PERFORMANCE MANAGEMENT PLAN **CHARTER/SCHOOL: CPLC Community Schools dba Hiaki High School**

INDICATOR: *Math*

DURATION OF THE PLAN: Begins August 2010 to June 2014

MEASURE	METRIC	TARGET
AIMS meets or exceeds rates	Number of students achieving a meets or exceeds score divided by the number of students taking the test	By 2014, 58% of students will meet or exceed the standard on AIMS Math Test

STRATEGY I: Adopt Curriculum Aligned to State Standards

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Hire a School Principal that has a proven background in effective instruction and student achievement.	July 2010	Superintendent	The School Principal has been hired and his/her resume and references indicate previous experience in teaching and a direct connection to high student achievement.	$100,000

1. Professional development on instructional planning models "Understanding by Design" Wiggins and McTighe and Essential Elements of Instuction by Madeline Hunter incorporating Common Core Standards for Mathematics and the Carnegie Learning Blended Math Curricula	Summer 2010 and ongoing	The Principal's Office, LLC, (TPO) coaches School Principal	Teachers will certify attendance for professional development of the approved models for instructional planning through sign-in sheets and practice samples	$2300
1. Professional Development to increase and enrich student academic time on task to include: -elements and implementation of enriched math instruction, -classroom management, -Carnegie Learning Math Curriculum, and supplemental math resources, - Bloom's Taxonomy, and -Gardner's Multiple Intelligences in regards to math instruction.	July - every year. Monthly Professional Learning Community (PLC) in-service as determined by student Math data	TPO coaches School Principal Math Teachers	Attendance report from training with all teachers present and classroom instruction observations from administration during year that the balanced literacy is being implemented.	No additional cost
1. Revise curriculum map incorporating the Common Core Standards for Mathematics	Summer 2010 and ongoing	Math Teachers PLC teams	Completed Curriculum Map distributed to all math teachers that includes a sequence of objectives to be taught grouped in units, a general timeline broken down by quarter and month, infused with Carnegie Learning Math Series, with clearly outlined key vocabulary for each objective.	No additional costs

1. Identify and write key questions that would demonstrate a progression of understanding as outlined in Blooms Taxonomy and Gardner's Multiple Intelligences for each priority standard and that are aligned to the types of questions that will be seen on AIMS assessment.	At least one week prior to each unit taught.	School Principal Math Teachers	A document for each math course that lists questions and learning activities for each objective within a given unit. There is at least one question and learning activity for each level of Blooms Taxonomy and Gardner's Multiple Intelligences for each priority objective.	No additional cost
1. Write and deliver daily lesson plans aligned to the Common Core Standards in Math objectives that incorporate the essential elements of instruction (EEI) that includes: -Anticipatory Set -Enriched teacher directed instruction -Checking for understanding -Group practice -Independent practice -Closure Evaluate lessons for fidelity by district -wide instructional PLC	Daily during school session	Math Teachers, Instructional PLC	Digital copy of lesson plans submitted to the Principal one week prior to teaching lesson. A hard copy of the current lesson plan in a binder in the classroom. Written documentation of lesson evaluation will be provided to teachers.	No additional cost
1. Evaluate the effectiveness of math curriculum and instruction based on interim assessments every 3 weeks, quarterly benchmark results and end of year exams.	Teacher-created interim assessments, Quarterly – after benchmark tests, Data analysis through monthly PLC meetings	School Principal Math Teachers during PLC team meetings	List of areas needing extra emphasis for each grade level. Revised curriculum map to fill in gaps or create a stronger emphasis on needed area.	No additional cost

STRATEGY II: Deepen Implementation of Response to Intervention

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. School wide Math RTI screening and identification at the beginning, middle and end of year to identify students in tiers 2 and 3 needs of intensive math intervention.	August 2010 January 2011 May 2011 3 times a year/ On-going yearly	The Principal's Office, LLC (TPO) Interventionists Instructional PLC Math Teachers	PLC teams will receive RTI screening data from TPO interventionists and analyze to determine continuation or exit from program and documented in assessment binder.	$86,400
1. Apply math intervention to identified students as follows: -Tier II three times a week for 30 min each session. -Tier III options to deliver intervention 1-on-1, increase sessions per week, or increase time per session	September through May June and July as needed On-going	TPO Interventionists	Student attendance list and TPO Interventionist logs Reviewed for fidelity by TPO Director and school principal	No additional cost
1. Administer math progress monitoring assessments to students receiving tier 2 and 3 intervention on a bi-weekly basis	September through May Bi-weekly	TPO Interventionists	Progress Monitoring data delivered to PLC teams on a monthly basis	No additional cost
1. Analysis of progress monitoring data during PLC meetings to make any needed adjustments to the intervention bi-monthly.	September through May Monthly PLC meetings	School Principal PLC Teams TPO Interventionists TPO Director	PLC team monthly reports outlining any needed adjustments for students. Documented in PLC student binder.	No additional cost

1. Quarterly data comparison of RTI math screening, tier 2 and 3 math progress monitoring, Acuity interim assessments, and NWEA Benchmark assessments to ensure alignment of efforts to The Common Core Standards in Math	Quarterly	School Principal PLC Teams TPO Director TPO Interventionists	Data graphs and tables: -AIMSweb data -Acuity interim assessment tables -NWEA data tables Comparative data tables from AIMSweb	No additional cost
3. Annual data comparison of school-wide RTI math screening, Acuity Interim Assessments, and NWEA Benchmark assessment results to final mathematics AIMS results to ensures alignment of efforts to state standards, and adjusting curriculum and assessment efforts accordingly	June 2011 Ongoing annually	Superintendent School Principal PLC Teams TPO Director TPO Interventionists	Data graphs and tables: -AIMSweb data -Acuity interim assessment tables -NWEA data tables -AIMS assessment tables	No Additional cost

STRATEGY III: Increase Professional Development for Teachers and Leaders that supports effective implementation of the Math curriculum.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Contract with The Principals Office, LLC	July 2010 – June 2012	Superintendent	Signed contract	$80,000
1. Create a formal, summative evaluation rubric for all teaching staff with at least 50% of teacher-effectiveness based on student achievement results as measured by RTI screening data, Acuity interim assessment data, NWEA benchmark data, and AIMS results.	July, 2011	School Principal	Delivery of summative evaluation form to superintendent	No additional cost

1. Create a “Five-minute Classroom Observation” data collection form to evaluate levels of: -Student friendly math Objective(s) posted -Key math vocabulary posted and practiced -Evidence of Bloom’s Taxonomy of Higher Order Thinking Skills in student engagement - Evidence of multiple Intelligence learning activities - Evidence of language-enriched learning - Evidence of differentiated learning activities - Level of classroom management	August 2010	School Principal	Delivery of classroom observation form to superintendent	No additional cost
1. Deliver pre-school knowledge building activities to include: -Common Core Standards for Math -Carnegie Learning Math Series -Student engagement through Bloom’s Taxonomy of Higher Order Thinking Skills and Gardner’s Multiple Intelligences -Classroom management -Differentiated Instruction -Cooperative Group Learning	July and August 2010 Annual Ongoing	The Principal’s Office, LLC School Principal	Sign-in attendance logs Workshop teacher samples	No additional cost
1. Conduct at least 3 “Five-Minute Classroom Observation”s per teacher per week.	September through May	School Principal	Five-Minute Observation forms	No additional cost
1. Conduct at least 1 “Teacher Coaching Observation” per teacher per month.	September through May	School Principal	Completed “Teacher Coaching” forms	No additional cost

1. Conduct at least 1 “Summative Evaluation” per teacher per quarter.	October December March May	School Principal	Completed “Summative Evaluation” forms	No additional costs
1. Conduct monthly math-topic specific professional development sessions identified through the Five-Minute Observations, Teacher Coaching Observations, data analysis of Acuity Interim Assessments, NWEA Benchmark assessments, and AIMS math results.	September through May Ongoing	School Principal PLC Teams	PLC team agendas	No additional cost

ANNUAL MATH BENCHMARK TARGETS:

CURRENT STATE	**2011**	**2012**	**2013**	2014	**Target For This Plan**
2%	16%	30%	44%	58%	58%

PERFORMANCE MANAGEMENT PLAN **CHARTER/SCHOOL: CPLC Community Schools dba Hiaki High School)**

INDICATOR: *Reading*

DURATION OF THE PLAN: Begins August 2010 to June 2014

MEASURE	METRIC	TARGET
AIMS meet or exceed rates	Number of students achieving a meets or exceeds score divided by the number of students taking the test	By 2014, 77% of students will meet or exceed the standard on AIMS Reading Test

STRATEGY I: Adopt Curriculum Aligned to State Standards

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Hire a School Principal that has a proven background in effective instruction and student achievement.	July 2010	Superintendent	The School Principal has been hired and his/her resume and references indicate previous experience in teaching and a direct connection to high student achievement.	$100,000

1. Professional development on instructional planning models "Understanding by Design" Wiggins and McTighe and Essential Elements of Instruction by Madeline Hunter incorporating Common Core Standards for Reading and elements of balanced literarcy.	Summer 2010 and ongoing	The Principal's Office, LLC, (TPO) coaches School Principal	Teachers will certify attendance for professional development of the approved models for instructional planning through sign-in sheets and practice samples	$2,300
1. Ongoing Professional Development to increase and enrich student reading academic time on task to include: -Shared Inquiry model -Elements and implementation of enriched reading instruction, -Classroom management, -Bloom's Taxonomy, and -Gardner's Multiple Intelligences in regards to reading instruction.	July - every year. Monthly Professional Learning Community (PLC) in-service as determined by student Reading data	TPO coaches School Principal Reading Teachers	Attendance report from training with all reading teachers present and classroom instruction observations from administration during year that the reading intervention is being implemented.	No additional cost
1. Revise curriculum map incorporating Common Core Standards for Reading to include elements of balanced literacy.	Summer 2010 and ongoing	Language Arts Teacher Reading PLC teams	Completed Curriculum Map distributed to all reading teachers that includes a sequence of objectives to be taught grouped in units, a general timeline broken down by quarter and month, infused with elements of balanced literacy with clearly outlined key vocabulary for each objective.	No additional costs

1. Identify and write key questions that would demonstrate a progression of understanding as outlined in the elements of balanced literacy, Blooms Taxonomy, and Gardner's Multiple Intelligences for each priority standard and that are aligned to the types of questions that will be seen on AIMS assessment.	At least one week prior to each unit taught.	School Principal Language Arts Teachers	A document for each reading course that lists questions and learning activities for each objective within a given unit. There is at least one question and learning activity for each level of Blooms Taxonomy and Gardner's Multiple Intelligences for each priority objective.	No additional cost
1. Write and deliver daily lesson plans aligned to the Common Core Standards in Reading objectives, Great Books, Shared Inquiry, and elements of balanced literacy that incorporate the essential elements of instruction (EEI) that includes: -Anticipatory Set -Enriched teacher directed instruction -Checking for understanding -Group practice -Independent practice -Closure Evaluate lessons for fidelity district wide instructional PLC	Daily during school session	Teachers Instructional PLC	Digital copy of lesson plans submitted to the School Principal one week prior to teaching lesson. A hard copy of the current lesson plan in a binder in the classroom. Written documentation of lesson evaluation will be provided to teachers.	No additional cost

1. Evaluate the effectiveness of reading curriculum and instruction based on interim assessments every 3 weeks, quarterly benchmark results and end of year exams.	September through May Monthly – Interim assessments Quarterly – benchmark tests, Data analysis through monthly PLC meetings	School Principal Reading Teachers during PLC team meetings	List of areas needing extra reading emphasis for each grade level. Revise curriculum map to fill in gaps or create a stronger emphasis on needed area.	Acuity $5000

STRATEGY II: Deepen Implementation of Response to Intervention

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. School wide Reading RTI screening for fluency and comprehension at the beginning, middle and end of year to identify students in tiers 2 and 3 needing intensive reading intervention.	August 2010 January 2011 May 2011 3 times a year/ On-going yearly	The Principal's Office, LLC (TPO) Interventionists PLC Teachers	PLC teams will receive RTI screening data from TPO interventionists and analyze to determine continuation or exit from program and documented in assessment binder.	$86,400
1. Apply reading intervention to identified students as follows: -Tier II students 1-on-3, three times a week for 30 min each session. -Tier III options to deliver intervention 1-on-1, increase sessions per week, or increase time per session	September through May June and July as needed On-going	TPO Interventionists	Student attendance list and TPO Interventionist logs Reviewed for fidelity by TPO Director and school principal	No additional cost
1. Administer reading progress monitoring assessments to students receiving tier 2 and 3 intervention on a bi-weekly basis	September through May Bi-weekly	TPO Interventionists	Progress Monitoring data delivered to PLC teams on a monthly basis	No additional cost

1. Analysis of progress monitoring data during PLC meetings to make any needed adjustments to the intervention.	September through May Monthly PLC meetings	School Principal PLC Teams TPO Interventionists TPO Director	PLC team monthly reports outlining any needed adjustments for students. Documented in PLC student binder.	No additional cost
1. Quarterly data comparison of RTI reading screening, tier 2 and 3 reading progress monitoring, Acuity interim assessments, and NWEA Benchmark assessments to ensure alignment of efforts to The Common Core Standards in Reading	Quarterly	School Principal PLC Teams TPO Director TPO Interventionists	Data graphs and tables: -AIMSweb data -Acuity interim assessment tables -NWEA data tables Comparative data tables from AIMSweb	No additional cost
3. Annual data comparison of school-wide RTI reading screening, Acuity Interim Assessments, and NWEA Benchmark assessment results to final reading AIMS results to ensure alignment of efforts to state standards, and adjust curriculum and assessment efforts accordingly	June 2011 Ongoing annually	Superintendent Director of Instruction PLC Teams TPO Director TPO Interventionists	Data graphs and tables: -AIMSweb data -Acuity interim assessment tables -NWEA data tables -AIMS assessment tables	No Additional cost

STRATEGY III: Increase Professional Development for Teachers and Leaders that supports effective implementation of the Reading curriculum.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. School principal will coach teachers and leaders.	July 2010 – June 2012	Superintendent	Documentation of coaching through observation forms and protocols (ie. T4S, Data Walks, Coaching Form)	$80,000

1. Create a formal, summative evaluation rubric for all teaching staff with at least 50% of teacher-effectiveness based on student achievement results as measured by RTI screening data, Acuity interim assessment data, NWEA benchmark data, and AIMS results.	July, 2011	School Principal	Delivery of summative evaluation form to superintendent	No additional cost
1. Create a "Five-minute Classroom Observation" data collection form to evaluate levels of: -Student friendly reading Objective(s) posted -Key reading vocabulary posted and practiced -Evidence of Bloom's Taxonomy of Higher Order Thinking Skills in student engagement - Evidence of multiple Intelligence learning activities - Evidence of language-enriched learning - Evidence of differentiated learning activities - Level of classroom management	August 2010	School Principal	Delivery of classroom observation form to superintendent	No additional cost

1. Deliver pre-school knowledge building activities to include: -Common Core Standards for Reading -Student engagement through Bloom's Taxonomy of Higher Order Thinking Skills and Gardner's Multiple Intelligences -Classroom management -Differentiated Instruction -Cooperative Group Learning	July and August 2010 Annual Ongoing	The Principal's Office, LLC School Principal	Sign-in attendance logs Workshop teacher samples	No additional cost
1. Conduct at least 3 "Five-Minute Classroom Observation"s per teacher per week.	September through May	School Principal Principal	Five-Minute Observation forms	No additional cost
1. Conduct at least 1 "Teacher Coaching Observation" per teacher per month.	September through May	School Principal Principal	Completed "Teacher Coaching" forms	No additional cost
1. Conduct at least 1 "Summative Evaluation" per teacher per quarter.	October December March May	School Principal Principal	Completed "Summative Evaluation" forms	No additional costs
1. Conduct monthly reading-topic specific professional development sessions identified through the Five-Minute Observations, Teacher Coaching Observations, data analysis of Acuity Interim Assessments, NWEA Benchmark assessments, and AIMS reading results.	September through May Ongoing	School Principal PLC Teams	PLC team agendas	No additional cost

ANNUAL READING BENCHMARK TARGETS:

CURRENT STATE	2011	2012	2013	2014	Target For This Plan
28%	42%	56%	70%	77%	77%