**READING Performance Management Plan (PMP)**
**Evaluation Instrument**

Genesis Program, Inc.

Scoring Criteria and Comments

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:

**F**ULL **D**ESCRIPTION – The plan sufficiently addresses all of the required elements.
**P**ARTIAL **D**ESCRIPTION – The plan partially addresses the required elements.
**V**ERY **L**IMITED **D**ESCRIPTION – The plan does not address each of the required elements.

| I. PLAN NARRATIVE | | | | | |
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| **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. | ○ 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) | | **X** | | The description provided for the past five years lacks detail as to how the actions taken will result in improved pupil achievement. |
| | ○ 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) | **X** | | | |
| | ○ 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) | **X** | | | |

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| | ○ 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) | | X | | The description provided for the past five years lacks detail as to how the actions taken has resulted in a professional development plan. |
| A detailed description of the process used for conducting an analysis of relevant pupil achievement data. | ○ the school's efforts for the previous five years to analyze relevant pupil achievement data. (Ex: data walls, data training, data review teams) | | X | | The description provided for the past five years lacks detail as to whether relevant data was analyzed. |
| | ○ a detailed description of the types of data collected and the process used in conducting the analysis of the relevant data. | | X | | The description provided for the past five years lacks detail as to how relevant data was analyzed. |
| | ○ justification of how data selected for the analysis is relevant to improving pupil achievement. | X | | | |
| The findings from the data analysis. | ○ 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. | | X | | The description provided for the past five years lacks detail regarding identified patterns and trends. |
| | ○ a representation of the findings using charts and graphs that are understandable to the reviewer and clearly depict the results. | X | | | . |
| A detailed description of how the plan that is presented is directly linked to the findings from the data analysis. | ○ 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) | X | | | |

## 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 |
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| Action Steps | ○ action steps for each strategy are based on the findings from the analysis of relevant data. | X | | | One or more action steps provided were based on the findings but some of the steps are better aligned to the other strategies. |
| | ○ action steps for each strategy are sequential, timely, and contribute to the school's ability to meet the identified end target(s). | X | | | |
| | ○ action steps for each strategy, to the extent appropriate, complement and support the other strategies. | X | | | |
| | ○ action steps for each strategy include artifacts that provide evidence of the implementation of each action step. | | X | | The majority of the evidence includes tangible items that demonstrate the implementation of each action step. |

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| Allocated Resources | ○ adequate resources, i.e. time, money, personnel, etc. to implement the action steps that support the strategies. | X | | | |
| **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 | ○ action steps for each strategy are based on the findings from the analysis of relevant data. | X | | | |
| | ○ action steps for each strategy are sequential, timely, and contribute to the school's ability to meet the identified end target(s). | X | | | |
| | ○ action steps for each strategy, to the extent appropriate, complement and support the other strategies. | X | | | |
| | ○ action steps for each strategy include artifacts that provide evidence of the implementation of each action step. | | X | | The majority of the evidence includes tangible items that demonstrate the implementation of each action step. |
| Allocated Resources | ○ adequate resources, i.e. time, money, personnel, etc. to implement the action steps that support the strategies. | X | | | |
| **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 | ○ action steps for each strategy are based on the findings from the analysis of relevant data. | X | | | |
| | ○ action steps for each strategy are sequential, timely, and contribute to the school's ability to meet the identified end target(s). | X | | | |
| | ○ action steps for each strategy, to the extent appropriate, complement and support the other strategies. | X | | | |
| | ○ action steps for each strategy include artifacts that provide evidence of the implementation of each action step. | | X | | The majority of the evidence includes tangible items that demonstrate the implementation of each action step. |
| Allocated Resources | ○ adequate resources, i.e. time, money, personnel, etc. to implement the action steps that support the strategies. | X | | | |
| **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 | ○ action steps for each strategy are based on the findings from the analysis of relevant data. | X | | | |
| | ○ action steps for each strategy are sequential, timely, and contribute to the school's ability to meet the identified end target(s). | X | | | |
| | ○ action steps for each strategy, to the extent appropriate, complement and support the other strategies. | X | | | |

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| | ○ action steps for each strategy include artifacts that provide evidence of the implementation of each action step. | | **X** | | The majority of the evidence includes tangible items that demonstrate the implementation of each action step. |
| Allocated Resources | ○ adequate resources, i.e. time, money, personnel, etc. to implement the action steps that support the strategies. | **X** | | | |

Reviewer: ☐ 1 Date: 05/31/11 ☐ 2 Date: 05/30/11