Performance Management Plan (PMP) Template

Applicant Name:_____Arizona Autism Charter Schools_____

Indicator (check one): _____Math __X___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	**12%** 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 Reading.	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 **52**.	

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	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.

willing to participate in intensive 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 Reading/Language Arts 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 curriculum in the area of Reading/Language Arts.	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 Reading/Language Arts 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 Reading	June/July 2013 At least 8	Director of Curriculum/Curriculum Committee	A document for each grade level listing, ELO's, priority standards and key vocabulary for each strand of the	$9,000 in teacher stipends

strand of the Common Core Standards.	weekly meetings. Revised each summer		Common Core Standards in Reading.	for work to be done 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 Reading/Language Arts 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 Reading/Language Arts curriculum, ELO's and priority standards. Identify percentiles for proficiency and mastery in ABA Reading/Language Arts 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 Reading/Language Arts. Summative assessment would include opportunities for students to demonstrate mastery of the Reading/Language Arts skill across	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 reading skills.	$9,000 in teacher stipends for work to be done during summer start-up phase.

multiple environments and instructors (generalization).				
8. Purchase SRA Reading/Language Arts programs and Mc-Graw-Hill Treasures program as well as additional resources to assist in implementing curriculum (manipulatives, on-line resources, etc.), based on teams analysis.	July 2013 (May occur each year)	Director of Curriculum	Purchased resources are on campus and accessible to teachers for use in implementing curriculum.	Not to exceed $6,700 during start-up phase, $10,000 in yr. 1, and $7,500 in yrs. 2 and 3.
9. Align purchased Reading/Language Arts 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 includes 90 minutes of Reading/Language Arts instruction every day.	July of 2013 and reviewed each year.	Executive Director / Director of Curriculum	A document reflecting a daily schedule that shows 90 minutes of Reading/Language Arts instruction.	No additional cost.
11. Ensure students' IEP's and Personal Education Plans (PEPs) have appropriate Reading/Language Arts 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 Reading/Language Arts goals dated in August.	Costs included in Curriculum Director's Salary which begins in August.
12. Write and deliver individualized daily	Daily during	Teachers	• Copy of lesson plan/ABA	No

lesson plans using ABA programs that are aligned to standards based objectives and students IEP's.	school session	Director of Curriculum	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.	additional cost.
13. Evaluate the effectiveness of curriculum based on percentiles of proficiency and mastery in ABA Reading/Language Arts 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 Reading/Language Arts. • 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 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 Reading/Language Arts into IEP's and PEP's and reflected in daily	February 2013	February 2013	Teacher evaluation form with Curriculum and Instruction criteria will be reviewed and signed by all teaching staff.	No additional cost.

instruction. Evaluation 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 are 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 Reading/Language Arts. 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 Reading/Language Arts 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 Reading/Language Arts 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 Reading/Language Arts 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 Reading/Language Arts 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' Reading/Language Arts 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 Reading/Language Arts goals, ABA data tracking sheets and bi-weekly data analysis sheets summarizing student progress in individual math goals.	$800 included in start-up budget 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 aligned to Common Core Standards and students' IEP and PEP goals.	End of each ABA program throughout the school year	Teachers	Results of Summative Assessment and Data Reports on ABA program assessed will indicate mastery level for each standard taught.	No additional cost.
6. Teachers will document levels of mastery that need to be acquired in Common Core Standards in Reading/Language Arts (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 Reading/Language Arts goal across different activities, environments and instructors.	Ongoing	Teachers/ Director of Curriculum / Parents	Data tracking sheets and data summary sheets will reflect Reading/Language Arts 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	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	Cost of video equipment $1,000.

improvement in ABA teaching strategies and to share with other teachers and staff.			goals in core content areas, parent / student feedback surveys, adherence with school instructional program, 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 Reading/Language Arts, 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 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 Reading/Language Arts 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
5. Teachers and paraprofessionals will receive training and coaching to assist them on best instructional practices specific to using purchased Reading/Language Arts curriculum and implementing it with students with autism using ABA strategies.	Ongoing throughout instructional days 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
4. Monthly one-on-one meetings between Director of Curriculum (with Executive	Monthly throughout	Executive Director / Director of	Director of Curriculum and teachers will sit down and have detailed	No additional

Director when appropriate) and teachers will be scheduled to discuss teacher evaluations, student issues, supports needed in the classroom and any other concerns.	school year. Occurring before and after school on Wednesdays that are not early release/prof. learning days.	Curriculum/ Teachers	conversations regarding teacher 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.	cost