student lead under the watchful eye of the teacher.

Classrooms, for the most part, are organized as a text rich environment. There is a great deal of writing taking place in all subject areas. All grades have classroom libraries. Student's written work is displayed on the walls or available to view in their journals. In most cases, there were interactive word walls posted and students worked with these walls during their literacy activities. Where these word walls and text rich practices had not been implemented, the staff were given help by administration and consultants to improve these features in their classrooms.
Teachers have been afforded opportunities for professional development both at the school and through travelling to workshops and conferences; the on-site professional development has been well attended.
Overall, the report cards issued by the teachers are easily understood and provide ample information to the parents on their student's progress. This is true despite the fact that the design of the reports cards between K through 3rd grade

and 4th through 8th grade show marked differences in the grading system and the detail provided about the standards being taught. The upper grades list only the categories under which the standards fall. This is necessity because the large number of standards, if listed, would present a confusing and lengthy report to the parents. Standards covered in class are relayed to the parents through frequent progress reports given separate from the regular report card periods. The upper grades are scored using a F.A.M.E. grading rubric. The younger grades are scored using a 1 through 5 rubric to indicate level of mastery. All the standards are listed on the report card with clear indications of the standards that have been taught and those that have not yet been covered.

During the 2011 and 2012 school years, the principal and staff at the STAR school maintained and refined the Arizona School Improvement plan, which is kept online at the ALEAT section of the Common Logon on the Arizona Department of Education web page. The school improvement coordinator, in cooperation with the teaching staff, closely tracks the progress of the students throughout the school year using formative assessment and classwork data. By monitoring and recording formative assessment scores for each student in both mathematics and reading, we can refer any student who who scores below average on these measures to intervention classes. This PMP follows this Arizona Improvement Plan.

One of the goals of the school improvement plan is the assurance that all of our teachers are highly qualified to teach at their grade levels and subject areas. Teachers are required to have passed the Arizona Educator's Proficiency Exam (AEPA) in order to be highly qualified. One teacher, during the 2012 school year, took this test and was successful. Currently all of our teaching staff are highly qualified.

As the STAR instructional staff analyzed the data from the AIMS tests as well as the formative data, the pattern that emerged for us is that Reading has made good progress. Math, however, though moving in the right direction, remains the area that needs the most improvement. In every one of the past five years the percentage of students who scored in the Falls Far Below category was larger by a significant amount for Math than for Reading. This can be seen in the attached graphs and data summaries. In addition, the percentage of students who fell far below in reading shows a clear downward trend, this is not the case in mathematics. In mathematics the falls far below percentage dropped in 2009, only to rise above the 2008 levels in both 2010 and 2011. It did fall below the 2008 level in 2012. Another pattern that emerges is that the lower elementary grades (2,3,4, and 5) have lower percentages of students who either meet or exceed the state standard in math. The attached graphs show that 83% of 7th grade in 2009-10 met or exceeded the state standard, which is above the state average of 59%. Also, 55% of the 8th graders met the Math standard, close to the state average. On the other hand, in grades 3, 4, and 5, the percentage of students meeting the state standard in Math in 2010, ranged between 0% and 22%, well below the state average. While our Kindergarten assessments show that students generally enter the STAR School a full year behind in math concepts, our data on the improvement we see in students who stay with our school more than three years tells us that these deficits can be reversed when students are provided with consistent quality teaching with a supportive environment that strengthens relationships and sets high expectations for behavior as well as academic performance.

In the 2012 School year, we began to offer consistent intervention to those students who fell far below on the AIMS. The chart shows that all classes, with the exception of the seventh grade, raised the percentage of students who met and exceeded between the 2011 and 2012 school year. We see this as being in support of having a strong intervention program. We have strengthened and expanded our intervention program during the 2013 school year and expect good results.

Further analysis of the AIMS data revealed that the Math concepts that are most in need of improved instruction and assessment in grades K-3 are Numerical Operations, Estimation, Analysis of Change, and Geometric Principles. In grades 4-6, the concepts of Probability, Discrete Math, Coordinate Geometry, and Algorithms are in greatest need of improved instruction and assessment. Our intervention teacher has been able to do additional assessment with those students who come to her with the intention of individualizing instruction and giving attention to the areas where they are most in need of help.

Another significant factor that was identified by the Principal that inhibited adequate performance in the past five years was lack of adequate classroom management in certain classrooms. Classroom observations by the principal and an outside expert indicated that in school year 2011- 12 one of the lower grade classrooms showed evidence of a lack of effective classroom management techniques as one of the most significant features inhibiting learning. The AIMS test results also indicated a low performance in this grade as shown in the attached AIMS summaries. The School Board had mandated in the at the end of the 2009-10 school year that all classrooms the implementation of classroom management procedures as defined by Harry Wong in his book and video series. "The First Day of School: How To be an Effective Teacher". The Principal trained the entire staff at

the beginning of the school year and over the summer. Teachers were informed that they must implement these classroom management procedures to keep their jobs as STAR School teachers. One of the teachers (3rd grade) totally adopted the classroom management procedures and turned her classroom's performance around, raising the percentage of students who met the state standard in Math from 0% to 29% and reducing the percentage of students Falling Far Below from 17% to 0%. One other teacher only partially implemented the procedures and was let go at the end of the school year. Unfortunately, the 3rd grade teacher let go of implementing procedures in the 2011-2012 school year. The percentage of students who met and exceeded dropped to 8%, and she was also let go. New teachers who have been hired since then and all new teachers who will come on staff in the future will be required to fully implement these procedures. The principal continues to check on classroom procedures and has implemented with the staff procedures for behavior throughout the school. In addition, the principal has also trained the new staff on classroom management techniques described in the book "Teach Like a Champion". The staff has enthusiastically embraced these procedures because time on task has increased in the classrooms and behavioral referrals are lower than ever.

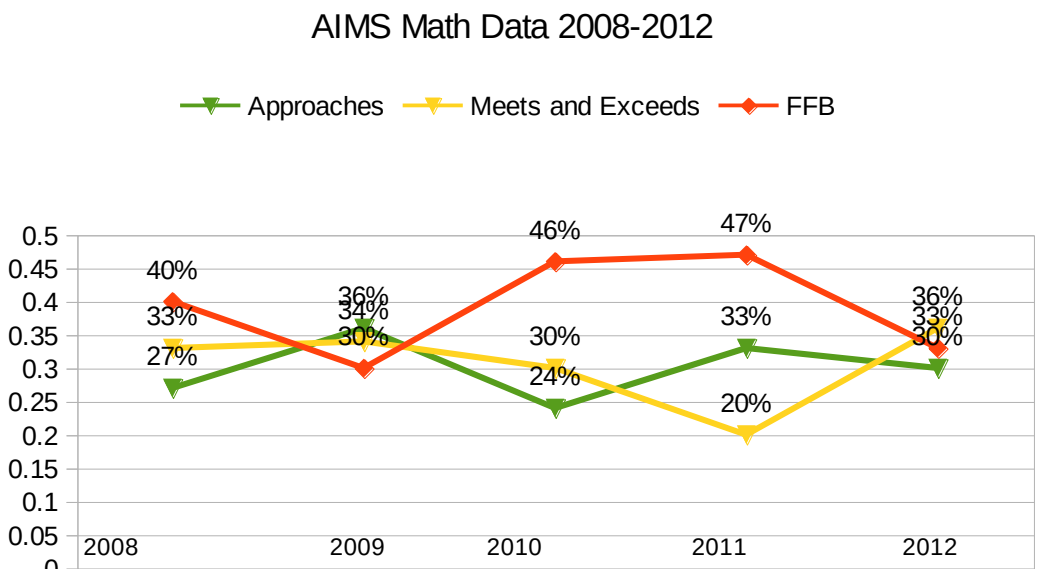
Staffing fluctuations have also had an impact on student achievement. Having high quality teachers who are healthy is very important to the achievement of our students. The teacher for the 5th and 6th grades, for example, had an outstanding record of student AIMS performance from 2006 through 2009. As you can see from the attached AIMS score summaries, her 6th grade students had met or exceeded the state standards in Reading on the AIMS test between 57% and 75% of the time for the previous three years, and had met or exceeded the state standards in Math on the AIMS test between 53% and 75% of the time from 2006 through 2009. However in the summer of 2009, she discovered she had developed cancer and during the 2009-10 school year, she had to be absent from school at least one day and sometimes two days a week for nearly four months of the school year for her chemotherapy treatments. Although we provided substitute teachers during her absence, the scores of her students dropped significantly, with 40% meeting the state standard in Reading and 20% meeting the state standard in Math. A similar pattern can be seen for the 5th grade students. This teacher had a second year of health challenges related to her cancer recovery in the 2011 school year. The chart shows very little improvement in her percentages for that school year. During the 2012 school year, however, she was back to a healthy state and teaching as strongly as ever. Both her 5th and 6th grade scores percentages of meets and exceeds students have risen. Similarly, up until the beginning of the 2011 school year we had trouble attracting a talented and well trained teacher in our 1st and second classroom since the resignation of a very capable teacher in 2007. At the beginning of the 2011 school year we hired a teacher who worked tirelessly to improve the curriculum and teaching in the 1st and 2nd grade. We also hired a co-teacher for that classroom, who, though he wasn't as experienced and capable, worked hard at improving his skills with the children. The resulting rise in the Stanford 10 scores was significant and can be seen in the attached charts. This highlights the importance of attracting and retaining high quality teachers who have a high quality relationship with their students to obtain high academic performances. The Governing Board is also considering ways to include in teachers' evaluations will include between 33% and 50% consideration for improvement of student scores. This weighting will include AIMS scores but will also include formative data from the Aims-web and classroom grade data.

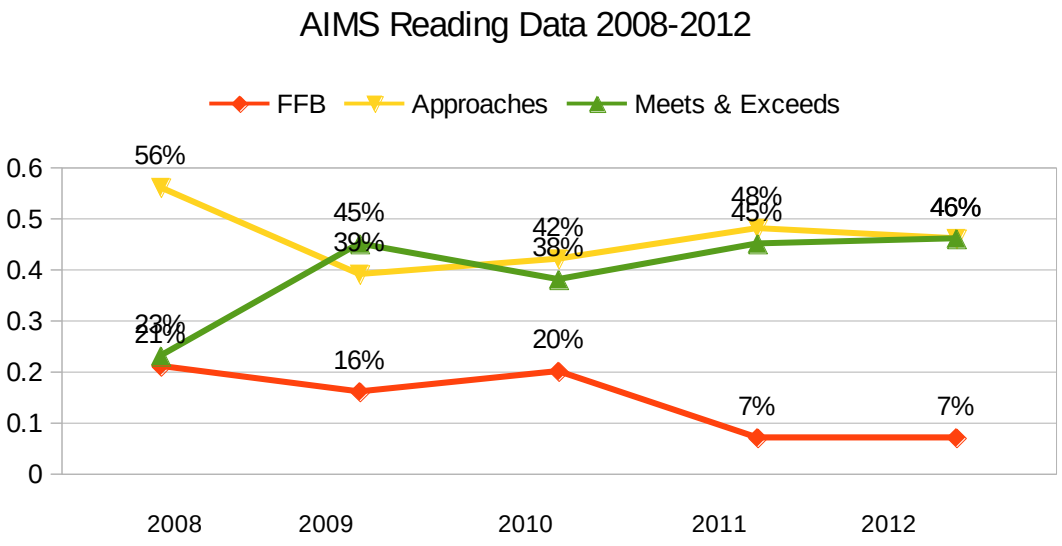
Our data show that some of our teachers are consistently getting their students to do better on the AIMS test than others. Our data also show that teachers who implement our approaches to instruction generally show improvement in their students' AIMS scores. For the past two years, the school has provided all teachers with intensive Reading coaching and instruction by an outside consultant and additionally coaching in updated math instruction techniques by an another outside consultant. In discussing with the instructional staff why some teachers have succeeded in students' scores increasing on the AIMS tests in either math or reading, and some have not, the staff determined that teachers should have time to share with one another how they effectively teach important concepts in math and reading, especially focusing on curriculum mapping. Curriculum maps in both mathematics and reading have been required and collected from all teachers from 1st through 8th grade for the past two years. In the process, we have transitioned to the Common Core Standards in preparation for the PARCC assessment that will replace the AIMS in the 2014 school year. In order to improve instruction in math and in reading, weekly staff meetings are scheduled to provide sharing between successful teachers and teachers who are less successful, as measured by performance of their students on the AIMS tests in Reading and Math. Teachers are also encouraged to do peer reviews in which teachers are given time to observe in other teachers' classrooms and then discuss what has been observed as either problematic or particularly successful. Teachers have been encouraged during the 2013 school year to do planning in Pods of teachers. The upper pod consists of the 3rd/4th grade teacher, the 5th/6th grade teacher and the 7th/8th grade teacher. This pod has been partially successful in planning together. They do meet together regularly. The lower pod consists of the pre-school, kindergarten and 1st and 2nd grade teachers. Although the pre-school and kindergarten work

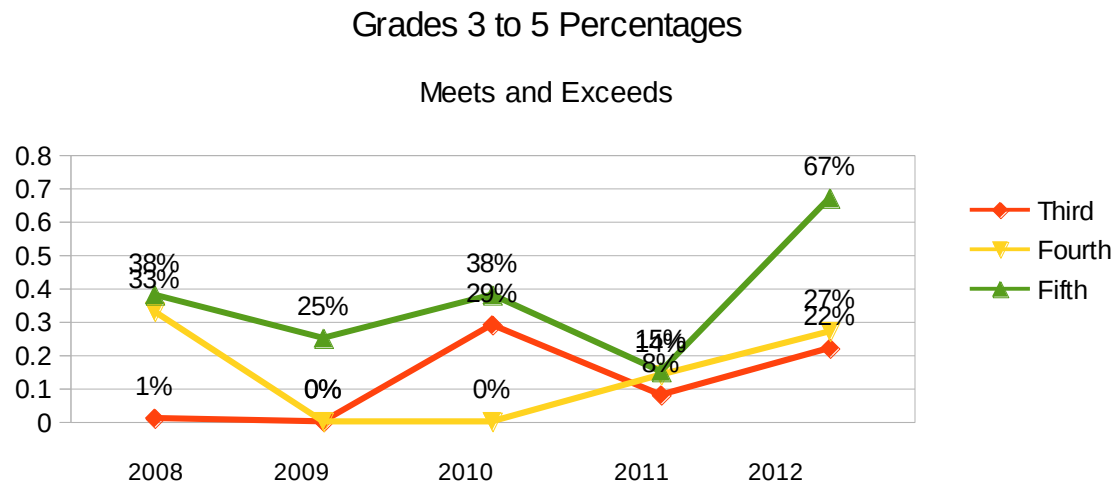
closely together in planning and throughout the teaching day, The 1st and 2nd grade teachers are seldom included in their planning. In addition, discussions with the 1st and 2nd grade team have revealed that they do very little cooperative planning even among themselves. The administration is addressing this, as cooperative team planning is seen as a way to implement more effective curriculum in the classroom. Overall, we need to continue to focus on training the teachers in effective cooperative planning. The addition of staff to teach Physical Education and Art was part of our plan, not only to provide cooperative planning time to the teaching teams, but to add the art and Physical Education teachers as teaching team members in the classrooms in the mornings when they are not teaching their specials. These staff members were also planned to be a pod team of their own. Although they have been working in the classrooms consistently, it has not been observed that they plan together in a coordinated manner. This being said, we have confidence that their additional help with the reading and math instruction will show results.

The final obstacle to performance that came out of the data is in the area of assessment. During the 2009-10 through 2011-2012 school years the STAR School utilized Aims-web to provide quarterly formative assessments of all students in math and reading. The quarterly Aims-web results showed consistent but gradual improvement across all grades in math skills and concepts during those years. But this was not reflected in some of the grades' performance on the 2012 AIMS tests, particularly the 4th grade scores in math in which 85% of the class scored in Falls Far Below, while the Aims-web quarterly scores for those same students indicated that over 70% of the students scored either above average or excelling. When the staff analyzed this outcome, one conclusion was that we needed to make sure students actually learned the concepts in the state standards through sharing better teaching as indicated in the above paragraph. Another conclusion was that we needed a formative assessment program that was actually aligned with the AIMS test and the state standards. Because a student has to receive an above average score on the Aims-web in order for us to be assured that he will meet on the AIMS, in either math or reading. We can see that the Aims-web is not well aligned with the AIMS test. The staff can agree, however, that Aims-web does measure growth in both reading and math even without AIMS alignment. The school is looking for a better formative assessment system that aligns with the AIMS assessment, however, with the introduction of the PARCC assessment in the 2014 school year this search is also focused on finding an assessment that is aligned with the common-core standards. Because we have heard that the PARCC is to be given three times a year and may serve as a formative assessment as well as a summative assessment, this has also delayed our intention to adopt some other formative assessment. Switching to another assessment requires a great deal of time and effort if we are not going to be using it long enough to measure growth. Teachers in the 2nd through 8th grades have worked at providing exposure to the format and bubble sheet answer techniques that are used on the AIMS and Stanford 10. We feel our students are more prepared in this way than we were in the 2009 school year. The addition of an intervention program in math and reading was successful based on our improved scores from 2011 to 2012 school years on the AIMS. We still have more improvement to make, and feel the the expansion of the intervention program and the addition of staff to work with the children on math and reading skills will have a positive effect on their 2013 scores All of these conclusions have been woven into the STAR School's approach to improving math and reading instruction.

Representation of Findings






Grades 3 to 5 Percentages
Meets and Exceeds
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
2008
2009
2010
2011
2012
Third
Fourth
Fifth
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25%
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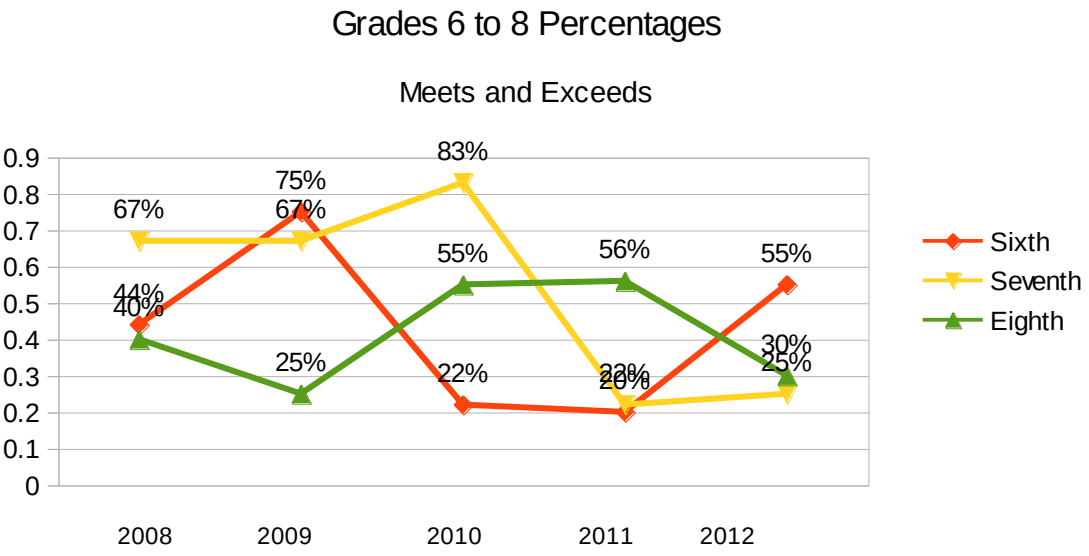
0%
15%
14%
8%
67%
27%
22%


Grades 6 to 8 Percentages
Meets and Exceeds
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
2008
2009
2010
2011
2012
Sixth
Seventh
Eighth
67%
44%
40%
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67%
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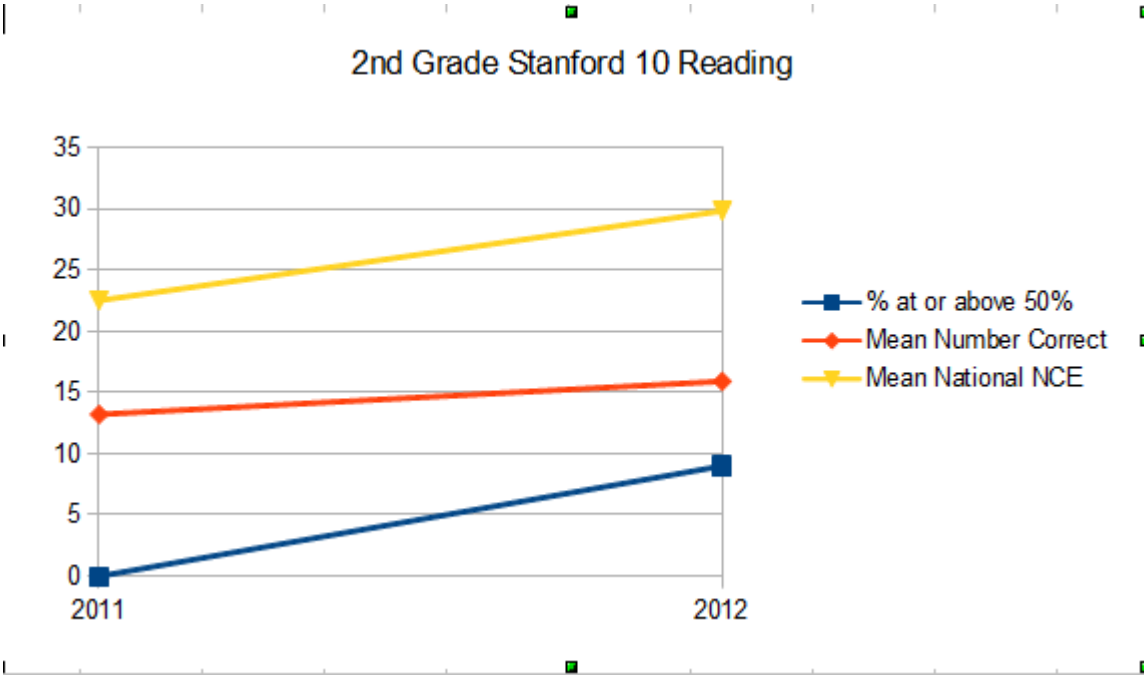
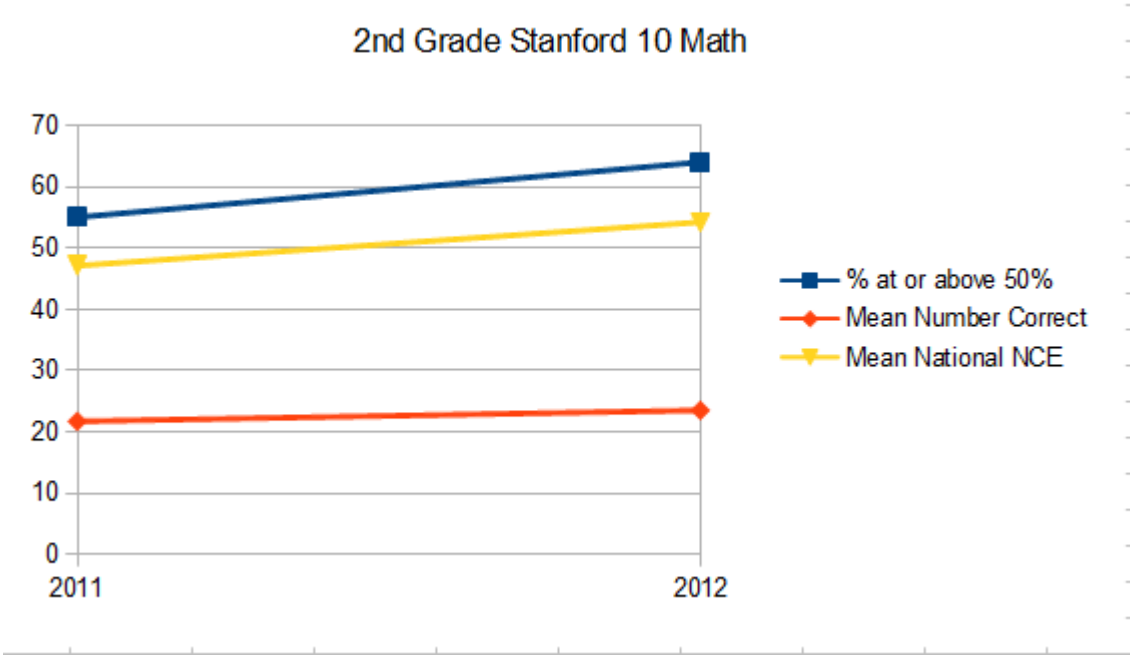
22%
56%
33%
20%
55%
30%
25%


2nd Grade Stanford 10 Reading
35
30
25
20
15
10
5
0
2011
2012
% at or above 50%
Mean Number Correct
Mean National NCE


2nd Grade Stanford 10 Math
70
60
50
40
30
20
10
0
2011
2012
% at or above 50%
Mean Number Correct
Mean National NCE

B: Status of Performance Management Plan:

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

Math						
Action Steps	Progress	Evidence				Budget Expenditures
	We added Montessori Math Curriculum and Materials 1st through 3rd grades and Gizmos online in 7th and 8th grade curriculum. Kindergarten Curriculum is now entirely Montessori. Intel Math training was completed. First through third teachers have taken Montessori math training.	Not Yet Started	Started	In Progress	Completed	
1	Supplement Houghton Mifflin Math curriculum in grades 1 through 8 with Aha Math			X		
2	In Kindergarten, supplement Houghton Mifflin Math with Montessori math instructional materials			X		
3	The teachers who have received training as math mentors in the intel math program will continue to provide training to other teachers in ways to improve their math instruction.				X	

Reading						
Action Steps	Progress	Evidence			Budget Expenditures	
	The voices training was completed in the 2012 school year. New teachers are being trained by those teachers already using the program.	Not Yet Started	Started	In Progress	Completed	
1	Voices reading curriculum grades K-8 will include 6 , 1.5 day training sessions (on how to more effectively teach reading) throughout the year, provided by a professional Voices				X	

	Reading teacher.					
2	Teachers will supplement the reading curriculum with an intensive focus on journal writing which will be shared with parents and reinforced in annual public speaking contests for the students to present to the community.			X		

Reflection
Strategy I: After one year of implementation, were the identified action steps for Strategy I appropriate? Yes the steps were appropriate, although we made more use of Montessori training and materials than originally planned. Teachers received Montessori math training in addition to other training in effective math instruction.

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

Math						
Action Steps	Progress: Monitoring was assigned to school improvement coordinator; school is now teaching from common-core standards. Galileo was replaced with Aims-web assessment.	Evidence				Budget Expenditures
		Not Yet Started	Started	In Progress	Completed	
1	School improvement Coordinator will monitor all teacher lesson plans weekly to assure that all math instruction includes the common-core			X		

	standards					
2	Teachers and school improvement coordinator will review quarterly Aims-web assessment results and the common-core standards that the students still need to learn			X		

Reading						
Action Steps	Progress	Evidence			Budget Expenditures	
	Again, the school is now teaching to the common-core standards. We are using Aims-web and not Galileo	Not Yet Started	Started	In Progress	Completed	
1	School improvement coordinator will monitor all teacher lesson plans weekly to assure that all reading instruction includes relevant Common-core standards			X		
2	Teachers and the school improvement coordinator will review each quarter the aims-web assessment in reading and identify the common-core standards that still need to be addressed.			X		

Reflection
Strategy II: Yes the steps were appropriate, however there were a few modifications due to our selection of Aims-web instead of Galileo and our use of common-core standards

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

Math						
Action Steps	Progress	Evidence			Budget Expenditures	
	We are no longer using a math coach. We have hired an interventionist to work with students who fall far below or do not meet the standards as determined by AIMS and Aims-web scores. Again, head teacher responsibilities have been taken by school improvement coordinator	Not Yet Started	Started	In Progress	Completed	
1	Math coach will be hired to assist all teachers in all grades to assess all students monthly in their progress in math concepts as determined by the AIMS and Aims-web program then determine concepts that need to be emphasized in instruction.				X	
2	School Improvement coordinator will check lesson plans at the beginning of each week to assure alignment of lesson plans to common-core standards he will report to principal.			X		

Reading						
Action Steps	Progress	Evidence			Budget Expenditures	
	Voices trainer visit completed in 2011 school year. Aims-web reading assessment in use along with Voices reading assessment. Interventionist is working with those students who fall far below or do not meet standards.	Not Yet Started	Started	In Progress	Completed	
1	Voices Reading Trainer will				X	

	demonstrate for all teachers all the ways to use the reading curriculum and assessments in the curriculum and check the teacher's use of these assessments during a 6 week visit and report to principal					
2	Assessment Coordinator will assist teachers in all grades to asses student progress quarterly as determined by AIMS and Aims-web program and then determine concepts that need to be emphasized in instruction			X		

Reflection
Strategy III: Yes the action steps were appropriate, although we no longer have a voices trainer; our teaching staff is familiar enough with the voices reading program to train each other. We no longer have math coaches, but we have had consultant math professionals provided training and have a math intervention teacher working with the students who fall far below or are not meeting the standards based on AIMS and Aims-web assessments.

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

Math						
Action Steps	Progress	Evidence			Budget Expenditures	
		Not Yet Started	Started	In Progress	Completed	
1	As part of the ongoing weekly in-service trainings, experienced teachers will present to the whole staff on			X		

	aspects of effective curriculum mapping throughout the school year					
2	All teachers will be trained in administering Aims-web assessment to their students and interpreting results to more finely hone their teaching to concepts in need of emphasis.			X		

Reading						
Action Steps	Progress	Evidence			Budget Expenditures	
	All teachers are familiar with how to administer the Aim-web. We review Aims-web results as a staff after each quarterly administration.	Not Yet Started	Started	In Progress	Completed	
1	As part of the ongoing weekly in-service trainings, experienced teachers will present to the whole instructional staff on aspects of effective curriculum mapping throughout the school year.			X		
2	All teachers will be trained in administering the Aims-web assessment and giving instructions to their students and in interpreting results to more finely hone their teaching to the concepts in need of emphasis.				X	
3	Once a quarter a Friday staff meeting will focus around the results of Aims-web.					

Reflection
Strategy IV: Yes these action steps are appropriate. We have several teachers taking classes towards their National board certifications and are encouraging all of our instructional staff to get this training and certification.