A.5 Performance Management Plan Math Narrative

Introduction

For the expected/predicted baseline figures for the percentage of students who score proficient on the State Standardized Tests, SCDS reviewed and calculated the AIMS scores at several of the schools within the boundaries of the targeted population. This was calculated to be 75% of students who scored proficient on the math standardized testing.

A 5% predicted increase in students who scored proficient on the math standardized testing was determined to ensure progress was being made at SCDS. Although the predicted baseline is 5%, SCDS aims to be higher than this.

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

The Principal and Curriculum Director will plan a math curriculum that meets and exceeds the common core standards for math. Through professional development and faculty meetings, all staff will be prepared to write their lesson plans to the common core standards and be competent in assessing the progress and mastery of their students using formative and summative assessments.

The math curriculum committee (Principal, Curriculum Director, and 1 teacher) which will be formed will determine the changes that need to be made in the curriculum being delivered to the students. Areas in which the committee deems need improvement will be continuously and vigorously addressed throughout the school year.

The Principal will be responsible for reviewing and approving lesson plans submitted by the teaching staff prior to them being presented to the students. This way mistakes or areas lacking sufficient detail or depth can be adjusted before teaching the students ineffectively.

Teachers will work diligently with each student and maintain a portfolio to determine any areas of weakness for math. Teachers will individualize and differentiate for each student to ensure mastery of the standards is being achieved. This will be done through individual or small group tutorials before, during, or after school to assist the students in mastering the standards.

Teachers will work closely and cooperatively with the special education teacher to determine any areas of weakness in math for their special education students. Modifications and accommodations will be discussed to ensure that each special education student is working towards being successful at meeting their goals per their Individualized Education Plan.

Summative assessments will be given to the students at the end of each unit of study to determine understanding and to measure mastery which has been set at 80%.

Data will be analyzed by the Principal and the Curriculum Director throughout the school year to determine the effectiveness of the steps. The Principal and the Curriculum Director will decide on the necessary changes per the data collected and implement them accordingly.

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

The Principal will review each teacher's curriculum for all subjects and will approve final curriculum content and delivery as grade appropriate, in keeping with Common Core and Arizona State Standards. Students and parents will receive an overview of the curriculum and syllabus for each subject at the beginning of the school year and this information will be available for prospective visitors to the school office.

The Principal and Curriculum Director will perform informal classroom observations of teachers giving various lessons to their students two to three times per month. Unless a specific issue needs to be addressed, there will be no formal written evaluation in the file.

The Principal will complete a formal observation and written evaluation of teachers three times per year. Teachers will be provided with a copy of the evaluation to discuss the results and any concerns or questions they may have. This report will become part of the teacher's permanent file.

The Principal will meet with teachers to provide and discuss the results of all testing assessments used during the school year and in regard to AIMS (Arizona's Instrument to Measure Standards) test results to identify and collaborate with teachers on any problem areas where appropriate.

Data will be analyzed by the Principal and the Curriculum Director throughout the school year to determine the effectiveness of the steps. The Principal and the Curriculum Director will decide on the necessary changes per the data collected and implement them accordingly.

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

SCDS will use regular curriculum-based teacher assessments, teacher insight and feedback, student portfolios, and accepted standardized testing such as the (SAT-10) Stanford Achievement Test-10th Edition, as well as Criterion-referenced assessment tools such as DIBELS-6 (Dynamic Indicators of Basic Early Literacy Skills-6th Edition). Technology based assessments such as IXLmath will also be used at SCDS. Combined use of these tools will increase accuracy in monitoring student growth, tracking of student progress, and identification of academic areas needing more emphasis. Our goal is to achieve on-going proficiency in the Arizona and Common Core Academic Standards and Arizona testing requirements in order to best serve the academic success of our students.

The successful monitoring of academic proficiency takes into consideration the divergent learning and communication styles of students in the testing and evaluation process at SCDS. High academic testing scores are the result of not only teaching the content ("what") of a specific curriculum, but in teaching students to have the skills to locate the information they seek ("how"), and to successfully analyze the information they find ("why").

The Principal will review all curriculum assessment grades for students at the end of each semester and for the school as a whole at the end of each year. Results will help determine any changes in curriculum needed to reach mastery in math. The Principal and Curriculum Director will work with teachers to make these changes to improve the learning process for students. Collaboration and peer input between SCDS staff will be invaluable for this.

Test results from previous years will be useful to review and to draw comparisons on the progress of SCDS students both internally and as a framework to measure our school against comparable schools in Arizona.

SCDS will evaluate students using three criteria:

1. **Placement (entry) evaluation.** This process will apply to all incoming kindergarten students and new students in grades **1-6** before the beginning of the school year. The purpose of this assessment is to ensure that these students will be correctly placed according to their age and previous academic performance at their prior school. An in-depth meeting with parents regarding their perspectives and goals for their child will provide additional input in providing each student with a positive school and learning experience.
2. **Progress Report Evaluation.** During the school year, SCDS staff will assess student academic progress on a regular basis. SCDS staff will discuss the information about assessment methods for specific subjects with parents and students at the start of the school year. A progress report will be provided to parents 20 days prior to the end of each academic quarter (four times per year). These progress reports are in addition to the formal report cards provided for the academic quarters and at the end of the school year. These progress reports will be accessible to parents on-line and will contain the following information: the student's cumulative grade in previous and current periods in each subject; and specific comments if needed regarding academic achievements, suggestions for additional school support, parent involvement if needed, or any discipline or attendance issues.
3. **End of Year Evaluation.** In order to be considered for promotion to the next grade a student must have achieved mastery in all academic subjects which is set

at 80%**.**

Data will be analyzed by the Principal and the Curriculum Director throughout the school year to determine the effectiveness of the steps. The Principal and the Curriculum Director will decide on the necessary changes per the data collected and implement them accordingly.

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

Scottsdale Country Day School (SCDS) is committed to the success of each student's learning experience. The achievement of each student is dependent on the outstanding performance of all the staff members at SCDS. A comprehensive and continuous program of staff training is a crucial part of maintaining a cohesive teaching atmosphere which will improve the academic performance of SCDS students.

Computer technology is a tool which teachers need to be trained on to use it appropriately and to its fullest potential. Staff development will ultimately make the real difference as to whether technology will be successful in school. At SCDS, teachers and staff members will receive technology training once per month to enhance technology knowledge and understanding and its use within the school and classroom. This training is discussed in Strategy IV of the Performance Management Plan. Whitehead, Jenson, & Boschee (2003) support this by highlighting that a program evaluation and a school's ability to assess performance must be incorporated into the technology plan.

SCDS's ability to identify, support, and follow through on the most effective teaching strategies is not only contingent on staff expertise in technology, but in the continued commitment in finding and in participating in quality professional development opportunities such as those offered by the Arizona Association of Charter Schools, PDLA (Professional Development Leadership Academy), NCTM (National Council of Teachers of Mathematics), NSDC (National Staff Development Council). A comprehensive school-based professional development program promotes accessibility and a continuing learning and improvement process for SCDS teachers and staff. The result of which will enhance the learning experience for all SCDS students.

Learning outcomes from planned professional development initiatives will depend upon consistent and well-structured schedules and individual training foci, but will typically include outcomes such as:

- Utilization of authentic student assessment and immediate performance data feedback for intrinsic student motivation to increase student responsibility and accountability for academic progress
- Continuing to apply a variety of tools such as easyCMB assessments, observation tools found in the Direct, Explicit, and Systematic Instruction components of "Teach for Success", joint research based lesson planning, and a school based peer coaching

model system as part of the daily overall planning goals aimed at enhancing student achievement

- Collection of trend data through teacher observations to monitor success and make changes to teaching and assessment practices where required
- Increased sense of community, communication, and collaboration within SCDS in order to develop and sustain a continuously effective school plan
- Enhancing comprehension of meaningful lesson design to include more emphasis on research, technology in the classroom, and critical thinking, therefore adjusting and increasing effectiveness, as measured by student performance assessments

The SCDS professional development goals seek to ensure that our staff continue to receive a wide range of training experiences and that they work with teachers to create an on-going sense of collaboration and community in the school. The SCDS staff will positively impact every part of daily school activity, and have the current skills needed to accurately monitor the resulting improvements in student achievement.

For PDLA, each year consists of four 2-day sessions and a 3-day summit in June, as a culmination of each year's work. Year 1 includes planning, data-driven decision making, NSDC staff development standards, and PD models. Year 2 focuses on the implementation of the plans and establishing systems of accountability and evaluation. In Year 3, the teams continue to advance their learning about systemic change and focus on leading continuous improvement efforts. Key topics of Year 1 include:

- Evaluation of multiple sources of data to identify patterns, trends, and needs
- Specifying data-based, results-driven goals for student and educator learning
- Developing research-based plans to accomplish goals
- Implementing plans to accomplish goals
- Monitoring progress and evaluative results

Throughout each year, SCDS teaching staff will continue to meet with the Principal and other administrative personnel, both collectively and individually, to collaborate, receive direction and feedback on professional development opportunities, and the school's expectations/requirements. Monthly meeting among teachers, as well as with the Principal, will be held so that any instructional issues may be evaluated and resolved and that all staff is aware of programs and school requirements.

Data will be analyzed by the Principal and the Curriculum Director throughout the school year to determine the effectiveness of the steps. The Principal and the Curriculum Director will decide on the necessary changes per the data collected and implement them accordingly.