**RENEWAL PERFORMANCE MANAGEMENT PLAN TEMPLATE**
GENESIS ACADEMY

**INDICATOR:** [1] ____Math _X__Reading **DURATION OF THE PLAN**[2]**:** Begins January, 2011 to Spring, 2014

| MEASURE* | METRIC* | CURRENT STATUS* | End Target For This Plan*[3] |
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| State standardized assessment | Percent (%) of students who score proficient on the State standardized assessment 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** | | | |
| Raise AIMS Reading scores for both targeted 10th grade cohort specifically and school-wide population generally. | Increase percentage of students meeting or exceeding AIMS Reading scores by benchmark testing through ATI's (Assessment Technology, Inc.) Galileo assessment program and yearly AIMS results. | Reading-Level Indicator pre/post assessments are and have been in place for 4 years. Galileo assessment will begin in the fall term 2011. Genesis Academy selected Galileo testing because it will allow our teachers and support staff to thoroughly analyze gaps in our alternative student population's knowledge of state standards, and develop targeted Individual Educational Plans ("Life Plans") for each student. | Galileo pre, mid-year and post testing will be used to prescribe targeted instruction on state standards; student AIMS scores will improve by 5% per year for the next five years. |

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

| Action Steps [4] | Timeline | Responsible Party | Evidence of Meeting Action Steps | Budget |
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| 1. Provide a list of Best Practices for teaching Reading that are expected of all teachers (from the *Right to Read Initiative*). These are (not inclusive):<br>a) Explicit Word Analysis Instruction, Including Phonics<br>b) Assessment to inform instruction.<br>c) Collaboration and reflection.<br>d) Instruction in the reading concepts outlined by the International Reading Association.<br>e) Opportunities for independent oral and silent reading to increase fluency and vocabulary<br>f) Opportunities for reading for a variety of purposes coupled with discussion and writing to help organize thinking.<br>g) Opportunities to build comprehension skills and strategies: making and confirming predictions, visualizing, summarizing, drawing inferences, making connections, and self-monitoring.<br>h) Opportunities to build cognitive skills to synthesize, analyze, evaluate and make applications to authentic situations.<br>i) Reading and writing skills used to support reading in all content areas.<br>j) Provision for a literacy rich environment in all classrooms and throughout the school building.<br>k) Paired reading using a timer to listen to each other for 3 minutes. | May 2011 | Instructional Specialist will provide list and lead the discussion with the teachers, staff, and students and parent ownership will be encouraged in this action step.<br>All staff will encourage students to read and the campus climate will foster intellectual discourse regarding books. | Best practices are reviewed with all teaching staff. Staff training books, sign-in sheets, analysis of data of individual Galileo scores.<br><br>Best practices in reading will be woven throughout all subjects and the campus climate will promote critical thinking skills. Syllabi, lesson plans and curriculum maps will be generated by teachers and compiled and reviewed by Instructional Specialist.<br><br>Sign in sheets and book reports documenting students' participation in after school book club ("Los Literati"). | No additional cost |

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| 2. Recruit and hire Highly Qualified teachers who are aligned with the school's educational philosophy, demonstrate an understanding of appropriate state standards (Common Core 2014), have an attitude of critical thinking, self reflection, and continuous learning and understand the alternative school student profile; begin training HQ teachers in curriculum mapping. | January 2011, ongoing | Director Instructional Specialist, Administrative Staff, Contracted Consultant | Teacher Highly Qualified files; teacher training sign-in sheets (trainings on state standards, common core standards, curriculum mapping, etc.)<br><br>Highly Qualified attestation forms are sufficiently completed with all requirements for HQ. | $1,000.00 yr 1 |
| 3. Align curriculum to address individual and cohort deficiencies for both in-class and tutorial instruction. | Beginning Fall 2011-12 | Director, Instructional Specialist. Teachers, Programs Director | Hard copy lesson plans, Galileo and in-class test score improvement; tutoring sheets. | No additional cost. |
| 4. Keeping in mind the PMP reading target, identify priority objectives/ concepts and key vocabulary for each strand of the ADE Reading Standard. | Beginning Fall 2011 and revised each summer | Instructional Specialist, Teachers, Support Staff | A document for each reading level that lists priority concepts and performance objectives from the ADE Reading Standard. | No additional cost |
| 5. Continue to sequence and map the reading standard for each high school English module highlighting priority concepts and objectives, and key reading vocabulary. | Beginning June 2012 and revised each summer | Instructional Specialist, Teachers, Contracted Consultant | Completed Curriculum Maps including a sequence of objectives to be taught, (grouped in units) with a general timeline broken down by Block, and key vocabulary for each objective are maintained by reading teachers. | $1,500. 00 FY2011 |
| 6. Identify big questions and potential themes to form a framework for instruction. | By June 2012 and revised each summer | Instructional Specialist, Teachers, Support Staff | Big questions and themes are shared with all teachers and support staff for their input potential for integration in all content areas. | No additional cost |
| 7. Develop standards-based Performance Outcomes for each English/language arts course using Bloom's statements: The Students Will Demonstrate (TSWD) thinking of (content) by (student performance). | Beginning July 2012 and revised each summer | Instructional Specialist, Teachers | Completed Curriculum Maps include a Performance Outcome(s) for each Block using Bloom's phraseology. | No additional cost |
| 8. Teachers meet to brainstorm ideas for potential cross-curricular theme-based projects. | Beginning Fall 2011 | Instructional Specialist, Teachers, Support Staff | Teachers share with staff a selected list of themes and projects that may be used as the basis for instruction for the upcoming school year. | No additional cost |

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| 9. Create summative unit assessments (aligned to the course Performance Outcomes) for each course, that:<br>a) Effectively and efficiently support course outcomes and,<br>b) Show progress toward mastering performance on the HS AIMS Reading. | Beginning Spring 2012 | Instructional Specialist, Teachers | Summative assessments across content levels will contain valid questions to assess mastery of reading performance objectives. | No additional cost |
| 10. Identify and write essential questions for each priority concept/ performance objective that demonstrate a progression of understanding according to Bloom's Taxonomy. | Beginning Spring 2012 | Instructional Specialist, Teachers | A document for each course that lists questions for each objective or concept within a given unit. There is at least one question for each level of Bloom's Taxonomy for each priority objective. | No additional cost |
| 11. Write questions aligned to the types of questions that will be seen on AIMS or Stanford 10. | At least one week prior to each unit taught, beginning in the fall of 2011. | Instructional Specialist, Teachers | Documentation of questions. | No additional cost |
| 12. Determine Evaluation Criteria for selecting curriculum resources, and review possible resources (such as textbooks, student books, online supplemental resources, manipulatives, etc.) | June 2011, ongoing | Instructional Specialist, Teachers, Support Staff | Selection criteria document and recommended resources have been submitted to the Director, indicating requested resources that are aligned to curriculum. | No additional cost additional cost |
| 13. Purchase curriculum resources to assist in implementing the curriculum (textbooks, student books, online supplemental resources, etc.) based on committee recommendations. | Beginning June 2011, Ongoing | Director, Instructional Specialist, Teachers, Business Manager, Support Staff | Purchased resources are on campus and accessible to teachers to use for implementing curriculum. | Not to exceed $2,000.00 yr 1, not to exceed $2,000.00 yr 2 |
| 14. Align purchased reading resources to curriculum map for each course. | Beginning June 2012 | Instructional Specialist, Teachers | Column added to each grade level's curriculum map that matches the available resources for each objective. | No additional cost |
| 15. Create written lesson plans and incorporate Best Practices in reading instruction. | Beginning Fall 2011 and ongoing | Instructional Specialist, Teachers | Implementation of reading content and skills via best practices and organized lessons will be monitored daily. | No additional cost |
| 16. Implement a curriculum review process after each Block benchmark to adjust reading lesson plan emphasis based on student assessment results. | 4 times a year beginning in 2011-2012 | Director, Instructional Specialist, Teachers, Support Staff | Completed assessment summary and reading intervention plan by each teacher. | No additional cost |

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| 18. Evaluate effectiveness of Galileo testing and procedures. | Three Academic year(s) beginning Fall 2011-12 | Director, Instructional Specialist, Teachers, Support Staff | Galileo and Reading-Level Indicator comparisons, student skill improvement results | No additional cost |

**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 |
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| 1. Review expectations for lesson plans and instructional methods to be used to deliver curriculum, and a plan/process for monitoring the integration of the Arizona Academic Standard for Reading. | January 2011 and August of each new school year. | Director, Instructional Specialist<br>Teachers, Contracted Consultant | Expectations reviewed with all teaching staff as indicated by teacher Expectations sign-off document. | 1,500.00 Yr. 1 |
| 2. Monitor the teacher syllabi and written lesson plans for targeted standards (Common Core 2014) and best practices in reading instruction. | Ongoing | Director, Instructional Specialist,<br>Teachers | Implementation of reading standards (Common Core 2014) and skills via best practices will be monitored weekly. | No additional cost |
| 3. Assess reading instruction and strategies for making real world applications in all content areas. For example: Pre, During, and Post reading strategies where appropriate and reasonable in lessons across the curriculum in order to reinforce reading skills. | Beginning Fall 2011 | Director,<br>Instructional Specialist,<br>Teachers | The Director and Instructional Specialist will use an observation form that has space to indicate whether or not teachers are integrating reading strategies into instruction. | No additional cost |
| 4. Continue to monitor best practice instruction, classroom environment, content delivery, and behavior management via formal teacher evaluations and informal classroom walkthroughs; student surveys administered at the end of every Block | Formal evaluations minimum twice a year beginning January 2011; parent and student surveys administered every 9-week block beginning fall 2011<br><br>Informal classroom walkthroughs ongoing and daily beginning January 2011. | Director<br>Instructional Specialist,<br>Teachers, Support Staff | Observation and evaluation documentation will be shared with the classroom teacher to facilitate communication, processing, and the development of Professional Growth Plans.; Parent and student survey data<br><br>Teachers adjust future instruction based on observation notes. | No additional cost |

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| 5. Evaluate the classroom monitoring process (formal evaluations and classroom walkthroughs) and make recommendations for adjustments as necessary. | Each Block | Director Instructional Specialist Teachers, Support Staff | Recommendations submitted to the Instructional Specialist and needed adjustments are shared with the teachers. | No additional cost |

**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 |
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| 1. Implement test (Galileo) and testing procedures for specific Arizona State Standard deficiencies. | Beginning Spring 2011 | Director, Instructional Specialist, Teachers, Support Staff | Improvement of test scores (post vs. pre) for FAY students | Yr. 1, $1,500.00<br>Yr. 2, $1,000.00<br>Yr 3, $1,000.00 |
| 2. Administer Reading-Level Indicator and Galileo entry assessment exams to determine students' entry-level grade-level and incoming knowledge of Arizona Academic Standards (Common Core 2014); acquire and track data. | Each school year upon student admission and end of year (EOY) beginning Fall 2011-2012 | Support Staff, Instructional Specialist, Teachers, Testing Coordinator | Data from assessment exams: Pre-entry, Mid-year-Post-year and AIMS test scores. | No additional cost |
| 3. Identify students who have not passed AIMS upon their enrollment as expediently as possible in order to share information with instructors. | Beginning Fall 2011-2012 | Instructional Specialist, Support Staff, Testing Coordinator | Schoolmaster and SAIS online reports | No additional cost |
| 4. Create and Maintain a list of all students who began school within the first ten days of the school calendar in order to track all full academic year (FAY) students. | Beginning Fall 2011-2012 | Testing Coordinator, Support Staff | Schoolmaster Reports vs. SAIS online. | No additional cost |
| 5. Review and interpret Reading-Level Indicator and Galileo test scores to determine students' individual gaps and strengths. | Beginning Fall 2011-2012 | Instructional Specialist, Teachers, Support Staff | Galileo and Reading-Level Indicator scores<br>Staffing Notes | No additional cost |
| 6. Create student Individual Educational Plan ("Life Plan") which sets academic goals, (including standardized test score goals) for each student in partnership with the student and their parents. | Process currently in place now, ongoing | Director, Support Staff, Teachers, Parents, Students | Life Plan forms which include graduation course plan as well as workforce interest assessment and post-secondary goals. | No additional cost |
| 7. Provide remedial Reading courses to improve basic skill levels. | Beginning Fall 2011-2012 | Instructional Specialist, Support Staff, Teachers | Course catalog and course schedule | No additional cost |
| 8. Administer benchmark assessments at the end of each 9-week Block to monitor and document reading progress. | Every 9 weeks beginning in fall, 2012 | Instructional Specialist, Teachers | Published results are shared with teachers for their analysis and review. | No additional cost |

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| 9. Implement a curriculum review process after each Block benchmark assessment to adjust reading lesson plan emphasis based on student benchmark assessment results. | Every 9 weeks beginning in fall, 2011 | Director, Instructional Specialist, Teachers, Support Staff | Completed assessment summary and intervention plan provided by each teacher. | No additional cost |
| 10. Provide ongoing progress monitoring for students who are performing below mastery in reading. | Weekly and Year long | Instructional Specialist Teachers | Reading assessment results. Lesson plans and differentiated instruction strategies will be adjusted/created to meet the ongoing needs of the students. | No additional cost |
| 11. Conduct bi-weekly faculty and staff meetings that address individual student performance; contact parents of those students earning below 70% in courses. | Beginning Fall 2011-2012 | Director, Instructional Specialist, Support Staff, Teachers, Office staff | Bi-Weekly Staff Meetings logs tracking students' performance; parent call logs. | No additional cost |
| 12. Place students at highest risk for failure, including on AIMS, on an Individualized Academic Probation program; solicit parent cooperation and support, track progress. | Three Academic year(s) beginning Fall 2011-2012 | Instructional Specialist, Support Staff, Teachers, Office Staff | List of Academic Probationers and Intervention Sheets, Parent Call Logs and Parent and Student Conference Logs. | No additional cost |
| 13. Schedule meetings and open houses with parents/guardian to work cooperatively with student for ensured academic success. | Three Academic year(s) began Spring 2011 | Instructional Specialist, Support Staff, Teachers, Office Staff | Procedures policy for when meetings are held; parent sign-in sheets and call logs. | No additional cost |
| 14. Continue to provide concentrated instruction in the area of reading concepts for identified students. | Fall 2012, ongoing | Instructional Specialist, Teachers | Lesson plans and classroom observations.<br>Student participation in before and during school tutoring. | No additional cost |
| 15. Ongoing classroom formative reading assessments, benchmark assessments, and including student-teacher-parent conferences, if needed, will be used to monitor reading progress for students and assist them in setting reading/learning and achievement goals. | Beginning 2012 school year<br><br>Weekly running records<br><br>Block benchmark assessments and conferences | Director, Instructional Specialist, Teachers | Reading assessment results. Lesson plans and differentiated instruction strategies will be adjusted/created to meet the ongoing needs of the students. | No additional cost |
| 16. Evaluate the assessment procedures and timelines for monitoring and documenting student achievement and make recommendations for adjustments as necessary. | End of first and second Block each school year. | Director, Instructional Specialist | Evaluation report with recommendations will be presented to and reviewed by the teachers. | No additional cost |

**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 |
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| 1. Develop a Professional Development Plan that:<br>a) Directly focuses on achieving student learning goals and supporting student learning needs.<br>b) Ensures a collaborative endeavor – teachers and administrators work together in planning and implementation.<br>c) Supports school-based and job-embedded professional development opportunities.<br>d) Supports the needs of all staff in providing differentiated training opportunities.<br>e) Ties to the vision, mission, and goals of the school<br>f) Includes an annual opportunity for a needs assessment survey to be given to all staff.<br>g) Requires an annual evaluation of the plan based on student achievement and staff needs.<br>h) Includes input from parents and students. | Beginning Spring 2012 | Director, Instructional Specialist, Teachers | Plan is provided to the staff for review and comment. Suggestions for additions or adjustments will be submitted to the Instructional Specialists for final editing and publishing to all school staff, student surveys | No additional cost |
| 2. Teachers will continue to meet on alternate weeks to participate in scheduled professional development activities. | Ongoing | Instructional Specialist, Teachers | Agenda and sign in sheet will document content and participation. | No additional cost |
| 3. Teachers will be trained in the implementation of best practices in reading instruction. | August and October 2011,January and April 2012 | Instructional Specialist, Contracted Consultant | • All teachers will demonstrate an integrated reading strategy that can be used in their content area. | $2,000.00 |

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| 4. Using relevant student data, teachers will be trained in data analysis and using data to guide instructional planning, with follow-up trainings to provide opportunity for teachers to continue analyzing data and modifying instruction accordingly. | Ongoing after each benchmark assessment<br><br>Each year beginning Spring 2012 | Director, Instructional Specialist Faculty, Support Staff | • Identified reading performance gaps for students entering the school.<br>• Teacher demonstration of their comprehension of current grade level AIMS reading scores<br>• Teacher demonstration of synthesis of data to generate strategies for interventions/instruction. | No additional cost |
| 5. Teachers will use a reading developmental concept and/or strategies on a daily basis in their classrooms; e.g., graphic organizers, note-taking templates, critical reading strategies. | Beginning Fall 2011, Ongoing | Director, Instructional Specialist, Faculty | • Lesson Plans<br>• Classroom observations<br>• Peer demonstrations | No additional cost |
| 6. Formal evaluations and classroom walkthroughs by the Director and Instructional Specialist will identify teachers who need assistance and support. | Beginning Fall 2011, Ongoing | Director, Instructional Specialist, Faculty | Identified teachers who need support for implementing reading strategies in their content area. | No additional cost |
| 7. Teachers who need remediation in the instruction of reading strategies will participate in refresher training. | December of each year | Director, Instructional Specialist, Teachers, Contracted Consultant | EXAMPLE: Teachers will develop and publish a handbook of reading strategies for their content areas. | $1,000.00 |
| 8. Assign teachers to partner with each other for ongoing support and peer coaching and review in the planning and instruction of reading skills. | September – May of each school year | Director, Instructional Specialist Teachers | All teachers will participate in a reading integration partnership and keep a running log of their reading related activities. | No additional cost |
| 9. Offer all staff additional opportunities for professional growth, to include: study groups, action research, and collaborative planning. | Ongoing | Director, Instructional Specialist Teachers | All teachers will complete a predetermined number of self-selected professional development hours based on professional goals as part of their Professional Growth Plan. | No additional cost |
| 10. The Professional Development plan will include a process for<br>a) Administering a needs assessment survey to all school faculty, and<br>b) Evaluating the professional development plan annually. | Fall of every school year<br><br>Spring of every school year | Director, Instructional Specialist Teachers | Needs assessment results will be tallied and shared with the school faculty.<br><br>Results will be used to guide future professional development | No additional cost |

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| | | | opportunities.<br><br>Updated school-wide professional development plans will be shared with all staff.<br><br>Teachers will continue to update their own Professional Growth Plans according to self-assessment and goal setting, evaluation and classroom walkthrough data, and needs assessment results. | |

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 $10,500.00 FY January 2011- FY2011-2012**
**Year 2: Budget Total $ 5,000.00 FY 2011-2012**
**Year 3: Budget Total $ 2,500.00 FY 2012-2013**

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