PERFORMANCE MANAGEMENT PLAN

Desert Rose Academy

INDICATOR:[1] __X_Reading **DURATION OF THE PLAN**[2]**:** Begins June 2011 to June 2015

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.
Reading AIMS	Alternative School percentage (%) of students who score proficient on the State standardized assessment and Student growth percentile (SGP)		10th grade FAY students[1] consistently meet or surpass the AEC % passing while approaching 64% (2010 LAAP) passing: *Although SGP is problematic for alternative schools*, the very small group of 10th grade FAY students, who have scores to match for SGP, meet or exceed the state median SGP.

Note: SGP is only available for 10th grade FAY students. SGP for Desert Rose Academy in 2010 & 2011 was available for <10 students.

Approved 11/19/2010

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Assign Rose principal(s) who can supervise use of the R.O.S.E.® curriculum that improves student achievement to DRA	August 2011 Then June of each year for subsequent school year	Superintendent	• Copy of Personnel Memo sent on 8/19/2011 • Copies of Memos from Superintendent in subsequent years	Already contained in salaries
2. Data Manager creates an electronic version of Rose Personal Progress Planner (RP-3) in order to have more effective implementation	August 2011	Superintendent Data Manager	• Screen shot of electronic RP-3	Included in salaries
3. PRESCRIBE coursework, materials, and targets for AIMS test outcomes based upon Assessment and Diagnostic found in Action Steps in Strategy 3	Within 1 week of diagnosis Ongoing when student enrolls and each school year	Principals, teaching team, and specially trained ROSE TEC teachers	• Each student's RP-3reflects necessary RTI materials, e.g. AceReader, Lexile appropriate versions of literature in A+LS English courses that align with targeted interventions • Copies of reading data from Galileo assessment used to target materials.	RTI materials already exist. Superintendent, through analysis of student proficiency data plus recommendations from PLC, will request additional purchases, and RMG CEO will approve.
4. Consistent monitoring and adjustments for better curricular materials to ensure student mastery of the reading standards as demonstrated on formative assessments and summative Fall and Spring AIMS test administrations.	Ongoing but especially after Galileo and AIMS reports are available Repeat annually.	Superintendent, principal, and curriculum development team	• Galileo Assessment Reports for Reading, School Level and then System (Rose Management Group) • AIMS Reading Reports, School Level from Pearson, System level calculated by RMG • Informal Reading Inventory & Ace Reader Reports • Curriculum Team Report to Superintendent	Galileo purchase found in Strategy 3. Ace Reader software already purchased. *If* additional curricular materials are needed, purchase will be budgeted for FY 13, 14, or 15.

5.	Cross-reference state English standards and proper assessments with the A+LS software cross-walk for state standards and the Common Core State Standards	Aug 2011 – May 2012 Then as needed for any additional materials or new releases from A+LS in FY 13 – 15.	Superintendent, principals, and curriculum development team	• Standards alignment data base • Copies of reports from Curriculum Specialist to Superintendent	$10,000 of Curriculum Specialist's salary. Incorporated in Superintendent and Principal job descriptions and budgeted as salaries.
6.	Review and identify errors and omissions that are evident in all the English Language Arts (ELA) software programs, small group, and hard-copy coursework			• Copies of report (s) from Curriculum Specialist to Superintendent of findings from ROSE Standards Database	
7.	Create additional content materials and assessments as necessary by authoring within the A+LS electronic software program and/or text-based supplementary materials and assessments	Begin in October if review shows critical gaps Otherwise, ELA was revised in 11-12 so not anticipated until FY 13	Superintendent, principals, and curriculum development team	• Copies of additional materials & assessments • Standards Database reports no gaps in A^{+}LS standards or POs	$10,000 of Curriculum Specialist's salary.
8.	Apply consistent monitoring and adjustments for better materials and/or formative assessments to ensure student mastery of the ELA standards as demonstrated on the summative Fall and Spring AIMS test administrations	After each Reading AIMS Administration Oct 2011 April 2012 Oct 2012 April 2013, etc.	Superintendent, principals, teachers, and specially trained Reading ROSE TEC teachers	• Documentation that publisher's, currently Pearson, AIMS Reading Reports are shared with curriculum decision-makers • Curriculum Report to Superintendent on correlation between student performance in core courses that meet Reading Standards on AIMS test and Performance on AIMS test	Incorporated in Job Descriptions & budgeted as salary

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
9. Ensure the implementation of instruction using R.O.S.E.® curriculum, which integrates the Arizona Academic Standards, by using the APAT evaluation system.	Formally: Four times per school year, & ongoing because integrated in daily teacher meetings Formative: principal observations of teachers	Principals	• Teacher Evaluation Schedule; • Data from teacher evaluation results and bonus payments tied to instruction • Growth plans for teachers • Renewal or non-renewal of contracts	Up to $12,000 $2000 each 12 teachers
10. In addition to the fundamental job performance measured by the APAT, Action Step 9 of this Strategy, there is also performance-based monitoring and evaluation of instructional staff to align with recently adopted evaluation system as legislated in ARIZONA REVISED STATUTE § 15-203(A)(38)		Principals for teacher evaluations Superintendent for principal evaluations	• Teacher/Principal Evaluation Schedule; • Data from teacher & principal evaluation results and bonus payments tied to instruction • Growth plans for principals or teachers • Review of placement, possible non-renewal, if instructional staff does not assist students to achieve	FY 2012 Up to $2000 in performance bonus for each English teachers, Total $6000 Amount of performance bonus will be calculated when budgeting for FY 13 - 15

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
11. ASSESS all students using an AIMS reading sample test.	Within 1st week of student enrollment	The assigned Rose Personal Planning (RP-3) Teacher & English teachers	• Documentation of analysis of AIMS reading samples • Agendas from PLC meetings showing review of scores	Already contained in salaries
12. Implementation of Galileo assessment beginning in Fall 2011.	2011 - 2012 Pretest: Week after Labor Day Benchmark 1: October Benchmark 2: November Benchmark 3: January Posttest: March Anticipate similar timelines for SYs 12-13, 13 – 14, & 14 -15 Fall pretest, 3 benchmarks throughout school year, Spring post-test *However*, reexamine for subsequent years based on what data shows as effective scheduling	Superintendent sets assessment schedule Principals & teachers implement at school	• Published assessment schedule • Copies of reports to superintendent, principal, & teachers from each Galileo administration • Agendas showing review of scores during daily professional development meetings	$2725

13.	DIAGNOSE individual student performance scores on the reading pre- assessments and Galileo to identify students needing targeted intervention(s) for ELA	Annually: Within 2 weeks of test administration	Principals, teaching team, and specially trained Reading ROSE TEC teachers	• List of students identified as needing targeted interventions • Folder containing RTI materials identified for each individual student	These responsibilities are incorporated in job descriptions and budgeted as salaries.
14.	EXPLAIN the results of the reading diagnosis to students to obtain a commitment to learn, set targets for level of teacher intervention, and schedule meetings in students' Rose Personal Progress Planner (RP-3)	Within 1 week of diagnosis	The assigned RP-3 Teacher	• Teachers and students use the RP-3 to identify daily and upcoming tasks and project coursework that aligns with targeted interventions	Included in DRA operating budget because these are responsibilities incorporated in job descriptions and budgeted as salaries
15.	APPLY consistent monitoring and adjustments by meeting with students to review progress with Rose Personal Progress Planner (RP-3) targets, teacher interventions, small group, and individualized help	Weekly	Student, the assigned RP-3 Teacher, & specially trained teachers who have participated in Reading ROSE TEC	• Students use RP-3 to identify goals and tasks related to targeted interventions • Log of parent involvement • Quarterly Progress reports on interventions	Included in DRA operating budget because these are responsibilities incorporated in job descriptions and budgeted as salaries
16.	Monitor AIMS (possibly PARCC in 14) performance of repeat test takers to ensure sufficient progress to a reasonable and rigorous level of adequate academic performance.	When Pearson reports are available for each AIMS administration October 2011 Feb 2012 October 2012 Feb 2013 October 2013 Feb 2014 Oct 2014 Feb 2015	Superintendent, Principals, & the assigned RP-3 Teacher	• Analysis of student data as learned from ACSA data workshop(s) & implemented in daily PLC meetings • School level reports to Superintendent • Superintendent reports to Rose Management Group and annual report to School Policy Board	Budgeted as salaries

17. Report to key stakeholders of the AIMS testing results for reading, how these relate to the performance management plan, and why the plan will, or will not be, adjusted	4 weeks after receive results for each Reading AIMS test administration to corporate board, then annually for governing board	Superintendent, Chief Operations Officer and database administrator	• Stakeholder presentation materials and reports, agenda and meeting notes from Board meetings, both corporate & governing	Budgeted as salary or services from RMG
18. Apply consistent monitoring and evaluation of instructional staff using the principal and teacher evaluation tools	Four times per school year & ongoing as student outcomes are integrated in teacher and other PLC meetings	Principals for teacher evaluations Superintendent for principal evaluations	• Published Teacher/Principal Evaluation Schedule; • Data from teacher & principal evaluation results and bonus payments tied to instruction • Growth plans for principals or teachers • Review of placement, possible non-renewal, if instructional staff does not assist students to achieve	No additional charge because these are responsibilities incorporated in job descriptions and budgeted as salaries

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
19. Assignment of effective, quality Rose Principal to lead the school's PLC	June 2011 June of subsequent school years, reassignment depends on academic performance	Superintendent	• Agendas from PLC meetings reflect who is "lead learner" in PLC • Effectiveness of principal documented in principal evaluations	No additional

20.	Training of Principals and Teachers in use of electronic RP-3	August 2011	Data Manager & Principals	• Appointment on Data Manager's Outlook Calendar • Agenda from school's PLC meeting	Included in salaries
21.	Training in use of Galileo system using "train the trainer" model, (see Strategy 3)	October 14, 2011 Subsequent years as needed	Superintendent, Principals, selected RMG staff, selected teachers	• Agenda from training session from ATI • Agendas from PLC meetings reflect the trained trainer training other teachers	Included in purchase price for Galileo assessments, Strategy 3
22.	Integrate use of Galileo assessment data into daily PLC meeting at schools	Annually: Throughout school year using data from Pretest, Benchmark, & Posttests. See assessment schedule in Action Step X	Principal & teachers	• Agendas & reports, e.g., Galileo student level, RP-3, and Rose Guide	No additional cost
23.	Full day workshop from ACSA on how to use data for customizing instruction toward individual student achievement	Oct. 7, 2011 Continue in subsequent fiscal years with refined focused	Superintendent, principals(s), teachers	• Workshop agenda & materials	$1500.

24.	Monthly review of PLC activity effectiveness & adjust PD plan accordingly	Monthly in Scheduled Superintendent -Principal meetings	Superintendent w/ principals(s), curriculum team when needed	• Copies of evaluations from instructional staff regarding their ability to implement curriculum, use data from assessments, & deliver differentiate instruction • Principal observations of English instructors to implement curriculum, use data from assessments, & deliver differentiated instruction • Adjust PD plan accordingly	
25.	Write a professional development plan.	December 2011 Then annually before next school year	Superintendent	• Copy of the PD plan	Already contained in salaries

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 _42,225.00____ Fiscal Year __2011-2012____
Year 2: Budget Total _42,225.00____ Fiscal Year __2012-2013____
Year 3: Budget Total _42,225.00____ Fiscal Year __2013-2014____
Year 4: Budget Total _42,225.00____ Fiscal Year __2014-2015____

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 Terms to Know in the Renewal Application Instructions
4 Repeat these action steps as necessary to include the appropriate number of steps to accomplish the strategy

PERFORMANCE MANAGEMENT PLAN

Desert Rose Academy

INDICATOR:[1] __X_Math **DURATION OF THE PLAN**[2]**:** Begins June 2011 to June 2015

MEASURE*	METRIC*	CURRENT STATUS*	End Target For This Plan*[3]
State standardized assessment AIMS Math	Percent (%) of students who score proficient on the State standardized assessment and Student growth percentile (SGP)[see note] Alternative School percentage (%) 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. 10th grade FAY students meet or surpass the AEC % passing while demonstrating sufficient progress toward 50% passing. and *(although SGP is problematic for alternative schools)*, the very small group of 10th grade FAY students, who have scores to match for SGP, meet or exceed the AEC median SGP, and approach the state SGP

Note: SGP is only available for 10th grade FAY students. SGP for Desert Rose Academy in 2010 & 2011 was available for <10 students.

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Assign a DRA Rose principal(s) who can supervise use of the R.O.S.E.® curriculum that improves student achievement	August 2011 Then June of each year for subsequent school year	Superintendent	• Copy of Personnel Memo sent on 8/19/2011 • Copies of Memos from Superintendent in subsequent years	Already Contained in salaries
2. Data Manager creates for ease of implementation an electronic version of Rose Personal Progress Planner (RP-3)	August 2011	Superintendent Data Manager	• Screen shot of electronic RP-3	Included in salaries

Approved 11/19/2010

3.	PRESCRIBE coursework, materials, and target outcomes based upon Assessment and Diagnostic action Steps 13 and 14 seen in Strategy 3	Within 1 week of diagnosis	Principals, teaching team, and specially trained Math ROSE TEC teachers	• Each student's RP-3reflects necessary RTI materials, e.g. additional Algebra support course, customized Carnegie Cognitive Tutor that aligns with targeted interventions. • Illustrative copies of RTI materials. • Quarterly progress reports to families and students on interventions show use of formative and summative classroom assessments. Also can be used in PLC.	Many RTI materials already exist. Superintendent, through analysis of student proficiency data plus recommendations from PLC, will request additional purchases, and Rose Management Group (RMG) CEO will approve.
4.	Consistent monitoring and adjustments for better curricular materials to ensure student mastery of the math standards as demonstrated on formative assessments and summative Fall and Spring AIMS test administrations.	Ongoing but especially after Galileo and AIMS reports are available	Superintendent, principal, and curriculum development team	• Galileo Assessment Reports for Math, School Level and then System (Rose Management Group) • AIMS Math Reports, School Level from Pearson, calculated for Rose Management Group • Carnegie Cognitive Tutor District Reports • School Report to Superintendent	Existing Software & materials already budgeted in this PMP. *If* additional curricular materials are needed, purchase will be.
5.	Cross-reference state math standards and proper assessments with the A+LS and Carnegie software cross-walk for state standards and the Common Core State Standards	Aug 2011 – May 2012 Then as needed for any additional	Superintendent, principals, and curriculum development team	• Standards alignment data base • Copies of reports from Curriculum Specialist to Superintendent	$10,000 of Curriculum Specialist's salary. Incorporated in Superintendent and Principal job

6.	Review and identify errors and omissions that are evident in the software programs and text-based math coursework	materials or new releases from $A^{+}LS$		• Copies of report (s) from Curriculum Specialist to Superintendent of findings from ROSE Standards Database	descriptions and budgeted as salaries.
7.	Create additional content materials and assessments as necessary by authoring within the A+LS electronic software program and/or text-based supplementary materials and assessments	Begin in October if review shows critical gaps Otherwise, May 2012	Superintendent, principals, and curriculum development team	• Copies of additional materials & assessments • Standards Database reports no gaps in $A^{+}LS$ standards or POs	$10,000 of Curriculum Specialist's salary. Supplemental summer pay to math teachers, if necessary.
8.	Apply consistent monitoring and adjustments for better materials and/or formative assessments to ensure student mastery of the math standards as demonstrated on the summative Fall and Spring AIMS test administrations	After each Mathematics AIMS Administration Oct 2011 April 2012 Oct 2012 April 2013, etc.	Superintendent, principals, teachers, and specially trained Math ROSE TEC teachers	• Documentation that publisher's, currently Pearson, AIMS Math Reports are shared with curriculum decision-makers • Curriculum Report to Superintendent on correlation between student performance in core courses that meet Math Standards on AIMS test and Performance on AIMS test	Incorporated in Job Descriptions & budgeted as salary.

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
9. Because R.O.S.E.® uses a uniform and consistent curriculum, teacher evaluation system, and monitors implementation of a curriculum that is integrated with standards. This part of teacher evaluation is fundamental job performance. 7/2011 revised teacher evaluation tool includes items such as: • The teacher provides customers and the ROSE organization with accurate, timely, and precise feedback and documentation as required. • Ongoing use of a variety of formative and summative assessments are used to evaluate student progress and instructional adjustments are made when appropriate. • The teacher demonstrates competency with ROSE electronic programs, technologies, and equipment.	Formally: Four times per school year, & ongoing because integrated in daily teacher meetings Formative: principal observations of teachers	Principals	• Teacher Evaluation Schedule; • Data from teacher evaluation results and bonus payments tied to instruction • Growth plans for teachers • Renewal or non-renewal of contracts	Up to $12,000 $2000 each 12 teachers

10.	In addition to the fundamental job performance measured by the APAT, Action Step 10 of this Strategy, there is also performance-based monitoring and evaluation of instructional staff to align with recently adopted evaluation system as legislated in ARIZONA REVISED STATUTE § 15-203(A)(38)	Formally four times per school year & ongoing as student outcomes are integrated in teacher and other PLC meetings	Principals for teacher evaluations Superintendent for principal evaluations	• Teacher/Principal Evaluation Schedule; • Data from teacher & principal evaluation results and bonus payments tied to instruction • Growth plans for principals or teachers • Review of placement, possible non-renewal, if instructional staff does not assist students to achieve	FY 2012 Up to $2000 in performance bonus for each math teachers, Total $6000 Amount of performance bonus will be calculated when budgeting for FY 13 - 15

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
11.	ASSESS all students using the pre-assessment in the course in which they are enrolled, based on their transcript, as a response to intervention assessment. Example: If student is placed in Algebra 1, that student completes pre-assessment for that class.	Within 1st week of student enrollment	The assigned Rose Personal Planning (RP-3) Teacher & math teachers	• Illustrative samples of the course pre-assessment • Documentation of course pre-assessments kept in school file • Agendas from PLC meetings showing review of scores	Already Included in A^{+}LS purchase price

12.	Implementation of Galileo assessment beginning in Fall 2011.	2011 - 2012 **Pretest**: Week after Labor Day **Benchmark 1**: October **Benchmark 2**: November **Benchmark 3**: February **Posttest**: March Anticipate similar timelines for SYs 12-13, 13 – 14, & 14 -15 Fall pretest, 3 benchmarks throughout school year, Spring post-test *However*, reexamine for subsequent years based on what data shows as effective	Superintendent sets assessment schedule Principals & teachers implement at school	• Published assessment schedule • Copies of reports to superintendent, principal, and teachers from each Galileo administration • Agendas showing review of scores during daily professional development meetings	$2725
13.	DIAGNOSE individual student performance scores on the course pre- assessments and Galileo to identify students needing targeted intervention(s) for math	Annually: Within 2 weeks of test administrations	Principals, teaching team, and specially trained Math Curriculum Resource Team (CRTs)	• List of students identified as needing targeted interventions • Folder containing RTI materials identified for individual students	These responsibilities are incorporated in job descriptions and budgeted as salaries.

14.	EXPLAIN the results of the mathematics diagnosis to students to obtain a commitment to learn, set targets for level of teacher intervention, and schedule meetings in students' Rose Personal Progress Planner (RP-3)	Within 1 week of diagnosis	The assigned RP-3 Teacher	• Teachers and students use the electronic RP-3 to identify daily and upcoming tasks and project coursework that aligns with targeted interventions	Included in DRA operating budget because these are responsibilities incorporated in job descriptions and budgeted as salaries
15.	APPLY consistent monitoring and adjustments by meeting with students to review progress with Rose Personal Progress Planner (RP-3) targets, teacher interventions, small group, and individualized help	Weekly	Student, the assigned RP-3 Teacher, & specially trained Math teachers	• Students use RP-3 to identify goals and tasks related to targeted interventions • Log of parent involvement • Quarterly Progress reports on interventions	Included in DRA operating budget because these are responsibilities incorporated in job descriptions and budgeted as salaries
16.	Monitor AIMS (possibly PARCC in 14) performance of repeat test takers to ensure sufficient progress to a reasonable and rigorous level of adequate academic performance.	When Pearson reports are available for AIMS administrations October 2011 April 2012 October 2012 April 2013 October 2013 April 2014 October 2014 April 2015	Superintendent, Principals, & the assigned RP-3 Teacher	• Analysis of student data as learned from ACSA data workshop & implemented in daily PLC meetings • School level reports to Superintendent • Superintendent reports to Rose Management Group and annual report to School Policy Board	Budgeted as salaries

17. Report to key stakeholders of the AIMS testing results for math, how these relate to the performance management plan, and why the plan will, or will not be, adjusted	4 weeks after receive results from each Math AIMS test administration to corporate board, then annually for governing board	Superintendent, Chief Operations Officer and database administrator	• Stakeholder presentation materials and reports, agenda and meeting notes from Board meetings, both corporate & governing	Budgeted as salary or services from RMG
18. Apply consistent monitoring and evaluation of instructional staff using the principal and teacher evaluation tools	Four times per school year & ongoing as student outcomes are integrated in teacher and other PLC meetings	Principals for teacher evaluations Superintendent for principal evaluations	• Published Teacher/Principal Evaluation Schedule; • Data from teacher & principal evaluation results and bonus payments tied to instruction • Growth plans for principals or teachers • Review of placement, possible non-renewal, if instructional staff does not assist students to achieve	No additional charge to PRA budget because these are responsibilities incorporated in job descriptions and budgeted as salaries

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
19. Assignment of effective, quality Rose Principal to lead the school's PLC	June 2011 June of subsequent school years, reassignment depends on academic performance	Superintendent	• Agendas from PLC meetings reflect who is "lead learner" in PLC • Effectiveness of principal documented in principal evaluations	No additional

20.	Training of Principals and Teachers in use of electronic RP-3 (see Strategy 1, Action Step, 2)	August 2011	Data Manager & Principals	• Appointment on Data Manager's Outlook Calendar • Agenda from school's PLC meeting	Included in salaries
21.	Training in use of Galileo system using "train the trainer" model (see Strategy 3, Action Step 13)	October 14, 2011	Superintendent, Principals, selected RMG staff, selected teachers	• Agenda from training session from ATI	Included in purchase price for Galileo assessments, Strategy 3
22.	Integrate use of Galileo assessment data into daily PLC meeting at schools	Throughout school year using data from Pretest, Benchmark, & Posttests. See assessment schedule in III, 1	Principal & teachers	• Evidence in PLC meeting agendas & reports, e.g., student level Galileo reports, illustrative RP-3s and Rose Guides	No additional cost
23.	Full day workshop from ACSA on how to use data for customizing instruction toward individual student achievement	Oct. 7, 2011	Superintendent, principals(s), teachers	• Workshop agenda & materials	$1500.
24.	DRA Math teachers participate in monthly systemwide Math teacher PLC with focus on effective use of R.O.S.E.® tools and curriculum that leads to student achievement	SY 11- 12 schedule: Approx 2nd Friday of each month, Dec exception because of winter break Schedules for 12-13, 13-14, & 14-15 TBD	Superintendent, math curriculum specialist, math teachers2	• ROSE TEC Math program objectives, calendar, agendas and teacher evaluations • Weekly documentation of implementation	Included in salaries

25.	Monthly review of PLC activity effectiveness & adjust PD plan accordingly	Monthly in Scheduled Superintendent-Principal meetings	Superintendent w/ principals(s), curriculum team when needed	• Copies of evaluations from instructional staff regarding their ability to implement curriculum, use data from assessments, & deliver differentiate instruction • Principal observations of math instructors to implement curriculum, use data from assessments, & deliver differentiated instruction • Adjust PD plan accordingly	
26.	Write a professional development plan.	December 2011 Then annually before next school year	Superintendent	• Copy of the PD plan	Already contained in salaries

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 __42,225.00___ Fiscal Year _2011-2012____
Year 2: Budget Total __42,225.00___ Fiscal Year _2012-2013____
Year 3: Budget Total __42,225.00___ Fiscal Year _2013-2014____
Year 4: Budget Total __42,225.00___ Fiscal Year _2014-2015____

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 Terms to Know in the Renewal Application Instructions
4 Repeat these action steps as necessary to include the appropriate number of steps to accomplish the strategy