PERFORMANCE MANAGEMENT PLAN

Seneca Preparatory Academy Foundation

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

OVERALL OBJECTIVE OF THE READING PERFORMACE MANAGEMENT PLAN To Develop and Successfully Implement the Reading Arm of the RTI-Early Intervention Reading & Math Program 18 to 24 Months after School Opens					
Measure*	**Metric***	**Predicted Baseline**	**Year 1 Annual Benchmark Target**	**Year 2 Annual Benchmark Target**	**End Target For The Plan***
Stanford 10 (Gr 2)	Median percentile rank; with a minimum 35% student growth percentile (SGP).	27th	30th	33th	Meet or demonstrate sufficient progress toward the level of adequate academic performance as set and modified periodically by the Board
AIMS (Gr 3-6)	Percent (%) of students who score proficient on the AIMS test; with a minimum 35% student growth percentile (SGP).	55%	59%	63%	Meet or demonstrate sufficient progress toward the level of adequate academic performance as set and modified periodically by the Board

STRATEGY I: Provide And Implement A Curriculum That Improves Student Achievement.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Review the published literature on the achievement gap in the US and determine that the target community may be affected by it.	May 2010.	Dr. Abougou	Information contained in this application.	No additional cost
2. Perform a needs assessment and identify the specific Burton's and Conley's achievement gap deficiencies that affect the target area.	May 2010.	Dr. Abougou	Table 1 enclosed at the end of Strategy I.	No additional cost
3. Review the published literature that supports the use of a Response to Intervention (RTI)-Early Intervention Reading & Math Program as the best way to close the achievement gap in the target area.	May 2010.	Dr. Abougou	Information contained in this application	No additional cost
4. Review various RTI systems and choose the best components for the school RTI-Early Intervention Reading & Math Program that will be used to close the achievement gap in reading.	May 2010.	Dr. Abougou	Information contained in this application.	No additional cost
5. Review the published literature and choose the SRA Reading Mastery and Core Knowledge Sequence -- two high-quality research-based and CCSS-aligned reading language arts program -- for the general reading curriculum in the RTI reading program.	May 2010.	Dr. Abougou	Information contained in this application.	No additional cost
6. Review the literature and choose the following RTI supplemental/remedial reading programs: a) Tier-1: Unique Reader; PALS Reading; 6-Minute Solutions; Great Leaps. b) Tier-2: Unique Reader; PALS Reading; 6-Minute Solutions; Great Leaps; Failure Free Reading; Early Vocabulary Connections; My Sidewalks Intensive Intervention; Sound Partners. c) Tier-3: Unique Reader; PALS Reading; 6-Minute Solutions; Great Leaps; Failure Free Reading; Early Vocabulary Connections; My Sidewalks Intensive Intervention; Sound Partners.	May 2010.	Dr. Abougou	Information contained in this application.	No additional cost
7. Review the literature and choose the following methods to provide reading instruction in RTI systems based on their effectiveness in closing the reading achievement gap or their overall effectiveness in improving instruction: a) Understanding By Design	May 2010.	Dr. Abougou	Information contained in this application.	No additional cost

b) Direct and differentiated instructions c) Block scheduling. d) Cooperative learning.				
8. Use the published information on the assessment and monitoring of student academic progress in RTI systems to design the following Comprehensive Assessment and Monitoring System for Seneca Preparatory Academy (SPA): a) RTI Combined Model Problem-Solving System – Primary Unit: Diagnostic Online Reading Assessment (DORA) curriculum-based (CBM) platform. – Secondary Unit: George Polya 4-Steps Problem-Solving Model represented in Exhibit 1. b) Balanced Assessment System – Formative Assessments: (1) Ongoing informal curriculum-based formative assessments (CBA) such as classroom observations. (2) Ongoing formal curriculum-based formative assessments (CBA) such as quizzes. (3) Diagnostic Online Reading Assessment (DORA) curriculum-based (CBM) platform. – Benchmark Assessments: (1) Teacher or school-developed assessments such as graded class work. (2) Commercial benchmark assessments such as those developed by Core Knowledge. (3) Diagnostic Online Reading Assessment (DORA) curriculum-based (CBM) platform. – Summative Assessments: (1) Teacher or school-developed summative assessments (2) Commercial/outcome assessments such as AIMS, Stanford 10, or AZELLA. c) Common Core State Standards Curriculum Mapping and Alignment Plan: – Classroom Learning & Daily Performance Management Cycle.	May 2010.	Dr. Abougou.	Information contained in this application.	No additional cost.

– Curriculum Tri-Alignment Methodology: (1) Written curriculum (lesson plans) aligned with state Common Core State Standards (CCSS). (2) Taught curriculum (delivered instruction) aligned with CCSS. (3) Tested curriculum (assessments) aligned with CCSS. – Rubicon Atlas curriculum mapping software.				
9. Review the published literature and choose a Differentiated Professional Development as the professional development program for Seneca Preparatory Academy (SPA).	May 2010.	Dr. Abougou	Information contained in this application.	No additional cost
10. Hire an Assistant Director of Curriculum & Instruction who has a proven background in effective instruction and student achievement.	July 2012.	Dr. Abougou	The Assistant Director of Curriculum & Instruction has been hired; and his/her experience and references checked.	Personnel costs (if any) are included in the budget.
11. Develop a School Instruction Handbook that provides detailed information on instructional methods, assessments and processes that SPA teaching staffs are required to use to provide a high-quality scientific and CCSS-based RTI reading program.	July, 2012.	Dr. Abougou; Assistant Director, Curriculum & Instruction.	The completed Instruction Handbook is available to teachers.	No additional cost.
12. Purchase curriculum resources for the implementation of SRA Reading Mastery and for the Core Knowledge language arts.	July 2012	Dr. Abougou	Purchased resources have been purchased and are accessible to teachers.	Cost included in the 3-Yr Operational Budget.
13. Hire Highly Qualified teachers as per NCLB who also share Seneca Preparatory Academy Foundation's core beliefs.	By July 15, 2012.	Dr. Abougou	Teachers have been hired and Highly Qualified (HQ) attestation forms are sufficiently completed with all requirements for HQ.	Personnel costs (if any) are included in budget
14. Form an Instructional Leadership Team that spear-heads the implementation of the School RTI-Early Intervention Reading Program and the overall effort of closing the achievement at Seneca Preparatory Academy (SPA). This team is made of the following personnel:	July/August 2012. And each year thereafter.	Dr. Abougou	Team members selected and meet at least once a month. Agendas provided for each meeting and attendance is documented.	No additional cost

a) Executive Director; b) Assistant Director , Curriculum & Instruction; c) Special Education Teacher; d) Singapore Math Coordinator; e) SRA Reading Mastery/Core Knowledge Coordinator; f) K-3 Grade Teacher Representative g) 4-6 Grade Teacher Representative.				
15. Implement Stage 1 of the Backward Design Instructional Model (from Wiggins & McTighe's, 2005 Understanding By Design) to identify the desired results of the School RTI reading program by choosing the performance objectives to be implemented:				
a) Using the PMP reading targets as references, identify priority and/or performance objectives/concepts and key vocabulary for each strand of the CCSS ELA standards.	a) August 2012. Revised every summer.	a) Assistant Director, Curriculum & Instruction; Instructional Leadership Team.	a) Document listing priority and /or performance objectives/concepts for the reading CCSS has been developed for each grade.	a) No additional cost.
b) Write essential questions for each priority and/or performance objective with demonstrated progression of understanding using Bloom's Taxonomy; the questions are aligned to those seen in reading AIMS or Stanford 10.	b) Starting in August 2012. Process reviewed each year.	b) Assistant Director, Curriculum & Instruction; Teachers.	b) Teachers submit lesson plans with essential questions to Assistant Director, at least one week prior to each unit being taught. There is at least one question for each level of Bloom's Taxonomy for each priority/performance objective within a given unit.	b) No additional cost
c) Using Rubicon Atlas Curriculum Mapping Software, sequence and map the reading standards for each grade level highlighting priority objectives/concepts and key vocabulary.	c) Starting in August 2012.	c) Assistant Director, Curriculum & Instruction; Instructional Leadership Team;	c) Curriculum maps for each grade for reading units broken down quarterly have been developed.	c) The $5,000 cost of Atlas software is included in the budget.

		Teachers.		
16. Implement Stage 2 of the Backward Design Instructional Model (from Wiggins & McTighe's, 2005 Understanding By Design) to define what forms of assessments will demonstrate that the student acquired the knowledge, understanding, and skills necessary to meet the performance objectives and goals defined in #15: a) Develop standards-based performance outcomes for each quarter as acceptable evidence of competency in the desired outcomes and results.	a) August 2012. Revised every summer.	a) Assistant Director, Curriculum & Instruction; Classroom teachers.	a) Completed curriculum maps include a performance outcome(s) for each quarter.	a) No additional cost.
b) Use Diagnostic Online Reading Assessment (DORA) platform or other assessment tools to create summative unit assessments (aligned to the quarterly reading performance outcome) for each grade; these assessments: − Effectively and efficiently support quarterly outcomes; and − Show progress toward mastering or exceeding performance on the AIMS or Stanford 10 Reading.	b) August 2012. Revised each summer	b) Assistant Director, Curriculum & Instruction; Teachers	b) Summative assessments across content levels contain valid questions to assess mastery of reading performance objectives.	b) The $2,500 cost of DORA software is included in the budget.
17. Implement Stage 3 of the Backward Design Instructional Model (from Wiggins & McTighe's, 2005 Understanding By Design) to plan learning experience and deliver instruction: a) Align purchased reading resources to curriculum maps for each grade level.	a) Ongoing from August 2012.	a) Assistant Director, Curriculum & Instruction; Teachers.	a) Column added to each grade level's curriculum map that matches the available resources for each objective.	a) No additional cost
b) Write lesson plans containing standards-based objectives that align to the performance outcome(s) for	b) Ongoing from August	b) Teachers;	b) Lesson plans submitted to the Assistant Director,	b) No additional cost.

each quarterly outcome.	2012.		Curriculum & Instruction at least a week prior to teaching lessons.	
c) Run a school-wide reading screening with Diagnostic Online Reading Assessment (DORA) platform or other school-wide screening tools to identify students with reading challenges; and to group students in RTI Tier 1, 2 and 3 groups.	c) At least 3 to 4x/year: August 2012. October 2012. January 2013 March 2013	c) Assistant Director, Curriculum & Instruction; Teachers.	c) DORA screening outcomes.	c) No additional cost.
d) Use direct and differentiated instructions to provide all students with Tier 1 general reading instruction with SRA Reading Mastery and Core Knowledge language arts curricula. Focus on the following core principles of reading as recommended by the US Department of Education Practice Guide (ADE, 2010; University of Oregon, 2011): − Phonemic awareness; − Phonics; − Vocabulary development; − Reading fluency; − Reading comprehension.	d) Ongoing from August, 2012 90 min daily block reading instruction. 135 min total daily ELA block instruction.	d) Assistant Director, Curriculum & Instruction, Teachers.	d) Student attendance list.	d) No additional cost.
e) Apply Tier 2 remedial reading instruction to students who have failed Tier 1 general instruction with Reading Mastery and Core Knowledge language arts: − Small group instruction with 3 to 5 students − Use the following Tier 2 remedial reading programs: (1) Unique Reader; (2) PALS Reading; (3) 6-Minute Solutions ; (4) Great Leaps; (5) Failure Free Reading	e) Ongoing from August, 2012 3x/wk; 20 to 40 minutes in addition to general reading instruction.	e) Assistant Director, Curriculum & Instruction; Teachers.	e) Student attendance list; Teachers' or interventionists' logs.	e) No additional cost.

(6) Early Vocabulary Connections (7) My Sidewalks Intensive Intervention (8) Sound Partners				
f) Apply the following Tier 3 remedial reading instruction to students who fail Tier 2 remedial reading instruction: − Use 1-on-1 intervention; and/or increase sessions/week; and/or increase duration of session. − Use the following Tier 3 remedial reading programs: (1) Unique Reader (2) 6-Minute Solutions (3) Great Leaps (4) Failure Free Reading (5) Early Vocabulary Connections (6) My Sidewalks Intensive Intervention (7) Sound Partners	f) Ongoing from August 2012.	f) Assistant Director, Curriculum & Instruction; Teachers.	f) Student attendance list; Teachers'/interventionist logs.	f) No additional cost.
g) Refer students who fail Tier 3 reading instruction to special education specialist.	g) Ongoing from fall 2012.	g) Assistant Director of Curriculum & Instruction, Teachers.	g) Student attendance list; Teacher/interventionist logs.	g) No additional cost.
h) Implement a quarterly review of the reading curriculum based on student assessment results; adjust reading lesson plans and/or curriculum accordingly.	h) Ongoing from fall 2012.	h) Assistant Director, Curriculum & Instruction; Instructional Leadership Team	h) Completed assessment summary and reading intervention plan will be reviewed by teachers.	h) No additional cost.

BURTON AND CONLEY'S CORRELATES OF ACHIEVEMENT			
Correlates of Achievement (Factors that Affect Academic Performance)	**Gaps between Minority and Majority Student Populations**	**Gaps between Low and High Income Family Students**	**The Right Educational (RE) System Activities and Other Seneca Preparatory Academy's Interventions Used to Close the Achievement Gap**
SCHOOL FACTORS			
Rigor of Curriculum	Yes	Not Available	Core Knowledge & Singapore Math, components of The RE System.
Teacher Preparation	Yes	Yes	Differentiated Professional Education Program, a component The RE System.
Teacher Experience	Yes	Yes	Efficient hiring process, a key requirement of The RE System.
Teacher Absence and Turnover	Yes	Yes	Efficient hiring process, a key requirement of The RE System.
Class size	Yes	No	Small classes of ≤ 25 students, a key requirement of The RE System.
Availability of Instructional Technology	Yes	Yes	Differentiated Teacher Training Program, a component The RE System
Fear and Safety at School	Yes	Yes	Providing a safe school environment, a key requirement of The RE System
THE HOME-SCHOOL CONNECTION FACTORS			
Parent Participation	Yes	Yes	Parent participation, a key requirement of The RE System.
BEFORE AND BEYOND SCHOOL FACTORS			
Frequent Changing of Schools	Yes	Yes	Not applicable to Seneca Preparatory Academy (SPA)
Low Birth Weight	Yes	Not Available	Not applicable to Seneca Preparatory Academy (SPA)
Environmental Damage	Yes	Yes	Not applicable to Seneca Preparatory Academy (SPA)
Hunger and Nutrition	Yes	Yes	Not applicable to Seneca Preparatory Academy (SPA)
Taling and Reading to Young Children	Yes	Yes	Not applicable to Seneca Preparatory Academy (SPA)
Excessive Television Watching	Yes	Yes	Not applicable to Seneca Preparatory Academy (SPA)
Parent-Pupil Ratio	Yes	Yes	Not applicable to Seneca Preparatory Academy (SPA)
Summer Achievement Gain	Yes	Yes	SPA intent to run a Summer School Program

Table 1. Gaps in Correlates of Achievement and Seneca Preparatory Academy's Interventions.
Source: Burton & Conley, 2009; Burton, 2003.

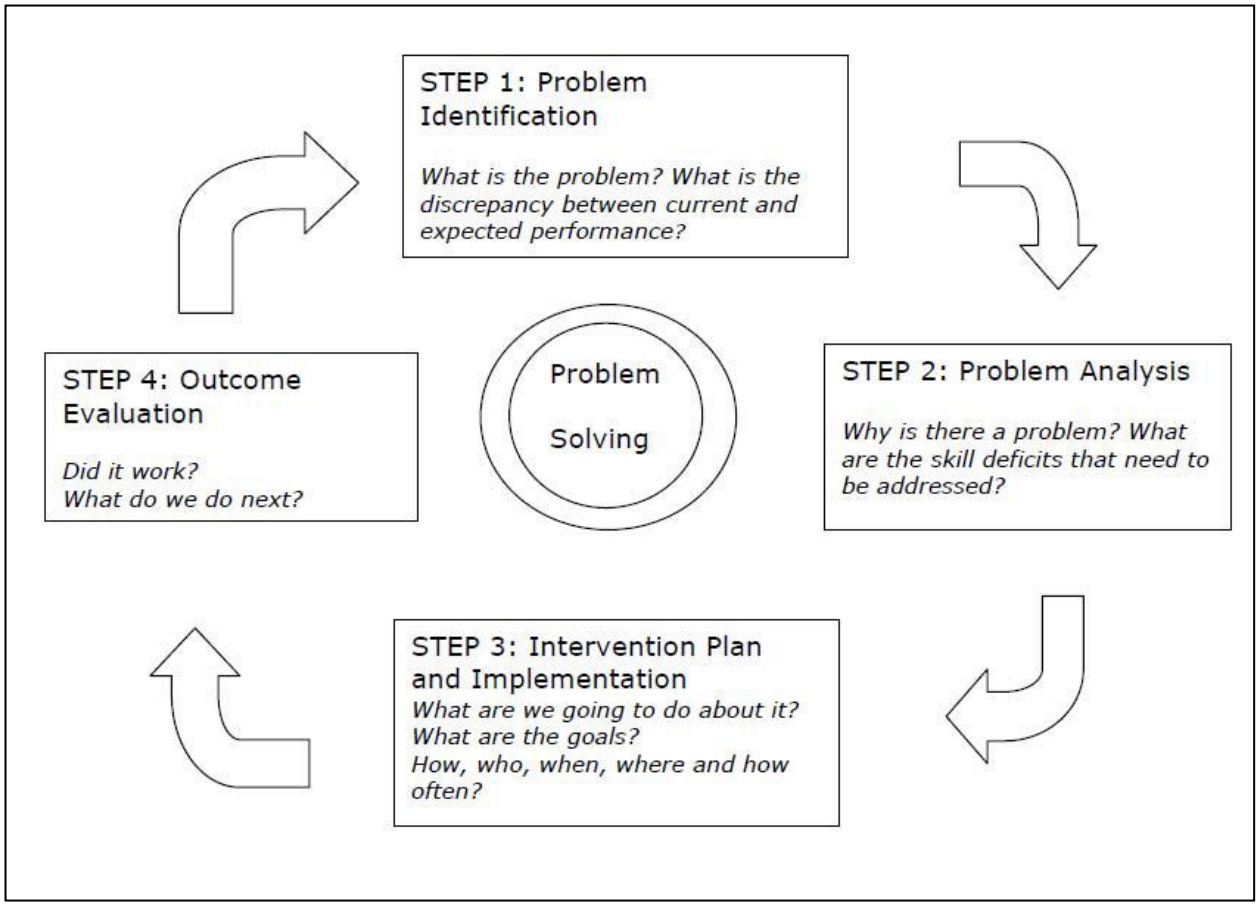

Exhibit 1. Arizona Department of Education Problem-Solving Model

Source: AZ RTI DBD, 2010. Arizona Department of Education website. https://www.azed.gov/AZRTI/webRTI_DataBasedDecisions.pdf

STRATEGY II: Develop And Implement A Plan For Monitoring The Integration Of The Common Core State Standards Into Instruction.

Action Steps	Timeline	Responsible Party	Evidence Of Meeting Action Steps	Budget
1. Develop a School Instruction Handbook that contains a Teacher Evaluation Instrument that includes the expectation that teachers successfully implement the Common Core State Standards Curriculum Mapping and Alignment Plan to establish a CCSS high-quality, scientific and evidence-based reading program. The Teacher Evaluation Instrument is aligned to the Arizona Professional Teacher Standards.	August 2012. Revised each year as needed.	Dr. Abougou; Assistant Director, Curriculum & Instruction.	The completed Instruction Handbook is reviewed by all teaching staffs.	No additional cost
2. Implement the CCSS Curriculum Mapping and Alignment Plan by using a Classroom Learning and Daily Performance Management Cycle with an embedded ongoing quality control cycle consisting of teaching, assessing, reflecting, and re-teaching within 72 hour of the assessment (Gau, 2010).	From August 2012; ongoing thereafter.	Assistant Director, Curriculum & Instruction; Teachers.	Lesson plans submitted to Assistant Director, Curriculum & Instruction.	No additional cost.
3. Use Rubicon Atlas Curriculum Mapping software to implement the CCSS Curriculum Mapping and Alignment Plan through the application of the Curriculum Tri-Alignment Policy that mandates that a) the written curriculum (lesson plans) be aligned with the reading CCSS. b) the taught curriculum (delivered instruction) be aligned with the reading CCSS; c) the tested curriculum (assessments) be aligned with the reading CCSS; d) and the written, delivered and tested curriculum be aligned with each other.	From August 2012; ongoing thereafter.	Assistant Director, Curriculum & Instruction; Teachers.	Lesson plans submitted to Assistant Director, Curriculum & Instruction;	No additional cost.

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. Develop a School Instruction Handbook that clearly defines the role of the Comprehensive Assessment and Monitoring System and its implementation in the RTI-Early Intervention Reading Program. The Comprehensive Assessment and Monitoring System is made of: 1) The RTI Combined-Problem Solving System; 2) The Balance Assessment System; and 3) The Common Core State Standards (CCSS) Curriculum Mapping Alignment Plan.	July 2012	Dr. Abougou; Assistant Director, Curriculum & Instruction.	The Instruction Handbook is completed and reviewed by all teaching staffs.	No additional cost
2. Use the Diagnostic Online Reading Assessment (DORA) platform, the Primary Unit of the RTI Combined-Problem Solving System, to run school-wide screenings to identify students with reading deficiencies; and to group students in RTI Tier 1, 2 and 3.	At least 4x/yr. August 2012. October 2012. January 2013. March 2013.	Assistant Director, Curriculum & Instruction; Teachers.	DORA screening output and reports.	No additional cost.
3. Run the George Polya 4-Steps Problem-Solving Model (the Secondary Unit of the RTI Combined-Problem Solving System) only in Tier 3 situations, after failure of the Primary Unit.	As needed from August 2012.	Assistant Director, Curriculum & Instruction; Teachers.	Teachers' reports on the use of the George Polya Problem Solving Model.	No additional cost.
4. Use the following elements of the Balanced Assessment System to continuously assess students reading skills and monitor their academic progress. a) Formative Assessments: – Ongoing informal curriculum-based formative assessments (CBA) such as classroom observations. – Ongoing formal curriculum-based formative assessments (CBA) such as quizzes. – Diagnostic Online Reading Assessment (DORA) curriculum-based (CBM) platform. b) Benchmark Assessments:	Ongoing from August 2012. a) Daily and weekly progress monitoring with formative assessments. b) Quarterly	Assistant Director, Curriculum & Instruction; Teachers.	Reading assessment results.	No additional cost.

– Teacher or school-developed benchmark assessments such as graded class work. – Commercial benchmark assessments such as those developed by Reading Mastery and Core Knowledge. – Diagnostic Online Reading Assessment (DORA) curriculum-based (CBM) platform. c) Summative Assessments: – Teacher or school-developed summative assessments. – Commercial/outcome assessments such as AIMS, Stanford 10, or AZELLA.	monitoring with benchmark assessments. c) Periodically monitoring with summative assessments.			
5. Use Rubicon Atlas Curriculum Mapping software to implement the CCSS Curriculum Mapping and Alignment Plan that requires the written curriculum (lesson plans), the taught curriculum (delivered instruction) and the tested curriculum (assessments) to be aligned with each other and with the reading CCSS.	Daily/Weekly/ Periodical monitoring with Atlas.	Assistant Director, Curriculum & Instruction; Teachers.	Atlas monitoring output.	No additional cost.
6. Adjust the RTI reading interventions, and student placements in RTI tiers, according to the results of the continuous reading assessments and progress monitoring.	Ongoing from August 2012.	Assistant Director, Curriculum & Instruction; Teachers.	Assessment and progress monitoring reports.	No additional cost.
7. Teachers routinely use the outcomes of student assessments and academic progress monitoring to make special education-related decisions.	Ongoing from August 2012.	Assistant Director, Curriculum & Instruction; Special education teacher; Classroom teachers.	Special education teacher documentation showing teacher recommendations and student participation in special education programs	No additional cost.
8. Implement a formal quarterly review of RTI reading screening, Tier 2 and 3 reading progress monitoring, and benchmark assessment to ensure alignment with CCSS.	Ongoing from fall 2012.	Assistant Director of Curriculum & Instruction, Instructional Leadership Team	Completed assessment summary and intervention plan provided by each teacher.	No additional cost

9. Run 1 or 2 comparisons per year between the school-wide RTI reading screenings with DORA platform and the reading AIMS results to ensure concordance between the two testing systems and alignment with CCSS; if necessary, adjust instruction, curriculum or assessment accordingly.	After AIMS or Stanford 10 tests	Assistant Director of Curriculum & Instruction; Instructional Leadership Team.	Report on the comparison of DORA reading screenings vs. reading AIMS scores.	No additional cost.

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. Characteristics of Differentiated Professional Development Program. Develop the School Differentiated Professional Development Program based on the 2001 National Staff Development Council's standards for staff development (NSD C, 2001). This program is defined and/or organized as following: a) Designed as a learning community developed to improve and sustain the continuous learning of all students and all teachers. b) Uses disaggregated student data to determine teacher learning priorities, monitor progress, and help sustain continuous improvement. c) Prepares teachers to apply research and/or data-driven processes to decision making. d) Supports school-based and job-embedded professional development opportunities. e) Supports the educational needs of all staff by providing differentiated training opportunities. f) Provides educators with the knowledge and skills to collaborate with each other, and to involve families and other stakeholders appropriately. g) Helps deepen educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards,	Evolving since May 2010.	Executive Director; Assistant Director, Curriculum & Instruction; Instructional Learning Team.	The Differentiated Professional Development Program is developed and included in the school Instruction Handbook.	Additional cost reported underneath and included in the budget.

and prepares them to use various types of classroom assessments appropriately. h) Includes an annual opportunity for a needs assessment survey to be given to all staff. i) Requires an annual evaluation of the plan based on student achievement and staff needs.				
2. Professional Development Activities Associated with the Pre-Implementation of the RTI-Early Intervention Reading Program. a) Design and implement a self-learning program designed to provide the expert-level knowledge and skills required to formulate and develop a RTI-Early Intervention Reading Program. b) Attend 2010 Charter School Starter Program and several other workshops organized by the Arizona Charter Schools Association. c) Attend 2010-2011 Arizona Department of Education's School Improvement and Intervention Quarterly Training. d) Continue to self-educate on charter school education leadership, administration and management.	Ongoing since May 2010.	Executive Director.	Evidence provided with the writing of this application.	No additional cost
e) Governance training workshop for School Board members.	By July 15, 2012.	Executive Director.	Attendance list from governance training meeting.	Cost of $1,500 included in the budget.
3. Professional Development Activities Associated with the Early-Stage Implementation of the RTI-Early Intervention Reading Program: Pre-Service Training. a) All staffs have individual professional development portfolios where their personal and professional	Jul 30- Aug 3, 2012	Executive Director; Assistant Director, Curriculum & Instruction.	Activities recorded in staff professional education portfolios; and professional education attendance lists.	Total cost of pre-service training: $17,000 including cost of DORA/DOMA platforms; and Rubicon Atlas

development goals and activities are documented. b) All teachers and para-professionals attend the pre-service training program on the following topics: – Seneca Preparatory Academy's History, Mission, Philosophy and Goals. – RTI Early-Intervention Reading Program. – Common Core State Standards. – Comprehensive Assessment and Monitoring System. – RTI Instructional Methods (Understanding by Design; direct and differentiated instructions; and block scheduling). – Core Knowledge, the RTI general reading core curriculum. – RTI remedial reading intervention curricula. – RTI Awareness Program.				Curriculum Mapping Software. Cost included in budget.
<u>4. Professional Development Activities Associated with the Early-Stage Implementation of the RTI-Early Intervention Reading Program: Hands-On Training.</u> a) Provide teachers with a 6-month hands-on training period so that they can develop and improve their skills in the following areas: – DORA platform and data analysis. – SRA Reading Mastery – Core Knowledge Sequence. – Instruction alignment to CCSS. – Rubicon Atlas Curriculum Mapping Software. – Lesson plan design with Understanding by Design. – Comprehensive Assessment and Monitoring. System. b) Organize follow-up training, and classroom coaching in the following topics: – Reading Mastery – Core Knowledge Sequence. – RTI instructional methods and data analysis.	Aug 2012 – Jan 2013.	Assistant Director of Curriculum & Instruction.	Walkthroughs by Assistant Director, Curriculum & Instruction; and by Executive Director. Training information logged in teachers' professional development portfolios;	Total cost: $6,000

– Lesson plan design with Understanding by Design. – Unique Reader remedial reading curriculum. c) In-service and professional development programs are held every Wednesday afternoon through the school professional learning community.				
5. Professional Development Activities Associated with the Full Implementation of the RTI-Early Intervention Reading Program in Year-1. a) Teachers and para-professionals attend online training on: – Instruction for English Language Learners. – Use of technology in instruction. – RTI remedial reading methods. – Cooperative learning. b) Teachers continue to attend in-service and professional development programs organized every Wednesday afternoon.	Feb – May 2013	Assistant Director of Curriculum & Instruction.	Training information logged in teachers' professional development portfolios;	Total cost: $4,000
6. Professional Development Activities Associated with the Full Implementation of the RTI-Early Intervention Reading Program in Year-2. a) Provide pre-service training for new and returning teachers; and hands-on experience for new teachers on the following: – Seneca Preparatory Academy's History, Mission, Philosophy and Goals. – RTI Early-Intervention Reading Program. – Common Core State Standards. – Comprehensive Assessment and Monitoring System. – RTI Instructional Methods (Understanding by Design; direct and differentiated instructions; and block scheduling).	Jul 2013- May 2014	Assistant Director, Curriculum & Instruction; Executive Director.	Attendance lists; Training information logged in teachers' professional development portfolios; Results of	Total cost: $11,500

– Reading Mastery and Core Knowledge, the RTI general reading core curriculum. – RTI remedial reading intervention curricula. – RTI Awareness Program. b) In July and January, administer a needs assessment survey to all school faculty to determine their educational; use the assessment results to design Wednesday in-service and professional development programs. c) Develop an internal training team that will conduct most of the training in Year-3. d) Teachers continue to attend in-service and professional development programs organized every Wednesday afternoon. e) Evaluate the whole professional development plan at the end of the school year.				

REFERENCES FOR A.6.

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