MATH PERFORMANCE MANAGEMENT PLAN: Pima Rose Academy

INDICATOR: *(Academic Area) Math* **DURATION OF THE PLAN:** Begins July 1, 2011 to June 30, 2013

MEASURE	METRIC	TARGET
(Identify what aspect of indicator, i.e. academic area, will be focused upon.) *All measures are based on assumption of n≥25, as used by USDE* A. % of students continuously enrolled since beginning of school year, who earn proficient scores when taking the AIMS test for the first time	*(Reasonable and appropriate ways to measure the identified improvement area – generally numeric.)* **First school year of operation:** The total number of students, continuously enrolled since beginning of school year, taking the test for the first time and earning proficient scores divided by the number of students, continuously enrolled since beginning of school year, taking the test for the first time **Additional Metric after First Year:** The total number of first time test taking students, who have been continuously enrolled at PRA for 9th & 10th grade, scoring proficiency on the test divided by number of first time test taking students, , who have been continuously enrolled at PRA for 9th & 10th grade.	*(Intended results or definition of success within a certain period of time)* A. 34%[1] of those students who are taking the AIMS test for the first time and were Pima Rose Academy students for both year one and two will earn proficient scores

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. ASSESS all students using the Carnegie Learning Adaptive Math Software (Cognitive Tutor) as a response to intervention assessment	Upon student enrollment	The assigned Rose Personal Planning (RP-3) Teacher	• Reported results from Cognitive Tutor software program • Review of scores during daily professional development meetings	$4,000 (Cognitive Tutor software) Budget item: Library Resources/Software In Start-Up

[1]The 2010 AEC state average for 10th graders scoring proficient on Math AIMs is 14%. (ACSA, 10/25/10). PRA's target is more than double the state AEC average. This target demonstrates sufficient progress for an AEC in its 2nd year of operation. .

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Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
2. ASSESS all students using the electronic NWEA MAP Mathematics assessment	Fall and Spring administrations	The assigned RP-3 Teacher	• Reported results from MAP Math assessment • Review of scores during daily professional development meetings	No additional charge to PRA budget because these are responsibilities incorporated in job descriptions and budgeted as salaries
3. DIAGNOSE individual student performance scores on the above assessments to identify students needing targeted intervention(s) for math	Within 2 weeks of test administrations	Principals, teaching team, and specially trained Math Curriculum Resource Team (CRTs)	• Completed report of identified students needing targeted interventions • Interventions used for each individual student are documented	No additional charge to PRA budget because these are responsibilities incorporated in job descriptions and budgeted as salaries
4. PRESCRIBE coursework, materials, and targets for AIMS test outcomes based upon Assessment and Diagnostic outcomes	Within 1 week of diagnosis	Principals, teaching team, and specially trained ROSE TEC teachers	• Teachers and students use the Naviance Succeed Planner software to identify daily and upcoming tasks and project course schedule(s) that aligns with targeted interventions • Students are enrolled and are actively using the Cognitive Tutor software which a supplement to provide differentiated instruction and ongoing formative assessments • Quarterly progress report on interventions is reported using formative and summative classroom assessments	The $1,200for Naviance Software is already mentioned in Reading PMP, Strategy6 1, Action Step 5. Cognitive Tutor already mentioned in this PMP, Strategy I. Action Step1
5. EXPLAIN the results of the mathematics diagnosis to students to obtain a commitment to learn, set targets for level of teacher intervention, and schedule meetings in students' Rose Personal Progress Planner (RP-3)	Within 1 week of diagnosis	The assigned RP-3 Teacher	• Teachers and students use the Naviance Succeed Planner software to identify daily and upcoming tasks and project coursework that aligns with targeted interventions • Parental involvement is documented and tracked through the Naviance Succeed Planner portal	No additional charge to PRA budget because these are responsibilities incorporated in job descriptions and budgeted as salaries

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Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
6. APPLY consistent monitoring and adjustments by meeting with students to review progress with Rose Personal Progress Planner (RP-3) targets, teacher interventions, small group, and individualized help	Weekly	Student, the assigned RP-3 Teacher, specially trained ROSE TEC teachers	• Students use Naviance Succeed Planner to identify goals and tasks related to targeted interventions • Documentation of parent involvement • Quarterly Progress report on interventions	No additional charge to PRA budget because these are responsibilities incorporated in job descriptions and budgeted as salaries.
7. Apply consistent monitoring and evaluation of teaching staff using the teacher evaluation tool with items such as: Does the teacher provide customers and the ROSE organization with accurate, timely, and precise feedback and documentation as required? Does the teacher demonstrate appropriate R.O.S.E. instructional pedagogy? Does the teacher demonstrate competency with ROSE electronic programs, technologies, and equipment?	Formally three times per school year & ongoing because integrated in daily teacher meetings	Principals	• Teacher Evaluation Schedule; • Data from teacher evaluation results and bonus payments tied to instruction • Growth plans for teachers • Renewal or non-renewal of contracts	No additional charge to PRA budget because these are responsibilities incorporated in job descriptions and budgeted as salaries
8. Apply consistent monitoring and adjustments for better curricular materials to ensure student mastery of the reading standards as demonstrated on formative assessments and summative Fall and Spring AIMS test administrations.	Ongoing but especially after MAP and AIMS reports are available	Superintendent, principals, and curriculum development team	• NWEA MAP Reading District Assessment Reports • AIMS Reading District Reports • IRI and AceReader District Reports • Curriculum Report	Existing Software for reports already budgeted in this PMP. *If* additional curricular materials are needed, budget will be revised.

STRATEGY II: Develop and implement a plan for monitoring the integration of the Arizona Academic Standard(s) for Mathematics into instruction.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Cross-reference state math standards and proper assessments with the A+LS and Carnegie software cross-walk for state standards and the Common Core State Standards	Before August 2011	Superintendent, principals, and curriculum development team	• Reporting from ROSE Standards Database	Doesn't draw on PRA budget because

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Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
2. Review and identify errors and omissions that are evident in the software programs and text-based math coursework	Before August 2011	Superintendent, principals, and curriculum development team	• Reporting from ROSE Standards Database	already a planned RMG activity
3. Create additional content materials and assessments as necessary by authoring within the A+LS electronic software program and/or text-based supplementary materials and assessments	Before August 2011	Superintendent, principals, and curriculum development team	• Standards Database reports no gaps in A+LS standards or POs	
4. Coordinate A+LS coursework with Cognitive Tutor software and supplementary materials to address proper scope and sequence, assessments, and evaluation criteria	After each AIMS Math Administration	Superintendent and curriculum development team	• Procedure(s) for math courses and use of Cognitive Tutor and other supplemental materials • Standards Database reports crosswalk on A+LS course math standards and Cognitive Tutor and other supplemental materials	No additional charge to PRA budget because these are responsibilities incorporated in job descriptions and budgeted as salaries.
5. Apply consistent monitoring and adjustments for better materials and/or formative assessments to ensure student mastery of the math standards as demonstrated on the summative Fall and Spring AIMS test administrations	After each AIMS Mathematics Administration	Superintendent, principals, teachers, and specially trained ROSE TEC teachers	• NWEA MAP Math District Assessment Reports • AIMS Math District Reports • Cognitive Tutor District Reports • Curriculum Report on correlation between student performance in core courses that meet Math Standards on AIMS test and Performance on AIMS test	See budgeted amounts for Strategy I, items 1, 2, & 5
6. Apply consistent monitoring and evaluation of teaching staff using the teacher evaluation tool with items such as: "Does the teacher connect course content with state standards when instructing students?"	Three times per school year, as reflected in Employee Handbook & ongoing because integrated in daily teacher meetings	Principals	• Teacher Evaluation Schedule; • Data from teacher evaluation results and bonus payments tied to instruction • Growth plans during school year for teachers who do not meet this criterion	incorporated in job descriptions and budgeted as salaries

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Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
7. Assess how steps 5 and 6 in Strategy I is implemented, particularly when the assigned Rose Personal Planning Teacher explains how individual math assessment results directly relate to the math standards through coursework and obtains student commitment to learn the standards	After each AIMS Mathematics Administration	Superintendent and principals	• Teacher evaluations • Principal evaluations • Quarterly student progress reports on intervention(s) • School reports on Model for Instructional Accountability (MIA) Objectives	incorporated in job descriptions and budgeted as salaries
8. Monitor AIMS performance of repeat test takers to ensure sufficient progress to a reasonable and rigorous level of adequate academic performance.	August 2011 – June 2013	Superintendent, Principals, & the assigned RP-3 Teacher	• Analysis of student data as learned from ACSA data lab training & implemented in daily PLC meetings • School level reports to Superintendent • Superintendent reports to Rose Management Group and annual report to School Policy Board	Budgeted as salaries Superintendent & principals have already had Data Lab Training. They will be teaching new teachers.

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Determine student, teacher, curriculum and assessment data (refer to formative assessment instruments in Strategy I steps 1-2) points necessary to track and monitor student proficiency in math standards	Before 7/1/2011	Superintendent, principals, and curriculum development team	• District Assessment Plan • Model for Instructional Accountability (MIA)	$5,000 already detailed in Reading PMP, Strategy III, Action Step 1
2. Create data reports for all stakeholders (superintendent, principals, teachers, students, and parents) using the data points to monitor proficiency in math.	Before 7/1/2011	Superintendent, principals, and curriculum development team	• Report templates that align with the District Assessment Plan and the Model for Instructional Accountability (MIA)	$5,000 already detailed in Reading PMP, Strategy III, Action Step 2

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Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
3. Purchase and/or develop software to accomplish Action Steps1 and 2	7/1/2011 thru 6/30/2013	Superintendent, principals, and curriculum development team	• Database system links all data points for comprehensive reporting	$20,000 already detailed in Reading PMP, Strategy III, Action Step 3
4. Report to all stakeholders AIMS testing results for math, how these relate to the performance management plan, and why the plan will or will not be adjusted	4 weeks after each AIMS Math test administrations	Superintendent, Chief Operations Officer and database administrator	• Stakeholder presentation materials and reports, agenda and meeting notes	Budgeted as salary or services from RMG
5. Apply consistent monitoring and evaluation of instructional staff using the principal and teacher evaluation tools	Formally three times per school year & ongoing as student outcomes are integrated in teacher and other PLC meetings	Principals for teacher evaluations Superintendent for principal evaluations	• Teacher/Principal Evaluation Schedule; • Data from teacher & principal evaluation results and bonus payments tied to instruction • Growth plans for principals or teachers • Review of placement, possible non-renewal, if instructional staff does not assist students to achieve	No additional charge to PRA budget because these are responsibilities incorporated in job descriptions and budgeted as salaries

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STRATEGY IV: Develop and implement a professional development plan that supports effective implementation of the mathematics curriculum.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Implement the Rose Transformation Model that provides a systemic approach for staff development wherein faculty are provided 539 hours of professional development to develop them as teachers-educators-coaches (TEC) who can utilize data-driven assessments	7/1/2011 thru 6/30/2013	Superintendent, principals, and curriculum development team	• Professional Development objectives, calendar, agendas, and continuing education unit certificates	These are responsibilities incorporated in job descriptions and budgeted as salaries with the exception of specific software programs reported in Strategy I, Items 1, 2, & 5, the amounts listed in Strategy 1 include professional development from outside sources.
2. Implement the Rose Development Team system. 102.5 hours of professional development ensures that principals are developed to be instructional leaders that can utilize data-driven assessments and provide TEC professional development at their campus.	7/1/2011 thru 6/30/2013	Superintendent	• Rose Development Team objectives, calendar, agendas, and principal evaluations	
3. Implement the ROSE TEC Mathematics teacher program to develop faculty cohorts of math specialists through a comprehensive 145 hour training program	7/1/2011 thru 6/30/2013	Superintendent and principals	• ROSE TEC Math program objectives, calendar, agendas and teacher evaluations • Weekly TEC documentation	
4. Growth evaluation based on data is integrated throughout the R.O.S.E. Professional Learning Community as seen in Action Step #7 of Strategy I, Action Step #6 of Strategy II, and Action Step #5 of Strategy III.	7/1/2011 thru 6/30/2013	Superintendent and principals	• Teacher/Principal Evaluation Schedule; • Data from teacher & principal evaluation results and bonus payments tied to instruction • Growth plans for principals or teachers • Review of placement, possible non-renewal, if instructional staff does not assist students to achieve	

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ANNUAL BENCHMARK TARGETS:

Predicted Baseline	Year 1	Year 2	Target For This Plan
As an alternative education high school, the Pima Rose Academy student population will be made up of students educated at other schools before they come to us. **Data* show 10th grade student proficiency at two comparison** charter AECs for the 2010 Math AIMs as 10%. We use that # as a baseline for our expected target population.** *provided by ACSA using ADE data **matched by size and geographic proximity	17% of all students, continuously enrolled at PRA since start of school year, taking the AIMS Math test for the first time will earn scores that either meet or exceed the score required for proficiency.	34% of all students enrolled for both year one and two at Pima Rose Academy taking the test for the first time will earn proficient scores. .	34% of those students who are taking the AIMS test for the first time (typically sophomores) and were PRA students for both year one and two will earn proficient scores. The 2010 AEC state average for 10th graders scoring proficient on Math AIMS is 14% (ACSA, 10/25/10). PRA's target is above the state AEC average. This target demonstrates sufficient progress for an AEC in its 2nd year of operation.

READING PERFORMANCE MANAGEMENT PLAN: Pima Rose Academy

INDICATOR: *(Academic Area)* Reading **DURATION OF THE PLAN:** Begins July 1, 2011 to June 30, 2013

MEASURE	METRIC	TARGET
(Identify what aspect of indicator, i.e. academic area, will be focused upon.) *All measures are based on assumption of n≥25, as used by federal government* % of students continuously enrolled since beginning of school year, who earn proficient scores when taking the AIMS test for the first time	*(Reasonable and appropriate ways to measure the identified improvement area – generally numeric.)* **First school year of operation:** The total number of students, continuously enrolled since beginning of school year, taking the test for the first time and earning proficient scores divided by the number of students, continuously enrolled since beginning of school year, taking the test for the first time **After first year add:** The total number of first time test taking students, who have been continuously enrolled at PRA for 9th & 10th grade scoring proficiency on the test divided by number of first time test taking students, , who have been continuously enrolled at PRA for 9th & 10th grade.	*(Intended results or definition of success within a certain period of time)* A. 50%[1] of those students who are taking the AIMS test for the first time (sophomores) and were Pima Rose Academy students for both year one and two will earn proficient scores.

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. ASSESS all students that need to pass AIMS using the electronic AceReader Assessment	Upon student enrollment	The assigned Rose Personal Planning (RP-3) Teacher	• Reported results from AceReader software program • Review of scores during daily professional development meetings	$500 (ACE Reader) Budget item: Library Resources/Software In Start-Up, One-time Cost
2. ASSESS all students using the electronic Informal Reading Inventory (IRI)	Upon student enrollment	The assigned RP-3 Teacher	• Reported results from IRI software program	$500 (Informal Reading Inventory)

[1] The 2010 AEC state average for 10th graders scoring proficient on Reading AIMS is 45% (ACSA, 10/25/10). PRA's target is above the state AEC average. This target demonstrates sufficient progress for an AEC in its 2nd year of operation.

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Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
			• Review of scores during daily professional development meetings	Budget item: Library Resources/Software In start-up, one-time cost
3. ASSESS all students using the electronic NWEA MAP Reading assessment	Fall and Spring administrations	The assigned RP-3 Teacher	• Reported results from MAP Reading assessment • Review of scores during daily professional development meetings	$2,000(NWEA MAP) Recurring cost in annual budget
4. DIAGNOSE individual student performance scores on the above assessments to identify students needing targeted intervention(s) for reading	Within 2 weeks of test administrations	Principals, teaching team, and specially trained ROSE TEC teachers	• Completed report of identified students needing targeted interventions • Interventions used for each individual student are documented	$1,500
5. PRESCRIBE coursework, materials, and targets for AIMS test outcomes based upon Assessment and Diagnostic outcomes	Within 1 week of diagnosis	Principals, teaching team, and specially trained ROSE TEC teachers	• Teachers and students use the Naviance Succeed Planner software to identify daily and upcoming tasks and project course schedule(s) that aligns with targeted interventions • NWEA MAP Lexile Data is used to target materials • Quarterly progress report on interventions is reported using formative and summative classroom assessments	$1,200 (Naviance Software) Recurring cost in annual budget
6. EXPLAIN the results of the reading diagnosis to students to obtain a commitment to learn, set targets for level of teacher intervention, and schedule meetings in students' Rose Personal Progress Planner (RP-3)	Within 1 week of diagnosis	The assigned RP-3 Teacher	• Teachers and students use the Naviance Succeed Planner software to identify daily and upcoming tasks and project coursework that aligns with targeted interventions • Parental involvement is documented and tracked through the Naviance Succeed Planner portal	Naviance Succeed software budgeted & cost reflected in Action Step I.5 above.

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Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
7. APPLY consistent monitoring and adjustments by meeting with students to review progress with Rose Personal Progress Planner (RP-3) targets, teacher interventions, small group, and individualized help	Weekly	Student, the assigned (RP-3) Teacher, specially trained ROSE TEC teachers	• Students use Naviance Succeed Planner to identify goals and tasks related to targeted interventions • Documentation of parent involvement • Quarterly Progress report on interventions	Naviance Succeed software budgeted & cost reflected in Action Step I.5 above.
8. Apply consistent monitoring and evaluation of teaching staff using the teacher evaluation tool with items such as: Does the teacher provide customers and the ROSE organization with accurate, timely, and precise feedback and documentation as required? Does the teacher demonstrate appropriate R.O.S.E. instructional pedagogy? Does the teacher demonstrate competency with ROSE electronic programs, technologies, and equipment?	Formally three times per school year & ongoing because integrated in daily teacher meetings	Principals	• Teacher Evaluation Schedule; • Data from teacher evaluation results and bonus payments tied to instruction • Growth plans for teachers • Renewal or non-renewal of contracts	No additional charge to PRA budget because these are responsibilities incorporated in job descriptions and budgeted as salaries
9. Apply consistent monitoring and adjustments for better curricular materials to ensure student mastery of the reading standards as demonstrated on formative assessments and summative Fall and Spring AIMS test administrations.	Ongoing but especially after MAP and AIMS reports are available	Superintendent, principals, and curriculum development team	• NWEA MAP Reading District Assessment Reports • AIMS Reading District Reports • IRI and AceReader District Reports • Curriculum Report	Existing Software for reports already budgeted in this PMP. *If* additional curricular materials are needed, budget will be revised.

STRATEGY II: Develop and implement a plan for monitoring the integration of the Arizona Academic Standard(s) for reading into instruction.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Cross-reference state reading standards and proper assessments with the A+LS software cross-walk for state standards and the CORE academic studies	Before August 2011	Superintendent, principals, and curriculum development team	• Reporting from ROSE Standards Database	Doesn't draw on PRA budget because already a planned RMG activity
2. Review and identify errors and omissions that are evident in the A+LS electronic software program's CORE academic studies	Before August 2011	Superintendent, principals, and curriculum development team	• Reporting from ROSE Standards Database	

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3. Create additional content materials and assessments as necessary by authoring within the ALS electronic software program and/or text-based supplementary materials and assessments	Before August 2011	Superintendent, principals, and curriculum development team	• Standards Database reports no gaps in ALS standards or POs	
4. Apply consistent monitoring and adjustments for better materials and/or formative assessments to ensure student mastery of the reading standards as demonstrated on the summative Fall and Spring AIMS test administrations	After each AIMS Reading Administration	Superintendent, principals, teachers, and specially trained ROSE TEC teachers	• NWEA MAP Reading District Assessment Reports • AIMS Reading District Reports • IRI and AceReader District Reports • Curriculum Report on correlation between student performance in core courses that meet Reading Standards on AIMS test and Performance on AIMS test	No additional charge to PRA budget because these are responsibilities incorporated in job descriptions and budgeted as salaries.
5. Apply consistent monitoring and evaluation of teaching staff using the teacher evaluation tool with items such as: "Does the teacher connect course content with state standards when instructing students?"	Formally three times per school year & ongoing because integrated in daily teacher meetings	Principals	• Teacher Evaluation Schedule; • Data from teacher evaluation results and bonus payments tied to instruction • Growth plans during school year for teachers who do not meet this criterion	
6. Assess how steps 6 and 7 in Strategy I is implemented, particularly when the assigned Rose Personal Planning Teacher explains how individual reading assessment results directly relate to the reading standards through coursework and obtains student commitment to learn the standards	After each AIMS Reading Administration	Superintendent and principals	• Teacher evaluations • Principal evaluations • Quarterly student progress reports on intervention(s) • School reports on Model for Instructional Accountability (MIA) Objectives	
Monitor AIMS performance of repeat test takers to ensure sufficient progress to a reasonable and rigorous level of adequate academic performance.	August 2011 – June 2013	Superintendent, Principals, & the assigned RP-3 Teacher	• Analysis of student data as learned from ACSA data lab training & implemented in daily PLC meetings • School level reports to Superintendent Superintendent reports to Rose Management Group and annual report to School Policy Board	Budgeted as salaries Superintendent & principals have already had Data Lab Training. They will be teaching new teachers.

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Determine student, teacher, curriculum and assessment data (refer to formative assessment instruments in Strategy I steps 1-3) points necessary to track and monitor student proficiency in reading	Before 7/1/2011	Superintendent, principals, and curriculum development team	• District Assessment Plan • Model for Instructional Accountability (MIA)	$5,000 Budget item: Purchased Services Start-up Budget
2. Create data reports for all stakeholders (superintendent, principals, teachers, students, and parents) using the data points to monitor proficiency in reading.	Before 7/1/2011	Superintendent, principals, and curriculum development team	• Report templates that align with the District Assessment Plan and the Model for Instructional Accountability (MIA)	$5,000 Budget item: Purchased Services Start-up Budget
3. Purchase and/or develop software to accomplish #1 and #2	7/1/2011 thru 6/30/2013	Superintendent, principals, and curriculum development team	• Database system links all data points for comprehensive reporting	$20,000 Budget item: Purchased Services Start-up Budget
4. Report to all stakeholders AIMS testing results for reading, how these relate to the performance management plan, and why the plan will or will not be adjusted	4 weeks after each AIMS Reading test administrations	Superintendent, Chief Operations Officer and database administrator	• Stakeholder presentation materials and reports, agenda and meeting notes	Budgeted as salary or services from RMG
5. Apply consistent monitoring and evaluation of instructional staff using the principal and teacher evaluation tools	Formally three times per school year & ongoing as student outcomes are integrated in	Principals for teacher evaluations Superintendent for principal evaluations	• Teacher/Principal Evaluation Schedule; • Data from teacher & principal evaluation results and bonus payments tied to instruction • Growth plans for principals or teachers • Review of placement, possible non-renewal,	No additional charge to PRA budget because these are

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	teacher and other PLC meetings		if instructional staff does not assist students to achieve	responsibilities incorporated in job descriptions and budgeted as salaries

STRATEGY IV: Develop and implement a professional development plan that supports effective implementation of the reading curriculum.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Implement the Rose Transformation Model that provides a systemic approach for staff development wherein faculty are provided 539 hours of professional development to develop them as teachers-educators-coaches (TEC) who can utilize data-driven assessments	7/1/2011 thru 6/30/2013	Superintendent, principals, and curriculum development team	• Professional Development objectives, calendar, agendas, and continuing education unit certificates	PD responsibilities are specified in Job Descriptions and covered by salaries in budget.
2. Implement the Rose Development Team system. 102.5 hours of professional development ensures that principals are developed to be instructional leaders that can utilize data-driven assessments and provide TEC professional development at their campus.	7/1/2011 thru 6/30/2013	Superintendent	• Rose Development Team objectives, calendar, agendas, and principal evaluations	
3. Implement the ROSE TEC Reading specialist program to develop all faculty to become reading specialists through a comprehensive 145 hour training program	6/1/2011 thru 6/30/2013	Superintendent and principals	• ROSE TEC Reading program objectives, calendar, agendas and teacher evaluations • Weekly TEC documentation	
4. Growth evaluation based on data is integrated throughout the R.O.S.E. Professional Learning Community as seen in Action Step #8 of Strategy I, Action Step #5 of	7/1/2011 thru 6/30/2013	Superintendent and principals	• Teacher/Principal Evaluation Schedule; • Data from teacher & principal evaluation results and bonus payments	

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Strategy II, and Action Step #5 of Strategy III.			tied to instruction • Growth plans for principals or teachers • Review of placement, possible non-renewal, if instructional staff does not assist students to achieve	

ANNUAL BENCHMARK TARGETS:

Predicted Baseline	Year 1	Year 2	Target For This Plan
As an alternative education high school, the Pima Rose Academy student population will be made up of students educated at other schools before they come to us. **Data* show 10th grade student proficiency at two comparison** charter AECs for the 2010 Reading AIMs as 48%. We use that # as a baseline for our expected target population.** ***provided by ACSA using ADE data** ****matched by size and geographic proximity**	30% of all students, continuously enrolled at PRA since start of school year, taking the AIMS Reading test for the first time will earn scores that either meet or exceed the score required for proficiency.	50% of those students who are taking the AIMS test for the first time (sophomores) and were PRA students for both year one and two, will earn proficient scores. .	50% of those students who are taking the AIMS test for the first time (sophomores) and were PRA students for both year one and two, will earn proficient scores. The 2010 AEC state average for 10th graders scoring proficient on Reading AIMS is 45% (ACSA, 10/25/10). PRA's target is above the state AEC average. This target demonstrates sufficient progress for an AEC in its 2nd year of operation.