PERFORMANCE MANAGEMENT PLAN TEMPLATE

Employ-Ability Unlimited, Inc., dba Copper Canyon Academy

INDICATOR:[1] ____ Math ☒ Reading **DURATION OF THE PLAN**[2]**:** Begins August 2009, to April 2012

NARRATIVE:

Previous improvement efforts have included the following:

1. Purchase of 2 computers and reading program CDs for every classroom so that students can benefit from computer-based supplemental reading support
2. Participation in ADE's Response to Intervention initiative, to organize a school-wide RtI program to help identify students who are struggling in reading and provide intervention services.
3. Implementation of the Scholastic guided reading program for grades K-3, to be used in small group settings in the regular classroom
4. Additional training for teachers in the area of reading instruction
5. Changing the 6th-8th grade schedule so that more time is spent in Language Arts class every day.
6. Moving from a self-contained model in 6th-8th grade to a core subject model, where teachers specially trained in the core subjects teach the students
7. The implementation of the "Write Source" curriculum in grades 6-8 to support reading achievement.
8. The purchase of SMARTBoards to further engage students in their learning.
9. The purchase of supplemental reading materials for use in the classrooms.
10. A formal AIMS preparation program was instituted, using teachers as coaches and working with small groups of students to address not only the academic side of the test, but also test taking strategies.

The process used for analyzing the achievement data was a team effort. All instructional staff were actively involved in the process from start to finish, using various group management and facilitation activities learned in ADE's Professional Development Leadership Academy (PDLA) program. Time (1-2 hours) was set aside every other week to review data as a group in a structured, thoughtful manner. All instructional and support staff received data on student achievement from the past three years, student and staff satisfaction survey results from SY 2010, and student demographics for SY 2010. In small grade-level groups, they reviewed the data and noted trends using a data analysis form. These small groups then shared their observations with the larger group, and trends were noted across grade-level sub-groups. Work was also done on identifying the root causes of the data results so that the improvement focus would be on the real issues and thus be more effective. Using a gallery walk format, the whole group then chose the top three areas that needed focus, which included math and writing (as a reinforcement for reading). Once the focus area was determined, a school improvement plan (SIP) was developed, again by the whole group. Along with the SIP, a plan for organizing SY 2011 professional development activities around the focus areas was developed, which was also based on the root cause analysis.

The findings from the data analysis show the following:

1. Scores in the 3rd and 7th grades have improved significantly over time, with both grades demonstrating an over 80% passing rate on the AIMS (this is higher than the state average).
2. Seventy-two percent of 10th graders passed AIMS (only 5 percentage points lower than the state average).
3. As a school, Copper Canyon Academy was 8 percentage points lower than the state average, and Desert Pointe Academy was 5.
4. Although reading AIMS scores dropped in grades 4 and 6, all other elementary grades have been steadily improving over time.
5. Almost all special education students fell in the FFB area, regardless of disability or grade level.
6. There was no significant difference between Title I and non-Title I students
7. A higher percentage of students scored at the "Exceeds" level.
8. Overall, students and staff report being satisfied with their experiences at the schools (both surveys resulted in an average over 4.0 on a 5.0 scale)
9. For elementary students, the area of Comprehending Informational text was a particular struggle. For high school students, it was Comprehending Literary Text.

The PMP is related to the data analysis findings because it addresses the school-wide need for reading intervention through the addition of a FT Literacy Specialist. The large gap between special education and regular education students is addressed through the addition of a computer-based supplemental reading program. The use of Study Island allows students to practice reading comprehension activities outside of the school day, and Galileo will allow teachers to monitor student progress on a continual basis. Professional development is also a priority to ensure that the teachers receive the guidance and support they need to perform effectively, as well as to keep them focused on their role in helping the students meet the achievement goals.

MEASURE*	METRIC*	CURRENT STATUS*	End Target For This Plan*[3]
State standardized assessment	Percent (%) of students who score proficient on the State standardized assessment and Student growth percentile (SGP)	(Board staff will enter info here)	1. Meet or exceed the state average percent proficient in reading and in math on the state assessment; 2. Demonstrate a student growth percentile of no less than minus one standard deviation from the state median growth percentile in reading and math.

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

Action Steps[4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Investigate the implementation of a new writing curriculum for grades K-12 that has demonstrated enhancement of students' reading performance.	April 2011-Augus 2011	General Education LA Teachers Executive Director	Decision made about purchasing a new curriculum, based on budget availability.	Unknown at this time
2. Train teachers in the use of	August	Executive Director	Proof of training forms, sign-in sheets	$3500

differentiated instruction for use in the LA classrooms	2010-May 2011		for trainings	
3. Hire a Literacy Specialist to conduct reading intervention services for students in grades K-6. Purchase fluency and comprehension assessments to identify students in need of these services.	August 2010-May 2012	Executive Director	Employee hired and students being seen daily. Documented assessments and progress monitoring reports.	$97,958
4. Purchase "My Sidewalks", a research based reading intervention program for use with students in grades K-6.	September 2010	Literacy Specialist	Program purchased and in use with students.	$7800
5. Utilize web-based Study Island to assist students in grades 3-12 in becoming proficient in state reading standards.	January 2010 – May 2012	General Education Teachers	"Time in program" reports from the Study Island program.	$4500
6. Provide afterschool tutoring for students identified as behind grade level in reading.	August 2010-May 2012	General Education and Special Education teachers	Sign in attendance sheets	$0.00
7. Investigate the possibility of implementing a web-based supplemental reading program (exact program TBD) for use with special education students in grades 6-12.	March 2011-June 2011	LA team, General Education LA Teachers	Decision made about purchasing a new curriculum, based on budget availability.	Unknown at this time

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Perform regular walk-throughs of classrooms to observe instruction and ensure that it is in compliance with state standards.	August 2010-May 2012	Executive Director, Identified Peer Mentor Teachers	Walk-throughs are documented and signed off by the teachers involved.	$0.00
2. Conduct qualitative reviews of lesson plans to ensure that they are based on state standards.	August 2010-May 2012	Executive Director	Completed Lesson Plan Review check sheet for each teacher.	$0.00
3. Videotape teachers while providing instruction and compare materials/concepts covered to state standards.	April 2011-May 2012	Executive Director	Video-taped lessons and signed review forms.	$0.00

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Conduct Galileo assessments three times per year (within 3 weeks of enrolment, at semester break, and in May) to evaluate student progress towards mastering state standards.	August 2010-May 2012	Assessment Team, General Education Teachers	Documentation that assessments have been completed and reviewed by the assigned teacher(s), and that changes in curriculum/instruction were made based on the results of the assessment.	$2240
2. Utilize web-based Study Island to assist students in becoming proficient in state standards. This program includes an assessment portion that provides the student and teacher with data on the student's progress.	January 2010 – May 2012	LA teachers	Electronic assessment records for involved students.	$0.00 (included in $4500 above)
3. Continue use of formative and summative classroom assessments to gauge student progress in the curriculum.	August 2010-May 2012	All Teachers	Grade books, student portfolios	$0.00
5. As an instructional team, review student performance data on a regular basis and make adjustments in programming and instruction as necessary to help students improve.	August 2010-May 2012	All staff who work directly with students and impact their academic success.	Staff attendance sheets for data review meetings; data analysis sheets	$0.00

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Continue participation in ADE's Professional Development Leadership Academy (PDLA), implementing strategies learned at the school on a continuous basis.	August 2009 - May 2012	Executive Director and PDLA Team	Training documentation forms, staff attendance sheets for on-site trainings	$5,400
2. Conduct ongoing, connected professional development activities that are directly tied to improving student performance in reading. Specifically, the focus over the next two years is on Differentiated Instruction, integrating technology into instruction, and utilizing a variety of instructional strategies in the	August 2010-May 2012	Executive Director	Training documentation forms, staff attendance sheets for on-site trainings	$7,650

classroom.				
3. Evaluate student performance by teacher, noting trends and providing additional PD and/or supervision as needed to improve instruction. Those teachers with high student test scores shall be used as Peer Mentors as appropriate.	January 2011-May 2012	Executive Director	Documented supervision/peer mentor forms, training documentation forms	$2400
4. Train all LA teachers on the Common Core Standards.	January 2011-Dec 2011	Executive Director	Training documentation forms	$1800
5. Videotape teachers while providing instruction to allow for self and peer-assessment of instructional practices.	April 2011-May 2012	PDLA team	Video-taped lessons and signed review forms.	$0.00 (already noted above)
6. As an instructional team, review student performance data on a regular basis and make adjustments in programming and instruction as necessary to help students improve.	August 2010-May 2012	All staff who work directly with students and impact their academic success.	Staff attendance sheets for data review meetings; data analysis sheets	$0.00

Using the information entered in the "Budget" columns above, please provide a budget total that incorporates all strategies and action steps for each year of the performance management plan's implementation. For "Year 1", please specify the fiscal year (e.g., 2011). The charter holder may add years, as necessary.

Year 1: Budget Total $68,524 Fiscal Year 2011
Year 2: Budget Total $64,724 Fiscal Year 2012

Notes:
* Provided by ASBCS staff
1 Academic area to be addressed for improvement
2 Duration of the plan must align with the timeline presented in the Action Steps
3 Refer to the Board's level of adequate academic performance
4 Repeat these action steps as necessary to include the appropriate number of steps to accomplish the strategy

Reading - Performance Management Plan (PMP)
Evaluation Instrument

Employ-Ability Unlimited, Inc.

Each Performance Management Plan will be evaluated based on the inclusion of the required elements within each section. The evaluator will make the following determination:

FULL DESCRIPTION – The plan sufficiently addresses all of the required elements.
PARTIAL DESCRIPTION – The plan partially addresses the required elements.
VERY LIMITED DESCRIPTION – The plan does not address each of the required elements.

I. PLAN NARRATIVE					
Required Elements	A response that meets the requirement will include:	FD	PD	VLD	Comments
A detailed description of all efforts conducted by the school in the past five years that demonstrates a concerted effort and capacity to improve pupil achievement.	o the school's efforts for the previous five years to provide and implement a [mathematics or reading] curriculum that improves student achievement. (Ex: Curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams)		R		The description provided for the past five years lacks detail as to how the actions taken will result in improved pupil achievement.
	o the school's efforts for the previous five years to develop and implement a plan for monitoring the integration of the Arizona Academic Standards into [mathematics or reading] instruction. (Ex: Lesson plan review, formal teacher evaluations, informal classroom observations, checklists, data review teams)			R	No description was provided.
	o the school's efforts for the previous five years to develop and implement a plan for monitoring and documenting student proficiency in [mathematics or reading]. (Ex: Formative and summative assessments, common/benchmark assessments, articulated assessment plan, data review teams)		R		The description provided for the past five years lacks detail as to how the actions taken have resulted in a plan for monitoring and documenting student proficiency.

	o the school's efforts for the previous five years to develop and implement a professional development plan that supports effective implementation of a [mathematics or reading] curriculum. (Ex: Articulated plan, literacy or math coach support, external consultant training, data review teams)			R	The description provided does not include continuous efforts to develop or implement a professional development plan.
A detailed description of the process used for conducting an analysis of relevant pupil achievement data.	o the school's efforts for the previous five years to analyze relevant pupil achievement data. (Ex: data walls, data training, data review teams)			R	The description provided does not include continuous efforts to analyze relevant data.
	o a detailed description of the types of data collected and the process used in conducting the analysis of the relevant data.		R		The description provided for the past five years lacks detail on the types of data collected. The description provided for the past five years lacks detail as to how relevant data was analyzed.
	o justification of how data selected for the analysis is relevant to improving pupil achievement.			R	No description was provided.
The findings from the data analysis.	o the school's detailed interpretation of the findings from the data analysis of the school's relevant data for the previous five years, including patterns and trends, as well as strengths and weaknesses.			R	The description provided for the past three years of data lacks detail regarding identified patterns and trends. The description provided for the past three years of data lacks detail regarding identified strengths and weaknesses.
	o a representation of the findings using charts and graphs that are understandable to the reviewer and clearly depict the results.			R	Charts and graphs were not included.
A detailed description of how the plan that is presented is directly linked to the findings from the data analysis.	o a description of the logic used to develop the PMP that demonstrates the connection between the findings from the analysis of the relevant data and the plan. (Ex: What we learned - What we are going to do with what we learned)		R		The description provided lacks detail regarding the connection between the findings and the development of the action steps in the plan.

II. PLAN TEMPLATE

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

Required Elements	A response that meets the requirement will include:				Comments
Action Steps Some steps have already occurred	o action steps for the strategy are based on the findings from the analysis of relevant data.		R		One or more of the action steps provided are not based on the findings from the analysis of relevant data.
	o action steps for the strategy are sequential, timely, and contribute to the school's ability to meet the identified end target(s).		R		The majority of the action steps provided are sequential and timely, and contribute to the school's ability to provide and implement a curriculum that improves student achievement.

	o action steps for the strategy, to the extent appropriate, complement and support the other strategies.	R			
	o action steps for the strategy include artifacts that provide evidence of the implementation of each action step.	R			
Allocated Resources	o adequate resources, i.e. time, money, personnel, etc. to implement the action steps that support the strategies.		R		The majority of the actions steps were supported with sufficiently identified resources.

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

Required Elements	A response that meets the requirement will include:				Comments
Action Steps	o action steps for the strategy are based on the findings from the analysis of relevant data.	R			
	o action steps for the strategy are sequential, timely, and contribute to the school's ability to meet the identified end target(s).		R		The majority of the action steps provided are sequential and timely, and contribute to the school's ability to develop and implement a plan for monitoring the integration of the Arizona Academic Standards that improves student achievement.
	o action steps for the strategy, to the extent appropriate, complement and support the other strategies.	R			
	o action steps for the strategy include artifacts that provide evidence of the implementation of each action step.	R			
Allocated Resources	o adequate resources, i.e. time, money, personnel, etc. to implement the action steps that support the strategies.	R			.

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

Required Elements	A response that meets the requirement will include:				Comments
Action Steps	o action steps for the strategy are based on the findings from the analysis of relevant data.		R		One or more of the action steps provided are not based on the findings from the analysis of relevant data.
	o action steps for the strategy are sequential, timely, and contribute to the school's ability to meet the identified end target(s).		R		The majority of the action steps provided are sequential and timely, and contribute to the school's ability to develop and implement a plan for monitoring and documenting student proficiency that improves student achievement.
	o action steps for the strategy, to the extent appropriate, complement and support the other strategies.	R			
	o action steps for the strategy include artifacts that provide evidence of the implementation of each action step.		R		The majority of the evidence includes tangible items that demonstrate the implementation of each action step.
Allocated Resources	o adequate resources, i.e. time, money, personnel, etc. to implement the action steps that support the strategies.	R			

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

Required Elements	A response that meets the requirement will include:	Comments			
Action Steps	o action steps for the strategy are based on the findings from the analysis of relevant data.		R		One or more of the action steps provided are not based on the findings from the analysis of relevant data.
	o action steps for the strategy are sequential, timely, and contribute to the school's ability to meet the identified end target(s).		R		The majority of the action steps provided are sequential and timely, and contribute to the school's ability to develop and implement a plan for monitoring and documenting student proficiency that improves student achievement.
	o action steps for the strategy, to the extent appropriate, complement and support the other strategies.	R			
	o action steps for the strategy include artifacts that provide evidence of the implementation of each action step.	R			
Allocated Resources	o adequate resources, i.e. time, money, personnel, etc. to implement the action steps that support the strategies.	R			

Reviewer: ☐ 1 Date: 04/27/11 ☐ 2 Date: 04/28/11