Demonstration of Sufficient Progress

Pinnacle Charter High School – Tempe East

January 31, 2014

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MGRM Pinnacle, Inc.

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MGRM Pinnacle is committed to the integration of technology to support student learning across all service groups within the organization. Whether site-based alternative schools, fully integrated online programs, or any model in-between, we will provide support across the "Learning Spectrum" that is enhanced through technology. All MGRM Pinnacle sites shall be models of best practices regarding technology integration, blended and hybrid learning.

Pinnacle Education-WMCB, Inc. (Tempe East)

Tempe East is located in the Southern part of Tempe and has been serving the community since 2003. The school was relocated from Chandler beginning in 2005-2006. This relocation created new opportunities for the school and students. The City of Tempe is land locked between Phoenix, Mesa, Chandler and Scottsdale and has a total area of 40.2 square miles. New building of homes is limited as land is scarce. This unique placement increases the diversity at our site. The school is located near several public Tempe High Schools. Maricopa County is the nation's fourth largest county in terms of population and is in the most populous county in the State of Arizona. The school is located just 15 minutes from Phoenix Sky Harbor International Airport, the 5th busiest in the world based upon take-offs and landings. Nearly 6 million people reside in Maricopa County, which is the center of the state's economic activity. Each of the 23 communities in Maricopa County has its own diversity and Tempe is no different. We also are within 3 miles of the Town of Guadalupe; a majority of our Native American students live in, or have ties to this community.

Tempe East students are residents of South Tempe and Chandler sitting primarily in the 85283 zip code. There are over 44,000 residents in this zip code and the area covers 9 square miles. The division between men and woman is proportionally the same. The Tempe East site has the ability to hold over 132 physical site students per day, most living within this vicinity. Some walk to school, are escorted by a parent, take the city bus, or drive their own vehicle.

2013-2014 student population demographics (approximately 85 students enrolled):
White: 44%
Hispanic: 30%
Native American: 10%
Black or African American: 10%
Two or More: 6%

The school provides open-entry enrollment and a flexible, individualized online program of study targeting at risk high school students, dropouts, and students with the need for self-paced learning opportunities. The company's online curriculum, which is provided by Florida Virtual, was designed to promote competence in core academic subjects to meet the State of Arizona's requirements for high school graduation. Tempe East was initially accredited by the North Central Association Commission on

Accreditation and School Improvement (NCI CASI), a division of AdvancED, in 2002, and MGRM Pinnacle received Corporation Systems Accreditation in November, 2012.

Demonstration of Sufficient Progress

1a.Growth: Student Growth Percentile (SGP) – Mathematics and Reading

In October, 2011, Galileo benchmark assessments were put into practice to determine baseline and predictive indexes on AIMS Mathematics and Reading. The benchmarks provided teachers and administration predictive data to use in preparation for high stakes state assessments. The data supported efforts in identifying reading and math strengths and weaknesses down to the performance objectives per content area. The post analysis effect was to use the data to create and deliver effective interventions and appropriate instructional pathways to reach student achievement.

Galileo is Tempe East's tool to form intervention groups. The focus of these groups is on the content up to and within 10th grade math and secondary reading levels necessary to fluently negotiate course material and high stakes state assessments. The purpose is not only to prepare our students for these exams, but furthermore support the common core aligned substantive course learning springing from our newly launched Florida Virtual curriculum. The school's teachers and administration focused approach into strand(s) per content area analysis, which requires drilling down to the performance objectives, firmly helps us determine the scope of our interventions and helps us access the materials that allow us to fill the learning gaps-our students are experiencing.

The data is synthesized by comparison to data from the fall AIMS and prior year spring AIMS results. The results showed in math that Standard 1: Number Sense/ Operations and Strand 3: Patterns, Algebra and Functions were the areas with the overall greatest deficiencies, which individually showed less than 50% of the content being mastered and combined accounted for 38% of the- exam's weight. The results gave us a strategic goal of measurable, substantial growth, in those most fundamental strands, which we believe to be achievable. However, we must take into account our short timeframe to make our gains and consider our highly transient population of upperclassman enrolled at Tempe East. It was very important for the team to understand and appreciate the major uphill challenge related to narrowing the core conceptual learning gaps of several years per pupil; therefore, our strategy had to be of high value and focused in approach.

In analyzing the data related to Galileo and AIMS we found that Strand 3: Comprehending Informational Text showed that 57% of the content was being mastered and that it held 51% of the weight of the exam. This prompted Tempe East teachers and administration to develop a tactical plan in making positive academic growth related to Strand 3. This was operationalized by using the Galileo performance dialogues to craft smaller, formative assessments to deploy within the school's 5th hour direct instruction classroom environment. We believe that this will raise the core competencies of our students in this high value strand.

The 5th hour classroom is a new concept this year to Tempe East and MGRM Pinnacle. It was conceptualized as a proactive response to developing a direct instruction model of remediation support to our students who had major learning gaps in reading and math. The class is structured in the traditional sense, using paper, pencil and textual information following lesson plans developed from Galileo benchmark results and the AIMS blueprint. Instruction is provided on the salient points of each concept over the first 15 minutes of class and then followed by the use of challenge based, group, or

project based activities to make the learning more concrete and meaningful to the learner. The class ends with a small formative assessment that is developed in Galileo's performance dialogue matrix. Post classroom analysis is done by the teacher of the lesson and usually discussed in informal and formal classroom evaluations done by the building principal.

When Tempe East's team first came together to discuss our approach to positively affect student learning by using data driven evidence produced within our benchmark scores, we recognized that our professional development plan needed to be thematic to this goal. The school administration, in conjunction with the teachers, designed a capacity development initiative, which is rooted in our annual school goals and aligned with our need to urgently address our students' substantive academic growth metrics.

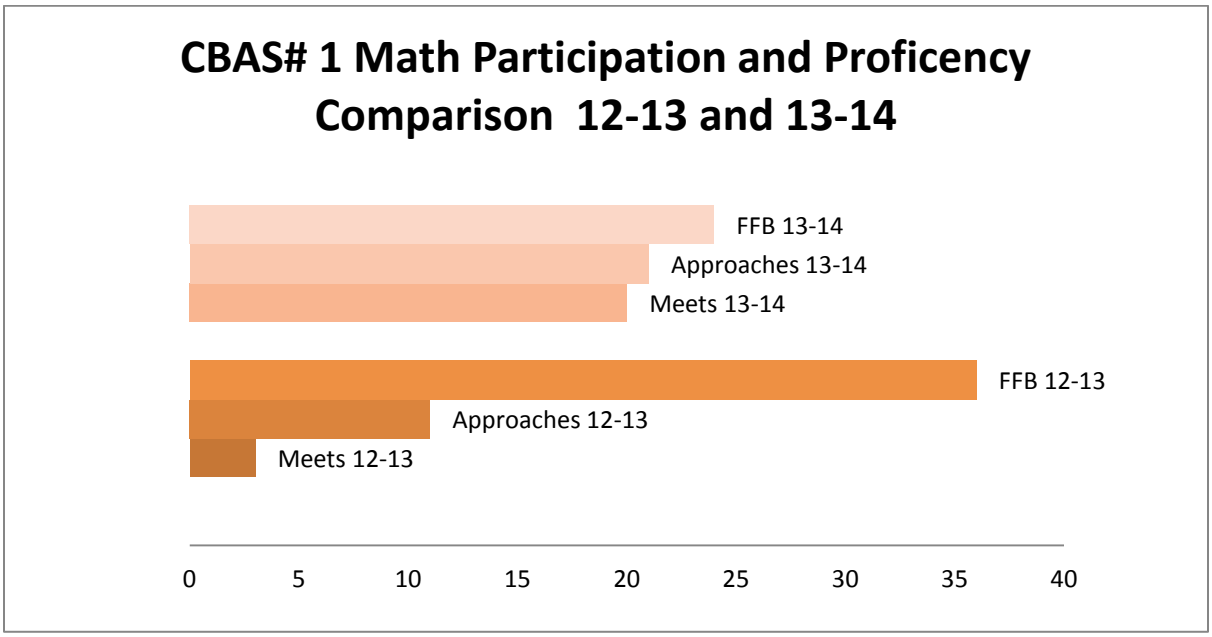
Below is the matrix displayed throughout the school as our plan to develop Tempe East educators:

Goal: Capacity Development

Action Plan:

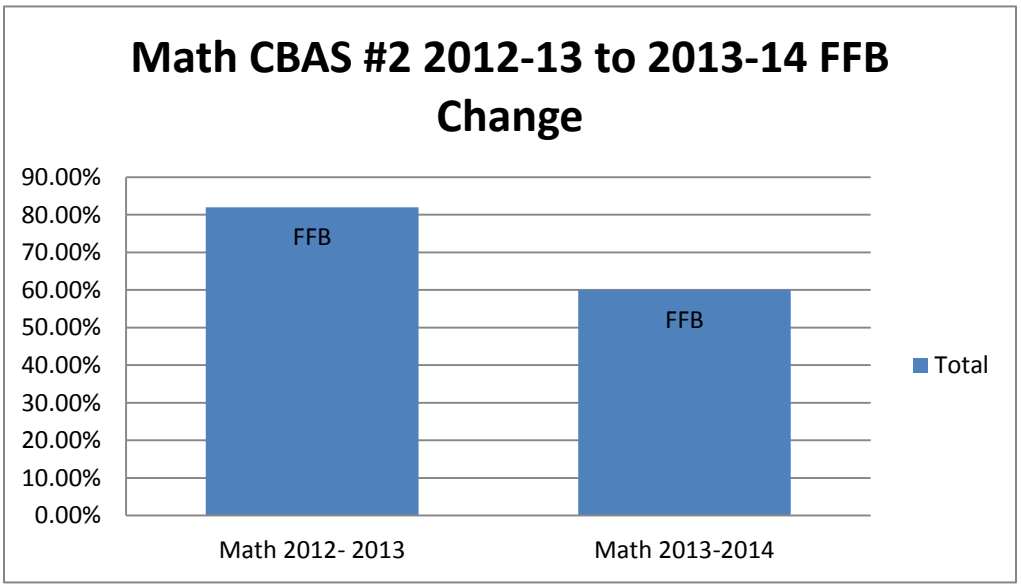
Action Steps	Measure of Success	Person(s) Responsible	Resources	Timeline
Engagement Concepts for Developing Higher Order Reasoning	Professional development will be provided	Principal PCE Teacher	Prof. Dev. Workshop Work Sheet Bell Work Engagement Project	Aug. and Dec. refresher
Tracking Academic Growth of Student Per Strand	Professional development will be provided	Data Analyst Principal	Prof. Dev. Workshop Sample Data	Throughout the year
Classroom Management Theories Alt. Ed.	Professional development will be provided	Principal	Prof. Dev. Workshop	Once in Aug. Once in Dec. and As needed
M-star Learning Platform and FLVS	Professional development will be provided	District Principal Data Analyst	Prof. Dev. Workshop	Once in Aug. Once in Dec. and As needed
Synergy Training	Professional development will be provided	District Principal Data Analyst	Prof. Dev. Workshop	Once in Aug. Once in Dec. and As needed
Galileo Training And 5th Hour Planning Sessions	Professional development will be provided	District Principal Data Analyst	Prof. Dev. Workshop Sample Data	District training in Aug. Again in Dec. and as needed
Special Education Training	Professional development will be provided	SPED Director Principal District	Prof. Dev. Workshop Sample IEP	Throughout the year

The data we collected is charted below:



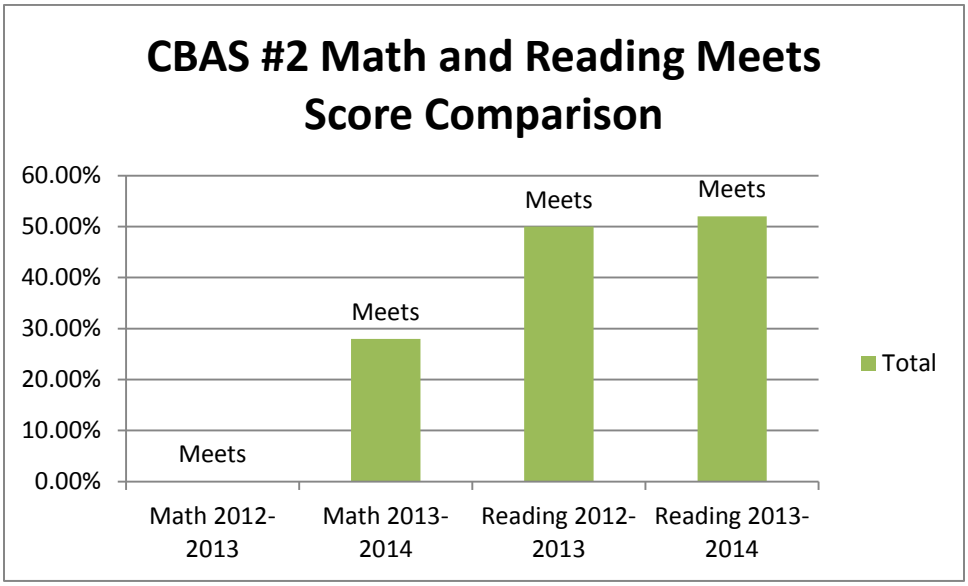
The above data shows that 65 test takers in our first benchmark completed the exam and the score results are shown in aggregate. In comparison to the previous year, our participation and scores were significantly improved. The priority was to gain useable data. The best chance at this end was to gain student confidence in the process and get them to take the benchmarks seriously. The second objective was to use the dialogues in Galileo to remediate the 24 students who FFB by our per standard remediation approach during the 5th hour.

The results from 2012-2013 to 2013-2014 reflected a decrease in our FFB population in our CBAS #2 scores. Below are the results that reflect improvement over prior year:



The large decrease in FFB was directly correlated to our efforts in remediating our students who showed difficulty with content in CBAS #1, which out performed the results of our test takers over prior year.

The proportional gains were significant and the student participation and school developed intervention programs are-proving successful.



The graph above shows that in CBAS #2 2012-13 school year we had none of our test takers meet the standards in math. The CBAS #2 in 2013-14 school year not only reflected a decrease in our FFB scores, but indicated we moved students who were underperforming in both math and reading to proficient. The math scores showed 28% meet in 2013-14 as compared to 0 in 2012-13. The reading scores moved 2% in the positive for CBAS#2 2013-14.

1b.Growth: Improvement – Mathematics

The team recognized that we have had significant problems with AIMS math. The reasons we have such a challenge with making substantial progress in AIMS math is that we needed more rigor to our curriculum and leveled elective courses that build on the utility of core math concepts. We also needed greater support for those that had not grasped fundamental concepts. We engaged Florida Virtual, a developer of common core aligned, delivered curriculum and course design. They presented us with a robust course catalogue, which addresses our needs to strengthen the math substantive course offerings and the elective courses that tie back firmly to core concepts to get the learner to think on-an interdisciplinary level. The curriculum is research based and aligned to state standards. The school had been operating on a 4 classes in twelve weeks cycle, but recognized that this was presenting a challenge for our students in managing this new curricular structure and rigor.

The school analyzed course pass rate and pace of course work during the first twelve week session and found that the curriculum was clearly too increasingly challenging for our students. . The leadership team, which is comprised of all site and virtual principals, decided to engage in a collaborative planning meeting to address the data indicators that led to the prior stated conclusion. The conclusion made in that meeting was to move back to a six week session and offer only two courses at a time. The courses would be made up of core and elective per session.

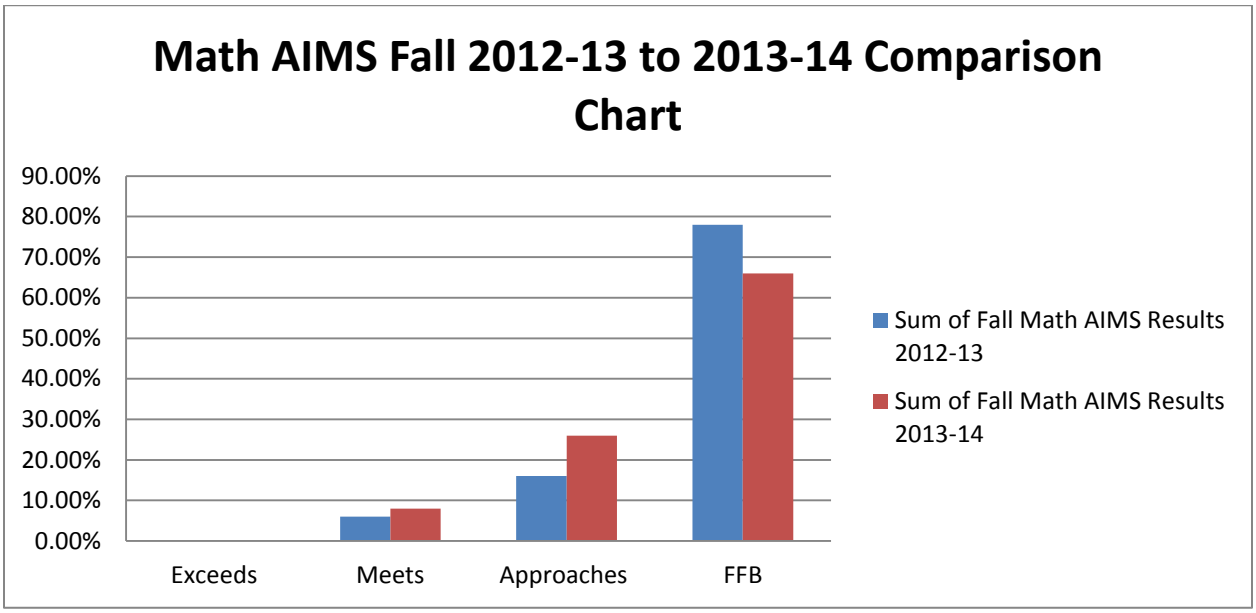
The concept behind the change was purely psychologically based. The fewer courses to manage per session, and methodically placing elective course offerings that firm-up core math competencies in stride with the core math courses, presented a working solution to improve course pass rate. The collateral gains with this method of course offering structure directly correlates with considerable success on fundamental learning related to the state standardized test because students are able to conceptualize success with fewer courses. They are also able to better link knowledge if the courses are correlative and successive when we deploy them methodically.

A great tool for teachers and administration to use when tracking student success with math substantive courses is the MGRM proprietary system MStar, which is a Learning Management System (LMS). The MStar LMS allows for the teachers and administration to pull data housed on the system server related to the integrated curriculum and the students' successes with each course offered per session. The data is particular to pace, grade and time spent engaging with the course work per session. The teachers have been using data from this system to ensure that students remain engaged in their math course work and provide interventions and meaningful conferences. The information is analyzed through the AID report collected by each teacher at the end of each week of school. The "A" stands for Acceptable, which is color coded green and indicates that MStar reflects they are on pace and passing all of their classes. The "I" stands for Ineffective, which is color coded yellow and indicates that the student is passing one class and behind pace in one or both courses. The "D" stands for Danger, which is color coded red and indicates the student is behind pace and failing all courses.

The utility of the AID report in capturing students who are struggling with math concepts is that we can see where in the curriculum they are falling behind due to learning deficiencies. This is accomplished by the fact that the report is chronologically accurate to where they are (Pace) and academically accurate by way of a current grade related to work completed to date.

In the AID report the conclusions that the team arrived upon during one of our weekly staff meetings, which is frequently dedicated to high-level data analysis, was that the movement from 12 week sessions to 6 week sessions is the catalyst directly correlated with the increase in student performance data. The end date of the first 12 weeks of school fell on October 25th and the new six week program began on November 1st. The interventions planned for the new six week session, which is typically a time when many students become disengaged due to the holidays' rapid approach, were highly effective on core math course success and we saw a 60% math course pass rate as a result. The data we were most interested in so that we could focus our attention during our Galileo performance dialogues and to begin forming strand specific intervention groups during the 5th hour classroom was to come from the fall AIMS data related to math competencies.

The AIMS scores from 2012-13 and 2013-14



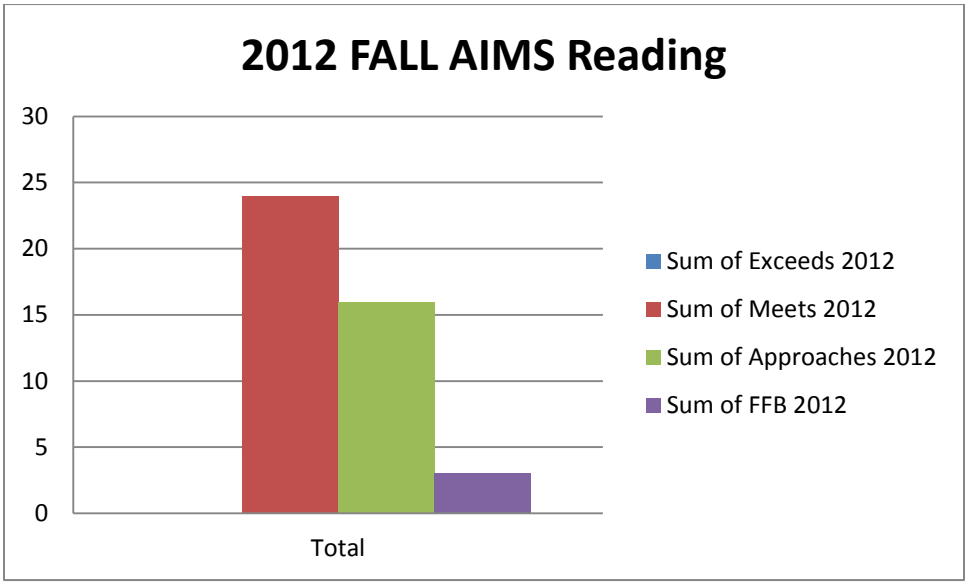
The school showed improvement in the number of Approaches over prior year. We credit this to using Galileo performance dialogues, focused math strand remediation and our 5th hour classroom interventions.

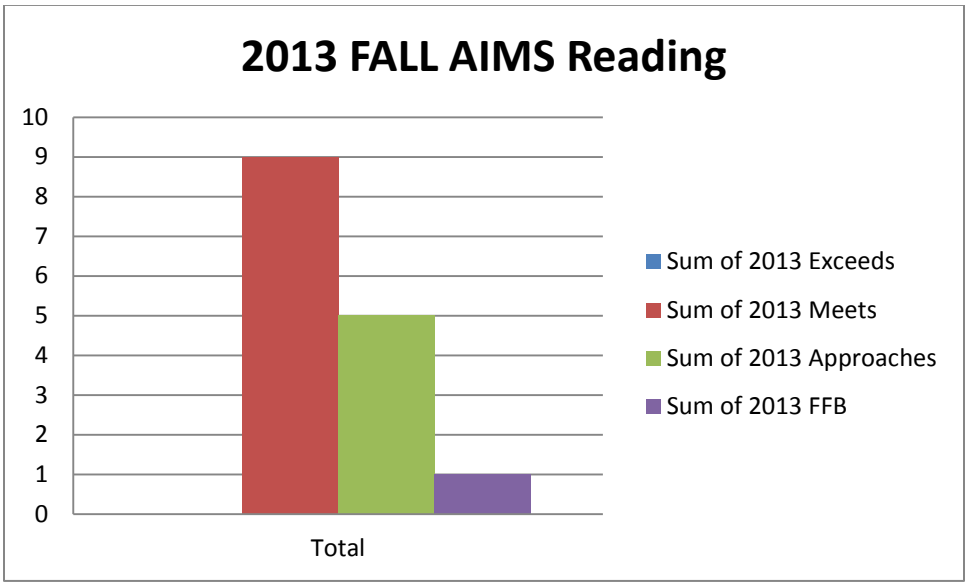
2a.Proficency: Percent Passing – Mathematics and Reading

The implementation of the Galileo Instructional Improvement System was the first step in more closely connecting student performance measures with appropriate intervention opportunities. Galileo not only assesses basic reading and mathematics skills, but offers a standards-aligned set of tutorials to help students bolster prerequisite skills and strengthen skills through intensive instruction and practice. The school's teachers and administration's focused approach into strand(s) per content area analysis, which requires drilling down to the performance objectives, firmly helps us determine the scope of our interventions and help helps us access the appropriate learning materials that allow us to fill learning gaps within our students.

In analyzing the data related to Galileo and AIMS, we found that Strand 3: Comprehending Informational Text showed that 57% of the content was being mastered and that it held 51% of the weight of the exam. This prompted Tempe East teachers and administration to develop a tactical plan in making positive academic growth related to Strand 3. This was operationalized by using the Galileo performance dialogues to craft smaller formative assessments to deploy within the school's 5th hour direct instruction classroom environment. A considerable amount of Tempe East students had fallen below in most strands, this required intensive remediation in a broad range of learning concepts through individualized attention.

Below are the Fall 2012 and Fall 2013 AIMS Results:





The data reflects that we have made growth in student performance related to AIMS reading scores. The comparison shows a reduction in proportional numbers of FFB scores moving to Approaches and Approaches scores moving to Meeting the standards.

The team at Tempe East has been dedicated to filling learning gaps and preparing students for the AIMS test. During the first 12 weeks of the fall semester we arrived at the conclusion that we needed more help with students that had a history with issues involved with fundamental math and reading concepts to show high school competency levels. The team decided to engage with a known AIMS tutoring service "A Road 2 Learning."

The tutoring group "A Road 2 Learning, LLC" provides tutoring for students in Arizona in reading and math, related to AIMS test preparation and a range of other remedial learning programs. They also provide private tutoring to students attending schools that qualify for Supplemental Educational Services under the No Child Left Behind Act. Their approach is based on personal attention and individualized instruction materials that help each student achieve their educational goals. They also, alongside Tempe East teachers and administration, measure the progress of every student continuously, to ensure constant improvement and consistent communication regarding progress made via their assessment criteria. All tutoring was conducted in person by one of their qualified tutors during the day for 2 hours during the AM session (7:30 am to 11:45am) and 2 hours during PM session (11:45 am to 3:45 pm).

"A Road 2 Learning" and our 5th hour direct instruction classroom has helped improve the school's performance in math and reading competencies related to high school. The 2013 Fall AIMS data did show a group of students in our 5th hour classroom program who were also involved in the tutoring program moved from low to high approaches in both reading and math. The data also reflected a 21% increase in students who moved out of FFB from 2012 AIMS results into Approaches. "A Road 2 Learning" is a key partner in developing our lowest performing students' understandings of fundamental reading and math concepts related to the AIMS Blueprint.

The new curriculum at Tempe East prepares our students to be college and career ready. It has also prepared them to meet the requirements of the AIMS test. Florida Virtual, the developer of our common core aligned and e- delivered curriculum presented us with a robust course catalogue. These new state standards aligned courses meet our students' needs to strengthen their math and reading high school substantive course concepts. Therefore, we anticipate a significant improvement in our students overall AIMS performance this spring.

Many of the elective courses offered tie back firmly to core concepts to get the learner to think on an interdisciplinary level. The formative assessments are frequent and tailored to allow for critical thinking skills to empower student responses. The option to do collaborative assessments, exhibitions of work through project based exercises, and oral assessments are now made possible within our new Florida Virtual curriculum. The many enhancements made within LMS (Learning Management System) and peripheral support systems allow~~s~~ allow our students to engage with the certified Math and English instructors to provide them expedited course content support and give them the opportunity to be assessed through multiple methods.

Furthermore, our school goals have a heavy weighting in AIMS improvement concepts by improving student s' core understandings in math and reading skills. The goals are shared with the students and displayed as visual ecology to remind us all of our commitment to improvement. The school goals are woven into the daily operational posture of the school staff and faculty's schedule, procedures and during meaningful student contacts. The teachers and administration use many visual artifacts to guide positive student engagement during all school sponsored activities.

The school uses a learning goals sheet to maintain focus in improvement areas related to independent and dependent study activities to further develop core competencies within high school math and reading concepts. The student goals sheet is presented below. This is one of the intervention documents we use in our 5th hour direct instruction lab to diagnose and collect information on the qualitative and quantitative end of our intervention methods' effectiveness. It also serves as a good visual guide when we discuss our remediation approaches with parents. It keeps them involved by providing them with study concepts they can use at home.

Current Status AIMS Scores:

	Reading	Writing	Math
Exceeds			
Meets	**X**	**X**	**X**
Approaches			
Falls Far Below			

The students need assistance to learn:

Reading

- Understanding parts of literature (plot, character, setting, etc.)
- Understanding Expository Text

Writing

- Ideas
- Organization
- Voice
- Word Choice
- Sentence Fluency
- Conventions

Math

- Number Sense
- Estimation
- Discrete Math
- Geometric Properties, Transformation
- Coordinate Geometry
- Measurement

Action Plan for Achievement:

Reading

- AIMS Practice Books
- Independent Reading
- Adult Read-Aloud
- Reading Comprehension Quizzes
- Visual Organizers

Writing

- Prewritten, Draft, Peer Revise, Teacher Edit, Publish Essays and other writings
- Use the 6-Traits Writing Rubric, focus on ALL Traits
- Practice writing in several different forms
- Type-I Writing to build fluency
- Read-aloud Writing

Math

- AIMS Practice Books
- Practice multiplication and long division
- Memorize math “rules” and facts
- Use manipulative and real-world practice to gain a better understanding of geometry

Suggested Parental Involvement for Success:

Reading

- Read to, or with the student
- Encourage reading 15-30 minutes every day
- Practice vocabulary building with resources

Writing

- Parent revising and editing
- Encourage students to write in a journal
- Encourage using correct English in writing informally (Email, text)

Math

- Help students with math homework
- Encourage students to memorize math “rules” and facts
- Discuss how we use math in the day-to-day

2b.Proficency: Subgroup ELL and FRL

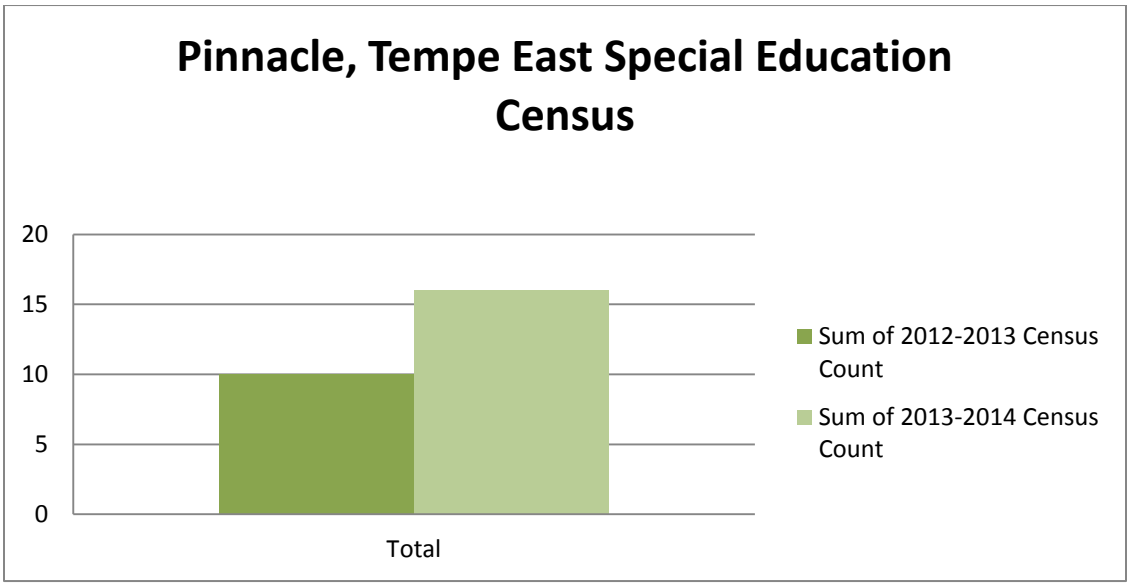
We do not have any ELL/ FRL students enrolled at Tempe East High school; therefore there are no data of qualitative or quantitative points to reflect.

2b.Proficency: Subgroup SPED

Tempe East has a current Special Education census of 16 total active students in varied levels of cohort years for the 2013-2014 school year. The site is supported directly with a dedicated Special Education teacher and a District Special Education Coordinator. The Special Education Department has a number of retainer services to support students who are high needs and require specialized assistance, which include assistive technology, speech pathology, psychiatric services and the district located ED Lab, which has a tailored curriculum that focuses on many of the aforementioned topics in a therapeutic and focused environment. The accommodations are consistently being checked as per the student's modifications and other significant requirements to ensure they are provided FAPE (Free Appropriate Public Education) and given a leveled opportunity to be successful and productive.

The Special Education census in 2012-2013 was at 10 active students in varied levels of cohort years and of which 2 students graduated in the fall and were recognized for their academic performance, leadership in their community and commitment to academic persistence. The students are kept consistent on their IEPs and the eventualities of the plans are attended to and scheduled to involve all necessary stakeholders to ensure the plans are consistent with their needs and address relevant academic trends and protocols.

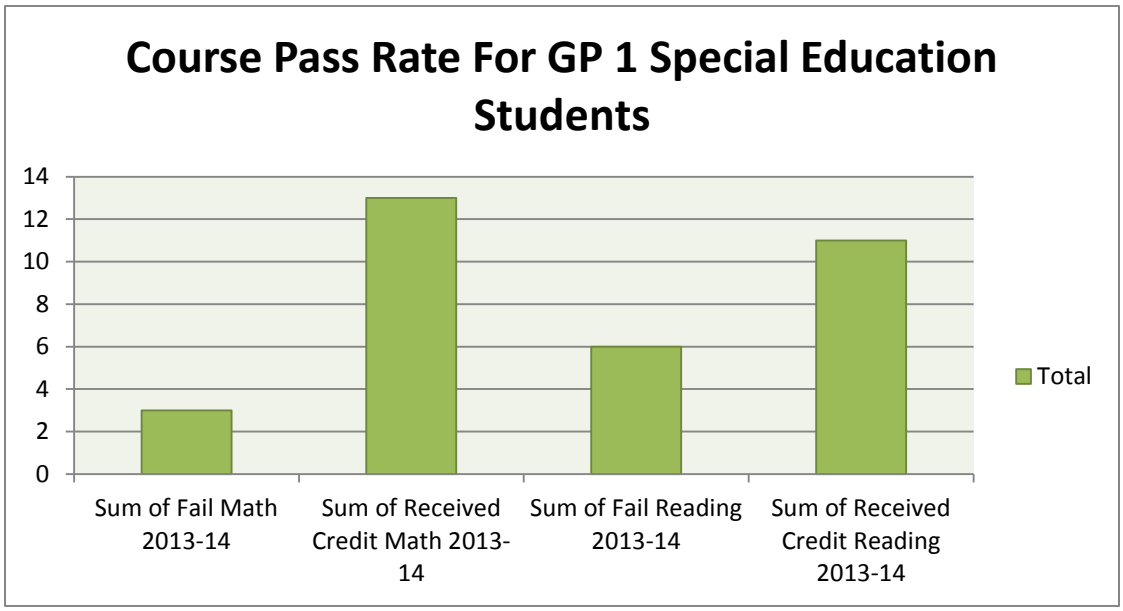
Special Education Census in Comparison:



All students at Tempe East are consistently being provided academic progress reporting by way of their Weekly Student Conference, which is a one-on-one with their instructor. The meeting involves course status, grade, pace and provides an opportunity for the instructor and student to discuss what the student's personal status is, which may become a referral to the school P.C.E (Personal Career and Exploration) teacher for motivational and emotional support, or the district's Life Coach who provides focused assistance and uses progressive personal therapy concepts and has access to many resources provided locally, or outside the school's walls to assist students. The meeting is a very in-depth view into the student's overall progress and, depending on the level of urgency and concern of their academic and

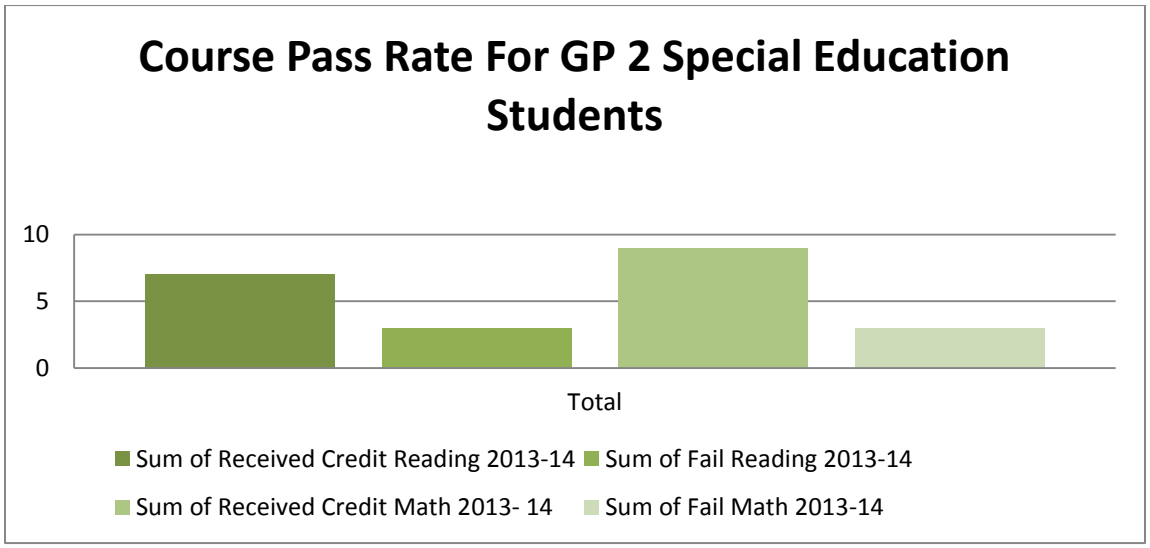
or behavioral performance and progress; the principal will become involved in the conversation to provide additional support and guidance.

The 2013-2014 grading period (GP) 1 Special Education student success measurement is displayed below:



The above chart address the first 12 weeks of the school year. The passing range depended upon percentage of course mastery per IEP and the overall score per substantive math and reading courses per grade level.

The below graph represents the second grading period (GP) for the fall 2013-2014:



The two graphs above indicate that we have a much higher course pass than fail with our Special Education population in the substantive course offerings of high school math and reading.

3a. State Accountability: A-F Letter Grade/State Accountability System

Many students enroll at Pinnacle for the purpose of recovering credits when they fall behind at other local schools. Once enrolled, some of those students struggle to keep pace with their courses. For many it is their first experience with online curriculum. The school culture needed to be developed. The school administration and staff introduced many new student centered activities connected to their learning and pride in where they go to school. The school developed a functional student leadership council, which represents a broad range of social and cultural backgrounds from within the local community.

The administrative team and student leadership have collaborated to create a student advocate program driven by the students to on-board new enrolment by explaining the systems to the students and making them feel welcome within the school's culture and practices. These largely student driven initiatives are considered qualitative points related to increasing the overall school improvement measures related to academic improvement for Tempe East High School. The below matrix houses the school's goals to improve the academic performance, graduation rate and attendance for SY 2013-2014:

Pinnacle Education School Goals Form

Goal: Student Learning

Action Steps	Measure of Success	Person(s) Responsible	Resources	Timeline
Student Work Progress Monitoring (Pace)	Measured through metrics compiled each week and recorded in Synergy (SIS)	Teachers, Administration and PCE	Tabulated Metrics maintained by teachers, Phone calls, School Software (Mstar, Synergy)	Every Week
Teachers will use Galileo to assess student progress of learning objectives	Student performance, PLP and Benchmarks. Course Completion and Pass Rate	Teachers, Administration and PCE	Galilieo, Synergy Mstar	Every Week
Sophomores will pass the AIMS Math at 65%	Galileo Benchmark Practice Tests AIMS Results	Teacher Administration	Arizona State Standards Curriculum (FLVS) M-Star learning platform Stanford 10 results	2013-14 School Yr. Assessments t/u Apr. 8, 2014
All students who have not passed AIMS will improve AIMS standards	Galileo Benchmark Practice Tests AIMS Results	Teacher Administration	Arizona State Standards Curriculum M-Star learning platform Stanford 10 results AIMS Results	2013-14 School Yr. Assessments t/u Oct. 22-24, 2013 Feb. 24, 2014 Feb. 25, 2014 Apr. 8, 2014

In the earlier portions of this narrative it was mentioned that we use many visual artifacts to drive positive student engagement. Tempe East uses a process to guide and track student performance and engagement known as the Personalized Learning Plan (PLP). The PLP is a progressive document to develop a student's goals, accountability and attentiveness to their academic persistence while enrolled at Tempe East. The documents contained within the PLP are related to the consistent practice of teachers and administration of engaging with students in weekly student conferences.

The PLP also revolves around the Personal, Career and Exploration (PCE) course goals to work on character education and discuss contemporary topics involving career and college goal setting. The completion of the PLP at certain times during the school year will allow students to actively participate in PCE to earn a half credit per semester as an elective. The PLP has a chronological functionality to its design in staging frequent interventions and skills development concepts such as note taking skills and writing prompts to encourage the student to further develop skill sets to use in increasing their academic performance in their course work and in high stakes summative assessments.

Tempe East is committed to raising the school's letter grade by way of quality student engagement, sustainable academic intervention practices and developing student learning via research based methods of instruction. The school's teachers and administrations see value in establishing a student centered culture that encourages pride in where they go to school. We also understand that such a culture inspires students to take control of their academic outcomes by their involvement in the school community through student representative leadership and role modeling programs flourishing at Tempe East. These concepts will be centrally important to our school's letter grade and accountability improvement imitative, but more importantly these concepts will firmly establish a school identity and community connectedness that is always improving and belongs to the students who attend Tempe East.

Below are our community connectedness goals for this school year:

Goal: Community Connectedness
Action Plan:

Action Steps	Measure of Success	Person(s) Responsible	Resources	Timeline
Educate Parents about their student's academic objectives	Parent involvement Parent/teacher conferences Signed progress reports	Teacher Admin	Collected Data Galileo data Progress Reports	Once a quarter and as necessary T/o the school year
Parent Conferences	Increase in parent participation of 10% for each parent conference	Teacher Admin	Sign in sheets PLP SGS	Once a quarter and as necessary T/o the school year
Open House	Increase participation by 10% for each open house	Teacher Admin	Sign in sheets PLP Progress Reports	Once a quarter and as necessary T/o the school year

Outreach to community	Increase community membership participation	Admin Teacher	Local businesses Business owners	Once a quarter and as necessary T/o the school year
Develop Student leadership Concepts	Student Government Establishment Student Advocacy Concepts Student Led Initiatives	Student Leadership PCE Principal Teachers Admin.	Constitution Bylaws Democratic process Character Education	Year Round
Develop School Pride and Culture	Mascot Colors School Goals Clubs and Extracurricular Engagements	Student Leadership PCE Principal Teachers Admin.	Human Capital	Year Round

4b. Graduation: Academic Persistence

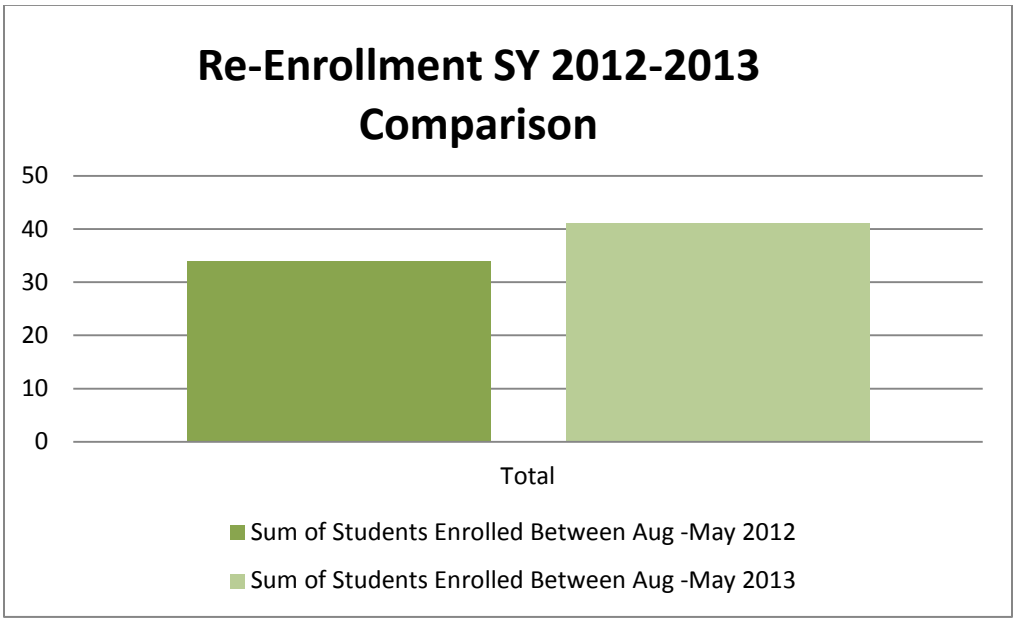
Tempe East uses a process to guide and track student performance and engagement known as the Personalized Learning Plan (PLP). The PLP is a progressive document to develop a student's goals, accountability and attentiveness to their academic persistence while enrolled at Tempe East. The documents contained within the PLP are related to the consistent practice of teachers and administration of engaging with students in weekly student conferences. The PLP also serves as a tool to keep students on track to graduation. The PLP and weekly student conferences contribute the concept that students at Tempe East are being engaged to remain enrolled at the school for all, or a significant portion of their secondary education.

Inside the PLP is the graduation plan, which is a detailed document that focuses on course credits completed and remaining to be completed. The graduation plan is also used to ensure students are taking the courses related to their post-secondary goals. The document follows the basic high school graduation requirements and the standards for students seeking to enroll at University. The school administration and staff introduced many new student centered activities connected to their learning and pride in where they go to school. The concept of developing Tempe East's culture and inspiring pride is so that students can feel connected to where they educate. Once they have the comfort of being connected to their school they will be productive and they will return to further care for the emotional and academic investment they have made.

The school developed a functional student leadership council, which represents a broad range of social and cultural backgrounds from within the local community. The student leadership group has planned and sponsored 2 potlucks and a community employer's mock-interview engagement. The mock interview engagement involved the students preparing to interview related to the careers they are striving to have in the fields of their choosing. The interviews were 10 minutes each and fellow students and staff were involved in the post interview observation discussions to offer refining, constructive critique and praise. These concepts will have our underclassman returning for more sessions and even years.

A great tool for teachers and administration to use when tracking student success with math substantive courses is the MGRM proprietary system MStar, which is a Learning Management System (LMS). The MStar LMS allows for the teachers and administration to pull data housed on the system server related to the integrated curriculum and the students' success with each course offered per session. The data is particular to pace, grade and time spent engaging with the course work per session. The teachers have been using data from this system to ensure that students remain engaged in their math course work and provide interventions and meaningful conferences. An engaged student is one who will make the effort to come to school and continue in our program.

Unfortunately, MGRM Pinnacle has not been traditionally seen as a long-term solution by students. Many of our students engage in mostly credit recovery and alternative education circumstances by consequence. MGRM Pinnacle is meticulously prepared and eager to engage our learners under the auspices of making Tempe East a student's high school of choice.



The table above used data on students who returned to educate with Pinnacle, Tempe East in school year 2012 and compared that group to the 2013 returning students. The data reflects a slight increase in returning students for school year 2013. The number of total enrollment we have had on average, year over year, is 81 total enrolled.

All of the innovations, improvements and efforts mentioned above are the efforts Tempe East is making to increase the percentage of student remaining enrolled in the school across years.

Overall Rating

The overall rating has dropped over prior measured performance. The current administration firmly believes that much of the drop in the percentage score is related to the curricular changes made over the last three years. Now, the school has chosen the Florida Virtual Curriculum to be the model for all course offerings for the future. The systems and programs in place will provide for significant, sustainable academic improvement for the future of the school.

The student centered and driven culture has inspired learning by way of positive reinforcement from the PCE instructor, Life Coach, teachers and administrators. The visibility of community leaders who have visited the school and real-life presentations and learning's during our PCE classroom time, 5th hour direct instruction classroom and special engagements has kept their interests high and inspired goal setting beyond high school. The students have taken responsibility for their education and fill roles to provide new students with the same confidence and engagement. Student advocates are now assigned to assist students into their first few days at Tempe East. They talk to them about the culture and customs and guide them as they get familiar with the school's schedule. They also make the incoming students aware of how to effectively manage their class work by way of the MStar LMS system.

The active participation in the Galileo Benchmarks provided at Tempe East will provide positive gains toward analyzing data related to student academic improvement and will allow the teachers and administration the ability to craft meaningful remediation tools. The focus on high quality education by way of creating the 5th hour direct instruction classroom, tutoring services and a research based, relevant and rigorous common core curriculum via FLVS will prepare our learners for high stakes exams and make them college and career ready by the time they leave Tempe East.

The school is connected and growing by way of mouth enrollment as our current students find success and delight with our system. Tempe East is progressively improving and is developing systems for collecting, analyzing and using all the data that our virtual schools model supplies. The school will be successful because the work done during our troubled years to improve our school and the confluence of programs, data driven decision making, educator capacity development, community centered orientation and student learning systems are all now rooted in a sustainable legacy that can be replicated and focuses on the students experience.