PERFORMANCE MANAGEMENT PLAN
La Tierra Community School

INDICATOR: *(Academic Area)* **Reading** **DURATION OF THE PLAN:** Begins __July_____ , 2011 to __July__ , 20_13 _

MEASURE	METRIC	TARGET
Reading: Reading Process, Comprehending Information Text and Comprehending Literary Text	K-1: % of students meeting or exceeding target in oral reading fluency according to DIBELS results, by the end of the school year. 2nd Grade: % of students meeting or exceeding target in reading comprehension according to Stanford 10 results, by the end of the school year. 3rd Grade: % of students meeting or exceeding target in reading comprehension according to AIMS results, by the end of the school year.	K-1: 80% of students at or above grade level in oral reading fluency, as measured on DIBELS, by the end of the second year of school operation. 2nd Grade: 80% of students tested reaching the 50th percentile or better in reading, according to Stanford 10 results. 3rd Grade: 80% of students tested reaching the "meets" or "exceeds" performance level in reading, according to AIMS results.

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Use of leveled readers and running records for fluency.	Ongoing	Teachers	Running records and results of the running records to be shared in parent-teacher conferences.	Leveled reading books – included in supplies

				budget (approx. $200)
2. Leveled reading groups	Ongoing	Teachers	Observations of classroom practices.	None
3. Research-based Reading strategies such as "making words" strategy (Cunningham).	Ongoing	Teachers	Observations of classroom practices.	None
4. Use of best practices in overall teaching. La Tierra Community School (LTCS) teachers will be steeped in the use of active pedagogy, assessment *for* learning, assessment *of* learning etc. The use of these practices will engage student learning and assist students' progress in reading. (source?)	Ongoing	Teachers	Observations of classroom practice	None
5. One-on-one tutoring for struggling readers	Ongoing	Classroom aides and parent volunteers	Observations of classroom practice	None

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Learning Expeditions Online (LEO). Teaching staff will build their Learning Expeditions using a digital Learning Expedition	July 2011-ongoing	Teachers and Director	The director will have the responsibility to check LEO and confirm that teachers' curriculum is aligned with the reading state	Cost is included in ELS contract (Educational

Planner that is documented through an on-line template called Learning Expeditions Online (LEO.) Some of what is included in the digital plan is a description of the Guiding Questions, Long-Term Learning Targets, Supporting Targets, Project / Product Timelines, Assessment Plans, and specific Lesson Plans. The targets are directly linked to the **State Standards**. An administrator has access to all on-line plans and teachers can also choose to share their plans with anyone on the staff---knowing that some teachers will be working together on similar curriculum.			standards.	Service Providers)
2. Analysis of quarter and semester academic classroom results (running records and reading progress).	Quarterly beginning Fall 2011	Director	Director will be responsible for evaluating the extent of which the learning expedition and lesson plans were successful at meeting the reading state standards.	No cost
3. Curriculum Mapping	Annually 2011-2013	Teachers	Teachers will develop year-long curriculum maps demonstrating the integration of reading standards. Curriculum maps will be reviewed by other staff and the director.	No cost

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action	Budget

			Steps	
1. DIBELS (K-3): Dynamic Indicators of Basic Early Literacy Skills	August, January and May 2011 & 2012	Teacher	DIBELS results of: Phonemic Awareness Alphabetic Principle Accuracy and Fluency Vocabulary Comprehension	DIBELS materials (included in supplies budget)-$500
2. Stanford 10 (2nd grade)	April 2011& 2012	Teacher	Stanford 10 test results: goal of 80% of students tested reaching the 50th percentile or better in reading, according to the national norm.	Stanford 10 materials (included in instructional supplies & aids budget)
3. AIMS (3rd grade)	April 2011 & 2012	Teacher and Director	AIMS test results: goal of 80% of students tested reaching the "meets" or "exceeds" performance level in reading.	AIMS materials (included in instructional supplies & aids budget)

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Expeditionary Learning professional development: To implement the Expeditionary Learning model at a high degree, a significant amount of professional development must be offered. Ideally, the training is integrated into the school calendar, consistently	Throughout the school year and summer – a minimum of 4 full days of reading workshops/work with a school designer on	Expeditionary Learning Schools school designer and LTCS director.	Certificates from Expeditionary Learning Schools and year-end reports from ELS school designer.	Cost is included in ELS contract (Educational Service Providers)-$5,000

implemented throughout the school year. Data collected from DIBELS, Stanford 10 and AIMS (concepts and objectives report) will be analyzed by teams of teachers and the director to set academic goals at specific grade levels, as well as school-wide goals for improvement. An Expeditionary Learning partnership includes a School Designer assigned to the school, spending several days on-site assisting teachers in analyzing data, modeling lessons, and offering feedback to the classroom instruction in order to meet school and grade level goals.	reading professional development.			
2. DIBELS training: Teachers will be trained in DIBELS by the Yavapai County Education Service Agency	August 2011	Teachers	Certificate of completion	Included in professional development budget (purchased services) – approx. $250
3. Prescott College professional development: Because of Prescott College's affiliation with LTCS, Education faculty will provide	Ongoing	Director will be responsible for communicating with Prescott College Education Program	Professional development certificates from Prescott College and/or documentation from Prescott College Education Program	None

free consultations and classroom observations with LTCS teachers in the area of reading.		Coordinator	Coordinator	

ANNUAL BENCHMARK TARGETS:

Predicted Baseline	Year 1	Year 2	Target For This Plan
Predicted baseline is that 75% of students attending LTCS will be at or above grade level in reading when they enroll in this school. This prediction is based on current enrollment in LTCS, which is opening as a private school for the first year of operation. This percentage is based on Stanford 10, AIMS and DIBELS results from students' previous schools.	K-1: 75% of students at or above grade level in oral reading fluency as measured on DIBELS, by the end of the first year of school operation. 2nd Grade: 75% of students tested reaching the 50th percentile or better in reading, according to Stanford 10 results. 3rd Grade: 80% of students tested reaching the "meets" or	K-1: 80% of students at or above grade level in oral reading fluency as measured on DIBELS, by the end of the second year of school operation. 2nd Grade: 80% of students tested reaching the 50th percentile or better in reading, according to Stanford 10 results. 3rd Grade: 80% of students tested reaching the "meets" or	K-1:80% of students at or above grade level in oral reading fluency as measured on DIBELS, by the end of the second year of school operation. 2nd Grade: 80% of students tested reaching the 50th percentile or better in reading, according to Stanford 10 results. 3rd Grade: 80% of students tested reaching the "meets" or "exceeds" performance level in reading, according to AIMS results.

	“exceeds” performance level in reading, according to AIMS results.	“exceeds” performance level in reading according to AIMS results.	

PERFORMANCE MANAGEMENT PLAN
La Tierra Community School

INDICATOR: *(Academic Area)* **Mathematics** **DURATION OF THE PLAN:** Begins July , 2011 to July , 2013

MEASURE	METRIC	TARGET
Math: K-3 Math aligned with Arizona State Standards and meeting or exceeding those standards.	K-1: % of students meeting or exceeding grade level mathematics according to Northwest Education Association (NWEA) Measure of Academic Process (MAP) results. 2nd grade: % of students reaching the 60th percentile or better in mathematics, according to the national norm. according to Stanford 10 results. 3rd grade: % of students meeting or exceeding grade level mathematics according to AIMS results.	K-1: 80% of students meeting or exceeding grade level in mathematics as measured by NWEA MAP. 2nd grade: 80% of students tested reaching the 60th percentile or better in mathematics, according to the national norm according to Stanford 10 results. 3rd grade: 80% of students meeting or exceeding grade level mathematics according to AIMS results.

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. NWEA MAP program: Map assessments combine diagnostic tests and survey assessments to	3 times a year: August, November	Teachers	MAP results will be analyzed; Benchmarks will be established, used to inform instruction.	MAP materials $2,000-

give teachers insight into students' knowledge of core concepts in math. Assessments are aligned with state and national standards and results provide detailed benchmark regarding student achievement and growth.	and March 2011-2012 and 2012-2013.			$2,500 (included in Purchased Services budget)
2. Use of best practices in overall teaching. LTCS teachers will be steeped in the use of active pedagogy, assessment *for* learning, assessment *of* learning etc. The use of these practices will engage student learning and assist students' progress in math according to national research on Expeditionary Learning Schools.	Ongoing	Teachers	Classroom observations	None
3. Use of manipulative, real world connections, one-on-one assistance and tutoring if necessary.	Ongoing	Teachers	Classroom observations	Classroom supplies budget for manipulatives .

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action	Budget

			Steps	
1.. Learning Expeditions Online (LEO). Teaching staff will build their Learning Expeditions using a digital Learning Expedition Planner that is documented through an on-line template called Learning Expeditions Online (LEO.) Some of what is included in the digital plan is a description of the Guiding Questions, Long-Term Learning Targets, Supporting Targets, Project / Product Timelines, Assessment Plans, and specific Lesson Plans. The targets are directly linked to the **State Standards**. An administrator has access to all on-line plans and teachers can also choose to share their plans with anyone on the staff---knowing that some teachers will be working together on similar curriculum.	July 2011-ongoing	Teachers and Director	The director will have the responsibility to check LEO and confirm that teachers' curriculum is aligned with the math state standards.	Cost is included in Expeditionary Learning Schools contract (Educational Service Providers) - $5,000
2. Curriculum Mapping	Annually 2011-2012 and 2012-2013.	Teachers	Teachers will develop year-long curriculum maps demonstrating the integration of the mathematics state standards. Curriculum maps will be reviewed by other staff and the director.	None
3. Analysis of MAP's results to ensure that state standards are being met.	Three times a year: August, November	Teachers and Director	Teachers will be responsible for evaluating the extent of which the learning expedition and lesson plans were successful at meeting	MAP materials (included in Software and

	and March of 2011-2012 and 2012-2013.		the mathematics state standards. These results will be shared with the Director.	Classroom Supplies budget) - $1000

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. NWEA MAP program (K-3): Map assessments combine diagnostic tests and survey assessments to give teachers insight into students' knowledge of core concepts in math. Assessments are aligned with state and national standards and results provide detailed benchmark regarding student achievement and growth.	3 times a year: August, November and March 2011-2012 and 2012-2013.	Teachers and Director.	MAP results will be analyzed; benchmarks will be established, used to inform instruction. Teachers will share these results with the Director.	MAP materials (included in Software and Classroom Supplies budget)- $1000
2. Stanford 10 (2nd grade)	April 2011& 2012	Teacher	Stanford 10 test results: goal of 80% of students tested reaching the 60th percentile or better in mathematics, according to the national norm.	Stanford 10 materials (included in instructional supplies & aids budget)
3. AIMS (3rd grade)	April 2011 & 2012	Teacher and Director	AIMS test results: goal of 80% of students tested reaching at the "meets" or "exceeds"	AIMS materials (included in

			performance levels in mathematics.	instructional supplies & aids budget)

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Expeditionary Learning professional development: To implement the Expeditionary Learning model at a high degree, a significant amount of professional development must be offered. Ideally, the training is integrated into the school calendar, consistently implemented throughout the school year. An Expeditionary Learning partnership includes a School Designer assigned to the school, spending several days on-site assisting teachers in data analysis, targeting instruction, modeling lessons, and offering feedback to the classroom instruction in an effort to meet academic goals.	Throughout the school year and summer – a minimum of 3 full days of math workshops/work with a school designer on data analysis in mathematics, instructional practices, and building a professional learning community.	Expeditionary Learning Schools school designer and LTCS director.	Certificates from Expeditionary Learning Schools and year-end reports from ELS school designer.	Cost is included in ELS contract (Educational Service Providers)- $5000
2. NWEA MAP training:	August 2011	Director	Certification from NWEA on	$300 for

NWEA experts to train staff members on the use and analysis of MAPS results.			the completion of the training.	training (professional development)
3. Prescott College professional development: Because of Prescott College's affiliation with LTCS, Education faculty will provide free consultations and classroom observations with LTCS teachers in the area of elementary mathematics.	Ongoing	Director will be responsible for communicating with Prescott College Education Program Coordinator	Professional development certificates from Prescott College and/or documentation from Prescott College Education Program Coordinator	None

ANNUAL BENCHMARK TARGETS:

Predicted Baseline	**Year 1**	**Year 2**	**Target For This Plan**
Predicted baseline is that 70% of students attending LTCS will be at or above grade level in mathematics when they enroll in this school. This prediction is based on current enrollment in LTCS, which is	K-1: 75% of students meeting or exceeding grade level in mathematics as measured by NWEA MAP. 2nd grade: 75% of students tested reaching the 60th percentile or better in mathematics,	K-1: 80% of students meeting or exceeding grade level in mathematics as measured by NWEA MAP. 2nd grade: 80% of students tested reaching the 60th percentile or better in mathematics,	K-1: 80% of students meeting or exceeding grade level in mathematics as measured by NWEA MAP. 2nd grade: 80% of students tested reaching the 60th percentile or better in mathematics, according to the national norm. 3rd grade: 80% of students meeting or exceeding grade level mathematics according to AIMS results.

opening as a private school for the first year of operation. This percentage is based on Stanford 10 and AIMS results from students' previous schools.	according to the national norm. 3rd grade: 75% of students meeting or exceeding grade level mathematics according to AIMS results.	according to the national norm. 3rd grade: 80% of students meeting or exceeding grade level mathematics according to AIMS results.	