Victory High School

Renewal Application

A. Education Plan

Performance Management Plan **Pages 2-11**

Victory High School

Section 1 - B: Performance Management Plan

Victory High School has made changes over the years based on a self-assessment using ADE's Standards and Rubrics for School Improvement, 2005 Edition. Victory faculty uses curriculum maps that are clearly aligned instruction to the Arizona Academic Standards. Lesson plans are required of all teachers and is kept in the office and in classrooms. Eight hours weekly is devoted to AIMS preparation, as well as remedial language arts skills, and career and technical education strategies. Students attend school Monday – Thursday from 8 am to 2:30 pm. Teachers work Monday – Friday from 7:30 am – 3:30 pm (except those who work part time 8 am- 12 pm). Friday from 8 am to 2 pm is the time that the entire faculty meets as a team to work on lesson plans and to assess the students needs. This is also the time that professional development or in-service occur. Principal and Faculty has attended, since 2006 to current many professional development trainings through Arizona Department of Education, Charter School Association, West Ed, Ideal, and private consultants (Attachment 1).

As the school team ponders the data generated by the needs assessment, it is evident that the school has made changes that have resulted in a stronger school. The school has shifted to a standards based model over the past five years, which have helped to better meet the needs of the students. There is still much to learn and implement though. As the staff members examine the student achievement data, they want to do better. The performance management plan from 2011 to 2014 will address student achievement in reading and mathematics. The school wants to focus in just these two areas in the plan to increase the chances for meeting the goals. A number of the recommendations that are focused on student achievement will be included. The other recommendations from the external consultant will be implemented during the upcoming year so will not be part of the performance management plan.

Barriers include the student population that Victory High School serves. These students had not been successful elsewhere and need the personalized instruction that the school can provide. The teachers have clearly stated in the needs assessment that the small number of students served by Victory allow them to personalize the instruction. This is a major need for these students. The school needs to focus on strategies that will allow the teachers to remediate students more effectively. The performance management plan has that focus.
Another barrier is the mobility of students and teachers. The nature of the student population served by Victory High School attracts mobile students. As the focus centers on student achievement in the performance management plan, the hope is to increase the stability of the student population.

With so few teachers, teacher retention is important. There is no doubt though that it takes a special committed teacher to work at Victory. The school leadership will continue to work to attract those teachers who want to have small class sizes, good resources, and excellent professional development activities. The school has developed a series of questions to be used during the interview process that will assist in identifying the type of commitment that is needed to be successful at Victory. The school has had success with retaining the math teacher for 4 years, but unfortunately has had a number of English teachers. Some of the teachers have reported they have been overwhelmed with the remediation needed for the students so they can meet Arizona Academic Standards and may impact their desire to continue at Victory.

The past practice of focusing on credits for graduation did not serve the students as well as the standards-based approach now employed. The student performance has increased because of this shift in focus. The school intends to build upon this success as the performance management plan is implemented.

New Curriculum and Directions for the Future:
The new common core standards in mathematics and reading will necessitate changes to curriculum, textbooks, and materials. The school is already considering changes in materials that will meet student needs in achieving mastery of them. The following are materials that will enhance students' academic achievement and are designed to supplement the required school curriculum.

I. TEACHER ACCOUNTABLITY:

1. **<u>Adoption of Teacher Accountability Workbooks</u>: State Standards and Accountability Instruments Publishing.**
   Meets Arizona Department of Education (ADE) requirement for schools. **This evaluation system assesses whether teachers are integrating the standards into their instructional practices."** These workbooks are designed to validate the effectiveness of the curriculum mapping and lesson plans correlation with Arizona Academic Standards.

Teacher accountability workbooks **tract alignment** of lesson plans to the standards, and they make it easy to.

- Identify <u>when</u> and <u>how frequently</u> each standard was taught;
- Identify standards not yet taught; and
- Effectively manage teaching time throughout the year.

II. MATHEMATICS:

1. <u>Arizona AIMS High School Mathematics Student Textbook and Practice books:</u> Copyright 2008 by Buckle Down Publishing.
Aligned to the Arizona Academic Content Standards. Mathematics AIMS Preparation book help the student practice skills that can be used in everyday life, as well as in school.

Targeted AIMS Mathematics Review
The in-depth student texts provide skill-strengthening review and test practice that will benefit each student. It will reinforce key math concepts tested on the AIMS with student-friendly lessons and examples from real-world situations that facilitate understanding.

There are two practice tests, modeled after the actual exam, designed to help establish a starting point for instruction and measure what students have learned along the way. It meets all the standards and raises scores with this AIMS test-preparation book!

- 100% aligned to the Arizona Academic Content Standards
- HS Book 1 covers patterns, algebra, and more
- HS Book 2 covers geometry, logic, and more
- 2 practice tests with selected-response questions familiarize students with the same item types they will encounter on test day
- Math concepts are reinforced in end-of-lesson practice sections, encouraging students to apply new knowledge

2. AIMS Computer Tutor: <u>AIMS Computer Tutor:</u> Online Mathematics Program by LaurusSoft, Inc.
This program was created by a group of Arizona high school math teachers, completely on the Arizona high school math standards. The goal of the program is to support teachers' teaching in the classroom, to prepare students for the math AIMS test, and to support students in learning the high school math standards.

<u>Math Content in AIMS Computer Tutor</u>
There are 3 math sections in the program. They are:

- **Basics Review** –review of pre-algebra and basic skills
- **High School** – Algebra and Geometry (material covered on the high school math AIMS test)
- **College/Work Readiness** – content from Algebra II, Statistics, Trigonometry, and Pre-Calculus (upper level math, not covered on the AIMS)
- **Test-Taking Strategies** section t help students with ideas of mental and physical strategies they can use before the test, on test day, and even after the test.

READING:

1. <u>Arizona AIMS High School Reading Student Textbook and Practice books:</u> Copyright 2008 by Buckle Down Publishing.
Aligned to the Arizona Academic Content Standards. Reading AIMS Preparation book help the student practice skills that can be used in everyday life, as well as in school.

Targeted AIMS Reading Review

Build a strong foundation for the Arizona AIMS. Engaging reading passages, helpful tips, and authentic AIMS test practice questions provide students ready for the state test! It drives instruction and monitor progress with end-of-lesson practice sections and separate pretest and posttest—matched to the AIMS format.

In a kid-friendly, conversational tone, the lessons take students step by step through a skill. The clean, uncluttered style is designed to reduce frustration that usually distracts struggling students. It helps students achieve success with plenty of AIMS test preparation.

- 100% aligned to the Arizona Academic Content Standards
- Special attention to grade-appropriate vocabulary and content
- Lessons focus on the reading process and comprehension of both literary and informational texts
- Lessons cover vocabulary, main idea, details, literary elements, inferences, text structures, author's purpose, and more
- Passages include references to Arizona people and places to build on students' experiential base
- Valuable practice with multiple-choice questions through two practice tests and AIMS-formatted end-of-lesson exercises

2. <u>Longman Keystone: The Building Blocks for Academic Success (Reading Strategies)</u>: Copyright by Person Education, Inc. Authors, Anna Uhl Chamot, John De Mado, and Sharroky Hollie. Longman Keystone provides explicit, intensive, and focused instruction that accelerates students' language acquisition and reading comprehension skills. **Reading strategies** are explicitly taught in a comprehensible, step-by-step format, ensuring students know when and how to apply the strategies to their reading. A balance of literature and informational text provides the perfect blend of high-interest reading with a high incidence of academic vocabulary. Researchers agree vocabulary knowledge is the single best predictor of students' academic achievement across the curriculum.

- Keystone Scope & Sequence
- Thematic Organization
- Systematic Skills Development
- Progress Monitoring
- Evidence of Understanding
- Academic Vocabulary
- Reading Strategies
- Speaking and Listening
- Cumulative Writing Strand
- Grammar, Usage, and Mechanics
- Building Visual Literacy
- Review and Practice
- Built-in Differentiated Instruction
- Fluency Practice
- Fluency Check

3. REWARDS Reading Excellence: Word Attack and Rate Development Strategies Multi-syllabic Word Reading Strategies

REWARDS is a specialized reading program designed to teach secondary students a flexible strategy for decoding long words and to increase their oral and silent reading fluency. The letters in the acronym stand for:
R – Reading
E – Excellence
W – Word
A – Attack and
R – Rate
D – Development
S – Strategies

As a result of participation in this program, students will:

- Decode previously unknown multi-syllabic words containing two to eight word parts,
- Accurately read more multi-syllabic words found in science, social studies, health textbooks, and other classroom materials.
- Read content area passages not only accurately but also fluently.
- Excellence increased comprehension as their accuracy and fluency increases.
- Have more confidence in their reading ability.

Performance Management Plan:
The following plan is designed to increase student achievement in mathematics over a 3-year span by increasing the percentage of students who meet/exceed the standards. The plan outlines the strategies and action steps necessary to ensure students will be meeting the new more challenging common core standards in mathematics if the state adopts them as they are expected to do. With the recent adoption of more challenging math standards and the possible adoption of common core standards, existing curriculum, instruction, assessment, and materials need to be revised. The plan also addresses issues identified through the school's needs assessment. Strategy V describes the monitoring, reviewing, and evaluating student progress in relationship to each of these strategies.

Section II: Elements of Performance Management Plan

VICTORY HIGH SCHOOL
INDICATOR: Student Achievement Growth **DURATION OF THE PLAN:** Begins _Summer 2011 to June 2014

MEASURE	METRIC	TARGET
Mathematics	Percentage of students who meet/exceed the math standards	Increase percentage of students meeting/exceeding math standards to 70% over a three-year period (% may be adjusted to be appropriately challenging. Goal:70% students who score proficient on AIMS Math will meet or exceed state average

STRATEGY I: Ensure the mathematics curriculum and supplemental materials are aligned to the new math standards to increase student achievement.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Review all textbooks and supplemental materials to document research-base and alignment to the standards	September 2011	Math teacher and principal	Documentation of research-base of textbooks and supplemental materials	$50
2. Purchase any needed textbooks and/or supplemental materials to address any gaps in alignment to standards	September 2011	Principal	Purchase of needed books/materials	$500
3. Revise curriculum maps and pacing guides to demonstrate alignment with new standards	September 2011	Math teacher	Revised curriculum maps and pacing guides	$50

STRATEGY II: Develop and implement a plan to ensure mathematics instruction is aligned to best practices.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Research current best practices for math instruction including student active engagement and high cognitive thinking	Fall 2011	Math teacher and Principal	Summary of Findings	$50
2. Provide training for principal in classroom observation protocols	Fall 2011	Principal and external consultant	Documented attendance	$500
3. Observe math classroom(s) to determine level of implementation of best practices	Fall 2011	Principal	Completed classroom observation summaries	$250
4. Develop an individualized plan for instructional improvement for math teacher(s)	Fall 2011	Principal and Math teacher	Action plan for improvement depending on use of best practices in reading and analysis of student achievement for reading to determine gains	$0

STRATEGY III: Develop and implement a plan for monitoring and documenting student process in mastering the (common core) standards.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Develop a standards-based reporting system that tracks which standards have been mastered by students	Spring 2011	Principal and teachers	Product - Standards-based reporting document	$50
2. Identify or develop assessments that are aligned by performance verbs to standards so frequent aligned assessments can document student mastery; quarterly benchmark assessments	Begin in Spring of 2011 then on-going	Principal and teachers	Bank of aligned assessments including designated benchmark assessments	$50
3. Develop a standards-based report card or progress report for students and parents	Spring/Summer 2011	Principal and teachers	Report Card or Progress Report form	$150
4. Pilot using a standards-based report card/ progress reports	Fall 2012	Principal and teachers	Timeline of implementation	$0
5. Solicit feedback from students and parents to make any needed revisions	Fall 2012	Principal and teachers	Solicited feedback	$0
6. Evaluate effectiveness of student monitoring process to ensure students, parents, teachers, and administrators can readily know student progress in mastering standards	May/June 2012 and on on-going basis	Principal	Survey data from students, parents, teachers on effectiveness of process; documentation of student progress in meeting standards	$0

STRATEGY IV: Develop and implement a professional development plan that supports effective implementation of the mathematics curriculum.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Examine classroom observation data and student achievement data to determine areas needing professional development	September 2011 Summer 2012 Summer 2013	Principal and teachers	Student achievement data and classroom observation data	$500
2. Determine needed professional development activities, schedule and calendar	September 2011 Summer 2012 Summer 2013	Principal and teachers	Professional Development Calendar, Attendance Records	$250
3. Determine level of implementation of professional development in classroom instruction	On-going	Principal	Classroom Observations resulting in an instructional profile	$100

STRATEGY V: Develop systematic processes for monitoring, reviewing, and evaluating student progress.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Review individual student progress informally on a weekly basis (Friday collaboration time); review formally on a quarterly basis using benchmark assessments	End of each quarter for 2011, 2012, and 2013	Principal and teachers; students as appropriate	Student logs, classroom grades, student portfolios: changes in student's personalized instruction based on identified needs	$0
2. Analyze AIMS data each time results are available; disaggregate to strand and concept level to determine what needs to be re-taught; change personalized instruction as needed	November, March, June 2011, 2012, 2013	Principal and teachers	Changed personalized instructional plans for students	$0
3. Evaluate programs, materials, instructional practices, professional development, school culture, parent involvement, and processes yearly to make needed changes that support higher student achievement	May/June 2011, 2012, 2013	Principal and teachers, external consultant if resources are available	Instructional profile, survey results, focus group results, self-assessment on ADE Standards and Rubrics for School Improvement, student achievement data - make needed changes to action plan based on yearly evaluation	$0 to $2,500 depending on if external facilitator is hired

ANNUAL BENCHMARK TARGETS:

CURRENT STATE	Year 1 2011-12	Year 2 2012-13	Year 3 2013-14	Target For This Plan 2013-14
Base year to be determined by 2008-2010 - 30% of students who meet/exceed the Math standards AIMS 2008-2010 scores: 30% students MET on the Math AIMS Test	Increase percentage of students meeting/exceeding Math standards by an additional 10% 40% students will score meets/exceeds	Increase percentage of students meeting/exceeding Math standards by an additional 15% 55% students will score meets/exceeds	Increase percentage of students meeting/exceeding Math standards by an additional 15% 70% students will score meets/exceeds	Increase percentage of students meeting/exceeding Math standards to 70% over a three-year period (% may be adjusted to be appropriately challenging.) Goal: 70% students who score proficient on AIMS Math will meet or exceed state average

Performance Management Plan:
The following plan is designed to increase student achievement in reading over a 3-year span by increasing the percentage of students who meet/exceed the standards. The plan outlines the strategies and action steps necessary to ensure students will be meeting the new more challenging common core standards in reading if the state adopts them as they are expected to do. With their adoption existing curriculum, instruction, assessment, and materials need to be revised. The plan also addresses issues identified through the school's needs assessment. Strategy V describes the monitoring, reviewing, and evaluating student progress in relationship to each of these strategies.

PERFORMANCE MANAGEMENT PLAN

VICTORY HIGH SCHOOL
INDICATOR: _Student Achievement Growth **DURATION OF THE PLAN:** Begins _September, 2011 to June 2014

MEASURE	METRIC	TARGET
Reading	Percentage of students by grade level who meet/exceed the reading standards	Increase percentage of students meeting/exceeding Reading standards to 76% over a three-year period (% may be adjusted to be appropriately challenging.) Goal: 76% students who score proficient on AIMS Reading will meet or exceed state average

STRATEGY I: Ensure the reading curriculum and supplemental materials are aligned to the reading standards (common core) to increase student achievement.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Review all textbooks and supplemental materials to document research-base and alignment to the standards	September 2011	English teacher and principal	Documentation of research-base of textbooks and supplemental materials	$50
2. Purchase any needed textbooks and/or supplemental materials to address any gaps in alignment to standards	September 2011	Principal	Purchase of needed books/materials	$500
3. Revise curriculum maps and pacing guides to demonstrate alignment with new standards	September 2011	English teacher	Revised curriculum maps and pacing guides	$50

STRATEGY II: Develop and implement a plan to ensure reading instruction is aligned to best practices.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Research current best practices for reading instruction including effective strategies, student active engagement, and high cognitive thinking	Fall 2011	Reading teacher and Principal	Summary of Findings	$50

2. Provide training for principal in classroom observation protocols	Fall 2011	Principal and external consultant	Documented attendance	$500
3. Observe reading classroom(s) to determine level of implementation of best practices	Fall 2011	Principal	Completed classroom observation summaries	$250
4. Develop an individualized plan for instructional improvement for reading teacher(s)	Fall 2011	Principal and Reading teacher	Action plan for improvement depending on use of best practices in reading and analysis of student achievement for reading to determine gains	$0

STRATEGY III: Develop and implement a plan for monitoring and documenting student progress in mastering the (common core) standards.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Develop a standards-based reporting system that tracks which standards have been mastered by students	Spring 2011	Principal and teachers	Product - Standards-based reporting document	$50
2. Identify or develop assessments that are aligned by performance verbs to standards so frequent aligned assessments that can document student mastery; quarterly benchmark assessments	Begin in Spring of 2011 then on-going	Principal and teachers	Bank of aligned assessments including designated benchmark assessments	$50
3. Develop a standards-based report card or progress report for students and parents	Spring/Summer 2011	Principal and teachers	Report Card or Progress Report form	$250
4. Pilot using a standards-based report card/ progress reports	Fall 2012	Principal and teachers	Timeline of implementation	$0
5. Solicit feedback from students and parents to make any needed revisions	Fall 2012	Principal and teachers	Solicited feedback	$0
6. Evaluate effectiveness of student monitoring process to ensure students, parents, teachers, and administrators can readily know student progress in mastering standards	May/June 2012 and on on-going basis	Principal	Survey data from students, parents, teachers on effectiveness of process; documentation of student progress in meeting standards	$0

STRATEGY IV: Develop and implement a professional development plan that supports effective implementation of the reading curriculum.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Examine classroom observation data and student achievement data to determine areas needing professional development	September 2011 Summer 2012 Summer 2013	Principal and teachers	Student achievement data and classroom observation data	$500
2. Determine needed professional development activities, schedule and calendar	September 2011 Summer 2012 Summer 2013	Principal and teachers	Professional Development Calendar, Attendance Records	$250
3. Determine level of implementation of professional development in classroom instruction	On-going	Principal	Classroom Observations resulting in an instructional profile	$100

STRATEGY V: Develop systematic processes for monitoring, reviewing, and evaluating student progress.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Review individual student progress informally on a weekly basis (Friday collaboration time); review formally on a quarterly basis using benchmark assessments	Individual student progress monitored weekly. End of each quarter for 2011, 2012, and 2013	Principal and teachers; students as appropriate	Student logs, classroom grades, student portfolios: evidence on tracking system of which standards students have mastered, changes in student's personalized instruction based on identified needs	$0
2. Analyze AIMS data each time results are available; disaggregate to strand and concept level to determine what needs to be re-taught; change personalized instruction as needed	November 2011, 2012, 2013, March and June 2012, 2013, 2014,	Principal and teachers	Changed personalized instructional plans for students	$0
3. Evaluate programs, materials, instructional practices, professional development, school culture, parent involvement, and processes yearly to make needed changes that support higher student achievement	May/June 2012, 2013, 2014	Principal and teachers, external consultant if resources are available	Instructional profile, survey results, focus group results, self-assessment on ADE Standards and Rubrics for School Improvement, student achievement data - make needed changes to action plan based on yearly evaluation	$0 to $2,500 depending on if external consultant is hired

ANNUAL BENCHMARK TARGETS:

CURRENT STATE	Year 1 2011-12	Year 2 2012-13	Year 3 2013-14	Target For This Plan 2013-14
Base year to be determined by 2008-2010 - 46% of students who meet/exceed the Reading standards AIMS 2008-2010 scores: 46% students MET on the Reading AIMS Test	Increase percentage of student's meeting/exceeding Reading standards by an additional 10% 56% students will score meets/exceeds	Increase percentage of students meeting/exceeding Reading standards by an additional 10% 66% students will score meets/exceeds	Increase percentage of students meeting/exceeding Reading standards by an additional 10% 76% students will score meets/exceeds	Increase percentage of students meeting/exceeding Reading standards to 76% over a three-year period (% may be adjusted to be appropriately challenging.) Goal: 76% students who score proficient on AIMS Reading will meet or exceed state average