Omega Schools
Charter Renewal
Historical Narrative
2007-2010

Omega Schools, Inc is a non-profit 501(c) 3, School Wide Title 1, public charter school district, incorporated in 1995 and funded through the Arizona Department of Education. It is comprised of six, K -12 schools located, on two sites: The McDowell site serves Omega Academy (K-4). Sturgeon Middle School (5-8) and La Puerta H.S.(9-12). These schools are located in a Southwest Phoenix designated empowerment zone at 5757 W. McDowell in Phoenix, AZ. The Northern campus is comprised of Stellar Prep (K-4), C. Doby Middle School (5-8) and Oasis High School (9-12). The campus is located at 8632 W. Northern, Glendale, AZ.

Omega Schools, Inc. is a college preparatory charter school district with Monday through Thursday classes (Friday is reserved for staff professional development activities, and to provide drop-out prevention activities, remedial and tutoring classes for students.)

Socioeconomic/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 Maryvale area of Phoenix. According to a recent Phoenix Police Department report, Maryvale has the highest homicide rate, the highest auto theft rate, and the highest robbery rate in the City of Phoenix. 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 Maryvale County, Omega Schools continues to make a dent 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. Comparatively, Omega boasts a 96% attendance rate for grades 9 through 12, and an 89% attendance rate for grades 5 through 8.

More than 38% of the community 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,better than 67% have 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% is Native American /other nationalities and races.

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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.

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 to 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, during Saturday morning academies and during extended hours (4:00 – 6:00) including after school enrichment activities. Learning is equally important for teachers. Organized classes are provided on Fridays. Teachers also attend workshops and/or seminars as funds become available.

Teachers are dedicated to making a difference in the lives of our students in all of the six schools. All of our teachers are highly qualified in the areas in which they teach. The LEA augments the high school curriculum with Anywhere Learning System (ALS) which allows high school students to access standards-based curriculum via the computer. We have a Credit Recovery Computer Lab that allows students to engage in independent computerized programmed learning. Usually sophomores, juniors and seniors have at least one class a day in Credit Recovery to help them regain credit to graduate. Students must stay actively engaged in the learning by completing a set amount of work each day. Some students are required by contract to attend Credit Recovery after school and on Friday which is a non-attendance day for all other students.

Omega has always strived to provide a welcoming and accommodating environment for on-campus educational and literacy opportunities to the families of Maricopa County. 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. (Services valued at approximately $20,000)
- Pre-School program to offer breakfast for elementary-aged students and to assist working parents.
- After School Program, funded through the federal 21st Century Community Learning Centers federal grant for grades K through 12. (Approximately 1 million dollars awarded in funding since 1991), and also funded through Title 1.
- Partnership with Arizona State University Herberger College ArtSpace Program for language arts activities. (Services valued at approximately $25,000)
- McKinney-Vento Homeless grant funding though Arizona State Education Department (Services and school supplies and direct assistance to parents and students valued at $15,000.)
- Character First! Education initiative involving students, families and community. (State Character First! Grant – more than $30,000 funded since 2009.)
- Family Engagement and Involvement initiative involving Omega families at both campuses. (State Family Engagement/Family Involvement grant - $50,000 awarded in funding for the 2009-2010 academic year.)
- State Tutoring Grant to assist High School students in passing the AIMS exam– More than $25,000 funded since 2008.

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

Grades 1-6 Harcourt, grades 7-8 Holt Core Reading, grades 1-6th grades Growing With Mathematics Curriculum and Grades 7 -8 Holt Middle School Math, grades 9-12 Holt Elements of Literature and Holt McDougal

mathematics 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. Fifth through eighth 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 afterschool program.

Additional focused efforts for our 6 schools 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. Stellar Prep, and C. Doby Middle School have made AYP every year. Omega Academy is no longer in school improvement. It has made AYP two years in a row.

Additional Focused Efforts:

- **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),grade 5 MAC-Ro Math (Rodel Foundation), Tiger Math grades 6-8

- **09-10** Backwards design, Explicit Instruction (Anita Archer), student reward systems, high school transitions for grade 8
- **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 K-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 K-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 K-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 K-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.

The LEA 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 all 6 schools 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 K-8 core reading program, student progress reports / Student assessments (ADE required test, on-going student pre and post test results)
- **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, 7-8 departmentalized within the high school schedule (not combined with 9-12)
- **09-10** an on-site Testing Coordinator provided data and collaborated with teachers K-12

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.
- Professional development training focusing on formative and summative assessments and instructional decision-making will be incorporated in to the teacher evaluation process using the iObservation framework and process.
- LEA and administrators will influence teacher effectiveness with the implementation of daily, weekly and monthly observations, walk through, conferences and collaborations with teachers, coaches and other staff. Documentation will be recorded, compiled and reviewed on a monthly basis by all staff.

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. As a result of federal funding, we contracted with a national consultant, Family Friendly Schools, in 2009 and conducted an LEA wide survey of all of our parents to determine how welcoming our school environment is, and whether parents felt comfortable in being involved with their child's educational careers. Omega Schools received favorable responses from the survey on several measures, but also identified several areas of improvement which we are still working on. As a result of those efforts, we have included our parents on several school beautification efforts, and successfully involved our parents in efforts beyond the traditional kinds of activities that parents get involved in.

COMMUNITY INVOLVEMENT AND OPPORTUNITIES

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) grades 3-8
- After School Program, funded through the 21st Century Community Learning Centers federal grant for grades K through 12
- Partnership with Arizona State University Herberger College ArtSpace Program for language arts activities
- 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

The LEA has been involved in a plan to implement the transition model commencing July 1, 2009-2015 (with federal LEA grants SIG 1003g for a turnaround/transformation model), in addition to the continuous improvement plan (CIP) with high school/LEA funding. For the turnaround model/ Oasis replaced 50% of its teaching staff and LaPuerta replaced 75%. The principals (Deans) were replaced for the 2009-2010 school year. The Deans exchanged campuses.

Currently (July-May 2011) the LEA is amidst restructuring at the LEA level (for full implementation July 1, 2011) to provide additional support and assistance. Frameworks to fully implement and monitor staff and administrative performance at the LEA and site levels is the focus for 2011-2015. . Deans were made aware in April 2010 that their performance will be evaluated monthly by the LEA. Complete implementation by deanswill be actively and consistently in place with fidelity prior to September 1, 2011.

LEA positions are being restructured to provide maximized work efforts. The Data Coach will provide assistance and support weekly to all teaching staff, administration and LEA focusing on collecting, compiling, interpreting and analyzing data with and for teachers. Individual and group discussions, (data talks and data walks) will be scheduled weekly and monthly with professional development opportunities and practice embedded in grade/department level meetings and training that is scaffolded and scored will assist data coaches in preparation for teacher collaboration.

Current positions are currently being re-evaluated and restructured, as well as identifying areas of need and development of new positions, including the following: Director of School Improvement Turnaround," Director of Federal and State Projects, Assistant Principal, Drop Out Intervention Specialist, Data Coach, 2 Instructional/Reading Coaches, 1 Math Coach, reading and math mastery interventionists for a "double dip" elective course at each site daily, during the school day to provide additional instructional support to students in FFB and Approaching levels of proficiency, and an Attendance-Behavior interventionist to follow up daily on attendance, tardy and behavioral concerns. A data systems individual will be contracted to review, recommend and help us refine and correct inaccuracies in our data. Monitoring process would include the development, training, implementation and evaluation of monitoring frameworks, processes with monthly timelines beginning August 2010 and ending June 30, 2011, with repeats for 2011-2012, 1213 and 2014. Revisions would occur as needed or indicated by the external facilitator and LEA.

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.

A program and curriculum is being specifically designed for middle and high school students to decrease the achievement gap and increase the opportunity gap so that Omega's students will be on a more equitable "playing field" with students from other middle and high schools, and will be implemented September 2011 . This program is being designed by teaching staff and several teachers have indicated a strong interest in being actively involved in the program. It's the focus of addressing youth-at-risk preventions, strategies and tools to equip our students with the skills to decrease and overcome barriers and challenges.

Current curriculum maps will be scaffolded for pacing, student needs and student success as measured by assessment and classroom data.

- Collaborative planning by administrators and teachers to map out the curriculum, assessments and goals for the core subjects to insure students academic growth and mastery of the learning.
- iObservation, will be used as the teacher performance tool to track implementation of professional development training and teacher performance in the classroom based on student achievement data, deliverance of effective teaching and learning strategies and accountability for student proficiency levels and beyond.

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.

- Multiple sources of data used to evaluate teacher effectiveness will be discussed using data resources, daily and weekly, between the instruction al coaches and teaching staff. Deans will discuss and monitor with coaches weekly and teaching staff on a monthly basis. There is a need for teachers to interact with the data available to them on a daily and weekly basis. Some of the data Omega is using include: weekly lesson plans, classroom observation feedback/checklist forms, classroom walk through discussion follow-up, student portfolios and achievement data classroom and individual reports.
- Professional development training focusing on formative and summative assessments and instructional decision-making will be incorporated in to the teacher evaluation process using the iObservation framework and process.
- iObservation, differentiated instruction, technology (continued use of software programs "clickers implementation, extended breadth and depth of data analysis integration with all components of instructional decision-making,) , and Anita Archer's REWARDS program /instructional training have been identified and selected by staff, site administration and LEA to be the professional development plan components for 2010-2013, Extending, expanding, revising, reflecting, monitoring and evaluating these components and their integration with each other will strengthen and increase the performances, learning and results of our teachers, administrators, students and parents
- The high school's Sig grant completion of the turnaround and transformational model will be sustained.

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 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
- Community partnerships that collaborate with Omega Schools include: The Peoria Times, Fry's Marketplace and Touchstone Behavioral Services, Home Depot, Lowe's, Boys and Girls Club, Boys Scouts of America, ASU, Junior Achievement, and YMCA. Staff and parents work together to continue and expand these partnerships and others.

RENEWAL PERFORMANCE MANAGEMENT PLAN TEMPLATE

Omega Schools LEA

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 goals annually by 10% and math goals by 5%. Increase graduation rate by 1% annually.

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.	2010-2015	LEA, Deans, SIG Leadership team	Copy of teacher performance evaluation. Teacher documentation of new strategies implemented following weekly professional development sessions.	SIG grant1003g $10,000 for iObservation framework program for teacher observation evaluation (SIG)
The deans monitor the implementation of these strategies with the teachers in the classroom regularly using I Observation Evaluation System.	2010-2015	Deans	Copy of the reordered Curriculum map guides provided to teachers	

Approved 11/19/2010

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 ensure that standards are taught during the 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 to the common core standards requirements. Core curriculum standards will be implemented with staff training of new standards in preparation for full implementation 2012-2013. 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. Framework/model that defines	2010-2015 2010-2015 2010-2015 2010-2015 2010-2015 2010-2015	Instructional staff, coaches,Lead teachers, Deans, LEA Teachers, Coaches, Lead teachers, Deans, , Director of School Improvement Turnaround Teachers, Coaches, Lead teachers, Deans, , Director of School Improvement Turnaround LEA, Sig Leadership team, instructional coaches, lead teachers, teachers, Deans LEA, Sig Leadership team, instructional coaches, lead teachers, 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 . The actual purchased Core/supplemental programs and resources.	$2000 (SIG) Salary: Director of School Improvement Turnaround: $80,000 (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)

effective instruction has been developed and is clearly 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.	2010-2015 2010-2015 2010-2015 2010-2015 2010-2015 2010-2015	Deans LEA, Sig Leadership team, instructional coaches, lead teachers, teachers, Deans 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	Documentation of weekly and monthly monitoring using lesson plans, observations, student data 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.	
				$98,000 materials, textbooks, supplemental materials (SIG)
				Collaboration:

				$4200 (SIG) Computers and printers: $10,000 (SIG) Data coach salary $35,000 (SIG)
Student suspensions and disciplinary referrals are reduced by 75% thru the utilization of a character education curriculum. Highly qualified teachers equipped to provide AZ-approved supplemental instructional strategies to students in danger of not being graduated.		AIMS State Tutors; Contracted SES Tutor vendors; HQ Teachers	Student suspensions and disciplinary referrals have been reduced. Staff use purchased character education resources to provide daily instruction to 9-12 students. After School supplemental credit recovery services provided, monitored and documented by highly qualified teachers to Grade 9 – 12 students.	Character Education Matching Grant: $3340 Title 1 Tutoring: $63,100 State Tutoring: $31,500 McKinney Vento Homeless Education: $7500

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	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.	SIG and ADE conferences $12,000

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.			• Increase in standardized test scores.	(SIG)
Program pacing guides, program 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.	2011-2015	LEA, SIG Leadership team, instructional coaches, lead teachers, teachers, Deans	• Program materials are reviewed by all parties including teacher, school leadership, and charter leadership: complete with reports • Program implementation is monitored and an assessment made about how they can be more effectively implemented.	$4,730 Leadership and staff collaboration (SIG)
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	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 SIG 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:$30,000 SIG Year 2 (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 to become more focused and data driven, to understand the complexities of data and how to use it as an effective tool for teachers, administrators and 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	
During professional development training teachers are given time to review academic data and to	2011-2015	Director of School Improvement Turnaround	• Data Boards • Professional Development Agendas	$3000 (SIG)

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.		SIG Leadership Team Dean	• Artifacts of Data Meetings	
Academic data is provided to teachers through the Achievement Series Data Assessment Program on a weekly basis. The assessment report details 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	Travel, registrations:$31,000 (SIG) Stipends for meeting goals:$66910 (SIG) ABI Interventionist salary: $22,000 (SIG)
Continue to build teachers' instructional capacity using professional development sessions 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	
La Puerta and Oasis High School will use daily, weekly and monthly, informal and formal assessments of students' academic performance to drive curriculum instruction,	2011-2015	Data Coach LEA, SIG Leadership team, instructional coaches,	• Bi-weekly testing schedule -District Benchmark assessment schedule	

decisions, and implementation.		lead teachers, teachers, Deans		

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 year-end summative data results and smart goals. .	2011-2015	SIG Leadership team, Deans	Documentation: Indeterminate PD Calendar Agendas Monthly-Biweekly Meeting Minutes	$2000 (SIG)
Mentoring and professional development training for new teachers/teaching staff during summer sessions to include an extension of analyzing data results.	2011-2015	Leadership Team, Deans, LEA	Documentation: Indeterminate PD Calendar Agendas Monthly-Biweekly Meeting Minutes	
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	Leadership Team, Deans, LEA	Feedback reports, Coaches Logs, and Teacher Reflective Response	
Professional development will include workshops from consultants to enhance researched based strategies to secure school expectations of student learning and mastery of growth. • Lee Jenkins 2011-2012	2011-2015	Leadership Team SIG, Consultants, Deans, LEA		
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	2011-2015	Leadership Team and Program Consultants, Deans, LEA	Documentation: Indeterminate PD Calendar Agendas Monthly-Biweekly Meeting Minutes) Data Results from Assessments Programs	

ensure systematic, systemic changes and continuous improvement in every area and level.				
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, LEA Leadership Team	iObservation Evaluate System Feedback Support	
Mandatory Professional development training in character education, SPED requirements, sexual harassment prevention/bullying, McKinney Vento Homeless education will be provided annually for all staff at the start of the academic year.	2010-2015	Charter Leadership		

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 2010-2011**
Year 2: Budget Total $369696 **Remainder of SIG budgets did not apply to these strategies. *****
Year 3: Budget Total $609096 ****This budget is times 2 high schools.**

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

Approved 11/19/2010

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