CHARTER RENEWAL HISTORIC NARRATIVE SUMMARY 2006-2010

C. DOBY MIDDLE SCHOOL-GRADES 5-8

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 served 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 75% are Hispanic or Latino of any race, approximately 15% are African American, approximately 9% 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 5-6 Harcourt and grades 7-8 Holt Core Reading /5-6th grades Growing With Mathematics Curriculum and 7-8th grade 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. C Doby 5-8th 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 C. Doby Middle 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. C. Doby Middle School has made AYP every 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),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 grade 5-8 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 5-8 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 5-8 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 grade 5-8 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.

C Doby 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 C Doby 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** added an on-site Testing Coordinator, grades 7-8 combined and self-contained

- **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 7-8th grade classroom, restructured a split of 7-8th graders into separate classrooms

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. We believe that it is critical to the emotional, psychological, and social welfare of children who grow up in poverty to experience the aesthetic beauty and eco-friendly features of a green schoolhouse.

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) 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

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.

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

RENEWAL PERFORMANCE MANAGEMENT PLAN TEMPLATE

Omega Schools Inc. C. Doby Middle School 5-8 (Northern Campus)

INDICATOR:[1] __X_Math ___Reading **DURATION OF THE PLAN**[2]**:** Begins July 2011 through June 30, 2015

MEASURE*	METRIC*	CURRENT STATUS*	End Target For This Plan*[3]
State standardized assessment AIMS	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 math goals annually by 5%.

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Listed in random order are Curriculum Map objectives, which is the format of the AZ state standards. Reordering the performance objectives in a scaffolded pattern will be completed, implemented, monitored and evaluated in 2010-2011. This reordering project will provide scaffolded pacing guides which will be used with fidelity by the teachers and monitored and evaluated by site administration and LEA.	9/10/2010 to 6/30/2015	LEA DEANS LEAD TEACHERS TEACHERS COACHES	Curriculum Map objectives, reordered performance objectives in a scaffolded pattern, pacing guides, teacher evaluations	
2. Align program materials, resources, train and monitor on a weekly and monthly basis by the principals and coaches using lesson plans, observations	9/10/2010 to 6/30/2015	LEA DEANS LEAD TEACHERS	Program alignment guides, teacher evaluations, lesson plan evaluations, student data binders, feedback notes and meeting sign ins,	

and student data. Instructional alignment to the AZ state standards and student centered data will be the focus of weekly data and feedback sessions. Grade levels will meet weekly for vertical and horizontal articulation. The articulation opportunities will be facilitated by principals, coaches and teachers training teachers.		TEACHERS COACHES		
3. Continue to maintain grade level (5) and add 6-8 for the Math Achievement Club by Rodel (MAC-Ro) is an initiative of the Rodel Charitable Foundation of Arizona with a proven track record of raising the math achievement of elementary school students.	10/1/2010 To 4/30/2015	LEA DEAN LEAD TEACHERS COACHES RODEL LIASION	Correctly submitted student workbooks, parent initials on booklets, parent workshops, admin special character and kick off program, earned student incentives, raise of percentage/mastery on the Terra Nova/AIMS test	Rodel Charitable Foundation of Arizona
4. Students struggling in math and reading will receive additional support through tutoring and supplemental instruction in Title 1 After School Program	9/10/2010 to 6/30/2015	LEA DEAN TEACHERS SES TUTORS	Highly qualified staff in place with lesson plans supporting day school learning objectives; materials and resources purchased and utilized.	SES Tutoring: $5,053 Title 1 after school programming: $24,000 McKinney Vento Homeless Education: $6000
5. Reduce student suspensions and disciplinary referrals 75% by utilizing a	9/10/2010 to	LEA DEAN	Mandatory training of all appropriate instructional and administrative staff	Character First

character education curriculum.	6/30/2015	TEACHERS	conducted annually.	Matching Grant: $3340

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
1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with Arizona academic standards.	9/10/2010 to 6/30/2015	LEA DEANS LEAD TEACHERS TEACHERS COACHES	Data analysis, data binders, aligned standards	
2. Promote the continuous use of student data (such as formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.	9/10/2010 to 6/30/2015	LEA DEANS LEAD TEACHERS TEACHERS COACHES	Student data binders, lesson plans that include evidence of differentiated instruction	
3. Move students from interim (pre, mid-term, post) and summative assessments to weekly formative assessments in math using the Achievement Series assessment tool. Multiple sources of data including the formative assessment data information will drive instructional decisions. Academic needs of individual students will be addressed by using data to drive instruction. On-going conversations from the LEA to the classroom level will be conducted on a weekly basis.	9/10/2010 to 6/30/2015	LEA DEANS LEAD TEACHERS TEACHERS COACHES	AIMS, Academic Achievement data, meeting agenda and notes, sign ins rosters,	
4. Drive student centered data with professional development. The LEA"s reliance on data will improve and	9/10/2010 to 6/30/2015	LEA DEANS LEAD TEACHERS	Professional development agendas, sign in rosters, timelines and procedures, collaboration	

increase monitoring and analysis so that data is presented to teachers in a manner and format that will support their increase and its use for lesson planning, delivering differentiated instruction and monitoring and evaluating student achievement in their own performance and effectiveness throughout the school year. Tool, timelines and procedures will be identified and implemented in 2010-2011. Professional development of the tools and procedures will take place throughout the school year with weekly collaboration amongst the LEA, principals, coaches and teaching staff.		TEACHERS COACHES	documentation	

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
1. Implement the iObservation teacher evaluation/ professional development system developed by Dr. Robert Marzano to be used by the principals. This system includes 41 key instructional strategies for effective teaching-it explicitly connects teacher performance growth to student achievement. This system also provides seamless communication between the principals	9/10/2010 to 6/30/2015	LEA DEANS LEAD TEACHERS TEACHERS COACHES	iObservation data, coursework information for staff development	

and teachers				
2. Determine annual individual and schoolwide goals with teacher / principal collaboration. Principals will observe, model, and provide feedback two to three times weekly with the teachers. Monitoring portfolios will be maintained by the principals and coaches. Goals will be discussed, monitored and evaluated in collaborative groups during on-going professional development and continuous data discussions. Multiple data sources will be used to evaluate teacher effectiveness-including lesson plans, classroom observation feedback / observation forms, classroom walkthrough discussion follow ups, student portfolios and individual / classroom data reports.	8/16/2010 to 6/30/2015	LEA DEANS LEAD TEACHERS TEACHERS COACHES	Classroom observation notes, IObservation documentation, student portfolios, student goal sheets, student data analysis,	

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
1. Collaboratively design and develop individual professional development plans differentiated to meet both student and teacher needs as identified by iObservaton tool	9/10/2010 to 6/30/2015	LEA DEANS LEAD TEACHERS TEACHERS COACHES	Professional development binders with agendas, notes, evaluations, feedback and materials used for each session, dean feedback via the iObservation and district evaluation instrument tool	
2. Drive professional development with a focus of teacher effectiveness growth in	9/10/2010 to	LEA DEANS	Professional development binders with agendas, notes, evaluations,	

the areas of classroom management, student engagement, effective instructional strategies, differentiated instruction, academic vocabulary, technology, reading comprehension and ELL instruction. LEA, principals, consultants and teachers will provide job embedded professional development weekly at data team meetings, individual teacher coach conferences, feedback sessions and Friday professional development sessions.	6/30/2015	LEAD TEACHERS TEACHERS COACHES	feedback and materials used for each session, dean feedback via the iObservation and district evaluation instrument tool	
3. Align the school's comprehensive instructional program and the job embedded professional development plan so that the iObsevation instrument and professional development training will ensure continuous exposure. The use and collaboration of meaningful data and the use of professional development focus in the previous action plans for this section, such as differentiated instruction academic vocabulary and the use of interventions in the classroom will be reinforced.	9/10/2010 to 6/30/2015	LEA DEANS LEAD TEACHERS TEACHERS COACHES	Professional development binders with agendas, notes, evaluations, feedback and materials used for each session, dean feedback via the iObservation and district evaluation instrument tool	
4. Teachers are provided instruction in character education, McKinney-Vento homeless education, SPED Requirements, afterschool program requirements, and sexual harassment prevention/bullying.	9/10/2010 to 6/30/2015	LEA DEAN LEAD TEACHERS TEACHERS	Mandatory training of all appropriate instructional and administrative staff conducted annually.	

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 _$38393.00 Fiscal Year 2010-2011
Year 2: Budget Total _$38393.00
Year 3: Budget Total _$38393.00

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

RENEWAL PERFORMANCE MANAGEMENT PLAN TEMPLATE

Omega Schools Inc. C. Doby Middle School 5-8 (Northern Campus)

INDICATOR:[1] __X_Math ___Reading **DURATION OF THE PLAN**[2]**:** Begins July 2011 through June 30, 2015

MEASURE*	METRIC*	CURRENT STATUS*	End Target For This Plan*[3]
State standardized assessment AIMS	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 math goals annually by 5%.

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Listed in random order are Curriculum Map objectives, which is the format of the AZ state standards. Reordering the performance objectives in a scaffolded pattern will be completed, implemented, monitored and evaluated in 2010-2011. This reordering project will provide scaffolded pacing guides which will be used with fidelity by the teachers and monitored and evaluated by site administration and LEA.	9/10/2010 to 6/30/2015	LEA DEANS LEAD TEACHERS TEACHERS COACHES	Curriculum Map objectives, reordered performance objectives in a scaffolded pattern, pacing guides, teacher evaluations	
2. Align program materials, resources, train and monitor on a weekly and monthly basis by the principals and coaches using lesson plans, observations and student data. Instructional	9/10/2010 to 6/30/2015	LEA DEANS LEAD TEACHERS TEACHERS	Program alignment guides, teacher evaluations, lesson plan evaluations, student data binders, feedback notes and meeting sign ins,	

alignment to the AZ state standards and student centered data will be the focus of weekly data and feedback sessions. Grade levels will meet weekly for vertical and horizontal articulation. The articulation opportunities will be facilitated by principals, coaches and teachers training teachers.		COACHES		
3. Continue to maintain grade level (5) and add 6-8 for the Math Achievement Club by Rodel (MAC-Ro) is an initiative of the Rodel Charitable Foundation of Arizona with a proven track record of raising the math achievement of elementary school students.	10/1/2010 To 4/30/2015	LEA DEAN LEAD TEACHERS COACHES RODEL LIASION	Correctly submitted student workbooks, parent initials on booklets, parent workshops, admin special character and kick off program, earned student incentives, raise of percentage/mastery on the Terra Nova/AIMS test	Rodel Charitable Foundation of Arizona
4. Students struggling in math and reading will receive additional support through tutoring and supplemental instruction in Title 1 After School Program	9/10/2010 to 6/30/2015	LEA DEAN TEACHERS SES TUTORS	Highly qualified staff in place with lesson plans supporting day school learning objectives; materials and resources purchased and utilized.	SES Tutoring: $5,053 Title 1 after school programming: $24,000 McKinney Vento Homeless Education: $6000
5. Reduce student suspensions and disciplinary referrals 75% by utilizing a character education curriculum.	9/10/2010 to 6/30/2015	LEA DEAN TEACHERS	Mandatory training of all appropriate instructional and administrative staff conducted annually.	Character First Matching

				Grant: $3340

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
1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with Arizona academic standards.	9/10/2010 to 6/30/2015	LEA DEANS LEAD TEACHERS TEACHERS COACHES	Data analysis, data binders, aligned standards	
2. Promote the continuous use of student data (such as formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.	9/10/2010 to 6/30/2015	LEA DEANS LEAD TEACHERS TEACHERS COACHES	Student data binders, lesson plans that include evidence of differentiated instruction	
3. Move students from interim (pre, mid-term, post) and summative assessments to weekly formative assessments in math using the Achievement Series assessment tool. Multiple sources of data including the formative assessment data information will drive instructional decisions. Academic needs of individual students will be addressed by using data to drive instruction. On-going conversations from the LEA to the classroom level will be conducted on a weekly basis.	9/10/2010 to 6/30/2015	LEA DEANS LEAD TEACHERS TEACHERS COACHES	AIMS, Academic Achievement data, meeting agenda and notes, sign ins rosters,	
4. Drive student centered data with professional development. The LEA"s reliance on data will improve and increase monitoring and analysis so that	9/10/2010 to 6/30/2015	LEA DEANS LEAD TEACHERS TEACHERS	Professional development agendas, sign in rosters, timelines and procedures, collaboration documentation	

data is presented to teachers in a manner and format that will support their increase and its use for lesson planning, delivering differentiated instruction and monitoring and evaluating student achievement in their own performance and effectiveness throughout the school year. Tool, timelines and procedures will be identified and implemented in 2010-2011. Professional development of the tools and procedures will take place throughout the school year with weekly collaboration amongst the LEA, principals, coaches and teaching staff.		COACHES		

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
1. Implement the iObservation teacher evaluation/ professional development system developed by Dr. Robert Marzano to be used by the principals. This system includes 41 key instructional strategies for effective teaching-it explicitly connects teacher performance growth to student achievement. This system also provides seamless communication between the principals and teachers	9/10/2010 to 6/30/2015	LEA DEANS LEAD TEACHERS TEACHERS COACHES	iObservation data, coursework information for staff development	

2. Determine annual individual and schoolwide goals with teacher / principal collaboration. Principals will observe, model, and provide feedback two to three times weekly with the teachers. Monitoring portfolios will be maintained by the principals and coaches. Goals will be discussed, monitored and evaluated in collaborative groups during on-going professional development and continuous data discussions. Multiple data sources will be used to evaluate teacher effectiveness-including lesson plans, classroom observation feedback / observation forms, classroom walkthrough discussion follow ups, student portfolios and individual / classroom data reports.	8/16/2010 to 6/30/2015	LEA DEANS LEAD TEACHERS TEACHERS COACHES	Classroom observation notes, IObservation documentation, student portfolios, student goal sheets, student data analysis,	

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
1. Collaboratively design and develop individual professional development plans differentiated to meet both student and teacher needs as identified by iObservaton tool	9/10/2010 to 6/30/2015	LEA DEANS LEAD TEACHERS TEACHERS COACHES	Professional development binders with agendas, notes, evaluations, feedback and materials used for each session, dean feedback via the iObservation and district evaluation instrument tool	
2. Drive professional development with a focus of teacher effectiveness growth in the areas of classroom management,	9/10/2010 to 6/30/2015	LEA DEANS LEAD TEACHERS	Professional development binders with agendas, notes, evaluations, feedback and materials used for each	

student engagement, effective instructional strategies, differentiated instruction, academic vocabulary, technology, reading comprehension and ELL instruction. LEA, principals, consultants and teachers will provide job embedded professional development weekly at data team meetings, individual teacher coach conferences, feedback sessions and Friday professional development sessions.		TEACHERS COACHES	session, dean feedback via the iObservation and district evaluation instrument tool	
3. Align the school's comprehensive instructional program and the job embedded professional development plan so that the iObsevation instrument and professional development training will ensure continuous exposure. The use and collaboration of meaningful data and the use of professional development focus in the previous action plans for this section, such as differentiated instruction academic vocabulary and the use of interventions in the classroom will be reinforced.	9/10/2010 to 6/30/2015	LEA DEANS LEAD TEACHERS TEACHERS COACHES	Professional development binders with agendas, notes, evaluations, feedback and materials used for each session, dean feedback via the iObservation and district evaluation instrument tool	
4. Teachers are provided instruction in character education, McKinney-Vento homeless education, SPED Requirements, afterschool program requirements, and sexual harassment prevention/bullying.	9/10/2010 to 6/30/2015	LEA DEAN LEAD TEACHERS TEACHERS	Mandatory training of all appropriate instructional and administrative staff conducted annually.	

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 $38393.00 **Fiscal Year 2010-2011**
Year 2: Budget Total $38393.00
Year 3: Budget Total $38393.00

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