The Shelby School

Performance Management Plan 2010

Introduction

The Shelby School was granted a charter by the Arizona State Board of Education on June 22, 2000. We are a small, rural K-10 school, located 17 miles east of Payson, with a 501(c)(3) non-profit status in good standing with the Arizona Corporation Commission.

The Shelby School provides small group and individualized instruction in order to maximally facilitate the learning and development of its students. The Shelby School's mission is to increase the academic achievement of children using a total developmental perspective which considers a child's needs in cognitive development, social-emotional development and physical development. The mission is achieved with four main ingredients: a cognitive developmentally based curriculum, the emotional and social development of students, an arts education emphasis, and parent communication and involvement. The fundamental beliefs underlying The Shelby School are that academic competence is a major contributor to functional adulthood but that a well-developed intellect without emotional stability, self esteem, the ability to communicate, and compassion for others is of little or no value.

Though academic competence is a fundamental mission of The Shelby School, we have seen the academic performance of our children decrease over the past six years. In 2005, we were Highly Performing, in 2006 and 2007 we were Performing Plus, and in the last three years, 2008, 2009, and 2010, we were at a Performing level. We began to examine this decrease during the 2008-2009 school year and initiated changes in our curriculum and instruction. In addition, the ASBCS has asked us to examine our content areas in Reading and Math to create a five year performance plan to continue to

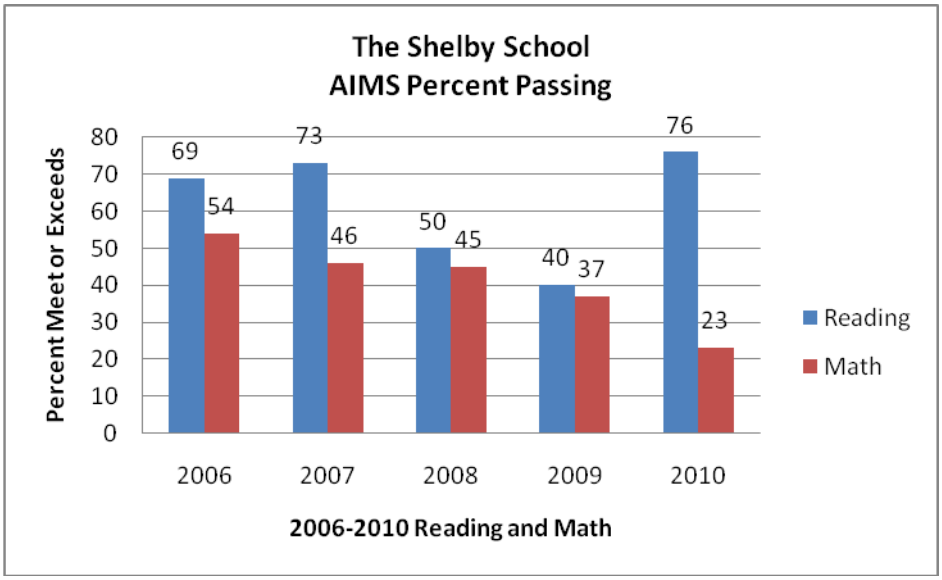
counter this decreasing trend in academic performance. Thus, this report is organized into three main sections: Data Self-Analysis, Underlying Reasons for Performance, and the Performance Management Plan.

Data Self-Analysis

As a small rural school with typically less than 30 students tested each year on the AIMS and Stanford Achievement Series, and with a typical grade level of less than five students, the aggregate data by grade level and even by total school performance, can be significantly skewed by one or two students performing poorly in that grade level. Thus, the quantitative data available must be one source of data for analysis. A second data source, a qualitative analysis will also be provided in the next section on Underlying Reasons for Performance as well. This qualitative analysis is the result of numerous meetings with teachers, parents, and staff over the last year, combined with the quantitative analysis, has resulted in a comprehensive five year performance plan for academic improvement.

The following bar graph depicts the percentage of students in all grade levels who meet or exceed, over the last five years, Reading and Math AIMS performance standards. For 2007, 26 students took the AIMS, for 2008 20 students, for 2009 30 students, and for 2010, 21 took the Reading AIMS and 22 took the Math AIMS.

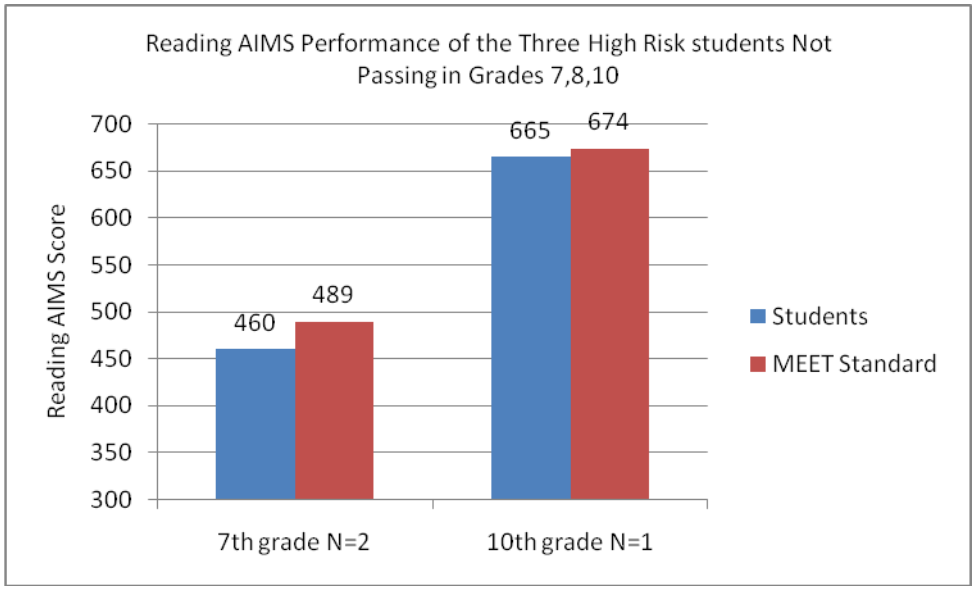
Two main significant trends can be observed from this bar graph. For the Reading test, a noticeable drop in the percent of those students who do not pass the AIMS can be seen in the 2008 and 2009 years (50% meet in 2008 and 40% meet in 2009). Testing during years 2006 and 2007 (69% and 73% respectively) and then again in 2010 (76%)



exhibits acceptable growth. Two main explanations can help to understand this trend. The upward trend in performance during the 2010 testing can be explained by two master teachers taking responsibility for the Reading/Language Arts program, one for the K-6 grades and the other for the 7-10 grades at the beginning of the 2009-2010 school year. This change in staffing was the result of numerous meetings we've held to examine instruction prior to this request for a five year performance management plan.

The second interpretation which helps to explain the decrease in Reading scores (during the 2008 and 2009 assessments) is that we have had, in the last three years particularly, a change in the demographics of the student body. The demographics have changed to include students who are considered high risk for dropping out, those with excessive absences, those with significant family problems, those who have been suspended or expelled from other schools, and typically, those who have no other educational alternatives. For instance, in grades 7, 8, and 10 for the 2010 testing, 9 of 12 students met the AIMS Reading standards. The three students, two 7th graders and one 10th grader that did not meet the Reading standard are in this high risk group. The following bar graph depicts the performance of these three students on the Reading

AIMS. One 7th grader and the 10th grader had significant excessive absences due to family problems with numerous unfinished assignments and the other 7th grader had significant incomplete assignments where he did not pass the English class.



The second significant trend observed from the first bar graph is the downward trend over the last five years of the percentage of those students who do not meet the Math AIMS standards. This decreasing trend is particularly concerning to The Shelby School, even given the student demographic changes noted above.

One analysis we examined was the 2010 Math AIMS performance for our secondary students, grades 7, 8, and 10, in order to further understand why only 2 of 13 students met the Math standard. Of the five 7th graders, one student passed who began our school year. Two of the remaining four students started 1 ½ months into our school year. Of the four who failed to meet the Math standard, two had excessive absences due to family problems which left numerous incomplete assignments, failing their math class and both students repeating 7th grade. The remaining two students, attended class without excessive absences, but did not do the necessary assignments,

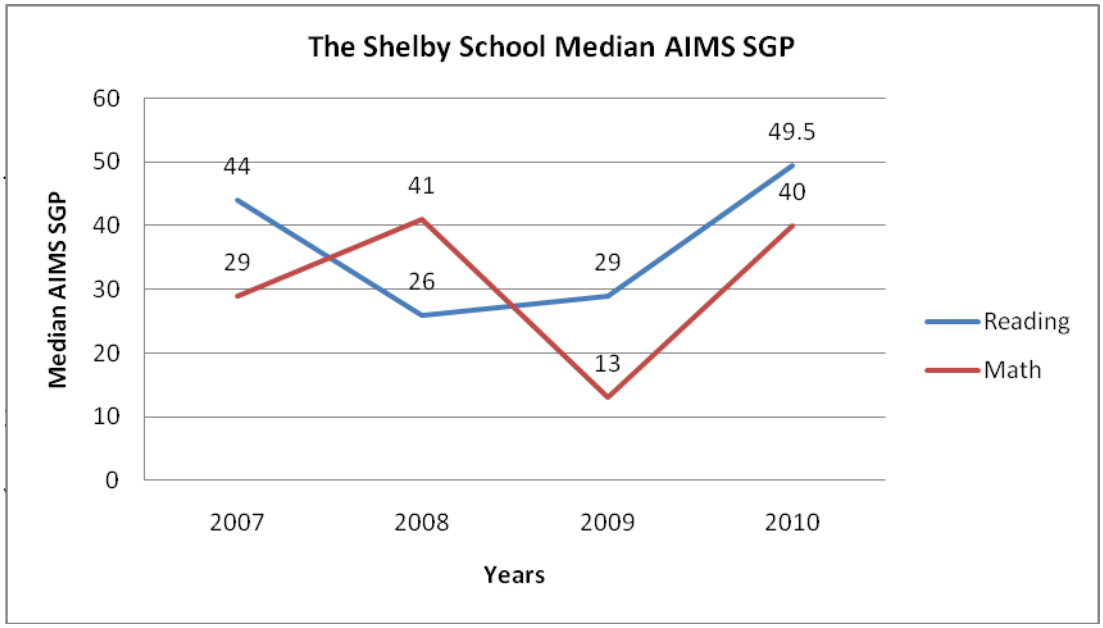
particularly in the second semester. Repeated homework and calls to parents did not help and both of these two students failed their second semester class.

Only one of these five 7th grade students attended our School for their entire 6th grade. One student attended for one month in 6th grade and a second for the last four months in 6th grade. The two remaining students did not attend 6th grade at our School.

Of the five 8th graders, no one met the Math standard for 2010. Two of the students started three months into our school year, and two others started in mid-February, over six months into the school year. The fifth student did attend for the entire school year both in 8th grade and also in 7th grade. This student "Approached" the Math standard with a score of 414, needing 426 to Meet. This student is the only one of the five students in 8th grade to attend our School as a 7th grader.

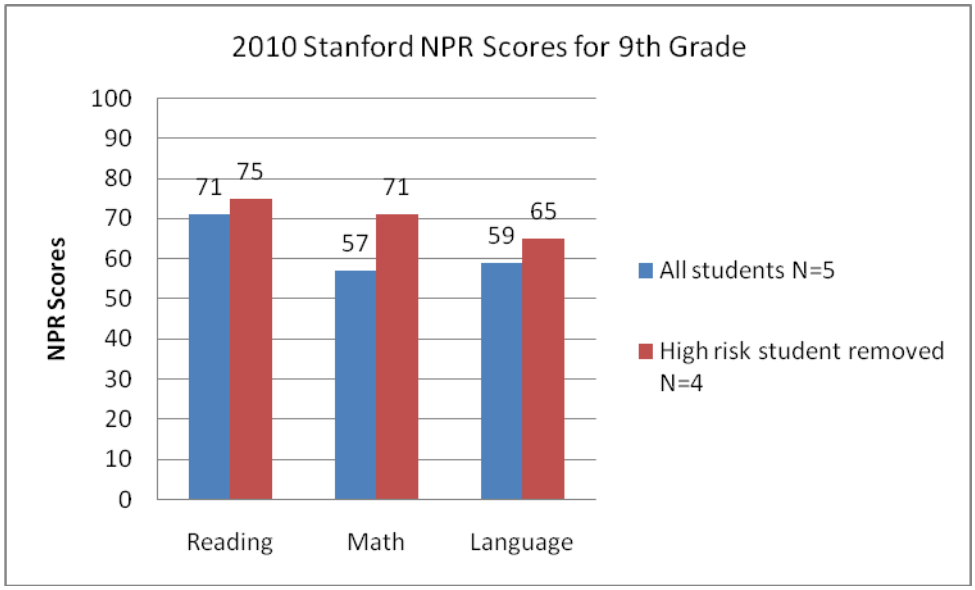
One of the three 10th graders met the Math AIMS; all started either 1, 2, or 9 months late into the school year. None of the three students had attended The Shelby School as 9th graders and two of the three did not take Algebra in 9th grade, rather a basic skills Math class, in their prior schools. The third who did pass the AIMS Math started in April and had taken 9th grade Algebra and 10th grade Geometry prior to enrolling in our school.

The following line graph depicts The Shelby School's median AIMS Student Growth Percentile (SGP) for the available years 2007, 2008, 2009. For 2010, Rebecca Gau provided us the SGP for Reading and Math. For 2007, there were 22 students used in calculating the SGP, for 2008 there were 14 students, and for 2009 there were 19 students. As noted in the graph, prior to 2010, only 2 of 6 data points showed "Typical" growth (44 for Reading 2007 and 41 for Math 2008). The remaining four data points, prior to 2010, depicted "Low" growth percentiles.



Based on the changes we made last school year, The Shelby School is optimistic about the results of the SGP for 2010 in Reading and Math (49.5 for Reading and 40 for Math) and with our Performance Management Plan for the next five years, this upward trend must continue.

The Shelby School also examined how high risk students impact the results of the Stanford Achievement Series (SAS) group test scores. A clear example of how high risk students affect our overall School results can be observed in the following bar graph for our 2010 9th graders on the SAS. Although the class results for all tests fell above the 50th NPR (N=5), the results are still skewed to the low end due to the influence of one high risk student in the grade. The improvement ranges from 4 NPR points for Reading, to 6 NPR points for Language, to 14 NPR points for the Math subtest when that one student's scores are omitted from the analysis.



An additional quantitative analysis was examined by The Shelby School. We examined the 30 students where growth data was provided from the individual profiles from the Arizona Growth Model for 2008-2009 available through the Common Login on the ADE Website. Of the 30 students profiled, 23 no longer attend The Shelby School. Of those seven students who do attend for the 2010-2011 year, three did not attend our School during the 2009-2010 school year, rather they had attended in prior years and returned for the start of this 2010-2011 year, having wanted to “try out” the public school in town last year. All three would have to exhibit “High” percentile growth to meet the Reading and Math standards for 2011. Three additional returning students of the seven, also would need “High” growth to meet the standards, two of the three are Special Education students, while one of them plus the third have an extremely high absenteeism rate. So, these returning six students would all have to have “High” growth percentiles to meet the standards for the 2010-2011 testing. Finally, the remaining student of the seven

would have to exhibit “Typical” percentile growth to meet both the standards in Reading and Math for 2010-2011. Based on the trend data presented above, prior to 2010 results, we would only predict a “Low” SGP. However, with our performance plan in place as of the beginning of this 2010-2011 year, we would like to predict at least “Typical” growth for these students.

Of the remaining 23 students who no longer attend The Shelby School, 12 of the students were either, suspended, expelled, or withdrawn due to personal problems in the family. All twelve of these students would need to exhibit an extremely “High” SGP to meet the standards in Math and Reading.

In contrast, the 11 remaining students all transferred to other schools because they wanted to “experience” a different or bigger school. All eleven of these students were academically oriented and not high risk students and would need only “Low”, or low “Typical”, SGP to meet the Math and Reading standards.

The Shelby School also analyzed the Math Strands and Concepts by grade level for our secondary students, grades 7, 8, and 10. To be listed as a least mastered Concept in the table below, at least a majority of students in each grade level had to fall below 50% correct for that concept. Regardless of whether a student was a high risk one, or whether they started later in the school year or regardless of the absenteeism or lack of assignments completed, this table depicts a significant trend of concepts to address in classroom Math instruction for the 2010-2011 school year. These Concepts will be broken down further into specific POs for instructional purposes to assist the secondary Math teacher in his classroom assignments. A similar analysis is being conducted for the classroom teachers in grades 3 to 6.

Least Mastered AIMS Math Strands and Concepts for Three Secondary Grades

Grade 7	Grade 8	Grade 10
Strand 1: Numbers and Operations-Concept 1 Number Sense	Strand 1: Numbers and Operations-Concept 1 Number Sense	Strand 1: Numbers and Operations-Concept 1/2/3 Number Sense/Numerical Operations/Estimation
Strand 1 – Concept 2 Numerical Operations	Strand 1 – Concept 2 Numerical Operations	
Strand 2: Data Analysis, Probability, Discrete Mathematics-Concept 3/4 Systematic Listing and Counting/Vertex-Edge Graphs	Strand 2: Data Analysis, Probability, Discrete Mathematics-Concept 3/4 Systematic Listing and Counting/Vertex-Edge Graphs	Strand 2: Data Analysis, Probability, Discrete Mathematics-Concepts 3/4 Systematic Listing and Counting/Vertex-Edge Graphs
Strand 3: Patterns, Algebra, and Functions-Concept 1/2 Patterns/Functions and Relationships		
Strand 3-Concept 3/4 Algebraic Representation/Analysis of Change		Strand 3: Patterns, Algebra, and Functions-Concept 3 Algebraic Representations
	Strand 4:Geometry and Measurement-Concept 1 Geometric Properties	Strand 4:Geometry and Measurement-Concept 1 Geometric Properties
	Strand 4-Concept 2 Transformation of Shapes	Strand 4-Concept 2 Transformation of Shapes
	Strand 4-Concept 3 Coordinate Geometry	Strand 4-Concept 3 Coordinate Geometry
	Strand 4-Concept 4 Measurement	
Strand 5: Structure and Logic-Concept 1/2 Algorithms/Logic, Reasoning, Problem Solving, Proof	Strand 5: Structure and Logic-Concept 1/2 Algorithms/Logic, Reasoning, Problem Solving, Proof	Strand 5: Structure and Logic-Concept 1/2 Algorithms/Logic, Reasoning, Problem Solving, Proof

Our Performance Management Plan will directly link this data analysis above through our proposed measures, metrics and targets. In the section which follows, Underlying Reasons for Performance, we will delineate several hypotheses, based on the data

analysis above, including a qualitative analysis, which will provide a further rationale for our Performance Management Plan in the final section.

Underlying Reasons for Performance

In this section, The Shelby School will examine several hypotheses which help to explain the underlying reasons for performance. We will also identify any barriers, policies, or prior practices, to resolve them, to be able to implement the Performance Management Plan detailed in the final section of this report. First, we will consider the hypotheses concerning Math performance.

Hypothesis 1- Previous grade level math skill area gaps effect learning and test performance.

There are no barriers, policies or prior practices to establishing effective practice. Meetings with parents, teachers, and staff, resulted in possible interpretations for this decline in Math performance. One interpretation is that many students have significant gaps in prior grade level skill areas which have not been resolved in the current grade level. For instance, the prior table in the preceding section delineates specific Concept gaps in instruction for our School to address. Past efforts to reduce or eliminate math skill area gaps were conducted during the same class session as the regular math classes. This created a disorganized classroom with every student in the class working on different math concepts and effective small group instruction was decreased. To eliminate this underlying reason for low performance, depending upon the grade level, additional math classes will be implemented with a sole focus on these gaps in math skills. We will provide additional testing and assessment for these classes and to adjust lessons based on specific student needs. At this time, the School has implemented the additional classes for each grade level as delineated specifically in the PMP.

Hypothesis 2- Behavior problems from our high risk students disrupt the classroom reducing quality of student effort which effects learning and test performance.

There are no barriers, policies or prior practices to establishing effective practice. Meetings with parents, teachers, and staff, resulted in a possible interpretation for this

decline. They concluded that in all grade levels, on-task behavior and performance was not sufficiently reinforced and supported. Several of the bar graphs presented in the preceding section delineate this effect of low performance by the high risk students. Past efforts focused on removing the student from the classroom environment and conversations with the student and parent to get to acceptable behavior. Contracts for on-task behavior were ineffective. With suspensions and the refusal to do work, the students missed significant amounts of math work and instruction which affected their learning and test score performance. With removing the disruptive student from the classroom environment, learning and performance was possible for the remaining students. However, given the small number of students in each grade level, one or two students in a grade who did not leave the school still significantly affected our Math AIMS results. To eliminate this underlying reason for low performance, quality of effort including time on task and accuracy of work will be implemented. We are requiring 85% mastery on the assignments and lessons and each student is held accountable for completing their work and at a mastery level. At this time, we have implemented the requirement for quality of work. Currently, two of our high risk secondary students refuse to complete their work and continue to disrupt the Math learning environment, one being 14 assignments behind and the other 8, after 17 days of school. Numerous meetings have been held with the parents involved and with the parents' cooperation they are serving a 3 day suspension and when they return, if they continue not doing the necessary work in class or continue to disrupt the class, again with parental support with our decision, they will be expelled.

Hypothesis 3- Lack of completely implementing, monitoring, teaching and reviewing the new Math standards effects learning and test performance.

There are no barriers, policies or prior practices to establishing effective practice. Meetings with parents, teachers, and staff, resulted in possible interpretations for this decline. One interpretation is that 2006 is the last year when we used the Buckle Down Math program to ensure that all math standards are being taught and reviewed. Since this time, no broad based assessment was used, only the classroom performance tests and assessments. Past efforts, since 2006 have focused on identifying the new

standards on a grade level basis without monitoring and evaluation at the school level. To eliminate this underlying reason for low performance, a comprehensive system of teacher support and development will be implemented as well as additional resources purchased to ensure new Math standards are integrated into the curriculum and instruction. Both teachers and students will be tracked on an ongoing basis throughout the school year to ensure successful math performance. At this time, the Buckle Down program is being purchased and teacher In-Service training is being scheduled. Classroom observations and assessments will follow shortly after these trainings are completed.

Hypothesis 4- Lack of knowing a student's previous years Math performance and least mastered POs to be instructed effects learning and test performance.

There are no barriers, policies or prior practices to establishing effective practice. Meetings with parents, teachers, and staff, resulted in a possible interpretation for this decline. They concluded that the math curriculum was not sufficiently evaluated on an on-going basis to ensure it is aligned with the new math standards and that supplemental materials are used to fill in any gaps to ensure all the POs are covered. Past efforts were not a systematic school level focus which examined each and every student and their PO needs. As depicted in the last table in the prior section, we have started to identify least mastered Concepts and then we will further break down the analysis to least mastered POs for each student. To eliminate this underlying reason for low performance, teachers and students will be tracked on an ongoing basis throughout the school year to ensure needed POs are being instructed and to analyze student progress in meeting their least mastered POs. At this time, we have identified the Strands and Concepts for all students which are least mastered. Our next step is to communicate to the teachers the specific POs for each student. Then our next step is to create lessons for each student based on these identified POs.

The four hypotheses presented above to increase students' Math performance are translated into specific Action steps in the Performance Management Plan in the final section. The next portion of this section will examine hypotheses to increase Reading performance.

Hypothesis 1- Lack of professional development and support activities effect Reading instruction and test performance.

There are no barriers, policies or prior practices to establishing effective practice. During the two years of lower AIMS Reading performance, 2008 and 2009, past efforts were not a systematic school level focus which provided comprehensive school-wide development and support activities to all teachers involved in Reading curriculum and instruction. Our past effort, beginning the 2009-2010 school year, of assigning a master teacher to coordinate and be responsible for the K-6 curriculum and instruction and the other responsible for the 7-10 grades, based on the 2010 Reading AIMS scores, seems to have been an effective strategy which we will continue. To eliminate this underlying reason for low performance, a comprehensive system of teacher support will be implemented as well as additional resources purchased to ensure the Reading standards are integrated into the curriculum and instruction. Both teachers and students will be tracked on an ongoing basis throughout the school year to ensure successful reading performance. At this time, the Buckle Down Language Arts program is being purchased and teacher In-Service training is being scheduled. Classroom observations and assessments will follow shortly after these trainings are completed.

Hypothesis 2- Lack of knowing a student's previous years Reading performance and least mastered POs to be instructed effects learning and test performance.

There are no barriers, policies or prior practices to establishing effective practice. Meetings with parents, teachers, and staff, resulted in a possible interpretation for this decline. They concluded that the Reading curriculum was not sufficiently evaluated on an on-going basis to ensure it is aligned with the standards and that supplemental materials are used to fill in any gaps to ensure all the POs are covered. Past efforts were not a systematic school level focus which examined each and every student and their PO needs. As depicted in the last table in the prior section, we have started to identify least mastered Concepts and then we will further breakdown the analysis to least mastered POs for each student. To eliminate this underlying reason for low

performance, teachers and students will be tracked on an ongoing basis throughout the school year to ensure needed POs are being instructed and to analyze student progress in meeting their least mastered POs through Benchmark testing, other assessments and a response to intervention plan for students not meeting the Reading AIMS standard. At this time, we have not yet identified the Reading Strands and Concepts for all students which are least mastered as we have focused on the Math program. We plan to begin this process and to communicate to teachers the Reading POs for each student by the end of the month.

All of the hypotheses created above will be translated into specific Action steps in the Performance Management Plan in the final section of this report so that Annual Benchmark Targets will be met and by the fifth year target date of June 2015, The Shelby School will meet or exceed the current statewide average for Math and Reading AIMS scores.

PERFORMANCE MANAGEMENT PLAN

CHARTER SCHOOL: The Shelby School

INDICATOR: Math Achievement

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

MEASURE	METRIC	TARGET
Increase students meeting grade level math concepts and AIMS objectives.	% of students successfully meeting or exceeding AIMS. % of students successfully performing on the SAS.	AIMS scores will increase proportionally by grade level for each of the five years to meet the AZ passing rate or 75% meeting the Math standards. Students will meet or exceed the 50th NPR on SAS Math.

STRATEGY I: Increase quantity of time and quality of effort for students in math.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Increase instructional time for math. **K-3,** Two additional math classes per week. Implemented 08/16/10. **4-6,** Three additional math classes per week. Implemented 08/16/10. **7-10,** One additional 50 minute math class, five days per week, which focuses on skill area gaps. Implemented 07/29/10, first day of school.	Implement Fall 2010 and continue each year.	Educational Psychologist Classroom teachers	**K-6** Teachers will grade and compile additional work into portfolios, developing as needed, additional skill areas. **7-10** Math teacher will create a student portfolio of completed work in this extra class and give additional instruction and work to decrease gaps in specific skill areas. 85% mastery is required to demonstrate competence in any math skill area. If not, additional instruction and work will be provided until mastery is demonstrated.	No extra cost.
2. Increase quality of effort (time on task and accuracy) in math class and supplemental math	Implement Fall 2010 and continue each	Educational Psychologist Classroom teachers	**K-10** A minimum of one main math assignment (or a math problem page) will be completed each day with 85%	Cost of food or drinks through the Concession

classes.	year.		accuracy. All cell phones are collected at the beginning of class. On task behavior is encouraged. Max class size is 5 students to facilitate individual and small group instruction. If work is not completed in class, additional time throughout the school day will be given to complete the work. Successful completion is rewarded by positive reinforcement from the teachers and rewards earned through the Treasure Chest and the Concession Stand. Teacher will track the percentage of students who successfully meet the criteria for time on task and accuracy.	Stand and prizes from the Treasure Chest, perhaps $1000 over the course of each school year.
3. Observe classroom teachers during math classes to identify teacher performance skills.	2010/2011 bimonthly	Educational Psychologist	Educational psychologist will create and use observational rating forms on at least a bimonthly basis of teacher performance and will provide feedback and instruction to teachers.	No extra cost
4. Coach teachers in implementing new instructional strategies.	2010-2011 On-going	Educational Psychologist Special Education Director	Teachers will demonstrate integration of new instructional strategies in the classroom, in their lesson plan book, and in the observational rating forms presented in #3.	No extra cost.
5. Monitor teachers to insure that the new Math AIMS standards are being instructed at each grade level.	2010/2011 On-going	Educational Psychologist	Educational psychologist will review and instruct as necessary all new Math standards with the classroom teachers and build an evaluation into the observational rating form presented in #3.	No additional cost.
6. Grade 3-10 teachers will	Beginning of	Educational Psychologist	Teachers will identify students and	No extra cost.

identify students who did not meet or exceed the prior year AIMS math or who fell under the 50th PR SAS math.	each school year.	Classroom teachers	use monthly performance to revise and improve instructional strategies and record these changes in instruction in their lesson plan book.	
7. Create a tracking form for monitoring students and to adjust on-going student progress.	2010/2011 On-going	Educational Psychologist	Educational psychologist will complete tracking forms for students after each benchmark testing period.	No additional cost.

STRATEGY II: Implement benchmark testing for all students.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Use previous AIMS and Stanford Achievement Series assessments to identify students who either did not pass the AIMS math or who fell below the 50th NPR on the SAS math.	Beginning of each school year	Special Education Director Teachers	Teachers will know student levels within the first week of each school year and a minimum of the five least mastered POs for each student.	No additional cost.
2. Use Buckle Down Math program to monitor and adjust progress to ensure all standards are being taught.	2010/2011 On-going Monthly	Teachers Educational Psychologist	The educational psychologist and teachers will review and monitor progress on a monthly basis. They also will focus on the five least mastered POs for each student identified in step #1 and adjust instruction as needed.	Purchase of Buckle Down program, $400.
3. Use annual benchmarks from AIMS and SAS testing and other normative instruments.	2010/2011 Annual Quarterly	Teachers Educational Psychologist	The educational psychologist and teachers will review and monitor progress on a quarterly and annual basis to determine progress and to adjust instruction.	No additional cost.
4. Use annual results from #3 to evaluate progress and to ensure curriculum adjustments have been made for the next year.	Summer 2011 and each Summer after.	Educational Psychologist	The educational psychologist will conduct an annual review to determine progress and to adjust instruction.	No additional cost.

STRATEGY III: Response to Intervention Model for all students not meeting the Math AIMS standard.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. From Strategy II, five least mastered POs will have been identified; each teacher will create a set of curriculum materials and worksheets, individualized for each student.	2010/2011 On-going Monthly	Teachers Educational Psychologist	The educational psychologist and teachers will review and monitor progress on a monthly basis and compile a portfolio of completed work. 85% mastery on each specific PO will demonstrate competence.	No additional cost.
2. Increase performance of math facts through daily instruction and weekly testing.	2010/2011 On-going Monthly	Teachers Educational Psychologist	The educational psychologist and teachers will review and monitor progress on a monthly basis and compile a portfolio of completed work. 85% mastery on each specific math fact will demonstrate competence.	No additional cost.
3. Teachers will analyze student performance quarterly to make any necessary curriculum or instructional changes.	2010/2011 Quarterly	Teachers Educational Psychologist	The educational psychologist and teachers will review and monitor progress on a quarterly basis to determine progress and to adjust instruction.	No additional cost.
4. Annual data assessment of AIMS and SAS scores on students not meeting the standard.	2010/2011 Annual	Teachers Educational Psychologist	The educational psychologist will examine whether acceptable growth has occurred, considering whether the student met the AIMS standards or if there was acceptable change from the growth percentiles. If acceptable growth has not occurred by class, a specific improvement plan will be created for that teacher. If acceptable growth does not occur after this teacher improvement plan, the teacher will not be rehired.	No additional cost.

ANNUAL BENCHMARK TARGETS:

CURRENT STATE	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	5th year Target For This Plan 2014-2015
% of students that pass the Math AIMS. Grade AZ SS(2010) 3 73 67 (N=3) 4 74 25 (N=4) 5 72 0 (N=2) 6 68 -- (N=0) 7 73 20 (N=5) 8 63 0 (N=5) 10 49 33 (N=3)	Grade 3 will improve to 69%. Grade 4 will improve to 35%. Grade 5 will improve to 15%. Grade 7 will improve to 31%. Grade 8 will improve to 15%. Grade 10 will improve to 42%.	Grade 3 will improve to 71%. Grade 4 will improve to 45%. Grade 5 will improve to 30%. Grade 7 will improve to 42%. Grade 8 will improve to 30%. Grade 10 will improve to 51%.	Grade 3 will improve to 73%. Grade 4 will improve to 55%. Grade 5 will improve to 45%. Grade 7 will improve to 53%. Grade 8 will improve to 45%. Grade 10 will improve to 60%.	Grade 3 will improve to 75%. Grade 4 will improve to 65%. Grade 5 will improve to 60%. Grade 7 will improve to 64%. Grade 8 will improve to 60%. Grade 10 will improve to 69%.	Will meet or exceed the statewide average for Math AIMS or 75% meeting the Math standards.
National Percentile Rank (NPR) on Stanford Achievement Series Math (SAS) Grade SS(2010) 2 39 (N=3) 9 57 (N=5)	Grade 2 on the SAS will improve to 41 on the NPR scores. Grade 9 is currently above the average NPR and will improve to 58.	Grade 2 on the SAS will improve to 44 on the NPR scores. Grade 9 is currently above the average NPR and will improve to 59.	Grade 2 on the SAS will improve to 47 on the NPR scores. Grade 9 is currently above the average NPR and will improve to 60.	Grade 2 on the SAS will improve 50 on the NPR scores. Grade 9 is currently above the average NPR and will improve to 62.	Will meet or exceed the 50th NPR on SAS Math.

PERFORMANCE MANAGEMENT PLAN **CHARTER SCHOOL: The Shelby School**

INDICATOR: Reading Achievement

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

MEASURE	METRIC	TARGET
Increase students meeting grade level reading concepts and AIMS objectives.	% of students successfully meeting or exceeding AIMS. % of students successfully performing on the SAS.	AIMS scores will increase proportionally by grade level for each of the five years to meet the AZ passing rate or 75% meeting the Reading standards. Students will meet or exceed the 50th NPR on SAS Reading.

STRATEGY I: Professional development and support activities to facilitate Reading instruction and successful testing.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Use annual benchmarks from AIMS and SAS testing to provide workshop on test interpretation and curriculum use of test results to Reading instruction.	Fall 2010 Beginning of each school year.	Educational Psychologist Teachers	The educational psychologist will track successful completion of the teacher workshop and provide follow-up support throughout the academic year.	No extra cost.
2. Provide workshop on an annual basis on the use and implementation of the existing Reading curricula which includes the Accelerated Reading (AR) Program, Scott Foresman Reading, HBJ Signatures Reading, and the McDougal Littell The	Fall 2010 Beginning of each school year.	Director of Special Education Teachers	The Special Education Director will track successful completion of the teacher workshop and provide follow-up support throughout the academic year.	No extra cost.

Language of Literature Series.				
3. Observe classroom teachers during reading classes to identify teacher performance skills.	2010/2011 Bimonthly On-going	Educational Psychologist	Educational psychologist will create and use observational rating forms on at least a bimonthly basis of teacher performance and will provide feedback and instruction to teachers.	No extra cost
4. Coach teachers in implementing new instructional strategies.	2010-2011 On-going	Educational Psychologist Special Education Director	Teachers will demonstrate integration of new instructional strategies in the classroom, in their lesson plan book, and in the observational rating forms presented in #3.	No extra cost.
5. Monitor teachers to insure that the Reading AIMS standards are being instructed at each grade level.	2010/2011 On-going	Special Education Director	Special Education Director will review and instruct as necessary all Reading standards with the classroom teachers and build an evaluation into the observational rating form presented in #3.	No additional cost.
6. Grade 3-10 teachers will identify students who did not meet or exceed the prior year AIMS Reading or who fell under the 50th PR SAS Reading.	Beginning of each school year.	Educational Psychologist Teachers	Teachers will identify students and use monthly performance to revise and improve instructional strategies and record these changes in instruction in their lesson plan book.	No extra cost.
7. Create a tracking form for monitoring students and to adjust on-going student progress.	2010/2011 On-going	Educational Psychologist	Educational psychologist will complete tracking forms for students after each benchmark testing period.	No additional cost.

STRATEGY II: Implement benchmark testing for all students.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Use previous AIMS and Stanford Achievement Series assessments to identify students who either did not pass the AIMS Reading or who fell below the 50th NPR on the SAS Reading.	Beginning of each school year	Special Education Director Teachers	Teachers will know student levels within the first week of each school year and a minimum of the three least mastered POs for each student.	No additional cost.
2. Use Buckle Down Language Arts program to monitor and adjust progress to ensure all standards are being taught.	2010/2011 On-going Monthly	Special Education Director Teachers	The Special Education Director and teachers will review and monitor progress on a monthly basis. They also will focus on the three least mastered POs for each student identified in step #1 and adjust instruction as needed.	Purchase of Buckle Down program, $400.
3. Use annual benchmarks from AIMS and SAS testing and other normative instruments.	2010/2011 Annual Quarterly	Teachers Educational Psychologist Special Education Director	The educational psychologist and teachers will review and monitor progress on a quarterly and annual basis to determine progress and to adjust instruction.	No additional cost.
4. Use Benchmarks from the Dibels (K-3); Benchmarks, Unit skills and tests from the Scott Foresman Reading (K-3); Unit skills and tests from the HBJ Signatures (4-6) and AR (4-6); and vocabulary and comprehension tests for each selection from the McDougal Littell The Language of Literature Series (7-10), teachers will monitor progress to ensure performance growth.	2010/2011 On-going	Special Education Director Teachers	The Special Education Director and teachers will review and monitor progress on a monthly basis to track performance growth of students.	No additional cost.
5. Use annual results from #3 to	Summer 2011	Educational Psychologist	The educational psychologist will	No additional

evaluate progress and to ensure curriculum adjustments have been made for the next year.	and each Summer after.		conduct an annual review to determine progress and to adjust instruction.	cost.

STRATEGY III: Response to Intervention Model for all students not meeting the Reading AIMS standard.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. From Strategy II, three least mastered POs will have been identified; each teacher will create a set of curriculum materials and worksheets, individualized for each student.	2010/2011 On-going Monthly	Teachers Special Education Director	The Special Education Director and teachers will review and monitor progress on a monthly basis and compile a portfolio of completed work. 85% mastery on each specific PO will demonstrate competence.	No additional cost.
2. Increase performance of reading decoding skills, vocabulary development, and reading comprehension strategies through daily instruction and weekly testing.	2010/2011 On-going Monthly	Teachers Special Education Director	The Special Education Director and teachers will review and monitor progress on a monthly basis and compile a portfolio of completed work. 85% mastery on each specific skill area will demonstrate competence.	No additional cost.
3. Teachers will analyze student performance quarterly to make any necessary curriculum or instructional changes.	2010/2011 Quarterly	Teachers Special Education Director	The Special Education Director and teachers will review and monitor progress on a quarterly basis to determine progress and to adjust instruction.	No additional cost.
4. Annual data assessment of AIMS and SAS scores on students not meeting the standard.	2010/2011 Annual	Teachers Educational Psychologist Special Education Director	The educational psychologist will examine whether acceptable growth has occurred, considering whether the student met the AIMS standards or if there was acceptable change from the	No additional cost.

			growth percentiles. If acceptable growth has not occurred by class, a specific improvement plan will be created for that teacher. If acceptable growth does not occur after this teacher improvement plan, the teacher will not be rehired.	

ANNUAL BENCHMARK TARGETS:

CURRENT STATE	**Year 1 2010-2011**	**Year 2 2011-2012**	**Year 3 2012-2013**	**Year 4 2013-2014**	**5th year Target For This Plan 2014-2015**
% of students that pass the Reading AIMS. Grade AZ SS(2010) 3 72 67 (N=3) 4 72 75 (N=4) 5 74 100 (N=2) 6 70 -- (N=0) 7 73 60 (N=5) 8 69 100 (N=5) 10 70 50 (N=2)	Grade 3 will improve to 69%. Grade 4 will improve to 76%. Grade 5 will maintain its current pass rate. Grade 7 will improve to 63%. Grade 8 will maintain its current pass rate. Grade 10 will improve to 55%.	Grade 3 will improve to 71%. Grade 4 will improve to 77%. Grade 5 will maintain its current pass rate. Grade 7 will improve to 66%. Grade 8 will maintain its current pass rate. Grade 10 will improve to 60%.	Grade 3 will improve to 73%. Grade 4 will improve 78%. Grade 5 will maintain its current pass rate. Grade 7 will improve to 69%. Grade 8 will maintain its current pass rate. Grade 10 will improve to 65%.	Grade 3 will improve to 75% Grade 4 will improve 79%. Grade 5 will maintain its current pass rate. Grade 7 will improve to 72%. Grade 8 will maintain its current pass rate. Grade 10 will improve to 70%.	AIMS scores will increase proportionally by grade level for each of the five years to meet the AZ passing rate or 75% meeting the Reading standards.
National Percentile Rank (NPR) on Stanford Achievement Series Reading (SAS)	Grade 2 on the SAS will improve to 38 on the NPR scores. Grade 9 is currently above the average	Grade 2 on the SAS will improve to 42 on the NPR scores. Grade 9 is currently above the average	Grade 2 on the SAS will improve to 46 on the NPR scores. Grade 9 is currently above the average	Grade 2 on the SAS will improve to 50 on the NPR scores. Grade 9 is currently above the average	Will meet or exceed the 50th NPR on SAS Reading.

Grade SS(2010)					
2 34 (N=3) 9 71 (N=5)	NPR and will improve to 72.	NPR and will improve to 73.	NPR and will improve to 74.	NPR and will improve to 75.	