



Wasatch Peak Academy

The Wasatch Peak Academy Performance-based Compensation Plan for the 2010-11 school year was finalized in March of 2010 after eight months of collaboration between the WPA staff, Board, and school community. The program follows the 40/40/20 funding criteria set by the pilot guidelines with compensation targeting Quality Instruction, Student Performance and Community Satisfaction. Following is a brief overview of how the plan will be administered.

Quality Instruction

Three tools will be used to assess teacher instruction. Through principal observations a *Checklist of Essential Components of Literacy Instruction* will be employed to award points to teachers for competency in each of the essential reading components. Fifty percent of the Quality Instruction funds will be awarded through this Literacy Evaluation. Teachers will complete *A Self Reflection according to the Utah Professional Teaching Standards*, worth twenty percent of the Quality Instruction funding, earning points for performance defined in the five Utah Teacher Standards and the Spanish and Service Learning Standards written to assess our specific charter goals. The third evaluation tool is a *Bonus Rubric* completed by the Principal for each teacher worth thirty percent of the Quality Instruction funding. The rubric also aligns with The Utah Teacher Standards, but will focus on yearly goals set by the principal and staff to evaluate progress on those standards with a year-long look at instruction that has supported specific components of the standards. A total number of points earned from these three evaluation tools will be assessed a dollar amount and *each teacher will earn a differentiated award in Quality Instruction*. Any excess funds in this area will be awarded to teachers who may have earned up to five additional outstanding performance points on the Literacy Evaluation. Special Education teachers are part of grade level teams and participate fully in this plan.

Student Performance

Proficiency goals determined by school, grade level and individual teachers will be set for the 2010-11 school year. Sixty percent of the Student Performance funds will be awarded for student progress using whole school or grade level student scores on the Utah Language Arts CRT tests or DIBELS (assessment for grades without available CRT data). There will be a school wide reading competency goal determined by the staff, awarding every teacher twenty percent of the student performance points for reaching that goal. Grade level reading proficiency goals will also be set by teams of grade level teachers and points awarded for their students' performance on the State CRT or DIBELS assessments. Forty percent of the student performance dollars will be distributed to grade levels meeting their goals. WPA is vested in individual student progress, thus we have developed a third criteria to review individual student performance, not always evident on state testing. Teachers will develop individual student plans by completing two case studies on individual students in their class. They will set three goals for each student and receive forty percent of student performance funds if students reach two of the three goals set by the teacher.

Community Satisfaction

100% of the Community Satisfaction funds will be awarded to teachers from points earned on *The WPA Spring Parent Survey*. The scoring on the teacher section of the survey rates individual teachers in twelve areas ranging in responses from "strongly agree" to "strongly disagree". An average score per teacher is calculated by the survey program and teachers will be awarded a dollar amount ranging from zero to four hundred dollars for their score. Any reserve funds in this area will be divided equally between the three teachers with the highest score.