E-Institute
Performance Management Plan
Sept. 1, 2011

E-Institute – Historical Beginnings
E-Institute Charter School Inc. was first incorporated as a non-profit charter school on June 7, 2000. E-Institute Charter School Inc. was approved by the Arizona State Board for Charter Schools to serve students in grades 9-12 on June 20, 2000. The school was designed as an alternative high school serving students who have been unsuccessful in a traditional high school environment or need to attend classes on a more flexible schedule. Students may also choose to attend E-Institute to accelerate through high school and/or be in smaller classes than those of a large high school. Higley qualified teachers work with students in a combination of computer-assisted classes and direct teacher instruction.

E-Institute originally started on the campus of International Studies Academy and Carden Traditional School of Glendale located at 4744 W. Grovers Avenue. These two schools separated and became Carden Traditional School and E-Institute Grovers. In August 2002, E-Institute Charter School established a second independent school site at 3515 W. Union Hills Drive in Glendale.

In June of 2003, a third campus of E-Institute was started in Surprise, located on the campus of Carden Traditional School serving students in grades 9-12. The high school later moved to its own campus at 16578 W. Greenway Road and is known as E-Institute at Acoma.

In 2008, the E-Institute at Metro Center was established as a fourth charter high school. In 2010, a fifth campus, located at 6213 S. Miller Road, in Buckeye was opened. Currently, two new E-Institutes are preparing to open in September, 2011, one in Avondale and the other in Tempe. The parent company, Learning Matters Educational Group, has a strategic plan to open a new E-Institute high school each year for the next five years.

Mission Statement
The mission of the E-Institute charter high schools is to provide students with an alternative choice in completing their high school education. We provide a comfortable structured learning environment, which includes personalized education plans, computer-based learning, mastery-based instruction, low student-teacher ratios, tutoring, and flexible scheduling.

Vision Statement
E-Institute charter high schools employ the best practices and innovations to provide a progressive educational experience for every student. We envision the lifelong application of learning, coupled with intelligent risk taking, to challenge and encourage participation as a productive member of the global society.

Previous Efforts for the Past Five Years to Develop a Curriculum that Improves Student Achievement

Efforts to improve student achievement have been inconsistent, at best, among the E-Institute campuses. Challenges due to a high rate of teacher and administrator turn over, student transience, and a lack of student achievement data have been stumbling blocks. For example, one site had three principals in just one year of operation. As a result, each campus has basically operated in an independent fashion, offering its own electives and allowing classroom teachers a great deal of flexibility to teach what they choose. In November, 2010, Crispin Zamudio, principal of the Union Hills school, was appointed to supervise all of the E-Institute principals and campuses. He has begun the process of making the course offerings, curriculum, assessments, and school policies and procedures more uniform.

Over the years, several types of assessments have been used to check for student achievement. In 2004, the *Brigance Test of Basic Skills*, also known as the *Brigance Comprehensive Inventory of Basic Skills-Revised* was given to a small number of freshmen to assess at what grade level each student was functioning. However, it is thought that the *Brigance* was only used for one year. There are no records to support other assessments being given to students. AIMs and Terra Nova data were collected and shared with teachers but not used by teachers to make instructional decisions. The depth and breadth of AIMS analysis varied from campus to campus. Because of low AIMS scores, AIMS Prep courses were put into the schedule for students who needed additional assistance not provided by the online A+(computer based curriculum) in the 2006-07 school year. Beginning with the 2009-10 school year, **all** levels of language arts, math, government, and economics were taught by direct instruction rather than using A+ alone. Moving to direct instruction has allowed more students to pass all three portions of the AIMS test.

During the 2010-11 school year, all E-Institute campuses instituted a uniform attendance policy. Students are required to be in school for a minimum 20 hours per week. "Flex time" opportunities are offered so students may be eligible for credit during the semester. Students have to maintain a minimum of 90% attendance in order to be eligible for credit but are expected to maintain 100% attendance to meet the state's minimum amount of seat time. In addition, students make up school time on Saturdays only if they were absent during week. Students have to restart an A+ (computer-based) class once they reach 24 hours or six days of absences without an attempt to make up those absences. Flex time is offered from 8:00am until 12:00pm on Saturdays. Two teachers are paid to work with students, tutor, and supervise. Students are dropped from the educational program after 10 days or 40 hours of absence. Flex time has been a positive alternative for many students who might have lost credit/s or given up on school completely.

Additional requirements have been added to the A+ Learning System to make students more accountable for their learning. Both practice and mastery tests must be passed with a 70% or higher mastery level. Each computer-based A+ lesson is composed for six parts: note taking, a minimum of five minutes of study time, the practice test, the mastery test, final essay, and final exam. The final exam must be passed with at 80% or better or may require individual lesson remediation based on assessed weaknesses. Students are given only three attempts at a mastery test of each lesson. To obtain additional test attempts, students may ask additional teacher assistance and/or review student notes with the instructor. Daily notes must be at least ½ pages in length for each lesson. Classes completed without notes will not be graded.

Previous Efforts to Develop and Implement a Plan for Monitoring the Integration of the Arizona Academic Standards into Reading and Math Instruction:

Highly qualified and appropriately certified teachers are a necessity for student success in mathematics. This has not always been the case for the E-Institute campuses. The chart below shows the number of highly qualified/appropriately certified math teachers for each location based on student populations:

	2007-08	2008-09	2009-10	2010-11	2011-12
Glendale	1	1	1	1	1
Union Hills	2	2	2	2	2
Surprise	2	2	2	2	2
Buckeye	1	1	1	1	1

During the 2010-11 school year, a Title I teacher (highly qualified in math) provided one-on-one and small group assistance to targeted students in class and in after school tutorials. Selection for tutoring was based on AIMS scores and class grades only. Enrollment in the after school tutoring program has been and will continue to be data-driven and will be mandatory. For the past two years, E-Institute schools have offered tutoring in reading and writing. This tutoring is offered before and after school and on Saturdays. AIMS prep classes for those students needing extra help in math, reading and writing have also been offere over the past two year. These are direct instruction classes during the school day at each campus.

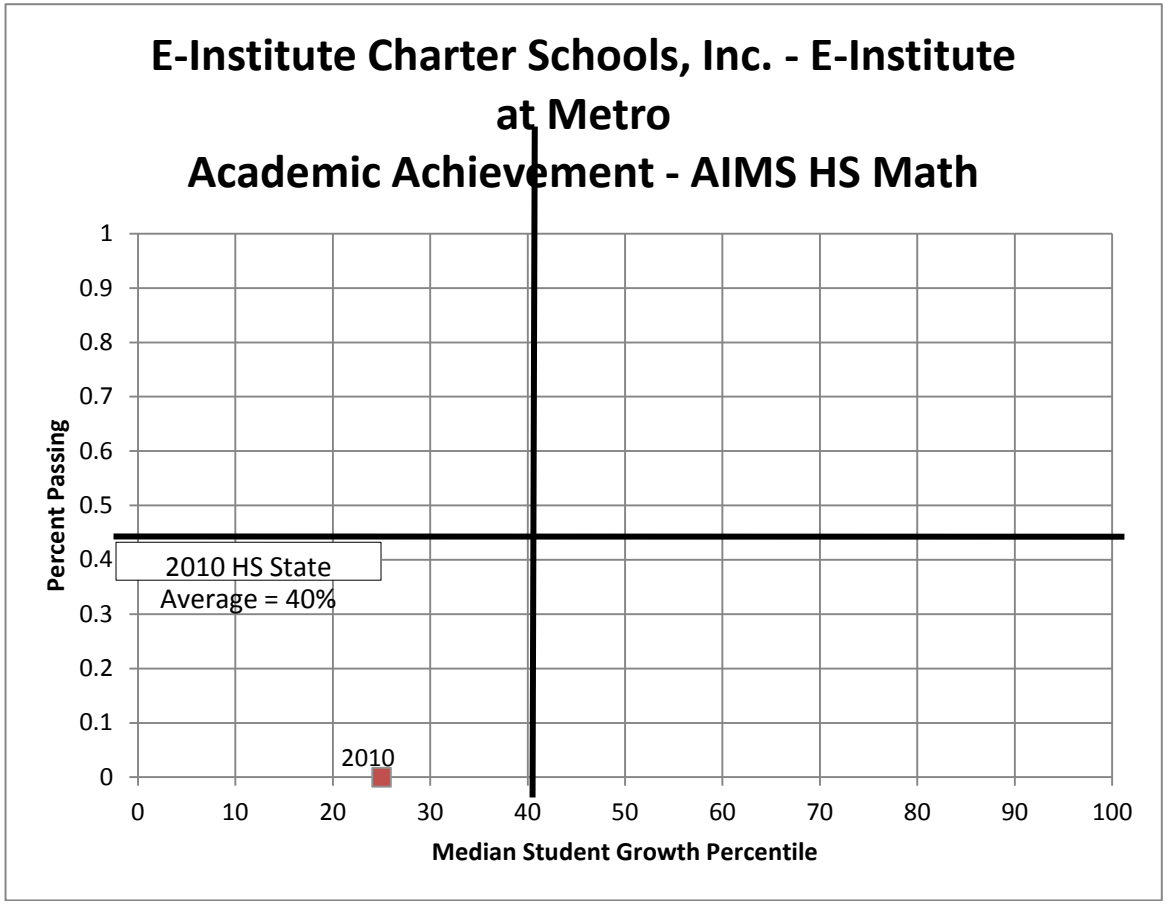
Previous Efforts to Monitor and Document Student Proficiency: While there has been some review of AIMS data by administrators and teachers, particularly at the beginning of the school year, there has been no organized or regularly scheduled review of other types of student data at the E-Institute campuses. Formative and summative assessments, common/benchmark assessments, an assessment calendar, and data review teams are all part of our action plan and will begin with the 2011-12 school year.

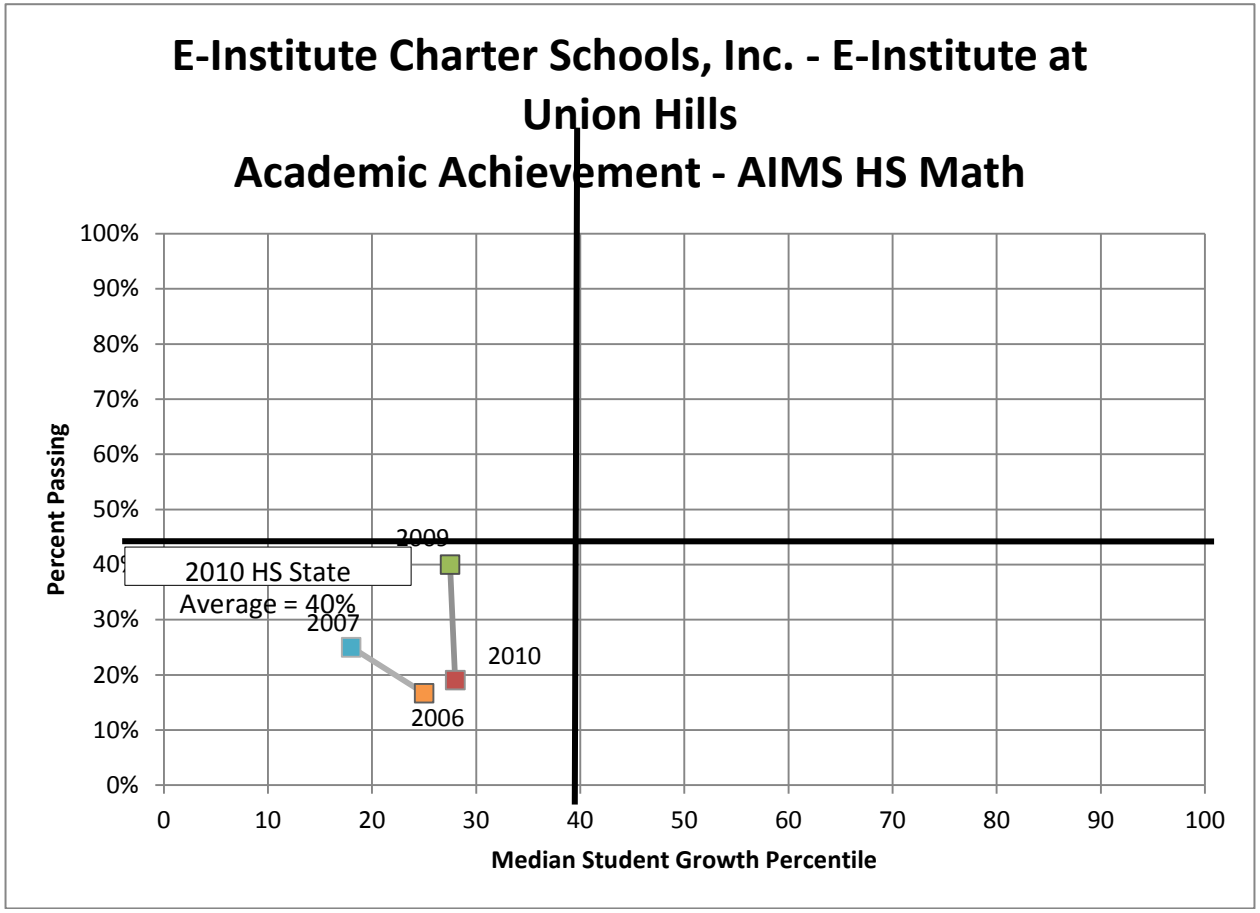
Previous Efforts to Analyze Relevant Pupil Achievement Data: There has been very little done across all the E-Institute campuses to analyze student achievement data. The A+ Learning System has been the primary focus of instruction with some remediation in the form of tutoring provided for identified students. As the need for more classes to be taught using direct instruction rather than A+, the Collaborative Learning Institute's products Curriculum Mapper, Instructional Planner, and Standard Score (a grade book) were purchased in 2009 and minimal training of teachers and administrators occurred. Curriculum, in the form of Arizona State Standards, had been entered into the Curriculum Mapper portion but teachers sporadically used the Instructional Planner to create lesson plans aligned to those standards. There was a wide disparity of skills and knowledge among teachers about how to create lesson plans with rigorous activities and assessments. Due to the alternative nature of the E-Institutes, most students who enter our schools are struggling. There is little indication that teachers know exactly what to do for students due to lack of diagnostic data and only limited personal knowledge of how to work with alternative students. Differentiation and Response to Intervention strategies do not currently exist. Once again, monitoring of lesson plans was dependent upon each campus.

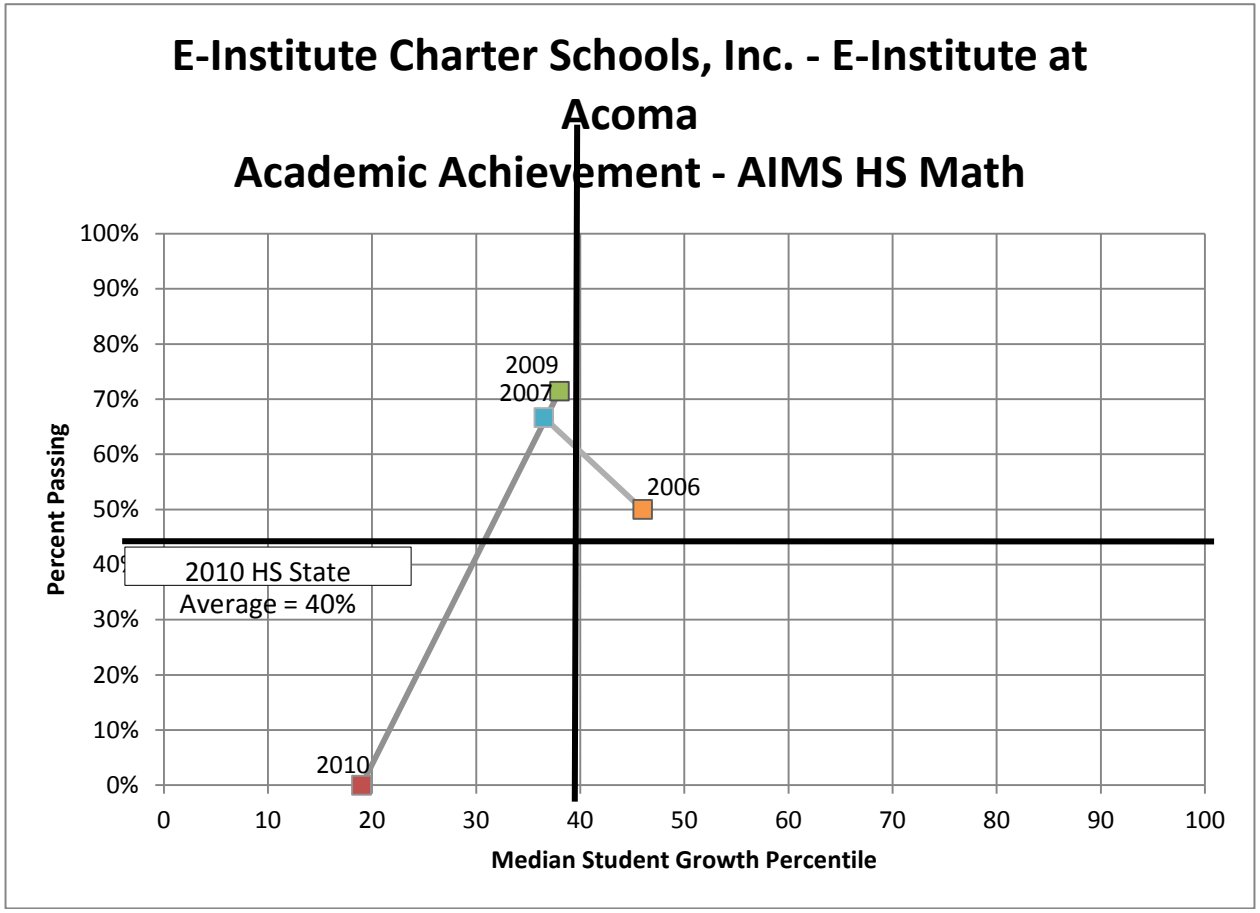
Developing and Implementing a Professional Development Plan: There has been no defined professional development plan for any of the E-Institute campuses. Teachers and administrators have attended workshops and conferences primarily offered by the Arizona Department of Education. An emphasis on math workshops is evident from invoices during the 2010 school year to familiarize teachers with the newly revised math standards. A professional development plan is part of our action plan and will begin with the 2011-12 school year.

Data Interpretation: The only data E-Institute campuses use are the annual AIMS scores. Reviewing the AIMS data for 2011 in math, three of the four E-Institute campuses fell below the state passing rate of 40% in math.

Union Hills	Acoma	Metro	Buckeye
30%	35%	25%	43%


E-Institute Charter Schools, Inc. - E-Institute at Metro
Academic Achievement - AIMS HS Math
Percent Passing
1
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
2010 HS State Average = 40%
2010
0
10
20
30
40
50
60
70
80
90
100
Median Student Growth Percentile

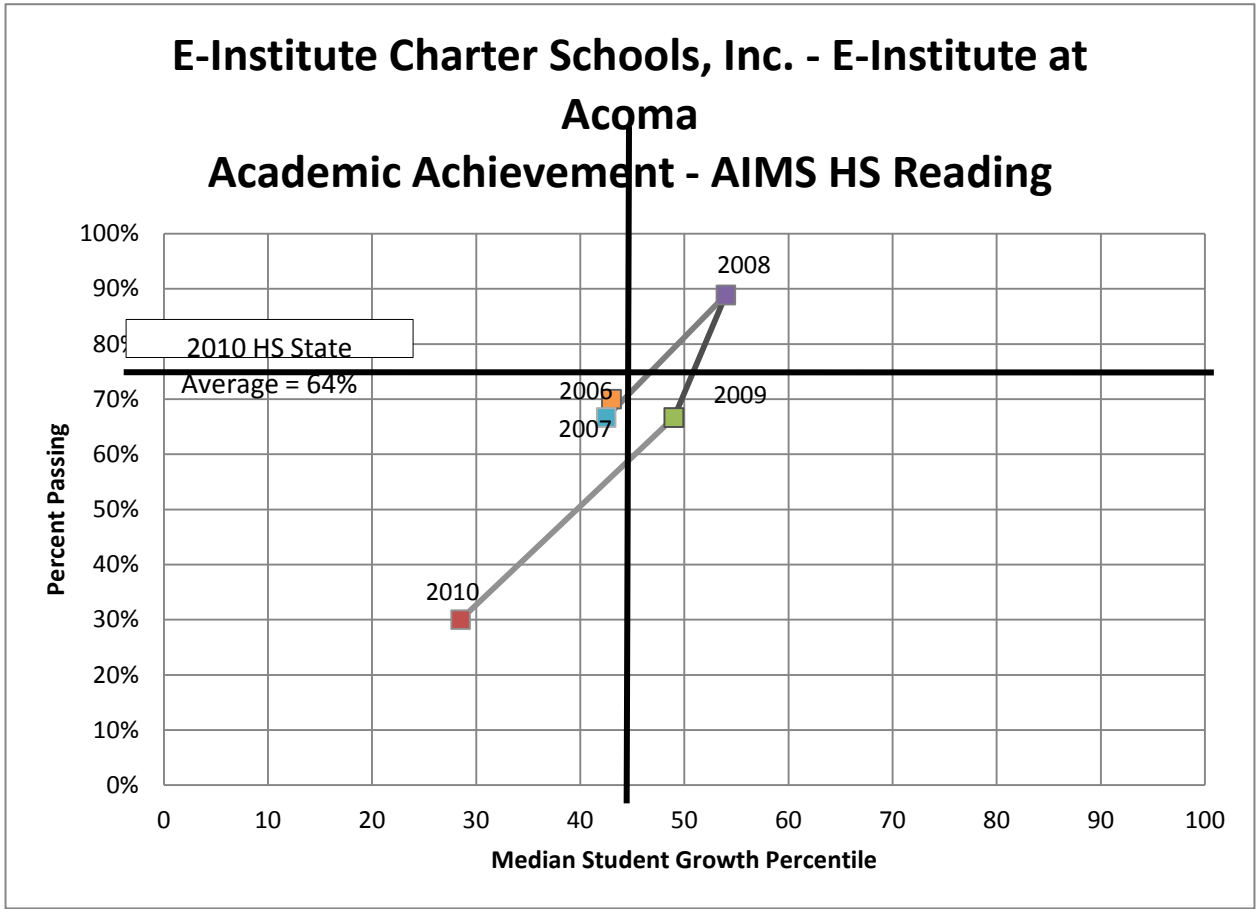

E-Institute Charter Schools, Inc. - E-Institute at Union Hills
Academic Achievement - AIMS HS Math
Percent Passing
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2010 HS State Average = 40%
2009
2007
2010
2006
0
10
20
30
40
50
60
70
80
90
100
Median Student Growth Percentile

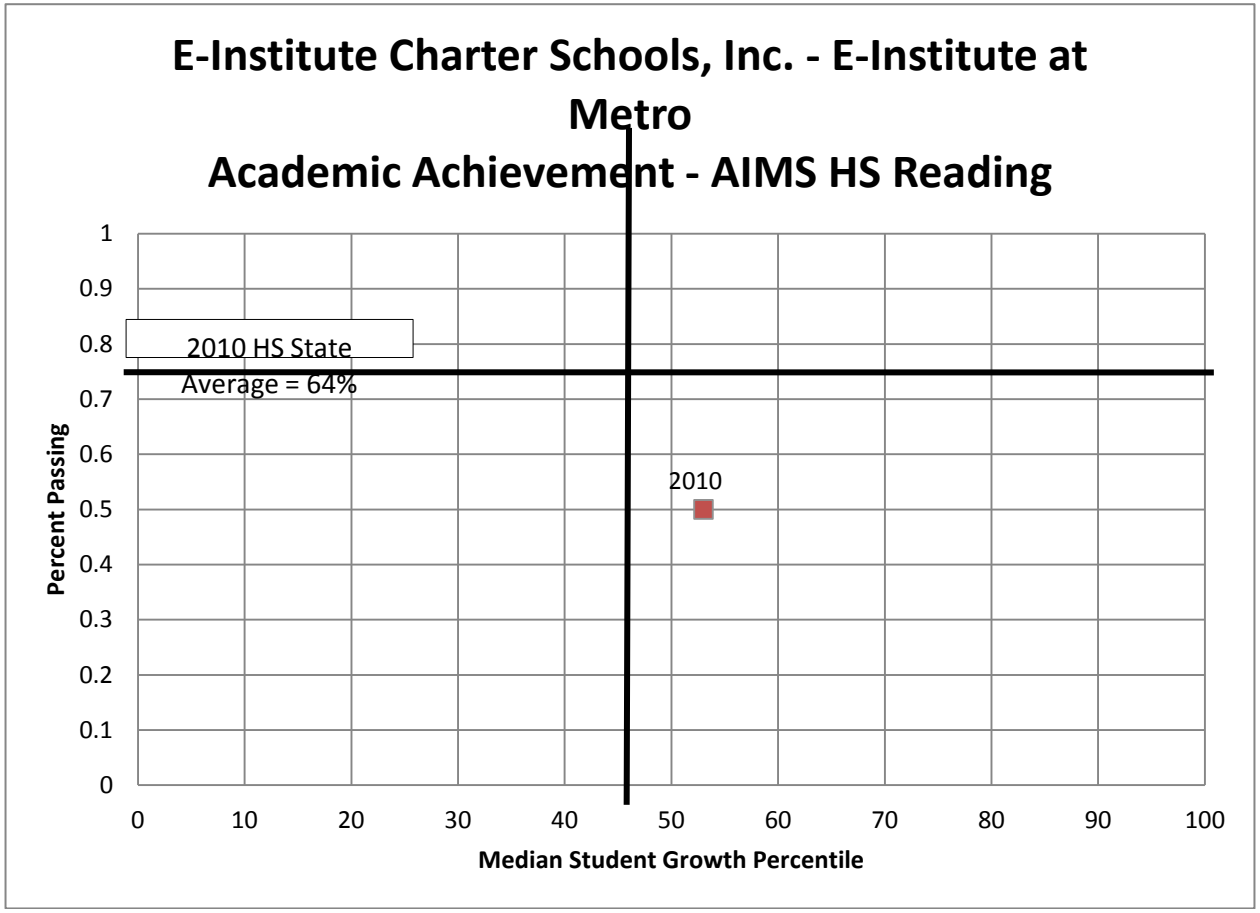


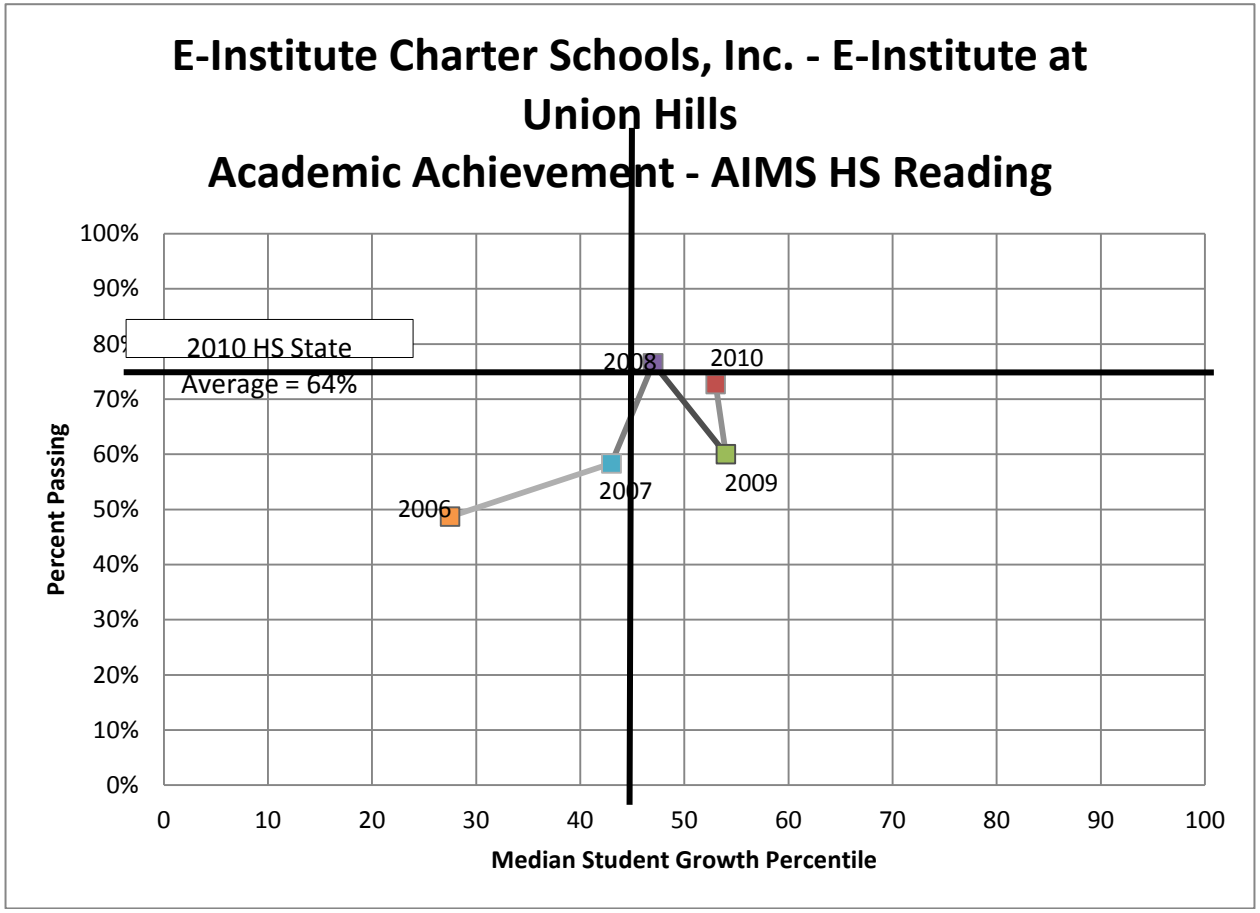
Reviewing the growth charts for the three campuses, it is clear that student achievement in math has been rocky, at best. While the Acoma campus showed positive growth in 2006, the Union Hills and Metro campuses have struggled. One explanation for that struggle is that none of the E-Institutes were aware that the Arizona State Standards changed from 2009 to 2010. Math teachers were sent to professional development workshops provided by ADE during 2010 so student achievement on the 2011 AIMS math test improved.

In reviewing the 2011 AIMS reading data, the three campuses fell well below the state average passing rate of 77%.

Union Hills	Acoma	Metro	Buckeye
57%	62%	54%	54%


E-Institute Charter Schools, Inc. - E-Institute at Acoma
Academic Achievement - AIMS HS Reading
2010 HS State Average = 64%
2008
2006
2007
2009
2010
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent Passing
0
10
20
30
40
50
60
70
80
90
100
Median Student Growth Percentile


E-Institute Charter Schools, Inc. - E-Institute at Metro
Academic Achievement - AIMS HS Reading
2010 HS State Average = 64%
2010
Percent Passing
1
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
0
10
20
30
40
50
60
70
80
90
100
Median Student Growth Percentile



Once again, achievement among the three campuses varies a great deal. The Union Hills campus shows high status and growth among its students while Metro established a baseline in its first year, and Acoma dropped significantly.

PERFORMANCE MANAGEMENT PLAN TEMPLATE
E-Institute

INDICATOR:[1] ___Math _X__Reading **DURATION OF THE PLAN**[2]**:** Begins August 1, 2011 to August 1 , 2016

MEASURE*	METRIC*	CURRENT STATUS*	End Target For This Plan*[3]
State standardized assessment	Percent (%) of students who score proficient on the State standardized assessment and Student growth percentile (SGP)	(Board staff will enter info here)	Meet or demonstrate sufficient progress toward the level of adequate academic performance as set and modified periodically by the Board.

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Train and review best practices for teaching reading that are expected of all teachers (from *The Right to Read Initiative*). These are (not inclusive): a) Assessment to inform instruction; b) Collaboration and reflection; c) Instruction in the reading concepts outlined by the International Reading Association; d) Opportunities for independent oral and silent reading to increase fluency and vocabulary; e) Opportunities for reading	Beginning in August 2011 during 5 PD days throughout the year.	Curriculum specialist will lead discussions with teachers, staff, and students. All staff will encourage students to read and the campus climate will foster intellectual conversations regarding reading.	Agenda and sign-in sheets for PD trainings. Lesson plans that incorporate at least one of the practices included on the Best Practice list.	Part of teacher contract – no additional costs.

for a variety of purposes coupled with discussion and writing to help organize thinking; f) Opportunities to build comprehension skills and strategies: making and confirming predictions, visualizing, summarizing, drawing inferences, making connections, and self-monitoring; g) Opportunities to build cognitive skills to synthesize to synthesize, analyze, evaluate and make applications to authentic situation; h) Reading and writing skills used to support reading in all content areas; i) Provision for a literary rich environment in all classrooms ; j) Emphasis on Marzano's Academic Vocabulary practices.				
2. Recruit and hire highly qualified teachers who are aligned with the schools' educational philosophy, demonstrate and understanding of appropriate state standards including the Common Core (2014), have an attitude of critical thinking, self-reflection, and continuous learning and understand the alternative school student profile.	August 2011 completed 2016 .	Curriculum specialist, principals, teachers.	Highly qualified attestation forms. Teacher sign-in sheets, agendas.	Part of teacher contract – no additional costs.

3. Align curriculum to address individual and cohort deficiencies for both in class and tutorial instruction.	August 2011 and ongoing.	Curriculum specialist, principals, Title I teacher, and all other teachers.	Lesson plans in Instruction Mapper, Galileo results, formative and summative assessment results.	Part of teacher contract – no additional costs.
4.Sequence and map the reading standard for each high school English course highlighting priority concepts, objectives, and key vocabulary.	August 2011 and completed May 2012.	Curriculum specialist, principals, and all teachers.	Complete online curriculum maps. Sequence objectives by unit. Key vocabulary words identified using online Curriculum Mapper.	Part of teacher contract – no additional costs.
5. Identify big ideas and essential questions to form a framework of instruction.	August 2011 and ongoing and completed May 2012.	Curriculum specialist, teachers.	Essential questions and big ideas are part of online Curriculum Mapper and daily lesson plans.	Part of teacher contract- no additional costs.
6. Develop standards-based objectives based on Bloom's taxonomy for student performance.	Beginning August 2011 and completed may 2012.	Curriculum specialist, administrators and teachers.	Objectives will be written into online Instruction Mapper tool.	Part of teacher contract- no additional costs.
7. Create common summative unit assessments for direct instruction courses that: • Effectively and efficiently support course outcomes and, • Show progress toward mastering performance on the HS AIMS reading assessment.	October 2011 after Galileo training. Completed May 2012.	Curriculum specialist, teachers, and administrators.	Summative assessments across content levels that contain valid questions to assess mastery of reading performance objectives using Galileo pretests, benchmarks, and post testing.	Part of teacher contract- no additional costs.
8. Write common and individual teacher formative assessments to check for understanding throughout direct instruction courses using Galileo.	October 2011 after Galileo training.	Curriculum specialist and teachers.	Common formative assessments. Individual teacher assessments. Student scores/data.	Part of teacher contract- no

	Completed May 2012.			additional costs.
9. Purchase curriculum resources to assist in implementing the curriculum (texts, student books, online supplemental resources, etc.).	August 2011 completed December 2011.	Curriculum specialist, teachers, administrators.	Purchased resources are on each campus for teachers and students to use. Teachers document use of resources in daily lesson plans.	$57,000 Holt McDougal.
10. Align purchased reading resources to curriculum maps for each language arts course.	Beginning in August 2011 and completed December 2011	Curriculum specialist and teachers.	Pacing guides. Curriculum maps updates with resource materials. Updated on Instructional Mapper.	Part of teacher contract-no additional costs.
11. Create online lesson plans and incorporate best practices in reading instruction.	Beginning fall 2011 and ongoing.	Curriculum specialist and teachers.	Implementation of reading content and skills via best practices and lesson plans documented in formal and informal evaluations by administrators.	Part of teacher contract-no additional costs.
12. Implement a curriculum review process after each12 week block to adjust reading lesson plans and pacing based on post assessment scores from Galileo.	3 times per year beginning with 2011-12 school year.	Curriculum specialist and teachers.	Revised lessons in online Instruction Mapper.	Part of teacher contract-no additional costs.
13. Evaluate Galileo data gathered from formative and summative assessments.	Beginning Fall of 2011 and completed may 2012.	Curriculum specialist, teachers, and administrators.	Comparisons between pretests, benchmarks, and post tests. Comparisons between teacher created formative assessments.	Part of teacher contract-no additional costs.

STRATEGY II: Develop and implement a plan for monitoring the integration of the Arizona Academic Standards into instruction.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Review expectations for lesson plans	August 2011	Curriculum	Expectations for instruction are	Part of

and instructional methods to be used to deliver curriculum and a plan/process for monitoring the integration of the Arizona Academic Standards for reading.	and ongoing each year,	specialist, teachers, and administrators.	included in teacher handbook. Staff meeting agenda items/minutes include discussion of expectations for instruction. Walk through and evaluation documentation by curriculum specialist and administrators indicates that expectations have been followed.	teacher contract – no additional costs.
2. Monitor lesson plans for targeted standards and best practices in reading instruction.	August 2011 and ongoing each year.	Curriculum specialist, administrators.	Online lesson plans monitored weekly and documented on formal evaluations.	Part of teacher contract – no additional costs.
3. Assess reading instruction and strategies for application in all content areas. For example, pre, during, and post reading strategies where appropriate and reasonable in lessons across the curriculum in order to reinforce reading skills.	Formal evaluations twice per year. Informal classroom walk throughs weekly.	Curriculum specialist and administrators.	Completed formal and informal evaluation documents used by administrators, and curriculum specialist that indicate teachers are implementing best practices.	Part of teacher contract – no additional costs.
4. Continue to monitor best practice instruction, classroom environment, content delivery, and behavior management via formal teacher evaluations and informal classroom walkthroughs. Administer student surveys near the end of each block.	Formal evaluations twice per year. Informal walk throughs weekly.	Curriculum specialist and administrators.	Formal and informal evaluation documents. Student survey results.	Part of teacher contract – no additional costs.
5. Administrators and curriculum specialist review evaluation data and student survey results at least three	Each block (3 times per year).	Curriculum specialist and administrators.	Teacher improvement plans. Invoices for professional development for teachers.	Part of teacher contract –

times per year (at the end of each block).			Hiring/firing data. Student survey results.	no additional costs.

STRATEGY III: Develop and implement a plan for monitoring and documenting student proficiency.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Implement Galileo and Gates-MacGinitie testing procedures for specific Arizona State Standards.	September 2011 then according to assessment schedule for each block.	Curriculum specialist, teachers, administrators.	Improvement of pre/post test scores. Improvement of AIMS scores and SGP.	Galileo $8000 Gates-MacGinititie tests $1000
2. Administer reading assessments (Galileo and Gates-MacGinititie) assessments to determine students' entry-level reading levels to acquire and track data.	Each school year upon student admission and end of block beginning fall 2011 ending May each year..	Support staff, and teachers.	Summary data from pretests to later compare with benchmarks and posttests.	Part of teacher contract – no additional costs.
3. Identify students who have not passed AIMS upon their enrollment as expediently as possible in order to share information with teachers and Title I teacher.	Beginning fall 2011-12 for the next five years.	Curriculum specialist, support staff, teachers, Title I teacher.	Schoolmaster and SAIS online reports that indicate which students have not passed.	Part of teacher contract – no additional costs.
4. Create and maintain a list of all students who began school within the first ten days of the school calendar in order to track all full academic year students.	Beginning fall 2011-12	Support staff	Schoolmaster reports and SAIS online reports that list all students meeting this criteria.	Part of teacher contract – no additional costs.
5. Review and interpret reading level	Beginning	Support staff,	Report of Galileo scores broken	Part of

scores from Galileo and Gates-MacGinitie scores to demine students' individual gaps and strengths.	fall 2011-12 and ongoing.	teachers, curriculum specialist.	down by student.	teacher contract – no additional costs.
6. Administer benchmark assessments at the midway point of each block to monitor and document math progress.	Beginning fall 2011 and ongoing	Teachers, administrators, and curriculum specialist.	Published results broken down by standard. They are shared with teachers for the analysis and review. Shared with students to monitor progress toward goals.	Part of teacher contract – no additional costs.
7. Implement a curriculum review process after each block benchmark assessment to adjust reading lesson plan emphasis based on student benchmark assessment results.	Every 12 weeks beginning in fall 2011.	Curriculum specialist, teachers, administrators.	Galileo and Gates MacGinititie results by student and class. Lesson plans and differentiated instruction strategies will be adjusted/created to meet the ongoing needs of students.	Part of teacher contract – no additional costs.
8. Provide ongoing progress monitoring for students who are performing below mastery in reading.	Weekly and all year long beginning in September 2011.	Title I teacher, teachers	Progress reports, report cards. Data walls at each campus documenting each student's results of pre, benchmarks, and post testing.	Part of teacher contract – no additional costs.
9. Conduct faculty meetings and individual teacher meetings to review students' progress. Contact parents of those students earning below 70% in language arts classes.	Beginning fall 2011 and ongoing	Curriculum specialist, teachers, administrators, Title I teachers	Teacher/parent contact logs. Lists of students earning below 70% in language arts classes. Agenda and minutes of meetings that indicate discussion of student assessment results.	Part of teacher contract – no additional costs.
10. Provide remedial reading tutoring to students who need to improve basic skills on Gates-MacGinititie and Galileo assessments.	Beginning fall 2011.	Title I teacher, teachers,	Galileo per test scores in rank order with students identified to tutoring highlighted. Sign in sheets for tutoring. Instructional materials for tutoring.	Part of teacher contract – no additional costs.
11. Schedule meetings and open	Beginning	Support staff,	Teacher contact logs.	Part of

houses with parents/guardians to work cooperatively with student using student led conferences.	fall orientation and at annual Open Houses.	teachers, administrators, Title I teacher and special education teachers..	Meeting schedules. Sign in sheets.	teacher contract – no additional costs.
12. Create and implement classroom formative reading assessments and benchmark assessments	Beginning fall 2011.	Teachers, Title I teacher, administrators, curriculum specialist.	Data walls at each location to track student progress in language arts using Galileo, Gates-MacGinitie, and teacher created data to determine strengths and weaknesses..	Part of teacher contract – no additional costs.
13. Evaluate the assessment procedures and timelines for monitoring documenting students achievement and make recommendations for adjustments as necessary	End of each 12 week block (Nov., March, and June for next two years).	Curriculum specialist, administrators, teachers, and Title I teacher.	Posttest assessment grades. Revised Curriculum Mapper and Instruction Mapper.	Part of teacher contract – no additional costs.

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
The Professional Development Plan administers a needs assessment to all faculty, evaluates the professional development plan annually and evaluates students survey results at the end of each block.	Beginning August and ending May of each year.	Curriculum specialist, teachers, administrators.	Results from annual needs assessment. Student survey results.	Part of teacher contract – no additional costs.
2. Teachers will continue to meet on scheduled professional days to participate in training related to Galileo, Gates-MacGinitie, Curriculum Mapper, Instructional Mapper, and RTI.	5 days per school year.	Curriculum specialist, teachers, and administrators.	Agendas and sign-in sheets. PD calendar.	Part of teacher contract – no additional costs.

3. Using relevant student data, teachers will be trained in data analysis and using data to guide instructional planning	Beginning fall 2011 and ongoing.	Curriculum specialist, teachers, and administrators.	Identified reading performance gaps for students entering school from Galileo and Gates-MacGinititie assessments. Teacher demonstration of their comprehension of current grade level AIMS reading scores. Teacher demonstration of evaluation of data to generate strategies for interventions/instruction.	Part of teacher contract – no additional costs.
4. Teachers will use reading strategies on a daily basis in their classrooms; e.g. graphic organizers, Cornell notes, critical reading strategies, etc.	Beginning fall 2011.	Curriculum specialist, teachers	Lesson plans in Instructional Mapper, walk throughs, formal evaluations.	Part of teacher contract – no additional costs.
5. Formal evaluations and classroom walkthroughs by the curriculum specialist and administrators to identify teachers who need assistance and support.	Beginning fall 2011 and ongoing.	Curriculum specialist, and administrators.	Documented on Improvement Plans.	Part of teacher contract – no additional costs.
6. Send language arts teachers to outside training (ADE or other providers).	As needed.	Curriculum specialist, administrators, and teachers.	Documentation of attendance Written reflections.	$3000-$5000

Using the information entered in the “Budget” columns above, please provide a budget total that incorporates all strategies and action steps for each year of the performance management plan’s implementation. For “Year 1”, please specify the fiscal year (e.g., 2011). The charter holder may add years, as necessary.

Year 1: Budget Total $71,000 **Fiscal Year 2011-12**
Year 2: Budget Total $13,000
Year 3: Budget Total $13,000

Notes:
* Provided by ASBCS staff
1 Academic area to be addressed for improvement
2 Duration of the plan must align with the timeline presented in the Action Steps
3 Refer to Terms to Know in the Renewal Application Instructions
4 Repeat these action steps as necessary to include the appropriate number of steps to accomplish the strategy

What was learned and moving forward: The depth of how much was not in place was the biggest fact to emerge from analyzing the past five years of E-Institutes in terms of curriculum, assessment, data collection, monitoring and professional development. As a result, a well thought out and developed plan for the 2011-12 school year is based on the findings from the limited data collected for the PMP and the need for overall student achievement growth.

An adopted curriculum has not consistently been in place over the past five years. The A+ computer based lessons were not rigorous enough so insure that students would pass the AIMS tests. Curriculum and pacing guides have now been adopted so continuing work will concentrate on evaluating the curriculum for depth, alignment to the essential standards and focusing on student growth over time. In addition, sporadic reflection on the effectiveness of existing curriculum maps/unit designs resulted in sporadic student achievement. Not determining essential standards resulted in skills and worksheets instead of critical thinking and authentic literacy. The lack of classroom textbooks and resources across all E campuses resulted in teachers spending time looking for resources rather than aligning resources to state standards. With the purchase of textbooks and resources for all language arts, math, science, and social studies courses the E-Institutes is committed to developing unit designs based on the backwards by design model and an emphasis on mastery of the essential standards. Each unit will be reviewed by department members to evaluate design strengths and weaknesses in orde3r to intervene throughout the year with regards to student growth. Teachers will continue to reflect and evaluate the determined essential standards to ensure the most important standards for student success in reading math have been chosen. The unit designs and essential standards will continue to be working documents as measure for student success.

Assessment has been an area of concern as it related to ensuring alignment to the state standards and for continuous monitoring of student growth. The lack of a district wide assessment plan resulted in little or no growth in reading and math. Even though assessments were administered there was no reflection about what worked and what needed to be adjusted in the classroom instruction and curriculum to improve student achievement. E-Institutes are committed to implementing Galileo system for both benchmarking student growth in reading and math and within the unit designs for each course. In addition, teachers and administrators will implement the Gates-MaGinitie reading

assessments to gather both baseline and post test data and the Math Facts in a Flash to quickly determine if a student has mastered basic math facts. Math Facts in a Flash will be used on a daily basis for students who require remediation until they master all math facts. Data walls will be created and kept up to date at each site to track student progress and identify those who need remediation. The focus now is collecting pertinent student data, organizing the data, and determining how to use the data to enhance curriculum and instruction.

Monitoring must be consistent and purposeful as it relates to student growth. Inconsistent feedback to teachers without a specific focus led to students not achieving academic growth. In addition, the evaluation process consisted of a procedure as opposed to a way of assisting teachers with improving student achievement. The lack of monitoring of lesson plans/units designs for effectiveness and alignment to state standards has created inconsistent teaching across campuses. The hiring of a curriculum/instructional specialist to work with all teachers individually and by departments has already resulted in common curriculum, pacing guides, and the writing of initial essential questions and big ideas in the math and language arts departments. The curriculum/instruction specialist has begun visiting campuses for classroom walk throughs and coaching of teachers focused on improving teacher instruction, increasing student engagement and achievement. The curriculum/instructional coach and administrators will be analyzing assessment on an ongoing basis with teachers in order to reflect and change patterns and trends discovered during the year instead of at the end of the year when it is too late.

Professional development must be consistent, supportive, and aligned to the school goals for improving student achievement. Over the past five years, there has been no specific plan but rather random opportunities for teachers to attend ADE trainings. To begin the 2011-12 school year, all E-Institute campuses came together for two days of professional development. Teachers and administrators wrote both department and campus goals addressing attendance, academics, AIMS, and AYP. These goals will be reviewed throughout the year to update and to celebrate. Professional development for Galileo training has been scheduled. One training session for use of the Instructional Mapper has occurred with a second, more in depth session, planned for early November. Department meetings for all four core areas have been scheduled to align new textbooks to curriculum and review student data. End of block department meetings will focus on student achievement and revisions for the next block. Department meetings, with teachers from all campuses coming together, have never happened on a regular basis over the past five years. Teachers and administrators will meet in order to continue the process of evaluating the effectiveness of the essential standards, unit designs, and assessment pieces being added to the 2011-12 school year. "All means all" from Michael Fullan's *All Systems Go*, is the new mantra of E-Institutes teachers and administrators.

PERFORMANCE MANAGEMENT PLAN TEMPLATE

E-Institutes

INDICATOR:[1] _x__Math ___Reading **DURATION OF THE PLAN**[2]**:** Begins August 1, 2011 to August 1, 2016

MEASURE*	METRIC*	CURRENT STATUS*	End Target For This Plan*[3]
State standardized assessment	Percent (%) of students who score proficient on the State standardized assessment and Student growth percentile (SGP)	(Board staff will enter info here)	Meet or demonstrate sufficient progress toward the level of adequate academic performance as set and modified periodically by the Board.

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Best practices for teaching math that are expected of math teachers (from *Principles and Standards for School Mathematics*, National Council of teachers of mathematics, 2000). a. Raising questions that encourage students to explore several solutions and challenge deeper thinking about real problems. b. Choosing worthwhile mathematical tasks to introduce important ideas. c. Allowing students to raise original questions about math for which there are no right answers in the book. d. Drawing on student discovery and creativity to keep them	Beginning August 2011 during 5 PD days throughout the year.	Curriculum specialist will provide list and lead discussions with teachers and administrators.	Agenda and sign-in sheets for PD trainings. Lesson plans that incorporate at least one of the practices included on the Best Practice list.	Part of teacher contract – no additional costs.

interested. e. Making connections to previous concepts and developing knowledge. f. Accommodating students who need interventions, reteaching, and adding more challenging steps. g. Using manipulatives and technology. h. Using student engaging activities and a variety of resources. i. Working with other teachers to make connections between disciplines to show how math is a part of every other major subject. j. Emphasizing the real-life relevance of mathematics.				
2. Align curriculum to address individual and cohort deficiencies for both in-class and tutorial instruction.	Beginning August, 2011.	Curriculum specialist, teachers, and Title I teacher.	Lesson plans, curriculum maps; Galileo pre, benchmark, and post testing. AIMS scores improvement, tutoring sign-in sheets.	Part of teacher contract – no additional costs.
3. Identify priority objectives/concepts and key vocabulary for each strand of the ADE math standard for each math course.	Beginning August 2011 and revised each summer by unit..	Curriculum specialist, teachers, administrators	Updated in online Curriculum Mapper tool.	Part of teacher contract – no additional costs.
4. Continue to sequence and map the math standards for each math course highlighting priority concepts and	Beginning August 2011 and	Curriculum specialist, teachers, administrators.	Completed and revised online Curriculum Mapper tool.	Part of teacher contract –

objectives and key vocabulary.	completed May 2012.			no additional costs.
5 .Identify essential questions and big ideas to form a framework for instruction.	Beginning August 2011and completed May 2012.	Curriculum specialist will lead ongoing discussion with math teachers in department meetings and on 5 PD days.	Essential questions and big ideas are part of online Curriculum Mapper and daily lesson plans.	Part of teacher contract – no additional costs.
6. Develop standards-based objectives for each math course using Bloom's Taxonomy.	Beginning August 2011 and completed May 2012.	Curriculum specialist and math teachers.	Objectives will be written into online Instruction Mapper tool.	Part of teacher contract – no additional costs.
7. Create summative assessments (aligned to math performance outcomes)for each course that: a. effectively and efficiently support course outcomes, and b. show progress toward mastering performance on the HS AIMS math assessment.	Beginning October 2011 after Galileo training with revisions each block. Test revisions completed by May 2013.	Curriculum specialist, teachers, and administrators.	Summative assessment across content levels that contain valid questions to assess mastery of math performance objectives using Galileo pre tests, benchmarks, and post testing.	Part of teacher contract – no additional costs.
8. Purchase curriculum resources to assist in implementing the curriculum (textbooks, supplementals, online resources, etc.) based on teacher recommendations.	August 2011 and completed by December 2011.	Director, curriculum specialist, teachers, and administrators.	Purchased resources are on each campus for teachers and students to use. Teachers document use of resources in daily lesson plans.	$57,000 Holt McDougal
9. Align purchased math resources to the curriculum map for each math course.	Beginning in August	Curriculum specialist and teachers.	Links on online maps to available resources. Updated on Instructional	Part of teacher

	2011 and completed December 2011..		Mapper as well.	contract – no additional costs.
10. Create online lesson plans that incorporate best practices in math instruction.	Beginning in August 2011 and ongoing.	Curriculum specialist and teachers.	Implementation of math content and skills via best practices and lesson plans documented in formal and informal evaluations by administrators.	Part of teacher contract – no additional costs.
11. Implement a curriculum review process after each 12 week block to adjust lessons plans and pacing based on post assessment scores from Galileo.	3 times per year beginning in 2011-12 in the week after benchmark testing.	Curriculum specialist, teachers, administrators.	Revised lessons in online Instruction Mapper.	Part of teacher contract – no additional costs.
12. Evaluate Galileo data gathered from formative and summative assessments	Beginning Fall of 2011 and completed May 2012.	Curriculum specialist, teachers.	Comparisons between pretests, benchmarks, and posttests. Comparisons between teacher created formative assessments.	Part of teacher contract – no additional costs.

STRATEGY II: Develop and implement a plan for monitoring the integration of the Arizona Academic Standards into instruction.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Review expectations for lesson plans and instructional methods to be used to deliver curriculum, and a plan/process for monitoring the integration of the Arizona Academic Standards for math.	Beginning August 2011 and ongoing.	Curriculum specialist, teachers, and administrators.	Expectations for instruction are included in teacher handbook. Staff meeting agenda items/minutes include discussion of expectations for instruction. Walk through and evaluation documentation by curriculum	Part of teacher contract – no additional costs.

			specialist and administrators indicates that expectation have been followed.	
2. Monitor lesson plans on Instructional Planner for targeted standards and best practices in math.	August through May of each year of the plan.	Curriculum specialist and administrators.	Online lesson plans monitored weekly and documented on formal evaluations.	Part of teacher contract – no additional costs.
3. Assess math instruction and strategies for making real world applications in all content areas. For example: integrating data analysis and other math strategies where appropriate in lessons across the curriculum in order to reinforce math skills.	Formal evaluations twice per year. Informal classroom walk throughs weekly.	Administrators and curriculum specialist.	Completed formal and informal evaluation documents used by director, administrators, and curriculum specialist that indicate teachers are implementing designated best practices.	Part of teacher contract – no additional costs.
5. Continue to monitor instruction, classroom environment, content delivery, and behavior management via formal teacher evaluations and informal classroom walk throughs. Administer student surveys near the end of each block.	Formal evaluations twice per year. Informal walk throughs weekly.	Administrators and curriculum specialist.	Formal and informal evaluation documents. Student survey results.	Part of teacher contract – no additional costs.
6. Administrators and curriculum specialist review evaluation data and student survey results at least three times per year (at the end of each block).	Beginning August of each school year and completed each May..	Administrators and curriculum specialist.	Teacher improvement plans. Invoices for professional development for teachers. Hiring/firing data.	Part of teacher contract – no additional costs.

STRATEGY III: Develop and implement a plan for monitoring and documenting student proficiency.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Implement Galileo and Math Facts in a Flash testing procedures to address specific Arizona State Standards.	Beginning in August 2011 and ongoing.	Curriculum specialist and teachers.	Improvement of pre/post test scores. Improvement of AIMS scores and SGP.	$8000 Galileo $10000-$12000 Math Facts in a Flash
2. Administer Galileo and Math Facts in a Flash pilot pre tests to determine students' entry level knowledge of Arizona Standards; acquire and track data.	Beginning August 2011 and ongoing.	Teachers and support staff.	Summary data from pre tests to later compare with benchmarks and post tests.	Part of teacher contract – no additional costs.
3. Identify students who have not passed AIMS upon enrollment to share information with instructors.	Beginning August 2011 and ongoing.	Teacher and support staff.	Schoolmaster and SAIS online reports that indicate which students have not passed.	Part of teacher contract – no additional costs.
4. Create and maintain a list of all students who began school within the first ten days of the school calendar in order to track all full academic year (FAY) students.	Beginning August 2011 and ongoing.	Support staff.	Schoolmaster reports and SAIS online reports that list all students meeting these criteria.	Part of teacher contract – no additional costs.
5. Review and interpret Galileo pre test scores to demine individual student's gaps and strengths.	Beginning August 2011 and ongoing.	Teachers, administrators, and curriculum specialist.	Report of Galileo scores broken down by student.	Part of teacher contract – no additional costs.
6. Create student academic goals with each student to track progress during each block.	Beginning August and ongoing.	Teachers, students, administrators.	Individual student goal forms.	Part of teacher contract –

				no additional costs.
7. Provide remedial math tutoring to students who need to improve basic skills based on Galileo pre test.	Beginning August and ongoing.	Teachers, Title I specialist.	Galileo pre test scores in rank order with student identified for tutoring highlighted. Sign in sheets for tutoring. Instructional materials for tutoring.	Part of teacher contract – no additional costs.
8. Administer benchmark assessments at the end of midway point of each block to monitor and document math progress.	Beginning August and ongoing.	Teachers and Title I specialist.	Published results broken down by standard. They are shared with teachers for the analysis and review. Shared with students to monitor progress toward goals.	Part of teacher contract – no additional costs.
9. Implement a curriculum review process after each block post assessment to adjust math lesson plans based on students' post test scores.	Beginning August and ongoing.	Teachers, curriculum specialist, Title I specialist.	Documented adjustments to online Curriculum Mapper and Instructional Mapper.	Part of teacher contract – no additional costs.
10. Provide ongoing progress monitoring for students who are underperforming.	Beginning August and ongoing.	Teachers and Title I specialist.	Progress reports, report cards. Data walls at each campus documenting each students results of pre, benchmarks, post testing.	Part of teacher contract – no additional costs.
11. Conduct monthly faculty meetings and individual teacher meetings to review student progress. Contact parents of those students earning below **70%** in math courses.	Beginning August and ongoing.	Teachers, administrators, Title I specialist, curriculum specialist.	Teacher/parent contact logs. Lists of students earning below 70% in math courses. Agenda and minutes of meetings that indicate discussion student assessment results.	Part of teacher contract – no additional costs.
12. Place students at greatest risk for failure on contracts; track progress on student IEPs.	Beginning August and ongoing.	Teachers, special education teacher.	Documentation of interventions; parent contact logs, IEPs.	Part of teacher contract –

				no additional costs.
13. Schedule meetings with parents/guardians to work cooperatively with student for academic success.	Beginning at August orientation and at Open House .	Teachers, administrators, special education teacher.	Teacher contact logs. Meeting schedules. Sign in sheets.	Part of teacher contract – no additional costs.
14. Provide concentrated tutoring in math for identified students.	Ongoing.	Teachers, special education teacher, Title I teacher.	Sign in sheets for after school tutoring. Sign in sheets for Saturday tutoring.	Part of teacher contract – no additional costs.
15. Create and implement ongoing classroom formative math assessments and benchmark assessments.	Ongoing	Teachers, administrators, and curriculum specialist.	Data walls at each location to track student progress in math using Galileo, Math Facts in a Flash, and teacher created data to determine strengths and weaknesses.	Part of teacher contract – no additional costs.
16. Evaluate assessment procedures and timelines for monitoring and documenting student achievement and make recommendation for adjustments as necessary.	End of each 12 week block (Nov., March, and June for next two years).	Teachers, administrators, and curriculum specialist.	Post test assessment grades. Revised Curriculum Mapper and Instruction Mapper.	Part of teacher contract – no additional costs.

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Teachers will continue to meet on scheduled professional days to	5 days per school year.	Curriculum specialist, teachers,	PD calendar and sign-in sheets.	Part of teacher

participate in training related to Galileo, Math Facts, Curriculum Mapper, Instructional Mapper and RTI.		administrators.		contract – no additional costs.
2. Using relevant student data, teachers will be trained in data analysis and using data to guide instructional planning.	Beginning August and ongoing.	Curriculum specialist, administrators, and outside providers.	Identified math performance gaps for students entering school. Teacher demonstration of their comprehension of current grade level AIMS math scores. Teacher demonstration of synthesis of data to generate RTI strategies.	Part of teacher contract – no additional costs.
3. All teachers will integrate math concepts into their courses i.e., charts, graphs, statistics, prediction, etc.	Beginning August and ongoing.	Teachers	Lesson plans, classroom observations, evaluations.	Part of teacher contract – no additional costs.
4. Formal evaluations and walk throughs by director, administrators, and curriculum specialist to identify teachers who need assistance and support.	Beginning August and ongoing.	Administrators, and curriculum specialist.	Documented on Improvement Plans.	Part of teacher contract – no additional costs.
5. Send math teachers to outside training (ADE or other providers).	As needed.	Administrators and teachers.	Documentation of attendance. Written reflections.	$3000-$5000
6. The Professional Development Plan administers a needs assessment to all faculty, evaluates the professional development plan annually and evaluates student survey results at the end of each block.	Beginning August and ending May of each year.	Administrators, teachers, curriculum specialist.	Results from annual needs assessment. Student survey results.	Part of teacher contract – no additional costs.

Using the information entered in the “Budget” columns above, please provide a budget total that incorporates all strategies and action steps for each year of the performance management plan’s implementation. For “Year 1”, please specify the fiscal year (e.g., 2011). The charter holder may add years, as necessary.

Year 1: Budget Total $82,000 Fiscal Year 2011-12
Year 2: Budget Total $25,000
Year 3: Budget Total $25,000

Notes:
* Provided by ASBCS staff
1 Academic area to be addressed for improvement
2 Duration of the plan must align with the timeline presented in the Action Steps
3 Refer to Terms to Know in the Renewal Application Instructions
4 Repeat these action steps as necessary to include the appropriate number of steps to accomplish the strategy