CONCORDIA CHARTER SCHOOL
PERFORMANCE MANAGEMENT PLAN
NARRATIVE

WHO WE ARE

Concordia Charter School, Inc., founded in 2004, was established as a K-8 public charter school to provide parents in disadvantaged communities with the choice of a high quality education for their children in a small, safe and nurturing environment. Grounded in the belief that education is a social justice issue, Concordia strives to deliver educational equity to all students it serves.

The school operates on the campuses of the First Evangelical Lutheran Church in the CANDO neighborhood of northwest Mesa, Arizona, and at the Navajo Evangelical Lutheran Mission in Rock Point, Navajo Nation. This PMP relates to our Mesa campus only.

The school uses the highly acclaimed Core Knowledge curriculum to provide a high expectations, high performance academic environment for its students. 95% of the school's students qualify for Free/Reduced Lunch, a nationally recognized poverty indicator. The school has a minority rate in excess of 90% with over 65% of the children classified as English Language Learners (ELL).

While every effort is made to create an effective and efficient classroom learning experience for the students during the school day, children who live in economically challenged environments require more time to catch up culturally and academically with children who do not face the same challenges.

HISTORY

Although the charter was granted in 2005, the school did not open until August, 2007, thus we have only four years of operation on which to report. The Mesa campus originally opened as a K-2 school with 27 students. The school remained a K-2 school with 40 students through the 2008/2009 school year as none of the three original 2nd graders continued with us for their 3rd grade year. In 2009/2010, third grade was added and the school grew to 57 students. Fourth grade was added in 2010/2011 and the school averaged 68 students. This year we added fifth grade and enrollment soared to 89.

Because of the small numbers of students in each grade, the upper two grades have been combined i.e.; the first two year's there was a combined 1st/2nd grade class, the third year a combined 2nd/3rd grade class and the 4th year a combined 3rd/4th grade class. To accommodate the various levels of academic achievement and abilities in these classes, a well thought out strategic plan was implemented to provide the broadest range of differentiated instruction for individual students. Strategies included small group instruction, individually directed learning, and self paced computer assisted instruction.

Our first year of testing for third grade AIMS was during the 2009/2010 school year. Spring, 2010 was our first AIMS testing year and we had only six students in third grade. Of the six students tested, four were classified as ELL and one of those four was also SPED. Three of these students come from homes where no English language is spoken. Only two of these students started with us during our first year. Previously they were kindergarteners at a district school. Both also came in at pre-K level. Two student came to us after the Christmas break during their first grade year. One was identified with multiple learning disabilities starting in second grade. She also came to us at pre-K level. Two students had been with us for their second and third grade years. One student came to us at the start of third grade.

From our first year of testing in 2009/2010, individual students were ranked as follows:
Reading – 1 FFB, 3 Approaching, 1 Met and 1 Exceeded the State Standard.
Math – 2 FFB, 2 Approaching, 2 Met the State Standards.

The school's efforts for the previous five years to provide and implement a mathematics and reading curriculum that improves student achievement:

The school was blessed with a $535,000 USDOE PCSP Start-up Grant. Those monies were carefully spent developing curricular alignment around the Core Knowledge Sequence. The four "S" that form the basis of the Core Knowledge sequence is that a curriculum should be Specific, Solid, Sequenced and Shared. To that end Concordia labored over finding curricular adoptions that are research based and include evidence based practices. The school's initial instructional adoption included Saxon Math; Houghton Mifflin California Series language arts adoption complemented with the Scholastic Core Knowledge libraries; Pearson's Core Knowledge Social Studies program; and Foss Science Learning kits. Art and music instruction are integral to the well rounded curriculum and is clearly articulated throughout the day to day classroom instruction. Grant monies were also used to provide professional development for all teachers in Core Knowledge, SAXON, Differentiated Learning, Six Traits, Developmental Assets, My Reading Coach and DIBELS.

After working with the Houghton Mifflin language arts program it was decided by the team that it solely was not sufficient for our ELL students. We began teaching the Spalding Method to our Kindergarteners in year three. All teachers have been trained in the method and it went school wide in year four. The challenges have been incorporating it to the upper grades. The school also uses Renaissance Learning's Accelerated Reader and English in a Flash. Additional student support is offered through My Reading Coach, Lindamood Bell's Visualizing & Verbalizing, and SRA Reading Labs. In addition to classroom instruction and interventions, the school has a 4,000 volume library of books completely aligned to complement Core Knowledge and Accelerated Reader. All teachers have received training in the proprietary uses of each program.

Concordia uses SAXON Math for its primary mathematics instruction. In the first two years we taught on grade. Beginning in the third year we began to accelerate the instructional schedule and were able to get through the first half of the subsequent grade level. In year four, the instruction was geared to a full year ahead. Through ability grouping and additional pull out assistance, all students are being pushed harder to achieve. Math instruction is also supported through Renaissance Learning's Accelerated Math and Math in a Flash. Lindamood Bell's Seeing Stars is also used for those needing further remediation. Professional development is ongoing for all teachers.

Since the first year, our curriculum maps have been created for all grade levels and all subject matters. These curriculum maps were completely aligned to the State Standards and this summer all new curriculum maps were developed to align to the new Core Standards. In addition to the curricular mapping, a complete pacing calendar is provided to each teacher for their lesson planning. All teachers are required to provide complete lesson plans for review that include state performance objectives and strands.

The school's efforts for the previous five years to develop and implement a plan for monitoring the integration of the Arizona Academic Standards into mathematics and reading instruction.

Every classroom teacher as well as the instructors of art, music and library is required to submit detailed lesson plans which include performance objectives aligned to the state standards as well as specific strands being taught within the standard. These lesson plans are reviewed weekly by the instructional support coordinator. Classrooms are visited on a daily basis by the director and/or the instructional support coordinator to insure that lesson plans and our common academic culture is being adhered to.

Teachers have been evaluated annually using several different evaluation tools. This past year a new teacher evaluation tool was adopted to address the requirements of HB 1040 and will be used beginning this year. Drop in observations are done daily to monitor student engagement, alignment of instruction and adherence to our classroom management program.

A Core Knowledge curricular inventory is provided to each teacher to assist them in their weekly lesson planning. There is a quarterly review of these curricular inventories to insure consistency in following the sequence. Teacher Performance Pay is partially based on authentic student achievement in math and reading and the teachers' adherence to teaching the Core Knowledge sequence.

In the school's first two years there were only two teachers. In year three a third teacher was added, and a fourth teacher added in year four. This year we added our fifth teacher. Teachers have met on a weekly basis to discuss each child's progress in not only academics, but social and behavioral matters. The Responsive Classroom management curriculum has also been adopted to insure a safe, nurturing and academic approach to behavior based on a common core of language and culture.

A plan for monitoring and documenting student proficiency:

All students are assessed at the beginning of the school year in both math and reading to determine the individual student's benchmark for assessment.

In the initial two years of operation, the school assessed all students using DIBELS, DRA and the Houghton Mifflin assessments for reading. Data was collected on a quarterly basis. The school worked with Dr. Ron Drossman, PEAK School Flagstaff and Dr. Ron Burch, University of Arizona to track the performance of our first group of K-2 students. Each teacher met with the director and the consultants to analyze their classroom data. Appropriate interventions were provided for those students failing to meet expected performance levels. Professional development was provided to all teachers in the use of Differentiated Instruction, Working with students with Aspbergers, Six Traits in Writing training and My Reading Coach.

In year three an outside contractor was hired to provide all benchmark and progress monitoring and year end assessments. The contractor was also to work with classroom teachers on intervention strategies and provide an RTI style pull out program for those students that fall below according to performance levels. The contractor used AIMS Web. The outside contractor did not perform all of the duties agreed upon and was summarily released at the

end of the school year. Teachers still maintained all of their own assessment data and worked with students both in the classroom and referred students out for additional intervention services. All teachers received Spalding Training.

In the fourth year we went back to all teachers being solely responsible for their reading assessments, data collection and analysis. Additional assessments were added through Renaissance Learning's Star Reading and English in a Flash, as well assessments from My Reading Coach, SRA Reading Labs and Lindamood Bell.

All four years, teachers have been responsible for all benchmark testing in mathematics. The primary assessment tool has been the Saxon math assessments. In year three, the teachers began using Renaissance Learning's Star Math and Math in a Flash. All teachers received training in both implementing SAXON Math and using the Accelerated Math programs. Data was carefully analyzed and students that did not meet the proficiency standards were provided with additional assistance and pull out intervention.

For the first three years, all progress assessments were done on a quarterly basis. In year four, the school went to a trimester calendar and all students were assessed twice a trimester. By year four, the data collection was streamlined by the full implementation of the Star Math program for all students. For the upcoming year, all students will be assessed on a monthly basis and those students still not meeting their target will receive additional support and be assessed every two weeks.

For both math and reading, all teachers are responsible for developing daily classroom assessments and observations to monitor an individual student's progress.

<u>The school's efforts to develop and implement a professional development plan:</u>

All of Concordia's classroom teachers possess Master's Degrees and have a minimum eight years of classroom instruction experience. All teachers received training in implementing the Core Knowledge Sequence. All new teachers hired are required to have completed Spalding training. In the first two years teachers were sent to national conferences for Core Knowledge and Lindamood Bell.

The past two years' emphasis on professional development has been to get all teachers effectively using the Renaissance Learning products and using Spalding with fidelity in their classrooms. Starting with two teachers the first two years, three teachers in year three and four teachers in year four, there is complete collaboration and congeniality among the staff. Everyone works as a team to provide their expertise and sharing of prior experiences with individual students.

The school's detailed interpretation of the findings from the data analysis:

Concordia Charter School does not have five years worth of data to report and graph. We only have two. The first year we had eligible third grade students was 2009/2010. We have interpreted and graphed the data for the two eligible years. Our findings show that although our scores do not land in the targeted area, our students have made significant progress. As stated previously, the majority of our six students came to us well below grade level and with limited or no English language. Even though our graphs show that our students' scores are below the state average, individual student growth is measurable. The trend during our first two testing years is positive. We are progressing toward the state's level of adequate academic performance.

Our interpretation of our Math scores by student for the past years is as follows:

*All five students still at Concordia Charter School showed an increase in their raw scale score from 6 points to 55 points. One student is no longer at our school so we cannot evaluate her progress. All of our five students except one showed an adequate increase in their growth percentile rank. Four students showed high growth and one showed adequate growth.

Our interpretation of our Reading scores by student for the past years is as follows:

*All five students still at Concordia Charter School showed an increase in their raw scale score from 26 points to 48 points. One student is no longer at our school so we cannot evaluate her progress. All of our five students except one showed an adequate increase in their growth percentile rank. Three students showed high growth and two showed adequate growth. The one student that did not show adequate growth came to us mid-year, so we did not have an entire year to work with this student.

Based on the analysis of our two scoring years, we are confident that our students will continue to make individual progress in their academics. These positive trends will be reflected in future years test scores. During this 2011/2012 school year, we plan to increase the trajectory by student and the school overall.

A representation of the findings using charts and graphs that are understandable to the reviewer and clearly depict the results.

Our AIMS data analysis is depicted in several different graphs. We have graphed the overall data scores for the entire school. We have graphed the individual student growth in both Math and Reading using the two years of data. We have also graphed individual student scores showing their growth percentile rank in both Math and Reading. These graphs clearly depict the results of the progress made from school year 2009/2010 to school year 2010/2011. We will continue to aim for the upper quadrant target area to show high status and high growth. We feel confident that if our students continue to show growth at the rate of progress made during the first two years of test scores, we will soon meet the level of adequate academic performance required by the State and the Board.

A detailed description of how the plan that is presented is directly linked to the findings from the data analysis:

With just two years worth of testing data showing continued student academic progress, the logical development of the plan is to adhere to teaching the Core Knowledge Sequence, increase fidelity with Spalding method for reading and continue our above grade level instruction with Saxon math. To get all of our teachers on board with the new Common Core Standards, we will increase professional development opportunities. We will continue our weekly data meetings. All of this combined should prove sufficient to continue our students' upward progress towards proficiency in both reading and math.

PERFORMANCE MANAGEMENT PLAN TEMPLATE

Concordia Charter School - Mesa

INDICATOR: Mathematics **DURATION OF THE PLAN:** Begins August, 2011 to May, 2013

MEASURE*	METRIC*	CURRENT STATUS*	End Target For This Plan*[3]
Mathematics Proficiency	Percent of students who score proficient (meet or exceed) in Math on the AIMS test or show a Student growth percentile (SGP) of >34.	3rd grade - We have two students out of seven that show proficiency. 4th grade – We have three students out of seven that show proficiency.	Our student scores must meet or exceed the states standard required for passing in Math. The school must show sufficient progress of student percentile growth in Math using the median growth percentile.

STRATEGY I: Provide and implement a Math curriculum that improves student achievement.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Review all Saxon Math materials and insure teachers have all necessary pieces. Order any items that may be missing (such as consumables).	Sept. 1 – October 31, 2011.	Director Instructional Support Coordinator Teachers	Comparing all Saxon ISBN numbers for each grade level as listed in their catalog. Work with Melody from Saxon to ensure all completeness.	$1000
2. Provide all Classroom teachers with a printout of the current AZ Math Standards. Professional Development will take place to insure teachers understand how to completely integrate the standard with their lessons.	Sept. 15 – October 31, 2011	Instr. Support Coordinator (ISC) Teachers	Each grade level will be reviewed individually with the ISC. Documented professional development training.	N/A
3. Verify that curriculum maps align with the State Standards, Core Knowledge and benchmark Saxon assessments as indicated.	Sept. 15, 2011- May 24, 2012	Director, Inst. Support Coordinator Teachers	Concordia Charter School curriculum map Timeline of due dates with staff checklist when each grade is completed will be given to Director.	N/A
4. Classroom/Teacher Observations will be done on a weekly basis to ensure all materials are being taught and curriculum map is being followed.	Sept. 2011 – May 2013	Director, Inst. Support Coordinator Teachers	Classroom observations. Teacher evaluations done weekly and bi-annually.	N/A

5. Review AIMS blueprint to determine which strand and concept objectives need more study time in core to ensure mastery.	August 2012 – May 2013	Director, Instr. Support Coordinator Teachers	Documented Professional Development trainings –sign in sheets. Minutes from staff meetings.	$1000
6. Establish Math Achievement Goals	Sept. 15, 2011 – May, 2012	Director, Instr. Support Coordinator, Teachers	Documented Professional Development trainings – sign in sheets. Minutes from staff meetings.	N/A

STRATEGY II: Develop and implement a plan for monitoring the integration of the Arizona Academic Standards into instruction.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1.All teachers will complete weekly lesson plans that will detail math standard being taught.	Weekly	Teachers	Lesson will be reviewed weekly to ensure all Math standards are being met.	N/A
2. Review teacher lesson plans weekly and provide feedback if necessary.	Weekly	Instructional Support Coordinator	Documented weekly review of plans with ISC and teacher.	N/A
3. Classroom Observations weekly	Bi weekly	Director and Instr. Support Coordinator	Documented classroom observations during Math block twice per month.	N/A
4. Review Math Achievement Goals	Monthly	Teachers	Teachers will review the goals established and progress made in a monthly meeting with the ISC.	N/A
5.Data Collection and Review	Monthly	Teachers	Teachers will print and post benchmark scores and monthly progress reports. Data will be reviewed with students and parents.	N/A

STRATEGY III: Develop and implement a plan for monitoring and documenting student proficiency.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. All students will be tested to determine benchmark scores at the beginning of the school year using Star Math and Saxon assessment tools.	First month of each school year	Teachers	Star Math assessment reports Saxon Assessment report	N/A
2. Data Collection	Twice per grading period	Teachers	Teachers will print and post benchmark assessment scores. Scores will be tracked and posted six times per year in the classrooms.	N/A

3. Data Review	Monthly	Director, Inst. Support Coordinator Teachers	Monthly progress meetings will be held to review student scores. Data will also be reviewed with students and parents.	N/A
4. Students who are not at grade level or making adequate progress will receive interventions – either in the classroom or via pull out groups with an aide.	Ongoing throughout the school year.	Inst. Support Coordinator, Teachers, Classroom Aides	Intervention schedule will be developed and monitored.	N/A
5. Student Progress Monitoring	Ongoing throughout the school year	Inst. Support Coordinator, Teachers, Classroom Aides	Progress monitoring reports.	N/A
6. Develop individual student progress reports to review with parents	Tri-annually	Director and Teachers	Student Progress reports and graphs.	N/A

STRATEGY IV: Develop and implement a professional development plan that supports effective implementation of the curriculum.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Provide Professional Development in Saxon Math and Star Math and to all teachers and aides.	First trimester – August 2011 – October 2012	Director, Instr Support Coordinator, Saxon Rep	Documented Professional Development trainings – sign in sheets. Minutes from staff meetings.	$1000
2. Provide ongoing training to teachers in Math core content areas needing assistance as documented from the 2010 AIMS test.	Ongoing throughout the school year	Inst. Support Coordinator, Teachers, Classroom Aides	Documented Professional Development trainings and progress monitoring reports.	$1500
3. Analyze Saxon Math and Star Math data to determine achievement gaps and areas where teachers may need help.	September 2011 – May 2013	Director, Inst. Support Coordinator Teachers	Reports from Saxon Math and Star Math.	N/A
4. After full data review, determine if any gaps still exist. If necessary, provide additional staff development.	Ongoing throughout the school year	Director, Inst. Support Coordinator	Reports from Saxon Math and Star Math. Progress monitoring reports.	N/A
5. Use Mentor teachers to model Math instruction.	Ongoing	Teachers	Classroom observations.	N/A

6. Instructional Support Coordinator will provide additional coaching with staff members based on findings from classroom observations.	Ongoing	Instructional Support Coordinator	Documented Professional Development trainings. Notes from meetings.	N/A

Using the information entered in the "Budget" columns above, please provide a budget total that incorporates all strategies and action steps for each year of the performance management plan's implementation. For "Year 1", please specify the fiscal year (e.g., 2011). The charter holder may add years, as necessary.

Year 1: **Budget Total** **$4500** **Fiscal Year** **2012**
Year 2: **Budget Total** **$4500**
Year 3: **Budget Total** **$4500**

Notes:
* Provided by ASBCS staff
1 Academic area to be addressed for improvement
2 Duration of the plan must align with the timeline presented in the Action Steps
3 Refer to the Board's level of adequate academic performance
4 Repeat these action steps as necessary to include the appropriate number of steps to accomplish the strategy

PERFORMANCE MANAGEMENT PLAN TEMPLATE

Concordia Charter School - Mesa

INDICATOR: Reading **DURATION OF THE PLAN:** Begins August, 2011 to May, 2013

MEASURE*	METRIC*	CURRENT STATUS*	End Target For This Plan*[3]
Reading Proficiency	Percent of students who score proficient (meet or exceed) in Reading on the AIMS test or show a Student growth percentile (SGP) of >34.	3rd grade - We have two students out of seven that show proficiency. 4th grade – We have three students out of seven that show proficiency.	Our student scores must meet or exceed the states standard required for passing in Reading. The school must show sufficient progress of student percentile growth in Reading using the median growth percentile.

STRATEGY I: Provide and implement a Reading curriculum that improves student achievement.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Review all Houghton-Mifflin materials and insure teachers have all necessary pieces. Order any items that may be missing (such as assessments and/or consumables). Review other Reading curriculum materials (Spalding Methods, Accelerated Reader, Star Reading, My Reading Coach, Lindamood-Bell – Visualizing and Verbalizing) to completeness.	Sept. 1 – November 30, 2011.	Director Instructional Support Coordinator Teachers	Comparing all Houghton-Mifflin ISBN numbers for each grade level as listed in their catalog. Work with Houghton-Mifflin rep to ensure completeness. Order materials from other curriculum sources used if necessary.	$1500
2. Provide all Classroom teachers with a printout of the current AZ Reading Standards. Professional Development will take place to insure teachers understand how to completely integrate the standard with their lessons.	Sept. 15 – November 30, 2011	Instr. Support Coordinator (ISC) Teachers	Each grade level will be reviewed individually with the ISC. Documented professional development training.	$1000

3. Verify that curriculum maps align with the State Standards, Core Knowledge and benchmark Houghton-Mifflin assessments as indicated.	Sept. 15, 2011- May 24, 2012	Director, Inst. Support Coordinator Teachers	Concordia Charter School curriculum map Timeline of due dates with staff checklist when each grade is completed will be given to Director.	N/A
4. Classroom/Teacher Observations will be done on a weekly basis to ensure all materials are being taught and curriculum map is being followed.	Sept. 2011 – May 2013	Director, Inst. Support Coordinator Teachers	Classroom observations. Teacher evaluations done weekly and bi-annually.	N/A
5. Review AIMS blueprint to determine which strand and concept objectives need more study time in core to ensure mastery.	August 2012 – May 2013	Director, Instr. Support Coordinator Teachers	Documented Professional Development trainings –sign in sheets. Minutes from staff meetings.	N/A
6. Establish Reading Achievement Goals	Sept. 15, 2011 – May, 2012	Director, Instr. Support Coordinator, Teachers	Documented Professional Development trainings – sign in sheets. Minutes from staff meetings.	N/A

STRATEGY II: Develop and implement a plan for monitoring the integration of the Arizona Academic Standards into instruction.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1.All teachers will complete weekly lesson plans that will detail math standard being taught.	Weekly	Teachers	Lesson will be reviewed weekly to ensure all Math standards are being met.	N/A
2. Review teacher lesson plans weekly and provide feedback if necessary.	Weekly	Instructional Support Coordinator	Documented weekly review of plans with ISC and teacher.	N/A
3. Classroom Observations weekly	Bi weekly	Director and Instr. Support Coordinator	Documented classroom observations during Reading block twice per month.	N/A
4. Review Reading Achievement Goals	Monthly	Teachers	Teachers will review the goals established and progress made in a monthly meeting with the ISC.	N/A
5.Data Collection and Review	Monthly	Teachers	Teachers will print and post benchmark scores and monthly progress reports. Data will be reviewed with students and parents.	N/A

STRATEGY III: Develop and implement a plan for monitoring and documenting student proficiency.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. All students will be tested to determine benchmark scores at the beginning of the school year using Star Reading, Houghton-Mifflin, DRA, My Reading Coach and Spalding assessment tools.	First month of each school year	Teachers	Star Reading Assessment reports Houghton-Mifflin Assessment reports DRA Assessment reports Spalding Assessment reports My Reading Coach reports.	N/A
2. Data Collection	Twice per grading period	Teachers	Teachers will print and post benchmark assessment scores. Scores will be tracked and posted six times per year in the classrooms.	N/A
3. Data Review	Monthly	Director, Inst. Support Coordinator Teachers	Monthly progress meetings will be held to review student scores. Data will also be reviewed with students and parents.	N/A
4. Students who are not at grade level or making adequate progress will receive interventions – either in the classroom or via pull out groups with an aide.	Ongoing throughout the school year.	Inst. Support Coordinator, Teachers, Classroom Aides	Intervention schedule will be developed and monitored.	N/A
5. Student Progress Monitoring	Ongoing throughout the school year	Inst. Support Coordinator, Teachers, Classroom Aides	Progress monitoring reports.	N/A
6. Develop individual student progress reports to review with parents	Tri-annually	Director and Teachers	Student Progress reports and graphs.	N/A

STRATEGY IV: Develop and implement a professional development plan that supports effective implementation of the curriculum.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Provide Professional Development in Houghton-Mifflin, Star Reading, DRA, My Reading Coach, Lindamood-Bell – Visualizing and Verbalizing and Spalding to all teachers and aides.	First trimester – August 2011 – October 2012	Director, Instr Support Coordinator, Reps from other curriculum sources	Documented Professional Development trainings – sign in sheets. Minutes from staff meetings.	$1500

2. Provide ongoing training to teachers in Reading core content areas needing assistance as documented from the 2010 AIMS test.	Ongoing throughout the school year	Inst. Support Coordinator, Teachers, Classroom Aides	Documented Professional Development trainings and progress monitoring reports.	$1000
3. Analyze all of the Reading Assessment data to determine achievement gaps and areas where teachers may need help.	September 2011 – May 2013	Director, Inst. Support Coordinator Teachers	Star Reading Assessment reports Houghton-Mifflin Assessment reports DRA Assessment reports Spalding Assessment reports My Reading Coach reports Progress monitoring reports.	N/A
4. After full data review, determine if any gaps still exist. If necessary, provide additional staff development.	Ongoing throughout the school year	Director, Inst. Support Coordinator	Star Reading Assessment reports Houghton-Mifflin Assessment reports DRA Assessment reports Spalding Assessment reports My Reading Coach Progress monitoring reports.	N/A
5. Use Mentor teachers to model Reading instruction.	Ongoing	Teachers	Classroom observations.	N/A
6. Instructional Support Coordinator will provide additional coaching with staff members based on findings from classroom observations.	Ongoing	Instructional Support Coordinator	Documented Professional Development trainings. Notes from meetings.	N/A

Using the information entered in the "Budget" columns above, please provide a budget total that incorporates all strategies and action steps for each year of the performance management plan's implementation. For "Year 1", please specify the fiscal year (e.g., 2011). The charter holder may add years, as necessary.

Year 1: **Budget Total** _**$5000**_____ **Fiscal Year** _**2012**_____
Year 2: **Budget Total** _**$5000**_____
Year 3: **Budget Total** _**$5000**_____

Notes:
* Provided by ASBCS staff
1 Academic area to be addressed for improvement
2 Duration of the plan must align with the timeline presented in the Action Steps
3 Refer to the Board's level of adequate academic performance
4 Repeat these action steps as necessary to include the appropriate number of steps to accomplish the strategy