PERFORMANCE MANAGEMENT PLAN (Step 4) **CHARTER/SCHOOL: Center for Academic Success Middle School #4**

INDICATOR: *(Academic Area)* Mathematics

DURATION OF THE PLAN: Begins June, 2010 to June, 2014

MEASURE	METRIC	TARGET
CAS will increase the number of all students at all grade levels (5-8) (including students with disabilities, English Language Learners, and the economically disadvantaged) who achieve proficiency in basic mathematics skills.	CAS will measure the increase in Mathematics proficiency by the number of 5th through 8th grade students who achieve proficiency (Meets or Exceeds) on the Arizona Instrument to Measure Standards (AIMS) Mathematics test.	CAS will increase the number of 5th grade students who achieve proficiency on the 2014 AIMS Mathematics test to equal or surpass the 2009 state average of 72%; the number of 6th grade students who achieve proficiency on the 2014 AIMS Mathematics test to equal or surpass the 2009 state average of 68%; the number of 7th grade students who achieve proficiency on the 2014 AIMS Mathematics test to equal or surpass the 2009 state average of 73%; the number of 8th grade students who achieve proficiency on the 2014 AIMS Mathematics test to equal or surpass the 2009 state average of 63%.

STRATEGY I: *CAS will provide individualized and targeted instruction to students identified as needing remediation in mathematics throughout the regular school year and in summer session.*

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Identify students—especially English Language Learners--in need of remediation in mathematics utilizing curriculum-based assessments, teacher observation, and state-mandated assessments.	Ongoing through January, 2014.	Principal, Mathematics department chair.	Students needing remediation are identified and referred immediately to available options for individualized and targeted instruction in mathematics.	$0.00

2. Implement program before and after school to provide individualized and targeted instruction in mathematics to students in need of remediation.	August, 2010 through May, 2014.	Principal, Mathematics department chair, highly qualified mathematics instructional staff.	Organized and ongoing before and after school instructional program in place with identified students attending on a regular basis.	(Year 1) $9000 (2 hrs/day x 180 days x $25/hr) + $2520 (payroll taxes & benefits) = **$11,520**
3. Implement summer session program to provide individualized and targeted instruction in mathematics to students in need of remediation, especially English Language Learners.	June 1, 2010 to July 15, 2014.	Principal, Mathematics department chair, highly qualified mathematics instructional staff.	Organized summer session program in place with identified students attending on a regular basis.	(Year 1) $2400 (24 days x 4 hrs/day x $25/hr) + $672(payroll taxes & benefits) = **$3072**

STRATEGY II: *CAS will provide students who qualify for Title I services with extended learning opportunities in the area of Mathematics, utilizing effective instructional strategies that give primary consideration to extended-time strategies, provide accelerated, high-quality mathematics curricula, and minimize removing students from the regular classroom during school hours.*

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Identify students who qualify for Title I services and are in need of remediation in mathematics.	Ongoing through January, 2014.	Principal, Mathematics department chair, Title I mathematics instructional staff.	Students are ranked continuously on the basis of academic need in the area of mathematics using valid and reliable measures of mathematics proficiency.	$0.00
2. Implement a “push-in” program to provide extended learning opportunities in mathematics in the regular classroom where students receive additional instruction from highly qualified Title I staff.	August, 2010 through May, 2014.	Principal, Mathematics department chair, Title I mathematics instructional staff.	Students are receiving extended learning opportunities which provide extended-time and individualized instruction in the regular classroom setting.	(Year 1) $19,200 (96 days x 8 hrs/day x $25/hr) + $5376 (payroll taxes & benefits) = **$24576**

3. Ongoing assessments (curriculum-based) to determine progress of students receiving extended learning opportunities and additional instruction in the area of mathematics.	August, 2010 through May, 2014,	Principal, Mathematics department chair, Title I mathematics instructional staff.	Assessment data are available and continuously analyzed by instructional leaders and mathematics instructional staff to determine whether program is effective in increasing student achievement in mathematics.	$0.00

STRATEGY III: *Provide mathematics instructional staff with research evidence-based, ongoing professional development in mathematics content area and relevant correlates of effective schools (effective teaching strategies).*

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1Provide opportunities for mathematics instructional staff to attend ADE-sponsored professional development opportunities in the mathematics content area—especially focusing on the revised articulated Arizona Academic Content Standard in Mathematics and on effective teaching strategies for teaching mathematics to remedial and English Language learners.	June, 2010 through May, 2014.	Director of Curriculum and Professional Development, Principal, Mathematics department chair, Title I mathematics instructional staff.	Mathematics teachers and instructional staff attend high quality professional development.	(Year 1) $**4000.00** (registration fees, mileage, per diem).
2. CAS will continue to implement its LEA-developed professional development plan, which provides ongoing training to instructional staff in effective teaching strategies.	June, 2010 through June, 2014.	Superintendent, Director of Curriculum and Professional Development, Principal.	Training opportunities are scheduled regularly, release time is provided to all teaching staff, and all teaching staff attend regularly (sign-in sheets maintained at district and school level).	$0.00

ANNUAL BENCHMARK TARGETS: (Identify as many years as the length of the plan.)

CURRENT STATE	Year 1	Year 2	Year 3	Year 4	Target For This Plan
Arizona State Average for % of students proficient (Meets and Exceeds) on the 2009 AIMS Mathematics test: Grade State CAS #4 5 72% 50% 6 68% 46% 7 73% 52% 8 63% 59%	Percent proficient on AIMS Mathematics test: 5th grade = 55% 6th grade = 51% 7th grade = 56% 8th grade = 60%.	Percent proficient on AIMS Mathematics test: 5th grade = 61% 6th grade = 56% 7th grade = 62% 8th grade = 61%.	Percent proficient on AIMS Mathematics test: 5th grade = 66% 6th grade = 62% 7th grade = 67% 8th grade = 62%.	Percent proficient on AIMS Mathematics test: 5th grade = 72% 6th grade = 68% 7th grade = 73% 8th grade = 63%.	Percent proficient AIMS Mathematics test, 2014: 5th grade = 72% 6th grade = 68% 7th grade = 73% 8th grade = 63%.

INDICATOR: *(Academic Area)* Reading Comprehension *(Use if selecting an additional area in need of improvement)*

DURATION OF THE PLAN: Begins June, 2010 to June, 2014

MEASURE	METRIC	TARGET
CAS will increase the number of all students in the 5th through 8th grade (including students with disabilities, English Language Learners, and the economically disadvantaged) who achieve proficiency in basic reading comprehension skills.	CAS will measure the increase in reading comprehension proficiency by the number of 5th through 8th grade students who achieve proficiency (Meets or Exceeds) on the Arizona Instrument to Measure Standards (AIMS) Reading Test.	CAS will increase the number of students who achieve proficiency on the 2014 AIMS Reading test to equal or surpass the 2009 statewide average: 5th grade = 74% 6th grade = 70% 7th grade = 73% 8th grade = 69%.

STRATEGY I: *CAS will provide individualized and targeted instruction to students identified as needing remediation in reading comprehension strategies, and comprehending literary and informational texts throughout the regular school year and in summer session.*

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Identify students in need of remediation in reading comprehension utilizing curriculum-based assessments, teacher observation, AZELLA results, and state-mandated assessments.	Ongoing through January, 2014.	Principal, English Department Chair, ELL Coordinator, Reading Specialist	Students needing remediation are identified and referred immediately to available options for individualized and targeted instruction in reading comprehension.	$0.00

2. Implement program before and after school to provide individualized and targeted instruction in reading to students in need of remediation.	August, 2010 through May, 2014.	Principal, English Department Chair, Reading Specialist, highly qualified language arts instructional staff.	Organized and ongoing before and after school instructional program in place with identified students attending on a regular basis.	(Year 1) $9000 (2 hrs/day x 180 days x $25/hr) + $2520 (payroll taxes & benefits) = **$11,520**
3. Implement summer session program to provide individualized and targeted instruction in reading comprehension to students in need of remediation, especially English Language Learners.	June 1, 2010 to July 15, 2010.	Principal, English Department Chair, Reading Specialist, highly qualified language arts instructional staff.	Organized summer session program in place with identified students attending on a regular basis.	(Year 1) $1800 (18 days x 4 hrs/day x $25/hr) + $504 (payroll taxes & benefits) = **$2304**

STRATEGY II: *CAS will provide students who qualify for Title I services with extended learning opportunities in the area of reading comprehension, utilizing effective instructional strategies that give primary consideration to extended-time strategies, provide accelerated, high-quality curricula, and minimize removing students from the regular classroom during school hours.*

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Identify students who qualify for Title I services and are in need of remediation in reading comprehension.	Ongoing through January, 2014	Principal, English Department Chair, Title I highly qualified language arts instructional staff.	Students are ranked continuously on the basis of academic need in the area of reading comprehension using valid and reliable measures of reading comprehension proficiency.	$0.00
2. Implement a “push-in” program to provide extended learning opportunities in reading comprehension in the regular classroom (including other content areas such as science or history) where students receive additional instruction from highly qualified Title I staff.	August, 2010 through May, 2014.	Principal, English Department Chair, Reading Specialist, highly qualified language arts instructional staff.	Students are receiving extended learning opportunities which provide extended-time and individualized instruction in the regular classroom setting. Students are assisted in other content area classes with reading comprehension strategies to help them comprehend texts and reading materials in the various content areas.	(Year 1) $18,000 (180 days x 4 hrs/day x $25/hr) + $5040 (payroll taxes & benefits) = **$23040**

3. Ongoing assessments (curriculum-based) to determine progress of students receiving extended learning opportunities and additional instruction in the area of reading comprehension.	August, 2010 through May, 2014,	Principal, English Department Chair, Reading Specialist, highly qualified language arts instructional staff	Assessment data are available and continuously analyzed by instructional leaders and language arts instructional staff to determine whether program is effective in increasing student achievement in reading.	$0.00

STRATEGY III: *Provide language arts instructional staff with research evidence-based, ongoing professional development in reading comprehension content area and relevant correlates of effective schools (effective teaching strategies).*

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1Provide opportunities for language arts instructional staff to attend ADE-sponsored professional development opportunities in the area of reading comprehension strategies for adolescent learners—especially focusing on the content mastery of the articulated Arizona Academic Content Standard in Reading and on effective teaching strategies for teaching reading comprehension to remedial learners.	June, 2010 through May, 2014.	Director of Curriculum and Professional Development, Principal, English department chair, Reading Specialist, Title I language arts instructional staff.	Language Arts teachers and instructional staff attend high quality professional development.	(Year 1) $**5000.00** (registration fees, mileage, per diem).
2. CAS will continue to implement its LEA-developed professional development plan, which provides ongoing training to instructional staff in effective teaching strategies.	May, 2010 through June, 2014.	Superintendent, Director of Curriculum and Professional Development, Principal.	Training opportunities are scheduled regularly, release time is provided to all teaching staff, and all teaching staff attend regularly (sign-in sheets maintained at district and school level).	$0.00

ANNUAL BENCHMARK TARGETS: (Identify as many years as the length of the plan.)

CURRENT STATE	Year 1	Year 2	Year 3	Year 4	Target For This Plan
Arizona State Average for % of students proficient (Meets and Exceeds) on the 2009 AIMS Reading test: Grade State CAS #4 5 74% 46% 6 70% 36% 7 73% 48% 8 69% 65%	Percent proficient on AIMS Reading test: 5th grade = 53% 6th grade = 44% 7th grade = 54% 8th grade = 66%.	Percent proficient on AIMS Reading test: 5th grade = 60% 6th grade = 53% 7th grade = 60% 8th grade = 67%.	Percent proficient on AIMS Reading test: 5th grade = 67% 6th grade = 61% 7th grade = 66% 8th grade = 68%.	Percent proficient on AIMS Reading test: 5th grade = 74% 6th grade = 70% 7th grade = 73% 8th grade = 69%.	Percent proficient AIMS Reading test, 2014: 5th grade = 74% 6th grade = 70% 7th grade = 73% 8th grade = 69%.