Performance Management Plan (PMP) Template

Applicant Name: Vista College Preparatory, Inc.

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	57% passed reading (average for Grade 3 in local district in South Phoenix)	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.	45 is the average median growth percentile for the local school district in South Phoenix	

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Hire Executive Director who will lead the development and adaption of a rigorous curriculum and the management of data-driven instruction designed to improve student achievement.	By January 2013	School Governing Board	The Executive Director is hired with the full expectation that Vista College Prep will prepare students for success in middle school, achievement in high school and graduation from college. His/her experience and training demonstrates a strong skill-set and a commitment to improving student achievement in the targeted population.	Personnel costs included in start-up and operating budget
2. Hire exceptional teachers. Through exhaustive and highly selective recruitment efforts, extensive summer training, weekly professional development, and regular observations with feedback, Vista College Prep teachers are part of a professional	Seven teachers by July 2013 and four additional teachers by July 2014	Executive Director	All teachers have been hired by the specified deadline. Strong indicators of commitment to Vista College Prep educational philosophy and excellent teaching have been identified by the Executive Director	Personnel & teacher recruitment costs included in start-up & operating budget

learning environment that facilitates growth and prepares teachers to implement an instructional program at the highest level.			through the interview process (which includes response to essay questions to identify critical thinking and mission/vision fit, demo lesson to identify teaching abilities and responsiveness to feedback, and formal interview to identify many of the qualities listed above as well as communication and organization). Formal (annual) and informal (daily/weekly) evaluation of teachers to determine teacher effectiveness and retention. For more information on evaluation, please see Strategy IV.	
3. Create a daily schedule that allows for 215 minutes of literacy instruction, and a yearly schedule that clearly identifies the dates of six-week interim assessments, professional development and data days throughout the year.	By March every year starting in 2013 (reviewed every year)	Executive Director	Daily and yearly schedule made available to staff and parents.	No additional cost; Responsibility is included within the scope of duties for the Executive Director
4. Create clear and measurable Vista College Prep internal standards aligned to ADE 2010 Standards (CCSA), influenced by other challenging state standards, and the knowledge of our faculty to move our students toward high academic achievement in literacy.	Grades K & 1 by July 2013 and grade 2 by July 2014	Y1 - Executive Director and teachers (as they are hired throughout the Summer) Y2 - Executive Director and teachers	Completed standards for every applicable grade and core subject. All Vista College Prep internal standards are based on the ADE 2010 Standards (CCSA)—any additions are designed to increase the rigor of the academic program delivered to students. Each set of completed standards (per subject) will identify how every Vista College Prep standard meets the requirements of	No additional cost; Responsibility is included within the scope of duties for the Executive Director and Teachers

			Common Core (and note any other state standard that has provided influence).	
5. Using the Vista College Prep internal standards, create a scope and sequence plan for the year and for each grade level.	Grades K & 1 by July 2013, and Grade 2 by July 2014 (each grade is revised during every Summer PD)	Y1 - Executive Director and teachers (as they are hired throughout the Summer) Y2 - Executive Director and teachers	Curriculum Alignment Template (CAT) that orders Vista College Prep standards by trimester, by curriculum unit, and by month.	No additional cost; Responsibility is included within the scope of duties for the Executive Director and Teachers
6. Identify and purchase high quality English Language Arts/Literacy curriculum.	Grades K & 1 by May 2013 and Grade 2 by May 2014 (as well as any K/1 materials that need replacing)	Executive Director	Purchased curriculum will be organized and accessible for teacher use during summer professional development. The quality of the curriculum will be determined based on alignment to ADE 2010 Standards (CCSA), basis in scientific research of methods successful with our target student population, degree of use in other high-performing urban schools, and organization and extensiveness of teacher and student materials.	For Y1: $6,284.64 For Y2: $7,827.08
7. Align purchased English Language Arts/Literacy curriculum to the Curriculum Alignment Template (CAT) for each grade level.	Grades K & 1 by July 2013, and Grade 2 by July 2014	Y1 - Executive Director and teachers (as they are hired throughout the Summer) Y2 - Executive Director and teachers	New column is added to our CAT that details alignment of purchased English Language Arts/Literacy curriculum.	No additional cost; Responsibility is included within the scope of duties for the Executive Director and Teachers
8. Create summative end-of-year English Language Arts/Literacy assessment (aligned to standards and nationally	Grades K & 1 by July 2013, and Grade 2	Y1 - Executive Director	Document created before the start of school and used during summer professional development to guide the	No additional cost; Responsibility

normed test like the TerraNova and Stanford 10).	by July 2014	Y2 - Executive Director and teachers	creation of internal assessments.	is included within the scope of duties for the Executive Director and Teachers
9. Create internal interim assessments that will be administered every six weeks. Data gathered will be used by teachers for targeted intervention and individualized student instruction.	Grades K & 1 by August 2013, and Grade 2 by August 2014	Y1 - Executive Director and teachers (as they are hired throughout the Summer) Y2 - Executive Director and teachers	Half of the interim assessments will be created by the ED before summer PD starts. The second half will be created during summer PD by teachers and reviewed by the ED. Our interims will assess each standard per unit, and be reflective of all skills assessed by the end-of-year summative exams. This data will be tracked and analyzed during Vista College Prep data days which fall directly after a six-week exam is administered.	No additional cost; Responsibility is included within the scope of duties for the Executive Director and Teachers
10. Administer six-week assessments. After each assessment, data is generated and made available for immediate analysis and targeted intervention. Our data collection and analysis will allow for individualized instruction and drives highly effective teaching.	Ongoing - every six weeks during the school year	Y1 - Executive Director and Teachers Y2 - Executive Director and Teachers	Specified date on the annual calendar when teachers administer a six-week assessment and when a data day is scheduled. The data day is an opportunity to review and analyze the assessments so teachers can better tweak or adjust their lessons to ensure full mastery of every standard (an entire day is devoted post-assessment for the entire team to analyze student data and adjust literacy groups to better target student needs).	No additional cost; Responsibility is included within the scope of duties for the Executive Director and Teachers
11. Create and deliver high quality lesson plans that include a standards-based objective, a clear "I/We/You" release	Ongoing – every day of the school	Teachers, Executive Director (to review)	All lesson plans will be sent to the ED for review (using a lesson plan rubric – discussed in greater detail in Strategy II,	No additional cost; Responsibility

of responsibility, and multiple opportunities for differentiation.	year.		#4) and feedback. The first unit of lessons will be created during summer professional development. Thereafter, all lesson plans will be submitted at least two weeks before the lesson will be delivered. Teachers will receive feedback on the lesson plans (identifying strengths and areas to improve), and will resubmit if necessary. Observations by Executive Director demonstrate adherence to reviewed lesson plans.	is included within the scope of duties for the Executive Director and Teachers
12. Evaluate the effectiveness of Vista College Prep written and adapted curriculum based on student achievement on interim assessments.	Every six weeks or as needed	Executive Director and Teachers	At the end of every data day the Executive Director includes a discussion on curriculum selection on the agenda. She asks teachers what they like/don't like about their curriculum. Using student academic results on the interims, we will look at student strengths and weaknesses to gauge possible deficiencies within our purchased or created curriculum. If a deficiency is identified, action will be immediate and all staff will work to tweak or adjust the curriculum to better meet the needs of our students in order for them to master the necessary standards.	No additional cost (if new curriculum is needed, we will capitalize on the skill of Vista College Prep teachers to generate more internal curriculum)

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. Provide Vista College Prep reading	Grades K & 1	Executive Director	All teachers receive a copy of standards,	No additional

standards, summative assessment and first five months of interim exams--all documents aligned to ADE 2010 Standards (CCSA) to all teachers during summer professional development. These documents provide the foundation for instruction and will be intensively reviewed during summer PD and throughout the year.	by July 2013, and Grade 2 by July 2014		summative assessment and first five months of interims during summer PD—teachers can review their calendar for summer PD to identify which day we will be covering any of the documents listed. For more detail on creation of Vista College Prep internal standards that are 100% aligned with ADE 2010 Standards (CCSA) please see Strategy I, #5.	cost; Responsibility is included within the scope of duties for the Executive Director
2. Create a staff handbook that among other items details the procedures for lesson plan creation, adherence to Vista College Prep reading standards, aligned to ADE 2010 Standards (CCSA) and requirements for lesson plan submission and review.	By March 2013 (revised each year)	Executive Director	Staff handbook is completed and reviewed with all staff during annual summer professional development.	No additional cost; Responsibility is included within the scope of duties for the Executive Director
3. Create a standard lesson plan template that includes space for teachers to list applicable Vista College Prep Standards.	By March 2013 (revised each year or as needed)	Executive Director	Lesson plan template is completed and reviewed with all staff during annual summer professional development.	No additional cost; Responsibility is included within the scope of duties for the Executive Director
4. Create a rubric for lesson plan review that includes checking for the inclusion of a standard on the lesson plan, and ensuring that at the conclusion of the lesson or activity, it is clear the standard has been met.	By March 2013 (revised each year or as needed)	Executive Director	Lesson plan review rubric has been created. This document is reviewed with teachers during summer professional development and used to evaluate every lesson submitted.	No additional cost; Responsibility is included within the scope of duties for the Executive Director

5. Create system for reviewing all lesson plans on a two week-cycle.	By March 2013 (revised each year or as needed)	Executive Director	Printed copy for all teachers that explains the system for lesson plan review. Lesson plans are due two weeks before the date of delivery. The cycle would be: - Monday, August 19 – 1st draft due - Thursday, August 22- Feedback returned - Sunday, September 1 – Final Draft Due Complete rubric for each lesson. *Note: There would be a second round of review if there was a struggling teacher.*	No additional cost; Responsibility is included within the scope of duties for the Executive Director
6. Create a formal teacher evaluation and weekly observation template that includes space to monitor full integration of the VCP Standards, aligned with ADE 2010 Standards (CCSA). In addition, the formal evaluation will include an analysis of student performance and tracked progression of skill on our Teacher Evaluation Rubric.	By March 2013 (revised each year or as needed)	Executive Director	Evaluation and observation form have been created, and all completed forms are kept in a binder for the ED to reference and review. Any evidence to suggest a teacher is not in full compliance with the integration of VCP/Common Core standards will be dealt with immediately by a meeting between the ED and teacher. Teacher Evaluation Rubric is created and discussed during summer PD. All evaluation procedures are addressed in the staff handbook.	No additional cost; Responsibility is included within the scope of duties for the Executive Director
7. Create summer professional development plan to include sessions on best practices for standards-based lesson planning and instruction (review as needed during weekly staff professional development).	By April 2013 (revised each year) Ongoing re-training as needed	Executive Director	Summer professional development schedule is planned with relevant powerpoint presentations/activities on standards-based lesson planning and instruction created and ready to be delivered throughout the summer. Staff receives the schedule at the start of	No additional cost; Responsibility is included within the scope of duties for the Executive

			the summer professional development and has plenty of time to complete relevant homework assignments. For more information on professional development, please see Strategy IV.	Director
8. Create Vista College Prep standards-based lessons and deliver Vista College Prep standards-based instruction.	Ongoing – every day of the school year	Teachers, Executive Director (to review)	Lessons templates indicate a specific standard that the lesson is teaching. All lessons are reviewed using the lesson plan rubric and given feedback by the Executive Director. Teachers receive weekly (and twice-weekly for new teachers) observations, as well as daily "drop in" observations to check the quality and rigor of instruction that is delivered to students as well as monitor adherence to the standards-based lesson plan. For more information on evaluation please see #5 above.	No additional cost; Responsibility is included within the scope of duties for the Executive Director and Teachers
9. Create a formal teacher evaluation and weekly observation template that includes space to monitor full integration of the VCP Standards, aligned with ADE 2010 Standards (CCSA) In addition, the formal evaluation will include an analysis of student performance and tracked progression of skill on our Teacher Evaluation Rubric.	By March 2013 (revised each year or as needed)	Executive Director	Evaluation and observation form have been created, and all completed forms are kept in a binder for the ED to reference and review. Any evidence to suggest a teacher is not in full compliance with the integration of VCP/Common Core standards will be dealt with immediately by a meeting between the ED and teacher. Teacher Evaluation Rubric is created and discussed during summer PD. All evaluation procedures are addressed in the staff handbook.	No additional cost; Responsibility is included within the scope of duties for the Executive Director

10. Schedule designated time for Executive Director to complete an evaluation of the VCP standards-based lesson planning and instruction. Make any necessary changes to increase student achievement.	Ongoing – daily throughout the school year	Executive Director	Using information and feedback gathered from teachers during weekly debriefs, the ED has time blocked on her calendar to evaluate student performance on a daily basis and look at trends in lesson planning. If student results are not where they need to be, based on our pre-determined benchmarks, we will look at this strategy and determine if we can increase student academic achievement by adjusting this area of our program.	No additional cost; Responsibility is included within the scope of duties for the Executive Director
11. Observe teachers on a daily basis to ensure lesson plans are delivered in accordance with the standards-aligned lesson plan that was submitted for review.	Ongoing – daily throughout the school year	Executive Director	Executive Director has a list of every teacher to visit every day. Lesson plans are posted near the door of every classroom, therefore the Executive Director can take a copy of the lesson plan into the classroom and evaluate adherence to the standards according to the evaluation or based on a quick drop-in visit. Follow-up from a weekly visit (or twice-weekly if brand new teacher) is a debrief; follow-up from a quick drop-in visit is a short email.	No additional cost; Responsibility is included within the scope of duties for the Executive Director

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. Create school-wide goal that all students will meet or exceed grade-specific VCP reading standards.	By July 2013 and ongoing throughout every school year	Executive Director and implemented by entire school community	Goals are school-wide (to ensure that every class and every student are working toward mastery in reading). Goals are posted in each classroom and in the main office for parents and community members to see.	No additional cost; Responsibility is included within the scope of

				duties for the Executive Director and school community
2. Administer internal reading diagnostic and summative assessment (using two versions of the same test) to be able to determine yearly progress in non-state testing grades. Administer nationally-normed reading diagnostic and end-of-year exam like the TerraNova or Stanford-10, in order to measure and compare how our students are achieving on a national level (and to be able to compare ourselves to the highest performing charter schools nationwide).	Diagnostic: first full week of school in August 2013 (and every August thereafter) End-of-year: second full week in May (and every May thereafter)	Teachers (administered) Executive Director (evaluate)	Dates for diagnostic and nationally-normed tests to be administered are on the school calendar. Copy of score report produced through Kickboard (internal) and TerraNova (national).	For Y1: $3,816 For Y2: $3,816
3. Create a template for teachers to record in-class observations of students during independent work. There is a space for a summary column so that at the end of every day teachers can easily track what needs to be adjusted for the next day's lesson.	By June 2013 and revised as needed	Executive Director	Template to observe independent practice is created and distributed to teachers during summer professional development. This document is kept by teachers, but is brought to every debrief meeting with the Executive Director (and to all staff PD days).	No additional cost; Responsibility is included within the scope of duties for the Executive Director
4. Use informal assessments like frequent checks for understanding, track and record observations of students during independent work time with provided template, administer a daily "do now," and hold individual conferences with students to assess and monitor student proficiency on a daily basis.	Ongoing-daily basis	Teachers Executive Director (observe)	Aside from the data gathered through assessment, teachers have countless opportunities during the day to informally assess student progress. Teachers incorporate checks for understanding in lesson plans (reviewed by ED), administer a daily "do now" in	No additional cost; Responsibility is included within the scope of duties for the Executive

			certain subjects (which tests the material learned from the day before, and would be included in the materials provided to the ED for review), keep track of notes during independent practice and individual conferences through a provided template (as discussed in #3 above). In addition to the review of materials, teachers receive weekly (and twice-weekly for new teachers) observations, as well as daily "drop in" observations to check on how teachers are incorporating these pieces into their daily instruction and offer support from the ED as needed. *Note: The ED has a detailed schedule of observations to ensure we observe on a weekly basis but also to rotate the time of day we visit a particular reading class as well as to ensure math and reading are being observed with the same frequency.*	Director and Teachers
5. Administer six-week assessments. Teachers will use data gathered to inform daily lesson planning and how best to group students based on skill level (students will be moved into different small groups as often as their need or ability changes).	Ongoing - every six weeks during the school year	Executive Director and Teachers	Teachers have participated in creation of the assessments and have a specified date on the calendar when they administer this assessment. Analysis and implementation of results is immediate. As a grade, we will look at the ability levels of each small group and use data from assessment to have fluid movement between groups.	No additional cost; Responsibility is included within the scope of duties for the Executive Director and Teachers
6. Use a sophisticated data tracking	Ongoing –	All staff will have	Entire staff will receive technology	Training

program like Kickboard. With this system teachers can upload any assessment data and both teachers and administrators are able to immediately see standards that need to be retaught and students that are high priority and needed to be targeted to receive additional instruction. The program is able to print off easily understandable summaries of student achievement that can be used in forums from grade-level meetings to Governing Board meetings.	updated daily during the school year	access and be able to use this system	training on how to use the program during summer professional development. Expectations for frequency of uploading data will be written in the staff handbook. *Note: The proposed Executive Director, Julia Meyerson, has already received several demos of the program and can "tweak" the program based on Vista College Prep needs.*	included within monthly fee of $15 per user
7. Review student progress toward proficiency and with Governing Board. All student achievement data is shared on an academic dashboard with the Board at our monthly meeting.	Monthly during the school year	Governing Board Executive Director (reports)	Every month the board will be presented an overview of student academic performance. The dashboard will have progress-to-date, benchmarks as to how we compare against other charter schools across the country at that point in the year, as well as year-end goals. If insufficient progress is being made toward goals, the Board will give a directive to the school leader that changes need to be made (and possibly allocate additional resources if needed). All actions will be reflected in the minutes.	No additional costs anticipated (however, depending on the situation, the board may adjust the budget if targets are not met).
8. Evaluate the efficacy of the Vista College Prep monitoring and documenting of student proficiency. Make any necessary changes to increase student achievement.	Ongoing – daily throughout the school year	Executive Director and Teachers	Using information and feedback gathered from teachers during weekly debriefs (specifically on ease and use of Kickboard and templates for recording notes on students during independent practice), the Executive Director has a designated time on her calendar each week to evaluate feedback and modify the system as need be.	No additional cost; Responsibility is included within the scope of duties for the Executive Director

			If student results are not where they need to be, based on our pre-determined benchmarks, we will look at this strategy and determine if we can increase student academic achievement by adjusting this area of our program.	

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. Create a formal evaluation template and teacher evaluation rubric and clearly review and all expectations during summer professional development.	Evaluation template by March 2013 (revised as needed) Training is conducted in July 2013	Executive Director	Template and rubric are created, with the focus on how teachers are improving student achievement. Summer professional development calendar identifies the date and time during which teacher evaluation will be covered.	No additional cost; Responsibility is included within the scope of duties for the Executive Director
2. Create a formal evaluation and rubric for Executive Director, to be used on an annual basis by the Governing Board.	By March 2013 (revised as needed)	Executive Director and Governing Board	Template and rubric are created, with the focus on how the Executive Director is improving student achievement.	No additional cost; Responsibility is included within the scope of duties for the Executive Director and Governing Board
3. Create multiple summer professional development sessions on the delivery of high quality reading instruction, the planning of high quality reading instruction (focus on gradual release, "I/We/You"), and opportunities for differentiation in high quality reading instruction.	Sessions created by March 2013 and delivered in July 2013	Executive Director (plus identify a possible guest speaker from Building Excellent Schools or AZ Charter Schools Association that can	Sessions are created and reviewed with experts in the field (Building Excellent Schools, Arizona Charter Schools Association staff). Teachers have copies of all presentations during summer professional development.	No additional cost; Responsibility is included within the scope of duties for the Executive Director

		speak to the delivery of high quality reading instruction)		(guest speaker would be included in follow-on support from the AZ Charter Schools Association)
4. Create summer professional development sessions on the Vista College Prep purchased reading curriculum (with a focus on how we align the curriculum to the Vista College Prep standards).	Sessions created by March 2013 and delivered in July 2013	Executive Director	Sessions are created and reviewed with experts in the field (Building Excellent Schools, Arizona Charter Schools Association staff).	No additional cost; Responsibility is included within the scope of duties for the Executive Director
5. Identify off-site opportunities for teachers to attend quality reading workshops and professional development to bring back best practices and share with their colleagues.	By July 2013 and ongoing	Executive Director	Teachers are sent to as many quality professional development sessions as possible, using our national (i.e. Building Excellent Schools Weekend Warrior Series, Uncommon Network trainings) and local (i.e. AZ Charter Schools Association) network of resources. These opportunities are sent to teachers with as much notice as possible. To account for teachers being off campus we will create multiple iterations of the schedule so that we are always prepared to cover a class if a teacher is off campus (or ill).	Cost included in the Membership Dues, Registrations, & Travel line item of Vista College Prep's budget
6. Conduct weekly grade level meetings designed to analyze student performance data, identify action steps for high priority students and discuss additional areas of support needed by teachers from	Ongoing – weekly during the school year	Executive Director and Teachers Y2 – Possible grade-level leader who will	Teachers will receive a calendar of standing internal meetings throughout the school year, including their grade-level meeting.	No additional cost; Responsibility is included within the scope of

administration to ensure all students are on the path to mastery.		lead meetings	Agenda for the meeting is sent by the Executive Director in year one, and a grade-level leader in year two. The content of these meetings is driven entirely by the needs and level of students.	duties for the Executive Director and Teachers
7. Conduct weekly professional development for all teaching staff for 2.5 hours. This time is used to address not only strategies to improve instructional delivery, but also additional opportunities to share best practices across the grades (frequent use of video, role plays), break up into reading working groups (as there will be at least one-two teachers per grade who write all of the reading lesson plans for the specified grade), and continue to monitor student progress toward proficiency. Each session is designed to support the effective implementation of the Vista College Prep reading curriculum.	Ongoing – weekly during the school year Weekly presentations created by July 2013	Executive Director and Teachers	Teachers will receive a calendar of standing internal meetings throughout the school year, including the weekly whole-school professional development. Weekly professional development in large part will be impacted by the needs of the school, teachers and students during any given week. However, prior to school starting we will have outlined the key concepts we want to address throughout the year (i.e. Doug Lemov teaching strategies) and created all presentations designed for different levels of teacher experience as the year progresses. Agendas for each weekly meeting will be sent out the day prior. Video has been captured by the ED or other teachers, uploaded on the shared drive and ready for peer-review. All expectations for weekly professional development will be written out in the staff handbook (including the expectation to bring all relevant student performance data to	No additional cost; Responsibility is included within the scope of duties for the Executive Director and Teachers

			this meeting).	
8. Conduct ten days of staff development throughout the school year (*note: while the focus of these days may be on a variety of skills like instructional delivery or a particular teaching strategy, the ultimate purpose of the day is increasing student proficiency*). Five of those days are entirely devoted to data analysis following the six-week interim assessment.	Ongoing – 10 designated staff development days during the school year	All staff (excluding Office Manager and Manager of Business and Operations for reading specific development)	The ten days are recorded on the school calendar sent to staff, parents, and students. Attendance is taken during every staff development day. Presentation materials and agenda are created and made available to teachers and staff.	No additional cost; Responsibility is included within the scope of duties for all applicable staff members
9. Conduct weekly (or twice weekly for brand new teachers) observations and debriefs with every teacher. Often the teacher is videotaped so that the Teacher and ED can review the tape during the debrief meeting. Process created for video and upload of video. *Note: We will also review video constantly throughout the weekly professional development sessions, in that we are always trying to improve our teaching practice.*	Ongoing – weekly or twice-weekly during the school year Video Process and Library created by June 2013	Executive Director and Teachers	Template for teacher observation has been filled out and Teacher and ED have a copy during the meeting. Video has been recorded—if there is a demonstration of a best practice, the video is uploaded to the shared drive and can be searched for based on the best practice that was captured. Teachers and ED have access to the share drive and upload video according to process. Teachers also have access to a library of best practices based on past observation by the Lead Founder. Teacher and ED review the document discuss progress and action steps are recorded on observation form. ED is back in classroom the next day to look for evidence of implementation on any areas identified for improvement.	No additional cost; Responsibility is included within the scope of duties for the Executive Director and Teachers
10. Assign teachers personal growth goals to work on throughout the month.	Ongoing – weekly or	Executive Director and Teachers	Template for teacher observation has been filled out (including monthly	No additional cost;

During the weekly or twice-weekly debrief meetings (immediately following classroom observations), we will debrief the strengths/growth points of the lesson, and we will also address the teacher's progress toward their personal growth goal (i.e. likely based on Doug Lemov teaching strategies like Ratio, Strong Voice and 100%).	twice-weekly during the school year		goal). Teacher and ED have a copy during the meeting. Teacher and ED review the document discuss progress and action steps are recorded on observation form. ED is back in classroom the next day to look for evidence of implementation on any areas identified for improvement.	Responsibility is included within the scope of duties for the Executive Director and Teachers
11. Create daily schedule to allow for at least two hours of preparation/planning time for teachers (includes prep period during the school day, as well as required afterschool planning time).	By July 2013 (and revised every summer or as needed throughout the school year)	Executive Director	Daily schedule is completed and teachers receive during summer professional development.	No additional cost; Responsibility is included within the scope of duties for the Executive Director
12. Provide frequent and actionable feedback during "drop in" visits to teachers. The feedback given during these visits is usually immediate and a quick fix (i.e. teacher is unknowingly standing with his/her back to a portion of the classroom, so ED gives a nonverbal cue to have the teacher rotate his/her body).	Ongoing – daily throughout the school year	Executive Director	The ED will send a follow-up email to a teacher after a quick "drop-in" visit, discussing the strategy that was addressed and addressing any areas for follow-up. Receiving feedback "in-the-moment" will be discussed during summer professional development (ED will constantly role-play what this looks like) so teachers understand the active role the administration will play in daily lesson plan delivery.	No additional cost; Responsibility is included within the scope of duties for the Executive Director
13. Conduct formal evaluation of the teachers using created template and rubric.	Mid-year (around February)	Executive Director	Completed evaluation form for teachers that identifies strengths and weaknesses, indicates their progress on the rubric, and specific action steps for the upcoming semester.	No additional cost; Responsibility is included within the scope of

				duties for the Executive Director
14. Conduct formal evaluation of the Executive Director using created template and rubric.	Mid-year (around February)	Governing Board	Completed evaluation form for the Executive Director that identifies strengths and weaknesses and specific action steps for the upcoming semester.	No additional cost; Responsibility is included within the scope of duties for the Governing Board