A.5 PERFORMANCE MANAGEMENT PLAN: READING PLAN

Performance Management Plan (PMP) Template

Applicant Name: Southwest Leadership Academy

Indicator(check one): _____Math __X___Reading **Duration of the Plan:** Spring 2013 - June 2015 (revised after year 1)

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	51%	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%	

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. Develop a Curriculum, Instruction, and Assessment Handbook that clearly explains processes, procedures, and timelines for developing and reviewing all curriculum documents, including curriculum delivery and student assessment.	Spring/Summer 2013	Principal, Instructional Leader	• The completed *SLA Curriculum, Instruction, and Assessment Handbook* is reviewed with all teaching staff.	No additional cost
2. Include in the READING section of the Curriculum, Instruction, and Assessment Handbook, Best Practices for literacy instruction that are expected of all teachers These include: a) Assessment to inform instruction. b) Collaboration and reflection. c) Integration of the ELA Standards in	Spring/Summer 2013	Instructional Leader	• The *SLA Curriculum, Instruction, and Assessment Handbook* is reviewed with all teaching staff.	No additional cost

all content areas. d) Student opportunities for independent oral and silent reading to increase fluency and vocabulary e) Student opportunities for reading for a variety of purposes coupled with discussion and writing to help organize thinking. f) Student opportunities to build comprehension skills and strategies: making and confirming predictions, visualizing, summarizing, drawing inferences, making connections, and self-monitoring. g) Student opportunities to build cognitive skills to synthesize, analyze, evaluate and make applications to authentic situations. h) Reading and writing skills used to support reading in all content areas. i) Provision for a literacy rich environment in all classrooms and throughout the school building.				
3. Hire Highly Qualified teachers who are aligned with the school's educational philosophy, demonstrate an understanding of appropriate State standards, and have an attitude of critical thinking, self-reflection, and continuous learning.	Spring/Summer 2013	Principal, Instructional Leader	• Teachers have been hired for all positions. • Highly Qualified attestation forms are sufficiently completed with all requirements for HQ.	Personnel costs included in budget
4. Provide all teachers with a curriculum binder containing the Arizona 2010 ELA Standards and the CCSS Literacy in History/Social Studies, Science, and Technical Subjects. (Social Studies, Science, and Technology Teachers will integrate the CCSS Literacy in	July 2013	Principal, Instructional Leader	• Staff meeting agendas • Curriculum binders in classrooms	$300 for binders and copying

History/Social Studies, Science, and Technical Subjects within their content area core curriculum.)				
5. Analyze student assessment data using AIMS/Stanford 10 data for the targeted population, as well as the MAP intake scores, and identify two to four specific reading skills/ELA standards that will be targeted for additional instructional emphasis in all content areas throughout the 2013-2014 school year. These targeted standards will be added to curriculum maps across the curriculum in all subject areas.	July – August 2013	Principal, entire staff	• Staff meeting/staff development agendas • Staff worksheets for processing data and determining revisions to be made	No additional cost
6. Keeping in mind the PMP reading target, identify priority learning and key vocabulary for each of the grade level AZ 2010 ELA Standards.	Summer 2013 and revised each summer	Instructional Leader and Teachers	• A document for each grade level that lists priority learning concepts and key vocabulary for the ELA standards.	No additional cost
7. Unwrap the ELA standards to reveal expected level of cognition and clear expectations for student learning.	Summer 2013 and revised each summer	Instructional Leader and Teachers	• Staff meeting/staff development agendas.	No additional cost
8. Use the PARCC Frameworks to guide determination of student performance outcomes for each quarter aligned to the PMP reading target and that reflect the priority standards for reading.	Summer 2013 and revised each summer	Instructional Leader, Teachers, Principal	• Staff meeting/staff development agendas.	No additional cost
9. Develop standards-based performance outcomes and aligned assessments for reading for each quarter using Bloom's statements [TSWD (level of thinking) of (content) by (student performance)].	July 2013-October 2013	Principal, Instructional Leader, Teachers	• Completed Curriculum Maps will include a Performance Outcome(s) for each quarter using Bloom's phraseology.	No additional cost
10. Create formative/summative (lesson or unit) assessments aligned to the quarterly reading performance outcome for each grade, that:	July 2013-May 2014	Instructional Leader and Teachers	• Summative assessments across content levels will contain valid questions to assess mastery of reading performance objectives.	No additional cost

a) Effectively and efficiently support quarterly outcomes and, b) Show progress toward mastering or exceeding performance on the AIMS or Stanford 10 Reading.				
11. Create curriculum maps for the school year for each content area course that guides instruction toward student success on the quarterly assessments, and document Pearson curricular materials to be used or other materials for instruction and assessment.	July 2013 – March 2014	Principal, Instructional Leader, Teachers	• Staff meeting/staff development agendas • Curriculum Maps in teacher curriculum binders and in master copy binder in Principal's office.	$100 for paper and copying
12.Identify and write essential questions in curriculum maps for each priority concept to be taught, and which demonstrate a progression of understanding according to Bloom's Taxonomy, and are aligned to the types of questions that will be seen on Reading AIMS or Stanford 10.	At least one week prior to each unit taught, and reviewed each year	Instructional Leader and Teachers	• A document for each grade level that lists questions for each standard taught within a given unit. There is at least one question for each level of Blooms Taxonomy for each priority standard.	No additional cost
13. Develop and use a rubric/qualitative evaluation tool for evaluating curriculum maps, with emphasis on reading/literacy skills and ELA standards that will be used for teacher self-reflection and administrator feedback.	September 2013 – October 2013	Principal, Instructional Leader	• Completed rubric/evaluation tool will be added to the Curriculum, Instruction, and Assessment Handbook (see Strategy I, #1).	No additional cost
14. Write lesson plans containing standards-based objectives that align to the student performance described for each quarterly outcome, and that implement RtI instructional interventions, culturally relevant pedagogy, *What Work* research-based instructional strategies, SIOP and reading in the content areas.	July 2013-2015	Teachers	• Lesson plans submitted to the Instructional Leader one week prior to teaching lesson.	No additional cost
15. Deliver the written lesson plans that	Ongoing	Teachers	• Implementation of reading	No

demonstrate implementation of best practices in literacy instruction.			content and skills via best practices (see Strategy I #3) and organized lessons will be monitored on a regular basis.	additional cost
16.Review curriculum maps using the map rubric/qualitative evaluation toolto check for completeness and adherence to the AZ 2010 ELA Standards. (See Strategy I, Action Step 13)	October 2013 – February 2015	Principal, entire staff	• Copies of evaluations completed by staff • Staff meeting/staff development agendas	No additional cost
17.Analyze MAP data and quarterly assessment results to revise curriculum maps in all subject areas, with particular emphasis on reading. (see Strategy I #19)	Starting November 2013, then following each quarter through June 2015	Principal, entire staff	• Staff meeting/staff development agendas • Revised Curriculum Maps in teacher curriculum binders and in master copy binder in Principal's office. • Staff worksheets for processing data and determining revisions to be made.	No additional cost
18. Analyze Stanford 10 and AIMS testing data to determine: a) Two to four specific reading skillstargetsfor additional instructional emphasis in all content areas throughout the 2014-2015 school year. b) Revise curriculum maps in all subject areas to reflect reading emphasis for the following year.	June 2014, June 2015 (after receiving assessment results from State)	Principal, entire staff	• Staff meeting/staff development agendas • Revised Curriculum Maps in teacher curriculum binders and in master copy binder in Principal's office. • Staff worksheets for processing data and determining revisions to be made.	No additional cost
19. Survey staff for the purpose of reviewing the process for providing and implementing the curriculum.	May, 2014	Principal, entire staff	• Document survey results for consideration in making revisions to the curriculum implementation process.	No additional cost

20. Incorporate 21st Century media literacy skills in curriculum maps in all subject areas. (Year 2)	July 2014-August 2014	Principal, Instructional Leader, Teachers	• Staff meeting/staff development agendas • Revised Curriculum Maps in teacher curriculum binders and in master copy binder in Principal's office	No additional cost
21. Update Reading PMP Plan to include new targeted reading skills, processes for revising curriculum maps, and changes resulting from staff feedback loop.	June 2014	Principal	• Updated Reading PMP Plan for the 2014-2015 school year – submitted for Board approval.	No additional cost

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, Instruction, and Assessment Handbook that clearly outlines balanced assessment procedures for collecting information about how well students are progressing toward the AZ 2010 ELA standards, and how curriculum, instruction, and assessment are interwoven in the learning process. This document will include student and teacher support protocols for literacy instruction across the curriculum (e.g., RTI intervention structures, lesson plan format and checklist, documentation of standards, SIOP literacy strategies, formative assessment ideas), and timelines to be used for monitoring and documenting student proficiency in reading. (See Strategy I #1)	Spring/Summer 2013	Principal, Instructional Leader	• Completed Curriculum, Instruction, and Assessment Handbook are reviewed with all teaching staff.	No additional cost
2. Deliver the written lesson plans that demonstrate implementation of best practices in literacy instruction and documentation of		Teachers	• Implementation of reading skills via best practices for literacy,	No additional

the AZ 2010 ELA/reading standards. (see Strategy I #15)			and organized lessons will be monitored on a regular basis.	cost
3.Develop criteria for a Teacher Evaluation Instrument and Walkthrough Observation Protocol reflective of the *Arizona Framework for Measuring Educator Effectiveness*that includes assessing the integration of the AZ 2010 ELA standards specific to reading vocabulary and comprehension, as well as RTI, SIOP, study skills strategies, culturally-relevant pedagogy, and *Classroom Instruction That Works* strategies. (21st Century Media Literacy Skills will be added in Year 2)	By July 2013 and revised each year as needed.	Principal, Instructional Leader	• Completed evaluation instruments. • The Principal shares the Teacher Evaluation Instrument and Classroom Observation Walkthrough Tool with his staff at the beginning of the school year before evaluations/walkthroughs are scheduled. • Staff agenda indicating presentation of Teacher Evaluation Instrument.	No additional cost.
4. Monitor the integration of the AZ 2010 reading standards (as well as best practice instruction, classroom environment, content delivery, and behavior management and SLA Program of Instruction initiatives), via formal teacher evaluations and informal classroom walkthroughs.	Formal evaluations twice a year. Informal classroom walkthroughs ongoing on a regular basis.	Principal, Instructional Leader	• Observation and evaluation documentation will be shared with the classroom teacher to facilitate communication and reflection. • Teachers adjust future instruction based on observation notes.	No additional cost
5. Develop and use a coaching protocol worksheet and lesson plan checklist when providing teachers with specific feedback on instructional planning and delivery.	August 2013 – June 2015	Principal, Instructional Leader	• Copies of protocols worksheet and lesson plan checklists developed by the Instructional Leader are included in the Curriculum, Instruction, and Assessment Handbook. • When used, one copy of the worksheet (with notes from the coaching session) goes to teacher; 1 copy is kept in files of Instructional Leader)	No additional cost

			• Teachers adjust future instruction based on observation notes.	
4. Provide refresher training and/or peer coaching for teachers who need support or remediation in the instruction or implementation of literacy strategies in their classrooms. (see Strategy IV #17 and #18)		Principal, Instructional Leader	• Teachers assigned refresher training and /or peer coaching will maintain a running log of meetings, trainings, and their literacy activities.	No additional cost
5. Meet in Professional Learning Communities (PLC) for structured curriculum planning that supports integration/alignment of the reading standards and to discuss student progress, specifically in reading and math.	Bi-weekly through the school year. Note: Teachers will meet bi-weekly on alternate weeks to participate in professional development or staff meetings.	Principal, Teachers	• Teachers will provide agendas and minutes/notes for the bi-weekly PLC meetings.	No additional cost.
6. Evaluate the process for monitoring the integration of AZ 2010 Reading standards into instruction, (including the evaluation/walkthrough and coaching protocols, as well as the Professional Learning Community plan) in order to make recommendations for improvements/ adjustments as necessary.	End of the school year.	Instructional Leader, Teachers	• Recommendations submitted to the Instructional Leader and Principal and approved adjustments are shared with the Teachers.	No additional cost
9. Update Reading PMP Plan to include changes resulting from staff feedback.	June 2014	Principal	• Updated Reading PMP Plan for the 2014-2015 school year – submitted for Board approval.	No additional cost

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Develop a *Curriculum, Instruction, and Assessment Handbook* that clearly outlines balanced assessment procedures for collecting information about how well students are progressing toward mastery of the AZ 2010 Reading standards, and how curriculum, instruction, and assessment are interwoven in the learning process. This document will include student and teacher support (e.g., RTI intervention structures, SIOP literacy strategies, formative assessment ideas), and timelines to be used for monitoring and documenting student proficiency in reading. (See Strategy I #1)	Spring/Summer 2013	Principal, Instructional Leader	• The completed *SLA Curriculum, Instruction, and Assessment Handbook* is reviewed with all teaching staff.	No additional cost
2. Ensure that every student utilizes the ECAP and Personal Education Plans to set academic and post-secondary goals, document course credits and monitor completion of graduation requirements.	September 2013-May 2015, ongoing	Counselor	• ECAPs on file • Personal Education Plans	No additional cost
3. Guided by RTI framework, determine screening <u>procedures</u> and data sources for identifying underperforming students in academics and behavior. One source will be the Measures of Academic Progress (MAP) assessment and previous State assessment data.	June 2013	Principal, Counselor	• Document: "Universal Screening Procedures" and include in the Curriculum, Instruction and Assessment handbook	No additional cost
4. Guided by RTI framework, develop a system for monitoring classroom progress	August 2013	Principal,Counselor and/or Special	• Document entitled "Student Classroom Monitoring	No additional

of underperforming students, beginning with students identified in school-wide screening process. Procedures will also lead to review of effectiveness of designated interventions.		Education Teacher	Procedures" and included in the Curriculum, Instruction and Assessment handbook • Staff development/meeting agenda	cost
5. Administer Measures of Academic Progress (MAP) testing to all students upon intake and every semester in math, reading and other core academic subjectsfor the purpose of identifying students at risk of academic failure, and for placement in the RTI remedial support and/or additional interventions.	Starting July 2013 and ongoing as students enroll	Principal, Counselor, Instructional Leader	• MAP assessment data • Assessment results report broken down by mastery level of standards for each student and each class as a whole in order to monitor student learning and report key performance indicators.	$10,000
6. Identify all underperforming students/students needing interventions through screening process (developed in step 3).	Starting July 2013 – August 2013, Then ongoing each month	Principal, Counselor	• List of identified students • "Universal Screening Procedures" • Staff memos • Staff meeting agendas • Principal and Counselor calendar/schedule	No additional cost
7. Share the MAP assessment results with individual students during Advisement who will then create academic goals for themselves in their Personal Education Plans using MAP data.	Sept 2013 – June 2016	Principal, Counselor, entirestaff	• Student goals will be stored in their academic binders	$300 (extra binders for students unable to purchase them)
8. Enroll underperforming and credit-deficient students in credit recovery online course, with priority given to students	September 2013-March 2015	Principal, Counselor	• Completed assessments • Completed credits	$119/mo for each course

needing ELA credit for grades 9 and 10.				taken
9. When assessment data indicates a student may read at or below a fifth grade reading level, the student will complete the SRI reading assessment (a component of *READ 180*) and be enrolled in the *READ 180* class to receive targeted reading intervention. These students will take the SRI assessment every quarter to monitor their growth.	Starting July 2013, then ongoing	Principal, Counselor, *Read 180* Teacher	• MAP assessment data • SRI assessment data • Student file in Counselor's office • Class rosters • SRI assessment data	$30,000
10. Develop end of unit summative assessments and quarterly assessments to align with curriculum maps and include the AZ 2010 ELA Standards. (See Strategy I #9 and #10)	June 2013 – April 2014	Principal, Instructional Leader, Teachers	• Copies of quarterly tests kept in Principal's office • Summative assessments • Staff meeting agendas with deadlines posted	No additional cost
11. Review Quarterly assessments to ensure AZ 2010 ELA Standards are assessed across the curriculum.	September 2013 – June 2015	Principal, Instructional Leader	• Written feedback/notification to teachers from Principal and/or Instructional Leader • Formal performance evaluations	No additional cost
12. Disaggregate assessment data, including MAP, Stanford 10 and AIMS results, to determine whether all groups of students are learning and making progress. Analysis will include groupings by grade, gender, SES, ELL, and ethnicity.	Starting January 2013, then ongoing after assessment data obtained	Principal, Counselor, Vice Principal	• Formal report of assessment results for Board Members and Teachers: *The Curriculum and Assessment Results and Analysis* • Board meeting agenda and minutes • Staff meeting agenda	No additional cost
13. Analyze assessment data, including MAP, Stanford 10 and AIMS results, to	Starting January 2014, then ongoing	Principal, Counselor and Special	• Formal report of RTI (*RTI Procedures and Effectiveness*)	No additional

determine if students should be placed/removed/re-placed on RTI tiers.	after each semester	Education Teacher	procedures, analysis and suggested revisions for Board Members and Teachers • Board meeting agenda and minutes • Staff meeting agenda	cost
14. Analyze the number of students moving into/out of RTI tiers and the length of time students remain in tier. Identify any students who may be in the wrong tier or who may need additional services and create new interventions if necessary.	Starting February 2014, then ongoing after each semester.	Principal, Counselor and Special Education Teacher	• Formal report of RTI (*RTI Procedures and Effectiveness*) procedures, analysis and suggested revisions for Board Members and Teachers • Board meeting agenda and minutes • Staff meeting agenda	No additional cost
15. Evaluate the assessment procedures and timelines for monitoring and documenting student achievement and make recommendations for adjustments as necessary. These will include: • Processes for school-wide screening and classroom monitoring of underperforming students using information gathered from staff, student, and parent feedback. • Comparing and analyzing quarterly summative assessments, MAP and state assessment data and grades to ensure consistency and validity and reliability of assessments. • Revision of end of unit summative assessments and quarterly assessments for alignment with revised curriculum maps and emphasized targeted literacy skills/standards (referred to in Strategy	April 2014 – June 2014	Principal, Counselor, Instructional Leader, Teachers	• Evaluation report with recommendations will be presented to and reviewed by the Instructional Leader and Principal. • Formal report of RTI procedures, analysis and suggested revisions(RTI Procedures and Effectiveness) for Board Members and Teachers • Board meeting agenda and minutes • Staff meeting agenda	No additional cost

I, #6)				
16. Update Reading PMP Plan to include recommendations resulting from step 15.	June 2014	Principal	• Updated Reading PMP Plan for the 2014-2015 school year – submitted for Board approval.	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. Develop a Professional Development Handbook, including an annually revised Professional Development Plan that: a) Directly focuses on helping to achieve student learning goals and to support student learning needs. b) Includes professional development goals that align with the student achievement goals. c) Ensures a collaborative endeavor – teachers and administrators work together in planning and implementation. d) Supports school-based and job-embedded professional development opportunities. e) Supports the needs of all staff in providing differentiated training opportunities. f) Ties to the vision, mission, and goals of the school g) Includes an annual opportunity for a needs assessment survey to be	Spring/Summer 2013	Principal, Instructional Leader	• Handbook is provided to the staff for review and comment. Suggestions for additions or adjustments will be submitted to the Instructional Leader and Principal for final editing and publishing to all school staff.	No additional cost

given to all staff. h) Requires an annual evaluation of the plan based on student achievement and staff needs.				
2. Maintain a professional development portfolio that documents personal and professional goals, maintains records of all professional development and peer coaching experiences, certificates awarded for re-certification hours, and "reflection" notes for each professional development experience.	Beginning August 2013 and ongoing	Principal, Instructional Leader,Teachers	• Staff professional development portfolios are reviewed during pre and/or post formal evaluation conferences.	No additional cost
3. Participate in pre-service training, biweekly PLC sessions, and all scheduled professional development.	July – May each year.	Principal, Instructional Leader, Teachers	• Agenda and sign in sheet will document content and participation.	No additional cost
4. Participate in staff development workshops offered by Arizona Department of Education on implementation of the AZ 2010 ELA Standards.	January 2013-July 2013	Principal, Instructional Leader, Counselor	• CEU certificate	$500 workshop fees
5. Participate in professional development workshops offered by Arizona Department of Education to learn about effective RTI Implementation.	By July 2013	Counselor and Special Education Teacher	• CEU certificate	$400 workshop fees
6. Create detailed staff development calendar with objectives for each training, and designated presenters/trainers	By July 2013	Principal, Instructional Leader, Counselor	• Staff development plan and calendar of staff development for 2013-2014 • Staff development/meeting agendas • CEU certificates of staff	No additional cost

7. Train teachers and staff on developing classroom assessments aligned to the AZ ELA reading standards.	July 2013	Principal, Instructional Leader,Teachers	• Staff development/meeting agendas • CEU certificates of staff • Training handouts and resources	$100 copying costs
8. Train teachers and staff regarding ROP policies and procedures.	July 2013	Principal, Rite of Passage corporate staff, Teachers, entire stafff	• Staff development/meeting agendas	$100 copying costs
9. Train teachers and staff in behaviors and needs of students in alternative education settings, how to address those needs through PBIS and effective classroom management practices for the population.	July 2013	Principal, Rite of Passage corporate staff,Counselor,Teachers	• Staff development/meeting agendas • CEU certificates of staff • Training handouts and resources	$100 copying costs
10. Train entire staff in multicultural competence, culturally relevant pedagogy and needs of students from low socioeconomic backgrounds.	July 2013	Principal, designated expert or consultant, Teachers	• Staff development/meeting agendas • CEU certificates of staff • Training handouts and resources	$500
11. Train teachers in: differentiating instruction, special education requirements and inclusive teaching strategies, and effective strategies for teaching LEP students, including SIOP.	August 2013-May 2014	Principal, Instructional Leader, teachers	• Staff development/meeting agendas • CEU certificates of staff • Training handouts and resources	$100 copying costs
12. Train teachers on curriculum mapping.	July 2013 – March 2015	Principal, Instructional Leader, Teachers	• Staff development/meeting agendas • CEU certificates of staff • Training handouts and resources • Curriculum Maps • Teacher Curriculum Binders • Master Curriculum Binder	$100 copying costs
13. Facilitate book studies of*: Research-*	July 2013 –	Principal, Instructional	• Staff development/meeting	$153 to

based Strategies for Increasing Student Achievement, 2nd Edition by Dean, Hubbell, Pitler and Stone (2012) and *A Handbook for Classroom Instruction that Works* by Marzano, Norford, Paynter, Pickering and Gaddy (2004). Staff will have discussions about the instructional strategies and use the knowledge to revise curriculum maps, integrating the research-based strategies explained within their instruction.	June 2014	Leader, Teachers	agendas • CEU certificates of staff • Training handouts and resources • Lesson Plans • Copies of completed protocols and rubrics from classroom observations	purchase books for every teacher and administrator
14. Train staff on components of RtI, including data analysis, tiered instruction, curriculum, classroom-based interventions and data-based decisions.	July 2013 – April 2014	Principal, Counselor and Special Education Teacher,	• Staff development/meeting agendas • CEU certificates of staff • Training handouts and resources • Lesson Plans in which teachers document RTI strategies • Copies of completed protocols and rubrics from classroom observations during which methods were observed or not observed	$200 Copying costs
15.Provide job-embedded professional development opportunities through mentoring, coaching and classroom modeling.	August 2013-June 2015, ongoing	Principal, Instructional Leader	• Coaching and observational protocols • Teacher's professional portfolios	No additional cost
16.Observe all classrooms and quantify the number of times instructional initiatives (i.e., RTI interventions and supports, research-based instructional strategies, culturally relevant pedagogy, SIOP strategies) are observed.	September 2013-May 2014, once a month	Principal, one alternating Teacher	• Data in a Day observation records and checklists • Summary reports of the quantitative data shared with staff and included in formal report for the SLA School Board : *Staff Development*	$100

			Plan and Effectiveness	
17. Train staff in instructional strategies for reading in the content areas and 21st Century Skills, aligned with aligned with the AZ 2010 ELA standards.	June 2014 – October 2014 (Year 2)	Principal, Instructional Leader, ELA Teacher, Teachers	• Staff development/meeting agendas • Training handouts and resources • Lesson Plans • CEU certificates of staff	$200 copying costs
18. Identify staff members who need additional support and one-on-one staff development in areas of instruction, curriculum mapping, RTI, and culturally relevant pedagogy, SIOP and *WhatWorks* instructional strategies and content area reading strategies. (see Strategy II #6)	August 2013 – June 2015	Principal, Instructional Leader	• Formal employee performance evaluations • Classroom observation notes and protocols	No additional cost
19. Provide one-on-one staff development to teachers identified as needing support/mentoring. (see Strategy II #6)	August 2013– June 2015	Principal, Instructional Leader, Teachers	• Classroom observation notes and protocols on file with Instruction Leader • Instructional Leader's schedule of meetings with teachers • Teachers will document all professional learning experiences (including colleague/coach support on site) in their professional development portfolio.	No additional cost
20. Review school and state assessment data each quarter to discuss: Who is learning? Who is not learning? What can we do for students who are experiencing difficulties learning? Action steps will be documented and reviewed in biweekly PLC.	September 2013-May 2014	Principal, Instructional Leader, Teachers	• Staff meeting agendas • Records of action steps • PLC notes and agendas	No additional cost

21. Designate time each month in PLC to review student performance data in reading and writing and have teachers collaborate to develop instructional techniques that differentiate instruction, provide struggling students with support and accomodations in reading and writing across all subject areas, and create effective reading and writing interventions for individual students.	September 2013-May 2014	Principal, Instructional Leader, Teachers	• Records of action steps • PLC notes and agendas	No additional cost
22. Observe classrooms and provide feedback – with emphasis on implementation of RTI interventions, adherence to Common Core State Standards in instruction and assessment and instruction of content area reading skills. When appropriate, Instructional Leader will use coaching protocols and lesson plan rubrics for written feedback. Instructional Leader may request that master teachers do informal peer evaluations/coaching of those teachers needing additional support/mentoring.	August 2014 – June 2015	Principal, Instructional Leader, Teachers	• Classroom observation notes and protocols • Teacher's individual professional development plan on formal employee performance evaluation	No additional cost
23. Analyze school and state assessment data and teacher evaluations to determine if there is a correlation between teacher effectiveness as determined by data and the teacher's use of professional development initiatives.	July 2014	Principal	• Board Report: *Staff Development Plan and Effectiveness*	No additional cost
24. Survey teachers regarding effectiveness of staff development workshops and administrative support and	Starting January 2014 and after each	Principal, Guidance Counselor, Instructional Leader,	• Board Report: *Staff Development Plan and Effectiveness* • Completed surveys	No additional cost

areas/skills requiring additional training.	semester	staff		
25. Analyze data from assessments, informal classroom observations, staff surveys and formal teacher evaluations to determine staff development needs for following school year. The formal staff development plan will be revised and updated to reflect staff and student learning needs.	May 2014 – June 2015	Principal, Instructional Leader, Guidance Counselor	• Staff surveys • Updated Staff Development Plan placed in Professional Development Handbook • SLA School Board meeting agenda and minutes • Board Report: *Staff Development Plan and Effectiveness*	$25, copying costs
26. Plan professional development trainings for 21st Century Media Literacy Skills initiative.	June 2014	Principal, Instructional Leader	• Revised staff development plan for 2014-2015 school year	No additional cost
27. Update Reading PMP Plan to include new initiatives in revised Professional Development Plan.	June 2014	Principal	• Updated Reading PMP Plan for the 2014-2015 school year – submitted for Board approval.	No additional cost