**Performance Management Plan (PMP)**
**Template**

Applicant Name: Innovative Humanities Education Corporation

**Indicator** (check one): _X___Math_____Reading **Duration of the Plan:** Begins July1 and continues for two years

| Measure | Metric | Expected/ Predicted Baseline Based on Enrollment of Target Population | Annual Target For The Plan |
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| State standardized assessment data(school average) | Percent (%)of students who score proficient on the State standardized assessment | 36% | Meet or demonstrate sufficient progress toward the Academic Performance Expectations as set and modified periodically by the Board |
| | Average student growth percentile (SGP)on the State standardized assessment. | 55% | |

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 | Cost and Budget Line Item |
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| 1. Hire highly qualified teachers who are aligned with the school's educational philosophy; demonstrate an understanding of appropriate state standards; have demonstrated content knowledge; are organized and able to communicate effectively with students, families, and others; and are lifelong learners with critical-thinking and self-reflection skills. Choose Department Heads from among teachers. | By May 1, 2014 (teachers start in July 2014) | Principal | Teachers have been hired for all positions. Resumes, transcripts, and references show evidence of content knowledge, achievement, organization, communication, critical thinking and self-reflection in teachers' resume and in interview evaluation notes. The Highly Qualified attestation forms are completed with all requirements. 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.) | Costs included in start-up and three-year operating budgets. |
| 2. Implement all operations – securing financing, acquiring facilities, contracting services, hiring non-instructional support staff, etc. – required to support instructional program. | By July 1, 2014 | Principal | All operations – securing financing, securing facilities, contracting services, hiring non-instructional support staff, etc. – required to support instructional program are in place. | Costs included in start-up and three-year operating budgets. |

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| 3. Principal, Curriculum Coach and teachers meet to develop and to review curriculum resources. Curriculum is based on the College and Career Readiness Standards (Common Core Standards + 2010 Arizona Additions), and other Arizona state standards. | July 2014 | Principal/Curriculum Coach | Committee meeting agenda and minutes indicate all members were present, discussion occurred, and curriculum was created, approved, or refined to improve student achievement based on the College and Career Readiness Standards (Common Core Standards + 2010 Arizona Additions), other Arizona state standards, and/or Advanced Placement content (as appropriate). | Costs included in start-up and three-year operating budgets. |
| 4. Sequence and Map math standards for each grade. | July 2014. Revised each year. | Teachers, supervised by principal and curriculum coach | Completed Curriculum Map that includes a sequence of objectives to be taught grouped in units, a general timeline broken down by quarter and month, and key vocabulary for each objective is distributed to all teachers. | Costs included in start-up and three-year operating budgets. |
| 5. Create summative unit assessments that are aligned to curriculum | July 2014 for 2014-2015 1st quarter Units. For future units, one month prior to beginning teaching the units. | Teachers, supervised by principal | Completed assessment for each math unit in each grade that has multiple valid questions for each standard that will be taught for mastery. This will help to guide instruction because teachers will know the end goal. | Costs included in start-up and three-year operating budgets. |
| 6. Determine evaluation criteria and review possible curriculum resources. | July 2014. In June for future years. | Teachers, supervised by principal | Review and recommendation report completed by teachers and submitted to the Principal indicating requested resources that are aligned to curriculum. | Costs included in start-up and three-year operating budgets. |

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| 7. Purchase curriculum resources to assist in implementing the curriculum (textbooks, student books, online supplemental resources, etc.) based on recommendations in # 6 above. | July 2014. Reviewed Quarterly. | Principal | Purchased resources are on campus and accessible to teachers to use for implementing curriculum. | Costs included in start-up and three-year operating budgets. |
| 8. Utilize placement testing and benchmark testing to tier instruction in Math (honors/advanced classes, remedial classes, after school tutoring) | 2014-2015 and Ongoing | Math department, school administration | Student schedules will reflect grades on the test. Likewise, we will use test results to determine placement. | Costs included in start-up and three-year operating budgets. |
| 9. Implement double class scheduling in math remediation for those students who fall into the Tier III category in addition to Tier I Math class. | 2014 and ongoing | Math department and curriculum coach | Student schedules will reflect the double placement. Lesson plans will provide evidence of Tier three instruction in addition to test scores (pre, post and benchmark) | Costs included in start-up and three-year operating budgets. |
| 10. Write and deliver daily lesson plans aligned to standards-based objectives. | Beginning of the first day of school in August 2014 and continuing daily. | Teachers; reviewed by Curriculum Coach or Principal | Completed lessons plans aligned to lesson-plan template submitted to Curriculum Coach at least one week prior to teaching lesson, based on needs prioritized in yearly evaluation, co-investigations, and observations. Teachers receive feedback from Curriculum Coach, Principal, and Department Heads on lesson plan's strengths and weaknesses. In-class curriculum instruction and learning reflect written lesson plan, as documented in classroom visits by Curriculum Coach, Principal, and others. | Costs included in start-up and three-year operating budgets. |
| 11. Use technology to enhance Tier I and II instruction | 2014 and ongoing | Math department and curriculum coach | Walkthroughs and evaluations, lesson plans, technology sign out, logins on websites | Incorporated into the Student Technology line: a portion of the $80,000, TBD |

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| 12. Provide tutoring by appointment on Fridays | 2014 and ongoing | Math department | Sign in sheet and appointment calendar with names and activities reviewed during tutoring | Costs included in start-up and three-year operating budgets. |
| 13. Establish Curriculum Review Committee | 2014 | Administration, Math Department head, EL assistant | Meeting minutes and sign in sheets | Costs included in start-up and three-year operating budgets. |
| 14. Establish Data Review Committee | 2014 | Administration, staff and EL team | Meeting minutes and sign in sheets | Costs included in start-up and three-year operating budgets. |
| 15. Evaluate the effectiveness of curriculum based on quarterly benchmark results and end of year exams in comparison to proposed end-of-year benchmark goals. | Summative test. | Teachers, Curriculum Coach, Math Department Head, supervised by the Principal | Completed document listing areas needing extra emphasis for each grade. Completed revision of curriculum map to fill in gaps or create a stronger emphasis on needed area. | Costs included in start-up and three-year operating budgets. |
| 16. Hire a paraprofessional to aid students in math classes | 2014 and ongoing | Hiring Committee | Hiring of a highly qualified paraprofessional based on job description, employment file. | Instructional Assistant—Regular Education |
| 17. Purchase and utilize LAURUS software for math | 2014 and ongoing | Administration | Software agreement, student use reports | Curriculum and Resource Materials ($8000) <Cost of |

**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 | Cost and Budget Line Item |
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| 1. Develop a curriculum and instruction handbook that clearly explains expectations for lesson plans and instructional methods to be used to deliver instruction. | May 2014. Revised yearly. | Principal and Curriculum Coach | Curriculum and instruction handbook has been completed and reviewed with all teachers. | Costs included in start-up and three-year operating budgets. |
| 2. Create meaningful lessons based on curriculum that aligns to Common Core Standards. | Summer 2014 and ongoing | Administration, Professional Development team and Staff | Professional Development certificates, Lesson plans and curriculum database | Costs included in start-up and three-year operating |
| 3. Develop criteria for a teacher observation form that includes an evaluation of the integration of state standards into instruction | May 2014. Revised as needed. | Principal and Curriculum Coach | The Principal and Curriculum Coach use the observation form to indicate whether or not teachers are integrating standards into instruction. | Costs included in start-up and three-year operating budgets. |
| 4. Weekly classroom walkthroughs and feedback. | 2014-15 school year and ongoing | Administration team/curriculum coach | Record of data through staff file | Costs included in start-up and three-year operating budgets. |
| 5. Develop standards checklists for all core subjects to ensure proper implementation of math standards | 2014 and ongoing | Data Review Team/ Math team | Checklists in curriculum database, review of lesson plans to ensure standards are aligned | Costs included in start-up and three-year operating budgets. |
| 6. Administer unit summative assessments that are aligned to Common Core standards | End of each unit throughout the school year. | Teachers, supervised by Department Head and Curriculum Coach. | Report of unit assessment results that indicate mastery level for each performance objective that was taught for mastery. | Costs included in start-up and three-year operating budgets. |

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| 7. Ongoing professional development with the EL team and meetings with curriculum coach | Ongoing | EL team, teaching staff and administration | Professional development certificates, record of meeting through employee file | Membership Dues, Registrations, & Travel: within the budgeted $80,000 |
| 8. Teacher evaluations conducted annually to review alignment and integration of standards | Annually | Principal | Completed Evaluation Form | Costs included in start-up and three-year operating budgets. |
| 9. Evaluate monitoring plan and revise as necessary. | Ongoing. Formal revision each summer. | Principal, Curriculum Coach, and Teachers. | Completed revision of Strategy II in Math PMP that more effectively enables school to monitor the integration of math standards into instruction. | Costs included in start-up and three-year operating budgets. |

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

| Action Steps | Timeline | Responsible Party | Evidence of Meeting Action Steps | Cost and Budget Line Item |
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| 1. Create and administer a diagnostic, math assessment for student placement. | July 2014 and every July thereafter. | Math Department Head, supervised by Curriculum Coach and Principal. | Assessment results broken down by mastery level of standards for each student. Student schedules will reflect proper placement as assessment results. | Costs included in start-up and three-year operating budgets. |
| 2. Create a Benchmark test to be used tri- annually to monitor student growth. | July 2014 and every July thereafter. | Math Department Head, supervised by Curriculum Coach and Principal. | Assessment results broken down by mastery level of standards for each student. Students schedules will reflect proper remediation as needed. | Costs included in start-up and three-year operating budgets. |

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| 3. Tri annual benchmark testing | 2014-15 SY and ongoing | Instructional Staff and Administration | Test results | Costs included in start-up and three-year operating budgets. |
| 4. Pre and post testing | 2014-15 SY and ongoing | Instructional Staff and Administration | Test results | Costs included in start-up and three-year operating budgets. |
| 5. Weekly mini-quizzes given through Galileo | 2014-2015 SY | curriculum coach and math instructional staff | Number of Galileo log-ins, reports ran in Galileo | Costs included in start-up and three-year operating budgets. |
| 6. Monthly data-driven team meetings to discuss student placement and progress | 2014-2015 SY and ongoing | School leader, curriculum coach and math instructional staff | sign-in sheets | Costs included in start-up and three-year operating budgets. |
| 7. Mandatory remediation tutoring for all students with a D in a course (2 hours for Tier II and 4 hours for Tier III) | 2014-15 SY and ongoing | Math Teachers | Sign in and test scores demonstrating content mastery | Costs included in start-up and three-year operating budgets. |
| 8. Bi-weekly progress reports given to students | 2014-2015 SY and ongoing | math instructional staff | weekly parent-student communication | Costs included in start-up and three-year operating budgets. |

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| 9. Following the release of state standardized testing results, adjust student grades in math courses. | After state standardized results released. | Teachers overseen by Curriculum Coach and Principal. | Student grades have been adjusted accordingly in the grade information system. | Costs included in start-up and three-year operating budgets. |

**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 | Cost and Budget Line Item |
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| 1. Professional development Expeditionary Learning | Ongoing | Expeditionary Learning team and Staff | Sign in sheets and certificates | Membership Dues, Registrations, & Travel: within the budgeted $80,000 |
| 2. Staff training on Tiered instruction and strategies for each Tier | 2014 and ongoing | Administration and Staff | Sign in sheets for professional development and certificates | Costs included in start-up and three-year operating budgets. |
| 3. Team teaching opportunities and observation of other teachers | ongoing | Teaching Staff and Administration | Employee will complete an observation form that is kept in their file | Costs included in start-up and three-year operating budgets. |
| 4. Curriculum coaching meetings | Weekly | Coach and Staff | Log kept in employee file | Costs included in start-up and three-year operating budgets. |

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| 5. Instructional staff training on Galileo | August 2014, 2015, 2016, | Curriculum coach | Professional Development sheets | Costs included in start-up and three-year operating budgets. |
| 6. Develop a formal evaluation instrument for all teachers that is aligned to Arizona's Framework for Measuring Educator Effectiveness (AFMEE) for all teachers. 50% of evaluation will be based on classroom level data, and 50% will be based on an evaluation instrument that includes a rubric aligned to national teaching standards as approved by the state board of education. | May 2014 | Principal | Completed formal evaluation instrument aligned to Arizona's Framework for Measuring Educator Effectiveness (AFMEE) for all teachers. 50% of evaluation will be based on classroom level data, and 50% will be based on an evaluation instrument that includes a rubric aligned to national teaching standards as approved by the state board of education. | Costs included in start-up and three-year operating budgets. |
| 7. Develop a formal evaluation instrument for Curriculum Coach that is aligned to the Arizona Framework for Measuring Educator Effectiveness (AFMEE). 50% of the evaluation will be based on school wide data, and 50% will be based on a rubric based on the applicable National Teaching and Administration standards as approved by the State Board of Education. | May 2014 | Principal and Governing Board | Completed formal evaluation instrument for Curriculum Coach that is aligned to the Arizona Framework for Measuring Educator Effectiveness (AFMEE). 50% of the evaluation will be based on school wide data, and 50% will be based on a rubric based on the applicable National Teaching and Administration standards as approved by the State Board of Education. | Costs included in start-up and three-year operating budgets. |

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| 8. Develop a formal evaluation instrument for principal and vice principal. That is aligned to Arizona's Framework for Measuring Educator Effectiveness (AFMEE) for all teachers. 50% of evaluation will be based on school level data, and 50% will be based on an evaluation instrument that includes a rubric aligned to national administrator standards as approved by the state board of education. | May 2014 | Principal and Governing Board. | Completed formal evaluation instrument for principal and vice principal. That is aligned to Arizona's Framework for Measuring Educator Effectiveness (AFMEE) for all teachers. 50% of evaluation will be based on school level data, and 50% will be based on an evaluation instrument that includes a rubric aligned to national administrator standards as approved by the state board of education. | Costs included in start-up and three-year operating budgets. |
| 9. Conduct topic specific professional-development sessions on best math practices specific to high need skills and concepts identified through low performance on diagnostic and unit summative tests | At least monthly throughout the school year | Principal | List of areas for development needed. Disaggregated by grade level after each unit summative assessment. Agenda and presentation materials from each professional-development session. | Costs included in start-up and three-year operating budgets. |
| 10. Evaluate the implementation of best practices for teaching math that were taught in professional-development sessions. | Throughout school year | Principal | Principal notes which strategies are being implemented, how well they are implemented, and suggestions for improvement on classroom observation forms. | Costs included in start-up and three-year operating budgets. |
| 11. Informal observation of teachers in walkthroughs and longer observation, which later provides constructive feedback | Throughout school year – 10 observations of each teacher | Principal and Curriculum Coach | Observation form completed and given to teacher that includes an analysis of alignment of activities to standards, what went well in the classroom and what can be improved. | Costs included in start-up and three-year operating budgets. |

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| 12. Two formal observations of each teacher – includes a pre-observation conference with Principal, a classroom lesson observation of at least 30 minutes, a post-observation conference with the Principal and formal evaluation and feedback. Part of the evaluation will be suggestions for specific areas for professional development. | Throughout school year – 2 times for each teacher | Principal | Two formal of each teacher have been conducted by the Principal. The following has occurred for each formal observation: a pre-observation conference with Principal, a classroom lesson observation of at least 30 minutes, a post-observation conference with the Principal and formal evaluation and feedback. Part of the evaluation will be suggestions for specific areas for professional development. | Costs included in start-up and three-year operating budgets. |
| 13. Conduct a formal evaluation of the Curriculum Coach based on established rubric. | By July 2015 | Principal | Evaluation report to Curriculum Coach indicating strengths and weaknesses with a plan for improvement that includes specific action steps for improvement. | Costs included in start-up and three-year operating budgets. |
| 14. Conduct a formal evaluation of the Principal based on established rubric. Part of the evaluation will be suggestions for specific areas for professional development | By July 2015. Continued Annually | Governing Board | Evaluation report to principal indicating strengths and weaknesses with a plan for improvement that includes specific action steps for improvement. Part of the evaluation will be suggestions for specific areas for professional development | Costs included in start-up and three-year operating budgets. |