



## La Tierra Community School Academic Program Coordinator Professional Growth Plan

**Goal:** Increase teacher effectiveness by developing and utilizing a consistent teacher support and evaluation process.

### **Purpose/Benefit:**

- Increase teacher effectiveness thereby increasing student achievement and building community trust/investment/involvement in school.
- Decrease teacher stress and frustration by providing consistent support
- Establish respect, rapport and open dialogue between teachers and academic program coordinator.
- Increase staff understanding of evaluation process and evaluation measures (highly effective, effective etc...)
- Ensure legal compliance

### **Strategies:**

- ❖ Utilize a research based teacher evaluation framework and provide for consistent and effective implementation of the process.
- ❖ Implement research based teacher evaluation framework consistently, effectively and in accordance with A.R.S. 15-537. (AKA use it and monitor evidence to gauge effectiveness)

### **Action steps:**

- Develop a year long formal observation schedule providing advance notice to all teachers regarding when their formal observations will be.
- Schedule monthly informal observations for all classrooms.
- Ensure all teachers are aware of observation procedures and purpose.
- Consistent and timely weekly walkthroughs- 5-10 minutes. Looking for trends and providing positive feedback
- Implement professional development calendar and monitor collaborative (PLC) time.
- Academic Program Coordinator will support goals created by teachers in their Professional Development Plans
- Facilitate staff self observations twice per year.

### **Desired Outcomes and Evidence of Success:**

- Timely completion of all formal eval steps with fidelity as evidenced by hard copies of all evaluation process steps (monthly observation forms, formal observation documentation including

pre and post observation conference notes/agenda) in employee folders and evaluation document log.

- Increased student achievement and teacher effectiveness as evidenced by benchmark assessments, end of year summary 6/17/2024 included in LTCS Board Agenda.

### **Year End Reflection:**

- All observation and evaluation expectations were shared or reviewed with staff during our July 2023 work week. Based on staff feedback a schedule was shared so teachers could sign up for their fall and spring observation at the beginning of the year.
- All teachers participated in the fall 2023 observation, most completed all the steps of the protocol. All but two teachers participated in the spring 2024 observation. Most teachers completed all the steps of the observation protocol.
  - Note: State Statute 15-537 requires a school board establish a system regarding teacher observation and evaluation. LTCS Staff Handbook includes teachers completing two formal observations per year and one formal evaluation per year. (Policy Bridge reference: SectionG- GCO
- A working PD calendar was developed and shared with all staff. Updated as new opportunities were scheduled.
- PLC dates were included on the PD calendar at the beginning of the year. Collaborative teams were provided with flexibility to meet where and when worked best for them on Fridays as requested. All teams were asked to take notes and fill in their agenda at each meeting.
- Professional development plans were created in May and revisited/updated in July. All teachers checked in with Nancy and I on their individual progress and needs for support in October. Some teachers maintained their focus on their PDPs throughout the year. No one chose to share their plan and progress at our meeting in April.
  - With the focus on school-wide Conscious Discipline Professional Development for the 2024-2025 school year it is not recommended that teachers create individualized professional development plans.
- Formal evaluations were completed using the Danielson Model in May.
- Guidelines and recommendations for observation, evaluation, professional development, and professional learning communities are included in the Academic Coordinator SOP document.

**Goal:** Academic Program Coordinator will plan, develop, and share relevant data with community members.

**Purpose/Benefit**

- To support the IAP goal related to principle 6.3 increasing family involvement.
- To increase community investment and involvement in academic growth and progress.
- To improve student performance and investment in the classroom.
- Improve community understanding of academic programs at La Tierra Community School.

**Strategies: (include resources to be used)**

- ❖ Program Coordinator will identify key pieces of relevant data and share a data information sheet triannually in conjunction with benchmark assessments.

**Action Steps:**

- Identify relevant data to share with community members
- Create easy to read and interpret data information sheet
- Compile benchmark data after each scheduled benchmark assessment
- Share data information with community members 3 times per year.
- Share AASA and Galileo benchmark test scores to families with an explanation
- Notify parents when they are eligible for Move On When Reading
- Facilitate meetings and develop remediation plans to support students with high absenteeism.

**Desired Outcomes and Evidence of Success:**

Families and students are engaged in their student's academic progress through a systematic plan in order to improve student achievement.

Increased community involvement and understanding of the academic processes of La Tierra Community School. Share more information with families to better inform them of academic expectations, student progress, and practical information on how they can support their student.

**End of Year Reflection on Progress**

- Classroom progress on benchmark assessments was aggregated and shared with teachers upon completion. This data was analyzed during collaborative team meetings in September, January, and May.
- Individual student data was printed and shared with families after each Galileo benchmark. The first was during student led conferences, the second was sent home after benchmark 2, and the third was shared at portfolio presentations. AASA scores will be mailed home before the end of June.
- Students in third grade were evaluated and early in the school year meetings were scheduled with the classroom teacher, parents, and myself for students performing below grade level and at

potential risk for not meeting the MOWR cutscore. These meetings were productive and helped get all stakeholders involved in bringing students closer to meeting grade level standards.

- I developed a MOWR information brochure to share with families of students in grades K-3. This document highlighted key components of the MOWR legislation and how we were addressing these as a school. It also included FAQs.
- Students with high absenteeism were monitored throughout the school year. Meetings were held for two of these students.
- Absenteeism was also a topic of discussion at one of our school safety team meetings, this is an issue that should continue to be addressed moving forward.
- Guidelines and recommendations for assessment, data, and family communication are included in the Academic Coordinator SOP document.

**Goal:** Academic Program Coordinator will complete a curriculum gap analysis of the math curriculum and Arizona State Math Standards. .

**Purpose/Benefit**

- To support the IAP goal related to principle 4.6, developing a system to monitor, review, and evaluate math curricula.
- To identify gaps between the curriculum, math standards, and student achievement.
- To determine the most effective curriculum and delivery of math instruction.
- Improve math instruction and performance at La Tierra Community School.

**Strategies: (include resources to be used)**

- ❖ The Academic Program Coordinator will work with grade level classroom teachers to analyze the current EngageNY Math Curriculum and the Arizona State Math Standards.

**Action Steps:**

- Work with mentor (Nancy Alexander) to understand the process for conducting a curriculum gap analysis.
- Identify math power standards at each grade level
- Determine how and when power standards are taught through the EngageNY curriculum
- Identify how and when additional grade level standards are introduced and practiced throughout the curriculum
- Examine benchmark testing and determine areas of deficiency and strength
- Identify where and when gaps occur between the standards and curriculum in each grade level and how these gaps affect student progress.
- After analysis determine curriculum needs

**Desired Outcomes and Evidence of Success:**

A system will be developed and written to ensure a continuum of inclusive, equitable, and challenging learning opportunities for high expectations for learning. Therefore increasing student achievement.

Increased efficacy of math instruction by ensuring a comprehensive and relevant curriculum program in each classroom. Increased achievement among students in all grade levels in math performance as evidenced by classroom assessment data and benchmark data.

**End of Year Reflection on Progress**

- Working with Nancy we determined a gap analysis would not be an effective use of time due to the inconsistencies with the schoolwide implementation of EngageNY math curriculum.
- A gap analysis would be inconclusive without consistent implementation of the scope and sequence, lessons, and standards
- In order to remedy this, expectations for each grade level to carefully and consistently follow the EngageNY scope and sequence would lend itself to an effective gap analysis.
- AASA scores demonstrate these inconsistencies and the need for the expectation that a scope and sequence is implemented with fidelity.

- A challenge with the current model is rater reliability due to having a small staff with only one teacher per grade level.
- As evidenced by current and past year performance on AASA and Galileo benchmarks, there is a need for LTCS to evaluate the effectiveness of EngageNY curriculum and determine whether or not to continue using it or select a new math curriculum to follow in order to meet the needs of all students.
  - Note: A future focus on researching, piloting, and implementing updated math curriculum is recommended.
- After receiving ARPA Educational Disparities and Professional Development grant focus shifted to ELA standards and curriculum.