PERFORMANCE MANAGEMENT PLAN TEMPLATE
Academy of Excellence, Inc.

INDICATOR: X Math ___Reading **DURATION OF THE PLAN[2]:** Begins: _August 1 , 2011 To: May 24, 2015

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 2014 AIMS when comparing 2013 to 2014 AIMS total Math scores, the number of third through eighth grade students meeting or exceeding the standards will increase by 5.0%.** **AIMS 2013/ Phoenix Location** Grade 3 – 23% Grade 4 –54% Grade 5 –20% Grade 6 –33% Grade 7 –30% Grade 8 – 14% **AIMS 2013 Coolidge Location** Grade 3 – 50% Grade 4 – 0% Grade 5 –100% Grade 6 –66% Grade 7 –100% Grade 8 – 25%		**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	Began August 2011 Quarterly	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.	
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	Revaluated Each Fall Term	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.	Title I $1,000 Title II $2500 Title III

improving pre-service teachers' knowledge of mathematics content and content-specific pedagogy. Provide professional development opportunities 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.			Early intervention opportunities • Frequent parent teacher conferences • Home strategies • Extended day instruction activities • Tutoring • Summer • workshops	$500
4. Establish connections with other groups and organizations whose focus is on special needs students (e.g., special education, gifted and talented)	August	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.	July/August	K-8 Teachers/ SPED Director/ and Director 21st Century Program	AIMS benchmark assessment and Curriculum embedded assessment results Lesson plans and teacher observations.	Title II $5000 – Afterschool Grant $10,000

STRATEGY II: Develop and implement a plan for monitoring the integration of the Arizona College and Career Ready 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,	Weekly and Monthly at Teachers meetings	K-8 Teachers/ SPED Director/ and Director AZ. Depart of Ed.	Teacher and state formative and summative assessments AIMS results.	0

intermediate, middle school, high school, adult education, and postsecondary. Identify programs and strategies that result in strong alignment and train 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.	Weekly	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.	Weekly	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.	Quarterly	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;	$500

			Class Average/Test Averages; Benchmark exam; Midterm/Final; 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 through June 2014	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.	Title I $20,000 Title III 1200

			Saxon Math was fully implemented as Teachers collaborate to provide support at all grade levels. 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 May 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.	Weekly	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	Quarterly 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	$18,000 - Teacher Aide Salary

			before the introduction of a new concept. Observe students while they 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 AZ College and Career Ready Standards and 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	Weekly Teachers meetings	K-8 Teachers/ SPED Director/ and Director Macro math	Professional Development Agendas, Lesson Plans, Classroom observations. Feedback/comments through	

for teachers to implement these programs and (3) other statewide programs and resources for the support of mathematics teaching and learning. (Common Core)		Training ADE Training	professional development surveys, and other school and district data sources, which will serve as the foundation for an on-going 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	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 $350

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., 2014). The charter holder may add years, as necessary.

Year 1: Budget Total $73,766 (includes salary benefits) Fiscal Year 2013-2014
Year 2: Budget Total $73,766
Year 3: Budget Total $73,766