RENEWAL PERFORMANCE MANAGEMENT PLAN TEMPLATE

Edkey Inc., Sequoia Pathway

INDICATOR:[1] ___Math _X__Reading **DURATION OF THE PLAN**[2]**:** Begins May, 2012 to May , 2015

MEASURE*	METRIC*	CURRENT STATUS*	End Target For This Plan*[3]
State standardized assessment	Percent (%) of students who score proficient on the State standardized assessment and Student growth percentile (SGP)	(Board staff will enter info here)	Meet or demonstrate sufficient progress toward the level of adequate academic performance as set and modified periodically by the Board.

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
Purchase and implement a reading resource aligned with Common Core.	Purchasing Timeline: May 2012 - June 2014 Implementation Timeline: August 2012 - August 2014	Site administrators Site lead teachers Sequoia Schools Assist Supt of Instructional Services Superintendent	Invoice and payment for curriculum program.	
Review and revise current reading/writing curriculum maps to reflect integration of the common core standards.	August 2012 - May 2013 Completion: August 2014 On-going review and reflection	Director of Professional Development Professional Development Coaches Site instructors Site Administrators Instructional Support Team	• Sequoia Charter Wide Professional Development Days • Monthly staff data meetings o Documentation via agendas & sign-in sheets • Curriculum Maps for each grade level/classroom PD days to be scheduled on future dates for 2013 through 2015.	
Review and revise current Response to Intervention (RTI) Program.	August 2013 - 2015 Yearly review and revision as needed	Director of Special Education Director of Professional Development Instructional Support Team	• Training both within the organization and outside the organization o Documentation via agendas & sign-in sheets.	
Establish an intervention model to address student proficiency in reading/writing	August 2012 - May 2015 On-going review and reflection	Site administrators Site instructors Instructional Support Team	• DIBELS and DORA Data	

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

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Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
Sequoia Schools Teacher Evaluation System.	December 2012 - 2014 May 2013 - 2015	Site administrators	• See document *"Sequoia Schools Supervision and Evaluation for Teaching Effectiveness"*: o Addendum Exhibits,	
Pre-observation conference checklist.	August 2012 - 2014	Site administrators Site instructors	• See document *"Sequoia Schools Supervision and Evaluation for Teaching Effectiveness"*: o Addendum Exhibits,	
Sequoia Schools Teacher Observation Model.	August 2012 - May 2013 August 2013 - May 2014 August 2014 – May 2015	Site administrators Site lead teachers Instructional Support Team	• See document *"Sequoia Schools Supervision and Evaluation for Teaching Effectiveness"*: o Addendum Exhibits,	
Structured Teacher Lesson Plans	August 2012 through May 2015.	Site administrators Site instructors	• See document *"Sequoia Schools Supervision and Evaluation for Teaching Effectiveness"*: o Addendum Exhibits,	

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
DORA/DIBELS assessments completed three times a year	3x a year	Sequoia Curriculum Coordinator Site Administrators Site instructors	Completed benchmark assessments.	
Student academic progress tracked via DORA and DIBELS benchmark testing	August 2012- May 2013 August 2013 - May 2014 August 2014 – May 2015	Sequoia Curriculum Coordinator Site Administrators Site instructors		
Refine the process of using Common Formative Assessments (Micros) by grade level	August 2012 - May 2013 Implementation August 2013 - ongoing	Sequoia Curriculum Coordinator Site Administrators Site instructors Grade Level PLC Instructional Support Team	• PLC Feedback • Improved tracking of student progress by teachers and math coordinator • Increased student achievement on micros and benchmark assessments • Increased student achievement	

			on standardized testing	
Student Intervention Team (SIT) meetings to monitor student placement academic progress.	Bi-weekly	On site administrators, Special Education Instructor, lead teachers	Agenda and minutes from SST meetings.	

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
Sequoia Charter Wide Professional Development Days	Minimum of Four PD days per school year, 2012-2015	Director of Professional Development, PD Coaches, Sequoia Instructional Support	Agendas and sign-in sheets	
Implementation of Professional Learning Communities (PLC's)	August 2012-May 2013 Aug. 2013 - May 2014 Aug. 2014 – May 2015	Director of Professional Development, PD Coaches, Sequoia Instructional Support, Site admin.	Copy of School master schedule to provide time for PLC's to meet a minimum of two times per week. PLC documentation.	
Peer mentoring Program	August 2012-May 2013 August 2013 - May 2014 August 2014 – May 2015	Site lead teachers, Sequoia Instructional Support Team, Site administrators	Documentation as prepared by site administrators.	

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 _____ **Fiscal Year** _____
Year 2: Budget Total _____
Year 3: Budget Total _____

Notes:
* Provided by ASBCS staff
1 Academic area to be addressed for improvement

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2 Duration of the plan must align with the timeline presented in the Action Steps
3 Refer to Terms to Know in the Renewal Application Instructions
4 Repeat these action steps as necessary to include the appropriate number of steps to accomplish the strategy

Math Strategy Training
Math Content Training
Use of Manipulative Training