PERFORMANCE MANAGEMENT PLAN TEMPLATE
Academy of Excellence, Inc.

INDICATOR: X Math ___Reading **DURATION OF THE PLAN[2]:** Begins: _August 1 , 2011 To: May 24, 2014

MEASURE*	METRIC*	CURRENT STATUS*	End Target For This Plan*[3]
State standardized assessment AIMS	**All students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) will attain 5%proficiency or better in mathematics, by the 2011 AIMS when comparing 2011 to 2012 AIMS total Math scores, the number of third through eighth grade students meeting or exceeding the standards will increase by 5.0%.** **AIMS 2010** Grade 3 – 0% -- Grade 4 – 45% -- Grade 5 –No Scores Grade 6 – 52% Grade 7 –42%--39% Grade 8 – No Scores **AIMS 2011** Grade 3 – 44% -- Grade 4 – 22% -- Grade 5 –18% Grade 6 – 0% Grade 7 –16% Grade 8 – 33%		**Students shall demonstrate math proficiency at or above expected grade level.** Meet or demonstrate sufficient progress toward the level of adequate academic performance as set and modified periodically by the Board.

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Identify, facilitate, and/or implement school-based programs for families, community members, administrators, School Improvement Team, and other stakeholders to support the learning and teaching of mathematics. Major themes of implementation for success will include: • Ongoing assessment • Differentiated instruction • Flexible grouping Teacher Collaboration • Year-to-year continuity • Ongoing professional development	August 2011	K-8 Teachers, Director Macro Math Program Links' Inc. Volunteer Council Alpha Kappa Alpha, Inc.	AOE will communicate through: -Individual conferences with parents to design -Progress Monitoring Plans for at risk students. -Daily School planners For all curriculum students: -Letters -Phone calls -Weekly work folders -School newsletter -Electronic Grade book -Website	$500 paper and printing
2. Provide primary and middle school mathematics teachers with intervention strategies to assist students who typically perform poorly in mathematics and have negative attitudes about mathematics.	August 2011 Ongoing	K-8 Teachers/ SPED Director/ and Director Depart of Ed./ASU Prep Partnership	AIMS benchmark assessment and Curriculum embedded assessment results Lesson plans and teacher observations.	0
3. Identify mathematics and mathematics education courses and strategies such as pairing pre-service teachers with exemplary in-service teachers during field experiences that are effective in improving pre-service teachers' knowledge of mathematics content and content-specific pedagogy. Provide professional development opportunities	August 2011 –	K-8 Teachers/ SPED Director/ and Director AZ. Depart of Ed./ASU Prep	AIMS benchmark assessment and Curriculum embedded assessment results Lesson plans and teacher observations. Early intervention opportunities • Frequent parent teacher conferences	Title I $1000 Title II $2500

that focus on sharing these courses, as well as effective strategies for teaching them, will be made available to postsecondary faculty, adult educators, and developmental faculty across the state.			• Home strategies • Extended day instruction activities • Tutoring • Summer • workshops	
4. Establish connections with other groups and organizations whose focus is on special needs students (e.g., special education, gifted and talented)	August 2011	K-8 Teachers/ SPED Director/ and Director Charter Association Trainers	AIMS benchmark assessment and Curriculum embedded assessment results Lesson plans and teacher observations.	0
5. Identify and promote programs that engage middle school students with younger students in enjoyable mathematics endeavors such as mathematics clubs or competitions as well as tutoring, and after-school programs.	August 2011	K-8 Teachers/ SPED Director/ and Director 21st Century Program	AIMS benchmark assessment and Curriculum embedded assessment results Lesson plans and teacher observations.	$5000 – Title II $10,000 Afterschool Grant

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

4.	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Daily posting of learning objective	Ongoing	K-8 Teachers/Director	Classroom observations, teacher and student surveys, evaluations.	0
2. Identify strategies for addressing misalignment of mathematics curriculum, instruction, assessment, national and state standards among pre-school, primary, intermediate, middle school, high school, adult education, and postsecondary. Identify programs and strategies that result in strong alignment and train	August 2011– June 2012	K-8 Teachers/ SPED Director/ and Director AZ. Depart of Ed.	Teacher and state formative and summative assessments AIMS results.	0

teachers to analyze data AIMS to develop teaching strategies and lesson objectives to meet the needs of the students.				
3. Ensure mathematics teachers are knowledgeable about effective curricula and programs so that they can provide, or identify contractors to provide, professional development on implementation of these curricula and programs.	August 2010 – June 2011	K-8 Teachers/ SPED Director/ and Director Mentor Teacher Coach	Classroom observations, teacher and student surveys, evaluations.	Salary Mentor Teacher - $2940
4. Teachers will adhere to district math pacing guides and assessment calendar.	1/4/2011-1/15/2012	K-8 Teachers/ SPED Director/ and Director	Lesson plans and teacher observations.	0

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Identify benchmark diagnostic mathematics assessments and embedded, ongoing assessment that supports rich, complex reasoning and understanding that enhances transfer and long-lasting learning at all grade levels and prepare mathematics coaches and mathematics intervention teachers to assist teachers in using these assessments in their mathematics instruction.	August 2010 – June 2011	K-8 Teachers/ SPED Director/ and Director	AIMS scores & proficiency levels; benchmark assessment and Curriculum embedded assessment results Lesson plans and teacher observations DIBELS Math, Portfolio; Formative and Summative assessments; Class Average/Test Averages; Benchmark exam; Midterm/Final;	$500

			Standardized Test Scores	
2. Teachers will implement 75 minutes of math instruction per day at all grade levels, to incorporate Morning Meeting Calendar Math. And deliver a rich curriculum using the Saxon Math Program driven by mathematical thinking and reasoning. Discuss and share lessons for differentiated instruction across all grade levels. • Through the use of the Saxon Math instruction will target the specific needs of each student. Large group, small group and Individualized instruction will be provided. • Devote 10 minutes to share successful differentiations Strategies at each Staff meeting and Differentiate instruction for proficient and advanced-proficient student body at all grade levels.	August 2010 – June 2011	K-8 Teachers/ SPED Director/ and Director	AOE Class Schedule Math teachers will embrace this plan. Provide universal time slot during which all students will take benchmark exam Using data to determine student placement will be concrete and simplify explanations for students' placements. Students being appropriate placed will limit the extraordinarily large range of ability levels that a teacher may needed to differentiate instruction for during a 42 minute period. Struggling students may embrace the additional small math class groups with a focus on their needs. Teachers use item analysis to adjust instructional program for upcoming classes Morning Meeting Math was offered at each grade level. Saxon Math was fully implemented as Teachers collaborate to provide support at all grade levels.	0

			Classroom observations, teacher and student surveys, evaluations. With good results, their testimony will be a strong statement endorsing our efforts.	
3. Teachers will provide ongoing reflective feedback to include initial planning, delivery of instruction and assessment.	August 2011May 2014	K-8 Teachers	Document of instructional gaps	0
4. Students in grades 3-8 will participate in the Study Island and Academy of Math Web Based Programs. • Students demonstrating a talent in math will be placed in advanced AM libraries.	August 2010 – June 2014	K-8 Teachers	Teachers collaborate to provide support at all grade levels. Classroom observations, teacher and student surveys, evaluations.	$3800 Study island and Academy of Math
6. Students who regressed on AIMS Math will be closely monitored to ensure mastery of necessary skills and appropriate strategies will be implemented. • Differentiated Instruction in Small Group Setting	July 2010-May 2014	K-8 Teachers/ SPED Director/ and Director	Teachers collaborate to provide support at all grade levels. Classroom observations, teacher and student surveys, evaluations. Document of instructional gaps Pose a "Talk About It" question during a lesson. Encourage students to work in small groups, discussing possible solutions to the question. Probe for prior knowledge before the introduction of a new concept. Observe students while they	$18,000 - Teacher Aide Salary

			are working either in groups or individually which will give you information regarding their understanding of mathematics. Conduct student interviews which will offer an opportunity to use questioning strategies to explore an individual student's understanding of a concept.	

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 all teachers with Professional Development Opportunities to enhance their knowledge about item analysis, the standards, (which are aligned with assessment) and instructional strategies that support performance-based assessments and inquiry-oriented instruction	Ongoing	SPED Director/Director	100% of teachers will participate in the district in-service trainings on the newly adopted math standards and will effectively implement it in their classrooms Professional Development Agendas, Lesson Plans, Classroom observations.	$2550 – Substitute Teachers $3500 – Stipends $1426 Supplies
2. Make available to mathematics teachers information about (1) effective curricula and other mathematics programs (2) professional development for teachers to implement these programs and (3) other statewide programs and resources for the support of mathematics teaching and learning.	August 2010 - Dec 2014	K-8 Teachers/ SPED Director/ and Director Macro math Training ADE Training	Professional Development Agendas, Lesson Plans, Classroom observations. Feedback/comments through professional development surveys, and other school and district data sources, which will serve as the foundation for an on-going	

(Common Core)			needs assessment for continuous and sustained PD Training to be implemented June 2012 with ASU Prep partnership	
3. Prepare mathematics coaches to mentor new teachers, especially in their third and fourth years of service and to establish learning communities of new and experienced teachers.	Summer 2011 Training in Fall 2011	K-8 Teachers/ SPED Director/ and Director	Math coach to be prepared in summer 2011	0
4. Through expanded PD on effective use of instructional technology, we will implement a comprehensive technology strategy to support the improvement of student learning and achievement	Ongoing	K-8 Teachers/ SPED Director/ and Director Maricopa County Consortium AZ Department of Ed	Emphasize on-site collaborative professional development (teachers work together, not in isolation)	1 PD360 Annual subscriptions $1200

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 $52,896 (includes salary benefits) **Fiscal Year 2012-2012**
Year 2: Budget Total $52,896
Year 3: Budget Total $52,896