THE LEONA GROUP, L.L.C.

PERFORMANCE MANAGEMENT PLAN

Narrative

SOUTH POINTE ELEMENTARY
FIVE-YEAR INTERVAL REVIEW

2033 E. SOUTHERN AVE.
PHOENIX, AZ 85040

NARRATIVE

South Pointe Public Charter Elementary School (SPES) began serving students in grades K-6 and their families of the South Phoenix community in August of 2009. Recently, SPES joined the South Pointe Learning Community (South Pointe Junior High School and South Pointe High School.) The South Pointe Learning Community's mission is to nurture students academically, behaviorally, and emotionally in order to serve as productive and inspiring community members and learners of positive character.

Average Daily Membership (ADM) for the 2011 fiscal year was 356.74, which includes a population of 46% African American and 38% Hispanic, as well as a 98% rate of Free/Reduced lunch.

CURRICULUM

2008-2009 SY: During this school year, SPES adopted Saxon as its core math program and Storytown as its core language arts program. All instructional staff attended professional development training on these programs by an external consultant for each program. For instructional support, SPES had a shared curriculum coach (curriculum coach provided support to the junior high and high school as well) and the support from the Assistant School Leader. The primary focus for South Pointe Elementary School's first year was to develop curriculum maps and pacing guides for each grade level that were aligned to the Arizona Academic Standards. The teaching staff was successful in developing and implementing those curriculum maps and pacing guides. In addition to the maps, the Assistant School Leader worked on creating a lesson plan template from teacher feedback. Prior to the end of the first quarter, the lesson plan template was finalized and put into TaskStream for teachers to use for their weekly lesson plans. In support of the curriculum, SPES implemented ATI's Galileo for benchmark testing for grades 3-6 and DIBELS, also for benchmark testing for grades K-3, as well as quarterly progress monitoring. At the Kindergarten, first, and second grades, the teachers would also utilize Spalding as a supplement to the core language arts program.

2009-2010 SY: During its second school year, all instructional support was provided by the Assistant School Leader. The curriculum maps/pacing guides developed in the first year were used across all grade levels. Saxon and Storytown remained as the core curriculum sources, and SPES continued to use Galileo and DIBELS for benchmark testing. At the beginning of the school year, an intervention schedule was created to provide instructional support for the lower 16% (Tier 3) of students in reading within grades 3-5. So, a reading specialist was hired to provide reading interventions to Tier 3 students. These students were identified through the Jerry Johns Reading Inventory, which the reading specialist gave to all students. After the fall benchmark, it was determined that the need existed for a math interventionist. During the third quarter, a math interventionist was hired to provide interventions to students by teacher referral for additional instructional support. In addition, grade 1-6 teachers provided after school tutoring as additional support for Tier 2 students (identified by Galileo results.) By the end of the school year, the core program for math was reviewed to assess its effectiveness to the school's student population in order to improve student achievement. It was determined that the school needed to look into a new core curriculum program for math, or integrate supplemental resources to the current math program to promote student achievement.

2010-2011 SY: SPES began serving grades K-5 this school year. The curriculum coach duty was split half time with the Assistant School Leader position. During its third school year, SPES continued to use the initial curriculum maps/pacing guides that were developed, along with its math and language arts adopted core programs, Galileo and DIBELS benchmark testing, and providing math and reading interventions to students. In addition to the math and reading specialists, a reading support instructional aide was hired to assist in providing school-wide interventions. The intervention schedule was revised to allow 30 minutes in reading and math for each student. A data review team was implemented to analyze data gathered from the benchmark testing. After a review of fall benchmark testing, we found that math scores in particular, for grades 2-5, were below mastery level even though teachers began using supplemental resources for math since the beginning of the school year. In early November, a pilot using GO Math began in the fifth grade classrooms to identify a possibility that a different core math program may be needed to increase student achievement. Then in January, grade level teams began curriculum mapping for the Common Core State Standards for math. By the end of the school year, Kindergarten had the CCSS imbedded into their curriculum maps.

ARIZONA ACDEMIC STANDARDS

The initial curriculum maps/pacing guides have been revised over the last three years to promote student achievement and have always been aligned to the Arizona Academic Standards. With Arizona being one of the forty-five states to adopt the Common Core State Standards, our instructional staff has started incorporating the CCSS into their existing curriculum maps/pacing guides. In addition, for the 2011-2012 school year, all curriculum maps/pacing guides will be put into an online system to track what was planned, what was taught, and what was learned more effectively. With this tool, lesson plans will continue to be reviewed weekly to provide teachers feedback and revised accordingly to address weaknesses and make enhancements for differentiated learning. Also, a more structured data team meeting schedule was created and will be implemented to allow an effective data driven instruction environment. In these data review team meetings, the Arizona Academic Standards and performance objectives in which the students scored less than 80% mastery were identified and readdressed in the whole group classroom setting.

Classroom observations have evolved over the last three years as well. Beginning from informal observations with little to no feedback to formal classroom walkthroughs which have areas of focus and providing more frequent feedback to teachers based on the data gathered from the walkthroughs. With SB 1040 in existence, our evaluation tool for all instructional staff including administrators has been revised to become a more comprehensive year-long system which now includes measurable student achievement growth, school achievement growth, student engagement, scaffolding lessons, effective lesson delivery, differentiated instruction, data review, physical environment, emotional environment, a focus on the learner, professionalism, special population compliance, and support of school vision, mission, and culture.

STUDENT PROFICIENCY

2005-2006 SY: All data for this school year belongs to SEES High School. (Scottsdale Educational Enrichment School.)

2006-2007 SY: All data for this school year belongs to SEES High School. (Scottsdale Educational Enrichment School.)

2007-2008 SY: All data for this school year belongs to SEES High School. (Scottsdale Educational Enrichment School.)

2008-2009SY: During its inaugural year, SPES (South Pointe Elementary School) implemented the use of Galileo as well as DIBELS as formative assessment for tracking overall classroom and individual student proficiency. The Galileo was administered twice as a benchmark for grades 3-6 and the DIBELS was also administered twice to grades K-2 along with monthly progress monitoring. After attaining the data from these benchmarks, it was recommended that individual teachers analyze and disaggregate the data in order to effectively drive their instruction. Teachers had been trained after the first benchmark, in September, on how to analyze as well as disaggregate the data from Galileo and DIBELS. The teachers that analyzed the fall benchmark data, worked on identifying specific performance objectives (P.O.s) in which the majority of the students in the class had low proficiency in. With those POs, teachers retaught those POs as well as provided additional assignments that addressed those POs. With the group of students that scored within the "Approaches" category on the fall benchmark, teachers provided additional tutoring. SPES did meet AYP due to the AMOs for AIMS this school year. (Figures 5.a-c)

2009-2010SY: During this school year, SPES continued to use Galileo and DIBELS as formative assessments. The data was analyzed and shared with all grade level teachers individually. Again, it was recommended that all grade level teachers use the data from the fall and spring benchmarks in order to effectively drive the instruction of their classrooms. Overall, there was a slight increase in the number of students that showed growth. This year, SPES did not meet AYP due to the AMO levels for AIMS. (Figures 5.a-c)

2010-2011SY: For this school year, the administrative team decided to take a different approach towards increasing student proficiency in order to meet the AYP and the AMO for AIMS. The administrative team decided to implement a data review team. The data review team analyzed and disaggregated the data from all four benchmark assessments administered that year. Then this team met with all grade level teachers individually to share the benchmark results as well as to train them in how to analyze the data. In turn, grades K-2 teachers were required to use the DIBELS data and grades 2-5 teachers were required to use the Galileo data to monitor student proficiency as well as to guide teacher directed instruction and provide opportunity for differentiated instruction. All teachers were required to reteach any performance objectives in which the students scored less than 80% proficiency on for both reading and math. This also allowed for us to identify the intervention and targeted student groups for additional support. This year, SPES did not meet AYP due to the AMO levels for AIMS. (Figures 5.a-c)

For the 2011-2012 school year, SPES has set forth a "Growth for All" mindset, which will be a school-wide approach to track and monitor student proficiency of every student to ensure his/her maximum student achievement. SPES will continue to use Galileo and DIBELS data to monitor student proficiency across all grade levels. In addition, we will implement the Star Assessment tool and integrate Star reports into the student level data analysis. A calendar has been developed to provide time for structured weekly Data Review Team meetings, by grade level, which will incorporate the 33-minute Data Dialogue method. Also, the structured intervention schedule has been modified for the 2011-2012 school year to ensure more one-on-one and smaller group interventions with students. The data will be readily available to all grade level teachers, reading specialist, and math interventionist through the Star Assessment tool as well as Schoolmaster. All teachers will continue to

identify and reteach any performance objectives in which the students scored less than 80% mastery on.

PROFESSIONAL DEVELOPMENT

2005-2006 SY: No record of professional development provided to SPES this year, since the charter belonged to SEES High School. (Scottsdale Educational Enrichment School.)

2006-2007 SY: No record of professional development provided to SPES this year, since the charter belonged to SEES High School. (Scottsdale Educational Enrichment School.)

2007-2008 SY: No record of professional development provided to SPES this year, since the charter belonged to SEES High School. (Scottsdale Educational Enrichment School.)

2008-2009 SY: During in-service week, basic operational training and Schoolmaster training was provided to all staff. Galileo and DIBELS training was provided to all teaching staff in addition to the core curriculum programs (Storytown and Saxon Math) training. This was followed by a fall district-wide professional development focus on "Making Reading Comprehensible for All Readers." Catherine Brown, an internationally renowned language expert, was brought in to provide the professional development. She is a featured national consultant with the largest provider of staff development opportunities for educators in the United States, the Bureau of Education and Research (BER.) Ms. Brown is also a frequent presenter at national conferences and consults with districts throughout the United States. Through this professional development opportunity, all instructional staff learned to

2009-2010 SY: SPES started off the school year by offering a more in depth professional development training to the instructional staff on the adopted core curriculum programs (Storytown and Saxon Math) as well as Galileo and DIBELS. From this training, teachers learned how to effectively use the enrichment and intervention kits that support the core curriculum. In the fall, SPES attended a district-wide professional development session in which focused on integrating technology in education. This professional development session's presenter was Dr. Tim Tyson, a national presenter on technology integration in the classroom. Dr. Tyson has been called the "Pied Piper of Educational Technology" by The School Library Journal. Dr. Tyson was invited to Washington, D.C. by the U.S. Department of Education's Office of Instructional Technology to participate in a think tank to develop a strategic plan and resources for principals to advance public schools' implementation of creative, engaging, technology-based instructional practice in the nation's classrooms. From this training, teachers learned how to create free classroom blogs and websites and were encouraged to do so in order to give students and their parents access to classroom information, materials, resources, and assignments from outside of the classroom. During this school year, one set of classroom response pads and two projectors were purchased for use in the classroom to integrate technology.

2010-2011 SY: For this school year, SPES started off the school year by providing CHAMPS (Conversation-Help-Activity-Movement-Participation-Success) training to the entire school staff. This is a proactive and positive approach to classroom management program from Randy Sprick's Safe & Civil Schools. This training provided professional development to all staff by teaching them how structure in the classroom plays a vital role

on student performance. Specifically, teachers learned how to establish a structure in their classroom, teach their expectations regarding how to behave responsibly, how to observe and monitor student behavior, how to interact positively with students, and how to correct misbehavior fluently. This was followed by a fall in-service which focus was on the importance of academic vocabulary and strategies for engagement and success in the classroom. For this training, Dr. Kate Kinsella was brought in to be the presenter. She is a member of the National Advisory Board for the Consortium on Reading Excellence (CORE) and consults nationally to school districts and state departments to increase instruction and achievement of K-12 struggling readers. From this training, teachers learned how to utilize sentence frames to promote the use of academic vocabulary in students' writing and engagement in the classroom. In September, additional Galileo and DIBELS trainings were provided to all instructional staff as well in order to use the programs effectively. The Galileo training expanded into a data training in which the teachers learned how to analyze the Galileo reports and create assignments from the data. In the spring, Dr. Steve Leinwand was also brought in to present on the integration of the math common core state standards and instructional shifts that raise student engagement and achievement.

Also during the spring, a 6-traits holistic scoring and KU writing strategies trainings were provided to all teaching staff of grades 3-5. In order to proactively address the needs of curriculum mapping, a learned-based training was provided by Kathy Scott from Scott Educational Consulting to help teachers understand the definition of learning and the different levels of assessment and how to effectively align the data from assessments to drive curriculum/instruction rather than basing it on a text book. Teachers were provided the steps to create a learn-based system; standards, curriculum, assessment, instruction, grading, evaluation, reporting.

DATA ANALYSIS PROCESS

We began the data analysis process by looking at the individual student growth data. We had done this before in the previous years, however, it was never our focus. We established the growth data as our focus beginning with the data from the 2010-2011 school year. In order to analyze the data, we reviewed the individual student growth data that was provided by the ADE. We looked at math and reading, and identified the overall percent of students in the low, medium, and high growth levels. We looked at the student growth percentile in comparison to the student's individual performance level on AIMS. In addition, we looked at the student growth percentiles aligned to individual classroom teachers. We also looked at the data generate by Galileo and compared the fall and spring benchmarks and also to the AIMS data.

DATA ANALYSIS FINDINGS

2006-2007 SY: No record of data for SPES this year. The charter belonged to SEES High School. (Scottsdale Educational Enrichment School.)

2007-2008 SY: No record of data for SPES this year. The charter belonged to SEES High School. (Scottsdale Educational Enrichment School.)

2008-2009 SY: During this school year, SPES

2009-2010 SY: During this school year, the median SGP (student growth percentile) for Math was at 22, which was a drop from the previous year's SGP of 27. For reading

however, the SGP was at 33, which was an increase from the previous year's SGP of 23.5. This school year was the first school year where we truly had a data review team that analyzed data and shared it with the teachers. We learned quickly that we lacked in the area of data analysis and identified it as one of our goals for the following school year.

2010-2011 SY: During this school year, we began to focus on structured data analysis. This was the first year that a school-wide data wall was created. We looked at the AIMS scores for four full academic year students, AZ Learns profiles and our growth profiles. Our data review team took the Galileo Fall and Spring Benchmark scores and found the following:

For grade 3 in Math, 92% of the students who tested in fall and spring showed an increase in their scores and for Reading, 86% of the students who tested in fall and spring showed an increase in their scores. For grade 4 in Math, 74% of the students who tested in fall and spring showed an increase in their scores, and for Reading, 90% of the students who tested in fall and spring showed an increase in their scores. For grade 5 in Math, 84% of the students who tested in fall and spring showed an increase in their scores, and for Reading, 86% of the students who tested in fall and spring showed an increase in their scores. In the representation of the findings, we included the correlation of our AIMS scores to our Galileo benchmark data for math only (Figures 1.a-c.) The reading correlation was similar to math. Although there was a positive correlation, we didn't feel that the correlation was as strong as we anticipated. This data led us to the decision to restructure our benchmarks in order for us to increase the strength in the correlation of the data. We also reviewed our DIBELS data as well as teacher classroom data per grade in grades K-3.

When we looked at the SGP data in correlation to AIMS data for FY2011, we found that a large percentage of our students that scored in the FFB performance category of AIMS also fell into the low SGP category. For math it was 36% and for reading it was 16%. (Figures 2.a-b)

When we looked at our FAY students' SGP by grade level, we identified that grade levels with the highest percentage of LOW growth students ranked from 4th grade being the highest, then 3rd, and finally 5th grade. Our 5th grade also had the highest percentage of HIGH growth SGP so we came to the conclusion that our 5th grade team was definitely the strongest out of grades three, four and five. (Figure 3.a)

After analyzing the student growth percentile data that was provided by the ADE, we found that 48% of our students were in the low growth category in math and 40% of our students were in the low growth category in reading. (Figure 3.b)

The next piece of SGP data that we looked at was the median SGP in Math for each class and grade-level. The table (Figure 4.a) shows that the only class with a high SGP and large enough sample size was one of the 5th grade classes. The two 3rd grade classes showed a median SGP that falls in the medium growth category, but the other four classes showed that their median SGP fell in the low growth SGP category.

Figure 1.a

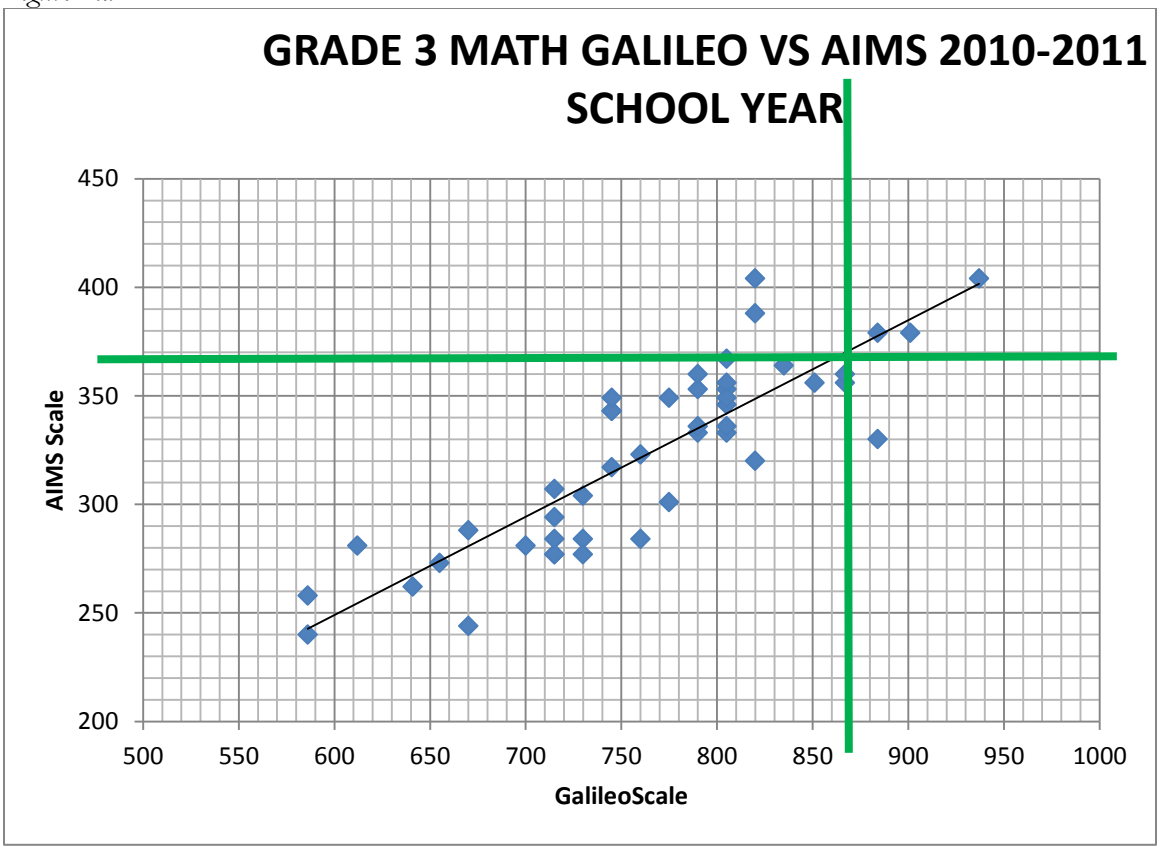

GRADE 3 MATH GALILEO VS AIMS 2010-2011 SCHOOL YEAR
AIMS Scale
450
400
350
300
250
200
500
550
600
650
700
750
800
850
900
950
1000
GalileoScale

Figure 1.b

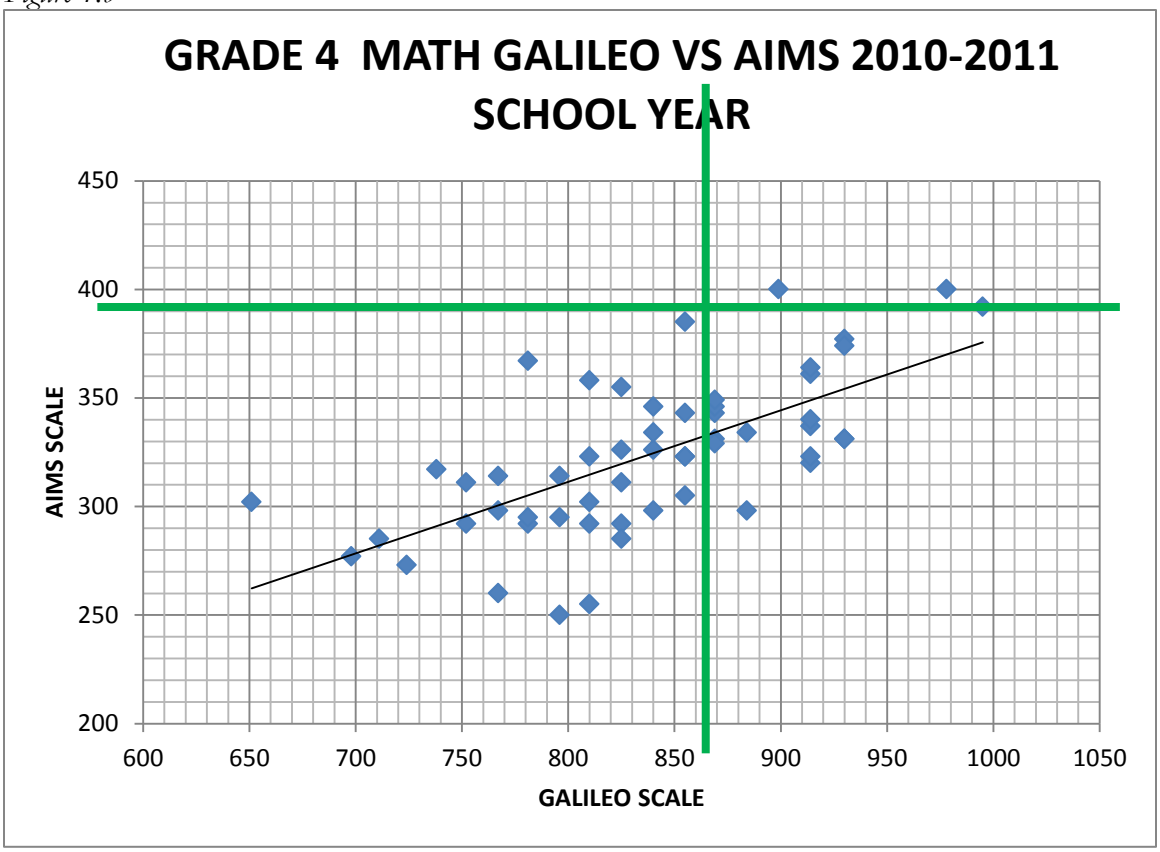


Figure 1.c

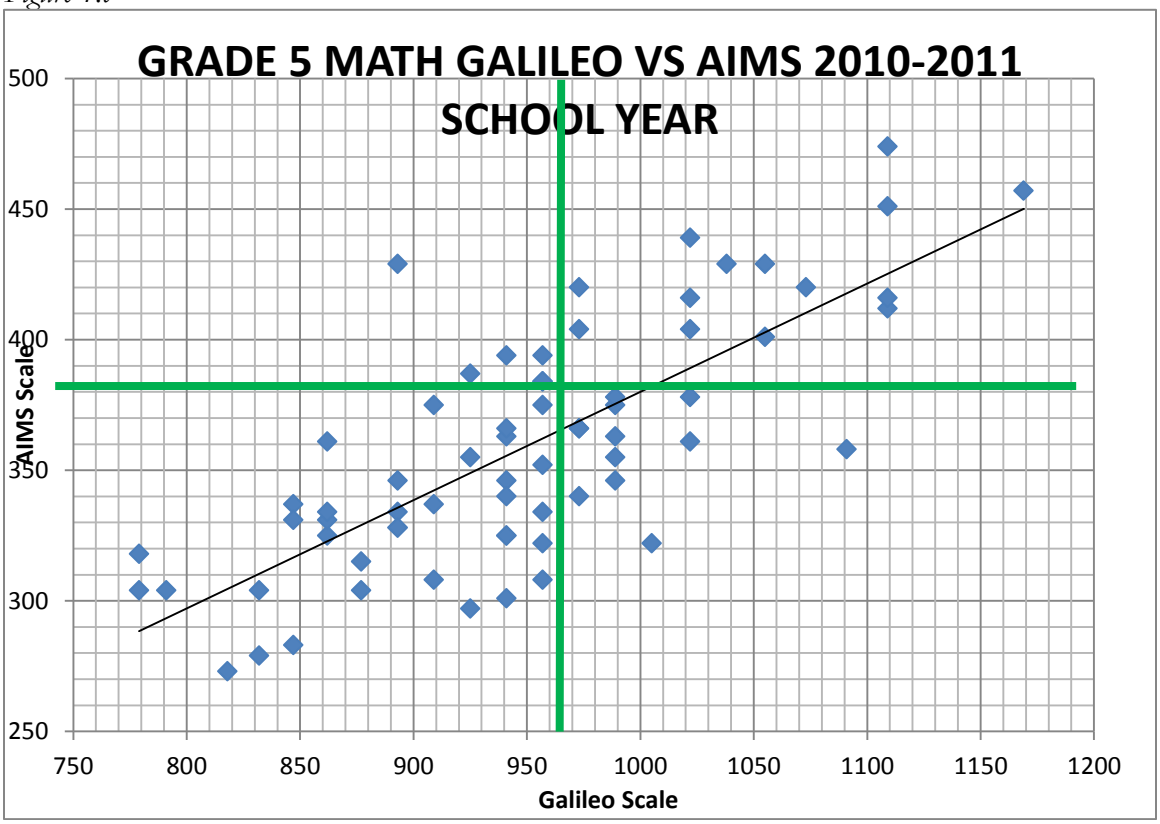


Figure 2.a

Math AIMS Performance	Low SGP	Medium SGP	High SGP
FFB	36%	9%	29%
A	10%	9%	7%
M/E	2%	6%	19%

Figure 2.b

Reading AIMS Performance	Low SGP	Medium SGP	High SGP
FFB	16%	0%	0%
A	18%	17%	10%
M/E	6%	14%	18%

Figure 3.a

% students by grade in SGP category Total number of FAY students: Math=124 Reading=125	Low	Medium	High
Grade 3	44%	26%	29%
Grade 4	53%	36%	10%
Grade 5	28%	30%	41%

Figure 3.b

% students by subject in SGP category Total number of FAY students: Math=124 Reading=125	Math	Reading
Low	48%	40%
Medium	24%	31%
High	28%	18%

Figure 4.a

Math by Class	SGP Sample Size	Median SGP
Grade 3 (D/J)	10	41.5
Grade 3 (R)	18	59.5
Grade 4 (G)	20	14.5
Grade 4 (H)	14	10.5
Grade 5 (A)	23	87
Grade 5 (W)	22	35
Grades 3-5 SEI (R)	17	7

Figure 5.a

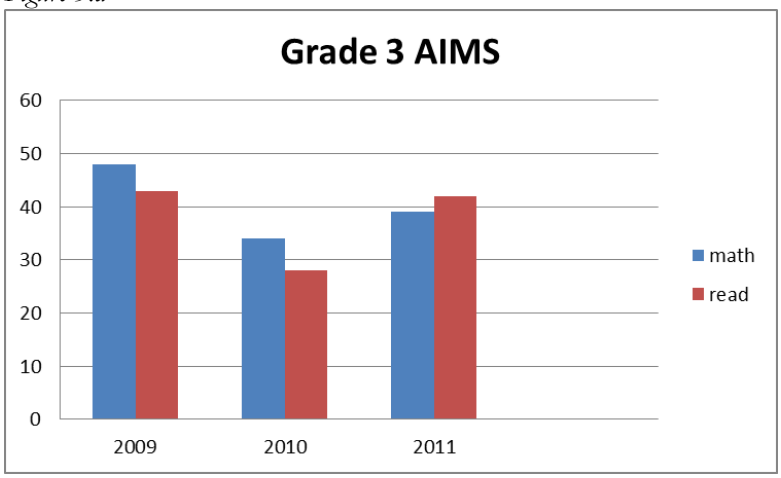


Figure 5.b

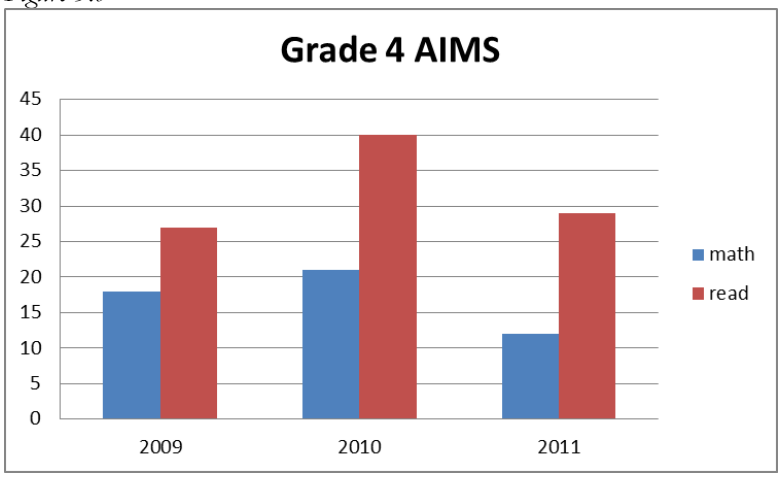
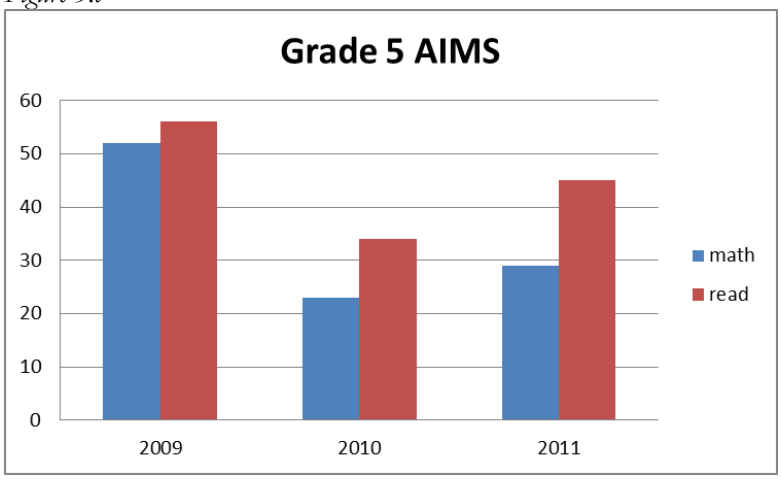


Figure 5.c



DESCRIPTION OF PLAN ALIGNMENT TO DATA ANALYSIS FINDINGS

We used our data analysis findings in order to identify and develop our actions steps for the Performance Management Plan for reading and math. Due to the percentages of our students in low growth categories, we realized that we needed to focus on an overall tiered instruction plan in both reading and math. In the PMP, we addressed curriculum, integration of the AZ Academic standards into instruction, monitoring and documenting student proficiency, and professional development for reading and for math. In order to address the first strategy, we felt that we needed to first and foremost establish a common and appropriate use of curriculum maps and pacing guides across all grade levels. If we want to see an increase in student achievement, we must focus and align our instruction to the standards and performance objectives that will be assessed. The additional action steps for Strategy I focus on improving student achievement. By ensuring that a balanced use of resources is used by teachers in their instruction it will allow for optimal student learning through best practices. It also includes the implementation of a strategic tutoring program as well as the integration of clinical intervention tools that provide support specifically to Tier 2 and 3 students.

For Strategy II, we decided to have an overall focus on the implementation of the grade level appropriate curriculum maps across all grade levels to ensure that the Arizona Academic Standards are addressed in the planning of instruction. Then in order to make sure that the Arizona Academic Standards are being taught, we included action steps that show that we will monitor the integration of the standards into the curriculum maps, lesson plans and down to the instruction. We have purchased CLI (Clinical Learning Inc.,) a tool for us to use to monitor the integration of the standards into instruction. Teachers use CLI to input their lesson plans. In turn, CLI allows us to run reports that cross reference the curriculum maps to the teacher's lesson plans to identify that the standards covered in the daily/weekly lesson plans align to the curriculum maps/pacing guides.

For Strategy III, we decided to develop our action steps based on the SGP data that we analyzed. Our goal was to create action steps that allowed us to develop and implement a plan for monitoring and document student proficiency. In order to do this, we had to come up with a way of tracking our students, so we developed and implemented a structured progress monitoring schedule based on Tier groups. This will allow us to provide interventions as needed to allow promote maximum individual SGP. We feel that in order to run a true Tiered instruction plan, we needed to move our students accordingly based on our benchmark and progress monitoring data. Then in order to identify the students for each Tier group, we developed and implemented a highly structured data review team meeting schedule where grade level teams meet regularly to analyze data and monitor student growth. Data is disaggregated by grade level and individual student to identify low performing reading and math performance objectives to target areas for student growth. Finally, we felt it necessary to include that last action step which focuses on improving attendance rates school wide. If our overall goal is to monitor and document student proficiency, we must get our students to school every day. We developed and implemented a rigorous attendance policy with strict procedures and actions steps for follow through.

For Strategy IV, which focuses on professional development, we knew that this is the most important piece to the puzzle. Based on our data, Figure 2.a and 2.b, we realized that the majority of our students fall in the low SGP. So we made sure to include action steps that would provide sufficient, yet not an abundance, of professional development opportunities for the entire staff of South Pointe Elementary School that support the action steps of the PMP and allow them to follow through with this PMP. Those professional

development opportunities include workshops and training on: how to analyze data by using the 33-minute data dialogues that we were trained on by the Arizona Charter School Association, the assessment and clinical reading/math intervention tools, and the effective use of the language arts and math core curriculum programs. Lastly, we made sure to include professional development opportunities for the administration team in order to ensure that we have the knowledge and expertise in the areas of school leadership, school effectiveness, standards-based best practices, and RTI in order to support the PMP.

In order to ensure the implementation of our PMP, South Pointe Elementary School hired a curriculum coach who had previous experience in transitioning an underperforming elementary school into a performing-plus school. We also replaced the math and reading interventionists with people that had proven experience in providing math and reading support to students at underperforming schools. In addition, allocated funding to provide additional support to all ELL students, since the data demonstrated that a large number of ELLs were in the low growth category. Teachers were tiered according to student growth in their classrooms and targeted for intervention and support. The teachers that fail to effectively use the data, support, and follow improvement plans will be replaced within the first quarter of the school year.

PERFORMANCE MANAGEMENT PLAN TEMPLATE

South Pointe Public Charter Elementary School

INDICATOR:[1] Math **DURATION OF THE PLAN**[2]**:** June 2011 to May of 2016

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	(Board staff will enter info here) State standardized assessment Math 22% and Student growth percentile (SGP) Math 22	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. Implement the consistent use of grade level appropriate curriculum maps to plan instruction at all grade levels to promote student achievement across all grade levels	August 8, 2011 and consistent through the 2016 FY	• Curriculum Coach • K-5th grade teachers	• Evidence in teachers' lesson plans that they are using the grade level appropriate curriculum maps/pacing guides to plan instruction • Evidence of an increase in both student academic performance and SGP (Student Growth Percentile) across all grade levels on formative and summative assessments	**$0.00**
2. Ensure a balanced use of resources, strategies, technology integration and best practices are used to teach during the math block across all grade levels. (This includes the adopted core curriculum along with other supplemental resources.)	August 9, 2011 and consistent through the 2016 FY	• Curriculum Coach • K-5th grade teachers • Math Specialist • Paraprofessionals	• Evidence in teachers' lesson plans that meaningful activities support the performance objectives, and provides for differentiated instruction • CWTs (Classroom Walk Through) will reflect the balanced use of resources, strategies, technology integration and best practices • Evidence of differentiated instruction will lead to an increase in	**$0.00**

			overall SGP (Student Growth Percentile) in math for all classrooms across all grade levels	
3. Plan and implement a strategic tutoring program for all students in their individual targeted areas of need to improve student achievement and promote standards mastery	June 14, 2011 and continue through each quarter of the school year through the 2016 FY	• Curriculum Coach • Math Interventionist • K-5th grade teachers	• Sign-in sheets will show that the students will attend the tutoring sessions • Increase of student academic performance for students that attend tutoring sessions will be evident in reports for formative and summative assessments (Galileo, CBM, and Star Math) • Students that attend tutoring will demonstrate in increase in academic growth on AIMS Math and the Stanford 10	**$0.00**
4. Integrate the use of clinical as well as diagnostic Math intervention tools (Star Math, Study Island, Renaissance Learning, CBM, Galileo) to provide support to all students to achieve Math standards mastery	July 28, 2011, and continuing through the 2016 FY	• Curriculum Coach • Assistant School Leader • K-5th grade teachers • Math Interventionist	• Evidence of student achievement on internal growth measures (Star Math, CBM, Galileo) • Restructuring of Tier groups (i.e. students advance to the next Tier group) • Mastery of the targeted performance objectives on formative and summative assessments (Galileo, CBM)	**$0.00**

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. Implementation of maps that are consistent across grade levels. Each grade level team will use the same curriculum map/pacing guide that includes the Arizona Academic Standards for Math and/or	August 9, 2011- through the end of the school year	• All K-5th grade teachers • Curriculum Coach • Assistant School Leader	• Evidence that teachers reflect the appropriate AZ Academic/Common Core State Standards in their weekly lesson plans • Evidence from lesson plans that	**$0.00**

Common Core State Standards for Math aligned to their grade level.	and continuing through the 2016 FY	• School Leader	teachers are following their grade appropriate curriculum maps and pacing guides • Weekly review of teachers' lesson plans • Evidence of instruction aligned to the AZ Academic/Common Core State Standards from both informal and formal CWTs (classroom walk through) • Evidence of student growth on formative and summative assessments that are aligned to the AZ Academic/Common Core State Standards (Galileo, AIMS, Stanford 10)	
2. Purchase and implement the use of Collaborative Learning Inc. (CLI) an online lesson planning and curriculum mapping software program to ensure balanced instruction of the Math state standards as well as to allow a more effective method of reviewing lesson plans for monitoring purposes.	June 13, 2011 to July 27, 2011 (Before the school year begins) and continuing each school year through the 2016 FY	• Assistant School Leader • Math Interventionist • Curriculum Coach	• Teachers will attend professional development in August from a CLI representative to ensure effective use of the program. • Teachers will have access to curriculum maps through CLI • Evident in teachers' lesson plans that reference was made to the grade level curriculum maps • To determine balanced instruction across all grade levels, all lesson plans will be checked for proper correlation to the curriculum maps/pacing guides by pulling reports from CLI. • Evidence of student mastery of the Math state standards by individual as well as overall classroom growth on assessments that are aligned to the AZ Academic and Common Core	$2,195.00

			State Standards.	
3. Teachers will use CLI to develop lesson plans that correctly correlate to their grade-level curriculum maps	Beginning during planning time within teacher in-service week and continuing throughout the entire school year each year through the 2016 FY	• All K-5th grade teachers	• Evidence of grade level appropriate standards in lesson plans • CLI lesson plan profile reports will be pulled to ensure that the instruction aligns to the curriculum maps as well as the pacing guides	**$0.00**

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. Develop and implement a structured progress monitoring schedule that meets the needs of all students	August 9, 2011-May 24, 2011 (See Progress Monitoring Calendar) Calendar to be developed and implemented each year through the 2016 FY	• Curriculum Coach with support from the Assistant School Leader and Math Interventionist • K-5th grade Teachers	• Teachers will consistently conduct progress monitoring and document the results in their individual Progress Monitoring Binder • Teacher will allocate time for progress monitoring in their lesson plans • Teachers will be accountable for having progress monitoring data available and taking it with them to the data review meetings • Evidence of differentiated instruction based on data analysis of progress monitoring	**$0.00**
2. Develop and implement a high structured data review team meeting schedule to continuously analyze data and monitor	Beginning teacher in-service week	• Curriculum Coach with support from Assistant School	• Structured agendas for each data review team meeting will be created and provided	**$0.00**

student growth	to analyze FY2011 AIMS data and ongoing throughout the 2011-2012 SY (Bi-weekly on Fridays) Data-review team meetings schedule to be created each school year through the 2016 FY	Leader and Math Interventionist • K-5th grade teachers	• Recorded data review meeting minutes • completed 33-minute data dialogue worksheets • evidence of students attaining proficiency level in Math on formative and summative assessments • evidence of student growth on data walls	
3. Strategically aggregate and disaggregate data to identify Math standards and performance objectives according to grade level as well as individual student instructional needs to determine targeted areas of student growth.	Beginning teacher in-service week to identify Tier 2 and 3 targets and ongoing each school year through the 2016 FY	• Teachers and data team members identify students in need of targeted assistance • Math Interventionist will provide interventions for individualized assistance and small groups • Teacher will develop and provide whole group interventions when necessary • Curriculum Coach and Assistant	• Individualized and targeted instruction will be provided to the students that have not made adequate progress and/or met proficiency in Math • Evidence of student growth on data walls • Revisions as well as adjustments made to curriculum maps and pacing guides as necessary • Restructuring of intervention groups • Increase in overall students' and classrooms' academic performance (evident in quarterly grading periods) • Evidence of increase in number of students reaching proficiency and or exceeding on benchmark assessments	**$0.00**

		School Leader will monitor that the disaggregated data is strategically being used to identify students in need of interventions and that those interventions are indeed being given		
4. Implement a schedule to allow all grade level teams to meet on a weekly basis (during grade level prep period) in order to discuss, monitor and document student proficiency	August 16, 2011 and ongoing weekly throughout the school year through the 2016 FY	• Assistant School Leader with the support from the Curriculum Coach • Grade level teams (ALL instructional staff) • School Leader	• Evidence will include adjustments and enhancements to lesson plans, instructional strategies, best practices, and supplemental resources • Teachers will identify student progress to monitor and restructure to differentiate instruction as necessary • Evidence of consistent overall classroom growth within each grade level	**$0.00**
5. Improve attendance rates school wide by developing and implementing a rigorous attendance policy with strict procedures and action steps for follow through	July 1, 2001 and ongoing throughout each school year through the 2016 FY	• Front office staff • Attendance clerk • Assistant School Leader • School Leader • K-5 Teachers	• Improvement in individual as well as school wide attendance rates • Increase in parental involvement • More accurate collection of data in progress monitoring and documenting of student proficiency • More accurate and efficient attendance reporting procedure that allows for the facilitation of attendance verification • Attendance agreement signed by parent/guardian in each student's	**$0.00**

			CUM file	

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. Provide professional development to instructional staff on strategic analysis of data. (e.g. 33-minute data dialogues, data analysis training, Galileo reports, Schoolmaster reports, AIMS reports, and CBM reports.)	Beginning July 28, 2011 thru August 8, 2011 (Teacher in-service) and on-going throughout each school year through the 2016 FY	• Leadership team • Curriculum coach • Math Interventionist	• Strategic use and implementation of classroom data walls • Evidence of overall classroom as well as overall individual student growth on Winter and Spring benchmark assessments • Evidence of student growth on AIMS (Grades 3, 4 and 5,) Stanford 10 (Grade 2,) and CBM (Grades K and 1)	**$0.00**
2. Schedule and hold professional development to instructional staff on the assessment and clinical Math intervention tools from experts. (e.g. DAZE, CBM progress monitoring, Galileo, Education City, and Star Math.)	Beginning Teacher in-service week and continuing through end of second quarter (December)for each school year through the 2016 FY.	• Curriculum coach • Assistant School Leader • Math Interventionist, • Vendor • Trainers/Presenters	• Effective use of the supplemental and assessment programs by the instructional staff. • Bi-weekly data review team meetings • Evidence in CWTs (Classroom Walk Through) • Evidence of student growth on classroom and school data walls	**$0.00**
3. Schedule and hold professional development to all instructional staff on the effective use of language arts core curriculum program. (GO Math by Harcourt)	Teacher in-service week each school year through the 2016 FY July 28-August 8, 2011	Vendor representative/trainer (Harcourt), Curriculum Coach and Assistant School Leader	• Teachers will have a better understanding of how to effectively use the core curriculum to teach the Math AZ Academic/ Math Common Core State Standards • Strategies and activities from the core curriculum (GO Math) are evident in teachers' lesson plans • Evidence in CWTs • Evidence of student growth on	**$0.00**

			classroom and school data walls	
4. School's leadership team will register for and attend professional development trainings which include but are not limited to: 1)School Effectiveness-School Improvement: data driven assessment of professional development needs, planning standards-based and differentiated professional development, implementation and evaluation 2)Standards Based Best Practices: planning, follow-up, and evaluation; teaching methods that increase student interaction, guided and independent practice opportunities, and teaching to improve instructional effectiveness and student outcomes. 3)K-12 Literacy/RTI for Administrators: Topics include: Common Core State Standards – Background Architecture of the Document Assessment Rigor Planning for Change 4) "Growth for All" Professional Development provided by The Leona Group	1-Series: • July 12, 2011 • September 15, 2011 • November 4, 2011 • March 2, 2012 • May 8, 2012 2-August 18-19, 2011 3-August 30, 20011 (Tucson) or October 12, 2011 (Flagstaff) or November 2, 2011 (Tucson) PD dates for each school year will vary depending on what trainings are available. 4-September 16, 2011	• School Leader • Assistant School Leader • Curriculum Coach	• Effective implementation of RTI Model • Support instructional staff on providing interventions to Tier groups • Leadership team will align the school improvement model to the needs assessment of the school in leadership, instruction, assessment, and school culture and community. • Implement systems and structure to develop a systemic school wide model of academic and behavior support (C.H.A.M.P.S) • Identify key areas of need for ongoing teacher professional development • Allow leadership team to evaluate teachers' effectiveness on the use of best practices and provide feedback as well as promote the use of best practices as needed	**$200.00**

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 _____ Fiscal Year _____
Year 2: Budget Total _____
Year 3: Budget Total _____

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

PERFORMANCE MANAGEMENT PLAN TEMPLATE

South Pointe Public Charter Elementary School

INDICATOR:[1] Reading **DURATION OF THE PLAN**[2]**:** June 2011 to May 2016

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	(Board staff will enter info here) State standardized assessment Reading 40% and Student growth percentile (SGP) Reading 33	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. Implement the consistent use of grade level appropriate curriculum maps to plan instruction at all grade levels to promote student achievement across all grade levels	August 8, 2011 and consistent through the 2016 FY	• Curriculum Coach • K-5th grade teachers	• Evidence in teachers' lesson plans that they are using the grade level appropriate curriculum maps/pacing guides to plan instruction • Evidence of an increase in both student academic performance and SGP (Student Growth Percentile) across all grade levels on formative and summative assessments	**$0.00**
2. Ensure a balanced use of resources, strategies, technology integration and best practices are used to teach during reading block across all grade levels. (This includes the adopted core curriculum along with other supplemental resources.)	August 9, 2011 and consistent through the 2016 FY	• Curriculum Coach • K-5th grade teachers • Reading Specialists	• Evidence in teachers' lesson plans that meaningful activities support the performance objectives, and provides differentiated instruction • CWTs (Classroom Walk Through) will reflect the balanced use of resources, strategies, technology integration and best practices • Evidence of differentiated instruction will lead to an increase in	**$0.00**

			overall SGP (Student Growth Percentile) in Reading for all classrooms across all grade levels	
3. Plan and implement a strategic tutoring program for all students in their individual targeted areas of need to improve student achievement and promote standards mastery	June 14, 2011 and continue through each quarter of the school year through the 2016 FY	• Curriculum Coach • Reading Specialists • K-5th grade teachers	• Sign-in sheets will show that the students will attend the tutoring sessions • Increase of student academic performance for students that attend tutoring sessions will be evident in reports for formative and summative assessments (Galileo, DIBELS, and Star Reading) • Students that attend tutoring will demonstrate in increase in academic growth on AIMS Reading and the Stanford 10)	**$0.00**
4. Integrate the use of clinical as well as diagnostic reading intervention tools (Star Reading, Renaissance Learning, DIBELS, Galileo) to provide support to all students to achieve reading standards mastery	July 28, 2011, and continuing through the 2016 FY	• Curriculum Coach • Assistant School Leader • K-5th grade teachers • Reading Specialists	• Evidence of student achievement on internal growth measures (Star Reading, DIBELS, Galileo) • Restructuring of Tier groups (i.e. students advance to the next Tier group) • Mastery of the targeted performance objectives on formative and summative assessments (Galileo, DIBELS)	**$0.00**

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. Implementation of maps that are consistent across grade levels. Each grade level team will use the same curriculum map/pacing guide that includes the Arizona Academic Standards for Reading and/or	August 9, 2011- through the end of the school year	• All K-5th grade teachers • Curriculum Coach • Assistant School Leader	• Evidence that teachers reflect the appropriate AZ Academic/Common Core State Standards in their weekly lesson plans • Evidence from lesson plans that	**$0.00**

Common Core State Standards for English Language Arts aligned to their grade level.	and continuing through the 2016 FY	• School Leader	teachers are following their grade appropriate curriculum maps and pacing guides • Weekly review of teachers' lesson plans • Evidence of instruction aligned to the AZ Academic/Common Core State Standards from both informal and formal CWTs (classroom walk through) • Evidence of student growth on formative and summative assessments that are aligned to the AZ Academic/Common Core State Standards (Galileo, AIMS, Stanford 10)	
2. Purchase and implement the use of Collaborative Learning Inc. (CLI) an online lesson planning and curriculum mapping software program to ensure balanced instruction of the Math state standards as well as to allow a more effective method of reviewing lesson plans for monitoring purposes.	June 13, 2011 to July 27, 2011 (Before the school year begins) and continuing each school year through the 2016 FY	• Assistant School Leader • Reading Specialists • Curriculum Coach	• Teachers will have access to curriculum maps through CLI • Evident in teachers' lesson plans that reference was made to the grade level curriculum maps • To determine balanced instruction across all grade levels, all lesson plans will be checked for proper correlation to the curriculum maps/pacing guides by pulling reports from CLI. • Evident of student mastery of the Reading state standards by individual as well as overall classroom growth on assessments that are aligned to the AZ Academic and Common Core State Standards	**$2,195.00**
3. Teachers will use CLI to develop lesson plans that correctly correlate to their grade-level curriculum maps	Beginning during planning	• All K-5th grade teachers	• Evidence of grade level appropriate standards in lesson plans • CLI reports will be pulled to ensure	**$0.00**

	time within teacher in-service week and continuing throughout the entire school year each year through the 2016 FY		that the instruction aligns to the curriculum maps as well as the pacing guides	

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. Develop and implement a structured progress monitoring schedule (Tier 1-progress monitored monthly, Tier 2-progress monitored bi-weekly, Tier 3-Progress monitored weekly)	August 9, 2011-May 24, 2011 (See Progress Monitoring Calendar) Calendar to be developed and implemented each year through the 2016 FY	• Curriculum Coach with support from the Assistant School Leader and Reading Specialists • K-5th grade Teachers	• Teachers will consistently conduct progress monitoring and document the results in their individual Progress Monitoring Binder • Teacher will allocate time for progress monitoring in their lesson plans • Teachers will be accountable for having progress monitoring data available and taking it with them to the data review meetings • Evidence of differentiated instruction based on data analysis of progress monitoring	**$0.00**
2. Develop and implement a high structured data review team meeting schedule to continuously analyze data and monitor student growth	Beginning teacher in-service week to analyze FY2011 AIMS data and ongoing	• Curriculum Coach with support from Assistant School Leader and Intervention Specialists • K-5th grade	• Structured agendas for each data review team meeting will be created and provided • Recorded data review meeting minutes • completed 33-minute data dialogue worksheets	**$0.00**

	throughout the 2011-2012 SY (Bi-weekly on Fridays) Data-review team meetings schedule to be created each school year through the 2016 FY	teachers	• evidence of students attaining proficiency level in reading on formative and summative assessments • evidence of student growth on data walls	
3. Strategically aggregate and disaggregate data to identify reading standards and performance objectives according to grade level as well as individual student instructional needs to determine targeted areas of student growth.	Beginning teacher in-service week to identify Tier 2 and 3 targets and ongoing each school year through the 2016 FY	• Teachers and data team members identify students in need of targeted assistance • Reading Specialists will provide interventions for individualized assistance and small groups • Teacher will develop and provide whole group interventions when necessary • Curriculum Coach and Assistant School Leader will monitor that the disaggregated data is	• Individualized and targeted instruction will be provided to the students that have not made adequate progress and/or met proficiency in reading • Evidence of student growth on data walls, particularly of Tier 2 and Tier 3 students • Revisions as well as adjustments made to curriculum maps and pacing guides as necessary • Restructuring of intervention groups (Goal: Tier 2 and 3 students to advance into the next Tier) • Increase in overall students' and classrooms' academic performance (evident in quarterly grading periods) • Evidence of increase in number of students reaching proficiency and or exceeding on benchmark assessments	**$0.00**

		strategically being used to identify students in need of interventions and that those interventions are indeed being given		
4. Implement a schedule to allow all grade level teams to meet on a weekly basis (during grade level prep period) in order to discuss, monitor and document student proficiency	August 16, 2011 and ongoing weekly throughout the school year through the 2016 FY	• Assistant School Leader with the support from the Curriculum Coach • Grade level teams (ALL instructional staff) • School Leader	• Evidence will include adjustments and enhancements to lesson plans, instructional strategies, best practices, and supplemental resources • Teachers will identify student progress to monitor and restructure student Tier groups as necessary • Evidence of consistent overall classroom growth within each grade level	**$0.00**
5. Improve attendance rates school wide by developing and implementing a rigorous attendance policy with strict procedures and action steps for follow through	July 1, 2001 and ongoing throughout each school year through the 2016 FY	• Front office staff • Attendance clerk • Assistant School Leader • School Leader • K-5 Teachers	• Improvement in individual as well as school wide attendance rates • Increase in parental involvement • More accurate collection of data in progress monitoring and documenting of student proficiency • More accurate and efficient attendance reporting procedure that allows for the facilitation of attendance verification • Attendance agreement signed by parent/guardian in each student's CUM files	**$0.00**

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. Provide professional development to	Beginning July	• Leadership team	• Strategic use and implementation	$200.00

instructional staff on strategic analysis of data. (e.g. 33-minute data dialogues, data analysis training, Galileo reports, Schoolmaster reports, AIMS reports, and DIBELS reports.)	28, 2011 thru August 8, 2011 (Teacher in-service) and on-going throughout each school year through the 2016 FY	• Curriculum coach • Reading Specialists	of classroom data walls • Evidence of overall classroom as well as overall individual student growth on Winter and Spring benchmark assessments • Evidence of student growth on AIMS (Grades 3, 4 and 5,) Stanford 10 (Grade 2,) DIBELS (Grades K and 1,) and AZELLA (Grades K-5th)	
2. Schedule and hold professional development to instructional staff on the assessment and clinical reading intervention tools from experts. (e.g. DAZE, DIBELS progress monitoring, Galileo, Education City, Star Reading, and Rosetta Stone.)	Beginning Teacher in-service week and continuing through end of second quarter (December)for each school year through the 2016 FY.	Curriculum coach, Assistant School Leader, Reading Specialists, Vendor Trainers/Presenters	• Effective use of the supplemental and assessment programs by the instructional staff. • Bi-weekly data review team meetings • Evidence in CWTs (Classroom Walk Through) • Evidence of student growth on classroom and school data walls	**$0.00**
3. Schedule and hold professional development to all instructional staff on the effective use of language arts core curriculum program. (Storytown by Harcourt)	Teacher in-service week each school year through the 2016 FY July 28-August 8, 2011	• Vendor representative/trainer (Harcourt) • Curriculum Coach and Assistant School Leader	• Teachers will have a better understanding of how to effectively use the core curriculum to teach the Reading AZ Academic/ ELA Common Core State Standards • Strategies and activities from the core curriculum (Storytown) are evident in teachers' lesson plans • Evidence in CWTs • Evidence of student growth on classroom and school data walls	**$0.00**
4. School's leadership team will register for and attend professional development trainings which include but are not limited to:	1-Series: • July 12, 2011 • September	• School Leader • Assistant School Leader • Curriculum Coach	• Effective implementation of RTI Model • Support instructional staff on providing interventions to Tier	**$0.00**

1)School Effectiveness-School Improvement: data driven assessment of professional development needs, planning standards-based and differentiated professional development, implementation and evaluation 2)Standards Based Best Practices: planning, follow-up, and evaluation; teaching methods that increase student interaction, guided and independent practice opportunities, and teaching to improve instructional effectiveness and student outcomes. 3)K-12 Literacy/RTI for Administrators: Topics include: Common Core State Standards – Background Architecture of the Document Assessment Rigor Planning for Change 4)"Growth for All" professional development offered by The Leona Group	15, 2011 • November 4, 2011 • March 2, 2012 • May 8, 2012 2-August 18-19, 2011 3-August 30, 20011 (Tucson) or October 12, 2011 (Flagstaff) or November 2, 2011 (Tucson) 4-September 16, 2011 PD dates for each school year will vary depending on what trainings are available.		groups • Leadership team will align the school improvement model to the needs assessment of the school in the four areas. • Implement systems and structure to develop a systemic school wide model of academic and behavior support • Identify key areas of need for ongoing teacher professional development • Allow leadership team to evaluate teachers' effectiveness on the use of best practices and provide feedback as well as promote the use of best practices as needed	

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 _$2,395.00____ Fiscal Year ____2012_____
Year 2: Budget Total _$2,395.00_____
Year 3: Budget Total _$2,395.00_____

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