Performance Management Plan (PMP) Template

Applicant Name: The Caepe School

Indicator (check one): ____Math ___X__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 Academic Performance Expectations 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	Cost and Budget Line Item
1.Head of School develops a Reading Data Review Team to include lead teacher- chair of professional development and Reading teachers.	By July 15, 2014, 2015	Head of School	Signed job descriptions of lead teacher and other teachers that specify membership on this Reading Data Review Team	Personnel costs: teachers, contracted services special education needs, instructional assistants
2. Reading Data Review Team researches and reviews data regarding existing curriculum and new curriculum available for the target population and grade level designed to improve student achievement.	By July 15, 2014, 2015	Head of School Chair of Professional Development & Reading Data Review Team members	Existing Curriculum previously purchased: SRA Imagine IT Phonics Program grades K-2, Wilson Language Program, REWARDS phonics program Intermediate level, Guided Reading Programs K-6 (Nonfiction, Content Areas, Fiction), Literature Studies Grades 7-8, Vocabulary for Achievement Grades 4-8. Meeting Agendas Meeting Sign in Sheet Minutes from meeting showing evidence of research and data review	$0

3. Reading Data Review Team designs curriculum and instruction based on best practices and as a result of the data analysis to better meet the needs of the target population.	By July 15, 2014, 2015	Head of School Chair of Professional Development & Reading Data Review Team members	Curriculum Maps	$0
4. Reading Data Review Team and Teachers analyze and align Reading curriculum to be in compliance with Common Core and Arizona State Standards, identify gaps, and revise as necessary.	Assigned 7/28/14,7/28/15 Report 8/5/14,8/5/15	Head of School, Chair of Professional Development & Reading Data Review Team members & Teachers	Curriculum maps and necessary revision reports on changes effected to improve and integrate lessons in curricular gaps.	$0
5. Teachers collect data using assessments aligned with common core standards through Mastery Connect.	Ongoing weekly	Teachers, Professional Development Chairperson, Head of School	Reports of data regarding student achievement	$0
6. Teachers provide supplemental Reading activities through technology-based programs practicing phonics and fluency, Mastery Connect, and other instructional methods based on curriculum guidelines. Lesson plans to align lessons and assignments to standards.	August, November, January, March, May 2014–2015 & May 2015-2016.	Teachers	Head of School will approve lesson plans prior to implementation. 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.	$450 for Mastery Connect & $54 DIBELS Assessment Monitoring of the $1000 Start up Budget Curriculum and Resource Materials
7. Teachers differentiate and implement independent Reading work projects as part of the student assessment binders to improve differentiation in Reading curriculum that challenge students with tasks that are on or above their instructional level.	Complete 50% of assigned portfolio for parent progress reports. 08/29/14 & 2015 11/ 21/14 &	Teachers	Prior to the end of each quarter, teacher(s) will provide a progress report with detailed data on skill assessments defining the student's specific achievements in Reading.	$0

	2015 2/6/15 & 2016			
8. Teachers create cooperative group/individual work tasks to provide additional practice for students who have not achieved mastery level on specific standards from Mastery Connect assessments, and/or score in the "approaches or falls far below" on AIMS (3-6) in Reading. Reading Data Review Team views prior years (SPG) for trend analysis as part of AIMS results.	End of Each Quarter 2014-2015 10/08/14& 2015 12/19/14 & 2015 3/13/15 & 2016 5/21/15 & 2016	Head of School, SPED Teacher, Head of Reading Data Review Team, & Teachers, Reading Data Review Team	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.	$1,400 SAIS- grade book and communication with parents
9. Reading Data Review Team and SPED teacher will meet with teachers and discuss assessment results. This team will recommend and develop possible remediation, intervention, modification, and/or accommodation for struggling students.	End of Each Quarter Year 10/08/14& 2015 12/19/14 & 2015 3/13/15 & 2016 5/21/15 & 2016	Head of School, SPED Teacher, Head of Reading Data Review Team, & Teachers	At the end of each quarter Teacher(s) submit evidence of a plan of ongoing differentiation and interventions.	Personnel costs: teachers, contracted services special education needs, instructional assistants
10. Teachers administer summative at the end of each semester.	December/May 2014 & 2015	Teachers	Progress will be reviewed and analyzed to established benchmarks. Benchmarks not met will require ongoing remediation efforts.	$0
11. Teachers (and SPED teacher as needed) will have ongoing and proactive communicate with parents and meet with parents at conference time to work together on the remediation plan for struggling students.	End of Each Quarter 10/08/14 & 2015 12/19/14 & 2015 03/13/15 & 2016 05/21/15 & 2016 (Presented end of each quarter-day prior to	Teachers	At the end of each quarter Teacher(s) will turn in a completed copy of intervention plan (assessment binder) and log it into the grade book for communication and support between all teachers and parents of those students who require intervention. Documentation of communication log is in the grade book.	$1,400 SAIS- grade book and communication with parents

	report cards).			

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	Cost and Budget Line Item
1. Head of School and Professional Development Chairperson develop criteria for teacher observations and assessments.	By July 15, 2014	Head of School and Professional Development Chairperson	Written assessment criteria will be given to all teachers prior to the start of school year. The Caepe School Curriculum and Instruction Guide.	$0
2. All teachers attend professional development sessions focused on vertical and horizontal integration of Common Core Reading standards and training on Mastery Connect tools and implementation.	August Inservice Days 2014, monthly Professional development meetings and peer support through May 2016	Head of School & Professional Development Chair	Meeting Agendas, Sign in sheets	$0
3. Teachers with less than three years experience attend off-campus professional development focused on best practices for Common Core-based lesson planning and integration, such as those conducted by the Arizona Charter School association and the Arizona State Board for Charter Schools.	Before January 1 2015 and each year first semester	Teachers review with Head of School	Teacher completes Caepe evaluation form of off campus training to share at monthly Governing Board meeting, agenda and presentation materials from trainings	$0
4. Teachers create lesson plans that reflect the intended outcome of instructional objectives, using our lesson plan template and noting standard names and numbers.	Ongoing Weekly during teacher prep periods in the school year	Teachers review with Head of School	Lesson Plans, Teachers schedule, & The Caepe School Curriculum and Instruction Guide	$0
5. Teachers use curriculum maps developed with Common Core and State	Ongoing weekly	Teachers review with Head of	Curriculum Maps, lesson plans	$0

Standards to inform pacing.	during the school year	School		
6. Teachers use Mastery Connect to maintain curriculum maps, note when standards are taught and assessed, and assess students according to the Common Core Reading standards, indicating on a checklist for each student if each standard is mastered, nearly mastered, or in remediation.	Ongoing weekly during the school year	Teachers with review by Head of School	Mastery Connect reports of standards taught and assessment results	$450 for Mastery Connect of the $1000 Start up Budget Curriculum and Resource Materials
7. The Reading Data Review Team and teachers meet quarterly to review lesson plans, progress through curriculum maps, student achievement, vertical integration of standards, and to collaboratively formulate strategies to improve student achievement, based on best practices.	Quarterly and at the end of each semester beginning Fall 2014-2016	Teachers, Chair of Professional Development	Lesson plans, curriculum maps, student achievement data, meeting agendas, meeting sign in sheets	$0
8. The Head of School and Professional Development Chairperson conduct informal walk-through classroom observations randomly one to two times per month with a checklist to verify integration of the Common Core standards.	Monthly August 2014-15	Head of School and Professional Development Chairperson	Completed check lists, The Caepe School Curriculum and Instruction Guide	$0
9. The Head of School and Professional Development Chairperson conduct Walk-through observations and feedback is shared with each teacher.	Within a week of the walk through observation	Head of School and Professional Development Chairperson	Completed observation check lists and notes from feedback meetings with teachers	$0
10. The Head of School and Professional Development Chairperson conduct two formal classroom observations, using the observation rubric.	October & December 2014-2015 May 2015-2016	Head of School & Professional Development Chairperson	Completed teacher observation rubric that includes curriculum alignment to Common Core and Arizona State Standards. Evaluations will be documented and placed in teacher's file.	$0
11. The Head of School and Reading Data Review Team analyzes student	Quarterly and at the	Head of School, Professional	Assessment data reports of student achievement, lesson	$0

performance data with each teacher, tracking results and interventions. Head of School and Professional Development Chairperson work with teachers to make changes based on data that would increase student achievement	end of each semester beginning Fall 2014-2016	Development Chairperson & Teachers (Reading Data Review Team)	plans, teacher instructional goals	
12. The Head of School conducts analysis of quarterly and semester Reading curricula and summative testing results to understand trends in SPG and student Reading proficiency to ensure successful integration of Common Core and Arizona State Standards are met. .	Quarterly and at the end of each semester beginning Fall 2014-2016	Head of School	Head of School will be responsible for determining the level of success in meeting the Common Core and Arizona State Reading 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	Cost and Budget Line Item
1. Teachers administer assessments aligned with Common Core Grade level standards (placement screening) evaluations for all Kindergarten students.	August 2014-2015 and as new students enroll	Head of School, Admissions Staff and Teachers	Evaluate placement screening Mastery Connect-reports for Reading grouping. Students placed in the flexible groups based on Reading skill level.	$0
2. Teachers administer and monitor reports/ assessments/progress and review with the Reading Data Review Team.	August 2014, January & May 2015	Teachers, Reading Data Review Team	Mastery Connect reports. Student roster of students in need of intervention/remediation. Students and teachers include a plan for intervention/remediation in assessment binder.	$0
3. Teachers administer, monitor and utilize Mastery Connect & DIBELS Reading assessments/ progress (K-8).	Monthly	Teachers	Mastery Connect report Roster of students in need of intervention/remediation. Reports outline adjustments for students and/or classroom instruction.	$450 for Mastery Connect & $54 DIBELS Assessment Monitoring of the $1000 Start up Budget Curriculum and Resource Materials

			Intervention/Remediation update in assessment binder	
4. Teachers monitor student data (online grade book) and test/assessment scores.	Quarterly	Teachers	Student assessment binders reflect cumulative monthly formative and summative assessments completed throughout the year.	$1,400 SAIS- grade book and communication with parents
5. Teachers proctor Mastery Connect, DIBELS & Reading testing and required state testing.	April 2014, 2015	Teachers	Mastery Connect reports • Results indicate students are at, below or above the 50th percentile in Reading standards. State Test report	$450 for Mastery Connect & $54 DIBELS Assessment Monitoring of the $1000 Start up Budget Curriculum and Resource Materials
6. Teachers provide individual tutoring for students needing remediation.	On-going	Teachers as tutors/	Analyzed reports outline any needed adjustments for students and/or classroom instruction Update assessment binder intervention/remediation.	Personnel costs: teachers, contracted services special education needs, instructional assistants

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	Cost and Budget Line Item
1. All teachers attend professional development focused on vertical and horizontal integration of Common Core Reading standards starting with a teacher needs survey to target training.	7/29/14 & 7/29/15 (see professional development on 2013/14 calendar	Head of School and Teacher/Speakers/Trainers	Attendance roster. In-Service training agenda Teacher needs survey	$0
2. Teachers with less than three years experience attend off-campus professional development focused on best practices for Common Core-based lesson planning and integration such as those conducted by the	Before January 1 2015 and each year first	Teachers with review by Head of School	Teacher completes Caepe evaluation form of off campus training to share at the next Governing Board meeting, agenda and presentation	$0

Arizona Charter School association and the Arizona State Board for Charter Schools..	semester		materials from trainings	
3. Teachers are trained in Mastery Connect and the rubric that explains expectations for teachers and is used for formal classroom observations.	August Inservice Days 2014, monthly Professional development meetings and peer support through May 2016	Head of School & Professional Development Chair	Meeting Agendas, Sign in sheets,	$450 for Mastery Connect of the $1000 Start up Budget Curriculum and Resource Materials
4. Teachers complete a self-evaluation based on current student Reading data and the formal observation rubric. Teachers set goals based on individual learning needs regarding student achievement and professional practices.	August 2014 & August 2015	Teachers & Professional Development Chairperson- reviewed by the Head of School	Teacher evaluation and completed goal sheet, The Caepe School Curriculum and Instructional Guide	$0
5. Teachers meet with Professional Development Chairperson within the first 3 weeks of school to discuss self-evaluation based on individual learning needs and goals.	August 2014 & August 2015	Professional Development Chairperson	Teacher evaluation and completed goal sheet	$0
6. Teachers meet quarterly to review their goals, needs and progress regarding professional development and student achievement.	Quarterly	Teachers, Professional Development Chairperson, & Head of School	Student assessment binders reflect cumulative monthly formative and summative assessments completed throughout the year.	$0
7. Teachers attend monthly professional development sessions, focused throughout the year on Common Core Reading standards, differentiation, Bloom's taxonomy,	Monthly during the school year	Teachers, Professional Development Chairperson, Head of School	Meeting agendas, attendance sign in sheet, Bloom's taxonomy wheel provided for each teacher, Multiple Intelligence Surveys, The Caepe School Curriculum	$0

Multiple Intelligences, and Inquiry-Based Learning.			and Instructional Guide to include specifics of Inquiry-Based Learning	
8. Teachers analyze student performance at level meetings and articulation meetings.	Weekly during the school year	Teachers	Student assessment binders	$0
9. The Head of School and Professional Development Chairperson conduct informal walk-through classroom observations randomly one to two times per month with a check sheet to verify integration of the Common Core standards.	October & December 2014-2015 May 2015-2016	Head of School & Professional Development Chairperson	Completed teacher observation rubric that includes curriculum alignment to Common Core and Arizona State Standards. Evaluations will be documented and placed in teacher's file.	$0
10. Walk-through observations and feedback is shared with each teacher.	Within a week of the walk through observation	Head of School and Professional Development Chairperson	Completed check lists and notes from feedback meetings with teachers	$0
11. The Head of School and Professional Development Chairperson conduct two formal classroom observations, using the observation rubric.	2/3 times Annually 2014-2016	Head of School and Teachers	Completed evaluation forms	$0
12 Formal observations and feedback is shared with each teacher.	Within 10 days of the observation	Head of School and Professional Development Chairperson	Completed check lists and notes from feedback meetings with teachers	$0
13. Professional Development Chairperson attends off-site professional development and returns with information to share with the faculty and staff such as those conducted by the Arizona Charter School association and the Arizona State Board for Charter Schools.	Before January 1 2015 and each year first semester	Head of School and Professional Development Chairperson	Teacher as Professional Development Chairperson completes Caepe evaluation form of off campus training to share at the next Governing Board meeting, agenda and presentation materials from trainings	$0
14. Each teacher has a lesson video taped. The Head of School and the	1/2 times per school	Head of School and Professional Development	Completed check lists and notes from feedback meetings with	$0

Professional Development Chairperson review recordings and analyze them with each teacher, using the rubric.	year	Chairperson	teachers	
15. The Head of School and Professional Development Chairperson identify trends in the Reading data that indicates successful integration of standards into instruction and makes changes based on data that would increase student achievement.	Quarterly and at the end of each semester beginning Fall 2014-2016	Head of School and Professional Development Chairperson	Head of School will be responsible for determining the level of success in meeting the Common Core and Arizona State Reading standards.	$0
16. Teacher as campus tech specialist provides training workshop on integration and implementation of computer labs and classroom computer centers to support daily curricular activities.	August 2014 and monthly thereafter	Teacher as Campus Tech Specialist	Attendance roster. Workshop teacher samples Lesson plans demonstrate integration of technology in curriculum	$0
17. Head of School and teachers analyze all formative and summative assessment data.	Bi-Annually 2015 & 2016	Head of School, Teachers, and Staff	Attendance roster Formative and Summative data graphs and tables • Mastery Connect • DIBELS	$0
18. Professional development collaborative discussion time with teams analyzing completion results of meeting/exceeding Common Core and Arizona State Standards and discussion of any necessary next steps.	August & December 2014 & 2015 and January & April 2015 & 2016	Head of School, Head of Reading Data Review Team, & Teachers	Retain artifacts from professional development activities such as revised curriculum and lesson plans.	$0