Performance Management Plan (PMP) Template

Applicant Name: Leman Academy of Excellence

Indicator (check one): __X___Math _____Reading **Duration of the Plan:** Begins February 2015 and continues for two years

Measure	Metric	Expected/Predicted Baseline Based on Enrollment of Target Population	Annual Target For The Plan
State standardized assessment data (school average) for target population	Percent (%) of target students who currently score proficient on the State standardized assessment	75%	Meet or demonstrate sufficient progress toward the Academic Performance Expectations as set and modified periodically by the Board
	Average current target student growth percentile (SGP) on the State standardized assessment.	54%	

Applicant does not edit sections in grey

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1. Hire highly effective instructional faculty to teach a Classical educational program with a data driven instructional emphasis based on Leman Academy's educational philosophy and mission.	February – May, 2015	Principal	Leman Academy will require the following documents of faculty: • Application and Resume • Copy of College/University Transcripts • Copy of Finger Print Clearance Card • Letters of Rec. Additionally, administration will interview, speak with current Principal/Admin. of candidate, observe and evaluate teaching.	0
2. Implement a rigorous core	2015	Principal	Daily schedule showing Math	0

instructional Math block in all classrooms			instructional time block	
3. Math Curriculum Resources and Materials are purchased with Saxon Math	March, 2015	Principal	Curriculum resources and materials are inventoried and invoices, bills, and / or receipts identify purchases.	$25,000
4. Teachers will identify and acquire any additional supporting resources for Math	July – Dec 2015	Teachers	Curriculum resources and materials are inventoried and invoices, bills, and / or receipts identify purchases.	$2000
5. Create a framework of necessary content with outline of topics for grades K-8 to be used by teachers as they enter the school year to help create the inter-disciplinary curriculum maps that are aligned to the AZ and Common Core Standards	February – June 2015	Principal	Documents related to specific grade level content of topics to be used and taught by teachers as they enter the school year	0
6. Determine which additional resources are needed to teach specific standards that may not be addressed in Saxton.	Aug. 2015	Director of Instruction and Teachers	Resource binder for each grade level that contains supplemental material and information	0
7. Create grade level specific pacing guides	July 2015 – May, 2017	Director of Instruction and Teachers	Math pacing guides for each grade level	0

8. Grade level teams will form unit assessments aligned to AZ. Common Core State Standards. NOTE: Unit plans and assessments will be completed one week in advance of teaching the unit.	July 2015 – May 2016	Teachers	Completed unit plans and assessments for math	0
9. Based on state assessment data, evaluate the action steps for Strategy I for effectiveness and make changes as needed	Annually	Principal	Revised action steps for Strategy I if needed	0

STRATEGY II: Develop and implement a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1. Develop a Teacher's Instructional handbook that includes an exemplar sample lesson plan and specific expectations for writing plans and instructional methods to be used to teach the curriculum in a meaningful, engaging way	Spring 2015	Principal	Leman Academy of Excellent Instructional Handbook	$200
2. An analysis of all Math standards per grade level will be completed and all standards will be categorized as focused standards or supporting standards for each quarter. A rotation cycle will be developed so that the supporting standards will become focused standards the next quarter. This way, instruction is spiraled and all standards are taught and mastered.	Spring 2015	Principal and Director of Instruction	A quarterly standard map for each grade level that identifies the focused standards and the supporting standards for each quarter.	0

3. Teachers will receive a quarterly standards map that identifies the Math focused standards and the supporting standards that must be taught for that quarter.	July 2015	Principal	Quarterly standard map for each grade level included in teacher's curriculum binder	0
4. Grade level teams will identify the units/ resources that best support the focused and complementary standards for that quarter. They will scaffold the standards for instruction. They will create calendars showing the time, resources and standards taught.	July 2015	Teachers and Director of Instruction	Grade level team resource / standard planning organizer and final calendars	0
5. A check list will be developed for teachers and principal to track and ensure that all standards for that quarter have been taught.	Spring 2015; implemented weekly	Principal	Completed checklist and feedback forms	0
6. Each teacher's lesson plan will include all the Math focused and/ or supporting standards for the quarter. Feedback given through lesson plan check list. This same check list will be used for classroom walk-throughs to ensure the correct standards for that quarter are being taught.	Weekly	Teachers and Principal	Completed checklist and feedback forms	0
7. Rigorous, daily lesson plans will identify the Math focused standards and the supporting standards based on the AZ Common Core standards for each lesson. The objective, instruction and activities will be substantiated	Weekly	Teachers and Director of Instruction	Weekly submitted lesson plans that are archived	0

through plans and directly aligned to one another; plans submitted weekly				
8. Quarterly Math Galileo tests given to analyze the student mastery of the quarterly Math focused/ complementary standards. Feedback provided to the teacher, principal and students to assess student mastery. This will also allow the Principal to monitor the successful implementation of the standards.	Quarterly	Principal and Director of Instruction	Tracking percent of students at mastery by each teacher; meeting notes for each teacher	Galileo: $20,000
9. Develop a teacher observation tool that includes evaluative feedback for integrating the math standards	Spring 2015	Principal	Leman Academy of Excellence Teacher feedback form	$300
10. Announced and unannounced observation will be made regularly to monitor instruction, ensure that the focused standard is being taught, lessons are aligned with the math focused or supporting standard and that the students are meaningfully engaging in the learning of that standard. Feedback is shared with the teacher	Weekly	Principal and Director of Instruction	Observation checklist on the Leman Academy of Excellence Teacher feedback form	0
11. A minimum of one formal classroom observation will be conducted using an observation rubric that includes proficiency levels with implementation of the standards through instruction and rigorous student learning. Feedback is shared with the teacher	1st semester; 2nd semester if needed	Principal	Completed formal observation rubric. Evaluations will be archived in teacher's file.	0

12. Grade level teachers will meet with the Director of Instruction to evaluate alignment of math curriculum map with AZ Common Core Standards, progress through the maps, student achievement	Quarterly	Director of Instruction and Teachers	Meeting agendas, sign in sheets and math maps showing any changes	0
13. Using assessment results, grade level teams will meet with the Director of Instruction to determine which standards need to be re-taught to either the whole class or an identified small group and adjust the pacing guide as needed	Following assessment results	Director of Instruction and Teachers	Meeting agendas, sign in sheets and the math pacing guide showing any changes; lesson plans will also substantiate skills	0
14. Evaluate the action steps for Strategy II for effectiveness and make changes as needed	Annually	Principal	Revised action steps for Strategy II if needed	0

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1. Teachers will create a data binder for their class to include Galileo reports, assessment grades and assignment grades	July 2015 – May 2016	Teachers	Each teacher will maintain a Data binder	Binders included in supplies
2. A progress report will be created for school to home communication for documenting proficiency towards standard mastery; progress report sent home quarterly	Feb. 2015	Principal	Leman Academy of Excellence Scholar Progress Report	0
3. Galileo tests and state assessment will be administered and reports	Aug. 2015, Dec.	Teachers and Director of	Updated reports in data binder and a student roster created of	0

analyzed by grade level teams to determine student proficiency	2015, Mar. 2015	Instruction	those in need of extra support	
4. Grade level teams will administer common unit assessments	At the end of each unit	Teachers	Assessment grades graphed and assessment kept in Data binder.	0
5. Teachers will meet and analyze the student proficiency on their unit tests. Teachers will collaboratively decide which standards need to be re-taught and how to incorporate the re-teach if data shows that the whole class needs further instruction. Teachers will determine if select students need extra support on a particular standard, and use flexible grouping to meet the need.	Bi-weekly	Teachers	Lesson plans will show when concepts are re-taught as well as small group student rosters	0
6. Director of Instruction will analyze the Galileo results for discrepancies in teacher's overall student proficiency average when compared to other teachers in the grade level and the level of proficiency per standard. Teachers will meet with Director of Instruction to review their data. Teachers will meet in grade level teams to share with one another effective teaching strategies and lessons for the particular standard	Following assessment results	Director of Instruction and Teacher	Meeting notes, Galileo reports	0
10. Principal will analyze each teacher's Galileo math data to ensure student progress	Two weeks following assessment	Principal	Principal's worksheet of each teacher's average across time	0

	results			
11. All students will be given their own Student Data Binder that will include individual student goal setting for Math, Action Steps, Evidence of Achievement, Progress Graphing for classroom assessments and summative/formative assessments. Teachers will lead students in creating their own binder.	Bi-weekly	Teacher	Completed student data binder	Binders included in supplies
12. Evaluate the action steps for Strategy III for effectiveness and make changes as needed	Annually	Principal	Revised action steps for Strategy III if needed	0

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1. Eight-day Orientation and in-service training program. Train teachers in our classical approach to education, data-driven instruction/decision making, philosophy, mission to establish our school vision and incorporate these classical fundamentals and AZ. standards for learning into their daily lesson plans, activities and projects	July 2015	Principal	Professional development agenda and sign-in sheets	0
2. Teachers will attend professional development sessions throughout the year focused on AZ Common Core Math Standards, differentiation, and classical	Monthly	Principal and Director of Instruction	Professional development agenda and sign-in sheets	0

education				
3. Teachers will be trained on the implementation of Saxton Math	July 2015	Principal and Director of Instruction	Professional development agenda and sign-in sheets	0
4. Teachers will be trained on how to access their Galileo reports and create their own Galileo formative quiz	Three times each Quarter	Trainer/Coach with Quality Schools Program	Professional development agenda and sign-in sheets	0 - Part of overall cost with program
5. At the beginning of each year, teachers will analyze their state assessment data. They will use this data to create two instructional goals for themselves for the year (to be kept in their teacher data binder), create a student roster that identifies each student by their FAME score and determine the next steps for each group of students	To begin in year 2	Teachers	State assessment data, student roster delineated by level of performance, action plan for each group to differentiate for their needs	0
6. Based on Galileo data, conduct professional development for math strategies and practices specific to the need (as determined by the data)	Monthly	Director of Instruction and Principal	After Galileo assessments, list standards by grade level need to be addressed Agenda and sign-in	0
7. Evaluate the action steps for Strategy IV for effectiveness and make changes as needed	Annually	Principal	Revised action steps for Strategy IV if needed	0