Student Choice High School Tempe
Student Median Growth
Improvement Plan Narrative

Student Choice High School has used the A+ software curriculum since 2000 when the charter was approved. In addition to the software, supplemental materials including textbooks, teacher created lessons and for the 2012-2013 school year, the software was upgraded to the latest version at the Tempe site and at the Peoria site. The Tatum site had already started using it during the 2011-2012 school year.

The A+ software allows us to insure that the core curriculum used by SCHS students was the same at all three of our campuses. Using this software assures us that students are being presented a curriculum that is aligned to Arizona Common Core Standards. It also gives us a means to better track not only student credits but their progress toward completing these credits. Using pretests and posttests, our teachers can not only track progress in each subject area but also monitor student daily progress to ascertain if they need more one on one help or if they were progressing at a steady rate in their classes.

AIMS Math prep classes and one on one tutoring continued as has been done in previous years. Small groups of students work on basic math skills, i.e. addition, subtraction, multiplication and division addressing the need to improve those skills prior to and in conjunction with more advanced AIMS tutoring. Also small groups who were at the next level are tutored in Algebra and Geometry.

After using the A+ curriculum for a few months, we realized this year that we needed additional curriculum, specifically in mathematics, to further develop our students' skills. Laurus math, which is an online tutoring program, was introduced and students were enrolled in this program as an additional prep class. This program is specifically aligned to the five strands on the AIMS test. Students worked on it one period per day and could also access it from their home computers. Students who met the standard on the Math AIMS test this spring indicated that this program contributed to their success and those who did not indicated that it had helped them improve their skills for the next test.

Our plan is to continue this into the 2013-2014 school year with a goal of continued improvement for all of the students who are returning to our school and for new students who enroll who have fallen behind in their credits and have below grade level skills.

Reading and Writing workshops were conducted by the English teachers in conjunction with their core English classes to address the needs of the lowest achieving students in these two areas. Although we are primarily a computer based program, these classes were direct teaching classes. Students were required to attend if the teachers had ascertained that they were struggling with these areas in the curriculum with emphasis on the tenth grade students in preparation for their first time taking the AIMS test.

Teachers have five professional development days build into their calendar prior to the beginning of the school year in addition to scheduled professional development days during the school year. Those

days are used to familiarize them with the academic history of the students who are enrolled in their classes in addition to developing a plan to individualize a student's program, as needed. Teachers meet during this planning week and discuss strategies to improve the success of our students.

Students who enroll in our school have on the most part been unsuccessful in the traditional school setting and our goal each year is to help them improve their basic skills as they earn credits toward their graduation goal. Some of them continue enrollment for more than one year, however at least 50% of the students at the beginning of each school year are students who are new to our school. Using a computer based curriculum allows us to start students in new classes throughout the year and unfortunately, when some students come to us they are far behind not only in their credits but in their basic skill levels.

Continuing Improvement Plan for Reading in a Computer Based Curriculum			
Action Steps	Timeline	Responsible Party	Evidence
Benchmark testing to establish need for remediation	At time of enrollment	English teacher	Documented test results in each student's file
Remedial class/tutoring for low level readers	Ongoing	Teachers/curriculum Specialist	Students will increase their reading level by 2 grade levels per full year enrollment
Evaluate student reading for all subject areas	Ongoing	All teachers	Students will successfully complete core classes in a timely manner with teacher assistance, as needed
Identify students who have not successfully passed AIMS	At time of enrollment	Support Staff	Student lists will be distributed to teachers on a regular basis…with new students added weekly
Evaluate assessment testing	Ongoing	Director/Staff/Curriculum specialist	Use of tests by all staff to improve student reading and comprehension in all subject areas
Professional Development	Throughout year	Directors/Curriculum Specialist	Staff will have share what has been successful and offer input into changes, as needed

Continuing Improvement Plan for Mathematics in a Computer Based Curriculum			
Action Steps	Timeline	Responsible Party	Evidence
Evaluation of student entry levels	At time of enrollment	Director/Math teacher	Evaluation of previous math courses/grades, entry level math testing
Remediation/course recovery	At time of enrollment	Math Teacher	Course evaluation will determine need for credit recovery courses or a lower level math class
Identify students who have not passed AIMS	At time of enrollment	Support staff	Student will be enrolled in core math class in the A+ curriculum for credit/credit recovery **and** Laurus online AIMS prep class. One on one tutoring will be used for basic skills remediation
Assign math lessons based on student knowledge	Ongoing	Math Teacher	A+ curriculum allows teacher to track each student's progress in their class. A+ and Laurus have pretests that evaluate skills and assign lessons based on student knowledge. Student also has a post test and lessons are reassigned as needed.
Group and one on one tutoring for underperforming students	Ongoing	Math Teacher/Teacher Aide	Regular assessment of skills that have taught through direct teaching from teacher and aide

The above plan has been developed as a continuation of the PMP that was submitted in 2010. Throughout each year since then, the curriculum and staff have been evaluated and adjustments made to improve the outcome of student success. Our success rate with improving student reading and writing skills far exceed our success with improved math skills so we continue to evaluate the curriculum and the method of delivery for the math curriculum.

Student Choice High School Tatum Campus

SCHS Tatum Campus began operation in 2010-2011 with a total enrollment of 48 students. In 2011-2012 the enrollment increased to 70 students and With a curriculum of computer based instruction as the primary delivery of academics, it was decided that we would pilot different software from what was in use at the Tempe campus. Odysseyware was used for the first half of the 2010-2011 school year and then a site based version of A+ was used for the remainder of the year. The staff consists of a director, and 2 certified/highly qualified teachers.

Math/Reading Improvement

When a student enrolls, his credits are analyzed and the A+ assessment tests are used to place students in their classes. All content in the A+ system is aligned to the Arizona Common Core Standards and is broken down that way. A pacing guide is used to establish progress that should be expected in each class on a weekly basis. This not only helps the student but allows the teacher to monitor student progress throughout the trimester. The computer based curriculum also allows for credit recovery classes to be assigned. The student who has failed a class is allowed to recover the credit by showing proficiency in the areas of the assessment that are indicated as weak.

Over the past two years, it has become apparent to administration and staff that although the A+ curriculum is the primary delivery system for academics, addition curriculum and direct AIMS math instruction is necessary to bring student's math skills to the necessary levels to pass the test. Laurus math, an online AIMS math program, has been introduced in addition to AIMS prep classes using direct teaching.

The A+ curriculum in English has three components to it. There is a grammar section, writing section and Literature section which incorporates all areas of the AIMS writing and reading tests. In addition to the literature section of the curriculum, students are placed in an AIMS Reading and Writing prep class using Buckledown Publishing and other novels (teacher/student chosen).

The following chart outlines AIMS scores for 2012 showing number of students testing and scoring percentages:

Test	# tested	% Exceeds	% Meets	% Approaches	% Fall Far Below
Math	17	6%	35%	18%	41%
Reading	12	0%	50%	42%	8%

Many of our students need more than one test administration to pass. Many of them continue to progress and do not pass their test until their senior year. As the chart about shows, there were 43% of the students who participated in the reading test that approached the standard.

Graduation Rate

Graduation rates are based on a four year graduate and as an alternative school we enroll students who are generally behind in their credits therefore reducing the number of students who graduate during the four year time range. We feel that our successes are measured in the number of students who graduate, not in the amount of time that it takes them to achieve this goal.

Graduates 2010-2013

Year	# graduates
2010	3
2011	10
2012	14

Academic Persistence

Student Choice High School Narrative

Peoria Campus

2011-2012 was the first year of operation for the Peoria Campus. SCHS – Peoria started the school year with 9 students and enrolled a total of 42 before the year ended. The staff consisted of a Director and two certified and/or highly qualified teachers. Knowing that the student population typically struggles in academic performance, credit requirements and attendance, SCHS looked at Peoria's low numbers as a way to test and develop curriculum, teach a traditional AIMS prep class and follow a "block" style schedule. The staff was looking at strategies that could be easily applied/implemented to help increase student success at all locations. Small class sizes also meant more personalized attention was given to the students.

One major goal for SCHS was to have all three campuses using the same software by 2012/2013. Tempe had used A+ since 2000 and the PV campus purchased a site-based version of A+ in the spring of 2011. Knowing that SCHS students are typically behind in credits usually due to academic deficiencies, we have been searching for a good assessment for our students. The Peoria campus wanted to try Odesseyware one more time to see how well the diagnostic/benchmark test worked. The teachers found that most students who struggled with either subject took a staggering amount of time to finish these assessments (More than 3 hours). With that in mind, the staff realized Odysseyware's assessment/benchmark tool was too time intensive and frustrating for students. The staff worked together to formulate a schedule where they would pull kids in small groups or individually to work on remedial concepts, practice skills, build on knowledge for future, and basically check for understanding. During the one on one time, the staff realized that there were plenty of deficiencies and "holes" in many of the students' academic progress. From there, our math teacher created a basic skills class in Odysseyware to be used prior to entering any algebra classes. Our English teacher also developed reading packets and writing exercises for struggling students to work on along with their regular coursework and assignments and increased the amount of books/reading that needed to be done in the English classes.

Based off of Tempe, the staff determined they should offer a 6 week AIMS prep class that was taught traditionally every day for one hour using the Buckle Down workbooks. Students who needed to take and/or pass one or more of the AIMS tests were given the opportunity to participate in the class. Attendance was taken daily and participation and written work was required for those wishing to receive credit for the class.

Thinking of innovative ways to increase students' success has always been a challenge. SCHS-Peoria incorporated a "block" schedule where students worked on a smaller number of classes for a larger "chunk" of time. This allowed students to concentrate and move through their coursework at a good pace and they were able to see their completed work and their grades on their student dashboard. Students were given two classes and they would work with each teacher for two hours and switch. Many students found success without all the "stress". It reduced the curriculum management for the teachers, as well. Each teacher was responsible for one class for each student. The block schedule gave teachers extra time to work with the students individually by having longer class periods. Teachers were better able to learn the software and could spend time explaining concepts that required extra attention. They could also group kids according to classes to work in small groups. Because the block schedule was so effective for 2011-2012, the staff decided to reinstate it for the 2012-2013 school year.

SCHS Peoria had 5 days of professional development in its calendar, along with webinars from Odysseyware in 2011-2012. The staff met/meets regularly to discuss student progress, curriculum concerns, discipline, etc. Most meeting s took place after school as Peoria only had one session for the 2011-2012 school year. Students were done by 12:30.

SCHS is trying to set new standards for our alternative schools. The improvement plan has helped gage what needs to be addressed academically. Many changes have taken place from the 2011-2012 to the 2012-2013 school year. A+ site based software was purchased and installed for the 2012-2013 school year. It was decided that an English team will evaluate the AIMS scores and develop additional supplemental materials for reading and develop a writing program based on Jane Shaffer's Model. Material for the writing component has already been purchased and partially developed by our Tempe campus. It was also determined that students need additional assistance for Math AIMS prep. Laurus Math was purchased in January (teachers were trained on February 2, 2013) and demonstrated to students to use for additional help. It aligns to each of the 5 strands that the students are tested on, uses a live teacher for each lesson, has printable notes, a 5 question quiz at the end of each lesson and a great pre test and post test. Laurus Math has been purchased for the upcoming school year. Math teachers can use this curriculum in many different ways. An additional part-time math tutor was also hired at to help students who are struggling for the fall of 2013-2014.

The school started with 9 students for the 2011-2012 school year. It grew to serve 42 students and returned 14 for the 2012-2013 school year :
9th Grade~ 7; 2 returned, 1 went to private school, 2 moved out of state, 1 returned to their former school district
10th Grade ~ 10; 5 returned, 4 returned to their school district, 1 moved out of state
11th Grade ~7; 3 returned to SCHS, 1 moved, 3 returned to their former school district school
12th Grade ~18; 2 graduated, 4 returned and graduated in the 2012-2013, 1 re-enrolled, but moved and received his GED, 8 were dropped and did not enroll anywhere else, 1 was jailed, 1 moved out of state, and 1 had where about unknown.
The 2012-2013 school year began with approximately 28 students and grew to serve 77. An afternoon session was opened in the spring of 2013 to help reduce class sizes and to help expand our population. The pre-enrollment number for the 2013-2014 was at 33 as of June 1, 2013. We are hopeful that it grows to 55 and that we will be able to help each of them meet their academic goals and graduation plans.