RENEWAL PERFORMANCE MANAGEMENT PLAN
Academy of Excellence, Inc.

INDICATOR:[1] ___Math __**X** Reading **DURATION OF THE PLAN**[2]**:** Begins: August 30 , 2010 To: June 30, 2014

MEASURE*	METRIC*	CURRENT STATUS*	End Target For This Plan*[3]
AIMS State standardized assessment	**2008 – Phoenix - Performing** **Coolidge - Performing** **2009 - Phoenix- Performing Plus** **Coolidge - Performing** **2010 - Phoenix Performing** **Coolidge- Performing** **2011 – Grade D/Coolidge (No Grade)** **Phoenix and Coolidge Campuses made AYP 2008, 2009, 2010, and 2011.** **All students (including students with disabilities, English language learners, and the economically disadvantaged and racial/ethnic subgroups) will attain 5% proficiency or better in reading/language arts, when comparing 2011 to 2012AIMS Total Reading scores, the number of third through eighth grade students meeting or exceeding the standards will increase at least 5.0% (from 60.1 to 65%).** The 2010 AIMS Reading Scores were as follows: Grade 3 - 18% Meet or exceed		**All students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) will attain proficiency or better in reading/language arts, by 2013-2014**

	Grade 4 - 28%Meet or Exceed Grade 5 - 25% Meet or Exceed Grade 6 - 10% Meet or Exceed Grade 7 - 78% Meet or Exceed Grade 8 - 43%--Meet or Exceed The 2011 AIMS Reading Scores were as follows: Grade 3 - 56% Meet or exceed Grade 4 - 44%Meet or Exceed Grade 5 - 36% Meet or Exceed Grade 6 - 67% Meet or Exceed Grade 7 - 54% Meet or Exceed Grade 8 - 50%--Meet or Exceed		

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Schedule time for department meetings to review Reading Curriculum Maps and share effective strategies for faculty to strengthen literacy development across all content areas.	August 2011 - ongoing	K-8 Teachers/Administrators	Highly active Leadership Team: facilitate teacher-leader data analysis meetings after each interim assessment and maintain focus on the process throughout the year Build by Borrowing: Identify and implement best practices from high-achieving teachers & schools: visit schools/classrooms, share & disseminate resources/strategies Agenda Notebooks and Subject area/grade-level discussions notes on reading and writing strategies. Beginning all classes with reading relevant to the day's work Lesson Plans.	**0**
2. Locate and use a variety of texts in subject areas and expand classroom libraries related to content.	June 2011	K-8 Teachers, Director, Community Partner Donations	Classroom Library Content upgraded. Selected Book Donation from Links', Inc. for individual students, classrooms and School Library. 600 + books have been purchased for both school and student home libraries	$6000 donation over 2 years
3. Evaluate, select and purchase Technology resources to support the reading program	August 2011	K-8 Teachers/Director/Technology Consultant	Academy of Reading and Study Island online tutorials.	Title I $3000

to meet the needs of students scoring in the lowest quartile on the reading assessment.			Access to Smart Boards in each classroom Decreased number of expulsions and suspensions Increased attendance rates Increase credit attainment	
4. Assign certified teachers to teach course content in the K-8 Reading Programs.	Completed July 2011	Director	Reading/Language Arts taught by Certified Teachers Evidence of planning and teaching during building walk-thru Increased academic success of special needs students as measured by state assessments	301-Part B- $10,000

STRATEGY II: Develop and implement a plan for monitoring the integration of the Arizona Academic Standards into instruction.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Utilizing the Board Adopted AOE K-8 Curriculum Maps. Pod teams will coordinate and implement rigorous, standards and research based instruction strategies in all content areas, for all students and instruction across subject areas. **2. Common Core Standard and Curriculum Mapping to begin June 2012.**	August 2011	K-8 Teachers/ SPED Director/ and Director **Partnership with ASU Prep Academy**	Committee Roster, Planning Minutes/notes and agendas, teacher surveys, evaluations, Flexible schedule, time before/after school, restructured days. Teacher lesson Plans. ADE Workshop Attendance	Title II $6500
3. Daily posting of learning objectives	Ongoing	K-8 Teachers/SPED Director	Classroom observations, teacher and student surveys, evaluations.	0

			Lesson Plans	
4. Provide common planning time for teacher teams to engage in classroom-based research.	Ongoing	K-8 Teachers, Mentor Teacher, SPED Director/ and Director	Classroom observations, teacher and student surveys, evaluations. Extended teacher workday to 4:00pm	0
5. Curriculum team will develop and agree upon common assessment practice.	August 2011	K-8 Teachers, Mentor Teacher, SPED Director/ and Director	Committee Roster, Planning Minutes/notes and agendas, presentations of results.	0
6. Create opportunities for classroom visits to observe demonstrations and modeling.	Ongoing	Mentor Teacher Administrators	Classroom observations, teacher and student surveys, evaluations, Administrator notes. ASU Prep Partnership	Title II $1000

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Design and implement instruction that uses formal and informal assessment. • Common Interim Assessments 4-6 times/year • Transparent Starting Point: teachers see the assessments at the beginning of each cycle; they define the roadmap for teaching • Aligned to state tests and college readiness • Aligned to instructional sequence of clearly defined grade level/content Expectations • Re-Assess previously taught standards	Beginning August 2010	K-8 Teachers, Mentor Teacher, SPED Director/ and Director Literacy Coordinator	Identification of multiple modes of assessment across classrooms including interview, Rubrics, teacher generated, Technology assisted, Sample protocols, examined student work, teacher and student surveys. Students can demonstrate clear understanding of classroom expectations and demonstrate ownership of the process of learning. Classroom environment design reflects expectation and honoring of student voice.	0

2. Students will receive a minimum of 120 minutes of differentiated reading instruction each day. This balanced literacy approach includes the teaching of phonemic awareness, phonics, vocabulary, fluency and comprehension at each student's instructional level. These five key instructional components will be fully implemented and include the following: • **Phonemic Awareness** • **Phonics** • **Fluency** • **Vocabulary** • **Comprehension Strategies** The strategies used to teach these components will be through modeling, guided practice and independent exercises leading to individual student assessment. In addition, students will be provided differentiated instruction through literacy stations and guided reading materials that are reading level and age appropriate for all students. Progress will be measured throughout the nine week period using district and classroom cold reads in grades first through fifth. Kindergarten students will	August 2011 and ongoing	K-8 Teachers, Mentor Teacher, SPED Director/ and Director Mentor Teacher, Community Volunteers	Sample protocols, examined student work, teacher and student surveys. Students can demonstrate clear understanding of classroom expectations and demonstrate ownership of the process of learning. Portfolio assessment and student exhibitions Classroom observations, teacher and student surveys, evaluations, Administrator notes. DIBELS Next and Study Island Immediate turnaround of assessment results (ideally 48hrs) User-friendly, succinct data reports include: item-level analysis, standards-level analysis & bottom line results Teacher-owned analysis facilitated by effective leadership preparation Test-in-hand analysis between teacher(s) & instructional leader Deep: moves beyond "what" students got wrong and answers "why" they got it wrong	$1000 for student materials and supplies

be monitored through ongoing kindergarten checklists.				
3. Teachers will analyze the K-3 students' proficiency by tracking the students' DIBEL's data to assist with grouping, planning instruction and developing remedial programs.	August 2010 Ongoing	K-8 Teachers, Mentor Teacher, SPED Director/ and Director	Portfolio assessment and student exhibitions	301-Part B - $3000 Stipends
4. Incorporate performance assessments in classroom instruction. Teachers will analyze the K-3 students. Teachers will begin to track all students' DIBEL's data to assist with grouping, planning instruction and developing remedial programs.	Beginning August 2010 Ongoing	K-8 Teachers, Mentor Teacher, SPED Director/ and Director	Plan new lessons collaboratively to develop new strategies based on data analysis Implement explicit teacher action plans in whole-class instruction, small groups, tutorials, and before/after-school supports Ongoing assessment: utilize in-the-moment checks for understanding and in-class assessment to ensure student progress between interim assessments Accountability: instructional leaders review lesson/unit plans and give observation feedback driven by the action plan and student learning needs. Engaged Students know the end goal, how they did, and what actions they are taking to improve Portfolio assessment and student exhibitions	$500

			Provide grade level reading materials to support silent reading.	
5. Scheduled, school-wide sustained silent reading time (3 to 5 days per week). All students (K-5) will read for at least 20 minutes nightly. All students (6-8) will read for at least 30 minutes nightly.	Ongoing	K-8 Teachers, Mentor Teacher, SPED Director/ and Director	Regularly scheduled progress monitoring reading assessments as part of students' educational experiences. Dailey Reading and writing Log	0
6. Implemented Literacy lab offering small group and one-on-one literacy instruction and remediation for students K-8. By providing individualized reading instruction which targets fundamental skills, The Literacy Lab's trained tutors lead students to higher reading levels and increased confidence.	January 2012 Ongoing	Literacy Coordinator (0.5 FTE) and K-8 Teachers, SPED Director and Director.	All students in Grades 2-8 will spend a minimum of 30 minutes per day in the Literacy Lab. Regularly scheduled progress monitoring reading assessments as part of students' educational experiences. Dailey Reading and writing Log	Title III $1500 for supplies General Fund. $15,500 salaries for coordinators and tutors
7. Implement the Friday Morning Socratic Seminar to integrate reading, Thinking, Speaking and listening for deeper understanding.	Beginning August 2012	K-8 Teachers, Mentor Teacher, SPED Director/ Literacy Coordinator and Director.	Regularly scheduled progress monitoring reading assessments as part of students' educational experiences.	0
8. Implementation Calendar: Begin school year with a detailed calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching (flexible enough to accommodate district changes/mandates) • Utilize data to plan and monitor student progress and to ensure that the literacy action plan is effective.	August 2011	K-8 Teachers, Mentor Teacher, SPED Director/ and Director	Introductory Professional Development: teachers and leaders are effectively introduced to data-driven instruction—they understand how interim assessments define rigor and experience the process of analyzing results and adapting instruction (ADE attended PD events)	0

			Published Calendar Meetings signatures Completed Assessments Portfolio assessment and student exhibitions	
9. Summer Intensive Rewards Reading Program to help students maintain academic momentum will be offered. ***(**Summer 2012 offering contingent upon funding.)***	June 2011 Completed	K-8 Teachers, Mentor Teacher, SPED Director/ and Director	Regularly scheduled progress monitoring reading assessments as part of students' educational experiences.	21st Century $4000
10. Students who regressed on AIMS Reading will be closely monitored to ensure mastery of literacy skills and appropriate strategies will be implemented.	April 2012 Ongoing	K-8 Teachers, Mentor Teacher, SPED Director/ and Director	Regularly scheduled progress monitoring reading assessments as part of students' educational experiences. Portfolio assessment and student exhibitions.	0

STRATEGY IV: Develop and implement a professional development plan that supports effective implementation of the curriculum.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Instruction by Highly Qualified/Certified teachers.	Complete by July of each year	Director	AOE teachers are appropriately certified by the State of Arizona. All teachers are Certified/Highly Qualified (HQ). All teachers will participate in District or State offered professional development in order to maintain HQ status.	(Allocated Teacher Salaries)
2. Engage in coaching, peer	August	K-8 Teachers,	PD calendar is aligned with data-	0

observation, and collaborative planning to implement a common set of literacy strategies.	2011 and ongoing	Mentor Teacher, SPED Director/ and Director	driven instructional plan: includes modeling assessment analysis/action planning and is flexible to adapt to student learning needs. Minutes of planning meetings, teacher surveys, evaluations. Teacher agreement by department or grade level to use common set of literacy strategies	
3. Provide professional development training, classroom support, materials and intensive mentoring necessary for incorporation to help teachers implement strategic reading techniques in daily lesson plans and classrooms implementation.	August 2011 - May K-8 2014	Teachers, Mentor Teacher, SPED Director/ and Director	Professional Development Agendas, Lesson Plans, Classroom observations, teacher and student surveys, evaluations ADE sponsored Staff Development and ASU partnership collaboration.	301-B $5000 teacher Stipends
4. Provide time for constructive feedback and follow-up activities	Ongoing	K-8 Teachers, Mentor Teacher, SPED Director/ and Director	Minutes of planning meetings, teacher surveys, evaluations	0
5. Provide opportunities to attend and present at local, state, and national professional conferences.	February and March of 2012	K-8 Teachers/Director	Teacher presentations to colleagues, conference evaluations • IDEAL • ADE State Literacy Conference • Struggling Readers Training	$1500
6. Provide access to courses in language development that helps teachers understand, honor and use the language that students	August 2011 - ongoing	Director/SPED Director	Professional Development Agendas, Lesson Plans, Classroom observations.	Title II $2500

bring to school as a tool for assisting students in mastering Standard English.				
7. Teachers will communicate with parents via newsletters, phone calls, notes home, conferences and special activities	August 2011	Teachers/Director ASU Volunteer Staff	Teacher presentations to colleagues, conference evaluations Monthly assemblies Parent/Teacher Education Seminar ASU Dream Academy	0

Using the information entered in the "Budget" columns above, please provide a budget total that incorporates all strategies and action steps for each year of the performance management plan's implementation. For "Year 1", please specify the fiscal year (e.g., 2011). The charter holder may add years, as necessary.

Year 1: Budget Total ___$60,000 **Fiscal Year _2011-2012_____**
Year 2: Budget Total ___$60,000_
Year 3: Budget Total ___$60,000