CHARTER RENEWAL HISTORIC NARRATIVE SUMMARY 2006-2010

OASIS HIGH SCHOOL-GRADES 9-12

Omega Schools, Inc. is a non-profit 501(c) 3, School-wide Title 1, public charter school district, incorporated in 1996/funded through the Arizona Department of Education. There are two sites that serve students in grades K-12. The Northern campus (which is located at 8632 West Northern Avenue in Glendale, Arizona) serves Stellar Prep Academy grades K-4, C. Doby Middle School grades 5th-8th and Oasis High School grades 9-12.

Omega Schools, Inc. is a college preparatory charter school district that provides instruction Monday through Thursday. Friday is reserved for staff professional development activities and to provide drop-out prevention activities, remedial and tutoring classes for students. The District has a current total student population of 500 students (note: kindergarten students are counted as half). The Northern campus hosts approximately 40% of the total student population of the district.

SOCIOECONOMIC AND DEMOGRAPHIC FACTORS

Part of Omega's mission is to provide adult literacy for Omega parents and drop-out intervention programs to the community we serve in the Glendale/Peoria area. The U.S. Census Bureau data for 2000 indicates that with regards to the neighborhoods from which we draw our student population. Twenty-one percent of the school-aged children in our community are drop-outs. That data also indicates that with respect to the school-aged children in the community, county-wide, only 27% were high school graduates or earned the equivalent. In spite of what the data suggests about the likelihood of success for children who grow up in the area, Omega Schools-district-wide continues to make a difference in these dire statistics by refusing to socially promote students and by successfully graduating 95% of our high school student population who do not drop out.

More than 38% of the community households come from where the heads of households speak limited English; and around 28% or better were born outside of the U.S. According to 2000 census data, more than half of the family heads of households from which we draw our student population were unemployed. The poverty rate in our community is consistently greater than three times that of the national poverty rate. As would be expected given the number of households with incomes below the national poverty level, more than 92% of our student body receives free and reduced lunches, and approximately 1 in 5 of the total student population is defined as "homeless" under Arizona McKinney-Vento guidelines. (McKinney-Vento guidelines define homelessness to include families doubled-up because of hardship, families/children living in shelters, living in transitional housing, living in cars or abandoned campers, living in other substandard forms of housing, or living in situations that are detrimental to a child's psychological or physical well-being.) Further, the percentage of families in our community who live in renter-occupied housing is extremely disproportionate when compared to national statistics. More than 96% of our community's families live in rented housing compared to a 33.8% national average. For all households, no matter the family structure, better than 67% has children under the age of 18. More

than 70% are Hispanic or Latino of any race, approximately 13% are African American, approximately 41% are White, and approximately 1% are Native American or are of other nationalities and races.

MOTTO AND ACADEMIC MISSION

*Instruction is aligned to include Arizona Department of Education and the United States Department of Education standards for all subject areas for all grade levels. Omega Schools, Inc. educational objective is stated as follows: To increase the individual level of academic achievement for all K-12 graders, to reflect at least one year of academic growth; To maintain equal opportunities for all students in every classroom through center-based instruction, individualized profiles/portfolios, and academic plans (including IEPs for special education students) as well as increasing all students' basic technological skills and to use software programs to enhance student academic skills in reading and math. Teachers are monitored and expected to continuously apply the following types of classroom instructional activities by designating a certain percentage of classroom instructional delivery Structured English Immersion (SEI) best practice methods, by allowing students to spend 30% of their time teaching others through shared activities, 40% of their time practicing by doing, 20% demonstrating and 10% using technology / audio visual materials as a means of enhancement, remedial and ELL support. True to our motto, Omega Schools rekindles the joy of learning and work at all levels.

CURRICULUM

2006-2011 General Continuous District-wide Efforts for Math and Reading

Grades 9-12, Holt Core Reading /grades 9-12 Holt Middle School Math-provides frequent on-going monitoring of student progress. The reading and math programs identify specific grade appropriate math, reading, writing standards, and language arts strategies that link specific classroom instruction. Students are pre tested at the beginning and throughout the school year to assess and prescribe student individualized prescriptive learning plans using the core materials and the AIMS practice assessment tools. Auto Skills-Academy of Reading and Academy of Math (academic computer software programs) along with math, reading, writing, and language arts assessments allow teachers to tailor lessons that permit students to begin at their academic level and build on instructional successes. Oasis High School 9-12th grade teachers are required to spend 4 hours of the daily classroom time on organized reading, writing, and language arts classroom instructional activities that can be built on to math and science classroom assignments. Students are offered math and reading intervention during the after school hours as a part of the 21st Century afterschool program.

Additional Focused Efforts for Oasis High School (the following items were added per year based on an annual ADE needs assessment rubric and surveys from all stakeholders, parents, teachers and students). The listed items include a continuation from prior years(s) in combination with new additions for the listed year.

- **06-07** Six traits of writing, SPED accommodations/modifications, ELL best practices, instructional materials and evaluation of materials for effectiveness, DIBELS, Assertive Discipline Techniques, Blooms Taxonomy, Gardner's Multi-Intelligences, ADE School Improvement Rubric surveys, student/parent surveys, teacher professional development evaluation survey tool, Master Teacher, Crisis Management, Parent Engagement Practices, Differentiated Instruction, Collaboration, Classroom Management, best practices

- **07-08** scaffolding, grading and evaluation, curriculum mapping, SEI, six traits of writing, Character First initiative, Teacher Professional Development Prop 301 Portfolio development, Say-See-Do (Fred Jones), Academic Vocabulary (Marzano), Reading Rewards (Anita Archer)
- **08-09** pacing, assessment differences, center based instructional practices, extended day/year learning, early childhood interventions, child find, SEI training practices, new software programs (Auto Skills-Reading and Math Academy, River Deep) for ELL students
- **09-10** Backwards design, Explicit Instruction (Anita Archer), student reward systems
- **10-11** iObservation teacher evaluation tool/staff development practices

MONITORING THE INTEGRATION OF THE ARIZONA ACADEMIC STANDARDS INTO MATH AND READING INSTRUCTION

Classroom instruction implementation strategies reflect 32 teaching strategies. Classroom instruction incorporates a combination of teaching methods and strategies. Instructors aim to have all 9-12 students pursue 90% mastery level of the ADE and National Reading and math Standards. Several options and choices of instructional methods and strategies are offered through the School Curriculum Guide.

Several options and choices of instructional methods and strategies are offered through the Curriculum Guide. Lessons outlined in the guide include the following teaching strategies.

Behaviorism Drill and Practice- This teaching strategy suggests that when learning occurs, a bond is formed between a stimulus in the environment and a response or behavior is produced.
Case Studies- This teaching strategy suggests that the group read a written problem. The group discusses the case and creates a solution.
Coaching-This teaching strategy provides support to students in studying new skills, polishing old ones, and encouraging change.
Cognitive Science- This approach to learning focuses on how rather than what students learn. Using this approach, teachers build on students' prior knowledge and how out-of-school experiences can improve learning.
Cognitively Guided Instruction (CGI)- This approach to instruction encourages the teacher to access student knowledge and build on prior knowledge in order to make instructional decisions.
Collaborative Learning or Cooperative Learning- This teaching strategy allows students of varying abilities and interests to work together in small groups to solve a problem, complete a project, or achieve a common goal. Lessons are compiled into sections including classroom instruction, learning center activities, books, ALS (computer assisted lessons), internet resources, and homework assignments

- One hundred percent of the teachers present lesson plans that reflect four plus hours of 9-12 ADE reading, writing, and language arts standards during classroom instruction. The daily lesson plans are reviewed by the Dean.
- One hundred percent of the teachers develop "individualized prescriptive" reading, writing, and language arts plans for 9-12 students and maintain individual student portfolios and goal sheets. These plans are reviewed during walkthroughs and observations.
- One hundred percent of the classrooms integrate scientifically based reading strategies during classroom instruction and are able to carry these strategies cross curriculum and content areas into areas of math and science.
- One hundred percent of the teachers participate in 50 plus professional development hours focusing on reading, writing, and language arts.

MONITORING AND DOCUMENTING STUDENT ACHIEVEMENT

2006-2011 General Continuous District-wide Efforts for Monitoring Student Achievement

Implementation assessment strategies incorporate classroom teachers, instructional support team members, and the Dean weekly student assessments surveys relating to specific classroom instruction. Student assessments establish benchmark reading, writing, and language levels within the first two weeks of enrollment. Students at-risk of failure are identified within the first four-weeks of attendance. On-going assessment of student progress is measured every nine weeks. Struggling students are monitored on a weekly basis. Student assessments assist instructional staff in developing individualized prescriptive plans for 9-12 students. Student Progress Reports are linked with the ADE and National Academic Standards. Student grades measure classroom instructional activities, computer assisted learning, and homework. Monthly teacher evaluations are used to assess and strengthen classroom performance and instructional practices delivered inside the classroom.

Oasis High School documents implementation strategies as well as monitors school improvement process by following an established timeline which was designed to provide a check and balance system that insures all state and federal requirements are being met. The school continues to collect and compile data/evidence of the degree to which the strategies and action steps are implemented as described in the school improvement plan. The staff is continuously monitored in carrying out their responsibilities. Procedures have been established for macro-to-micro analysis of data collected during every activity, workshop and/or conference. Observation and evidence of parent/staff participation will be recorded and participation data will be monitored to record growth. Frequent authentic assessments (including but not limited to, observation of participation, portfolios, rubrics, checklists, informal notes, essays and conversations) will be recorded and the data will be compared in order to make the necessary adjustments to insure Oasis High School continuously follows a positive growth pattern.

Additional Focused Efforts Per Year Per School (the following items were added per year based on an annual ADE needs assessment rubric and surveys from all stakeholders, parents, teachers and students). The listed items include a continuation from prior year(s) in combination with new additions for the listed year.

- **06-07** External consultant training, monitoring of portfolios, rubrics, checklists, informal notes, essays, daily , weekly, and monthly pre and posttest using materials provided in 9-12 core reading program, student progress reports / Student assessments (ADE required test, on-going student pre and post test results), SEI tutoring, AIMS Boot Camps
- **07-08** School Improvement Team assessments and Needs assessment – stakeholder surveys, added a Detention Room Teacher
- **08-09** Increased the amount of administrative classroom monitoring during instructional delivery/feedback, Math Mastery class
- **09-10** added an on-site Testing Coordinator
- **10-11** modified the on-site Data Coach/ Testing Coordinator's job title/description and duties, added an Attendance/ Behavioral, Interventionist, math mastery aid inside the 9-12th grade classroom, created a Math Mastery Class

ON-GOING PROFESSIONAL DEVELOPMENT TRAINING FOR TEACHERS

Key elements as they related to professional development, among teachers, the assessment coordinator, the school Dean and district staff include an understanding in: the basic psychological process of reading, how children develop reading skills, how good readers differ from poor readers, how the English language is structured in spoken and written form, validated principles of effective reading instruction, how direct reading instruction is linked with the Arizona Department of Education Academic Standards, the National Standards, AIMS, required assessments, and the ability to design, deliver, and provided creative instructional approaches of delivering classroom instruction to academically diverse learners.

- Continuous use of Center Based Instruction using best practices taught through on-going professional development Fridays from 8-3:30pm, which is continuously monitored throughout the year by the Dean.
- Trainings continue to include areas that the teachers felt they needed additional support or improvement based on student data and surveys from students, parents and teachers and all of the listed items in the curriculum section of this document.
- Classrooms are designed to provide a learning center instructional environment

PARENT INVOLVEMENT

According to recent studies, when parents are involved, children do better in school regardless of the parent's educational attainment, income level, race or ethnic background. Omega realizes when parents are hurting, struggling to make ends meet and disenfranchised from community services, the suffering of their children is just as great and will impact the quality of their educational experience. In many instances, because children spend so much time in school, the school becomes a secondary home.

COMMUNITY INVOLVEMENT AND OPPORTUNITIES

Omega is a "learning community and values continuous improvement. The CEO and staff believe all children can achieve and that it is the teacher that makes the difference. Omega staff encourages ALL students to pursue a 90% mastery level for the academic core. We expect all staff to encourage ALL students pursue post-secondary learning after high school graduation. Omega teaches children Monday through Thursday. The instructional minutes exceeds the required state standards by 25% because of the extended instructional day (8:00-3:45). In additional instruction is provided on Fridays.

Learning is equally important for teachers. Professional development training is provided on Fridays. Teachers also attend workshops and/or seminars both in and out of state as funds become available through specific grants. Omega has always strived to provide a welcoming and accommodating environment for on-campus educational and literacy opportunities to the families. Over the years, we have provided the following types of opportunities to students and families in our community:

- English Language Learner classes and adult literacy for parents
- Drop-out prevention classes and tutoring for high school students during "Friday School"
- Partnership with Touchstone Behavioral Services, Inc. for counseling and small group sessions in bully and violence prevention, and drug and tobacco use prevention
- MACTUPP (Tobacco Prevention Program) grade 9-10
- After School Program, funded through the 21st Century Community Learning Centers federal grant for grades 9 through 12
- Partnership with Arizona State University
- McKinney-Vento Homeless grant funding though Arizona State Department of Education
- Character First! Education initiative involving students, families and community
- Family Engagement and Involvement initiative involving Omega families and the community

DESCRIPTION OF THE LOGIC USED TO DEVELOP THE PMP

CONCERNS WERE IDENTIFIED IN THE AREA OF CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT, WHICH WERE BARRIERS TO SCHOOL IMPROVEMENT. WE MOVED TO:

- Continue to increase on-going training for teachers in core content instruction and data-driven instructional decisions.
- Continue to increase mentoring new teachers with support in the areas of best practice, analysis of data, using effective assessments.

CONCERNS WERE IDENTIFIED IN THE AREA OF CLASSROOM AND SCHOOL ASSESSMENTS THAT WERE A BARRIER TO SCHOOL IMPROVEMENT. WE MOVED TO:

- Increase emphasis on data-driven decisions that effective lesson plans, instruction, and student assessments connected with core reading and math programs aligned with ADE academic standards.
- Increase technology training and support among the instructional staff.
- Add personnel to assist with the distribution and monitoring of the testing cycle, procedures, data and distribution of state assessments

CONCERNS WERE IDENTIFIED IN THE AREA OF SCHOOL CULTURE, CLIMATE, AND COMMUNICATION, WHICH WERE BARRIERS TO SCHOOL IMPROVEMENT. WE MOVED TO:

- Continue to increase support of increasing daily attendance for all students.
- Continue to pick up students who are absent during the testing cycle.

- Continue to increase programs to encourage greater parent participation.
- Continue to increase growth plan focused on student achievement among district, campus leadership, instructors, students, and parents.
- Continue to increase consistency in evaluating instructional practices.
- Continue to increase in technology skills among instructional staff, leadership, and support staff.
- Continue to increase utilization of student academic data to analyze summative assessments as a basis for classroom instruction.
- Continued to increase collaboration among K-12 instructors in establishing grade level curriculum.
- Continue to offer high school credit recovery classes.
- Continue to track, reenroll and or assist with the reenrollment of all 12th grade students who have dropped out.
- Continue to increase public recognition to encourage participation towards program completion.

RENEWAL PERFORMANCE MANAGEMENT PLAN TEMPLATE

Omega Schools, Inc.
Oasis High School

INDICATOR:[1] X Math X Reading **DURATION OF THE PLAN**[2]**:** Begins _July 1, 2011-June 30, 2015

MEASURE*	METRIC*	CURRENT STATUS*	End Target For This Plan*[3]
State standardized assessment AIMS, Stanford 10	Percent (%) of students who score proficient on the State standardized assessment and Student growth percentile (SGP) See attached data reports.	(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. Increase reading goal annually by 10% and math goal annually at 5%.

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
Providing a comprehensive curriculum and curriculum maps for each academic core area required by ADE for high school graduation that are explicitly aligned to Arizona Academic Standards and National Standards. The deans monitor the implementation of these strategies with the teachers in the classroom regularly using I Observation Evaluation System. Reordered the Curriculum map objectives in a scaffold pattern Providing teachers with a complete set of pacing guides required to plan lessons in order to indemnify that standards are taught during the school	2011-2015	LEA/SIGLeadership team Deans Instructional staff,coaches,Lead teachers, Deans, LEA	Copy of teacher performance evaluation. Teacher documentation of new strategies implemented following weekly professional development sessions. Copy of the reordered Curriculum map guides provided to teachers Ensured that all administrative and instructional staff was trained on common core standards and design detail. Program pacing guides completed. Common Core training Certificate of completion.	**SIG grant fYear 1 (approval of amount is due any day now (May 31, 2011 for 2011-2014). (SIG)** **$10,000 for iObservation framework program for teacher observation evaluation (SIG)** **$2000 (SIG)** **Salary: Director of School**

year. Teachers receive training, modeling and practice of how to use the curriculum as an instructional tool to: generate lesson plans, develop assessments, develop instructional strategies, and transition in to the common core standards requirements. Core curriculum standards will be implemented with staff training of use of new standards in preparation for full implementation 2012-2013.		Teachers, Coaches, Lead teachers, Deans, , Director of School Improvement Turnaround Teachers, Coaches, Lead teachers, Deans, , Director of School Improvement Turnaround		**Improvement Turnaround: $80,000 (SIG) (SIG)** **Director of Federal and State Projects:$35,000 (SIG)** **Reading and Math Intervention teachers salaries: $70,000 (SIG)** **Salaries for coaches :$75,000 (SIG)**
Core/supplemental programs and resources were selected based on alignment to AZ State Standards conducted at LEA and/or Lead Teacher levels. Procedure to review and evaluate standards-based core/supplemental programs is in the process of being developed for implementation in April-May 2011.	2011-2015	LEA, Sig Leadership team, instructional coaches, lead teachers, teachers, Deans LEA, Sig Leadership team, instructional coaches, lead teachers, teachers, Deans	The actual purchased Core/supplemental programs and resources.	$98,000 materials, textbooks, supplemental materials (SIG)
Framework/model that defines effective instruction has been developed and is clearly	2011-2015	LEA, Sig Leadership team, instructional coaches, lead teachers, teachers, Deans	Documentation of weekly and monthly monitoring using lesson plans, observations, student data	Collaboration: $4200 (SIG) Computers and

communicated. The core curriculum is evaluated and revised annually. LEA provides teachers with a complete set of pacing guides. Teachers turn in lesson plans on a weekly basis that are monitored by the dean and LEA staff. The deans monitor instructional implementation by the teachers with daily, weekly and monthly walk - through, formal observations and evaluations. Teachers receive training, modeling and practice using instructional strategies during professional development weekly training.		LEA, Sig Leadership team, instructional coaches, lead teachers, teachers, Deans LEA, Deans, SIG Leadership team LEA, Sig Leadership team, instructional coaches, lead teachers, teachers, Deans Deans LEA, Sig Leadership team, instructional coaches, lead teachers, teachers, Deans	and instructional coaches observations. Weekly professional development trainings sign in sheets, agendas, surveys, products, and samples of information provided to teachers. Weekly staff collaboration and briefings. ADE has approved Omega Schools' curriculum maps. Documented supportive and corrective feedback to teachers on how well they have instructionally implemented the curriculum. Teacher samples of instructional strategies taught in weekly professional developments.	printers: $10,000 (SIG) Data coach salary $35,000 (SIG)

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
Reordering the curriculum map objectives in a scaffold pattern as necessary to provide pacing guides that can be implemented effectively by teachers with fidelity and monitored by the school leadership team. Overall this is an attempt to provide the most rigorous instruction as Arizona transitions to full Core Curriculum implementation.	2011-2015	LEA, Sig Leadership team, instructional coaches, lead teachers, teachers, Deans	• Updated Curriculum maps reflecting the changes necessary with Common Core Standards as implemented by Arizona • Increase in standardized test scores	SIG and ADE conferences $12,000 (SIG
Program pacing guides, program	2011-2015	LEA, Sig Leadership	• Program materials are reviewed	$4,730

resources and training can be more effective so program reviews will be scheduled three times annually to assess the need for additional implementation and explicit design to match the curriculum guides and meet the demands of the Arizona Academic Standards expressed under Common Core. In addition deans will monitor their appropriate usage by observing lessons, collecting student data, and reading lesson plans		team, instructional coaches, lead teachers, teachers, Deans	by all parties including teacher, school leadership, and charter leadership: complete with reports • Program implementation is monitored and advise in given on how they can be more effectively implemented	(SIG)Leadership and staff collaboration
Core Curriculum standards will be implemented with staff training of use of new standards in preparation for full implementation by the 2012-2013 school year	2011-2015	LEA team, instructional coaches, lead teachers, teachers, Deans	• Curriculum is aligned to meet the rigorous demands of Common Core • Professional development is offered to prepare the staff for the changes that will be necessary for full compliance with Common Core's rigor	Consultant fee: $5900 (SIG)
An evaluation process/tool to be used by all stakeholders (teachers, administration, and community) will be developed for the selection, review, and implementation of curricula and programs used to complement it	2011-2015	All stakeholders	• Process is in place	

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
Charter and school leadership will meet over the summer prior to each school year to discuss, organize, and train all members of the team of their responsibility to gather data and analyze it for students returning to the charter. These decisions will drive the schedule and organize students appropriate to their level	2011-2015	LEA, SIG Leadership team, teachers, Deans, instructional coaches, lead teachers	• Appropriate student identification of needs and assortment into the correct RTI and other intervention classes • Data analyses that are properly maintained by the school leadership team and individual teachers to monitor progress made on data	LEA and SI Leadership meetings: $4700 (SIG)

More effective data collection services, such as mastery testing provided by Galileo and growth testing provided by NWEA will be used to monitor and document student growth and mastery as well as the effectiveness of the curriculum used and teacher performance	2011-2015	All stakeholders LEA, Sig Leadership team, instructional coaches, lead teachers, teachers, Deans	• Implementation of these services and their constant review for data analyses	: Galileo and Power School:$30,000SIG Year 2 (SIG) (SIG)
Commissioning an instructional data consultant to work with the school over the course of the next years to raise staff awareness and depth of knowledge of how to build a culture dependent on data. This will allow the entire charter staff become more focused and data driven understanding the complexities to data and how it can be used as an effective tool for teachers and administrators as well as communication with additional stakeholders.	2011-2015	All stakeholders LEA, Sig Leadership team, instructional coaches, lead teachers, teachers, Deans	• Commissioning of said instructional data consultant • Developing a data program that is pursuant to the goals presented by the instructional data consultant	$3000 (SIG)
Continue to build capacity within teachers using professional development session and using professional learning communities to better understand the data and how to most effectively use it	2011-2015	LEA, Sig Leadership team, instructional coaches, lead teachers, teachers, Deans	• Use of PD and PLC to build a data culture	Travel, registrations: (SIG)$31,000 Stipends for meeting goals:$66910 (SIG) ABI Interventionist salary: $22,000 (SIG)
Oasis High School will use daily, weekly and monthly, informal and formal assessments of students' academic performance to drive curriculum instruction, decisions, and implementation.	2011-2015	Data Coach LEA, Sig Leadership team, instructional coaches, lead teachers, teachers,	• Bi-weekly testing schedule -District Benchmark assessment schedule	

		Deans		
Academic data is provided to teachers through the Achievement Series Data Assessment Program on a weekly basis. The assessment report detail the percentage of questions answered correctly, incorrectly and the mastery level of each individual student. Teachers are able to use this data to effectively target weak or deficit areas in their instructional delivery and students' learning. Teachers are able to use the assessment in a timely manner to re-teach areas of the curriculum.	2011-2015	Data Coach Reports Manager LEA, Sig Leadership team, instructional coaches, lead teachers, teachers, Deans	• Student performance reports • Classroom performance reports • Lesson Plans • Prop 301 Binders	
During professional development training teachers are given time to review academic data and to collaborate as a team to determine effective methods of delivering the appropriate instruction and improving students' academic achievement. Teachers participate in activities to further evaluate student data such as constructing data boards and grade level data discussions.	2011-2015	Director of School Improvement Turnaround SIG Leadership Team Dean	• Data Boards • Professional Development Agendas • Artifiacts of Data Meetings	

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
Collaboration of the Leadership Team during pre-annual school years to establish initial professional development sessions through the determination of the	2011-2015	SIG Leadership team, Deans, LEA	Documentation: Indeterminate PD Calendar Agendas Monthly-Biweekly Meeting Minutes	

year end summative data results and smart goals.				
Mentoring and professional development training for new teachers/teaching staff during summer sessions to include an extension of analyzing data results.	2011-2015	SIG Leadership team, Deans, LEA	Documentation: Indeterminate PD Calendar Agendas Monthly-Biweekly Meeting Minutes)	$2000 (SIG)
Job embedded weekly support to be provided by the ongoing immediate feedback of the iObservation-Marzano evaluative system used by the coaches and deans.	2011-2015	SIG Leadership team, Deans Leadership Team and Program Consultants, Deans, LEA	Feedback reports, Coaches Logs, and Teacher Reflective Response	
Partnership with Common Core Standards-ADE, Galileo, and Power School professional development trainings will interlace during the school year as indeterminate calendar is formed with results of the progress monitoring to increase frequency and intensity staff-wide conversations, collaborations to ensure systematic, systemic changes and continuous improvement in every area and level.	2011-2015	Leadership Team and Program Consultants Deans, LEA	Documentation: Indeterminate PD Calendar Agendas Monthly-Biweekly Meeting Minutes) Data Results from Assessments Programs	
Professional development will be driven with the focus of teacher effectiveness growth in the areas of classroom management, student engagement, effective instructional strategies, differentiated instruction, academic vocabulary, technology, reading comprehension and ELL instruction in a PLC differentiate and individualized training sessions by coaches or teacher vertical/horizontal teams.	2011-2015	SIG , Deans, LEALeadership Team	iObservation Evaluate System Feedback Support	
Professional development will include workshops from consultants to enhance researched based strategies to secure	2011-2015	Leadership Team SIG, Consultants, Deans, LEA		

school expectations of student learning and mastery of growth. • Lee Jenkins 2011-2012				

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 $673091 **Fiscal Year 2011-2012 (Pending amount approval for SIG, PLA**
Year 2: Budget Total $639696 **grant. Amount approval is due any day , May 31, 2011)**
Remainder of SIG budgets did not apply to these strategies.

Year 3: Budget Total $609096

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