Jefferson Academy has always been based on a philosophy of individualized education where we strive to meet the needs of the students from where they present themselves upon entry into our school. We have always had a goal to use whatever means possible to move students to achieve grade level performance. This has been done using pieces of the Brigance for Math and Spelling as a screening tool. We also assessed reading and writing using a Basic Reading Inventory and a basic writing screening tool. Once students were placed in their individual levels of instruction we monitored their progress with teacher observation, student portfolios, and an Individualized Lesson Plan (ILP). ILP meetings were and are held quarterly with the parents and the student.

When Jefferson Academy first started we had a student population of 30 students consisting mainly of staff children and students with ADD and ADHD. The program was small enough that we could easily track data and analyze data and provide remediation with meaningful results. Students with ADD and ADHD thrived in the small individualized program and our reputation for helping students with disabilities grew. The next few years show our student population increasing significantly each year. We especially saw an increase in our Special Needs population.

In order to answer our needs for a good Special Education program we hired Dr. John Potts as our school psychologist and Joey Reidhead as our Special Education Director. Both men have solid reputations in our community as the most capable professional who working with special needs students. When word got out that we had employed both of these talented individuals our special education population increased even more.

Schools began to refer not only their ADD and ADHD students but also their students with Autism Spectrum Disorders and Emotional Disabilities and Specific Learning Disabilities who were not doing well socially or academically in the larger school systems. In the last few years as our at-risk student population increased, our overall Standardized Test Scores plummeted.

We heightened our quest for better curriculum and more appropriate pedagogy to meet the individualized needs of our students. We added a three-tiered instructional system that allowed for the spiraling of curriculum as well as built-in scaffolding for our significant population below-grade-level students. We took the state standards and put them in a rubric with Blooms Taxonomy to utilize the recognition of differentiated learning methods such as project based instruction or experiential labs. We also created a Skills Checklist utilizing the state standards in a rubric form with" not introduced, introduced, and mastered" for each student that we could track our curriculum meeting the state standards.

Students of all grades were enrolling with very limited reading abilities. We determined that reading was the most important skill our students could develop so we hired a Reading Specialist. We added the AIMS Web assessment to better track our student's weekly reading progress, we also added the "Teach Your Children to Read Well" curriculum as it allowed for intensive individualized instruction and the ability to track their progress individually. We added AIMS Web math assessments to track our students' progress in math. We were tracking progress from even the least abled of our students,

unfortunately, even though our students had come far, the AIMS scores were showing progress as inadequate because our students had so far to go.

In the last couple of years, with the hard economic times not only did we lose funding (1/12 the year before last) families have been moving away from our rural communities to find jobs in the larger cities. This has affected our teachers as well and our teacher turn-over rate has been very high. Finding good teachers to replace them has been very difficult. Consequently with a high teacher turnover and reduced funding our program has suffered. Another adverse factor to our program as we grew, we've been challenged in utilizing all the data we collect in a timely manner as to be effective in helping teachers intervene with effective practices in a timely manner to assist students where they need it most. As inexperienced teachers focused on struggling students some of our higher students suffered also.

We have been looking at a variety of data management programs and will be adapting one or two that will give us the ability to extract useful pertinent data almost instantly, to determine if effective teaching and learning is occurring and then having the time for professional development (on the Fifth day- see below) to address the weaknesses that are present.

We also have been concentrating our efforts on training the teachers we do have. They are very dedicated to their students and very hard working but they don't always have the teaching abilities that we have had in the past. This summer we enrolled all of our teachers in the Intel Math course for better teaching practices which allows for continuous training throughout the year. We also have a master teacher to monitor correct teaching practices within each classroom on a regular basis.

We went to a four -day school week, to use the fifth day for collaborating with our staff in analyzing data for student growth and deficiencies, and best practices in remediation to meet the needs of all students' with an emphasis our struggling ones. We do after school tutoring several days each week, but will also utilize the fifth day for extra tutoring as needed.

This summer we (each teacher and administration) analyzed the AIMS results in Math and Reading for every student in the school and created a checklist to identify the weakness of each as well as checklist for collective data for each classroom and for the entire school. (Indicating lack of or weak instruction). Correlating that with the Aims Web assessment scores we identified and ranked focus areas according to deficiencies.

In Math across the board – Data Analysis, Probability and Discrete Mathematics was the overall weakest area. Our 3rd and 4th graders also showed overall weakness in estimation, Functions, Relationships, and measurement. These are priority focus areas for grades k-5 this year. In grades 5 thru 8 besides Data Analysis Numerical operations. Geometric properties and transformation of shapes topped the deficiencies and will be priority focus areas for grades 5-8.

In High school Numbers and operations, structure and logic, overall, and individually students had severe deficiencies in multiple areas. We are continuing to research math programs that will best serve

our student population. In the meantime we will prioritize needs on a weekly and individual basis while utilizing the new skills we are learning in the Intel Math Course.

In Reading overall –comprehension of expository text, and literary text was our priority focus areas . In the lower grades we also saw comprehension of persuasive text. In the Junior High it was functional text and High School comprehension of persuasive text. We will continue to prioritize weaknesses in these areas on a weekly basis.

PERFORMANCE MANAGEMENT PLANTEMPLATE

Founding Fathers Academies, Inc.

INDICATOR:[1] __x_Math ___Reading **DURATION OF THE PLAN**[2]**:** Begins __June, 2012_ _ to __May___ , 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)	Math: 11% passing, 14 SGP Reading: 46% passing, 33 SGP	Meet or demonstrate sufficient progress toward the level of adequate academic performance as set and modified periodically by the Board.

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

Action Steps[4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Review current students Aims test results, along with other evidence (student work samples, Aims Web Benchmark / weekly probes (computation, concepts & application) to determine student's individual and collective weaknesses.	6-6-12 to 7-30-12	Executive Director Director, curriculum director, teachers	Spreadsheet that shows collective and individual weaknesses in mathematical concepts/skills.	**1200**
2. Determine focus areas of instruction (individual and collective - mathematical skills and concepts) for upcoming school year based on Aims test results. Write Individual Learning Plans for each student based up results of assessments.	6-6-12 to 7-30-12	Executive Director Director, curriculum director, teachers	The student's Individualized Learning Plan clearly defines/reflects goals/objectives that shows how the teacher is going to meet the deficiencies that are defined in the Aims Web probes, Aims test results, and current school curriculum generated test results.	1200
3. Preview curriculum that will best fit needs based on targeted focus areas then purchase.	7-1-12 to 8-30-12	Executive Director Director, curriculum director	Purchased curriculum	5000

4. Train teachers on new purchased curriculum and hold weekly collaboration meetings for teachers on current week's data tracking for student progress.	Aug 13-May 16	Executive Director Director, curriculum director, teachers	Agenda and training sign in sheets. Student data tracking sheets. Determination of focus areas which are delineated throughout the yearly lesson plans.	2400

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. Teachers use Arizona academic standards as a roadmap to create and implement yearly lesson plans.	6-6-12 to 7-30-12	Executive Director Director, curriculum director, teachers	Yearly lesson plans	1200
2. Each teacher reviews student weaknesses on Aims Test and then adjusts yearly lesson plans to amply cover the deficiencies.	6-6-12 to 7-30-12	Executive Director Director, curriculum director, teachers	Yearly lesson plans -checklist sheets, and copies of Aims results.	2400
3. Using a skills checklist that is Arizona Academic standards based - teachers indicate : not introduced, introduced and mastered	8-6-12 to 5-23-13	Executive Director Director, curriculum director, teachers	Skills checklist for each student	400
4.				

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 Use current Aims Web probes on a regular basis (once a week- more if needed) to monitor students progress along with daily math drills	Ongoing through-out the school year	Executive Director Director, curriculum director, teachers,	Weekly aims web tracking, daily math drills results	1200

2. Evaluate Aims Web to determine if it adequately monitor students progress, if not review and purchase additional program/s to provide detailed data.	Aug 10 – Aug 31	Executive Director Director, curriculum director, teachers	If Aims web results are showing positive growth but focus goals are not being met then-purchase additional assessment materials	2500
3. Purchase an information system that easily and readily extrapolates of data	By August 21, 2012	Executive Director Director, curriculum director,	Purchase system – extrapolated data	3000
4. Rubrics for experiential learning/ individualized practice leveled by Blooms Taxonomy and created from state standards are used to track student progress and eventual mastery.	8-6-12 to 5-30-13	Director, curriculum director, teachers	A set of rubrics for each student that is available to the teacher/administrator/and child's parent that clearly defines/shows student's progress and level of mastery of each concept/skill.	400
5. 4 day school week for the purpose of using 5th day to analyze student data and as a team collaborate and develop intervention strategies to improve student proficiencies.	8-6-12 to 5-23-13	Executive Director Director, curriculum director, teachers	Jefferson Academy adopted a 4 day school week. Student data, minutes of collaboration and intervention strategies.	12000

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. Training teachers how to implement multiple techniques to at risk students. (Intel Math class), and weekly collaboration and in services	July 9-13	Intel Math Grant	Agenda's and sign in sheets for Intel math class, and staff trainings.	1200
2. Using knowledge from Intel Math Class, last years Aims Test results, chosen curriculum, and alignment with state standards; teachers will incorporate knowledge gained to drive their daily lesson plans and teaching practices.	July 16-Aug17. Review will be ongoing throughout the year	Executive Director Director, curriculum director, teachers Executive Director Director, curriculum director, teachers	Daily lesson plans., Staff in-services Agendas and signup sheets Teacher observations,	3600
3. As we review and analyze data, we will collaborate on multiple ways to implement curriculum and intervention strategies to best meet the needs of each student.	Aug10th, 2012 to May 24th 2013	Executive Director Director, curriculum director, teachers	Weekly lesson plans, regular teacher observations, and Agenda and attendance sign in sheets for staff trainings.	2500

4.At least Monthly(more often for struggling teachers), teacher observations will be held,	Oct 5, Dec 14, Mar 15th May 17th	Executive Director Director, curriculum director, teachers	Teacher observation reports	400

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 ___39000____ Fiscal Year _____2012-2013_____
Year 2: Budget Total ___33500____
Year 3: Budget Total _33500_____

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
4Repeat these action steps as necessary to include the appropriate number of steps to accomplish the strategy

PERFORMANCE MANAGEMENT PLANTEMPLATE

Founding Fathers Academies, Inc.

INDICATOR:[1] ___Math X Reading **DURATION OF THE PLAN**[2]**:** Begins June 1, 2012 to May 30 , 2012

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)	Math: 11% passing, 14 SGP Reading: 46% passing, 33 SGP	Meet or demonstrate sufficient progress toward the level of adequate academic performance as set and modified periodically by the Board.

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

Action Steps[4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Further train teacher on current reading program and incorporate into daily lesson plans.	6-1-12 7-30-12	Executive Director Director, curriculum director, teachers	Training agenda sign in sheets, Daily lesson plans and corrective action plans.	**400**
2. Research effective vocabulary programs for at risk students living in a rural area and procure	6-1-12 8-21-12	Executive Director Director, curriculum director, teachers, reading specialist	Procure appropriate vocabulary program	2500
3. Research effective comprehension programs with emphasis on functional, literary, and expository, persuasive text for at risk students living in a rural area.	6-1-12 8-21-12	Executive Director Director, curriculum director, teachers, reading specialist	Procure appropriate comprehension programs with emphasis functional, literary, and expository text for at risk students living	2500
3. Implement programs and assess on a weekly basis..	8-21-12 to 5	, Executive Director Director, curriculum director, teachers, reading specialist	Assessment scores of implemented programs	1200

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. Teacher uses Arizona academic standards as a roadmap to create and implement yearly lesson plans.	6-6-12 to 7-30-12	Executive Director Director, curriculum director, teachers	Yearly lesson plans clearly reflect and align to AZ State Standards.	1200
2. Each teacher reviews deficiencies on Aims Test and then reviews and adjusts yearly lesson plans so that deficiencies are covered in throughout the year.	6-6-12 to 7-30-12	Executive Director Director, curriculum director, teachers	Yearly lesson plans -checklist sheets, and copies of Aims results.	2400
3. Using a skills checklist that is Arizona Academic standards based - teachers indicate : not introduced, introduced and mastered.	8-6-12 to 5-23-13	Executive Director Director, curriculum director, teachers	Skills checklist completed for each student and sent home each semester.	400

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. Weekly probe results monitored by teacher and supervisor.	8-6-12 to 5-30-13	Executive Director Director, curriculum director, teachers	Weekly monitoring reports reviewed and evaluated for continuous teacher intervention.	1200
2. Weekly probe results reviewed followed by conferencing to determine/create a plan for individualized strategies for the underperforming students.	8-6-12 to 5-30-13	Executive Director Director, curriculum director, teachers	Weekly conference reports reviewed by the administrator to determine that underperforming students are receiving the appropriate individualized plan/strategies.	400
3. Rubrics for experiential learning/ individualized practice leveled by Blooms Taxonomy and created from state standards are used to track student progress and eventual mastery.	8-6-12 to 5-30-13	Director, curriculum director, teachers	A set of rubrics for each student that is available to the teacher/administrator/and child's parent that clearly defines/shows student's progress and level of mastery of each concept/skill.	400
4. 4 day school week for the purpose of using 5th day to analyze student data and as a team collaborate and develop intervention strategies to improve student	8-6-12 to 5-23-13	Executive Director Director, curriculum director, teachers	Jefferson Academy adopted a 4 day school week. Student data, minutes of collaboration and intervention	12000

proficiencies.			strategies.	

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. Train Teachers in Teach Your Child to Read Well	7-16-12 to 7-20-12	Executive Director Director, curriculum director, teachers	Each teacher will show evidence of training through workshop participation and classroom observation.	2000
2. Weekly, individual and group trainings, in specific skills for group instruction techniques.	8-6-12 to 5-30-12	Executive Director Director, curriculum director, teachers	Weekly training reports and teacher observations	1000
3. Weekly individual/group trainings in specific skills for implementation of differentiated instruction techniques.	8-6-12 to 5-30-12	Executive Director Director, curriculum director, teachers	Weekly participation in training clearly shown in training reports/biannual formal classroom observations.	1200

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 __31000_____ Fiscal Year _2012-2013_____
Year 2: Budget Total _____26000_____
Year 3: Budget Total _____26000_____

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
4Repeat these action steps as necessary to include the appropriate number of steps to accomplish the strategy