Performance Management Plan (PMP)

Applicant Name: The Rising School

Indicator (check one): **X** Math Reading **Duration of the Plan:** Begins July 1 and continues for two years

Measure	Metric	Expected/Predicted Baseline Based on Enrollment of Target Population	Annual Target For The Plan
State standardized assessment data (school average)	Percent (%) of students who score proficient on the State standardized assessment	59% baseline 70% in year 1 75% in year 2	Meet or demonstrate sufficient progress toward the Level of Adequate Academic Performance (LAAP) as set and modified periodically by the Board
	Average student growth percentile (SGP) on the State standardized assessment.	53 SGP baseline 58 SGP in year 1 60 SGP in year 2	

Applicant does not edit sections in grey

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Dr. George Rising begins as Chief Executive Officer/Principal. Dr. Rising has a proven background in teaching, supervision, and leadership of effective instruction and student achievement.	By January 1, 2013	Governing Board	Dr. Rising is working on school issues, and his resume and transcripts demonstrate previous experience in teaching, supervision, and leadership with a direct connection to high student achievement for the target population.	Costs included in start-up and three-year operating budgets.
2. Hire Highly Qualified teachers who are aligned with the school's educational philosophy; demonstrate an understanding of appropriate state standards; have demonstrated content knowledge; have a history of high achievement; are organized and able to communicate effectively with students, families, and others; and are lifelong learners with critical-thinking and self-reflection skills. Choose Instructional Leader from among teachers.	By May 1, 2013 (teachers start in July 2013)	CEO/principal	Teachers have been hired for all positions. Resumes, transcripts, and references show evidence of content knowledge, achievement, organization, communication, critical thinking and self-reflection in teachers' resume and in interview evaluation notes. The Highly Qualified attestation forms are completed with all requirements. 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.)	Costs included in start-up and three-year operating budgets.

			Instructional Leader is chosen	
3. Implement all operations—securing financing, acquiring facilities, contracting services, hiring non-instructional support staff, etc.--required to support instructional program.	By July 1, 2013	CEO/principal	All operations—securing financing, securing facilities, contracting services, hiring non-instructional support staff, etc.--required to support instructional program are in place	Costs included in start-up and three-year operating budgets.
4. Principal and teachers meet to develop curriculum and to review curriculum resources. Curriculum is based on the College and Career Readiness Standards (Common Core Standards + 2010 Arizona Additions), other Arizona state standards, and Advanced Placement.	July 2013.	Principal	Committee meeting agenda and minutes indicate all members were present, discussion occurred, and curriculum was created, approved, or refined to improve student achievement based on the College and Career Readiness Standards (Common Core Standards + 2010 Arizona Additions), other Arizona state standards, and/or Advanced Placement content (as appropriate).	Costs included in start-up and three-year operating budgets.
5. Identify priority standards and key vocabulary for each math strand of College and Career Readiness Standards (Common Core Standards + 2010 Arizona Additions).	July 2013.	Teachers, supervised by principal	Completed document for each grade listing priority standards and key vocabulary for math from the College and Career Readiness Standards (Common Core Standards + 2010 Arizona Additions).	Costs included in start-up and three-year operating budgets.
6. Sequence and Map math standards for each grade, highlighting priority standards and key vocabulary.	July 2013. Revised each year.	Teachers, supervised by principal	Completed Curriculum Map that includes a sequence of objectives to be taught grouped in units, a general timeline broken down by quarter and month, and key vocabulary for each objective is distributed to all teachers.	Costs included in start-up and three-year operating budgets.
7. Create summative unit assessments that are aligned to curriculum.	July 2013 for 2013-14 1st quarter Units. For future units, one month prior to beginning teaching the units.	Teachers, supervised by principal	Completed assessment for each math unit in each grade that has multiple valid questions for each standard that will be taught for mastery. This will help to guide instruction because teachers will know the end goal.	Costs included in start-up and three-year operating budgets.

8. Determine evaluation criteria and review possible curriculum resources.	July 2013. In May for future years.	Teachers, supervised by principal	Review and recommendation report completed by teachers and submitted to the Principal indicating requested resources that are aligned to curriculum.	Costs included in start-up and three-year operating budgets.
9. Purchase curriculum resources to assist in implementing the curriculum (textbooks, student books, online supplemental resources, etc.) based on recommendations in #8 above.	July 2013.	Principal	Purchased resources are on campus and accessible to teachers to use for implementing curriculum.	Costs included in start-up and three-year operating budgets.
11. Align purchased math materials to Curriculum Map for each grade	July 2013	Teachers, supervised by principal	A portion of each grade's curriculum map matches the available resources for each objective.	Costs included in start-up and three-year operating budgets.
12. Create a schedule for students that includes, for every grade, 1 hour daily of math instruction, 3 hours a week of study skills and tutoring, and an additional 5 hours weekly of instruction for students scoring in the bottom quartile.	By July 2013. Reviewed every year.	Principal	Completed schedule for students that includes, for every grade, 1 hour daily of math instruction, 3 hours a week of study skills and tutoring, and an additional 5 hours weekly of instruction for students scoring in the bottom quartile.	Costs included in start-up and three-year operating budgets.
12. Write and deliver daily lesson plans aligned to standards-based objectives.	Beginning the first day of school in August 2013 and continuing daily.	Teachers; reviewed by Principal or Instructional Leaders	Completed lesson plans aligned to lesson-plan template submitted to Principal at least one week prior to teaching lesson, based on needs prioritized in yearly evaluation, co-investigations, and observations. Teachers receive feedback from Principal or others on lesson plan's strengths and weaknesses. In-class curriculum instruction, and learning reflect written lesson plan, as documented in classroom visits by Principal and others.	Costs included in start-up and three-year operating budgets.
13. Evaluate the effectiveness of curriculum based on quarterly benchmark results and	Quarterly, after unit	Teachers, supervised by principal	Completed document listing areas needing extra emphasis for each grade.	Costs included in

end of year exams in comparison to proposed end-of-year benchmark goals.	summative test.		Completed revision of curriculum map to fill in gaps or create a stronger emphasis on needed area.	start-up and three-year operating budgets.
14. Purchase curriculum/instructional resource materials needed to fill in gaps in curriculum.	Quarterly	Principal	Purchased resources are at the school and accessible to teachers.	Costs included in start-up and three-year operating budgets.

STRATEGY II: Develop and implement a plan for monitoring the integration of the Arizona Academic Standards 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.	May 2013. Revised yearly.	Principal	Curriculum and Instruction Handbook Has been completed and reviewed with all teachers.	Costs included in start-up and three-year operating budgets.
2. Develop criteria for a teacher observation form that includes an evaluation of the integration of state standards into instruction.	May 2013. Revised as needed.	Principal	The Principal uses the teacher observation form that indicates whether or not teachers are integrating standards into instruction.	Costs included in start-up and three-year operating budgets.
3. Teachers create lesson plans with stated performance objectives to be reviewed by the Principal.	Beginning the first week of school in August 2013, and weekly throughout the school year.	Teachers; reviewed by Principal	Lesson plans submitted in a timely manner to the Principal with proposed instruction and activities aligned with Common Core standards for math. The Principal provides feedback to teachers prior to teaching lessons.	Costs included in start-up and three-year operating budgets.
4. Classroom observations (announced and unannounced) checking for standards alignment with student activities and adherence to expectations in Curriculum and	Beginning in August 2013. At least 10 observations,	Principal and peer observation by teachers.	10 completed observation forms that identify the Common Core standard being observed and how activities relate or do not relate for each teacher.	Costs included in start-up and three-

Instruction handbook.	formal and informal, of each teacher throughout the school year.		Observation notes demonstrate that teachers have adjusted instruction based on previous observation notes.	year operating budgets.
5. Administer unit summative assessments that are aligned to Common Core standards	End of each unit throughout school year.	Teachers.	Report of unit assessment results that indicate mastery level for each performance objective that was taught for mastery.	Costs included in start-up and three-year operating budgets.
6. Evaluate monitoring plan and revise as necessary.	Ongoing with a formal revision each summer.	Principal.	Completed revision of this strategy (Strategy II in PMP) that more effectively enables school to monitor the integration of math standards into instruction.	Costs included in start-up and three-year operating budgets.

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Create and administer a diagnostic, baseline math assessment for students at the beginning of the year.	July 2013, and each July thereafter.	Teachers, supervised by principal.	Assessment results report broken down by mastery level of standards for each student and each class as a whole.	Costs included in start-up and three-year operating budgets.
2. Assess progress in mastery of math standards through administering unit summative assessments.	End of each unit (about every 3-5 weeks)	Teachers	Assessment results report broken down by mastery level of standards for each student and each class as a whole.	Costs included in start-up and three-year operating budgets.
3. Each student will create and update a graph for displaying results of their math mastery from individual assessment results for unit assessments.	After each unit assessment	Students; reviewed by teacher.	Student portfolios with graphs made by students that are updated after each unit assessment.	Costs included in start-up and three-year

				operating budgets.
4. Identify level of support needed for students based on beginning diagnostic and unit assessment results.	Identified and revised monthly during data meetings.	Teachers within Professional Learning Communities	Each grade has completed a list of students categorized into three levels of support needed. Tier 1: only intervention needed is the quality instruction already being provided—about 80% of students. Tier 2: need additional interventions—about 15% of students. Tier 3: Tier 2 interventions are not working and need greater interventions, including additional time, smaller student: teacher ratio, etc.—about 5% of students). The categories and placement of students reflect their performance on the most recent assessments.	Costs included in start-up and three-year operating budgets.
5. Identify high need concepts to be taught during tutoring for each grade level and each tier of students based on beginning diagnostic and unit summative assessment results.	After beginning of year diagnostic, baseline assessment. After unit summative assessments.	Teachers within Professional Learning Communities	List of priority performance objectives that need to be covered for each grade level during tutoring with an action plan for re-teaching them.	Costs included in start-up and three-year operating budgets.
6. Each student in bottom quartile (Tier 2 and Tier 3) in math is placed in Math Essentials, an extra intervention class, in place of an elective course.	After beginning of year diagnostic, baseline assessment.	Teachers	Weekly assessment results from all Math Essentials students show growth in mastery of standards.	Costs included in start-up and three-year operating budgets.
7. Conduct after-school tutoring for bottom quartile: Tier 2: at least 2 days a week in groups of 5 or less students; Tier 3: every day in groups of 3 or less. The tutoring includes regular formative assessments and weekly summative assessment of re-taught standards.	Daily	Teachers	Attendance records for tutoring sessions. Weekly assessment results from all tutoring students show growth in mastery of standards.	Costs included in start-up and three-year operating budgets.
8. Conduct monthly data meeting between grade level teachers and principal that analyzes student progress toward standards mastery based on most recent assessment	Monthly during a Professional Learning	Teachers and principal	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	Costs included in start-up and three-

results. Monitor progress towards percentage-proficient goals.	Community meeting.		curriculum, instruction, or student interventions.	year operating budgets.
9. Student assessment results are documented in the Student Information System and stored for several years.	After each unit summative assessment.	Principal	SIS has recorded assessment results for all students who took the assessment. Teachers are able to login and see results	Costs included in start-up and three-year operating budgets.
10. Following the release of state standardized math test results, adjust student grades in math courses.	After state standardized results released.	Teachers, overseen by principal	SIS has recorded adjusted student grades.	Costs included in start-up and three-year operating budgets.
11. Evaluate effectiveness of monitoring strategies and make necessary changes. This process includes comparing data from students' standardized tests with students' interim grades in aligned courses.	Before the start of next school year.	Principal	Revised Strategy II of PMP.	Costs included in start-up and three-year operating budgets.

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Develop a formal evaluation instrument for all teachers that is aligned to Arizona's Framework for Measuring Educator Effectiveness (AFMEE). For Group A teachers, 50% of evaluation will be based on classroom-level data, and 50% will be based on an evaluation instrument that include a rubric aligned to national teaching standards, as approved by the State Board of Education.	May 2013	Principal	Completed formal evaluation instrument aligned to Arizona's Framework for Measuring Educator Effectiveness. For Group A teachers, 50% of evaluation will be based on classroom-level data, and 50% will be based on an evaluation instrument that include a rubric aligned to national teaching standards, as approved by the State Board of Education.	Costs included in start-up and three-year operating budgets.
2. Develop a formal evaluation instrument for the principal that is aligned to Arizona's Framework for Measuring Educator Effectiveness (AFMEE). 50% of evaluation will be based on school-level data, and 50%	February 2013	Principal and Governing Board	Completed formal evaluation instrument for the principal that is aligned to Arizona's Framework for Measuring Educator Effectiveness. 50% of evaluation will be based on school-level	Costs included in start-up and three-year

will be based on an evaluation instrument that include a rubric aligned to aligned to national administrator standards, as approved by the State Board of Education.			data, and 50% will be based on an evaluation instrument that include a rubric aligned to aligned to national administrator standards, as approved by the State Board of Education.	operating budgets.
3. Conduct two weeks of training with teachers, including norming expectations on the math curriculum and instruction and training on the AFMEE.	July 2013. Each July thereafter.	Principal	Agenda and attendance record for training sessions. Teachers will meet or exceed expectations as seen in observations.	Costs included in start-up and three-year operating budgets.
4. Conduct topic specific professional-development sessions on best math practices specific to high need skills and concepts identified through low performance on diagnostic and unit summative tests.	At least monthly throughout the school year.	Principal	List of areas for development needed Disaggregated by grade level after each unit summative assessment. Agenda and presentation materials from each professional-development session.	Costs included in start-up and three-year operating budgets.
5. Evaluate the implementation of best practices for teaching math that were taught in professional-development sessions.	Throughout school year.	Principal	Principal notes which strategies are being implemented, how well they are implemented, and suggestions for improvement on classroom observation forms.	Costs included in start-up and three-year operating budgets.
6. Informal observation of teachers in walkthroughs and longer observation, which later provides constructive feedback.	Throughout school year--10 observations of each teacher.	Principal and peer teachers	Observation form completed and given to teacher that includes an analysis of alignment of activities to standards, what went well in the classroom, and what can be improved.	Costs included in start-up and three-year operating budgets.
7. Two formal observations of each teacher. Includes a pre-observation conference with principal, a classroom-lesson observation of at least 30 minutes, a post-observation conference with the principal, and formal evaluation and feedback. Part of the evaluation will be suggestions for specific areas for professional development.	Throughout school year—2 times for each teacher.	Principal	Two formal observations of each teacher have been conducted by the principal. The following has occurred for each formal observation: a pre-observation conference with principal, a classroom-lesson observation of at least 30 minutes, a post-observation conference with the principal, and formal written evaluation and feedback. . Part of the evaluation will be suggestions for specific	Costs included in start-up and three-year operating budgets.

			areas for professional development.	
8. Develop and give to students an anonymous online survey aligned to best teaching practices. Students evaluate their teachers on the survey.	In December and May each year.	Principal and students	Principal compiles students' survey results, shares information with the teacher, and uses it as part of principal's evaluation of teacher.	Costs included in start-up and three-year operating budgets.
9. Conduct a formal evaluation of the principal based on established rubric. Part of the evaluation will be suggestions for specific areas for professional development.	By end of January	Governing Board	Evaluation report to principal indicating strengths and weaknesses with a plan for improvement that includes specific action steps for improvement. . Part of the evaluation will be suggestions for specific areas for professional development.	Costs included in start-up and three-year operating budgets.

Notes:
* Provided by ASBCS staff (Applicant does not edit these sections.)
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 *Board's Level of Adequate Academic Performance* on the ASBCS website: http://asbcs.az.gov
4 Repeat these action steps as necessary to include the appropriate number of steps to accomplish the strategy