Arizona Academy of Science and Technology

Performance Management Plan Reading

The performance management plan for Reading is designed to improve student achievement in reading. The goal is to meet or exceed the state average percent proficient in reading on the state assessment and to achieve a student growth percentile of no less than minus one standard deviation from the state median growth percentile. An analysis of the data shows the average percent proficient for students in grades 3 through 8 was below the state average by 5 points in 2009 and 5 points in 2010.

After analysis of the 2009 data it was determined that a stronger curriculum was needed in all grades to boost reading comprehension as well as writing. Beginning in FY2010 the Academy adopted the Spalding Reading program for grades K through 3. In addition grades 4 through 8 were scheduled with an additional language arts period each day, thereby creating reading and writing as separate classes. The administration began a training program to ensure teachers understood the Arizona Academic Standards and to teach teachers the concept of curriculum mapping. The results of the 2010 state assessment showed an increase in the student average proficiency by 3 percentage points. This however still fell below the state average proficiency. It is important to note that in three of the grade levels student proficiency exceeded the state average by 7 points. To further improve pupil achievement in reading, it was determined that a software program was needed as an additional resource to provide continuous monitoring of student proficiency. The expectation is to see further gains in the 2011 state assessment.

The attached plan is designed to evaluate the Academy's current reading curriculum and determine if a new curriculum is need or expansion of the current curriculum, to further enhance student performance and to provide the teachers with the resources they need to deliver a better reading program. The first step is to form a curriculum team to evaluate the current reading curriculum. The team will also be tasked to research and identify reading software as an additional resource to enhance the reading education and monitor student proficiency. This software product and a new curriculum if needed will be purchased for the start of FY2012.

Teacher training on curriculum mapping and lesson planning will continue with an emphasis on incorporating the Arizona Academic Standards. Additional training will be needed to train teachers on use of new curriculum and the reading software for intervention and student proficiency monitoring.

Student assessments will continue for FY2012 with a beginning, mid, and end of year format. Beginning of year assessment data will identify students below grade level and at risk in reading proficiency. Intervention on these students will begin immediately. Ongoing and midyear assessment data will identify students failing to make progress allowing the appropriate intervention to take place.

Through these strategies and action steps the Academy expects to demonstrate sufficient progress as evidenced by the results of the FY2012 state assessment.

Arizona Academy of Science and Technology

Performance Management Plan Mathematics

The performance management plan for mathematics is designed to improve student achievement in mathematics. The goal is to meet or exceed the state average percent proficient in math on the state assessment and to achieve a student growth percentile of no less than minus one standard deviation from the state median growth percentile. The data shows the average percent proficient for students in grades 3 through 8 was below the state average by 35 points in 2009 and 26 points in 2010.

After analysis of the 2009 data it was determined that the weakest area for all students was in the area problem solving and understanding mathematical vocabulary. Beginning in FY2010 a problem solving component was added to the math curriculum in grades 3 through 8. In addition all grades were scheduled with an additional two periods per week of math review and practice. The administration began a training program to ensure teachers understood the Arizona Academic Standards and to teach teachers the concept of curriculum mapping. The results of the 2010 state assessment showed an increase in the student average proficiency. This however still fell below the state average proficiency. To further improve pupil achievement in math, the Academy began FY2011 with a concentrated effort of review, drill and practice for all students in grades 3 through 8. This was done by scheduling these students for a special math class every day in addition to their core math class for the first three months of the school year. In addition it was determined that a software program was needed as an additional resource to provide continuous monitoring of student proficiency. The expectation is to see further gains in the 2011 state assessment.

The attached plan is designed to evaluate the Academy's current math curriculum and determine if a new curriculum is need to further enhance student performance and to provide the teachers with the resources they need to deliver a better math program. The first step is to form a curriculum team to evaluate the current math curriculum. The team will also be tasked to research and identify math software as an additional resource to enhance the math education and monitor student proficiency. This software product and a new curriculum if needed will be purchased for the start of FY2012.

Teacher training on curriculum mapping and lesson planning will continue with an emphasis on incorporating the Arizona Academic Standards. Additional training will be needed to train teachers on use of new curriculum and the math software for intervention and student proficiency monitoring.

Student assessments will continue for FY2012 with a beginning, mid, and end of year format. Beginning of year assessment data will identify students below grade level and at risk in math proficiency. Intervention on these students will begin immediately. Ongoing and midyear assessment data will identify students failing to make progress allowing the appropriate intervention to take place.

Through these strategies and action steps the Academy expects to demonstrate sufficient progress as evidenced by the results of the FY2012 state assessment.

PERFORMANCE MANAGEMENT PLAN TEMPLATE

Arizona Academy of Science and Technology

INDICATOR:[1] Reading

DURATION OF THE PLAN[2]**:** Begins April 1, 2011 to June 1 , 2012

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*	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Form a Curriculum Team to evaluate reading curriculum program	April 1, 2011	Director	Meeting notes announcing team members.	
2. Evaluate current reading curriculum in grades K through 8 and determine needs.	4/1/2011 to 5/1/2011	Curriculum Team	Recommendation and plan of action to improve reading curriculum.	
3. Research and identify a reading curriculum aligned to Arizona Academic Standards.	5/1/2011 to 6/3/2011	Curriculum Team	Recommendation from Curriculum Team on curriculum to be purchased.	
4. Research and identify software product to provide practice, remediation and monitoring of student progress.	5/1/2011 to 6/3/2011	Curriculum Team	Recommendation from team on software product to be purchased.	
5. Purchase computer software program.	6/15/2011 to 7/31/2011	Director	Materials ordered and received.	$1000.00
6. Purchase curriculum materials needed as determined by the Team.	7/1/2011	Director	Materials ordered and received.	$2500.00

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

Action Steps*	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Assure curriculum is aligned with Arizona Academic Standards.	6/3/2011	Curriculum Team	Documentation of alignment from publisher.	

2. Curriculum mapping for reading program showing alignment with Arizona Academic Standards.	Begin 8/1/2011 Ongoing	Each grade level teacher and Director	Monthly monitoring by Director	
3. Assure lesson plans and activities align with Arizona Academic Standards.	8/1/2011 to 6/1/2012	Each grade level teacher and Director	Monthly monitoring by Director	

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. Assess students in grades 2 through 8 first two weeks of school year to gather baseline data.	8/15/2011 - 8/26/2011	Individual Teachers and Administration	Assessments completed, data collected and analysis of data completed.	
2. Assess students in grades 2 through 8 midyear to monitor gains.	January 2011	Curriculum Team	Assessments completed, data collection and analysis done.	
3. Assess students in grades 2 through 8 end of year to monitor gains.	May 2011	Curriculum Team	Assessments completed, data collected and analysis done.	
4. Ongoing assessment using computer based resource.	Weekly	Individual Teachers & Curriculum Team	Documented weekly analysis student monitoring data.	
5. Intervention for students identified as below grade level and/or failing to make progress.	Begin 8/15/2011 Ongoing	Individual Teachers & Administration	Identified students will have made progress by end of year assessment	

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. Provide training for teachers on reading curriculum.	71/2011 to 8/31/2011	Curriculum Team & Consultant	Training scheduled and completed.	$1500.00
2. Provide training for teachers on new computer based student monitoring program.	7/1/2011 to 12/31/2011	Curriculum Team & Consultant	Training scheduled and completed	$500.00
3. Train teachers in curriculum mapping.	7/1/2011 to 12/31/2011	Consultant & Director	Training scheduled and completed.	
4. Train teachers in aligning lessons plan activities with Arizona Academic Standards.	7/1/2011 to 6/1/2012	Consultant & Director	Training scheduled and completed.	

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 $5500.00 Fiscal Year 2012
Year 2: Budget Total _____
Year 3: Budget Total _____

Approved 11/19/2010

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 the Board's level of adequate academic performance
4 Repeat these action steps as necessary to include the appropriate number of steps to accomplish the strategy

PERFORMANCE MANAGEMENT PLAN TEMPLATE

Arizona Academy of Science and Technology

INDICATOR:[1] Math

DURATION OF THE PLAN[2]**:** Begins April 1, 2011 to June 1 , 2012

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*	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Form Curriculum Team to evaluate math curriculum needs.	April 1, 2011	Director	Meeting notes announcing team members.	
2. Evaluate current math curriculum in grades K through 8 and determine needs.	4/1/11 to 5/1/11	Curriculum Team	Recommendation and plan of action to improve math curriculum	
3. Research and identify an integrated math curriculum aligned to Arizona Academic Standards.	5/1/2011 to 6/1/2011	Curriculum Team	Recommendation from the Team on curriculum to be purchased.	
4. Research and identify software product to provide practice, remediation and monitoring of student progress.	5/1/2011 to 6/1/2011	Curriculum Team	Recommendation from the Team on software product to be purchased.	
5. Purchase recommended math learning software.	7/1//2011	Director	Purchase order placed by timeline date to receive product by 8/1/2011	$1000.00
6. Purchase new curriculum based on recommendations of the Team	7/1/2011	Director	Purchase order placed by timeline date to receive by 8/1/2011	$8000.00

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

Action Steps*	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Assure new curriculum is aligned with Arizona Academic Standards.	6/3/2011	Curriculum Team	Documentation of alignment from publisher.	
2. Curriculum mapping for math program in grades 3 through 8 showing alignment with Arizona Academic Standards.	Begin 8/1/11 Ongoing	Each grade level teacher & Director	Monthly monitoring by administration.	

Approved 11/19/2010

3.Ensure lesson plans submitted aligned with Arizona Academic Standard.	8/1/2011 to 6/1/2012	Each grade level teacher & Director	Monthly monitoring by administration	

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

Action Steps *	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Assess students in grades 2 through 8 first two weeks of school year to gather baseline data.	8/15/2011 - 8/26/2011	Individual Teachers and Administration	Assessments completed, data collected and analysis of data completed.	
2. Assess students in grades 2 through 8 midyear to monitor gains.	January 2011	Curriculum Team	Assessments completed, data collection and analysis done.	
3. Assess students in grades 2 through 8 end of year to monitor gains.	May 2011	Curriculum Team	Assessments completed, data collected and analysis done.	
4. Ongoing assessment using computer based resource.	Weekly	Individual Teachers & Curriculum Team	Documented weekly analysis student monitoring data.	
5. Intervention for students identified as below grade level and/or failing to make progress.	Begin 8/15/2011 Ongoing	Individual Teachers & Administration	Identified students will have made progress by end of year assessment	

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

Action Steps *	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Provide training for teachers on new curriculum.	71/2011 to 8/31/2011	Curriculum Team & Consultant	Training scheduled and completed.	$750.00
2. Provide training for teachers on new computer based student monitoring program.	7/1/2011 to 12/31/2011	Curriculum Team & Consultant	Training scheduled and completed	$500.00
3. Train teachers in curriculum mapping.	7/1/2011 to 12/31/2011	Consultant & Director	Training scheduled and completed.	$1500.00
4. Train teachers in aligning lessons plan activities with Arizona Academic Standards.	7/1/2011 to 6/1/2012	Consultant & Director	Training scheduled and completed.	$1500.00

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 $13,250.00 **Fiscal Year 2012**
Year 2: Budget Total _____
Year 3: Budget Total _____

Notes:
* Provided by ASBCS staff

Approved 11/19/2010

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 the Board's level of adequate academic performance
4 Repeat these action steps as necessary to include the appropriate number of steps to accomplish the strategy