PERFORMANCE MANAGEMENT PLAN
Mingus Springs Charter School

INDICATOR: Reading
DURATION OF THE PLAN: Begins July 2010 to June 2013

MEASURE	METRIC	TARGET
DIBELS benchmarks for grades K-5	80 % of K-5 students will meet or exceed grade level goals in Oral Reading Fluency	80 % of K-5 students will meet or exceed the DIBELS benchmarks by the end of the school year

STRATEGY I: Provide and implement an after school tutoring program for at risk students.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Use the DIBELS Assessment to identify the at risk students	Beginning of the school year and on going throughout the year	Testing Coordinator and classroom instructors	Student progress toward meeting the end of the year benchmarks	No additional cost
2. Begin after school tutoring groups	Immediately following scoring of initial DIBELS testing - ongoing	Testing Coordinator, classroom instructors, and MSCS Director	Tutoring groups ongoing, student progress toward meeting the end of the year benchmarks	No additional cost - This time is a part of the teachers daily hours
3.Notify parents of their student's need to participate in the after school tutoring program	Immediately following identification of student's need to participate in program	Testing Coordinator	Letters to parents	No additional cost

STRATEGY II: Expand the use of the existing DIBELS program to include grades 4 & 5 and the progress monitoring portion of the program.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Test all K-5	Beginning of the	Testing	Assessment	$124 ($1.00 per

students using the DIBELS Assessment	school year and on going throughout the year	Coordinator and classroom instructors	results on all K-5 students	student)
2. Use the progress monitoring portion of the DIBELS program to monitor student achievement	Regular intervals throughout the school year - ongoing annually	Testing Coordinator and classroom instructors	Assessment results on all K-5 students needing progress monitoring showing improvement toward reaching benchmarks	No additional cost

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Create student achievement goals	Before school begins and mid year - ongoing annually	Classroom instructors and MSCS Director	Student achievement goals posted on a data wall showing progress toward reaching benchmarks	No additional cost
2. Plan and hold monthly grade level data meetings	Once a month, annually	MSCS Director and classroom instructors	Reports posted on a data wall showing progress toward reaching benchmarks	No additional cost

ANNUAL BENCHMARK TARGETS:

CURRENT STATE	Year 1	Year 2	Year 3	Year 4	Target For This Plan
2009: 37% of students in grades 1-3 have met or exceeded the mid year benchmark in Oral Reading Fluency	2010: 50% of the K-5 students will meet or exceed the DIBELS end of the year benchmarks	2011: 60% of the K-5 students will meet or exceed the DIBELS end of the year benchmarks	2012: 70% of the K-5 students will meet or exceed the DIBELS end of the year benchmarks	2013: 80% of the K-5 students will meet or exceed the DIBELS end of the year benchmarks	80% of K-5 students will meet or exceed the DIBELS end of the year benchmarks

INDICATOR: Reading
DURATION OF THE PLAN: Begins July 2010 to June 2013

MEASURE	METRIC	TARGET
3rd grade AIMS reading scores	73 % of 3rd grade students will meet or exceed AIMS reading	80 % of all students tested will meet or exceed AIMS reading

STRATEGY I: Develop and implement a plan for monitoring student progress.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Purchase and implement Galileo program	July 2010	MSCS Director	Receipt of program, data showing student progress toward benchmarks	Cost listed on math performance management plan
2. Train staff in the use of the Galileo system	July 2010	MSCS Director, Galileo Trainer	Staff proficiency in the use of the Galileo system	Cost listed on math performance management plan
3. Use the Galileo system to monitor student progress toward benchmark mastery.	Regular intervals throughout the school year	Testing Coordinator and classroom instructors	Assessment results on all students in grades 2-8 showing progress toward benchmarks	No additional cost

STRATEGY II: Provide and implement an after school tutoring program for at risk students.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Use the Galileo Assessment to identify the at risk students	Beginning of the school year and on going throughout the year	Testing Coordinator and classroom instructors	Student progress toward meeting the end of the year benchmarks	No additional cost
2. Begin after school tutoring groups	Immediately following scoring of initial Galileo testing.	Testing Coordinator, classroom instructors, and MSCS Director	Tutoring groups ongoing, student progress toward meeting the end of the year benchmarks	No additional cost - This time is a part of the teachers daily hours
3.Notify parents of their student's need to participate in the after school tutoring program	Immediately following identification of student's need to participate in program	Testing Coordinator	Letters to parents	No additional cost

ANNUAL BENCHMARK TARGETS: (Identify as many years as the length of the plan.)

CURRENT STATE	Year 1	Year 2	Year 3	Year 4	Target For This Plan
2009: 75% of students in grades 3-8 were proficient in the AIMS reading	2010: 76% of students in grades 3-8 will be proficient in the AIMS reading	2011: 77% of students in grades 3-8 will be proficient in the AIMS reading	2012: 78% of students in grades 3-8 will be proficient in the AIMS reading	2013: 80% of students in grades 3-8 will be proficient in the AIMS reading	80% of the students will achieve proficiency in AIMS reading