RENEWAL PERFORMANCE MANAGEMENT PLAN TEMPLATE

StarShine Academy

INDICATOR:[1] _x__ Math ___Reading **DURATION OF THE PLAN**[2]**:** March 2012 to June 2015

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. Purchase Waterford Early Learning System for use in grades K–2 (Curriculum will also support pre-K for our planned preschool operations)	Purchase completed by July 22, 2012	Trish McCarty, President & CEO	PO submitted by July 1, 2012 Product Received by July 22, 2012 Product Distributed to classrooms by August, 2012	Cost of $10,000 (includes: Reading, Science, Math and installation, training and customer support) Subsequent years have a cost of $1,500
2. Expand one-quarter time Math Specialist at the Creative Community campus to full time as mentor for classroom teacher instruction in AZ aligned mathematics	July 2012	Trish McCarty, President & CEO	Full time Math Specialist employed	Base salary of $45,000 per year for a total of $56,250 after

instruction, and to implement math intervention/accelerated groups in grades 3-12.				including benefits
3. Hire one full time Science teacher to share time at both campuses for STEM instruction and to collaborate with the site Math Specialist to effectively embed Standardized Math instruction into all grade level Science/Technology lessons & instruction.	July 2012	Trish McCarty, President & CEO	Full time Science Specialist employed	Base salary of $45,000 per year for a total of $56,250 after including benefits
4. Hire a second full time Math Specialist to mentor classroom teachers on Best Practices in Math instruction by grade/ability level.	July 2012	Trish McCarty, President & CEO	Full time Math Specialist employed	Base salary of $45,000 per year for a total of $56,250 after including benefits
5. Implement two math intervention classes on Main campus with grades 8-9-10 (focus on pre-algebra/Algebra deficiencies as noted in diagnostic written tests) and 11-12 (focus on AIMS Math areas noted on AIMS analysis and pre-tests in Strands 3 & 4, with Strand 1 reviews as needed)	Week 3 of 2012-13 academic year	Testing: Grade 8-12 Classroom Teachers Math intervention class: Jan Parsons, Teacher/Assistant Headmaster	Testing completed, deficiencies identified and math classes begun by September 1, 2012 Progress reported quarterly to classroom teachers, students, and parents.	$0
6. Purchase AZ Standards-aligned textbooks with Math adoption for Grades 3–8, Algebra for Grade 9 and Geometry for Grade 10	Purchase completed by July 22, 2012	Jan Shoop, Superintendent; Trish McCarty, President & CEO; Jan Parsons, Teacher/Assistant Headmaster	PO submitted by July 1, 2012 Textbooks received by July 22, 2012 Textbooks distributed to classrooms by August, 2012	One time cost of $14,800.00 2 sites x 8 grades x 10 per grade +

				2 Teacher Editions/Text
7. Update existing Curriculum Maps with new curricula and changes noted during the year - ensure Standard/Strand/Performance Objectives are noted and Curriculum Map/Pacing Guide is clearly aligned with both AZ and Common Core reading standards by grade level	June 2012 through July 2012	Andy Klunk, Teacher/Assistant Headmaster; Jan Parsons, Teacher/Assistant Headmaster; Classroom Teachers	Curriculum Maps delivered to Jan Parsons and Andy Klunk; copies available for K-12 classroom teachers	Summertime K-12 teachers providing updates at $25/hr x 4 teachers x 25 hours each = $2,500

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. Have every K-12 teacher subscribe to masteryconnect.com for access to standards-based lessons and assessments	Complete by end of Fall Teacher Orientation/Professional Development Week for the 2011-12 academic year and yearly thereafter	Andy Klunk, Teacher/Assistant Headmaster; Jan Parsons, Teacher/Assistant Headmaster; Grade K-12 Classroom Teachers	Every K-12 teacher demonstrate access, data entry, reporting and navigation on the web site	$0
2. Have K-12 teachers create an account to the Common Core Maps at commoncore.org and use them to construct Language Arts units	July 2012 – May 2014	Jan Shoop, Superintendent, Andy Klunk, Teacher/Assistant Headmaster; Jan Parsons, Teacher/Assistant Headmaster	All teachers verify that they have an active account	Registration cost of $10 per teacher – estimated at 40 teachers: $400
3. Weekly Lesson Plans, grades K–12, shall specify Common	Weekly starting 2012-13 academic year	Andy Klunk, Teacher/Assistant	Every K-8 teacher's weekly lesson plan submissions verified	$0

Core standards		Headmaster; Jan Parsons, Teacher/Assistant Headmaster; Grade K–12 Classroom Teachers	to have documented ties to the Common Core standards; HS lesson plans for individuals or small group breakout sessions verified to have documented ties to the Common Core standards; spot check classroom observations by Asst. Headmaster verify compliance	
4. Enhancement to current Individual Learning Plan files for grades 8-12 shall include: target seat hours/lessons mastered in A+ Math, established by student/teacher conference, weekly assessment of progress shall be shared to student/teacher (a summary of student progress shall be emailed weekly to Asst. Headmasters), quarterly conference between student and teacher shall be held prior to quarter end and new goals established as necessary. Weekly goals shall reflect students overall academic goal (i.e. graduate in 3 years, earn credits necessary for college admission, etc.)	Reasonable goal targets for returning students identified by week 1 of 2012-13 academic year; targets for incoming new students documented within 2 weeks of registration	Andy Klunk, Teacher/Assistant Headmaster; Jan Parsons, Teacher/Assistant Headmaster; Grade 8–12 Classroom Teachers	Individual Learning Plans consistently maintained by classroom teachers and verified by Asst. Headmaster	$0
5. Math Performance Objectives and Strand shall be posted daily in classrooms. Teachers explicitly state learning objectives, connect to what students have previously learned and to life	Daily starting week 2 of 2012-13 academic year	Grade K–12 Classroom Teachers	Classroom observations by Asst. Headmaster clearly demonstrate routine compliance by classroom teachers	$0

experiences, and reference AZ and Common Core standards throughout lesson.				
6. A+LS transition to Common Core standards monitored for progress on required timeline	Monthly review beginning July 2012 through March 2015	Rand Blunck, Technical Director/High School Teacher	Status documented and reported at each monthly Professional Development meeting	$0
7. Asst. Headmasters conduct weekly classroom walkthroughs to verify compliance to action steps	Beginning week 2 of 2012-13 academic year and ongoing weekly through March 2015	Andy Klunk, Teacher/Assistant Headmaster; Jan Parsons, Teacher/Assistant Headmaster	Weekly checklist on teacher compliance complete and posted on the District Intranet	$0

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. Monitor Grade 7-12 students in Khan Academy supplementary work. Monitor progress through Standard-based progression of concepts/units. (Khan Academy utilized to supplement individual student work on specific concepts/objectives which student encounters difficulty with in A+ or pencil/paper diagnostics and assessments).	Ongoing	Andy Klunk, Teacher/Assistant Headmaster; Jan Parsons, Teacher/Assistant Headmaster; Grade 7-12 Classroom Teachers	After establishing individual seat-hour goals with students and recording them in the ILP (Individual Learning Plan), teachers will monitor progress and document unit/concept proficiency in masteryconnect.com (documentation to be forwarded to campus Asst. Headmasters). Student/teacher conferences will be held prior to Quarter end to review ILP goals for the Quarter just ending and to determine new Quarter goals.	$0
2. Establish age/ability appropriate target goals and track student seat hours in DreamBox (K-4) and A+ math programs.	Beginning week 2 of 2012-13 academic year	Grade K-12 Classroom Teachers	Weekly summaries of student seat hours versus student target goals will be forwarded to campus Asst Headmaster by each classroom teacher.	$0

			Variation from target goals will be analyzed and, if appropriate, new goals established.	
3. Complete benchmark tests using Galileo diagnostic/assessments materials 3 times per year (3rd test data shall be used to determine readiness for math placement in the upcoming year)	Galileo testing available by end of May 2012 with student testing in August, January, and May of each academic year	Andy Klunk, Teacher/Assistant Headmaster; Jan Parsons, Teacher/Assistant Headmaster; Grade 2-12 Classroom Teachers; yet to be hired Math Specialist	Diagnostic report from initial testing available at the end of week 3 of the 2012-13 academic year January and May benchmark reports available at the end of the second week of that month	$0
4. Complete A+ Learning Link assessments and reporting 2 times per year	August and January of each academic year	Grade 3-12 Classroom Teachers; Rand Blunck, Technical Director/High School Teacher	Assessments complete on-line and reports generated and available within 2 weeks of assessment start	$2 per student, estimated Total $3,200.00
5. Teachers give academic feedback to students consistently & timely, either orally or written	Beginning week 2 of 2012-13 academic year and ongoing through March 2015	Grade K-12 Classroom Teachers	Compliance monitored by Asst. Headmaster at weekly staff meetings and verified by weekly walkthroughs	$0
6. Teachers circulate frequently to prompt student thinking and provide multiple opportunities to gauge understanding	Beginning week 2 of 2012-13 academic year and ongoing through March 2015	Grade K-12 Classroom Teachers	Compliance monitored by Asst. Headmaster at weekly staff meetings and verified by weekly walkthroughs	$0
7. Students demonstrate mastery at lesson end via written or oral responses. Teachers use this as feedback for revision or re-	Beginning week 2 of 2012-13 academic year	Grade K-12 Classroom Teachers	Compliance monitored by Asst. Headmaster at weekly staff meetings and verified by weekly walkthroughs	$0

teach or progression through lesson plan	and ongoing through March 2015			

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. Prepare Professional Development training materials for teacher instruction in Academic Feedback, Questioning Techniques, Presenting Instructional Content, Lesson Structure and Pacing, and Effective Methods for Grouping Students, Activities and Materials used in the Classroom, Thinking Types and Problem Solving Strategies	Module content completed one week prior to module training session	Jan Shoop, Superintendent; Jan Parsons, Assistant Headmaster/Teacher; Andy Klunk, Assistant Headmaster/Teacher	Training materials published	$0
2. Professional Development Training	Calendar for training sessions set by July 2012	Jan Shoop, Superintendent; Jan Parsons, Assistant Headmaster/Teacher; Andy Klunk, Assistant Headmaster/Teacher	Agenda and staff sign-in sheets collected, scanned and posted on the District Intranet	$0
3. Professional Development Teacher Orientation Week on student use, teacher management and reporting with: Galileo, A+LS, A+ Learning Link,	August 2012	Jan Shoop, Superintendent; Jan Parsons, Assistant Headmaster/Teacher; Andy Klunk, Assistant	End of week assessment on the basics of the curricula components	$0

Common Core Maps, Dreambox, Waterford Early Learning, Mastery Connect, commoncore.org, Curriculum Maps, Promethean Boards and the District Intranet		Headmaster/Teacher; Rand Blunck, Technical Director/HS Teacher; Crystal Price, Teacher		
4. Staff submit StarShine Self-Assessment Rubrics: a goal-setting and evaluation tool for instruction, especially with regard to lesson planning and implementation, that is consistent with the StarShine Curriculum (which is aligned to AZ and Common Core standards)	Initiated Fall 2011-12, submitted monthly	All Staff	Self-evaluations updated and emailed to Trish McCarty monthly	$0

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: $0 **Fiscal Year: 2011-12**
Year 2: Budget Total: $199,650 **Fiscal Year: 2012-13**
Year 3: Budget Total: $173,450 **Fiscal Year: 2013-14**
Year 4: Budget Total: $173,450 **Fiscal Year: 2014-15**

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