A.6 Performance Management Plan

FY2012-13 NEW CHARTER APPLICATION
PERFORMANCE MANAGEMENT PLAN

SCOTTSDALE COUNTRY DAY SCHOOL

INDICATOR:[1] Reading **DURATION OF THE PLAN[2]:** Begins July 1, 2012 to June 30, 2014

MEASURE*	METRIC*	PREDICTED BASELINE	YEAR 1 ANNUAL BENCHMARK TARGET	YEAR 2 ANNUAL BENCHMARK TARGET	End Target For The Plan*[3]
Reading Process: **Grade K-6 Reading Comprehension Information Text and Comprehending Literary Text**	Percent (%) of students who score proficient on the State standardized assessment **AND** student growth percentile (SGP).	**Baseline Prediction: Contingent on regular classroom attendance.**	**Baseline Prediction: Contingent on regular classroom attendance**.	**Baseline Prediction: Contingent on regular classroom attendance.**	Meet or demonstrate sufficient progress toward the level of adequate academic performance as set by the Board. **End Target is contingent on regular classroom attendance by % of students cited in previous 2 year period.**
	% of K-1 students meeting/exceeding state average score in reading comprehension proficiency and median student growth percentile (SGP) in reading comprehension as evidenced by DIBELS -6 scores.	**70% of K-1, 3-6 students** will meet or exceed state average score in reading comprehension proficiency and median (SGP) in math as evidenced by DIBELS -6 scores by the end of school year.	**80% of K-1, 3-6 students** will meet or exceed state average score in reading comprehension proficiency and median (SGP) in reading comprehension as evidenced by DIBELS -6 scores –**Year one.**	**85% of K-1, 3-6 students** will meet or exceed state average score in reading comprehension proficiency and median (SGP) in reading comprehension as evidenced by DIBELS -6 scores-**Year two.**	**90% of K-1, 3-6 students** will meet or exceed state average score in reading comprehension proficiency and median (SGP) in reading comprehension as evidenced by DIBELS -6 scores**.**
	% of 2nd grade students meeting or exceeding state average score in reading comprehension proficiency and median student growth percentile (SGP) in reading comprehension according to SAT-10 results.	**70% of 2nd grade students** will meet or exceed state average score in reading comprehension proficiency and median (SGP) by testing at 50th percentile or better according to SAT-10 results by the end of each school year.	**80% 2nd grade students** will meet or exceed state average score in reading comprehension proficiency and median (SGP) by testing at 50th percentile or better according to SAT-10 results –**Year one.**	**85% of 2nd grade students** will meet or exceed state average score in reading comprehension proficiency and median (SGP) by testing at 50th percentile or better according to SAT-10 results-**Year two.**	**90% of 2nd grade students** will meet or exceed state average score in reading comprehension proficiency and median (SGP) by testing at 50th percentile or better according to SAT-10 results.

	% of 3-6 students meeting or exceeding state average score in reading comprehension proficiency and median student growth percentile (SGP) as evidenced by AIMS results.	**70% of 3-6 students** meeting or exceeding state average score in reading comprehension proficiency and median (SGP) as evidenced by AIMS results by the end of the year.	**80% of 3-6 students** meeting or exceeding state average score in reading comprehension proficiency and median (SGP) as evidenced by AIMS results-**Year one.** .	**85 of 3-6 students** meeting or exceeding state average score in reading comprehension proficiency and median (SGP) as evidenced by AIMS results-**Year two.** .	**90 of 3-6 students** meeting or exceeding state average score in reading comprehension proficiency and median (SGP) as evidenced by AIMS results.

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Evaluate/compare reading curriculum to state Standard compliance and identify any gaps.	By July 15th, 2012, 2013	Principal	Compiled report of any curricular gaps present and inform teachers of needed adjustments.	$0
2. Formation of Curricular Committees. Member(s) to specialize on each subject area (reading).	Assigned 08/01/2012,08/01/2013 Report 08/07/2012,08/07/2013	Principal & Teacher	Curricular Committee report on changes made to improve and edit curriculum gaps.	$0
3. Daily supplement to lesson plans and activities created and based on curriculum guidelines and easyCMB technology instructional methods. Lesson plans will align with given assessments.	Monthly from August 2012- 2013 & May 2013-2014	Teacher	Principal will approve lesson plans prior to presentation. Copies of all lesson plans will be retained in a binder for review at the end of each semester and to monitor academic progress throughout the year.	$0
4. Design and customize independent work projects as part of the quarterly portfolio, to differentiate reading curricula to challenge each student with tasks that challenge them at or above their instructional level.	50% of the assigned portfolio work tasks will be completed by deadline for progress reports to parents. 08/29/2012 & 2013 11/20/2012 & 2013 02/08/2013 & 2014	Teacher	At the end of each quarter, Teacher(s) will provide a progress report defining the student's specific achievements in reading.	$0
5. Design constructive group/individual work tasks (to target those students who fall below grade level in score results from DIBELS (K-1, 3-6), SAT-10 (grade 2), and or score in the "approaches or falls far below" on AIMS in the reading curricula in order to help them master concepts they struggle with. (SPG) percentile considered in AIMS results.	End of Each Quarter 2012-2014 09/29/12 & 2013 12/20/12 & 2013 03/08/13 & 2014 05/29/13 & 2014	Principal, SPED Teacher, Counseling Staff and Teacher	Teachers to complete a quarterly report card to identify areas of remediation/interventions and work tasks that will show a positive student growth and improvement in reading achievement.	$0
6. At the completion of each quarter, reading specialist and or SPED teacher and counseling staff will meet with teacher and discuss assessment results and recommend and develop possible remediation, intervention modification and or accommodation plan for struggling students.	End of Each Quarter e 09/29/12 & 2013 12/20/12 & 2013 03/08/13 & 2014 05/29/13 & 2014 (Presented end of each quarter-day prior to report cards).	Teacher	At the end of each quarter Teacher(s) will turn in a completed copy of intervention plan.	$0
7. Summative exams will be administered at the end of each semester.	November &/December 2012 & 2013 April & May 2014	Teacher	Progress will be reviewed and compared to established benchmarks. Benchmarks not met will require ongoing remediation efforts.	$0

STRATEGY II: Develop and implement a plan for monitoring the integration of the Common Core State Standards into reading instruction.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Develop criteria for teacher observation and evaluations.	July 2012 & 2013	Principal	Written evaluation criteria will be given to all teachers prior to the start of the school year.	$0
2. Meeting with teachers on state standards.	Monthly beginning August 2012-2013	Principal & Teachers	Complete team meeting notes.	$0
3. Informal monthly walk through to observe teacher during reading instruction and class interaction two to three times per month.	Monthly beginning August 2012-2013	Principal & qualified staff (SPED, Counselor).	No teacher meeting or written report unless expectations are not met.	$0
4 Principal will complete formal walk-through and written teacher evaluation during reading instruction three times per year.	October & December 2012 & 2013 May 2013-2014	Principal	Principal will use criteria to evaluate teacher effectiveness and compliance to Arizona State Standards. Written evaluation will be placed in teachers' file.	$0
5. Provide training on easyCMB (Literacy) program assessments and scores which align with Arizona state Standards.	Monthly August 2012-May 2014	Principal & Teacher	Completed attendance roster	$0
3. Develop lesson plans using research-based teacher teams and Teach for Success methods which align to Arizona State Standards.	Monthly August –May 2012-2014	Principal and Teacher	Lesson Plans approved prior to presentation and kept on file for quarterly review for progress and effectiveness.	$0
4. Staff meeting to discuss AIMS test results.	June 2014	Principal and Teacher	Meeting notes taken and teacher sign-in sign-out required.	$0
5. Analysis of quarterly and semester reading curricula, formative and summative testing results to understand trends in student reading comprehension proficiency to ensure that the state standards and the AZCB level of adequate academic performance have been met.	Quarterly and at the end of each semester beginning fall 2012-2014	Principal	Principal will be responsible for written summary determining the level of success in meeting state and AZCB reading comprehension standards	$0

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Administer entry (placement) screening evaluations for all Kindergarten students and new students.	August 2012 and 2013 and as new students enroll	Principal, Admissions staff and Teachers	Entry (placement screening) evaluation reports Students placed in the appropriate classroom based on reading skill level	$0
2. Administer, monitor, and assess DIBELS-6 test Scores (K-1, 3-6).	August 2012 & 2013 January 2013 & 2014 May 2013 & 2014	Teacher	DIBELS-6 reports Student roster of students in need of intervention/remediation Students receive completed Personal Plan of Instruction (PPI) for intervention/remediation in Phonemic Awareness, Alphabetic Principle, Accuracy and Fluency, Vocabulary and Comprehension	DIBELS materials (included in supplies budget ($500).
3. Administer, monitor and assess SAT-10 Test Scores (Grade 2).	April 2013 and 2014	Teacher	SAT-10 report Student roster of students in need of intervention/remediation Reports outline adjustments for students and/or classroom instruction Students Personal Plan of Instruction (PPI) for intervention/remediation in Reading Comprehension, Language Comprehension, Decoding, Cipher Knowledge and Semantics (Vocabulary and Morphology)	$312 for complete battery of tests.
4. Administer and monitor AIMS Test (Grade 3-6).	April 2013 and 2014	Principal and Teacher	AIMS test report • Results indicate students are meeting or exceeding target in reading comprehension	Materials included in instructional supplies and aids budget.
5. Record and monitor student portfolio and test scores.	On-going each quarter 2012-2013 & 2013-2014	Principal Teacher	Student files reflect cumulative monthly work completed throughout the year and test scores Individual written student reports distributed to students and parents	$0

6. Complete and send home progress reports.	08/29/2012 & 2013 11/20/2012 & 2013 02/08/2013& 2014	Teacher	Progress reports distributed to parents Students Personal Plan of Instruction (PPI) for intervention/remediation updated	$0
7. Complete year-end assessments.	May, 2013 & 2014	Teacher	Year-end progress report Student roster of students in need of remediation	$0
8. One-on-one tutoring for students needing Remediation.	On-going	Teacher/Staff Specialist	Sign-in-sheet for one-on-one tutoring Completed report on tutoring on specific areas of progress and achievement.	$0

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1.Teacher In-service workdays (guest speaker Program, school-based "peer coaching".)	8/1/12 & 8/1/13 (see professional development on 2012/13 calendar)	Principal and Teachers/Speakers/Trainers	Attendance roster In-Service training agenda	$1000
2. DIBELS Training	August 2012 & 2013	Principal and DIBELS Trainer	Attendance rosters DIBELS-6 training agenda	$1000
3. Teacher/Aide Training Program on reading comprehension instructional strategies.	August 2012 & 2013	Principal and Teacher/ Reading Specialist	Attendance roster Training agenda Lesson plans reflect reading comprehension instructional strategies	$0
4. Data collection and analysis of all summative and formative testing and results.	Bi-Annually 2013 & 2014	Teachers, Principal ,and Staff	Attendance roster. Data graphs and tables • DIBELS-6	$0
5. Professional development time to discuss past results in meeting/exceeding Arizona State Standards discussion of any remediation if necessary.	August & September 2012 & 2013 January & April 2013 & 2014	Teachers, Principal ,and Staff	Artifacts from professional development activities such as revised curriculum and lesson plans.	$1200
6. Individual teacher and principal meetings to discuss formal evaluations and other pertinent issues.	Tri-Annually August 2012-May 2014	Teacher and SCDS Principal	Completed evaluation forms	$0