FY2012-13 NEW CHARTER APPLICATION
PERFORMANCE MANAGEMENT PLAN TEMPLATE

Incito Schools

INDICATOR:[1] Math **DURATION OF THE PLAN**[2]**:** Begins May 2013 to June 30, 2015

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)	Average scale score on Stanford 10 for 2nd graders has been below the state average for math. **About 57%** of 3rd – 8th Grade students score proficient on the State Standardized Test AND the Median Student Growth Percentile is around **51**.	**63%** of students score proficient on the State Standardized Test AND the Median Growth Percentile is **56**.	**68%** of students score proficient on the State Standardized Test AND the Median Growth Percentile is **61**.	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 math curriculum that improves student achievement.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Hire Highly Qualified teachers that are aligned with the school's educational philosophy, demonstrate an understanding of the Common Core Standards, are learners, possess a love of students, and have an attitude of critical thinking and self-reflection.	**By July 2013**	Executive Directors School Leader	Teachers have been hired for all positions. Teachers have evidenced alignment with school's education philosophy, understanding of Common Core Standards, ability to learn, love of students, and critical thinking and self-reflection in interview evaluation notes. Highly Qualified attestation forms are sufficiently completed with all requirements for HQ. Formal evaluation of teachers each year leads to retaining effective teachers and dismissing ineffective teachers. (For monitoring of teacher effectiveness and evaluation – see strategy IV)	Personnel costs included in budget
2. Form a curriculum and instruction committee, consisting of the Executive Directors, School Leader and teachers to adopt curriculum resources.	**June/July 2013** **Yearly review sessions/meetings** **Monthly sessions/meetings (members may**	Executive Directors School Leader	Committee meeting agenda and minutes Minutes indicate all appropriate members were present, discussion of what needs to be taught and assessed to improve student achievement according to the Common Core	No additional cost

	change from year to year)		Standards.	
3. Identify priority standards and key vocabulary for each math strand of the Common Core Standards.	**July 2013 and annually revised**	Curriculum and Instruction Committee	Grade level documents which list priority standards and key vocabulary from the Common Core Standards for Mathematics.	No additional cost
4. Sequence and Map math standards for each grade level highlighting priority standards and key vocabulary.	**July 2013 and annually revised**	Curriculum and Instruction Committee	Completed Curriculum Map that includes a sequence of objectives, a monthly and quarterly pacing guide, and key vocabulary for each objective which is distributed to teachers.	No additional cost
5. Identify higher level thinking questions that would demonstrate a progression of understanding according to Blooms Taxonomy for each priority standard. Questions are aligned to reflect types of problems that will be seen on AIMS or Stanford 10.	**One week prior to each unit taught**	Teachers	A document (or evidenced in teacher lesson plans) for each grade level that lists questions for each objective within a given unit. There is at least one question for each level of Blooms Taxonomy for each priority objective. Questions support students with learning the conceptual understanding of math standards.	No additional cost
6. Create common formative and summative assessments that are aligned to curriculum.	**July – August 2013 for 1st quarter priority standards; then one month prior to teaching future priority standards.**	Executive Directors School Leader Teachers	Assessment for each set of math priority standards in each grade level. Assessment includes valid questions for each standard that will be taught for mastery for the purpose of guiding instruction.	Acuity Assessment software - $10,000(no later than Year 2)
7. Present a Singapore Math overview for appropriate stakeholders (Curriculum and Instruction Committee, parents, staff).	**By July 2013**	Executive Directors School Leader	Completed evaluation of overview training and answer any stakeholder implementation questions.	Singapore Trainer included in quote from

		Trainer from Singapore		Singapore Math
8. Review possible curriculum resources (such as Singapore Math supplemental materials, online supplemental resources, manipulatives, etc.)	**By July 2013**	Executive Directors School Leader Curriculum and Instruction Committee	Review a recommendation report completed by the committee and submitted to Executive Directors and School Leader that indicates requested resources that are aligned to curriculum.	No additional cost
9. Purchase Singapore Math curriculum resources to assist in implementing the curriculum (textbooks, student books, online supplemental resources, etc.) based on committee recommendations.	**July 2013**	Executive Directors School Leader	Purchased resources are on school site and accessible to teachers to use for implementing curriculum.	Not to exceed $9,000 (based on quote from Singapore Math) in year 1 and not to exceed $5,000; not to exceed $2,000 in year 2 and 3.
10. Train teachers on the elements and implementation of conceptual mathematics and Singapore Math.	**July/August 2013, additional annual training**	Executive Directors School Leader Identified teacher leaders	Attendance report from training with all teachers present and observations from administration during year that Singapore Math is being implemented.	No additional cost
11. Create a daily schedule for students	**June 2013**	Executive Director	Completed Daily Schedule that has a	No

that includes 90 minutes of math instruction and 30 minutes of daily math intervention/enrichment.		School Leader	minimum of 90 minutes of math instruction and 30 minutes of math intervention/enrichment and teachers are following the schedule as seen in observations.	additional cost
12. Align purchased math materials to curriculum map for each grade level.	**August 2013**	Executive Directors School Leader Teachers	Column added to each grade level's curriculum map that matches the available resources for each objective.	No additional cost
13.Write and deliver daily lesson plans aligned to standards based objectives that incorporate the essential elements Singapore Math, conceptual mathematics, and key vocabulary.	**Daily during school session**	Teachers Executive Directors (Reviewer) School Leader (Reviewer)	Digital copy of lesson plans submitted to the School Leader one week prior to teaching lesson if possible. Teachers receive written, timely feedback on lesson plans that include strengths and areas of refinement. Teacher and student actions in class reflect written lesson plan- as documented in classroom visits.	No additional cost
14. Evaluate the effectiveness of curriculum based on quarterly benchmark results and end of year exams in comparison to proposed end of year benchmark goals.	**Quarterly – after benchmark tests**	Curriculum and Instruction Committee Executive Directors School Leader	Identified list of remediation areas for each grade level. Revised curriculum map to fill in gaps or create a stronger emphasis on remediation areas.	No additional cost
15. Purchase curriculum/instructional resource materials needed to fill in gaps in curriculum.	**End of each quarter; end of each year**	Executive Directors School Leader	Purchased resources are on campus and accessible to teachers.	First year budget is $5,000,

		Teachers		year 2 and 3 is $2,000 each.

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Develop a Curriculum and Instruction handbook that clearly explains expectations for lesson plans and instructional methods to be used to deliver curriculum.	**By July 2013 and revised each year as needed.**	Executive Directors School Leader Teacher Leaders	Completed Curriculum and Instruction Handbook and reviewed with all teaching staff.	No additional cost
2. Develop criteria for a teacher observation instrument that includes an evaluation of the integration of Common Core Student Standards for Mathematics into instruction.	**By July 2013 and revised each year as needed.**	Executive Directors School Leader Identified Teacher Leaders	The Executive Directors and School Leader use an observation instrument that indicates whether or not teachers are integrating standards into instruction.	No additional cost
3. Teachers create and implement lesson plans with stated performance objectives weekly to be reviewed by the School Leader.	**Weekly during school session.**	School Leader Teachers	Copy of lesson plans are emailed to the School Leader, whenever possible, and have proposed instruction and activities aligned with Common Core Standards for mathematics. The School Leader provides overview feedback via email to teachers prior to teaching lessons.	No additional cost
4. Announced and unannounced teacher observations checking for standards alignment with student activities and	**Ongoing throughout school**	Executive Directors School Leader	8 completed observation forms that identify the Common Core Student Standards being observed and how	

adherence to expectations in curriculum and instruction handbooks.	**session.** **Minimum of 8 observations of each teacher each month.**	Teachers (Will be observed and will also observe other peer teachers)	activities relate or do not relate for each teacher. Observation notes demonstrate that teachers have adjusted instruction based on previous observation notes.	
5. Administer unit summative assessments that are aligned to Common Core Student Standards.	**End of each unit throughout school session.**	Teachers	Report of unit assessment results that indicates mastery level for each performance objective that was taught for mastery.	Acuity Assessment software - $10,000(no later than Year 2)
6. Evaluate monitoring plan and make changes as necessary.	**Ongoing, but formally at the end of each school session.**	Executive Directors School Leader	Revised Strategy II in Performance Management Plan that effectively enables school to monitor the integration of Common Core Mathematics Standards into instruction.	No additional cost

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Each classroom sets a Big Goal for their class to achieve by the end of the year (For example – "All students will achieve 80% mastery on all Mathematics Unit tests."	**August-reviewing throughout year**	Teachers and Students	The Big Goal is posted on the wall in the classroom. Each student can recite the big goal when asked and have goal folders which document their progress toward reaching the goal.	No additional cost
2. Create and administer a diagnostic mathematics test for students at the beginning of year.	**August every year**	School Leader Teachers	Assessment results report broken down by mastery level of standards for each student and each class as a whole.	Acuity Assessment software - $10,000(no later than

				Year 2)
3. Administer bi-weekly progress monitoring for math fact fluency.	**Bi-weekly during school session**	Teachers (support from community volunteers)	Excel spread sheet with mastery of addition, subtraction, multiplication, division facts for each student showing growth over time.	No additional coast
4. Assess mastery of Mathematics Common Core Student Standards through administering unit summative assessments.	**End of each unit**	School Leader Teachers	Assessment results report broken down by mastery level of standards for each student and each class as a whole.	Acuity Assessment software - $10,000(no later than Year 2)
5. Assess progress towards proficiency on grade level math standards by creating and administering quarterly benchmark assessments aligned to curriculum map and 3 AIMS Predictive Tests.	**Quarterly for Benchmarks** **3 times a year for Predictive Test (Aug, Oct, Jan)**	School Leader Teachers	Assessment results report broken down by mastery level of standards for each student and each class as a whole.	Acuity Assessment software - $10,000(no later than Year 2)
6. Each student will create and update a goal folder, which includes a graph for displaying results of their math fact fluency, individual assessment results for unit assessments, and benchmark assessments.	**After each unit and benchmark assessments**	Students Teachers	Student portfolios with graphs updated regularly. Graphs are created by students (Kinder and 1st can be assisted).	No additional cost
7. Identify level of support needed for students based on beginning diagnostic, quarterly benchmark assessment results, and AIMs Predictive tests.	**Identified and revised monthly during data meetings.**	Teaching staff within Professional Learning Communities	Each grade level has a list of students categorized into levels of support needed – Tier 1 (meets/exceeds), Tier 2 (approaches), and Tier 3 (FFB). The categories and placement of students reflect their performance on the most recent assessments.	No additional cost

8. Identify high need concepts to be taught during tutoring and small group instruction for each grade level and each tier of students based on beginning diagnostic and quarterly benchmark assessment results.	**After beginning of year diagnostic and then quarterly, after benchmark assessments**	Teaching staff within Professional Learning Communities	List of priority performance objectives that need to be covered for each grade level during tutoring with an action plan for re-teaching them.	No additional cost
9. Conduct after school tutoring for tier 2 students. The tutoring also includes regular formative assessments and monthly summative assessment of re-taught standards.	**Daily, starting second month of school**	Teaching staff	Attendance records for tutoring sessions. Monthly assessment results from all tutoring students show growth in standards mastery.	No additional cost budgeted. (Potentially pay teachers with Prop 301 funds)
10. Conduct monthly data meeting between grade level teachers, Executive Directors and School Leader that analyzes student progression towards standards, mastery based on most recent assessment results	**Monthly during school session**	School Leader Teaching staff Executive Directors	Agenda and attendance record for monthly meeting. If student are not on track for meeting benchmark goals, then there will be a written action plan for revising curriculum, instruction, or student interventions.	No additional costs
11. Corporate Board reviews progress towards goals stated in Performance Management Plan.	**Quarterly**	School Leader (presents) Corporate Board Members	School level and grade level charts and graphs showing the percent of students that are demonstrating adequate proficiency is presented to board members and reflected in board meeting minutes.	No additional cost identified now. The board may

			If sufficient progress towards goals are not being met, the board gives a directive to the school leader that changes should be made and provides resources to do so, reflected in meeting minutes.	need to adjust budget if targets are not being met.
12. Student assessment results are documented in a Student Information System and stored over multiple years.	**After each benchmark and predictive assessment.**	School Leader Teachers	SIS has recorded assessment results for all students that took the assessment. Teacher is able to login and see results for all students and trends over time.	$5,000 as reflected in Start-Up budget (based on estimate from School Master)
13. Evaluate effectiveness of monitoring strategies and make necessary changes.	**End of year**	School Leader	Revised strategy III of Performance Management Plan.	No additional cost

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Create a formal evaluation tool for all teaching staff, which incorporates quantitative student academic outcomes as well as performance based on an Effective Teacher Rubric.	**July 2013**	Executive Directors School Leader	Completed evaluation rubric that has at least 50% based on student achievement results.	No additional cost
2. Create a formal evaluation rubric for the School Leader.	**By May 2013 and revised each year as**	Executive Directors Approved by	Completed evaluation rubric that has at least 50% based on student achievement results.	No additional cost

	needed.	Corporate Board		
3. Conduct a one week training with teachers to norm expectations on the math curriculum and instruction, which includes training on the established Effective Teaching Rubric.	**July each year**	Executive Directors School Leader	Agenda and attendance record for training sessions. Teachers will carry out expectations as seen in observations.	No additional cost; this professional development is included in salary and this week is considered contracted time
4. Conduct bi-monthly topic specific professional development sessions on best mathematic practices specific to high need concepts identified through low performance on diagnostic and benchmark tests.	**Aug – April each year**	Executive Directors School Leader	List of areas for development needed broken down by grade level after each benchmark assessment. Agenda and presentation materials from each Professional Development session.	No additional cost
5. Evaluate the implementation of best practices for implementing mathematics that were taught in professional development sessions.	**Throughout each school session.**	Executive Directors School Leader	Executive Directors and School Leader document what strategies are being implemented, how well they are implemented, and suggestions for improvement on classroom observation forms.	No Additional cost
6. Design the daily schedule with one period of planning time for teachers during the day to collaborate or observe other teachers.	**By July 2013 and revised each summer.**	School Leader	Completed Daily Schedule that has a minimum of one 45 minute planning period.	No Additional cost
7. Provide constructive feedback during drop in observations.	**Ongoing throughout**	Classroom observers (Executive Directors,	Observation form completed and given to teacher that includes an analysis of	No Additional

	school session. **8 observations of each teacher each month.**	School Leader, and peer teachers)	standards alignment to activities, areas of effectiveness, and areas of refinement.	cost
8. Conduct a formal evaluation of teachers based on established rubric.	**Beginning of year (October-November) Mid-year (January-February) and End of year (May)**	Executive Directors School Leader	Evaluation report to teachers indicating strengths and weaknesses with a Growth Plan that includes specific action steps for guiding to improvement.	No additional cost
9. Conduct a formal evaluation of the School Leader based on established rubric.	**Mid-year (January) and End of year (May)**	Executive Directors	Evaluation report of School Leader indicating strengths and weaknesses with a Growth Plan that includes specific action steps for leading to improvement.	No additional cost

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