Introduction

Excalibur Charter Schools was established in 2000 serving K-12 students in East Mesa and Apache Junction to provide a choice for parents and a safe learning environment for students.

In 2002 Camelot, a performing arts K-8, was opened and was subsequently closed in July of 2006 due to conflicts between staff and then superintendent Jeff Parker.

Avalon K-8 at its current site on San Marcos opened in 2003 as a "back to basics" elementary and middle school. Avalon has a current enrollment of approximately 280 students.

Jeff Parker, founder also served as CEO/Superintendent/Board Member from 2000 until his removal in 2011. He was solely responsible for hiring principals and admin staff during this time.

2006 to 2008- Avalon had an experienced principal with 30 years of administrative knowledge, Principal Mr. Reese.

2008- 2010 Excalibur Charter Schools, Inc. under the direction of Superintendent Parker hired a Principal, Mr. Webb.

2009-A lawsuit against the Superintended/Founder Parker resulted in a temporary suspension of his finger print clearance card. These two events led to a weakening of the Excalibur leadership structure and resulted in deterioration in the district's oversight process.

In 2010 Excalibur High School was moved onto the Avalon campus due to decreased enrollment caused by increasing charter school competition. During this transition, Excalibur High School partnered with Primavera to provide supplemental online learning. Due to this significant transition, prior action steps implemented during the past five years cannot be document or fully explained in the PMP by the current administration.

Over the last 10 months Avalon Elementary as well as Excalibur Charter Schools has seen significant changes in administration and teaching staff. Excalibur Charter Schools has established a new Board of Directors, a new Chief Executive Officer, and all new administrative support staff.

The new administration and staff recognize the need for continued academic achievements through ongoing professional development as well as multi source data driven analysis and review. The quality and standards necessary to maintain strong academics were missing from Excalibur Charter Schools until these changes were made. Professional developments in both math and reading have been planned for the upcoming year. Additionally, Galileo software, aligned to Arizona Common Core Standards will be implemented to benchmark and progress monitor students' learning.

Excalibur Charter Schools Mission Statement:

Avalon Elementary as a school community will strive for excellence in education and exceed state standards by providing a clean, structured safe environment, with small class sizes, charter education, and strong curriculum administered by highly qualified professionals that encourage a love for learning.

Excalibur Charter Schools' efforts for the previous five years to provide and implement a mathematics and reading curriculum that improves pupil achievement:

Avalon Reading

2007- 2009: Avalon participated in the Reading First program. This was used to enhance the reading curriculum. In this program grades K – 6 followed the Reading First fundamentals of conducting uninterrupted reading class from 8:30am to 10:00am daily. Curriculum choices were the decision of the Superintendent Parker and Principal Webb. If there was curriculum mapping, instructional material adoptions or pacing guides done there is no evidence of it that we could locate.

2009 – Mr. Nathan Wicke was the Title 1 coordinator overseeing the data review committee. He was dismissed by the superintendent at the end of the first semester. We do not know the details of the dismal. It was discovered that he was not doing the job. Upon review of his files, there was no evidence of data analysis and reporting.

2009-2011: Spalding "Reading Road to Writing" program was implemented school wide and continues to be used. Students were tested weekly for phonetic awareness, grammar and writing skills. Spalding data was not compiled by the administration but was left for teachers to interpret.

2010 – The school did not receive Reading First Program funds but continued the fundamentals that are the foundation of the Reading First program. According to the AIMS results the Reading First program continued to improve student achievement in reading.

In conjunction with Reading First, Avalon has used the "Reading Street" by Scott Foreman and it has remained an integral part of our reading curriculum program since 2007.

2010 – "Reader's Choice" Literature published by Glencoe McGraw-Hill was implemented as the Middle School reading curriculum.

Math

2006-2009: Avalon purchased Math Manipulatives that were distributed to teachers to use to enhance the math curriculum. We cannot locate the exact curriculum that was used during these years as it was again Superintendent Parker and Principal Reese and Principal Webb that were responsible for curriculum.

2009-2010: Curriculum maps for math were created but not followed. Teachers were asked to map the math curriculum and turn them in to the principal. Once turned into the principal, teachers were told he would review and assure teachers were following the maps. Principal Webb did not follow up or review maps.

Excalibur High School Math

2006-2009: Larson Math Software was purchased which allowed student to integrate technology with math skills at the High School level. The curriculum and curriculum mapping were the responsibility of Superintendent/Principal Parker. Evidence of curriculum mapping could not be located. Standard Algebra 1, Geometry, Algebra 2, and Consumer Math textbooks were used. Teacher lesson plans that were submitted to Principal Parker were not located for this report.

Excalibur High School Reading

2006-2009: Reading curriculum and curriculum mapping were the responsibility of Superintendent/Principal Parker. Evidence of curriculum mapping could not be located. Teacher lesson plans that were submitted to Principal Parker were not located for this report.

2009-2010: Excalibur High School required lesson plans on a weekly basis aligned with state standards through the Task Stream Software. Principal Parker was responsible for reviewing these lesson plans.

Schools efforts for the previous five years to develop and implement and plan of monitoring the integration of the Arizona Academic Standards in to Math and Reading instruction.

District policy required weekly lesson planning aligned to Arizona State Standards by all teaching staff.

Avalon

2005-2008: Principal Reese conducted daily walkthroughs of each classroom as well as monitored teachers regularly through staff meeting and formal evaluations that were conducted as part of the Reading First program. He also developed a Mentor teacher program.

2006-2011: Formal teacher evaluation took place twice yearly. Teachers were given the evaluation prior to visit and instructed as to the expectation of each evaluation. Principals were responsible to conduct these evaluations and meet with teachers to develop improvement plans if needed.

2006-2008: The Reading First program required weekly meeting with teachers in Kindergarten through third grade with the highly qualified Reading Specialist. Biweekly in classroom evaluations took place by the Reading Specialist and Principal Reese. Our Reading Interventionist conducted ongoing reviews and training of methods and techniques for implementing the Reading First Program all in an effort to improve effective instruction in reading.

2009-2011: Most teachers during the last three years received little if any ongoing support or review of performance outside of the two formal reviews by Principal Webb.

Excalibur High School

2006-2009: High School teachers turned in paper lesson plans with state standards attached. Principal Parker conducted weekly team meeting to discuss students' academic progress and achievements relating pre and post testing in core subjects.

2009-2010: Excalibur High School required lesson plans on a weekly basis aligned with state standards through the Task Stream Software.

Schools effort for the previous five year to develop and implement a plan for monitoring and documenting student proficiency in math and reading.

Avalon K-8 Reading

2006-2011: As part of our Title 1 program student achievement was monitored through benchmark assessments using DIBELS reading in K – 6th grades. During this time Avalon employed a certified reading specialist who with the aid of two paraprofessionals conducted pull in/pull out services for student who are at risk and require remediation. Formative assessments and summative assessments conducted by the classroom teacher.

Avalon K-8 Math

2009-2011: A portion of our schools Title 1 funding was used to employ a full time highly qualified math interventionist who conducted pull in / push out services for at risk students. Students were identified by teacher recommendation and by AIMS scores for services. No standard curriculum was used by the math interventionist. No benchmark testing was conducted during the school year for math by the math interventionist. Principal Webb was responsible for monitoring, evaluating the math interventionist.

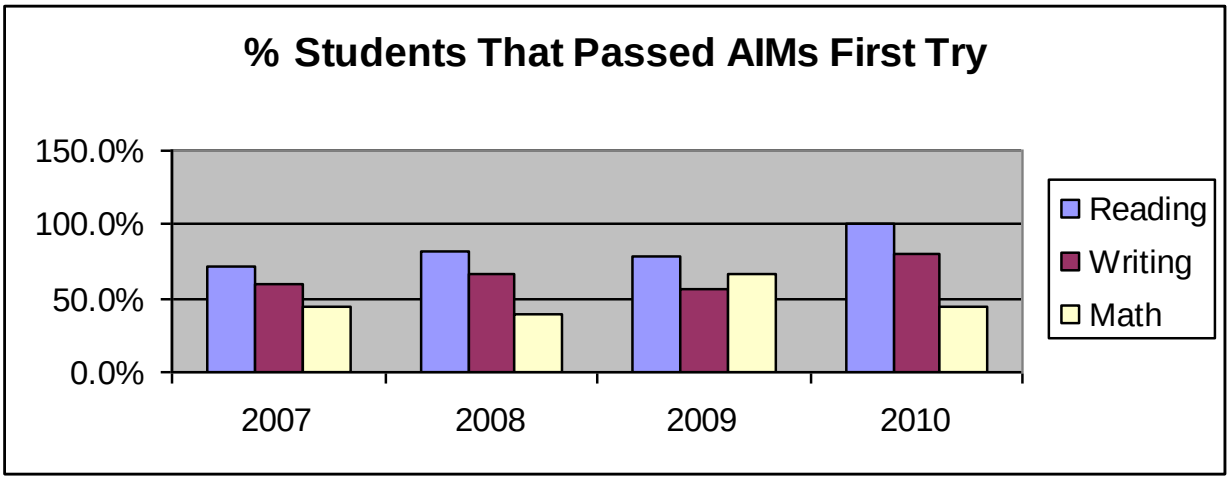
2009-2010: Avalon was part of the 21st Century grant where students received tutoring in Math, Reading, and Science. DIBELS benchmarking of students' reading took place in Kindergarten through sixth grade while in the 21st Century Program in which 83 students participated.

Excalibur High School Math

2008-2011: Math tutoring was conducted at the high school level to assist students who required remediation and assistance to pass their math AIMS exam. Before and after school tutoring was provided. Pre and post testing as well as AIMS scores showed moderate increase in math performance. Dean of Students Mr. Walt was responsible for this grant.

Excalibur High School Reading

2008-2010: Excalibur High School was the recipient of a dropout prevention grant which supported additional staff to teach life skills, humanities, and AIMS preparation courses. Reading and writing skills were the focus of the AIMS preparation courses. Students who had not met AIMS standards were selected for the AIMS preparation course. Dean of students Mr. Walt was responsible for this grant.



Percent of High School students that Meet or Exceeds on the AIM test first try. Data gathered for the ADOP program.

School efforts for the previous five years to develop and implement a professional development plan that supports effective implementation of a math or reading curriculum.

Avalon

2007 -Reading Specialist attended the Cambium Learning Professional development conducted in Tucson, Arizona. We do not have information on what this contained. Only records we could find were the purchase orders for payment.

2008-2009: Teachers in Kindergarten through third attended the Cambium training the following year and plans to implement the material were created. Most of the teachers that attend this training took other positions prior to the start of the next school year which halted the use of Cambium.

2008-2010: Teachers attended professional development outside of school on a regular basis as required by the Reading First program.

2009-2011: Spalding training program were conducted for all teachers. Teachers were required to use Spalding materials with all students in an effort to improve grammar and writing skills.

2009-2010: Math- Teachers in Kindergarten through third attended the "Arizona Student Achieving Mathematics Academy" along with the Principal Webb. Again most of the teachers that attended this training took other positions prior to the start of the next school year which halted the implementation of the math academy material.

Excalibur High School

Due to the new administration of the school district we are currently unable to obtain any record of professional development conducted over the last five years at the high school level. Efforts were made to contact the Superintended/ founder with no response. Attempts to contact the former Dean of Student, Mr. Walt also went unanswered. We are unable to find evidence to indicate what professional develop took place over the last five years.

Schools effort for the previous five year to analyze relevant pupil achievement data.

Avalon

2005-2010 - AIMS, Terra Nova/Stanford and DIBELs scores were printed for each elementary teacher at the beginning of school year. We found no indication of formal or informal reviews occurring during this time. The scores were also published in a binder which was kept in the front office and available for teacher review. Student AIMS scores were also entered into the SMS for teachers to access.

Excalibur

2005-2011- AIMS and Terra Nova/Stanford scores were printed for each high school teacher at the beginning of school year. High School teachers meet with administration and conducted a review of AIMS test score student by student.

2009 – Mr. Wicke was hired as part of Title 1 to evaluate and track student achievement data. When he was dismissed at the end of the first semester it was discovered that he was not doing the job. All student achievement data in the computer that he was assigned to track and evaluate was blank.

A detailed description of the types of data collected and the process used in conducting the analysis of the relevant data.

2006-2011- Terra Nova or Stanford tests were given to all second graders as required by the state.

2006 – 2011- AIMS tests were given yearly to all 3rd through 8th grade students as required by the state.

2006 – 2011 DIBELS testing and benchmark assessments in reading is given to all K – 6th grade students.

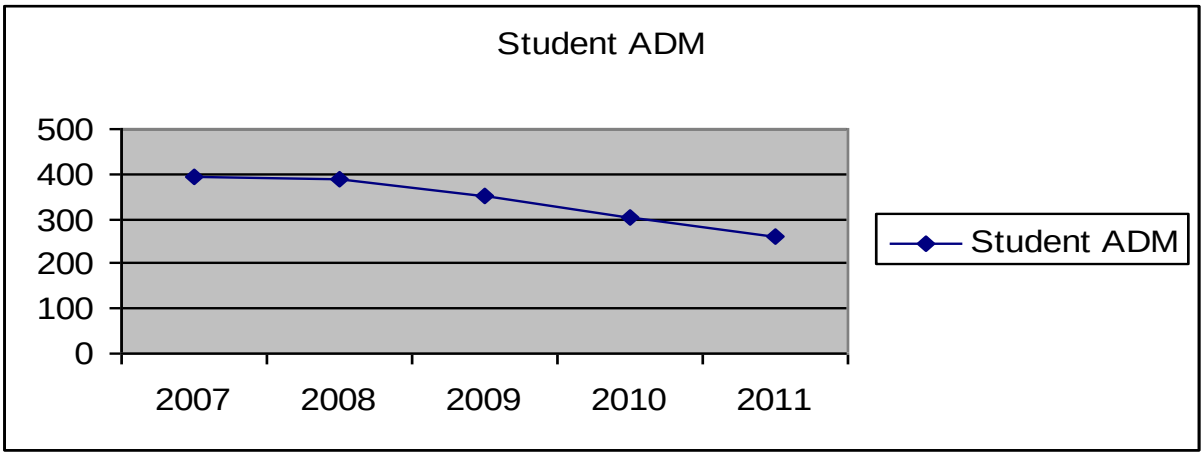
High School

2006-2011: Terra Nova/Stanford was administered to the ninth grade class yearly.

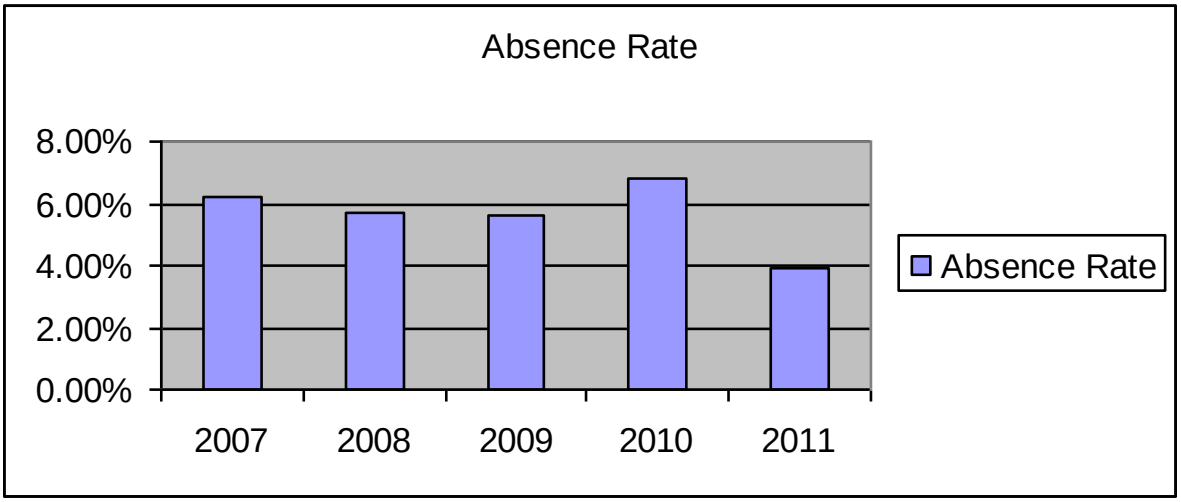
2006-2011: AIMS was conducted for the tenth grade class yearly and retakes were conducted bi -annually for those who did not successful meet state standards on the exam.

Interpretation of the data was the responsibility of the Principal and teachers. Mr. Wicke was hired in 2009 to head a data review team.

It has proven difficult to track a cohort's progress over five years because of high student turnover. There are only five students that are still in the eighth grade class that started with Avalon five or more years ago.



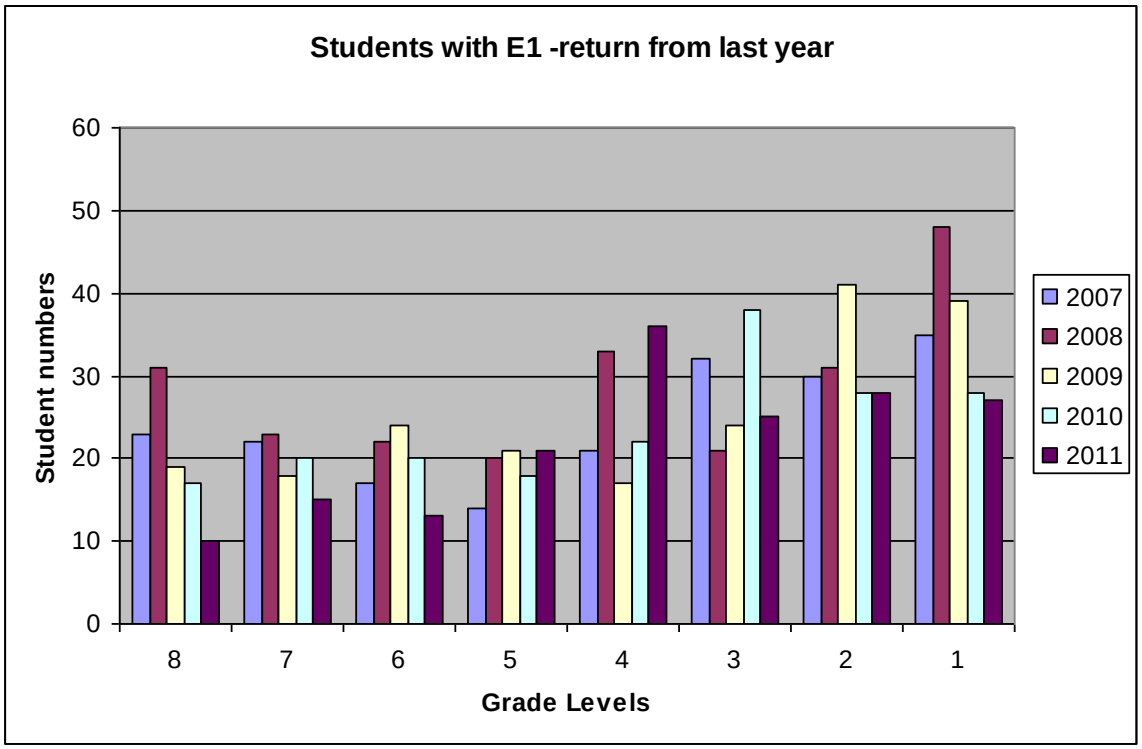
This chart shows the declining student enrollments of the last 5 years.

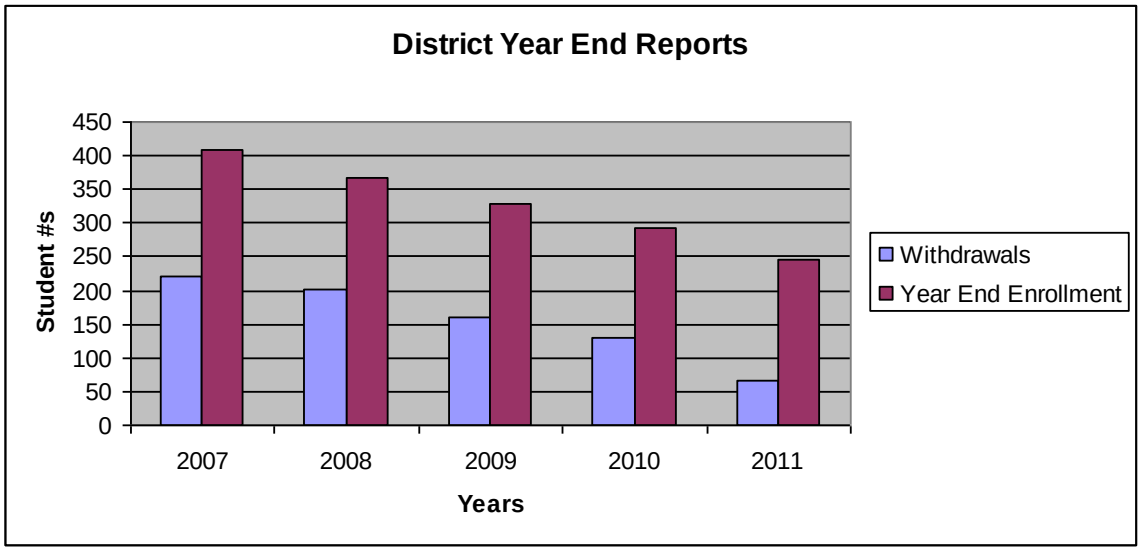


This chart shows in improvement in our absence rate from the previous 4 years.

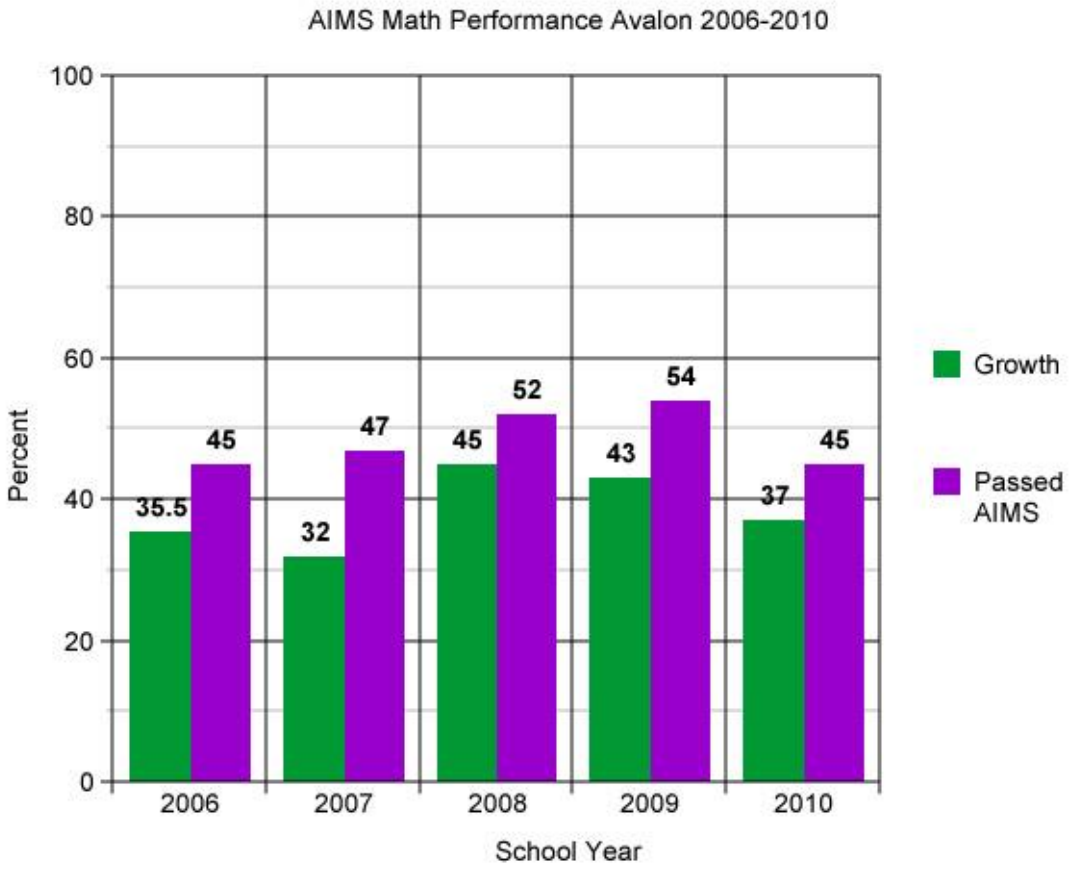
One area of concern as it relates to student achievement is student movement in and out of our schools.

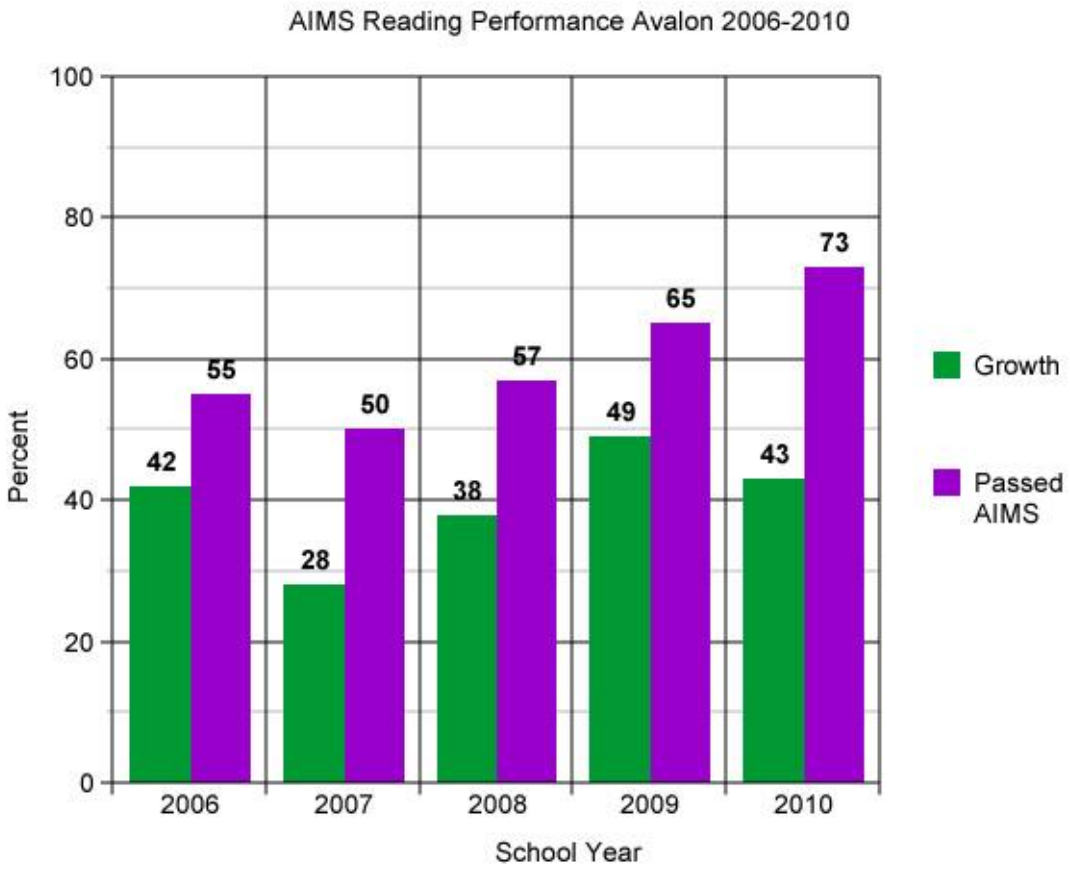
This chart is showing the students population that re-enrolls in our school from year to year in each grade level.

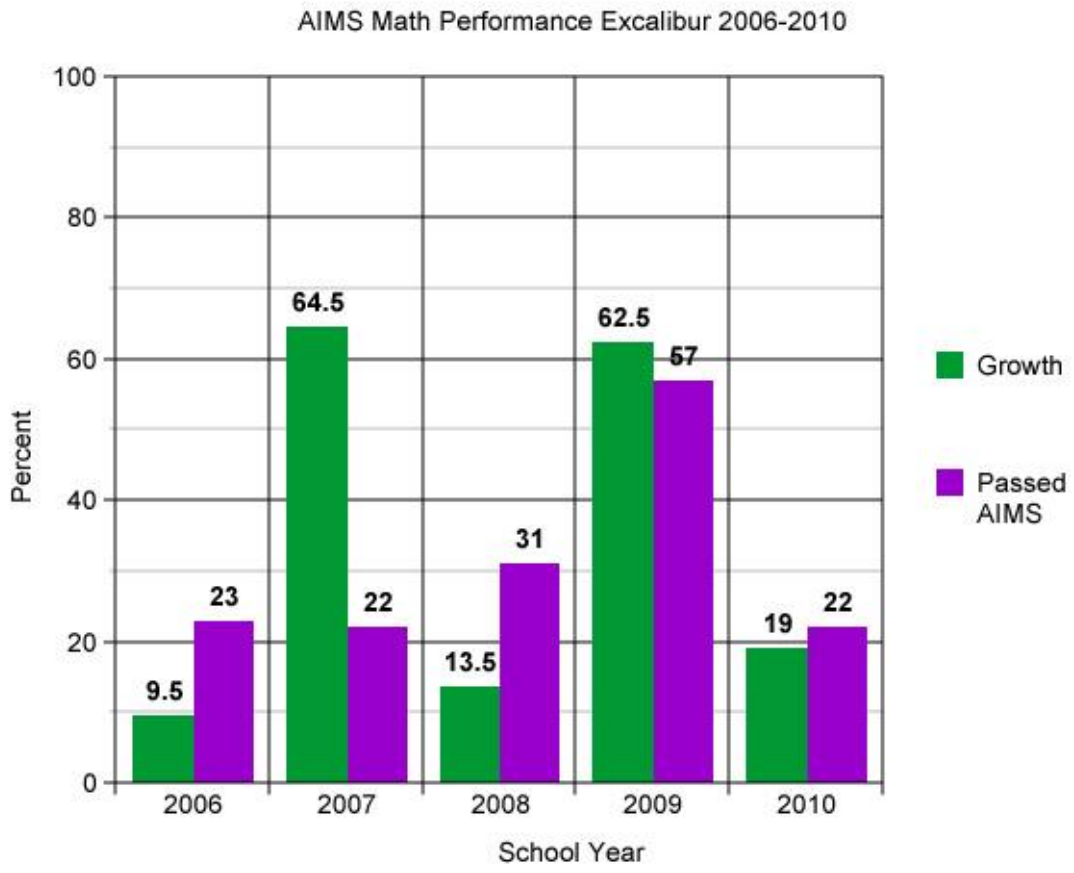


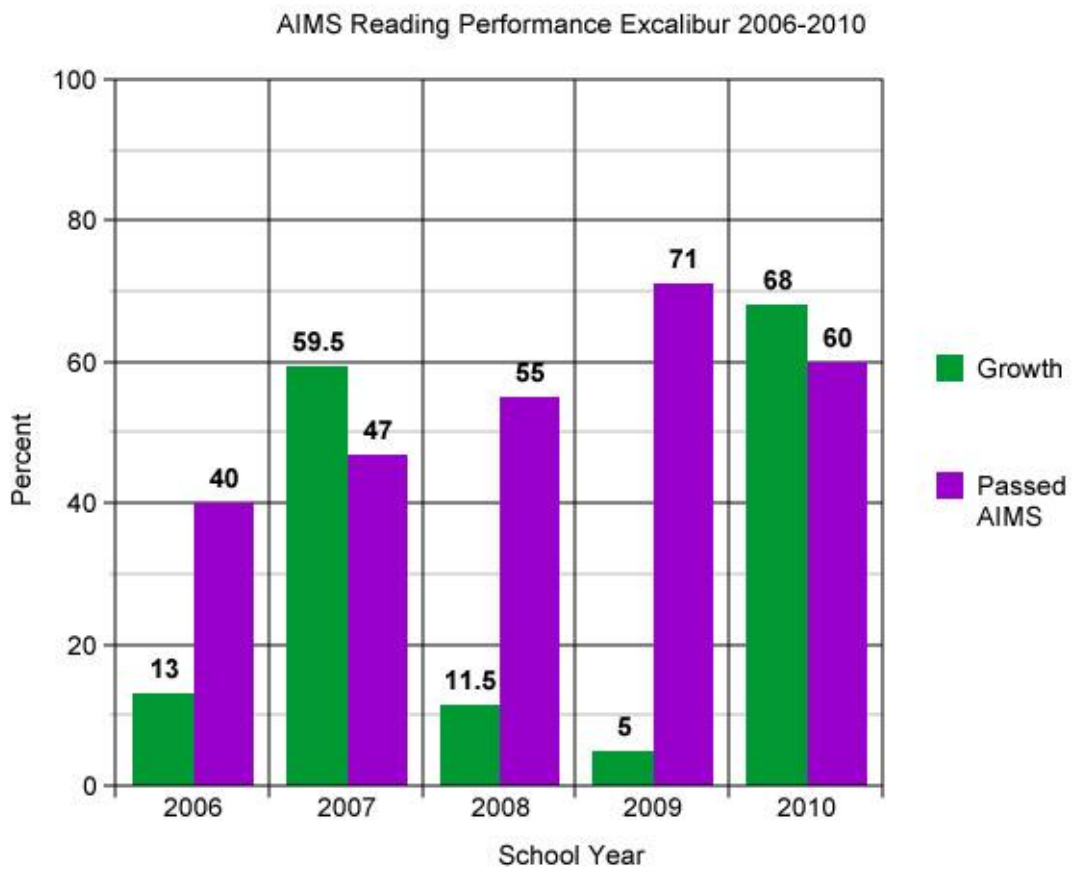


This chart is showing the year end enrollment numbers and the years withdrawals. As can be seen on the chart our enrollment has decreased through the years and our students withdrawals have also decreased.




AIMS Reading Performance Avalon 2006-2010
100
80
60
40
20
0
Percent
42
55
28
50
38
57
49
65
43
73
2006
2007
2008
2009
2010
School Year
Growth
Passed AIMS


AIMS Math Performance Excalibur 2006-2010
100
80
60
40
20
0
Percent
9.5
23
64.5
22
13.5
31
62.5
57
19
22
2006
2007
2008
2009
2010
School Year
Growth
Passed AIMS


AIMS Reading Performance Excalibur 2006-2010
100
80
60
40
20
0
Percent
13
40
59.5
47
11.5
55
5
71
68
60
2006
2007
2008
2009
2010
School Year
Growth
Passed AIMS

Justification of how data selected for the analysis is relevant to improving pupil achievement.

AIMS is just one snap shot of students achievement through the years, but our DIBELS program with its quarterly assessments are more relevant to each students need in the subject of reading. The Dynamic Indicators of Basic Early Literacy Skills Student Progress Monitoring Graph –DIBELS Next will be utilized to monitor existing reading performance, ongoing performance, target goals and identifying student risk levels.

PERFORMANCE MANAGEMENT PLAN TEMPLATE

<Insert Applicant Name>

INDICATOR:[1] _X__Math _X__Reading **DURATION OF THE PLAN**[2]**:**
Begins September 1, 2011, to September 1 , 2014

MEASURE*	METRIC*	CURRENT STATUS*	End Target For
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 sufficie level of adequate academic modified periodically by the E

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Excalibur will provide and implement	January 2012	Teachers	Lesson plans and curriculum maps	$25,000 purchase of training and

Singapore Math curriculum.				materials
2. Excalibur will employ a Part Time highly qualified math interventionist through the Title One program. Interventionist will conduct pull in/pull out services with students who failed to meet AIMS standards. Interventionist will be provided additional resources including Acellus, Khan Academy and Galileo.	September 2011	Superintendent/CEO Executive Director	Time and effort logs, Galileo data collection and review of standardized math test scores	$22,000 per year interventionist salary Other software either free or already purchased by school
3. Before and after school tutoring will be conducted Monday through Thursday. This program will serve that require additional help in mathematics.	September 5, 2013	Superintendent/CEO Executive Director	Galileo data collection, Khan Academy results	$5,000 per year salary
4. Develop and	June 2012	Teachers	An effective and	No additional

implement curriculum mapping which is aligned to the common core standards.		Superintendent/CEO Executive Director	peer edited curriculum map is develop for each grade level relating to Arizona/ Core math standards.	cost time for teacher is provided over summer break.
5. Create a curriculum review committee that will annually review and recommend changes or revision to schools curriculum materials, maps and standards alignment.	September 2012	Math interventionist will oversee curriculum review team. Committee will consist of one teacher from K-8 grade levels.	New curriculum maps and standards alignment.	No additional cost. Time for teachers is provided weekly to meet after school.
6. Provide access to grade level Arizona state standard for all teachers.	September 2011	Secretaries	Shortcuts to ADE standards web page placed on each teacher's desktop. Arizona State Standards added to PowerSchool.	No additional cost, Excalibur already possesses materials needed.
7. Grade level teams will read and review all Arizona State Standards	November 2011, annually during teacher in-service week (usually the end of July)	Teachers	Signed attestation that teacher has read and reviewed Arizona State Standards.	No additional cost, Excalibur already possesses materials needed.
8. Teachers will write learning	September 2011	Teachers	Learning objectives will be observed during	No additional cost, Excalibur

objectives on the board prior to each lesson in a student friendly format that is easy to understand.			informal and formal classroom walk-thoughs as well as formal evaluation conducted by Executive Director/Principal.	already possesses materials needed.

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. Excalibur will review implementation of Singapore Math curriculum.	May 1, 2012	Executive Director	Monthly teacher performance evaluations.	No additional cost
2. Implement approved classroom evaluation system. .	January 2012	Principal Executive Director Superintend/CEO	Board will hold Principal Executive Director and Superintendent/CEO accountable through a review of teach evaluations during the school year.	No additional cost Time provide as part of administrative duties.
3. Teachers will demonstrate proficiency at 80% or better. Teachers who fall below 80% will receive additional mentoring and training in subject area where they are	March 2012	Principal Executive Director Superintend/CEO	Superintendent will meet with Executive Director/ Principal bi-annually and review teacher's performance and establish remediation for teacher if necessary.	No additional cost Time provide as part of administrative duties.

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4. Teachers will work to collaborate and develop cross curricular lesson and instruction materials related Arizona state standard and the core curriculum..	August 2012	Teachers	Lesson plans and lesson demonstrations will be evaluated for content related to multi curriculum instruction.	No additional cost Time provide as part of administrative duties.
5. Teachers will turn in lesson plans weekly with Arizona state standards relating to topics covered during instruction.	September 2012	Teachers Administrative assistant	Lesson plans will be turned in to the office with a signature sheet sign by the administrative assistant and teacher to assure that lesson are being turned in on time.	No additional cost Time provide as part of administrative duties.

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. Excalibur will purchase license to use Galileo benchmarking software. Galileo is formative benchmarking software.	August 2011	Principal Executive Director Superintend/CEO	Invoices for the purchase of software from ATI.	$8.00 per student per year with a minimum of 250 students.

2. Excalibur will establish a testing calendar for bench mark students 5 times per year using summative testing though Galileo. Excalibur will conduct one Pre Test and one posttest as well as three additional tests throughout the year space every other month starting in September.	September 2011	Principal will schedule formative assessment with ATI/Galileo bi monthly.	Galileo data collection report.	No additional cost Time provide as part of teaching duties
3. Excalibur will require teachers to perform formative testing in math twice monthly through Galileo software.		Teacher will schedule summative assessments using Galileo software on the 5th and 20th of every month.	Executive Director/Principal will conduct reviews of data with teachers at monthly staff meeting and us information from bench mark testing to develop professional developments.	No additional cost Time provide as part of teaching duties
4.				

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. Excalibur will establish a teacher mentoring program whereby master teachers (a teacher who on their last 3	December 2012	Teachers	Peer evaluation and goals form	$250 per year stipend will be provided to mentor

formal evaluation scored 80% or better and had 70% of their students in the meets or exceed category on the AIMS examinations will be considered a master teacher), reading and math interventionists will conduct classroom visits to discuss what the teachers are doing well, what they can to improve and set goals for the next meeting.				teachers. Total of 3 mentor teachers. Total cost $750.00
2. Excalibur will train teachers to use formative and summative assessment and collect data through Galileo software.	September 2011	Executive Director Teachers Principal	Training sign-in sheets, Galileo reports, formal teacher evaluations focused on use of Galileo	$3,000

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 $52,000 **Fiscal Year 2012**

Year 2: Budget Total $2750 **Fiscal Year 2013**

Year 3: Budget Total $7750 **Fiscal Year 2014**

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