



Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Title I – 1003(g) School Improvement Grant 2014-2015 School Year Renewal Application - *Transformation Model*

Part 1: Grantee Information

Applicant Information

School Corporation/ Eligible Entity	University Heights Preparatory Academy	Corp #	9480
School	University Heights Preparatory Academy	School #	5864
Superintendent Name	Charlie Schlegel	Email	cshlegel@ccnschools.org
Title I Administrator Name	Lisa Berry	Email	lberry@uhprep.org
Principal	Masimba Taylor	Email	mtaylor@uhprep.org
Mailing Address	3919 S. Madison Ave. Suite 100	City	Indianapolis
		Zip Code	46227
Telephone	317-536-1028	Fax	317-423-2507
Year 3 Funding	\$1,122,446.67		

Part 2: LEA and School Assurances and Waivers

Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE); therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

School Improvement Grant (SIG) 1003(g)

The grantee LEA's designees must sign and return a copy of the following assurances as in order to participate in the 1003(g) SIG program.

The grantee will use its School Improvement Grant to implement fully and effectively one of the following interventions in each of its Tier I and Tier II schools identified on the LEA grant application: (A) Turnaround Model;

(B) Closure Model; (C) Transformation Model; (D) Restart Model. LEA implementation of intervention models should adhere to all regulations in accordance with the final requirements for School Improvement Grants under section 1003(g) of Title I of the Elementary and Secondary Education Act (<http://www2.ed.gov/programs/sif/2010-27313.pdf>).

The grantee will establish annual goals approved by the IDOE for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor and hold accountable each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the IDOE) to hold accountable its Tier III schools that receive school improvement funds.

The grantee will report to the IDOE all applicable school-level data that is required under Section III of the final requirements.

- Number of minutes in Math and Reading in the instructional day or school day;
- Student participation rate on State assessments in reading/language arts and in mathematics;
- Student attendance rate;
- Teacher attendance rate;
- Combined suspension/expulsion rate;
- Minutes of job-embedded PD/week;
- Distribution of teachers by performance level on an LEA's teacher evaluation system;
- For Both Math and English/Language Arts Each:
 - Percent of students passing ISTEP, by grade level;
 - Percent of Bottom 25% demonstrating high growth (4-8);
 - Percent of all students showing low growth; and
 - Average scale score, by grade level;
- Percent of students at or above proficient on ISTEP on both Math and E/LA; and
- Percent of students achieving proficiency on IREAD (spring test only).
- For Both English I0 and Algebra I ECA:
 - 10th grade cohort pass rate;
 - 8th grade (ISTEP) to 10th grade (ECA) improvement;
 - Percent of re-testers which pass by 12th grade; and
 - Average scale score, by grade level.
- Non-waiver graduation rate; and
- Percent of graduating cohort to receive college and career readiness standard.

IDOE will make grant renewal decisions based on whether the school has satisfied the following requirements in regards to its annual performance targets for leading and achievement indicators:

- *Leading Indicators*— Elementary and middle schools must meet 4 of 7 applicable leading indicator goals; schools containing a high school must meet 6 of 9 leading indicator goals.
- *Achievement Indicators*— Schools in year one of the grant must also meet 70% of the achievement indicators, including yearly achievement goals in the 1003g SIG application. Schools in year two of the grant must also

meet 80% of the achievement indicators including yearly achievement goals in the 1003g SIG application. Schools which administer both the ISTEP+ and ECA assessments will be measured by student performance on all applicable achievement indicators combined.

Failure to submit required data to the IDOE by set deadlines may result in a delay of funds.

State Assurances

LEAs will establish an LEA-based School Improvement Officer or School Improvement Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level in each identified Priority School to be served by the approved application and for coordinating with the SEA.

LEAs that commit to serve one or more Priority Schools that do not receive Title I, Part A funds to ensure that each of those schools receive all of the State and local funds it would have received in the absence of the School Improvement Grant funds. Further, LEAs cannot use School Improvement Grant (SIG) funds to support district-level activities for schools that are not receiving SIG funds.

Grantee agrees future funding opportunities may be hindered if per this or any grant opportunity/contract with IDOE have not been met and/or reports are not submitted in a timely fashion.

Changes

This agreement will not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this agreement and must be confirmed in writing through the IDOE grant modification procedures.

Independent Grantee

The grantee shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by grantee with respect to third parties shall be binding on the IDOE.

Termination

The IDOE, by written notice, may terminate this grant, in whole or in part, if funds supporting this grant are reduced or withdrawn. To the extent that this grant is for services, and if so terminated, the IDOE shall be liable only for payment in accordance with payment provision of this grant for services rendered prior to the effective date of termination.

The IDOE, in whole or in part, may terminate this grant for cause by written notification. Furthermore, the IDOE and the grantee may terminate this grant, in whole or in part, upon mutual agreement.

The IDOE may cancel an award immediately if the State finds that there has been a failure to comply with the provisions of an award, that reasonable progress has not been made, or that the purposes for which the funds were awarded/granted have not been or will not be fulfilled.

Either the IDOE or the grantee may terminate this agreement at any time by giving 30 days written notice to the other party of such termination and specifying the effective date thereof. The grantee shall be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the grantee covered by the agreement, less payments of compensation previously made.

Access to Records

The grantee agrees that the IDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of the grantee related to the grantee's charges and performance under this agreement. Such records shall be kept by grantee for a period of five (5) years after final payment under this agreement, unless the IDOE

authorizes their earlier disposition. Grantee agrees to refund to the IDOE any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the 5-year period, the records shall be retained until completion of the actions and resolution of all issues, which arise from it.

This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with the laws of the State of Indiana.

Legal Authority

The grantee assures that it possesses legal authority to apply for and receive funds under this agreement.

Equal Opportunity Employer

The grantee shall be an equal opportunity employer and shall perform to applicable requirements; accordingly, grantee shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap, or sex in any manner prohibited by law.

Copyrights

The grantee (i) agrees that the IDOE shall determine the disposition of the title and the rights under any copyright by grantee or employees on copyrightable material first produced or composed under this agreement; and, (ii) hereby grants to the IDOE a royalty free, nonexclusive, irrevocable license to reproduce, translate, publish, use and dispose of, to authorize others to do so, all copyrighted or copyrightable work not first produced or composed by grantee in the performance of this agreement, but which is incorporated in the material furnished under the agreement, provided that such license shall be only to the extent grantee now has, or prior to the completion or full final settlements of agreement may acquire, the right to grant such license without becoming liable to pay compensation to others solely because of such grant.

Grantee further agrees that all material produced and/or delivered under this grant will not, to the best of the grantee's knowledge, infringe upon the copyright or any other proprietary rights of any third party. Should any aspect of the materials become, or in the grantee's opinion be likely to become, the subject of any infringement claim or suite, the grantee shall procure the rights to such material or replace or modify the material to make it non-infringing.

Personnel

Grantee agrees that, at all times, employees of the grantee furnishing or performing any of the services specified in this agreement shall do so in a proper, workmanlike, and dignified manner.

Assignment

Grantee shall not assign or grant in whole or in part its rights or obligations under this agreement without prior written consent of the IDOE. Any attempted assignment without said consent shall be void and of no effect.

Availability of Funds

It is expressly understood and agreed that the obligation of the IDOE to proceed under this agreement is conditioned upon the appropriation of funds by the Indiana State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at anytime, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Indiana to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to IDOE, the IDOE shall have the right upon ten (10) working days written notice to the grantee, to reduce the amount of funds payable to the grantee or to terminate this agreement without damage, penalty, cost, or expenses to IDOE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.

Superintendent Signature: [Signature] Date: 6/24/14
Title I Administrator Signature: [Signature] Date: 6/24/14
Principal Signature: [Signature] Date: 6/24/14

Part 3: Leading and Achievement Indicators

Complete the table below regarding key areas of student learning indicators. Include your beginning data (start of grant – what was in your application), your 2013-2014 data, and your original goal (what was in your application).

Middle School Model

		Indicator	Beginning	2013-2014	Goal	
Achievement Indicators (Year 1: Must meet 70% of Achievement Indicators) (Year 2: Must meet 80% of Achievement Indicators)	Math ISTEP+	Percent of Students Passing ISTEP+ (3-8)	7 th : 64.4% 8 th : 79.5% Overall: 78.4%	7 th Math: 50% 8 th Math: 70% Overall: 63%	7 th : 70% 8 th : 82% Overall: 86%	
		% of Bottom 25% demonstrating High Growth (4-8)	47.8%		55%	
		% of Students demonstrating Low Growth	23.1%		18%	
		Average scale score	7 th : 526.8 8 th : 579.2	7 th :495.9 8 th : 552.9	7 th : 533 8 th : 582	
	E/LA ISTEP+	Percent of Students Passing ISTEP+ (3-8)	7 th : 53.3% 8 th : 53.8% Overall: 64%	7 th :44% 8 th :48% Overall: 47%	7 th : 60% 8 th : 60% Overall: 77%	
		% of Bottom 25% demonstrating High Growth (4-8)	13.6%		47%	
		% of Students Demonstrating Low Growth	33.3%		20%	
		Average scale score	7 th : 506 8 th : 511.4	7 th : 509.3 8 th : 507.7	7 th : 512 8 th : 518	
			Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	63.4%	40%	68%
			Percent of students proficient on IREAD(Spring Test Only) (3)	N/A	N/A	N/A

High School Model

		Indicator	Beginning	2013-2014	Goal
Leading Indicators (Must meet at least 6 of 9 to be renewed)	Minutes in school day		390	430	425
	Student Participation rate		ISTEP ELA: 99.1% ISTEP Math: 100% ECA:		95%
	Student attendance rate		88.84%	85%	92%
	Teacher attendance rate		97.3%	97.5%	97%

	Dropout rate	0%	21%	10%	
	# of AP/IB Courses Offered	1	0	5	
	Suspension/Expulsion Rate	81.7%	20%	20%	
	Minutes of Job Embedded PD/Week	30/week	60/week	120/week	
	Distribution of teachers by performance level	E: 26% P: 42% D: 26% U: 6%	E: 6% P: 41% D: 53% U: 0%	E: 7% P: 41% D: 45% U: 7%	
Achievement Indicators (Year 1: Must meet 70% of Achievement Indicators) (Year 2: Must meet 80% of Achievement Indicators)	Indicator		Beginning	2013-2014	Goal
	English 10 ECA	10 th Grade Pass Rate	52.5%	75%	80%
		8 th (ISTEP) to 10 th (ECA) Improvement			
		% of non-passers who pass by 12 th grade.			
		Average scale score	557.8 (374)	404	568
	Algebra I ECA	9 th Grade Pass Rate	42%	62%	70%
		8 th (ISTEP) to 10 th (ECA) Improvement			
		% of non-passers who pass by 12 th grade.			
		Average scale score	388 (569)	571	392
	Non-Waiver Graduation Rate		72%	54%	80%
	College enrollment rates		66.7%	73% (11/15)	70%

Part 4: Implementation

IDOE has provided renewal requests based on site visits and original application information. Provide the requested documentation along with a narrative in the appropriate column.

Indicator	Required Renewal Requests	School Documentation and Narrative
1. Replace the principal who led the school prior to implementing the model.	<ul style="list-style-type: none"> No additional information needed for renewal. 	
2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	<ul style="list-style-type: none"> Provide Evaluation Schedule for 2014-2015 school year. 	UHP will convene its TAP Leadership team (Master Teachers, Mentor Teachers, Administrators) in July to create its 2014-2015 evaluation schedule. As in the past 2 years, teachers will have 2 announced and 2 unannounced evaluations, both by Master teachers, Mentor teachers; and School Administrators. Our evaluation schedule from last year is included as a reference for what we will be creating, as well as our TAP rubric that we use to evaluate teachers.
3. Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who after professional development, have not.	<ul style="list-style-type: none"> Provide Reward System for 2014-2015 school year. 	UHP uses TAP's performance based compensation model to reward our school leaders and teachers. During the 2014-2015 all staff, including special education, will participate in TAP, and thus be eligible to receive this compensation. This model uses growth scores, observation scores, and overall school scores to calculate bonuses for staff members. It also provides us with an accurate measure of who may need to be removed or provided extensive coaching. Included you will find additional information on TAP's performance based compensation model that we use.
4. Provide high quality, job-embedded professional development.	<ul style="list-style-type: none"> Provide PD Schedule and PD implementation plan for 2014-2015 school year. Provide coaching plan for 2014-2015 school year. 	UHP uses TAP's cluster model for the majority of its PD. Cluster meets once a week for 60 minutes, before school. During the 2014-15 school year, our cluster groups will be split into 2 groups: returning staff and new staff. New staff will spend the first cluster cycle learning the TAP rubric. Returning staff will focus on new instructional strategies and work to refine/improve areas of the rubric that, based on 2013-14 evaluation data, they need additional coaching

Implementation

in. After that, both cluster groups will move into field testing, where we will begin to implement field tested instructional strategies into the classroom, based off of our school goals. These meetings will focus on helping teachers understand the strategy we are using, going over student data from classrooms, and identifying ways to improve. Attached are some example cluster meeting records and a cluster long range plan from the 2013-14 school year, as an example of what we will continue to do during the 2014-15 school year.

These plans will be created by the Master teachers. The cluster long range plan and the majority of the cluster records will be completed before the start of school.

In addition to this, we will also dismiss at 2:00pm on Fridays. The remaining 2 hours will be used for in house and sometimes out of house professional development opportunities, based on identified school needs. We will create the schedule for these early release meetings when our TLT meets in July.

UHP will utilize the TAP model for coaching, continuing to employ 2 master teachers and 3 mentor teachers. These master and mentor teachers will spend the majority of their time in classrooms, coaching and supporting teachers. As in previous years, the master and mentor teachers will differentiate their support and coaching based off of individual teacher need. This need will be identified mainly during cluster, where Master and Mentor teachers will gauge areas of strength and weakness, and also have career teachers fill out an exit slip indicating where they need additional support. Additional areas of coaching will also be identified through classroom walkthroughs and evaluations. Master and mentor teachers will also conduct follow up meetings after this support, working with teachers to constantly reflect upon and refine their teaching. See

		attached TAP support documentation from last year, as UHP plans to continue this same support during the 2014-15 school year.
5. Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time).	<ul style="list-style-type: none"> No additional information needed for renewal. 	
6. Provide increased learning time for students and staff.	<p>Students</p> <ul style="list-style-type: none"> Provide extended learning schedule and plan for students for 2014-2015 school year. Plan should be intentional; provide significant amount of increased learning time; and have a way in which to measure outcomes. Provide information on how students will be invited and informed of extended learning opportunities. <p>Staff</p> <ul style="list-style-type: none"> Provide schedule of planning time, PLC time, and any other Professional Development planned. 	<p>During the 2014-15 school year, UHP will have an extended day. "Normal" school hours will be from 9 am to 4:10 pm. Extended day will be from 4:20 pm to 5:30 pm. Transportation will be provided for students during this time. UHP is providing extended day for 2 reasons:</p> <ol style="list-style-type: none"> To enrich our students who are already achieving above grade level. To remediate and fill gaps for students who are achieving below grade level. <p>UHP will focus specifically on Math and English/Language Arts. We will use Acuity, ISTEP, ECA, and Accuplacer information to determine which students receive which type of instruction. Our decision on who to have stay for extended day will be data and teacher driven, and will be fluid. For example, if a student didn't pass ISTEP during the 2013-14 school year, they will stay for extended day, focusing on remediation and filling the gaps that they have. If, though, on Acuity Pred. B they show that they are predicted to pass, they might not have to stay for extended day anymore. On the flip side, our high ability students will also stay, and will be provided enrichment activities in order to ensure we continue to grow them as well. We will reassess groups after each predictor, in order to ensure we are helping all of our students be successful.</p> <p>We will assess this extended day in 2 ways:</p> <ol style="list-style-type: none"> We will look at Acuity data to ensure that our kids are growing. We will administer pre and post tests. We will use our data to

			<p>determine which standards need to be taught/re-taught, and will create a pre and post assessment aligned to these standards, using Acuity. We will then use these tests to determine growth and measure the outcomes of our extended day.</p> <p>In terms of PD, as mentioned above, we will have 60 minutes of cluster every week. We will be creating these cluster meeting records in July when our TLT meets (See examples of previous cluster meeting records). We will also be dismissing at 2:00 pm every Friday for additional in school and out of school PD opportunities. Teachers will be allowed to find and attend PD outside of our school during this time, we will provide in house PD, and we will also bring in PD when needed. This schedule/area of need will also be developed in July with our TLT.</p>
	<p>7. Use data to implement an aligned instructional program.</p>	<ul style="list-style-type: none"> • Provide documentation regarding implementation of comprehensive improvement of instructional approaches for struggling students including focused professional development and a system for student progress monitoring. 	<p>UHP implements 2 different strategies to improve instructional strategies for struggling students.</p> <p>1) our TAP Master and Mentor teachers spend their 60 minutes of cluster going over best practices regarding instruction. This includes introducing the concept, modeling, and giving teacher time to work on and practice the new strategy/technique. During the 2014-15 school year, these instructional strategies will, as in previous years, focus on the identified needs of our struggling student population. Our cluster will focus on better ways to differentiate, group, assess, etc- things that, when done correctly, have been proven to increase the achievement of struggling students. They also provide teachers with best practices surrounding our school goal. For example, our 2013-14 school goal was writing, so teachers were provided with specific, research based instructional strategies that they could then implement in their classroom to help our students become better writers. Our master and mentor teachers explain and model these instructional strategies, and also push into classrooms</p>

during implementation. See attached Cluster meeting records from our Strategy Cycle for reference. Once UHP sets its school goal (in July, using our data), we will begin to decide which strategies to implement school wide and teach in cluster.

2) UHP uses Acuity data to help teachers improve their instructional approaches and to progress monitor our students. UHP has monthly (if not more) data meetings, where teachers are given their individual class data. Teachers analyze this data, and discuss with the Dir. of Curriculum and Assessment how they can use the data to drive and change their instruction. Teachers then come up with data plans in which they determine if they need to review, re-teach, or de-prioritize standards, as well as how they will fit those standards into their curriculum. During these meetings we discuss the best ways to incorporate reviewing or re-teaching into a classroom, as well as how that looks in a classroom. Teachers then provide the Dir. of Curriculum and Assessment a calendar for when they will be implementing these data plans so that follow up can happen. Teachers are also responsible for bringing their assessments from these data plans to meetings with the Dir. of Curriculum and Assessment, as a means of tracking mastery and improvement.

We then use this data to progress monitor our students. Teachers break students up into tiers based off of this data, and identify how they are going to increase the proficiency levels of these students. We are constantly monitoring their improvement or lack of improvement.

We also use this Acuity data, along with NWEA data, to create a data wall. This data wall indicated the proficiency levels of students, and after each predictor we re-asses and move students either up or down. In the 2014-15 school year, involvement with this data wall will

			<p>increase. Data meetings will happen around this data wall so that conversations can be had about where their individual students fall proficiency wise and so that more in depth, even more focused student plans can be made. Teachers will be responsible for knowing where their students fall and will move their own individual students up or down.</p> <p>In addition to this, during the 2014-15 school year, UHP will use Acuity's growth data to provide an additional tracking measure for students. Data will be compiled for teachers and teachers/Dir. of Curriculum and Assessment will identify students who have decreasing growth. We will then create plans for these students to ensure that all of our students are growing.</p> <p>In addition to this, UHP has also purchased Avid for the 2014-15 school year, as a means to focus on our struggling students and provide them with a positive avenue towards college. We have also purchased Read 180 for 30 of our struggling readers, as our school has historically under performance in ELA. Training will be provided for both of these programs.</p> <p>During the 2014-15 school year, we also will continue to refine our RTI process. We have a solid identification process in place, but will provide staff more PD in terms of RTI, what it is, and how it works, so as to ensure its fidelity. We</p>
	<p>8. Promote the use of data to inform and differentiate instruction.</p>	<ul style="list-style-type: none"> • Provide documentation of instructional monitoring system which will be used in 2014-2015 school year – this may include data meeting schedules, data goals, list of data points to be used, etc. 	<p>UHP will continue to use the same data system as in the 2013-14 school year. Teachers and the Dir. of Curriculum and Assessment will meet to go over data, identify areas of need, and come up with a solid plan for implementation in the classroom. Follow up visits will be made to monitor implementation of data plans, and teachers will bring back assessment data from these plans to meeting with Dir. of Curriculum and Assessment to show growth, as well as to fuel further conversations about if students have reached proficiency</p>

			or, if not, what additional plans need to be made. See data meeting documentation provided for an example of what this looks like.
	9. Provide mechanisms for family and community engagement.	<ul style="list-style-type: none"> • Provide Family and Community Engagement Activities (timeline, calendar, or list of possible activities) that are focused on learning and needs of high school students and families. • Provide goals for establishing community partners who will be able to assist with sustaining improvement efforts. 	<p>During the 2014-15 school year, UHP, UHP will be increasing the number of family and community engagement activities to 3 times a semester. In addition to this, we also have a Back to School Barbecue for our families and community on August 1st, a Back to School Night for families on August 28th, and School Wide Service Learning in the community on September 19 and February 13, See attached calendar.</p> <p>We also will continue to work to strengthen our relationships with our community partners, especially the University of Indianapolis, YMCA, the Salvation Army, PEERS, Regions Bank, and Starfish. Our Dir. of College and Careers will also work to create new partnerships that can help our students continue to achieve even after the expiration of our SIG grant.</p>
	10. Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting).	<ul style="list-style-type: none"> • <i>No additional information needed for renewal.</i> 	

Part 5: Budget

Complete the attached budget worksheet for the 2014-2015 school year. The original school budget has been included with the application for reference.

Part 4: Implementation
Documentation for Indicator #2
2013-14 Evaluation Schedule
TAP Rubric

TAP Individual Evaluation Schedule 2013-2014

Name	Announced (End OCT/Nov)	Unannounced (February)	Announced (March)	Unannounced (April)
Emily Amendola	Gary	Val	Lisa	Masimba
Kyle Bender	Masimba	Gary	Val	Lisa
Barry Frett	Lisa	Masimba	Gary	Val
Alita Haque	Val	Lisa	Masimba	Gary
Kayla Hill	Masimba	Lisa	Gary	Val
Katie Shiro	Gary	Val	Lindsey	Lisa
Mrs. C 9/10 ELA	Heather	Masimba	Lindsey	Gary
Cierra Carter	Lisa	Gary	Heather	Lindsey
Anthony Cobb	Val	Gary	Lindsey	Heather
Emily Fountain	Heather	Lindsey	Lisa	Gary
Gary Wetzal	Lindsey	Heather	Val	Masimba
Ellis Gebert	Heather	Gary	Masimba	Lindsey
Bryant Shannon	Gary	Lindsey	Lisa	Heather
Shannon Bauer	Val	Heather	Lindsey	Gary
Teresa Hendey		Heather	Masimba	Lindsey
Heather Still	Lindsey	Masimba	Lisa	Master (Val)
Val Fouch	Masimba	Lisa	Lindsey	Master (Heather)

Feb 17-21

There will be a pre and post conference for announced observations. Post Conferences will take place prior to both the announced and the unannounced observations. Mentor/Master/Administration will get with individuals to set up an exact time for the pre/post conferences. You will be given a one week time frame for your unannounced observation.

Teaching Skills, Knowledge, and Responsibilities Performance Standards Overview

INSTRUCTION	THE LEARNING ENVIRONMENT
<ol style="list-style-type: none"> 1. Standards and Objectives* 2. Motivating Students* 3. Presenting Instructional Content* 4. Lesson Structure and Pacing* 5. Activities and Materials* 6. Questioning* 7. Academic Feedback* 8. Grouping Students* 9. Teacher Content Knowledge* 10. Teacher Knowledge of Students* 11. Thinking* 12. Problem Solving* 	<ol style="list-style-type: none"> 1. Expectations* 2. Managing Student Behavior* 3. Environment* 4. Respectful Culture*
DESIGNING AND PLANNING INSTRUCTION	RESPONSIBILITIES
<ol style="list-style-type: none"> 1. Instructional Plans 2. Student Work 3. Assessment 	<ol style="list-style-type: none"> 1. Staff Development** 2. Instructional Supervision** 3. Mentoring** 4. Community Involvement** 5. School Responsibilities** 6. Growing and Developing Professionally 7. Reflecting on Teaching

* Indicates criteria that are evaluated during classroom observations.

** Indicates criteria that are only applied to master and mentor teachers.

Instruction

	Exemplary (5)*	Proficient (3)*	Unsatisfactory (1)*
Standards and Objectives	<ul style="list-style-type: none"> All learning objectives and state content standards are explicitly communicated. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. Expectations for student performance are clear, demanding, and high. State standards are displayed and referenced throughout the lesson. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Most learning objectives and state content standards are communicated. Sub-objectives are mostly aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for student performance are clear. State standards are displayed. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Few learning objectives and state content standards are communicated. Sub-objectives are inconsistently aligned to the lesson's major objective. Learning objectives are rarely connected to what students have previously learned. Expectations for student performance are vague. State standards are displayed. There is evidence that few students demonstrate mastery of the objective.
Motivating Students	<ul style="list-style-type: none"> The teacher consistently organizes the content so that it is personally meaningful and relevant to students. The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher rarely organizes the content so that it is personally meaningful and relevant to students. The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher rarely reinforces and rewards effort.
Presenting Instructional Content	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information and; no irrelevant, confusing, or nonessential information. 	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information and; no irrelevant, confusing, or nonessential information. 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information and; no irrelevant, confusing, or nonessential information.
Lesson Structure and Pacing	<ul style="list-style-type: none"> All lessons start promptly. The lesson's structure is coherent, with a beginning, middle, end, and time for reflection. Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. Routines for distributing materials are seamless. No instructional time is lost during transitions. 	<ul style="list-style-type: none"> Most lessons start promptly. The lesson's structure is coherent, with a beginning, middle, and end. Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> Lessons are not started promptly. The lesson has a structure, but may be missing closure or introductory elements. Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. Routines for distributing materials are inefficient. Considerable time is lost during transitions.

* Performance definitions are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.

Instruction Continued

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Activities and Materials	<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology and; • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). <ul style="list-style-type: none"> • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring. 	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology and; • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). 	<p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology and; • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, etc.).
Questioning	<p>Teacher questions are varied and high quality, providing a balanced mix of question types:</p> <ul style="list-style-type: none"> ◦ knowledge and comprehension; ◦ application and analysis; and ◦ creation and evaluation. <ul style="list-style-type: none"> • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are varied and high quality, providing for some, but not all, question types:</p> <ul style="list-style-type: none"> ◦ knowledge and comprehension; ◦ application and analysis; and ◦ creation and evaluation. <ul style="list-style-type: none"> • Questions are usually purposeful and coherent. • A moderate frequency of questions asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is sometimes provided. • The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex. 	<p>Teacher questions are inconsistent in quality and include few question types:</p> <ul style="list-style-type: none"> ◦ knowledge and comprehension; ◦ application and analysis; and ◦ creation and evaluation. <ul style="list-style-type: none"> • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided. • The teacher mostly calls on volunteers and high ability students.

Instruction Continued

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Academic Feedback	<ul style="list-style-type: none"> Oral and written feedback is consistently academically focused, frequent, and high quality. Feedback is frequently given during guided practice and homework review. The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. Feedback from students is regularly used to monitor and adjust instruction. Teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> Oral and written feedback is mostly academically focused, frequent, and mostly high quality. Feedback is sometimes given during guided practice and homework review. The teacher circulates during instructional activities to support engagement and monitor student work. Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> The quality and timeliness of feedback is inconsistent. Feedback is rarely given during guided practice and homework review. The teacher circulates during instructional activities, but monitors mostly behavior. Feedback from students is rarely used to monitor or adjust instruction.
Grouping Students	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) consistently maximize student understanding and learning efficiency. All students in groups know their roles, responsibilities, and group work expectations. All students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) adequately enhance student understanding and learning efficiency. Most students in groups know their roles, responsibilities, and group work expectations. Most students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to, most of the time, accomplish the goals of the lesson. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) inhibit student understanding and learning efficiency. Few students in groups know their roles, responsibilities, and group work expectations. Few students participating in groups are held accountable for group work and individual work. Instructional group composition remains unchanged, irrespective of the learning and instructional goals of a lesson.
Teacher Content Knowledge	<ul style="list-style-type: none"> Teacher displays extensive content knowledge of all the subjects she or he teaches. Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. Limited content is taught in sufficient depth to allow for the development of understanding. 	<ul style="list-style-type: none"> Teacher displays accurate content knowledge of all the subjects he or she teaches. Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays under-developed content knowledge in several subject areas. Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.
Teacher Knowledge of Students	<ul style="list-style-type: none"> Teacher practices display understanding of each student's anticipated learning difficulties. Teacher practices regularly incorporate student interests and cultural heritage. Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of some students' anticipated learning difficulties. Teacher practices sometimes incorporate student interests and cultural heritage. Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices demonstrate minimal knowledge of students' anticipated learning difficulties. Teacher practices rarely incorporate student interests or cultural heritage. Teacher practices demonstrate little differentiation of instructional methods or content.

Instruction Continued

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Thinking	<p>Over the course of multiple observations, the teacher consistently and thoroughly teaches all four types of thinking:</p> <ul style="list-style-type: none"> • analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; • practical thinking, where students use, apply, and implement what they learn in real-life scenarios; • creative thinking, where students create, design, imagine, and suppose and; • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher regularly provides opportunities where students:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives; • analyze problems from multiple perspectives and viewpoints and; • monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. 	<p>Over the course of multiple observations, the teacher consistently and thoroughly teaches two types of thinking:</p> <ul style="list-style-type: none"> • analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; • practical thinking, where students use, apply, and implement what they learn in real-life scenarios; • creative thinking, where students create, design, imagine, and suppose and; • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher sometimes provides opportunities where students:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives and; • analyze problems from multiple perspectives and viewpoints. 	<p>The teacher implements few learning experiences that thoroughly teach any type of thinking.</p> <p>The teacher provides few opportunities where students:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives and; • analyze problems from multiple perspectives and viewpoints. <p>NOTE: If the teacher regularly and thoroughly teaches one type of thinking, he or she shall receive a score of 2.</p>
Problem Solving	<p>Over the course of multiple observations the teacher implements activities that teach and reinforce 6 or more of the following problem-solving types.</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	<p>Over the course of multiple observations the teacher implements activities that teach and reinforce 4 or more of the following problem-solving types.</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	<p>Over the course of multiple observations the teacher implements less than 2 activities that teach the following problem-solving types.</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing

Designing and Planning Instruction

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Instructional Plans	<p>Instructional plans include:</p> <ul style="list-style-type: none"> measurable and explicit goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge, are relevant to students' lives, and integrate other disciplines. provide appropriate time for student work, student reflection, and lesson and unit closure; evidence that plan is appropriate for the age, knowledge, and interests of all learners and; evidence that the plan provides regular opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge. provide appropriate time for student work, and lesson and unit closure; evidence that plan is appropriate for the age, knowledge, and interests of most learners and; evidence that the plan provides some opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> few goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are rarely aligned to state standards. are rarely logically sequenced. rarely build on prior student knowledge inconsistently provide time for student work, and lesson and unit closure; little evidence that the plan is appropriate for the age, knowledge, or interests of the learners and; little evidence that the plan provides some opportunities to accommodate individual student needs.
Student Work	<p>Assignments require students to:</p> <ul style="list-style-type: none"> organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; draw conclusions, make generalizations, and produce arguments that are supported through extended writing and; connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school. 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> interpret information rather than reproduce it; draw conclusions and support them through writing and; connect what they are learning to prior learning and some life experiences. 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> mostly reproduce information; rarely draw conclusions and support them through writing and; rarely connect what they are learning to prior learning or life experiences.
Assessment	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are aligned with state content standards; have clear measurement criteria; measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require extended written tasks; are portfolio-based with clear illustrations of student progress toward state content standards and; include descriptions of how assessment results will be used to inform future instruction. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are aligned with state content standards; have measurement criteria; measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require written tasks and; include performance checks throughout the school year. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are rarely aligned with state content standards; have ambiguous measurement criteria; measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test) and; include performance checks, although the purpose of these checks is not clear.

The Learning Environment

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Expectations	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students take initiative and follow through with their own work. Teacher optimizes instructional time, teaches more material, and demands better performance from every student. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where most students can experience success. Students complete their work according to teacher expectations. 	<ul style="list-style-type: none"> Teacher expectations are not sufficiently high for every student. Teacher creates an environment where mistakes and failure are not viewed as learning experiences. Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior	<ul style="list-style-type: none"> Students are consistently well-behaved and on task. Teacher and students establish clear rules for learning and behavior. The teacher uses several techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior. The teacher overlooks inconsequential behavior. The teacher deals with students who have caused disruptions rather than the entire class. The teacher attends to disruptions quickly and firmly. 	<ul style="list-style-type: none"> Students are mostly well-behaved and on task, some minor learning disruptions may occur. Teacher establishes rules for learning and behavior. The teacher uses some techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior. The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class. 	<ul style="list-style-type: none"> Students are not well-behaved and are often off task. Teacher establishes few rules for learning and behavior. The teacher uses few techniques to maintain appropriate student behavior. The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. Disruptions frequently interrupt instruction.
Environment	<p>The classroom</p> <ul style="list-style-type: none"> welcomes all members and guests. is organized and understandable to all students. supplies, equipment, and resources are easily and readily accessible. displays student work that frequently changes. is arranged to promote individual and group learning. 	<p>The classroom</p> <ul style="list-style-type: none"> welcomes most members and guests. is organized and understandable to most students. supplies, equipment, and resources are accessible. displays student work. is arranged to promote individual and group learning. 	<p>The classroom</p> <ul style="list-style-type: none"> is somewhat cold and uninviting. is not well organized and understandable to students. supplies, equipment, and resources are difficult to access. does not display student work. is not arranged to promote group learning.
Respectful Culture	<ul style="list-style-type: none"> Teacher-student interactions demonstrate caring and respect for one another. Students exhibit caring and respect for one another. Teacher seeks out and is receptive to the interests and opinions of all students. Positive relationships and interdependence characterize the classroom. 	<ul style="list-style-type: none"> Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit respect for the teacher and are generally polite to each other. Teacher is sometimes receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. Students exhibit disrespect for the teacher. Student interaction is characterized by conflict, sarcasm, or put-downs. Teacher is not receptive to interests and opinions of students.

Part 4: Implementation

Documentation for Indicator #3

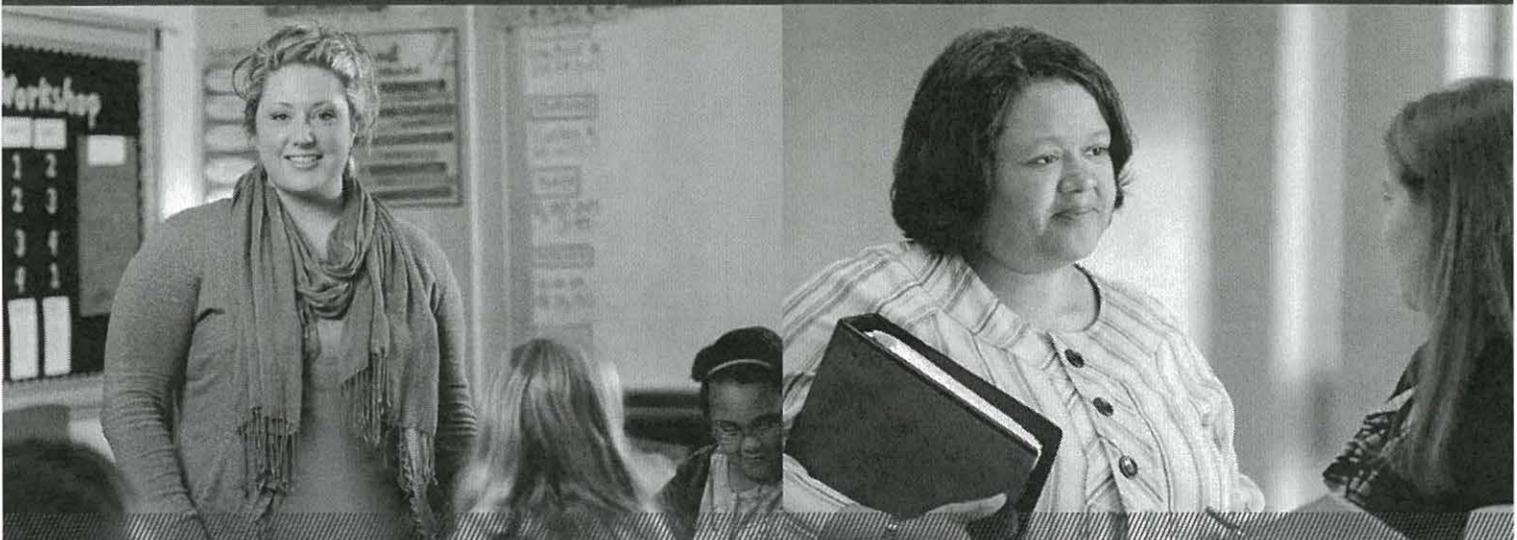
Information on TAP Performance Based Compensation

TAP EVALUATIONS & PERFORMANCE-BASED COMPENSATION

Effective teachers are central to assuring excellence and rigor in the educational experience of every young person in America. TAP's continuous process for assessing teacher performance and providing feedback provides every teacher with support to further improve their classroom practice. Teacher evaluation has two equally important goals: accurately measuring teachers' effectiveness, and providing teachers with intensive support to improve their performance over time. A strong and growing research base has shown that TAP teachers significantly improve their skills over time, and that the measures used in evaluation are accurate.

This cycle of observation, feedback, and work to improve represents a significant investment of energy on the part of teachers. The goal is to recognize and reward all teachers for their effort and improvement. Using individual as well as group measures for performance evaluation and compensation allows schools to reward individual and group effort, and to recognize classroom practice as well as student achievement growth, further building school cooperation and collegiality. In addition, teachers who are continually effective and skilled at working with adults may earn additional compensation by taking on new roles as master and mentor teachers.

This paper aims to give an overview of the process that connects teacher evaluations to performance pay in the TAP system. While this paper focuses specifically on the relationship between the evaluation and performance pay elements of the TAP system, the other two elements also play an important role in connecting teacher evaluation, compensation and support. For instance, master and mentor teachers play key roles in carrying out classroom observations and in delivering professional development based on the outcomes of those observations and based on student growth data.



TAP: The System for Teacher and Student Advancement seeks to improve teacher effectiveness through the implementation of comprehensive, school-based reform. TAP is comprised of four elements:

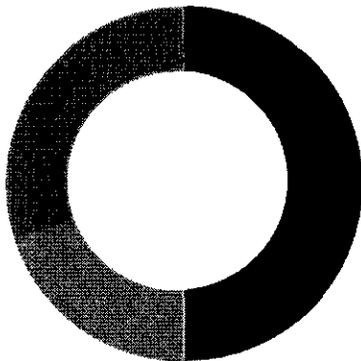
- » **Multiple Career Paths** incentivizes teachers to take on new leadership roles and responsibilities as mentor and master teachers with corresponding increases in pay.
- » **Ongoing Applied Professional Growth** is continuous, job-embedded professional development that takes place during the regular school day.
- » **Instructionally Focused Accountability** provides an evaluation structure that is rigorous, transparent, and fair.
- » **Performance-Based Compensation** rewards teachers, principals and other personnel who demonstrate effectiveness on multiple measures—including student growth measures and classroom observations of practice—with differentiated levels of bonuses.



MEASURES OF PERFORMANCE FOR EVALUATION AND COMPENSATION

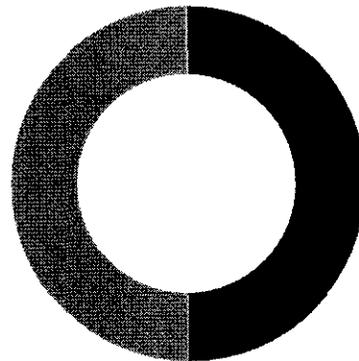
The same measures that form the basis for evaluation and professional development also determine annual performance compensation. In schools, performance is assessed using multiple measures of teacher effectiveness: the average score from multiple classroom observations; average of student growth measures within a classroom; and average of student growth measures across the school. The observation, or Skills, Knowledge, Responsibilities (SKR), score is computed by averaging the observation scores conducted throughout the year. The classroom student growth score is computed by calculating the improvement of all students assigned to each teacher. The schoolwide student growth score is computed by calculating the improvement of all students across all grades within the school.

TEACHER WITH CLASSROOM LEARNING GROWTH SCORE

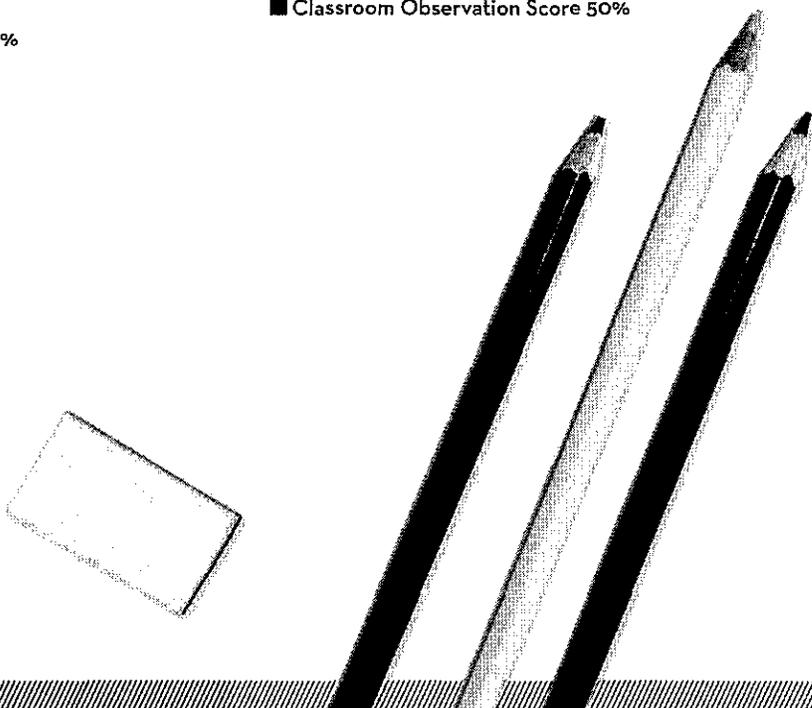


- Classroom Growth Score 30%
- Schoolwide Growth Score 20%
- Classroom Observation Score 50%

TEACHER WITHOUT CLASSROOM LEARNING GROWTH SCORE



- Schoolwide Growth Score 50%
- Classroom Observation Score 50%



Classroom observation scores, classroom student growth scores, and schoolwide student growth scores are rated on a scale of 1 to 5. A score of 3 on the classroom observation component represents proficient teaching. A score of 3 on the student growth measures represents one year's academic growth for students. While these measures are not perfectly correlated since they measure different things, there is a strong correlation between a teacher's classroom observation score and her students' growth score, which means that a teacher with a higher observation score is more likely to have students that are gaining more than one year academically. A teacher with a higher classroom observation score is more likely to have students that are gaining more than one year of growth academically.

CLASSROOM OBSERVATIONS

Unsatisfactory		Proficient		Exemplary
1	2	3	4	5
1	2	3	4	5
Much less than a year's growth	Less than a year's growth	One year's growth	More than a year's growth	Much more than a year's growth

STUDENT GROWTH MEASURES

Teachers' classroom practice is evaluated multiple times each year by at least three different trained and certified members of the TAP Leadership Team, including the principal, a master and a mentor teacher. Evaluators must be recertified each year. As part of each observation, teachers conduct a self-evaluation which is factored into the classroom observation score for that teaching session. Each observation is followed by a post-conference which provides detailed feedback and coaching for each teacher.



State and/or local assessments are used to calculate student growth measures by grade and subject. These measures may take several forms:

- » Value-added growth, often calculated by an outside vendor or calculated using the district's method for measuring student growth, is generally used for grade levels and subject areas with a state standardized assessment.
 - These scores can be averaged across students at the classroom and the school level.
- » Student learning objectives, often created and calculated at the school or district level, are generally used for grade levels and subject areas without a state standardized assessment.
 - These scores can be averaged across students at the classroom and the school level.

Classroom Observation Score	Classroom Student Growth Measures	How the Measure is Used to Calculate Compensation
<ul style="list-style-type: none"> » Teachers observed multiple times each year by members of the TAP Leadership Team using TAP Rubrics. » All observations followed by a post-conference meeting, and announced observations preceded by a pre-conference. » Teachers also have the opportunity to rate their own performance. 	<ul style="list-style-type: none"> • Students take state standardized assessment in tested grades and subject areas to create achievement scores. • Schools receive achievement scores from the state and could then use an outside vendor, or use the district's method for calculating student growth, and then transfer those scores into a grade. • Teachers create student learning objective agreements for grades and subject areas without standardized assessments. 	<ul style="list-style-type: none"> • Schools with standardized assessment scores use the scores to calculate student growth scores for each teacher. • Schools without standardized assessment scores use the student learning objective scores to calculate classroom growth scores.
<p>Observers assign a score on each indicator of the TAP Rubrics, and then calculate an overall score of a particular observation.</p>	<ul style="list-style-type: none"> • Teachers have the opportunity to verify the final report of students in their classroom before receiving their final growth score from outside. • School leadership team creates and approves student learning objective agreements. 	<ul style="list-style-type: none"> • Schools with standardized assessment scores use the scores to calculate student growth scores for each teacher. • Schools without standardized assessment scores use the student learning objective scores to calculate classroom growth scores.
<p>Observations scores are averaged together to create an overall classroom observation score for the school year.</p>	<ul style="list-style-type: none"> • Teachers with standardized assessment scores use their classroom growth scores for the school year from outside. • Teachers without standardized assessment scores average together their student learning objective assessment scores to create a classroom growth score. 	<ul style="list-style-type: none"> • Schools with standardized assessment scores use the scores to calculate student growth scores for each teacher. • Schools without standardized assessment scores use the student learning objective scores to calculate classroom growth scores.

Each of these performance measures results in a 1-5 score that is used to calculate performance compensation.

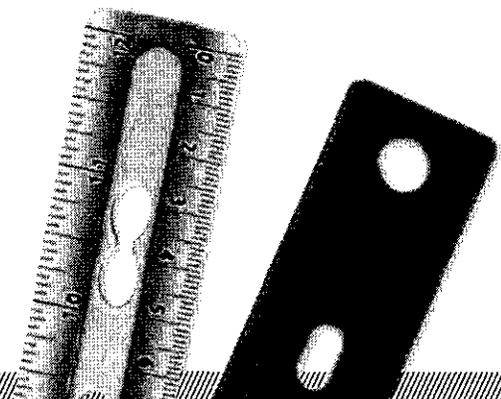
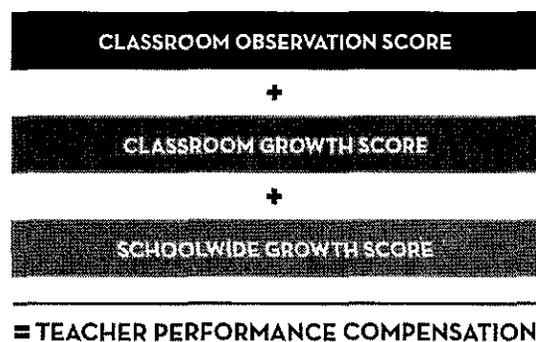
CALCULATING PERFORMANCE PAY

Schools establish a performance award pool, contributing a set amount per teacher into that pool. TAP performance pay uses award pools to maximize the funds available to high performing teachers. While a school may put \$2,500 per teacher into their award pool, teachers may earn between \$0 and more than \$5,000 based on their performance. As stated earlier, for teachers with a classroom learning growth measure, 50% of their performance award is determined by their classroom observation score, 30% is determined by their classroom learning growth score, and 20% is determined by their schoolwide learning growth. All teachers have the opportunity to earn the maximum bonus. Master, mentor, and career teachers each have their own award pools and minimum scores to earn a bonus. Master and mentor teachers have higher standards for receiving any bonus award than career teachers, reflecting their increased responsibilities at the school.

The following example shows how a teacher can earn performance pay based on multiple measures of performance.

- » **Classroom Observation Score:** A teacher needs to earn a minimum score of 2.5 on the SKR to be eligible for a bonus on this portion of the evaluation. Teachers earning a higher score will receive a larger bonus.
- » **Classroom Student Growth Score:** A teacher needs to earn a minimum of 3 on the classroom student growth measure to be eligible for a bonus for this portion of the evaluation. Teachers earning a higher score will receive a larger bonus.
- » **Schoolwide Growth Score:** A school needs to earn a minimum of a 3 (representing at least one year of academic growth) for teachers to be eligible for a bonus on this portion of the evaluation.

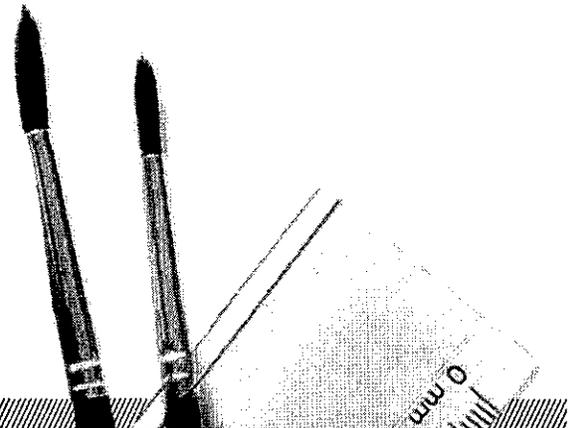
MULTIPLE MEASURES DETERMINE TEACHER PERFORMANCE COMPENSATION





www.tapsystem.org

TAP is funded in part by multi-year Federal Teacher Incentive Fund grants awarded to the National Institute for Excellence in Teaching.



Indiana TAP™: The System for Teacher and Student Advancement



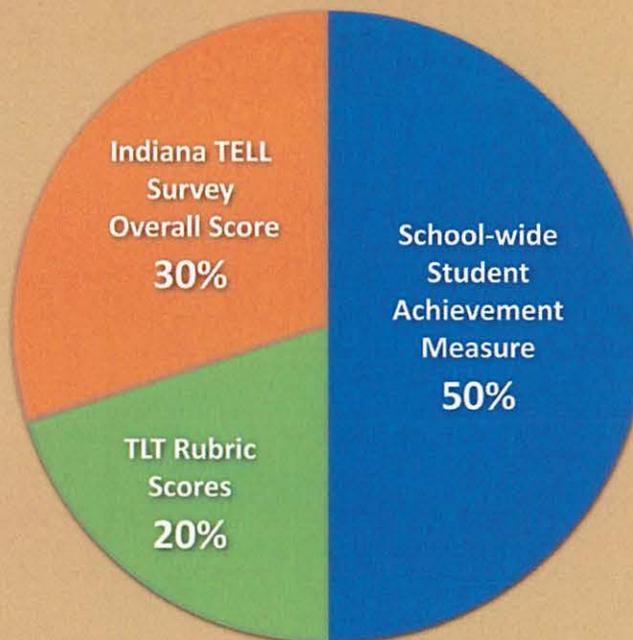
Performance-Based Compensation for Principals and Assistant Principals

TAP™ impacts the current pay system for principals and assistant principals by providing additional compensation in the form of bonuses based on their school leadership and performance of their students. As a result, performance-based compensation (PBC) introduces the opportunity to recognize and reward effective school leadership while serving a vital role in TAP's mission of increasing teacher quality and student achievement.

How is PBC for TAP Principals and Assistant Principals Determined?

*Indiana TELL survey overall score (converted to 1-5 scale)

*TAP Leadership Team (TLT) meeting scores based on the TLT Observation Rubric



*Student Achievement Measures:

- Elementary and middle schools: School-wide Indiana growth model/value-added score (converted to 1-5 scale)
- High schools: Indiana High School Accountability Framework Score (converted to 1-5 scale)

Additional Resources



Want to learn more about the TELL Indiana survey? Visit:
tellindiana.org



To access school- and teacher-level growth model data and scores go to:
learningconnection.doe.in.gov



For more information on the Indiana High School Accountability Framework, see the information listed on the following web page:
doe.in.gov/improvement/accountability



INDIANA TAP™: THE SYSTEM FOR TEACHER & STUDENT ADVANCEMENT

cell.uindy.edu/TAP

Part 4: Implementation

Documentation for Indicator #4

2013-14 Cluster Long Range Plan

2013-14 Cluster Meeting Records

TAP Support Documentation

Cluster Long Range Plan

Cycle 1: TAP Rubric

University Heights Preparatory Academy

▲ Identify Need

● Obtain

⬠ Develop

■ Apply

◆ Evaluate

School Goal:

By May 2013, student achievement will increase on our English State tests (ISTEP and ECA) as follows:

7th and 8th Grade Students:

- Meeting standard will increase from ____% to ____%.

English 10 students:

- Meeting standard will increase from ____% to ____%.

Yearly Cluster Goal:

By May of 2014, all students will improve performance on the benchmark Acuity test (7th, 8th, Eng. 10), which is aligned to the state English test (ISTEP and ECA), with a __% pass rate for Predictive C with an emphasis on the writing process.

Cycle Cluster Goal: By the end of the cycle, 100% of teachers will effectively implement academic strategies field tested by Master/Mentor teachers that will lead to student academic growth in the area Prewriting and brain storming within the writing process.

Week 1 8/12-8-16	The cluster leader will introduce TAP procedures and collaborate with TAP members to create a system of Cluster norms. Cluster members will participate in a STOP-START-CONTINUE worksheet to help create/develop a system for a productive professional learning environment. The Cluster norms will be produced on a visual aid to be stationed in the Cluster meeting areas to remind members of the purpose and agreed upon terms of the professional learning environment.
Week 2 8/19-8/23	Teachers will review the TAP Career Handbook pages 13-14, regarding the Assessment indicator prior to attending Cluster. Teachers will obtain new knowledge regarding development of assessments that are strategically aligned to state standards through Master/Mentor Teacher modeling in Cluster. Teachers will implement the developed assessment in classrooms prior to the following Cluster meeting and will analyze the data prior to returning to Cluster.
Week 3 8/26-8/30	Teachers will bring data from analyzed assessment results from the develop portion of the previous cluster. Data will be discussed and analyzed as a team as well. Teachers will review the TAP Career Handbook pages, 46-47 regarding Teacher Knowledge of Students prior to attending Cluster to prepare for the content being discussed. Teachers will obtain new learning regarding the importance of Teacher Knowledge of Students, particularly in the area of differentiation, through instruction,

	<p>activities, student work and assessments. Master teachers will model potential differentiation of materials and activities. Teachers will develop an activity in which differentiation for various student abilities or learning styles is represented. Teachers will implement the developed plans and analyze the results prior to the following Cluster.</p>
<p>Week 4 9/2-9/6</p>	<p>Teachers will analyze results from their implementation of Teacher Knowledge of Students using differentiation prior to Cluster. This data will be disaggregated with the group. Teachers will also look at this data and discuss any school wide trends that might have presented themselves. Teachers will review the TAP Career Handbook pages, 42-44 regarding Grouping, specifically the roles and responsibilities of group members prior to attending Cluster to prepare for the content being discussed. Career teachers will obtain new knowledge from Cluster leaders who will model Grouping strategies and identify roles and responsibilities of group members during grouped activities. Teachers, with the help of Master/Mentor teachers will develop a plan to implement a specific activity in which grouping will take place and determine roles and responsibilities that will be clearly communicated to students. Teachers will implement this strategy and collect evidence to demonstrate the effectiveness of the grouping strategy and assignment of roles. Master/Mentor teachers will follow-up with observations, coaching and other supports (as determined appropriate) of teachers as they implement grouping in their classrooms during the following week. Teachers will be instructed to bring evidence from the lesson to share with Cluster during the following week.</p>
<p>Week 5 9/9-9/13</p>	<p>Teachers will bring evidence from a previous lesson to share with Cluster that used the grouping strategies modeled in Cluster the previous week. Teachers will also look at this data and discuss any trends that might be present. Teachers will come prepared to Cluster having read the Career Teacher Handbook pages, 35-38 regarding Activities and Materials, specifically focusing on the student to student interactions (from the exemplary category). Teachers will obtain new knowledge through modeling from Cluster leaders regarding various activities and materials to use in class that reinforces and facilitates structured, positive and meaningful interactions between students in the classroom. Teachers will plan (with a future lesson) what materials and activities would best promote the kind of student-to-student interactions would be most appropriate for their classrooms and students with support from the Master/Mentor teachers. M/M teachers will follow up with observations and coaching of teachers as they implement strategy in their classrooms.</p>
<p>Week6 9/23-9/27</p>	<p>Teachers will analyze results from their implementation of Activities and Materials from the previous week's Cluster meeting. Teachers will read the TAP Career Teacher Handbook pages 29-33 regarding Presenting Instructional Content with a focus on modeling. Teachers will obtain new knowledge from Master teacher in Cluster through modeling how to properly demonstrate performance expectations, thinking processes and effective communication to students within a lesson. Teachers will develop their instruction using a future lesson which will focus on the modeling portion of their instruction to ensure proper modeling is taking place. A pair-share activity will be done in Cluster to get feedback from colleagues regarding their use of modeling.</p>
<p>Week 7</p>	<p>Teachers will bring results from their implementation of Presenting Instructional Content (informal or</p>

9/30-10/4	formal) from the previous week's Cluster meeting. Teachers will read the TAP Career Teacher Handbook pages 38-40 regarding Questioning with a focus on asking varied and high quality questions within the classroom. Teachers will obtain new knowledge from Master teacher in Cluster through modeling how to use higher order thinking to develop in advance questions that promote higher order thinking and continues to increase the rigor of thought in the classroom. Teachers will develop varied and high quality questions using a future lesson with the support of the TLT while in Cluster. A pair-share activity will be done in Cluster to get feedback from colleagues regarding their use of questioning.
Week 8 10/7- 10/11	IGP INTRODUCTION

Cluster Group Meeting Record

Date: September 4, 2013

Cluster Cycle: 1

Long Range Plan Week: 3

School Goal:

By May 2014, student achievement will increase on our English and Math State tests (ISTEP and ECA) as follows:

7th and 8th Grade Students:

- ELA Meeting standard will increase from 74 % to 80 %.
- Math meeting standard will increase from % to %.

HS Students:

- English 10 students meeting standard will increase from % to %.
- Math (ECA) students meeting standard will increase from % to %

Yearly Cluster Goal: (Tentative)

By May 2014, all students will improve performance on the benchmark Acuity test (7th, 8th, Eng. 10), which is aligned to the state English and Math test (ISTEP and ECA), by at least % from Predictive A to C, with an emphasis on written response.

Cycle Cluster Goal: By the end of the cycle, teachers will effectively implement indicators from the TAP Rubrics as measured by the Leadership Team observations of classroom instruction and teacher assessment.

Cluster Meeting Objective:

By the end of Cluster, 100% of teachers will be able to develop a differentiated lesson to ensure all students have the opportunity to master the material.

By the next Cluster, 100% of teachers will have implemented the differentiated lesson and provide evidence of student mastery.

<u>STEPS</u>	<u>Activity</u> What will I do?	<u>Materials</u> What will I need to bring with me?
 Identify Need (8 min)	1. Identify a Need 2. Review Goals 3. Overview of Indicator/Descriptors 4. Modeled Lesson 5. Develop Session 6. Long-Range Plan Week 4	Cluster Leader: <i>PowerPoint</i> <i>Cluster Meeting Record</i> <i>CM:</i> <i>Tap Binder</i> <i>Career Teacher Handbook</i>
 Learn (20 min)	1. Objective 2. Overview of Indicator/Descriptors: What teacher behaviors are indicated: Teachers and thoroughly teaches differentiation providing regular opportunities to learn in different modalities. 3. Provide Resources on different learning modalities and ways to identify different learning styles in the classrooms 4. . 5. Modeling of Lesson : Step outs from videos from Katie and Kyle. Discuss different modalities addressed and why it is important.	Cluster Leader: PowerPoint Material For Modeled Lesson Videos of teachers differentiating. Handouts on Learning Styles and handout on differentiating instruction

 Develop (20 min)	Your Task- What specific activities can you include in your instruction to foster the growth in the area of differentiation? Create additional supports and differentiation for students based on your assessment data. How will you use your knowledge of these students to address the needs of your High medium and low students within a lesson you will teach in the future? What type of support would you like this week?	Cluster Leader: Highlighters Handouts Design a lesson plan with for different modalities worksheet Develop Worksheet CM: Lesson plan
 Apply (1 min)	A member of the TLT will be coming to each room for Cluster Follow-up to observe your lesson in which there should be evidence of Differentiation. Think About Question: What were some of the factors that impacted your choices in further supports for these students?	
 Evaluate (2 min.)	Bring back student work samples for next time-High, Medium, and Low Lesson Activities <ul style="list-style-type: none"> - Text-Rendering pgs. 54-56 - Student Work Connected To The Lesson - IGP Entry 	

Follow-up:

Classroom Teacher:

- *How will I apply the new learning in my classroom this week?*
- CM will implement :
- *What will I bring to the next cluster meeting?* TAP Notebook, Student Work HML, Lesson plan where you differentiated instruction.

Mentor/Master Teacher:

- *How will I support the application in the classroom?* The M/M teachers will follow up with teachers.
- Focused support will be on differentiation instruction by using Teacher Knowledge of students.
- Leadership team members will determine type of follow up (model, team teach, observation) based on development and conversations with career teachers.

Cluster Group Meeting Record

VALIS

Date: September 11, 2013

Cluster Cycle: 1

Long Range Plan Week: 4

School Goal:

By May 2014, student achievement will increase on our English and Math State tests (ISTEP and ECA) as follows:

7th and 8th Grade Students:

- ELA Meeting standard will increase from ____ % to ____ %.
- Math meeting standard will increase from ____ % to ____ %.

HS Students:

- English 10 students meeting standard will increase from ____ % to ____ %.
- Math (ECA) students meeting standard will increase from ____ % to ____ %.

Yearly Cluster Goal: (Tentative)

By May 2014, all students will improve performance on the benchmark Acuity test (7th, 8th, Eng. 10), which is aligned to the state English and Math test (ISTEP and ECA), by at least ____ % from Predictive A to C, with an emphasis on _____.

Cycle Cluster Goal: By the end of the cycle, teachers will effectively implement indicators from the TAP Rubrics as measured by the Leadership Team observations of classroom instruction and teacher assessment.

Cluster Meeting Objective:

Answer the questions on the exit ticket and hand in before leaving.

Which class period will you be using for your grouping strategy?

Which grouping strategy are you using?

I would like additional time to develop my grouping plans.

Yes or No. If yes, what kind of support would you like to have from your Master/Mentor teachers? By the next Cluster, 100% of teachers will have implemented a lesson using intentional grouping and provide evidence of student work produced during grouping.

<u>STEPS</u>	<u>Activity</u> What will I do?	<u>Materials</u> What will I need to bring with me?
 Identify Need (8 min)	1. Identify a Need 2. Review Goals and agenda 3. Overview of Grouping Student Roles/ Responsibilities / Expectations 4. Modeled Lesson (Laura Yanich Tape) 5. Develop Session (Worksheet) 6. Long-Range Plan Week 5	Cluster Leader: PowerPoint Cluster Meeting Record CM: Tap Binder Career Teacher Handbook
 Learn (20 min)	1. Objective : 2. Answer the questions on the exit ticket and hand in before leaving. 3. Which class period will you be using for your grouping strategy? 4. Which grouping strategy are you using? 5. I would like additional time to develop my grouping plans. 6. Yes or No. If yes, what kind of support would you like to have from your	Cluster Leader: PowerPoint Modeled Lesson Includes materials for Activity. White board

	<p>Master/Mentor teachers?</p> <p>7. Overview of Indicator/Descriptors: What teacher behaviors are indicated: Teachers set expectations for group work where all students will know their roles, responsibilities and group work expectations.</p> <p>8. Review Text rendered Rubric for Grouping in teacher handbook</p> <p>9. Modeling of Lesson : Includes setting clear expectations, roles and responsibilities for group. Master Teacher will model how to state clear behavior and work expectations ,roles and responsibilities for a group activity.</p>	Markers
 Develop (20 min)	<p>Your Task-</p> <p>What specific responsibilities can you include in your instruction to foster the growth in the area of grouping students so they know their roles ,responsibilities and expectations in a group project.</p> <p>What type of support would you like this week?</p>	<p>Cluster Leader: Highlighters Development Worksheet</p> <p>CM: <i>Lesson plan With Group activity</i></p>
 Apply (1 min)	<p>Take away from today:</p> <p>Use a grouping activity to implement activity that has clear expectations ,roles and responsibilities within your classroom</p> <p>Think About Question:</p>	<p>CM: A clear plan to implement an effective group project.</p>
 Evaluate (2 min.)	<p>Bring back student work samples for next time-High, Medium, and Low Feedback to your follow Up session with your TAP support team.</p> <p>Lesson Activity,</p> <ul style="list-style-type: none"> - Text-Rendering pgs. 35-38 Activities and Materials - Student Work Connected To The Grouping Lesson - For next cluster bring a lesson plan that has student to student activity. 	<p>Next Cluster: Student Work sample H/M/L Lesson plan TAP Binder</p>

Follow-up:

Classroom Teacher:

- *How will I apply the new learning in my classroom this week?*
- CM will implement :Grouping Strategies clearly stating responsibilities, roles and expectations for students.
- *What will I bring to the next cluster meeting?* TAP Notebook, Student Work H/M/L completed with Grouping lesson, Lesson Plan

Mentor/Master Teacher:

- *How will I support the application in the classroom?* The M/M teachers will follow up with teachers.
- Focused support will be on grouping and how to assign roles/responsibilities and group work expectations.
- Leadership team members will determine type of follow up (model, team teach, observation) based on development and conversations with career teachers.

***NEXT CLUSTER WILL BE WEDNESDAY SEPTEMBER 25th! ***

Cluster Group Meeting Record

Date: Wednesday October 2nd

Cluster Cycle: 1

Long Range Plan Week: 6

School Goal:

By May 2014, student achievement will increase on our English and Math State tests (ISTEP and ECA) as follows:

7th and 8th Grade Students:

- ELA Meeting standard will increase from ____ % to ____ %.
- Math meeting standard will increase from ____ % to ____ %.

HS Students:

- English 10 students meeting standard will increase from ____ % to ____ %.
- Math (ECA) students meeting standard will increase from ____ % to ____ %

Yearly Cluster Goal: (Tentative)

By May 2014, all students will improve performance on the benchmark Acuity test (7th, 8th, Eng. 10), which is aligned to the state English and Math test (ISTEP and ECA), by at least ____ % from Predictive A to C, with an emphasis on the writing process.

Cycle Cluster Goal: By the end of the cycle, teachers will effectively implement indicators from the TAP Rubrics as measured by the Leadership Team observations of classroom instruction and teacher assessment.

Cluster Meeting Objective:

By the end of Cluster, 100% of teachers will be able to Script an "I do" section of a lesson to model performance expectations.

By the next Cluster, 100% of teachers will have implemented the modeling from the lesson and provide student work that reflects modeled performance expectations.

<u>STEPS</u>	<u>Activity</u> What will I do?	<u>Materials</u> What will I need to bring with me?
 Identify Need (8 min)	<ol style="list-style-type: none"> 1. The importance of Presenting Instructional Content and modeling student expectations. 2. Review Goals 3. Overview of Indicator/Descriptor: Presenting Instructional Content (Teacher modeling of student expectations). 4. Modeled Lesson 5. Develop Session 6. Long-Range Plan Week #7 	Cluster Leader: PowerPoint Cluster Meeting Record CM: Tap Binder Career Teacher Handbook High, medium, low student work from Activities and Materials
 Learn (20 min)	<ol style="list-style-type: none"> 1. Objective 2. Overview of Indicator/Descriptors: Why is it important for the teacher to model his/her expectations for students? How do you plan for effective modeling during a lesson? How do students clearly know your expectations for their assignments and for what are they are to learn? 3. Modeling of Lesson 	Cluster Leader: PowerPoint Material For Modeled Lesson

 Develop (20 min)	Your Task- Develop (using resources provided) your instructional modeling plan for "I do" portion of an upcoming lesson. Alignment to previous TAP Rubric Indicators: Assessment Teacher Knowledge of Students Grouping Activities and Materials What type of support would you like this week?	Cluster Leader: Highlighters Handouts PIC Develop Worksheet CM: <i>Lesson plan</i>
 Apply (1 min)	A member of the TLT will be coming to each room for Cluster Follow-up to observe your lesson in which there should be evidence of teacher modeling of student work expectations. Think About Question: How do students clearly know your expectations for their assignments and for what are they are to learn?	
 Evaluate (2 min.)	Bring back student work samples for next time-High, Medium, and Low Lesson Activities <ul style="list-style-type: none"> - Text-Rendering pgs. 38-40 - Student Work Connected To PIC 	

Follow-up:

Classroom Teacher:

- *How will I apply the new learning in my classroom this week?*
- CM will implement :
- *What will I bring to the next cluster meeting?* TAP Notebook, Student Work

Mentor/Master Teacher:

- *How will I support the application in the classroom?* The M/M teachers will follow up with teachers.
- Focused support.
- Leadership team members will determine type of follow up (model, team teach, observation) based on development and conversations with career teachers.

V.A.L

Cluster Group Meeting Record

Date: Wednesday, October 9th

Cluster Cycle: 1

Long Range Plan Week: 7

School Goal:

By May 2014, student achievement will increase on our English and Math State tests (ISTEP and ECA) as follows:

7th and 8th Grade Students:

- ELA Meeting standard will increase from ____ % to ____ %.
- Math meeting standard will increase from ____ % to ____ %.

HS Students:

- English 10 students meeting standard will increase from ____ % to ____ %.
- Math (ECA) students meeting standard will increase from ____ % to ____ %

Yearly Cluster Goal: (Tentative)

By May 2014, all students will improve performance on the benchmark Acuity test (7th, 8th, Eng. 10), which is aligned to the state English and Math test (ISTEP and ECA), by at least ____ % from Predictive A to C, with an emphasis on _____.

Cycle Cluster Goal: By the end of the cycle, teachers will effectively implement indicators from the TAP Rubrics as measured by the Leadership Team observations of classroom instruction and teacher assessment.

Cluster Meeting Objective:

By the end of Cluster, 100% of teachers will be able to create varied and high quality questions that measure knowledge, comprehension, application, analysis, creation, and evaluation.

By the next Cluster, 100% of teachers will have applied questioning types within their lesson and provide evidence of questioning through student work.

<u>STEPS</u>	<u>Activity</u> What will I do?	<u>Materials</u> What will I need to bring with me?
 Identify Need (8 min)	<ol style="list-style-type: none"> 1. Identify a Need 2. Review Goals 3. Overview of Indicator/Descriptors: Questioning (Teachers questions are varied and high quality, providing balanced mixed of question types 4. Modeled Lesson: Featuring Mentor Teacher Gary Wetzel 5. Develop Session: Generating varied and high quality questions for an upcoming lesson 6. Long-Range Plan Week #9 	Cluster Leader: <i>PowerPoint</i> <i>Cluster Meeting Record</i> <i>CM:</i> <i>Tap Binder</i> <i>Career Teacher Handbook</i>
 Learn (20 min)	<ol style="list-style-type: none"> 1. Objective: 100% of teachers will learn the value and importance of asking varied and high quality questions to students in order to increase student achievement. 2. Overview of Indicator/Descriptors: What teacher behaviors are indicated: Teachers ask varied and high quality questions of students in each class. 3. Modeling of Lesson : Gary Wetzel (US History) 	Cluster Leader: PowerPoint Material For Modeled Lesson

 Develop (20 min)	Your Task- Develop varied and high quality questions in order to increase student understanding of the learning objective and improve student achievement? What type of support would you like this week? What concerns do you have implementing deliberate questioning strategies discussed in Cluster today?	Cluster Leader: Highlighters Handouts Practical/Creative Thinking Develop Worksheet <u>CM:</u> <i>Lesson plan</i>
 Apply (1 min)	A member of the TLT will be coming to each room for Cluster Follow-up to observe your lesson in which there should be evidence of varied and high quality questioning Think About Question: How can I increase student participation and engagement through my questions in class?	
 Evaluate (2 min.)	Bring back student work samples for next time-High, Medium, and Low Lesson Activities - Text-Rendering pgs. ??? - Student Work Connected To The Lesson	

Follow-up:

Classroom Teacher:

- *How will I apply the new learning in my classroom this week?*
- CM will implement :
- *What will I bring to the next cluster meeting?* TAP Notebook, Student Work

Mentor/Master Teacher:

- *How will I support the application in the classroom?* The M/M teachers will follow up with teachers.
- Focused support : Questioning: Varied and High Quality Questions.
- Leadership team members will determine type of follow up (model, team teach, observation) based on development and conversations with career teachers.

UHP Teacher Support and Intervention

Progression of Support (ALL CAREER TEACHERS)

August-September 2013

- I do, You do, We do with communication log (assessment goal)
 - A primary goal for the TLT was to use a collaborative support plan for the teachers, in order to build investment from teachers moving into year two of TAP. UHP began the year with the plan of using a Coaching Plan Template, which included an “I DO, YOU DO, WE DO” section with a list of recommendations for next steps in each category. Additionally, the form included a communication log to track the progress of the teacher, and had an assessment goal section in order to keep the support plan targeted to a specific identified area of need.
- Walk through observation note form
 - During the TAP rubric cluster cycle, the focus was shifted to instructional methods within each teacher’s classroom. The form focused on teacher actions and student actions within a lesson. The form was aligned to the TAP rubric in order to give observers a structure that would provide initial data on teachers’ areas of strength and need (reinforcement/refinement areas) leading up to the first round of evaluation and development of IGP’s (at the end of Cluster cycle 1). Additionally, there was space for teachers to answer reflection questions (in preparation for IGP entries, etc.), which provided quality information to evaluators during one on one sessions.

October-November

- “STOP-START-CONTINUE” chart
 - The walk through observation note form turned out to be very time consuming for teachers, so adjustments were made to accommodate a more efficient method of support and feedback. The use of the “STOP-START-CONTINUE” chart was used as a way for teachers to reflect on what was going well in the classroom, as well as think about what could be done in addition to their current practices or what was holding back their instruction or student achievement.

December-Present

- Strategy Follow-Up
 - Moving into Cluster cycle two, which was the first strategy cycle, support focused on follow-up to strategy implementation. Each week, master teachers observed their cluster members deliver the instruction related to strategy implementation in order to provide direct feedback. The form outlined the critical attributes to each strategy “chunk”, and master teachers focused on teacher actions as well as student actions and outcomes. The master and career teachers would meet during one on ones to discuss the implementation process. During the one on ones, master and career teachers

would sit and grade student samples using the scoring criteria and help analyze any qualitative data that the master or career teacher noticed as well. Recommendations were made in order to provide each teacher with something to contribute to the following Cluster, during the Evaluate section when sharing out data about the specific chunk of the strategy.

- During the one on one follow up meetings, the master teacher would review the Cluster development worksheet and exit ticket (which also addressed differentiation in the classroom and a specific strategy that we used within the cluster meeting. Always with a question of how the TLT can support them in the upcoming week).
- Individual Growth Plans
 - Each week master teachers checked on IGP updates from cluster members to see how growth was being made in a targeted rubric area.
 - TLT members provide feedback to each entry using the “SMACK” model
 - S-Summarize the entry
 - M-Make a rubric connection
 - A-Ask a Question
 - C-Continue to encourage the teacher
 - K-Keep up the entries

This was effective in seeing the level of reflection in each teacher, as well as understanding the progression of each teacher’s development in an area of growth.
- “Strategy within a Strategy”
 - Due to the identified need of continued student investment toward the last months of the school year, at the start of Cluster cycle four, “mini strategies” for student engagement became embedded in the Cluster meetings. This was a way to integrate quick, easy ideas to engage students in the classroom. The “mini strategies” are modeled in Cluster and TLT members encourage career teachers to utilize the strategies within their classrooms. This provides a nice cluster member “share out” during the following cluster meetings, and there has been a very encouraging response from teachers about the effectiveness of engaging students further.
- Organization and Efficiency
 - Master teachers organize all strategy implementation materials in a folder for each cluster member to receive at Cluster meetings, including the model presentation and materials used in field testing as a guide for their own implementation. All teachers receive a hard copy of the necessary number of student worksheets/packets required for the next chunk of the strategy, as well as the scoring criteria sheet, critical attributes and procedures, along with the Cluster power point and additional resources related to the “mini-strategy”. This allows teachers to feel prepared in creating a plan for strategy implementation and saves time, which teachers appreciate.
- Teacher Check-ins
 - The TAP room has an open door policy for all teachers related to issues in the classroom in order to help effectively problem solve or assist with determining next steps. These

teacher check-ins typically have no specific documentation, unless the item discussed relates to a need for documentation, which is often done via email or in communication with other TLT members.

Progression of Support (TARGETED CAREER TEACHERS)

- RTI support
 - Middle School teachers (primarily the English/Language Arts and math teachers) were asked to implement a data driven program related to targeting small groups of students who needed extra instruction in order to assist with specific skills leading up to the ISTEP assessment. Social studies and science teachers joined the cause and offered services supporting these student groups. Both master teachers joined one group each, in order to reduce the student-teacher ratio and to support the efforts of the program. Twice each week, for one period, master teachers support and lead small group instruction for those targeted groups.
- Collaboration with TFA personnel
 - Nine of the participating cluster members are first or second year teachers through Teach for America. In order to maintain consistency within support across the board, master teachers meet with the Teach for America mentor advisor (also called, Director of Teacher Leadership and Development) on a bi-monthly basis. In addition to the in-person meetings every other week, there is regular email correspondence and quick in person “check-ins”, whenever the advisor is in the building observing teacher classrooms. The collaboration between the TLT and TFA mentor advisor is essential in ensuring that there is consistency in the message being delivered to teachers, and to allow each team to share important information about individual teacher growth and needs.
- Differentiation in Teacher Support
 - Strategy implementation support variation based on teacher development worksheet, one on ones, classroom observation, etc.
- Lesson Plan Feedback
 - Teachers who are proficient instructors, and require less instructional support are provided with direct feedback on lesson plans that help guide one on one meetings and facilitate increased reflection by the classroom teachers. This allows career teachers to take their planning to the next level or consider options for differentiating for students. This is a way of recognizing the planning being done, and guiding future plans.
- Individual Improvement Plans
 - For teachers who require more direct and targeted interventions in their teaching, a plan is developed that outlines areas of need and recommendations for improvements. This is written to have a record of items discussed, as well as to provide the teacher a structure for future actions. All items are supported by one or more members of the TLT and follow-up is conducted throughout the week in the classroom, Cluster or during one on ones with master teacher.

Part 4: Implementation

Documentation for Indicator # 7

2013-14 TAP Strategy Cluster Long Range Plan

2013-14 TAP Strategy Cluster Meeting Records

Cluster Long Range Plan

Cycle 4: "B ME" Strategy Cycle

University Heights Preparatory Academy

Identify Need

Obtain

Develop

Apply

Evaluate

School Goal: School Goal: University Heights Preparatory Academy

- By May 2014, student achievement will increase on our State tests (ISTEP and ECA) as follows:

Middle School: Growth Goal:

- ELA: Top 75% with high growth will increase from 35.4% to 36.2%.
- ELA: Bottom 25% with high growth will increase from 44.4% to 45%.
- **7th Grade:** An increase in scores on the ELA portion of ISTEP from 53%, or 12 students, to 63%, or 14 students.
- **8th Grade:**
- **8A:** An increase in scores on the ELA portion of ISTEP from 81%, or 18 students, to 90%, or 20 students.
- **8B:** An increase in scores on the ELA portion of ISTEP from 33%, or 7 students, to 45%, or 10 students.
- **8C:** An increase in scores on the ELA portion of ISTEP from 33%, or 6 students, to 45%, or 8 students.

High School:

- An increase in scores on the English 10 portion of the ECA from 61%, or 24 students, to 70%, or 28 students.
- Students (11th and 12th graders) retaking the English 10 portion of the ECA will decrease from 40%, or 16 students, to 30%, or 12 students.

Yearly Cluster Goal:

- **By May 2014, all students will improve performance on the benchmark Acuity test (7th, 8th, Eng. 10), which is aligned to the state English and Math test (ISTEP and ECA), by at least 15% from Predictive A to C, with an emphasis on the writing process.**

Cycle Cluster Goal: By the end of the cycle, teachers will effectively implement the "CAP" strategy to improve student achievement in the area of drafting.

**Week 1:
April 9
(Field
testing
3/7)**

The cluster leader will model how teachers are to administer the "Be Me" strategy to their class. Teachers will develop a plan to introduce the purpose of the Pre-Test to their students being sure to include identified critical attributes. M/M teachers will follow up with observations/coaching of teachers as they administer Pre-Test and score test based on the given Scoring Criteria.

<p>Week 2: April 16 (Field testing 3/14)</p>	<p>Teachers will analyze results from the administered Pre-Test and discuss any data suggested school wide trends. Teachers will chart this data on the growth chart. The cluster leader will model the implementation of "Be Me" Strategy Beginning. Teachers will develop a plan to teach their students the Beginning portion of the strategy and practice implementation within the cluster. Master teachers will go over the scoring criteria and discuss data gathered from field testing. M/M teachers will follow up with observations/coaching of teachers as they teach the Chunk 1, Beginning to their students.</p>
<p>Week 3: April 23 NIET visit (Field testing 3/20)</p>	<p>Teachers will analyze results from the implementation of Chunk 1 Beginning portion of the strategy and chart their students as high, medium, or low based on the scoring criteria. This data will be added to the school wide growth chart. Teachers will also look at this data and discuss any trends or connections between pre-test rankings and student's work for Chunk 1. Teachers will bring lesson text, passages, or word problems to use in implementing this chunk of the strategy. The cluster leader will model for teachers Chunk 2 "Be Me" strategy, Middle. Teachers with the help of M/M will develop a plan to implement Chunk 2, Middle with their students. Master Teachers will go over data from field testing in order to teach teachers how to score student work based on the scoring criteria provided. M/M teachers will follow up with observations and coaching of teachers as they implement strategy in their classrooms.</p>
<p>Week 4: April 30 (Field testing 3/24)</p>	<p>Teachers will analyze results from their implementation of Chunk 2 and chart their students work as high, medium, or low based on the provided scoring criteria. This data will be added to the school wide growth chart. Teachers will also look at this data and discuss any school wide trends that might have presented themselves. Cluster leaders will model Chunk 3: End portion of the strategy for teachers. Teachers with the help of M/M teachers will develop a plan to implement the Chunk 3: End, of the strategy within their classes. Teachers will practice implementing this Chunk 3: End within cluster in order to elicit feedback prior to implementation. M/M teachers will follow up with observations and coaching of teachers as they implement strategy in their classrooms.</p>
<p>Week 5: May 7 (Field testing 3/26)</p>	<p>Teachers will analyze results from their implementation of the Chunk 3: End and chart their students work as high, medium, or low based on the provided scoring criteria. This data will be added to the school wide growth chart. Teachers will also look at this data and discuss any school wide trends that might have presented themselves. Cluster leaders will model the Benchmark, portion of the strategy for teachers. Teachers with the help of M/M teachers will develop a plan to implement Benchmark, of the strategy within their classes. Teachers will practice implementing this chunk within cluster in order to elicit feedback prior to implementation. M/M teachers will follow up with observations and coaching of teachers as they implement strategy in their classrooms.</p>
<p>Week 6: May 14 (Field testing 4/8)</p>	<p>Teachers will analyze results from their implementation of the Benchmark and chart their students work as high, medium, or low based on the provided scoring criteria. This data will be added to the school wide growth chart. Teachers will also look at this data and discuss any school wide trends that might have presented themselves. Cluster leaders will model the Chunk 4 Editing/Revising, portion of the strategy for teachers. Teachers with the help of M/M teachers will develop a plan to</p>

	implement Chunk 4, Editing/Revising , of the strategy within their classes. Teachers will practice implementing this chunk within cluster in order to elicit feedback prior to implementation. M/M teachers will follow up with observations and coaching of teachers as they implement strategy in their classrooms.
Week 7: May 21 (Field Testing 4/10)	Teachers will analyze results from their implementation of Chunk 4: Editing/Revising and chart their students work as high, medium, or low based on the provided scoring criteria. This data will be added to the school wide growth chart. Teachers will also look at this data and discuss any school wide trends that might have presented themselves. Cluster leaders will model for teachers how they are to administer the Post- Test for the "Be Me" strategy. Teachers will develop a plan to introduce the purpose of the Post-Test to their students being sure to include identified critical attributes. M/M teachers will follow up with observations/coaching of teachers as they administer Post-Test and score test based on the given Scoring Criteria.
Week 8: May 28 (No Field Testing)	Teachers will analyze results from their implementation from the Post Test and discuss any school wide trends with the strategy.

Please Note:

1. This document is subject to change and will be updated as necessary.
2. Teachers will be notified of these updates during cluster meetings.

Cluster Group Meeting Record PRETEST "B ME"

Date: April 9, 2014 Cluster Cycle: 4

Long Range Plan Week: 23

School Goal:

By May 2014, student achievement will increase on our English and Math State tests (ISTEP and ECA) as follows:

Middle School:

- Growth Goal:

ELA: Top 75% with high growth will increase from 35.4% to 36.2%.

ELA: Bottom 25% with high growth will increase from 44.4% to 45%.

7th Grade: An increase in scores on the ELA portion of ISTEP from 53%, or 12 students, to 63%, or 14 students.

8th Grade:

8A: An increase in scores on the ELA portion of ISTEP from 81%, or 18 students, to 90%, or 20 students.

8B: An increase in scores on the ELA portion of ISTEP from 33%, or 7 students, to 45%, or 10 students.

8C: An increase in scores on the ELA portion of ISTEP from 33%, or 6 students, to 45%, or 8 students.

High School:

An increase in scores on the English 10 portion of the ECA from 61%, or 24 students, to 70%, or 28 students.

Students (11th and 12th graders) retaking the English 10 portion of the ECA will decrease from 40%, or 16 students, to 30%, or 12 students.

Yearly Cluster Goal: By May 2014, all students will improve performance on the benchmark Acuity test (7th, 8th, Eng. 10), which is aligned to the state English and Math test (ISTEP and ECA), by at least 15% from Predictive A to C, with an emphasis on the writing process.

Cycle Cluster Goal: By the end of the cycle, 100% of TAP teachers will implement All chunks of the "B ME" editing/revising strategy as measured by at least 80% mastery in all classrooms on each chunk at all levels H/M/L groups achieving this mastery. This is measured by a TLT member classroom observations/co-teach of the strategy and student achievement on from pretest to posttest.

Cluster Meeting Objective:

By the end of the Cluster meeting 100% of the Cluster Teachers will be able to implement the Pretest of the "B ME" revising/editing strategy within all of their classes. By the end of Cluster, this will be measured by the teacher's developed plan for implementation of the Pre-Test.

By the next Cluster meeting, 100% of teachers will have successfully implemented Pre-Test for the "B ME" Strategy, as evidenced by 80% of students producing "High" level/mastery work.

By the next Cluster 100 % of teachers will have implemented the "STOPLIGHT " exit activity into every class they teach and provide qualitative and quantitative data to share out to our cluster group.

<u>STEPS</u>	<u>Activity</u> What will I do?	<u>Materials</u> What will I need to bring with me?
 Identify Need (8 min)	<ol style="list-style-type: none"> Identify a Need: Career Teachers will review school data related to writing proficiency and discuss trends they have seen in the classrooms that may indicate student need related to improvement in the writing process. Master Teachers will review all school and Cluster Goals with additional focus on Building positive Academic Interactions and investment between students. Master Teachers will review Cluster Agenda Focus/Segment Chunk: "B ME" Pre-test 	Cluster Leader: PowerPoint Cluster Meeting Record BME Data Sheets Cluster Cycle 4 Goals Yearly Cycle Goals CM: Tap Binder Career Teacher Handbook Data from Post Test "CAPS"

 <p>Learn (20 min)</p>	<p>1. Master Teacher present results from the "CAPS" post -test from Field Testing and</p> <p>2. Discuss what research says about the correlation between editing/revising and quality of final writing.</p> <p>5. Master Teachers will hand out Critical Attributes for administering the "B ME" Pre-test .Master teachers will pass out scoring/grading criteria and review the scoring with student samples of H/M/L work from Field testing .</p> <p>6. MT will model and show a video where the STOPLIGHT exit ticket is implemented</p>	<p>Cluster Leader: PowerPoint Material For Modeled Lesson Critical attributes Student work samples H/M/L from FT Scoring criteria for posttest Test/Survey STAR Posters for classrooms STOPLIGHT SIGNS Post it notes Video of STOPLIGHT being modeled and implemented</p>
 <p>Develop (20 min)</p>	<p>1. Cluster members will develop a Script for administering the "B ME" Pre-test in their classrooms on their develop worksheet.</p> <p>2. Master/Mentor teachers will assist in facilitating participant learning by helping them plan for and practice the administration of the "B ME" Pretest to their students.</p> <p>Teachers will also partner share their scripts and critique each other. In this process they will use their Bounce cards for their share and keep track of the type of questions being asked.</p> <p>Teachers will fill out a "STOPLIGHT" post it after</p>	<p>Cluster Leader: Highlighters Handouts Develop Worksheet for Posttest Bounce card and Conversations check list Post it notes for STOPLIGHT activity</p> <p>CM: <i>Lesson plan</i></p>
 <p>Apply (1 min)</p>	<p>1. Cluster members will implement the "B ME" Pretest in period 4 in the following week.</p> <p>2. Teachers will use the STOPLIGHT Method in all their classrooms this week and bring back qualitative and quantitative data</p>	<p>Post it Notes</p>
 <p>Evaluate (2 min.)</p>	<p>1. Master and Mentor teachers will provide support in the form of observations, continued modeling, or co-teaching in the following week to ensure all Cluster</p> <p>2. Members are prepared to administer the given post-test to their 4th period class.</p> <p>3. Cluster members will score and bring back student work from the "B ME" post-test, separating student work into High, Medium and Low categories based on the provided scoring criteria from Cluster.</p>	<p>Exit Ticket for Cluster</p>

Follow-up:

Classroom Teacher:

- *How will I apply the new learning in my classroom this week?*
- CM will: Implement the "B ME" strategy pre-test in their classrooms in the following week.
- *What will I bring to the next cluster meeting?* TAP Notebook, Scored student work from the "B ME" Pretest in High, Medium or Low categories based on the scoring criteria rubric.
- Data from the implementation of the *STOPLIGHT* exit ticket used to build student investment in a reflective manner.

Mentor/Master Teacher:

- *How will I support the application in the classroom?* The M/M teachers will follow up with teachers through observations, modeling, or co-teaching
- Focused support: implementation of the "B ME" pretest and the STOPLIGHT exit tickets within all classrooms. Leadership team members will determine type of follow up (model, team teach, observation) based on development and conversations with career teachers and their responses to the cluster exit ticket and development sheet.

Cluster Group Meeting Record B of “B ME”

Date: April 16, 2014 Cluster Cycle: 4

Long Range Plan Week: 24

School Goal:

By May 2014, student achievement will increase on our English and Math State tests (ISTEP and ECA) as follows:

Middle School:

- **Growth Goal:**

ELA: Top 75% with high growth will increase from 35.4% to 36.2%.

ELA: Bottom 25% with high growth will increase from 44.4% to 45%.

7th Grade: An increase in scores on the ELA portion of ISTEP from 53%, or 12 students, to 63%, or 14 students.

8th Grade:

8A: An increase in scores on the ELA portion of ISTEP from 81%, or 18 students, to 90%, or 20 students.

8B: An increase in scores on the ELA portion of ISTEP from 33%, or 7 students, to 45%, or 10 students.

8C: An increase in scores on the ELA portion of ISTEP from 33%, or 6 students, to 45%, or 8 students.

High School:

An increase in scores on the English 10 portion of the ECA from 61%, or 24 students, to 70%, or 28 students.

Students (11th and 12th graders) retaking the English 10 portion of the ECA will decrease from 40%, or 16 students, to 30%, or 12 students.

Yearly Cluster Goal: By May 2014, all students will improve performance on the benchmark Acuity test (7th, 8th, Eng. 10), which is aligned to the state English and Math test (ISTEP and ECA), by at least 15% from Predictive A to C, with an emphasis on the writing process.

Cycle Cluster Goal: By the end of the cycle, 100% of TAP teachers will implement All chunks of the “B ME” editing/revising strategy as measured by at least 80% mastery in all classrooms on each chunk at all levels H/M/L groups achieving this mastery. This is measured by a TLT member classroom observations/co- teach of the strategy and student achievement on from pretest to posttest.

Cluster Meeting Objective:

By the end of the Cluster meeting 100% of the Cluster Teachers will be able to implement the B –Beginning chunk of the “B ME ” revising/editing strategy within all of their classes. By the end of Cluster, this will be measured by the teacher’s developed plan for implementation of the B-Chunk.

By the next Cluster meeting, 100% of teachers will have successfully implemented Beginning Chunk for the “B ME” Strategy, as evidenced by 80% of all H/M/L student groups producing “High” level/mastery work.

<u>STEPS</u>	<u>Activity</u> What will I do?	<u>Materials</u> What will I need to bring with me?
 Identify Need (8 min)	<ol style="list-style-type: none"> 1. Identify a Need: Career Teachers will review school data related to writing proficiency and discuss trends they have seen in the classrooms that may indicate student need related to improvement in the writing process. 2. Master Teachers will review all school and Cluster Goals with additional focus on Building positive Academic Interactions and investment between students: todays focus is Vocabulary with the “Kick Me” 3. Master Teachers will review Cluster Agenda 4. Focus/Segment Chunk: “B ME” Beginning 	<p><u>Cluster Leader:</u> <i>PowerPoint</i> <i>Cluster Meeting Record</i> <i>BME Data Sheets</i> <i>Cluster Cycle 4 Goals</i> <i>Yearly Cycle Goals</i></p> <p><u>CM:</u> <i>Tap Binder</i> <i>Career Teacher Handbook</i> <i>Data from Pretest “B ME”</i></p>

 <p>Learn (20 min)</p>	<p>1. Master Teacher present results from the “B ME “ Pretest from Field Testing and .Discuss what research says about the correlation between editing/revising and quality of final writing.</p> <p>5. Master Teachers will hand out Critical Attributes for administering the “B ME” B chunk scoring/grading criteria and review the scoring with student samples of H/M/L work from Field Testing .</p>	<p>Cluster Leader: PowerPoint Material For Modeled Lesson Critical attributes Student work samples H/M/L from FT Scoring criteria for “B” chunk Post it notes “Kick Me” Vocabulary Game Rubric Questions and answers.</p>
 <p>Develop (20 min)</p>	<p>1. Cluster members will develop a plan of action for specific students in each of their 4th period implementation “pick six “ H/M/L groups.</p> <p>2. Master/Mentor teachers will assist in facilitating participant learning by helping them plan for and practice the administration of the “B ME” B Chunk to their students.</p>	<p><u>Cluster Leader:</u> Highlighters Handouts Develop Worksheet for B Chunk</p> <p><u>CM:</u> <i>Lesson plan</i> <i>Pick six 2 High, 2 medium and 2 low students in group.</i></p>
 <p>Apply (1 min)</p>	<p>1. Cluster members will implement the “B ME ” B chunk in period 4 in the following week.</p> <p>2. Teachers will implement all parts of our writing strategy in all of their writing activities in all of their classes.</p>	
 <p>Evaluate (2 min.)</p>	<p>1. Master and Mentor teachers will provide support in the form of observations, continued modeling, or co-teaching in the following week to ensure all Cluster</p> <p>2. Members are prepared to administer the given B chunk beginnings, to their 4th period class.</p> <p>3. Cluster members will score and bring back student work from the “B ME” B chunk, separating student work into High, Medium and Low categories based on the provided scoring criteria from Cluster.</p>	<p>Exit Ticket for Cluster</p>

Follow-up:

Classroom Teacher:

- *How will I apply the new learning in my classroom this week?*
- CM will: Implement the “B ME” strategy B chunk in their classrooms in the following week.
- *What will I bring to the next cluster meeting?* TAP Notebook, Scored student work from the “B ME” B chunk in High, Medium or Low categories based on the scoring criteria rubric.
- Data from the implementation of “ Kick ME “ used to build student investment in a reflective manner.

Mentor/Master Teacher:

- *How will I support the application in the classroom?* The M/M teachers will follow up with teachers through observations, modeling, or co-teaching
- Focused support: implementation of the “B ME” chunk B and the “ Kick Me “ Vocabulary game. Team members will determine type of follow up (model, team teach, observation) based on development and conversations with career teachers and their responses to the cluster exit ticket and development sheet.

Cluster Group Meeting Record M of "B ME"

VAL'S

Date: April 23, 2014 Cluster Cycle: 4

Long Range Plan Week: 25

School Goal:

By May 2014, student achievement will increase on our English and Math State tests (ISTEP and ECA) as follows:

Middle School:

- Growth Goal:

ELA: Top 75% with high growth will increase from 35.4% to 36.2%.

ELA: Bottom 25% with high growth will increase from 44.4% to 45%.

7th Grade: An increase in scores on the ELA portion of ISTEP from 53%, or 12 students, to 63%, or 14 students.

8th Grade:

8A: An increase in scores on the ELA portion of ISTEP from 81%, or 18 students, to 90%, or 20 students.

8B: An increase in scores on the ELA portion of ISTEP from 33%, or 7 students, to 45%, or 10 students.

8C: An increase in scores on the ELA portion of ISTEP from 33%, or 6 students, to 45%, or 8 students.

High School:

An increase in scores on the English 10 portion of the ECA from 61%, or 24 students, to 70%, or 28 students.

Students (11th and 12th graders) retaking the English 10 portion of the ECA will decrease from 40%, or 16 students, to 30%, or 12 students.

Yearly Cluster Goal: By May 2014, all students will improve performance on the benchmark Acuity test (7th, 8th, Eng. 10), which is aligned to the state English and Math test (ISTEP and ECA), by at least 15% from Predictive A to C, with an emphasis on the writing process.

Cycle Cluster Goal: By the end of the cycle, 100% of TAP teachers will implement All chunks of the "B ME" writing/revising strategy as measured by at least 80% mastery in all classrooms on each chunk at all levels H/M/L groups achieving this mastery. This is measured by a TLT member classroom observations/co-teach of the strategy and student achievement on from pretest to posttest.

Cluster Meeting Objective:

By the end of the Cluster meeting 100% of the Cluster Teachers will be able to implement the M – Middle chunk of the "B ME" revising/editing strategy within all of their classes. By the end of Cluster, this will be measured by the teacher's developed plan for implementation of the M-Chunk.

By the next Cluster meeting, 100% of teachers will have successfully implemented Middle Chunk for the "B ME" Strategy, as evidenced by 80% of all H/M/L student groups producing "High" level/mastery work.

<u>STEPS</u>	<u>Activity</u> What will I do?	<u>Materials</u> What will I need to bring with me?
 Identify Need (8 min)	<ol style="list-style-type: none"> 1. Identify a Need: Career Teachers will review school data related to writing proficiency and discuss trends they have seen in the classrooms that may indicate student need related to improvement in the writing process. 2. Master Teachers will review all school and Cluster Goals with additional focus on Building positive Academic Interactions and investment between students: today's focus is Vocabulary with the "Kick Me" 3. Master Teachers will review Cluster Agenda 4. Focus/Segment Chunk: "B ME" Beginning 	<p>Cluster Leader:</p> <ul style="list-style-type: none"> PowerPoint Cluster Meeting Record BME Data Sheets Cluster Cycle 4 Goals Yearly Cycle Goals <p>CM:</p> <ul style="list-style-type: none"> Tap Binder Career Teacher Handbook Data from Pretest "B ME"

 <p>Learn (20 min)</p>	<p>1. Master Teacher present results from the “B ME “ Pretest from Field Testing and .Discuss what research says about the correlation between editing/revising and quality of final writing.</p> <p>5. Master Teachers will hand out Critical Attributes for administering the “B ME” M-Middle chunk scoring/grading criteria and review the scoring with student samples of H/M/L work from Field Testing .</p>	<p>Cluster Leader: PowerPoint Material For Modeled Lesson Critical attributes Student work samples H/M/L from FT Scoring criteria for “B” chunk Post it notes “Kick Me” Vocabulary Game Rubric Questions and answers.</p>
 <p>Develop (20 min)</p>	<p>1. Cluster members will develop a plan of action for specific students in each of their 4th period implementation “pick six “ H/M/L groups.</p> <p>2. Master/Mentor teachers will assist in facilitating participant learning by helping them plan for and practice the administration of the “B ME” M Chunk to their students.</p>	<p><u>Cluster Leader:</u> Highlighters Handouts Develop Worksheet for B Chunk</p> <p><u>CM:</u> Lesson plan Pick six 2 High, 2 medium and 2 low students in group.</p>
 <p>Apply (1 min)</p>	<p>1. Cluster members will implement the “B ME ” M chunk in period 4 in the following week.</p> <p>2. Teachers will implement all parts of our writing strategy in all of their writing activities in all of their classes.</p>	
 <p>Evaluate (2 min.)</p>	<p>1. Master and Mentor teachers will provide support in the form of observations, continued modeling, or co-teaching in the following week to ensure all Cluster</p> <p>2. Members are prepared to administer the given M chunk beginnings, to their 4th period class.</p> <p>3. Cluster members will score and bring back student work from the “B ME” M chunk, separating student work into High, Medium and Low categories based on the provided scoring criteria from Cluster.</p>	<p>Exit Ticket for Cluster</p>

Follow-up:

Classroom Teacher:

- *How will I apply the new learning in my classroom this week?*
- CM will: Implement the “B ME” strategy “M”-Middle chunk in their classrooms in the following week.
- *What will I bring to the next cluster meeting?* TAP Notebook, Scored student work from the “B ME” M chunk in High, Medium or Low categories based on the scoring criteria rubric.
- Evidence of implementation of any student investment activities within their classrooms.

Mentor/Master Teacher:

- *How will I support the application in the classroom?* The M/M teachers will follow up with teachers through observations, modeling, or co-teaching and any other follow up activities based on need.
- Focused support: implementation of the “B ME” chunk M.Team members will determine type of follow up (model, team teach, observation) based on development and conversations with career teachers and their responses to the cluster exit ticket and development sheet.

Part 4: Implementation
Documentation for Indicator #8
Data Meeting Documentation

Acuity Predictive Data Analysis Steps

1. Look at the Class Roster Report. Identify how many of your students were predicted to either pass+, pass, or DNP. Use this information to fill in the top section of your Data Analysis Organizer. (Note: The goals for your # of students passing is up to you!)
2. Identify which Tier (1,2,3, or 4) that your students fell into. Use the Test Performance on the Class Roster Report to identify these students. Use this information to fill out the bottom portion of your Data Analysis Organizer (Student Score Classification/Grouping).
3. Look at the Class Assessment Report. Look specifically at the 5th column (Average % Points Obtained). Identify your critical needs, challenges, and strengths. Remember- don't get overwhelmed with the critical needs- choose your top 3 or 4 that you think will best help your students be successful overall. Focus on foundational skills when necessary.
4. Use this information to identify your 3 Goal Areas- what are the 3 things that you really want to focus on in your classroom in order to help your students be successful? Fill these 3 standards in under Target Area 1, 2, and 3.
5. Come up with a goal for these standards. When assessed, what kind of growth do you want to see? How do you want them to do when assessed again on this standard? Put this under section labeled "Goal."
6. How are you going to achieve this goal? Come up with a plan. Are you going to use Acuity instructional resources to help with lesson material or do now material? Are you going to create a custom test to assess mastery? Are you going to do a weekly Friday review to cover lacking foundational skills? Fill this in under "List Resources/Instructional Strategies to Use."

Note: You can use the Class Item Analysis Report to identify what specific components of each standard were addressed/mastered.

For example, Standard 8.3.1 (Shiro Per. 5) shows that only 27% of the points were obtained, but if you look at the Class Item Analysis Report it breaks that standard down into 2 components: Multiply 2 variable monomials with exponents AND divide monomials. 80% of students got "multiply 2 variable monomials with exponents" correct, but only 33% of students got "divide monomials" correct. Thus, as a teacher, I know that I need to focus on divide monomials to increase mastery of this standard.

Pred C

Faculty Data Analysis Organizer: Assessment/Item Analysis Reports

Math Predictive A B C (Circle/Highlight One)

Teacher/Grade: Shiro 1st Month Apr Threshold= Tier 3(51-75%) & Tier 4(76-100%)

Goal for # of students passing ISTEP: 22 Goal for % growth: _____

How many students hit the threshold this month? 13 How many more do you need? 9

Predicted Pass/Pass+Total: 53 % Was this an increase or decrease from last test? (Highlight/Circle One)

Critical Needs (<50%)		Challenges (75%-51%)		Strengths (76% or higher)	
	Avg %		Avg %		Avg %
A1.6.3. Find powers/roots	18%	A1.2.5. Solve com. inequ.	50%	A1.6.5. Divide polys	77%
A1.6.4. Multiply polys	27%	A1.6.2. Solve quadratic	50%		
A1.7.2. Solve proportions	23%	A1.3.2. Interpret graph	55%		

Targeted Areas Action Plan

(Select up to 3 targeted areas for improvement based on Critical Needs or Challenges above):

Target Area #1: A1.6.3. Find powers/roots of monomials

GOAL: <u>80% Mastery</u>	List Resources/Instructional Strategies to Use: IR=Instr. Res. CT=Custom Test	If covered later in year, indicate approximate date
Details from Assessment & Item Analysis Reports:	IR	
	CT/ Other	

Target Area #2: A1.6.4. Multiply polynomials

GOAL: <u>80% Mastery</u>	List Resources/Instructional Strategies to Use: IR=Instr. Res. CT=Custom Test	If covered later in year, indicate approximate date
Details from Assessment & Item Analysis Reports:	IR	
	CT/ Other	

Target Area #3: A1.7.2. Solve proportions

GOAL: <u>80% Mastery</u>	List Resources/Instructional Strategies to Use: IR=Instr. Res. CT=Custom Test	If covered later in year, indicate approximate date
Details from Assessment & Item Analysis Reports:	IR	
	CT/ Other	

Student Score Classification/Grouping

Tier 1 0-25%		Tier 2 26-50%		Tier 3 51-75%		Tier 4 76-100%	
Student Name	Score	Student Name	Score	Student Name	Score	Student Name	Score
[Redacted]	17%	[Redacted]	26%	[Redacted]	60%	[Redacted]	80%
[Redacted]	%	[Redacted]	26%	[Redacted]	51%	[Redacted]	%
[Redacted]	%	[Redacted]	31%	[Redacted]	63%	[Redacted]	%
[Redacted]	%	[Redacted]	34%	[Redacted]	74%	[Redacted]	%
[Redacted]	%	[Redacted]	31%	[Redacted]	71%	[Redacted]	%
[Redacted]	%	[Redacted]	31%	[Redacted]	57%	[Redacted]	%
[Redacted]	%	[Redacted]	29%	[Redacted]	57%	[Redacted]	%
[Redacted]	%	[Redacted]	29%	[Redacted]	%	[Redacted]	%
[Redacted]	%	[Redacted]	46%	[Redacted]	%	[Redacted]	%
[Redacted]	%	[Redacted]	49%	[Redacted]	%	[Redacted]	%
[Redacted]	%	[Redacted]	46%	[Redacted]	%	[Redacted]	%

[Redacted] 41
[Redacted] 43

Teacher/Grade: Shiro 3rd Month Apr Threshold= Tier 3(51-75%) & Tier 4(76-100%)

Goal for # of students passing ISTEP: 11 Goal for % growth: _____

How many students hit the threshold this month? 4 How many more do you need? 7

Predicted Pass/Pass+Total: 41% Was this an increase or decrease from last test? (Highlight/Circle One)

Critical Needs (<50%)		Challenges (75%-51%)		Strengths (76% or higher)	
	Avg %		Avg %		Avg %
A1.6.3. Find powers/roots	9%	A1.4.6. graph linear eq	55%	A1.6.2. divide polys	82%
A1.2.6. Solve word probs	14%	A1.8.2. solve quadratics	55%	A1.6.6. Find common factor	82%
A1.7.2. solve proportions	27%	A1.1.3. distributive/assoc	73%		

Targeted Areas Action Plan

(Select up to 3 targeted areas for improvement based on Critical Needs or Challenges above):

Target Area #1: A1.6.3. Find powers/ roots of monomials

GOAL: <u>80% Mastery</u>	List Resources/Instructional Strategies to Use: IR=Instr. Res. CT=Custom Test	If covered later in year, indicate approximate date
Details from Assessment & Item Analysis Reports:	IR	
	CT/ Other	

Target Area #2: A1.2.6. Solve word problems

GOAL: <u>80% Mastery</u>	List Resources/Instructional Strategies to Use: IR=Instr. Res. CT=Custom Test	If covered later in year, indicate approximate date
Details from Assessment & Item Analysis Reports:	IR	
	CT/ Other	

Target Area #3: A1.7.2. solve proportions

GOAL: <u>80% Mastery</u>	List Resources/Instructional Strategies to Use: IR=Instr. Res. CT=Custom Test	If covered later in year, indicate approximate date
Details from Assessment & Item Analysis Reports:	IR	
	CT/ Other	

Student Score Classification/Grouping

Tier 1 0-25%		Tier 2 26-50%		Tier 3 51-75%		Tier 4 76-100%	
Student Name	Score	Student Name	Score	Student Name	Score	Student Name	Score
[Redacted]	23%	[Redacted]	26%	[Redacted]	40%		%
	%	[Redacted]	26%	[Redacted]	4%		%
	%	[Redacted]	31%	[Redacted]	57%		%
	%	[Redacted]	31%		%		%
	%	[Redacted]	37%		%		%
	%	[Redacted]	34%		%		%
	%	[Redacted]	%		%		%
	%	[Redacted]	46%		%		%
	%		%		%		%
	%		%		%		%
	%		%		%		%
	%		%		%		%

3rd

Data Party!!!!

Predictive A B **C**

After analyzing the results of your most recent assessment, what are the skills or standards of concern? Be specific. **IF THERE ARE MANY, SELECT 2-3 OF HIGHEST CONCERN**

(A standard concern level is that students, on average, scored below 65% on these skills, but you may add others higher than this if you would still like to address them class-wide.)

A1.6.3. Find powers/roots of monomials

A1.2.6. solve word problems

A1.7.2. solve proportions

How will these skills be addressed during whole-class instruction? Be specific with how, when, and where.

(Since the majority of your class performed poorly on these skills, how will you work in re-teaching into your curriculum? How will you know when they've mastered them?)

- spiral into Do Nows
- test standards on quizzes in addition to new material & include in review
- spiral into homework worksheets
- prioritize during end of year ECA review units

Who are your students of concern?

(A standard concern level is a performance level of 65% or below. However, you may add other students who performed higher than this if you would still like to address them for interventions. In addition, if more than 25% of your class is performing below 65%, you need to target the bottom 25% for intensive intervention. List those students here if that is the case.)

Data Party!!!!

Predictive

A

B

C

Re-testers

After analyzing the results of your most recent assessment, what are the skills or standards of concern? Be specific. IF THERE ARE MANY, SELECT 2-3 OF HIGHEST CONCERN

(A standard concern level is that students, on average, scored below 65% on these skills, but you may add others higher than this if you would still like to address them class-wide.)

A1.8.2. solve quadratic equations

A1.8.3. solve quadratics where a perfect square equals a constant

A1.6.3. find powers/roots of monomials

How will these skills be addressed during whole-class instruction? Be specific with how, when, and where.

(Since the majority of your class performed poorly on these skills, how will you work in re-teaching into your curriculum? How will you know when they've mastered them?)

4th hour - current "unit" is systems of equations.

We just finished some intervention on elimination (A1.5.4.) + will continue w/ substitution (+ other topics). Next will be quadratics.

6th hour - current "unit" is quadratics. I plan to back up to exponents/polynomials to address A1.6.3, but currently addressing A1.8.2./A1.8.3. w/ guided notes & worksheets.

Who are your students of concern?

(A standard concern level is a performance level of 65% or below. However, you may add other students who performed higher than this if you would still like to address them for interventions. In addition, if more than 25% of your class is performing below 65%, you need to target the bottom 25% for intensive intervention. List those students here if that is the case.)

[Redacted student names]

[Redacted student names]

Acuity Data Analysis Organizer: Assessment/Item Analysis Reports

Language Arts Diagnostic/Predictive (Circle/Highlight One) **A**

Teacher/Grade: BAKER 7th Month 06. Threshold= Tier 3(51-75%) & Tier 4(76-100%)

GOAL for # students passing ISTEP: = Number of Students

How many students hit the threshold this month? How many more do you need?

redicted Pass/Pass + Total: % Was this an increase or decrease from last test? (Highlight/Circle One)

Critical Needs (<50%)		Challenges (75%-51%)		Strengths (76% or higher)	
	Avg %		Avg %		Avg %
6.1 Structural features	23%	7.1.2 Root Words	55%	7.6.3 pronouns	91%
7.5.6 Varied Word Choice	36%	6.3.5 Narration POV	45%	6.4B - Revisions	80%
7.2.3 Cause/Effect Chart	36%	6.1.4 UNKNOWN words in Context	59%	7.6.10- Complex Sent.	91%

Target Standard #1: 6.1.4 Recognizing unknown words in inform. Text using Context

How will you address this standard?

In daily analysis of written texts, use Doc Cam to reassess/review how to use context clues through teacher demonstration. Independent practice during Article of the Week

Target Standard #2: 6.2.1 use structural features to find information

How will you address this standard?

In DBQ projects, I will include questions about structural features to practice independently, following review of skills during class time.
check w/ Bryant on how he teaches this / vocab he uses!

Target Standard #3: 7.2.3 Analyze text using cause and effect

How will you address this standard?

We will work on the ideas of cause/effect specifically with graphic organizers. Assessment questions will also reflect this skill. love it. so applicable in social studies!

thank you for reviewing this so powerful to get this skill in multiple classes.

Student Score Classification/Grouping

Tier 1 0-25%		Tier 2 26-50%		Tier 3 51-75%		Tier 4 76-100%	
Student Name	Score	Student Name	Score	Student Name	Score	Student Name	Score
[redacted]	%	[redacted]	34%	[redacted]	52%	[redacted]	76%
[redacted]	%	[redacted]	38%	[redacted]	55%	[redacted]	76%
[redacted]	%	[redacted]	41%	[redacted]	55%	[redacted]	76%
[redacted]	%	[redacted]	48%	[redacted]	59%	[redacted]	86%
[redacted]	%	[redacted]	48%	[redacted]	59%	[redacted]	90%
[redacted]	%	[redacted]	48%	[redacted]	59%	[redacted]	90%
[redacted]	%	[redacted]	%	[redacted]	62%	[redacted]	%
[redacted]	%	[redacted]	%	[redacted]	72%	[redacted]	%
[redacted]	%	[redacted]	%	[redacted]	%	[redacted]	%
[redacted]	%	[redacted]	%	[redacted]	%	[redacted]	%
[redacted]	%	[redacted]	%	[redacted]	%	[redacted]	%

Teacher Name - Baner

Grade - 7th

Subject - SS

Prioritizing YOUR standards

Use this template to input your own standards into the four categories. Remember to differentiate between whole class and small group reteach. For Reteach/Review, please only focus on your identified critical needs, challenges, and strengths that you have identified and put them into the correct category.

Definition	Standards that you have not yet taught. They should already live in your long term plan, but it's important when adjusting to be very clear about what you have left to cover	Standards your students have already mastered.	This is content you need to teach again with a complete lesson or very strong mini lesson. Can be whole group or small group reteach depending on mastery.	Standards that don't need a complete lesson. Review helps students bring previously studied material back to "front of mind" and help students identify any gaps in their understanding.
Which standards fit here?	Standards that have not been covered at all. They have not been to assessed.	Anything above your goal of 80%	Generally any standard below 65%. Make sure to note whether everyone's mastery is low or just certain students	Standards between 65%-80%
How to do it	Logically grouped units with standards broken down into objectives	Low priority - they could play math games, review homework to continue practicing the skills they know how to do.	Full daily objectives broken down from the standard. Make sure to use your assessment information to identify their particular gaps	Many Options <ul style="list-style-type: none"> - Do Now - Math Meeting - Center Activity - CST Drill - Review Game
Your Standards	6.1.4	7.6.10 6.4.8 7.6.3	Whole Class 6.1 - Structural features 7.2.3 - cause effect	7.1.2 7.5.6 6.3.5

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Now, using the above, what **THREE** standards do you want to focus on for the next 2-3 weeks? Put those on your data analysis organizer.

Who are your students of concern?

(A standard concern level is a performance level of 65% or below. However, you may add other students who performed higher than this if you would still like to address them for interventions. In addition, if more than 25% of your class is performing below 65%, you need to target the bottom 25% for intensive intervention. List those students here if that is the case.)

[Redacted student names]

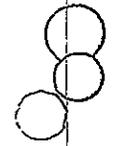
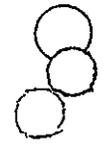
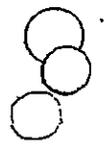
How will these students be remediated? Be specific with how, when, and where.

(How will you work in re-teaching with these students during class, during 4th period, outside of class, etc.? How will you know when they've improved enough?)

through Shi

When possible, students review at back table w/ Ms. Howe.
 Focused check ins following INM during IP to check for progress.

perfect.
 So great to have these identified ahead of time!



Acuity Data Analysis Organizer: Assessment/Item Analysis Reports

Language Arts Diagnostic/Predictive (Circle/Highlight One)

Teacher/Grade: Bauer 8A Month Oct Threshold= Tier 3(51-75%) & Tier 4(76-100%)

GOAL for # students passing ISTEP: _____ = Number of Students

How many students hit the threshold this month? _____ How many more do you need? _____

Projected Pass/Pass + Total: _____ % Was this an increase or decrease from last test? (Highlight/Circle One)

Critical Needs (<50%)	Challenges (75%-51%)	Strengths (76% or higher)
Avg %	Avg %	Avg %
7.5.5 - Summaries 39%	7.2.1 Informational text ^{features of} 65%	8.4.8 - editing 96%
7.6.2 - verb conjugation 35%	7.2.2 or cause effect 52%	8.6.4 - editing 96%
7.2.4 - editorial positions 48%	7.2.10 propaganda 61%	7.6.8 - capitalization 91%

Target Standard #1: 7.5.5 - write summaries to include main idea | Sig. details

How will you address this standard?

We will work on writing 25 word summaries of small sections of text to practice including key info. This will be independently practiced through Flow. *See if Bryant has a format he uses too! could save time.*

Target Standard #2: 7.2.4 trace the development of multiple P.O.V.s of same topic

How will you address this standard?

Using primary sources, we will examine different perspectives. Socratic Seminars will be used. *(1) the key to my heart*
↓ love them and students do too! let me know if you need resources - I have tons!

Target Standard #3: 7.2.1 differences in structure of informational text

How will you address this standard?

When we use primary & secondary sources, I will create focused questions to draw attention to different text features, which will also apply to independent work, such as DBQs and source-based assessments. *so important, as next step they need to know the*

Student Score Classification/Grouping

Tier 1 0-25%		Tier 2 26-50%		Tier 3 51-75%		Tier 4 76-100%	
Student Name	Score	Student Name	Score	Student Name	Score	Student Name	Score
	%		39 %		54%		75 %
	%		50 %		57%		79 %
	%		50 %		61 %		79 %
	%		%		61 %		86 %
	%		%		61 %		89 %
	%		%		61 %		89 %
	%		%		64 %		96 %
	%		%		64 %		%
	%		%		68%		%
	%		%		68%		%
	%		%		71 %		%

Teacher Name - *Bauer*

Grade - *8A (Ohio)*

Subject - *SS*

Prioritizing YOUR standards

Use this template to input your own standards into the four categories. Remember to differentiate between whole class and small group reteach. For Reteach/Review, please only focus on your identified critical needs, challenges, and strengths that you have identified and put them into the correct category.

	Standards that you have not yet taught. They should already live in your long term plan, but it's important when adjusting to be very clear about what you have left to cover	Standards your students have already mastered.	This is content you need to teach again with a complete lesson or very strong mini lesson. Can be whole group or small group reteach depending on mastery.	Standards that don't need a complete lesson. Review helps students bring previously studied material back to "front of mind" and help students identify any gaps in their understanding.
Definition:	Standards that have not been covered at all. They have not been taught or assessed.	Anything above your goal of 80%	Generally any standard below 65%. Make sure to note whether everyone's mastery is low or just certain students	Standards between 65%-80%
How it's done	Logically grouped units with standards broken down into objectives	Low priority - they could play math games, review homework to continue practicing the skills they know how to do.	Full daily objectives broken down from the standard. Make sure to use your assessment information to identify their particular gaps	Many Options <ul style="list-style-type: none"> - Do Now - Math Meeting - Center Activity - CST Drill - Review Game
Your Standards	<i>7.24</i>	<i>8.4.8 8.6.4</i>	<i>Whole Class 7.5.5 7.2.1</i>	<i>7.32 7.2.10</i>

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Now, using the above, what **THREE** standards do you want to focus on for the next 2-3 weeks? Put those on your data analysis organizer.

Who are your students of concern?

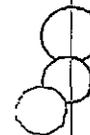
(A standard concern level is a performance level of 65% or below. However, you may add other students who performed higher than this if you would still like to address them for interventions. In addition, if more than 25% of your class is performing below 65%, you need to target the bottom 25% for intensive intervention. List those students here if that is the case.)

[Redacted student names]

How will these students be remediated? Be specific with how, when, and where.

(How will you work in re-teaching with these students during class, during 4th period, outside of class, etc.? How will you know when they've improved enough?)

- Focused check ins
- Update Special Ed teacher of record when applicable



Acuity Data Analysis Organizer: Assessment/Item Analysis Reports

Language Arts Diagnostic/Predictive (Circle/Highlight One)

Teacher/Grade: Bauer / 8B Month Oct Threshold= Tier 3(51-75%) & Tier 4(76-100%)

GOAL for # students passing ISTEP: _____ = Number of Students

How many students hit the threshold this month? _____ How many more do you need? _____

redicted Pass/Pass + Total: _____ % Was this an increase or decrease from last test? (Highlight/Circle One)

Critical Needs (<50%)		Challenges (75%-51%)		Strengths (76% or higher)	
	Avg %		Avg %		Avg %
7.5.5 Summaries	25%	7.2.1 structural features	39%	7.1.3 context clues	87%
7.6.2 verb conjugation	30%	7.2.7 conclusions from text	43%	7.3.5 contrast POVs	74%
7.2.4 author P.O.V	25%	7.2.10 propaganda	43%	8.6.4 editing	74%

Target Standard #1: 7.5.5 write summaries to include main idea/significant details

How will you address this standard?
 work on writing 8S word summaries to practice including key info. Introduction of who, what, when, where, why as technique. Practice in GP and Article of the week.

Target Standard #2: 7.2.4 trace development of multiple POVs of same topic

How will you address this standard?
 focus on introducing multiple perspectives through primary sources. Introduce discussions and structure DBQs around oppositional POVs

This is a great way to reinforce this + really make it real & engaging for our students!

Target Standard #3: 7.2.1 differences in structure of informational text

How will you address this standard?
 During Primary/Secondary source analysis, I will create focused questions to draw attention to different text features, which will also be practiced during IP, such as DBQs and source based assessments.

Student Score Classification/Grouping

Tier 1 0-25%		Tier 2 26-50%		Tier 3 51-75%		Tier 4 76-100%	
Student Name	Score	Student Name	Score	Student Name	Score	Student Name	Score
[Redacted]	14 %	[Redacted]	36 %	[Redacted]	54 %	[Redacted]	79 %
[Redacted]	25 %	[Redacted]	36 %	[Redacted]	57 %	[Redacted]	%
[Redacted]	25 %	[Redacted]	36 %	[Redacted]	57 %	[Redacted]	%
[Redacted]	%	[Redacted]	36 %	[Redacted]	61 %	[Redacted]	%
[Redacted]	%	[Redacted]	39 %	[Redacted]	61 %	[Redacted]	%
[Redacted]	%	[Redacted]	43 %	[Redacted]	68 %	[Redacted]	%
[Redacted]	%	[Redacted]	43 %	[Redacted]	68 %	[Redacted]	%
[Redacted]	%	[Redacted]	43 %	[Redacted]	71 %	[Redacted]	%
[Redacted]	%	[Redacted]	43 %	[Redacted]	71 %	[Redacted]	%
[Redacted]	%	[Redacted]	46 %	[Redacted]	%	[Redacted]	%
[Redacted]	%	[Redacted]	%	[Redacted]	%	[Redacted]	%

Teacher Name - Baner
 Grade - 8B (Williams)
 Subject - SS

Prioritizing YOUR standards

Use this template to input your own standards into the four categories. Remember to differentiate between whole class and small group reteach. For Reteach/Review, please only focus on your identified critical needs, challenges, and strengths that you have identified and put them into the correct category.

	Standards that you have not yet taught. They should already live in your long term plan, but it's important when adjusting to be very clear about what you have left to cover	Standards your students have already mastered.	This is content you need to teach again with a complete lesson or very strong mini lesson. Can be whole group or small group reteach depending on mastery.	Standards that don't need a complete lesson. Review helps students bring previously studied material back to "front of mind" and help students identify any gaps in their understanding.
Standards fit here?	Standards not been covered they have not been assessed.	Anything above your goal of 80%	Generally any standard below 65%. Make sure to note whether everyone's mastery is low or just certain students	Standards between 65%-80%
How it's done	Logically grouped units with standards broken down into objectives	Low priority - they could play math games, review homework to continue practicing the skills they know how to do.	Full daily objectives broken down from the standard. Make sure to use your assessment information to identify their particular gaps	Many Options - Do Now - Math Meeting - Center Activity - CST Drill - Review Game
Your Standards	7.5.5	8.6.4	Whole Class 7.2.1 7.2.1 / 7.2.1b 7.2.7 7.2.4	7.6.2 7.1.3 7.3.5

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Now, using the above, what **THREE** standards do you want to focus on for the next 2-3 weeks? Put those on your data analysis organizer.

Who are your students of concern?

(A standard concern level is a performance level of 65% or below. However, you may add other students who performed higher than this if you would still like to address them for interventions. In addition, if more than 25% of your class is performing below 65%, you need to target the bottom 25% for intensive intervention. List those students here if that is the case.)

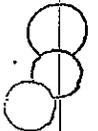
[Redacted student names]

How will these students be remediated? Be specific with how, when, and where.

(How will you work in re-teaching with these students during class, during 4th period, outside of class, etc.? How will you know when they've improved enough?)

- Ms. Howe work w/ strategic groups
- re-dited readings
- graphic organizers.
- strategic partners

Awesome!
I love that
you're thinking
about this now -
makes it easier when
you plan!



Acuity Data Analysis Organizer: Assessment/Item Analysis Reports

Language Arts Diagnostic/Predictive (Circle/Highlight One)

Teacher/Grade: Baner / 8C Month Oct Threshold= Tier 3(51-75%) & Tier 4(76-100%)

GOAL for # students passing ISTEP: _____ = Number of Students

How many students hit the threshold this month? _____ How many more do you need? _____

redicted Pass/Pass + Total: _____% Was this an increase or decrease from last test? (Highlight/Circle One)

Critical Needs (<50%)	Challenges (75%-51%)	Strengths (76% or higher)
Avg %	Avg %	Avg %
7.2.1 structural features 28%	8.1.3 words in context 35%	8.4.8 editing 80%
7.2.4 author POV 30%	7.1.1 companions 35%	7.6.8 capitalization 75%
7.3.7. symbolism 23%	7.3.4 theme 30%	

Target Standard #1: 7.2.1 differences in structural features

How will you address this standard?

During primary/secondary source analysis, I will create focused questions to draw attention to different text features, which will be practiced during IP, such as DBQs and assessment ?s.

Target Standard #2: 7.2.4 trace development of multiple POVs

How will you address this standard?

Focus on introducing multiple P.O.V.s through primary sources. Introduce into discussions and structure DBQs around oppositional POVs

Target Standard #3: 8.1.3 words in context

How will you address this standard?

In daily analysis/use of written texts, use Doc Cam to review/demonstrate use of context clues through teacher modeling. IP through Article of the Week.

Student Score Classification/Grouping

Tier 1 0-25%		Tier 2 26-50%		Tier 3 51-75%		Tier 4 76-100%	
Student Name	Score	Student Name	Score	Student Name	Score	Student Name	Score
[Redacted]	18 %	[Redacted]	29 %	[Redacted]	54 %	[Redacted]	86 %
[Redacted]	25 %	[Redacted]	29 %	[Redacted]	54 %	[Redacted]	%
[Redacted]	25 %	[Redacted]	36 %	[Redacted]	57 %	[Redacted]	%
[Redacted]	%	[Redacted]	39 %	[Redacted]	57 %	[Redacted]	%
[Redacted]	%	[Redacted]	43 %	[Redacted]	57 %	[Redacted]	%
[Redacted]	%	[Redacted]	%	[Redacted]	61 %	[Redacted]	%
[Redacted]	%	[Redacted]	%	[Redacted]	61 %	[Redacted]	%
[Redacted]	%	[Redacted]	%	[Redacted]	64 %	[Redacted]	%
[Redacted]	%	[Redacted]	%	[Redacted]	%	[Redacted]	%
[Redacted]	%	[Redacted]	%	[Redacted]	%	[Redacted]	%
[Redacted]	%	[Redacted]	%	[Redacted]	%	[Redacted]	%

Data Party!!

Teacher Name - Bower

Grade - 8C (Kentucky)

Subject - SS

Prioritizing YOUR standards

Use this template to input your own standards into the four categories. Remember to differentiate between whole class and small group reteach. For Reteach/Review, please only focus on your identified critical needs, challenges, and strengths that you have identified and put them into the correct category.

	Standards that you have not yet taught. They should already live in your long term plan, but it's important when adjusting to be very clear about what you have left to cover	Standards your students have already mastered.	This is content you need to teach again with a complete lesson or very strong mini lesson. Can be whole group or small group reteach depending on mastery.	Standards that don't need a complete lesson. Review helps students bring previously studied material back to "front of mind" and help students identify any gaps in their understanding.
Which standards fit	Standards that have not been covered at all. They have not been taught or assessed.	Anything above your goal of 80%	Generally any standard below 65%. Make sure to note whether everyone's mastery is low or just certain students	Standards between 65%-80%
How it's done	Logically grouped units with standards broken down into objectives	Low priority - they could play math games, review homework to continue practicing the skills they know how to do.	Full daily objectives broken down from the standard. Make sure to use your assessment information to identify their particular gaps	Many Options <ul style="list-style-type: none"> - Do Now - Math Meeting - Center Activity - CST Drill - Review Game
Your Standards	7.2.1 7.2.4	8.4.8 7.6.8	Whole Class 7.3.7 8.1.3	7.1.1 7.3.4

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Now, using the above, what **THREE** standards do you want to focus on for the next 2-3 weeks? Put those on your data analysis organizer.

Who are your students of concern?

(A standard concern level is a performance level of 65% or below. However, you may add other students who performed higher than this if you would still like to address them for interventions. In addition, if more than 25% of your class is performing below 65%, you need to target the bottom 25% for intensive intervention. List those students here if that is the case.)

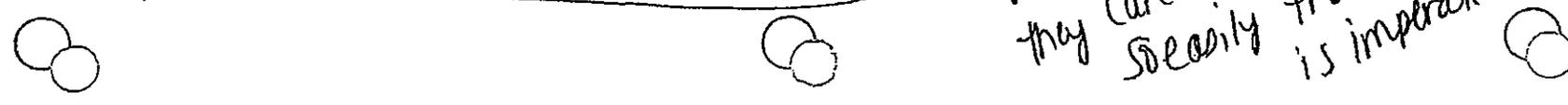
[REDACTED]

How will these students be remediated? Be specific with how, when, and where.

(How will you work in re-teaching with these students during class, during 4th period, outside of class, etc.? How will you know when they've improved enough?)

- Focused attention during 1P
- strategic grouping
- use of SpEd/Resource when necessary
- graphic organizers review of information

So key at this group (and 8B) they can forget so easily that review is imperative!



1. When are you implementing these data plans? Please indicate the date you will be teaching the target standard if it will be in your current unit. If it is in a future unit, please indicate the approximate month.

	Target Standard 1	Target Standard 2	Target Standard 3
7A Dates/Months	6.2.4 - weekly homework emphasis	6.1.4 - 11/11 - 11/19 - history of polytheism	7.2.3 - Unit 5 after Thanksgiving
8A Dates/Months	7.5.5 - weekly homework (mondays)	7.2.4 - debate on 11/5 and 11/6	7.2.1 - Bill of Rights DBQ Thanksgiving week
8B Dates/Months	7.5.5 - weekly homework	7.2.4 - debate on 11/5 and 11/6	7.2.1 - Bill of Rights DBQ Thanksgiving week
8C Dates/Months	8.1.3 - work on breaking down sources - 10/28	7.2.4 - debate on 11/5 - 11/6	7.2.1 - Bill of Rights DBQ Thanksgiving week

2. How will you track mastery/improvement of these standards? (When we meet, how will we be able to see if the re-teaching/review/teaching worked?)

8th grade - summaries tracked through weekly homework
 - P.O.V. assessed on unit test questions using primary sources and through debate
 7th - summaries assessed through homework

3. Val, Heather, and Lindsey will be coming into your classroom to follow up on these data plans and provide support. Using the above dates, what are 3 dates/times that we can come in to support you with your data party implementation?

- ① The 8th grade debate could be helpful (11/5 - 11/6)
- ② Bill of Rights DBQ w/ 8th Thanksgiving week
- ③ 7th grade - new unit after Thanksgiving (I'll let you know specific date)

Fountain/Hendey Re-Testers

Standard:	10.1.4	10.2.4	10.2.5	10.3.12	10.3.13	10.3.3	10.3.4	10.3.5	10.3.6	10.3.9	10.4.2	10.4.3	10.6.1	10.6.2	10.6.3	Student Avg.
Student:																
Rodgers, Rodnesia	0%	0%	25%	0%	0%	100%	50%	0%	0%	50%	0%	0%	50%	0%	0%	20%
Webb, Cheyenne	50%	0%	0%	0%	0%	0%	0%	0%	50%	0%	0%	50%	0%	0%	0%	0%
Marcum, Sabrina	0%	0%	25%	0%	0%	100%	50%	100%	50%	50%	0%	50%	0%	0%	0%	1%
Outlaw, Courtnee	0%	0%	0%	0%	0%	100%	50%	0%	0%	0%	0%	0%	0%	0%	100%	0%
Brown, Cherish	0%	0%	0%	0%	0%	100%	100%	100%	50%	50%	100%	0%	0%	0%	0%	0%
Goodman, Savannah	0%	0%	0%	0%	0%	0%	50%	100%	100%	0%	0%	50%	0%	0%	50%	0%
Bemis, Ronald	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	0%
Class Avg:	14%	2%	2%	2%	0%	57%	3%	45%	38%	28%	24%	24%	1%	2%	2%	2%

Haque/Hill Re-Testers

Standard: 6.1.7 8.15 8.16 8.31 8.32 8.39 8.45 8.64 A1.13 A1.21 A1.22 A1.24 A1.25 A1.26 A1.41 A1.42 A1.44 A1.45 A1.46 A1.51 A1.52 A1.53 A1.55 A1.56 A1.61 A1.62 A1.72 A1.82 Student AV

- Student:
- Mitchell, JoAnn
 - Cast, Ashley
 - Brewster, Dorine
 - Rider, Chase-Mylie
 - Hockessmith, Vanessa
 - Petrie, Breahna
 - Little, Brihany
 - Bickers, Aarfonna
 - Potts, Kyle

GRS AV6

Garner/Cobb Re-Testers

Standard: 6.17 8.15 8.16 8.31 8.32 8.39 8.45 8.64 8.113 8.121 8.122 8.124 8.125 8.126 8.141 8.142 8.144 8.145 8.146 8.151 8.152 8.153 8.155 8.156 8.161 8.162 8.172 8.182 Student Avg

Student	6.17	8.15	8.16	8.31	8.32	8.39	8.45	8.64	8.113	8.121	8.122	8.124	8.125	8.126	8.141	8.142	8.144	8.145	8.146	8.151	8.152	8.153	8.155	8.156	8.161	8.162	8.172	8.182	Student Avg
Strauss, Alyce																													
Norton, Antoinette																													
McIntosh, Travis																													
Reese, Jason																													
Herbers, Emagin																													
Morris, Manuel																													
Jackson, Mariah																													
Dair, Jamea																													
Kelly, Anthony																													
Emmelman, Valencia																													
Class Avg																													

Pred. A Data Only Available

Standard 6.17

Student: 6.17 7.35 8.15 8.16 8.17 8.31 8.32 8.34 8.36 8.38 8.39 8.45 8.65 8.113 8.124 8.126 8.141 8.142 8.143 8.144 8.145 8.146 8.151 8.152 8.153 8.155 8.156 8.161 8.162 8.172 8.182 Student Avg

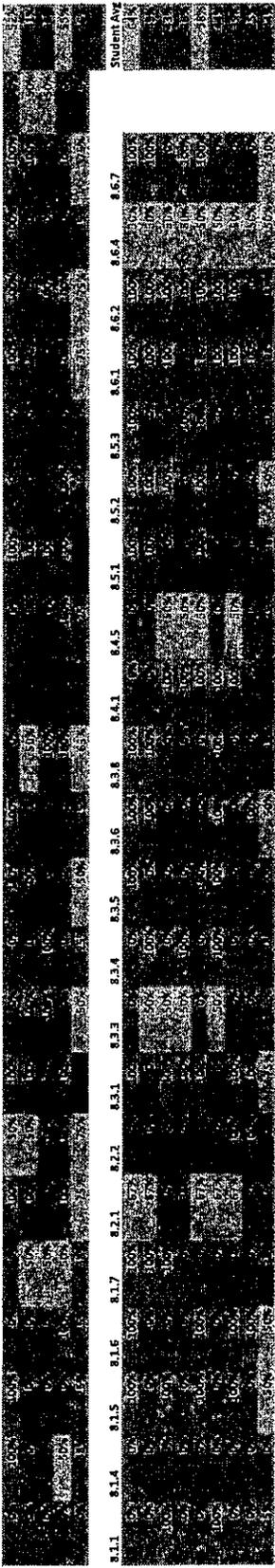
Student: Hook, Courtney

Amendola/Gebert Math

Student: Standard: 7.1.1 7.1.4 7.1.5 7.1.7 7.2.2 7.2.3 7.3.1 7.3.10 7.3.2 7.3.4 7.3.7 7.3.8 7.4.1 7.4.2 7.5.1 7.5.3 7.5.4 7.5.1 7.6.2 7.6.4 7.6.5 7.6.7 Student Avg

Boren, Krill
Conklin, Randy
Brewster, Carl
Young, Caylanna

Class Avg:



Kemper, Nathan
Potts, Kayla
Brown, Nancy
Ward, Rahnie
Waltz, Patricia
Minion, Josha
Shelton, Kay-lee
Brimh, Mikelle

Class Avg:



Part 4: Implementation
Documentation for Indicator #9
2014-15 School Calendar

University Heights Preparatory Academy

2014-2015 School Calendar

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
M	T	W	T	F
4	5	6	7	8
11	12	13	14	16
18	19	20	21	22
25	26	27		29
M	T	W	T	F
	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
27	28	29	30	31
M	T	W	T	F
3	4	5	6	
10	11	12	13	14
17	18	19	20	21
24	25			
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19

July 2014

7-25-Middle School Jumpstart/ECA Remediation
July 28-Aug.1 Teacher Institute

August 2014

1 -New Student Orientation
1 - Back To School Barbeque/Registration
4 - First Day for All Students
28--Back to School Night

September 2014

1 - Labor Day; No School
19 -College/Career Day; Full Day
19-School Wide Service Learning

October 2014

3 - End of First 9 Weeks
15-17 - Intersession
20-24 Fall Break; No School

November 2014

7- Parent Teacher Conference/No Students
26-28 - Thanksgiving Break; No School

December 2014

16-18-Final Exams
19- End of 1st Semester/Half-Day Students
22-31-Winter Break; No School

January 2015

1-2- Winter Break; No School
5-PD/Work Day
6- Students Return To School
19 - MLK Day; No School

February 2015

13- College/Career Day;Full Day Students
13-School Wide Service Learning
16-Presidents Day; No School (Make-Up)
25-27-Intersession

March 2015

30-31 Spring Break Begins/No School

April 2015

1-3- Spring Break; No School
6 - School Reconvenes

May 2015

1-PD. No School for Students; Snow Day
25-Memorial Day; No School

June 2015

2-4- Finals All Students
5-Last Day For Students
5- Graduation
8-9 Teacher Work Day

M	T	W	T	F
	6	7	8	9
12	13	14	15	16
	20	21	22	23
26	27	28	29	30
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
	17	18	19	20
23	24	25	26	27
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
M	T	W	T	F
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	
M	T	W	T	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
	26	27	28	29
M	T	W	T	F
1	2	3	4	5
		10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

183 Student Days
200 Staff Days