PERFORMANCE MANAGEMENT PLAN TEMPLATE

Student Choice High School

INDICATOR:[1] __X_Math ___Reading **DURATION OF THE PLAN**[2]**:** Begins September, 2011 to May, 2014

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.

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Recruit and hire Highly Qualified teachers who have experience working in an alternative high school setting	Fall, 2011 and ongoing	Executive Director Site Director	Teacher resumes/files are evaluated and attestation forms are completed. Teachers will either have certification or meet the requirements for Highly Qualified	No additional cost
2. Using current A+ curriculum to address student deficiencies in assigned classes	Fall, 2011	Director Teachers Support Staff	Class Assignments are created using A+ curriculum and then supplemented with additional assignments to address student needs	No additional cost
3. Map the math standards for each math course highlighting objectives, concepts and key formulas and vocabulary in new A+ software	Beginning July, 2012 when upgraded A+ curriculum is purchased	Director Teachers Software Consultant	After installation of software, documentation is created to show mapping of standards to curriculum for each course and performance objectives	$55,000 FY 2013 (complete curriculum update) ***see below
4. Form a framework for instruction that is reviewed and revised on a regular basis	July, 2012	Director Teachers	Teachers and support staff share ideas for input potential into other areas of the curriculum	No additional cost

5. Purchase supplemental curriculum resources such as textbooks, workbooks, on line tutoring assistance based on results of student assessment scores	Ongoing, as needed	Executive Director Director	Supplemental materials are available at the school and the Director and teachers continually review potential supplemental material and are encouraged to submit requests for additional materials	$600 FY 2012 $300 FY 2013
6. Align all purchased math resources to the curriculum map for each course	Fall, 2011 and again in Fall, 2012 when new A+ curriculum is purchased	Teachers Support Staff	Current resources have been mapped with the A+ curriculum outline	No additional cost
7. Create a curriculum review process that will be used at the end of each trimester and adjust use of A+ curriculum in conjunction with supplemental materials to align with student assessment results	Fall, 2011 and ongoing	Director Teachers	Staff will have input at the end of each trimester to submit their evaluation of materials currently in use	No additional cost
8. Add an additional part time Math teacher who will provide one on one tutoring in addition to assisting the math teacher	Fall, 2011	Executive Director	Additional staff member will be employed in September 2011	Y1$10,000 Y2$10,000 Y3$10,000

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. Assure that teachers are integrating the Arizona Academic Standards into instructional methods	Fall, 2011	Director Teachers	Any areas of the A+ curriculum that are not aligned to the state standards will have documented supplemental work incorporated into the teacher's lesson plans	No additional cost
2. Monitor use of A+ curriculum to assure that classes are being formatted to cover targeted standards	Fall, 2011 and again in Fall, 2012 when the	Director Teacher Software Consultant	All course assignments will be reviewed by the Director and Teachers to reflect teaching of standards. Any changes in	No additional cost

	new A+ upgraded curriculum is installed		assignments made by teachers when individualizing a student's course will be reviewed for content to assure that it aligns to the Arizona State Standards for that course	
3. Assess the teacher's use of real world applications for areas in math in daily life and other courses	January, 2012	Executive Director Director	Courses other than math courses will have math components such as graphing, data analysis, budgeting money and other daily life math uses	No additional cost
4.Use informal walkthroughs, teacher evaluations(both formal and informal) to assure that best practices are being used in the classroom environment, content delivery and behavior management	Two formal evaluations per year and ongoing informal evaluations	Executive Director Director	Teachers will receive verbal feedback in addition to written recommendations. Teachers will adjust classroom activities based on evaluations.	No additional cost

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. Determine assessment tool to be used for entry level testing and begin using test for all students at beginning of second trimester.	By Dec 2011 and revised in July 2012	Executive Director Director	Implementation of the testing and documentation of testing data has been used to assure math course placement	$800
2. Expeditiously identify students who have not passed the AIMS test and begin test preparation activities	Beginning Fall, 2011 and each year thereafter	Director Support Staff	Ongoing list is kept and updated regularly as new students enroll and all teachers have access to the data that is received from previous school or accessed from SAIS	No additional cost
3. Maintain a list of all full academic year students (students who enroll within the first ten days of the school year)	Beginning Fall, 2011 and each year thereafter	Director Support Staff	OSCAR software enrollment information	No additional cost
4. Assign a mentor teacher to each student upon enrollment who will track each student's progress in their classes and maintain parent contact and involvement	Beginning Fall, 2011	Director Teachers	Teacher who has been assigned to mentor each student is listed on their schedule and teachers maintain a current list throughout the year	No additional cost

5. Conduct formal staff meetings on a bi-weekly schedule and informal meetings during lunch weekly	Beginning Fall, 2011	Executive Director Director	Calendar is maintained for scheduled meetings, agenda is provided and sign in sheets will be used to document attendance	No additional cost
6. Develop a personalized graduation plan with each student and regularly track progress	Beginning Fall, 2011	Director Teachers Support Staff	Credit Worksheets are done for each student upon enrollment and the mentor teacher will work with their students to develop a graduation plan with emphasis on AIMS tests and credit completion.	No additional cost
7. Schedule open houses to present parent's and guardians the opportunity to meet with all staff and encourage the parent to work cooperatively with the school toward their student's academic success	By December, 2011	Director	Parents will be notified of dates for open house. Call logs and copies of written parent communication will be kept in each student's personal school folder	No additional cost
8. Continued enrollment in concentrated math concepts for identified students to need additional structure	Beginning Fall, 2011 and ongoing	Director Teachers	Student participation in tutoring and classroom observations	No additional cost

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. Develop a professional development plan that supports the needs of the staff focusing on student needs and goals for student learning	Beginning Spring, 2012	Executive Director Director	After input from all stakeholders, a plan will be developed that incorporates the needs of students, parents and staff.	No additional cost
2. Support not only school based professional development activities but also training opportunities outside the school environment	Beginning Fall 2012	Executive Director Director Teachers Support Staff	Available professional development activities, including online classes and workshops will be presented to staff who can make choices for activities that would benefit their professional growth	FY 1 $500 FY 2 $500 FY 3 $500

3. Using student data, teachers will be trained in data analysis and using that data as a guide for development of classroom activities	Beginning Spring 2012	Director Teachers	Teachers will maintain a notebook with copies of AIMS scores from previous years which will be used to identify specific areas of instructional needs. Classroom activities will be mapped to those areas of curriculum needs,	No additional cost
4.Classroom observations by administration will identify teachers who need assistance and support	Beginning Fall 2011	Executive Director Director	Regular feedback will be made with the teachers and documented in evaluations	No additional cost
5. To offer the best professional development plan, a needs assessment survey will be used with all staff and the needs will be reevaluated annually.	Beginning Spring 2012 and ongoing annually	Executive Director Director	Once surveys are completed, recommendations will be presented to Executive Director who will follow through with an evaluation of the recommendations	No additional cost

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 $ 11,900 Fiscal Year 2011--- 2012
Year 2: Budget Total $ 65,800
Year 3: Budget Total $ 10,500

***** Budget for Revised curriculum will cover all areas of the curriculum and will include both math and reading**

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

Math and Reading -- Performance Management Plan Narrative

Student Choice High School opened in the fall of 2000 to serve as an alternative high school for at-risk students in the Tempe and Scottsdale area. Our mission and focus is and continues to be students aged 14-21 who are not functioning in the traditional school and are looking for a smaller setting. Typically our students leave the traditional schools because of poor attendance, behavior problems or credit deficiencies. Our belief is that all students can learn but some may require more time to complete classes, so we offer a “work at your own pace” program which gives students additional time to complete classes, as needed. We follow a trimester calendar; however, open enrollment allows students to continue their classes past the end of the grading period based on enrollment date and withdrawal grades from their previous school.

Although SCHS is a performing school, we have measured our own success in the areas of AIMS test preparation, graduation rate, student credit completion and individual student retention with a specific plan. Student performance is critical in our learning environment so milestones are established for each class throughout the trimester with each individual student based on the entry date, entry level and performance to date at previous school.

Student Choice High School encourages students to progress through the computer based curriculum at their own pace. The curriculum is site based and students are required to come to school each day to work on their classes. They do not have access to the curriculum outside the school. Teachers are actively engaged with students on both an individual basis and with small group activities. As students progress through assignments, the classroom teacher evaluates submitted work. When a student has difficulty with the level of the assigned work, the teacher will consider the following on a case by case basis:

- Assignment of one or more formal assessment tests
- Application of modifications based on outcome of the testing
- Replacement of course assignments to allow the student to master the grade level material

Because of the direct partnership between the student and the teacher in this learning environment, assessment and modification are dynamic and frequent.

Student Choice High School views parental involvement as a key success for each student. An environment that includes the student, the teacher and the parent is the most conducive to a positive academic environment for any student. Because of the difficulty we often have with parent participation, we use several vehicles to involve our parents. These include, but are not limited to, daily attendance contact by phone, newsletters, conferences, open houses, individual parent mailings and trimester progress reporting.

Efforts Conducted in the Past Five Years to Improve Pupil Achievement

Student enrollment varies significantly each year. Data consistently shows that between 70% and 75% of our students are 11th and 12th graders who are credit deficient and have not passed at least two of the AIMS tests prior to enrolling in our school. In the last five years, we have focused on those students who have credit deficiencies and are fifth and sixth year seniors who need to meet the requirements for graduation. Our efforts have been successful in the last two years specifically because we have raised our graduation rate and many of those 5th and 6th year seniors successfully earned their credits and passed the AIMS tests needed to fulfill the requirement.

Last year alone, over 50% of the 10th graders who took the AIMS tests in the spring were not enrolled in our school until December or January making it very difficult to increase those skills by the time they took the test.

For the last three years, we have offered additional tutoring for the AIMS test. In 2009-2010, we offered an after school tutoring program. Students could come after school to meet with a math tutor for one on one assistance specifically designed to improve weak skills. It was also during that time that our math teacher began working on his Master's Degree. During the fall of 2010-2011, our math teacher did his student teaching at our school and as part of that process developed two AIMS prep classes that were direct teaching classes, in addition to the computer curriculum that we use for our regular math classes. During the winter-spring trimester, we also hired a math tutor who worked with small groups to prepare for the AIMS math test given in April. Those classes met for two periods in the morning session and two periods in the afternoon session four days per week.

The Buckle Down publishing AIMS prep workbooks and test prep materials have been used for tutoring in both Math and Reading. Study Island, which is an internet based prep program for the AIMS test, has also been used in the past but we had concerns about its effectiveness and discontinued use.

Processes for Conducting Analysis of Relevant Achievement Data

We continue to struggle with dropout prevention, poor student attendance and low academic entry levels. We have mainly used the evaluation of prior classes taken as a means to assign students to their classes upon enrollment and the teacher is then responsible for evaluating their performance in that class after the first weeks of enrollment. We are aware that this does not always place students in classes where they can achieve success and are now investigating what assessment testing tools can be put into place for this school year. This is a transition year for us because in the 2012-2013 school year, we will be updating our A+ software to the most current curriculum that they offer. This curriculum includes assessment/placement testing that is used to evaluate the student's ability to be successful in that particular class. The online curriculum for Odesseyware could also be made available for students who are well below grade level and need to have access to another means of presentation for a class.

The Data Analysis

Student Choice has an open entry policy and because we are an alternative school, a large number of our students enroll after the school year has started and they are withdrawn from their previous school. During the 2009-2010 school year, there were 104 students who enrolled during the first two weeks of school and an additional 174 students who enrolled throughout the remainder of the year. During the 2010-2011 school year, there were 124 students who enrolled during the first two weeks of the school year and an additional 161 who enrolled throughout the remainder of the year.

Over 75% of the students who enroll at Student Choice are credit deficient and have usually been withdrawn from their previous school due to poor attendance. The population of students who are drawn to enroll at an alternative school usually are not successful in the traditional school due to poor academic levels and poor attendance which add up to credit deficiency.

Withdrawal statistics for the 2010-2011 school year are as follows:

- Transfer to another school 50
- Illness 2
- Suspended 4
- Attendance or status unknown 79
- Dropout 2
- Graduated 34
- Detention 4
- Deceased 1
- GED 2

AIMS testing data analysis

In the spring of 2011, there were 80 students from all grade levels who took the AIMS math test. Of those 80 students, 27 were full year students and the remainder was students who enrolled for the first time after the first two weeks of school. Of the 53 students who were not full year students, a total of 28 students enrolled at Student Choice in January or later.

Data for 10th graders taking the test for the first time indicates that of the 19 students who were tested, only 6 students were full year students and 8 students were enrolled for less than 3 months.

In the spring of 2011, there were 41 students who took the AIMS reading test. Of those 41 students, there were 16 students who met the standard and 18 students who approached the standard. Of the 10th graders who were tested, there were 8 students who met the standard and 7 students who approached the standard.

It has always been the goal of SCHS to assist students in their efforts to graduate from high school therefore, we accept students who have been dropped from previous schools and who have difficulty finding an alternative. By doing this, we find that we are assisting many students who are extremely far behind in not only credits but academic levels.

Demographic Data Analysis

The following data reflects the student demographics for the 2009-2010 school year:

• Total enrollment	278	
• Males	161	
• Females	117	
• Hispanic	138	49.6%
• American Indian	32	11.5%
• Black	15	
• Asian	4	
• White	89	
• Students who were pregnant or had a child	6	

The following data reflects the student demographics for the 2010-2011 school year:

• Total enrollment	285
• Males	173
• Females	112
• Hispanic	113
• American Indian	34
• Black	28
• Asian	1
• White	109
• Students who were pregnant or had a child	9

An analysis of the data indicates that students, who do not have a commitment to school attendance, do not have a success rate in their academics. This tells us that more intervention is needed to communicate with parents. For the last two years, we have employed a bilingual administrative assistant and that has improved the communication between the school and parents of Hispanic students. Although it has not solved our attendance problems with that particular population of students, it has allowed us to communicate better with the parents and ultimately improved the attendance with a small group of students.

How the plan is directly linked to the findings of the data analysis

Understanding the demographics of the population which we serve is paramount to understanding the obstacles that we are facing. We strive to improve the curriculum and personalize the education for each of our students. With computer based curriculum and one on one instruction, we are able to individualize instruction as well as work with students who need a flexible schedule because of work, parenting, transportation or other issues that prevent them from following a regular school schedule. We know that attendance is and will continue to be an obstacle for our students. With the assistance of a bilingual attendance clerk and constant parental contact, we strive to improve our attendance rates and encourage the students who show improvement.

Our future efforts will focus on implementing our plan in order to improve student success in all areas of the curriculum, improve testing scores and increase our graduation rate.

PERFORMANCE MANAGEMENT PLAN TEMPLATE

Student Choice High School

INDICATOR:[1] ___Math _X__Reading **DURATION OF THE PLAN**[2]**:** Begins Fall , 2011 to Spring , 2014

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.

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Determine the assessment tool that will be used to evaluate student reading entry levels	Second Trimester 2011	Executive Director Director Teachers	A list of available assessment tests for reading will be created and after reviewing and deciding the best tool, the test will be implemented	$300
2. Customize a learning plan for each student based on the assessment test	Second Trimester 2011	Director Teachers	Students who score below grade level will be placed in a reading review class and a strategy will be implemented to increase reading level by at least 2 grade levels.	No additional cost
3. Develop a work plan for the student that will follow one of two paths (remedial or standard) based on assessment scores	Second Trimester 2011	Director Teachers	Remedial Reading class will be developed and a student who scores at 5th grade level or below will be required to enroll in the course during their first trimester.	No additional cost
4. Recruit and hire Highly Qualified Teachers who have experience working with low achieving students and who understand alternative school student profiles.	Ongoing	Executive Director	Teacher resumes/files are evaluated and attestation forms are completed. Teachers will either have certification or meet the requirements for Highly Qualified.	No additional cost

5. Align the curriculum to address students with reading deficiencies for all classes.	Fall, 2011	Director Teachers	Teachers have and will continue to create remedial level and recovery classes for all core subjects that are accessible to students who have deficiencies in reading	No additional cost
6. Develop weekly activity assignments that are aligned to the variety of questions that are seen on the AIMS and Stanford 10 tests.	Begin Nov, 2011 and ongoing	Teachers	Teachers will combine computer assisted lessons with direct teaching to create learning activities that are both visual and auditory. Success of activities will be evaluated regularly by using teacher created assessments	No additional cost
7. Align purchased curriculum resources to the curriculum map for each course	Begin Jan 2012	Director Teachers	Resources available will be listed separately in curriculum map documents	No additional cost
8. Develop a remedial reading class that will meet at least 3 hours per week to assure that students reading below grade level are given personalized instruction based on their deficiencies.	Begin Nov 2011 and continue until 2014	Director Teachers	Teacher will assess progress of students who are in the remedial class. Class attendance roster will be kept by the teacher.	Yr 1 $2000 Yr 2 $2000 Yr 3 $2000
9. Evaluate effectiveness of the Remedial Reading Class.	Spring 2012	Executive Director Director Teachers	At least 20% of the students who are enrolled in the class will pass the AIMS Reading test in the Spring, 2012, 30% in Spring, 2013, and 50% in Spring, 2014	No additional cost

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. Review methods to be used for instruction and develop a plan for monitoring integration of the Arizona State Standards.	Fall, 2011	Executive Director Director	Review of expectations with staff will be done regularly and documentation will be included in meeting notes	No additional cost
2. Monitor instruction techniques, classroom environments, content and delivery and classroom behavior management using written evaluations and classroom visitations	Fall, 2011	Executive Director Director	Regular informal evaluations will be done by both Director and Executive Director and observations will be communicated to the teacher. Written evaluations will done twice each yr	No additional cost

3. Monitor teacher assessment of student reading across the board in all subject areas.	Jan, 2012	Executive Director Director	Teacher expectations will be communicated and teachers will submit a plan to evaluate their students performance in subject area reading	No additional cost
4. Schedule Open Houses and parent conferences with parents and students to work cooperatively toward academic success.	Fall, 2011	Director Teachers	Maintain sign in sheets for open houses and logs placed in student's personal file	No additional cost

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. Administer entry level reading assessment exams to determine student's vocabulary level upon enrollment.	Begin Nov 2011	Director, Teachers Support Staff	Using the Wide Range Reading Test for Kindergarten to College, an entry level vocabulary will be established and vocabulary building assignments will be included in each student's English class.	No additional cost
2. Expeditiously identify students upon entry who have not passed the AIMS test and determine if they are in need of reading remediation.	Fall, 2011	Director Support Staff	Ongoing list is kept and updated regularly as new students enroll and all teachers have access to the data that is received from previous school or accessed from SAIS.	No additional cost
3. Maintain a list of Full Academic Year students of all students who enrolled within the first 2 weeks of school (10 days)	Fall, 2011	Director Support Staff	OSCAR software enrollment information	No additional cost
4. Meet with the student and their parents to review needs for tutoring or individual help either by conference or at open houses also emphasizing how attendance also effects student performance	Nov, 2011	Director Teachers Support Staff	Offer tutoring through the school tutoring program and offer a state approved list of tutors that can be accessed outside the school. Assure parents that they will be kept informed when attendance problems are noted.	No additional cost
6. Inform parents of all resources that are available for tutoring in addition to the tutoring/prep that will be done through the school tutoring program	Jan, 2012	Director Teachers	During open houses, parent conferences/letters and in newsletters this information will be provided and kept up to date	No additional cost

6. Monitor reading improvement by administering benchmark tests each trimester.	Fall, 2012	Director Teachers	Benchmark testing will be done with all students each trimester and results will be shared with all teachers and placed in the student's files	No additional cost
7. Evaluate the assessments being used and make adjustments and changes.	Fall, 2012	Executive Director Director Teachers	Prior to school beginning in Fall 2012, staff will evaluate assessments tests used and their effectiveness. Adjustments and changes will be made, as needed.	No additional cost

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. Teachers and staff will have a professional development meeting once each trimester to discuss the vision and goals of the school and evaluate progress toward such goals.	Begin Nov, 2011 and continue each trimester	Executive Director Director Teachers Support Staff	Logs of staff meeting will be kept along with notes of items discussed and suggestions made by the staff.	No additional cost
2. Teachers will be trained in analyzing student data and how to use it in their instructional planning.	Spring, 2012	Executive Director Director	A workshop will be held with the staff to share collected student data, test scores and suggestions for instructional planning for Fall, 2012	No additional cost
3. A needs assessment survey will be given to teachers annually. Questions regarding current curriculum and need for additional teacher development will be asked.	Begin Spring 2012 and ongoing annually	Director Teachers	Once surveys are completed, recommendations will be presented to Executive Director and Director who will follow through with an evaluation of the recommendations	No additional cost
4. All teachers will teach critical reading strategies on a daily basis when working with students in their classrooms.	Fall, 2011	Director Teachers	Teachers and support staff will work one on one with students who are having difficulty reading their assignments and will use this opportunity to analyze reading strategies used by the student. This will be evaluated as part of classroom observations and student surveys.	No additional cost

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**	**$4300**	**Fiscal Year 2011-2012**
Year 2:	**Budget Total**	**$4000**	
Year 3:	**Budget Total**	**$4000**	

***** Curriculum budget noted in Math PMP will also cover Reading Curriculum**

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

Math -- Performance Management Plan Narrative

Student Choice High School opened in the fall of 2000 to serve as an alternative high school for at-risk students in the Tempe and Scottsdale area. Our mission and focus is and continues to be students aged 14-21 who are not functioning in the traditional school and are looking for a smaller setting. Typically our students leave the traditional schools because of poor attendance, behavior problems or credit deficiencies. Our belief is that all students can learn but some may require more time to complete classes, so we offer a “work at your own pace” program which gives students additional time to complete classes, as needed. We follow a trimester calendar; however, open enrollment allows students to continue their classes past the end of the grading period based on enrollment date and withdrawal grades from their previous school.

Although SCHS is a performing school, we have measured our own success in the areas of AIMS test preparation, graduation rate, student credit completion and individual student retention with a specific plan. Student performance is critical in our learning environment so milestones are established for each class throughout the trimester with each individual student based on the entry date, entry level and performance to date at previous school.

Student Choice High School encourages students to progress through the computer based curriculum at their own pace. The curriculum is site based and students are required to come to school each day to work on their classes. They do not have access to the curriculum outside the school. Teachers are actively engaged with students on both an individual basis and with small group activities. As students progress through assignments, the classroom teacher evaluates submitted work. When a student has difficulty with the level of the assigned work, the teacher will consider the following on a case by case basis:

- Assignment of one or more formal assessment tests
- Application of modifications based on outcome of the testing
- Replacement of course assignments to allow the student to master the grade level material

Because of the direct partnership between the student and the teacher in this learning environment, assessment and modification are dynamic and frequent.

Student Choice High School views parental involvement as a key success for each student. An environment that includes the student, the teacher and the parent is the most conducive to a positive academic environment for any student. Because of the difficulty we often have with parent participation, we use several vehicles to involve our parents. These include, but are not limited to, daily attendance contact by phone, newsletters, conferences, open houses, individual parent mailings and trimester progress reporting.

Efforts Conducted in the Past Five Years to Improve Pupil Achievement

Student enrollment varies significantly each year. Data consistently shows that between 70% and 75% of our students are 11th and 12th graders who are credit deficient and have not passed at least two of the AIMS tests prior to enrolling in our school. In the last five years, we have focused on those students who have credit deficiencies and are fifth and sixth year seniors who need to meet the requirements for graduation. Our efforts have been successful in the last two years specifically because we have raised our graduation rate and many of those 5th and 6th year seniors successfully earned their credits and passed the AIMS tests needed to fulfill the requirement.

Last year alone, over 50% of the 10th graders who took the AIMS tests in the spring were not enrolled in our school until December or January making it very difficult to increase those skills by the time they took the test.

For the last three years, we have offered additional tutoring for the AIMS test. In 2009-2010, we offered an after school tutoring program. Students could come after school to meet with a math tutor for one on one assistance specifically designed to improve weak skills. It was also during that time that our math teacher began working on his Master's Degree. During the fall of 2010-2011, our math teacher did his student teaching at our school and as part of that process developed two AIMS prep classes that were direct teaching classes, in addition to the computer curriculum that we use for our regular math classes. During the winter-spring trimester, we also hired a math tutor who worked with small groups to prepare for the AIMS math test given in April. Those classes met for two periods in the morning session and two periods in the afternoon session four days per week.

The Buckle Down publishing AIMS prep workbooks and test prep materials have been used for tutoring in both Math and Reading. Study Island, which is an internet based prep program for the AIMS test, has also been used in the past but we had concerns about its effectiveness and discontinued use.

Processes for Conducting Analysis of Relevant Achievement Data

We continue to struggle with dropout prevention, poor student attendance and low academic entry levels. We have mainly used the evaluation of prior classes taken as a means to assign students to their classes upon enrollment and the teacher is then responsible for evaluating their performance in that class after the first weeks of enrollment. We are aware that this does not always place students in classes where they can achieve success and are now investigating what assessment testing tools can be put into place for this school year. This is a transition year for us because in the 2012-2013 school year, we will be updating our A+ software to the most current curriculum that they offer. This curriculum includes assessment/placement testing that is used to evaluate the student's ability to be successful in that particular class. The online curriculum for Odesseyware could also be made available for students who are well below grade level and need to have access to another means of presentation for a class.

The Data Analysis

Student Choice has an open entry policy and because we are an alternative school, a large number of our students enroll after the school year has started and they are withdrawn from their previous school. During the 2009-2010 school year, there were 104 students who enrolled during the first two weeks of school and an additional 174 students who enrolled throughout the remainder of the year. During the 2010-2011 school year, there were 124 students who enrolled during the first two weeks of the school year and an additional 161 who enrolled throughout the remainder of the year.

Over 75% of the students who enroll at Student Choice are credit deficient and have usually been withdrawn from their previous school due to poor attendance. The population of students who are drawn to enroll at an alternative school usually are not successful in the traditional school due to poor academic levels and poor attendance which add up to credit deficiency.

Withdrawal statistics for the 2010-2011 school year are as follows:

- Transfer to another school 50
- Illness 2
- Suspended 4
- Attendance or status unknown 79
- Dropout 2
- Graduated 34
- Detention 4
- Deceased 1
- GED 2

AIMS testing data analysis

In the spring of 2011, there were 80 students from all grade levels who took the AIMS math test. Of those 80 students, 27 were full year students and the remainder was students who enrolled for the first time after the first two weeks of school. Of the 53 students who were not full year students, a total of 28 students enrolled at Student Choice in January or later.

Data for 10th graders taking the test for the first time indicates that of the 19 students who were tested, only 6 students were full year students and 8 students were enrolled for less than 3 months.

In the spring of 2011, there were 41 students who took the AIMS reading test. Of those 41 students, there were 16 students who met the standard and 18 students who approached the standard. Of the 10th graders who were tested, there were 8 students who met the standard and 7 students who approached the standard.

It has always been the goal of SCHS to assist students in their efforts to graduate from high school therefore, we accept students who have been dropped from previous schools and who have difficulty finding an alternative. By doing this, we find that we are assisting many students who are extremely far behind in not only credits but academic levels.

Demographic Data Analysis

The following data reflects the student demographics for the 2009-2010 school year:

• Total enrollment	278	
• Males	161	
• Females	117	
• Hispanic	138	49.6%
• American Indian	32	11.5%
• Black	15	
• Asian	4	
• White	89	
• Students who were pregnant or had a child	6	

The following data reflects the student demographics for the 2010-2011 school year:

• Total enrollment	285
• Males	173
• Females	112
• Hispanic	113
• American Indian	34
• Black	28
• Asian	1
• White	109

- Students who were pregnant or had a child 9

An analysis of the data indicates that students, who do not have a commitment to school attendance, do not have a success rate in their academics. This tells us that more intervention is needed to communicate with parents. For the last two years, we have employed a bilingual administrative assistant and that has improved the communication between the school and parents of Hispanic students. Although it has not solved our attendance problems with that particular population of students, it has allowed us to communicate better with the parents and ultimately improved the attendance with a small group of students.

How the plan is directly linked to the findings of the data analysis

Understanding the demographics of the population which we serve is paramount to understanding the obstacles that we are facing. We strive to improve the curriculum and personalize the education for each of our students. With computer based curriculum and one on one instruction, we are able to individualize instruction as well as work with students who need a flexible schedule because of work, parenting, transportation or other issues that prevent them from following a regular school schedule. We know that attendance is and will continue to be an obstacle for our students. With the assistance of a bilingual attendance clerk and constant parental contact, we strive to improve our attendance rates and encourage the students who show improvement.

Our future efforts will focus on implementing our plan in order to improve student success in all areas of the curriculum, improve testing scores and increase our graduation rate.