PERFORMANCE MANAGEMENT PLAN

CHARTER/SCHOOL: Ombudsman Educational Services
Charter District 2: East, East II, Central, and Valencia

INDICATOR: Student Academic Achievement in Reading

DURATION OF THE PLAN: Fall 2010 to June 2015

MEASURE	METRIC	TARGET
Percentage of students who meet or exceed on the AIMS Reading test	Percentage of students who meet or exceed on the AIMS Reading test	Ombudsman students will meet or exceed the 2010 state level of 77% proficient on the Arizona Instrument to Measure Standards (AIMS) in Reading. Ombudsman students will meet or exceed the 2010 state level of 74% proficient on the AIMS Instrument to Measure Standards (AIMS) in Reading – (ES)

STRATEGY I: The current state-aligned reading curriculum Reading Plus will be supplemented with a foundational reading curriculum used to assist emerging readers.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. The Director of Curriculum will research various reading curriculums focused on emerging readers as a springboard for Reading Plus	Spring 2010	Director of Curriculum Operations Manager State Charter Director School Director Teachers	Foundational program with cost analysis will be presented to operations team at May quarterly meeting. Reading curriculum will be selected and purchased by August of 2010 for training in September.	$2,100 Year 1 $2,121 Year 2
2. Ombudsman Charter Schools will implement a foundational reading program during the 2010-2011 school year	September 2010	Director of Curriculum Operations Manager State Charter Director School Director Teachers	Essential Skills program reflect enrollment in foundational reading program for emerging readers.	No Cost
3. Upon review of current diagnostic reading assessments, students testing as emerging readers will be enrolled in the foundational reading program until 90% mastery is achieved	Assessed upon entry	Teachers School Directors	Assessments are placed in diagnostic file and utilized as a placement into the foundational reading program and evident on the Essential Skills program. Mastery of concepts is tracked and evaluated every 10 days by teacher.	No Cost
4. Once students reach 90% mastery in foundational program, student will be enrolled in the Reading Plus program and will be monitored and tracked for grade level growth	On going	School Director Teachers	Foundational reading program shows 90% mastery for all concepts and is on file in diagnostic file, Essential Skills program reflects completion of foundational program and concepts	No Cost

STRATEGY II: Reading instruction will be structured and implemented consistently and will include the use of a technology based curriculum path and small reading groups when warranted.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. A technology-based curriculum path will be created for students, to be structured for use on a daily basis, and monitored every 10 days for students who are assessed below grade level in reading	Upon student enrollment, evaluation of proper path conducted every 10 days	Teachers School Directors	Essential Skills programs will reflect technology based reading applications aligned to state standards. Student programs will reflect a minimum of 5 hours of structured reading completed per week as stated in Essential Skills program manual.	Year 1 $400 Year 2 $404
2. Upon evidence that a student has not reached 90% mastery of specific concepts on the foundational reading program, students will be provided further structured support by participating in small reading groups	Ongoing, Evaluated every 10 days	Teachers School Directors	Diagnostic assessments show foundational reading concepts are below mastery of 90%. Reading logs will be evident for small reading groups and high interest reading materials utilized. Emerging readers will participate in small reading groups for a minimum of 45 minutes at least 2 days per week	No cost
3. Students will be reassessed after participation in small reading groups and be placed in foundational reading program to reach mastery	September 2010	Teachers School Directors	After a minimum of four days of participation students will be evaluated for enrollment into the foundational reading program	No cost

STRATEGY III: Ombudsman teachers will participate in a minimum of fifteen hours of job embedded professional development focused on assisting students that are significantly below grade level in reading and considered emerging readers.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Training and professional development will be provided on implementation of the foundational reading curriculum focused on assisting emerging readers	September 2010	Training Department Operations Manager AIMS Instructor	Teacher will properly assign students into program after review of diagnostic assessments and follow up of teacher proficiency will be completed within one month of training.	No Cost, training included in price of curriculum
2. Teachers who take the necessary steps to earn a reading endorsement will be compensated	On going	Training Department Operations Manager	The percentage of teachers with reading endorsements increases each academic year by 5%.	Year 1 $1,000 Year 2 $1,010
3. A district-sponsored professional development day will focus on assisting readers significantly below grade level in reading	Annually	Training Department Operations Manager AIMS Instructor Reading Specialist	Teacher staff in-service sign in sheets reflect 100% participation. Follow up of teacher proficiency of Reading concepts will be conducted within one month of in-service.	No cost
4. A library of Webinars and/or Skype lessons will be available to assist teachers with reading curriculum and strategies to assist below grade level and emerging readers	December 2010 first lessons developed	Director of Curriculum Training Department	Professional Development certificate illustrates completion of Webinar or Skype lesson.	No cost

ANNUAL BENCHMARK TARGETS:

CURRENT STATE	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Year 5 2014-2015
East Charter Percent Proficient for 2010 in Reading = 27%	East Charter will increase 5%; move from 27% to 32% proficient	East Charter will increase 8%; move from 32% to 40% proficient	East Charter will increase 10%; move from 40% to 50% proficient	East Charter will increase 12%; move from 50% to 62% proficient	East Charter will increase 15%; move from 62% to 77% proficient
East II Charter Percent Proficient for 2010 in Reading =63%	East II Charter will increase 1%; move from 63% to 64% proficient	East II Charter will increase 2%; move from 64% to 66% proficient	East II Charter will increase 3%; move from 66% to 69% proficient	East II Charter will increase 4%; move from 69% to 73% proficient	East II Charter will increase 4%; move from 73% to 77% proficient
Central Charter Percent Proficient for 2010 in Reading = 31%	Central Charter will increase 5%; move from 31% to 36% proficient	Central Charter will increase 7%; move from 36% to 43% proficient	Central Charter will increase 9%; move from 43% to 52% proficient	Central Charter will increase 11%; move from 52% to 63% proficient	Central Charter will increase 14%; move from 63% to 77% proficient
Valencia Charter Percent Proficient for 2010 in Reading = 69%	Valencia Charter will increase 1%; move from 69% to 70% proficient	Valencia Charter will increase 2%; move from 70% to 72% proficient	Valencia Charter will increase 2%; move from 72% to 74% proficient	Valencia Charter will increase 3%; move from 73% to 77% proficient	Valencia Charter will continue to meet or exceed the state average

OES 1 Reading

(ES) Valencia Charter Percent Proficient for 2010 in Reading = 50%	(ES) Valencia Charter will increase 3%; move from 50% to 53% proficient	(ES) Valencia Charter will increase 4%; move from 53% to 57% proficient	(ES) Valencia Charter will increase 5%; move from 57% to 62% proficient	(ES)Valencia Charter will increase 6%; move from 62% to 68% proficient	(ES)Valencia Charter will increase 6%; move from 68% to 74% proficient

OES 1 Reading