PERFORMANCE MANAGEMENT PLAN (Step 4) **CHARTER/SCHOOL: _Yuma Private Industry Council___**

INDICATOR: *(Academic Area)* __Mathematics_____

DURATION OF THE PLAN: Begins August 2010 , to May 2014

MEASURE	METRIC	TARGET
(Identify what aspect of indicator, i.e. academic area, will be focused upon.) *The Test of Adult Basic Education will measure annual growth in math.*	*(Reasonable and appropriate ways to measure the identified improvement area – generally numeric.)* *Test of Adult Basic Education to be given at student orientation, bench marks collected at the end of each quarter and post test completed at the end of each academic year. Scores are aggregated into averages. Growth or regression is based on the difference between Pre-test scores and Post test scores. Pre-test and Post test scores will be collected and reported on annual data self analysis documents.*	*(Intended results or definition of success within a certain period of time)* *The average annual growth in math, based on the Test of Adult Basic Education, will be 1.5 years or more.*
10th grade to 12th grade math proficiency	*Percent of students scoring at exceeds or meets as evidenced by Spring AIMS math scores.*	*59% of 10th grade through 12th grade students will score meets or exceeds on the Spring AIMS math exam by May of 2014.*

STRATEGY I: *(Repeat this format as necessary to include the appropriate number of strategies to meet the target[s].)*
The school will maintain a staff that demonstrates researched methods of effective math instruction as evidenced by ongoing, monthly, comprehensive teacher evaluation.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. The agency, through agency and grant funds, will provide training to teachers in the area of teaching math. Training will focus on math reasoning or number sense.	To be performed annually prior to start of each academic year. New staff will receive training prior to teaching math.	Principal	Sign-In Sheets and Agendas	Equalization
2. Twenty minutes of each staff meeting will be dedicated to revisiting instructional concepts.	Weekly at each staff meeting.	Principal	Sign-In Sheets and Agendas	Equalization
3. Teachers will provide at least 3 math videos in partial fulfillment of the Professional Competency Plan.	3 videos annually over a 5 year period	Principal	Videos and Professional Competency Plans	Equalization, Prop 301
4. The agency, through agency and grant funds, will continue to reimburse tuition fees for teachers that take additional college level classes.	Reimbursement will be available for at least the next 5 years.	Human Resource Department	Agency Reimbursement Forms, Reimbursement Memos, Financial Records (i.e. YPIC Check Receipts and Tuition Receipts)	Title I, Title II, Prop 301, Equalization

STRATEGY II: *(Repeat this format as necessary to include the appropriate number of strategies to meet the target[s].)*
All students will be enrolled in a class that will improve math reasoning and number sense. The classes will be ability leveled.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Using the Test of Adult Basic Education, measure all students' baseline math abilities upon enrollment into the school.	Completed within 2 to 4 weeks prior to enrollment.	Academic Advisor	Master TABE Results Data Reports	Equalization
2. Aggregate students into appropriate leveled math course.	Completed prior to enrollment or start of course.	Academic Advisor	Annual Master Schedule	Equalization
3. Benchmark student data at the end of each academic quarter and assess for evidence of regression.	Prior to end of each quarter	Academic Advisor	Benchmark TABE Results Data Reports and Regression Data Results.	Equalization
4. Require intervention for students that meet regression of skill criteria.	Immediately Following Regression Data Results	Principal and Academic Advisor	Intervention Reports, Intervention Rosters, Individual Student Report.	Title I, Equalization
5. Reassign students to higher classes that display improved scores on the TABE.	Completed as soon as scores have been aggregated	Principal and Academic Advisor	TABE Aggregate Report, Individual Student Report	Equalization

STRATEGY III: *(Repeat this format as necessary to include the appropriate number of strategies to meet the target[s].)*
Provide additional math courses outside of the regular school day.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Hire a highly qualified math teacher if there is not one available on campus.	3 weeks prior to beginning of the math course.	Human Resource Department and Principal	Highly Qualified Documentation, Certification Documentation	Title I, Prop 301, ASIP, and/or Equalization
2. Recruit students to enroll in additional math courses.	3 weeks prior to beginning of the math course.	Principal and Academic Advisor	Annual Master Schedule	Title I, Prop 301, ASIP, Equalization
3. Benchmark student data at the end of each academic quarter and assess for evidence of regression.	Prior to end of each quarter	Academic Advisor	Benchmark TABE Results Data Reports and Regression Data Results.	Equalization
4. Require intervention for students that meet regression of skill criteria.	Immediately Following Regression Data Results	Principal and Academic Advisor	Intervention Reports and Intervention Rosters.	Equalization

ANNUAL BENCHMARK TARGETS: (Identify as many years as the length of the plan.)

CURRENT STATE 2008/2009	Year 1 2010/2011	Year 2 2011/2012	Year 3 2012/2013	Year 4 2013/2014	Target For This Plan
During the 2008/2009 academic year, the starting average level for students that completed a full year was 6.2 g.e. . This group of students completed the academic year with an average grade equivalency of 8.01.*	The average growth rate for students that have been enrolled for a full academic year will be a growth rate of 1.5 grade levels based on TABE testing.	The average growth rate for students that have been enrolled for a full academic year will be a growth rate of 1.5 grade levels based on TABE testing.	The average growth rate for students that have been enrolled for a full academic year will be a growth rate of 1.5 grade levels based on TABE testing.	The average growth rate for students that have been enrolled for a full academic year will be a growth rate of 1.5 grade levels based on TABE testing.	The average growth rate for students that have been enrolled for a full academic year will be a growth rate of 1.5 grade levels based on TABE testing.
Based on 2009 Spring AIMS math performance, the school had 5% of students grades 10th through 12th meet or exceed on the AIMS math test. **	Based on 2011 Spring AIMS Math performance, the school will have 29% of grades 10th through 12th meet or exceeds the AIMS math test.	Based on 2012 Spring AIMS Math performance, the school will have 39% of grades 10th through 12th meet or exceeds the AIMS math test.	Based on 2013 Spring AIMS Math performance, the school will have 49% of grades 10th through 12th meet or exceeds the AIMS math test.	Based on 2014 Spring AIMS Math performance, the school will have 59% of grades 10th through 12th meet or exceeds the AIMS math test.	Based on 2014 Spring AIMS Math performance, the school will have 59% of grades 10th through 12th meet or exceeds the AIMS math test.

***The school has a very high student attrition rate. Through graduating a large number of our student population and through the sporadic enrollment for a number of the population – the school starts each year with a different population of students. With a high number of new students starting each year, the school tends to have starting overall grade level around 6.5 grade to 7.5 grade equivalency. The school always maintains a high standard of expecting an overall growth rate of 1.5 grade levels.**

****The calculations and goal are based entirely on Spring testing data and does not include fall testing data of 11th and 12th grade students. These scores reflect students that have been in the school program for partial and full academic year.**

INDICATOR: *(Academic Area)* _____Reading_____ *(Use if selecting an additional area in need of improvement)*

DURATION OF THE PLAN: Begins _August 2010 , to _May 2014

MEASURE	METRIC	TARGET
(Identify what aspect of indicator, i.e. academic area, will be focused upon.) *The Test of Adult Basic Education will measure annual growth in reading.*	*(Reasonable and appropriate ways to measure the identified improvement area – generally numeric.)* *Test of Adult Basic Education to be given at student orientation, bench marks collected at the end of each quarter and post test completed at the end of each academic year. Scores are aggregated into averages. Growth or regression is based on the difference between Pre-test scores and Post test scores. Pre-test and Post test scores will be collected and reported on annual data self analysis documents.*	*(Intended results or definition of success within a certain period of time)* *The average annual growth in broad reading, based on the Test of Adult Basic Education will be 1.5 years or more.*
10th grade to 12th grade reading proficiency	*Percent of students scoring at exceeds or meets as evidenced by Spring AIMS reading scores.*	*67% of 10th grade through 12th grade students will score meets or exceeds on the Spring AIMS reading exam by May of 2014.*

STRATEGY I: *(Repeat this format as necessary to include the appropriate number of strategies to meet the target[s].)*
The school will maintain a staff that demonstrates researched methods of effective reading instruction as evidenced by ongoing, monthly, comprehensive teacher evaluation.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. The agency, through agency and grant funds, will provide training to teachers in the area reading. Training will focus on teaching vocabulary, fluency and comprehension. Decoding multi-syllable words is not a severe necessity.	To be performed annually prior to start of each academic year. New staff will receive training prior to teaching content areas.	Principal	Sign-In Sheets and Agendas	Equalization
2. Twenty minutes of each staff meeting will be dedicated to revisiting instructional concepts.	Weekly at each staff meeting.	Principal	Sign-In Sheets and Agendas	Equalization
3. Teachers will provide at least 3 reading videos in partial fulfillment of the Professional Competency Plan.	3 videos annually over a 5 year period	Principal	Videos and Professional Competency Plans	Equalization, Prop 301
4. The agency, through agency and grant funds, will continue to reimburse tuition fees for teachers that take additional college level classes.	Reimbursement will be available for at least the next 5 years.	Human Resource Department	Agency Reimbursement Forms, Reimbursement Memos, Financial Records (i.e. YPIC Check Receipts and Tuition Receipts)	Title I, Title II, Prop 301, Equalization

STRATEGY II: *(Repeat this format as necessary to include the appropriate number of strategies to meet the target[s].)*
All students will be enrolled in a class that will improve basic reading and comprehension skills. The classes will be ability leveled.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Hire a highly qualified reading teacher if there is not one available on campus.	3 weeks prior to beginning of the reading course.	Human Resource Department and Principal	Highly Qualified Documentation, Certification Documentation	Title I, Prop 301, ASIP, and/or Equalization
2. Recruit students to enroll in additional reading courses.	3 weeks prior to beginning of the reading course.	Principal and Academic Advisor	Annual Master Schedule	Title I, Prop 301, ASIP, and/or Equalization
3. Benchmark student data at the end of each academic quarter and assess for evidence of regression.	Prior to end of each quarter	Academic Advisor	Benchmark TABE Results Data Reports and Regression Data Results.	Equalization
4. Require intervention for students that meet regression of skill criteria.	Immediately Following Regression Data Results	Principal and Academic Advisor	Intervention Reports and Intervention Rosters.	Equalization

STRATEGY III: *(Repeat this format as necessary to include the appropriate number of strategies to meet the target[s].)*
Provide additional basis reading/written expression classes outside of the regular school day.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Hire a highly qualified reading/written expression teacher if there is not one available on campus.	3 weeks prior to beginning of the reading/written expression course.	Human Resource Department and Principal	Highly Qualified Documentation, Employee time sheets, Certification Documentation	Title I, Prop 301, ASIP, and/or Equalization
2. Recruit students to enroll in additional reading courses.	3 weeks prior to beginning of the reading/written expression course.	Principal and Academic Advisor	Annual Master Schedule	Title I, Prop 301, ASIP, and/or Equalization
3. Benchmark student data at the end of each academic quarter and assess for evidence of regression.	Prior to end of each quarter	Academic Advisor	Benchmark TABE Results Data Reports and Regression Data Results.	Equalization

ANNUAL BENCHMARK TARGETS: (Identify as many years as the length of the plan.)

CURRENT STATE 2008/2009	Year 1 2010/2011	Year 2 2011/2012	Year 3 2012/2013	Year 4 2013/2014	Target For This Plan
During the 2008/2009 academic year, the starting average level for students that completed a full year was 6.2 g.e. . This group of students completed the academic year with an average grade equivalency of 8.02.*	The average growth rate for students that have been enrolled for a full academic year will be a growth rate of 1.5 grade levels based on TABE testing.	The average growth rate for students that have been enrolled for a full academic year will be a growth rate of 1.5 grade levels based on TABE testing.	The average growth rate for students that have been enrolled for a full academic year will be a growth rate of 1.5 grade levels based on TABE testing.	The average growth rate for students that have been enrolled for a full academic year will be a growth rate of 1.5 grade levels based on TABE testing.	The average growth rate for students that have been enrolled for a full academic year will be a growth rate of 1.5 grade levels based on TABE testing.
Based on 2009 Spring AIMS reading performance, the school had 25% of students grades 10th through 12th meet or exceed on the AIMS reading test. **	Based on 2011 Spring AIMS Reading performance, the school will have 37% of grades 10th through 12th meet or exceeds the AIMS reading test.	Based on 2012 Spring AIMS Reading performance, the school will have 47% of grades 10th through 12th meet or exceeds the AIMS reading test.	Based on 2013 Spring AIMS Reading performance, the school will have 57% of grades 10th through 12th meet or exceeds the AIMS reading test.	Based on 2014 Spring AIMS Reading performance, the school will have 67% of grades 10th through 12th meet or exceeds the AIMS reading test.	Based on 2014 Spring AIMS Reading performance, the school will have 67% of grades 10th through 12th meet or exceeds the AIMS reading test.

***The school has a very high student attrition rate. Through graduating a large number of our student population and through the sporadic enrollment for a number of the population – the school starts each year with a different population of students. With a high number of new students starting each year, the school tends to have starting overall grade level around 6.5 grade to 7.5 grade equivalency. The school always maintains a high standard of expecting an overall growth rate of 1.5 grade levels.**

****The calculations and goal are based entirely on Spring testing data and does not include fall testing data of 11th and 12th grade students. These scores reflect students that have been in the school program for partial and full academic year.**