READING Performance Management Plan Narrative

A detailed description of all previous improvement efforts to improve pupil achievement conducted by the school in the past five years.

2011-2012 School Year:

- Increased AIMS after school tutoring days per week from 4 to 5 as a Tier 2 intervention to provide more opportunity for student participation.
- Intervention Specialist hired to coordinate RTI and after school support program to bolster Tier 2 interventions.
- Increased number of certified teachers from 28% to 36%. All remaining teachers are Highly Qualified in their subject area.
- *AIMS Buckle Down* curriculum implemented for Tier 2 and 3 student intervention. *Buckle Down* is used in the AIMS reading labs, for special education students and in the after school tutoring program.
- iPad technology with reading applications implemented for Tier 3 students as an additional intervention method.

2010-2011 School Year:

- AIMS reading labs implemented as mandatory classes for all 9th and 10th grade students to increase preparation for the AIMS test.
- Curriculum specialist was hired to implement RTI practices, coordinate professional development sessions, collect and analyze AIMS data, and work with teachers to update and modify their curriculum to meet student achievement needs.
- 79% of HPLS graduating class or 19 of 24 students were accepted to 2 or 4year colleges/universities.
- Lexia reading program implemented for Tier 3 students.

2009-2010:

- Reorganized the after school program to initiate targeted reading tutoring and shift focus from a homework assistance to a Tier 2 academic tutoring program.
- 62% of HPLS graduating class or 18 of 29 students were accepted into 2 or 4 year colleges/universities.

2008-2009:

- Mandatory AIMS reading tutoring for all 11th and 12th grade students who did not pass the exams.

2007-2008 School year:

- Novel Stars, an on-line credit retrieval program, was introduced into regular class schedule rotation improve student retention and increase academic achievement of 11th and 12th grade students.
- *Rewards* reading program implemented to Tier 3 students.

2006-2007:

- Summer school initiated for all 10th to 12th grade students to increase student retention and achievement.

2005-2006 School Year:

- *SRA Reading* and *Voyager* reading curriculum implemented for Tier 3 students.

On going efforts:

- In 2000-2001 Academic Support classes were created and are still required for all 11th-12th grade students to provide structured homework assistance and improve academic study skills.
- After school tutoring program was initiated in 1999 through a 21st Century Community Learning Center grant. Although Ha:sañ was

not awarded the grant this school year, we have been able to continue the program using the AIMS tutoring grant. We continue to budget for this program and anticipate being awarded the 21st Century grant for the 2012-12 school year. We intend to expand the program to provide more tutoring staff if we are awarded the 21st Century grant.

- Since the school's inception, Individualized Study Plans (ISP's) have been created for each student in collaboration with the student, parents/guardians, and academic advisor to address individual graduation requirements and the student's academic strengths and needs.
- Summer school offered each year since 2006-07 with a focus on 10th, 11th, and 12th grade student retention and achievement.
- Informal screening of 9th grade student's reading, writing and math skills to identify individual strengths and needs and plan appropriate interventions.
- Professional Development provided most Friday's for instructional staff to increase skills in areas such as: RTI, writing across the curriculum, accommodating special education students, differentiated instruction, AIMS data analysis, behavior interventions, educational technology, curriculum development, lesson planning, instructional peer coaching/mentoring, multisensory teaching methods, and integrating Tohono O'odham language and culture.

A detailed description of the process used for conducting an analysis of relevant pupil achievement data.

A Performance Management Plan Team (PMPT) was created to analyze the school's AIMS data over the past five years. The PMPT consists of the Assistant Director/Director of Student Services, Charter Representative, school psychologist, Tohono O'odham cultural consultant, and in-house data analyst. The team decided to focus on the AIMS reading and math data as our passing rate for both subtests has been an area with which we have struggled and are aware that improvement is needed.

The team collected AIMS reading data from school years 2006 to 2010. We compared our average passing rate to the state average AIMS passing rate for each year. We gathered data from our school's Arizona Department of Education School Report Cards and a local charter school consultant. We also reviewed the strategies our school has implemented over the past 5 years to identify which measures have been successful and which have been less effective than planned. We reviewed our school's curriculum and our past efforts to align the curriculum with the Arizona Standards to gain a better understanding of our instructional strengths and needs. We also examined the organizational structure of the school to determine whether changes were needed to strengthen the instructional program.

Below is the summary chart of our AIMS Reading data collected:

AIMS Reading			
	State	Ha:sañ	Difference
2006	54%	30.95%	23.05%
2007	72%	45.95%	26.05%
2008	73%	42.11%	30.89%
2009	74%	56.25%	17.75%
2010	77%	45.83%	31.17%

2006					
	FFB	A	M	E	TOTAL
READING	6	23	13	0	42
PERCENT	14.29%	54.76%	30.95%	0.00%	100.00%

2007					
	FFB	A	M	E	TOTAL
READING	6	14	17	0	37
PERCENT	16.22%	37.84%	45.95%	0.00%	100.01%

2008					
	FFB	A	M	E	TOTAL
READING	5	17	16	0	38
PERCENT	13.16%	44.74%	42.11%	0.00%	100.01%

2009					
	FFB	A	M	E	TOTAL
READING	2	12	18	0	32
PERCENT	6.25%	37.50%	56.25%	0.00%	100.00%

2010					
	FFB	A	M	E	TOTAL
READING	6	20	22	0	48
PERCENT	12.50%	41.67%	45.83%	0.00%	100.00%

The findings from the data analysis.

Our data findings revealed that we need to significantly increase the

AIMS reading passing rate in order to at least meet the State's averages.

Our AIMS reading scores are low overall, however not as deficient when compared to our math scores. The 2008-2009 school year we had the highest percentage passing rate of 56% and had made progress every year since the 2005-2006 school year, however the 2009-2010 school year was the worst passing rate of 45% compared to the state average of 77%, which left a difference of 31%.

The examination of our present and past academic intervention strategies suggests that our school efforts have been appropriate, but have lacked sufficient breadth and depth as our Tier 2 and 3 interventions to yield significant student growth in reading. We also need to use a data driven approach using RTI methods such as progress monitoring to more effectively track our student's progress in reading.

The analysis of our school's curriculum suggests that while our teacher's base their instruction on the Arizona Educational Standards, our curriculum does not adequately address concepts that are assessed on the AIMS reading subtests. While our curriculum supports the school mission to provide a multicultural perspective, the lack of well-designed textbooks to structure the curriculum is a weakness. We learned that we have not effectively used student achievement data to guide the school's curriculum and intervention strategies. We have begun to implement RTI practices, specifically gather progress-monitoring data, but have not yet used this data to drive educational decision making. We are awaiting the data from the Spring 2012 AIMS testing to determine if the enhanced level of interventions implemented this current school year lead to increased student performance in reading.

The analysis of our school's organizational structure indicates that we need to increase our professional development efforts in order to provide more systematic support to teachers and students. We also need to ensure that our school's new Director is a strong leader who 1.) Can provide the vision needed to structure and implement the Performance Management Plan (PMP) to significantly improve student academic performance; 2.) Ensure teachers receive the supervision and support needed to effectively and systematically deliver the curriculum; and 3.) Continue the school's Charter mission and goals.

A detailed description of how the plan that is presented is directly linked to the findings from the data analysis.

Based on our findings the PMP Team created our Performance Management Plan to increase our students AIMS reading scores, and also overall general academic performance over the next 5 years.

In reading, we need to increase our school's AIMS passing rate scores from 46% to meet the State average of 77%. This requires our school to make a 6.5% increase in our passing rate each year for the next 5 years.

5 year projected AIMS Reading improvement targets to meet the state average				
2013	2014	2015	2016	2017

46%, increase by 6.5% = **52.5%**	52.5% increase by 6.5% = **59%**	59%, increase by 6.5% = **65.5%**	65.5%, increase by 6.5% = **72%**	72%, increase by 6.5% = **78.5%**

Based on this Performance Management Plan, emphasis will be placed on implementing a more efficient and rigorous curriculum across all subject areas using well designed text books that are aligned with both Arizona Educational Standards and Common Core Curriculum Standards; emphasize teaching math across all curriculum areas; implementing more systematic and effective instructional interventions using student achievement data partially gathered from progress monitoring testing to make educational decisions; hiring a Curriculum Coach to oversee the implementation of instructional interventions and monitor student growth; and improving our school's leadership structure to ensure that teacher's are using the curriculum as intended and receive ongoing professional development and support to drive increased student academic achievement.

In examining our schools performance on the AIMS Reading exam, we also recognize that we needed to create a Performance Management Plan to addresses the five areas of the School Improvement Model, which are;

- Standards-Aligned Curriculum, Instruction & Assessment
- High-Performance Leadership, Management & Organization
- Data-Driven Culture
- High-Achievement & Engagement
- Sustainability for Continuous Improvement

In these five areas our PMP includes:

- Standards-Aligned Curriculum: Adapting textbooks aligned with State and Common Core Standards.
- High-Performance Leadership: Hiring a strong school Director as well as a Curriculum Coach, and creation of the Performance Management Plan team.
- Data-Driven Culture: Initiating the BASI, progress monitoring, curriculum decisions based on student performance.
- High-Achievement & Engagement: Supporting our college preparatory charter mission/goal, culturally relevant curriculum and teaching methods, Individualized Student Plans, Individualized Teacher Professional Development plans.
- Sustainability for Continuous Improvement: Ongoing professional development trainings, instructional support from school Director, Curriculum Coach, and Performance Management Plan team, and a school budget tailored to meet student achievement and teacher development needs.

RENEWAL PERFORMANCE MANAGEMENT PLAN
Ha:sañ Educational Services 5 year plan

INDICATOR:[1] ___Math __X_ Reading **DURATION OF THE PLAN**[2]**:** Begins March, 2012 to June, 2017

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. Implementation of Performance Management Planning Team (PMPT) to oversee renewal Performance Management school improvement plan.	Immediate-July 2017.	HES school board. Director.	Developing and implementing plan to improve school's overall scores on AIMS reading and math. Team will meet on monthly basis.	$12,000/yr for 5 years.
2. Hire a new school Director with evidence of school "turn around" experience and/or evidence of prior successful secondary school leadership skills.	Hired by May 31, 2012	HES school board.	Director hired by date, recorded in board minutes.	$65-75,000 + benefits
3. Purchase of new textbooks for all core subjects that are aligned to AZ & Common Core Standards.	Purchased by June, 2012	Performance Management Plan Team in coordination with Director.	Research textbooks purchased by June 2012 and implemented 1st day of 2012-13 school year. August 2012 pre-service training to introduce new curriculum and text.	$40,000 for first year plus $5,000 for years 2 to 5 for text book replenishment

4. Professional development and supervision of curriculum will be implemented to improve instruction and student outcomes based on Performance Management Plan.	July 2012	Director, PMP Team, HES school board.	Revise our teacher and director evaluations to align to the Arizona Framework for Educator Effectiveness. Revise teacher and Director job description and create a Curriculum Coach job description to increase student learning accountability.	Not needed
5. A Curriculum Coach position will be created to oversee and monitor reading curriculum implementation, and supervision of instruction along with the school Director.	Hired by July, 2012	Director, PMP Team, HES school board.	Job description, contract, and school board approval for hire in board minutes.	Salary up to $40, 000, plus benefits.
6. Student progress will be evaluated and monitored in reading with testing three times/year using the Basic Academic Skills Inventory (BASI).	Aug.,Dec., May BASI testing, 2012-2017.	Director, Curriculum Coach, core instructional staff	The RTI model will be used to analyze data obtained from progress monitoring and be used to assign interventions to increase student performance.	1st yr = $2, 500. 2nd-5th yrs = $1,000/yr

7. The RTI model will be used to assign specific Tier 2 & 3 interventions to students not making sufficient progress in reading.	August 2012 to June 2017	Director, Curriculum Coach, Intervention Specialist.	Students successfully placed in Tier 2-3 interventions, improved classroom performance, and scores on BASI & AIMS 6.5% annual increase in reading. Tier 2 interventions will include continued use of AIMS Buckle Down reading curriculum. Tier 3 will interventions will include continued use of AIMS Buckle Down curriculum, Lexia reading program, Rewards and Voyager reading curriculum, and iPad applications.	Not needed
8. Continue to provide after school (Ha:sañ Community Learning Center/HCLC) tutoring program in reading for Tier 1 & 2 intervention, also open to all students, using highly qualified teachers and tutors.	August 2012 to June 2017	Ha:sañ Community Learning Center (HCLC) Coordinator/ Intervention Specialist, Curriculum Coach, Director.	HCLC tutoring schedule already in place, continue ongoing tutoring and student participation. HCLC student sign-in sheets and tutoring hour log.	$25,000 is provided in the budget. We have applied for 21st Century grant for SY 12-13 to fund after school tutoring program.

9. AIMS reading lab mandatory for all 9th and 10th grade students and 11th & 12th grade students who have not passed the AIMS math exam.	August 2012 to June 2017	Director. Student Services Director.	Teachers hired by August, 2012. Labs will start 1st day of 2012-2013 SY.	$60,000 total + benefits ($30,000 each) for 2 additional highly qualified teachers to provide instruction for AIMS math and reading labs.

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. Purchase new English textbooks that are aligned with the Arizona and Common Core Standards.	Purchased by June 2012.	PMP Team, Director.	Textbooks from AGS or Houghton Mifflin are being considered and will be ordered for all English classes.	See budget in Strategy I, Action Step 3.
2. Training will be conducted to English teachers on the structure and implemented of textbook curriculum.	August 2012 pre-service training. On going trainings through out 12-13 SY.	Director, Curriculum Coach, PMP Team	5 days additional pre-service training yielding a total of 33 mandatory Friday professional development sessions per school year.	5 additional contract days for administration & teachers = $25, 000

3. The BASI (Basic Academic Skills Inventory) will be used to monitor students' progress in English/reading as well as the students potential success at the college level.	Aug.,Dec., May BASI testing, 2012-2017.	Curriculum Coach, Director, input from teaching staff.	The BASI will be administered 3 times a year as benchmark testing to assess student progress (August, December, May)	See budget in Strategy I, Action Step 6.
4. Weekly professional development sessions will be used to discuss students' individual achievement patterns in reading, and to make adjustments as needed, assign Tier 2 & 3 interventions and make adjustments as needed.	August 2012 to June 2017	Director, Curriculum Coach, department teams.	At least monthly "department" meetings will be held with the math instructors to monitor the implementation of the curriculum and monitor student progress.	Not needed
5. Professional development will be used to strengthen lesson planning for English instructors, and develop skills to provide effective instruction and support charter goals and mission.	August 2012 to June 2017	Director, Curriculum Coach, PMP Team.	33 mandatory Friday professional development sessions per school year.	Not needed.
6. Teachers will be observed on a quarterly basis by the Curriculum Coach and Director to monitor implementation of curriculum and RTI methods.	November 2012, and quarterly through out the school year until June 2017.	Director, Curriculum Coach, PMP Team	Director & Curriculum Coach will meet to discuss observations with individual teachers and develop and monitor individual professional development plan for all instructional staff. The PMP Team will oversee this process to ensure it is completed.	Not needed.
7. Professional development will be designed for input from instructional staff that reflects supervision of teachers, and student progress rate based on observed and concrete data from AIMS reading scores, BASI scores, classroom performance and progress in assigned interventions.	August 2012 to June 2017	Director, Curriculum Coach, PMP Team	Student performance discussed in weekly professional development sessions. Curriculum Coach and Director will provide input for specific professional development sessions to strengthen instructional skills, based on AIMS, BASI, observations, and classroom performance.	$2,000/ year for supple-mental professiona l development expenses.

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. BASI will be used to assess students reading skills. Based on these results students will be assigned specific Tier 2 &3 interventions with consideration of previous performance on AIMS and in the classroom	August 2012 to June 2017	Director, Curriculum Coach, PMP Team, support from instructional staff.	AIMS and classroom performance improved. BASI given 3 times/year as scheduled.	Not needed.
2. All 9th and 10th grade students will continue to be enrolled in mandatory AIMS reading labs. 11th and 12th grade students who have not yet passed AIMS will also be assigned mandatory AIMS reading lab classes.	August 2012 to June 2017	Director, Curriculum Coach, PMP Team, support from AIMS lab instructors.	Improved performance for Tier 2 and 3 students. AIMS and classroom performance improved. The Curriculum Coach will also implement specific Tier 2 interventions to improve student performance. Students not making progress in Tier 2 will be referred for Tier 3 or special education services.	See budget in Strategy I, Action Step 9.
3. Student Individualized Study Plans (ISP's) will be modified to included individualized goals for making progress towards raising AIMS scores and improved classroom performance.	August 2012 to June 2017	Curriculum Coach with support from student advisor, PMP Team, Student Services Director.	The Curriculum Coach will supervise implementation of the ISP's. Parent, student, teacher input on students individual strengths and needs	Not needed

4. Professional development sessions will be scheduled on: • 6 traits of writing • 5 traits of math (number sense, measurement, geo sense, probability and statistics, algebraic sense.) • 5 components of reading (phonemic awareness, fluency, comprehension, phonics, vocabulary.) • Reading, writing, math Across the Curriculum • Using classroom and school wide data to make instructional decisions. • Helping teachers develop classroom interventions for struggling students.	August 2012 to June 2017	Director, Curriculum Coach, Intervention Specialist.	Teaching staff areas of expertise would be able to provide training when needed. Professional development training schedule, agendas, teacher sign in sheets/teacher attendance.	See budget in Strategy II, Action Step 7.
5. Curriculum Coach and school Director will hold monthly core curriculum department meetings to discuss student progress by curriculum area.	August 2012 to June 2017	Director, Curriculum Coach, PMP Team.	Curriculum meeting report form and sign in sheets, agendas.	Not needed
6. Quarterly Teacher observations conducted by administration and curriculum coach to monitor curriculum implementation and make adjustments to professional development sessions based on student achievement.	August 2012 to June 2017	Director, Curriculum Coach.	Improvement in AIMS scores. Implement strategies for teachers in their Individualized Professional Development Plan (IPDP).	Not needed

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. A professional development policy will be created and implemented.	In place by July 2012.	PMP Team, Director, HES school board	Board meetings notes, minutes & approval. Policy in staff and school handbook.	Not needed
2. Individualized Teacher Professional Development (ITPD) plans will be created for each teacher to monitor their effectiveness in the classroom and improve instructional skills as needed.	In place by September 2012.	Curriculum Coach, Director, PMP Team, instructional staff	Each teacher has a plan in place and is reviewed on a quarterly basis. Prop 301 incentive by January and May.	Not needed
3. School board and staff/teacher trainings on new PD policy, National Staff Development Council PD standards, individualized PD plans (ITPD) textbook curriculum, and Arizona and Common Core Standards.	August 2012	PMP Team, Director, HES school board, Curriculum Coach.	Board meetings notes, minutes. Training agendas.	See budget in Strategy II, Action Step 7.
4.Professional development days will be added from the current 23 days to 33, as well adding 5 more days to pre-service training for a total of 10 days per school year to enhance teacher instructional skills.	August 2012	HES school board, Director, PMP Team, Curriculum Coach.	Pre-service agendas, sign-in sheets, increase in student performance.	See budget in Strategy II, Action Step 2 for 5 additional contract days.

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 $1 ,859,969 Fiscal Year 11-12
Year 2: Budget Total $2,376,130
Year 3: Budget Total $2,147,025
Year 4: Budget Total $2 ,227,881

Although we budgeted for 3 years, we have created a Performance Management Plan that will be executed for the next 5 years

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