

MINGUS UNION HIGH SCHOOL SCHOOLWIDE PERFORMANCE PAY PLAN 2014-2015

Our Performance Pay Plan (PPP) is designed to meet the requirements of SB 1107 (Proposition 301) and to improve student achievement at Mingus Union High School. We have incorporated the goals and standards of AdvancEd school accreditation, AZ LEARNS, our Arizona Department of Education Continuous Improvement Plan (CIP) standards, and the goals of our Arizona HB 2823 Teacher Evaluation system into our school improvement plan. This year's plan is revised for compliance with the new ARS (15-977-B).

Our Plan is based on the collective participation and comprehensive performance of all certified staff. Certified staff members are expected to strive for improvement annually as noted in the plan for student achievement, communication, and professional growth. When Mingus Union High School teachers qualify for performance pay, each qualifying certified staff member will receive additional compensation in an appropriately pro-rated amount according to the number of teachers completing the goal.

In order to receive performance pay for a given year, certified staff members must successfully meet all performance and documentation requirements. Components will be collected, viewed, and evaluated quarterly throughout the year. Upon quarterly review, if documentation does not meet criteria, staff members will be notified of deficiencies and will have one week from the date of notification to provide required documentation so long as the nature of the performance permits late completion. Payment for the successful completion of the performance requirements will be at the end of the school year.

ARS 15-977-B states that "beginning in school year 2014-2015, individual teacher performance as measured by the teacher's performance classification pursuant to section 15-203, subsection A, paragraph 38 shall be a component of the school district's portion of the forty per cent allocation for teacher compensation based on performance." ARS 15-203A-38 requires that districts "adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three per cent and fifty per cent of the evaluation outcomes" and "the framework shall include four performance classifications, designated as highly effective, effective, developing and ineffective." Thus, certified instructional staff rated as Highly Effective and Effective will receive 100% of performance allocated funds. Those rated as Developing will receive 50% of the performance allocated funds impacted by ARS 15-203. Those rated Ineffective will receive none of the performance allocated funds impacted by ARS 15-203. MUHS will allocate \$5000 of the classroom site fund for the purpose of targeted professional development and training to support underperforming teachers' improvement to meet the goal of effectiveness in increasing student achievement.

Performance Requirement #1: Student Academic Achievement

Mingus Union High School has selected to improve the academic and state standardized testing performance of all students by providing for essay writing which simulates the standardized testing setting, format, and requirements, along with additional classroom instruction which incorporates best practices research into instructional planning.

All certified staff will:

- administer the practice Writing Test(s), which will be facilitated school-wide in the months prior to state testing sessions. Each Writing Test simulation will address the Arizona College & Career Readiness Standards.
- score student essays using the most current rubric provided by the Arizona Department of Education and provide reflection/feedback regarding practice session and/or student performance.
- for ongoing improvement in instruction, complete longitudinal assessments aligned to state standards for each class. To document completion, teachers include in their evaluation portfolios a copy of the longitudinal assessment instrument, data, item analysis, and identification of standards to target for improvement during instruction the following year. A narrative analysis is to be based on item analysis of standard-aligned longitudinal results and to include instructional implications for the following year. Data and analysis will include results by student and by standard. This reflection/analysis is to guide instructional improvement.
- submit analysis of pre-test data with diagnostic conclusions.

Certified staff members will continue to be members of a learning team. Members of the team will collaborate to review objectives, lessons, analyze student work relative to the stated objectives, provide support and feedback, and make sure data is complete. Student achievement progress will be analyzed in Professional/Departmental Collaboration Teams. Any certified staff member who does not maintain records and analysis of longitudinal assessment (with a minimum of

pre- and post- testing) or who does not participate in school-wide support activities fails to meet this performance requirement.

Performance Requirement #2: Communication with Parents

Certified staff members will communicate with parents via PASS, the online access to Schoolmaster, and via Teacher Websites. Such access will allow parents to view class exam schedules, homework assignments, attendance records, current grade status, and performance objectives. Teachers will continue to use multiple forms of communications to inform parents of their student's progress (i.e. e-mail, phone, progress reports, and parent/teacher conferences). All certified staff will:

- maintain an electronic grade books with data being updated and posted to PASS and SchoolMaster Grade Check (GC) at a minimum of once per week.
- comply with electronic attendance accounting procedures.
- attend each scheduled parent/counselor/teacher conference, both regular and special education. In the event of a scheduling conflict, the teacher will e-mail or provide a hardcopy progress report to the counseling or special education department prior to the scheduled conference.
- send home during the first week of class a course description which will include behavioral expectations, course requirements, assignment/homework policies, progress reporting procedures, and special materials required. This form shall also provide the teacher's school e-mail address inviting each parent to communicate via e-mail concerning any classroom related issue. This information will be posted on teacher website.
- will maintain log of telephone, email, and other teacher-initiated communication with parents (to be submitted quarterly; i.e. Monday following each quarter/semester grade submission). Please include student/parent name, date, type, and purpose/content of communications. Teacher-initiated communication, preferably direct contact with parent, is required for failure or behavioral referral to administration. Direct parent contact is recommended for absenteeism. Positive contact encouraged.
- Maintain website to include daily lesson information according to specified template/information requirements. (This parent-friendly posted information is to be supplemented with a classroom planning binder which includes the artifacts of daily lessons.)

The counseling and special education departments will document failure to attend or provide support documents in advance of scheduled parent/teacher conferences. Any certified staff member who fails to comply with teacher-parent scheduled conferences on three occasions throughout the year fails to meet this requirement.

Performance Requirement #3: Professional Growth/Instructional Assessments

Mingus Union High School recognizes that professional growth is the foundation for improved student achievement; therefore, all faculty will be provided opportunities to participate in professional growth. Scheduled staff development requires staff attendance and participation. All certified staff will:

- maintain a personal evaluation/data portfolio to include all new evaluation documents, goals, self-evaluation, instructional data (self, school, program, or state generated that provides itemized, quantitative results aligned with specified standards), and data analysis in alignment with the ADE mandated and YCESA endorsed teacher evaluation protocol.
- attend/contribute to all scheduled Professional Development (PD) sessions, collaboration, accreditation, and Continuous Improvement Plan (CIP) efforts.
- Complete two 1-hour observations of other teachers along with a reflection upon observation experiences (1 targeted by instructional coach for improvement goal, 1 of teacher's choosing).
- Design and complete an individual professional growth plan to correlate with teacher evaluation indicators in Domain 4.

The administrative office will document failure to attend or late arrival to scheduled PD, collaboration, accreditation, and CIP events. Any certified staff member who fails to punctually attend on three occasions throughout the year fails to meet this requirement.