Performance Management Plan

Introductory Narrative

The Performance Management Plan outlined in this document is intended to provide a framework for addressing academic performance deficiencies with a viable plan that clearly communicates the academic achievement areas in need of improvement, the tools intended to measure improvement, and the degree of improvement to be achieved. The plan will also include specific strategies linked to desired outcomes and identify targets to be met. This document will address the following requirements outlined in the charter renewal application.

1. Conduct a data self-analysis and provide an interpretation for the previous five years, including patterns and trends.
2. Based upon the findings from the data analysis, provide a report of underlying reasons for the school's performance problems.
3. Create a performance management plan or plans to improve student achievement, which includes the following:

    - Indicators, measures and metrics
    - Strategies that include targets, action steps, responsible parties, timelines, evidence, and budgets
    - Benchmark targets

Self- Analysis and Interpretation

Demographics

Tertulia: A Learning Community is a public K-8 Charter School with a current student population of 203 students. The school is located in central Phoenix and provides educational services to a predominately Hispanic student population. The data in Figure 1, outlines the demographic data for the previous five academic years.

Socioeconomic Status

Data clearly points to an overwhelming increase in the percentage of *Tertulia* students receiving free or reduced priced lunch. Currently, ninety five percent of *Tertulia's* students are enrolled in the free or reduced lunch program. This high percentage indicates that many of our students are in the low socio-economic range. The dramatic increase from 2005-2006 to the present may be a result of worsening economic conditions and more stringent, record keeping practices.

Mobility Rates

The mobility rate of our students began to decrease after the 2005-2006 school year. Unfortunately, in the 2009-2010 school year it rose again to over 45%. This may be the result of

economic conditions forcing families to move. We have observed a sharp rise in mobility as result of recent immigration legislation passed in the state of Arizona.

Figure 1: *Tertulia: A Learning Community* Demographic Information

Year (Enrollment)	Race/Ethnicity	Free/Reduced Price Lunch	Mobility	ELL
05-06 (248)	3.0% White 2.0% Black 1.0% Nat. Am 94.0% Hispanic	57% (143)	42% (106)	54% (134)
06-07 (280)	1.0% White .5% Black .5% Nat. Am 98.0% Hispanic	96% (269)	38% (108)	57% (162)
07-08 (241)	.5% White .5% Black .5% Nat. Am 98.5% Hispanic	92% (222)	37% (90)	50% (121)
08-09 (210)	.5% White .5% Asian 99.0% Hispanic	91% (191)	33% (70)	36% (77)
09-10 (203)	1.0% Asian 0.5% Black 98.5% Hispanic	95% (194)	45% (92)	48% (98)

English Language Learners

Tertulia has traditionally had a high percentage of students who qualify as English Language Learners. Almost all of our students are Hispanic, with Spanish being the primary language at home. Although the number of ELL students entering Kindergarten is increasing, great strides are being made in raising the English language proficiency levels of these students (Figure 2).

Figure 2: ELL Proficiency Levels.

Year	Students classified as ELL Students at the beginning of the year	Reclassified to FEP by end of school year	Percent Reclassified
2008-2009	151	44	29%
2009-2010	162	54	33%

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Data Analysis

The data used in this Performance Management Plan is derived from AIMS-DPA scores. *Tertulia* uses a variety of data sources as a basis for understanding individual student and whole school achievement levels, identifying achievement trends, and analyzing instruction. Teachers have received additional training in the use of data to drive instruction. Working in professional learning communities, teachers are performing detailed analysis of student achievement data. The school has recently implemented a comprehensive assessment program that utilizes, DIBELS, DRA and Galileo assessments on a trimester basis. Teachers are required to use these assessments to drive instruction. This process is monitored through the collection and review of assessment binders that each teacher maintains on students. The principal periodically reviews the data with professional learning communities and teachers to ensure fidelity to the process.

AIMS-DPA Data

The charts below shows the percentage of students in each grade level that performed at the meets or exceeds performance levels on the AIMS Assessment in the years 2004-2009. *Tertulia's* AIMS scores consistently fall below AMO's in math, reading, and fall below state averages in all three subjects. Due to low AIMS scores, *Tertulia* is not making AYP, but *Tertulia* students are showing academic growth and have earned performing and performing plus ratings through AZLearns.

Our students are experiencing steady growth in the percentage of students performing at the meets or exceeds performance levels. In the chart below scores are broken down by cohort. Although there is a high rate of student mobility in each cohort, the data suggests that students who are enrolled at *Tertulia* for several years show significant growth. This is especially true of current *Tertulia* students. Students presently enrolled in grades four through eight exhibit a much higher rate of growth than students who graduated from eighth grade in 2008 and 2009.

Figures 3 and 4 present a preliminary analysis of *Tertulia's* performance on the 2009 AIMS-DPA. Data was analyzed to determine Tertulia's progress relative to state benchmarks and to the performance of all Arizona schools.

Figure 3: Percent students meeting or exceeding on AIMS-DPA by Academic Year

Reading

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	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
2008-2009	49%	60%	66%	41%	81%	36%
2007-2008	38%	60%	14%	62%	29%	35%
2006-2007	28%	19%	79%	25%	25%	32%
2005-2006	4%	56%	38%	22%	36%	36%
2004-2005	45%	31%	35%	13%	36%	38%

Mathematics

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
2008-2009	68%	57%	44%	18%	66%	9%
2007-2008	51%	60%	14%	50%	47%	40%
2006-2007	38%	23%	56%	30%	46%	46%
2005-2006	0%	70%	35%	19%	36%	19%
2004-2005	50%	38%	30%	4%	45%	50%

Writing

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
2008-2009	58%	83%	72%	77%	81%	91%
2007-2008	66%	40%	54%	69%	41%	70%
2006-2007	56%	67%	71%	80%	61%	59%
2005-2006	4%	67%	29%	70%	88%	81%
2004-2005	41%	23%	59%	54%	73%	50%

Figure 4: Percent students meeting or exceeding on AIMS-DPA/Five Year Growth by Cohort

Reading

Current Grade/8th Grade Promotion Year	**2004-2005**	**2005-2006**	**2006-2007**	**2007-2008**	**2008-2009**	**Percent of Growth by Cohort**
4	NA	NA	NA	NA	49%	-
5	NA	NA	NA	38%	60%	+22%
6	NA	NA	28%	60%	66%	+38%
7	NA	4%	19%	14%	41%	+37%
8	45%	56%	79%	62%	81%	+36%
Class of 09	31%	38%	25%	29%	36%	+5%
Class of 08	35%	22%	25%	35%	NA	+0%

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Writing

Current Grade/8th Grade Promotion Year	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	Percent of Growth by Cohort
4	NA	NA	NA	NA	58%	-
5	NA	NA	NA	61%	83%	+22%
6	NA	NA	56%	40%	72%	+16%
7	NA	4%	67%	54%	77%	+73%
8	41%	67%	71%	69%	91%	+40%
Class of 09	23%	29%	80%	41%	70%	+47%
Class of 08	59%	70%	61%	70%	NA	+12%

Mathematics

Current Grade/8th Grade Promotion Year	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	Percent of Growth by Cohort
4	NA	NA	NA	NA	68%	-
5	NA	NA	NA	51%	57%	+ 6%
6	NA	NA	38%	60%	44%	+ 6%
7	NA	0%	23%	14%	18%	+18%
8	50%	70%	56%	50%	66%	+16%
Class of 09	38%	35%	30%	47%	9%	-21%
Class of 08	30%	19%	46%	40%	NA	+10%

Terra Nova Data

Tertulia's second grade students have scored in the average and below average range on the Terra Nova Assessment. The chart below (figure 6) represents scores from 2005-2009. There is a significant level of improvement from 2005-2006 to 2008-2009. The data suggests that that our second grade students are struggling with language. The vast majority of our second grade students are ELL students who did not attend pre-school or head start programs. English language acquisition skills and lack of time to develop those skills may be a contributing factor in low to average Terra Nova scores. High teacher turnover rates in Kindergarten and 1st grade may also be a factor in these scores. Over the last two years, *Tertulia* has been able to secure the same teachers for both second and third grade. The ability to retain these quality teachers may be contributing to the improved Terra Nova scores in 2007-2009.

Figure 6: Terra Nova 2005-2009 (NPR)

	Reading	Language	Math	Total Score
2008-2009	26.0	17.0	35.3	24.0
2007-2008	33.0	37.0	37.0	34.0
2006-2007	19.8	18.7	28.3	23.3
2005-2006	20.5	16.0	18.3	18.0

Comparison of Data to AMOs

Tertulia's results on the 2009 AIMS-DPA were analyzed to determine how *Tertulia's* achievement compared to Arizona's Annual Measurable Objectives (AMOs). Comparison to Arizona's Annual Measurable Objectives (AMOs) indicates that the seventh grade met the AMOs in both reading and math. The third grade class met the AMOs in math only. The fourth and fifth grade classes met the AMOs in reading and narrowly missed meeting the AMOs in math. The sixth and eighth grades did not meet the AMOs in either area while the third grade fell short of the objectives in reading.

Figure 7: Tertulia 2009 Results Compared to Arizona's AMOs

Reading

	AMO (%)	**Tertulia 2009 (%)**	**Difference (%)**
3rd Grade	62.6	49	-12.6
4th Grade	56	60	+4
5th Grade	54.6	66	+11.4
6th Grade	56	41	-15
7th Grade	59.2	81	+21.8
8th Grade	54	36	-18

Mathematics

	AMO (%)	**Tertulia 2009 (%)**	**Difference (%)**
3rd Grade	54.6	68	+13.4
4th Grade	63.2	57	-5.2
5th Grade	46.6	44	-2.6
6th Grade	54.4	18	-36.4
7th Grade	58.4	66	+7.6
8th Grade	38	9	-21

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From the data above, it is evident that our students fall short of the AMO's in several grade levels and subject areas. This discrepancy is much greater in math, where sixth and eighth graders fall far short of reaching the AMO's.

Comparison of Data to Performance Levels

An analysis of classes and students over the past two years was also conducted. Figure 8 illustrates the percent of students in each class by performance level in reading and math. In both subjects, the analysis shows an increase in the number of students in the meets level and a decrease in the number of students in the falls far below level. The analysis also shows a slight decrease in the number of students at the approaches level. The number of students at the exceeds level remains low with less than 10% of our students in each grade level performing at the exceeding level.

Generally, the students are gradually moving from the falls far below category to the approaches category and from the approaches category to the meets category. Very few students are performing at the "exceeds" level. In the third, fourth, and fifth grades, a greater number of students are reaching the "exceeds" level. The school has had increased continuity in experienced teachers in those grades for the last two years.

Figure 8: Tertulia AIMS Performance Level Comparison

	Reading		*Math*	
	Tertulia 2009 (%)	**Tertulia 2008 (%)**	**Tertulia 2009 (%)**	**Tertulia 2008 (%)**
3rd Grade	E - 10 M – 39 A – 45 FFB – 6	E – 0 M – 38 A – 54 FFB – 8	E - 10 M – 48 A – 29 FFB – 13	E – 3 M – 47 A – 39 FFB – 11
4th Grade	E – 3 M – 57 A – 33 FFB – 7	E – 10 M – 40 A – 30 FFB –20	E – 10 M – 47 A – 33 FFB – 10	E – 25 M – 35 A – 20 FFB – 20
5th Grade	E – 11 M – 56 A – 17 FFB – 17	E – 0 M – 14 A – 61 FFB – 25	E – 0 M – 44 A – 28 FFB – 28	E – 0 M – 14 A – 36 FFB – 50
6th Grade	E – 0 M – 41 A – 58 FFB – 9	E – 4 M – 58 A – 31 FFB – 8	E – 0 M – 18 A – 32 FFB – 50	E – 4 M – 46 A – 19 FFB –31
7th Grade	E – 4 M – 77 A – 14	E – 0 M – 29 A – 47	E – 4 M – 62 A – 23	E – 0 M – 47 A – 29

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	FFB – 0	FFB –24	FFB – 12	FFB – 24
8th Grade	E – 0 M – 36 A – 64 FFB – 0	E – 0 M – 35 A – 40 FFB –25	E – 0 M – 9 A – 64 FFB – 27	E – 0 M – 40 A – 35 FFB – 25

Conclusions

Tertulia's AIMS scores fall below the state average and AMO's in several grade levels. As AMO's rise, it will be considerably more difficult to reach these AMO's and make AYP. Despite these shortcomings, students at *Tertulia* are making gains in achievement.

In all subjects, *Tertulia* shows a 7-14% decrease in the percent of students at falls far below and an 11-13% increase in the percent of students at the meets level. The percent of students at the approaches level decreased 6% for both reading and writing and increased 4% for math. No significant trends for students moving to the exceeds category were observed.

Students who stay at *Tertulia* for several consecutive years show high levels of growth. The current 8th grade class of 2010 (7th graders in 2009) has experienced a low student mobility rate and consistent instruction throughout its enrollment at Tertulia. The scores of this group of students exceeds AMO's in both reading and math. Eighty one percent of these students performed at a meets or exceeds level in reading portion of AIMS in 2008-2009. Ninety one percent of these students performed at a meets or exceeds level on AIMS in the writing category of AIMS in 2008-2009. Sixty six percent of these students met or exceeded in the area of Math on the 2008-2009 AIMS.

Conversely, grade levels, which exhibit a high level of mobility and teacher turnover, produced much lower scores. The current seventh grade class (6th graders in 2009) has experienced an influx of students from other schools and districts over the course of several years. This group has also had learning disrupted by teachers leaving mid-year and adapting to new teachers. Unfortunately, this dynamic has occurred several times during this cohort's time at *Tertulia*. Consequently, this group's scores fall far below the AMO's in reading and math. In reading, the percentage of this year's seventh graders who met or exceeded in reading was 41%, well below the 56% AMO. In math, the percentage who met or exceeded was 18%, far below the 54.4 % AMO.

In grades three, four and five, recent trends suggest that improved levels teacher retention and instructional practices are paying dividends in the levels of student achievement. Increased academic time devoted to reading and math may be contributing to these grades meeting AMO levels in reading and math for grades four and five, in math for grade three.

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Underlying Reasons for School's Performance

There are several factors impacting Tertulia's performance. The most impacting factors are outlined in this section. Where applicable, research that supports these factors is referenced. In addition, the measures taken to address these factors are briefly outlined. These measures will be described with greater detail in subsequent sections of this document.

Teacher Turnover

Over the last five years, *Tertulia: A Learning Community* has struggled to keep highly qualified teachers. This turnover has had a negative impact on student achievement. Research and experience has shown the importance of retaining quality teachers.

Low performing schools rarely close the student achievement gap because they never close the teaching quality gap, they are constantly rebuilding their staff. An inordinate amount of their capital; both human and financial is consumed by the constant process of hiring and replacing beginning teachers who leave before they have mastered the ability to create a successful learning culture for their students. Student achievement suffers, but high turnover schools are also extremely costly to operate. Trapped in a chronic cycle of teacher hiring and replacement these schools drain their districts of precious dollars that could be better spent to improve teaching quality and student achievement. (National Commission on Teaching and America's Future).

According to the National Commission on Teaching and America's Future (NCTAF), Teacher turnover directly impacts student achievement, teacher quality, and accountability. Moreover, teacher turnover is also a costly phenomenon. "The most serious consequence and direct disadvantage of high teacher turnover is that it erodes teaching quality and student achievement" (NCTAF, 2003). Therefore, it is crucial for school leaders to retain qualified beginning teachers in the profession and support and help them develop into quality professionals.

Current research suggests that the teacher is the single most important factor in student achievement. In his research, Robert Marzano asserts "The most important factor affecting student achievement is the teacher … the immediate and clear implications of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other factor" (Marzano 2003).

The difficulty in finding and retaining highly qualified teachers has been one of the factors impeding student achievement. Revolving teachers do not have the opportunity to build meaningful relationships with students or receive the staff development or support they need to teach effectively.

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Over the course of the last two years, *Tertulia* has been more successful at retaining quality teachers, especially at the primary level. As Tertulia has moved away from employing Teach For America teachers and through traditional means, the retention rate has improved. *Tertulia* has made efforts to ensure that teacher pay is more competitive and added child care for teachers with families. Improved efforts to recognize teachers for their achievements and include teachers in professional learning communities has made a difference in morale, attitude, and desire to stay at *Tertulia*.

Student Mobility:

The mobility rate for a school is calculated by the total number of new student entries and withdrawals during the year divided by the total opening day official enrollment. The mobility rate for *Tertulia: A Learning Community* is now at 45% for the 2009-2010 school year. Each withdrawal and each entry of a student takes a toll on the student who is moving, and on the students who remain. The effects of mobility impact teachers, support staff, and parents.

High mobility rates in a school can also negatively impact non-mobile students because teachers often slow curriculum progress and spend extra time helping new students "catch up." The higher the mobility in a school, the more often teachers have to interrupt, change, or completely abandon current lessons. Teachers in these schools often spend time helping new students adjust to school rules and addressing their social concerns.

Children who move three or more times are 60% more likely to repeat a grade and 80% more likely to be expelled or suspended than their less mobile peers. Nationally, children under age five, minority children; children living in low-income households, and children in renter households have higher rates of mobility than other children (Fowler-Finn 2001)

The recent downturn in the American economy and the low socio-economic status of the overwhelming majority of our students has created a situation in which many of our families are struggling to survive economically. Many are moving from job to job and their students are being withdrawn from school or missing several days of valuable instruction.

Educational Prior Knowledge

Research literature supports one compelling fact: what students already know about the content is one of the strongest indicators of how well they will learn new information relative to the content (Marzano, 2004). Numerous studies have confirmed the relationship between background knowledge and achievement. If not addressed by schools, academic background knowledge can create great advantages for some students and great disadvantages for others.

Tertulia's students arrive with limited background knowledge. Many of the students entering Kindergarten have not attended Head Start or pre-school. Those who have strong background knowledge may have background skills in Spanish but have not been exposed to English on a

frequent basis. Often these students enter Kindergarten well behind their peers. Although this gap is difficult to overcome, early intervention and solid instruction can ensure that given time, students can catch up.

In Hart and Risley's research on welfare, working class, and professional families found: At 36 months, children from poverty families have 70% of the vocabulary of children from working-class families and only 45% of the vocabulary of children from professional families. These gaps widen, as the children grow older. Hart and Risley found that children who grow up with financial resources have many direct and indirect experiences that children who grow up in poverty do not. By the time children of poverty enter school, they are at a significant disadvantage. (Hart and Risley, 1995)

The majority of *Tertulia's* students is currently participating in the federal free and reduced lunch program and is living at or near the poverty level. These students often enter school with a limited vocabulary and struggle academic skills necessary for success. This deficiency is compounded when the same children are learning English for the first time.

Tertulia is addressing these factors in several ways. The dual language approach builds background knowledge and vocabulary in English and Spanish simultaneously. This allows the learning to acquire content knowledge and English skills at the same time. Additionally, academic vocabulary often contains the same root words in both languages, thus students can acquire academic vocabulary more rapidly.

In the past year, teachers have received professional development on explicit vocabulary instruction utilizing Marzano and Pickering's "Six-step" process. The process utilizes visual representations, personalized meanings, graphic organizers, and high interest vocabulary games designed to enhance the understanding of critical vocabulary words.

Guaranteed and Viable Curriculum

In his book What Works in Schools: Translating Research Into Action, Robert Marzano synthesizes several researchers studies. Marzano concludes that the research points to the establishment of guaranteed and viable curriculum as the most important factor in effective schools.

For most of its history, *Tertulia* has not had a guaranteed and viable curriculum. Teachers followed state standards with little support in the scope and sequencing of the standards. There was not a standardized curriculum guide, topic maps or pacing guide to help organize lesson planning and instruction. During the 2009-2010 school year, a curriculum guide was piloted. The curriculum guide included a pacing guide, correlation documents, topic maps, and additional resources. Professional development was given on the use of these materials. In the summer of 2010, the curriculum guide will be completed using input from teachers.

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One aspect of creating a guaranteed and viable curriculum is the protection of academic time spent on the curriculum. Recent changes to the *Tertulia* schedule have created a greater amount of time focused on academic subjects. The time students focus on core areas such math and reading has been doubled in the primary grades. This renewed focus is showing dividends on internal assessments and AIMS scores.

Social and Emotional Support

Throughout its history, *Tertulia* has lacked the resources and staff to effectively assist students and their families with adequate social and emotional support. As previously stated, the vast majority of *Tertulia* students and their families are at or near the poverty line. There has been little success in connecting these families with social services or agencies to assist them with basic needs. In addition, there is not a counseling system in place to address the counseling needs of adolescent children and there families. This gap in service may be a leading contributor to the high levels of student mobility.

Although *Tertulia* maintains a high student attendance rates, many of the students who miss school on a regular basis are experiencing family situations which involve emotional and economic issues. These same students are traditionally among the lowest achieving students and are the students who present the greatest classroom management challenges. In the past, there has been little success in helping these families and students. Beginning in the 2010-2011school year, *Tertulia* will have a full time social worker to address many of these issues. The staff member filling this position is a certified social worker who is familiar with the needs of our students and families.

Addressing Assessment Needs

Tertulia: A Learning Community is a reflective charter organization that believes in continual improvement and growth. Throughout our history, we have used information and critical recommendations from a variety of sources to make informed decisions regarding our students and school practices. We have conducted several internal reviews in recent years and have enlisted input from a several entities in the creation of SIP plans. In these processes, we grow as an organization and utilize the information to improve. The response below is an example of steps taken by Tertulia to meet the recommendations set forth by the Arizona Department of Education. It is our hope that we will continue to receive valuable feedback as this application is reviewed so that we can continue to grow and better meet the needs of our students.

ADE Solutions Team

On February 22, 2007, an Arizona Department of Education School Solutions Team presented a statement of findings and priority recommendations for Tertulia's intermediate campus. These

findings were the result of a three-day needs assessment conducted by the team. The team offered the following summary:

> There is a tremendous pool of talent at *Tertulia*, committed to improving achievement for all children. Staff is highly engaged and enthusiastic. They are emerging from a stressful period of administrative transitions and teacher turnover, which have hampered efforts to coordinate instruction and develop curriculum.
>
> The school is in the beginning stages of creating effective structures for addressing current requirements and conditions. Continuity of school improvement plans and leadership is critical to long-term gains in student achievement and faculty stability.
>
> Board decisions need to be clearly communicated to the faculty and administration in a manner that helps all stakeholders understand budgetary constraints and curricular decisions. More frequent Board meetings are needed, according to stakeholders.

In addition to this summary, the team offered the following list of priority recommendations:

1. Revise the ASIP to include measurable outcomes and share the revised plan with all stakeholders.
2. Use student assessment data to drive the instructional program, particularly in core areas beginning with math, and involve all teaching staff in the analysis of data.
3. Link staff development activities directly to improving student achievement in identified areas of weakness (AIMS).
4. Establish a K-8 curriculum in all subject areas beginning with math.
5. Conduct evaluations on a regular basis, and expand teacher recruitment efforts beyond Teach for America.

Since this presentation, *Tertulia's* leadership has done significant work to address these recommendations as well as other priority objectives for district-level improvement. The priority recommendations listed by the solutions team have been addressed in the following manner:

1. The ASIP has been revised each year to include measurable outcomes. The plan has been shared with all stakeholders and achievement goals have been consistently articulated to staff and students. Goals were posted throughout the school and communicated by teachers and administrative staff throughout the school year during class time visits to classes by administrators, and parent meetings.

2. Teachers have received additional training in the use of data to drive instruction. Working in professional learning communities, teachers performed detailed analysis of

student achievement data. The school implemented a comprehensive assessment program that utilizes, DIBELS, DRA, and Galileo assessments on a trimester basis. Teachers are required to use these assessments to drive instruction. This process is monitored through the collection and review of assessment binders that each teacher maintains on students. The principal periodically reviews the data with professional learning communities and teachers to ensure fidelity to the process.

3. Student assessment data and state test scores were evaluated and areas of weakness were identified. Staff development is focused on these areas. During the 2009-2010 school year our staff development focused on vocabulary acquisition, understanding, and interpreting informational text, student engagement, periodic assessment, and training on the new curriculum guides. Staff development was provided during several teacher-only days and during weekly early release days. Experts in the areas of student engagement and academic vocabulary were brought in to provide staff development. Several teachers attended external math workshops that focused on developing number sense and the use of math manipulative.

4. During the 2009-2010 school year a math and reading curriculum was developed in alignment with the Arizona State Standards. The curriculum included pacing guides, correlation documents, tracking documents, and topic maps. Teachers were trained in the use of these documents and the curriculum guides were piloted during the 2009-2010 school year. The curriculum guides are in the process of being reevaluated and revised with intent of being improved and reissued for the 2010-2011 school year. Curriculum guides will also be piloted for both Social Studies and Science during the 2010-2011 school year.

5. In response to the solution team recommendations, *Tertulia* adapted an evaluation tool that is aligned with state teaching standards. Evaluations are performed twice a year. *Tertulia* no longer employs any Teach for America teachers and actively recruits teachers through on-line job postings and attendance at job fairs.

As *Tertulia* continues to improve its practices and increase student achievement, we intend to continue the practice of reflecting on recommendations and implementing change that improves the school and its students.

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The following performance management plan develops two main indicators that will help *Tertulia*, in the next five years, address factors which have been implied as priorities by the *self-analysis* and *underlying reasons for past performance* portions above. These factors include: teacher quality, student readiness, viable curriculum, and parent involvement. The hypothesis is that these factors, together, will result in student achievement in Math and Reading for the third

graders as the chosen cohort group to target for improvement. As this cohort group is targeted from year to year, it will secure achievement for each year for this cohort group, as well as the incoming third graders as the plan is duplicated for them also. The plan links the implied factors with each of the stated strategies for both indicators. Teacher quality will be addressed in strategy II and III by providing the necessary school supports to develop quality teachers that will extend their service at *Tertulia*, and will implement the necessary instructional strategies to result in student achievement. Student readiness will be targeted through strategy II, III and IV by increasing student readiness through strategies that are effective, through instruction that is planned and well delivered, and through parents that are more educated and invested in the education of their children. Viable curriculum will be specifically addressed in strategy I to ensure it is correlated and aligned to research-based assessment tools and resources. Lastly, parent involvement, as an important factor in student achievement, will be addressed in the performance management plan directly through strategy IV to ensure that parents are explicitly included in the school program and not just implicated.

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