A.5 PERFORMANCE MANAGEMENT PLAN

MATHEMATICS PLAN

Performance Management Plan (PMP) Template

Applicant Name: Southwest Leadership Academy

Indicator(check one): **__X**___Math ____Reading **Duration of the Plan:** Spring 2013 – June 2015 (revised after year 1)

Measure	Metric	Expected/Predicted Baseline Based on Enrollment of Target Population	Annual Target For The Plan
State standardized assessment data (school average)	Percent (%) of students who score proficient on the State standardized assessment	29%	Meet or demonstrate sufficient progress toward the Level of Adequate Academic Performance (LAAP) as set and modified periodically by the Board
	Average student growth percentile (SGP) on the State standardized assessment.	53%	

Applicant does not edit sections in grey

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. 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.	Spring/summer 2013	Principal, Instructional Leader	• The completed Curriculum, Instruction, and Assessment Handbook is reviewed with all teaching staff.	No additional cost
2. The MATH section of the Curriculum, Instruction, and Assessment Handbook will list Best Practices for	Spring/summer 2013	Principal, Instructional Leader	• The Curriculum, Instruction, and Assessment Handbook is reviewed with all teaching staff.	No additional cost

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 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.				
3. 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,	Spring/Summer 2013	Principal, Instructional Leader	• Teachers have been hired for all positions. • Highly Qualified attestation forms are sufficiently completed with all requirements for HQ.	Personnel costs included in budget

and continuous learning.				
4. Provide all teachers with a curriculum binder containing the AZ 2010 Math standards.	July 2013	Principal, Instructional Leader	• Staff meeting agendas • Binders in classroomsand principal's office	$300 for binders and copying
5. Keeping in mind the PMP math target, identify priority standards/concepts and key vocabulary of the AZ 2010 Math Standards for each math course.	May, June 2013 and revised each summer	Instructional Leader, Math Teacher	• A document for each grade level that lists priority concepts and performance objectives from the AZ 2010 Math Standards.	No additional cost
6. Unwrap the Math Standards to reveal expected level of cognition and clear expectations for student learning.	Summer 2013 and revised each summer	Instructional Leader, Math Teacher	• Staff meeting/staff development agendas	No additional cost
7. Use the PARCC Frameworks to guide determination of student performance outcomes for each quarter aligned to the PMP Math target and that reflect the priority standards for math.	Summer 2013 and revised each summer	Instruction Leader, Teachers	• Staff meeting/staff development agendas	No additional cost
8. Develop standards-based performance outcomes and aligned assessments for math for each quarter using Bloom's taxonomy/Domains of Knowledge [TSWD (level of thinking) of (content) by (student performance)].	July 2013-October 2013	Principal, Instructional Leader, Teachers	• Completed curriculum maps will include a Performance Outcome(s) for each quarter using Bloom's taxonomy.	No additional cost
10. Create formative/summative (lesson or unit) assessments aligned to the quarterly math performance outcome for each grade, that: a) Effectively and efficiently support quarterly outcomes and, b) Show progress toward mastering or exceeding performance on the AIMS or Stanford 10 Math.	July 2013-May 2014	Instructional Leader and MathTeachers	• Summative assessments across content levels will contain valid questions to assess mastery of reading performance objectives.	No additional cost

11. Create curriculum maps for the school year for each content area course that guides instruction toward student success on the quarterly assessments, and documents Pearson curricular materials to be used or other materials for instruction and assessment.	July 2013 – March 2014	Principal, Instructional Leader, Teachers	• Staff meeting/staff development agendas • Curriculum Maps in teacher curriculum binders and in master copy binder in Principal's office.	$100 for paper and copying
12.Identify and write essential questions in curriculum maps for each priority concept to be taught, and which demonstrates a progression of understanding according to Bloom's Taxonomy, and are aligned to the types of questions that will be seen on Math AIMS or Stanford 10.	At least one week prior to each unit taught, and reviewed each year	Instructional Leader and Teachers	• A document for each grade level that lists questions for each standard taught within a given unit. There is at least one question for each level of Blooms Taxonomy for each priority standard.	No additional cost
13. Develop and use a rubric/qualitative evaluation tool for evaluating curriculum maps, with emphasis on math skills and standards, that will be used for teacher self-reflection and administrator feedback.	September 2013 – October 2013	Principal, Instructional Leader	• Completed rubric/evaluation tool will be added to the Curriculum, Instruction, and Assessment Handbook (see Strategy I, #1).	No additional cost
14. Write lesson plans containing standards-based objectives that align to the student performance described for each quarterly outcome, and that implement RtI instructional interventions, culturally relevant pedagogy, research-based instructional strategies, SIOP and reading in the content areas.	July 2013-2015	Teachers	• Lesson plans submitted to the Instructional Leader one week prior to teaching lesson.	No additional cost
15. Deliver the written lesson plans that demonstrate implementation of best practices in math instruction.	Ongoing	Teachers	• Implementation of reading content and skills via best practices (see Strategy I #3) and organized lessons will be monitored on a regular basis.	No additional cost
16.Review curriculum maps using the map rubric/qualitative evaluation tool to check for	October 2013 –	Principal and entire	• Copies of evaluations completed by staff	No additional

completeness and adherence to the AZ 2010 Math Standards. (See Strategy I, Action Step 13)	February 2015	staff	• Agenda of staff development/meeting	cost
17.Analyze MAP data and quarterly assessment results to revise curriculum maps in all subject areas, with particular emphasis on math. (see Strategy I #19)	Starting November 2013, then following each quarter through June 2015	Principal, entire staff	• Staff meeting/staff development agendas • Revised curriculum Maps in teacher curriculum binders and in master copy binder in Principal's office. • Staff worksheets for processing data and determining revisions to be made.	No additional cost
18. Analyze Stanford 10 and AIMS testing data to determine: a) Two to four specific math targets for additional instructional emphasis in all content areas throughout the 2014-2015 school year. b) Revise curriculum maps in all subject areas to reflect math cross-curricular connections for the following year.	June 2014, June 2015 (after receiving assessment results from state)	Principal, entire staff	• Staff meeting/staff development agendas • Revised Curriculum Maps in teacher curriculum binders and in master copy binder in Principal's office. • Staff worksheets for processing data and determining revisions to be made.	No additional cost
19. Survey staff for the purpose of reviewing the process for providing and implementing the curriculum.	May 2014	Principal, entire staff	• Document survey results for consideration in making revisions to the curriculum implementation process.	No additional cost
20. Incorporate 21st Century media literacy skills in curriculum maps in all subject areas. (Year 2)	July 2014-August 2014	Principal, Instructional Leader, Teachers	• Staff meeting/staff development agendas • Revised curriculum Maps in teacher curriculum binders and in master copy binder in Principal's office	No additional cost
21. Update Math PMP Plan to include new targeted math skills, processes for revising	June 2014	Principal	• Updated Math PMP Plan for the 2014-2015 school year to be	No additional

curriculum maps, and changes resulting from staff feedback loop.			submitted to Board.	cost.

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. 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 #1)	By July 2013 and revised each year as needed.	Principal, Instructional Leader	• The completed *SLA Curriculum, Instruction, and Assessment Handbook* is reviewed with all teaching staff.	No additional cost
2. Develop coaching protocols worksheet and rubric for evaluating instructional delivery and lesson plans. AZ 2010 Math Standards will be embedded in these evaluation tools in addition to RTI, SIOP, culturally-relevant pedagogy, content area reading strategies and *Classroom Instruction That Work* strategies.	July 2013	Principal, Instructional Leader	• Completed protocols and rubric (stored in teacher curriculum binders and master copy curriculum binder in Principal's office) • Staff agenda indicating presentation of protocols and rubric	No additional cost
3.Create lessons using the SIOP lesson plan framework with clearly articulated objectives, key vocabulary and alignment with the AZ 2010 Math Standards.	July 2013 – June 2015	Principal, Teachers	• Lesson Plans • Staff Meeting Agenda	No additional cost
4. Deliver the written lesson plans that demonstrate implementation of best practices in math instruction and documentation of the AZ 2010 Math Standards.	August 2013– May 2015	Teachers	• Implementation of math skills and cross-curricular connections via best practices for math, and organized lessons will be monitored on a regular basis.	No additional cost
5. Use coaching protocols/worksheet and lesson plan rubric to provide teachers with feedback on instructional planning and	August 2013 – June 2015	Principal, Instructional Leader	• Copies of protocols and rubrics completed by Instructional Leader for feedback to staff (1 copy goes to teacher for	No additional cost

delivery.			professional portfolio; 1 copy kept in files of Instructional Leader)	
6. Develop criteria for a Teacher Evaluation Instrument and Walkthrough Observation Protocol reflective of the *Arizona Framework for Measuring Educator Effectiveness*, that includes assessing the integration of the AZ 2010 Math standards as well as RTI, SIOP, study skills strategies, culturally-relevant pedagogy, and *Classroom Instruction That Works* strategies. (Math and 21st Century Skills will be added in Year 2)	By July 2013 and revised each year as needed.	Principal, Instructional Leader	• Completed evaluation instruments. • 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. • Staff agenda indicating presentation of teacher evaluation instrument.	No additional cost.
7. Monitor the integration of the AZ 2010 math standards (as well as best practice instruction, classroom environment, content delivery, and behavior management), via formal teacher evaluations and informal classroom walkthroughs,	Formal evaluations twice a year. Informal classroom walkthroughs ongoing on a regular basis.	Principal	• Observation and evaluation documentation will be shared with the classroom teacher to facilitate communication and reflection. • Teachers adjust future instruction based on observation notes. • Quarter 4 Board Reports: *Staff Development Plan and Effectiveness* and *The Curriculum and Assessment Results and Analysis*	No additional cost
8. Provide refresher training and/or peer coaching for teachers who need support or remediation in the instruction or implementation of math standards or math cross-curricular connections in their	Ongoing, as needed	Principal, Instructional Leader	• Teachers assigned refresher training and /or peer coaching will maintain a running log of meetings, trainings, and their literacy activities.	No additional cost

classrooms. (see Strategy IV #17, #20, #21)				
9. Meet in Professional Learning Communities (PLC) for structured curriculum planning that supports integration/alignment of the math standards and to discuss student progress, specifically in reading and math.	Bi-weekly through the school year. Note: Teachers will meet bi-weekly on alternate weeks to participate in professional development or staff meetings.	Principal, Teachers	• Teachers will provide agendas and minutes/notes for the bi-weekly PLC meetings.	No additional cost.
10. Evaluate the process for monitoring the integration of AZ 2010 Math standards into instruction, (including the evaluation/walkthrough and coaching protocols, as well as the Professional Learning Community plan) in order to make recommendations for improvements/ adjustments as necessary.	End of each school year.	Instructional Leader, Classroom Teachers	• Recommendations submitted to the Instructional Leader and principal and approved adjustments are shared with the teachers.	No additional cost
11. Update the Math PMP Plan to include changes resulting from staff feedback and other data sources.	June 2014	Principal	• Updated Math PMP Plan for the 2014-2015 school year to be approved by Board.	No additional cost

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Develop a Curriculum, Instruction, and Assessment Handbook that clearly explains expectations for lesson plans and	By July 2013 and revised	Principal, Instructional Leader	• The completed Curriculum, Instruction, and Assessment	No additional

instructional methods to be used to deliver curriculum, and a plan/process for monitoring the integration of the Arizona Academic Standard for Math. This document will include student and teacher support (e.g., RtI intervention structure, SIOP strategies, formative assessment ideas, etc), and timelines to be used for monitoring and documenting student proficiency in math.(see Strategy I #1)	each year as needed.		Handbook is reviewed with all teaching staff.	cost
2. Administer Measures of Academic Progress (MAP) testing to all students upon intake and every semester in math, reading and other core academic subjects.	Starting July 2013 and ongoing as students enroll	Principal, Counselor, Instructional Leader	• MAP assessment data	$10,000 (already listed above in reading section)
3.Share MAP assessment results with individual students who will then create academic goals in the Personal Learning Plans for themselves using MAP data.	Sept 2013-June 2016	Principal, Counselor, All Staff	• Student Personal Learning Plans will be stored in their academic binders	$300 (extra binders for student unable to purchase them)
4.Develop end of unit summative assessments and quarterly assessments to align with curriculum maps and the AZ 2010 math standards.	June 2013 – April 2014	Principal, Instruction Leader, Teachers	• Copies of quarterly tests kept in Principal's office • Summative assessments • Staff meeting agendas with deadlines posted	No additional cost
5. Determine screening procedures and data sources for identifying underperforming students in academics and behavior using the RtI Framework. One source will be the Measures of Academic Progress (MAP) assessment and previous state assessment	June 2013	Principal, Counselor	• Document: "Universal Screening Procedures" • Staff development/meeting agenda	No additional cost

data.				
6. Identify all underperforming students/students needing interventions through screening process (developed in step 5).	Starting July 2013 – August 2013, Then ongoing each month	Principal, Counselor	• "Universal Screening Procedures" • Staff memos • Staff meeting agendas • Principal and Guidance Counselor calendar/schedule	No additional cost
7. Review quarterly assessments to ensure that the AZ 2010 Math standards are assessed.	September 2013 – June 2015	Principal, Instructional Leader,	• Written feedback/notification to teachers from Principal and/or Instructional Leader • Formal performance evaluations	No additional cost
8. Ensure that every student utilizes the ECAP and Personal Education Plans to set academic and post-secondary goals, document course credit and monitor completion of graduation requirements.	September 2013-May 2015, ongoing	Counselor	• ECAPs on file • Personal Education Plans	No additional cost
9. When assessment data indicates a student may perform at or below a fifth grade skill level in mathematics, the student will complete *Catch Up Math* assessment to inform instruction and determination of targeted interventions.	Starting July 2013, then ongoing	Principal, Counselor	• MAP assessment data • SRI assessment data • Student file in Guidance Counselor's office	Included in *CatchUp Math* budget info (step 9)
10. Students performing below a fifth grade skill level in mathematics will be enrolled in *Catch Up Math* class for targeted math intervention and as part of course, will take the *Catch Up Math* assessment every quarter to monitor growth.	Starting July 2013 and ongoing.	Principal, Counselor,*Catch Up Math* Teacher	• Class rosters • SRI assessment data	$1,000
11. Develop a system for monitoring classroom progress of underperforming students using the RtI Framework, and beginning with students identified in school-	August 2013	Principal, Counselor and/or Special Education Teacher	• Document entitled "Student Classroom Monitoring Procedures" • Staff development/meeting	No additional cost

wide screening process (referred to in steps 5&6). Procedures will also lead to review of effectiveness of designated interventions.			agenda	
12. Disaggregate assessment data, including MAP, Stanford 10 and AIMS results, to determine whether all groups of students are learning and making progress. Analysis will include groupings by grade, gender, SES, ELL, and ethnicity.	Starting January 2013, then ongoing after assessment data obtained	Principal, Counselor, Vice Principal	• Formal report of assessment results for Board Members and Teachers. • Board meeting agenda and minutes • Staff meeting agenda	No additional cost
13.Revise processes for school-wide screening and classroom monitoring of underperforming students based on staff surveys and parent and student feedback.	April 2014 – August 2014	Principal, Counselor	• Formal report of RTI procedures, analysis and suggested revisions for Board Members and Teachers • Board meeting agenda and minutes • Staff meeting agenda	No additional cost
13. Analyze assessment data, including MAP, Stanford 10 and AIMS results, to determine if students should be place/re-placed/removed on RTI tiers.	Starting January 2014, then ongoing after each semester	Principal, Counselor, Special Education Teacher	• Formal report of RTI: *RTI Procedures and Effectiveness* • Board meeting agenda and minutes • Staff meeting agenda	No additional cost
14. Evaluate the assessment procedures and timelines for monitoring and documenting student achievement and make recommendations for adjustments as necessary. These will include: • Processes for school-wide screening and classroom monitoring of underperforming students using information gathered from staff, student, and parent feedback. • Comparing and analyzing quarterly	April 2014 – June 2015	Principal, Counselor, Instructional Leader, Teachers	• Evaluation report with recommendations will be presented to and reviewed by the Instructional Leader and Principal. • Formal report of RTI procedures, analysis and suggested revisions(*RTI Procedures and Effectiveness*) for Board Members and Teachers • Board meeting agenda and minutes • Staff meeting agenda	No additional cost

summative assessments, MAP and state assessment data and grades to ensure consistency and validity and reliability of assessments. • Revision of end of unit summative assessments and quarterly assessments for alignment with revised curriculum maps and emphasized targeted math skills/standards (referred to in Strategy I, #6)				
15. Update Math PMP Plan to include recommendations resulting from step 14.	June 2014	Principal	• Updated Math PMP Plan for the 2014-2015 school year to be approved by Board.	No additional cost.

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Develop a Professional Development Handbook, including an annually revised Professional Development Plan that: a) Directly focuses on helping to achieve student learning goals and to support student learning needs. b) Includes professional development goals that align with the student achievement goals. c) Ensures a collaborative endeavor – teachers and administrators work together in planning and implementation. d) Supports school-based and job-embedded professional development opportunities. e) Supports the needs of all staff in providing differentiated training opportunities. f) Ties to the vision, mission, and goals of the school g) Includes an annual opportunity for a needs assessment survey to be given to all staff. h) Requires an annual evaluation of the plan based on student achievement and staff needs.	Spring/Summer 2013	Principal, Instructional Leader	• Handbook is provided to the staff for review and comment. Suggestions for additions or adjustments will be submitted to the Instructional Leader and Principal for final editing and publishing to all school staff.	No additional cost
2. Maintain a professional development portfolio that documents personal and professional goals, maintains records of all professional development and peer coaching	Beginning August 2013 and ongoing	Principal, Instructional Leader, Teachers	• Staff professional development portfolios are reviewed during pre and/or post formal	No additional cost

experiences, certificates awarded for re-certification hours, and "reflection" notes for each professional development experience.			evaluation conferences.	
3. Participate in pre-service training, biweekly PLC sessions, and all scheduled professional development activities.	July – May Each year.	Principal, Instructional Leader, Teachers	• Agenda and sign in sheet will document content and participation.	No additional cost
4. Participate in staff development workshops offered by Arizona Department of Education on implementation of Common Core State Standards.	January 2013-July 2013	Principal, Instructional Leader Counselor	• CEU certificate	$500 workshop fees
5. Participate in professional development workshops offered by Arizona Department of Education to learn about effective RTI Implementation.	By July 2013	Counselor and Special Education Teacher	• CEU certificate	$400 workshop fees
6. Create detailed staff development calendar with objectives for each training, and designated presenters/trainers.	By July 2013	Principal, Instructional Leader, Counselor	• Staff development plan and calendar of staff development for 2013-2014 • Staff development/meeting agendas • CEU certificates of staff	No additional cost
7. Develop and utilize a coaching protocol for informal classroom observations in addition to a rubric for evaluating lesson plans. Principal and Instructional Leader will use the protocol and rubric to provide teachers with feedback on instructional planning and delivery.	July 2013-May 2014	Principal, Instructional Leader	• Protocols and rubric	No additional cost
8. Develop formal evaluation component to assess each teacher's performance with	By July 2013	Principal	• Employee Performance Evaluation	$25 copying

regard to RTI implementation, research-based instructional strategies, culturally relevant pedagogy, SIOP strategies and implementation of Common Core in instruction and assessment. This component will be part of employee evaluation and will inform design of the employee's professional learning plan, a part of every teacher formal evaluation. It will be in accordance with the Arizona Framework for Measuring Educator Effectiveness and will be approved by SLA School Board.			• School Board meeting agenda • Teacher Handbooks.	costs
9. Present Arizona Common Core State Standards to teachers and staff and provide training on developing assessments that are aligned to state standards.	July 2013	Principal, Instructional Leader	• Staff development/meeting agendas • CEU certificates of staff • Training handouts and resources	$100 copying costs
10. Provide training for all teachers and staff regarding ROP policies and procedures.	July 2013	Principal	• Staff development/meeting agendas	$100 copying costs
11. Train teachers and staff in behaviors and needs of students in alternative education settings, how to address those needs through PBIS and effective classroom management practices for the population.	July 2013	Principal	• Staff development/meeting agendas • CEU certificates of staff • Training handouts and resources	$100 copying costs
12. Identify and hire consultant/expert to train entire staff in multicultural competence, culturally relevant pedagogy and needs of students from low socioeconomic backgrounds.	July 2013	Principal	• Staff development/meeting agendas • CEU certificates of staff • Training handouts and resources	$500
13. Locate or designate highly effective educators to train teachers in: differentiating	August 2013-	Principal and	• Staff meeting agendas	$100 copying

instruction, special education requirements and inclusive teaching strategies, and effective strategies for teaching LEP students, including SIOP.	May 2014	Instructional Leader		costs
14. Provide staff with training on curriculum mapping.	July 2013 – March 2015	Principal, Instructional Leader	• Staff development/meeting agendas • CEU certificates of staff • Training handouts and resources • Curriculum Maps • Teacher Curriculum Binders • Master Curriculum Binder	$100 copying costs
15. Facilitate book studies*: Research-based Strategies for Increasing Student Achievement, 2nd Edition* by Dean, Hubbell, Pitler, and Stone(2012) and *A Handbook for Classroom Instruction that Works* by Marzano, Norford, Paynter, Pickering and Gaddy (2004). Staff will have discussions about the instructional strategies and use the knowledge to revise curriculum maps, integrating the 9 research-based strategies explained within their instruction.	July 2013 – June 2014	Principal, Instructional Leader	• Staff development/meeting agendas • CEU certificates of staff • Training handouts and resources • Lesson Plans • Copies of completed protocols and rubrics from classroom observations	$153
16. Train staff on components of RTI, including data analysis, tiered instruction, curriculum, classroom-based interventions and data-based decisions.	July 2013 – April 2014	Principal, Counselor and Special Education Teacher	• Staff development/meeting agendas • CEU certificates of staff • Training handouts and resources • Lesson Plans • Copies of completed protocols and rubrics from classroom observations	$200 Copying costs
16. Provide job-embedded professional development opportunities through mentoring, coaching and classroom	August 2013-June 2015,	Principal, Instructional Leader	• Coaching and observational protocols • Teacher's professional portfolios	No additional

modeling.	ongoing			cost
18. Observe all classrooms and quantify the number of times instructional initiatives (i.e., RTI interventions and supports, *What Works*research-based instructional strategies, culturally relevant pedagogy, SIOP strategies) are observed. This quantitative data, or "data in a day," will be shared with staff and discussed.	September 2013-May 2014.	Principal, one alternating Teacher	• Data in a Day observation records and checklists • Summary reports of the quantitative data shared with staff and included in formal report for the SLA School Board: *Staff Development Plan and Effectiveness*	$100
19. Provide staff with training in instructional strategies for reading in the content areas (including Mathematics), aligned with Common Core State Standards in Mathematics.	June 2014 – October 2014	Principal, Instructional Leader	• Staff development/meeting agendas • Training handouts and resources • Lesson Plans • CEU certificates of staff	$200 copying costs
20. Identify staff members who need additional support and one-on-one staff development in areas of instruction, curriculum mapping, RTI, and culturally relevant pedagogy, SIOP and *WhatWorks*research-based instructional strategies.	August 2013 – June 2015	Principal, Instructional Leader	• Formal employee performance evaluations • Classroom observation notes and protocols	No additional cost
21. Provide one-on-one staff development to teachers identified as needing support/mentoring.	August 2013– June 2015	Principal, Instructional Leader	• Classroom observation notes and protocols on file with Instruction Leader • Instructional Leader's schedule of meetings with teachers	No additional cost
22. Review and analyze school and state assessment data to discuss: Who is learning? Who is not learning? What can we do for	October 2013-June 2015	Principal, Instructional Leader,	• Staff meeting agendas • Records of action steps • PLC agendas and minutes	No additional

students who experiencing difficulties learning? Action steps will be documented and reviewed in biweekly PLC.		Teachers		cost
23. Observe classrooms and provide feedback – with emphasis on implementation of RTI interventions, adherence to Mathematics Common Core State Standards in instruction and assessment and instruction of content area reading skills. When appropriate, Instructional Leader will use coaching protocols and lesson plan rubrics for written feedback. Instructional Leader may request that master teachers do informal peer evaluations/coaching of those teachers needing additional support/mentoring.	August 2014 – June 2015	Principal, Instructional Leader	• Classroom observation notes and protocols • Teacher professional development plan on formal employee performance evaluation	No additional cost
24. Complete survey regarding effectiveness of staff development workshops and administrative support and areas/skills requiring additional training.	Starting January 2014, and after each semester	Principal, Counselor, Instructional Leader, Teachers	• Board Report: *Staff Development Plan and Effectiveness* • Completed surveys	No additional cost
25. Analyze school and state assessment data and teacher evaluations to determine if there is a correlation between teacher effectiveness as determined by data and the teacher's use of professional development initiatives, as documented in the formal evaluation. This analysis will be presented in Board Report on Staff Development.	July 2014, July 2015	Principal	• Board Report: Staff Development	No additional cost
26. Analyze data from assessments, informal classroom observations, staff surveys and formal teacher evaluations to determine staff development needs for	May 2014 – June 2015	Principal, Instructional Leader, Counselor	• Staff surveys • Staff Development Plan • SLA School Board meeting agenda and minutes	$25, copying costs

following school year. The formal staff development plan will be revised and updated to reflect staff and student learning needs.				
27. Plan professional development trainings for 21st Century Media Literacy Skills initiative.	June 2014	Principal, Instructional Leader	• Revised staff development plan for 2014-2015 school year	No additional cost
28. Update Math PMP Plan to include new initiatives in revised professional development plan	June 2014	Principal	• Updated Math PMP Plan for the 2014-2015 school year to be approved by Board.	No additional cost