Performance Management Plan (PMP) Template

Applicant Name: Leman Academy of Excellence

Indicator (check one): _____Math ___x__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	90%	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 instructional Language Arts block in all classrooms	July - August 2015	Principal	Daily schedule showing language arts time	0
3. Language Arts Curriculum resources and materials are purchased (Sitton Spelling, Shurley English, Journeys, and classical literature)	March 2015	Principal	Curriculum resources and materials are inventoried and invoices, bills, and / or receipts identify purchases.	Curriculum Resources and Materials: Sitton: $5,000 Shurley: $20,000 Journeys: $25,000
4. Teachers will identify and acquire any additional supporting resources for Language Arts	July 2015– May 2016	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. Create grade level specific pacing guides for reading	July 2015 – May 2017	Director of Instruction and Teachers	Language Arts pacing guides for each grade level	0
7. Grade level teams will form unit assessments aligned to AZ. Common Core State Standards. NOTE: Unit plans	July 2015 – May 2017	Teachers	Completed unit plans and assessments for Language Arts	0

and assessments will be completed one week in advance of teaching the unit				
8. Based on state assessment data, evaluate and adjust any action steps for Strategy I 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 integrating the standards, documenting the standards, 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 Reading 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 Reading standards map that identifies the focused standards and the supporting standards that must be	July 2015	Principal	Quarterly standard map for each grade level included in teacher's curriculum binder	0

taught for that quarter.				
4. Grade level teams will identify which resources 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 Reading 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 focused standards and the supporting standards based on the Reading Common Core standards for each lesson. The objective, instruction and activities will be substantiated through plans and directly aligned to one another; plans submitted weekly	Weekly	Teachers and Director of Instruction	Weekly submitted lesson plans that are archived	0
8. Quarterly Reading Galileo tests given	Quarterly	Principal and	Tracking percent of students at	Galileo: $20,000

to analyze the student mastery of the quarterly Reading 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.		Director of Instruction	mastery by each teacher; meeting notes for each teacher	
9. Develop a teacher observation tool that includes evaluative feedback for integrating the reading 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 reading 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 reading curriculum map, focused/supporting standards with AZ Common Core Standards, progress	Quarterly	Director of Instruction and Teachers	Meeting agendas, sign in sheets and maps showing any changes	0

through the maps, student achievement				
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 pacing guide showing any changes; lesson plans will also substantiate skills	0
14. Evaluate the monitoring plan for effectiveness and make changes as needed	Annually	Principal	Revised action steps for Strategy II	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 DIBELS, 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 analyzed by grade level teams to determine student proficiency	Aug. 2015, Dec. 2015, Mar. 2015	Teachers and Director of Instruction	Updated reports in data binder and a student roster created of those in need of extra support.	0

4. Using assessment results, teachers will differentiate reading instruction to support lower readers and challenge those who are exceeding	Monthly	Teachers	Roster of student reading groups and frequency of group meeting kept in data binder	0
5. Teachers will meet to 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 into the next unit 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 if standards are re-taught as well as small group student rosters	0
6. DIBELS NEXT will be administered and Progress Monitoring will be conducted	Monthly	Teacher	Data entry of DIBELS results and reports by class	$7,000
7. Create an electronic Reading Data spreadsheet template for teachers to enter DIBELS and Galileo overall average data	Feb. 2015	Principal	Reading data spreadsheet template to include students DIBELS overall proficiency (Intensive, strategic or CORE) and overall Galileo Reading percentage	0
8. Teachers will collect and enter each student's Galileo reading data and DIBELS NEXT data on their electronic Reading Data Spreadsheet. Spreadsheet submitted to Principal	Following assessment results	Teacher	Reading data spreadsheet by class that shows the individual student's level of proficiency on both Galileo and DIBELS NEXT; spreadsheet filed electronically	0
9. Director of Instruction will analyze the Galileo results for discrepancies in teacher's overall student proficiency average when compared to other	Following assessment results	Director of Instruction and Teacher	Meeting notes, Galileo reports	0

teachers in the grade level and the level of proficiency per standard. Teachers will meet with Principal to review their data. Teachers will also meet in grade level teams to share effective teaching strategies and lessons for the particular standard with one another				
10. Principal will analyze each teacher's Reading Data Spreadsheet to ensure student progress.	Two weeks following assessment results	Principal	Principal's spreadsheet of each teacher's average across time	0
11. All students will be given their own Student Data Binder that will include individual student goal setting for Language Arts, 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	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	July 2015	Principal	Professional development	0

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			agenda and sign-in sheets	
2. Teachers will attend professional development sessions throughout the year focused on AZ Common Core Reading Standards, differentiation, and classical education	Monthly	Principal and Director of Instruction	Professional development agenda and sign-in sheets	0
3. Teachers will be trained on the implementation of Language Arts Curricular resources: Sitton Spelling, Shurley English, Journeys	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 and DIBELS NEXT data, conduct professional development for reading strategies and	Monthly	Director of Instruction and Principal	After Galileo and DIBELS NEXT assessments, list standards by grade level need to be addressed	0

practices specific to the need (as determined by the data)			Agenda and sign-in.	
7. Teachers will be trained in administering DIBELS NEXT and Progress Monitoring.	Annually	DIBELS trainer / Principal	DIBELS NEXT training PD hours / certificate of completion	Training: $2,500 per day
8. Evaluate the action steps for Strategy IV for effectiveness and make changes as needed	Annually	Principal	Revised action steps for Strategy IV	0