FY2012-13 NEW CHARTER APPLICATION
PERFORMANCE MANAGEMENT PLAN TEMPLATE

Camino Montessori

INDICATOR:[1] ___Math _X__Reading **DURATION OF THE PLAN**[2]**:** Begins February 1, 2012 to May 31, 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)	**Approximately 64%** of students score proficient on the State Standardized Test **AND** the Median Student Growth Percentile is **approximately 45.**	**75%** of students score proficient on the State Standardized Test **AND** the Median Growth Percentile is **50**.	**80%** of students score proficient on the State Standardized Test **AND** the Median Growth Percentile is **50.**	Meet or demonstrate sufficient progress toward the level of adequate academic performance as set and modified periodically by the Board
***** *Predicted baseline based on 2010 3rd grade AIMS Reading scores for Maricopa Unified School District, Legacy Traditional Charter School, and Sequoia Pathway Academy. Weighted MUSD scores X 5.6 due to larger number of students tested to get overall percentage passing (predicted baseline).*					

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Purchase essential Montessori language & grammar materials necessary for preparation of our language areas in learning environment.	K-2 minimum required materials April-August 2012 Fully equipped Elementary I classroom by August 2014	Director Lead Teacher(s) Assistants	• Classroom environments are fully equipped and prepared with *necessary* Montessori language materials & appropriate resources for age groupings/levels at the beginning of each school year.	Included in Start Up & 3 Year Operations budgets
2. Research, select & purchase diagnostic reading lab, and other learning/enrichment materials & resources for the classroom environment which promote opportunities for self-paced reading practice, as well as	6/1/2012	Director	• Purchase orders • Possible examples: ➢ Phoenix Learning Series: *New Practice Readers; Reading About Science; Reading About Concepts—includes teacher's manual and placement inventories*	Included in Start-up & operational budgets

teacher-student gathered progress data.			➢ Diagnostic Reading lab (e.g., SRA, DRA, etc.)	
3. Create a formal & comprehensive initial CCSS Alignment Reference tool to align Montessori language curriculum to reading CCSS.	By July, 2012 With ongoing revisions as needed	Director	• Completed Alignment reference binder which includes all reading CCSS and areas of alignment with Montessori language curriculum.	No additional cost
4. Hire Montessori-trained Lead Teacher(s) that are aligned with Camino's philosophy, can demonstrate understanding of State standards, children's development, are willing to learn and grow with the school, and have appropriate critical thinking and self-reflective skills.	7/2012 preferred start date for 1st	Director	*See Strategy IV for monitoring of teacher effectiveness and evaluation*	Salaries prior to start date, August 1, 2012—*see start up & operational budget*
5. Lead Teachers given copy of Alignment reference tool and made aware of required timelines for assessments and specific grade level expectations related to language curriculum & reading CCSS	7/2012—upon hire	Director Lead Teachers	Teachers have opportunity to review prior to In Service days in July-August. They are prepared to discuss and offer input during dedicated block of time during In Service.	No additional cost
6. Purchase *Montessori Records Xpress (MRX)* as primary tool for tracking student lessons, progress, and cross reference to CCSS.	7/1/2012	Director	Activated account with MRX	Included in Start-up budget—approx. $380 per year per classroom
7. *Best Practice*--Ensure instructional practices promote deeper-level thinking, learning, & investigating. Incorporate current learning theory, research, pedagogy and "best practice"—(For example: Bloom's Taxonomy; MI theory & practice (Gardner); Emotional Intelligence (Goleman); A Mind at a Time & Schools Attuned (Levine); Methods of teaching writing and reading literacy, such as Lucy Calkins and Reggie Routman.)	In Service days July-August 2012; Subsequent Prof. Dev. days as time allows (see academic calendar); weekly/monthly staff meetings, as needed	Director Lead Teacher(s)	• Mini "in house" workshops given as part of professional development • Classroom artifacts and instructional methods & procedures that incorporate current "best practice" principles into the learning environment.	No additional cost
8. Implement an "authentic" core Montessori curriculum designed for the elementary (K-6th grade) level that aligns with current ADE reading standards (CCSS).	Start 8/6/2012	Director Lead Teacher(s) Admin. & Support Staff	• Montessori curricular "albums" (binders) to be used as primary reference for planning & delivery of lessons in all core subject areas. Reflected in classroom environment; yearly/monthly curricular maps; teacher weekly/monthly lesson plans; student work and assignments; student portfolios; etc.	No additional cost

			• Evidence of teaching-learning cycle: teacher & student record-keeping; learning portfolios; checklists; rubrics; and other artifacts of student learning and progress	
9. Implement a holistic integrated language arts curriculum that encompasses the four areas of communication—reading, writing, listening & speaking; and includes explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills), and reading comprehension strategies.	Start 8/6/2012—ongoing & revised/enhanced as needed	Director Lead Teacher(s)	Reflected in classroom environment; yearly/monthly curricular map; teacher weekly lesson plans; student work and assignments; student portfolios	Included in Start-up & 3 Year Operational budgets
10. Provide a literature and reference library that offers students an appropriate range of reading levels and a variety of textual structures (genres).	8/6/2011—ongoing based on need & availability of funds	Director Lead Teacher(s)	• Literature library, reference books and other trade books & resources to support literature appreciation and research-based reading and learning are available to students on 1st day of school. • On curricular shelves and/or easy access at all times. • Purchase orders & receipts	Have large collection and will supplement with more at K-3 level. Included in Start-up & 3 Year Operational budget--Not to exceed $2000 the first year.

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. Director and teacher(s) work in collaboration to develop & refine Camino Montessori's *Curricular Handbook* which includes alignment to the CCSS.	Initial draft available July 2012, ongoing and essential item for regular team meetings for duration of this plan	Director Lead Teacher(s)	• Team meeting agendas & minutes • Published working drafts Curricular Handbook with scope & sequence cross referenced to CCSS • Montessori curricular "albums" for each subject area • Templates as evidence of daily, weekly, yearly, cyclical planning and implementation—weekly /monthly/yearly planning	Printing costs included in budgets
2. Initial priority for Action Item #1 is to sequence, map, review & revise Camino reading/language arts curriculum to assure alignment with Reading CCSS--ensure	Same timeline as Action Item #1 above	Director Lead Teacher(s)	• Published working drafts of language arts/reading portion of Curricular Handbook • Rubric identifies strengths & weaknesses of curricular alignment—Identifies "gaps" to be added	Printing costs included in budgets

integrity and cohesiveness is not compromised—identify any "gaps" in instruction.			• Curricular planning meeting minutes & agendas • Templates as evidence of daily, weekly, yearly, cyclical planning and implementation: Week /Month/Year at a glance	
3. Supplement & enhance curriculum with appropriate lessons, methods, & materials for identified "gaps".	8/6/2012, and ongoing throughout this plan's duration	Teacher(s)	• Rubric identifies strengths & weaknesses of curricular alignment—Identifies "gaps" to be added • Purchase orders, if applicable	Included in operational budget
4. Create "year at a glance" curricular map, broken into months, which incorporates/integrates Reading CCSS with core academic areas.	Professional Development days, July-August 2012 Monitor & adjust as needed throughout the year	Teacher(s)	• Copies are submitted to and approved by the Director • Yearly/monthly curricular maps available to parents as part of beginning of the year parent orientation	Printing costs included in budgets
5. Input individual student data and reading/language arts curricular lessons (with Reading CCSS cross-references) into MRX system.	Initial set up, student data & reading/language lessons input by 8/3/2012, ongoing throughout year	Director-initial Teacher(s) Admin Asst	• MRX account up and ready to utilize by first day of school. • See Strategy I, Action Item #7	No additional cost

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. Develop the initial Camino Montessori student reading/literacy evaluation protocol which includes summative screening and diagnostic assessment tools & procedures as part of our holistic authentic assessment cycle.	July 2012	Director	• Written reading/literacy protocol made available to teacher(s) prior to the beginning of the year • In Service agendas/minutes documenting orientation to protocol • Screening and assessment tools (e.g., DIBELS, AimsWeb, or other CBM software/programs selected as part of assessment process) See Strategy I, Action Item #5	Included in Start-up budget—not to exceed $700
2. Work in collaboration to develop a formal "in house" process for identifying, referring and supporting all students who present challenges that may interfere with and/or impede their learning, growth, and development. (Example: *Student Success*	Initial process available July 2012 Ongoing--modify and revise	Director Teacher(s)	Published drafts of procedural guidelines made available to teachers and parents	Copying expenses included in budgets

Team)	process as needed			
3. Contract with *qualified service provider* to assist Camino Montessori in meeting State and federal requirements for students who are qualified to receive "Special Education" and/or "ELL" services.	Pending contract already procured for 2012-2013 school year In Service days July-August each year and consultation as needed during school year	Director Contracted Service Provider	• Signed contract with stipulated basic services (refer to Business Plan, C.3 for more detail) • Ongoing development, compliance and documentation artifacts specific for meeting the needs of children who qualify for Special Education and/or ELL services. • Training outlines/agendas for teacher/staff orientation to Special Ed/ELL requirements as needed	Included in Professional Services portion of budgets
4. Administer reading/literacy skills screening assessments at the beginning of the year to establish student baselines for core reading/literacy skills. *(Includes administering AZELLA to identify students who may not be at English proficiency level)*	August 2012 and each year thereafter as part of reading/language screening & assessment protocol	Lead Teacher(s) Qualified Service Provider	Student screening & assessment documents & reports which establish baseline for meeting this plan's benchmark target	Included in Purchased Services portion of budgets
5. Administer, record, and monitor diagnostic assessments at regular intervals throughout the year to measure progress toward mastery for reading benchmark target.	Start August 2012, ongoing throughout the year—cycle to be determined based on Action Item #1 above	Lead Teacher(s)	Student benchmark data entered into MRX system	No additional cost
6. Monitor student progress by comparing baseline data to ongoing diagnostic data, teacher observations/assessments, and student's portfolio of work to determine performance growth, strengths & weaknesses as they relate to reading mastery.	Start August 2012, ongoing as part of "Teaching Learning Cycle" (see Education Plan, A.3)	Lead Teacher(s)	• Student benchmark data presented in appropriate formats for comparison and analysis • Teacher's ongoing observations and assessments • Student portfolio, work samples, rubrics, checklists, etc. • Staff meeting agenda/minutes • Included as part of written student progress reports	No additional cost
7. Use assessment information to assist in establishing new learning goals and outcomes objectives.	Start August 2012, ongoing daily, weekly, monthly as part of "Learning Cycle"	Lead Teacher(s)	• Addressed in term and yearly progress reports & conferences • Considered in the following year's teacher/student learning plan	No additional cost

	throughout the year			
8. Ensure documentation requirements for student recordkeeping, lessons, practice, progress, and mastery meet school's established guidelines.	Start August 2012 and ongoing beginning August of each year thereafter	Director Lead Teacher(s)	All applicable student data (lessons, practice, progress, assessments, etc.) is updated regularly to ensure readily available for viewing and generating various individual and classroom reports.	No additional cost
9. Establish and communicate home reading expectations and connections.	August 2012 parent orientation, and ongoing throughout the year as needed	Lead Teacher(s)	• Included in parent orientation packet handed out prior to the beginning of each school year • Signed parent commitment to provide support at home ("Parent Compact")	No additional cost
10. Administer State required assessments (AIMS/Stanford 10)	Each year in April	Director Lead Teacher(s)	Completed assessment for each student	No additional cost
11. Communicate student progress to parents through written reports and scheduled conferences.	Fall & Spring each year (see academic calendar)	Lead Teacher(s)	• Written progress reports • Scheduled conferences • Includes ongoing verbal and/or written communication with parents as needed	No additional cost

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. Create & encourage collaborative process to ensure all of Camino Montessori learning objectives & expectations are progressing toward our established outcomes at each grade level with added confidence that our curriculum meets/exceeds State reading (& core academic) requirements.	Begin July 2012 Integral aspect of school culture-ongoing	Director Teaching Staff Support Staff	• Part of Cycle of Evaluative Inquiry—see Education Plan, A.3.1 for more detail • Evidence of revision process—meeting minutes/agendas/addendums to our assessment process. • Evidence of positive morale; collaboration; engaged participation; continuing our own education, growth & development within the Camino Montessori community.	No additional cost
2. Provide time & training for set up and use of MRX system.	July-August 2012 and ongoing support & training as needed	Director MRX—IT Support Team *Training & support included in annual contract*	Teacher(s) are able and ready to access MRX system when school starts.	No additional cost
3. Provide ongoing teacher collaboration and	Begin July 2012	Director	• Meeting and in service minutes & agendas	No

professional development in language development and literacy. Specifically reading methods and common reading difficulties & challenges	In Service days Ongoing, as needed and time allows		• Copies of workshop and/or course credits, if applicable • List of available local and electronic resources for accessing current reading/literacy research, resources, and pedagogy	additional cost
4. Staff orientation to include: a. Camino Montessori Curricular Handbook (includes orientation to CCSS in reading and math); b. Recordkeeping requirements; c. Student evaluation/assessment practices & procedures.	July-August 2012	Director	• Attendance and participation at scheduled training sessions • Record of communications with MRX, if necessary • Student records are updated and current	Printing costs included in budgets
5. Assistant training in Montessori philosophy & methodology in order to better serve & meet the needs of the students, teacher, and school community.	July-August In Service days, and ongoing throughout the year	Lead Teacher(s)	Teacher provides updates and reports to the Director as required Part of assistant evaluation process	No additional cost
6. Training on implementing required State assessments (AIMS, Stanford 10)	Yearly prior to April testing dates	Director	• Staff meeting agenda/minutes • Copies of applicable testing procedures are made available to applicable staff	No additional cost
7. Formal and informal observations of teacher & classroom as part of teacher evaluation process.	Start August 2012, ongoing throughout year	Director	• Observation notes included as part of formal evaluation process where teacher is active participant in evaluation. • Areas of strength and those needing improvement are shared and discussed. • Strategies and goals for improvement and growth are mutually agreed upon.	No additional cost
8. Protected time for assistant to meet with teacher for planning and training purposes (e.g., to discuss student observations, concerns, etc.; receive guidance, structure; support knowledge of Montessori philosophy, methodology, and principles of education)	Start August 2012; Early Release Days; and daily as time allows	Lead Teacher(s) Assistant Teacher(s)	• Formal evaluation process to include input from self-evaluation, Lead Teacher, and Director. • Evaluation will include identifying areas of strength and those needing improvement will be shared and discussed. • Strategies and goals for continued improvement, growth, and knowledge will be set and mutually agreed upon.	No additional cost
9. Regular staff meetings to include agenda items for: a. Curricular handbook development & progress b. MRX implementation & issues c. Individual student/whole class progress and concerns related to observations and assessments related to this plan's	Start August 2012 Initially weekly team mtgs., then move to agreed upon schedule	Director Lead Teacher(s)	Staff meeting agendas & minutes	No additional cost

benchmark target. d. Additional support/training needs and issues				