PPEP TEC HIGH SCHOOL (PTHS) DISTRICT INTRODUCTORY NARRATIVE

OUR ORIGINS

PPEP TEC High School falls under the umbrella of PPEP Incorporated, a division of Project PPEP (Portable Practical Educational Preparation), which began in 1967 by PPEP's founder and CEO, John David Arnold, Ph.D. PPEP got its start in a 1957 school bus named "La Tortuga" in which Dr. Arnold and others taught migrant farm workers to read and write. Over the past 40+ years, PPEP has branched out to include several social service agencies serving mainly rural areas. When the charter school movement began in Arizona during the mid-nineties, PPEP TEC High School (PTHS) became a natural extension of the vision of Dr. Arnold and PPEP which is to "improve the quality of rural life in southern Arizona."

OUR MISSION

Since its inception in 1995 as one of Arizona's first charter schools, the mission of PTHS has been "to provide quality educational services to students, ages 15 through 21 in grades 9 through 12, who are at risk of becoming permanent dropouts of the public educational system. Fulfilling this mission will also provide students with the knowledge and skills necessary to obtain employment or continue their education in post-secondary institutions." All 11 PTHS campuses are designated as alternative schools meaning that all of our sites meet the Arizona Department of Education's definition. However, we are not using this as an excuse for our lower than average Reading and Math scores as PTHS is dedicated to educating students who, for whatever reason, have failed to find success in a public school setting and are at risk of becoming dropouts.

OUR SCHOOLS

PTHS operates 11 sites throughout southern Arizona. PTHS currently has school sites situated in five counties which are: Pima, Pinal, Maricopa, Cochise, and Yuma. Each school site educates what would be considered "at-risk" students and the reasons for the students being "at-risk" can vary greatly from county to county and site to site. The term "at-risk" can be broadly applied to any student who is in danger of failing academically and/or of dropping out of school. The reasons for students acquiring the "at-risk" label can fall under several categories including: family issues which could include poverty and family composition, past and current educational experiences, language barriers, and community issues. The following is a list of all of our school sites and their community locations:

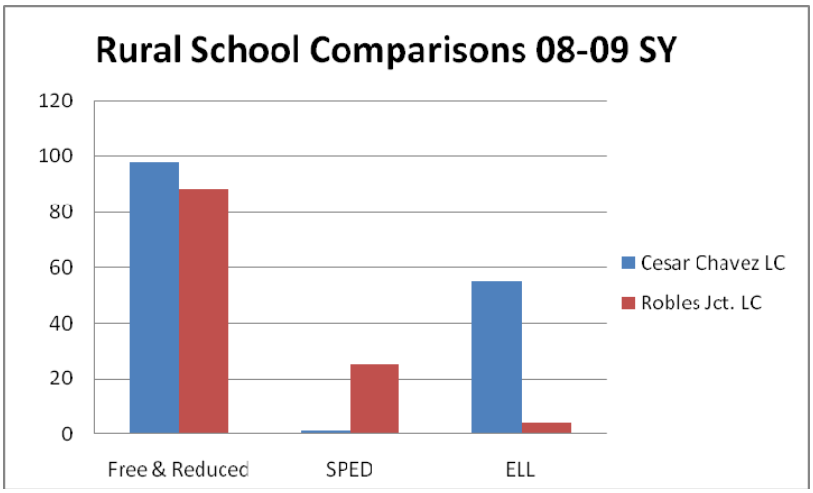
- "Lito" Pena Learning Center — Avondale, AZ
- Alice S. Paul Learning Center — Casa Grande, AZ
- John David Arnold Learning Center — Tucson, AZ
- Victor Soltero Learning Center — Tucson, AZ
- Celestino Fernandez Learning Center — Tucson, AZ
- Robles Junction Learning Center — Tucson, AZ

- Colin L. Powell Learning Center — Sierra Vista, AZ
- Manuel Bojorquez Learning Center — Bisbee, AZ
- Raul H. Castro Learning Center — Douglas, AZ
- Cesar Chavez Learning Center — San Luis, AZ
- Jose Yepez Learning Center — Somerton, AZ

OUR DIFFERENCES

Each of our sites is unique in its community but they do all share some similarities and differences. For example, PTHS operates the Cesar Chavez Learning Center - a site in Yuma County which is located in the rural city of San Luis, Arizona. PTHS also operates the Robles Junction Learning Center which is located in rural Pima County. Even though both schools are located in rural areas, the differences in the communities and the students are considerable.

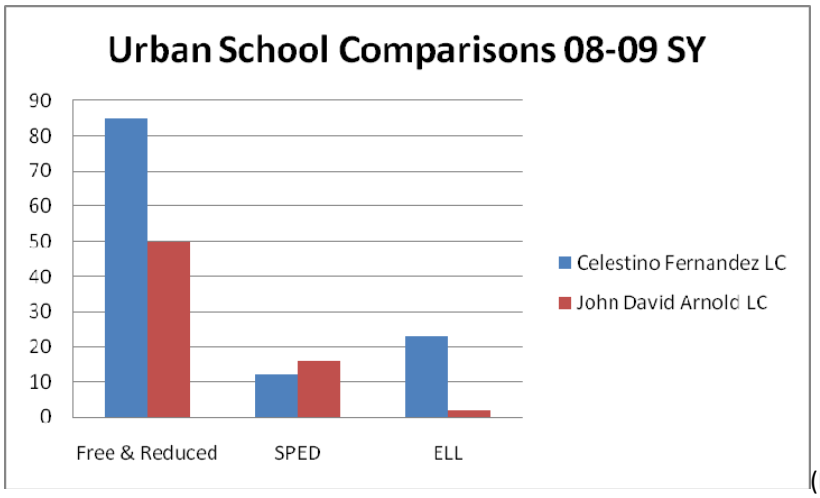
For example, during the 08-09 SY, the Cesar Chavez Learning Center located in San Luis, was comprised of 98% free or reduced lunch, 1% Special Education (SPED) and 55% English Language Learners (ELL). During the same time period, the Robles Junction Learning Center was comprised of 88% free or reduced lunch, 25% SPED, and 4% ELL (see Figure 1).



(Figure 1)

The urban schools located in Tucson also show considerable differences. For example, the John David Arnold Learning Center and the Celestino Fernandez Learning Center are both located within the city limits but there are again remarkable differences in the demographic makeup of the two sites.

During the same school year, 08-09, the Celestino Fernandez Learning Center was comprised of 85% free or reduced lunch, 12% SPED, and 23% ELL, while the John David Arnold Learning Center was comprised of 50% free or reduced lunch, 16% SPED, and only 2% ELL (see Figure 2).



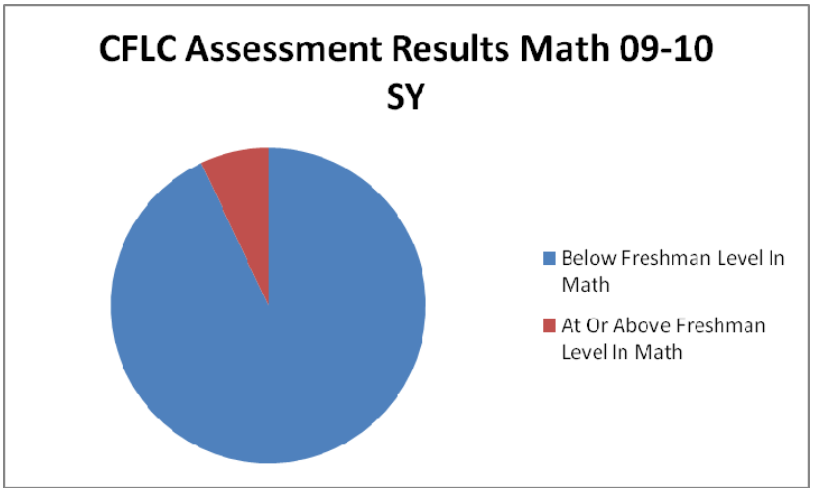
(Figure 2)

OUR SIMILARITIES

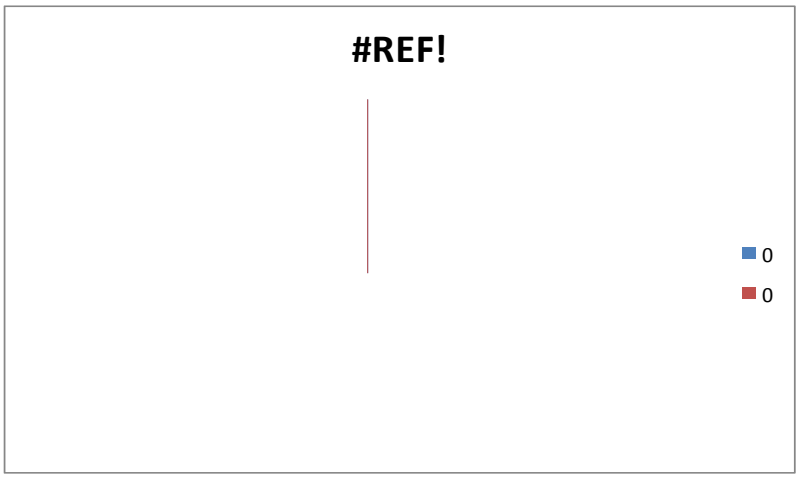
Regardless of which site they attend, many of our students do share some similarities. For example, many of our students enter PTHS credit deficient. Often they come to us below grade level, especially in Math and Reading. The reasons for this can be varied. Sometimes they have gaps in their education because they did not attend school anywhere for long periods of time. It is not unusual, for example, to have a student enroll at age 19 having earned 3 credits and working at a 5th grade Math level. For example, at the Celestino Fernandez Learning Center a full 52% of enrolling students started the 2009-2010 school year 1-3 years behind in credits. Using this example, it is obvious that it is impossible to graduate these students within four years as they probably should have already graduated.

The level a student enters our program at largely determines their progress toward meeting academic goals such as passing AIMS results. Upon enrollment, each student, in our program, is given an assessment test. This test is directly aligned with the Arizona State Standards for grade levels. For example, data collected for the current 09-10 SY from the Celestino Fernandez Learning Center yielded the following results:

- 93% of all students assessed below freshmen level in Math (see Figure 3)
- 53% of all students assessed below freshmen level in Reading (see Figure 4)



(Figure 3)



(Figure 4)

Also, since our charter states that we do not enroll students until they reach their 15th birthday, many of our students come to us having been enrolled in another high school and have, by definition, "dropped out" of at least one high school before coming to us.

In addition, many of our students have been forced to drop out of school previously due to economic hardship. Sometimes they are single parents themselves, other times they are needed at home to babysit younger siblings or they themselves need to get a job in order to help pay bills.

Some of the stories that we hear are: “Mom is in prison for selling crack.” “I’ve never seen my dad.” “My brother was shot and killed in a drive-by.” “I’m living in my car.” “My uncle is abusing me.” The stories just go on and on. It is a testament to many of these students that they are able just to drag themselves to school every day.

PTHS prides itself on the fact that we hear the stories and others like them and try to help whenever humanly possible. We have always tried to see each of our students as an individual and tried to make school a place where they can all feel safe and be successful.

CHANGING DEMOGRAPHICS

PTHS has experienced dramatic changes in the demographic make-up of our schools in several areas. First of all, our number of Full Academic Year (FAY) students has increased dramatically which means that we are indeed keeping our students enrolled for a longer period of time. In addition, we have had a dramatic increase in the number of ELL and Special Education enrollments. The following tables/graphs represent how we have changed in the past several years.

100% Gain in the Number of FAY Students Taking AIMS Tests (see Table 1).

- Over the past 5 years, PPEP TEC has dramatically increased the number of enrolled students completing a “Full Academic Year” which has directly led to a corresponding and significant gain in the number of students taking AIMS tests.

- While the overall enrolment at PPEP TEC increased by 9.8% between school years 2004/05 and 2008/2009, the number of FAY students almost doubled with an increase of 98% over the 5 years from 280 FAY students in 2004/05 to 561 FAY students in 2008/09.

FAY Students Taking AIMS Tests 5-Year Change By Year (Table 1)

	2004/05	2005/06	2006/07	2007/08	2008/09	5-Yr % Change
FAY Students	280	313	324	369	561	100%
Annual # Change	--	30	11	45	192	
Annual % Change	--	11%	4%	14%	52%	

Dramatic Comparison between Arizona and PPEP TEC District’s Proportionate Share of ELL, SPED and Hispanic AIMS Test Takers

As can be expected for an Alternative school district targeting “at-risk” youth in southern

Arizona, the characteristics of the PPEP TEC FAY students taking AIMS tests vary dramatically from the Arizona norms as reported in the "State Report Card for 08-09" which provided results for school years 2007/08 and 2008/09. A 2 year average of the ADE data and corresponding PPEP TEC data was calculated and used for a socio-economic analysis of state-wide and PPEP TEC District AIMS students (see Table 2 and Figure 5).

- During the 2 most recent school years, PPEP TEC had more than 4.5 times the number of "Limited English Proficiency" students taking AIMS tests than the state average and 50% more Special Education students than the state.

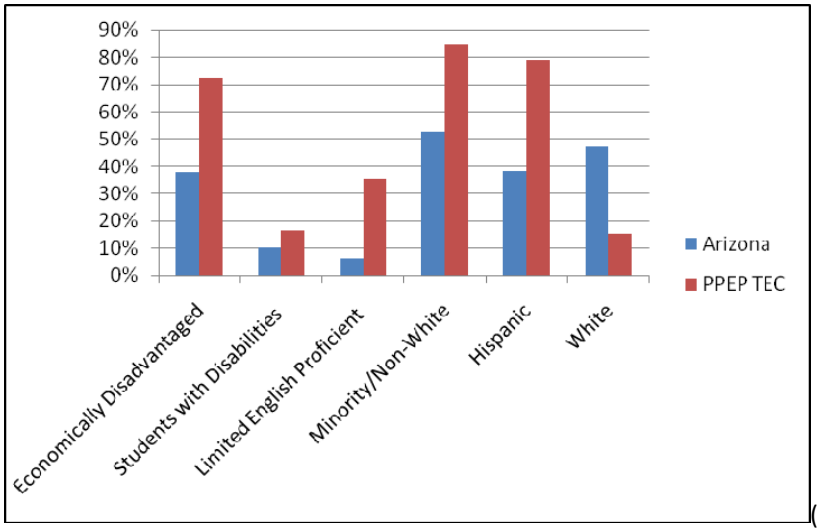
- PPEP TEC FAY students are almost twice as likely to be "economically disadvantaged" than the state average.

- PPEP TEC's minority students represent 85% of AIMS test takers compared to 53% state-wide. In addition, Hispanic students represent 79% of AIMS test takers which is more than twice the figure for the state.

Characteristics of FAY Students Taking AIMS Tests 2007/08 + 2008/09 Table 2)

	Arizona*	PPEP TEC	Difference
Economically Disadvantaged	38%	73%	+91%
Students with Disabilities	10%	17%	+61%
Limited English Proficient	6%	36%	+463%
	53%	85%	+61%
Hispanic	38%	79%	+107%
White	47%	15%	-68%

* http://www.ade.state.az.us/srcs/statereportcards/StateReportCard08-09.pdf



(Figure 5)

233% Gain in the Number of "Non-Mainstream" FAY Students Taking AIMS Tests Over Past 5 Years (see Table 3 and Figure 6).

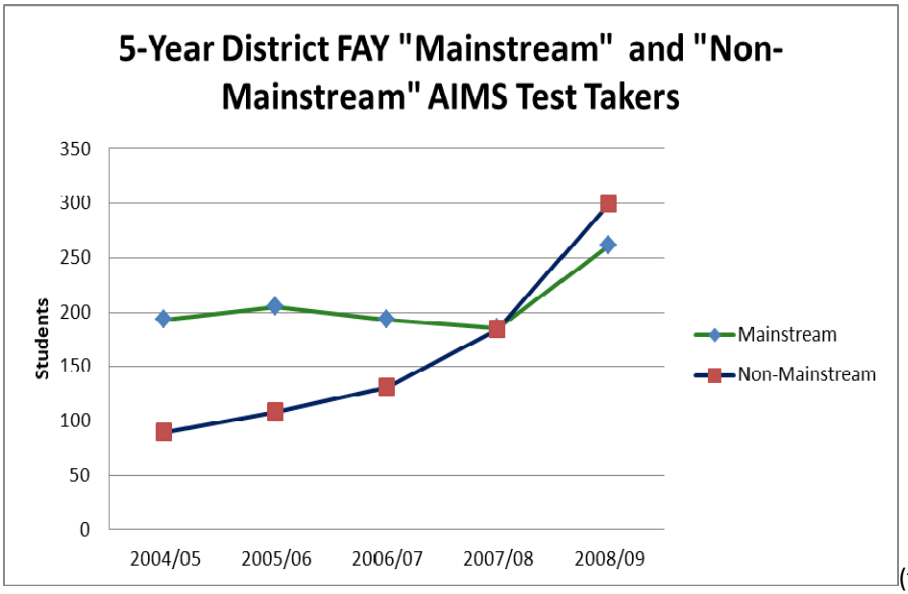
- As a result of PPEP TEC's recruitment of "at-risk" youth, there has been a 233% increase of "non-mainstream" students while the number of "mainstream" students increased by 27%.

- As such, the composition of the students has undergone significant changes with FAY test takers now being predominantly "non-mainstream".

- During school year 2004/2005, "non-mainstream" FAY students represented 32% of AIMS test takers at PPEP TEC and the ratio of "mainstream" and "non-mainstream" being 50/50 in 2007/2008. By school year 2008/2009, "non-mainstream" students represented 53% of the FAY AIMS test takers. "Non-mainstream" includes all ELL and SPED students.

Increase in FAY Test Takers by Student Type (Table 3)

	2004/05	2005/06	2006/07	2007/08	2008/09	5-Yr # Change	5-Yr % Change
Mainstream	190	205	193	185	261	71	27%
Non-Mainstream	90	108	131	184	300	210	233%
Total	280	313	324	369	561	278	100%



(figure 6)

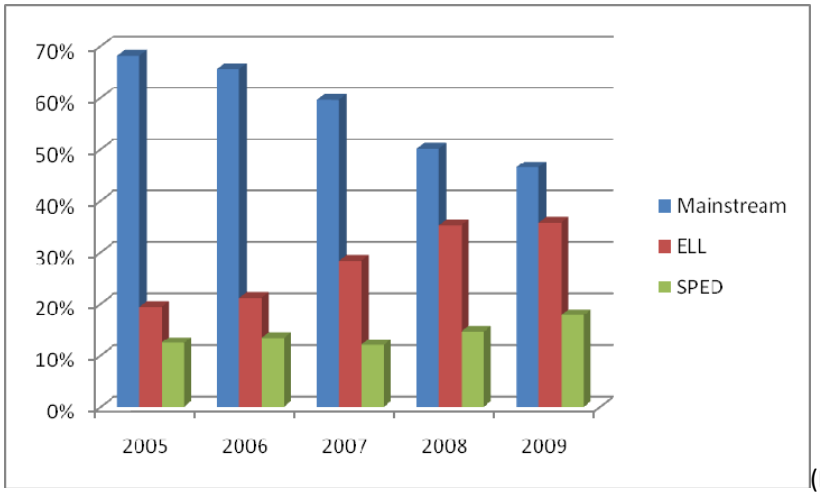
Comparison of PPEP TEC's Gains in ELL and SPED FAY Students Taking AIMS Tests

- Most of PPEP TEC's growth in "Non-Mainstream" students comes from explosive growth in ELL Students taking AIMS tests (see Table 4 and Figure 7).

Increase in Number of ELL and SPED FAY Students Taking AIMS Tests (Table 4)

	2004/05	2005/06	2006/07	2007/08	2008/09	5-Yr # Change	5-Yr % Change
Mainstream	190	205	193	185	261	68	37%
ELL	55	66	92	130	200	145	264%
SPED	35	42	39	54	100	65	186%
Total	280	313	324	369	561		

Major Shift in Proportionate Share of PPEP TEC Students Taking AIMS Tests by Type of Student Over Past 5 Years



(Figure 7)

As the data above reflects, we have had dramatic increases in the number of "non-mainstream" (ELL and SPED) enrollments over the past several years which is to be expected in the type of population that we service. To overcome this, we have instituted the state mandated 20 hours of ELD instruction for our ELL population and have also purchased software and educational

materials specifically for our students with learning disabilities such as AGS textbooks that present grade level content written at below grade level Reading.

OUR SUCCESSES

Despite how our standardized test scores compare to other schools, we feel that we have been successful in many ways. For example, since 1995, we have graduated over 2,500 students. Additionally, all of our sites have consistently achieved a label of "performing" through the AZ LEARNS rating system. PTHS celebrates five graduation ceremonies a year and every year we hear of at least one student at each graduation who announces that they are the first in their family to graduate from high school. We also pride ourselves on the fact that we strive to provide a safe learning environment for all of our students and that we are there to hear them and direct them to either in-house resources through our Student Services department or refer them to outside agencies when they are having difficulties. Additionally every year we are reaching out more and more to our individual communities and are instilling a sense of civic responsibility in our students.

There are other areas in which we feel that we have been successful. Through PPEP Incorporated's Behavioral Health department, we have trained counselors in all of our sites. In addition, we have expanded our Student Services department to work closely with all of our sites to help provide our students with community resources including utilizing AmeriCorps members. Some of the support that our AmeriCorps members provide is tutoring students in various subjects, getting students involved in service learning projects, assisting students with the transitioning out of high school, and raising student's awareness in various community issues. For the past three years, PTHS has offered a dual-enrollment program with Pima Community College at our Celestino Fernandez campus and hope to branch out to other campuses beginning next year. We also have expanded our Title I summer school program from four to eight sites beginning this summer. Further evidence of the positive impact we have been making with our students can be found in the following graphs. The following graphs represent Reading and Math passing rates versus not passing rates for "Mainstream" students who are not ELL or SPED, "Non-Mainstream" students who are either ELL or SPED or a combination of both. All groups are also classified under FAY which is "Full Academic Year."

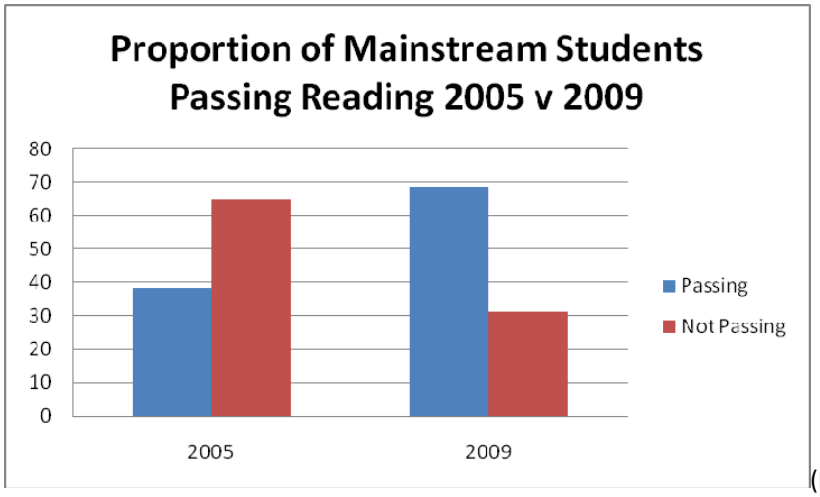
DISTRICT DATA ANALYSIS

DISTRICT FAY Students – READING – "Mainstream"

There were significant gains in the number and proportionate share of "Mainstream" students achieving "Passing" as the student's highest grade in Reading at PPEP TEC during the 5 most recent full academic years which includes school years 2004/2005 to 2008/2009. There was a corresponding decrease in the number and proportionate share of "Mainstream" students who achieved "Not Passing" as their highest grade (see Figure 8).

- In 2005, 35.4% of "Mainstream" students achieved "Passing" as the highest grade obtained while at PPEP TEC.

- In 2009, this figure increased to 68.6%.
- In 2005, 64.6% of "Mainstream" students achieved “Not Passing” as the highest grade obtained by the student at PPEP TEC.
- In 2009, this figure decreased dramatically to just 31.4%.

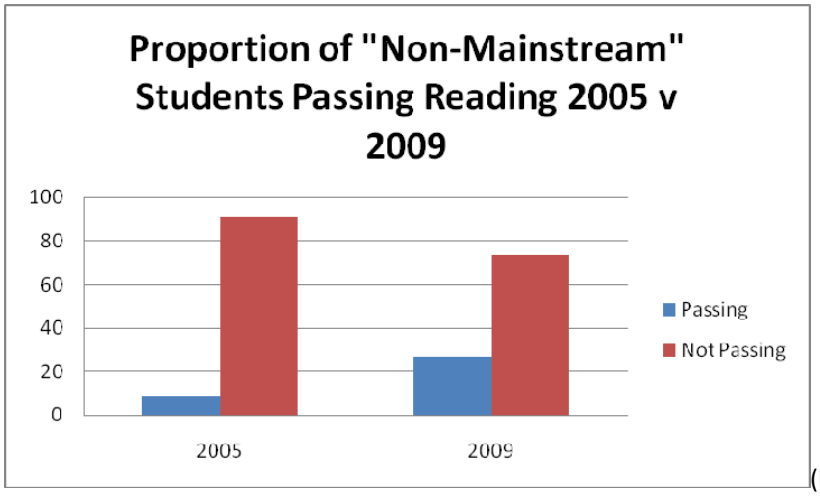


(Figure 8)

DISTRICT FAY Students – READING – “Non-Mainstream”

As with “Mainstream” students, there were significant gains in the number and proportionate share of “Non-Mainstream” students achieving “Passing” as the student’s highest grade in Reading at PPEP TEC during the 5 most recent full academic years which includes school years 2004/2005 to 2008/2009. There was a corresponding and dramatic decrease in the number and proportionate share of “Non-Mainstream” students who achieved “Not Passing” as their highest grade (see Figure 9).

- In 2005, just 8.6% of "Non-Mainstream" students achieved "Passing" as the highest grade obtained while at PPEP TEC.
- In 2009, this figure increased significantly to 26.7%.
- In 2005, 91.4% of "Non-Mainstream" students achieved "Not Passing" as the highest grade obtained by the student at PPEP TEC.
- In 2009, this figure decreased to just 73.3%.

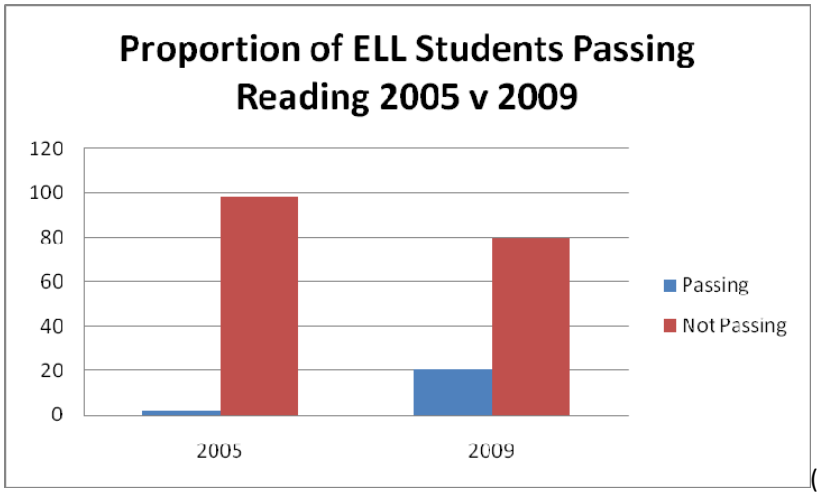


(Figure 9)

DISTRICT FAY Students – READING – "ELL"

As a segment of "Non-Mainstream" students, English Language Learners (ELL) recorded significant gains in the number and proportionate share of this student population in achieving "Passing" as the student's highest grade in Reading at PPEP TEC during the 5 most recent full academic years which includes school years 2004/2005 to 2008/2009. There was a corresponding decrease in the number and proportionate share of ELL students who achieved "Not Passing" as their highest grade (see Figure 10).

- In 2005, just 1.9% of ELL students achieved "Passing" as the highest grade obtained while at PPEP TEC.
- In 2009, this figure increased significantly to 20.4%.
- In 2005, 98.1% of ELL students achieved "Not Passing" as the highest grade obtained by the student at PPEP TEC.
- In 2009, this figure decreased to just 79.6%.

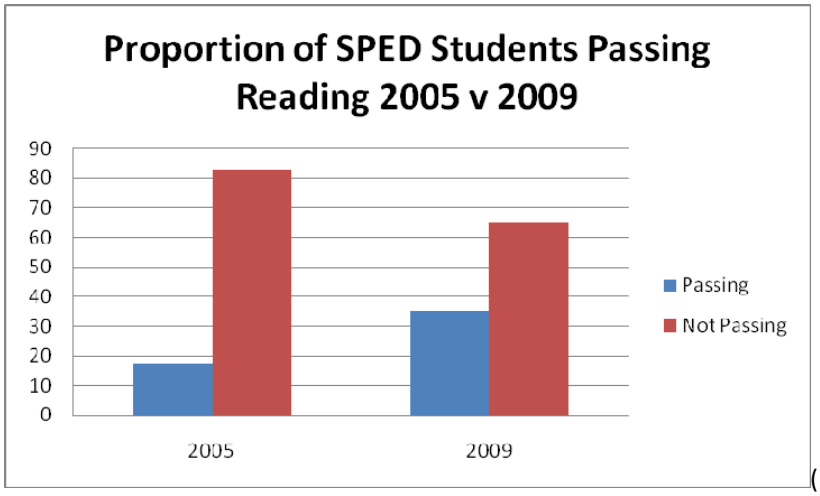


(Figure 10)

DISTRICT FAY Students – READING – "SPED"

As a segment of "Non-Mainstream" students, Special Education (SPED) students recorded significant gains in the number and proportionate share of this student population in achieving "Passing" as the student's highest grade in Reading at PPEP TEC during the 5 most recent full academic years which includes school years 2004/2005 to 2008/2009. There was a corresponding decrease in the number and proportionate share of SPED students who achieved "Not Passing" as their highest grade (see figure 11).

- In 2005, just 17.4% of SPED students achieved "Passing" as the highest grade obtained while at PPEP TEC.
- In 2009, this figure increased significantly to 35.15%.
- In 2005, 82.6% of SPED students achieved "Not Passing" as the highest grade obtained by the student at PPEP TEC.
- In 2009, this figure decreased to just 64.9%.

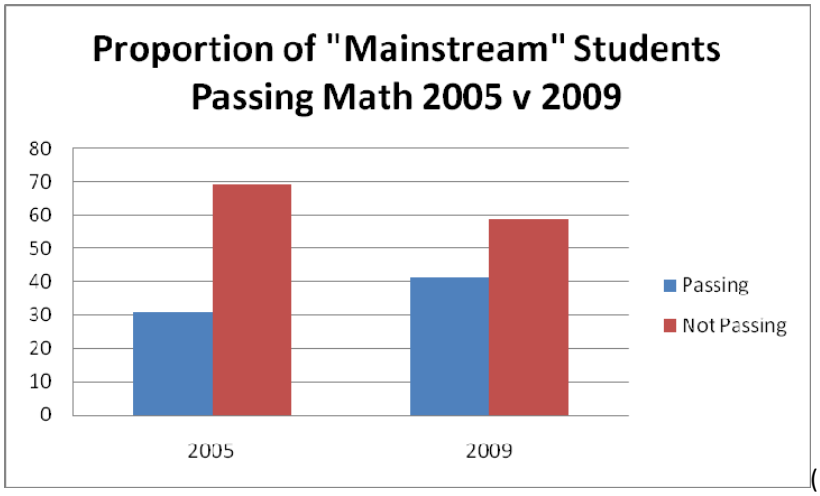


(Figure 11)

DISTRICT FAY Students – MATH – “Mainstream”

There were gains in the number and proportionate share of “Mainstream” students achieving “Passing” as the student’s highest grade in Math at PPEP TEC during the 5 most recent full academic years which includes school years 2004/2005 to 2008/2009. There was a corresponding decrease in the number and proportionate share of “Mainstream” students who achieved “Not Passing” as their highest grade (see Figure 12).

- In 2005, 31% of "Mainstream" students achieved "Passing" as the highest grade obtained while at PPEP TEC.
- In 2009, this figure increased to 36.9%.
- In 2005, 69.1% of "Mainstream" students achieved "Not Passing" as the highest grade obtained by the student at PPEP TEC.
- In 2009, this figure decreased to 58.7%.

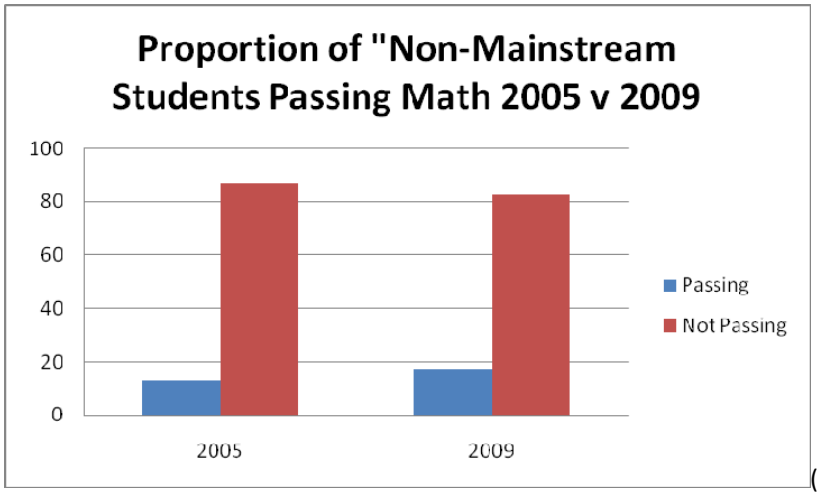


(Figure 12)

DISTRICT FAY Students – MATH – “Non-Mainstream”

There were gains in the number and proportionate share of “Non-Mainstream” students achieving “Passing” as the student’s highest grade in Math at PPEP TEC during the 5 most recent full academic years which includes school years 2004/2005 to 2008/2009. There was a corresponding decrease in the number and proportionate share of “Non-Mainstream” students who achieved “Not Passing” as their highest grade (see Figure 13).

- In 2005, only 13% of "Non-Mainstream" students achieved "Passing" as the highest grade obtained while at PPEP TEC.
- In 2009, this figure increased to 17.3%.
- In 2005, 87% of "Non-Mainstream" students achieved "Not Passing" as the highest grade obtained by the student at PPEP TEC.
- In 2009, this figure decreased to 82.7%.



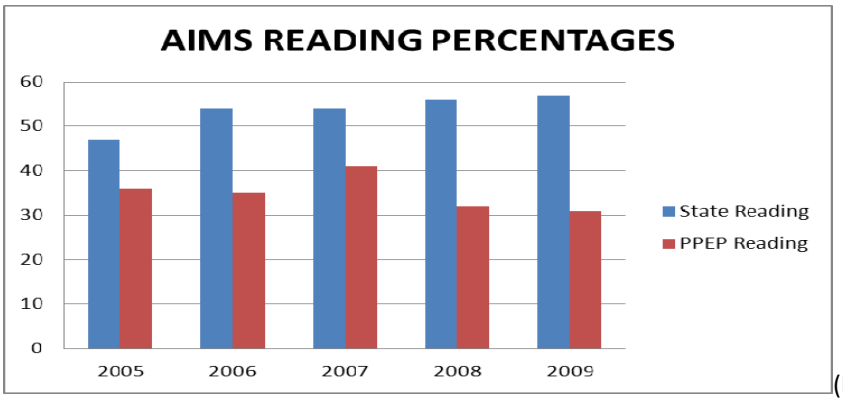
(Figure 13)

OUR SHORTCOMINGS

What does all of this mean? The data presented above shows that we are making some gains academically especially with our "Mainstream" students and to a lesser degree our "Non-Mainstream" (ELL and SPED) populations. Ultimately however, we are falling short of the state averages for AIMS. The following tables/graphs reflect the state passing rates for Math and Reading and the comparison to how our students are performing (see Tables 5 & 6 and Figures 14 & 15).

AIMS	State Reading	PPEP TEC Reading	Difference
2005	47%	36%	-11%
2006	54%	35%	-19%
2007	54%	41%	-13%
2008	56%	32%	-24%
2009	57%	31%	-26%

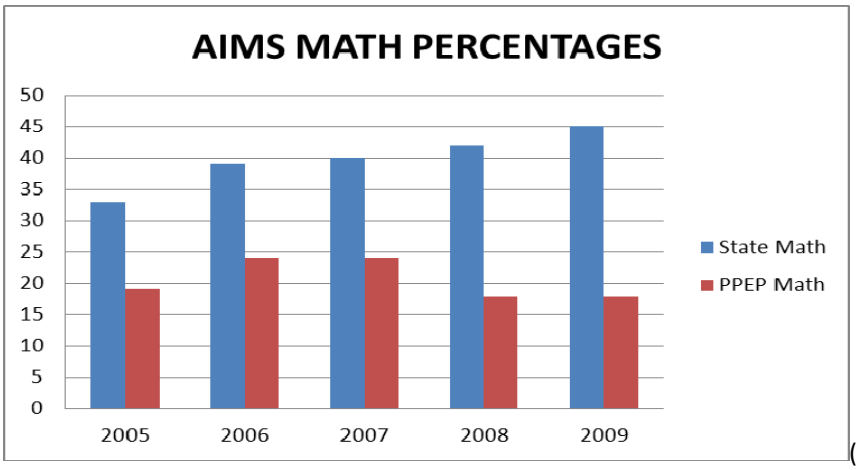
(Table 5)



(Figure 14)

AIMS	State Math	PPEP TEC Math	Difference
2005	33%	19%	-14%
2006	39%	24%	-15%
2007	40%	24%	-16%
2008	42%	18%	-24%
2009	45%	18%	-27%

(Table 6)



(Figure 15)

Obviously, we need to do a great deal of work in the area of academics. Across the board, our students are not meeting and exceeding the AIMS Reading and Math tests at the same percentages as the state average. Even though we feel that we are working with a population that would find difficulty in raising student achievement regardless of where they attended

school but we are not making excuses. These are the students that we have chosen to work with and we understand that we have to do a better job. This renewal process has been a blessing in the fact that it has forced us to take a long look at ourselves and begin to plan for real effective change that will enable us to do what we have been tasked to do which is to educate our children regardless of their situations. We are committed to increased support of our instructional staff through professional development and more importantly, we are committed to implementing and continuously following up on changes to our curriculum, programmatic processes, data collection and analysis, and lastly, our method of delivery. We acknowledge for example that we have not done a good job of gathering and tracking student progress through the means of benchmark testing. We also realize that without such data, it becomes impossible to effectively make data driven decisions that lead to improved student outcomes. This is one change that we are going to be making that leads to student success. This and others will be detailed throughout this process of renewal on both individual site and district level narratives and Performance Management Plans.

PTHS DISTRICT PROFESSIONAL DEVELOPMENT

PTHS is committed to ongoing Professional Development for all staff. PTHS recently contracted with the Principal's Office, who will be providing Professional Development in the following areas:

- instructional strategies
- classroom and behavioral management
- data collecting and analysis
- data driven decision making
- processes for change
- creation of Individualized Professional Development Plans
- teacher and staff evaluation methods
- independent observational walk-through's from our instructional teams at all 11 sites
- creation of Professional Learning Communities
- creation of Professional Development Teams

Concurrent to the 18 month Principal's Office contract, and in order to sustain ongoing Professional Development, once the contract expires, PTHS will create a Professional Development Team (PD Team).

Primary Responsibilities

- Comprehensive understanding and implementation of the NSDC standards.
- Promotion and support of individual staff members in identifying, setting and achieving personal professional development goals that sustain learning in line with the guidelines of The Principal's Office.

Members

- Lead Teachers

- Community Members
- Administrative Staff

Timeline

- By the conclusion of the 18-month Principal's Office contract, district-wide implementation of Individual Professional Development Plans (IPDP's) for all classroom staff will be complete.

In aligning a Professional Development Plan in a clear course with The Principal's Office, PTHS is committed to sustainable change. Sustaining support provided by the district PD Team, additional plans for reinforcement, if, needed are:

- Professional Development in-service over and above scheduled.
- The Principal's Office consultant support as needed.
- Additional conference opportunities and In-House Professional Development for staff which reinforce NSDC standards.

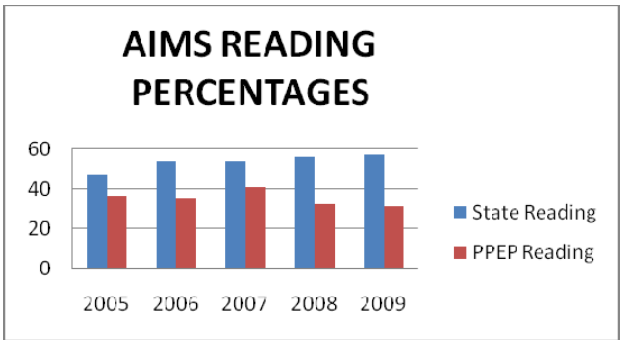
(See Professional Development Performance Management Plan At The End Of This Document)

PTHS DISTRICT PERFORMANCE MANAGEMENT PLAN: READING

Data Self Analysis & Report of Underlying Reasons For Performance

The Arizona Charter Schools Association provided PPEP TEC with information for AIMS results for the past 5 years as compared to the state percentages. The findings reveal that PPEP TEC's Reading scores are consistently below the state standard. While the state improved over time, PPEP TEC declined slightly making the overall difference between PPEP TEC and the state a full 26 percentage points.

AIMS	**State Reading**	**PPEP Reading**	Difference
2005	47	36	-11
2006	54	35	-19
2007	54	41	-13
2008	56	32	-24
2009	57	31	-26



Students who wish to attend PPEP TEC must be 15 years old in order to be accepted. By this definition, nearly all students who enroll are in the 10th grade or above and have attended one or more high schools prior to enrolling. Only 6 – 7% of PPEP TEC students are actual 9th graders. New students are given a placement test when they enter PPEP TEC. In the district's 11 schools; at least 60% of incoming students place in PPEP TEC's English Level III, which is correlated to an 8th grade AIMS level.

Placement test scores have not been collected at a district level, and cannot be found in the school's database. The results are generally found in the student's personal file. This issue is being addressed and will be changed for School Year 2010 – 2011 and ongoing. Part of our Performance Management Plan will include the Principal's Office, who will assist PPEP TEC in monitoring the data generated from benchmark testing through the Assessment Technology, Inc., (ATI) Galileo program; will offer educational strategies for effective interventions; track student's baseline and growth information; and provide data to make effective changes in curriculum and instructional strategies.

In 2004, the district purchased *Fast ForWord* to help increase the Reading level of our students. The Fast *ForWord* program develops and strengthens memory, attention, processing rate, and sequencing—the cognitive skills essential for Reading intervention program success.

> Problem: The *Fast ForWord* program is ideal for increasing student's Reading levels, however, it has not been utilized optimally in the district due to inadequate technology and lack of ongoing professional development and support for staff in the implementation of the product.
>
> Solution: Quarterly and ongoing professional development and training will ensure that Fast *ForWord* is utilized to its' fullest potential by the district sites. Monitoring by the district will also ensure that students are participating in the program and making progress.

- Direct Instruction, aligned with the state standards, has begun to replace the entire "self-paced" curriculum in Reading for students who have not passed the AIMS test, with the focus of instruction on vocabulary, comprehension, decoding, making inferences, informational and expository text.

  Problem: Our traditional model of a self-paced curriculum that was predominantly used for credit recovery is insufficient for students who now need to pass the AIMS. While most of our students are far behind in the credits they need to earn in order to graduate, they are unable to earn those credits by a self-paced method, particularly if they are unable to read at grade level.

  Solution: The curriculum, which has always been aligned (and continues to be) to AZ state standards, is now being taught through direct instruction with an emphasis on key strands that the students need to know. Benchmark testing will be added in the 2010-2011 school year (and ongoing) in order to track student progress and growth, provide teachers with data they need to tailor effective curriculum based on students' needs. Teacher training and mentoring will be addressed through the Professional Development section of this application (The Principal's Office).

  Solution: Department collaborations are needed on a quarterly basis so that teachers can review the curriculum, make adjustments if necessary, and share teaching strategies.

- Curriculum:

  PPEP TEC curriculum has historically been aligned with the state standards. Over the years, however, students entering PPEP TEC have had difficulty because many of them were not Reading at grade level and comprehension and productivity suffered because the students could not read the materials. Based on incoming assessment tests, at least 60% of students place in our "Level 3" Reading Level (depending on the school site). The Reading Level 3 correlates with a student's ability to pass the 8th grade AIM Reading test, and not the 10th grade test. PPEP TEC has replaced most of the Reading and English textbooks with the Be A Better Reader series that can be utilized with students who are Reading at a third grade Reading level through 10th grade. Additionally, Prentice Hall Literature texts were added, starting at a 7th grade level through the 10th grade.

  Problem: Direct instruction is needed to engage students and help them assimilate and comprehend vocabulary, passage comprehension, and improve their Reading skills.

  Solution: Several solutions have been identified to improve the curriculum delivery. PPEP TEC has contracted with the Principal's Office to provide RTI training and support to teachers. A Curriculum Pacing Calendar will guide the teachers when writing lesson plans. Formative and Summative assessment data will help the teachers decide what

concepts need to be taught and/or retaught. Benchmark testing will identify those students who need more intensive interventions; and tutors can focus on providing additional practice and assistance. Departmental collaboration and review of the curriculum and its' effectiveness should optimize the curriculum and provide opportunities for teachers to share ideas.

- Tutors, from A Road To Learning and Title I, work one-on-one with students who require additional assistance understanding concepts, Reading difficult passages, and completing assignments. They assist students who have not passed the Reading and Math portions of the AIMS tests.

  Problem and Solution: PPEP has had difficulty in the past providing enough tutors for the amount of students at all of the schools that need additional help. Through A Road To Learning and Title 1, we are now able to provide tutoring at all of our sites. PPEP TEC has not been able to evaluate the effect that tutoring has had on student performance because they have not been in place long enough. Additionally, there has not been enough data collected for each individual student to provide the tutors with the information they need to provide appropriate interventions. For the 2010-2011 school year, and ongoing, tutors will be providing assistance based on ATI's Galileo data for RTI with individual students and small group instruction.

  Deleted: ¶

- District-wide Benchmark Testing

  Problem: In the self-paced curriculum, each unit contains a "mastery" that the students must pass with a grade of "C" or better in order to receive credit for the unit. Historically, there has not been any data collected for these "mastery" tests, nor has there been any district-wide benchmark testing because it was felt that with our transient population, and the nature of self-pacing, it would be difficult to test students based on the assumption that they were all working at the same level and arriving at a benchmark at the same time as other students.

  Solutions: PPEP TEC has contracted with Assessment Technology, Inc, who will be providing their Galileo assessment product. This product will be the tool that PPEP TEC will utilize to test students through benchmark testing and formative and summative assessments. The Principal's Office will be training staff to interpret and track the data, make curriculum changes based on the results, and provide training in effective classroom direct instruction.

- Process For Change:

  Problem: In the past, PPEP TEC has not collected data in such a way that staff could see precisely where the problems were and be able to identify areas to be measured for improvement.

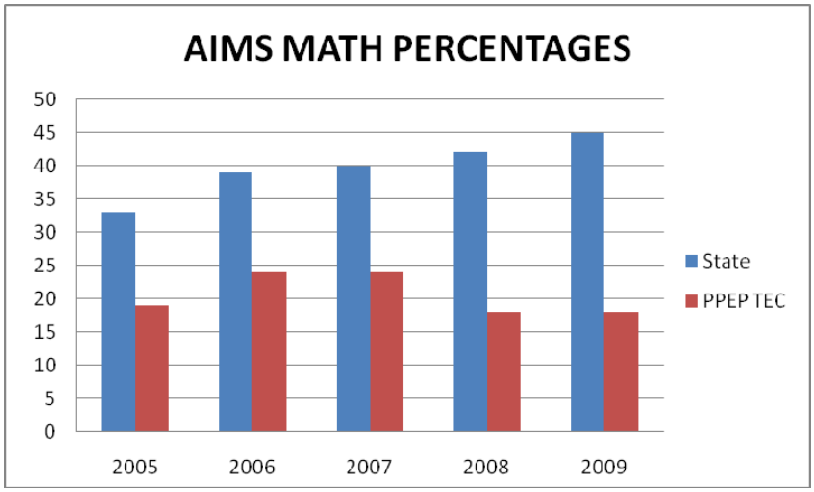
Solutions: PPEP TEC has contracted with the Principal's Office, who will be providing training for teachers so that they will be able to interpret the data which will now be collected through ATI's Galileo program and be able to make data-driven decisions. Additionally, departmental teams will be created to review the data, make changes to instruction and/or curriculum to optimize student learning. The Principal's Office will also be making site visits several times per month to identify issues and problems with the interpretation of the data, and to collaborate with teachers to utilize the data to drive instruction.

(See Reading Performance Management Plan At The End Of This Document)

PTHS DISTRICT PERFORMANCE MANAGEMENT PLAN: MATH

The Arizona Charter Schools Association provided PPEP TEC with AIMS Math results for both the state and the district, for the past 5 years. PPEP TEC's scores are well below the state average. The results indicate that PPEP TEC's Math scores are not aligned with the state and are deteriorating over time.

AIMS	State Math	PPEP TEC Math	Difference
2005	33	19	-14
2006	39	24	-15
2007	40	24	-16
2008	42	18	-24
2009	45	18	-27



PPEP TEC has identified a number of issues that are affecting AIMS Math scores:

- Between 40 – 50% of incoming PPEP TEC students (district-wide) place in a basic Math class because they have difficulty with basic Math skills such as: multiplication, division, and fractions. Some students cannot subtract multi-digit numbers with borrowing. It was common practice to hold these students in a Basic Math class until they completed the course, and then schedule them in Algebra/Geometry.
- PPEP TEC's "self-paced" model, while allowing students to work at their own pace, independently, has not helped students progress through Math classes efficiently and proficiently.
- Because of the transient nature of our students, and our 40% - 50% retention rate (district-wide), students who begin a Basic Math class, generally don't complete the entire course and rarely move to Algebra and Geometry.
- Low Reading abilities, combined with low Math skills, the self-paced curriculum, and retention beyond one year, profoundly affects Math proficiency outcomes.

In the first semester of the school year 2009-2010, a new curriculum director was hired to review data and make recommendations to address AIMS Reading and Math performance.

- Immediately enroll students who test into a basic Math class in Algebra I as well. This way, students who are not enrolled at PPEP TEC for a full academic year will have exposure to Algebra right away.
- Change the format of every Math class to one of direct instruction for every student who has not passed the AIMS test.

- Contract with the Principal's Office for teacher training and professional development; specifically "best practices" in the classroom, curriculum mapping, and the creation of lesson plans.
- Design a schedule for district Math teachers to meet quarterly to collaborate and make changes to the curriculum as needed.
- Contract with Assessment Technology, Inc. to purchase the Galileo Assessment Tool; schedule student assessments at the beginning of the school year and benchmark testing quarterly thereafter.
- Provide training for teachers on the collection and use of data from the Galileo Assessment Tool.
- Form curriculum teams at each site to review the Galileo data (for both Reading and Math) and make data driven decisions.
- Utilize tutors to assist with the review of basic Math and to help students with Algebra and Geometry concepts.

(See Math Performance Management Plan At The End Of This Document)

PERFORMANCE MANAGEMENT PLAN **CHARTER/SCHOOL:** PTHS DISTRICT

INDICATOR: Professional Development Through Principal's Office

DURATION OF THE PLAN: Begins August, 2010 to May, 2015

MEASURE	METRIC	TARGET
Develop Professional Learning Communities (PLC's) by increasing teacher/staff skills in direct instruction, data collection and analysis, data-driven decision making, classroom management, processes for change, teacher and staff evaluation methods, and creation of Individual Professional Development Plans (IPDP's).	Professional Development and training through The Principal's Office and Professional Development teams will be conducted in the first 18 months by the Principal's Office and ongoing thereafter by the PTHS Professional Development team.	By 2014-2015 through the Professional Development Team, PTHS will have a PLC that effectively utilizes the principles of the NSDC standards that will lead to the academic success of our students and the proficiency of our Teaching Staff.

STRATEGY I: Improve Teacher Effectiveness Through Professional Development From The Principal's Office

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Professional Development to improve delivery of direct instruction and classroom management skills.	March 2010 – August 2011	Principal's Office, Lead Teachers, and Teaching Staff, and members of the Professional Development Team.	1. Classroom instructional staff will apply instructional and classroom management strategies provided by The Principal's Office who will observe and evaluate classroom effectiveness and make recommendations as needed.	Principal's Office 18 month Contract $102,200 funded by ARRA Title IA, Title IIA & M & O. Also, $7,500 for Staff Training in May and an additional $4,768.00 in August with Principals Office for Staff Travel/Lodging and Per Diem funded by M & O, Title IA, and Title IIA for a total of $12,268.00 (for travel only).

2. Professional Development through the Principal's Office on data collection and analysis and data –driven decision making.	August 2010 – May 2011	Principal's Office, Lead Teachers, and Teaching Staff, and members of the Professional Development Team.	2. Classroom instructional staff will collaborate and analyze assessment data for effective direct instruction; The Principal's Office and members of the Professional Development Team (Director of Curriculum and Director of School Operations) will grade the effectiveness of the process, will observe and evaluate the use of resources and make recommendations as needed.	N/A Already included in Principal's Office contract Only costs will be quarterly site visits by the Director of Curriculum @ $706.00 for a total of $2,119.00 and Director of School Operations @ $706.00 each for a total of $2,119.00
3. Administration and Lead Teacher Professional Development through The Principal's Office on effectively evaluating classroom staff.	August 2010 – May 2011	Principal's Office, Director of School Operations, and Lead Teachers.	3. Director of Operations and Lead Teachers will observe and evaluate classroom staff and make recommendations as needed.	N/A Already included in quarterly site visits by Director of School Operations.

4. Creation of Individual Professional Development Plans (IPDP's) through Principal's Office.	August 2010 – May 2011	Principal's Office, Director of School Operations, and Lead Teachers, and Teaching Staff.	4. Teaching Staff will apply the training on IPDP's and create their own IPDP which will be reviewed by the Principal's Office and the Director of School Operations who will monitor the teachers progress towards meeting their goals.	N/A Already included in Principal's Office contract and quarterly site visits by the Director of Curriculum and Director of School Operations.
5. The Principal's Office will help identify areas that need improvement in direct instruction, data collection and analysis, data-driven decision making, classroom management, teacher and staff evaluation methods, and creation of Individual Professional Development Plans (IPDP's).	August 2010 – May 2011	Principal's Office	5. Documentation from the Principal's Office with suggestions for change given to the Director of School Operations on a quarterly basis.	N/A Already included in Principal's Office contract.
6. Creation of PTHS Professional Development Team comprised of 4 PTHS classroom teachers from various sites and district personnel to work in conjunction with the Principal's Office in order to sustain needed	August 2010 – May 2011	Director of School Operations and other PTHS district personnel.	6. Bi-Annual PTHS PD team meetings (September and April) with Director of School Operations and other PTHS district personnel.	$1,270.00 for Travel/Lodging and Per Diem for PD Team to meet bi-annually

Professional Development once the Principal's Office contract expires.				(September and April) for a total of $2,540.00 per year funded by M & O.

STRATEGY II: Creation Of A Professional Development Team To Replace The Principal's Office 2011-2015

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Sustaining Professional Development to improve delivery of direct instruction and classroom management skills.	August 2011 – May 2015	Members of the Professional Development Team and Director of School Operations.	1. Classroom instructional staff will apply instructional and classroom management strategies provided members of the Professional Development Team, who will observe and evaluate classroom effectiveness and make recommendations as needed.	N/A Already included in quarterly visits for Travel, Lodging, and Per Diem for Director of Curriculum and Director of School Operations.

2. Sustaining Professional Development on data collection and analysis and data –driven decision making.	August 2011 – May 2015	Members of the Professional Development Team and Director of School Operations, and Director of Curriculum.	2. Classroom instructional staff will collaborate and analyze assessment data for effective direct instruction by members of the Professional Development Team (Director of Curriculum and Director of School Operations) who will grade the effectiveness of the process, will observe and evaluate the use of resources and make recommendations as needed.	N/A Already included in quarterly visits for Travel, Lodging, and Per Diem for Director of Curriculum and Director of School Operations
3. Sustaining Professional Development on effectively evaluating classroom staff.	August 2011 – May 2015	Members of the Professional Development Team and Director of School Operations.	3. Director of Operations and Lead Teachers will observe and evaluate classroom staff and make recommendations as needed.	N/A Already included in quarterly visits for Travel, Lodging, and Per Diem for Director of School Operations

4. Sustaining yearly creation of Individual Professional Development Plans (IPDP's).	August 2011 – May 2015	Director of School Operations, Lead Teachers, and Certified Teaching Staff.	4. Teaching Staff will submit their individual IPDP's to their Lead Teachers and the Director of School Operations who will monitor the teachers progress towards meeting their goals.	N/A Monitoring will be done at the district office.
5. Members of the Professional Development Team will help identify areas that need improvement in direct instruction, data collection and analysis, data-driven decision making, classroom management, teacher and staff evaluation methods, and creation of Individual Professional Development Plans (IPDP's).	August 2011 – May 2015	Members of the Professional Development Team, Lead Teachers, Director of Curriculum, and Director of School Operations.	5. Collaboration of Members of the Professional Development Team, Lead Teachers, Director of Curriculum, and Director of School Operations will identify areas that need improvement and the process to make change.	N/A Already included in quarterly visits by Director of Curriculum and Director of School Operations for Travel/ Lodging, and Per Diem.

6. Sustaining Professional Development through PTHS Professional Development Team comprised of 4 PTHS classroom teachers from various sites and district personnel in order to sustain needed Professional Development once the Principal's Office contract expires.	August 2011 – May 2015	Director of School Operations and other PTHS district personnel.	6. Bi-Annual PTHS PD team meetings (September and April) with Director of School Operations and other PTHS district personnel.	N/A Already included in Bi-Annual Travel/Lodging and Per Diem for PTHS PD Team.

ANNUAL BENCHMARK TARGETS: This plan will cover the school years from 2010 - 2011 through 2014 - 2015

CURRENT STATE	2010 - 2011	2011 - 2012	2012-2013	2013-2014	Target For This Plan
PTHS recognizes the need for assistance and guidance in setting up a Professional Development Team	Principal's Office provides guidance In the development of a PD Team to implement NSDC	PTHS Professional Development Team sustains and applies the principles and processes learned from the Principal's	PTHS Professional Development Team sustains and applies the principles and processes learned from the Principal's	PTHS Professional Development Team sustains and applies the principles and processes learned	By 2014-2015 through the Professional Development Team, PTHS will have a

to integrate NSDC standards in regards to Professional Development (Principal's Office.)	standards for Professional Development.	Office with additional consulting as needed.	Office with additional consulting as needed.	from the Principal's Office with additional consulting as needed.	PLC that effectively utilizes the principles of the NSDC standards that will lead to the academic success of our students and the proficiency of our Teaching Staff.

PERFORMANCE MANAGEMENT PLAN **CHARTER/SCHOOL:** PTHS DISTRICT

INDICATOR: READING

DURATION OF THE PLAN: Begins: AUGUST, 2010 to MAY, 2015

MEASURE	METRIC	TARGET
AIMS Reading Scores Increase	Benchmark testing through ATI's (Assessment Technology, Inc.) Galileo assessment program; improved AIMS Reading test scores.	District AIMS Reading scores improve 5.2% per year for 5 years to meet AZ's current passing rate of 57%.

STRATEGY I: Direct Instruction to Replace Self-Paced Model for Reading

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Curriculum Pacing Calendar: to contain performance objectives and a list of major topics to be covered per semester.	August 2010 – May 2015 Developed prior to school starting in August and re-evaluated quarterly throughout the	Curriculum Director; Lead Teachers, English Teachers	1. Benchmark Testing through ATI's Galileo program; done quarterly. Results will be reviewed by the Director of Curriculum, Lead Teachers, and English Teachers. Results must show adequate progress towards goals defined in the curriculum pacing calendar. Intervention	$7,000.00 contract with ATI (Assessment Technology Incorporated) funded through ARRA Title

	school year.		strategies will be implemented in the event that benchmark goals are not met.	IID-Ed Tech.
2. Teachers create lesson plans based on state standards and aligned with curriculum pacing calendar.	August 2010 – May 2015	English Teachers and Lead Teachers	2. District English teachers create lesson plans aligned with curriculum pacing calendar and submit to district bi-weekly.	N/A
3. Formative and summative assessments created by teachers.	August 2010 – May 2015	English Teachers	3. Assessments and assessment results submitted to the district office bi-weekly.	N/A
4. Data review by site, bi-weekly. School team reviews the data to ensure that students are making progress.	August 2010 – May 2015	English teachers; District Curriculum Director, Lead Teachers	4. Data from ATI's Galileo program, and *Fast ForWord*, collected and reviewed. Recommendations for change, if needed must accompany documentation.	N/A

STRATEGY II: Implement *Fast ForWord* for Students Who are Reading Below Grade Level (3+ Years Below)

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget

1. Students who are identified as Reading below grade level (3 or more years below) will be placed in an intensive *Fast ForWord* program and receive additional basic Reading instruction.	August 2010 – May 2015	District English Teachers and District Curriculum Director	1. Teachers receive weekly reports from *Fast ForWord* that indicate student progress and suggest interventions for teachers to utilize when students are not making progress. The District Curriculum Director will review progress made monthly and make recommendations for interventions.	Expenditures already included in annual IDEA budget. Not additional expense
2. Students required to take one period of *Fast ForWord* and one period of English per day.	August 2010 – May 2015	Site Lead Teacher, Site English Teacher	2. Students continuously enrolled in *Fast ForWord* until data from *Fast ForWord* indicates 3 year's Reading growth.	N/A
3. Teacher professional development and training on *Fast ForWord*, and ongoing training on best practices in the classroom that will optimize progress.	August 2010 – May 2015	Fast *ForWord* professional training at the beginning of each school year, additional yearlong training opportunities by district staff, ongoing, and as needed	3. Increased usage of *Fast ForWord* by students, evidenced by monthly reports through the *Fast ForWord Progress Tracker.* Data will be reviewed by the Director of Curriculum who will work with teaching staff to provide interventions to increase student progress.	N/A

STRATEGY III: Implement Response to Intervention and Benchmark Testing

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Incoming PPEP students will take placement tests to assess their current levels of academic performance. This will be done through ATI's Galileo program. Teachers will then be able to design their curriculum to address the student's deficits.	August 2010 – May 2015 and ongoing	Director of Curriculum for placement tests; English Teachers	1. Assessment results, and teacher lesson plans.	Included in purchase and implementation of Galileo (ATI). Additional costs will be for training in Galileo through ATI at a cost of $1,500.00 in August 2010 for the training (one-time cost) and $4,768.00 for Travel/Lodging and Per Diem for staff to attend the training in August 2010 (one-time cost) for a total of

				$6,268.00 funded by Title IID-Ed Tech, ARRA Title IID Ed Tech and M & O
2. RTI: Principal's Office will work closely with staff to identify students who need intensive interventions and give teachers the tools and strategies to improve student performance.	August 2010 – May 2015 and ongoing	Teaching Staff, Lead Teachers, Principal's Office	2. Data collection from ATI's Galileo program, successful student intervention.	Included in purchase and implementation of Galileo (ATI).
3. District benchmark testing: ATI's Galileo program	August 2010 – May 2015 and ongoing	English Teachers, District Curriculum Director	3. Benchmark testing will be done quarterly, district-wide. Results will be reviewed by lead teachers and district curriculum director.	Included in purchase and implementation of Galileo (ATI).
4. Teachers will teach, assess and re-teach if necessary. Tutors will be used to work with students who need additional assistance learning concepts.	August 2010 – May 2015 and ongoing	English Teachers and Tutors	4. Data results from formative and summative assessments.	N/A

STRATEGY IV: Improve Curriculum through Collaboration of Curriculum Teams

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. English teachers will meet quarterly to review curriculum, pacing calendar, and data collected per site.	August 2010 – May 2015. Teachers meet prior to school starting and every quarter thereafter.	District Administration – Curriculum Director, District English Teachers	1. Mandatory attendance at quarterly meetings.	$2,836.00 for English Teachers Travel/Lodging and Per Diem for quarterly meeting beginning in April 2010 for a total of $14,180.00 funded by M & O and Title IIA.
2. Site visits from the District Curriculum Director to discuss individual teacher concerns.	August 2010 – May 2015 and ongoing.	District Director of Curriculum, English Teachers, and Lead Teachers	2. Detailed documentation of visits.	N/A Already included in quarterly visits for Travel, Lodging, and Per Diem for Director of Curriculum.

STRATEGY V: Create a Process for Change (When Things Aren't Working)

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Data driven decision making based on benchmark testing, formative and summative assessments.	August 2010 – May 2015 and ongoing.	Lead Teachers, English Teachers, District Curriculum Director	1. Formative and Summative assessment review by Lead Teachers and English Teachers; Benchmark Testing reviewed by Lead Teachers, English Teachers and District Curriculum Director.	N/A
2. Departmental teams will be created and meet quarterly to review data and make changes to the curriculum if needed.	August 2010 – May 2015 and ongoing.	District English Department, District Curriculum Director	2. Quarterly meeting attendance.	N/A Included in travel for English Department Teams.
3. Additional professional development to address areas that have been identified as needing improvement.	August 2010 – May 2015 and ongoing.	Principal's Office, District Administration	3. Professional development attendance.	N/A Included in Principal's Office. No additional expense.

ANNUAL BENCHMARK TARGETS: This plan will cover the school years from 2010 - 2011 through 2014 - 2015

CURRENT STATE	2010 - 2011	2011 - 2012	2012 – 2013	2013 - 2014	Target For This Plan
Arizona state average for percent passing the Reading portion of the AIMS test is 57%. PPEP TEC is currently at 31% district-wide.	PPEP TEC will increase the AIMS Reading test scores by 5.2%, to 36.2% in 2010-2011 school year.	PPEP TEC will increase the AIMS Reading test scores by 5.2% to 41.4% in the 2011-2012 school year.	PPEP TEC will increase the AIMS Reading test scores by 5.2% to 46.6% in the 2012-13 school year.	PPEP TEC will increase the AIMS Reading test scores by 5.2% to 51.8% in the 2013-14 school year.	By the 2014 – 2015 school year, PPEP TEC will have matched the current state average of 57% passing.

PERFORMANCE MANAGEMENT PLAN **CHARTER/SCHOOL:** PTHS DISTRICT

INDICATOR: MATH

DURATION OF THE PLAN: Begins: AUGUST, 2010 to MAY, 2015

MEASURE	METRIC	TARGET
AIMS Math Scores Increase	Benchmark testing through ATI's Galileo Program; improved AIMS Math test scores.	District AIMS Math scores improve 5.4% per year for 5 years to meet AZ's current passing rate of 45%.

STRATEGY I: Direct Instruction to Replace Self-Paced Model for Math

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Curriculum Pacing Calendar: to contain performance objectives and a list of major topics to be covered per semester.	August 2010 – May 2015 Developed prior to school starting in August and re-evaluated quarterly throughout the school year.	Curriculum Director; Lead Teachers, Math Teachers	1. Benchmark Testing through ATI's Galileo program; done quarterly. Results will be reviewed by the Director of Curriculum, Lead Teachers, and Math Teachers. Results must show adequate progress towards goals defined in the curriculum pacing calendar. Intervention strategies will be implemented in the event that benchmark goals are not met.	N/A Included in purchase and implementation of Galileo.

2. Teachers create lesson plans based on state standards and aligned with curriculum pacing calendar.	August 2010 – May 2015	Math Teachers and Lead Teachers	2. District Math teachers create lesson plans aligned with curriculum pacing calendar and submit to district bi-weekly.	N/A
3. Formative and summative assessments created by teachers.	August 2010 – May 2015	Math Teachers	3. Assessments and assessment results submitted to the district office bi-weekly.	N/A
4. Data review by site, bi-weekly. School team reviews the data to ensure that students are making progress.	August 2010 – May 2015	Math teachers; District Curriculum Director, Lead Teachers	4. Data from ATI's Galileo Program collected and reviewed. Recommendations for change, if needed must accompany documentation.	N/A

STRATEGY II: Students Testing Into Basic Math Will Also Be Enrolled in Algebra I Concurrently

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Students whose Math skills are below grade level will be placed in both a Basic Math class to improve their skills, and Algebra I.	August 2010 – May 2015	District Math Teachers and District Curriculum Director	1. Students enrolled in two Math classes.	N/A
2. Tutors will be utilized to help students learn and review Basic	August 2010 – May 2015	*A Road To Learning* Tutors and Title I tutors	2. Documentation of tutor schedule and listings of students	N/A

Math skills.			they are working with.	

STRATEGY III: Response to Intervention (RTI) and Benchmark Testing

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Incoming PPEP students will take placement tests to assess their current levels of academic performance. This will be done through ATI's Galileo Program. Teachers will then be able to design their curriculum to address the student's deficits.	August 2010 – May 2015 and ongoing	Math Teachers	1. Assessment results, and teacher lesson plans.	N/A Included in purchase and implementation of Galileo.
2. RTI: Principal's Office will work closely with staff to identify students who need intensive interventions and give teachers the tools and strategies to improve student performance.	August 2010 – May 2015 and ongoing	Teaching Staff, Lead Teachers, Principal's Office	2. Data collection from ATI's Galileo Program and successful student intervention.	N/A Included in purchase and implementation of Galileo.

3. District benchmark testing: ATI's Galileo Program.	August 2010 – May 2015 and ongoing	Math Teachers, District Director of Curriculum.	3. Benchmark testing will be done quarterly, district-wide. Results will be reviewed by lead teachers and district curriculum director. Students who are not making progress will be redirected through the RTI process (outlined in the RTI section of this document).	N/A Included in purchase and implementation of Galileo.
4. Teachers will teach, assess and re-teach if necessary. Tutors will be used to work with students who need additional assistance learning concepts.	August 2010 – May 2015 and ongoing	Math Teachers and Tutors	Data results from formative and summative assessments.	N/A

STRATEGY IV: Collaboration of Curriculum Teams

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Math teachers will meet quarterly to review curriculum, pacing calendar, and data collected per site.	August 2010 – May 2015. Teachers meet prior to school starting and	District Administration – Curriculum Director, District Math Teachers	1. Mandatory attendance at quarterly meetings to review data and make curriculum changes as needed.	$2,550.00 for Math Teachers Travel/Lodging and Per Diem for quarterly meetings

	every quarter thereafter.			beginning in April 2010 for a total of $12,750.00 funded by M & O and Title IIA.
2. Site visits from the District Curriculum Director to discuss individual teacher concerns.	August 2010 – May 2015 and ongoing.	District Director of Curriculum, Math Teachers, and Lead Teachers	2. Detailed documentation of visits.	N/A Included in quarterly travel for Director of Curriculum for site visits.

STRATEGY V: Process for Change (When Things Aren't Working)

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Data driven decision making based on benchmark testing, formative and summative assessments.	August 2010 – May 2015 and ongoing.	Lead Teachers, Math Teachers, District Curriculum Director	1. Formative and Summative assessment review by Lead Teachers and Math Teachers; Benchmark Testing reviewed by Lead Teachers, Math Teachers and District Curriculum Director.	N/A
2. Departmental teams will be created and meet quarterly to review data and make changes to the curriculum if needed.	August 2010 – May 2015 and ongoing.	District Math Department, District Curriculum Director.	2. Mandatory attendance at quarterly meetings and make curriculum changes as needed.	N/A Included in travel for Math Department

				Teams.
3. Additional professional development to address areas that have been identified as needing improvement.	August 2010 – May 2015 and ongoing.	Principal's Office, Members of PTHS Professional Development Team.	3. Professional development attendance.	N/A Included in Principal's Office and quarterly site visits. No additional expense.

ANNUAL BENCHMARK TARGETS: This plan will cover the school years from 2010 - 2 011 through 2014 – 2015

CURRENT STATE	2010 - 2011	2011 - 2012	2012 – 2013	2013 - 2014	Target For This Plan
Arizona state average for percent passing the Math portion of the AIMS test is 45%. PPEP TEC is currently at 18% district-wide.	PPEP TEC will increase the AIMS Math test scores by 5.4% to 23.4% in the 2010-2011 school year.	PPEP TEC will increase the AIMS Math test scores by 5.4% to 28.8% in the 2011 – 2012 school year.	PPEP TEC will increase the AIMS Math test scores by 5.4% to 34.2% in the 2012-2013 school year.	PPEP TEC will increase the AIMS Math test scores by 5.4% to 39.6 in the 2013 – 2014 school year.	By the end of school year 2014 - 2015, PPEP TEC will have matched the current state average of 45% passing in Math.