PERFORMANCE MANAGEMENT PLAN TEMPLATE

Children's Success Academy

INDICATOR:[1] __X_ Math ___Reading **DURATION OF THE PLAN**[2]**:** Begins August, 2011 to July, 2013

MEASURE*	METRIC*	CURRENT STATUS*	End Target For This Plan*[3]
State standardized assessment	Percent (%) of students who score proficient on the State standardized assessment and 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.

Background and Overview Narrative

Children's Success Academy is an elementary school designed to assist students with challenging behaviors turn those behaviors around to enable academic learning. Approximately 50 – 60% of our students each year have behavior issues, and some 30% of those are relatively severe. Our program, which integrates consultation and problem solving skills, basic healthy nutrition and – most important – an anti-bullying program (The Virtues Project™) along with a positive behavior modification program (The Nurtured Heart Approach™), has been highly successful in fulfilling this mission. Children's Success Academy has managed to be a "Performing" school for all except one of the past 11 years. For fiscal year 2011 we received a "Performing Plus" label, along with a C letter grade.

Between 10 & 12% of our students are identified as Special Education students, including the occasional gifted student, and a number of autistic students. We also see the phenomenon of referrals of challenging students in the 4th and 5th grades because our program is well-known in the Tucson area. Our core students, who are with us from Kinder through 5th grade, generally do well on standardized testing. However, as Children's Success Academy is a very small school with limited extracurricular activities, we often lose students around the 3rd grade, as they go to schools with the extracurricular programs they are interested in, leaving room for new 4th & 5th graders for whom behavior issues take time to address and turn around. However, this gives us the impetus to strive to develop better strategies for assisting such students to achieve academic success.

Further, 90 – 96% of our students are living in poverty. At-risk students receiving Title I services include those who do not meet the Arizona State Standards and/or who are not academically successful based on teacher-designed formative and summative assessments as well as commercially purchased assessment programs. ELL students also receive services to proved fluency in and comprehension of the English language. Because of our small size (80 – 90 students total in K-5), ELLPs are provided for each

student identified as an English Language Learner that include one-on-one tutoring by highly qualified staff, SEI support in the classroom and computer-based practice.

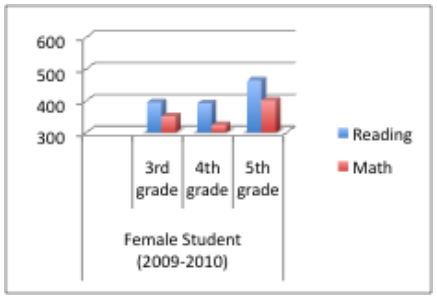
Over the past six years, our professional development focus has been primarily in three areas: (1) increasing reading skills, (2) teacher training in project/inquiry based learning techniques, and (3) developing and maintaining a strong, positive and nurturing atmosphere in which challenging children can learn to practice appropriate behavior, allowing them to remain in the classroom in order to increase academic learning. Our mission is to take students who are have been expelled from other schools or who have been identified with challenging behaviors such as attention deficit/hyperactivity disorder, oppositional defiance, etc., and provide an alternative to drug therapy through our positive behavior modification, anti-bullying and nutritional programs. These indicators have shown great progress. We initially focused on reading due to the concerns we had with the low skills of most of our students. We purchased reading support materials through Renaissance Learning to support our students in reading. We have used the Saxon Math program, along with Saxon Phonics, for the past 10 years.

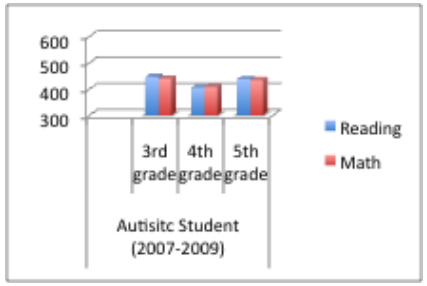
Children's Success Academy spearheaded an application for a federal Math and Science Partnership grant by organizing a consortium of 5 charter schools and 3 small rural districts, with the Pima County Superintendent's Office acting as fiscal agent. We were fortunate to also receive a 2-year renewal (FY2008 – 2010). This grant provided concentrated training for our teachers in life sciences (year 1), physical sciences (year 2) and earth & space sciences (year 3). A direct result of this training was increases in our 4th grade AIMS science scores (2 students exceeding the standards on AIMS), overall increase in both the interest in science among teachers and students, and of course increased student academic achievement. This grant also supported our transition towards more project-based learning, giving teachers increased comfort and confidence in the inquiry process as it relates to language arts, due to the strong literacy component.

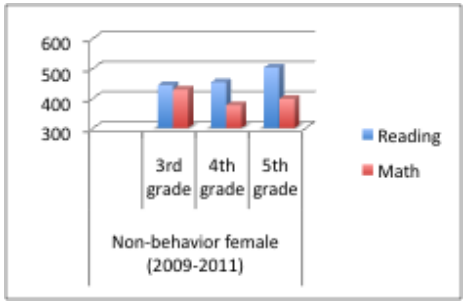
Study of our academic math and reading data, which included teacher records, professional development records and standardized testing data from the past 5 years (FY 2007 – FY 2011) has been very fruitful. Although at times painful, it has been extremely enlightening to engage in this activity. These studies were done by our Leadership Team and all teachers. We have found that both teacher records, standardized test data and other assessment data show positive trends in student achievement in reading, both at the individual student level as well as in grade aggregated data. However, it became obvious to us that – contrary to our perceptions – our math data showed more erratic results, suggesting that we need to focus much more strongly on improvement in this area. It was further discovered that Saxon Math had not been used properly by teachers (no longer with us), contributing to the erratic results. It was noted that the Leadership Team, consisting of teachers and administrators, must do a better job of monitoring curriculum use. Examples of individual student AIMS data over 3 year periods (3rd – 5th grades) are shown below, along with AIMS averages by class by year. For most students, the teacher records closely followed the AIMS data. It was also noted that one year in particular (2007) 10% of our students were outstanding students, especially in math. One was gifted. In 2008 and 2009 we noted that the number of lower achieving students (those with learning disabilities) increased. This is not an excuse, merely an observation, and a reminder to teachers about the need to focus on appropriately teaching math to all students, and a reminder to administration to provide the needed tools and professional development to support increased mathematic learning.

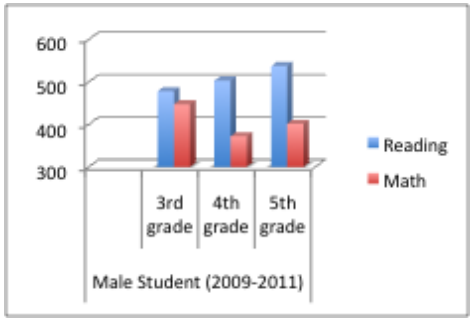
The goal established by the data study team is to increase student the percentage of students meeting or exceeding the standards on the AIMS tests by 2% each year of this two year plan.

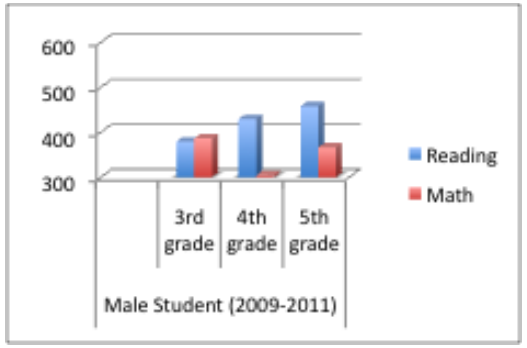
Examples of Individual Student 3-Year AIMS Score Data:

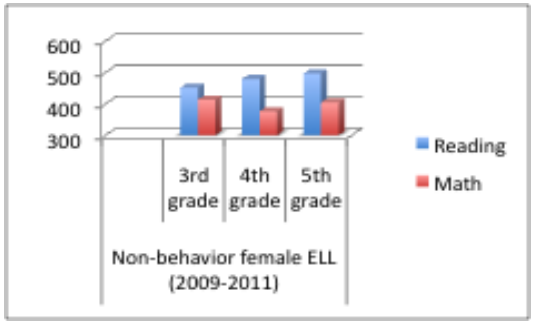






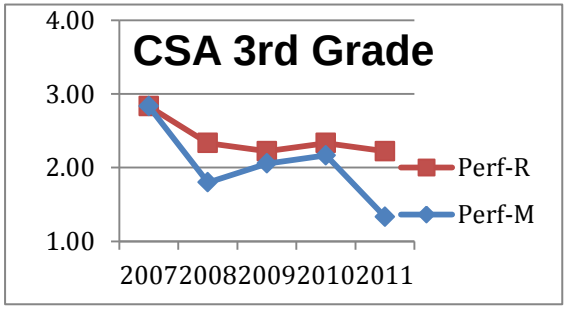


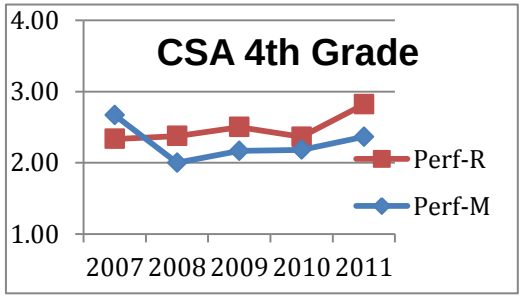


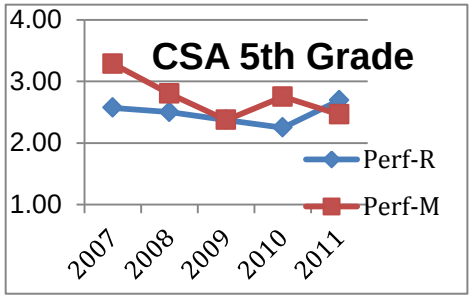


Note the increasing reading scores (blue bars), and the variable math scores (red bars). Unless otherwise noted, students are those with behavior issues.

Class Averages of AIMS Performance Data:







The vertical axis in the above graphs depicts the AIMS label:
1 = Falls Far Below; 2 = Approaches; 3 = Meets; 4 = Exceeds.

Legend: Perf-R = Reading Data; Perf-M = math data.
[NOTE: Line colors not consistent among graphs.]

Our goal is to increase the class average meeting the Arizona Academic Standards by 2% each year during the next two years.

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

In FY 2005 we purchased the Renaissance Learning Accelerated Reader and STAR Literacy web-based reading support and assessment programs through a federal Education Technology grant that also included the purchase of 22 iBook computers. These tools been in use since that time, and the goal awards associated with Accelerated Reader are an integral part of our Friday afternoon Virtues Assemblies. The integration of this program into our curriculum greatly stimulated interest and achievement in reading among all students (see above individual AIMS data). In FY 2008 we added Renaissance Learning's English In a Flash to use with both English Language Learners and struggling readers. The use of English in a Flash during daily tutorial sessions with these students greatly improved their skills and reading abilities. The results of these programs can be seen in annually increasing

AIMS reading scores. Most of our efforts during the past five years have been directed towards the language arts, especially needed for our English Language Learners as well as our struggling students.

Children's Success Academy holds an end of the year assessment and evaluation meeting annually in early June. As we normally do not receive our AIMS data until late June or early July, we are unable to include it in our end of year meeting. Because of the need to develop a Performance Management Plan, the Leadership Team, consisting of an administrator, teachers, the Special Education director and parents, met informally several times during the summer months to discuss the past five years of data and to develop ideas and strategies based on this data. A formal meeting was held at the beginning of August with all teaching staff (including special education) and administrators to discuss the past five years of data and the development of the Performance Management Plan. Parents were also invited to participate in this process during the Annual Meeting & Parent Orientation held just prior to the beginning of the school year.

The data show that, while we are making progress in the reading area, meeting the Arizona State Standards in mathematics has not been consistent, with recent downward trends. (See class average data as well as individual data, above.) It was also evident from examination of data and during further classroom investigations, that the Saxon Math curriculum was not being used properly in the 3rd and 4th grade classrooms, despite professional development and redirection during the year. This has resulted in teacher turnover.

On the positive side, our 5th grade teacher has been with us for 10 years, and is a passionate math teacher. Many of his students are placed in advanced math classes when they go on to the 6th grade. However, he is also eager for further math professional development in order to better assist the more difficult of our students, and to refresh and invigorate his teaching.

Because of our success and satisfaction with Renaissance Learning's Accelerated Reader program, it was decided to add their Accelerated Math, Math for Intervention and Math Facts in a Flash over the next two years. Progress of students in mathematics will be closely monitored as will the proper implementation and use in each classroom.

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Purchase of Renaissance Learning's Accelerated Math program, which includes STAR Math assessment software and scanner hardware	September 2011; annual renewal	Administrator	Invoice	$ 3,379
2. Before & After school tutoring for students identified as not meeting the	School year FY2012 &	Highly Qualified Teachers (paid with	Sign-in logs Increase in assessments	$ 2,500

goals and standards; Saturday school, as needed	school year FY2013	Title I funding)		
3. Monitoring of teachers for proper use of Saxon Math programs already on site	Year long, annual event	Leadership Team	Monitoring logs	Salaried staff – no extra funds needed
4. Purchase of Renaissance Learning's Math Facts in a Flash	August 2012	Administrator	Invoice	$ 1,698

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

Curriculum mapping professional development was conducted during August to ensure that yearly overarching maps were developed prior to the beginning of the school year and that the Arizona Academic Standards are integrated into instruction. Quarterly maps as well as weekly lesson plans will be monitored by the Leadership Team during the school year. In-service will also be held to further support development of flexible maps that correspond to the projects that are current in each classroom, as project-based learning can often expand beyond the original maps. Special attention will be given to the mathematics integration during the course of this plan to ensure increased academic achievement in this area by our students.

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. Math Curriculum map development	September 2011	Leadership Team	Teacher provided curriculum maps	
2. Monthly monitoring of math curriculum maps & math lesson plans to ensure that standards are integrated	Monthly, throughout the school year	Leadership Team	Monitoring log	

3.				
4.				

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

STAR Math will be used for initial baseline assessment of all students at the beginning of each year – or upon entry, if that occurs later in the year. It will also be used by all classes quarterly for data inclusion on reports to parents, as well as at the end of the year. Accelerated Math will be used to monitor and record student progress, including progress in individual strands of academic standards. The Leadership Team is responsible for ensuring that teachers are monitoring and documenting student proficiency. Math Facts in a Flash will be added during the second year of the plan, to further support increased student mathematics development. Student proficiency will be monitored and documented daily by teachers, and further monitored by the Leadership Team.

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. STAR Math will be used for baseline assessments as well as to monitor progress	August 2011 This is an annual event.	Highly qualified teaching staff documents; Leadership Team monitors	Student assessment log books	Salaried staff – no extra funds needed
2. Accelerated Math will be used to record overall student achievement as well as to review student growth/needs in individual objectives	Throughout the year	Highly qualified teaching staff documents; Leadership Team monitors	Student data and assessment log books	Salaried staff – no extra funds needed
3. Math for Intervention, as needed during the school year, for students identified for RTI	August 2012	Highly qualified teaching staff documents; Leadership Team monitors	Student data and assessment log books	Salaried staff – no extra funds needed
4. Math Facts in a Flash for students	August	Highly qualified teaching staff;	Student data and assessment log	Salaried staff – no

identified for RTI	2012	Leadership Team monitors	books	extra funds needed

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

The professional development plan to support increased math skills among all students will include both math programs in use at Children's Success Academy. Professional development in Renaissance Learning's Accelerated Math (year 1 of PMP), Math for Intervention and Math Facts in a Flash (year 2 of PMP) will be given by an outside contractor through Renaissance Learning.

Saxon Math professional development will be provided once a month by the Leadership Team during regular Wednesday morning in-service. As a small school, staff consults, adjusts, acts and consults again on an almost daily basis. The weekly Wednesday morning in-service is designed as a venue for regular professional development. One Wednesday per month will be reserved for Saxon Math professional development.

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. Accelerated Math Professional Development	Fall 2011	Outside contractor	Attendance Logs	$ 600
2. Saxon Math Professional Development	Monthly during school year 2012	Leadership Team	Attendance Logs	Salaried staff – no extra funds needed
3. Math for Intervention and Math Facts in a Flash	August 2012	Outside contractor	Attendance Logs	$ 600
4.				

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 $ 5,229 Fiscal Year 2012
Year 2: Budget Total $3,548
Year 3: Budget Total _____

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