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Performance Management Plan
Pima County Board of Supervisors dba Pima Vocational High School

Plan Narratives for Mathematics
School Efforts from SY 2006-7 through SY 2010-11 to Improve Academic Achievement

Introduction: School Description and Mission
Pima Vocational High School (PVHS) has operated since 2000 as an Arizona Charter School; the Pima County Board of Supervisors appoints its Board of Directors. This innovative school developed from needs encountered in the County's employment and training program. PVHS serves older high school dropouts, aged 16 to 21, who do not qualify for GED and employment programs because of their low educational attainment (averaging near the **5th grade level** as measured by New Century Education and TABE assessments). Forty percent of the students are homeless, 25// are court-involved, and 29// have children. Ethnically, the majority (69//) of PVHS students are Hispanic, with 6// African American, 11// Native American, 1// Asian, and 13// Anglo filling out the student population. Males account for 54// of the students, and females 46//. PVHS qualifies under the Arizona Department of Education's definition as an alternative high school, serving greatly at-risk students. Nearly all of these students were unemployed or underemployed upon entering PVHS. Recent classes have had 20// of their students qualifying for Special Education. These young adults found themselves closed out of the system with no way to get back on track.

The vast majority of incoming students have previously dropped out of high school programs and returned to the educational system at PVHS. Upon enrolling, most had earned six or fewer of the 22 credits required for graduation after attending **three or more other high schools.** Only 5 to 12 percent of the students are 10th graders each year, but an annual average of **90% of new students need to pass one or more AIMS tests when they enroll at PVHS as 10th, 11th, or 12th graders** (see Table 1). Still our school's AYP/AIMS standings are based on that small number of 10th graders rather than the growth of the majority of our students towards passing the AIMS test. Even with the change to a Growth Model, the formulas used by the State to show growth are not useful in our situation (see data provided by ADE and ACSA in Table 4). Therefore, even though we prefer a growth model, and value-added performance measure, it is clear that we must continue to gather our own growth data to track academic achievement in a meaningful way.

PVHS offers small classes (no more than 15 students), small campuses (three locations, each with no more than 50 students), flexible schedules, and extensive social services to help its students address their barriers to school attendance which leads to academic improvement. The six week class terms and open entry policy at PVHS allow students to set manageable goals and to leave temporarily to deal with personal problems. The school maintains contact with these students and has seen the return rate climb steadily from 10// in the first year to over 40// in the 2009-2010 year. PVHS employs three full-time Youth Specialists to help students with housing, child care, transportation, medical care, and legal assistance. School staff will often accompany students to court hearings to verify the attendance and academic achievement of those on probation. Graduating seniors frequently cite the individual

* // = % (formatting conversion problem)

attention that they received from teachers and counselors at PVHS as the primary reason for their success and retention in school.

Pima Vocational High School has **direct instruction** as its core method of class instructional design. We have fully implemented curriculum mapping in 2006 when aligning all instruction to the Arizona academic standards. It is imperative that all teachers demonstrate competency in Differentiated Instruction and be able to apply that concept in all our classes, with all our students, including ELL and Special Education students. We were accredited by NCA in 2010 with special commendations for our success in bringing formerly out-of-school youth who average 6th grade levels in reading and 5th grade levels in math to passing the AIMS test before graduation. We also place emphasis on using hands-on activities to reinforce understanding of concepts for all students with a view to incorporating a variety of learning styles and to compensate for initially lower reading literacy. All staff must demonstrate the ability to connect with formerly marginalized students, and establish and maintain positive classroom discipline practices and environment which exemplify the PVHS philosophy and norms. PVHS also uses a longer instructional day offering 60 extra instructional minutes daily, and a longer instructional year of 200 days or more of instruction.

In addition, PVHS uses the New Century Education Program and also Curriculum Associates' Diagnostic Online Reading and Math (DORA, DOMA) software programs at all its campuses as a supplementary program because it works well in bringing students up to high school levels. New Century and DORA start at the third grade level, which is very useful for the least accomplished high school students. The systematic, self-paced approach helps students gain confidence in private and its scoring system allows school officials to monitor progress. Both software programs are continuous across grades and classes, making it a good platform for uniform development of knowledge and skills.

We have graduated 329 students with a full high school diploma so far. All have passed the State Graduate Test (AIMS), albeit some with the augmentation points added. Special Education students pass the AIMS at the level stipulated in their Individual Education Plans (IEP) or higher. This is remarkable given that the average reading and math enrollment grade level of our students is 5.6.

A summary of our program is captured in the following mission and vision statements:

Pima Vocational High School Mission Statement

Pima Vocational High School (PVHS) is a public charter school that welcomes youth ages 16 to 21 who want to meet Arizona State requirements for a high school diploma and obtain a sustainable job through career oriented work experience in an applied academic setting. Our program targets students who have previously dropped out of school or are at risk of not completing high school and provides on site supportive social services to enable the students to take responsibility for their own education, career and life choices. Our comprehensive programs are provided within a small school learning community utilizing best practices for reconnecting out–of-school youth.

Pima Vocational High School Vision Statement

In order to serve our target population who enroll with multiple academic and social barriers, our vision includes the following critical elements:

- Small sites and small class design
- A welcoming environment for every student
- Highly qualified staff trained in differentiated instruction with high interest, hands on curriculum to accommodate the students' lower entry skills and transition them to meet Arizona State standards for high school graduation and vocational and academic skills needed in the workplace for successful employment.
- An annual system of year-long professional development for all staff based on goals from our continuous improvement plan and teacher-formulated school-wide academic improvement goals
- A calm, structured, non-punitive environment that fosters individual problem solving skills enabling the students to take responsibility for their own education, CAREER AND LIFE CHOICES.
- Continuous improvement of instruction through research-based best practices
- Quarterly program evaluation through systematic data analysis that drives all instruction
- Strong partnerships with multiple community resources that assist students to learn a pattern of self reliance for themselves and their young families.

Utilizing scientifically based best practices, we reconnect older previously out-of-school youth with classes and school, increase mastery of essential learning academic standards, increase retention, school attendance, class completions, and the rate of graduation. The only reason we consistently have difficulty with NCLB measures is due to our low 4-year graduation rate. The great majority of our students typically enroll at age 17 years, 10 months with fewer than 6 high school credits. The possibility of graduating with their cohort has vanished before they enroll with us. Nevertheless our AYP and AZLEARNS are as follows:

Arizona LEARNS Labels: PVHS

2003-2004 – Performing

2004-2005 – Performing

2005-2006 – Performing

2006-2007 – Performing

2007-2008 – Performing

2008-2009 – Performing

2009-2010 – Performing (Alternative School)

2010-2011 – Performing (Alternative School)

Adequate Yearly Progress (AYP) Determination: PVHS

2003-2004 – Did not meet (We did not appeal Graduation rate)

2004-2005 – Met AYP (ADE waived graduation rate on appeal)

2005-2006 – Met AYP (ADE waived graduation rate on appeal)

2006-2007 – Did not meet: ADE rejected Graduation Rate appeal

2007-2008 – Did not meet: 1.) 100// Attendance for AIMS – 1 student not counted for AIMS due to SAIS # being listed incorrectly); 2.) ADE rejected Graduation Rate Appeal

2008-2009 - Met AYP

2009-2010 - Did not meet: 1) Graduation Rate ADE rejected Graduation Rate Appeal 2) Attendance Rate below 90//

2010-2011 – Met AYP

A. Description of All Efforts that Demonstrates a Concerted Effort and Capacity to Improve Student Achievement

1. Efforts to Provide and Implement a Mathematics Curriculum That Improves Student Achievement
All staff participated in an intensive process to re-align our curriculum to the essential Arizona State Standards in math (Essential Learning Standards). Over the last 5 years we have trained all staff in the curriculum mapping system. We have identified those skills that are critical to our student population. The school has a written curriculum that focuses on academic achievement in math. We use direct instruction. The curriculum templates reflect essential state standards. Math teachers have completed mapping the math curriculum for the entire year. This present year we are working with a consultant to further align our math curriculum with the upcoming core standards. Other areas are already aligned. The departments work together though out the year and meet weekly. At the end of each 6 week session, also for 5 days in January and during the 5-day training in summer, the teachers review the curriculum and assessments in order to make appropriate changes and modifications to curriculum. We also use individual AIMS data to make decisions on the curriculum. Our data show that our students successfully pass the AIMS test over a period of two years after enrollment in our school.

The following summary was developed by staff to remind teachers of the mapping process during the year and the initial training:

CURRICULUM MAPPING: Summary Guide for Teachers

Curriculum mapping is a powerful process in which teachers working collaboratively take time to analyze the standards at the concept and performance objective level and decide what will be taught and when during the academic year.

Steps to follow in creating a basic math map

Choose the mapping template (Outcomes, standards, and assessments/evaluation)

1. Gather the tools you will need to develop your outcomes. (state standards, AIMS blueprints, students achievements)
2. Determine the knowledge and skills from the standards to be taught.
3. Develop assessments to measure the students' learning. (pre/post tests)

The following table was utilized, along with the AIMS Math blueprints, and individual student AIMS strands and concepts report to develop the essential math standards-based curriculum.

Table 1 AIMS status of students aged 16-21 enrolling for the first time in PVHS in grades 10, 11, 12 (by subject area at the time of enrollment) from 2008 through 2011.

School Year 2008-09								
Total # students enrolling	Students Who **Never Took AIMS** in Previous Schools	Students Enrolling having **MET** in AIMS **Reading**	Students who HAVE **NOT MET** in AIMS **Reading**	Students Enrolling having **MET** in AIMS **Math**	Students who HAVE **NOT MET** in AIMS **Math**	Students Enrolling having **MET** in AIMS **Writing**	Students who HAVE **NOT MET** in AIMS **Writing**	Students enrolling who **need to MEET** in 1 or more AIMS areas
108	50//	20//	30//	15//	35//	20//	30//	**91%**

School Year 2009-10								
Total # students enrolling	Students Who **Never Took AIMS** in Previous Schools	Students Enrolling having **MET** in AIMS **Reading**	Students Who HAVE **NOT MET** in AIMS **Reading**	Students Enrolling having **MET** in AIMS **Math**	Students who HAVE **NOT MET** in AIMS **Math**	Students Enrolling having **MET** in AIMS **Writing**	Students Who HAVE **NOT MET** in AIMS **Writing**	Students enrolling who **need to MEET** in 1 or more AIMS areas
139	43//	24//	33//	20//	37//	24//	43//	**89%**

School Year 2010-11								
Total # students enrolling	Students Who Never Took AIMS in Previous Schools	Students Enrolling having MET in AIMS Reading	Students who HAVE NOT MET in AIMS Reading	Students Enrolling having MET in AIMS Math	Students who HAVE NOT MET in AIMS Math	Students Enrolling having MET in AIMS Writing	Students Who HAVE NOT MET in AIMS Writing	Students enrolling who need to MEET in 1 or more AIMS areas
129	40///	24///	36///	15///	45///	23///	37///	90%

Kino	AIMS Progress											
Names	Fall 09 Reading		Fall 09 Math		Fall 09 Writing		Spring 10 Reading		Spring 10 Math		Spring 10 Writing	
			703	M								
							618F				669A	A
							654A	A			635A	A
			645	F			695M				658A	A
							688	M			658	A
			671	A					671	A		
	659	A	639	F	648	A						
							627	A	649	F	682	M
			671	A								
	637	A	634	F	643	A						
							635	A			673	A
							635	A	434	F	658	A
							647	A	438	F	669	A
									684	M	717	M
					696	M	676	M			682	M
							658	A			691	M
							692	M			687	M

			671	A			627	A	663	F	594	A
	601	F	627	F	708	M	643	A				
	680	M	667	F								
	684	M	655	F	701	M	676	M			673	A
							708	M			678	M
	629	A	639	F	666	A	603	F	630	F	645	A
			657	F			676	M	661	F	687	M
							613	F	418	F	630	A
	648	A	680	A	708	M	658	A			664	A
	655	A	655									
							684	M			618	A
			678	A			676	M	684	M	725	M
			669	A			686	M	676	A	696	M
	763	M			756	E	721	M	709	M	773	E
			673	A			650	A	684	M	673	A
			663	F								
	637	A	649	F	653	F	631	A			573	F
	655	A	671	A	648	A	639	A			645	A
	652	A	667	F	681	M	647	A			651	A
	673	A	649	F			665	A			610	A
	644	A	655	F	685	M	676	M			683	M
	692	M	722	M			684	M			678	M
							684	M			673	A

2. Efforts to Develop and Implement a Plan for Monitoring the Integration of the Arizona Academic Standards into Mathematics Instruction

The Arizona Academic Standards are included in the curriculum maps. The state standards are on the teacher lesson plans. Each teacher submits his/her lesson plans on Monday for review. The school has a comprehensive teacher evaluation system.

The teachers are expected to have the objective on the board to facilitate the walk through administrative process. During the observation the Administrator looks and listens for alignment to state standards. The school routinely does walk though observations. These observations occur once per week. These observations are often the basis for a formative conference. Novice teachers are formally evaluated up to four times per year, continuing teachers once per year. All teachers design a professional development plan. The formal observation includes a pre-conference, observation and post-conference. In addition, all the teachers at PVHS are evaluated according to the Pima County performance appraisal standards. PVHS has generated observation forms as well as using the County observation form. This current year staff and administration are working together to implement Senate Bill 1040.

Walk Through Observations
(Content changes with PD Goals)

Teacher_____ Class_____

Observer_____Time/Date_____

Start of Class	*Yes*	*No*	*Tally*
Students greeted by teacher			
Outcomes displayed on the wall			
Daily objective posted in youth friendly terms			
Checking for: t-shirts, colors, cell phones, drinks, food			
Materials ready: copies, pencils, paper, etc.			
Room arrangement: students focused to teacher			
Teacher enthusiastic towards students and learning			
Room is clean and inviting			
Teacher contacts students that are absent			

During the lesson			
Stated relevance for the learner			
Reference the objective			
Visuals used: overhead projector, graphic organizer, maps, charts, graphs, manipulatives, smart board			
All students engaged			
Checks for understanding: white boards, worksheet, asking each student, students go to board/front of class, mini quiz, pair-share			

End of class			
Closure/evaluation with each student individually based on objective: exit cards, mini quiz			

Other:

Copy given to teacher on:_____

After reviewing this observation, send a response to the areas needing improvement to Michele within 24 hours. Response received on _____. See attached.

Revised 7-1-09

Lesson Plan

Teacher: Class:	Date
Arizona State Standard	
Objective:	
Relevance:	
Bell Work:	
Introduction/Anticipatory Set:	
Teacher Instruction	Student Engagement/Activities
Evaluation:	
Differentiated Instruction	
Closure/Exit card	

3. Efforts to Develop and Implement a Plan for Monitoring and Documenting Student Proficiency in Mathematics

There is a school assessment schedule. The school does a TABE pre-test. This provides the school with benchmarks for student placement. New Century Education (NCE) assessments are also utilized. Each teacher uses these NCE assessments to monitor student growth. If needed students are provided with remediation. We have found this data to be extremely helpful for our ELL population since vocabulary is simple enough not to interfere with a realistic assessment and remediation of math skills . NCE is aligned to AIMS. Curriculum Associates' Diagnostic Online Math Assessment (DOMA) provides in depth data on AIMS strands. The STAMS series supports mathematics instruction geared to assessment results and is aligned to AIMS. Each department also creates a final exam to measure student growth. The school follows a portfolio model of tracking student achievement. Included is a self-assessment done by the student to monitor his/her growth. The school awards a quarter-credit in each academic class each 6 weeks. Pima only gives A, B, C grades and the students must master all outcomes to receive credit. The student continues until he/she achieves mastery. The school also tracks skills achieved in a vocational curriculum. School Teams review assessment results during 5-day staff retreats in July and January each year. Teachers have developed a Gains Spreadsheet that charts academic progress for every individual student.

(Sample Gains Spreadsheet)

PVHS Gains Spreadsheet

Name	AIMS Reading Fall	AIMS Reading Spring	AIMS Writing Spring	AIMS Math Fall	AIMS Math Spring	New Century Diagnostic Reading	New Century Reading Sessions	New Century Diagnostic Math	DOMA Sessions	TABE Reading	TABE Language	TABE Math Com	TABE
		M	M	F	M	7.1	0.8	4.1		8.5	7.4	4.5	6.6
	A	M	M	F	F	5.2	1.1	4.1	4.9	6.7	6.4	3.4	5.2
		M	M		M	8.1	0.6	3.1		9.9	9.9	9.9	9.9
	A	M	A	F	F	5.2	1.1	3.1	3.8	6.3	3.5	3.6	
	F	M	M	F	M	4.1	0.6	4.1		2.5	2.8	8.1	
		A	A		F	8.1	1.9	6.1	6.4	9.6	6.4	5.5	6.1
		M	M		F	7.1	0.8	5.1	4.8	5.4	2.5	7	7.7
	A	M	M	A	F	6.2	0.3	6.1	6.1	4.1	3.5	7	5.7
				F		6.1	0.6	3.2	3.2	6.1	8.8	4.6	6.3
	A	M	M	F	A	5.2	1.8	4.2	13.13	1.8	0	1.8	
	F	A	A	F	A	5.1	0.3	3.1		2.1	1.6	3.3	
	F	A	F	F	F	4.1	0.1	2.2		2.6	2.1	3.1	
						2.2	1.3	2.1		1.9	1.4	4.2	3.4
					M	6.2	0.8	4.1	5.2	3.2	4.7	3.4	5
		M	M	F	F	5.2	0.7	4.1		6.9	2.4	2.4	
		F	A		F	6.2	0.5	3.2	4.7	5.4	6.2	6.1	5.2
	F	A		F	F	5.2	0.2	3.2		2.5	1.4	3.9	3.2
		M	M		M	7.2	1.1	4.2		9.9	9.9	7	7.5
		M	M	F	A	7.1	0.8	5.2	5	9.9	5.4	9.2	9.3
		A	A		F	3.1	0.6	2.2	3.7	4.1	4.9	5.6	6.7
	F	M	M	F	A	3.1	0.3	3.2		4.1	1.1	5.2	
		M	M		M	9.1	*	5.1		9.9	9.9	8	
		M	M	F	F	5.1	1	3.1		11.2	6.2	6.8	
	F	A	M	A	F	6.2	0.7	4.2	4.9	5.1	3.2	4.8	5
		M	M		M	6.2	0.7	4.2		9.6	9.9	7.6	
	A	M	M	F	A	7.1	0.6	3.2		9.5	8.8	5.5	5.9
		M	M		A	6.2	0.9	5.1	5.3	7.8	7.4	5.5	8.3
		M	M	F	A	9.1	0.7	3.2		7.6	4	4.9	5.8
		M	M	A	M	7.2	0.2	5.1	5.5	8.5	9.9	7	5.9
	A	M	A		M	5.1	0.6	5.2	5.3	7	6.5	9.9	
		M	M	F	M	6.2	0.8	3.2	4.9	6.6	8.8	3.7	
	A	M	M	A	M	6.1				6.6	3.5	4.9	5.5
		M	M		M	7.2	0.9	5.1		9.5	9.9	7	9.9
									4.27	6.21	5.21	5.32	6.58

4. Efforts to Develop and Implement a Professional Development Plan that Supports Effective Implementation of an Effective Mathematics Curriculum

Professional development includes "train the trainers" model. Agendas that document how the school uses data (AIMS) to make decisions on teacher effectiveness are kept. Teacher surveys are done. The school, department and teachers monitor student achievement and identify areas for additional professional development. We believe that monitoring the mastery of outcomes reflects that teachers are being successful in increasing student achievement. Professional development includes how to use AIMS data to drive planning and instruction. The school's professional development is aligned to our curriculum, assessment and instruction. Yearend evaluations are done (needs assessment) by the teachers to identify areas in the curriculum where additional professional development might be needed by them. These needs assessments also identify what methods of instruction and best practices might also require additional professional development. Walk through observations are done. Teachers do an individual improvement plan each year that guides the following year's professional development. (See samples below of year-long professional development schedules.

All math teachers new to the school are paired with a coach/mentor teacher for a 12 month period.

(Samples of Staff Development Meetings: 2007-08)

7-5-07 Teaching Strategies(5)	7-6-07 classroom environment(5)	7-9-07 One-on-one conferencing (5)	7-10-07 Core values/vocational goals (4)	7-11-07 KUAT/Discovery (2)	7-25-07 HQ Document./New teacher	8-15-07 Best practices/Colors	8-29-07 Tech Plan, SIP, Instruction(3)	9-12-07 SDAIE, SPED, Lock Down,	9-19-07 Course Descriptions, Curriculum Maps (3)	9-26-07 SIP/AIMS Prep (3)	10-4 New Century (4)	10-10-07 One-on-One Conferences(3)	10-24-07 One-on-one/Expectations	11-7 Differentiated Instruction (3)	12-5 Tech Plan (2)
		X	X			X	X			X				X	X
		X	X							X					
X	X	X	X	X	X	X	X	X	X			X	X	X	X
					X	X	X	X		X	X	X	X	X	X
X	X	X	X	X	X				X	X		X	X	X	X
X	X		X	X		X	X		X	X		X	X	X	X
X	X	X	X	X	X	X	X	X	X			X	X	X	X

Staff Trainings: AIMS Interventions; Math Strategies; SPED and ELL – ILLP Practices

January 2011-June 2011

	1-3-11Reflections from 2010; Understanding AIMS Survey	1-4-11 AIMS Strands; Data Analysis by Department (4)	1-5-11 Course of Action; Classroom Site Proposals (4)	1-26-11 AIMS Strategies; Classroom Site (3)	2-9-11 AIMS Updates; 45 days screenings (3)	3-9-11 ILLP's; Essential Learning (3)	3-23-11 AIMS Augmentation (3)	4-13-11 Math Curriculum; SPED Progress reports (3)	5-4-11 End of year Checklist; Prop 301; Best Practices (3)	5-18-11 New Century; Summer Program; 10th Anniversary (3)	Total Hours (33 hours)
	X	X	X	X	X	X		X	X	X	30
	X	X		X				X	X	X	20
	X	X	X	X	X	X	X	X	X	X	33
	X	X				X		X	X	X	30
	X	X	X	X	X	X	X	X	X	X	33
	X	X		X	X	X	X	X	X	X	29
	X	X	X	X	X	X	X	X	X	X	33
	X	X					X		X	X	20
	X	X	X	X	X	X			X	X	27
	X	X	X	X	X	X	X	X	X	X	33
	X	X	X	X	X		X	X	X	X	30
				X	X	X	X	X	X	X	21
	X	X	X	X	X	X	X	X	X	X	33
	X	X	X	X	X	X		X	X	X	30
	X	X		X	X	X	X	X	X	X	29
	X	X	X	X	X	X		X	X	X	30

B. Description of the process used for conducting an analysis of relevant pupil achievement data.

1. Efforts to analyze relevant pupil achievement data

School Years 2005-2006 and 2006-2007

We have implemented a school assessment schedule since 2004 however the types of assessment have evolved over the years as we become more skillful in utilizing the assessment data to drive our instruction. The school administers a TABE pre-test every six weeks to the newly enrolled students at the time of their new student orientation. This provides the school with benchmarks for student placement. New Century Education assessments are then utilized in math in the classroom because NCE is aligned to AIMS standards and also assesses as low as third grade initial performance. Each teacher uses these NCE assessments to monitor student growth. Students are provided with remediation in addition to the regular differentiated classroom instruction. We have found this NCE data and prescriptive supplementary software program to be extremely helpful for our ELL population because the vocabulary is more essential and does not interfere as much with measuring mathematics knowledge and skill level. We initially used a school wide approach to AIMS interventions typified by the graph below however it was clear that students fell far below in almost every area of math and we needed a more focused interim assessment.

School Years 2007-2008 and 2008-2009

So many new students enrolled with us having scored FFB in Math that the data review committee led the teachers in adding a full scale adoption of hands-on applied math lessons and activities to add to the existing math curriculum. All teachers were also trained in SEI and SDAIE (Specifically Designed Academic Instruction in English) over the next two years to improve strategies for student engagement, retention of learning, and application of math concepts. Even though SEI and SDAIE are geared to English Language Learning, we find the strategies excellent for learning in any subject. Additionally, all math classes school wide

adopted the use of math word walls and personal math vocabulary dictionaries to raise student math academic achievement. Another school improvement contractor trained all staff in utilizing New Century, TABE, and AIMS assessments to build individual mastery checklists to check for understanding. She also improved teacher mastery in interpreting AIMS math results including student strengths and weaknesses shown in AIMS Strand and Concept results.

School Year 2009-2010

All Math assessments continued to show that we needed more frequent assessments than the annual AIMS test to pinpoint both the student needs and growth as well as offer more targetted remediation materials to improve math academic achievement for our learners. The school wide data and teacher team selected Curriculum Associates Diagnostic Online Math Assessment system (DOMA) for implementation over the next two years. It provides in depth data on AIMS strands mastery. The STAMS series supports math. Both programs are aligned to AIMS. Each department also creates a final exam to measure student growth. The school follows a portfolio model of tracking student achievement. It provides self-assessments done by the student to monitor his/her growth. The school awards a quarter-credit in each academic class each 6 weeks. PVHS only gives A, B, C grades and the students must master all outcomes to receive credit. The student continues until he/she masters the outcomes. The school also tracks skills achieved in a vocational curriculum.

2. Description of the types of data collected and the process used in conducting the analysis of the relevant data.

Initially in 2004-2005, PVHS collected: 1) AIMS results, 2) TABE test results (required by our County), and 3) Social Needs Inventory

Twice a year during 5-day staff retreat days, the entire staff analyzed school wide AND individual assessment data to determine academic goals for the year, and or modify previous goals. Professional Development schedule for the year was then determined to support the instructional decisions made during the retreat days analyses.

Table 2: AIMS results showing all students grades 10, 11 and 12 who had not passed the AIMS vs. only 10th graders (out of a typical daily membership of 140 students) used by ADE to determine AYP.

AIMS results					**Spring 11**
	Total # of **all Students** took AIMS	**Total # of Students Pass**	Total # **10th graders** testing	Total # **10th Graders** Pass	**Total % Students Passed**
Math	101	**11**	14	1	**10.89**
Reading	51	**15**	9	3	**29.41**
Writing	42	**8**	9	1	**19.05**
AIMS results					**Fall 10**
	Total # of Students took AIMS	**Total # of Students Pass**	Total # 10th graders testing	Total # 10th Graders Pass	**Total % Students Passed**
Math	106	**7**	0	0	**6.60**
Reading	83	**18**	0	0	**21.69**
Writing	76	**27**	1	1	**35.53**
AIMS results					**Spring 10**
	Total # of Students took AIMS	**Total # of Students Pass**	Total # 10th graders testing	Total # 10th Graders Pass	**Total % Students Passed**
Math	133	**14**	10	0	**10.53**
Reading	145	**46**	9	1	**31.72**
Writing	145	**38**	10	0	**26.21**
AIMS results					**Fall 09**
	Total # of Students took AIMS	**Total # of Students Pass**	Total # 10th graders testing	Total # 10th Graders Pass	**Total % Students Passed**
Math	109	**5**	0	0	**4.59**
Reading	110	**25**	0	0	**22.73**
Writing	110	**20**	0	0	**18.18**
AIMS results					**Spring 09**
	Total # of Students took AIMS	**Total # of Students Pass**	Total # 10th graders testing	Total # 10th Graders Pass	**Total % Students Passed**

Math	95	**6**	8	0	**6.32**
Reading	87	**8**	7	0	**9.20**
Writing	87	**11**	6	0	**12.64**
AIMS results					**Fall 08**
	Total # of Students took AIMS	**Total # of Students Pass**	Total # 10th graders testing	Total # 10th Graders Pass	**Total % Students Passed**
Math	100	**11**	0	0	**11.00**
Reading	100	**14**	0	0	**14.00**
Writing	100	**21**	0	0	**21.00**
AIMS results					**Spring 08**
	Total # of Students took AIMS	**Total # of Students Pass**	Total # 10th graders testing	Total # 10th Graders Pass	**Total % Students Passed**
Math	89	**5**	13	0	**5.62**
Reading	79	**15**	8	2	**18.99**
Writing	79	**7**	9	0	**8.86**

We found that Analyzing only AIMS Fall and Spring test results was insufficient for determining individual performance and growth so we adopted four main assessments over the years including teacher made class assessments to use with our system of curriculum mapping. (See Table 2 below)

Table 3 Average Grade Equivalents in Math, Reading and Language of students aged 16-21 enrolling for the first time in PVHS in grades 10, 11, 12 (by subject area at the time of enrollment) from 2006 through 2011 as measured by (1) The New Century Education Math and Reading Diagnostics (**NCE**-Math, Reading, (2) Test of Adult Basic Skills (**TABE** - required by the Federal One Stop Center for admission into career training programs for low income youth), and (3) Curriculum Associates Diagnostic Online Reading Assessment (**DORA**) and Diagnostic Online Math Assessment (**DOMA**). (Note: DORA and DOMA were added in 2010-2011)

School Year:		**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**5-Year Average**
NCE*	Math	4.8	5.9	5.2	5.5	4.8	5.2
	Reading	5.8	6.1	6.0	5.9	5.7	5.9
TABE**	Math	5.6	5.9	5.4	5.4	5.3	5.5
	Reading	6.4	6.0	6.3	6.7	6.5	6.4
	language	5.8	5.0	4.5	5.5	5.6	5.0
DORA*	Reading					5.0	5.0
DOMA*	Math					4.9	4.9

* NCE Diagnostics, DORA, and DOMA assessments are aligned to the AIMS

**TABE test is not aligned to the AIMS but is a nationally-normed assessment required by Federal and State agencies to assess academic eligibility for our vocational high school students for funded career training programs for low-income youth

Teachers and Youth Counselors found it imperative to assess the students' social service needs to ensure improvement in daily school attendance and retention in school through graduation. The data was used also to add best practices proven to be successful with at-risk youth.

Table 4: Social Services Provided to Students from 2008 through 2011 (out of 140 average daily membership)

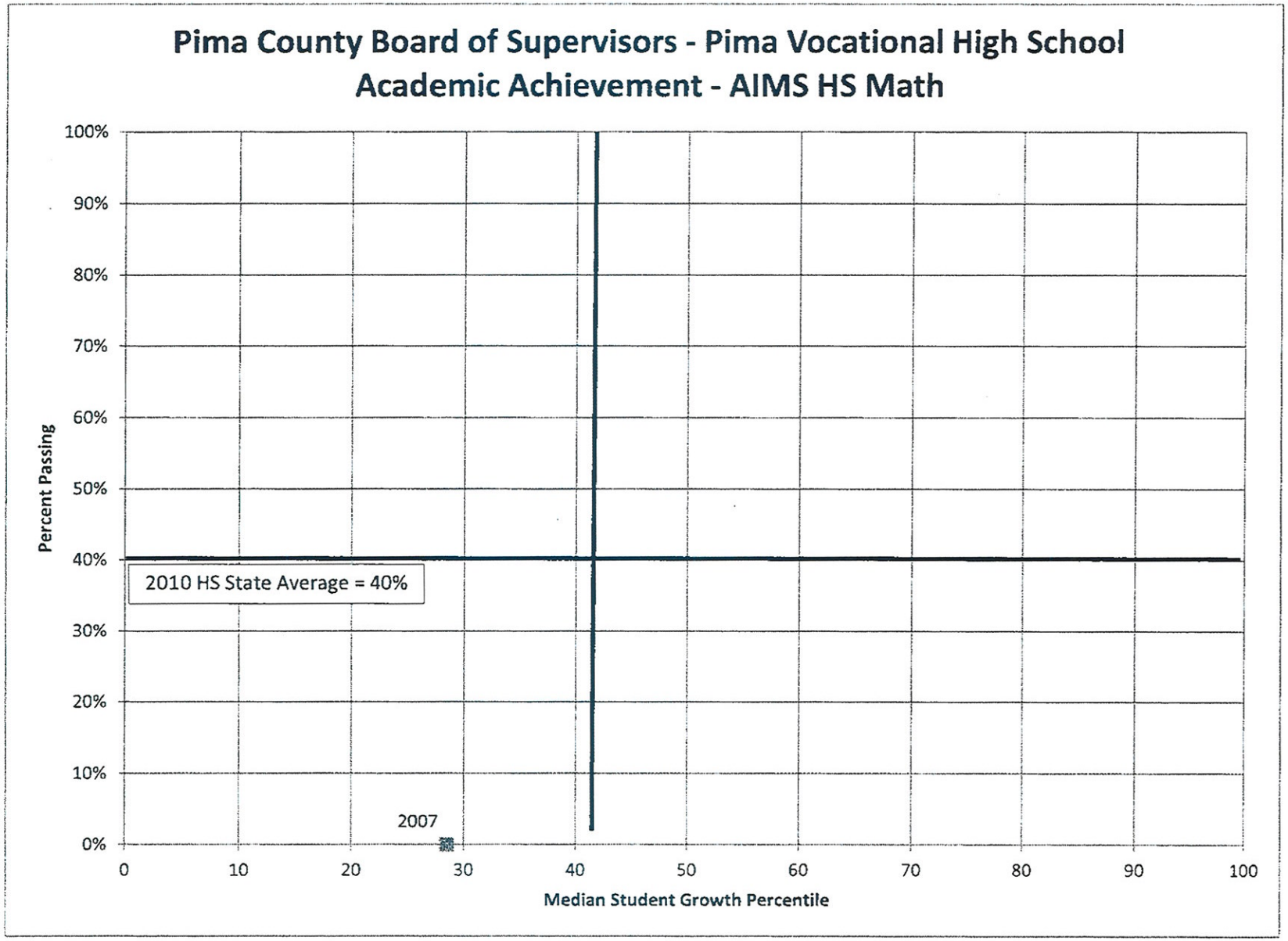
Student Social Service Needs Provided	2008-2009	2009-2010	2010-2011
Homeless	56	55	77
Court Involved	53	80	62
Parenting	38	65	90
Youth Specialist Counseling	148	219	227
Home Visits	28	34	36
Bus Passes	111	170	196
Emergency Food, Clothing, & Housing	48	64	67
Substance	17	24	20
Domestic Violence	5	7	10
Employment Referrals	48	75	85
Medical	19	49	35
Attendance	88	174	193

SY	Total Enrollment	SPED	SPED %	ELL	ELL %	Homeless	Homeless %	Free/ Reduced #	% Low Income
2006-07	269	55	20.4	19	7.1	63	11.2	252	93.7
2007-08	286	65	22.7	22	7.7	38	13.3	255	89.2
2008-	228	61	26.8	60	26.3	35	15.4	210	91.2

09									
2009-10	242	48	19.8//	48	19.8//	52	21.5//	225	93.0//
2010-11	240	38	15.8//	28	8.3//	37	15.4//	226	94.2//
Average 5 Year	253	53.4	21.1//	35.4	13.8//	45	15.4//	233.6	92.3//

3. Justification of how data selected for the analysis is relevant to improving student achievement.

The data we receive from the ADE with AIMS profiles, and now the data demonstrating the Growth Profiles are not useful due to our small 10th grade sample. (See Median Student Growth Percentile graphs below)


Pima County Board of Supervisors - Pima Vocational High School
Academic Achievement - AIMS HS Math
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percent Passing
2010 HS State Average = 40%
2007
0
10
20
30
40
50
60
70
80
90
100
Median Student Growth Percentile

From the beginning of our school history we have had to develop our own assessment tools to track student academic improvement and success. Therefore we have used supplementary assessments as shown in the chart below (New Century Education, TABE, and DORA/DOMA) as well as ELL reclassification charts, AIMS charts that track ALL of our students who have not passed AIMS tests, and teacher made assessments to drive instruction.
We plan to develop an internal growth chart similar to the ACSA model to track the growth of the unique students we serve.

School Year:		2006-07	2007-08	2008-09	2009-10	2010-11	5-Year Average
NCE*	Math	4.8	5.9	5.2	5.5	4.8	5.2
	Reading	5.8	6.1	6.0	5.9	5.7	5.9
TABE**	Math	5.6	5.9	5.4	5.4	5.3	5.5
	Reading	6.4	6.0	6.3	6.7	6.5	6.4
	language	5.8	5.0	4.5	5.5	5.6	5.0
DORA*	Reading					5.0	5.0
DOMA*	Math					4.9	4.9

ELL	2008-2009	2009-2010	2010-2011
Total ELL Enrollment	60	49	32
Reclassified	7	21	9
Percent Reclassified	12	43	28

C. Description of the findings from the date analysis

1. Detailed interpretation of the findings from the data analysis of our relevant data including patterns, trends, strengths and weaknesses

The significant patterns we see are:
- 40 to 50 %of our 10th, 11th, and 12 graders enroll without having previously taken the AIMS tests
- 90%of these same students have not passed at least one AIMS area test
- Grade equivalent pre-assessments consistently show a math level of 5th grade and a reading level of 6th grade, and writing level of 5th grade making it imperative to have teachers who are proficient in teaching high school standards using multi-modal strategies
- The average student has been out of school for 6 months before re-entry
- ALL students are extremely capable and successful in higher orders of thinking IF the teacher can present material utilizing multi-modal methods and developing mastery checklists to track progress
- 20-30%of out-of-school youth re-entering school are special needs youth with or without current IEPs
- At-risk youth can be very successful in small school community settings
- Typical ADE accountability tracking methods and growth model methods do not work with older, formerly out-of school youth – we must develop a more relevant growth model

2. A representation of the findings using charts and graphs understandable to the reviewer and clearly depict the results.

Representations of our charts and graphs have been included in the body of this document in the relevant sections. An additional chart we have utilized successfully to chart student academic growth is the GAINS SPREADSHEET which tracks improvement over the school year by individual student using multiple assessments. Here is a sample:

PVHS Gains Spreadsheet

Name	Session	AIMS Reading Fall	AIMS Reading Spring	AIMS Writing Fall	AIMS Writing Spring	AIMS Math Fall	AIMS Math Spring	New Century Diagnostic Reading	New Century Reading Sessions	New Century Diagnostic Math	New Century Math Sessions	DORA Diagnostic	DORA Sessions	DOMA Diagnostic	DOMA Sessions	TABE Grade Level	TABE Reading	TABE
	6		M		M	F	M	7.1	0.5	4.1	1.1	8.3D		5.3B	ALG	9	8.5	7.4
	6	A	M	A	M	F	F	5.2	1.1	4.1	0.7	6.7D	8.2D	4.3A	4.9A	9	5.7	5.4
	6		M		M		M	8.1	0.6	3.1	0.3	8.3C		5.4C		9	9.9	9.9
	6	A	M	A	A	F	F	5.2	1.1	3.1	0.4	4.6A	6.2D	2.9A	3.8A	9	6.3	3.6
	6	F	M	A	M	F	M	4.1	0.6	4.1	0.2	5.9D			P-A	9	2.5	2.8
	6		A		A		F	8.1	1.9	5.1	1.5	6.8C	8.8G	4.8A	5.4B	9	9.6	5.4
	6		M		M		F	7.1	0.8	5.1	1.8	4.9A	6.2D	4.8D	4.9A	9	5.4	3.5
	6	A	M	A	M	A	F	6.2	0.3	5.1	0.6	5.7D		4.9A	5.1A	9	4.1	3.5
	6					F		6.1	0.6	3.2	1.8	7.2D	7.9D	4.7A	5.2A	9	6.1	8.8
	6	A	M		M	F	A	5.2	1.8	4.2	0.1	5.8A		4.5A	3.13A	9	1.8	0
	6	F	A	F	A	F	A	5.1	0.3	3.1	0.1					9	2.1	1.6
	6	F	A	A	F	F	F	4.1	0.1	2.2	0.2	5.9A				9	2.6	2.1
	6							2.2	1.3	2.1	1.5	4.9D		4A		9	1.9	1.4
	6						M	6.2	0.8	4.1	0.1	3.8A	7.3C	4.4A	5.2A	9	3.2	4.7
	6		M	A	M	F	F	5.2	0.7	4.1	0.5	6.2D		4.3A		9	6.9	3.4
	6		F		A		F	6.2	0.5	3.2	1.2	6.1D	7.1D	5A	4.7A	9	5.4	6.2
	6	F	A			F	F	5.2	0.2	3.2	1.3	6.6C		4.3A		9	2.5	1.4
	6		M		M		M	7.2	1.1	4.2	1.2	7.8C		5.3B		9	9.9	9.9
	6		M	A	M	F	A	7.1	0.8	5.2	1.9	7D	7.6D	5A	5A	9	9.9	5.4
	6		A		A		F	3.1	0.6	2.2	1.6	5.6D	6.6D	3.7A	3.7A	9	4.1	1.8
	6	F	M	F	M	F	A	3.1	0.3	3.2	0.1			4.8A		9	4.1	1.1
	6		M		M		M	9.1		5.1	1.2	8.9G	9.7H	5.4B	P-A	9	9.6	9.9
	6		M	A	M	F	F	5.1	1	3.1	0					9	11.2	6.2
	6	F	A	A	M	A	F	6.2	0.7	4.2	0.2	7.5D	7.8D	4.5A	4.9A	9	5.1	3.2
	6		M		M		M	6.2	0.7	4.2	0	6.3D	7D		ALG	9	9.6	9.9
	6	A	M	A	M	F	A	7.1	0.6	3.2	2.2	7.3D		5A	ALG	9	9.6	8.8
	6		M		M		A	6.2	0.9	5.1	0.9			5.2B	5.3B	9	7.6	7.4
	6		M		M	F	A	9.1	0.7	3.2	1.1	6.2H		3.7H		9	7.6	4
	6		M		M	A	M	7.2	0.2	5.1	0.9	7.7D		5.5C	5.5C	9	8.5	9.9
	6	A	M	F	A		M	5.1	0.6	5.2	0.7	7.6H	7.6G	5A	5.3D	9	7	6.5
	6		M		M	F	M	6.2	0.8	3.2	0.6	8.4G		5A	4.9A	9	6.6	8.8
	6	A	M	A	M	A	M	6.1	WD	WD	WD					9	6.6	3.5
	6		M		M		M	7.2	0.9	5.1	1.3	7.7G	8.6G		P-A	9	9.6	9.9

HS AIMS Performance Levels (%) of Students Enrolling at PVHS

School Year	# of	Have	Reading				Math				Writing			
2010-2011	Ss	Not Tested	EXCEED	MEET	APP	FFB	EXCEED	MEET	APP	FFB	EXCEED	MEET	APP	FFB
Session 1	28	10	0	8	7	3	0	4	9	5	0	8	5	5
Session 2	38	15	0	8	8	7	0	8	7	9	0	8	7	9
Session 3	15	7	0	3	3	2	0	1	5	2	0	4	2	2
Session 4	16	7	0	6	2	1	0	4	0	5	0	5	2	2
Session 5	19	8	0	2	6	3	0	0	2	9	0	3	4	4
Session 6	13	5	0	4	2	2	0	2	2	3	0	3	3	2
Total	129	52	0	31	28	18	0	19	25	33	0	31	23	24
Percent	100%	40%	0%	24%	22%	14%	0%	15%	19%	26%	0%	24%	18%	19%
					36%				45%				37%	

School Year	# of	Have	Reading				Math				Writing			
2009-2010	Ss	Not Tested	EXCEED	MEET	APP	FFB	EXCEED	MEET	APP	FFB	EXCEED	MEET	APP	FFB
Session 1	28	15	0	6	7	1	0	9	5	0	0	5	2	7
Session 2	40	14	0	11	12	3	0	6	9	11	0	13	9	4
Session 3	21	9	0	5	4	3	0	6	5	1	0	3	0	9
Session 4	19	12	0	4	2	1	0	2	3	2	0	1	2	4
Session 5	30	10	0	8	9	3	0	4	5	11	0	11	7	2
Session 6	*													
Total	139	60	0	34	34	11	0	27	27	25	0	33	20	26
Percent	100%	43%	0%	24%	24%	9%	0%	19.50%	19.50%	18%	0%	24%	24%	19%
					33%				37%				34%	

School Year	# of	Have	Reading				Math				Writing			
2008-2009	Ss	Not Tested	EXCEED	MEET	APP	FFB	EXCEED	MEET	APP	FFB	EXCEED	MEET	APP	FFB
Session 1	16	7	0	4	5	0	0	3	2	4	0	4	4	1
Session 2	40	18	0	9	11	2	0	6	6	10	0	10	9	3
Session 3	12	6	0	2	3	1	0	1	4	1	0	1	1	4
Session 4	10	8	0	1	1	0	0	1	0	1	0	1	1	0
Session 5	20	10	0	5	3	2	0	3	2	5	0	5	4	1
Session 6	10	5	0	1	3	1	0	2	0	3	0	1	3	1
Total	108	54	0	22	26	6	0	16	14	24	0	22	22	10
Percent	100%	50%	0%	20%	24%	6%	0%	15%	13%	22%	0%	20%	20%	10%
					30%				44%				30%	

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

1. A description of the logic used to develop the PMP that demonstrates the connection between the findings from the analysis of the relevant data and the plan. (What we have learned – what we are going to do with what we learned)

Over the years we have learned that students who have been out of school, have attended 3 or more previous high school programs unsuccessfully, and are facing multiple social and academic barriers to completing their high school education can thrive in an environment which has established best practices to engage the learner and track **individual** academic progress closely. A small school community environment with highly qualified teachers such as the one implemented at Pima Vocational High School, successfully assists students to progress from 5th grade levels in math and writing and 6th grade levels in reading to passing the AIMS test. More importantly, passing the AIMS test signifies that the students are on the way toward mastery of essential or core standards required by Arizona to ensure our students are ready for post-secondary life. We must continue to adapt the academic accountability to our unique school environment by creating assessment tools and curricula that focus on mastery of skills, not just "basic skills". To that end we also require our curriculum maps to demonstrate the higher levels of Bloom's taxonomy, and our teacher-made assessments to measure those levels of learning to deepen the standards tested in the AIMS test.

We have also learned that we must be patient with the state and federal measurement of successful graduation, and work toward allowing schools like ours that enroll older high school age students to "count" graduations of students who graduate in their 5th, 6th, and yes – 7th year after entering high school. Otherwise, students who drop out of school for periods of time have little chance or incentive to re-enter school. Also schools who accept such students are needlessly penalized for taking them.

Our PMP will continue to strive to research, create, and implement best practices that will ensure significant academic improvement and achievement in math, reading, writing, science, and life skills.

Therefore our PMP directly implements a type of growth model tracking that will work with our profile of students. It will continue to implement strategies that support our students' progress from high elementary grade level of function to a minimum of 10th grade level performance and beyond.

PERFORMANCE MANAGEMENT PLAN TEMPLATE

P ma County Board of Superv sors dba P ma Vocat onal H gh School

INDICATOR:[1] _X_Math _X_Read ng **DURATION OF THE PLAN**[2]**:** Beg ns __September 1, 2011 to August 31 , 2013

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. Evaluate the reading/English curriculum map and make revisions to further refine the level of essential learning standards	September 1, 2011 to August 31, 2012	Staff Curriculum Monitoring Team	Revised reading/English curriculum map is presented to whole staff at the July, 2012 staff retreat	$10,000
2. Evaluate the math curriculum map and make revisions to further refine the level of essential learning standards	September 1, 2012 to August 31, 2013	Staff Curriculum Monitoring Team	Revised math curriculum map is presented to whole staff at the July, 2013 staff retreat	$10,000
3.				
.				

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. Revise classroom observation "walk through" forms to reflect quarterly DORA/DOMA assessment implementation	By January, 2012	Supervisor of Instruction	Teachers will give feedback forms to their supervisor of instruction rating the usefulness of the "walk through" forms in improving monitoring	No additional cost
2.				

Approved 11/19/2010

3.				
.				

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. Review and Interpret DORA-(Diagnostic Online Reading Assessment) results quarterly with Individual students and whole staff	January to June 2012	Admin and Teachers	Staff meeting retreat agendas will reflect DORA reviews; students will sign off on DORA review session	No additional cost
2. Review and Interpret DOMA (Diagnostic Online Math Assessment) results quarterly with Individual students and whole staff	January to June 2012	Admin and Teachers	Staff meeting retreat agendas will reflect DOMA reviews; students will sign off on DOMA review session	No additional cost
3. Develop and Implement a Math and Reading Growth Model that will apply to the unique profile of our Alternative School students	October 1, 2011 through August 31, 2013	School Data Team	Charts and Graphs will be formed that track one year's growth (2011-2012) in Individual students' math and reading progress	$15,000
.				

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. Video tape best practices that demonstrate the use of questions and activities which require higher levels of Bloom's taxonomy in class instruction	July through December 2012	Mentor teachers	Video tapes are made available to all teaching staff tutors	$800
2.				
3.				
.				

Us ng the nformat on entered n the "Budget" colu mns above, please prov de a budget total that ncorporates all strateg es and act on steps for each year of the performance management plan's mplementat on. For "Year 1", please spec fy the f scal year (e.g., 2011). The charter holder may add years, as necessary.

Year 1: Budget Total __$18,300_____ F scal Year ___2012_____
Year 2: Budget Total __$17,500_____ F scal Year ___2013_____
Year 3: Budget Total _____

Notes:
* Prov ded by ASBCS staff
1 Academ c area to be addressed for mprovement
2 Durat on of the plan must al gn w th the t mel ne presented n the Act on Steps
3 Refer to Terms to Know In the Renewal Application Instructions
Repeat these action steps as necessary to Include the appropriate number of steps to accomplish the strategy

Performance Management Plan (PMP)
Evaluation Instrument

Applicant/Charter Holder: Pima County Board of Supervisors **Indicator:** _X_ Mathematics __ Reading

TYPE: __Five Year Interval Review ___ Renewal _X__ Transfer Application __Corrective Action Plan

Each Performance Management Plan will be evaluated based on the inclusion of the required elements within each section. The evaluator will make the following determination:

FULL **D**ESCRIPTION – plan sufficiently addresses all of the required elements.
PARTIAL **D**ESCRIPTION – plan partially addresses the required elements.
VERY **L**IMITED **D**ESCRIPTION – plan does not address each of the required elements.

I. PLAN NARRATIVE					
Required Elements	**A response that meets the requirement will include:**	**FD**	**PD**	**VLD**	**Comments**
A detailed description of all efforts conducted by the school in the past five years that demonstrates a concerted effort and capacity to improve pupil achievement.	○ the school's efforts for the previous five years to provide and implement a [mathematics or reading] curriculum that improves student achievement. (Ex: Curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams)	x			
	○ the school's efforts for the previous five years to develop and implement a plan for monitoring the integration of the Arizona Academic Standards into [mathematics or reading] instruction. (Ex: Lesson plan review, formal teacher evaluations, informal classroom observations, checklists, data review teams)	x			
	○ the school's efforts for the previous five years to develop and implement a plan for monitoring and documenting student proficiency in [mathematics or reading]. (Ex: Formative and summative assessments, common/benchmark assessments, articulated assessment plan, data review teams)	x			

	○ the school's efforts for the previous five years to develop and implement a professional development plan that supports effective implementation of a [mathematics or reading] curriculum. (Ex: Articulated plan, literacy or math coach support, external consultant training, data review teams)	x			
A detailed description of the process used for conducting an analysis of relevant pupil achievement data.	○ the school's efforts for the previous five years to analyze relevant pupil achievement data. (Ex: data walls, data training, data review teams)	x			
	○ a detailed description of the types of data collected and the process used in conducting the analysis of the relevant data.		x		The description provided for the past five years lacks detail as to how relevant data was analyzed.
	○ justification of how data selected for the analysis is relevant to improving pupil achievement.	x			
The findings from the data analysis.	○ the school's detailed interpretation of the findings from the data analysis of the school's relevant data for the previous five years, including patterns and trends, as well as strengths and weaknesses.	x			
	○ a representation of the findings using charts and graphs that are understandable to the reviewer and clearly depict the results.		x		The charts and graphs included did not provide a detailed representation of the finds from the data analysis.
A detailed description of how the plan that is presented is directly linked to the findings from the data analysis.	○ a description of the logic used to develop the PMP that demonstrates the connection between the findings from the analysis of the relevant data and the plan. (Ex: What we learned - What we are going to do with what we learned)	x			
II. PLAN TEMPLATE					
Required Elements	**A response that meets the requirement will include:**				**Comments**
Action Steps	○ action steps for each strategy are based on the findings from the analysis of relevant data.		x		Not all action steps are based upon findings from the analysis.
	○ action steps for each strategy are sequential, timely, and contribute to the school's ability to meet the identified end target(s).	x			
	○ action steps for each strategy, to the extent appropriate, complement and support the other strategies.		x		Limited number of action steps
	○ action steps for each strategy include artifacts that provide evidence of the implementation of each action step.	x			
Allocated Resources	○ adequate resources, i.e. time, money, personnel, etc. to implement the action steps that support the strategies.	x			

Reviewer: ☐ 1 Date: _____ ☐ 2 Date: _____