PERFORMANCE MANAGEMENT PLAN (Step 4) **CHARTER/SCHOOL:** *Montessori Education Centre – North Campus*

INDICATOR: *4th-6th grade achievement growth in math*

DURATION OF THE PLAN: *May, 2010 to May, 2014*

MEASURE	METRIC	TARGET
Longitudinal Growth on State Assessments for 4th-6th graders in math	*Percentage of 4th-6th graders growing in achievement on the math AIMS (self-assessed and via data received from AZ Charter Association both annually in summer)*	*45 MGP for 4th-6th graders in math, to be assessed 2014*

MEASURE	METRIC	TARGET
Authentic Growth Assessment Program (GAP) implementation for 4th-6th graders in math	*Diagnostic assessments to include math pretesting of 4th-6th graders (implemented at the beginning of each year)* *Formative assessments to include criterion-based math testing and/or Montessori-based mastery by 4th-6th graders (implemented throughout the year)* *Summative assessments to include math post-testing, and/or cumulative assessments to include math portfolios of 4th-6th graders (implemented at the end of each semester)*	*GAP practices implemented in 100% of 4th-6th grade classrooms at MEC-North over three years and reviewed periodically*

STRATEGY I: TEACHER QUALITY *(implement Teacher Performance Plan should a class not show academic growth in a given year)*

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. *Identify elements for creation of Individual Teacher Performance Management Plan*	*2011*	*District Administrator, North Principal, teacher*	*Preliminary template outlining Individual Teacher Performance Management Plan key components (i.e. goals and objectives for improvement)*	*n/a*
2. *Meeting to discuss individual student growth and determination of underlying reasons for performance*	*Annually in August*	*District Administrator, North Principal, teacher*	*Teacher Performance Management Plan*	*n/a*
3. *Provide further professional development (i.e. college course, Montessori course, or workshop that directly relates to determined reasons for low student growth)*	*Twice annually*	*Teachers*	*Copy of course transcript*	*$1000*
4. *Establish Teacher Mentor program*	*Bi-monthly*	*North Principal, Faculty/Staff Advisor, teacher and mentor teacher*	*Mentor observation sessions using observation rubric* *Meetings to review observation rubric and establish goals and objectives for teacher*	*n/a*
5. *Teacher will engage in collegial observations and collaboration during regular intervals throughout the year*	*Minimum of 4 in a school year*	*Teachers*	*Teacher documentation of new strategies/ideas and their implementation following each observation/collaboration* *Principal review at weekly meeting*	*n/a*
6. *Internal walk-throughs (2 for feedback and 2 for coaching)*	*8 per year*	*North Principal (4)* *Mentor Teacher (4)* *District Administrator (2)*	*Progress report from North Principal and Mentor Teacher to teacher (District Administrator to accompany North Principal on 2 of the walk-throughs and add to progress report)*	*n/a*

7. *Establish regular meetings with North Principal to discuss progress*	*Weekly*	*North Principal, teacher*	*Weekly goals based on the Teacher Performance Management Plan* *Teacher failure to consistently meet weekly goals will result in probation for one month* *Teacher failure to consistently meet weekly goals after probation will result in dismissal*	*n/a*

STRATEGY II: ALIGNMENT (*provide professional development regarding Montessori curriculum alignment with AZ State Standards in math)*

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. *Purchase Montessori/Arizona State Standard alignment from Montessori Made Manageable*	*June, 2010*	*North Principal*	*Date of purchase, date of receipt*	*$2500.00*
2. *Training for teachers on Montessori - Arizona State Standard alignment in math (how to integrate the two in the classroom)*	*Annually in August*	*North Principal, Faculty/Staff Advisor, Director or teacher from Khalsa Montessori*	*Short evaluation completed by teachers regarding the effectiveness of training* *Determination of strategies for integration, goals and objectives* *Record keeping of meeting goals and objectives reviewed by North Principal*	*$200.00 for guest speaker*
3. *Use of Buckle Down (test preparation workbooks aligned to Arizona State Standards)*	*2010-2011* *2011-2012* *2012-2013* *2013-2014*	*4th-6th grade teachers, North Principal District Administrator*	*Completion of workbook* *Pre-test and post-test given throughout chapters* *North Principal monthly review of tests to see if Buckle Down is improving scores and report of findings to District Administrator*	*$2000*

4. *Interactive workshop with teachers to establish best practices of integrating Buckle Down workbooks with Montessori lessons and materials*	*Annually in September*	*Faculty*	*Weekly math lesson plans will be established representing both Montessori lessons and Buckle Down activities* *Lesson plans reviewed weekly by North Principal*	*n/a*
5. *Student use of Montessori materials to explore concepts in concrete before abstracting and integrating them*	*Daily*	*Teachers, students*	*Student portfolios showing work that progress from concrete classroom concepts to abstract testing concepts*	*n/a*
6. *External and internal "walk-throughs" (one for feedback and one for coaching)*	*Biannually in October and March*	*North Principal, Faculty/Staff Advisor, District Administrator*	*North Principal determination if strategies for integration, goals and objectives are being implemented and met by teachers and use of feedback/coaching rubric when meeting with teachers*	*n/a*
7. *Teachers will meet all expectations regarding alignment of State Standards and Montessori curriculum and meet with North Principal to review established alignment strategies.*	*October, November, and January*	*North Principal, Faculty/Staff Advisor, District Administrator*	*Teacher failure to demonstrate alignment by November will result in Teacher Performance Plan (TPP)implementation* *Teacher failure to meet goals set forth in the TPP by January will result in probation* *Teacher failure to meet goals set forth in the TPP by February will result in dismissal*	

STRATEGY IIIa: ASSESSMENT *(expanded understanding, creation, analysis of authentic, diagnostic, formative & summative assessment tools)*

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget

1. *Develop assessment literacy as part of Growth Assessment Program (GAP)*	*2010-2011*	*North Principal*	*GAP handbook describing assessment practices used by MEC-North*	*n/a*
2. *Provide teacher training on assessment literacy*	*2010-2011*	*North Principal, Faculty/Staff Advisor*	*Teacher comprehension and implementation of different types of assessment and reported assessment use to drive decision making in the classrooms; verbal quiz on assessments at training's end; written quiz at subsequent staff meeting*	*n/a*
3. *Collect, evaluate, and organize (into authentic, diagnostic, formative, summative) assessment tools that will be used throughout the 4th-6th grade program (i.e. rubrics, portfolios, test results, etc.)*	*2010-2011*	*North Principal, teachers*	*Binder and/or filing system that houses GAP tools and examples to be used by the 4th-6th grade teachers*	*n/a*
4. *Investigate a school-wide assessment tool that aligns with Arizona Standards*	*2010-2011*	*North Principal, teachers, District Administrator*	*Research compiled on top three choices followed by meetings with representatives offering tools*	*$500.00*
5. *Investigate purchasing math textbooks to use ONLY as a source of quiz material and reference in the classroom (i.e. inquiring of math text used by Mesa Arts Academy)*	*May, 2010*	*North Principal, Faculty/Staff Advisor*	*Research done on top three choices to include requested examples of each*	*$600.00*

STRATEGY IIIb: ASSESSMENT *(expand utilization of the results from AIMS testing to inform decision making)*

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. *Order data from the AZ Charter Association that shows student growth*	*Annually in August*	*District Administrator*	*Data received*	*$200 - $500*
2. *Organization and analysis of the data*	*Annually in July and August*	*North Principal, Administrative Assistant, District Administrator*	*Formation of graphs, charts, etc.*	*n/a*

3. *Presentation of data to teachers (indicating important trends, patterns, etc. and their meaning)*	*Annually in August*	*North Principal, District Administrator*	*Dispersal of data results to each classroom*	*n/a*
4. *GAP workshop for teachers to discuss strategies to improve student growth*	*Annually in August as needed*	*North Principal, Faculty/Staff Advisor*	*List of strategies to improve student growth* *North Principal fidelity tracking to see if strategies are being used* *North Principal meetings with teachers (mid-semester) (discuss what strategies are effective and develop new ones if necessary)*	*n/a*
5. *Presentation of raw AIMS scores to teachers*	*Annually in August*	*MEC Test Coordinator*	*Binders with each student's results broken down by concept and strand*	*$100*
6. *Principal review sessions of strands and concepts with teachers (determining patterns or trends and establishing intervention and course of action)*	*Annually in August*	*North Principal, teachers*	*Determined course of action to be reflected in the student's annual math goals, the Individual Learning Agreement, and Weekly Work Plans*	*n/a*

STRATEGY IV: ACCOUNTABILITY *(establish a model for monitoring teacher use of student assessments)*

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. *Establish specific assessments to be used and for what purpose*	*2010-2011*	*North Principal, teachers, District Administrator*	*Assessment Handbook amendments*	*n/a*
2. *Establish a calendar of non-negotiable assessments that must be given throughout the year*	*2010-2011*	*North Principal, teachers, District Administrator*	*Calendar of Assessments*	*n/a*

3. *Teachers will follow calendar of nonnegotiable assessments*	*As noted on assessment calendar*	*North Principal, teachers, District Administrator*	*Assessment results turned in to North Principal no later than one week after assessment is taken* *Teacher failure to follow assessment calendar twice consecutively will result in Teacher Performance Plan (TPP)implementation* *Teacher failure to follow assessment calendar a third time will result in probation* *Teacher failure to follow assessment calendar a third time will result in dismissal*	*n/a*
4. *Post-assessment meetings to establish interventions and a course of action for each student*	*As needed*	*North Principal, teachers, District Administrator*	*North Principal will review results of assessments and meet with the teachers to discuss course of action.* *Determined course of action to be reflected in the student's annual math goals, the Individual Learning Agreement, and Weekly Work Plans*	*n/a*
5. *Initiate colleague observation sessions of select students during work time to establish a child study team (also applies to helping address "low-level" child issues while keeping higher performing students challenged, see Strategy V below)*	*2010-2011*	*North Principal, teachers*	*Child study team meetings* *Established strategies to help specific students (including accommodations)* *Follow-up observations from colleagues after strategies are put into action* *North Principal meetings with teachers (discuss effectiveness of strategies, if strategies are not working, discuss new ones to implement)*	*n/a*

6. *Create four year calendar of the Performance Management Plan*	*2010-2014*	*District Administrator, North Principal, Faculty & Staff Advisor*	*Four year calendar laying out PMP highlighting action steps, timeline, deadline and person responsible* *District Administrator, North Principal, and faculty & staff advisor meetings at the beginning of each month (discuss the monthly goals; readjust if necessary)*	

STRATEGY V: BALANCED INSTRUCTION *(ensure balanced math instruction time per student)*

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. *Teachers collectively establish annual math goals that provide measurable, yearly objectives based on Arizona and Montessori math standards*	*August, 2010* *August, 2011* *August, 2012*	*Teachers, North Principal*	*Annual established goals for each grade level and North Principal approval*	*n/a*
2. *Teachers, students, and parents collectively establish a quarterly Individual Learning Agreement that plans for achieving math goal*	*Annually in: August, October, January, March*	*Teachers, students, parents, North Principal*	*Individual Learning Agreement (ILA) per student based on diagnostic, formative, and summative testing* *ILA signed by student, teacher, parents, and North Principal*	*n/a*
3. *Teachers and students create a Weekly Work Plan that lists specific actions to be taken in math each week*	*Weekly during school year*	*Teachers, students, and North Principal*	*Weekly Work Plan per student* *Work plans checked daily by teacher and collected at end of week* *North Principal Weekly Work Plan review and feedback to teachers who will provide feedback to students and parents and readjust if necessary*	*n/a*

4. *Faculty-established record keeping system that monitors math lessons given to each student*	*August, 2010*	*Teachers, North Principal*	*Record system established and in use (monitored by North Principal to ensure and reinforce that student instruction is balanced)*	*n/a*
5. *Establish tutoring program, open to all students, with emphasis on growing performing students*	*September, 2010 Weekly*	*Teachers*	*Documented tutoring engagements (name, date, goals for the meeting, how they were met)* a. *teacher/tutor meetings to discuss goals for each student* b. *teacher assessments in class to see if goals are being met* c. *post-assessment teacher/tutor meeting to discuss student progress and readjust if necessary*	*n/a*
6. *Teachers will use authentic, diagnostic, formative, summative assessment tools throughout the year to catch concerns early and often*	*Continuous*	*Teachers, North Principal*	*Calendar of Assessments (approved by North Principal)*	*n/a*
7. *Apply classroom-wide math fact testing to work fundamentals/fluency*	*Weekly during school year*	*Teachers*	*Recorded test results*	*n/a*

ANNUAL BENCHMARK TARGETS, MEC-North:

CURRENT STATE	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4	Target For This Plan
25 MGP overall in math for 4th-6th grade	*30 MGP overall in math for 4th - 6th grade*	*35 MGP overall in math for 4th - 6th grade*	*40 MGP overall in math for 4th - 6th grade*	*45 MGP overall in math for 4th - 6th grade*	*45 MGP overall in math for 4th - 6th grade by 2014*

Lack of authentic growth assessment in 4th - 6th grade math	*Established Growth Assessment Program (GAP) in both 4th - 6th grade classrooms*	*At least 50% usage of GAP elements in both 4th - 6th grade classrooms*	*100 % of GAP elements established, confirmed in use, and reviewed in 100 % of 4th - 6th grade classrooms*		*Authentic assessment practices implemented in 100% of 4th-6th grade classrooms at MEC-North over three years and reviewed periodically*