

Sinagua's Data Story



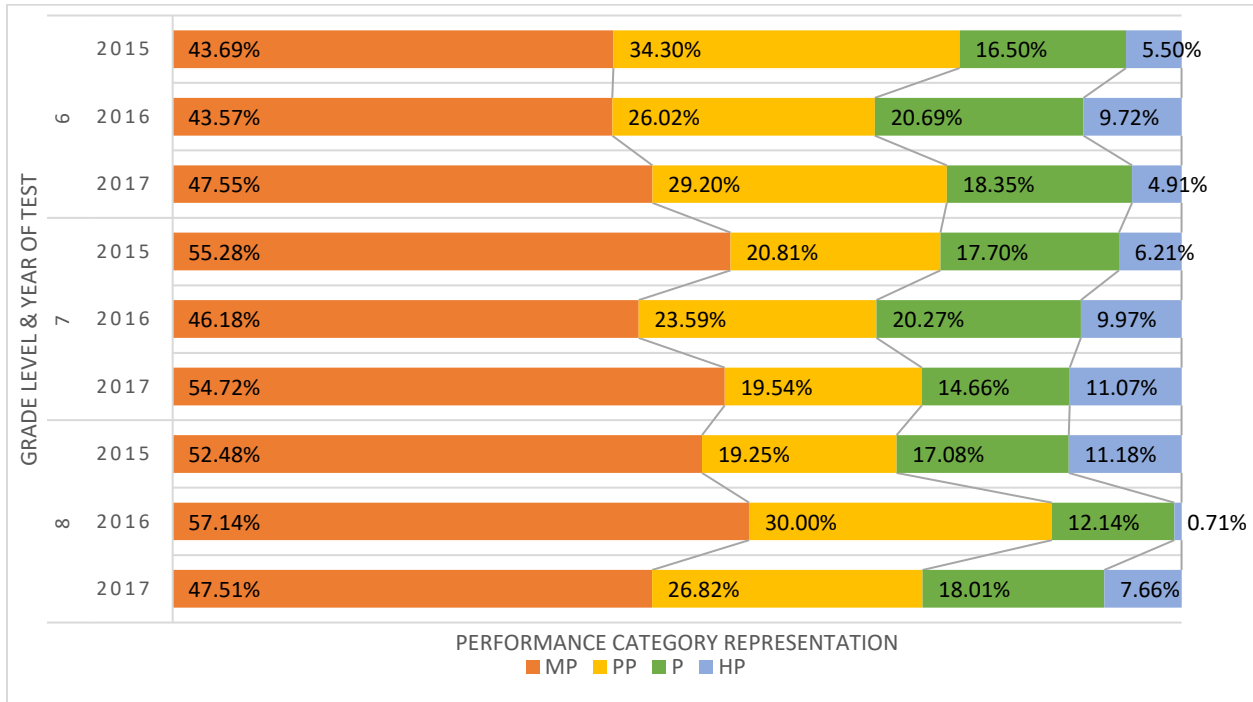
Key Personnel

Tari Popham

What do you feel should be the focus area based on your data?

6th and 7th grade math.

Sinagua's Math AzMERIT Data



What are some of the variables that may be contributing to the weakest area in your data?

We are still working with the math curriculum, having the teachers and students get used to it. There are gaps in the curriculum that students experienced when it was put into place. Students are coming in unprepared, mostly because there are skills being skipped, due to the implementation of the curriculum. Teachers are working to stay on target for covering current standards in math while filling in gaps in learning we are seeing our students coming into middle school with.

Why do you believe it is those variables?

Students are coming in unprepared for the 6th grade curriculum. Students lack the prerequisite skills for the current 6th grade program.

What is your action plan to address the weakest area?

We have interventions already in place to address the gaps in the curriculum and the skills students are missing. Also, a rigorous tutoring system to offer students support where it is needed most. Math teachers have asked for permission to backfill with the skills needed to help students be successful.

There is also a credit recovery program that allows students to gain the skills needed to be successful in future classes. We also have put into place a class with our RTI specialist where students with great math needs participate in a more intense intervention course throughout a nine week session.

What does the timeline look like for this action plan?

Interventions are already in place, credit recovery is already happening, tutoring is already available for students. All of these are ongoing throughout the year. Teachers filling in gaps in the classroom is also ongoing and done as needed.



How will you know if your action plan is working?

Every four weeks we will run an “F List” in all classes, we will look to see if the “F List” is getting smaller. AzMERIT Scores, QUEST assessments after each quarter and having fewer kids in credit recovery each semester is expected. Teachers are also assessing according to standard and a focused intervention for each student based off of student need is put into place.

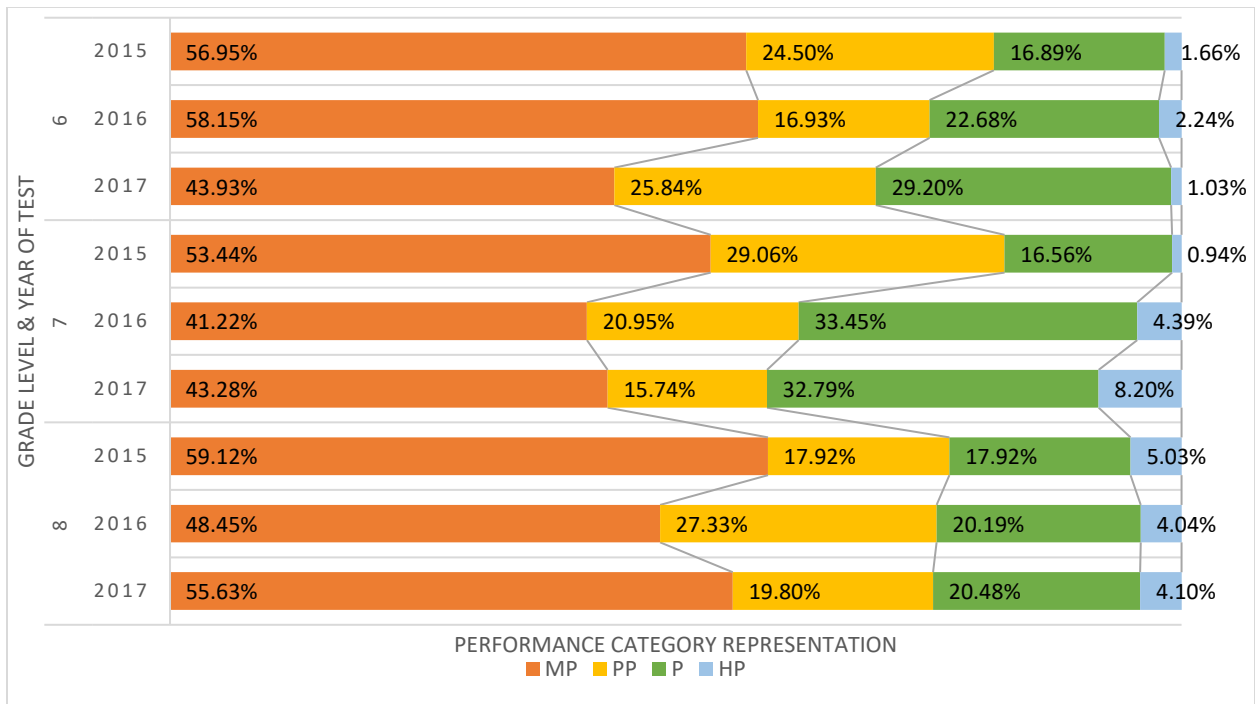
What are some ideas you have to adjust the action plan if you see it is not working?

We will have the math leadership team explore ideas of other ways to address the gaps in the curriculum and look at the school improvement plans. We will make adjustments based on what the data is saying might be weak areas. We will continually look at data every nine weeks and see where we find gaps and address our coursework offerings accordingly.

How are you addressing the needs of any particular subgroups at your school?

The Instructional Specialist has an ELL math section where she does a math-language specific instruction to address the math-language and vocabulary. We do co-taught and resources for SPED students that teaches the same concepts, but with additional resources and a slower pace. As mentioned above, we have also begun a more focused, directed intervention for math for students who are missing a lot of skills and have been unsuccessful in math. These students are doing an extra intervention with our RTI specialists.

Sinagua's ELA AzMERIT Data



Sinagua's AIMS Science Data

