FY2012-13 NEW CHARTER APPLICATION
PERFORMANCE MANAGEMENT PLAN TEMPLATE

American Indian Model Schools: Tucson AIM Middle School

INDICATOR:[1] ___Math __X_Reading **DURATION OF THE PLAN**[2]**:** Begins July 1, 2012 to June 30, 2014

MEASURE*	METRIC*	PREDICTED BASELINE	YEAR 1 ANNUAL BENCHMARK TARGET	YEAR 2 ANNUAL BENCHMARK TARGET	End Target For The Plan*[3]
State standardized assessment	Percent (%) of students who score proficient on the State standardized assessment **AND** student growth percentile (SGP)	55% proficiency for 2011-2012	65% proficiency for 2012-2013	75% proficiency for 2013-2014	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. Purchasing textbooks and other curricular materials, such as novels, workbooks, teacher guides, etc., that are aligned with Common Core standards for reading	May-June of 2012 and June of 2013	Director/Principal	Receipts will be filed for all purchases and the textbooks and other materials will be available to staff	$6,000 start-up $7,500 Y1 $7,500 Y2
2. Create curriculum maps/syllabi and pacing guides	By August 2012 and again by August 2013	Teachers and Director/Principal	Director/Principal, after reviewing the syllabi/pacing guides, will approve and file them in the office.	$0
3. Implement 90-120 minutes of language arts into the daily class schedule	Starting on the first day of instruction	Teachers and Director/Principal	90-120 minutes blocked out for language arts on the schedule for every school day (See daily schedule for schedule by grade level)	$0
4. Providing in-school and after-school tutoring for students who demonstrate a need	Ongoing	Classroom and Resource Teachers,	A list of student names and a schedule of their tutoring sessions will be on file in	Included in special ed/

for additional learning time		Tutors, and Director/Principal	the office	resource teacher(s) salary(ies)
5. Implement mandatory summer school and assign required summer reading materials to all students	Summer school will be June 24-July 12, 2013, and on dates TBD in June-July 2014	Classroom teachers, Director/Principal, and Administrative Assistant	Summer school active and in session by June 24, 2013	Included in regular year budget

STRATEGY II: Develop and implement a plan for monitoring the integration of the Common Core State Standards into instruction.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Review Common Core standards and ensure curricular materials, curriculum content, pacing guides, syllabi, and assessments are appropriately aligned with the standards.	By August 2012 and again by August 2013	Teachers and Director/Principal	Director/Principal reviews teacher-created syllabi and curriculum content before approving and filing the supporting documentation.	$0
2. Director/Principal reviews teacher's weekly lesson plans to ensure they are aligned with the Common Core standards and in keeping with the established curriculum guides/syllabi	Weekly	Director/Principal	A binder of submitted lesson plans will be kept in the office for each teacher; each week's lesson plans will note approval via the Director/Principal's signature	$0
3. Director/Principal will observe teachers to ensure instruction is standards-aligned and effective	Ongoing	Director/Principal	Typically no written report will be issued unless expectations were unmet.	$0
4. Test students' mastery of the standards through standards-aligned assessments	Ongoing	Classroom teachers	Appropriate assessments will be documented in teachers' lesson plans and will be used to determine students needing additional tutoring	$0
5. Director/Principal will be responsible for tracking any new or upcoming changes to the	Ongoing	Director/Principal	Any changes to the Common Core standards will be shared with teachers, a	$0

Common Core standards in order to ensure that the school's curriculum is aligned with the most up-to-date standards.			written record of which will be kept on file.	

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. Review AIMS results to get a sense for individual and whole-class strengths and areas of concern	Each year when AIMS results are received by the school	Teachers, Director/Principal, Students, Parents	Varied: could result in students being assigned to mandatory tutoring, parent conferences, professional development actions, and/or a restructuring of curriculum	$0
2. Regular classroom-based assessments, in the form of tests and quizzes, will be administered to determine individual student's proficiency in reading and to see if tangible improvements are being made.	Ongoing	Teachers	Assessments will be graded, recorded, and tracked by teachers.	$0
3. Students are assessed in a variety of other ways, including homework, reading logs, book reports, projects, ability to read aloud, teacher observations, classroom participation, and class work.	Ongoing	Teachers	Assessments are graded, recorded, and tracked by teachers.	$0
4. Progress reports will be issued and sent home to families every 3 weeks for a student receiving a grade of C- or lower in Language Arts	Ongoing	Teachers	Copies of all progress reports will be kept in the office and in student's classroom.	$0
5. Students receiving a C- or lower in language arts, testing below grade level on AIMS, or demonstrating other reading-related challenges will be assigned to	Ongoing	Teachers, Resource Teacher, Tutors	A list of student names and a schedule of their tutoring sessions will be on file in the office	$0

mandatory tutoring				
6. Benchmark exams aligned with Common Core standards will be given every quarter and tracked for progress	Quarterly	Teachers	Benchmark exam results will be recorded and tracked by the teachers and will identify students potentially qualifying for retention.	$0

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. Before hiring, ensuring that teachers have the proper background and training to teach reading comprehension, vocabulary development, and other reading-related skills.	Summer of 2012 and again before start of 2013 academic year	Teachers and Director/Principal	Resume, transcript, credentials, training, references, and any other applicable application materials kept of file for official hires	$0
2. Reviewing and analyzing standardized test results to come up with a school improvement plan for reading, including setting academic achievement goals for the year and necessary remediation strategies	August 2012 and again in August 2013	Teachers and Director/Principal	School improvement plan available to all staff and parents/family members.	$0
3. Before the school year starts, teachers of the same grade level will meet to discuss strategies and instructional methods for the upcoming academic year.	August 2012 and again in August 2013	Teachers	Teachers will retain a written record of adopted strategies, courses of action, and instructional methods	$0
4. On early-release days (Fridays), teachers will meet to discuss remediation strategies, review curriculum, and brainstorm ideas to improve individual and whole-class academic performance.	Ongoing	Teachers and Director/Principal	A sign-in sheet and meeting minutes will be kept and filed in office	$0
5. Teachers will participate in a variety of content-based and instructional strategy professional development based on	Ongoing	Teachers and Director/Principal	A sign-in sheet and meeting minutes will be kept and filed in office; any workshops attended will be documented.	Part of the the teachers'

demonstrated need and best practices				regular salaries and part of the $3,500 Y1, $6,500 Y2 prof. dev. costs
6. Director/Principal will observe teachers to ensure reading instruction is curriculum-based and effective; one-on-one meetings between the Director/Principal and teachers will occur to discuss strategies and pinpoint areas of strength and methods for improvement	Ongoing	Director/Principal, Teachers	Director/Principal will document what he/she observed in the classroom, his/her suggestions for improvements, and any other pertinent details of the observations and subsequent meetings.	$0
7. End-of-year review of curriculum content to discuss what worked, what might need to be changed (textbooks, novels, projects, etc.) for the next school year	June 2013 and June 2014	Teachers and Director/Principal	A sign-in sheet and meeting minutes will be kept and filed; as applicable, new curriculum materials will be adopted; curricular planning might be adapted and filed in office.	$0

Notes:
* Provided by ASBCS staff (Applicant does not edit these sections.)
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 *Board's Level of Adequate Academic Performance* on the ASBCS website: http://asbcs.az.gov
4 Repeat these action steps as necessary to include the appropriate number of steps to accomplish the strategy