PERFORMANCE MANAGEMENT PLAN
Greenhouse Montessori School

INDICATOR: Reading **DURATION OF THE PLAN:** August, 2011 to May , 2014

MEASURE	METRIC	TARGET
K-3rd grade reading proficiency in accordance with Arizona State Standards.	*Students will score a percentage of mastery within each of the areas for reading achievement. Stanford 10 for second graders, and AIMS for third graders.*	*8o% of second graders will achieve at or above the 35th percentile in reading, which is less than one standard deviation below the mean.* *80% of third graders will be at or above 80% in reading on the AIMS test for reading.*

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Create a formal, comprehensive standard alignment with Montessori Materials for reading for grades K-3, referred to in this document as the "GMS Alignment Standard".	By May 2011, revised as needed	School Director	Completed Binder for reference that shows state standards aligned to Montessori works.	No Additional Cost
2. Hire Highly Qualified teachers that have Montessori training in 6-9 who have the same philosophical vision for the school and is eager to grow with GMS.	By May 2011	School Director	Teachers hired for lead position will: ✓ Have Montessori Training certificate from accredited organization. ✓ Meet Highly Qualified criteria set by Charter School Board. ✓ Share an enthusiasm and vision for growing and establishing GMCS. ✓ Interview notes include: Vision for their role in growing school and how self reliant they are.	Personnel costs included in budget.

3. Identify and document the priority reading standards and key vocabulary for each reading strand of the Arizona State Standard.	By May 2011	School Director	Create a document entitled 'Literacy Assessment Toolkit' for each grade level which reflects these Arizona Standards.	No Additional Cost
4. Teachers will be given a copy of the GMS Alignment Standard and the Literacy Assessment Toolkit prepared by the School Director. Teachers will be made aware of the required timelines for tracking, and the expectation of teachers tracking by grade level.	July 2011	School Director Teachers	Teachers carefully review all documents from the School Director and are prepared for teacher professional days prior to the opening of the school in August 2011.	No Additional Cost
5. Allow for teachers to input any additional information for methods or lessons they will use to achieve goals in a specified content area and better implement the reading curriculum.	Ongoing beginning August 2011	Teachers	Additional lessons will be input into Montessori Records Express (MRX, for more details on this management software please see strategy III below) that are specific to individual teachers if needed.	No Additional Cost

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Teachers create a Yearlong Overview of Subject Areas, including cultural areas. This document is to be completed prior to the August 2011 professional development days prior to the start of school.	August 3, 2011	Teachers	Teachers have internalized the GMS Alignment Standards and created a Yearlong Overview of Subject Areas specific to their classroom.	No Additional Cost.
2. Teachers are required to keep *individual* records of student lessons planned, given and practiced until mastery using Montessori Records Express (MRX), described more completely in strategy III.	Data is entered daily	Teachers	Robust and complete data on lessons planned, given and practiced lessons is recorded in MRX software.	No Additional Cost

3. Reports detailing this data for each student will be generated and analyzed monthly by the teacher and school director to ensure that the GMS Alignment Standards and in turn, the Arizona Academic Standards are met.	Data is analyzed and monitored monthly	School Director Teachers	Based on reports generated from these data, the school director and teachers regularly monitor student academic progress through the GMS Alignment Standards and in turn the Arizona Academic Standards.	No Additional Cost

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Register Montessori Records Express (MRX), an elementary level program for monitoring and recording lessons in the elementary Montessori classroom. (This software will already be in use in the preschool / kindergarten classroom)	By June 2011	School Director	MRX online account established for elementary classroom.	$180 per year, included in budget.
2. Provide printed copies of the Literacy Assessment Toolkit for each classroom.	By June 2011	School Director	Binders complete and ready to distribute to teaching staff.	Office supplies included in budget
3. Input lessons per GMS Alignment Standard into MRX for all Montessori reading lessons.	By July, 2011, ongoing	School Director	GMS Alignment Standard lessons are entered into MRX and are consistent for all classrooms.	No Additional Cost
4. Introduce and train teachers on the proper use of MRX and the written Literacy Assessment Toolkit.	Professional Development Days, August 2011	School Director Teachers	Teachers are ready to use the MRX software and Literacy Assessment Toolkit in the classroom.	No Additional Cost
5. Beginning of year tests to be administered as appropriate by grade level.	August 2011, and quarterly each school year.	Teachers	Results are documented appropriately. Any students scoring in the struggling or needing intervention range are to be documented to director with goals outlined with dates.	No Additional Cost

6. Teachers document and compile any student information available and inputs data as lessons are planned, practiced, and mastered.	Ongoing beginning August 2011	Teacher	Student data is updated and readily available for viewing or generating reports.	No Additional Cost
7. Quarterly testing results are to be given to director by the last day of the month of September, December, March and May.	Consistent, each school year	Teacher	Benchmark results turned in with struggling students noted.	No Additional Cost
8. Monitor each student is participating in an average of 150 minutes of reading per week.	Ongoing, beginning August, 2011	Teachers	The data is regularly monitored. Teachers can note patterns and adjust lessons accordingly.	No Additional Cost
9. Monitoring that within the 150 minutes, students are progressing through materials that allow them to deepen their knowledge of reading concepts per state standards, while also moving forward at 80% mastery of each of the areas of literary achievement.	Ongoing weekly monitoring, beginning in August	Teachers	Progress is documented and monitored regularly and appropriately. Results are reviewed weekly. Teachers can note patterns and adjust lessons accordingly.	No Additional Cost

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

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Teachers develop their own curriculum map for yearlong outline.	By August, 2011	Teachers	Curriculum map given to director by August 3, 2011, meets requirements in the GMS Alignment Standard created by Director.	No Additional Cost
2. During 3 days of professional development, teachers develop their own quarterly goals for implementation of how MRX will best fit their style of teaching.	August 2011	Teachers	Goals set and turned into director for use at monthly teacher/director meeting.	No Additional Cost

3. Monthly individual teacher/director meeting agendas will include: • Student progress in GMS Alignment Standard • Quarterly goals • Curriculum map	Monthly starting September, 2011. Revise as needed	Teachers School Director	Evidence of testing noted by director if needed. Goals are signed off monthly by director, and altered as needed.	No Additional Cost
6. Teachers review own system for monitoring, goals, student progression, and curriculum map weekly.	Weekly	Teachers	Plans altered accordingly to better fit needs of teacher and students.	No Additional Cost
7. Informal director visits/walk through of classroom.	Sporadic, at least three times per month.	Director	Director observes students working, and may ask them what they are working on to gage student awareness.	No Additional Cost
8. Formal, scheduled observations of teacher, for evaluation.	November and April.	Director	Evaluation report shared with teacher indicating strengths and weaknesses, with plan for growth opportunities.	No Additional Cost

ANNUAL BENCHMARK TARGETS:

Predicted Baseline	Year 1	Year 2	Target For This Plan
60% of 2nd and 3rd grade students demonstrate proficiency on state mandated standardized tests (Stanford 10 and AIMS) 2011	70% demonstrate proficiency on state mandated standardized test (2nd grade only) 2012	80% demonstrate proficiency on state mandated standardized tests (2nd and 3rd grade) 2013	Meet or demonstrate sufficient progress toward the level of adequate academic performance as set and modified periodically by the AZ Charter Board. 2013 - 2014