Performance Management Plan (PMP) Template

Applicant Name:_____Arizona Autism Charter Schools_____

Indicator (check one): **__X**___Math _____Reading **Duration of the Plan:** Begins July 1 and continues for two years

Measure	Metric	Expected/Predicted Baseline Based on Enrollment of Target Population	Annual Target For The Plan
State standardized assessment data (school average)	Percent (%) of students who score proficient on the State standardized assessment	**11%** of Students with Disabilities (tested with standard accommodations) in the 13 districts feeding into Phoenix Union H.S. District are proficient (meet or exceeds) on AIMS in Math.	Meet or demonstrate sufficient progress toward the Level of Adequate Academic Performance (LAAP) as set and modified periodically by the Board
	Average student growth percentile (SGP) on the State standardized assessment.	Average growth percentile for all students in all 13 districts feeding into Phoenix Union H.S. District is **54**.	

Applicant does not edit sections in grey

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Hire qualified special education teachers with certification and experience in working with students with autism and creating individualized education plans (IEPs) based on students' levels and needs. Teachers will be aligned with the school's philosophy and understand how to incorporate state standards using special education curriculum delivered via Applied Behavior Analysis (ABA). Teachers must demonstrate a passion for working with a special needs population, be willing to participate in intensive	Hiring decisions made by April 2013. Evaluation and renewal of position occurs annually.	Executive Director/Curriculum Director	• Nine teachers have been hired to cover 9 classroom positions. Proof of their qualifications is reflected in their resume along with interview and evaluation notes. • Completed formal evaluations each year (leads to retaining effective teachers and dismissing ineffective teachers).	Personnel costs included in year one operating budget.

training and coaching and be willing to be held accountable for student progress. Interview process will include a hands-on demonstration of the applicant working with a child with autism doing math related activities.				
2. Hire paraprofessionals/teacher's aides who have experience in working with students with autism and/or are working toward obtaining a college degree in a field related to special education with a focus on autism.	Summer 2013	Director of Curriculum	• At least 18 paraprofessionals/ teachers' aides have been hired to cover 9 classrooms. Proof of their qualifications is reflected in their resume along with interview and evaluation notes. • Interview records include observation notes from a hands-on demonstration of the applicant working with a child with autism.	Personnel costs included in year one operating budget.
3. Form a curriculum and instruction committee which includes the Executive Director, Curriculum Director and select teachers to develop and evaluate math curriculum.	June / July 2013 At least 8 weekly meetings. (Members may change from year to year)	Director of Curriculum	Agenda from committee meeting. Minutes reflect attendance and participation from a majority of the committee members. Minutes reflect discussion on math curriculum and action items that will be taken to develop curriculum and acquire resources.	$9,000 in teacher stipends for work to be done during summer start-up phase.
4. Identify the Essential Learning Outcomes (ELO's), priority standards and key vocabulary for each math strand of the Common Core Standards.	June/July 2013 At least 8 weekly meetings.	Director of Curriculum/Curriculum Committee	A document for each grade level listing, ELO's, priority standards and key vocabulary for each strand of the Common Core Standards.	$9,000 in teacher stipends for work to be done

	Revised each summer			during summer start-up phase.
5. Develop a curriculum map for each grade level that includes ELO's, priority standards, key vocabulary and how those should be implemented and or modified in Individual Education Plans (IEPs).	Summer July 2013 During last two or three weekly curriculum committee meetings. (May be revised Quarterly)	Director of Curriculum/Curriculum Committee	Completed document/guide showcasing Curriculum Map for math at each grade level. Guide highlights ELO's, priority standards, key vocabulary and acceptable modifications based on student needs.	$9,000 in teacher stipends for work to be done during summer start-up phase.
6. Create ABA lesson plans (programs) that align and integrate with math curriculum, ELO's and priority standards. Identify percentiles for proficiency and mastery in ABA math programs. Data from these ABA programs would serve as formative assessments.	July 2013 During weekly curriculum committee meetings. (May be revised Yearly)	Director of Curriculum/Curriculum Committee	Written ABA programs for each ELO identifying percentiles for proficiency and mastery.	$9,000 in teacher stipends for work to be done during summer start-up phase.
7. Create summative assessments that are aligned with ABA programs and curriculum and would be aligned with predicted IEP goals in Math. Summative assessment would include opportunities for students to demonstrate mastery of the math skill across multiple environments and instructors (generalization).	July 2013 During weekly curriculum committee meetings.	Director of Curriculum/Curriculum Committee	Summative assessments for each math ELO/priority standard for each grade level. Summative assessments include instructions on how the student will demonstrate generalization of the math skills.	$9,000 in teacher stipends for work to be done during summer start-up phase.
8. Purchase SRA Math, Touch Math	July 2013	Director of Curriculum	Purchased resources are on campus and	Not to

and McGraw-Hill My Math programs and additional resources to assist in implementing math curriculum (manipulatives, on-line resources, etc.), based on teams analysis.	(May occur each year)		accessible to teachers for use in implementing curriculum.	exceed $6,700 during start-up phase, $10,000 in yr. 1, and $7,500 in yrs. 2 and 3.
9. Align purchased Math programs and materials to curriculum for each math course.	July 2013 During weekly curriculum committee meetings.	Curriculum Committee	Column added to each grade's curriculum map that matches the available resources for each objective.	$9,000 in teacher stipends for work to be done during summer start-up phase.
10. Create a daily schedule for students that include 90 minutes of math instruction every day.	July of 2013 during weekly curriculum committee mtgs. and reviewed each year.	Executive Director / Director of Curriculum	A document reflecting a daily schedule that shows 90 minutes of math instruction.	$9,000 in teacher stipends for work to be done during summer start-up phase.
11. Ensure students' IEP's and Personal Education Plans (PEPs) have appropriate math goals based on ELO's and priority standards as well as their abilities.	August of 2013 as close to the first day of school as possible and updated each year.	Director of Curriculum	IEPs and PEP's reflect updates in math goals dated in August.	Costs included in Curriculum Director's salary which begins in August.

12. Write and deliver individualized daily lesson plans using ABA programs that are aligned to standards based objectives and students IEP's.	Daily during school session	Teachers Director of Curriculum	• Copy of lesson plan/ABA program inserted in students' program binder at least 1 week prior to teaching lesson. • Director of curriculum reviews new programs/lessons in student binders and gives feedback that include strengths and weaknesses. • Teacher and student actions in class reflect written lesson plan, as documented in classroom observations.	No additional cost.
13. Evaluate the effectiveness of curriculum based on percentiles of proficiency and mastery in ABA math programs and end of year IEP and PEP goals.	Monthly	Director of Curriculum and teachers	• List of content area that need more support for each IEP or PEP goal in math. • Modify and adjust curriculum map to fill in gaps or create a stronger emphasis on needed content area.	No additional cost.
14. Purchase curriculum / instructional resource materials needed to fill in gaps in curriculum and based on students individual special needs not previously anticipated.	End of each semester or End of each year	Executive Director/Director of Curriculum	Purchased resources are on campus available to teachers.	Not to exceed $10,000 in yr. 1, and $7,500 in yrs. 2 and 3.

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Develop criteria for a teacher evaluation form that includes integration of state standards for math into IEP's and PEP's and reflected in daily instruction. Evaluation	February 2013	February 2013	Teacher evaluation form with Curriculum and Instruction criteria will be reviewed and signed by all teaching staff.	No additional cost.

form will clearly explain expectations for lesson plans and ABA student program and individualized instructional methods to be used to deliver curriculum.				
2. Teachers create and implement ABA lesson plans with stated performance objectives bi-weekly and place them in individual student notebooks/binders to be reviewed by Director of Curriculum. These plans will have a universal format that will be used school-wide.	Bi-weekly during school session	Teachers / Director of Curriculum	A copy of ABA lesson plans is placed in student binders/notebooks and a digital copy is emailed to Director of Curriculum. Plan will include proposed ABA modality to deliver instruction and activities aligned with the Common Core Standards for math. Director of Curriculum will approve or provide feedback to teachers before programs are to be taught.	No additional cost.
3. Regularly scheduled observations and coaching sessions to check for standards alignment, appropriate delivery of instruction using ABA and adherence to expectations in teacher evaluation forms.	At least one bi-weekly coaching session with teacher. At least 9 formal observations of each teacher each year	Director of Curriculum Teachers will also collaborate by coaching each other based on their strengths and experience.	• Notes and data sheets from coaching sessions. Sheets will be signed by teachers and person doing coaching. • Completed evaluation forms. • Observation notes indicating that teachers have modified and improved their instruction based on previous coaching and evaluation notes.	No additional cost.
4. Evaluate monitoring plan and make changes as necessary to students' individual programs of instruction.	At the end of each ABA program and continuously throughout the school year.	Curriculum Team including Director of Curriculum / Teachers	Revised strategy in PMP that effectively enables the school to monitor the Common Core Math Standards that teachers are implementing in students individualized programs of instruction.	No additional cost.

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Each special education teacher sets IEP and PEP goals to be reached by each student by the end of the school year (e.g. Student will achieve 80% mastery on math standards based on ongoing ABA program assessments.) These goals will be aligned with state standards and reviewed and approved or modified by Director of Curriculum.	August 2013 (Review continuously throughout school year).	Teachers/Director of Curriculum.	Teachers document IEP and PEP goals in student notebooks/binders and continuously share classroom data with students and parents (e.g. report cards, progress reports, test grades).	No additional cost.
2. Students' level in math will be assessed using the ABLLS to determine their baseline levels and IEP goals in math for the year.	August every year.	Teachers/ Director of Curriculum	Students' IEP and PEP math goals will be written and based on their levels in initial ABLLS assessment. Students will be grouped with other students who are at a similar level in math.	No additional cost.
3. Create student notebook/binders, which will include students' math goals and ABA data tracking sheets and track student progress and improvement during school year.	Ongoing	Teachers	A student notebook/binder for each student containing Math goals, ABA data tracking sheets and bi-weekly data analysis sheets summarizing student progress in individual math goals.	$800 included in start-up and 3 yr. operational budget under instructional consumables.
4. ABA style formative assessments will be administered to determine student's growth and proficiency on specific state standards.	Ongoing	Teachers	ABA data tracking sheets and biweekly data summary reports documenting progress on goals that are aligned with state standards. Adjustments will be made based upon the analysis of data from those reports.	No additional cost.
5. Administer Summative Assessments at the end of each ABA program that are	End of each ABA program	Teachers	Results of Summative Assessment and Data Reports on ABA program assessed	No additional cost.

aligned to Common Core Standards and students' IEP and PEP goals.	throughout the school year		will indicate mastery level for each standard taught.	
6. Teachers will document levels of mastery that need to be acquired in Common Core Standards in math (i.e.80% percent accuracy over three consecutive days on a specific standard or math skill)	Ongoing	Teachers	Levels of proficiency and guidelines will be documented in IEP's PEPs and individual student binders which will be available to parents and any professionals working with student.	No additional cost.
7. Teachers will conduct a generalization check to ensure student can and will perform math goal across different activities, environments and instructors.	Ongoing	Teachers/ Director of Curriculum / Parents	Data tracking sheets and data summary sheets will reflect math activities being conducted across different activities, environments and people including parents.	No additional cost.
8. Conduct monthly data meetings with teaching staff and Director of Curriculum to analyze student progress toward standard mastery based on recent assessment results.	Monthly	Teachers/ Director of Curriculum	Agenda and attendance record for monthly meeting. Data Analysis report indicating which students are making sufficient progress and which students need additional remediation/support.	No additional cost.
9. Evaluate effectiveness of monitoring strategies and make necessary changes.	End of each semester	Executive Director/ Director of Curriculum / Governing Board	Revised Strategy III of PMP.	No additional cost.

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Create a formal evaluation form and coaching evaluation form to evaluate instructional staff. Teachers' coaching sessions may be videotaped to track their improvement in ABA teaching strategies and to share with other teachers and staff.	June 2013 On-going	Executive Director and Director of Curriculum	Completed evaluation rubric for each form will be kept in teachers files. The criteria will include IEP and PEP development, student performance in goals in core content areas, parent / student feedback surveys, adherence with school instructional program,	Cost of video equipment $1,000

			participation in all professional development, and participation in professional learning communities.	
2. Conduct a one week in-service training for teachers before the school year which will include hands on ABA training, Common Core training in the area of math, modified standards for special education and alignment of standards in IEP's and PEPs.	July of each year	Executive Director / Director of Curriculum	Agenda and attendance roster from in-service. Training materials.	$9,000 in teacher stipends for work and training to be done during summer start-up phase.
3. Professional development days during school year to discuss ABA instructional practices, alignment of Common Core State Standards for Math in individualized student programs, preparation for AIMS and AIMS-A.	Every other Wed. during school year after early-release days for a total of 19 three-hour sessions.	Executive / Director of Curriculum	Sign in and out rosters will track teachers attendance. Time will be allowed to discuss latest best practices for students with autism, view videos of coaching sessions, and support instructional staff.	No additional cost
4. Teachers and paraprofessionals will receive training and coaching to assist them on best instructional practices specific to using purchased math curriculum and implementing it with students with autism using ABA strategies.	On-going throughout instructional day and also every other Wed. during professional dev. Days.	Executive Director / Director of Curriculum	Agenda and presentation of all training materials for each professional development training, as well as, teacher sign in sheet.	No additional cost
5. Monthly one-on-one meetings between Director of Curriculum (with Executive Director when appropriate) and teachers will	Monthly throughout school year.	Executive Director / Director of Curriculum/ Teachers	Director of Curriculum and teachers will sit down and have detailed conversations regarding teacher	No additional cost

be scheduled to discuss teacher evaluations, student issues, supports needed in the classroom and any other concerns.	Occurring before and after school on Wednesdays that are not early release/prof. learning days.		evaluations (based on evaluation rubric that includes teachers strengths and weaknesses), and teachers will sign forms at end of meeting to accept evaluation. Executive Director will participate if necessary and her participation will be documented in meeting notes.	