**RENEWAL PERFORMANCE MANAGEMENT PLAN TEMPLATE**
GENESIS ACADEMY

**INDICATOR:** [1] __X__Math ___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<br>and<br>Student growth percentile (SGP) | (Board staff will enter info here) | Meet or demonstrate sufficient progress toward the level of adequate academic performance as set and modified periodically by the Board. |
| **Internal Measures** | | | |
| Raise AIMS Math scores for both targeted 10th grade cohort specifically and school-wide population generally. | Increase percentage of students meeting or exceeding AIMS Math scores by benchmark testing through ATI's (Assessment Technology, Inc.) Galileo assessment program and yearly AIMS results. | Math-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 Math that are expected of math teachers (from *Principles and Standards for School Mathematics*, National Council of Teachers of Mathematics, 2000). These are (not inclusive):<br>a. Raising questions that encourage students to explore several solutions and challenge deeper thinking about real problems.<br>b. Choosing worthwhile mathematical tasks to introduce important ideas.<br>c. Allowing students to raise original | Beginning Fall 2011 | Instructional Specialist will provide list and lead the discussion with the teachers; staff and parent ownership will be encouraged in this action step; involve parents in focused learning. | Best practices are reviewed with all teaching staff; staff training books, sign-in sheets, analysis data of individual Galileo scores. Best practices in math 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. | No additional cost |

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| questions about math for which there are no right answers in the book.<br>d. Drawing on student discovery and creativity to keep them interested.<br>e. Making connections to previous concepts and developing knowledge.<br>f. Accommodating students who need interventions, reteaching, and adding more challenging steps.<br>g. Using manipulatives and technology.<br>h. Using student engaging activities and a variety of resources.<br>i. Working with other teachers to make connections between disciplines to show how math is a part of every other major subject.<br>j. Emphasizing the real-life relevance of mathematics. | | | | |
| 2. Recruit and hire Highly Qualified teachers who are aligned with the school's educational philosophy, demonstrate an understanding of appropriate state standards, and have an attitude of critical thinking, self reflection, possess and understanding of the alternative student profile, and buy in to continuous learning; begin training HQ teachers in curriculum mapping. | Beginning January 2011 and ongoing | Director<br>Instructional Specialist<br>Teachers, Contracted Consultant | Teacher Highly Qualified files; teacher training sheets on state standards, common core standards, etc., curriculum mapping sheets and syllabi<br><br>Highly Qualified attestation forms are sufficiently completed with all requirements for HQ. | 1,000.00 yr 1, $1,000.00 yr 2 |
| 3. Align curriculum to address individual and cohort deficiencies for both in-class and tutorial instruction. | Beginning Fall 2011-12 | Director, Instructional Specialist and Teachers, Support Staff, Parents. | Hard copy lesson plans, syllabi, curriculum maps; Galileo pre, mid and year end testing, corollary AIMS test score improvement, tutoring student sign-in sheets and | No additional cost |
| 4. Keeping in mind the PMP math target, identify priority objectives/ concepts and key vocabulary for each strand of the ADE Math Standard; sequence and Map the math standard for each math course highlighting priority concepts and objectives, and key math vocabulary. | Beginning May, June 2011 and revised each summer | Instructional Specialist, Teachers, Contracted Consultant | A document for each math level that lists priority concepts and performance objectives from the ADE Math Standard. | $1,000.00 yr 1 |

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| 5. Continue to sequence and Map the math standard for each math course highlighting priority concepts and objectives, and key math vocabulary. | Beginning June 2012 and revised each summer | Instructional Specialist, Teachers | 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 math teaching staff. | No additional cost |
| 6. Identify big questions and potential themes to form a framework for instruction. | By June 2012 and revised each summer | Instructional Specialist will lead ongoing discussion with teachers. | Big questions and themes are shared with all teachers for their input potential for integration in other non-math content areas. | No additional cost |
| 7. Develop standards-based Performance Outcomes for each math course using Bloom's statements The Student 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 course 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 meet to share a selected list of themes and projects that may be used as the basis for instruction for the upcoming school year. | No additional cost |
| 9. Create summative unit assessments (aligned to the math 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 Math. | Beginning Spring 2012 | Instructional Specialist, Teachers | Summative assessments across content levels will contain valid questions to assess mastery of math performance objectives. Galileo pre, mid year and post test results. | 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; train and assist teachers on curriculum mapping. | Beginning Fall 2011 through 2013 | Instructional Specialist, Contracted Consultant, 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 Blooms Taxonomy for each priority objective; curriculum maps. | $1,000.00 yr 1; $1,000.00 yr 2 |
| 11. Write questions aligned to the types of questions that will be seen on AIMS or Stanford | At least one week prior to each unit taught, beginning in the fall of 2011. | Instructional Specialist, Teachers | Documentation of questions. | No additional cost |

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| 12. Determine Evaluation Criteria for selecting curriculum resources, and review possible resources (such as textbooks, student books, online supplemental resources, manipulatives, etc.) | Ongoing as needed | Instructional Specialist Teachers | Selection criteria document and recommended resources have been submitted to the Director, indicating requested resources that are aligned to curriculum. | No additional cost |
| 13. Purchase curriculum resources to assist in implementing the curriculum (textbooks, student books, online supplemental resources, etc.) based on committee recommendations. | Ongoing as needed through 2013 | Director, Instructional Specialist, Teachers, Support Staff | Purchased resources are on campus and accessible to teachers to use for implementing curriculum. | Not to exceed $2,000.00 yr 1; $2,000.00 yr 2 |
| 14. Align purchased math resources to the curriculum map for each math 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 that incorporate Best Practices in math instruction. | Ongoing | Instructional Specialist Teachers | Implementation of math content and skills via best practices and organized lessons will be monitored daily. | No additional cost |
| 16. Implement a curriculum review process after each 9-week Block benchmark to adjust math lesson plan emphasis based on student assessment results. | 4 times a year beginning in 2011-2012 | Director, Instructional Specialist, Teachers | Completed assessment summary and math intervention plan by each teacher. | No additional cost |
| 17. Evaluate effectiveness of Galileo testing and procedures; weave standardized test-taking skills throughout the curriculum. | Annually, beginning Fall 2011-12 | Director, Instructional Specialist, Support Staff | Galileo and Math-Level Indicator comparisons, student skill improvement results, student practice tests. | 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 Math. | January 2011 and August of each new school year. | Instructional Specialist, 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 and best practices in math instruction. | Ongoing | Instructional Specialist Teachers | Implementation of math standards and skills via best practices will be monitored weekly. | No additional cost |

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| 3. Assess math instruction and strategies for making real world applications in all content areas. For example: Integrating data analysis and other math strategies where appropriate and reasonable in lessons across the curriculum in order to reinforce math skills. | Beginning Fall 2011 | Director, Instructional Specialist, Teachers | The Director and Instructional Specialist will use an observation form that has space to indicate whether or not teachers are integrating math concepts and understandings 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, administer student surveys. | Formal evaluations minimum twice a year<br><br>Informal classroom walkthroughs ongoing and daily | Director, Instructional Specialist, Teachers | Observation and evaluation documentation will be shared with the classroom teacher to facilitate communication, processing, and the development of Professional Growth Plans; student surveys.<br>Teachers adjust future instruction based on observation notes. | No additional cost |
| 5. Evaluate the classroom monitoring process (formal evaluations and classroom walkthroughs) and make recommendations for adjustments as necessary. | Beginning fall 2011, ongoing | Director<br>Instructional Specialist<br>Teachers,<br>Contracted Consultant | Recommendations submitted to the Instructional Specialist and needed adjustments are shared with the teachers, Student Surveys. | 1,500.00 FY 2011 |

**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 Galileo testing procedures to address specific Arizona State Standard deficiencies. | Three Academic year(s); begin Fall 2011, through 2014 | 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 Math-Level Indicator and Galileo entry assessment exams to determine students' entry-level grade-level and incoming knowledge of Arizona Academic Standards; acquire and track data. | Each school year upon student admission and EOY beginning Fall 2011-2012 | Instructional Specialist, Teachers Support Staff | Data from assessment exams: Pre-entry, Midyear-Post 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; include information in student Life Plan activities; parent conferences. | Beginning Fall 2011-2012 | Instructional Specialist, Support Staff, Students, Parents | Schoolmaster and SAIS online reports, student Life Plans (IEP's) | No additional cost |

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| 4. Create and Maintain a list of all students who began school within the first ten days of the school calendar in order to tract all full academic year (FAY) students. | Beginning Fall 2011-2012 | Instructional Specialist, Testing Coordinator, Support Staff | Schoolmaster Reports vs. SAIS online. | No additional cost |
| 5. Review and interpret Math-Level Indicator and Galileo test scores to determine students' individual gaps and strengths. | Beginning Fall 2011-2012 | Instructional Specialist, Instructors, Support Staff | Galileo and Math-Level Indicator scores<br>Staffing notes | No additional cost |
| 6. Create student "Life Plan" which sets academic goals for each student in partnership with the student and their parents. | Beginning Fall 2011-2012 | Director, Instructional Specialist, Teachers, Support Staff, 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 Math courses to improve basic skill levels. | Beginning Fall 2011-2012 | Instructional Specialist, Instructors, Support Staff | Course catalog and course schedule | No additional cost |
| 8. Administer benchmark assessments at the end of each 9-week Block to monitor and document math progress. | Every 9 weeks Beginning Fall, 2012 | Teachers, Support Staff | Published results are shared with teachers for their analysis and review. | No additional cost |
| 9. Implement a curriculum review process after each block benchmark assessment to adjust math lesson plan emphasis based on student benchmark assessment results. | Every 9 weeks beginning in fall, 2012 | Instructional Specialist, Teachers | 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 math. | Weekly and ongoing | Instructional Specialist, Teachers, Support Staff, Parents, Students | Math assessment results. Lesson plans and differentiated instruction strategies will be adjusted/created to meet the ongoing needs of the students, notes on student academic intervention logs. | 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 | Instructional Specialist, Teachers, Support Staff | Bi-Weekly Staff Meetings logs tracking students' performance; parent call logs, parent conference logs. | No additional cost |
| 12. Place students at highest risk for failure on an Individualized Academic Probation program; solicit parent cooperation and support, track progress; track progress on students IEP's (Life Plans). | Three Academic year(s) beginning Fall 2011-2012 | Instructional Specialist, Instructors, Support Staff | List of Academic Probationers and Intervention Sheets, Parent Call Logs and Conference Logs, student Life Plans. | 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, Instructors, Support Staff | Procedures policy for when meetings are held; parent sign-in sheets. | No additional cost |

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| 14. Continue to provide concentrated instruction in the area of math concepts for identified students. | 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 math assessments, benchmark assessments, and 9-week student-teacher-parent conferences will be used to monitor math progress for students and assist them in setting math/learning and achievement goals. | Beginning 2012 school year<br><br>Weekly running records<br><br>9-week benchmark assessments and conferences | Director, Instructional Specialist, Teachers, Support Staff | Mathematic 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<br>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 | Beginning Spring 2012 and ongoing. | Director, Instructional Specialist Teachers, Support Staff, Parents | Plan is provided to the staff for review and comment. Suggestions for additions or adjustments from all responsible parties will be submitted to the Instructional Specialists for final editing and publishing to all school staff, information garnered from student and parent surveys. | No additional cost |

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| 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. | | | | |
| 2. Teachers will continue to meet on alternate weeks to participate in scheduled professional development activities. | Ongoing | Director, Instructional Specialist<br>Teachers, Support | 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 mathematics instruction. | August. October, January, April 2011-2012 | Director, Instructional Specialist<br>and/or outside consultants. | • All teachers will demonstrate an integrated math strategy that can be used in their content area. | $2000.00 Yr 1<br>$2,000.00 Yr 2 |
| 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, Teachers, Support Staff | • Identified math performance gaps for students entering the school.<br>• Teacher demonstration of their comprehension of current grade level AIMS math scores<br>• Teacher demonstration of synthesis of data to generate strategies for interventions/instruction. | No additional cost |
| 5. All teachers will use a mathematics developmental concept and/or strategies on a daily basis in their classrooms, integrated into their content area; e.g., reading/creating charts and graphs in science, reading, and social studies. | Ongoing | Director, Instructional Specialist, Teachers | • 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. | Ongoing | Director, Instructional Specialist | Identified teachers who need support for implementing math strategies in their content area. | No additional cost |
| 7. Teachers who need remediation in the instruction of math strategies will participate in refresher training. | December 2011 | Director, Instructional Specialist, Contracted Consultant | EXAMPLE: Teachers will develop and publish a handbook of math strategies for their content areas. | $1000.00 Yr. 1<br>$1,000.00 Yr. 2 |

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| 8. Assign teachers to partner with each other for ongoing support and peer coaching and review in the planning and instruction of math skills. | September - May | Director, Instructional Specialist Teachers | All teachers will participate in a math integration partnership and keep a running log of their math related activities. | No additional cost |
| 9. Offer all staff additional opportunities for professional growth, to include: study groups, action research, and collaborative planning. | Year round | Director, Instructional Specialist, Teachers, support staff, Outside educational programs/institutions. | All teachers will complete a predetermined number of self-selected professional development hours based on professional goals as part of their Professional Growth Plan. | $1,000. 00 Yr 1<br>$1,000.00 Yr 2<br>$1,000.00 Yr 3 |
| 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.<br>c) Evaluating parent/student survey results; student focus group information. | | Director, Programs Director, Instructional Specialist, Teachers, Support Staff | Information from student surveys, student focus groups, and faculty surveys will be compiled. Needs assessment results will be tallied and shared with the school faculty.<br><br>Results will be used to guide future professional development 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. | No additional cost |

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 $13,500.00 Fiscal Year Beginning Mid FYJanuary 2011 - 2011-2012**
**Year 2: Budget Total $ 9,000.00 FY2012-2013**
**Year 3: Budget Total $ 2,000.00 FY 2013-2014**

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