Performance Management Plan Reading

Applicant Name: SCOTTSDALE COUNTRY DAY SCHOOL

Indicator (check one): _____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	75%	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.	5%	

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. Evaluate/compare reading curriculum to state standard compliance and identify any gaps.	By July 15th, 2013, 2014	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 08/01/2013,08/01/2014 Report 08/07/2013,08/07/2014	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 2013- 2014 & May 2014-2015	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	50% of the assigned portfolio work tasks will be completed by deadline for progress	Teacher	At the end of each quarter, Teacher(s) will provide a progress report defining the student's specific achievements in reading.	$0

tasks that challenge them at or above their instructional level.	reports to parents. 08/29/2013 & 2014 11/20/2013 & 2014 02/08/2014 & 2015			
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 2013-2015 09/29/13 & 2014 13/20/13 & 2014 03/08/14 & 2015 05/29/14 & 2015	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 09/29/13 & 2014 13/20/13 & 2014 03/08/14 & 2015 05/29/14 & 2015 (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 2013 & 2014 April & May 2015	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 Arizona Academic Standards into instruction.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Develop criteria for teacher observation and evaluations.	July 2013 & 2014	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 2013-	Principal & Teachers	Complete team meeting notes.	$0

	2014			
3. Informal monthly walk through to observe teacher during reading instruction and class interaction two to three times per month.	Monthly beginning August 2013-2014	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 2013 & 2014 May 2014-2015	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 2013-May 2015	Principal & Teacher	Completed attendance roster	$0
6. Develop lesson plans using research-based teacher teams and Teach for Success methods which align to Arizona State Standards.	Monthly August –May 2013-2015	Principal and Teacher	Lesson Plans approved prior to presentation and kept on file for quarterly review for progress and effectiveness.	$0
7. Staff meeting to discuss AIMS test results.	June 2015	Principal and Teacher	Meeting notes taken and teacher sign-in sign-out required.	$0
8. 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 2013-2015	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.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Administer entry (placement) screening evaluations for all Kindergarten students and new students.	August 2013 and 2014 and as new students	Principal, Admissions staff and Teachers	Entry (placement screening) evaluation reports Students placed in the appropriate	$0

	enroll		classroom based on reading skill level	
2. Administer, monitor, and assess DIBELS-6 test Scores (K-1, 3-6).	August 2013 & 2014 January 2014 & 2015 May 2014 & 2015	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 2014 and 2015	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)	$313 for complete battery of tests.
4. Administer and monitor AIMS Test (Grade 3-6).	April 2014 and 2015	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 2013-2014 & 2014-2015	Principal Teacher	Student files reflect cumulative monthly work completed throughout the year and test scores Individual written student reports	$0

			distributed to students and parents	
6. Complete and send home progress reports.	08/29/2013 & 2014 11/20/2013 & 2014 02/08/2014& 2015	Teacher	Progress reports distributed to parents Students Personal Plan of Instruction (PPI) for intervention/remediation updated	$0
7. Complete year-end assessments.	May, 2014 & 2015	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 curriculum.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1.Teacher In-service workdays (guest speaker Program, school-based "peer coaching".)	8/1/13 & 8/1/14 (see professional development on 2013/14 calendar)	Principal and Teachers/Speakers/Trainers	Attendance roster In-Service training agenda	$1000
2. DIBELS Training	August 2013 & 2014	Principal and DIBELS Trainer	Attendance rosters DIBELS-6 training agenda	$1000
3. Teacher/Aide Training Program on reading comprehension instructional strategies.	August 2013 & 2014	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 2014 & 2015	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 2013 & 2014 January & April 2014 & 2015	Teachers, Principal ,and Staff	Artifacts from professional development activities such as revised curriculum and lesson plans.	$1300
6. Individual teacher and principal meetings to discuss formal evaluations and other pertinent issues.	Tri-Annually August 2013-May 2015	Teacher and SCDS Principal	Completed evaluation forms	$0