Career Success Schools

A Student Ownership Approach to Learning and Success

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Performance Management Plan Career Success HS – Main Campus

Submitted: September 1, 2010 Bob Duffy – Charter Representative

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Section 1. Data Self-Analysis

In order to better prepare our 5 year Management Plan to increase academic scores, we have looked closely at our previous data for the past 5 years. Our self-analysis began with identifying the names of students and their cohort year along with scores made on the state required AIMS tests. Please note the Graphs and Charts on the succeeding pages.

The progress or lack of progress that our students have made is best analyzed by considering factors that led to the student's raw scores so that necessary adjustments can be made. The following factors are portrayed in the Charts and Graphs:

1. The student's academic grade levels in reading and math upon entry. *Many come to us 2, 3 and 4 or more grades below grade level.*

2. The amount of time the student has been with us. *Our Open Enrollment allows students to start anytime during the school year.*

3. The number of schools a student has attended prior to attending CSHS. *Many have attended 2 or 3 schools*.

4. Percent of students who have shown academic gains on test scores.

5. Student attendance relative to student scores.

6. Percent of students entering CSHS with a deficient number of credits according to their Cohort Year.

7. Identification of how are students, as a whole, scored on the individual test strands in the AIMS Math and Reading results. The results of scores on the individual strands in the Math and Reading can be tracked in order to determine what strands need to be emphasized in the Math and English classes.

Section 1: Interpretation of Findings

In carefully reviewing the data, in collaboration with our teachers, we have made the following interpretations and conclusions.

1. The longer a student is enrolled with us the more likely their scores will improve
2. Poor attendance is definitely a deterrent to making higher scores
3. The trend exists that year in and year out we have been enrolling students who, not only have below grade level skills, but enter with fewer credits
4. Our students, as a whole, do poorly on the following Strands in the Math and Reading AIMS Tests:

    - Number Sense
    - Patterns, Algebra and Functions
    - Geometry and Measurement
    - Elements of Literature
    - Vocabulary
    - Word Choice

Based on this review and pinpointing student deficiencies we have determined that what we have in place for the 2010-11 will further track and identify weaknesses early on.

Specific target and our strategies are found in the following sections.

We are confident that we are on the right pathway to raising student achievement. We look forward to participating in our 5 year renewal and are committed to showing student growth.

Section 1: Charts and Graphs

See Attachments

Section 2. Underlying Reasons for the School's Academic Performance

Career Success Schools is a Charter School District for At-Risk Youth that is not populated via feeder schools as are the other district schools area in which we are located. Rather, those students enrolling are transferring in from other academic settings. New students upon enrollment are, on an average, 4-7 credits below expected cumulative credits toward graduation with a history of discipline referral.

Some students are entering with histories of incarcerations at a state school or detention center. These same students enter with histories of problematic attendance, multiple transfers between schools prior to attending Career Success Schools, as well as poor academic progress as indicated by their GPAs. Of these new intakes, less than 5% met standards on their 8th grade AIMS assessment on any AIMS subtest.

At Risk Students are young people, male or female, who have a higher than normal probability of making bad choices that will profoundly affect their future. Some of the factors involved in the lives of these students are as follows: Single parent home, at or below the poverty line, higher crime neighborhoods, unemployment, poor performance at school, emotionally or physically abused, few support systems, neglect or abandonment, and sometimes negative contact with police agencies.

There are five strategies that we list to aid at-risk students.

1. Intensify Learning - research found that rather than dumb down the curriculum for students it is important that they be challenged. Those students who were challenged scored better on the AIMS test than those who were in basic skills courses. Challenging the students gave them an opportunity to think and live up to the challenge.

2. Provide professional development for teachers -This included teacher participation in mentoring programs, study groups, peer coaching and research.

3. Expand learning options -These options are too numerous to list but include extended school time options, extra tutoring days and differentiating teaching options.

4. Assess to inform teachers -The primary aim of assessment is to foster worthwhile learning for all students and alternative assessment, especially performance based, are encouraged on a year round basis.

5. Intervene early and often. The emphasis here was to find what helps a child and go with it. Knowing multiple intelligences does nothing if the information is not put to use.

Career Success Schools is in the process on continuous implementation of their plan for identifying high "at-risk" children. Instead of kicking them out of school, the whole community is banding to volunteer for programs to keep the children in school and off the streets where they are likely to join gangs and working with those who already have.

Career Success Schools has an excessive dropout rate, accurately reported by exit code that relates to the population we serve. Our student body is impacted by external stressors including constant change in the students' home lives, the demands of being a teen-parent with one or more young children of their own, and their own fears of success, failure and a pervasive lack of future perspective and goals.

There is no inconsistency in the levels of compliance within our schools. Although we work diligently to avoid student drop outs, the sheer number of students requiring intervention, places the provision of extra supports and services on an unrealistic timeline.

Follow up protocol in place for student retention includes phone calls, home visits, assistance in determining community resources, and interdisciplinary staff conferencing. We make it clear to our students that we want them here and are willing to help them overcome their obstacles, whatever they might be. These interventions are often met with success as illustrated in the numerous "re-enrollments" that occur here at Career Success Schools.

Our retention program, tailored for all students, also includes calling the home daily upon a student absence for a class period or a day, providing

guidance, food baskets and assistance with transportation. Regrettably, there are still those cases, where all attempts are still met with a student failing to return.

Occasionally it is evident that a change in educational setting is indicated to facilitate the academic success of one of our students; this has been the case with several students. Whereupon a student is determined to be at risk for dropping out whether it is by poor attendance, inadequate academic performance, communicated or revealed conflicts at home or in school, identified lack of resources to meet basic needs, or other variables.

On average Career Success has between 15-20% students identified in need of special education services. Over 70% enter with expired IEP's and/ or MET's. Those with expired IEP's have missed at least one full year of school. Of the remaining 30% with IEP's that are current, transcripts reflect no credit issued in previous class offerings. While the students are with us credit is earned in every class due to the specialized services they receive.

Career Success Schools utilizes a variety of in-house and community based partners. We collaborate to address these concerns in attempts to rectify the causative factors and facilitate the student's continued academic progress. We are in partnership with Terros, Goodwill, YMCA, and Chicano Por la Casa to name a few. For example, Terros has helped our students with counseling needs, including for substance abuse, while Goodwill has helped our students meet their basic needs by providing them employment opportunities to help meet their basic needs.

One of the strategies we implement to retain students is a formal review of transcripts of those students that became dropouts. We do this to seek clues and correlations in an effort to strategies solutions if it seems that the lack of success by the student might be related to our programs. We are pleased to state that during such review, it appears that we are providing appropriate services and opportunities and that no such correlation is evident. Career Success Schools has not incurred a spike in drop out numbers for students in duration of consecutive years.

One of the strengths at Career Success Schools is our Performance on Statewide Assessments as evidenced by a 10% increase in AIMS assessment scores as well as reported overall performance on school-based assessments in core academic areas. Our reading assessments, both AIMS and STAR Reading, indicate that our students are performing with consistency with regard to reading achievement, regardless of their placement in our system.

We implement self-paced instruction and diversified instruction as well as attention to learning styles to help our students succeed to the best of their own abilities and become independent learners. Those students who require additional support from our instructions additionally benefit from this with increased capacity for 1:1 instruction.

At the high school level, we have Accelerated Reader, Study Island, A+, Accelerated Math, Saxon Math, AIMS web and Buckle Down. Word Smart is available to all students and our ESL students have additional opportunities that maximize their language acquisition. The entire above meet the standards of the NCLB act. It is fully analyzed and utilized to make decisions regarding curriculum and services, as well as modifications to instructional programs.

Our academic program at Career Success Schools has the flexibility to adjust teacher/book/time/learning style elements to meet the needs of the students we serve. We further attribute our success in Performance on Statewide Assessments to the fact that all teachers employed at Career Success are highly qualified to teach in the core areas. All paraprofessionals have met the requirement of NCLB and all SPED teachers are certified.

With the intent of making further progress with assessment success, including Statewide Assessments, Career Success School is using collaborative efforts to address some manageable teacher shortages. In order to recruit and retain quality educators, we offer a competitive salary, a Professional Learning Community, professional development opportunities, competitive benefits and inter-departmental support for all staff. We

allocate 301 funds in such a way as to encourage quality educators to meet school-based expectations that are in sync with higher performances on Statewide Assessments. With the support of consultants, vendors, and professional development opportunities, our teachers are establishing an effective Professional Learning Community to help further identify and meet student academic needs. We anticipate further growth in our Performance

on Statewide Assessments, regardless of our challenges.

Section 3. Overview of Past Efforts to Improve Academic Performance - "What Worked – What Did Not"

Since the inception of the state required AIMS testing, we have been aware of the difficulty many of our students would experience due to having below grade level academic skills, interruptions in their school attendance and the lack of having a mind-set for instruction and learning. Our attempts at improving scores over the years cover a wide range of strategies.

Our past efforts and strategies are numbered below. We will continue to use them along with added components and benchmarks to insure effectiveness

1. The STAR Reading and Math assessment in given upon enrollment

2. Scheduling students into appropriate classes

3. Friday tutoring required of all 9th and 10th graders and those 11th and 12th graders who scored low on the AIMS tests.

4. The expenditures of Title 1 monies allowing for additional teachers and

   Professional development.

5. Advisement Program that links one teacher to 20 students. Teacher and students meet daily for 30 minutes. Advisors track student progress, assists in scheduling their student's classes, maintains contact with parent and serves in a counseling role with the student.

6. Classroom site fund dollars in concert with teacher evaluations as related to student performance.

Section 4: What it Will Take to Improve Academic Performance

1. Remove any Barriers, Policies, and Past Practices that inhibited effectiveness in working with our students.
2. Early Identification of each student's level in Reading and Math and tailoring instruction based on analysis
3. Administer both valid and timely Pre and Post-Tests to determine progress
4. Denote scheduled time to frequent and thorough data analysis
5. Follow a strict adherence for teachers to use the summative and formative sections outlined in their lesson plans
6. Instill in every teacher, especially in the elective classes, that they are a Reading and Math teacher and they are to use their subject matter curriculum with that in mind.
7. Specific Steps we will be taking to Improve Academic Performance
    - Organization of Professional Learning Committees.
    - Develop SMART Goals.
    - Professional development and review of daily lesson plans
    - Administer Pre and Post Tests.

Section 5: Performance Management Plans for Reading/Math

Reading

(Action Steps)

See Template Attachment

Math

(Action Steps)

See Template Attachment

Section 6: Universal Summative Assessment Program

Checking for understanding is the hallmark of assessment *for* learning. Teachers emphasize the use of feedback (both student self-assessment as well as peer and teacher feedback) to monitor progress toward established learning goals for continuous improvement in both learning and teaching. Progress monitoring systems are designed to improve communication about student performance within and beyond the professional learning community. Information from common interim, benchmark, and summative assessments is used formatively to the greatest extent possible.

By placing an emphasis on formative assessment, or assessment *for* learning, CSHS works to promote classroom practices in on-going monitoring of student learning by gathering evidence of understanding and misunderstanding on concepts, content, and skills. Providing continual feedback to learners enables both students and teachers to work together to close gaps between current learning and established learning intentions.

The following document details the assessment protocols and procedures we will be using.

Thank you

Harriet Caruso

Tim Freeman, Principal

(See Attachment)

PERFORMANCE MANAGEMENT PLAN
Career Success Schools- Main Campus

INDICATOR: Reading **DURATION OF THE PLAN:** Begins July, 2010 to May, 2014

MEASURE	METRIC	TARGET
(Identify what aspect of indicator, i.e. academic area, will be focused upon.) AIMS and NWEA results	*(Reasonable and appropriate ways to measure the identified improvement area – generally numeric.)* **3% AIMS 2011** **5% AIMS 2012** **7% AIMS 2013** **10% AIMS 2014** **10% NWEA 2011** **15% NWEA 2012** **20% NWEA 2013** **25% NWEA 2014**	*(Intended results or definition of success within a certain period of time)* *By 2014 60% of 12 grade students, 40% of 11th graders, 30% of 10th graders continuously enrolled with us 1 full year will meet AIMS.* *All others continuously enrolled with us 6 months will show a 1.5 grade growth in reading for that fiscal year.*

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1 Clarify and pace essential skills, concepts and dispositions in each area of language arts utilizing standard documents, curriculum guides, assessment blueprints and textbooks.	July 2010/Aug2010	All instructional staff	List of each teams pacing guides	0

2. Utilize a variety of instructional strategies to help students learn all skills at or above grade level proficiency targets	Weekly	All instructional staff Principal	Lesson Plans Results on all indicators	0
3. Create/implement a master instructional schedule at each grade level to provide protected blocks of instructional time for all area content.	August 2, 2010	Principal	Master Schedule	0
4. Initiate individual and small group programs to provide additional intervention and enrichment learning time for students	Daily	All instructional staff Principal	Intervention schedule, student records/schedules	0

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Check alignment of each unit of our program with state standards, study results of the last state assessment, identify problem areas and develop specific strategies to address those areas in our course.	Complete the analysis on the teacher workday prior to the start of the new year.	Principal	Written analysis of state assessment and strategies to address weakness.	0
2. We will examine the results of each common assessment to determine which member of the team is getting the best results on each skill, and then share ideas,	Ongoing throughout the year(s) each time a common	Each member of the team	Analysis of findings after each common assessment Decrease in the failure rate	0

methods, and materials for teaching those skills more effectively in their PLCs.	assessment is administered		Increase in the percentage of students proficient on state assessment	
3.				

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Develop and implement local common formative grade level assessments to: 1) frequently monitor each students learning of essential outcomes 2.) Provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets	Midpoint of each nine weeks	Grade level teams and principal	Increased results for all students on local, district, state and national indicators	0
2. Develop common formative assessments and administer them every three weeks. These assessments will provide repeated opportunities for the student to become familiar with the state testing format	Formative assessments will be created prior to the start of each unit of instruction throughout the year. They will be	Teachers	Student performance on team endorsed common assessments	5,000

3. After each common assessment, we will identify any student who does not meet the established proficiency standard and work with professional learning community (PLC) to have those students re-assigned to the tutoring center.	Assessments administered every 3 weeks, students assigned to tutoring within 1 week	Members of the entire team will request tutoring as their supervisory responsibility; principal will work with tutors after each assessment	Daily list of students receiving tutoring	0
4. We will replace failing grades from our common assessments with the higher grade earned by the student who are able to demonstrate proficiency in key skills on subsequent forms of the assessment after completing tutoring	Multiple forms of assessment will be created prior to the start of each unit of instruction. Tutors will administer the second assessment within 2 weeks of a student's assignment to the tutor.	Entire team will create multiple forms of each assessment. Tutors will administer the assessment after student has completed the required tutoring	Compilation of results from subsequent assessments	0

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Develop, implement, and evaluate team action research projects to improve learning and teaching. Use information form common assessments to identify staff development needs. Provide ongoing job-embedded staff development	Ongoing	Principal Instructional team	Quarterly reviews Midyear progress reports End of year evaluations Assessment results	7,000
2. Provide parents with the resources and strategies to help their children succeed academically. Information will be provided through parent teacher conferences, newsletters and teacher calls and workshops	Ongoing	Principal Instructional team	Increase in number of parents attending conferences	5,000
3. We will examine the results of each common assessment to determine which member of the team is getting the best results on each skill, and then share ideas, methods, and materials for teaching those skills more effectively in their PLCs.	Weekly	All instructional staff Principal	Analysis of findings after each common assessment Decrease in the failure rate Increase in the percentage of students proficient on state assessment	0

ANNUAL BENCHMARK TARGETS:

Baseline	Year 1	Year 2	Target For This Plan
Less than 10% of students enrolled consecutively meet AIMS	3% increase in Meeting AIMS 10% increase in measurable growth of all students with us for 6 consecutive months	5% increase in Meeting AIMS 15% increase in measurable growth of all students with us for 6 consecutive months	All students enrolled 6 or more consecutive months will show academic growth of 1.5 years.

PERFORMANCE MANAGEMENT PLAN
Career Success Schools- Main Campus

INDICATOR: Mathematics **DURATION OF THE PLAN:** Begins July 2010 to May, 2014

MEASURE	METRIC	TARGET
(Identify what aspect of indicator, i.e. academic area, will be focused upon.) AIMS and NWEA results	*(Reasonable and appropriate ways to measure the identified improvement area – generally numeric.)* **3% AIMS 2011** **5% AIMS 2012** **7% AIMS 2013** **10% AIMS 2014** **10% NWEA 2011** **15% NWEA 2012** **20% NWEA 2013** **25% NWEA 2014**	*(Intended results or definition of success within a certain period of time)* *By 2014 30% of 12 grade students, 20% of 11th graders, 20% of 10th graders continuously enrolled with us 6 months will meet AIMS.* *All others, continuously enrolled with us 6 months will show a 1.5 grade growth in math for that fiscal year.*

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Clarify and pace essential skills, concepts and dispositions in each area of math utilizing standard documents, curriculum guides, assessment blueprints and textbooks.	July 2010/Aug2010	All instructional staff	List of each teams pacing guides	0

2. Utilize a variety of instructional strategies to help students learn all skills at or above grade level proficiency targets	Weekly	All instructional staff Principal	Lesson Plans Results on all indicators	0
3. Create/implement a master instructional schedule at each grade level to provide protected blocks of instructional time for all area content.	August 2, 2010	Principal	Master Schedule	0
4. Initiate individual and small group programs to provide additional intervention and enrichment learning time for students	Daily	All instructional staff Principal	Intervention schedule, student records/schedules	0

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Check alignment of each unit of our program with state standards, study results of the last state assessment, identify problem areas and develop specific strategies to address those areas in our course.	Complete the analysis on the teacher workday prior to the start of the new year.	Principal	Written analysis of state assessment and strategies to address weakness.	0
2. We will examine the results of each common assessment to determine which member of the team is getting the best results on each skill, and then share ideas,	Ongoing throughout the year(s) each time a common	Each member of the team	Analysis of findings after each common assessment Decrease in the failure rate	0

methods, and materials for teaching those skills more effectively in their PLCs.	assessment is administered			
3.				

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Develop and implement local common formative grade level assessments to: 1) frequently monitor each students learning of essential outcomes 2.) Provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets	Midpoint of each nine weeks	Grade level teams and principal	Increased results for all students on local, district, state and national indicators	0
2. Develop common formative assessments and administer them every three weeks. These assessments will provide repeated opportunities for the student to become familiar with the state testing format	Formative assessments will be created prior to the start of each unit of instruction throughout the year. They will be	Teachers	Student performance on team endorsed common assessments	5,000

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4. We will replace failing grades from our common assessments with the higher grade earned by the student who are able to demonstrate proficiency in key skills on subsequent forms of the assessment after completing tutoring	Multiple forms of assessment will be created prior to the start of each unit of instruction. Tutors will administer the second assessment within 2 weeks of a student's assignment to the tutor.	Entire team will create multiple forms of each assessment. Tutors will administer the assessment after student has completed the required tutoring	Compilation of results from subsequent assessments	0

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Develop, implement, and evaluate team action research projects to improve learning and teaching. Use information form common assessments to identify staff development needs. Provide ongoing job-embedded staff development	Ongoing	Principal Instructional team	Quarterly reviews Midyear progress reports End of year evaluations Assessment results	7,000
2. Provide parents with the resources and strategies to help their children succeed academically. Information will be provided through parent teacher conferences, newsletters and teacher calls and workshops	Ongoing	Principal Instructional team	Increase in number of parents attending conferences	5,000
3. We will examine the results of each common assessment to determine which member of the team is getting the best results on each skill, and then share ideas, methods, and materials for teaching those skills more effectively in their PLCs.	Weekly	Principal Instructional team	Analysis of findings after each common assessment Decrease in the failure rate Increase in the percentage of students proficient on state assessment	0

ANNUAL BENCHMARK TARGETS:

Baseline	Year 1	Year 2	Target For This Plan
Less than 10% of students enrolled consecutively meet AIMS	3% increase in Meeting AIMS 10% increase in measurable growth of all students with us for 6 consecutive months	5% increase in Meeting AIMS 15% increase in measurable growth of all students with us for 6 consecutive months	All students enrolled 6 or more consecutive months will show academic growth of 1.5 years.