Narrative - Skyline District 5

Introduction:

In the summer of 2008, Ronda Owens, charter holder and superintendent of Skyline Schools, received a call from the Vah-Ki Charter Middle School asking if Skyline Schools would start a charter school, because their operations had been labeled underperforming for over 8 years and now was being revoked. Vah-Ki Charter Middle School Board approved our presences on the reservation and Skyline renamed their charter Skyline District 5 to be located on the Gila River Indian Reservation. This is a Title One school with a Free and Reduced lunch rate of 100%; additionally the entire population was Native American. Skyline Schools, Inc. began operations with the same students as Vaki had, (underperforming) and Molly Ryan was hired as principal by Ms. Owens. Within one month, Mrs. Ryan hired eight teachers to teach the 150 students enrolled for the upcoming school year. During the transition to Skyline District 5, Ms. Owens and I found that there had been no instructional leadership, no curriculum development, no ongoing assessment plan, and no data on student achievement. There were limited services for special education students and the school had been labeled as underperforming for the past 8 years.

Curriculum Development:

During the first year 2008/2009, the school had funding without grants as a first year school. We had a very tight budget. Not all teachers were highly qualified. The curriculum implemented at Skyline D5 the first year was the same being used at three other Skyline School's

campuses. It was aligned to the current state standards and teachers administered their own pre and post assessments throughout the year to assess student learning with the goal that Skyline D5 would receive a performing school label. At the end of the first year, through the hard work and dedication of the staff and incorporating new instructional strategies within the classroom setting, as well as incorporating one hour of AIMS Prep tutoring, the goal was reached when Skyline D5 received a performing label.

The second year, 2009/2010, Skyline revised their curriculum, which again was aligned to state standards but we added a scope and sequence and curriculum mapping to teacher curriculum. Teachers were required to turn in their curriculum books at their professional development meetings, once a month, to be reviewed by the principal and signed off for compliance. The principal and superintendent organized and implemented an assessment process which included the review of teacher lesson plans, monthly curriculum review, and summative evaluations and these documents were signed off each month that they were complete. Student Assessment Plans (SAPs) were completed for each student at the beginning of the year by the teachers to guide teachers in meeting the needs of individual student learning, as well as tracking student improvement throughout the year. The teachers used AIMS data to show where student's weaknesses were and what strands teachers needed to focus on throughout the year.

In the fall of 2009/2010 school year, Skyline lost two highly qualified teachers. One was a math teachers for 6-8 grade and one was 7/8 grade language/reading. New teachers were hired and by December more turnovers occurred. The Native American students have a hard time

trusting people and struggle which change. This led to students' frustration, inattentive behaviors, and challenges with classroom behaviors. By March of 2010, the teachers had classroom management under control; and students were attentive and engaged in learning. Due to the lack of consistency and lack of structure Skyline District 5 received a label of underperforming when the AIMS results for the 2009/2010 school year were returned in June.

At the beginning of the third year 2010, a curriculum specialist was hired for the Skyline District. The curriculum was updated to meet all new state standards especially in math, revised, and again aligned to state standards. Teachers were trained in the Taskstream lesson planning software. This enabled the staff at Skyline District 5 to break down lesson plans into unit plans with peer reviews, peer sharing, open discussion boards, and principal weekly reviews. The curriculum specialist came to the school on a monthly basis to answer questions, train in curriculum or Taskstream, and review curriculum books and lesson plans. Teachers were being held accountable to teach to the standards and provide detailed lesson plans. Lesson plans were tied to state standards which were aligned with performance objectives. Teachers developed (SAP) using AIMS results, the previous year SAP's and other teacher data.

Benchmark assessments were started in September and continued in November and February to monitor student and teacher performances and to help guide adjustments and instruction that were needed quarterly. These assessments were diagnosed, analyzed, and graphed to aid in teacher review and discussion on each student in each grade level. At the end of the 2010-2011 school years Skyline District 5 received a school label of "C" on state labeling system.

Integration of Arizona Academic Standards into Reading and/or Math Instruction:

READING: Skyline D5 hired a reading specialist for the 2008-2009 school years when we took over the Vah-Ki Middle School. She was given a 40 minute period to teach reading strategies to students in grade 7-8. The principal was in charge of reviewing her lesson plans and progress that was being made with students monthly.

In 2009/2010 the reading specialist worked with all grade level teachers teaching them how to incorporate effective reading practices into classroom instruction during professional development on Fridays. The information provided was reviewed with the school principal to assure that state standards were being followed. A pre and post test was developed by the reading specialist to assess students learning. This year data collected was graphed each quarter to be reviewed by principal and teachers. AIMS classes were part of the daily instruction in reading and math. The pre and post testing data and AIMS data was used to develop a Student Achievement Plan (SAP) along with AIMS scores to assist teacher's to evaluate student's learning.

In 2010/2011, a curriculum specialist was hired for all of Skyline Schools. She worked with the reading specialist and they incorporated benchmark testing in all grades reviewed performance objectives on each lesson, aligned them with a rubric and continued using

Taskstream as an instructional planning module. This provided feedback to the principal, the curriculum specialist, and superintendent. AIMS classes and tutoring were incorporated and taught on Friday for students that fell into the categories falling far below or approaching. Skyline District 5 continued evaluating teachers on a monthly basis and new teacher's bi-weekly/a random walk-through schedule was developed to improve teacher effectiveness in their instruction practices for reading.

MATH:

In 2008/2009, standards were followed and curriculum aligned in lesson plans and review by principal.

In 2009/2010, pre and post tests were developed by the 7/8 grade math teacher. This test was to help determine the level of competency for each student. This data was all used to develop a Student Achievement Plan (SAP) along with AIMS scores to assist teachers in identifying students' learning level. AIMS classes were added to the schedule and Buckle Down instructional materials were used to assist in increasing AIMS scores.

In 2010/2011, a curriculum specialist was hired for all of Skyline Schools. She incorporated benchmark testing in all grades which was done quarterly. Performance objectives were reviewed for each lesson to make sure they were aligned with the district rubric and Taskstream lesson planning software was used for instructional planning with feedback given to the teacher from the principal and curriculum specialist each week, which was then sent to the superintendent weekly for accountability. A pre and post test was developed by the math teacher to assess students learning. This year data collected was graphed each quarter to be reviewed by

principal and teachers. AIMS classes and tutoring were incorporated and taught on Friday for students falling far below and approaching.

Monitoring and Documenting Student Proficiency:

When Skyline took over the students from Vah-Ki and received Vah_Ki's curriculum it was evident it was not aligned to state standards and there was no plan for teacher accountability. There was no AIMS data for the past school years and special education files had been shredded. Having a curriculum in place, holding teachers accountable and holding high expectations for student's learning and improved classroom discipline Skyline received a performing label for the 2008/2009 school year.

In 2009 /2010, Skyline implemented Student Achievement Plans using AIMS data and teacher data, including classroom tests, quizzes and daily student assessments. The SAP's were plans to assist teachers to have knowledge on strands that students needed extra instruction on. We updated curriculum that's aligned to state standards and continued evaluating teachers monthly. Skyline kept up with the practices in 2008 but with teacher transition, student discipline problems and lack of structure. Skyline received an underperforming label.

In 2010/2011, Skyline used AIMS data for previous years and incorporated it into the Student Achievement Plans for the first week of school so teachers knew where to begin student instruction. A curriculum specialist that was hired had new curriculum aligned to state standards with scope and sequence and mapping for teachers. Taskstream was utilized by all teachers and teachers were held accountable to have their lesson plans turn in on a weekly basis. These lesson plans were reviewed by the principal. Feedback was given to the teacher and these reports

turned into the superintendent to monitor accountability. Collaborative Benchmark Assessments were given quarterly to monitor teacher instruction and student learning in reading and math. Communication with teachers was on-going and student achievement data was graphed quarterly to inform teachers of student achievement so they could monitor their instruction. Skyline also implemented a tutoring program for students who fell into the categories of falling far below or approaching on the AIMS test, which was incorporated during the daily lunch break on campus. At the end of the 2010/2011, school years Skyline District 5 received a school label of "C" on state labeling system that currently is embargoed.

Professional Development:

In 2008/2009, there was professional development done for teachers for Special Education and getting teachers highly qualified. Additionally, the school attended the State's program on behavior modifications at Skyline School District. In 2009/2010, Skyline District 5 held weekly staff meeting to discuss instructional strategies that were working, teachers gave pre and post tests to students and reviewed AIMS data.

In 2010/2011, Professional Development increased with administration and staff. Principals were required to utilize professional development monthly in staff meetings and teacher input was built-in into the creation of the professional development plan. Every Friday a staff meeting was held to provide professional development opportunities, including instructional methods, curriculum training and student performance planning. Teachers were able to discuss and review methods that have and have not been effective in the classroom so that each teacher could better understand how to improve student learning.

This past June 2011, administrators were trained in how to use Essential Elements of Instruction to monitor how teachers are teaching through observing, evaluating and conferencing with their teachers so the administrators would know how to provide effective feedback to their instructional staff. Administrators had their own training and had the opportunity to provide additional trainings for engagements to their staff. Administrators were trained in Engagement techniques and are collecting data for their classes to see improvements.

Teachers were trained in using Words Their Way and other effective reading strategies, and they were also provided staff development on how to use progress monitoring a part of their assessment program. Teachers in 5th and 6th grade were also trained on how to administer the DIBELS assessments. Skyline D5 has also set student achievement goals for the 2011/2012 school years and are reading the book titled The Speed of Trust, written by Stephen M. R. Covey for leadership development.

Analysis of Relevant Pupil Achievement:

a. In 2008/2009 and 2009/2010 there was only one process to analyzing student achievement data called SAPS and teacher made assessments. In 2010/2011, administration and curriculum specialist implemented benchmark testing into the reading and math program. This information was tested three times per year to assess student achievement.

b. In 2008/2009 and 2009/2010 there was achievement data collected but not shared with the teachers. The administration used it to improve curriculum. Teachers did use tests, quizzes and AIMS practice test to review student achievement. In 2010/2011

Skyline took benchmarking assessment data and teachers graphed all the students and classroom score each quarter. This data was compiled quarterly and reviewed with the teachers and the principal to monitor and adjust teacher instructional strategies. This documentation is also being used for 201/2012 SAP development as well as AIMS data from this past years results.

c. Skyline believes that with the current data from benchmark testing and graphs, AIMS data and teacher data and taking this information and creating SAP's for teacher yearly review Skyline will be able to assist in student success. During the 2011/2012 first quarter Skyline Education (including Skyline D5) will be implementing Galileo Assessment as a tool to track student achievement and to adjust the teacher's instructional practices.

Findings from the Data Analysis:

a. As you can see from the attached benchmark graphs for 5-8 grades there was student growth in both reading and math. This increase in student achievement was a direct result of teacher instruction accountability, instructional leadership by principal, an aligned curriculum to state standards and professional development.

b. It is evident that Skyline Gila River is implementing an instructional framework that will correct failing schools issues. They have increased principal professional development to aide in the increase of teacher accountability and student success. .

c. Skyline hired a new District Administrator in 2010 to assist Skyline District 5 in developing district framework and goals around strategic areas of student learning, capacity development for all staff, and how we can use data to drive district decisions.

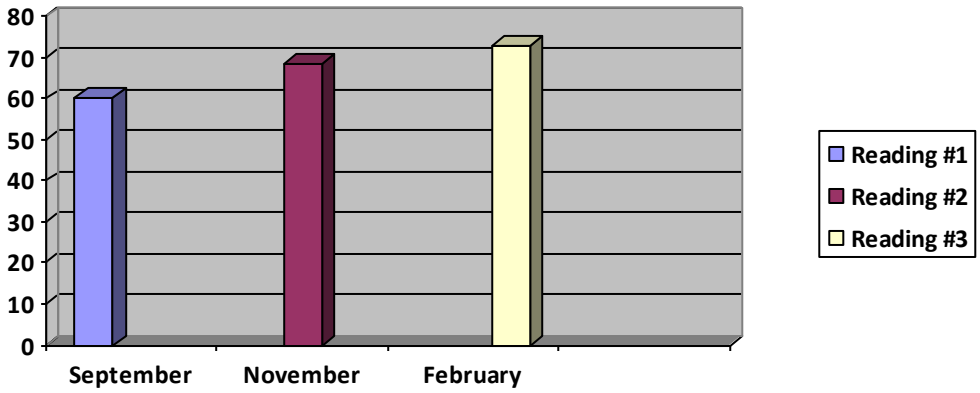
d. See attached benchmark testing assessment graph for 2010.

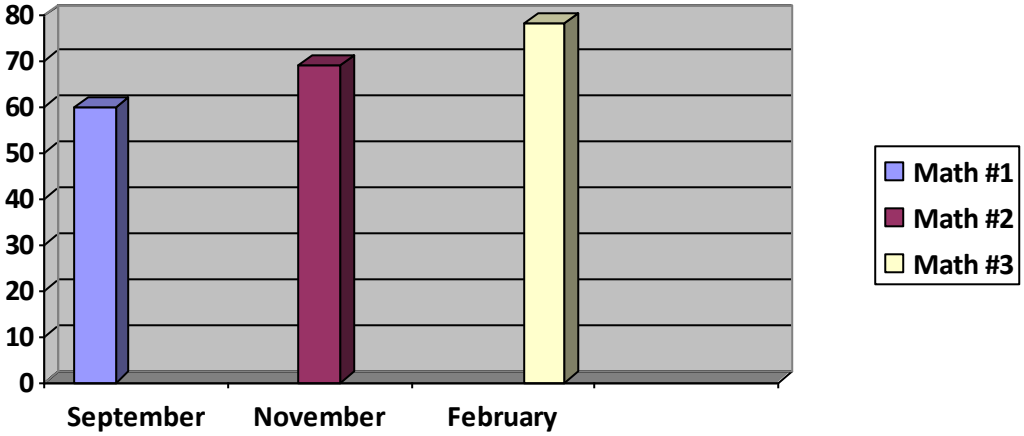
Summary of PMP Development:

This past year, the test scores at D5 were still below the state averages for reading and math, which has led Skyline D5 to write this plan for our school. Skyline D5 has set four goals for the 2011-2012 school years to improve student performance: 1. student learning to help raise student AIMS scores, 2. data analysis to track individual student progress, 3. professional development opportunities to increase teacher proficiency, and 4. community outreach to promote parent involvement

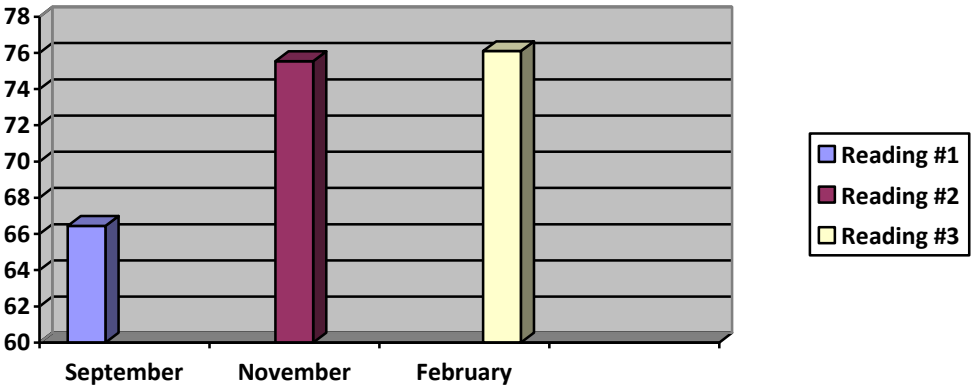
Our AIMS score for 2010/2011 show a significant increase in reading from 28.6% to 40.5% and math increasing from 14% to 53% and our school currently has a "C" label. With these changes, our goal is to receive a label of "B' or "A" for the 2011/2012 school year. Skyline has retained all of their instructional staff for 2011/2012. We are in the process of incorporating Galileo into the school's assessment plan continuing the use Taskstream for lesson planning, and will use Essential Elements of Instruction as part of our administrative evaluation process to promote teacher accountability and effective instruction.

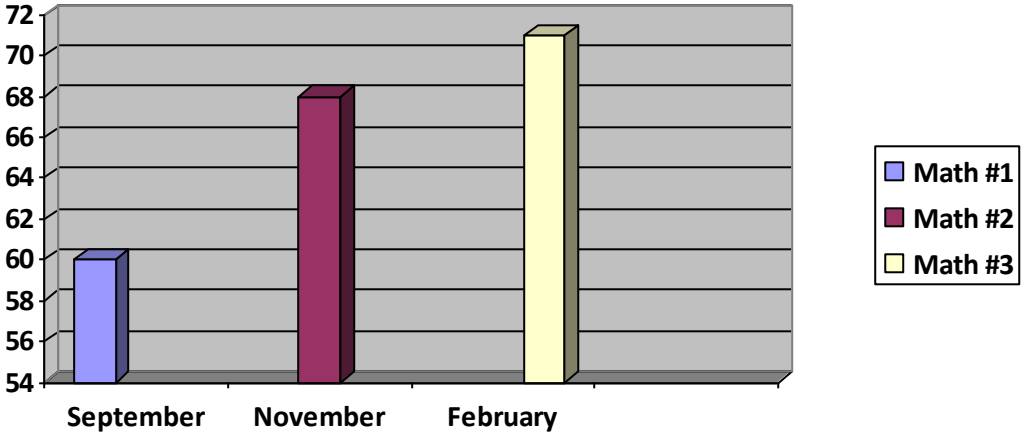
STUDENT: 5th Grade Averages for Pre and Post Benchmark Testing 2010-2011



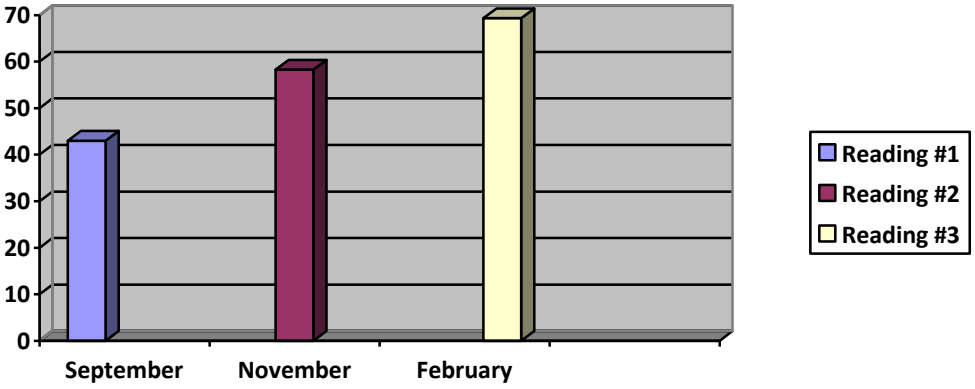


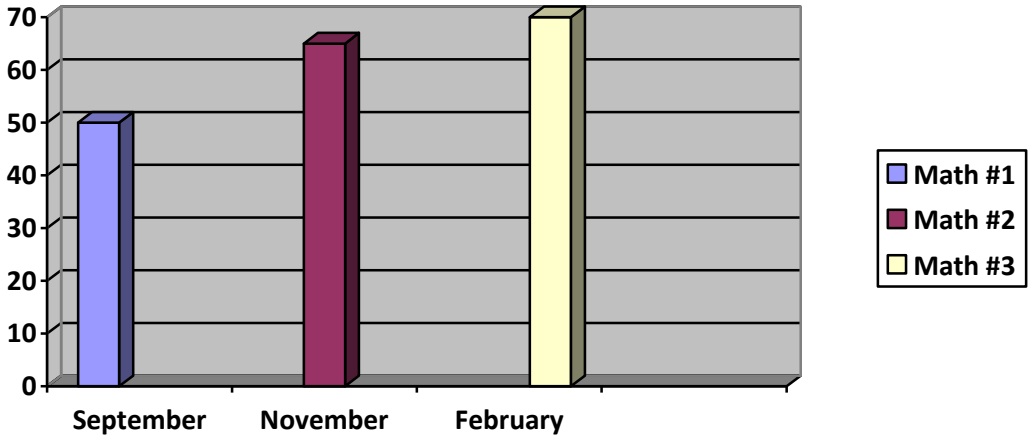
STUDENT: 6th Grade Class Average for Pre and Post Benchmark Testing 2010-2011



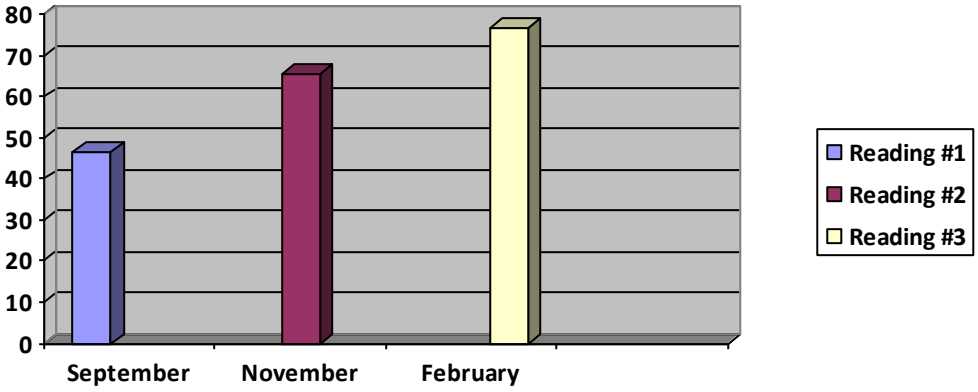


STUDENT: 7th Grade Class Average for Pre and Post Benchmark Testing 2010-2011

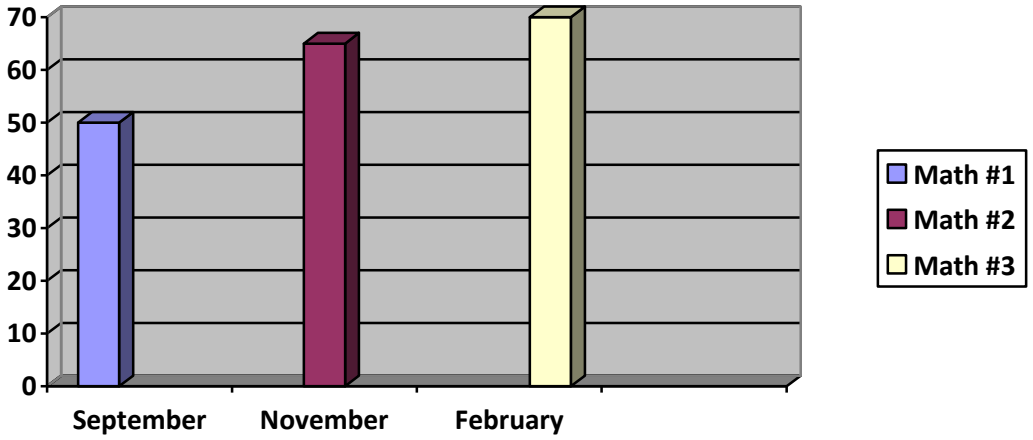




STUDENT: 8th Grade Class Average for Pre and Post Benchmark Testing for 2010-2011



SKYLINE GILA RIVER DISTRICT 5



PERFORMANCE MANAGEMENT PLAN TEMPLATE

Skyline District 5

INDICATOR:[1] _X__Math ___Reading **DURATION OF THE PLAN**[2]**:** Begins __August__, 2011 to _June__ , 2012

MEASURE*	METRIC*	CURRENT STATUS*	End Target For This Plan*[3]
State standardized assessment AIMS Math	Percent (___) of students who score proficient on the State standardized assessment in reading and Student growth percentile (SGP) was _____.	(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. The principal will develop curriculum materials (i.e., concept maps, scope/sequence, etc.) that are aligned to standards and are at the appropriate grade level of 5-8 grades.	August 2011	Curriculum Specialist	New curriculum will be given to teachers in a curriculum binder at opening staff meeting on August 1, 2011.	$0.00 Salaried employee
2. The principal will develop a group/staff who are responsible for the creation and monitoring of curriculum	2011-2012 School year	Principal and Vice Principal	Principal and Vice Principal will review and monitor teachers lesson plans to monitor state standards are being implemented into lesson plans.	$0.00 salaried employee
3. Taskstream lesson planning software and state performance objective software is used by all teaching staff and reviewed weekly for alignment to the curriculum and	Reviewed weekly	Skyline D5 Principal	Weekly review and collection of lesson plans to make sure teachers are using performance objectives and unit plans are being implemented.	$2,400.00

state standards along with unit plans that incorporate daily lesson plans.				
4. District administrator reviews will be done each month to monitor curriculum implementation by building principal and teaching staff.	The third week of each month	District Superintendents	Review of curriculum implementation and assessments each nine weeks to ensure curriculum is in place and current.	$0.00, done by district administration
5. Monthly administrative meeting will be held to discuss progress with implementing district's curriculum and to discuss implementation for improvement.	Third week of each month on Thursdays	District and school administration	Review with Superintendent at monthly meeting showing improvement from previous year's data.	$0.00, district administration

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. The principal will utilize Taskstream lesson planning utility to review integration of Arizona academic standards into lesson planning.	By Friday of each week	Building principal/Vice Principal	Weekly review by principal or vice principal of all teachers' lesson planning activities to evaluate implementation by teaching staff.	$2,400.00 as stated in Section I
2. The principal will utilize formal and informal evaluations for evidence of lesson planning that's aligned to Arizona academic standards	Weekly	Building principal	Written documentation of building principal, which includes evidence of classroom evaluation	$0.00, done by principal
3. The principal will use Essential Elements of	Weekly	Building principal	Review of principal's evaluation data by	$0.00, done by district

Instruction to evaluate teacher effectiveness in instructional lesson delivery to ensure that Arizona academic standards are being taught on a consistent basis.			district administration.	administration
4. The principal will review quarterly data, collected from instructional staff on lesson planning, evaluation progress to ensure alignment with Arizona academic standards.	Quarterly	Building Principal	Review of principal's data that he or she has collected throughout the quarter.	$0.00, district administration
5. Skyline District 5's math curriculum will be revised and aligned to current state and national standards.	Aug 2011	Skyline District Teachers	All curriculum and performance objectives were distributed to staff at opening meetings in August 2011 and will be reviewed at monthly staff meetings.	$2,000.00
6. Essential elements of instruction has been provided to all administrators for evaluating lesson delivery, lesson planning, and alignment with district curriculum.	July 2011	Outside consultant provided training- Larry Deignan	Review of weekly walk-thrus and formal evaluations done by building principal to monitor teacher instruction.	$3,000.00, salaried principal
7. Principal will evaluate mathematic instruction on an ongoing basis. Formative and summative evaluation feedback will be provided to math instructor.	Quarterly	Building principal	Principal's evaluation documentation	$0.00, building principal

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. The principal will analyze all AIMS student achievement data on individual students in order to provide needed math instruction in the classroom. All current AIMS math data showed that all Skyline D5 students improved their scores in the meet or exceed category of the math portion of the AIMS test. They also improved from 14% to 53% on the state average.	July/Aug 2011	Principal and teaching staff	Evaluation data for charts	$0.00, school staff
2. The teachers will administer benchmark testing of all students in math classes during the first two weeks of school to identify student baseline data.	Aug 2011	Teacher	Teacher and principal will review pre-testing data and graph for teacher use in improving student learning.	$0.00, principal and teacher
3. Teachers will develop student academic plans (SAP) using AIMS and benchmark data.	Aug/Sept 2011	Teacher	Building administrator will review teacher analysis and student improvement plans to aide in increasing AIMS scores for Spring 2012.	$0.00, principal and teacher

4. Galileo math assessments will be administered throughout the year to evaluate student learning and progress, and to make plans to adjust instruction to meet all state standards.	August, October and March	Teacher/Administrator	Teacher and building administrator will collaborate together to evaluate this data during their professional development day to adjust instructional practices.	$5,000.00
5. All Skyline D5 staff will meet at weekly staff meetings to collaborate on student achievement plans and to discuss integrating mathematic concepts into all core areas of instruction.	Weekly Staff Meetings	Teacher/Administrator	Teachers will provide evidence through their lesson planning or assessment information that this is being integrated.	$0.00, Staff
6. Administration and staff will develop and implement a Friday tutoring program for students not meeting or exceeding competency on weekly or unit assessments.	Fridays 2011-2012 school year	Teacher/Administrator	Documentation from tutor on weekly progress will be discussed with math instructor.	$1,000.00/or donated community service

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. Principal will have professional development each Friday to discuss the implementation of curriculum of mathematics into all core content areas.	Weekly at staff meetings	Building principal	Documentation of agendas from building principals of action taken during professional development training	$0.00, building principal
2. The principal will train teachers to use Galileo assessment program/tool to monitor student achievement	Aug/Sept	Galileo Representative	Assessment documentation will be used to enhance teaching strategies for student success.	$1,000.00 trainer
3. Math teacher will collaborate with other district math instructors on strategies on teaching techniques through the use of Taskstream's online group discussion board.	Monthly	District math instructors	Documentation from Taskstream's online discussion board.	$0.00, Taskstream already budgeted
4. Skyline D5 math teacher will attended a mathematics professional development training during the school year.	Aug-May 2011	Math teacher	Documentation and brochure from math training and talk with all staff on information learned during training.	$100.00
5. The principal will schedule teachers to conduct peer observations	Once per month	All teachers	Review data from evaluation with teacher conducting observation and teacher observed.	$0.00 salaried staff

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 __$16,100.00____ Fiscal Year ___2011_____
Year 2: Budget Total __TBD_____
Year 3: Budget Total __TBD_____

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

PERFORMANCE MANAGEMENT PLAN TEMPLATE

Skyline District 5

INDICATOR:[1] ___Math _X__Reading **DURATION OF THE PLAN**[2]**:** Begins __August__, 2011 to _June__ , 2012

MEASURE*	METRIC*	CURRENT STATUS*	End Target For This Plan*[3]
State standardized assessment AIMS Math	Percent (____) of students who score proficient on the State standardized assessment in reading and Student growth percentile (SGP) was _____	(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. Develop curriculum materials (i.e., concept maps, scope/sequence, etc.) that are aligned to standards and are at the appropriate grade level of 5-8 grades.	August 2011	Curriculum Specialist	New curriculum will be given to teachers in a curriculum binder at opening staff meeting on August 1, 2011.	$0.00 Salaried employee
2. Develop a group/staff who are responsible for the creation and monitoring of curriculum.	2011-2012 School year	Principal and Vice Principal	Principal and Vice Principal will review and monitor teachers lesson plans to monitor state standards are being implemented into lesson plans.	$0.00 salaried employee
3. Taskstream lesson planning software and state performance objective software will be used by all teaching staff and reviewed weekly for alignment to the curriculum and state standards.	Reviewed weekly	Skyline D5 Principal	Weekly review and collection of lesson plans to make sure teachers are using performance objectives and unit plans are being implemented.	$2,400.00
4. Quarterly reviews will be done by district administrators to review curriculum implementation by building principal and teaching staff.	Third week of each month on Thursdays	District Superintendents	Review of curriculum implementation and assessments each nine weeks.	$0.00, done by district administration
5. Monthly administrative meeting will	Monthly	District and school	Review with Superintendent at	$0.00, district

be held to discuss progress with implementing district's curriculum and to discuss implementation for improvement.		administration	monthly meeting showing improvement from previous years data.	administration

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. The principal will utilize Taskstream lesson planning utility to review integration of Arizona academic standards into lesson planning.	Will be done by Friday each week	Building principal	Weekly review by principal or vice principal of all teachers' lesson planning activities to evaluate implementation by teaching staff.	$2,400.00
2. The principal will utilize formal and informal evaluations for evidence of lesson planning that's aligned to Arizona academic standards	Weekly	Building principal	Written documentation of building principal, which includes evidence of classroom evaluation	$0.00, done by principal
3. The principal will use of Essential Elements of Instruction to evaluate teacher effectiveness in instructional lesson delivery to ensure that Arizona academic standards are being taught on a consistent basis.	Weekly	Building principal	Review of principal's evaluation data by district administration.	$0.00, done by district administration
4. Principal will provide feedback weekly to instructional staff on lesson planning, evaluation progress to ensure alignment with Arizona academic standards.	Quarterly	Building Principal	Review of principal's data that he or she has collected throughout the quarter.	$0.00, district administration
5. The principal will review monthly the reading performance objectives taught by instructional staff.	Aug 2011	Skyline District Teachers	All curriculum and performance objective were distributed to staff at opening meetings in August 2011.	$2,000.00
6. Principal will evaluate reading instruction on ongoing basis. Formative and summative evaluation feedback will be provided to reading instructors.	Quarterly	Building principal	Principal's evaluation documentation	$0.00, building principal

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. The principal will analyze all AIMS student achievement data on individual students in order to provide needed math instruction in the classroom. All current AIMS reading data showed that all Skyline D5 students improved their scores in the meet or exceed category of the reading portion of the AIMS test. They also improved from 28.6% to 40.5% on the state average.	July/Aug 2011	Principal and teaching staff	Evaluation data for charts	$0.00, school staff
2. The teacher will administer benchmark testing of all students in reading classes during the first two weeks of school to identify student baseline data.	Aug 2011	Teacher	Teacher and principal will review pre-testing data and graph for teacher use in improving student learning.	$0.00, principal and teacher
3. Teachers will develop student academic plans (SAP) using AIMS data and benchmark data.	Aug/Sept 2011	Teacher	Building administrator will review teacher analysis and student improvement plans to aide in increasing AIMS scores for Spring 2012.	$0.00, principal and teacher
4. Galileo reading assessments will be administered throughout the year to evaluate student learning and progress, and to make plans to adjust instruction to meet all state standards.	August, October and March	Teacher/Administrator	Teacher and building administrator will collaborate together to evaluate this data during their professional development day to adjust instructional practices.	$5,000.00
5. All Skyline D5 staff will meet weekly to collaborate on student achievement plans and to discuss integrating reading concepts into all core areas of instruction.	Weekly during staff meetings	Teacher/Administrator	Teachers will provide evidence through their lesson planning or assessment information that this is being integrated	$0.00, $0.00 salaried staff
6. Administration and staff will develop a Friday tutoring program for students not meeting or exceeding competency on weekly or unit assessments.	Fridays 2011-2012 school year	Teacher/Administrator	Documentation from tutor on weekly progress will be discussed with math instructor.	$0.00 Salaried Staff

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. Principal will have professional development each Friday to discuss the implementation of curriculum of reading concepts into all core content areas.	Weekly staff meetings	Building principal	Documentation of agendas from building principals of action taken during professional development training.	$0.00, building principal
2. Reading teacher will collaborate with other district reading instructors on strategies on teaching techniques through the use of Taskstream's online group discussion board.	Monthly	District reading instructors	Documentation from Taskstream's online discussion board.	$0.00, Taskstream already budgeted
3. Skyline D5 reading teacher (s) will attend reading professional development training during the school year.	Aug-May 2011	Reading teacher	Documentation and brochure from reading training.	$100.00
4. Skyline D5 teacher will be trained in DIBELS, Words there Way and Progress Monitoring during the early school year.	July-Oct 2011	Outside consultant provided training	Review of weekly walk-thrus and formal evaluations done by building principal will be done by district administrator monthly	$3,000.00, done by building principal
5. Train teachers to use Galileo reading assessment program/tool to monitor student achievement	Aug/Sept	Galileo Representative	Assessment documentation will be used to enhance teaching strategies for student success.	$1,000.00 trainer
6. The principal will schedule teachers to conduct peer observations	Once per month	All teachers	Review data from evaluation with teacher conducting observation and teacher observed.	$0.00 salaried staff

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 __$18,100.00____ Fiscal Year ___2011_____
Year 2: Budget Total __TBD_____
Year 3: Budget Total __TBD_____

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