FY2012-13 NEW CHARTER APPLICATION
PERFORMANCE MANAGEMENT PLAN TEMPLATE

American Indian Model Schools: Tucson AIM Middle School

INDICATOR:[1] __X_Math ___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)	35% proficiency for 2011-2012	50% proficiency for 2012-2013	65% 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 workbooks, teacher guides, etc.**,** that are aligned with Common Core standards for math	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 for mathematics instruction	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 mathematics into the daily class schedule	Starting on the first day of instruction	Teachers and Director/Principal	90-120 minutes blocked out on the schedule for math on 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 for additional learning time in math	Ongoing	Classroom and Resource Teachers, Tutors, and Director/Principal	A list of student names and a schedule of their tutoring sessions will be on file in the office	Included in special ed/ resource teacher(s) salary(ies)
5. Teachers will provide students struggling with the material additional support in the classroom.	Ongoing	Teachers	Anecdotal notes, mention made in teacher lesson plans	$0
6. Implement mandatory summer school; Implement a second summer math camp called Stanford Academic Institute of Learning (SAIL)	Summer school will be June 24-July 12, 2013, and on dates TBD in June 2014; the 1st SAIL math camp will be July 15-August 2, 2013	Classroom teachers, Director/Principal, and Administrative Assistant	Summer school active and in session by June 24, 2013	Regular summer school is included in regular year budget; SAIL will have a Y1 in kind donation of $45,000 in 2013

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 math 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 for mathematics and in keeping with the	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	$0

established curriculum guides/syllabi			signature	
3. Director/Principal will observe teachers to ensure math 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

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 will be administered to determine individual student's proficiency in math 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, random problem checks, daily warm-ups, 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 math	Ongoing	Teachers	Copies of all progress reports will be kept in the office and classrooms.	$0
5. Students receiving a C- or lower in math, testing below grade level on AIMS, or	Ongoing	Teachers, Resource Teacher, Tutors	A list of student names and a schedule of their tutoring sessions will be on file in	$0

demonstrating other reading-related challenges will be assigned to mandatory tutoring			the office	
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. Hire teachers with a strong mastery of mathematics with the proper qualifications, credentials, and a willingness to implement and enforce AIM	Summer 2012 and again before the start of the 2013 school year	Director/Principal	Teacher files with proper paperwork (resume, transcripts, fingerprint card, etc.) kept in office	Included in the self-contained teachers' salaries for Y1, Y2
2. Reviewing and analyzing standardized test results to come up with a school improvement plan for math, 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	$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. Director/Principal will observe teachers to	Ongoing	Director/Principal,	Director/Principal will document what	$0

ensure math 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		Teachers	he/she observed in the classroom, his/her suggestions for improvements, and any other pertinent details of the observations and subsequent meetings.	
6. Teachers will undergo professional training in math content and strategy based on need and best practices in the field	Ongoing	Director/Principal, Teachers	A sign-in sheet and meeting minutes will be kept and filed in office; any workshops attended will be documented.	Part of the $3,500 Y1, $6,500 Y2 prof. dev. costs
7. End-of-year review of curriculum content to discuss what worked, what might need to be changed (textbooks, workbooks, etc.) for the next school year	June 2013	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 new report 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