# PACE Preparatory Academy, Inc.

CTDS 138758000

Grades 9-12

Prescott Valley and Camp Verde

# Performance Management Plan

Mathematics and Reading

**PACE Academy - Profile**

PACE Academy has been educating mostly at-risk high school students using computer based curriculum. PACE Academy is a small, specialized high school that for the most part, caters to those who might otherwise be left behind in the educational process. The typical student who attends PACE Academy is the student who may have been suspended or expelled from neighboring schools. The demographics primarily include students who face social and financial stressors. Approximately 92% of the student population at PACE qualifies for the Free or Reduced Lunch Program. It appears that the majority of the student body has been socially promoted throughout their elementary and middle school careers. Additionally, many of these students demonstrate a lack of work ethic, personal discipline and the basic fundamentals necessary to attend a traditional high school. PACE Academy attracts students to an untraditional method of learning - in an open classroom on computers at their own 'pace', rather than being in a confined classroom and/or having to move from classroom to classroom for each individual subject.

PACE Academy's core curriculum is on-line, however all students are required to attend school for a minimum of 5 hours per day, four days per week. Each student has their own computer station. There are HQ teachers and Para-Professionals on location to monitor and instruct.

PACE Academy provides a platform whereby the student who has exceptional abilities can rapidly progress through the curriculum without becoming bored and has the capability to excel and potentially graduate early.

This same model allows the student who has difficulty learning to work at a pace that is more in tune with their individual learning capability and with less pressure. That student is allowed to spend more time on a particular subject, in order that the student's engagement is maximized. The teaching staff on hand monitors the progress and works with the students who appear to be having difficulty.

Additional instruction with that student or students is one-to-one or in small group break-out sessions, either during school hours or after school.

**It is important to note that PACE Academy experienced a major leadership and staff change during FY 2008. Little if any information is available prior to that time to indicate that there were any plans, systems in place, or data that we can address in this narrative.**

**Mission Statement**

> *PACE Preparatory Academy will enable students to become self-motivated, competent lifelong learners equipped with the reading, writing and technology skills to assist in future life skills. Pace Preparatory Academy's intent is to provide a safe, totally innovative, non-traditional approach to educating high school-aged students by providing a completely computer-driven educational environment. Special needs students and nontraditional learners work in a self-paced arena in which they obtain their high school diploma, as well as training for future employment.*

**Curriculum Implementation**

Beginning in 2004 and until 2008, PACE Academy was using the computer based software by Odysseyware. Odysseyware was used for Math, Science, History and Reading. The program was never updated since it was purchased in 2004. We are not sure if this software was aligned to the Arizona Academic Standards during that period of time. We do know that the only way the teachers were monitoring the progress of the students at that time was purely from students' scores of the individual tests that they were taking. Students who did not grade well were simply made to review the chapter or unit that they failed and made to re-take the test(s).

In preparation of the '08-'09 school year, there was a new team put in place. PACE Academy's new curriculum team determined that Odysseyware was outdated, did not align to Arizona Academic Standards and did not provide any data other than test score results achieved by each student. It was painfully apparent that a new curriculum must be implemented before classes began that August that met and aligned with the Arizona Academic Standards. It should be interactive, engaging, state-of-the-art and offer the ability and flexibility to add additional modules for IEP and RTI. The Staff at PACE Academy wanted to improve student achievement in all subjects and introduce a teaching

model that would be engaging and rewarding for the student. The team researched, identified and ultimately purchased the on-line curriculum from Holt, Rienhart, Winston, McDougal Publishing Company (now Holt McDougal). The team was focused on replacing all core subjects for the conversion and more importantly focus on Math and Reading. Holt McDougal does align its course and subject matter with the Arizona Academic Standards and as a matter of their policy, maintains those standards and provides schools with the appropriate updates. The committee's challenge at this stage was to quickly adopt a plan to learn and use the new software. They also needed to integrate instructional pacing guidelines for the students' on-line lesson plans.

The implementation of the new curriculum was compounded with a great deal of time and effort that was spent on the conversion and upgrading of computers, software and what was previously inadequate internet service. With all that was transpiring, continuity was weak and we unfortunately did not realize the results that we were hoping for in the 2009 AIMS test results.

The October AIMS testing took place only two months after this initial implementation.

When the team reviewed the results of that year's testing, they determined that there were missing components in their efforts that were not taken. These had to be addressed immediately to improve student achievement. When purchasing the Holt McDougal program, the curriculum team did not realize that Holt McDougal's software programs did not have an assessment tool integration function. The program could not identify the specific strands and concepts not mastered on a student-by-student level. It was also evident that the students were not responding well or engaged in the Math module offered by Holt McDougal.

In 2009-2010, leadership and the curriculum team evaluated and decided to replace the Holt McDougal Mathematics curriculum. To meet the criteria that were set, the new curriculum had to address the capabilities of measuring

a) the time a student spent on a lesson,

b) the result of that student's achievement,

c) how it related to other students, and

d) be capable of identifying specific weaknesses in the students' understanding of the material identified down to the "strand and concept".

That search led us to analyze and implement a Mathematics program called ALEKS that had received outstanding reviews from the educational community. At the heart of ALEKS is an artificial intelligence engine that assesses each student individually and continuously. ALEKS keeps server statistics that measure learning success of all students, namely how often they succeed at learning a concept. The team performed a trial test and found that both the teachers and students found the program to be valuable, beneficial and at the same time, had the ability to hold the students' interest. Students we tested were engaged and they actually asked for more time to access this program. It offered many forms of assessment as well as provided specific data to analyze the students' progress, specific weaknesses; time spent on individual lessons and suggested a remedial course of study to strengthen that pupil's weakness. Some key features of the program that we felt would improve student achievement were:

- Assessment questions are adaptive and precisely identify the student's knowledge from a comprehensive standard curriculum.
- Unlike a conventional "test," the ALEKS assessment does not give the student a "grade" or "raw score." Instead, ALEKS finds out which concepts the student has mastered and what the student is ready to learn.
- All problems require that the student produce authentic mathematical input. ALEKS avoids multiple-choice questions.
- No time limits are imposed on the student during the assessment (although an instructor can choose to schedule an assessment to be taken at a specific time).
- Reports are available both numerically and graphically and the data can be exported to Excel.

We also needed to address the Reading component of our academic achievement results. The team determined that the Holt McDougal program indeed met the mapped components of the Arizona State Standards; however, the instructors did not have an assessment tool to monitor the students'

progress on a regular basis. The decision was made to bring in a third party assessment tool that would provide a means of periodic assessment in reading and writing.

The team selected Study Island as that assessment tool. Study Island is a web based tool that contains a variety of enrichment activities for students. Each activity consists of a pre-test, lessons, activities, and a post-test. The instructional model and interactive games provide targeted remediation when required, reinforce accomplishments, appeal to students, and generally create a culture of academic success.

**Development and Implementation**

We could not find any evidence that prior to 2008, that there was any effort to monitor the integration of the Arizona Academic Standards into the math and reading instruction. We believe that the past logic was that if one asked the curriculum vendor or supplier if their product met or complied with the Arizona State Standards that the vendors' word was taken and no further research was conducted. Because PACE Academy utilizes on-line content, the curriculum offered by vendors must now be evaluated at a deeper level. When PACE Academy selected Holt McDougal, the curriculum team requested that the vendor provide their detailed list of AZ State standards offered and they would then "crosswalk" the vendor's curriculum content and verify the strands and concepts offered. Beginning in 2010 the curriculum team applied the same methodology to the ALEKS math program as they had with Holt McDougal with "crosswalk" methodology.

Though the Holt McDougal web-based programs presented the students with content that was aligned to the Arizona State Standards, it didn't in fact offer the capability of assessing how well the students were learning and retaining the information. This became apparent to the leadership based on the grades that the students were achieving with the on-line tests. They were not satisfactory. All of the content was on-line and we believed that the teachers may not have had enough of the required

experience in a classroom that was not a traditional setting. Because of that, before the end of the first semester, we brought in trainers from Holt McDougal to provide instruction to the instructors and support staff. In order that they experience what the students experienced, we had the teachers log on 'as students' and walk through the lessons. It was important that they personally understand the methodology of the on-line presentations.

When we added ALEKS (2009-2010) we were better prepared to evaluate how both the teachers and students were adapting to the on-line methods as we applied the same blueprint that we had adopted with Holt McDougal. ALEKS had built-in Professional Development for the teachers in that they offered on-line videos to 'teach the teachers', and they were required to watch and learn through these videos no less than one hour per week.

**Monitoring and Documenting**

Prior to the 2008-2009 year, there was no documentation or evidence kept by that administration that documented students' proficiency or progress. In September of 2009, we began accumulating data by using the Holt McDougal tests. That data captured students' grades and ranking within a grade and/or specific subject. This data along with the AIMS test results enabled us to utilize summative data to identify the students' area of need for additional instruction.

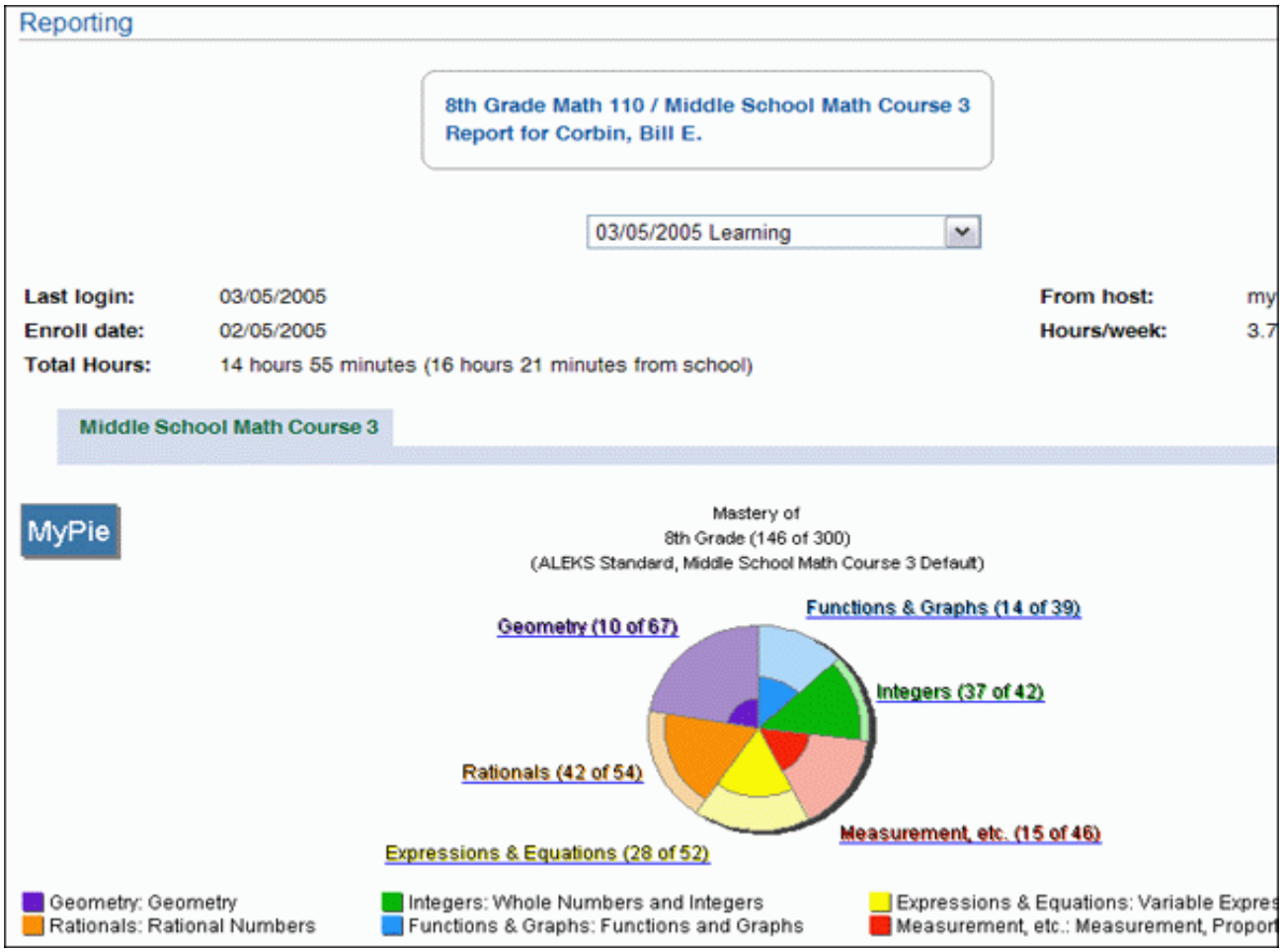
In 2010, when we introduced the ALEKS math curriculum and assessment tools we understood that good assessment provided good data that helped drive our decisions. Our curriculum team set the new standard that students would be assessed monthly in Mathematics (ALEKS) and at the beginning and end of each semester, in Reading and Writing using Study Island. With these assessment tools, the team discovered that the data was very useful and we were better able to identify the students who needed additional instruction. These actions brought us to the point that we were using assessments to group students for the purpose of increasing instruction time to those students who ranked the lowest. Prior to this, we had not been using the data to clearly identify specific strands and concepts that the

students were missing. With the help of these programs, we finally had the information to help us realize that this data must drive the specific instruction for each of the individual students' needs.

At this point we realized that in order to be more successful, it was imperative that we use technology assisted assessment tools and programs that will allow us to monitor and report. The team at PACE Academy additionally realized that in order to recognize weaknesses in individual students' capabilities, they would need to find a way to mine better data. Data collection and accountability would be imperative in order to properly analyze the data and react appropriately. They also recognized that even though the curriculum was 'online' and that students could work at their own 'pace' that it was important that the teachers' interaction and teaching models with the students needed to be measured.

Our curriculum team set the new standard that students would be assessed monthly in Mathematics (ALEKS) and at the beginning and end of each semester, in Reading and Writing using Study Island. The team discovered by the end of that school year (2010-11) that the data was very useful and we were better able to identify the students who needed additional instruction. Our leadership has now introduced classroom monitoring and evaluations sheets are now being used to evaluate teachers' performance and interaction with the students. By using data driven decisions we will be developing a clear path to improving, meeting or exceeding the Board's level of adequate academic performance.

One the following pages are examples of the detailed data available from ALEKS:



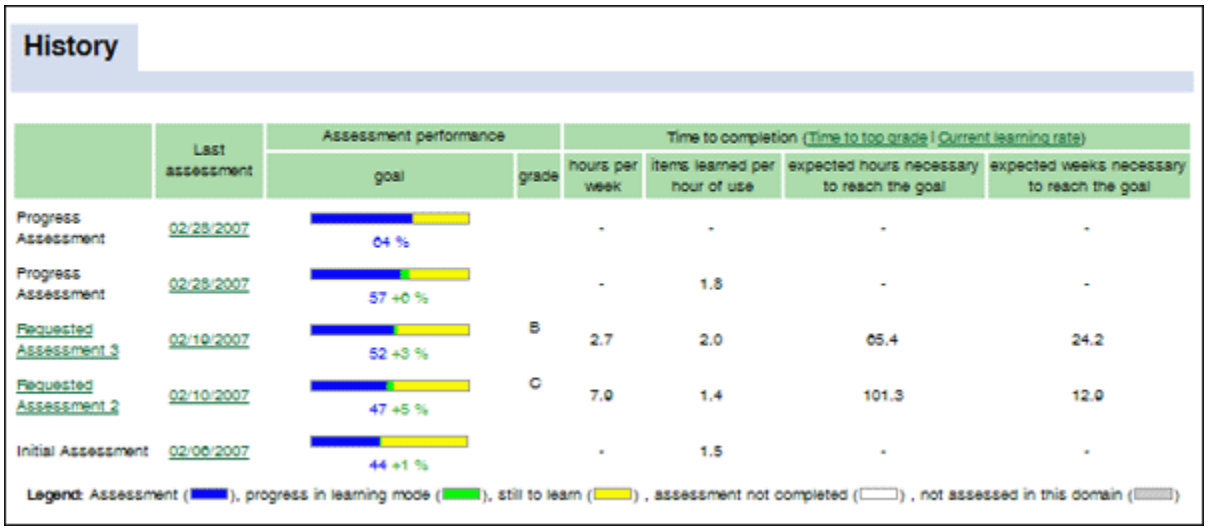

Following an assessment, ALEKS delivers a color-keyed pie chart report that provides a detailed, graphic representation of the student's knowledge state. The pie chart is divided into slices, each of which corresponds to an area of the curriculum for the student's grade level. In the ALEKS system, a student's progress is shown by the proportion of the slice that is filled in by solid color, whereas the lighter portion represents what the student has yet to learn.

As the mouse hovers over a selected slice, a list of items is displayed that reveals what the student is ready to learn. Clicking on any of these items gives the student access to the Learning Mode.

**What Paul is ready to learn next**

| | |
|---|---|
| *Rational Numbers* | Equivalent Fractions, Place Value, Rounding, and Ordering<br>Ordering fractions and decimals<br>Mixed Numbers<br>Mixed number multiplication: Problem type 2<br>Conversion between Fractions and Decimals<br>Converting a decimal to a fraction<br>Converting a mixed number to a decimal<br>Signed Numbers<br>Signed fractions multiplication |
| *Measurement, Proportion, Percents, and Probability* | Measurement<br>Conversion between metric and customary unit systems<br>Proportions<br>Word problem on proportions: Problem type 1<br>Percents<br>Converting a fraction to a percentage |
| *Variable Expressions and Equations* | Properties of Numbers and Variables Expressions<br>Combining like terms, advanced<br>Linear Equations<br>Additive property of equality with fractions<br>Solving a linear equation with several occurrences of the variable: Problem type 1<br>Applications of Linear Equations<br>Solving a word problem using a linear equation: Problem type 1<br>Exponents and Polynomials<br>Powers of 10: Negative exponent<br>Scientific notation with positive exponent<br>Exponents and order of operations<br>Ordering numbers with positive exponents<br>Multiplying monomials |
| *Functions and Graphs* | Data and Graphs<br>Interpreting line graphs<br>Mean and median of a data set<br>Functions and Sequences<br>Function tables<br>Graphing Equations<br>Solutions to a linear equation in two variables: Problem type 1 |
| *Geometry* | Lines and Angles<br>Solving equations involving vertical angles<br>Quadrilaterals and Other Polygons<br>Area of a trapezoid<br>Circles<br>Circumference ratios |

In the Learning Mode (above), instructors and students are also able to review topics they have previously or recently mastered.



History

| | Last assessment | Assessment performance | | Time to completion (Time to top grade \| Current learning rate) | | | |
|---|---|---|---|---|---|---|---|
| | | goal | grade | hours per week | items learned per hour of use | expected hours necessary to reach the goal | expected weeks necessary to reach the goal |
| Progress Assessment | 02/28/2007 | 64 % | | - | - | - | - |
| Progress Assessment | 02/28/2007 | 57 +0 % | | - | 1.8 | - | - |
| Requested Assessment 3 | 02/10/2007 | 52 +3 % | B | 2.7 | 2.0 | 65.4 | 24.2 |
| Requested Assessment 2 | 02/10/2007 | 47 +5 % | C | 7.9 | 1.4 | 101.3 | 12.9 |
| Initial Assessment | 02/06/2007 | 44 +1 % | | - | 1.5 | - | - |

Legend: Assessment ( ), progress in learning mode ( ), still to learn ( ) , assessment not completed ( ) , not assessed in this domain ( )

ALEKS provides teachers and administrators with a wealth of information on student progress, including last login, duration of all sessions, individual and class performance, and much more. Bar graphs allow teachers to quickly grasp each student's performance at the time of his or her last assessment (blue), progress in Learning Mode (green), and the material not yet available (yellow).

**Professional Development**

We were unable to verify any documentation or evidence that any Professional Development Plans for personal or student academic improvement was offered to the staff or instructors prior to 2009. PACE Academy did recognize some deficiencies during the transition and decided to bring in consultants from Holt McDougal for teacher Professional Development. Most of that Professional Development was targeted to better understanding how to use and tailor the curriculum to bring the students up to a common baseline. When PACE Academy first introduced Holt McDougal in 2008, it provided Professional development to all of the instructors and staff. Trainers from Holt McDougal presented two days of instruction focusing on the basic use of the new program. During the second semester of that year, instructors were responsible for attending two additional one hour Webinars by Holt McDougal. Neither of these training sessions covered assessments or data analysis.

When the ALEKS math curriculum was introduced in 2010, technology had advanced to the point that Professional Development webinars for every facet of their program was readily available on their website. When Study Island was implemented we also had access to on-line Professional Development webinars for the instructors that addressed reading and writing assessments. Instructors were required to complete several webinars in both of the above noted programs.

We observed that the instructors' proficiencies and confidence in managing the information obtained from the assessments increased dramatically. The instructors' capabilities for translating the data from the assessments and using that data to drive new decisions have and will increase as we build on this knowledge.

The 2011-2012 school year has brought us to focusing the majority of our attention to assessments and data driven decisions to manage and fine tune our curriculum and instruction techniques. This will in turn improve student and instructor performance. PACE Academy will be administering monthly math assessments and quarterly reading assessments. We will have instructor meetings every other week to analyze the data from these assessment results and to address instructional changes necessary for students' academic improvement.

**Analysis of Pupil Achievement Data**

Prior to the 2009-2010 school year the only data that was considered was AIMS test scores and test score grades from the individual subjects. There was no indication that meetings were held or charts and graphs were available to assist the instructors to better understand the achievements or deficiencies obtained.

Beginning with the 2010-2011school year, we have assessment reports for math (ALEKS) and reading (Study Island). Those reports have been instrumental in identifying students' strengths and weaknesses. We have been able to evaluate the curriculum and the presentation of materials. We have

also begun to evaluate the instructors' effectiveness in achieving certain goals. We realize that this is our weakest area and we have just begun to understand and implement its usefulness. You will see that on our Plan Template that we have addressed this issue.

The graphical charts that depict our AIMS Academic Achievement results clearly indicate the downward trends that PACE Academy experienced in both math and reading from 2006 to 2009. When PACE Academy began addressing new curriculum and began using assessment tools in 2009 to 2010 the achievement trajectory turned to a positive direction in math and especially reading.

It is important to note that despite the fact that our students are learning in an alternative setting, and that many of those students are in our school because of their inability to function productively in the traditional school setting, we have seen a portion of our students accelerate through their secondary education.

The graph below illustrates that there is a renewed growth toward a higher number of graduates given approximately the same number of enrolled students. Early graduates have increased in the past two years. PACE Academy is moving responsibly toward graduating students early, based on their ability to fulfill all requirements.

| School Year | Total Student Enrollment | Total Graduates | Early Graduates |
|---|---|---|---|
| **2010-11** | 105 | 34 | 5 |
| **2009-10** | 102 | 27 | 6 |
| **2008-09** | 86 | 40 | 1 |
| **2007-08** | 82 | 43 | 3 |

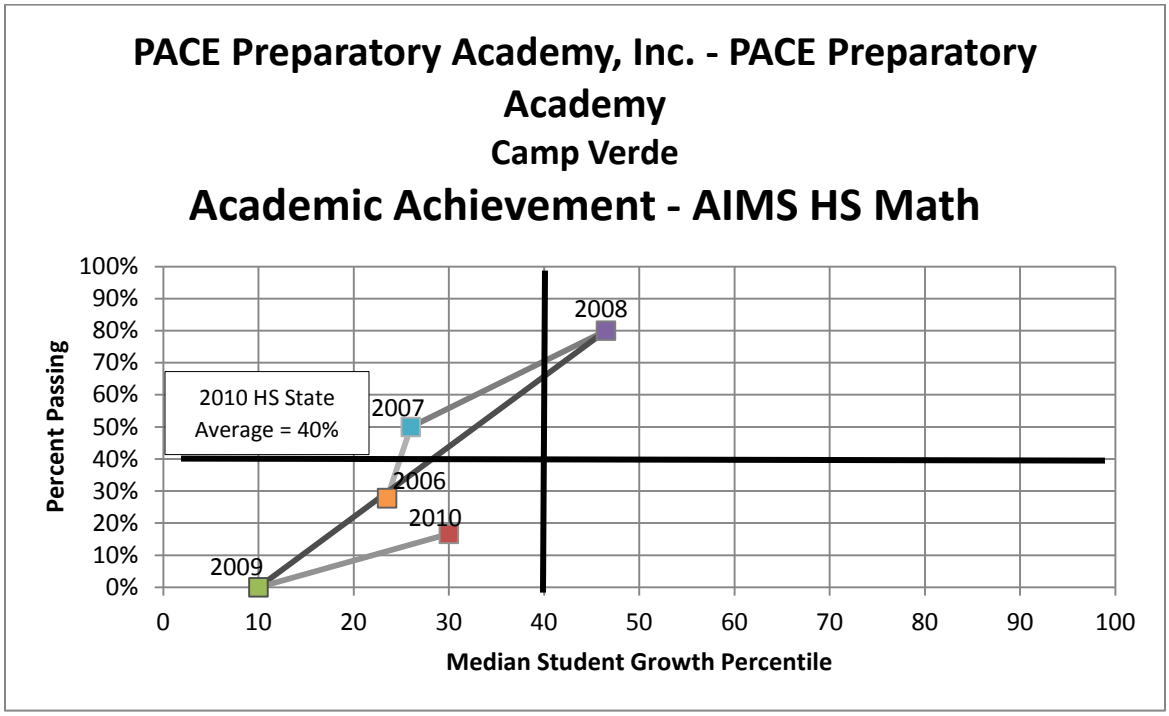
The majority of students who have most recently graduated from PACE have successfully passed AIMS within four years, and graduated with a Diploma. Many of these students were behind academically when they enrolled at PACE, but eventually earned the credits required and were able to meet or exceed the criteria.

**Linking Findings to the Plan**

For 2011-2012, we have recruited an additional teacher who is Highly Qualified in Science and Mathematics and added a part time Highly Qualified Paraprofessional Mathematics tutor. Our focus is to build on our plan to restructure, realign and target our assessments using detailed data on a greater level.

We will be transitioning from Study Island to the Galileo assessment tools from ATI. Mathematics will then be assessed through both ALEKS and Galileo. Using what we have learned in the Professional Development training from the assessment companies, we can more clearly identify and target the students' needs and drive their instructional plans. Our curriculum team will be required to attend Professional Development seminars offered by Dr. Douglas Reeves'. These '*Initiatives'* seminars focus on developing a curriculum plan that has Endurance, Leverage (utilizes multiple content areas), Order (sequential), and Mastery (implementing a definition of 70-80% mastery of the materials presented). The steps that we have taken in the past two years have changed our trajectory to becoming a higher performing school. Our AIMS Reading results have increased significantly and Math has also turned around. We are now on a clear path to meeting the State Average benchmarks.

The next two pages show the Camp Verde and Prescott Valley schools respectively. Both schools in both disciplines are now moving forward positive academic achievement results in 2010.


PACE Preparatory Academy, Inc. - PACE Preparatory Academy
Camp Verde
Academic Achievement - AIMS HS Math
Percent Passing
Median Student Growth Percentile
2010 HS State Average = 40%
2008
2007
2006
2010
2009
100%
90%
80%
70%
60%
50%
40%
30%
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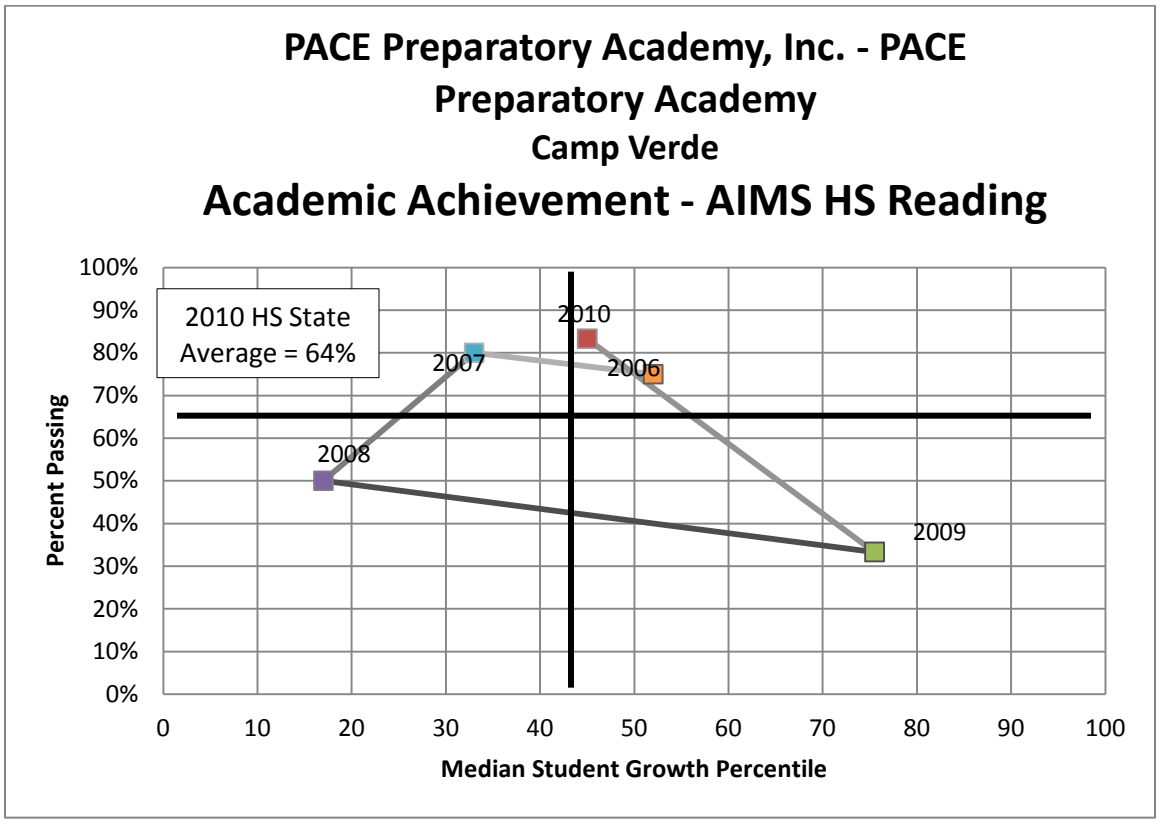
PACE Preparatory Academy, Inc. - PACE Preparatory Academy
Camp Verde
Academic Achievement - AIMS HS Reading
Percent Passing
Median Student Growth Percentile
2010 HS State Average = 64%
2010
2007
2006
2008
2009
100%
90%
80%
70%
60%
50%
40%
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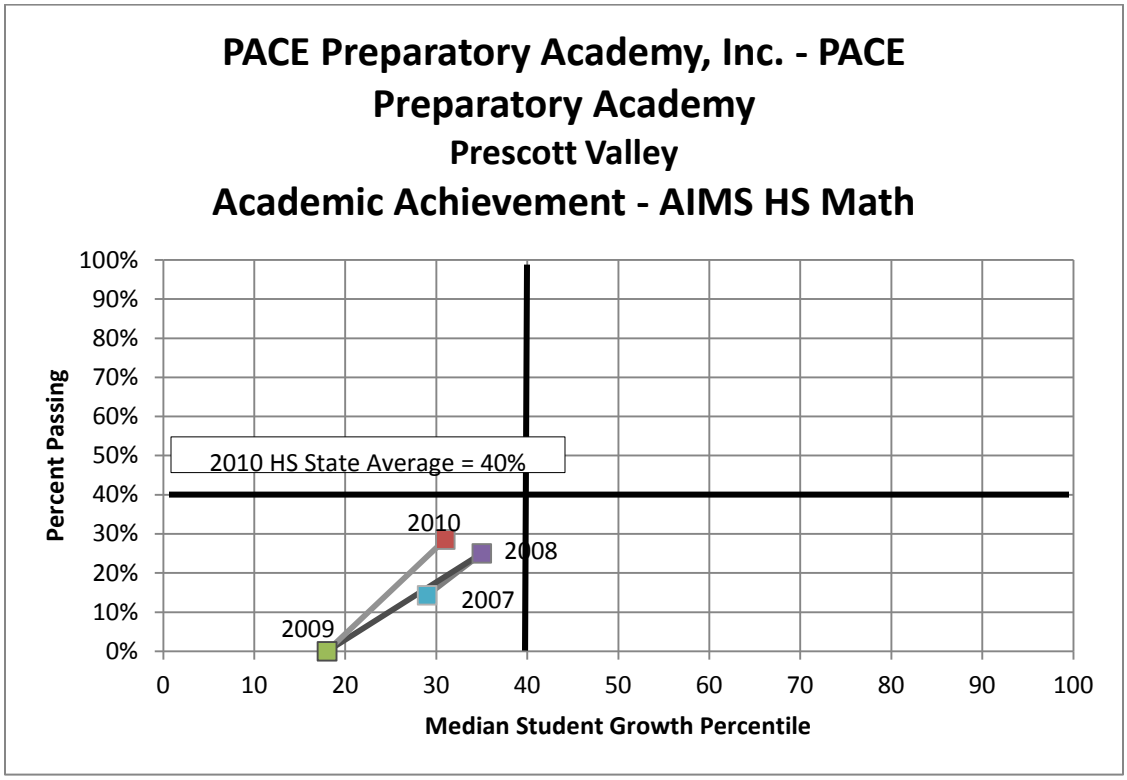
PACE Preparatory Academy, Inc. - PACE Preparatory Academy
Prescott Valley
Academic Achievement - AIMS HS Math
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100%
90%
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70%
60%
50%
40%
30%
20%
10%
0%
2010 HS State Average = 40%
2010
2008
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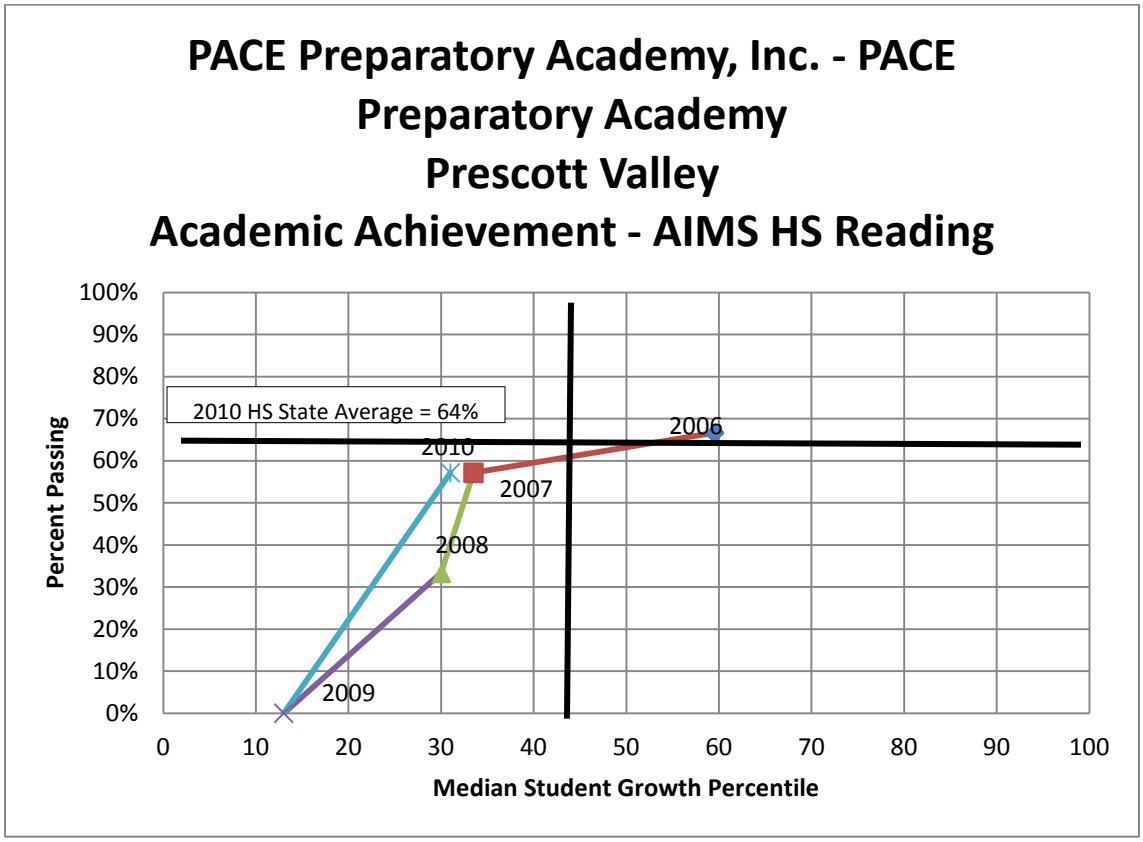
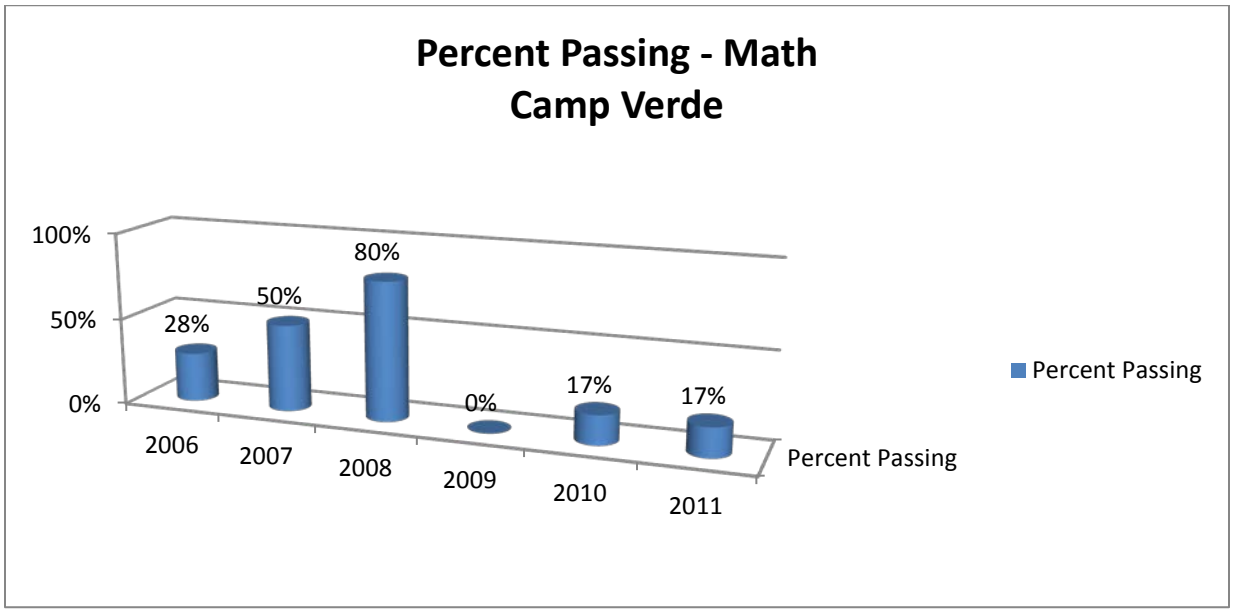
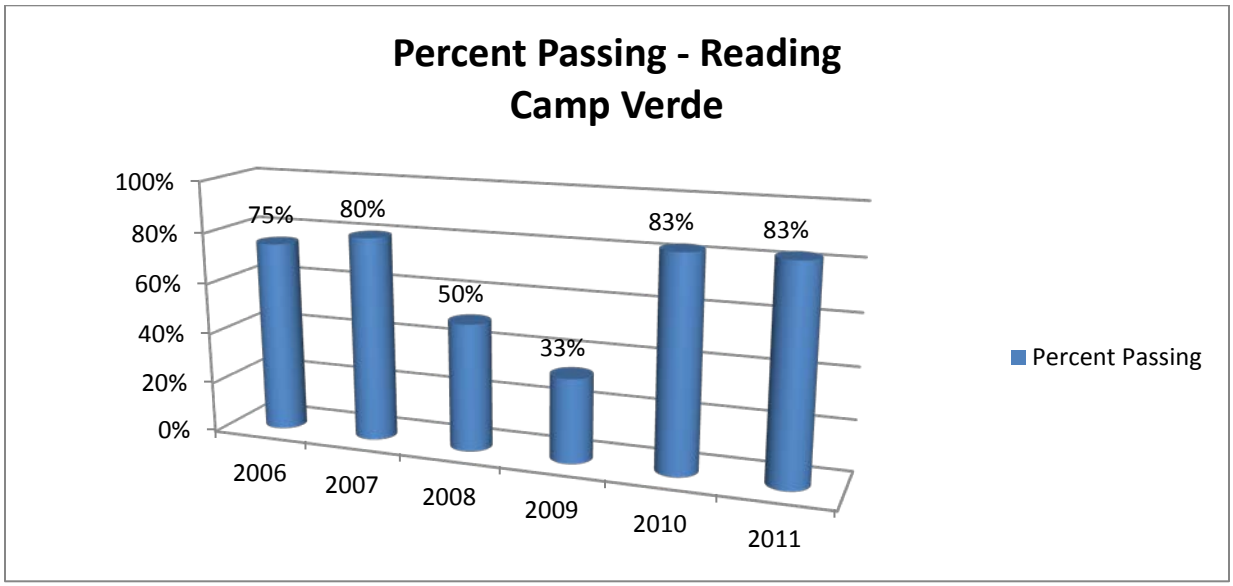
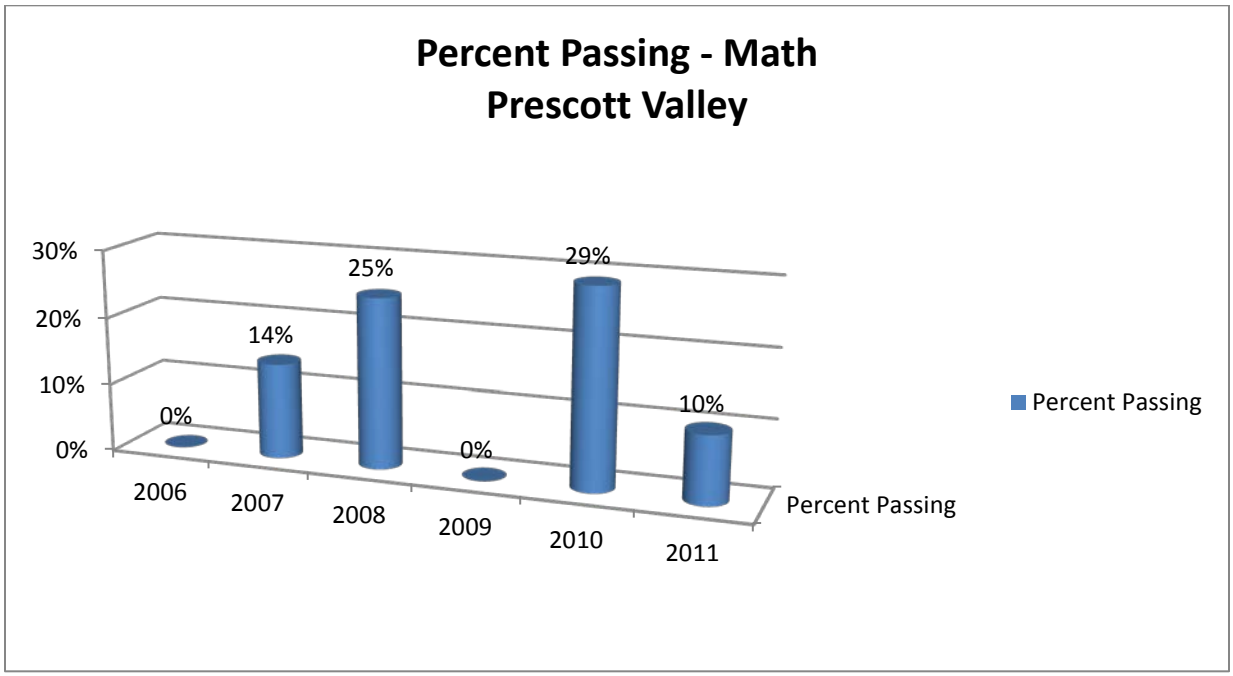
90
100
Median Student Growth Percentile


PACE Preparatory Academy, Inc. - PACE Preparatory Academy
Prescott Valley
Academic Achievement - AIMS HS Reading
Percent Passing
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2010 HS State Average = 64%
2006
2010
2007
2008
2009
0
10
20
30
40
50
60
70
80
90
100
Median Student Growth Percentile

The 2011 AIMS results of Percent of Student Passing (shown below) indicate that math is still in need of improvement and that reading is following a strong upward trend. With the new direction that we have plotted for this year's strategies in our curriculum and assessment tools will now enable us to achieve a clearly defined path to improving our AIMS results and thereby improve School Performance Ranking.




Percent Passing - Math
Prescott Valley
30%
20%
10%
0%
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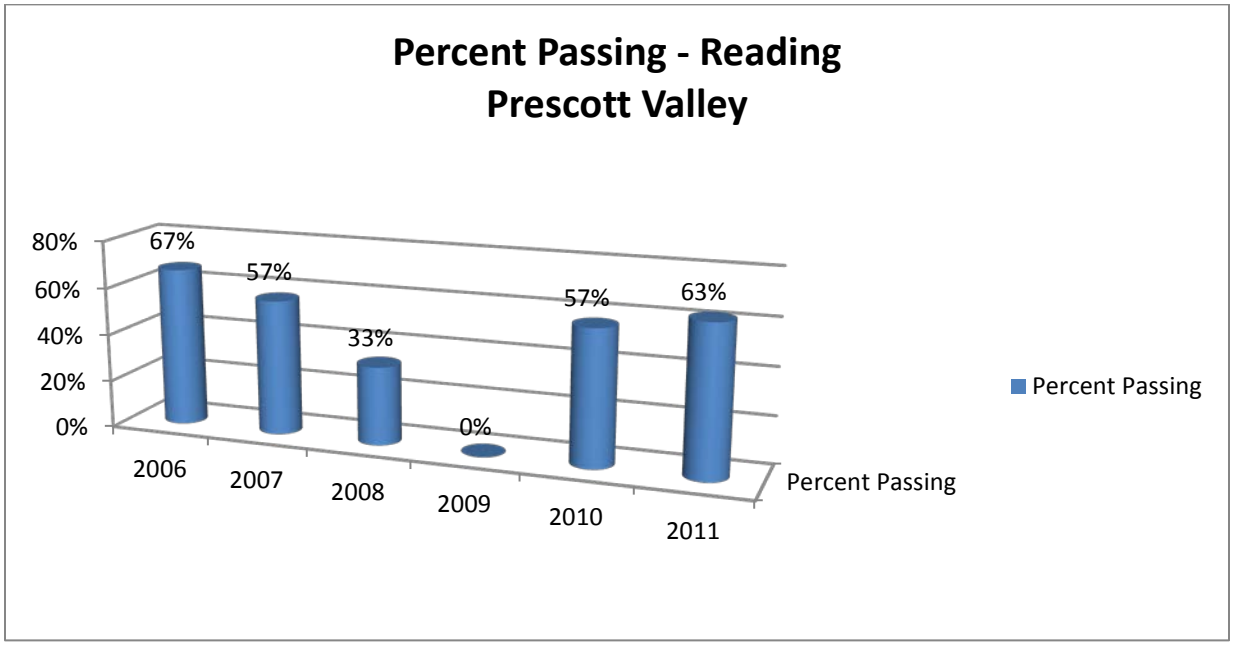
14%
25%
0%
29%
10%
2006
2007
2008
2009
2010
2011
Percent Passing
Percent Passing


Percent Passing - Reading
Prescott Valley
80%
60%
40%
20%
0%
67%
57%
33%
0%
57%
63%
2006
2007
2008
2009
2010
2011
Percent Passing
Percent Passing

**Conclusion**

In spite of the fact that the current team was at a disadvantage when coming into the ’08-’09 year, we have taken our commitment to educating a group of students who for the most part have difficulty working in a traditional environment, very seriously. Now, going into the ’11-‘12 academic year, we look forward to meeting and/or exceeding the requirements that have been set forth for the educational system in this State.

PACE Academy is open to new technology, improvements and change. We have instituted an AIMS rewards program, a reward for good attendance as well as good behavior. We are increasing our parent/student/ teacher outreach with the AlertNow messaging program as well as adding P.A.S.S. for parent access to student performance via the web. Teachers are now required to participate in the Professional Development webinars provided by our curriculum vendors. PACE Academy now has made it mandatory that all teaching staff must complete a minimum of five (5) pre-approved Professional Development classes per school year.

Through the efforts outlined, we have initiated the use of many performance and assessment based programs that will enable us to focus on individual needs. By doing so, we aspire to have the graduates of PACE Academy be successful and productive members of our local communities. With the advent of the new, more stringent requirements of the State of Arizona, it is our endeavor to utilize the resources we have available – by being financially responsible and attracting and keeping enthusiastic Highly Qualified teachers – to create the soundest education possible to our students. They are indeed our future.

# PERFORMANCE MANAGEMENT PLAN TEMPLATE

PACE Preparatory Academy

**INDICATOR:**[1] **_X__**Math ___Reading **DURATION OF THE PLAN**[2]**:** Begins _August, 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<br>and<br>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. |

**Internal Measures taken:** Effective immediately, PACE Academy has converted from Study Island assessment program to **Galileo** assessment program. PACE Academy has converted because we realized that Galileo offers our leadership, instructors and staff better tools to analyze performance deficiencies in all levels of our student population's knowledge of State Standards.

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

| Action Steps [4] | Timeline | Responsible Party | Evidence of Meeting Action Steps | Budget |
|---|---|---|---|---|
| 1. Review and revise Mathematics curriculum planning map alignment with standards. | Beginning August 2011 | Director, Mathematics Instructor, Support Staff | Dated and signed plans by Director and Mathematics Instructor | No additional cost. Part of instructors' salary. |
| 2. We will improve AIMS scores by 7-8% per year for the next 4 years by increasing instruction time and closely monitoring student performance. | Beginning August 2011 | Math Instructor, Support staff | Best practices will be reviewed with all teaching staff. Staff Professional Development; sign in sheets and progress reports for students from ALEKS assessments and Galileo assessments. | No additional cost. Part of instructors' salary. |
| 3. Review and align curriculum to focus on individual and cohort deficiencies for tutorial instruction and intervention. Revise curriculum based on assessment results as needed. | Beginning August 2011 | Director, Mathematics Instructor, SPED Director & Support Staff | Using ALEKS, Galileo, AIMS scores and in-class test score improvement reports. | No additional cost. Part of instructors' salary. |

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|---|---|---|---|---|
| 4. Implement a Math Skills class for 9th graders in addition to Algebra I course by implementing additional course modules offered by ALEKS to better prepare 9th graders for 10th grade AIMS testing. | Beginning August 2011 | Mathematics Instructor and Instructional Staff | Evidence will include enrollment rosters, final grades and syllabus and by using ALEKS, Galileo, AIMS scores and in-class test score improvement reports. | No additional cost. Part of instructors' salary. |
| 5. We will revise scope and sequence based on the results of students' assessments and recommendation of teachers. | Beginning August 2011 | Director, Mathematics Instructor, SPED Director & Support Staff | Using ALEKS, Galileo, AIMS scores and in-class test score improvement reports. Maintain log of items adjusted or changed and have Director sign off on documentation form. | No additional cost. Part of instructors' salary. |
| 6. We will increase students' time that they will spend on math by either block scheduling for multiple math courses or assigning to small group tutoring sessions. | Beginning August 2011 | Mathematics Instructor and Tutors | Utilize logs and reports from ALEKS, and Galileo to identify students in need. Use time and effort log and daily roster. Roster maintained to verify students enrollment in additional classes. | No additional cost. Part of instructors' salary. |
| 7. Hire additional staff to teach and or tutor students in need of additional instruction. | Beginning Sept. 2011 | Mathematics Instructor and Director | Additional part-time staff member on payroll. | $5920.00 |

**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. Monitor and assess math instruction and strategies for integrating real world applications in all content areas. Review lesson plans. | Beginning August 2011, quarterly | Director, Mathematics Instructor, Support Staff | Observation results will be notated classroom observation forms. Both formal and informal evaluations to be documented. | No additional cost. Part of instructors' | |

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| | | | | salary. | |
| 2. Implement program meetings every other week with instructors to review student assessment reports and monitor classroom interactions to assure instruction has been targeted to studentsin need. | Beginning September 2, 2011 | Director, all Instructional Staff | Maintain reports and roster of meeting dates. Action plans on assessment forms will be archived. | No additional cost. Part of instructors' salary. | |
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**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. Purchase Galileo ATI Assessment program and utilize all features to enhance monitoring and documenting assessment data. | Beginning August 2011 | Director | Purchase order and resulting documentation from reports. | $1450.00 License fee Annually |
| 2. Monitor student progress through assessments. Summative assessments that align to AIMS blueprint will be administered Pre, mid-year and post testing. | Beginning August 2011, quarterly | Math instructor, support staff | Galileo-ATI assessment and ALEKS assessment. Pre, mid and post testing results will be archive. Action plans per student will be maintained. | No additional cost. Part of instructors' salary. |
| 3. Review and interpret Galileo and ALEKS test scores to determine students' individual deficiencies or strengths. | Beginning August 2011 | Director, Math Instructor and SPED Director | ALEKS and Galileo, test scores and Instructor notes. | No additional cost. Part of instructors' salary. |
| 4. Identify students who have not passed AIMS upon their enrollment and immediately develop a specific plan of action that would include (but not limited to) enrollment in special classes. | Beginning August 2011 | Math Instructor and support staff | SAIS on-line reports and SchoolMaster. First time assessment report will be archived. | No additional cost. Part of instructors' salary. |

**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. Professional Development Plan to train teachers on the principles of developing curriculum plans and interpret assessment data as presented by the Dr. Douglas Reeve's "Leadership and Learning Center" workshops and webinars. | Fall of 2011 | Director, Instructors, support staff | Certificates, sign-in sheets | $1500.00 tuition for classes and webinars |
| 2. Provide and mandate Professional Development for all Math teachers and tutors in the areas of Mathematics instruction and assessment interpretation. | Beginning 2011 | Director, Teachers, support staff & tutors | Certificates, sign-in sheets | $2000.00 Tuition for PD classes |
| 3. Provide training on interpreting assessment results from Galileo and ALEKS. | September 2011 | Director, All Instructors | Certificates, sign-in sheets | No additional cost. Part of instructors' salary. Free webinars. |
| 4.Provide quarterly ½ day training on instructional and intervention strategy. | August 2011 | Mathematics Instructor | Certificates and sign- sheets | No additional cost. Part of instructors' salary |

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 _$10870.00 Fiscal Year July 2011-2012**
**Year 2: Budget Total _$7470.00**
**Year 3: Budget Total _$7470.00**

# PERFORMANCE MANAGEMENT PLAN TEMPLATE

PACE Preparatory Academy

**INDICATOR:**[1] ___Math __**X**_Reading **DURATION OF THE PLAN**[2]**:** Begins __August, 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<br>and<br>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. We will raise AIMS reading scores for 9th and 10th grade students and school-wide population by increased instruction time and closely monitoring student performance. | Beginning 2011 | English Instructor, SPED Director & Support Staff | Best practices will be reviewed with all teaching staff. Staff Professional Development; sign in sheets and book reports for students in reading club. Bi-weekly review of teacher/ student progress by leadership. AIMS scores will improve by 5% per year for the next 4 years. | No additional cost. Part of instructors' salary. |
| 2. Review and align curriculum to focus on individual and cohort deficiencies for tutorial instruction and intervention. Revise curriculum based on assessment results as needed. | Beginning 2011 | Director, English Instructor, SPED Director & Support Staff | Using Galileo, AIMS scores and in-class test score improvement reports and maintain document for review. | No additional cost. Part of instructors' salary. |
| 3. We will increase students' time that they will spend on reading by either block scheduling for multiple math courses or assigning to small group tutoring sessions. | Beginning August 2011 | English Instructor, SPED Director & Support Staff | Utilize logs and reports from Galileo to identify students in need. Use time and effort log and daily roster. Roster maintained to verify students enrollment in additional classes. | No additional cost. Part of instructors' salary. |

Approved 11/19/2010

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| 4. We will review and revise scope and sequence based on the results of students' assessments and recommendation of teachers. | Beginning August 2011 | English Instructor, SPED Director & Support Staff | Using Galileo, AIMS scores and in-class test score improvement reports. Maintain log of items adjusted or changed and have Director sign off on documentation form. | |
| 5. English Instructor will provide a list and instruct support staff to coach and monitor reading projects both in and out of the classroom. A reading book club will be initiated. | Beginning August 2011 | English Instructor and support staff | | |

**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 and revise reading plans alignment with standards | Beginning 2011 | Director and English Instructor | Dated and initialed plans by Director and English Instructor. | No additional cost. Part of instructors' salary. |
| 2. Monitor and assess reading instruction and strategies for integrating real world applications in all content areas. | Beginning 2011 | Director & English Instructor | English Instructor & Director will monitor classroom instruction and notate on classroom observation form. | No additional cost. Part of instructors' salary. |
| 3. Implement program meetings every other week with instructors to review student assessment reports and monitor classroom interactions to assure instruction has been targeted to students in need. | Beginning 2011 | Director, all instructional staff | Maintain reports and roster of meeting dates. Action plans on assessment forms will be archived. | No additional cost. Part of instructors' salary. |
| 4. | | | | |

**STRATEGY III: Develop and implement a plan for monitoring and documenting student proficiency.**

| Action Steps [4] | Timeline | Responsible Party | Evidence of Meeting Action Steps | Budget |
|---|---|---|---|---|
| 1. Purchase Galileo ATI Assessment program and utilize all features to | Beginning August | Director | Purchase order and resulting documentation from reports. | $1450.00 License |

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|---|---|---|---|---|
| enhance monitoring and documenting assessment data. | 2011 | | | fee annually |
| 2. Monitor student progress through assessments. Summative assessments that align to AIMS blueprint will be administered Pre, mid-year and post testing | Beginning 2011 | English instructor, support staff | Galileo-ATI assessment program to be purchased to replace Study Island. Pre, mid and post testing will be used and documented to prescribe targeted instruction to the state standards. | No additional cost. Part of instructors' salary. |
| 3. Review and interpret Galileo test scores to determine students' individual deficiencies or strengths. | Beginning 2011 | Director, English Instructor and SPED Director | Galileo, test scores and Instructor notes | No additional cost. Part of instructors' salary. |
| 4. Identify students who have not passed AIMS upon their enrollment and immediately develop a specific plan of action that would include (but not limited to) enrollment in special classes | Beginning 2011 | English Instructor | SAIS on-line reports and SchoolMaster | No additional cost. Part of instructors' salary. |

**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 Plan that includes the Dr. Douglas Reeve "Leadership and Learning Center" workshops and webinars. | Beginning 2011 | Director, Teachers, support staff | Certificates, sign-in sheets | $2500.00 PD fund Annually |
| 2. Students will evaluate their curriculum and teachers at the end of each semester | Beginning August 2011 | Instructors and staff | Maintain documentation of student/teacher assessment forms. | No additional cost |
| 3. Provide training on interpreting assessment results from Galileo. | September 2011 | Director, All instructors | Certificates, sign-in sheets | No additional cost. Part of instructors' salary. Free webinars. |
| 4.Provide quarterly ½ day training on instructional and intervention strategy | August 2011 | Mathematics Instructor | Certificates and sign- sheets | No additional cost. Part of |

| | | | | |
|---|---|---|---|---|
| | | | | instructors' salary |

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 _____$ 3950.00 Fiscal Year _July 2011-2012**
**Year 2: Budget Total _____ $3950.00**
**Year 3: Budget Total _____ $3950.00**

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 Terms to Know in the Renewal Application Instructions
4 Repeat these action steps as necessary to include the appropriate number of steps to accomplish the strategy