RENEWAL PERFORMANCE MANAGEMENT PLAN

GEM CHARTER SCHOOL

INDICATOR:[1] **X Reading** **DURATION OF THE PLAN**[2]**:** Begins January 2012 to June 2015

MEASURE*	METRIC*	CURRENT STATUS*	End Target For This Plan*[3]
State standardized assessment	Percent (%) of students who score proficient on the State standardized assessment and Student growth percentile (SGP)	(Board staff will enter info here)	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 curriculum that improves student achievement.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Implement the consistent use of grade level appropriate curriculum guidelines to plan instruction at all grade levels to promote student achievement across all grade levels. **The teachers will use their albums to plan grade/academic level Montessori lessons to increase student understanding of concepts which will increase student achievement for each grade/academic level.**	Comprehensive Montessori Curriculum is already in place	Teachers Administration	Evidence in teacher's monthly prepared lesson plans which are adjusted weekly or more often as needed Evidence is further shown in the "Elementary Correlation" which illustrates how Montessori lessons match up to Core Curriculum Standards Lessons planned and given will be reviewed at least twice per month by the Director	
2. Incorporate an already successful reading tool for English language learners across grade levels 1-6. **We have been using the "Daybook of Critical Reading and Writing" regularly with our students who are learning English as their second language. Based on student progress the teachers and administration agree this program would be beneficial for all of our elementary students.**	Goal is to begin using FY 2012 with students having difficultly Will fully integrate FY2013	Administration FY 2012 Teachers FY2013 the Reading Specialist/Teacher	Evidence will be shown in the ordering of the Daybooks. Evidence will be further documented in Teacher's lesson plans. Success will be demonstrated through improvement in student's work portfolio.	Title I funding $2000

3. Integrate a Reading Specialist who will provide extra help for students in their individual targeted areas of need to improve student achievement and promote the mastery of standards. **In combination with the teacher presenting core lessons along with lesson extensions, we will have the ability to provide a Reading Specialist to work specifically with the children who need extra help learning specific core concepts.**	Our goal is to begin 8/12, FY2013 and have this available a minimum of 2 days per week.	Teachers Reading Specialist and /or Paraprofessionals Administration	Evidence will be noted through the hiring of a Reading/Math Specialist Success of the program will be identified through the documentation of student progress by the Teacher and Specialist in student progress reports which are issued 3 times per year. Progress will be evidenced through the student's ability to successfully demonstrate and correctly complete lessons that have been presented and expanded upon	Title I funding $4000
3. Ensure a balanced use of resources, strategies, technology integration and best practices are used to present the reading/language curriculum across all grade levels. This includes the adopted core curriculum along with other supplemental resources as suggested by the Reading Specialist. **The Montessori curriculum provides a solid core curriculum of concepts along with many lesson extensions which are used to further student understanding, provide additional practice, or to demonstrate a concept in a different way.**	Already in place Reading Specialist will be added beginning FY 2013	Teachers Administration Reading Specialist and /or Paraprofessional	Evidence can be found in teachers' lesson plans and record keeping that purposeful activities support the desired objectives and allow for the delivery of supplemental extensions of lessons Regular classroom observation by the teacher provides insight as to when lesson extensions would be beneficial	See Math Template Strategy I 3.
4. Plan and implement a program which assures the delivery of grade level appropriate AMI Montessori curriculum as developed by Maria Montessori. **In Montessori, in order to be AMI (Association Montessori Internationale) Accredited, which is very important for a school that is truly following the Montessori curriculum, a school must have an independent consultant observe and**	Already in place Most recent consultation took place 1/2012 Next consultation due 2/2015	AMI Consultant Teachers Administration	AMI Consultant observation and critique provides objective evidence of appropriate curriculum delivery to students AMI Consultant meets with each teacher separately and with administration to provide feedback Evidence is noted in the AMI Consultant's report	See Math Template Strategy I 4.

evaluate each classroom once every 3 years. During this time the consultant determine if the accreditation will be renewed.				

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1a. Obtain an updated copy of the "Correlation between State Core Standards and the Montessori Curriculum" 1b. Provide teacher review on how to utilize the correlation books and give them the opportunity for regular demonstrations of knowledge	Goal is to have an updated copy for FY2013 FY 2013	Administration Administration Teachers	Evidence will be shown through acquisition of and updated copy Confirmation of ability to use this information will be evidenced by teacher assignments to present a standard and explain which Montessori materials meet that particular standard. Teachers will present each month at their teacher's meeting.	Included on Math template Strategy II 1a
2. Implementation of curriculum plans that are consistent within each grade level. Each teacher will use the same curriculum guidelines which directly correlate to the current Academic /Common Core Standards for Math aligned to the student's grade level. **In Montessori the curriculum plan comes directly from the teacher's albums, which contain the complete Montessori curriculum (lesson by lesson) in academic order. Using the current Core Standards for each grade, the teacher will develop a plan of presentations/lessons that align Core Standards to the Montessori presentations to the student's grade level.**	We are in the process of updating our lesson planning process and will have the final process in place FY 2013	Teachers Administration	Evidence of alignment between the State Standards, the Presentations within the Montessori Curriculum, and the Student grade level will be documented in the Teacher's lesson planning/record keeping software Lessons planned will be reviewed at least twice per month by the Director Meetings will be scheduled every 2nd and 4th Wednesday between teachers and the administration to discuss and clarify requirements	

3. Implement the use of our lesson planning/record keeping software to ensure balanced planning and instruction of the Reading curriculum/state standards. **Our teacher's use MontessoriRx for their lesson planning and record keeping. There are features within the software that allow for analysis of a student's overall academic picture. It can be used for planning and evaluation of a student's academic level based on mastery of concepts, and also to evaluate the balance of instruction within a particular academic area or overall.** **The observations will give the opportunity for the Director and/or Assistant Director to analyze several aspects of curriculum and instruction. For instance, can the teaching objective be identified? Is the objective on target? What level of thinking is needed to understand the objective being taught and is it appropriate for the grade level receiving the instruction? Are the materials used aligned to achieving the objective? Other considerations to be evaluated would be the student learning environment (SLE), engagement of students in their learning (LE), and are the most appropriate instructional strategies (IS) being utilized.**	Our goal is to review lesson plans twice per month and review student portfolios once per week Weekly walk through observations	Teachers Administration	Regular review of lesson plans and record keeping software will show balanced planning and instruction is happening Students keep a portfolio of all work they have produced. This is reviewed and evaluated regularly by their teacher Evidence will be shown through regular classroom observations by the Administration to document Curriculum and Instruction information	

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 and implement a structured progress monitoring schedule that meets the needs of all students. **In Montessori many works are hands on materials so in addition to reviewing the output (i.e. the math problem and answer written on paper), the teacher must spend time observing the student completing the process with the material itself. This is what the teacher evaluates to determine the student's level of understanding. A structured progress monitoring schedule consists of the day-to-day observations of work, review of student journals, and review of student work portfolios.**	Partially in place will fully implement FY2013	Teachers Students	Daily journaling by students, of all planned and completed work Teachers review student journals daily to be sure what is listed is actually what is being completed Teachers compare lessons given with lessons planned and make adjustments where necessary Teachers regularly review and evaluate the students work portfolio	
2. Develop and implement a data review team meeting schedule to continuously analyze data and monitor student growth. **Review and evaluation of each student's progress is something that occurs on a daily basis. Meetings will be scheduled on a regular basis to discuss the progress of each student and determine if any adjustments in the delivery of the curriculum need to happen to further increase student growth.**	Will begin FY2013	Teachers Administration	Bimonthly meetings will be scheduled to analyze and review student growth (2nd and 4th Wednesdays of the month) Teachers will revise lesson plans as appropriate based on student progress (data analysis results and student growth) If necessary, services of Math/Reading Specialist will be reassessed and adjusted.	
3. Strategically analyze data through the use of the "Instructional Analysis Tool" and "33 Minute Data Dialogues" to help identify individual student instructional needs to determine specific areas of student growth that should be targeted. **Due to the small size of our grade level populations the instructional analysis tool will be modified so the data gathered will actually be useful for monitoring student proficiency. The "33 Minute Data**	Will introduce new methods in the spring of 2012 Will fully implement FY2013	Teachers Administration	Evidenced by regular meetings of teachers and administrators to review student progress and any teacher concerns. Meetings will be scheduled twice per month and documented through agendas, minutes, and/or the 33 Minute Data Dialogue" organizer.	

Dialogue" is the format that will be used during the regular scheduled meetings to accomplish very specific goals in an efficient amount of time.				

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. Teachers, instructional support staff, and administration will register for and attend professional development that includes coverage of the current Common Core Standards.	Will begin during FY 2012	Teachers Administration Instructional Support Staff	Teachers will have a better understanding of how the Montessori curriculum meets the Common Core Standards Improved understanding will be evidenced by Teacher assignment and monthly presentation of the Core Standards correlation to the Montessori Curriculum and overall progress of students Evidence will also be shown through certification of completion for workshops, classes, and conferences completed	See Math Template Strategy IV 1.
2. Teachers and administration will review the principles of student data analysis. This will consist of information pulled from the student management software, AIMS Reports, ELL Assessments, and MontessoriRX (student record keeping software). **Teacher's currently review student's individual AIMS scores, ELL scores, and any SPED information if applicable, to see where students need extra help. Analytical skills will be reviewed and tools will be presented to enable teachers to better determine areas of student need.**	Partially in place, will fully be implemented in 2012-2013	Teachers Administration	Teachers and administration will be able to better identify specific academic areas of concern for each particular student Additional instruction will be provided for targeted areas either by the Teacher or the Reading/Math Specialist, whichever is deemed appropriate.	

3. Teachers and instructional staff are required to complete continued education/professional development each year. Teachers must complete a minimum of 25 hours and instructional support staff is required to complete 18 hours each school year. This was increased from 12 hours required in FY2011 for instructional support staff and Teachers requirements will increase FY2013. **As a Montessori School we try to have at least one of our teachers/administrators attend the Annual AMI Montessori Refresher Course each year. The AMI Montessori Refresher Course allows Teachers and Administration to expand their current Montessori knowledge and deepen their understanding.**	Already in place with the increase in hours for the instructional support staff having gone into effect during FY2012. Teachers will have an increase in hours beginning in FY2013 Key areas are currently being identified and will continue each year	Administration Teachers Instructional Support Staff	Teachers will meet with administration and discuss professional development options that would be the most beneficial. Teachers will come away from professional development classes with more knowledge and a better understanding of the particular topic. Teachers will obtain proof of completion and submit it to administration. One of our teachers was able to attend the AMI Refresher Course for 2012. In addition to sharing vital information, she provided inspiration	See Math Template Strategy IV 3.
4. In addition to the Continued Professional Education on Common Core Standards other key areas of need will be identified for ongoing teacher and administrative professional development. Areas of focus can be determined by the particular needs of the teacher/administrator and also based on student needs/progress. Examples may include SEI training, early childhood education, and additional Montessori Education.	CPE requirements are already in place and have been updated for 2013. Key areas will continue to be identified for CPE	Administration Teachers Instructional Support Staff	Completion certificates show evidence Increased understanding of student data and how to analyze it	See Math Template Strategy IV 4.

Using the information entered in the “Budget” columns above, please provide a budget total that incorporates all strategies and action steps for each year of the performance management plan’s implementation. For “Year 1”, please specify the fiscal year (e.g., 2011). The charter holder may add years, as necessary.

Year 1: Budget Total $ 6,000.00 **Fiscal Year 2013**
Year 2: Budget Total $ 7,000.00
Year 3: Budget Total $ 8,000.00

Notes:
* Provided by ASBCS staff
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 Terms to Know in the Renewal Application Instructions
4 Repeat these action steps as necessary to include the appropriate number of steps to accomplish the strategy