FY 2012-13 NEW CHARTER APPLICATION
PERFORMANCE MANAGEMENT PLAN
Open Doors Community School

INDICATOR: *(Academic Area)* **Mathematics** **DURATION OF THE PLAN:** Begins July 1, 2012 to June 30, 2014

MEASURE	METRIC	Predicted Baseline	Year 1 Annual Benchmark Target	Year 2 Annual Benchmark Target	End TARGET for the Plan
2nd grade mathemathics proficiency	Average scale score on the Arizona Department of Education's norm-referenced test (Stanford 10).	Average scale score on Stanford 10 for 2nd graders will be at or above the state average.	Average scale score on Stanford 10 for 2nd graders will be at or above the state average.	Average scale score on Stanford 10 for 2nd graders will be above the state average.	Meet or demonstrate sufficient progress towards the level of adequate academic performance as set and modified periodically by the Board.
3-8th grade mathemathics proficiency	Percent of students that score meets or exceeds on the state assessment (AIMS)	55% of 3rd - 8th grade students have scored proficient (Meets or Exceeds) on the AIMS test for Mathematics.	63% of 3rd - 4th grade students will score proficient (Meets or Exceeds) on the AIMS test.	70% of 3rd - 5th grade students will score proficient (Meets or Exceeds) on the AIMS test.	
3-8th grade mathematics growth	Median Growth Percentile based on AIMS for 3rd through 8th grade students.	The Median Growth Percentile based on AIMS for 3rd through 8th grade has been 45.	The Median Growth Percentile based on AIMS for 3rd through 8th grade will be 50.	The Median Growth Percentile based on AIMS for 3rd through 8th grade will be 55.	

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Hire teachers that are aligned with the school's educational philosophy, demonstrate an understanding of appropriate state standards, are teachable, collaborative, and share the vision of community schools model.	**By June 2012**	School Director/Principal	Teachers have been hired for all positions. Evidence of collaborative abilities and vision of community schools is evident in group interview evaluation notes. Formal evaluation of teachers each year leads to retaining effective teachers and dismissing ineffective teachers. (For monitoring of teacher effectiveness and evaluation – see strategy IV)	Personnel costs included in budget
2. Form a Leadership Team,consisting of the School Director/Principal, Director of Curriculum and Team Leaders from primary, intermediate and middle grades to revise and review curriculum and resources.	**By July 2012 and in action each year. Meetings are at least monthly.**	School Director/Principal	Committee meeting agenda and minutes indicate all appropriate members were present and there was discussion of what needs to be taught and assessed in the school to improve student achievement that includes at least the Common Core Standards and relevant data.	$3,000 Incentive pay for team leader teachers
3. Identify priority standards and create a checklist of key skills for each math strand of the Common Core Standards.	**By July 2012 and revised each summer**	Director of Curriculum Teachers	A checklist for each grade level that lists priority standards and skills from the AZ State Standards for math.	No additional cost
4. Sequence and Map math standards for each grade level highlighting priority standard and math skill.	**By July 2012 and revised each summer**	Director of Curriculum and Leadership Team	Completed Curriculum Map that includes a sequence of objectives to be taught grouped in units, a general	No additional cost

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
			timeline broken down by quarter and month, and key skills for each objective is distributed to all teachers.	
5. Create summative unit assessments that are aligned to curriculum.	**By August 2012 for 1st quarter units; and then one month prior to teaching future units.**	Teachers Director of Curriculum	Assessment for each mathematics unit in each grade level that has multiple valid questions for each standard that will be taught for mastery. This will help to guide instruction – *knowing the end goal.*	Assessment software - $8,000 in year 1, $9,000 in year 2, $10,000 in year 3 – includes training costs.
6. Determine evaluation criteria and review possible curriculum resources (such as possible textbooks, student books, online supplemental resources, manipulatives, etc.)	**July 2012 and ongoing every July**	Director of Curriculum and Leadership Team	Review and recommendation report completed by the committee and submitted to the School Director/Principal that indicates requested resources that are aligned to curriculum.	No additional cost
7. Purchase curriculum resources to assist in implementing the curriculum (textbooks, student books, online supplemental resources, etc.) based on committee recommendations.	**By May 2012; summer each year, as needed.**	School Director/Principal	Purchased resources are on campus and accessible to teachers to use for implementing curriculum.	Start up budget will be $33,600. Not to exceed $2,500 in year 1 and $34,400 in year 2 and $38,000 in year 3.
8. Train teachers how to implement EEI and Core Knowledge Sequence.	**July – structured planning Inservice; Quarterly Inservices for**	Director of Curriculum School Director/Principal	Attendance report from training with all teachers present and observations from administration during year that indicate teachers following EEI and implementing Core Knowledge.	No additional cost

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
	Instruction methods			
9. Create a daily schedule for students that includes at least 60 minutes of mathematics instruction	**By June 2012; revised annually as needed.**	School Director/Principal	Completed Daily Schedule that has a minimum of 60 minutes of math, and teachers are following the schedule as seen in observations.	No additional cost
10. Align purchased mathematics materials to curriculum map for each grade level.	**By August 2012; revised annually as needed.**	Director of Curriculum and Leadership Team, Teachers	Column added to each grade level's curriculum map that matches the available resources for each objective.	No additional cost
11. Write and deliver daily lesson plans aligned to standards based on objectives that incorporate the use of Essential Elements of Instruction and the Core Knowledge Sequence.	**Daily during school session**	Teachers Director of Curriculum	Digital copy of lesson plans submitted to the School Director/Principal one week prior to teaching lesson. Teachers receive written feedback on lesson plan. Teacher and student actions in class reflect written lesson plan- as documented in periodic classroom visits.	No additional cost
12. Evaluate the effectiveness of curriculum based on quarterly benchmark results and end of year exams in comparison to proposed end of year benchmark goals.	**Quarterly – after benchmark tests**	Director of Curriculum and Leadership Team	List of areas needing extra emphasis for each grade level. Revised curriculum map to fill in gaps or create a stronger emphasis on needed area.	No additional cost
13. Purchase curriculum/instructional resource materials needed to fill in gaps in curriculum.	**End of each year**	Director of Curriculum and Teachers	Purchased resources are on campus and accessible to teachers.	First year budget is $3,750, year 2 is $6,000 and 3 is $9,000

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Develop a Curriculum and Instruction handbook that clearly explains expectations for lesson plans and instructional methods to be used to deliver curriculum.	**By July 2012 and revised each year as needed.**	Director of Curriculum and Leadership Team	Completed Curriculum and Instruction Handbook and reviewed with all teaching staff as indicated by teacher signatures.	No additional cost
2. Develop criteria for a teacher observation form that includes an evaluation of the integration of state standards into instruction.	**By July 2012 and revised each year as needed.**	School Director/Principal Director of Curriculum	The School Director/Principal and Director of Curriculum use an observation form that has space to indicate whether or not teachers are integrating standards into instruction.	No additional cost
3. Teachers create and implement lesson plans with stated performance objectives weekly to be reviewed by the School Director/Principal.	**Weekly during school session.**	Director of Curriculum and School Director/Principal Teachers	Copy of lesson plans are emailed to the Director of Curriculum or School Director/Principal on time and have proposed instruction and activities aligned with Common Core Standards for mathematics. Teachers have received feedback via email from the Director of Curriculum or School Director/Principal prior to teaching lessons.	No additional cost
4. Observations checking for standards alignment with student activities and adherence to expectations in curriculum and instruction handbooks. 2 formal and 2 informal	**Ongoing throughout school session.** **4 observations of each teacher each year.**	School Director/Principal Director of Curriculum	4 completed observation forms that identify the state standard being observed and how activities relate or do not relate for each teacher. Observation notes demonstrate that teachers have adjusted instruction based on previous observation notes.	No additional cost

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
5. Administer unit summative assessments that are aligned to state standards	**End of each unit throughout school session.**	Teachers	Report of unit assessment results that indicates mastery level for each performance objective that was taught for mastery.	Assessment software - $8,000 in year 1, $9,000 in year 2, $10,000 in year 3 – includes training costs.
6. Evaluate monitoring plan and make changes as necessary.	**Ongoing but formally at the end of each school year.**	School Director/Principal Director of Curriculum	Revised Strategy II in PMP that effectively enables school to monitor the integration of state mathematics standards into instruction.	No additional cost

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. Each classroom sets a Big Goal for their class to achieve by the end of the year (For example – "All students will achieve 80% mastery on all unit tests!".)	**August-reviewing throughout year**	Teachers and Students	The Big Goal is posted on the wall in the classroom. Each student can recite the big goal when asked.	No additional cost
2. Assess mastery of AZ state and Common Core mathematics standards through administering unit summative assessments.	**End of each unit (about every 3-5 weeks)**	School Director/Principal Teachers	Assessment results report broken down by mastery level of standards for each student and each class as a whole.	Assessment software - $8,000 in year 1, $9,000 in year 2, $10,000 in year 3 – includes training costs.
3. Assess progress towards proficiency on grade level mathematics standards by creating and	**Quarterly for Benchmarks**	Director of Curriculum and School Director/Principal Teachers	Assessment results report broken down by mastery level of standards for each student and each class as a	Assessment software - $8,000 in year

administering quarterly benchmark assessments aligned to curriculum map and 3 AIMS Predictive Tests.	**3 times a year for Predictive Test (Aug-diagnostic, Oct, Jan)**		whole.	1, $9,000 in year 2, $10,000 in year 3 – includes training costs.
4. Each student will create and update a line graph for displaying results of their math fluency, individual assessment results for unit assessments, and benchmark assessments.	**After each unit and benchmark assessments**	Students Teachers	Student portfolios with three line graphs updated regularly. Graphs are made by students (Kinder and 1st can be assisted).	Classroom supplies— Year 1- $3,750, Year 2- $6,000, and Year 3- $9,000
5.Identify level of support needed for students based on beginning diagnostic, quarterly benchmark assessment results, and AIMs Predictive tests.	**Identified and revised monthly during data meetings.**	Teaching staff	Each grade level has a list of students categorized into levels of support needed – tier 1 (meets/exceeds), tier 2 (approaches), and tier 3 (FFB). The categories and placement of students reflect their performance on the most recent assessments.	No additional cost
6.Identify high need concepts to be taught during tutoring for each grade level and each tier of students based on beginning diagnostic and quarterly benchmark assessment results.	**After beginning of year diagnostic and then quarterly, after benchmark assessments**	Teaching staff and tutoring staff and volunteers	List of priority performance objectives that need to be covered for each grade level during tutoring with an action plan for reteaching them.	No additional cost
7. Conduct after school tutoring for tier 2 students. The tutoring also includes regular formative assessments and monthly summative assessment of re-taught standards.	**Daily, starting second month of school**	Teaching staff and tutoring staff and volunteers	Attendance records for tutoring sessions. Monthly assessment results from all tutoring students show growth in standards mastery.	No additional cost budgeted.

8. Conduct after school tutoring for tier 3 students with regular formative assessments and monthly summative assessment of re-taught standards.	**Daily, starting second month of school.**	Teaching staff and tutoring staff and volunteers	Attendance records for tutoring. Monthly assessment results from all tutoring students show growth in standards mastery.	No additional cost budgeted. (Potentially pay teachers with Prop 301 $)
9. Conduct monthly data meeting between grade level teachers and School Director/Principal that analyses student progression towards standards mastery based on most recent assessment results – monitor progression towards % proficient goals.	**Monthly during school session**	School Director/Principal Director of Curriculum Teaching staff	Agenda and attendance record for monthly meeting. If not on track for meeting benchmark goals, then there will be a written action plan for revising curriculum, instruction, or student interventions.	No additional costs
10. School Governing Board reviews progress towards goals stated in Performance Management Plan.	**Quarterly**	School Director/Principal presents Governing Board Members	School level and grade level charts and graphs showing the percent of students that are demonstrating adequate proficiency is presented to board members and reflected in board meeting minutes. If sufficient progress towards goals are not being met, the board gives a directive to the School Director/Principal that changes should be made and provides resources to do so, reflected in meeting minutes.	No additional cost identified now. The board may need to adjust budget if targets are not being met.

11. Student assessment results are documented in a Student Information System and stored over multiple years.	**After each benchmark and predictive assessment.**	School Director/Principal Teachers	SIS has recorded assessment results for all students that took the assessment. Teacher is able to see results for all students and trends over time.	School Master SAIS Software- $5,000 and $1,000 each year thereafter
12. Evaluate effectiveness of monitoring strategies and make necessary changes.	**End of year**	School Director/Principal	Revised strategy III of PMP.	No additional cost

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. Create a formal evaluation tool for all teaching staff, which incorporates quantitative student academic outcomes as well as performance based on an Effective Teacher Rubric.	**June 2012**	School Director/Principal Director of Curriculum	Completed evaluation rubric that has at least 50% based on student achievement results.	No additional cost
2. Create a formal evaluation rubric for the School Director/Principal.	**By May 2012 and revised each year as needed.**	School Governing Body	Completed evaluation rubric that has at least 50% based on student achievement results.	No additional cost
3. Conduct a one week training with teachers to norm expectations on the mathematics curriculum and instruction, which includes training on the established Effective Teaching Rubric.	**July each year**	School Director/Principal Director of Curriculum	Agenda and attendance record for training sessions. Teachers will carry out expectations as seen in observations.	Included in the budget for professional development within the membership dues,

				registration and travel line item: $22,856 Year 1, Year 2 $24,775 and Year 3 $25,925
4. Conduct weekly (Fridays from 1:45-3:15) topic specific professional development/collaborative sessions on best math instruction practices specific to high need concepts identified through low performance on diagnostic and benchmark tests.	**Aug – April each year**	School Director/Principal	List of areas for development needed broken down by grade level after each benchmark assessment. Agenda and presentation materials from each professional development session.	No additional cost
5. Evaluate the implementation of best practices for implementing math that were taught in professional development sessions.	**Throughout each school session.**	School Director/Principal Director of Curriculum	Directors make notes about what strategies are being implemented, how well they are implemented, and suggestions for improvement on classroom observation forms.	No additional cost
6. Design the daily schedule with 30 minutes before and 1 hour after school to collaborate with other teachers.	**By July 2012 and revised each summer.**	School Director/Principal	Completed Daily Schedule that has 30 minutes before school and 1 hour after school, for plan time.	No additional cost
7. Provide constructive feedback during drop in observations	**Ongoing throughout school session. 4 observations of each teacher each year.**	Classroom observers (School Director/Principal, Director of Curriculum)	Observation form completed and given to teacher that includes an analysis of standards alignment to activities, what went well in the classroom, and what can be improved.	No Additional cost
9. Conduct a formal evaluation of teachers based on established rubric.	**Mid-year (January) and End of year (May)**	Director of Curriculum and School Director/Principal	Evaluation report to teachers indicating strengths and weaknesses with a plan for improvement in next semester that includes specific action steps for leading	No additional cost

			to improvement.	
10. Conduct a formal evaluation of the School Director/Principal based on established rubric.	**Mid-year (January) and End of year (May)**	ODCS Board of Directors/Governing Board	Evaluation report to School Director/Principal indicating strengths and weaknesses with a plan for improvement in next semester that includes specific action steps for leading to improvement.	No additional cost