Performance Management Plan (PMP) Template

Applicant Name: Western School of Science and Technology, 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	76.1% proficiency for 2014-15	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.	Median SGP 53.5	

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. Hire Highly Qualified (HQ) classroom teachers. HQ Special Education Director/Teacher will be identified in the hiring process to also serve as an on-staff classroom teacher. All teaching staff are philosophically aligned with the school's educational philosophy, demonstrate an understanding of the Arizona Common Core State Standards for Reading, are willing to participate in ongoing applied professional development and have a strong work ethic.	Already began by July 1, 2014 and completed by the first day of staff development on July 7, 2014, and the first day of staff development each year thereafter.	School Director	All hiring paperwork, including interview notes and final employment agreement. Notes may include but will not be limited to: education background, special training, positive referrals/references from previous jobs, experience, character background, ability to communicate, ability to work in a team environment, evaluations, community participation, attitude, enthusiasm, professional dress, certification, acceptance of Western Tech: CFA program of instruction and overall	There is no additional cost; this action step is part of the job description and compensation of the School Director.

			objectives of the charter school. Highly Qualified Attestation forms are sufficiently completed with all requirements. Copies are available in the front office.	
2. Create clear and measurable Western Tech: CFA internal Reading standards aligned to the Core Knowledge Reading content where applicable, requirements of Advanced Placement courses where applicable, and Arizona Common Core State Standards for Reading for each grade level or course. Standards will also be backwards-aligned to the requirements of the ACT test. Internal standards will be styled "Essential Learning Outcomes", or "ELOs".	By the end of the second week of staff development; July 18, 2014, and by the end of the second week of staff development each year thereafter.	Teachers, assisted and supported by the School Director	Complete internal Reading standards for every grade level. All standards are based upon Core Knowledge Reading content and Arizona Common Core State Standards for Reading. Standards alignment documents are available.	There is no additional cost; this action step is part of the job description and compensation of teachers.
3. Using the Western Tech: CFA ELOs based upon the Arizona Common Core State Standards for Reading, develop grade level or course and school-wide yearlong curriculum scope and sequence documents to list topic/skill sequence and timeline in a coherent manner.	By the end of the second week of staff development; July 18, 2014, and by the end of the second week of staff development each year thereafter.	Teachers, assisted and supported by the School Director	Completed outlines of yearlong curriculum scope and sequence documents that include domain-based topics to be taught each month in each grade level. Copies are available on the school's website and in the front office.	There is no additional cost; this action step is part of the job description and compensation of teachers.
4. Using the Western Tech: CFA internal scope and sequence documents for Reading develop grade level or course curriculum pacing guides to specify when content and standards will be taught.	By the end of the second week of staff development; July 18, 2014, and by the end of the	Teachers, assisted and supported by the School Director	Completed domain-based curriculum pacing guides specifying content and standards to be taught. Copies are available on the school's website and in the front office.	There is no additional cost; this action step is part of the job description and compensation of teachers.

	second week of staff development each year thereafter.			
5. Acquire required curricular materials for the effective delivery of the Western Tech: CFA ELOs, scope and sequence documents, and pacing guides.	By the end of the third week of staff development; July 25, 2014, and by the end of the third week of staff development each year thereafter.	School Director, based upon recommendations of teachers	Access codes for curricular materials will be documented and made available to teachers.	$0; Curriculum & Resource Materials and Instructional Consumables are assumed to be either teacher-created or free, open-source, and online through the usage of hybrid learning, through the TeamCFA Educational Technology Committee, or through participation in free curriculum effectiveness studies with research-based curricula from Arizona State University.
6. Align acquired curricular materials to Western Tech: CFA pacing guides for each grade level or course.	By the end of the third week of staff development; July 25, 2014, and by the end of the third week of staff development each year thereafter.	Teachers, assisted and supported by School Director	The pacing guides are revised to detail alignment to the purchased curricular materials. Copies are available on the school's website and in the front office.	There is no additional cost; this action step is part of the job description and compensation of teachers.
7. Using Galileo assessment software, create summative year-end Reading assessment for each grade level or course aligned to Western Tech: CFA ELOs and Arizona Common Core State Standards for Reading.	By the end of the third week of staff development; July 25, 2014, and by the end of the third week of staff development	Teachers, assisted and supported by School Director	Summative year-end Reading assessment for each grade level.	Year 1: $1,600; Year 2: $2,400; Galileo assessment software included under "AIS: Other" line item.

	each year thereafter.			
8. Based upon summative year-end Reading assessments for each grade level or course and using Galileo assessment software, create quarterly internal formative in-class benchmark assessments for each grade level aligned to Western Tech: CFA ELOs and Arizona Common Core State Standards for Reading.	By the end of the third week of staff development; July 25, 2014, and by the end of the third week of staff development each year thereafter.	Teachers, assisted and supported by School Director	Four formative assessments for each grade level aligned to Western Tech: CFA ELOs and Arizona Common Core State Standards for Reading.	$1,600; Galileo assessment software included under "AIS: Other" line item.
9. Develop and deliver high-quality, coherent units and lessons to demonstrate a progression of understanding of content and ELOs. Units and lessons will be adjusted to reflect students' data as formative assessment data becomes available.	Ongoing – daily throughout the school year.	Teachers, supported by the School Director and Instructional Coach	Copies of unit and lesson plans will be available for the School Director and/or Instructional Coach while observing each teacher's classroom. Unit and lesson plans should make mention of how each reflects students' needs as determined by assessment results. Depending on a teacher's performance level, unit and lesson plans may be submitted to the School Director and/or Instructional Coach for feedback. Lesson plans include, but are not limited to, the following components: ELOs, big idea, content, skill, vocabulary, formative or summative assessment, and materials and/or resources. Methods of instruction adopted by the school will be reflected in the	There is no additional cost; this action step is part of the job description and compensation of teachers.

			lessons.	
10. Evaluate the effectiveness of Western Tech: CFA's written and adapted curriculum based on student achievement outcomes on benchmark assessments.	Ongoing – after the results of benchmark assessments are analyzed	School Director and Teachers	School Director leads a discussion with each collaborative team about the curriculum and student results. Agenda of the discussion will reflect the curriculum evaluation discussion. Analysis of student achievement outcomes on benchmark assessments will identify strengths and weaknesses of the curriculum. Documented adjustments will be made to meet students' needs.	There is no additional cost; this action step is part of the job description and compensation of teachers and the School Director.
11. Create a review process and identify committee members to annually review, evaluate, and recommend revisions to Western Tech: CFA's written and adapted curriculum, including materials, assessment, and alignment to Arizona Common Core State Standards for Reading.	By May 1′ 2015, and each May 1st annually thereafter	School Director	Documented process for selecting committee members, including application materials to serve on the committee, and final committee selections.	There is no additional cost; this action step is part of the job description and compensation of the School Director.
12. Review, evaluate the effectiveness of, and make revisions to Western Tech: CFA's written and adapted curriculum, including materials, assessment, and alignment to Arizona Common Core State Standards for Reading. Revisions and evaluation will be based upon student achievement on benchmark and summative assessment.	By June 1st, 2015, and each June 1st annually thereafter	School Director and Curriculum Review Committee members	Committee meeting agendas and minutes, including documented revisions to Western Tech: CFA's written and adapted curriculum. The recommended revisions will then be made during the next cycle of curriculum development.	There is no additional cost; this action step is part of the job description and compensation of the teachers who are part of the Curriculum Review Committee, and of the School Director.

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. Create Staff Handbook for Western Tech: CFA to include clear expectations for lesson plans and instructional methods to be used to deliver curriculum and review Handbook and expectations with staff. Expectations will include lesson alignment to Arizona Common Core State Standards for Reading.	Already begun by March 1, 2014 and revised each year by March 1 as needed	School Director	Completed Staff Handbook with all revisions is available on the school's website and in the front office. Documentation is available that the Staff Handbook was reviewed with staff during summer professional development.	There is no additional cost; this action step is part of the job description and compensation of the School Director.
2. Create a formal teacher evaluation and observation template that includes a section regarding integration of Western Tech: CFA ELOs aligned to Arizona Common Core Standards for Reading.	Already begun by March 1, 2014 and revised each year by March 1 as needed	School Director	Evaluation and observation template are created and included in the Staff Handbook.	There is no additional cost; this action step is part of the job description and compensation of the School Director.
3. Provide Western Tech: CFA curricular materials, including Reading ELOs aligned to Arizona Common Core Standards for Reading, to teachers during summer professional development. These documents will be used to create additional standards-aligned curricular materials.	By the end of the second week of staff development; July 18, 2014, and by the end of the second week of staff development each year thereafter.	School Director	Teachers have such documents during summer professional development. Agenda at staff professional development includes discussion of curricular materials.	There is no additional cost; this action step is part of the job description and compensation of the School Director.
4. Create and deliver lesson plans with ELOs aligned to Arizona Common Core State Standards for Reading noted.	Weekly before delivery	Teachers	Copies of lesson plans, including alignment to standards, available in classrooms	There is no additional cost; this action step is part of the job description and compensation of the teachers.
5. Conduct formal teacher evaluations and unannounced informal walk-	Ongoing throughout	School Director and Instructional	School Director and Instructional Coach complete teacher	There is no additional cost; this action step is part of the job description and

through observations, checking for standards alignment.	school year. Each teacher will have two formal evaluations; the number of informal evaluations will depend on a teacher's Teacher Performance Level	Coach	observations. School Director completes teacher evaluations. All observation forms, including Teacher Performance Rubrics with performance indicators regarding integration of Arizona Common Core Standards for Reading, are filed by the School Director. Any teacher who does not show evidence of integrating standards according to the Teacher Performance Rubric will have an immediate meeting with the School Director leading to a Performance Plan.	compensation of the School Director and Instructional Coach.
6. Evaluate Strategy II and make changes as necessary.	Ongoing; formal evaluation at the end of each school year by June 30	School Director	Revised Strategy II in PMP that effectively enables school to monitor the integration of state Reading standards into instruction. The review of system results note that there is a discernible effort toward ongoing improvement and refreshing the activities and work products from year to year.	There is no additional cost; this action step is part of the job description and compensation of the School Director.

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. Create school-wide goal that 100% of students will achieve mastery of Reading content and achieve above-average growth in Reading	By the first day of school; July 28, 2014 and by the first day of school annually thereafter	School Director	Goals are posted in the front office and in each classroom.	There is no additional cost; this action step is part of the job description and compensation of the School Director.
2. Administer diagnostic assessments: nationally-normed NWEA MAP assessment to determine how students compare nationally, and Quarterly Common Pre-Assessment using Galileo software aligned to Western Tech: CFA ELOs aligned to Arizona Common Core Standards for Reading.	During the first week of school; July 28-August 1, 2014, and during the first week of school annually thereafter	Teachers	Copy of testing schedule and procedures. Copies of test results.	NWEA MAP assessment costs $10 per student: $2,000 in Year 1 and $3,000 in Year 2; included in "AIS: Other" line item. Galileo assessment software costs Year 1: $1,600; Year 2: $2,400; Galileo assessment software included under "AIS: Other" line item.
3. Use informal formative assessment, including checks for understanding and hybrid learning assignments, to track student performance on Reading ELOs aligned to Arizona Common Core Standards for Reading at the daily lesson level.	Ongoing	Teachers	Teachers will record their formative assessment results in their gradebooks, which will be available to school leaders and parents. During informal observations and formal evaluations, the School Director and/or Instructional Coach will specifically observe for the usage of informal formative assessment techniques. Results of such observations and evaluations will be filed by the School Director.	There is no additional cost; this action step is part of the job description and compensation of the teachers.
4. Hold Results Meetings to analyze the	Ongoing;	Teachers in	Teachers will submit the	There is no additional cost; this action

performance of students on the past two weeks' informal formative assessments according to a defined protocol. Teachers will then adjust instruction according to the results of Results Meetings.	every two weeks	collaborative teams	minutes of their Results Meetings to school leadership. Lesson plans will reflect any adjustments to instruction.	step is part of the job description and compensation of the teachers.
5. Administer formative assessments: nationally-normed NWEA MAP assessment to determine how students compare nationally, and Quarterly Common Assessments aligned to Western Tech: CFA ELOs aligned to Arizona Common Core Standards for Reading.	At the end of each quarter for Quarterly Common Assessments: October 1-2, 2014, December 22-23, 2014, and March 11-12, 2015, and at the end of each quarter thereafter. At the midpoint of the school year for NWEA: December 22-23, 214, and at the midpoint of the school year annually thereafter.	Teachers	Copy of testing schedule and procedures. Copies of test results.	NWEA MAP assessment costs $10 per student: $2,000 in Year 1 and $3,000 in Year 2; included in "AIS: Other" line item. Galileo assessment software costs Year 1: $1,600; Year 2: $2,400; Galileo assessment software included under "AIS: Other" line item.
6. Conduct quarterly Data Analysis Meetings between the collaborative teams and School Director to analyze the performance of students on the	Ongoing on Data Days; October 3, 2014,	Teachers and School Director	Teacher Action Plans will be submitted to school leadership. Lesson plans will reflect the	There is no additional cost; this action step is part of the job description and compensation of the teachers and School Director.

past quarter's Quarterly Common Assessment according to a defined protocol. Teachers will then create Teacher Action Plans according to the results of Results Meetings.	January 5, 2015, and March 13, 2015, and the after each Quarterly Common Assessment thereafter.		changes noted in the Teacher Action Plans.	
7. Create and update grade-level appropriate documentation (e.g. graphs, charts) displaying results of student Reading proficiency with individual assessment results for unit assessments, and benchmark assessments.	After each Quarterly Common Assessment	Students, Teachers	Student portfolios with graphs updated regularly. Graphs are made by students.	There is no additional cost; this action step is part of the job description and compensation of the teachers.
8. Use a data tracking platform such as Galileo to aggregate, disaggregate, and analyze data on the individual student, classroom, course, grade, and school-wide level. Such a system will assist teachers and school leaders in identifying questions, ELOs, standards, or topics that require additional or different instruction. Galileo will also allow for comprehensive and comprehendible sharing of data with all stakeholders, including parents and Governing Board members.	Ongoing	All staff will have access to use this system	Galileo reports will be generated and filed at the end of each assessment cycle.	Galileo assessment software costs Year 1: $1,600; Year 2: $2,400; Galileo assessment software included under "AIS: Other" line item.
9. Re-tier students in the RTI model according to assessment results.	Ongoing – after the results of assessments are analyzed.	Teachers	Teachers will include students' RTI groupings in the minutes of collaborative team meetings that are submitted to the School Director, explaining data-based rationales for any changes in tiers.	There is no additional cost; this action step is part of the job description and compensation of the teachers.
10. Review progress towards goals	Monthly,	School Director,	Board meeting minutes,	There is no additional cost; this action

stated in Performance Management Plan. All student academic achievement data is shared on the Academic Dashboard and discussed with the Governing Board during each monthly meeting.	during each Governing Board meeting	Governing Board members	depicting Academic Dashboard, will be public record.	step is part of the job description and compensation of the School Director.
11. Deliver summative institutional assessments, including Quarter 4 Quarterly Common Assessment s using Galileo assessment software, PARCC, AP, PSAT, and NWEA.	In the second semester of each school year.	Teachers	Copy of testing schedule and procedures. Copy of student test results.	NWEA MAP assessment costs $10 per student: $2,000 in Year 1 and $3,000 in Year 2; included in "AIS: Other" line item. Galileo assessment software costs Year 1: $1,600; Year 2: $2,400; Galileo assessment software included under "AIS: Other" line item. AP tests will cost $4,125 in Year 2; included in "AIS: Other" line item. PSAT tests will cost $1,050 in Year 1 and $2,450 in Year 2; included in "AIS: Other" line item.
12. Using summative institutional assessment results, evaluate Strategy III and make changes as necessary.	Ongoing; formal evaluation at the end of each school year by June 30	School Director	Revised Strategy III in PMP that effectively enables school to monitor the integration of state Reading standards into instruction. The review of system results note that there is a discernible effort toward ongoing improvement and refreshing the activities and work products from year to year.	There is no additional cost; this action step is part of the job description and compensation of the School Director.

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. Create a formal School Director evaluation and observation template that includes a section regarding integration of Western Tech: CFA ELOs aligned to Arizona Common Core Standards for Reading.	By March 1, 2014 and revised each year by March 1 as needed	Governing Board	Evaluation and observation template are created and included in the Staff Handbook.	There is no additional cost; this action step is part of the job description of the Governing Board.
2. Create a formal teacher evaluation and observation template that includes a section regarding effective implementation of the Western Tech: CFA curriculum.	By March 1, 2014 and revised each year by March 1 as needed	School Director	Evaluation and observation template are created and included in the Staff Handbook.	There is no additional cost; this action step is part of the job description and compensation of the School Director.
3. Create and deliver multiple summer professional development sessions on the creation of effective, rigorous, and standards-aligned Reading ELOs, scope and sequence documents, and pacing guides, integrating Arizona Common Core Standards for Reading into lesson plans and instruction, the creation of rigorous standards-aligned Quarterly Common Assessments, planning and delivery of effective Reading instruction, best practices for instruction, the effective usage of hybrid learning for Reading instruction, opportunities for differentiation in Reading instruction, usage of assessment data to drive instruction, effective co-observation techniques, norming grading policies among collaborative teams, and proper and effective collaborative team Results Meetings and Data Analysis Meetings.	Sessions created by June 30 annually. Sessions delivered during summer professional development; July 7-23, 2014, and during summer professional development annually thereafter.	School Director, but may include outside professional development from the Arizona Charter Schools Association Quality Schools Program and Core Knowledge Foundation	Sessions are reviewed by education experts. Teachers have copies of all presentations and materials from sessions.	$14,105 in Year 1 and $14,528.15 in Year 2 for the Arizona Charter Schools Association Quality Schools Program and $5,000 in Year 1 and 2 for the Core Knowledge Foundation outside professional development; included in the “Professional Development” line item.
4. Survey teachers on needs for	By the last	School Director	School Director will file results	There is no additional cost; this action

differentiated and need-based professional development opportunities.	day of summer professional development, and ongoing quarterly thereafter.		of surveys.	step is part of the job description and compensation of the School Director.
5. Identify off-site opportunities for teachers to attend workshops on best practices for Reading instruction.	By the last day of summer professional development, and ongoing quarterly thereafter.	School Director	Professional development calendar	There is no additional cost; this action step is part of the job description and compensation of the School Director.
6. Conduct teacher co-observations.	Ongoing	Teachers	Teachers will record and file notes from co-observations.	There is no additional cost; this action step is part of the job description and compensation of the teachers.
7. Conduct weekly content area collaborative team meetings to discuss student performance, share best practices, debrief from teacher co-observations, and conduct action research projects. Collaborative teams will also formulate any requests for additional support from school leadership.	Weekly on Fridays during collaborative team sessions	Teachers, supported by School Director	Teachers will develop agendas and submit minutes from collaborative team meetings to school leadership.	There is no additional cost; this action step is part of the job description and compensation of the teachers.
8. Conduct teacher observations and evaluations to determine additional areas to support teachers in effective implementation of Reading instruction.	Ongoing	School Director and/or Instructional Coach	School Director and Instructional Coach complete teacher observations. School Director completes teacher evaluations. Results will be used to determine additional areas of support for staff.	There is no additional cost; this action step is part of the job description and compensation of the School Director and/or Instructional Coach.

9. Based upon the results of teacher observations and teacher evaluations, conduct coaching sessions with individual teachers to improve their practice based upon identified areas for additional support.	Ongoing	Teachers, School Director and/or Instructional Coach	School Director and Instructional Coach complete teacher observations. School Director completes teacher evaluations. Collaboratively, Teachers and the School Director and/or Instructional Coach will determine Action Plans; School Director and/or Instructional Coach will then complete a follow-up observation to ensure Teachers are implementing Action Plans.	There is no additional cost; this action step is part of the job description and compensation of the teachers, School Director and/or Instructional Coach.
10. Conduct bi-monthly school-wide professional development sessions which may be differentiated. Sessions will be based upon needs identified by survey feedback, collaborative team requests, or the results of observations or evaluations. Each session will specifically address the effective implementation of the Western Tech: CFA Reading curriculum.	Ongoing; bi-weekly on Fridays throughout the school year	School Director, Instructional Coach, Teachers, and/or outside experts	Agendas for each professional development session will be filed. Materials for each session will be made available to staff.	There is no additional cost for development delivered by the School Director, Instructional Coach, and/or teachers; this action step is part of the job description and compensation of the School Director, Instructional Coach, and/or teachers. $14,105 in Year 1 and $14,528.15 in Year 2 for the Arizona Charter Schools Association Quality Schools Program and $5,000 in Year 1 and 2 for the Core Knowledge Foundation outside professional development; included in the "Professional Development" line item.
11. Evaluate effectiveness of Professional Development, and revise when needed.	Twice each school year, in January and June.	School Director	Survey results and teacher walk-through forms; revised Professional Development schedules.	There is no additional cost; this action step is part of the job description and compensation of the School Director.