PERFORMANCE MANAGEMENT PLAN (Step 4) **CHARTER/SCHOOL: South Pointe Junior High School**

INDICATOR: *(Academic Area)* READING

DURATION OF THE PLAN: Begins April 1, 2010 to June 30 , 2013

MEASURE	METRIC	TARGET
(Identify what aspect of indicator, i.e. academic area, will be focused upon.) *6th, 7th,8th grade full academic year Student's that "met" or "exceeded" on the **AIMS Reading** .*	*(Reasonable and appropriate ways to measure the identified improvement area – generally numeric.)* *SPJHS will increase the percentage of students that meet or exceed the standard on the AIMS **Reading** test to 58% or higher as measured by full academic year students in grade 6, 64% or higher as measured by full academic year students in grade 7 and 60% or higher as measured by full academic year students in grade 8 by Spring 2013.*	*(Intended results or definition of success within a certain period of time)* *By Spring 2013, **58%** of full academic year students in grade 6, **64%** of full academic year students in grade 7 and **60%** of full academic year students in grade 8 will "meet" or "exceed" on AIMS Reading.*

STRATEGY I: *Data-driven Decision Making*

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1.Schedule and administer Galileo Reading Benchmark test and Lexile test school wide.	August 2010-2013 January 2010-2013	Curriculum Coach	95% of students will have test scores uploaded into the Galileo system	$2,000.00 Title I per year
2. Disaggregate benchmark and Lexile data by grade level and individual class. Share results with grade level teams.	August 2010-2013 January 2010-2013	Curriculum Coach, Grade Level Team Leader, Quality School's Coordinator	Grade level data notebooks will contain updated, relevant reports. Meeting minutes from grade level professional learning communities	$50.00 Supplies per year
3. Identify school-wide area of emphasis in reading, classroom instruction focus areas as well as individual student intervention plans.	September 2010-2013 January 2010-2013	Curriculum Coach, Grade Level Team Leader, Teachers, School Leader	Meeting minutes from grade level professional learning communities, identified intervention list of students, and school wide focus area.	0

4. Team will meet annually to evaluate the program and the results of data-driven decision making. Necessary adjustments and modification will be made at such time using the multiple data sources to evaluate program efforts.	May 2011 May 2012 May 2013	Curriculum Coach, Grade Level Team Leader, Teachers, School Leader	Meeting minutes from annual program evaluation, documented changes in systems, curriculum and/or program schedule.	$50 supplies

STRATEGY II: *School-wide Reading Focus Area*

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Identify a school-wide focus using Galileo benchmark data.	September 2010-2013	Curriculum Coach, Grade Level Team Leader, Teachers, School Leader	Data notebook w/ disaggregated data	0
2. Train teachers on integrating Strand 3 Reading concepts into their content area instruction.	September 2010-April 2011	Quality School's Coordinator, Curriculum Coach	Friday in-service training agenda Classroom Walk-thru data	$3,500.00 Title IIA - Professional Development per year
3. Allocate and implement an identified time for school wide 20 minutes daily of Strand 3 Reading concept practice.	September 2010-2013	Teachers	School wide schedule, lesson plans	$500.00 Supplies per year
4. Team will meet annually to evaluate the results of the school wide reading focus. Necessary adjustments and modification will be made at such time using the current year AIMS scores to evaluate program effectiveness.	June 2011 June 2012 Jun2 2013	Curriculum Coach, Grade Level Team Leader, Teachers, School Leader	Meeting minutes from annual program evaluation, documented changes in systems, curriculum and/or program schedule.	0

STRATEGY III: *Data-driven Instruction*

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Identify individual classroom focus areas using Galileo benchmark data.	September 2010-2013	Curriculum Coach, Teachers	Data notebook w/disaggregated data	0
2.Provide coaching to teachers on specific strategies to address and improve focus areas. Implement strategies in classroom.	Sept-May On-going	Curriculum coach, Teachers	Coaching logs, lesson plans, classroom walk-though data	0
3. Assess students using a criterion referenced test bank on identified focus areas.	Weekly	Teachers	Galileo score reports, Study Island class reports	0
4. Team will meet annually to evaluate the results of the class level data driven instruction. Necessary adjustments and modification will be made at such time using weekly assessment data collected throughout the year as well as the current year class level AIMS scores to evaluate program effectiveness .	June 2011 June 2012 June 2013	Curriculum Coach, Grade Level Team Leader, Teachers, School Leader	Meeting minutes from annual program evaluation, documented changes in systems, curriculum and/or program schedule.	0

STRATEGY IV: *Response to Intervention Program*

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Schedule identified teachers to participate in Sopris West LANGUAGE! Curriculum training.	July 2010-2013	School Leader, Curriculum Coach	Training agenda	$2,000.00 Title IIA Prof. Development Per year
2. Using multiple data sources (AIMS, Galileo, Lexile scores) rank and identify students for Tier 3 and Tier 2 intervention.	July 2010-2013	School Leader, Curriculum Coach	Data notebook, RTI class schedule	0
3. Using most recent data available,	July 2010-2013	School Leader,	Student Schedules	$10,000

schedule identified students into RTI class and afterschool Tier 3 intervention as necessary.		Curriculum Coach	after school tutoring sign in	teacher salary/stipends Title I per year
4. Students will participate in progress monitoring bi-monthly.	Sept-May, 2010-2013, monthly	RTI teachers	Progress monitoring data sheets	0
5. Students to be re-assessed at the end of each semester using Language! Assessment to measure progress in the program. Students with grade level lexile scores will be exited from the program.	December 2010-2013 and May 2011-2013	RTI teachers	Language assessment results, data notebook, individual student growth	0
6. Team will meet annually to evaluate the results of the RTI program. Necessary adjustments and modification will be made at such time using progress monitoring data collected throughout the year, lexile growth charts as well as the current year class level AIMS scores to evaluate program effectiveness .	June 2011 June 2012 June 2013	Curriculum Coach, Grade Level Team Leader, Teachers, School Leader	Meeting minutes from annual program evaluation, documented changes in systems, curriculum and/or program schedule.	0

ANNUAL BENCHMARK TARGETS:

CURRENT STATE	Year 1	Year 2	Year 3		Target For This Plan
% Meet/Exceed on AIMS Reading Scores As of AIMS Data 2009: 6th-N/A 7th-41% 8th-41%	By 2011 **% Meet/Exceed on AIMS Reading Scores** 6th-48% 7th-54% 8th-50%	By 2012 **% Meet/Exceed on AIMS Reading Scores** 6th-53% 7th-59% 8th-55%	By 2013 **% Meet/Exceed on AIMS Reading Scores** 6th-58% 7th-64% 8th-60%		By 2013 **% Meet/Exceed on AIMS Reading Scores** 6th-58% 7th-64% 8th-60%

INDICATOR: *(Academic Area)* MATH
DURATION OF THE PLAN: Begins _ Begins April 1, 2010 to June 30 , 2013

MEASURE	METRIC	TARGET
(Identify what aspect of indicator, i.e. academic area, will be focused upon.) *6th, 7th,8th grade full academic year Student's that "met" or "exceeded" on the* ***AIMS Math.***	*(Reasonable and appropriate ways to measure the identified improvement area – generally numeric.)* *SPJHS will increase the percentage of students that meet or exceed the standard on the AIMS* ***Math*** *test to 55% or higher as measured by full academic year students in grade 6, 58% or higher as measured by full academic year students in grade 7 and 56% or higher as measured by full academic year students in grade 8 by Spring 2013.*	*(Intended results or definition of success within a certain period of time)* *By Spring 2013,* ***55%*** *of full academic year students in grade 6,* ***58%*** *of full academic year students in grade 7 and* ***56%*** *of full academic year students in grade 8 will "meet" or "exceed" on AIMS Math.*

STRATEGY I: *Data-driven Decision Making*

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1.Schedule and administer Galileo Math Benchmark test and Scholastic Math Inventory (SMI) school wide.	August 2010-2013 January 2010-2013	Curriculum Coach	95% of students will have test scores uploaded into the Galileo and the Scholastic Achievement Manager (SAM)	$5,200.00 Title I per year
2. Disaggregate benchmark and Quantile data by grade level and individual class. Share results with grade level teams.	August 2010-2013 January 2010-2013	Curriculum Coach, Grade Level Team Leader, Quality School's Coordinator	Grade level data notebooks will contain updated, relevant reports. Meeting minutes from grade level professional learning communities	$50.00 Supplies per year
3. Using reports generated from Galileo and the SMI, identify school-wide area of emphasis as well as specific groups targeted for intervention.	September 2010-2013 January 2010-2013	Curriculum Coach, Grade Level Team Leader, Teachers, School Leader	Meeting minutes from grade level professional learning communities, identified intervention list of students, and school wide focus area.	0
4. Team will meet annually to evaluate the program and the results of data-driven decision making. Necessary adjustments and modification will be made at such	May 2011 May 2012 May 2013	Curriculum Coach, Grade Level Team Leader, Teachers, School Leader	Meeting minutes from annual program evaluation, documented changes in systems, curriculum and/or program schedule.	$50 Supplies

time using the multiple data sources to evaluate program efforts.				

STRATEGY II: Response to Intervention

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Using multiple data sources, students will be placed in groups (Advanced, Proficient, Basic, Below Basic) to identify those students needing additional support and instructional time.	July 2010-2013 July 2010-2013	School Leader, Curriculum Coach School Leader, Curriculum Coach	SAM Intervention Grouping Reports/ Data notebook, Galileo reports, AIMS scores, grade reports, teacher observation/feedback forms	$2,000.00 Title IIA-Prof. Development Per year
2. Students identified as Tier 2 will participate in daily intervention groups targeted at increasing specific skill sets per their Quantile scores.	July 2010-2013	Teachers, Curriculum Coach	Student Schedules/Attendance logs/ Individual Student reports	$9,000 Title I per year
3. Students identified as Tier 3 will participate in daily intervention groups targeted at increasing specific skill sets per their Quantile scores, additional course work twice a week after school, and tutoring sessions after school (as necessary).	July 2010-2013	Teachers, Curriculum Coach	Student Schedules/Attendance logs/ Individual Student reports	4,000-teacher stipends $9,000-curriculum Title I per year
3. Students identified in Tier 2 and Tier 3 will participate in progress monitoring bi-monthly.	Sept-May, 2010-2013, monthly	RTI teachers, Math teachers, Para professionals	Progress monitoring data sheets	0
4. All students will participate in re-assessed at the end of each semester using Scholastic Math Inventory (SMI) Assessment to measure progress/growth in the program.	December 2010-2013 and May 2011-2013	RTI teachers	Scholastic Math Inventory Individual and Group Growth Reports, data notebook, individual student growth	0
5. Students identified as Proficient or	December	School Leader,	Student Quantile reports, student	0

Advanced per Quantile scores will exit Tier 2 and Tier 3 support.	2010-2013 and May 2011-2013	Curriculum Coach	schedules	
6. Team will meet annually to evaluate the results of the RTI program. Necessary adjustments and modification will be made at such time using progress monitoring data collected throughout the year, lexile growth charts as well as the current year class level AIMS scores to evaluate program effectiveness .	June 2011 June 2012 June 2013	Curriculum Coach, Grade Level Team Leader, Teachers, School Leader	Meeting minutes from annual program evaluation, documented changes in systems, curriculum and/or program schedule.	0

STRATEGY III: *Data-driven Instruction*

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Identify individual classroom focus areas using Galileo benchmark data.	September 2010-2013	Curriculum Coach, Teachers	Data notebook w/disaggregated data	0
2.Provide coaching to teachers on specific strategies to address and improve focus areas. Implement strategies in classroom.	Sept-May On-going	Curriculum coach, Teachers	Coaching logs, lesson plans, classroom walk-though data	0
3. Assess students using a criterion referenced test bank on identified focus areas.	Weekly	Teachers	Galileo score reports, Study Island class reports	0
4. Team will meet annually to evaluate the results of the class level data driven instruction. Necessary adjustments and modification will be made at such time using weekly assessment data collected throughout the year as well as the current year class level AIMS scores to evaluate program effectiveness .	June 2011 June 2012 June 2013	Curriculum Coach, Grade Level Team Leader, Teachers, School Leader	Meeting minutes from annual program evaluation, documented changes in systems, curriculum and/or program schedule.	0

ANNUAL BENCHMARK TARGETS:

CURRENT STATE	Year 1	Year 2	Year 3		Target For This Plan
% Meet/Exceed on AIMS Math Scores As of AIMS Data 2009: 6th-N/A 7th-39% 8th-29%	By 2011 **% Meet/Exceed on AIMS Math Scores** 6th-45% 7th-48% 8th-46%	By 2012 **% Meet/Exceed on AIMS Math Scores** 6th-50% 7th-53% 8th-51%	By 2013 **% Meet/Exceed on AIMS Math Scores** 6th -55% 7th- 58% 8th-56%		By 2013 **% Meet/Exceed on AIMS Math Scores** 6th-55% 7th-58% 8th-56%