# PERFORMANCE MANAGEMENT PLAN TEMPLATE

Southside Community School

**INDICATOR:**[1] _X_Math ___Reading **DURATION OF THE PLAN**[2]**:** Begins August, 2011 to June, 2014

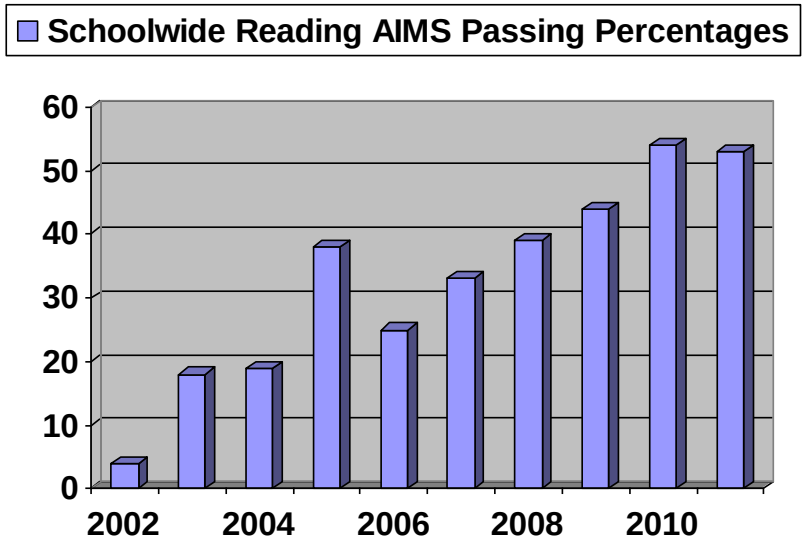
Southside Community School was founded by a Pima County Deputy County Attorney. Christine Curtis volunteered to be the first Community Prosecutor in Arizona, and was assigned into one of the poorest, most gang infested, crime ridden, and underserved neighborhoods in Tucson. What soon became apparent was that the lack of educational opportunity in the neighborhood was a major contributing factor to the misery. Graduation rates were appallingly low; and perhaps worse, many recent high school graduates were functionally illiterate. Drug abuse, child abuse, domestic violence, and homicide were all far too common. There were six homicides within a short six month period in just one small neighborhood. Tragically, the children were the primary victims in all of this. In spite of the negative influences, many of the residents were decent, hard working folks who wanted a better life for their children. At that time, none of the local children were allowed to attend the magnet middle school located in the neighborhood, they were all bused out. The local elementary school had an MAP of (-35). Parents sought a more responsive and respectful approach, and improved academics. Out of these concerns, our school was born: a community-based, 501c3 non-profit charter school.

142 students in Grades 6-7-8 attended our first year, FY02. On early assessments, only one child was at grade level. Most were several or more years below grade level. We decided to add lower grades in order to have a better chance at bringing the students to grade level, eventually becoming a K-9 elementary and junior high school in FY11. We focused on the whole child and family, recognizing that many of our students were hungry, or lived in chaos, with no quiet place to do homework. Mental health

issues, parents in prison, CPS caseworkers, homelessness, and more, are all part of our everyday experience for the past ten years. Yet we chose to be here, exactly where we are, to do something good for the forgotten ones.

We are not a strip-mall for-profit. We are located on a five acre campus, with playing fields, basketball courts, boys and girls sports programs (and trophies!) and computers -- a bonafide neighborhood school. Our students recite a Peace Pledge each morning after reciting the Pledge of Allegiance. We do not tolerate any gang activity or affiliation. Starting from the very first year, we have "ratcheted down discipline, and ratcheted up academics" by which we mean that we add additional discipline expectations and additional academic expectations annually. The parents and students know this and support us. We also early-on decided that "social promotions" were not in the best long term interests of most children. Our 98% NSLP Free Lunch eligible student body has grown to about 250. We have made enormous progress, academically and socially, since our initial year, in spite of numerous challenges, but we need to do even more.

The charts below show our progress from FY02 to FY11, which is remarkable for our population, and where they started, at 4% Meeting on AIMS. Unfortunately, we have also seen some recent declines, which we are addressing as shown in the PMP. We constantly assess, monitor, and adjust, including - where necessary - replacing staff. Our connection to this community is strong, our commitment is authentic, and we are determined to keep improving the chances of our students for successful lives as adults.


Schoolwide Reading AIMS Passing Percentages
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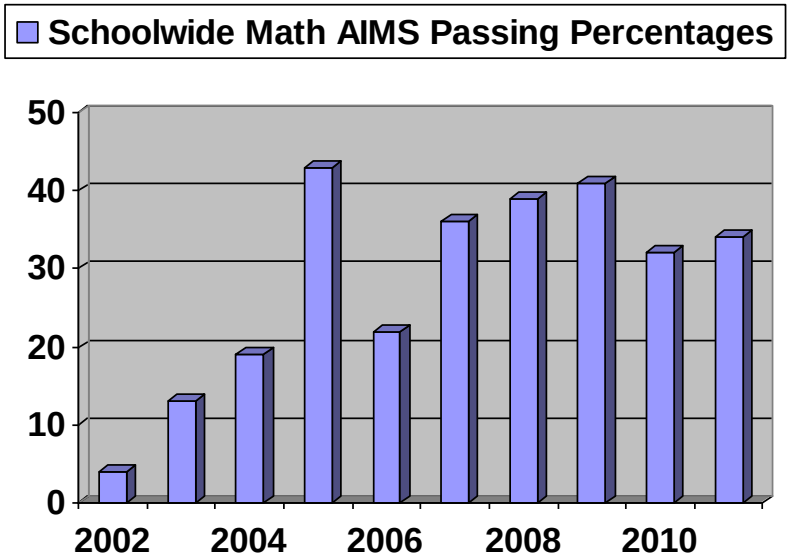
2010


Schoolwide Math AIMS Passing Percentages
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Southside Community School (SCS) has earned the classification of a Performing Plus school in 2010 and 2011 as designated by Arizona Learns, the Arizona Department of Education's school accountability system. This classification has improved from the Performing title given to the school in 2007, 2008, and 2009. SCS serves students in grades K-9. Fiscal year 2011 was the first year for 9th grade.

SCS has a written math curriculum aligned to Arizona State Standards. The curriculum is mapped through Curriculum Mapper. Math instruction is differentiated in every classroom every day. Flexible grouping allows students to work with others at their skill level and work with students of varying skill level to solve problems. Teachers alternate providing written and oral questions for the students to solve and request written and oral responses to the problems. Some manipulatives are provided to help the students solve problems. Students complete math facts weekly in their classrooms and for daily homework. In addition to weekly formal assessments, teachers administer Saxon and Harcourt benchmark tests three times a year to determine their students' achievement and success in meeting the required standards. All teachers offer weekly math tutoring after school for their students and Saturday school is offered for struggling students. Instructional aides, some with BA degrees, are fully utilized in the classroom, pulling out small groups of students and providing one-on-one remedial instruction. AIMS data and Stanford 10 data are analyzed by a data team to determine areas of strength and weakness, reviewed with staff, and used to determine any needed training and curriculum review.

SCS has provided its Elementary teachers with professional development in the Marcy Cook Math Program to implement math centers in the classroom, benefitting all levels of student learners. The program also focused on teaching strategies for critical thinking skills. This training took place in 2009 and the teachers who took part in the program returned to the school to teach the remaining staff members. Students have also benefitted from the school's use of volunteer tutors in the past, including volunteers from

AmeriCorps and engineers from Raytheon. Southside students also receive homework help at the local library, Quincie-Douglas, and the local Boys and Girls club. SCS will partner with all available community resources to serve the students.

SCS offers incentive programs that recognize attendance and academic achievement three times a year and following standardized testing. For the past five years, students in the fifth grade have participated in the county-wide Math Competition hosted by the Sonoran Science Academy. Southside also involves parents of at-risk students in contractual agreements between students and school staff to track the student's progress. SCS does not socially promote students from grade to grade; continual meetings at the departmental level and administrative level identify and monitor potential students to retain throughout the school year, including parent conferences.

SCS is dedicated to providing services to our underserved student population. Students receiving Title I services include those in our ELD program, Special Education, students not passing classes, students not achieving at grade level in math and reading (based on in-house assessments), and students not passing state standardized tests. These students are identified each year and provided with supplemental services to help them meet state standards. Supplemental services include targeted pull-outs, after school tutoring, Saturday School, and eight weeks of free Summer School.

Student proficiency in math is monitored and documented by individual teachers as well as the data team. Teachers administer weekly assessments, along with benchmark tests three times a year, in math and reading to ensure their students are meeting required Arizona Academic Standards.

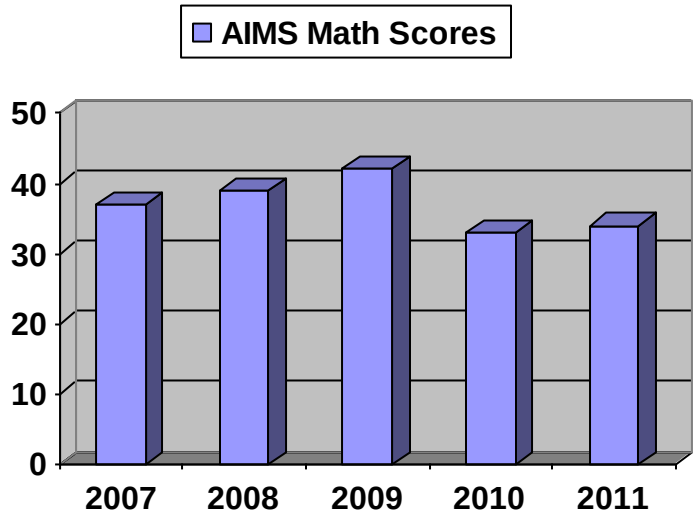
Pupil achievement data is analyzed by the data team after AIMS and Stanford 10 (TerraNova data analyzed 2007-2009). The team determines student achievement on state standards along with prospective areas of teacher training to help students meet those

standards. Each teacher also analyzes his or her benchmark data (three times a year) and formative assessments (weekly) to determine student achievement on state standards and what standards need to be reviewed.

Once the AIMS and Stanford 10 scores are received at the end of each school year, the data team analyzes the data to confirm students are meeting state standards, to identify any areas of strengths and weakness for teacher education and training, and to identify students for Summer School or retention. Individual teachers collect benchmark scores and weekly formative assessment scores on every student in their class. This data drives their instruction. High scores indicate mastery of a standard and low scores indicate a standard needs to be reviewed and retested for evidence of mastery. Teachers also use this weekly and three time a year benchmark data to identify students for Summer School or retention.

The data selected for analysis includes formative assessments and summative assessments. This data enables teachers to see what concepts the students understand and adjust instruction as necessary. It also allows teachers and the data team to determine students' abilities and instructional areas that need extra attention. In addition, the data selected for analysis is from SCS teachers (internal data) as well as from AIMS and Stanford 10 (external data). This helps ensure consistency between teachers' standard based assessments and state standard based assessments.

AIMS math data revealed school wide growth from the 2006-2007 school year through the 2008-2009 school years. Scores declined during the 2009-2010 school year, and increased again during the 2010-2011 school year. TerraNova math scores showed some growth from 2007-2009. Stanford 10 math scores showed a small increase in students' math scores from 2010 to 2011. Southside needs to see a higher percentage of math academic growth each year, especially in second grade.


AIMS Math Scores
50
40
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2007
2008
2009
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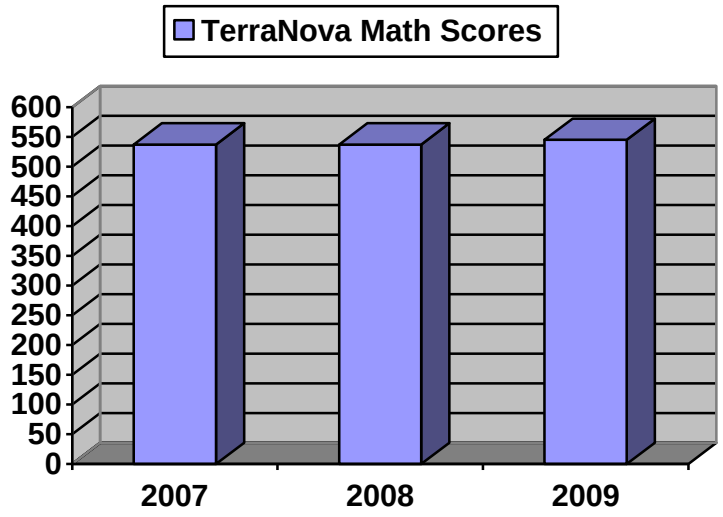
2011


TerraNova Math Scores
600
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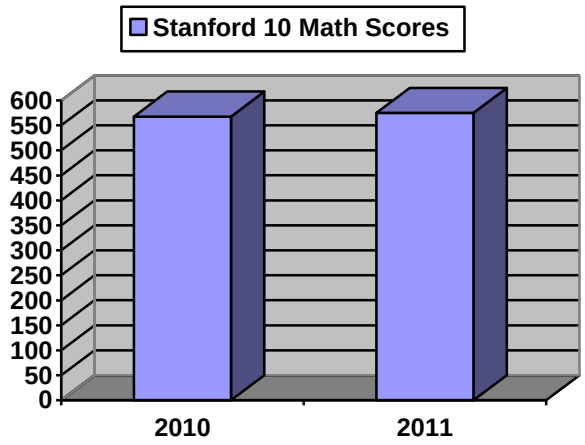
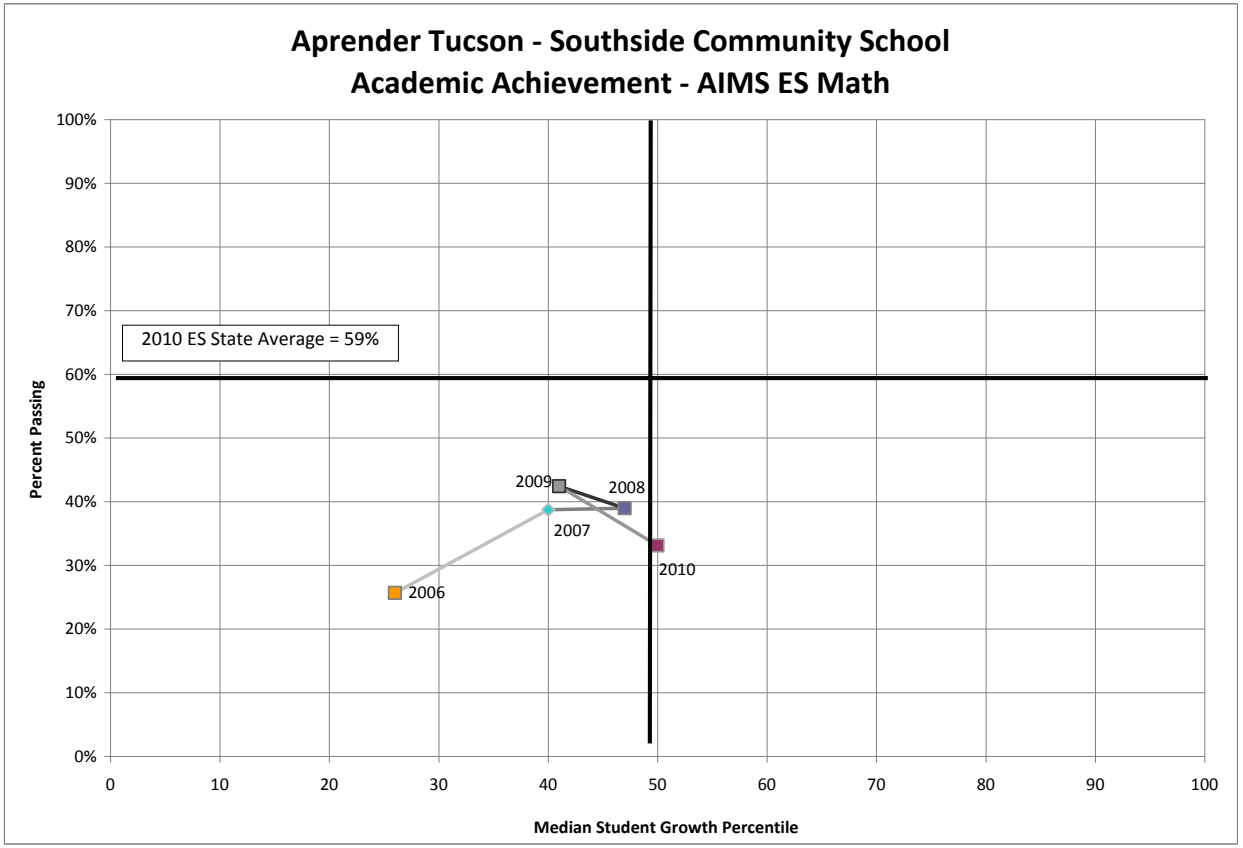



Southside Community School's long-term Math goals include improving student achievement to meet or exceed the Arizona State Board for Charter School's adequate academic performance. SCS will create strategies to meet, or demonstrate sufficient progress toward, the state average percent proficient in math on the state assessment (59%) and strive to continue having a student growth percentile aligned with the state median growth percentile in math (48%). Strategies to accomplish our goals include enhanced: professional development; use of assessment data for student achievement; curriculum development; state standards alignment; and targeted tutoring services.




Southside will improve student Math performance (as measured by Stanford 10 and AIMS) through enhanced assessment analysis and response, tutoring, Saturday School, and Summer School. For targeted students, SCS will need to improve Math performance by more than one grade level per academic year, as measured by teacher assessments and academic specialist assessments. SCS will purchase ETA/Cuisenaire Math manipulatives and curriculum for all grade levels for remedial learning to make abstract concepts more concrete, and utilize Saturday School tutoring, after school tutoring, summer school, and tutoring pull-outs to improve students' math performance. Teachers will receive specific professional development on the use of the manipulatives and

curriculum. Staff will participate in Response to Intervention (RTI) training in the 2011-2012 fiscal year to learn strategies to identify and support students with identified learning and behavior needs. Southside will purchase the Galileo Program to provide research-based assessment information that is detailed and accessible to the respective teachers for immediate application in differentiated instruction. SCS will add a Math Bee beginning Spring 2012 to promote speed and accuracy in math skills. Southside will convert the art room into a tutoring room and continue seeking additional trained volunteers to tutor students.

| MEASURE* | METRIC* | CURRENT STATUS* | End Target For This Plan*[3] |
|---|---|---|---|
| State standardized assessment | Percent (%) of students who score proficient on the State standardized assessment<br>and<br>Student growth percentile (SGP) | (Board staff will enter info here) | Meet or demonstrate sufficient progress toward the level of adequate academic performance as set and modified periodically by the Board. |

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

| Action Steps [4] | Timeline | Responsible Party | Evidence of Meeting Action Steps | Budget |
|---|---|---|---|---|
| 1. Classroom instruction will be aligned to state standards and differentiated individually. | August 2011-May 2012, August 2012-May 2013, and August 2013-May 2014 | Principal, Assistant Principal and Junior High Lead Teacher | Weekly lesson plans and classroom observations and evaluations | all instructional salaries schoolwide |

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|---|---|---|---|---|
| 2. Summer School will offer 5 hours of small group instruction a day for 8 weeks and will be taught by highly qualified staff. While struggling students are targeted for instruction, Summer School is available to all students. | June-July 2012, June-July 2013, and June-July 2014 | Assistant Principal | Student sign-in sheets and staff time sheets | $70,000/yea |
| 3. Math tutoring pull-outs will target Title I eligible students (see narrative for eligibility criteria). | August 2011-May 2012, August 2012-May 2013, and August 2013-May 2014 | Highly qualified contractors and 4 highly qualified Instructional Aides. Additional 3rd party contractors, such as A Road 2 Learning as authorized by ADE. | Tutoring logs | $31,000/year (HQ contractors)<br><br>$119,644/year (HQ Instructional Aides)<br><br>$0 (A Road 2 Learning) |
| 4. After school Math tutoring will offer 1 hour of small group instruction once a week throughout the school year. After school Math tutoring will be taught by highly qualified staff. | September 2011-May 2012, September 2012-May 2013, and September 2013-May 2014 | Teachers | Student sign-in sheets | $0 (included in teacher salaries) |
| 5. SCS will purchase and implement ETA/Cuisenaire Math manipulatives and curriculum for all students for remedial learning to make abstract concepts more concrete. | September 2011-May 2012, September 2012-May 2013, and September 2013-May 2014 | Junior High Math Teacher | Invoices paid; student tutoring logs; teacher and tutor observations | $8,500 |
| 6. Math Bee | Spring 2012<br>Spring 2013<br>Spring 2014 | Junior High Math Teacher and one Elementary teacher | scheduled and completed | $0 |

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| 7. Galileo Program and professional development to implement appropriately in the classrooms | Fall 2011<br>Fall 2012<br>Fall 2013 | Assistant Principal | invoices; classroom observations; on-line data review | $3,800 |
| 8. Saturday School will offer 3 hours of small group instruction each Saturday, taught by highly qualified staff. | January 2012-April 2012, January 2013-April 2013, and January 2014-April 2014 | Junior High School Team Lead | Student sign-in sheets and staff time sheets | $3,000/year |

**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.<br>Assistant Principal will review lessons plans weekly for alignment with state standards. | August 2011-May 2012<br>August 2012-May 2013<br>August 2013-May 2014 | Assistant Principal | lesson plans on the server including standards, strands and performance objectives | $0 |
| 2. Provide professional development for teachers and tutors in curriculum mapping | August 2011-May 2012<br>August 2012-May 2013<br>August 2013-May 2014 | Professional Development Coordinator | sign in sheets and classroom observations | $2,000 |

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| 3.Update, review, and modify as needed and implement curriculum maps to assure effectiveness | August 2011-May 2012 August 2012-May 2013 August 2013-May 2014 | Assistant Principal | curriculum maps in alignment with state standards, teachers following the maps | $0 |
| 4.Create a pacing calendar for each grade level | August 2011-May 2012 August 2012-May 2013 August 2013-May 2014 | Assistant Principal | review pacing calendars for alignment with state standards and the curriculum map | $0 |

**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. Title I coordinator will organize and oversee supplemental tutoring of targeted students eligible for Title I services | August 2011-May 2012 August 2012-May 2013 August 2013-May 2014 | Title I Coordinator | tutoring logs; ILLPs; student cumulative folders | $3,000 |
| 2. Create committee to develop a plan to monitor, document, analyze, and suggest modifications to individual teachers to increase student proficiency | August 2011-May 2012 August 2012-May 2013 August 2013-May 2014 | Title I Coordinator | committee is formed and operational; plan is created and implemented; effectiveness analyzed and modifications as needed are made | $0 |

| | | | | |
|---|---|---|---|---|
| 3. Assess effectiveness of analysis and modifications | August 2011-May 2012 August 2012-May 2013 August 2013-May 2014 | Title I Coordinator and committee and Assistant Principal | Increase student achievement toward state proficiency goals | $0 |
| 4.Document student proficiency | August 2011-May 2012 August 2012-May 2013 August 2013-May 2014 | Title I Coordinator and committee and Assistant Principal | Increase student achievement toward state proficiency goals | $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. DIBELS and ETA/Cuisenaire Math Manipulatives Professional Development | August 2011-May 2012 August 2012-May 2013 August 2013-May 2014 | Professional Development Coordinator | sign in sheets; invoices paid; student tests | $7,000 |

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| 2. Assess needs and ensure consistent, ongoing, effective professional development is delivered covering the content areas of Reading, Writing, Math, Science, classroom management, differentiated instruction, SPED, ELD, and others as identified. | August 2011-May 2012 August 2012-May 2013 August 2013-May 2014 | Title I Professional Development coordinator | assessment done and used to design PD | $2,000/year |
| 3. Math and Reading professional development | August 2011-May 2012 August 2012-May 2013 August 2013-May 2014 | Contractors | sign in sheets; professional development scheduled and conducted; certificates | $18,141/year |
| 4. RTI training | August 2011-May 2012 August 2012-May 2013 August 2013-May 2014 | Contractors | sign in sheets; professional development scheduled and conducted; certificates | $5,000 |

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 __$273,085___ Fiscal Year ___2012_____**
**Year 2: Budget Total ___$251,785___**
**Year 3: Budget Total ____$251,785___**

Notes:
* Provided by ASBCS staff
1 Academic area to be addressed for improvement

2 Duration of the plan must align with the timeline presented in the Action Steps
3 Refer to the Board's level of adequate academic performance
4 Repeat these action steps as necessary to include the appropriate number of steps to accomplish the strategy

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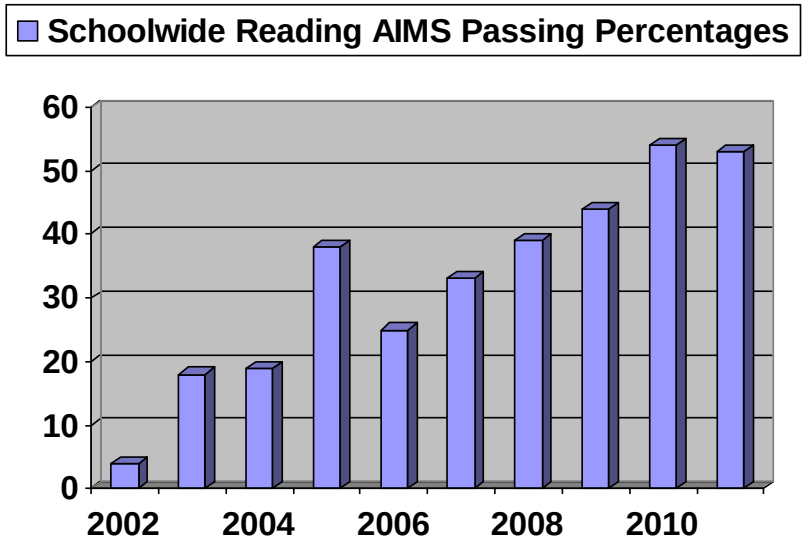
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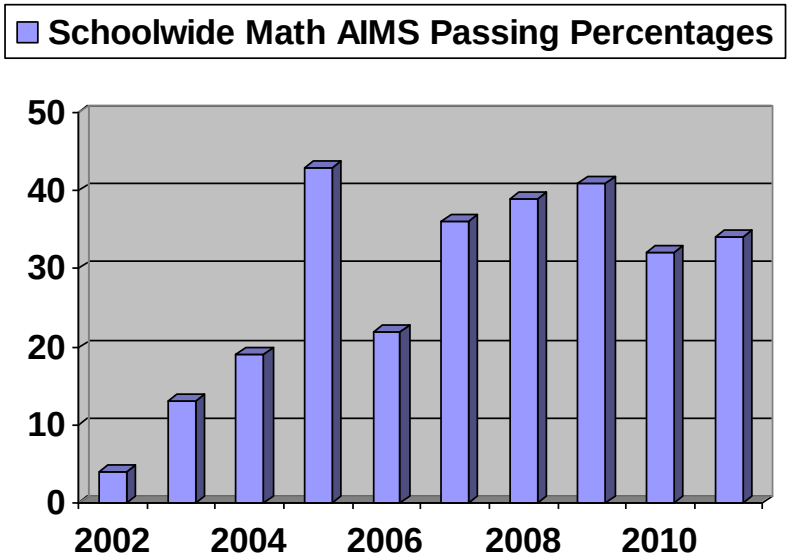
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SCS has a written reading curriculum aligned to Arizona State Standards. The curriculum is mapped through Curriculum Mapper. SCS has provided continued Reading professional development for staff. Reading instruction is differentiated in every classroom every day through leveled books to help students become proficient readers. Students with reading difficulties work with Reading Specialists several times a week to improve their reading skills. All teachers offer weekly reading tutoring after school for their students. Saturday School and Summer School are offered for struggling students. Instructional Aides, some with BA degrees, are fully utilized in the classroom to pull out small groups of students and for one-on-one remedial instruction. Students utilize the school's full, leveled library and participate in the weekly library article-read-write program. Students also utilize the school's computer labs to work on reading programs, including during Saturday School and Summer School. Elementary and Junior High students use laptops in the classroom for literacy enhancement. In addition to DIBELS and AIMSweb benchmark tests three times a year, teachers give weekly formal assessments to determine their students' achievement and success in meeting the required standards. Benchmark data helps determine intervention groups. Teachers also conduct weekly progress monitoring with their Intensive and Strategic readers, as defined by DIBELS and AIMSweb. DIBELS testing takes place 3 times a year. DIBELS/AIMSweb scores, AIMS data, and Stanford 10 data (TerraNova data used from 2007-2009) are analyzed by a data team to determine areas of strength and weakness, reviewed with staff, and used to determine any needed training and curriculum review.

The Beautiful Reading Program, led by a certified Reading Specialist, has helped students become proficient readers for the past two and a half years. The program targets students in grades 3 and up 3 days a week throughout each school year. Students are selected for the program based on DIBELS and AIMS scores, as well as by teacher recommendation. Arizona Academic Standards are integrated into the program to teach students to understand what was read, to read for different purposes, comprehension strategies, as well as vocabulary, phonics, and fluency. Formative and summative assessments drive instruction. The program has markedly improved students' reading proficiency as shown in their AIMS, DIBELS, and Stanford 10 scores.

SCS has employed two professional tutoring agencies, including Principal Tutoring, to target students in the Falls Far Below and Approaches categories according to AIMS, and DIBELS Intensive students. The tutoring helped Southside earn the title Performing Plus School. Southside's Summer School Program incorporated the Read Right program for six weeks in ____. Tutors came to the school to train staff and work with students. SCS has hosted Scholastic Book Fairs twice each year where all students receive two free books at each fair. The school hosts a Family Reading Night during each Book Fair where students read to their families. Southside has also hosted an Author's Night for the past 5 years. Students spend several weeks writing and illustrating a fiction or nonfiction piece in a blank book, and share their books with their families. The school has participated in district/county-wide Spelling Bees for the past 6 years. SCS has used Book Pal Program volunteer oral readers- twice weekly for 1 hour for grades Kindergarten, First, and Fifth. In the past, the school has provided free evening parent/guardian ELL classes to encourage the use of English practice at home and increased parental involvement with students in the school.

SCS has offered incentive programs that recognize attendance and academic achievement three times a year and following standardized testing. Students in grades 5 and 8 have participated in the Lunch with the Superintendant Book Report program in which small groups meet to discuss books.

SCS is dedicated to providing services to our underserved student population. Students receiving Title I services include those in our ELD program, Special Education, students not passing classes, students not achieving at grade level in math and reading (based on in-house benchmark assessments), and students not passing state standardized tests. These students are identified each year and provided with extra services to help them meet state standards.

Student proficiency in reading is monitored and documented by individual teachers as well as the data team. Teachers administer weekly assessments, along with benchmark tests three times a year, in math and reading to ensure their students are meeting required Arizona Academic Standards.

Pupil achievement data is analyzed by the data team several times throughout the school year, including after each DIBELS assessment, after AIMS, and Stanford 10. The team determines student achievement on state standards, prospective areas of teacher training to help students meet those standards, and identify students for Summer School. Each teacher also analyzes his or her benchmark data (three times a year) and formative assessments (weekly) to determine student achievement on state standards, what standards need to be reviewed, and to identify students for Summer School or retention.

The data team obtains the DIBELS results from the DIBELS coordinator after each assessment. The team analyzes the data to ensure students are progressing from year to year and throughout each school year, and to identify students who need extra help from a reading specialist. Once the AIMS and Stanford 10 scores are received at the end of each school year, the data team analyzes the

data to confirm students are meeting state standards and to identify any areas of strengths and weakness for teacher education and training. Individual teachers collect benchmark scores and weekly formative assessment scores on every student in their class. This data drives their instruction. High scores indicate mastery of a standard and low scores indicate a standard needs to be reviewed and retested for evidence of mastery.

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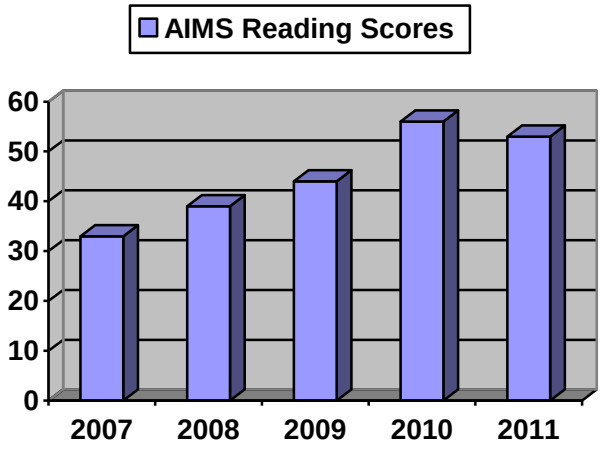
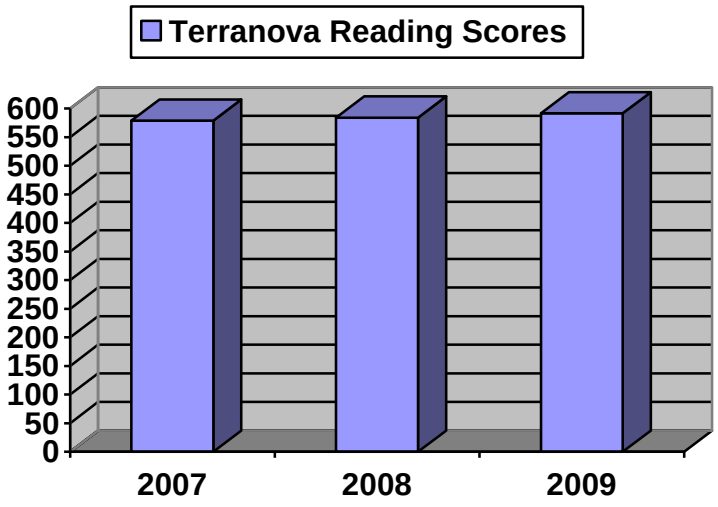
Internal data from Southside's ELD program showed 66/121 ELL students, or 55%, were reclassified in the 2007-2008 school year. In the 2008-2009 school year, 68/138 ELL students (49%) were reclassified. The academic year 2009-2010 revealed 62/141 ELL students, or 44%, were reclassified and 24/73 ELL students (33%) were reclassified in the 2010-2011 school year. Data from the 2006-2007 school year is unavailable. Southside's ELD program is dedicated to helping students become proficient in English.

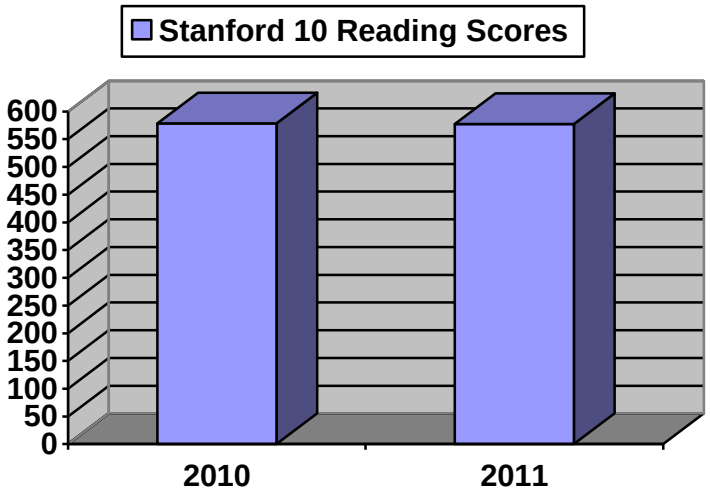
DIBELS data for grades K-8 throughout the 2007-2008 school year revealed overall student literacy growth in each grade. Data from the 2008-2009 school year showed overall student literacy growth in Kindergarten, First, Second, Third, Fifth, Sixth, Seventh, and Eighth grades. Data from the 2009-2010 school year revealed overall student literacy growth in K-5 (Sixth grade and above switched to AIMSweb that year) and data from the 2010-2011 school year also showed overall student literacy growth in K-5. AIMSweb data for 2009-2010 showed positive literacy growth for grades 6-8. AIMSweb data for 2010-2011 also revealed positive

growth for grades 6-8. Though we are seeing literacy growth each year, we would like to see a higher percentage of academic growth each year. Note: SCS used an online program to assess literacy growth for the 2006-2007 academic year and data from that program is not available due to staff changes.

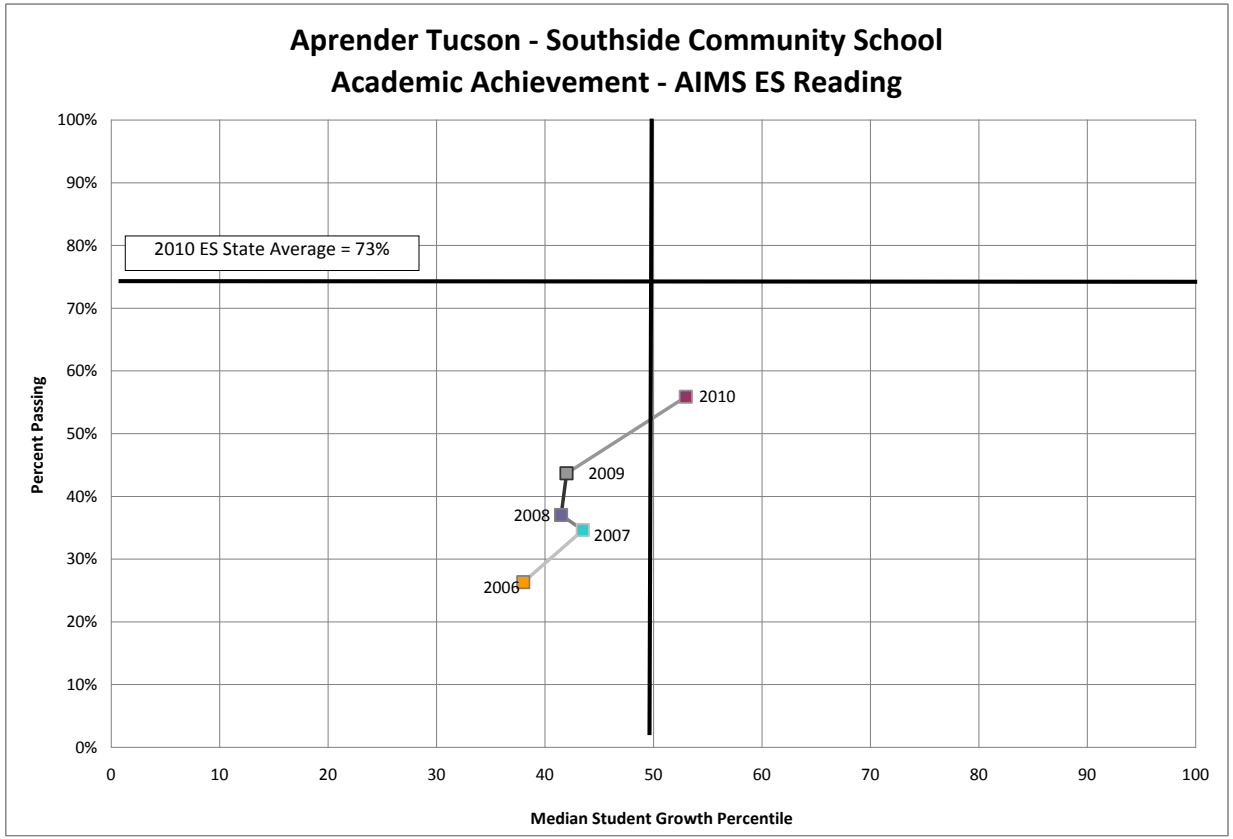
AIMS reading data from the 2006-2007 school year through the 2009-2010 school year showed great school wide growth, including a 12% jump as documented during the 2009-2010 school year. Following this growth was a slight decline of 3% for the 2010-2011 academic year. TerraNova reading data showed student reading scores increased from 2007 through 2009. Stanford 10 reading data showed a slight decline in second grade students' reading scores from 2010 to 2011.




Terranova Reading Scores
600
550
500
450
400
350
300
250
200
150
100
50
0
2007
2008
2009


Stanford 10 Reading Scores
600
550
500
450
400
350
300
250
200
150
100
50
0
2010
2011

Southside Community School's long-term Reading goals include improving student achievement to meet or exceed the Arizona State Board for Charter School's adequate academic performance. SCS will create strategies to meet or demonstrate sufficient progress toward the state average percent proficient in reading (73%) on the state assessment and continue having a student growth percentile aligned with the state median growth percentile in reading (49%). Strategies to accomplish our goals include enhanced: professional development; use of assessment data for student achievement; curriculum development; state standards alignment; and targeted tutoring services.



Southside will improve student Reading performance (as measured by DIBELS, Stanford 10, AIMS, and AIMSWEB) through enhanced assessment analysis and response, tutoring, Saturday School, and Summer School. For targeted students, SCS will need to improve elementary students' Reading performance by more than 1 grade level per academic year, as measured by DIBELS, teacher assessments, and academic specialist assessments. SCS will utilize a Book Pal Program volunteer oral reader for Sixth grade in the 2011-2012 school year to boost students' reading performance. The school will hire an additional Reading Specialist to target students working below grade level and convert the art room into a tutoring room. SCS will host a new ELD Family Reading Night, in addition to the twice annual Book Fair Parental Involvement Family Reading Nights, including purchasing books for students to read to parents and take home to practice reading in English.

| MEASURE* | METRIC* | CURRENT STATUS* | End Target For This Plan*[3] |
|---|---|---|---|
| State standardized assessment | Percent (%) of students who score proficient on the State standardized assessment<br>and<br>Student growth percentile (SGP) | (Board staff will enter info here) | Meet or demonstrate sufficient progress toward the level of adequate academic performance as set and modified periodically by the Board. |

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

| Action Steps [4] | Timeline | Responsible Party | Evidence of Meeting Action Steps | Budget |
|---|---|---|---|---|
| 1. Classroom instruction will be aligned to state standards and differentiated individually. | August 2011-May 2012, August 2012-May 2013, and August 2013-May 2014 | Principal, Assistant Principal and Junior High Lead Teacher | Weekly lesson plans and classroom observations and evaluations | all instructional salaries schoolwide |

| | | | | |
|---|---|---|---|---|
| 2. Saturday School will offer 3 hours of small group instruction each Saturday, taught by highly qualified staff. | January 2012-April 2012, January 2013-April 2013, and January 2014-April 2014 | Middle School Team Lead | Student sign-in sheets and staff time sheets | $2,000/year |
| 3. Summer School will offer 5 hours of small group instruction a day for 8 weeks and will be taught by highly qualified staff. While struggling students are targeted for instruction, Summer School is available to all students. | June-July 2012, June-July 2013, and June-July 2014 | Assistant Principal | Student sign-in sheets and staff time sheets | $70,000/year |
| 4. Reading tutoring pull-outs will target Title I eligible students (see narrative for eligibility criteria). | August 2011-May 2012, August 2012-May 2013, and August 2013-May 2014 | Highly qualified contractors and 4 highly qualified Instructional Aides. Additional 3rd party contractors, such as A Road 2 Learning as authorized by ADE. | Tutoring logs | $31,000/year (HQ contractors)<br><br>$119,644/year (HQ Instructional Aides)<br><br>Free (A Road 2 Learning) |
| 5. After school Reading tutoring will offer 1 hour of small group instruction once a week throughout the school year. After school Reading tutoring will be taught by highly qualified staff. | September 2011-May 2012, September 2012-May 2013, and September 2013-May 2014 | Teachers | Tutoring logs | $0 (included in teacher salaries) |
| 6. Hire an additional Reading Specialist and convert the art room into a tutoring room. | September 2011-May 2012, | Contractor | Tutoring logs | $9,000 |

| | | | | |
|---|---|---|---|---|
| | September 2012-May 2013, and September 2013-May 2014 | | | |
| 7. Parental Involvement Family Reading Nights twice annually to purchase books for students to read to parents and take home to practice reading. | September 2011-May 2012, September 2012-May 2013, and September 2013-May 2014 | Superintendent | Sign-in sheets | $4,000/year |
| 8. ELD Family Reading Night to purchase books for students to read to parents and take home to practice reading English. | September 2011-May 2012, September 2012-May 2013, and September 2013-May 2014 | ELD Coordinator | Sign-in sheets | $2,000 |
| 9. Maintain newly leveled library | August 2011-May 2012, August 2012-May 2013, and August 2013-May 2014 | Library assistant | review shelves | $0 |
| 10. Book Pal Program | August 2011-May 2012 | Book Pal Program Volunteer | visitor logs | Free |

**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. Assistant principal will review lesson plans weekly for alignment with state standards. | August 2011-May 2012, August 2012-May 2013, and August 2013-May 2014 | Assistant Principal | lesson plans on the server including standards, strands and performance objectives | $0 |
| 2. Provide professional development for teachers and tutors in curriculum mapping | August 2011-May 2012, August 2012-May 2013, and August 2013-May 2014 | Professional Development Coordinator | sign in sheets and classroom observations | $0 |
| 3. Review and use curriculum maps | August 2011-May 2012, August 2012-May 2013, and August 2013-May 2014 | Principal, Assistant Principal | Maps on server | $0 |
| 4. Create a pacing calendar for each grade level | August 2011-May 2012, August 2012-May 2013, and | Assistant Principal | review calendars for conformity | $0 |

| | | | | |
|---|---|---|---|---|
| | August 2013-May 2014 | | | |

**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. Title I coordinator will organize and oversee supplemental tutoring of targeted students eligible for Title I services | August 2011-May 2012, August 2012-May 2013, and August 2013-May 2014 | Title I Coordinator | tutoring logs; ILLPs; student cumulative folders | $3,000/year |
| 2. Create committee to develop a plan to monitor, document, analyze, and suggest modifications to individual teachers to increase student proficiency | August 2011-May 2012, August 2012-May 2013, and August 2013-May 2014 | Principal | committee is formed and operational; plan is created and implemented; effectiveness analyzed and modifications as needed are made | $0 |
| 3. Assess effectiveness of analysis and modifications | August 2011-May 2012, August 2012-May 2013, and August 2013-May 2014 | Superintendent | Increased student achievement at 2% per year on AIMS Reading | $0 |
| 4. .Document student proficiency | August 2011-May 2012, August 2012-May 2013, and | Superintendent | Increase student achievement toward state proficiency goals | $0 |

| | | | | |
|---|---|---|---|---|
| | August 2013-May 2014 | | | |

**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. Form teacher committee to assess needs and create professional development plan | August 2011-May 2012, August 2012-May 2013, and August 2013-May 2014 | Principal | committee formed and operational | $0 |
| 2. Assess consistent, ongoing, effective professional development is delivered covering the content areas of Reading, Writing, Math, Science, classroom management, differentiated instruction, SPED, ELD, and others as identified. | August 2011-May 2012, August 2012-May 2013, and August 2013-May 2014 | Title II Professional Development coordinator | assessment done and used to design PD | $2,000/year |
| 3. Reading professional development | August 2011-May 2012, August 2012-May 2013, and August 2013-May 2014 | Contractors | sign in sheets; professional development scheduled and conducted; certificates | $18,141/year |
| 4. DIBELS Professional Development | August 2011-May 2012, August 2012-May | Contractors | sign in sheets; professional development scheduled and conducted; certificates | $7,000 |

| | | | | |
|---|---|---|---|---|
| | 2013, and August 2013-May 2014 | | | |

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 ___$370,785_____ Fiscal Year ___2012____**
**Year 2: Budget Total ___$370,785_____**
**Year 3: Budget Total ___$370,785____**

tes:
* Provided by ASBCS staff
1 Academic area to be addressed for improvement
2 Duration of the plan must align with the timeline presented in the Action Steps
3 Refer to the Board’s level of adequate academic performance
4 Repeat these action steps as necessary to include the appropriate number of steps to accomplish the strategy