A.6 Performance Management Plan

FY2012-13 NEW CHARTER APPLICATION
PERFORMANCE MANAGEMENT PLAN

SCOTTSDALE COUNTRY DAY SCHOOL

INDICATOR:[1] Math **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]
State standardized assessment **Math: K-6 math to align with and meet/exceed Arizona State Standards.**	Percent % of students who score proficient on the State standard assessment **AND** student growth percentile (SGP).	**Baseline Prediction contingent on regular school attendance.**	**Baseline Prediction contingent on regular school attendance.**	**Baseline Prediction contingent on regular school attendance.**	Meet or demonstrate sufficient progress toward the level of adequate academic performance as set and modified periodically by the Board. **End Target is contingent on regular classroom attendance by % students cited in the previous 2 year period.**
	% of K-1, 3-6 students meeting/exceeding state average score in math proficiency and median student growth percentile (SGP) in math as evidenced by DIBELS (easyCMB) scores.	**70% of K-1, 3-6 students** will meet or exceed state average score in math proficiency and median (SGP) in math as evidenced by DIBELS (easyCMB) scores by the end of school year.	**80% of K-1, 3-6 students** will meet or exceed state average score in math proficiency and median (SGP) in math as evidenced by DIBELS (easyCMB) scores – **Year one.**	**85% of K-1, 3-6 students** will meet or exceed state average score in math proficiency and median (SGP) in math as evidenced by DIBELS (easyCMB) scores-**Year two.**	**87% of K-1, 3-6 students** will meet or exceed state average score in math proficiency and median SGP) in math as evidenced by DIBELS (easyCMB) scores**.**
	% of 2nd grade students meeting or exceeding state average score in math proficiency and median student growth percentile (SGP) in math according to SAT-10 results.	**70% of 2nd grade students** will meet or exceed state average score in math proficiency and median (SGP) in math by testing at 60th percentile or better according to SAT-10 results by the end of each school year.	**80% of 2nd grade students** will meet or exceed state average score in math proficiency and median (SGP) in math as evidenced by testing at 60th percentile or better according to SAT-10 results- **Year one.**	**85% of 2nd grade students** will meet or exceed state average score in math proficiency and median (SGP) in math as evidenced by testing at 60th percentile or better according to SAT-10 results-**Year two.**	**87% of 2nd grade students** will meet or exceed state average score in math proficiency and median (SGP) in math as evidenced by testing at 60th percentile or better according to SAT-10 results.

	% of 3-6 students meeting or exceeding state average score in math proficiency and median student growth percentile (SGP) in math as evidenced by AIMS results.	**70% of 3-6 students** will meet or exceed state average score in math proficiency and median (SGP) in math as evidenced by AIMS results by the end of the school year.	**80% of 3-6 students** will meet or exceed state average score in math proficiency and median (SGP) in math as evidenced by AIMS results -**Year one.**	**85% of 3-6 students** will meet or exceed state average score in math proficiency and median (SGP) in math as evidenced by AIMS results -**Year two.**	**87% of 3-6 students** will meet or exceed state average score in math proficiency and median (SGP) in math as evidenced by AIMS results .

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Evaluate/compare math reading curriculum to state standard compliance and identify any gaps.	By July 15, 2012, 2013	Principal	Compiled report of any curricular gaps present and inform teachers of needed corrections or adjustments.	$0
2. Form Curricular Committee. Member to specialize in all math curriculum areas.	Assigned 8/1/12,8/1/13 Report 8/7/12,8/7/13	Principal & Teacher	Curricular Committee member reports on changes effected to improve and edit curricular gaps.	$0
3. Daily supplement to lesson plans and activities by using technology based programs such as IXL.com and easyCMB (math assessments) and other instructional methods based on curriculum guidelines. Lesson plans to align with given assignments.	Monthly August 2012–2013 & May 2013-2014.	Teacher	Principal will approve lesson plans prior to presentation. Copies of all lesson plans to be retained in a binder for review at the end of each quarter, semester and to monitor academic progress throughout the year.	$0
4. Design and customize independent work projects as part of the quarterly portfolio, to improve differentiation in math curricula that challenge them with tasks that are on or above their instructional level.	Complete 50% of assigned portfolio for parent progress reports. 08/29/12 & 2013 11/ 20/12 & 2013 2/8/13 & 2/8/2014	Teacher	Prior to 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 easyCMB (K-1, 3-6)), SAT-10 (grade 2), and or score in the "approaches or falls far below" on AIMS (3-6) in reading curricula in order to help them master reading comprehension concepts they struggle with. Review prior years (SPG) for trend analysis as part of AIMS results.	End of Each Quarter 2012-2014 9/29/12& 2013 12/20/12 & 2013 3/08/13 & 2014 5/29/13 & 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 math achievement.	$0
6. At the completion of each quarter, math 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 for struggling students.	End of Each Quarter Year 09/29/12& 2013 12/20/12 & 2013 03/08/13 & 2014 05/29/13 & 2014	Principal, SPED Teacher, Counseling Staff and 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 and April / May 2013 and 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 math instruction.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Develop criteria for teacher observations and assessments.	July 2012 & 2013	Principal	Written assessment criteria will be given to all teachers prior to commencement of school year.	$0
2. Meeting with teachers on state standards.	Monthly August 2012- 13	Principal and Teachers	Complete team meeting notes.	$0
3. Informal monthly walk through to observe teacher during math instruction and class interaction two to three times per month.	Monthly August 2012-13	Principal and qualified staff (SPED, Counselor)	No teacher meeting or written report unless expectations are not met.	$0
4. Principal will complete a formal walkthrough to observe teacher during math instruction and class interaction three times per year.	October & December 2012-2013 May 2013-2014	Principal	Principal will use criteria to evaluate teacher effectiveness including curriculum alignment to Arizona State Standards. Evaluations will be placed in teacher's file.	$0
5. Provide training on IXLmath and easyCMB (on- line math programs) assessments and scores which align with Arizona State Standards.	Monthly August 2012-May 2014	Principal and Teacher	Lesson plans approved prior to the month of presentation and kept on file for quarterly review for progress and effectiveness.	$0
6. Analysis of quarterly and semester math curricula and summative testing results to understand trends in (SPG) and student math proficiency to ensure that state standards are met.	Quarterly and at the end of each semester beginning Fall 2012-2014	Principal	Principal will be responsible for determining the level of success in meeting the state math standards.	$0

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Administer entry (placement screening) evaluations for all Kindergarten students.	August 2012-2013 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 and monitor formative DIBELSand (easyCMB) reports (K-1, 3-6)) assessments/progress	August 2012, January & May 2013	Teacher	DIBELS and (easyCMB) reports Student roster of students in need of intervention/remediation Students receive completed Personal Plan of Instruction (PPI) for intervention/remediation	DIBELS materials (included in supplies budget $500)
3. Administer and monitor and Utilize IXL.com math assessments/ progress (K-1, 3-6).	Monthly	Teacher	IXLmath.com report easyCMB 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 updated	$0
4. Monitor student portfolio and test assessment scores.	Quarterly	Teacher	Student files reflect cumulative monthly work completed throughout the year and test scores	$0
5. Administer and monitor Stanford 10 math testing (2nd grade).	April 2012, 2013	Teacher	Stanford 10 reports • Results indicate students are at, below or above the 50th percentile in math comprehension	$312 for complete battery of tests.
6. Administer and monitor AIMS test (grade 3-6).	April 2012,2013	Principal and Teacher	AIMS test report • Results indicate students are meeting or exceeding target in math comprehension.	$0
7. One-on-one tutoring for students needing remediation.	On-going	Staff Specialist	Reports outline any needed adjustments for students and/or classroom instruction Students Personal Plan of Instruction (PPI) for intervention/remediation updated	$0

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Teacher in-service workdays.	8/1/12 & 8/1/13 (see professional development on 2012/13 calendar	Principal and Teacher/Speakers/Trainers	Attendance roster. In-Service training agenda	$1,000
2. DIBELS and (easyCMB) Training.	August 2012 & 2013	Principal and DIBELS trainer.	Attendance rosters DIBELS (easyCMB) training agenda (easyCMB) training agenda	$1,000
3. Training workshop on integration of computer labs and classroom computer centers to enhance daily curricular activities.	August 2012 and monthly thereafter	Teacher/Tech Specialist	Attendance roster. Workshop teacher samples Lesson plans reflect integration of technology in curriculum	$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 • easyCMB • IXLmath.com	$0
5, Professional development time to discuss past results in meeting/exceeding Arizona State and AZCB standards and discussion of any necessary remediation	August & December 2012 & 2013 and January & April 2013 & 2014	Teachers, Principal and Staff	Artifacts from professional development activities such as revised curriculum and lesson plans.	$1200
6. Individual Principal/Teacher meetings and collaboration to discuss teacher evaluation, curriculum, or other issues.	Ti-Annually August 2012-May 2014	Principal and Teacher	Completed evaluation forms	$0