Vechij Himdag Alternative School Inc. Sacaton, AZ 85147

Narrative Vechij Himdag Alternative School Inc.

Introduction:

Who We Are:

Since restructuring in the 2009/2010 school year:
Vechij Himdag MashchamakuD Alternative High School offers open enrollment and accepts students up to the age of twenty-one years of age.

- Students enroll at Vechij Himdag with incomplete courses and frequently have five (5) or fewer credits of the twenty (20) – twenty-two credits (22) needed for graduation.
- Students may be three or more years behind in their coursework.
    - The average reading level of students entering the school is sixth grade (6th) with the lowest range being second to third grade as measured by pretests for Reading 180.
    - The average math student score is falls far behind (Approximately fifth (5th) to sixth 6th) grade as measured by Laurus math pretest.
- Twenty percent (20%) of the students are identified as qualifying for Special Education Our student body primarily into three groups
- Ninety eight percent (98%) qualify as free and reduced
- New enrollees often have not passed any sections of the Arizona Instrument to Measure Standards (AIMS) graduation test.

Approximately (Students may be included in more than one category)

- Fifty percent (50%) of the student body is over 17 and reentering school
- Twenty-five percent (25%) of the student body are teen parents
- Twenty- five percent (25%) of the student body are students with behavioral or social issues that have interfered with their learning

Our school serves Gila River Indian Community and the surrounding areas. Currently 100% of the student body is Native American. Currently, there are no students identified as English Language Learners.

What We Provide:

- **Open Enrollment**

Vechij Himdag MashchamakuD welcomes students throughout the school year.
Because the curriculum is web based students start and end classes at an individual pace. Students complete each half credit course in nine weeks or less.

- **Individual Learning Plans**

Staff works with each student to develop an individual learning plan that identifies future courses, credit recovery courses, strategic tutoring needed for AIMS, career goals and internships. Students and staff identify programs that can support student learning.

Students, parents and staff identify strategies for helping students avoid problems that have interfered with learning in the past. Parents and guardians work with staff to identify specific ways the family can support their student's educational goals.

- **Web Based Curriculum**

Vechij Himdag MashchamakuD. uses a web based curriculum, Educational Options (EdOptions). Educational Options is accredited by the Northwest Association of Accredited Schools and certified by the Commission on International and Trans-Regional Accreditation and is aligned to meet Arizona State Standards. This curriculum is also used by Gila River Indian Community Juvenile Detention Facility.

During the traditional school day students have access to highly qualified teachers that provide individualized instruction. Because the program is web based, students who have access to the internet at home or in the community can also access there courses at night, on weekends, and during school breaks. This allows students to accelerate the completion time for individual courses. In addition, online courses allow flexibility for students to attend programs identified in the Student Learning Plan to support their learning (Counseling, substance abuse intervention/recovery, parenting etc.)

By blending Web based instruction with daily instruction provided by highly qualified teachers, students have access to the best of both worlds.

- **Extended School Day**

Traditionally, high school students take six courses per school year. Vechij Himdag Alternative School Inc. offers students the opportunity to take eight or more by providing an extra one hour of instructional time each day. Unlike many traditional high schools, extended learning periods are offered to Vechij Himdag Alternative School Inc. students without charge. Vechij Himdag Alternative School Inc. seeks grants and other funding to provide these services for students.

- **Zero Hour**

Offered Monday through Thursday from 8:00 to 9:00 AM - specifically to take strategic tutoring courses for AIMS Math and AIMS English and Credit Recovery

- **Extended School Year**

Because Vechij Himdag Alternative School Inc. students enter school significantly behind in credits, a traditional calendar does not provide enough time for students to regain lost credit and get back on track. Vechij Himdag Alternative School Inc. online web based curriculum allows students with computer access to continue their coursework outside of the traditional school day. As many students do not have the internet access at home, Vechij Himdag Alternative School Inc. attempts to have the school computer facilities open some evenings, weekends and over breaks.

- **Credit Recovery**

Credit Recovery is defined as a way to "recover" credit for a course that a student completed but did not receive a passing grade. Students take a pre-assessment to determine what they have already learned. Students are required to take only the sections of the course that they have not demonstrated mastery (To demonstrate

mastery a student must receive a minimum score of 70% on that section of the materials.)

- **Accelerated Pace**

Web based curriculum allows students to move at an individual pace. Individualized instruction allows students to move quickly through some courses and spend more time on courses they personally find challenging. Generally, individualizing allows students to complete more courses in a shorter time.

- **Gaining Elective Credit Outside of the Traditional School Day**

Arizona requires 11.5 core courses for graduation. These courses are the same at any Arizona High School. Vechij Himdag Alternative School Inc. students frequently have few of these required courses. Vechij Himdag Alternative School Inc. also requires 1 credit of Gila River Indian Community History and Government and 1 credit of O'otham language. in order to graduate, a student also must have an additional 6.5 elective credits. Students focus on the core curriculum during the traditional school day leaving very little time to complete the elective credits. Service Learning and School to Work provide an opportunity for students to gain valuable work place skills while earning elective credit outside of the school day.

- **Service Learning**

Service learning is a way that students can provide service in the community on a voluntary basis to public, nonprofit, civic, charitable and governmental organizations. Students who participate in service learning can earn .5 credits for 63 hours of service. Students may elect to earn a full credit for an additional 63 hours of service.

- **School to Work**

School to Work allows students to get credit and gain work place experience for working part time, evenings and weekends. Students who participate in school to work can earn Vechij Himdag Alternative School Inc.: School To Work .5 credit for 63 hours. Students may elect to earn a full credit for an additional 63 hours.of part time work.

**Eligibility for Service Learning and School to Work and Internship programs include: Passing a random Urine Analysis; 85% or better attendance during the regular school day; making progress in core courses; and positive school behavior*

College, Career and Workplace Ready: The Path to Self Sufficiency

- **Identification of Career Goals**

As part of the student Learning Plan student and staff identify student interests. All students enroll in Career Explorations online workplace skills. In addition, students may participate in career interest inventories and life skills classes offered by Empact -SPC and San Tan Behavioral Health. Eligible students may also take courses in workplace skills through Workforce Investment Act (WIA)

  - **Steps needed to attain goals:**

Staff, students and parents identify what needs to happen specifically for the student to meet the identified career goals. Steps can include academic courses, academic assessments such as the SAT and life skills such as getting a driver's license and

improving attendance.

- **Internship**

Internship is a way junior and senior students can earn credit by working on a job site during the school day and learning through experience. A student must have taken or currently be enrolled in Career Explorations to be eligible for work experience credit. Students may earn a ½ credit by completing 63 hours in an 18 week period. Students may earn a full credit by Completing an additional 63 hour experience next semester. This course may be repeated with a different Internship with Administrative approval

Help for Special Populations

Teen Parents

Many students come to Vechij Himdag MashchamakuD having already started their families. These students and their parents face a unique set of needs and often are not aware of the many services offered in the Community that can provide assistance for them and for their infants and toddlers. In addition, as teens these young parents often are not prepared for the responsibilities of parenthood. Working in conjunction with community service providers, such as First Things First, Baby Smarts, GRIC Early Childhood Special Services and Baby Smarts. Vechij Himdag Alternative School Inc. combines service provider time with online curriculum that allows students to receive elective credit for parenting courses.

- **Teen Fathers**

Teen Parenting Mentors: Provider- GRIC Early Childhood Special Services, GRHC Building Blocks, Genesis

Parents as Teachers: Provider - Gila River Health Care, Behavioral Health

Fatherhood is Sacred: Provider - San Tan Behavioral Health

- **Teen Mothers**

Teen Parenting Mentors: Provider- GRIC Early Childhood Special Services, GRHC Building Blocks, Genesis

Parents as Teachers: Provider - Gila River Health Care Behavioral Health Vechij Himdag Alternative School Inc.: School Description

Monthly Community-wide Teen Parenting Events

Vechij Himdag and community service providers host monthly events for any community teen parent and their parents, infants and toddlers. Using money from grants and volunteer service, the school hosts monthly events focusing on early childhood literacy, scheduling health screenings for infants (Well Baby), maternal health, lactation, nutrition and fitness, and child development.

Incarcerated Youth

Shared Seats

Vechij Himdag Alternative School Inc. works closely with Gila River Indian Community JDRC program. Because both institutions use the same online curriculum provider incarcerated students can enroll at Vechij Himdag upon release/probation and continue

the same courses they were enrolled in JDRC without interruption. Students continue to use the seat purchased by JDRC until they have completed their course. Students from Vechij Himdag who become incarcerated can also continue their courses without interruption using the seat purchased by Vechij Himdag. There is no confusion about partial credits or receiving credit as the classes are identical. In addition students are motivated to continue working towards their graduation.

With a combination of hard work and dedication a student can complete our program in less than three years (Usually 2 years) and graduate with a diploma and skills to be career, college or workplace ready

Section One

Efforts to Improve Achievement 2006 - Present

A. 2006/2007,

In the 2006/2007 school year Vechij Himdag Alternative school was placed in School Improvement – Warning Year. The school had made AYP once in 2002.

Action

The Administration provided the school board with information that indicated that professional development was taking place and that the school was making progress on improving the graduation rate.

Results

However documentation of systematic professional development was not provided. The school did show evidence of records management in the area of transcripts management, special education and improved numbers of students taking required state exams.

However, little progress was seen in overall student engagement, AIMS improvement or graduation rate.

B. 2007/2008

Vechij Himdag Alternative School Inc. was in School Improvement Year 1 in 2007/08 the school had not made AYP in the previous 4 school years. The school had maintained a performing school status from AZ Learns.

Action

The administration at that time had recommended that the school review the curriculum and create curriculum maps with pacing guides in all subjects but especially English and Mathematics. School administration continued to advocate for paraprofessionals in the classroom but other than classroom management could not show evidence of the use of paraprofessionals increasing student achievement.

Results

While professional development was included in this plan it was limited in scope (Curriculum Mapping, Reading only) as well as in duration (A single training for each). Implementation of the professional development was not monitored to ensure success or to compile clear evidence of the effectiveness of the program and was not included in staff evaluation. The administration did require administration of pretests in reading (Gates) and math (Brisance in 2007/08 and a teacher made assessment in 2008/09) but did not pursue post testing or benchmark assessment, Further administration did not review the curriculum maps or monitor effectively. The Board of Directors also implemented a policy that required all instructors to be certified in addition to being highly qualified. The school continued the policy of paraprofessionals in the classroom.

C. 2008/2009

Vechij Himdag entered the 2008/2009 school year in year two of School Improvement. The school failed to make AYP.

The administration funded a wide range of programs but consistently failed to produce a comprehensive plan for school improvement. Professional development was used inconsistently and not evaluated for effectiveness or implementation. Administration failed to address the drop out issue, attendance, or graduation rate in budget and professional development planning.

Action

The school continued as it had the prior two school years with few programmatic changes. Students still were repeating lower level math programs that did not allow access to the content needed to pass AIMS math.

Results

At the end of the school year 2008/2009 the board of directors reviewed all school achievement data.

Vechij Himdag Alternative school was about to be moved to Restructuring Planning. The graduation rate was still unacceptable as was student progress on AIMS. As an Alternative School, the Board of Directors was prepared for students not passing AIMS in their sophomore year; however the very low percentage passing AIMS mathematics in particular was unacceptable. In addition the board identified the decreasing number of graduates from the program as well as failure to track graduates success in post high school life as reasons to move into restructuring the school.

Restructuring

In the spring of 2009 the Board of Directors decided to move forward with Restructuring Implementation and took the following actions:

- Replaced Administration
- Replaced the Curriculum: Implemented a fully accredited web-based curriculum (Ed-Options) aligned to state standards, for all subjects that was to be used as the basis for a blended instructional program
- Engaged Staff, Parents and Community in clarifying the Mission and Vision of the school:
- Abolished Paraprofessional positions

D. Special Note:

Beginning July 1 of 2009 the Board of Directors did a full scale review of all financial records with the new administration. This review as well as a review of previously undisclosed sections of the annual audit revealed catastrophic physical issues that threatened school closure. In addition to outstanding debit to creditors, the review revealed that the school owed payroll taxes the Internal Revenue Service, The Arizona Department of Revenue, The Arizona State Retirement System, and Gila River Indian Community. In addition, the school had failed to meet the amount needed to cover Prop 301. On July 1, 2009 the school an account balance of $348.00. This situation required drastic and dramatic change. In addition to the academic program restructuring that had been planned see section E. the school had to reorganize staff (Moving from a staff of fourteen (three administrators, six teachers and two paraprofessionals, two drivers, and a full time gardener) to a staff of five (1FTE administration, 3 FTE teachers, 1 FTE transportation and maintenance ,). The staff agreed to the goals of the restructuring and to

work without benefits until the school regained financial footing. To date the school has repaid all creditor debt, the Arizona Department of Revenue, The Arizona State Retirement System, and will make the final payment to The Internal Revenue Service in January 2012. The school has a repayment plan with Gila River Indian Community that continues to 2026. The school has covered Prop 301 in 2009/2010 and 2010/2011.

Staying open and rectifying fiscal errors by the prior administration while vital were always secondary to the education of the students and providing the best possible education that would help prepare them for the work place and college.

Impact

The impact of this financial situation was

1. Limited ability to recruit and retain effective Highly qualified and certified teachers in math and science
2. Limited ability to send staff away from campus for professional development.
3. Limited funding for technology to support programs
4. Limited funding for supplies and materials

E. 2009/2010

Vechij Himdag Alternative School Inc. entered school year 2009/2010 in restructuring planning. The school had not made AYP and the Board of Directors wanted to see immediate implementation of the restructuring plan and directed the new administration to begin immediate implementation.

Actions

The new administration took the following actions to develop a more effective and focused program:

1. **Needs Assessment**

- Lead a comprehensive community wide needs assessment which identified the following as the most important goals for the school:
  - .Students prepared for college and work
    - Including reduction of the number of students needing augmentation in order to graduate.
  - Improve graduation rate
  - Improve student engagement with school (Attendance)
  - Improve opportunities for teen parents (Both mothers and Fathers)

2. **Research Based Strategies**

- Identified and implemented research based (National Drop Out Prevention Center, Clemson University) dropout prevention strategies that aligned closely to the goals identified in the comprehensive needs assessment:
  - Credit Recovery
  - Service Learning
  - Extended Hours/ days

- Career and Technical Education
- Family Engagement
- Individualized Instruction
- Safe and Supported School Environment
- Mentoring/Tutoring
- *Early College/College Bridge (Identified but not implemented until 2010/2011)*

3. Monitoring and Integration of Aligned Comprehensive Curriculum

- Implemented online curriculum(EdOptions) with tutorial model
- Required all students to take core requirements in Algebra and Geometry with tutoring support. (Only students with an IEP specifying a different math course were exempted)
- Required all students to take core requirements in English with tutoring support. (Only students with an IEP specifying a different English requirement were exempted.
- Met annually with EdOptions development staff to review alignment with state standards

4. Monitoring and Documenting Student Proficiency

Data Driven Intervention

- Implemented Base line testing in reading and mathematics using Ed-Options curriculum based assessments
- Implemented extended school day with before and after school tutoring in reading and mathematics.
- Require all students who had not passed AIMS and or who had not shown proficiency on the pre-test in reading and mathematics to take an additional class either before or after school in reading and or mathematics in addition to their core English and mathematics courses.

5. Individual Student Learning Plans

Implemented a policy of mentors and Individual Student Learning Plans for all students that describe academic programs individual academic tutoring, social and behavioral supports monitored and adjusted monthly by staff and reported to administration and parents monitored by meetings with administrator.

6. Professional Development

- Provided staff wide (All staff) professional development in:
  - Reading (Anita Archer Reading Strategies)
  - special education (Annual Review: FREPA, Childfind, Policies and Procedures, Special Education Transition)
  - Web-based Instruction (Ed-Options)
- Require implementation of Professional Development as part of Instructor evaluation (Measured through observation)

Results

At the end of SY2009/2010 the graduation rate had improved from 2% to 8%. Four students graduating students required augmentation. 100% of the staff had taken professional development in reading and in Special Education Transition. 100% of the student body was

enrolled in tutorial math programs, however, the results in reading were not as high as hoped and so the school decided to find an alternative reading tutorial program. During Teacher evaluation all teachers were monitored for implementation of professional development and participated in planning for Embedded Professional Development to support ongoing achievement goals. Areas identified by staff included:
Math Tutoring Across the Curriculum
Effective use of Technology Across the Curriculum

F. 2010/2011

Vechij Himdag Alternative School Entered 2010/2011 as Restructuring Implementation but had already implemented the restructuring plan. The school did not make AYP. The school was unable to retain the highly effective math teacher from the prior year.
Actions
All programs from 2010/11 Continued with the following additions

1. **Reading**:

To improve the overall reading tutorial program the school piloted Reading 180. The school assessed all students and the lowest 25% were tutored using Reading 180.

2. **Math**

The school continued to use the online EdOptions mathematics curriculum for remediation
In addition, the school recruited a Highly Qualified Math teacher. This teacher remained until November. The school again recruited but was able to acquire a Highly Qualified Substitute. This situation was far from ideal. In both cases the teachers were highly qualified but were not a good match for the school.

3. **Staff Development**

Vechij Himdag provided specific embedded professional development via webinars and online. While a good start this did not allow for ongoing systemic staff development.

4. **Aligned Curriculum**

The school reviewed the EdOptions Curriculum with the developers and reviewed the recent 2009/10 review by the Arizona State Board for Charter Schools (When the online curriculum was used for EdOptions new brick and mortar facility.

5. **College and Career Ready**

Fully implemented College Bridge Program with Mesa Community College. 10 students participated including three Special Needs Students

Results:
The graduation rate increased from 8% to 24%
The number of students requiring augmentation dropped 50%
The number of students showing Math proficiency on their curriculum remained stagnant.

Vechij Himdag Alternative School Inc. made AYP for the first time since 2002
2011/2012
Vechij Himdag Alternative School Inc. is in Restructuring Implementation.
The school made AYP for the first time since 2002.

Actions:

Reading

The school will take Reading 180 schoolwide with baseline testing during the first two weeks of school.

Math

The school has completed baseline data using LAURUS Math and will implement Laurus math tutoring for all students who have not passed the AIMS math test.

Aligned Curriculum

The staff will meet with the developers of EdOptions to review alignments to the Common Core

Professional Development

The staff is using webinars and also has scheduled common professional development days into the calendar. The school has weekly staff meetings with agendas to document Professional Development.

Data Reviewed

Four Year Graduation Rate	Total Students graduating	Students graduating in Cohort Year	Four Year Graduation Rate Percentage	Number requiring Augmentation to graduate:
2007	4	1	2%	3
2008	4	1	4%	3
2009	1	0	0%	0
2010	7	3	8%	4
2011	11	10	24%	2

AIMS Math	In Cohort: Meets
2010	0
2011	0

AIMS Reading	In Cohort Meets
2010	0

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2011	**0**

Performance Management Plan Development

The Performance Management plan was developed using our review of AIMS scores and graduation rates as well as our demographics and review of our augmentation rate. We believe that the **very low**, stagnant scores for the **meets** in cohort year for both reading and math are certainly a reflection of the entering demographic of our student body. The team designed what they believe to be interventions that will correct the stagnation as well as improve the achievement level of the students both in their cohort year as well those who are returning and are out of cohort.

PERFORMANCE MANAGEMENT PLAN TEMPLATE

Vechij Himdag Alternative School Inc.

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

MEASURE*	METRIC*	CURRENT STATUS*	End Target For Thi
State standardized assessment AIMS READING	Percent (0%) of students who score proficient on the State standardized assessment in reading	(Board staff will enter info here)	Meet or demonstrate sufficient p level of adequate academic perf modified periodically by the Boa

STRATEGY I: Provide and implement a curriculum that improves student achievement.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Vechij Himdag Alternative School's English and Reading (EdOptions) curriculum has been revised and aligned to current state and national standards.	Aug 2011	Vechij Himdag Administration	All curriculum was distributed online to staff at opening meetings in August 2011.	$4000.00
2. Pre and post tests for reading are aligned with the state and national standards. Reading 180	Aug 2011	Vechij Himdag Administration	Teachers and administrators reviewed August 2011	$0.00, inbedded in the curriculum
3. Reading 180 Reading tutorial	Ongoing	Vechij Himdag Administration	Weekly review and collection of lesson	$0.00 purchased

software software			plans.	last school year
4. Quarterly reviews will be done by Vechij Himdag Alternative School administrator to review curriculum implementation by teaching staff.	Ongoing	VHM Administrator	Review of curriculum implementation and assessments each nine weeks.	$0.00, done by district administration
5. Monthly Board of Directors meeting held to discuss progress with implementing district's curriculum and to discuss implementation for improvement.	Monthly	VHM School Administration Board of Directors	Review of agendas.	$0.00, VHM administration

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Utilize formal and informal evaluations for evidence of lesson planning that's aligned to Arizona academic standards	Weekly	VHM Administration	Written documentation of building principal, with includes evidence of classroom evaluation	$ 0.00 VHM Administration
2. School Board review quarterly of principal's data, collected from instructional staff on lesson planning, student learning plans evaluation progress to ensure alignment with Arizona academic standards.	Quarterly	VHM School Board of Directors	Review of principal's data that he or she has collected throughout the quarter.	$0.00, Board of Directors

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. Analyze all AIMS student achievement data on individual students. All current AIMS reading data showed that all Vechij Himdag Alternative School students remained stagnet at Falls Far Below when they took the assessment in their cohort year	July/Aug 2011	Principal and teaching staff	Evaluation data for charts	$0.00, school staff
2. Benchmark testing of all students in reading classes during the first week of school Reading 180	Aug 2011	Teacher	Teacher and principal will review pre-testing data and evaluate plans for improving student learning.	$0.00, principal and teacher
3. Teachers will develop Student Learning Plans using AIMS data and benchmark data.	Aug/Sept 2011	Teacher	Building administrator will review teacher analysis and student improvement plans.	$0.00, principal and teacher
4. All Vechij Himdag Alternative School staff will meet weekly to collaborate on student achievement plans and to discuss integrating reading concepts into all core areas of	Ongoing/weekly	Teacher/Administrator	Administrator will hold weekly professional development collaboration on Fridays to include discussion and integration of reading concepts. Teachers will provide evidence	$0.00, Staff

instruction.			through their assessment information that this is being integrated.	
5 Administration and staff will develop a Zero Hour and Friday tutoring program for students not meeting or exceeding on the AIMS Assessment	Ongoing	Teacher/Administrator	Documentation will be kept on students tutored in reading on a monthly basis	$0.00 Staff

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Principal will have professional development each Friday to discuss the implementation of curriculum of reading concepts into all core content areas.	Weekly	VHM Principal	Documentation of agendas from building principals of action taken during professional development training.	$0.00, building principal
2. Principal will evaluate reading instruction on ongoing basis. Formative and summative evaluation feedback will be provided to reading instructors.	Ongoing	VHM principal	Principal's evaluation documentation	$0.00, building principal
4. All Vechij Himdag Alternative School teacher (s) will attend reading professional development training during the school year.	Aug-May 2011	All teacher	Documentation and brochure from reading training.	$600.00

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 __$4600.00____ Fiscal Year ___2011_____
Year 2: Budget Total __TBD_____
Year 3: Budget Total __TBD_____

Notes:
* Provided by ASBCS staff
1 Academic area to be addressed for improvement
2 Duration of the plan must align with the timeline presented in the Action Steps
3 Refer to Terms to Know in the Renewal Application Instructions
4 Repeat these action steps as necessary to include the appropriate number of s

PERFORMANCE MANAGEMENT PLAN TEMPLATE

Vechij Himdag Alternative School Inc.

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

MEASURE*	METRIC*	CURRENT STATUS*	End Target For Thi
State standardized assessment AIMS Math	Percent (0%) of students who score proficient on the State standardized assessment in math	(Board staff will enter info here)	Meet or demonstrate sufficient p level of adequate academic perf modified periodically by the Boa

STRATEGY I: Provide and implement a curriculum that improves student achievement.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Vechij Himdag Alternative School Inc. math curriculum has been revised and aligned to current state and national standards. (EdOptions)	Aug 2011	Vechij Himdag Administration	All curriculum was distributed to staff at opening meetings in August 2011.	$4,000.00
2. Pre and post tests for mathematics will aligned with the state and national standards. (LAURUS Math)	Aug 2011	Vechij Himdag Staff	Teachers and administrators reviewed August 2011	$0.00, done by staff
3. Quarterly reviews will be done by Vechij Himdag Administration to review curriculum implementation by building principal and teaching staff.	Ongoing	Vechij Himdag Administration	Review of curriculum implementation and assessments each nine weeks.	$0.00, done by Vechij Himdag Administration
4. Monthly administrative meeting held to discuss progress with implementing VHM curriculum and to discuss implementation for improvement.	Monthly	Vechij Himdag Administration VHM Board of Directors	Review of Board of Director's / administrative agendas.	$0.00, Vechij Himdag Administration

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Utilize formal and informal evaluations for evidence of lesson planning/assessment that's aligned to Arizona academic standards	Weekly	Vechij Himdag Administration	Written documentation of building principal, with includes evidence of classroom evaluation	$0.00, Vechij Himdag Administration

2. Board of Director's review quarterly of principal's data, collected from instructional staff on lesson planning, evaluation progress to ensure alignment with Arizona academic standards.	Quarterly	VHM Board of Directors	Review of principal's data that he or she has collected throughout the quarter.	$0.00, Vechij Himdag Administration

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. Analyze all AIMS student achievement data on individual students. All current AIMS math data showed that all Vechij Himdag Alternative School Inc. students improved their scores in the meet or exceed category of the math portion of the AIMS test.	July/Aug 2011	VHM Principal and teaching staff	Evaluation data for charts	$0.00, school staff
2. Benchmark testing of all students in math classes during the first two weeks of school. LAURUS MATH	Aug 2011	Teacher	Teacher and principal will review pre-testing data and evaluate plans for improving student learning.	$0.00, principal and teacher
3. Teacher will develop Student Learning Plans using AIMS and	Aug/Sept 2011	Teacher	Vechij Himdag Administration will review teacher analysis and	$0.00, principal and teacher

benchmark data.			student improvement plans.	
4. All Vechij Himdag Alternative School staff will meet weekly to collaborate on student achievement plans and to discuss integrating mathematic concepts into all core areas of instruction.	Ongoing/weekly	Teacher/Administrator	Administrator will hold weekly professional development collaboration on Fridays to include discussion and integration of mathematics. Teachers will provide evidence through their lesson planning or assessment information that this is being integrated.	$0.00, Staff
5. Administration and staff will develop a zero hour and Friday tutoring program for students not meeting or exceeding competency on weekly or unit assessments.	Ongoing	Teacher/Administrator	Documentation will be kept on number of tutor used and the hours accumulated during the tutoring time.	$0.00 school staff

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Principal will have professional development each Friday to discuss the implementation of curriculum of mathematics into all core content areas.	Weekly	VHM Administration	Documentation of agendas from Vechij Himdag Administration principals of action taken during professional development training	$0.00, building principal

2. Principal will evaluate mathematic instruction on ongoing basis. Formative and summative evaluation feedback will be provided to math instructor.	Ongoing	Building principal	Principal's evaluation documentation	$0.00, building principal
4. All Vechij Himdag Alternative School Inc. teachers will attended mathematics professional development training during the school year.	Aug-May 2011	Math teacher	Documentation and brochure from math training.	$800.00

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 __$4800.00____ Fiscal Year ___2011_____
Year 2: Budget Total __TBD_____
Year 3: Budget Total __TBD_____

Notes:
* Provided by ASBCS staff
1 Academic area to be addressed for improvement
2 Duration of the plan must align with the timeline presented in the Action Steps
3 Refer to Terms to Know in the Renewal Application Instructions
4 Repeat these action steps as necessary to include the appr