AGENDA ITEM: Request to Expand Charter School Operations—Camino Montessori

Issue

Camino Montessori (Camino) began operations in FY 2014. An overall rating was not calculated for FY2014 because the school operated by Camino Montessori served a grade configuration that does not include grade levels that were tested on state assessments. Since overall ratings were not calculated for FY 2015 and a FY2014 was not calculated, the Charter Holder was required to submit internal benchmarking data for FY 2015 and FY 2016 with its expansion request. Camino submitted a request to Add Grade Levels (AGL) 5 and 6 and a request to increase its Enrollment Cap (ECAP) from 65 to 95.

Summary of Narrative Provided

Rationale for Expansion Request

According to the narratives (presented in the Appendix: A. Amendment/ Notification Request Materials), Camino is requesting expansion to its grade levels in order to offer grades 5 and 6. Camino plans to add 5th and 6th grade in FY 2017. The enrollment cap is being sought to accommodate the new grades. The charter was approved in 2012 to serve grades K–2. In 2015 Camino amended its charter to add 3rd and 4th grade. The narrative states that Camino intended to wait a full school year before requesting additional grades, but an opportunity to procure land and funding for a new and permanent facility became available, which led to the submission of the requests to add grade levels and increase the enrollment cap.

Supporting Information

Camino submitted two Certificates of Occupancy showing occupancy of 118.

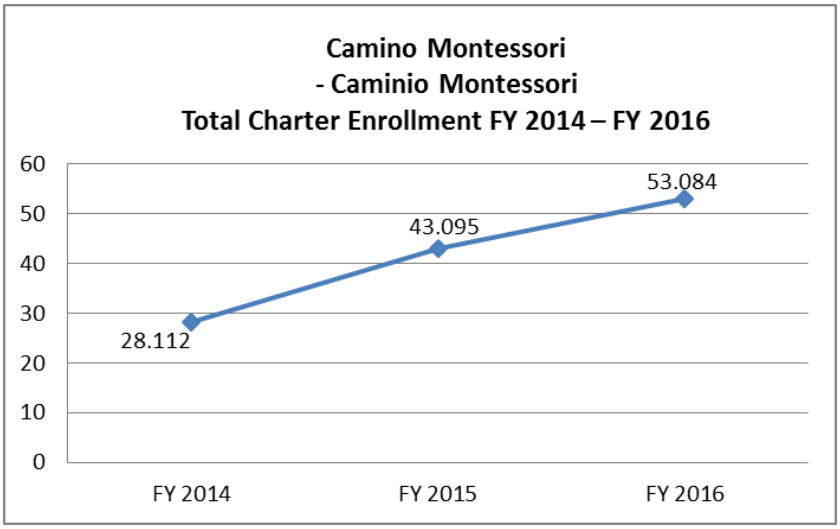
I. Background

Camino was granted a charter in January 2012, which is currently approved for grades K–4. Camino operates one school. See table below.

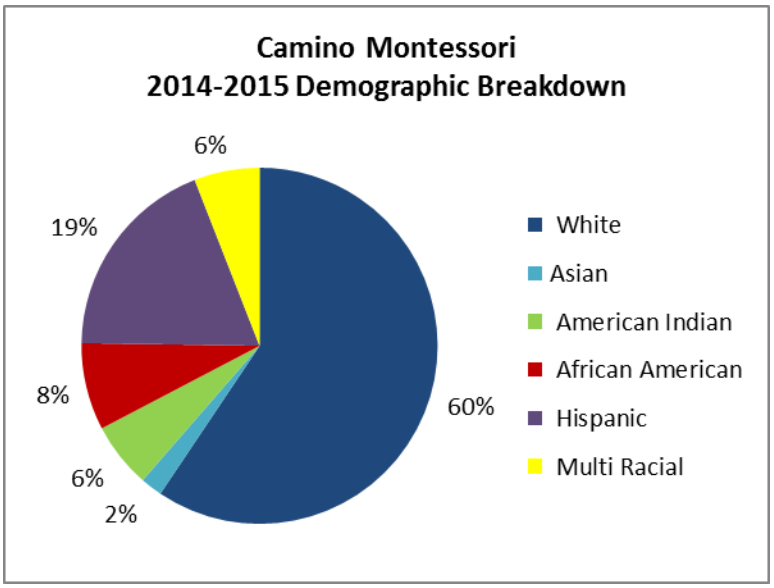
School Name	Month/Year Open	Location	Grade Levels Served	2016 100th Day ADM	Instructional Days
Camino Montessori	August 2013	Maricopa	K–4	52.984	182

The mission statement for Camino is: "to provide a high quality authentic Montessori school in the city of Maricopa area…that empowers every child to realize their fullest potential through active, reflective, and creative education...that fosters a love for learning through active partnerships involving students, parents, teachers, staff, and the community at large…that embraces our diversity and unique talents in a safe, challenging, respectful, and supportive environment…that recognizes that personal growth is life-long and involves responsibility towards ourselves, others, and the earth; thus becoming self-determined, self-motivated, and contributing members of society."

The ECAP for Camino is 65. The graph on the next page shows average daily membership (ADM) for the charter based on 100th day ADM for fiscal years 2014–2016.



The demographic data for Camino from the 2014–2015 school year is represented in the chart below.[1]



The percentage of students served by Camino Montessori in the 2014–2015 school year that are classified as English Language Learners (ELL), classified as students with disabilities, or are eligible for Free or Reduced Price Lunch (FRL) is represented in the table below.[2]

School Name	FRL	ELL	Students with Disabilities
Camino Montessori	42%	2%	11%

[1] Information provided by the Research and Evaluation division of the Arizona Department of Education.

[2] Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is 0% or 100%, the percentage for that demographic group was redacted.

As stated in Board policy, prior to a request being considered by the Board, staff conducts a compliance check as part of the amendment and notification approval process. The Charter Holder is in compliance in all areas.

II. Academic Performance

A Charter Holder's academic performance will be evaluated by the Board when considering expansion requests. Camino is in its third year of operation. Due to the absence of academic data to create Academic Dashboards for the FY 2015 year, academic performance information is not available. However, internal benchmarking data was reviewed as part of the expansion request submitted by Camino. (Refer to Section IV. Demonstration of Sufficient Progress—FY 2015 and FY 2016 Internal Benchmarking Data)

III. Additional School Choices

Camino Montessori is located in Maricopa near the intersection of W. Maricopa-Casa Grande Hwy and North John Wayne Pkwy. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are nine schools serving grades in the range of K–4 within a five mile radius of Camino Montessori. The table below provides a breakdown of those schools. Schools are grouped by the A–F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the number of those schools that are charter schools, the number of charter schools that are meeting the Board's academic performance standard for FY 2014, and the number of schools serving a comparable percentage of students (± 5%) in the identified subgroups.[3]

Camino Montessori				42%	2%	11%
Letter Grade	**Within 5 miles**	**Charter Schools**	**Meets Board's Standard**	**Comparable FRL (± 5%)**	**Comparable ELL (± 5%)**	**Comparable SPED (± 5%)**
A	3	2	2	1	3	2
B	3	0	N/A	0	3	1
C	2	1	0	1	1	2
D	1	0	N/A	0	0	0

IV. Demonstration of Sufficient Progress—FY 2015 and FY 2016 Internal Benchmarking Data

Camino submitted internal benchmarking data for FY 2015 and FY 2016 with the AGL and ECAP requests.

Staff conducted a desk audit to review the internal benchmarking data submitted with both the AGL and ECAP requests.

Evaluation Summary			
Area	**Evaluation**		
	Meets	**Does Not Meet**	**Falls Far Below**
Data	☐	☐	☒

[3] Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is 0% or 100%, the percentage for that demographic group was redacted.

After considering information from the internal benchmarking data provided for the desk audit, the Charter Holder failed to show improvement year-over-year for the two most recent school years, and demonstrated declines in academic performance in 8 out of the 12 measures required by the Board.

Based on the findings summarized above and described in Appendix C. Data Inventory, staff determined that the Charter Holder did not demonstrate sufficient progress towards meeting the Board's Academic Performance Expectations.

V. Board Options

Board Options—Adding Grade Levels to Charter Amendment Request

Option 1: The Board may approve the request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to approve the request to add grade levels 5 and 6 for the charter contract of Camino Montessori.

Option 2: The Board may deny the request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to deny the request to add grade levels 5 and 6 to the charter contract of Camino Montessori, for the reason(s) that:

- (Board member may specify additional reasons the Board found during its consideration.)

Board Options—Enrollment Cap Notification Request

Option 1: The Board may approve the request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to approve the request to increase the enrollment cap for the charter contract of Camino Montessori from 65 to 95 students.

Option 2: The Board may deny the request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to deny the request to increase the enrollment cap for the charter contract of Camino Montessori from 65 to 95 students, for the reason(s) that:

(Board member may specify additional reasons the Board found during its consideration.)

APPENDIX A

AMENDMENT REQUEST MATERIALS

1. Adding Grade Levels to Charter

Minutes

Camino Montessori Board of Directors

Board Meeting

Tuesday Aug 18, 2015 @ 6:15 PM at Camino Montessori-44301 W. Maricopa/Casa Grande Hwy., Maricopa, AZ 85138

Board Members Present
J. Webster, K. Perkins, K. Webster, M. Mulligan, V. Slife

Guests Present
Claudina Douglas, N. Dembiec, Nicole Dembiec, Ricky Lyons, Will Gelm

I. Opening Items

Call the Meeting to Order
J. Webster called a meeting of the board of directors of Camino Montessori Board of Directors to order on Tuesday Aug 18, 2015 @ 6:32 PM at Camino Montessori-44301 W. Maricopa/Casa Grande Hwy., Maricopa, AZ 85138.

Read & Review Mission Statement

Approve Minutes
J. Webster made a motion to approve minutes from the Board Meeting on 07-09-15.
K. Webster seconded the motion.
The board **VOTED** unanimously to approve the motion.

II. Call to the Public

Call to the Public
There was no public in attendance.

III. Finance

Facility Bond Financing Presentation

J & K loans-Promissory Notes-bond expenses
Item tabled.

AZ CSP Grant Wrap Up
Item tabled.

FY16 Budget Update
Item tabled.

Financial Report Review & Approval
Item tabled.

A-P & Payroll Vouchers Review & Signatures
J. Webster made a motion to approve A-P & Payroll Vouchers as completed.
V. Slife seconded the motion.
The board **VOTED** unanimously to approve the motion.

IV. Academic & Student Achievement

Benchmark Screenings

Item Tabled.

State-AZMerit & Move On When Reading (MOWR)
Item Tabled.

V. School & Program Development

ADHS Licensing-Preschool
Item Tabled.

Outdoor Environment
Item Tabled.

Curriculum Development
Item Tabled.

Charter-Amendment Request to add 5th & 6th grades-FY17
M. Mulligan made a motion to submit an amendment request to the ASBCS to add 5th-6th grades to for FY17.
K. Perkins seconded the motion.
The board **VOTED** unanimously to approve the motion.

Charter-amendment request to increase enroll cap
M. Mulligan made a motion to submit amendment request to ASBCS to increase Camino's current enrollment cap of 65 to 125 for FY17.
J. Webster seconded the motion.
The board **VOTED** unanimously to approve the motion.

Charter-Process for new facility
Item Tabled.

VI. Facility

Current Site
Item Tabled.

New Site Preliminary Plan
Item Tabled.

VII. CEO Support And Eval

Consult--PMP/DSP/Amendment Requests
Item tabled.

2015-2016 CEO Eval
Item tabled.

CEO Goals
Item tabled.

VIII. Other Business

Insurance & Liability
Item tabled.

Community Picnic on Sept. 12th
Item tabled.

IX. Closing Items

Next Board Meeting Date & Time
Next meeting 9/22 at 5p.

Adjourn Meeting
J. Webster made a motion to adjourn.
V. Slife seconded the motion.
The board **VOTED** unanimously to approve the motion.
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 09:08 pm.

Respectfully Submitted,
J. Webster

Adding Grade Levels-NARRATIVE
CAMINO MONTESSORI
January 14, 2016

This Amendment Request to Add Grade Levels is being submitted concurrently with our request to increase our current Enrollment Cap.

Narrative Response*

Camino Montessori (CM) was founded by Judy Webster, 6 years ago, to offer parents of Maricopa, and its surrounding areas, a Montessori "public education" choice for their Kindergarten-6th grade children. Camino was established as a 501(c)3 non-profit organization in November, 2009. Our Charter application was approved in 2012, and we signed our Charter Contract in January, 2013. CM was also awarded the AZ CSP Grant in March, 2013. CM successfully opened its doors in August, 2013 to its first group of Kinder-2nd grade students, and was approved to expand to 3rd-4th grades in May, 2015.

Our school currently serves 23 Kindergartners and forty-three 1st-4th grade students. This year, we also expanded our pre-school aged program to create our first multi-age Montessori "Primary" level, which serves 3 year olds-Kindergarten. We have 80 enrolled students altogether, and continue to build our early childhood waitlist, along with our charter school waitlist.

At the time of our previous amendment request to add 3rd-4th grades (approved 5/2015), we anticipated waiting a full school year before requesting additional grades. However, in the late summer an opportunity for our school to procure land and funding for a new (and permanent) facility was presented. Currently, we are pursuing bond financing, which will be outlined in various sections of this, and our enroll cap request. We are in the middle of our 3rd year of operation, and our enrollment needs are beyond our original projections. We continue to gain strong parent support, and are working to increase their "active" involvement and sense of partnership in growing our school. Our children continue to thrive in all areas of their development, and we are thrilled to be in the "earlier than expected" position of submitting these amendment & notification requests, as it means we are in a position to move closer to schoolwide sustainability.

Current Enrollment Projections for FY17-FY20:

Enrollment Projections														
				Primary			*Elementary I*			*Elementary II*				
# Classrooms			FY	PK1 (3yrs)	PK2(4yrs)	KINDER	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	Current Cap = 65	
P	EI	EII		Projected Cap	Projected Cap	Projected Cap	Projected Cap	Projected Cap	Projected Cap	Projected Cap	Projected Cap	Projected Cap	Student Count	*State ADM*
1	1	0	2015-16	5	7	23	20	11	11	3	0	0	80	56.5
				35			*42*			*3*				
2	2	1	2016-17	14	14	24	32	22	15	11	3	0	135	95
				52			*54*			*29*				
3	3	1	2017-18	26	26	26	27	32	22	15	11	3	188	123
				78			*81*			*29*				
3	3	2	2018-19	26	26	26	27	27	32	22	15	11	212	147
				78			*86*			*48*				
3	3	3	2019-20	26	26	26	27	27	27	32	22	15	228	163
				78			*81*			*69*				

Although our current growth plan is similar to last year's, it could change. We are seeking approval of our full expansion needs over the next 2-3 years. Grade expansion is crucial, however enrollment cap increases are somewhat more flexible. Increasing to 125 cap ensures our next 2 years of planned growth.

*1) **Describe the rationale for the increase in grade levels served.***

Academic Success: Our most important short term objective is to allow our current 3rd & 4th grade students continue with the Montessori continuum. These students are the first cohort transitioning to EII. Our long term objective is to obtain our expansion approval by April, 2016, so we may focus on developing our program quality next year, and beyond. As outlined in our charter application, our growth plan required adding a grade level, each year, through 6th grade. In order to meet the multi-age classroom required by the Montessori approach, we need to now refine our EI (1st-3rd grade) level, and begin to develop the EII level. Due to the great start the school has had, we are in a position to meet our growth objectives about a year ahead of our original timeline.
Camino Montessori is ready to begin transition to EII level next year with a 3rd-5th grade multi-age group. This cohort will be the first to reach 6th grade in FY18. Since we currently have only three 4th graders moving up to 5th grade, approval of our amendment request through 6th grade will give us a critical year of development and planning to prepare for full program expansion, without having to worry about submitting additional amendment requests.

Authentic Montessori classroom configurations based on Montessori's ***"4 Planes of (human) Development"***

- 3 year age span
- Primary Level—"preschool"; ages 3-6 years; 2nd half of Montessori's ***"1st Plane of Development"*** (birth-6 years); includes our charter school Kinders
- Elementary I (EI) Level—ages 6-9; 1st-3rd grades (***"2nd Plane of Development"*** (6-12 year olds)
- Elementary II (EII) Level—ages 9-12; 4th-6th grades

Completing our elementary levels, now, will further strengthen the authenticity of our Montessori program. The 3rd grade year is not only a critical year in terms of the AZMerit requirements, but is also a critical transition from Elementary I (1st-3rd grade) to EII (4th-6th grades). EI ends at 3rd grade, so it is critical the student is ready to transition to the next level. In the same way, the 6th year is also a critical transition. In Montessori, we refer to the EI level as the "coordinating" period and the EII level as the "consolidation" period. Adding the additional grades now not only allows our current 3rd-4th graders to continue with the program, it also provides a sense of security for parents of our younger children targeted to move up in subsequent years.

Operational & Fiscal Success: Adding 5th & 6th grades will allow us to continue competing in the current local marketplace, as well strengthen our efforts for overall school long term sustainability. With ASBCS's approval, we will hopefully retain our current 4th graders, and their siblings, as well as provide more security for our younger children, and their parents, moving up in subsequent years.

*2) **How do the additional grades support the mission, educational philosophy, and methods of instruction?***

Philosophy*:*

We believe that all children "self-construct" if given the right support & environment, and that the Montessori framework provides optimal benefits to children in their elementary years. We believe that providing an early childhood foundation to our program will maximize student learning outcomes as children progress through grade 6 in our expanded program. We believe all children benefit from a 'child-centered' approach where children are expected to actively participate in their learning. When our elementary program spans all 6 years we will be able to offer all children the

support to become life-long learners and problem solvers. We believe that each child needs time to unfold & develop.

Methods of instruction*:*

The methods of instruction for the added levels are as outlined in our original charter application. The Montessori curriculum is designed for the full elementary span of 1st-6th grade students. Montessori methods are tailored to meet the needs of multi-age communities comprised of 1st-3rd grade (EI) and 4th-6th grade (EII). Within these environments Montessori-trained teachers meet each child where they are, and build on their strengths & interests through 'personalized' individual and small group instruction. Students are provided "hands on", discovery, and inquiry-based opportunities in all areas of the curriculum. They are provided concrete structures and models to illustrate abstract ideas and concepts they need to learn. There is a high emphasis placed on processes, patterns, precision and quality. Children work with concrete materials for however long they need, and move to abstraction when they are ready. In this way, knowledge and learning are obtained at a much deeper level.

Special emphasis*:*

Camino Montessori is guided by its Montessori practice at all levels of operation—a "whole school" management approach. Our vision is to create a traditional Montessori-based elementary program to maximize the educational benefit for children in this stage of development. We believe our existing program meets needs of students & families exceptionally well, considering are in our second year of operation. Our approach is one child at a time, and always with primary focus on what's best for the child, not what's easiest for the adults or system.

Mission*:*

Adding additional grades to complete our elementary program continues to support our whole vision of Camino Montessori—We continue to provide "A Preparation for life", one child at a time.

Adding additional grades and enrollment allows us to continue *building a high quality authentic Montessori school* education program for the City of Maricopa & the surrounding area. Completing the lower elementary level supports higher quality and greater level of authenticity.

By adding additional grade levels we can continue to *empower each child to realize their fullest potential* through active, reflective and creative education throughout their elementary years.

All children will benefit as we continue to *foster a love for learning* through all of our *active partnerships* involving students, parents, staff, and our local community.

We continue to model *embracing our diversity and unique talents* within a safe, challenging, respectful and *supportive environment* designed for the full elementary level (1st-6th grades). When humans feel safe, have some choice & control, are interested in the topic/work, and have some movement within their day, they are motivated to learn. We will continue to meet each child where they are, striving to build upon their interests and strengths.

By adding grade levels and completing our elementary program, we are better able to achieve our long term objective of a fully actualized adult. Camino will continue to *recognize that personal growth involves responsibility* toward oneself, others and the earth. And that with our educational model each child moves closer to becoming a self-determined, self-motivated and contributing adult member of our *global community*.

How does the implementation of the existing program of instruction meet the needs of students at the grade levels being added?

Camino Montessori adheres to the developmental continuum as prescribed by Dr. Montessori in her description of the *"Four Planes of Development"*. As described in our charter application, our elementary curriculum is designed for children within their "second plane", or stage, of development, which comprises ages 6-12 years (1st-6th grade). Our vision for the next three-four years is to meet the needs of our current students, and all new students by establishing the complete continuum of Montessori preschool through the elementary level.

We still anticipate that during the next several years of operation, we will continue growth and stabilize our *Elementary I* (1st-3rd grade) and EII levels/programs. Next year we will adding a pre-school level to provide the traditional 3 year age grouping for Kindergarten. By adding pre-school and growing our preschool-Kinder program, we ensure stronger enrollment for elementary levels.

3) (adding any grades K-8 only) Describe the level of proficiency that students must obtain to demonstrate mastery of academic core content and clear criteria for promotion from one level to the next.

Camino Montessori believes in building a strong foundation for success in the early years of school. Classrooms are multi-age communities where students have the same teacher for several years (typically 3 years). The teacher truly gets to know each child, and forms a strong bond with the parents.

In Montessori education there are three critical transition periods where it is necessary to evaluate the readiness for a child to advance to the next level; at the end of the Kindergarten year, the end of *EI* (typically 3rd grade), and, finally, the end of *EII* (typically 6th grade). Prior to these transitions, our holistic evaluation process occurs continually throughout each day, week, and culminates at the end of each academic year. Since we are publically funded we include all State mandated assessment requirements in this process--currently:

- Annual State mandated assessments (AZMerit; AZELLA)
- Benchmark & screening assessments (Renaissance Learning STAR)—minimally 3 times per year
- Annual Course Credits & grades as prescribed by ADE
- 3rd grade Reading (MOWR) requirements—when evaluating whether to promote students from 3rd grade to 4th grade (EII).

Montessori methodology easily accommodates use of *differentiation methods* for each student's learning style. CM's curriculum accommodates a full spectrum of learners due to its rich curriculum which is specifically designed to respond to the "natural interests and tendencies" of children at this stage of development. Accommodation (including "intervention") to individual needs (a 'personalized' approach) is an inherent asset of our methodology. We expect our students to progress through each level by completing the Montessori curriculum appropriate for their age, and to master core academic skills as outlined in State CCRS Standards.

Promotion and retention practices for added levels, and all students, will continue as outlined & defined in our charter application. When considering promotion, the child's social and emotional growth will be equally considered with academic progress. Retention is an action that may be taken to assist a child to become successful in their learning. At all levels, early intervention is critical for maximizing the positive outcomes needed for every child to succeed.

As stated in our charter application, *students will be identified for promotion or retention* on the basis of:

- Cognitive growth/Academic achievement and summative progress data

- Current Minimum Expectations for Promotion to the Next Grade/Level
- Completes at least 80% of Camino Montessori curriculum for appropriate grade level at 80% mastery
- Meets current Arizona State Board for Charter Schools (ASBCS) *Level of Academic Performance standards* set for State math and reading.
- Physical, social, psychological, and emotional considerations & assessment data
- Special needs considerations
- Other important information or data provided by parents, guardians, teachers, and other outside resources.

The *demonstration of individual student learning* will be measured by, but not limited to, the following:

- Montessori-based assessments in core curricular areas (e.g., Montessori-specific curricular products and assessment tools).
- Minimum expectation: Completes at least 80% of Camino Montessori curriculum at the appropriate grade level at 80% mastery as indicated by records & data generated by web-based student information system (currently, Montessori Compass).
- Teacher/Classroom-based student assessments and observations in reading, language arts, and math--grade level placement scores at least a year above/below expectations.
- Scientifically based diagnostic screening and assessments in math and reading. Currently using STAR Early Literacy benchmark & screening assessment for Kinder-2nd grade. Assesses all areas of early literacy and numeracy skills. This year we added STAR Reading and STAR Math to ensure more effective assessment for students moving up to higher grades.
- Applicable State mandated assessment results (AZMerit)—established benchmark expectations as defined by the ASBCS and the Arizona Department of Education (ADE).

The meeting of intervention goals/objectives as determined by our Child Support Team (CST) and/or the student's IEP.

*4) **NOT APPLICABLE***

*5) **What changes in staffing will be needed to implement the new grades, and how will they comply with the Highly Qualified federal guidelines?***

Staffing changes are minimal for the upcoming 2016-2017 school year. We currently have two fully Montessori-trained teachers that also meet the Highly Qualified Teacher requirements. Three other teachers are in "training" for Lead Teacher, and currently working on completing their Montessori credential and/or HQT requirements per Camino's sponsorship requirements.

For the following 2016-17 school year we plan to promote one of our Assistant Teachers (currently completing her Montessori elementary teacher training requirements) to a lead teaching position. This will provide the necessary 2 teachers for two 1st-3rd grade classrooms, and one teacher for a 3rd-5th grade transition classroom. We also plan to hire 2 new Assistant Teachers (Kinder & EI) to ensure our desired and/or required teacher to student ratios are met.

All teachers hired are required to meet, or willing to meet, current federal Highly Qualified Teacher (HQT) guidelines.

Projected Staff FTE's		Current Year	FY 16-17	FY 17-18	FY 18-19
Admin & Support	Executive Director	1.00	1.00	1.00	1.00
	Executive Assistant	1.00	1.00	1.00	1.00
	Clerical Support Staff		0.75	1.00	1.00
	PT Asst. Curric. Director	0.20	0.20	0.20	0.20
FTE Subtotal		***2.20***	***2.95***	***3.20***	***3.20***
Elementary I-1st-3rd grade/Elementary II 4th-6th grade					
EI-CR1	**Lead Tchr-Elem I**	1.00	1.00	1.00	1.00
	Assistant-Elem I	1.00	1.00	1.00	1.00
EI-CR2	**Lead Tchr-Elem I**	1.00	1.00	1.00	1.00
	Assistant-Elem I	1.00	1.00	1.00	1.00
	Assistant	0.50	0.50	0.50	0.50
EI-CR3	**Lead Tchr-Elem I**			1.00	1.00
	Assistant-Elem I			1.00	1.00
EII-CR1	**Lead Tchr-Elem II**		1.00	1.00	1.00
	Assistant-Elem II		1.00	1.00	1.50
EII-CR2	**Lead Tchr-Elem II**				1.00
	Assistant-Elem II				1.00
FTE Subtotal		***4.5***	***6.5***	***8.5***	***11.00***
Primary--Preschool-Kindergarten					
P-CR1	**Lead Tchr-Primary**	1.00	1.00	1.00	1.00
	Assistant-Primary	1.00	1.50	1.50	1.50
P-CR2	**Lead Tchr-Primary**	0.50	1.00	1.00	1.00
	Assistant-Primary		1.50	1.50	1.50
P-CR3	**Lead Tchr-Primary**			1.00	1.00
	Assistant-Primary			1.00	1.00
FTE Subtotal		***2.50***	***5.00***	***7.00***	***7.00***
FTE Totals		**9.20**	**14.45**	**18.70**	**21.20**

Adding Grade Levels-TIMELINE
CAMINO MONTESSORI
January 14, 2016

<u>This Amendment Request to Add Grade Levels is being submitted concurrently with our Enrollment Cap Notification Request</u>

Timeline for Implementation*– *Describe the timeline for implementing the grade(s) requested, including the number of students served per grade per year, and, including whether the Adding Grade Levels to Charter Amendment Request will be submitted in conjunction with any other amendment or notification requests which would warrant concurrent consideration.*

January 2016-January 2017 Timeline for Implementation	
Jan 2016	• Submitted Amendment Request to Add Grade Levels and Enrollment Cap Notification Request • Finalize preliminary Bond approval & review/select site—begin purchase contract process • Re-enrollment campaign—current students & siblings only (5th grade is wait list pending ASBCS approval)
Feb 2016	• Open Enrollment campaign begins • Submit additional FY16 achievement data to ASCBS
Mar 2016	• Renew current lease & add new suite to accommodate new classroom for FY17
Apr 2016	• Appear before ASBCS board--decision regarding requests • **<u>If yes</u>**, finalize bond details & purchase agreements • Notify 5th grade wait list parents of outcome & secure spaces
May 2016	• Bond secured; land purchase closing; begin construction
Jun-Jul 2016	• Continue enrollment, as needed • Tenant Improvements for new classroom at current facility
Aug 2016	• Open through 5th grade at current facility
Sept-Nov 2016	• Begin new facility notification & approval process with ASBCS
Dec 2016	• ASBCS new facility approval • Begin move to new facility
Jan 2017	• Begin 2nd Semester in new facility

Enrollment Projections

# Classrooms			FY	PK1 (3yrs)	PK2 (4yrs)	Kinder (5yrs	1st	2nd	3rd	4th	5th	6th	TOTALS		
P	EI	EII		Projected Cap	Projected Cap	Projected Cap	Projected Cap	Projected Cap	Projected Cap	Projected Cap	Projected Cap	Projected Cap	*Up*	Student Count	*State ADM*
1	1	0	2015-16	5	7	23	20	11	11	3	0	0	*45*	80	**56.5**
				35			45			3					
2	2	1	2016-17	14	14	24	32	20	11	11	3	0	*80*	129	**89**
				52			52			25					
3	3	1	2017-18	26	26	26	25	32	25	11	11	3	*129*	185	**120**
				78			82			25					
3	3	2	2018-19	26	26	26	27	27	32	25	15	11	*182*	215	**150**
				78			86			51					
3	3	3	2019-20	26	26	26	27	27	27	35	25	15	*204*	234	**169**
				78			81			75					

CAMINO MONTESSORI Lesson Sample

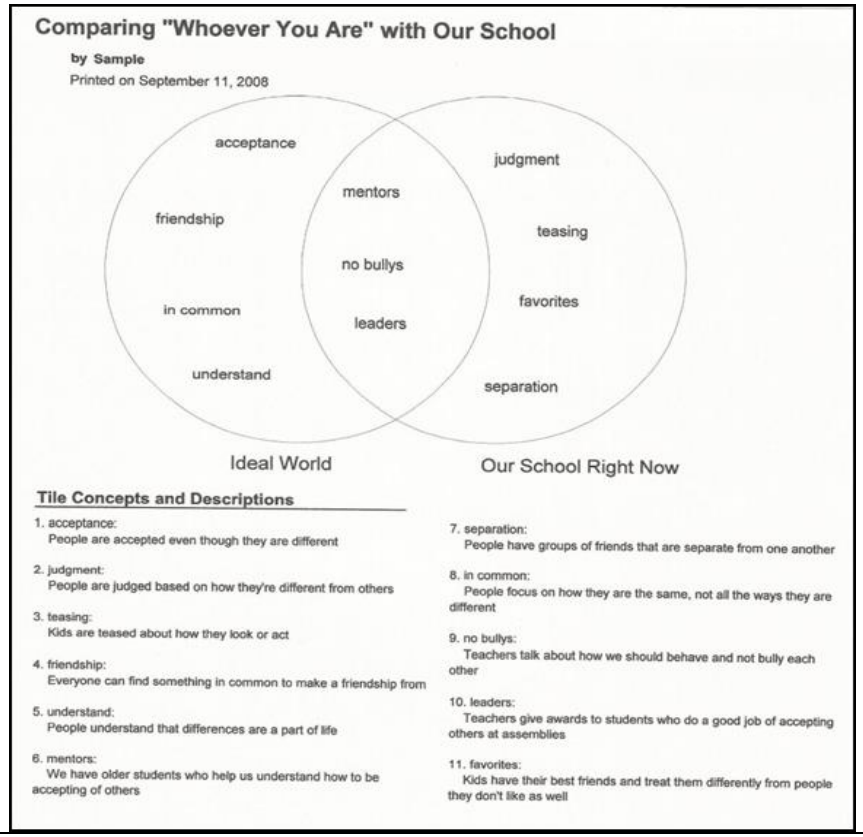
Grade Level	5th grade	**Content Area**	English Language Arts (ELA)
Course Title (grades 9-12 Only)	N/A		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Standard identified as the focus for review.*	Reading proficiency near, at, or above grade level Extensive previous experience with process writing (Writer's Process)—brainstorming, drafting, revising, editing, publishing—in all genres Extensive previous experience with and understanding of the 6+1 Traits of Writing and its rubric measures (voice, fluency, conventions, etc.) specifically as applied to creative writing structures		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract.*	***Moving Toward Acceptance Through Picture Books & Two-Voice Texts*** **SOURCE:** www.ReadWriteThink.org (International Reading Association & NCTE) Concrete demonstration leading to student's independent composition. Modeling "think aloud" strategies for comprehension and composing. This unit provides students the opportunity to enrich their understanding of the diversity of the world around them. Connecting literature to students' lived experiences in their school and classroom, this unit provides an opportunity for students to learn about situations of intolerance and discuss ways to move to a more ideal world in which acceptance is the norm. Beginning with the picture book *Whoever You Are*, students discuss embracing diversity. The group then compares the ideal to realistic situations that they face in their own environments, as well as those portrayed in the additional books, *Weslandia* and *Insects Are My Life*. Students then study, create, and perform two-voice texts that demonstrate moving closer to the ideal of acceptance of all kinds of diversity. "We have the opportunity to transform students through literacy experiences. The authors find measurable value in having students participate in the particular activity of writing from varied perspectives, seeing the "potential to change relationship with individuals, heightening sensitivity to issues of diversity such as race, religion, gender, or sexual orientation". **STUDENT OBJECTIVES** Students will • Read a variety of texts to compare and contrast situations presented in literature to situations in real life. • Demonstrate understanding of the concepts of acceptance and intolerance. • Create a class definition of two-voice poetry by reading samples. • Compose, edit, and present a two-voice text of their own.		
Standard Number* and Description *The standard number and description (see instructions) of the Standard being instructed and assessed to mastery in the curriculum sample. If more than one standard is listed for a content area,* ***one is clearly identified as the focus for review*** *by having* ***(M)*** *before the Standard number.*	**Reading Standards for Literature—*Key Ideas & Details*** **5.RL.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. **Writing Standard—*Text Types & Purposes*** **5.W.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		

	a) **(M)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b) **(M)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d) Use concrete words and phrases and sensory details to convey experiences and events precisely. e) Provide a conclusion that follows from the narrated experiences or events.
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	**MATERIALS AND TECHNOLOGY** *Whoever You Are* by Mem Fox Multiple copies of *Weslandia* by Paul Fleischman Multiple copies of *Insects Are My Life* by Megan McDonald Multiple copies of *Joyful Noise: Poems for Two Voices* by Paul Fleischman Transparency of a two-voice poem or a two-voice poem written on poster board or butcher paper Computer with Internet access and printer: *Online Audio Version of Example Two-Voice Poem **PRINTOUTS** Comparing "Whoever You Are" with Our School (sample Venn diagram) T-Chart for Book Groups Two-Voice Poem Planning Sheet Two-Voice Poem Drafting Sheet Two-Voice Poem Peer Review Sheet Two-Voice Poem Rubric Reflection Questions Two-Voice Poem Student Example: "The Lunch Room" to use as a model Sample Annotated Poem

**Standard Number*: *For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson	**Instructional Strategies -** *Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.*	**Student Activities -** *Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.*
1	**Brainstorming Session** Begin the lesson by asking students to answer the question, "What makes you different from everyone else in the world?" in their writing journals. Have students share their responses with a partner or with the class. After students have shared what makes them unique, have the class brainstorm ways that all people are basically the same (general human needs, emotions, physical features, and so forth).	**Follow-up Work & Activities:** Students select & read one of the following books & summarize the author's purpose & main idea. To be used to add to discussion generated in brainstorm session. The Rainbow Fish, M. Pfister A Bad Case of Stripes, D. Shannon The Recess Queen, A. O'Neil

	Introduce the book *Whoever You Are* by Mem Fox. Ask students to think about the author's message as you read. Once read, ask students to summarize the main idea of the book, focusing on which the author thinks is more important: the things that makes people unique and different (as they wrote in their journals) or the things that everyone shares in common (from the class discussion). Shift the focus of the discussion to life at your school. Ask students to think about the way they see people being treated at their school. Do most students treat each other based on how they are different or how they are the same? How close is our school to the kind of universal acceptance Mem Fox talks about in *Whoever You Are*? **Note**: Be sensitive at this point of the discussion because you do not want students to think that uniqueness and difference are not important; rather, you want students to understand that everyone is human and deserves respect and kindness regardless of how they differ from one another.	Student Observations: Students observe and record in their journals ways people treat one another at school & make connections to brainstorm discussion.
2	In this session, student pairs will use the Venn Diagram interactive tool to compare and contrast the ideal version of acceptance from *Whoever You Are* with the reality of acceptance and intolerance at their school right now. Demonstrate the functions of the Venn Diagram interactive tool as you provide instructions for the activity. Have students label the first circle "Ideal World" and the second "Our School Right Now." Explain that the space in the middle is for overlap-ways in which your school is close to, or working toward, the ideal world already. Ask student pairs to begin by describing the "Ideal World" from *Whoever You Are*. See the Sample Venn Diagram for ideas or concepts that might go in that, and other, sections. Some of the ideas may come directly from the book, but students will have to infer other characteristics of the ideal world. After they describe the "Ideal World" in the first circle, they should use the second circle to describe what is different from the ideal in their school right now. Ask them to think about what they observed between sessions. They should then use the space in the overlap of the circle to show ways in which your school is close to, or working toward, the ideal world already. Remind them that the tabs	**Follow-Up Work & Activities:** Students complete Venn Diagrams and turn completed work into teacher.

	are moveable, so they should feel free to change the position of an idea if their thinking changes. Give students time to complete and print their Venn Diagrams. Coming back together as a class, discuss the students' diagrams. Display the large Venn Diagram, filling it in with what students have written on their personal ones. The situations that are in the "Our School Right Now" section will be used later in the unit.  	
3	Begin this session by reviewing the Venn Diagrams from the previous session. If the specific words *acceptance* and *intolerance* have not yet come up in discussion, this would be an appropriate time to introduce them to ensure a common vocabulary. Use concepts from the first circle to clarify the idea of *acceptance* and items from the second circle to exemplify *intolerance*.	**Follow-Up Work & Activities:** Working individually, or with a partner, complete a T-Chart for books listed in Lesson 1 Follow-up—to be added to class T-Chart: The Rainbow Fish, M. Pfister A Bad Case of Stripes, D. Shannon The Recess Queen, A. O'Neil

After this review, tell students that they will be exploring two more books, *Weslandia* and *Insects Are My Life*, to better understand acceptance and intolerance. The main characters are not accepted for who they are; actions of the other characters in the book show intolerance of the main characters.

Divide the class into small groups to read and discuss one of the books per group. Half the class will read *Weslandia* while the other half reads *Insects Are My Life*.

Before grouping the students, show them the T-Chart for Book Groups that they will use to find examples of intolerance that were in the book as well as examples of acceptance.

As groups are reading, discussing, and putting relevant examples on their T-Charts, circulate the room, conferring with groups and answering questions that students may have.

After small group discussion, bring the class back together as a whole to discuss the books as well as the charts they created. As students share information from their charts, add their ideas to a class T-Chart, comparing the information to the Venn Diagram from the previous session.

After students have shared their responses to the books, ask them if any of the situations in the books are like real life at their school right now. Add those to the class Venn Diagram from the previous session.

Review Making Connections Organizer and the three types of connections:

Making Connections

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- **Text-to-Self** connections:
  - o What does this text remind you of?
  - o Can you relate to the characters in the text?
  - o Does anything in this text remind you of anything in your own life?
- **Text-to-Text** connections:
  - o What does this remind you of in another text you have read?
  - o How is this text similar to other things you have read?
  - o How is this text different from other things you have read?
- **Text-to-World** connections:
  - o What does this remind you of in the real world?
  - o How are events in this text similar to things that happen in the real world?
  - o How are events in this text different from things that happen in the real world?

Passage or Quote from Text	Explain the connection you made to yourself, another text, or the real world.	What kind of connection did you make?
		❑ Text-to-Self ❑ Text-to-Text ❑ Text-to-World
		❑ Text-to-Self ❑ Text-to-Text ❑ Text-to-World
		❑ Text-to-Self ❑ Text-to-Text ❑ Text-to-World
		❑ Text-to-Self ❑ Text-to-Text ❑ Text-to-World
		❑ Text-to-Self ❑ Text-to-Text

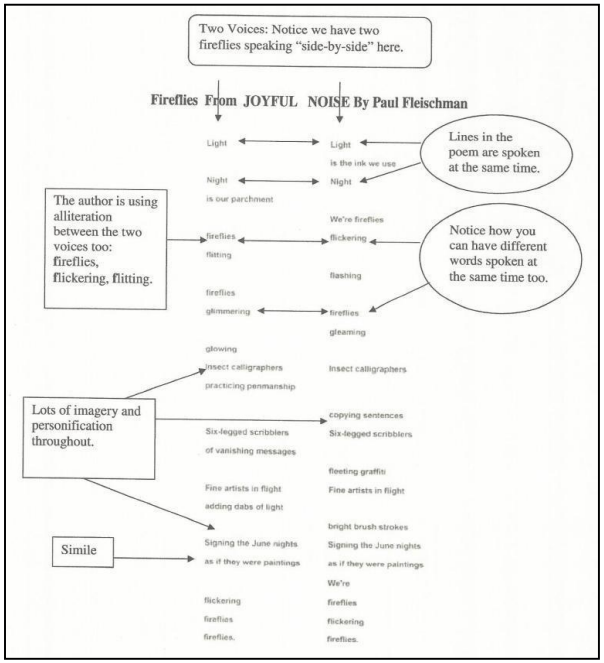
T-Chart for Book Groups

Your group is reading either *Weslandia* by Paul Fleischman or *Insects Are My Life* by Megan McDonald. As you read the story, one person needs to complete this chart with the ideas from the group.

Acts of Acceptance (Look for times when characters are kind and welcoming to each other...even when someone is different)	**Acts of Intolerance** (Look for times when characters are unkind or unwelcoming to someone because of differences)

Students complete a Making Connections sheet for the group book they were assigned. Turn in to teacher.

"What connections are you able to make with any of the characters from *Weslandia* and/or *Insects Are My Life*?"

4	Review discussion and connections made about *Weslandia* & *Insects Are My Life*. Introduce Fleischman's book, *Joyful Noise*, pointing out that it is by the same author as *Weslandia*, but it would be a book that would appeal to the main character of *Insects Are My Life* because the poems are all about insects. With the reading partner you arranged for in Preparation, read two poems from Fleischman's book that exemplify the kind of two-voice poetry students will be writing: "Honeybees" and "Waterstriders." Open up the discussion of two-voice poetry and ask them to discuss some of its features. Continue the discussion by displaying an overhead or written section of a poem on chart paper. Talk about the visual features of the text in addition to the things students noticed when they read the poems. Model think aloud strategy for annotating the poem as students make their observations. **Sample:**  Elicit from students a class definition of two-voice poetry, focusing on the fact that it is meant to be performed with alternating or simultaneous voices and usually has two columns-one for each voice. Some words or lines are spoken together, to varying effect. Put students in two groups and allow them to read the poem that is on the chart, practicing the two-voice technique and understanding the alternating and simultaneous vocal patterns. After they have practiced in a group, allow for further practice by distributing additional copies of *Joyful Noise* for students to read through and perform.	**Follow-Up Work & Activities:** Working with partners/buddies, practice reading aloud selected poems from the lesson, or choose new ones. Perform reading for a small group. Select a portion of, or the whole poem, copy in language books & use Montessori Grammar Symbols to illustrate the poem and observe interesting patterns. Select a copy of poem in Joyful Noise and practicing annotating features of the poem's structure (i.e., figurative language, dialogue, line patterns, etc.).
5	Review discussions of previous sessions and ask how two-voice poetry might relate to their study of acts of intolerance and acceptance as seen in *Whoever You Are, Weslandia,* and *Insects Are My Life*.	**Follow-Up Work & Activities:**

In pairs, students will create a two-voice poem that illustrate situations of intolerance at their school and suggest a step toward acceptance. Have one student per pair choose from the note cards you prepared with the ideas from the "In Our School" part of the Venn Diagram (preparing enough multiples of the concepts to be sure every pair gets one).

Share the Two-Voice Poem Example: "The Lunch Room" in printed format as well as in online audio format. Reinforce for the class how a simple gesture can make someone feel accepted and point out that for this assignment, the two-voice nature of the assignment is more important than the poems looking or sounding exactly like the poems from *Joyful Noise* or other poems they have seen or read.

Share the Two-Voice Poem Rubric with students so they understand the expectations of the assignment.

Two Voice Poem Student Example:
"The Lunch Room"

"Oh, Sally! That is *so* hilarious! I can't believe your brother did that to you!"	
	I'm last again? There's no where to sit. Of course, no one saved me a seat. No one sees me.
	I'm beginning to feel sick. Why are my hands starting to sweat? I'm not even hungry, anyway.
	Are there any empty seats left? Probably not. Over there, there's one.
Why are we moving? There's plenty of room at our table. I'm not done with my lunch. "Sally, wait!" Oh, not again. I'm sick of always doing what *she* tells us to do.	
Hey, she's in my dance class.	Hey, she's in my dance class.
She's really nice.	
"Sally, I'm not following you. I'm going to ask Diane to come eat with us."	
	The seat is next to her? Ahhhh....why does she always have to be at the popular table?
"Hey, Diane. Come over here!"	
	Krista really wants me to sit with her? Gosh, what do I do? Sally is so mean to me. Wait—*Sally's* leaving? Everyone else is staying.
"Sit right here, at this table."	Sit right here? At this table?
"Wasn't that hilarious last week at dance when Miss Yvonne's husband came dancing in with flowers?"	
	"I couldn't believe that he was wearing a leotard!"
"Are you going to dance tonight?"	"Are you going to dance tonight?"

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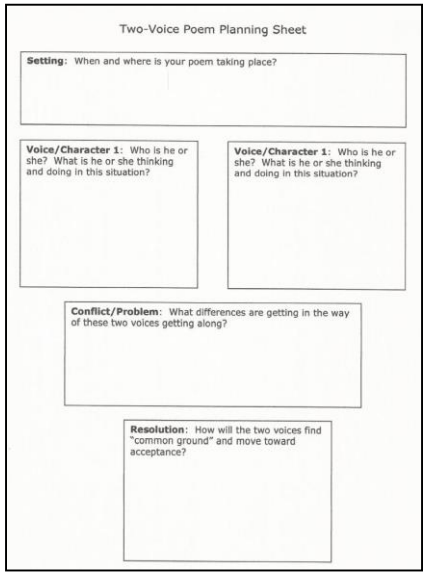
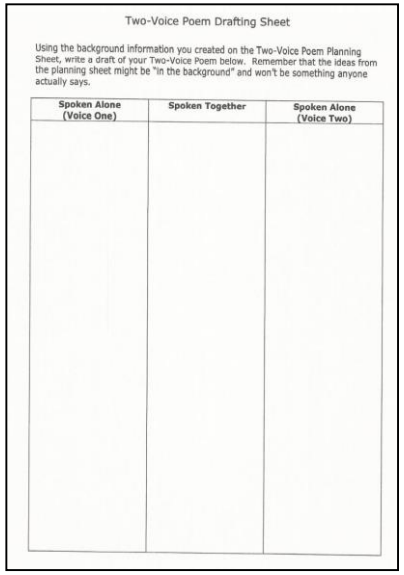
As they plan their poem using the Two-Voice Poem Planning Sheet, ask them to think about these questions:

- *What does it feel and sound like to be the one who is different, alone, excluded?*
- *What does it feel and sound like to be the one doing the excluding or being hurtful?*
- *What does it feel and sound like when people reveal their feelings and motivations for their actions?*
- *How can we move closer to the ideal of universal acceptance?*

These questions should help students choose the personas for their poem (a lonely student, a student surrounded by friends, a new student in school, a student who is different from the others, and so forth). Remind them that their poem can be an internal conversation by one person thinking through conflicting feelings he or she may have.

Give time for students to dig deeper into the reading & writing process. They practice reading the sample, again, they listen to readings, and plan their own poems.

Complete Planning Sheet

6	After class discussion of some ideas from their Two-Voice Poem Planning Sheet, share the Two-Voice Poem Drafting Sheet with the students. The organizer is set up as a rough draft template that helps them separate the voices.  Two-Voice Poem Planning Sheet **Setting:** When and where is your poem taking place? **Voice/Character 1:** Who is he or she? What is he or she thinking and doing in this situation? **Voice/Character 1:** Who is he or she? What is he or she thinking and doing in this situation? **Conflict/Problem:** What differences are getting in the way of these two voices getting along? **Resolution:** How will the two voices find "common ground" and move toward acceptance?  Two-Voice Poem Drafting Sheet Using the background information you created on the Two-Voice Poem Planning Sheet, write a draft of your Two-Voice Poem below. Remember that the ideas from the planning sheet might be "in the background" and won't be something anyone actually says. Spoken Alone (Voice One) | Spoken Together | Spoken Alone (Voice Two) Put students in pairs to begin drafting of poems. As they write, the teacher should be moving around and conferencing with pairs.	**Follow-Up Work & Activities:** Give students time to work on their drafts. (Two-Voice Poem Planning & Drafting Sheets). To be completed by next session.
7	**Sample Mini-Lesson** (Developing & Strengthening Narrative Writing Skills) Skill: Using Dialogue Effectively Begin by explaining there are many reasons why good writers use dialogue in their writing. Ask group to brainstorm reasons they may already know. (Some reasons are to add detail, to re-live a scene, or to reveal more information to the reader about a character's personality traits). The Two-voice Poetry format typically includes dialogue between two characters. You will be required to include this writing technique in your original poems. Using an unedited paragraph, model & present the rules for using & editing dialogue in your writing: Use of quotation marks; commas; when to capitalize; end punctuation within/outside quotation marks; indentation/paragraphing; etc. Brainstorm a list of words to use instead of "said". Post in writing center.	**Follow-up Work & Activities:** Students practice Punctuating Dialogue, then record in their writing journals for teacher review & comment (re-teaching, if necessary).

	Present & review teacher made Dialogue Punctuation work that students will use to practice, and when ready to demonstrate mastery will be given an unedited paragraph to correct.	
8	Begin the session by checking that drafts of the poems are completed. Tell students they will be responding to poems today using the Two-Voice Poem Peer Review Sheet. Go over the expectations for this process and answer any questions students might have. Put two pairs together to read and respond to each poem using the Peer Review Sheet**.** Pairs will take their peer reviews to revise their poems in preparation for public presentation.	**Follow-Up Work & Activities:** Time to revise poems based on feedback from Peer Review. Once revised, student completes self-assessment using Peer Review format. Add to writing folders for teacher review.
9	Give students time at the beginning of the session to rehearse their revised poems. Review Oral Reading rubric & have pairs present their poems to the class. Give students time at the end of the session to discuss and reflect on how they can make a difference in their school.	**Follow-Up Work & Activities:** Schedule special Publishing Event for two-voice performances. Have students continue practice of oral fluency & record their 2-voice poem—upload to class web page to share with wider audience.
S.A.	Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. In the Student Activities column, describe the summative assessment items that will allow students to demonstrate mastery of the rigor of the Standard/components identified as the focus for review, and the context in which the items will be administered.	**5.W.3** Student will compose a Two Voice Poem which will be evaluated using the Two-Voice Poem Rubric (sample attached) to assess writing standard. **5.W.3.2** Developing narrative techniques, such as dialogue, description, and pacing, to develop experiences and events, or show the responses of characters to situations. After Lesson 7: Students will be given an unedited paragraph to re-copy and correct all dialogue punctuation errors. **NOTE: Many mini-lessons for Writer's Process are continually given throughout all writing activities and projects. Due to limited space for the lesson sample, one example has been included to demonstrate how summative assessments may be woven throughout.** **5.RL.2** After Lesson 4: Student will choose a Two-Voice poem to read and provide an oral or written summary. Assessed with teacher-created Summary Rubric.

Summative Assessment Items and Scoring:

Summative Assessment Item 1

5.RL.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; **summarize the text**.

Two Voice Poem Summary Rubric Student: Poem's Title:		
Scoring: 1=Developing 2=Approaching Expectations 3=Mastery 4=Exceeds Mastery ***Mastery = 15/20 points***		**Total Pts**
Setting	Cleary describes where the poem takes place and cites text for support	
Voice/Character 1	Clearly identifies both voices and provides at least one similarity or difference; uses text support to justify response	
Voice/Character 2	Clearly identifies both voices and provides at least one similarity or difference; uses text support to justify response	
Conflict/ Problem/ Cooperation	Identifies problem/conflict, if it exists or how the characters work together, or get along; uses textual clues to justify response	
Resolution/Author's purpose	Able to identify resolution or outcome; poet's purpose or intended message for the reader; provides evidence from text for response.	
	TOTAL PTS	
COMMENTS:		

Summative Assessment Item 2

5.W.3.b: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
(M) Use narrative techniques, such as **dialogue**, description, and pacing, to develop experiences and events or show the responses of characters to situations.

Directions: Re-copy this passage and correct all of the dialogue punctuation errors you find. When completed turn your work into your teacher.

Passage:

I told him Papa was fine and handed him the slip my grandpa had given me. They sure are some fine looking pups he said. You'll have to go around to the door. I'm sure my feet never touched the ground as I flew around the building. He unlocked the door, and I stepped in, looking for my dogs. I couldn't see anything but boxes, barrels, old trunks, and some rolls of barbed wire. The kindly stationmaster walked over to one of the boxes. Do you want box and all he asked. I told him I didn't want the box. All I wanted was the dogs. How are you going to carry them he asked I think they're a little too young to follow.

Answer Key:

I told him Papa was fine and handed him the slip my grandpa had given me.

"They sure are some fine looking pups," he said. "You'll have to go around to the door."

I'm sure my feet never touched the ground as I flew around the building. He unlocked the door, and I stepped in, looking for my dogs. I couldn't see anything but boxes, barrels, old trunks, and some rolls of barbed wire.

The kindly stationmaster walked over to one of the boxes.

"Do you want box and all?" he asked.

I told him I didn't want the box. All I wanted was the dogs.

"How are you going to carry them?" he asked. "I think they're a little too young to follow."

Dialogue Punctuation Assessment
Criterial for Mastery (80%):

- Correctly identifies & corrects 6/7 paragraphing errors
- Correctly identifies & corrects 12/14 dialogue punctuation errors

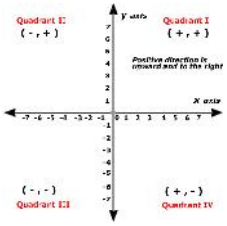
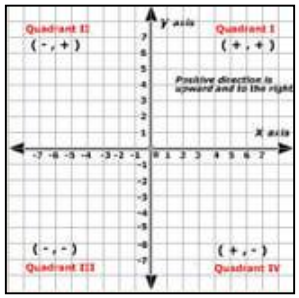
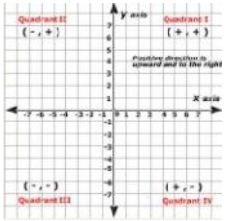
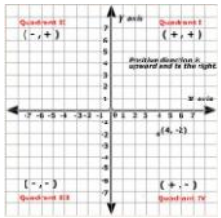
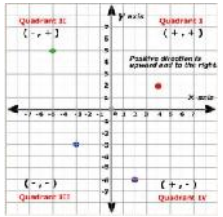
Summative Assessment Item 3
5.W.3.a
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
(M) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Two-Voice Poem Assessment Rubric Student:	
Scoring 1=Weak/Undeveloped 3=Mastered 2=Developing 4=Exemplary ***Mastery = 12/16 points***	
	Points
The poem has an appropriate title	
Effect use of 2-voice poetry format with some lines said separately, and some said together	
Use of dialogue aids in developing character traits/personality	
The conflict (situation of intolerance or acceptance) is clearly established	
Sequence of events is logical & unfolds naturally	
Contains a logical resolution (i.e., act of kindness or friendship)	
TOTAL POINTS	
COMMENTS:	

CAMINO MONTESSORI Sample Template – 8 Pages Max (12 pages for integrated ELA sample) – Instruction Pages above may be deleted

Grade Level	5th Grade	**Content Area**	Mathematics
Course Title (grades 9-12 Only)			
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Standard identified as the focus for review.*	Student must be able to Perform integer and fractional arithmetic. Perform basic mouse manipulations such as point, click and drag. Use a browser for experimenting with the activities. Work with very simple linear algebraic expressions.		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract.*	Students are provided an integrated "real world" introduction to coordinate planes and plotting ordered pairs. By actively engaging students with a dynamic "hands on" introductory experience their concrete experience will lead to abstraction. This work provides a great foundation for, and extension in geography for reading and creating maps.		
Standard Number* and Description *The standard number and description (see instructions) of the Standard being instructed and assessed to mastery in the curriculum sample. If more than one standard is listed for a content area, **one is clearly identified as the focus for review** by having **(M)** before the Standard number.*	**5th Grade--Geometry (G) — *Graph points on the coordinate plane to solve real-world and mathematical problems.*** **Standard: 5.G.A.1:** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate). Connections: *5.RI.4*; *5.W.2d*; *5.SL.6*		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Computer with internet access—students will be playing *BrainRushes* online as a technology extension. Parts of the Coordinate Plane, Plotting Points in Quadrant 1 Geography connections: Continents & Oceans, Map Vocabulary, Compass, World Map Characteristics Masking tape & random number tickets for the "human size" coordinate plane. Printer White board & markers (several colors) Parts of a Coordinate Plane nomenclature cards (3 part-pic-label-definition) Graph/grid paper for modeling & student drawings		

Lesson (add as needed)	**Instructional Strategies -** *Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.*	**Student Activities -** *Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.*
1	**Sensorial Introduction (1st Period)**: Introduce the concept of graphs and their parts. Why relevant? Students will learn the parts and how to construct. Students will solve problems using their new knowledge & understanding. If a large concrete or gym floor space is available, use to create a 'human sized' coordinate plane for students to navigate. The y-axis is labeled alphabetically, and the x-axis is labeled numerically. **Objective:** Students will create a coordinate plane and will begin to explore the concept of ordered pairs. **Key Vocabulary:** perpendicular, parallel, axis, axes, coordinate plane, point, intersection, ordered pair **Definitions:** ***Axes (Axis)--***The vertical and horizontal lines that make up the quadrants of a coordinate plane. The vertical axis is usually referred to as the y axis and the horizontal axis is usually referred to as the x axis. **Pronunciation:** axis **Also Known As:** X and Y axis **Ordered pair—**a specific point on the coordinate plane. The first number in the pair is always plotted on the x-axis and the second number in the pair is always plotted on the y-axis. **Demonstration:** • Use the coordinate grid to plot the numbers on the x and y axis. • Lay out two crossing pieces of tape. Intersection is the origin. • Line up at the bottom of a line we'll call the vertical line. Define this as the Y axis, and write it on the tape near the intersection of the two axes. The horizontal line is the X axis. Label this one as well. Tell students they'll get more practice with these. • Lay out a piece of tape parallel to the vertical line. Where this crosses the X axis, mark the number 1. Lay out another piece of tape parallel to this one, and where it crosses the X axis, label this a 2. You should have pairs of students helping you lay out the tape and do the labeling, as this will help them gain an understanding of the concept of the coordinate plane. • When you get to 9, ask for a few volunteers to take steps along the X axis. "Move to a four on the X axis." "Step to the 8 on the X axis." When you've done this for awhile, ask students if it would be more interesting if they could move not only along that axis, but also "up", or over, in the direction of the Y axis. At this point they'll probably be tired of just going one way, so they will probably agree with you. • Begin to do the same procedure, but laying out pieces of tape parallel to the X axis, and labeling each one as done in Step #4. • Repeat Step #5 with the students along the Y axis.	**Follow-up Work & Activities (2nd Period):** Students can practice finding coordinates on the human size plane by drawing random x & y numbers to create ordered pairs.

	• Now, combine the two. Tell students that whenever they are moving along these axes, they should always move along the X axis first. So whenever they are asked to move, they should move along the X axis first, then the Y axis. • If there is a whiteboard where the new coordinate plane is located, write an ordered pair like (2, 3) on the board. Choose one student to move to the 2, then up three lines to the three. Repeat with different students for the following three ordered pairs: (4, 1) (0, 5) (7, 3) • If time allows, have one or two students silently move along the coordinate plane, over and up, and have the rest of the class define the ordered pair. If they moved over 4 and up 8, what is the ordered pair? (4, 8)	
2	**Present Parts of Coordinate Planes & Examples—**once presented, will be added to the math shelf for independent follow-up and exploration.  The *Cartesian plane* is named after the mathematician Rene Descartes. When 2 perpendicular number lines intersect, a Cartesian Plane is formed. Points on the plane are called 'ordered pairs'.   Notice in the Cartesian Plane that the 2 intersecting number lines are drawn to scale. There are 4 quadrants, the positive direction is upward and to the right, the negative direction is downward and to the left.  The **x-coordinate** is always the first number in the pair and the **y-coordinate** is always the second number in the pair. The point below shows the following ordered pair :(4, -2). The point is represente by a black dot. Therefore (x,y) = (4, -2). To identify the ordered pairs or to locate points, you start at the origin and count the units along each axis. This point show 4 to the right, and 2 down  Move points around. Locate the points and identify the ordered pairs? EX: Red Point = (4, 2) Green Point = (-5, +5) Blue Point = (-3, -3) Purple Point =(+2,-6)	**Follow-Up Work & Activities:** Explore and practice using the Cartesian plane created in the lesson. Demonstrate & assign group all, or a combination of the recommended on-line *BrainRushes* interactive for further practice and great extensions.

3-4	**Mapping on the Coordinate Plane** Objectives: Students will be able to - *Explore a local culture and plan a trip using an online map tool.* - *Draw & label axes to enclose all data points in the first quadrant.* - *Identify a sequence of points and their corresponding coordinates along an itinerary.* - *Generate directions for a route by listing ordered pairs in sequential order.* - *Given a sequence of ordered pairs, recreate a linked path on a blank grid.* The coordinates corresponding to a plotted point reveal unique information about its location and its relationship to other points. Grasping this idea allows students to begin to consider its applications in real life and in math. Briefly discuss the Geographic Coordinate System and encourage students to draw parallels to the rectangular coordinate system. (Have examples) Explain that students are going to plan a day trip to take with family or friends in Maricopa, or another local town. They will use Google Maps to generate a route for traveling on foot among 5 to 6 points of interest (e.g., can include historical landmarks, parks, museums, restaurants, etc.) for an entire day (e.g., 7 a.m. to 9 p.m.). If there are limited points of interest within walking distance of neighborhood, can have students pick another city/location in the U.S. (New York, San Francisco, etc.). Provide students with instructions on how to find points of interest (either using a search engine or visiting the credible pre-screened websites. In choosing points of interest, students should consider: - *The distance between locations (you may want to limit the entire trip to less than 10 miles)—the trip should be realistic and executable.* - *Hours of operation of the points of interest* - *Mealtimes* - *How the activity/point of interest fits into time of day (e.g., hike in the morning, concert in the evening, etc.)* - *Their reasons for choosing those points of interest*	**Follow-Up Work & Activities:** Students continue creating their itineraries during open work time. Continue completing *BrainRushes* interactives
4	**Organize the Route** - Review previous lesson information and project expectations with students. Explain that the starting location will be the first point of interest. Students should map out the entire route first, Then look at the map and do a quick count of the changes in direction (u-turns, other turns) they can see on the route. (These changes in direction will correspond to points they will later plot on the map.) Give students a minimum number for changes in direction they must have on their route. Ask students to play around with rearranging the order of the destinations so that they can determine a travel route that has interest and variability. Students with simpler routes should consider adding 1-2 additional points of interest. - Share printed copy of comprehensive instructions for mapping directions on Google. May want to first demonstrate how to do the search before providing printed instructions on math reference shelf. - After students have determined an appropriate route, they will print their maps on the grid paper.	**Follow-up Work & Activities (2nd Period):** Students continue creating their itineraries during open work time. Continue completing *BrainRushes* interactives
5	**Plot the Points** Once students have printed their maps, they will draw the x- and y- axes, plot the points, and identify the coordinates. *Instructions:*	**Follow-up Work & Activities (2nd Period):**

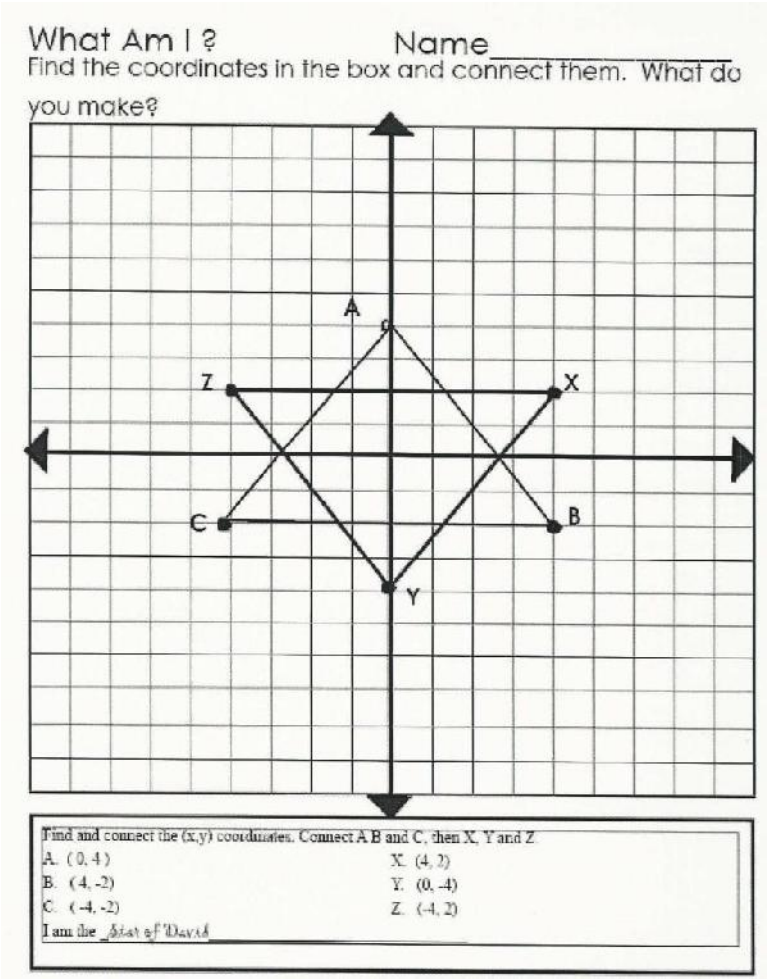
	• The entire route must be contained in the first quadrant. Look at the printed map and find the point on the route that is closest to the left edge of the map. Using a ruler, draw the y-axis through that point and identify the coordinates. If the point does not lie exactly on a vertical grid line, look for the nearest vertical grid line to the left of the point and then draw the y-axis through it. Then find the point on the route that is closest to the bottom edge of the map. Draw the x-axis through that point and find the coordinates. As with y-axis, if a point does not lie exactly on a horizontal grid line, find the nearest horizontal grid line below the point. Draw tick marks along the axes and label them. • Using a pencil, plot a point for every change in direction (e.g., a turn, u-turn) on your route. As a rule of thumb, if a point does not land at the intersection of the grid lines, mark a point closest to it that does. • After you've plotted all the points on your route, find the pairs of coordinates that map to each one. Use a ruler to help indentify the points more easily. Be sure to find the coordinates for each point of interest as well. • On a separate piece of paper, students sequentially list the ordered pairs for their route to create a directions sheet. *Instructions:* • Start as Point A. Write down the name of that location and the ordered pair that corresponds to it. From there move along the route in order, jotting down the ordered pairs for each point on the path until you reach the final destination. Be sure to write down the names of each of your points of interest.	Students continue creating their itineraries during open work time. Continue completing *BrainRushes* interactives
6	**Wrap Up Session—Having fun!** Students get a directions page from a classmate and recreate their classmate's route on a blank grid. Mark each leg of the trip with a different color pencil or pen.	**Summative Assessment**
S.A.	**Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. In the Student Activities column, describe the summative assessment items that will allow students to demonstrate mastery of the rigor of the Standard/components identified as the focus for review, and the context in which the items will be administered.**	-Students will create a "What Am I?" coordinate plane puzzle with ordered pairs listed in the sequence necessary to "solve" the hidden picture, by connecting the dots in order. Students will utilize all 4 quadrants for their puzzle and correctly label both axes. -Students will complete an assessment in which they identify coordinates and explain why. -Students map from lesson will be assessed according to the Google Map Rubric.

Summative Assessment Items and Scoring: *Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Standard identified for review, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.*

Summative Assessment Item 1

Standard: 5.G.A.1

Each coordinate is worth 2 points, Acceptable Score: 10 out of 12



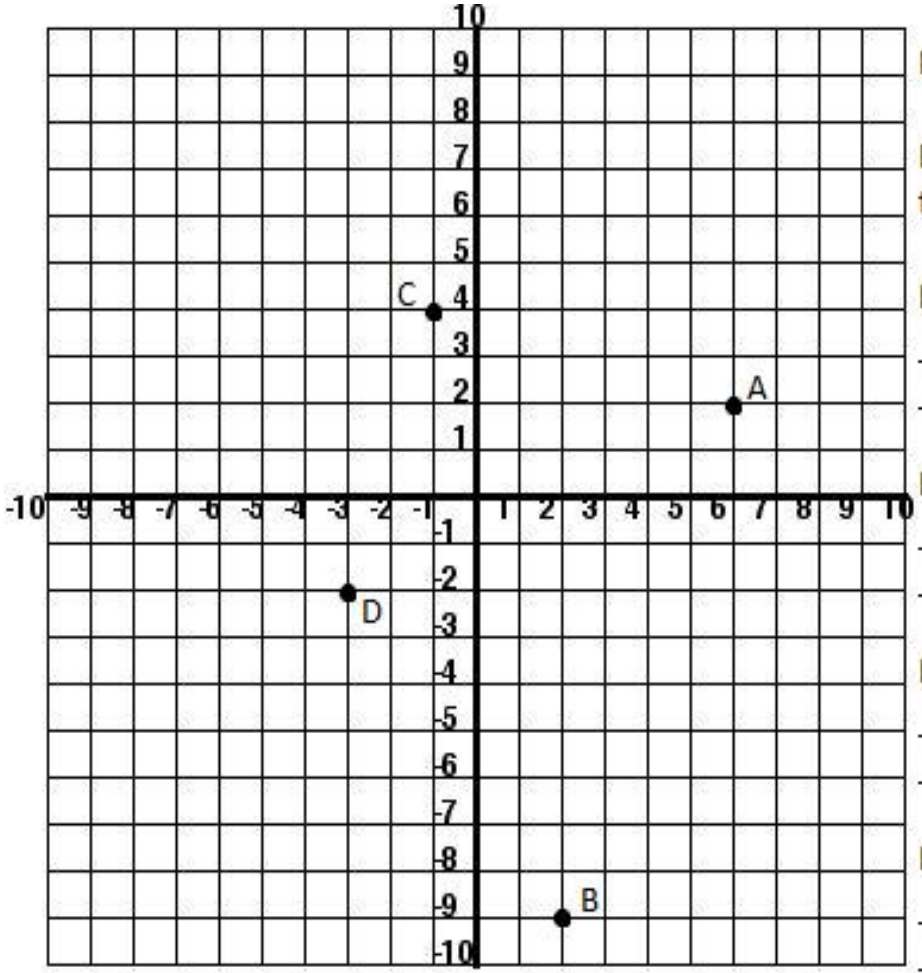
Summative Assessment Item 2

Standard: 5.G.A.1

Scoring: Each coordinate worth two points, 8 points total

Explanation (includes x axis and y axis), 1 point per coordinate, 4 points total

Acceptable Score: 9/12



Name: Date:

Identify and label the four coordinates, explain your thinking.

Point A: (6 , 2)

Point B: (2 , -9)

Point C: (-1 , 4)

Point D: (-3 , -2)

Summative Assessment Item 3

Standard Assessed: 5.G.A.1

Acceptable Score: 16/18

Google Map Coordinate Project Rubric

X-axis labeled (1 pt)	__/1
Y-axis labeled (1 pt)	__/1
Axis encloses all data points in first quadrant (2 pts)	__/2
Graph contains at least 3 properly labeled points (6 pts)	__/6
Directions are sequential (6 pts)	__/6
Path was recreated on blank grid (2pts)	__/2
	__/18

CAMINO MONTESSORI Sample Template – 8 Pages Max. (12 pages for integrated ELA sample) – Instruction Pages above may be deleted

Grade Level	6th Grade	**Content Area**	English Language Arts
Course Title (grades 9-12 Only)	N/A		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Standard identified as the focus for review.*	Previous lessons and practice using "I-Charts" as part of Inquiry Process Previous lessons and practice using strategies (graphic organizers) to organize knowledge and information about a topic (Venn Diagrams, compare/contrast, cause & effect, T-Charts, KWL charts, etc.) Minimum 4th-6th grade reading proficiency Extensive experience and practice with research process Extensive experience and practice with process writing Ability to use a computer & some experience using browsers for research purposes		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract.*	***Let it Grow: An Inquiry-based Organic Gardening Research Project*** **SOURCE:** www.ReadWriteThink.org (International Reading Association & NCTE) Concrete demonstration leading to student solo. Modeling "think aloud" strategies for comprehension and composing. This language arts unit motivates students to learn about organic gardening by developing & organizing their own research questions, conducting research, and applying what they learn in the school garden. It is "scaffolded" properly to ensure students are able to work independently, think critically & creatively, and accomplish a finished product they will feel proud of. Students will share their knowledge & research with others by creating a garden "learning lab" which includes their Organic Gardening Research Binders and signs about plants that were researched and planted. Current research in Reading indicates that "inquiry based" learning is *best practice*. "This type of learning encourages students to formulate more expansive questions that explore meaning and different ways the information gathered could be used." Inquiry based learning encourages more reading and writing, especially if students have choice & decision-making in selecting themes & topics for research. A well-prepared environment is critical for all students to succeed in gaining language literacy. With teacher support, encouragement, and intervention where needed, along with ample print rich resources & texts in the classroom, students are given *time* to research & share their findings with others. **STUDENT OBJECTIVES** Students will • Practice inquiry-based research in developing their own questions • Practice acquiring knowledge using the Internet and books to learn about a specific plant • Demonstrate comprehension by applying that knowledge directly to a growing plant and by presenting research to the entire class Synthesize information about the plant by designing and creating an educational sign to place in the garden next to specimen.		

Standard Number* and Description *The standard number and description (see instructions) of the Standard being instructed and assessed to mastery in the curriculum sample. If more than one standard is listed for a content area, **one is clearly identified as the focus for review** by having **(M)** before the Standard number.*	**Reading Standards for Literature—*Integration of Knowledge & Ideas*** **6.RI.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. **Writing Standard—*Text Types & Purposes*** **6.W.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. **(M)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. **(M)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section that follows from the information or explanation presented.
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	**MATERIALS AND TECHNOLOGY** Gardening books and encyclopedias Computers with Internet access *BOOKMARKS/WEBSITES* Organic Gardening National Gardening Association National Agricultural Library: Kids and Teens Urban Programs Resources Network GardenAdvice *LOCAL RESOURCES* Master Gardeners 4-H Club Local organic farmers Farmer's Market Decorative and edible plant seeds An indoor or outdoor garden space Sifted compost or organic gardening soil Containers and tools for planting Well stocked Writing Center (paper, pencils, etc.) w/additional sign-making materials Student copy of *Organic Gardening Research Project* printout 3-ring front pocket binder (Organic Gardening Research Binder) **PREPARATION** Obtain enough seed packets so that there is at least one for each student in the class. You will want a mix of edible and decorative plants; organic seeds are preferable. You will also need sifted compost or organic gardening soil as well as tools for planting. Contact local gardening organization or nursery for possible donations of all of these materials.

	Create a classroom garden (parent volunteers). You will need a sunny space, indoors or out, to plant the seeds in pots, containers, garden boxes, or directly into the ground. For edible plants, make sure there is no risk of heavy metals or lead paint in the soil and pick a place where refuse or animal feces are not deposited. Set up a table where students can do their planting work. Have sign-up sheet at computer for students to share time. Allow for at least three 45-minute sessions; these do not need to be on consecutive days. Re-visit the websites listed (and add others) and familiarize yourself with their contents. Many of these sites have excellent search tools that you can encourage your students to use. Some of them have links to other gardening sites that may or may not be age-appropriate. Still others have areas that are intended for young gardeners. Bookmark these sites on the classroom or lab computers. Create a Gardening Library (shelves or book baskets). Assemble gardening books and encyclopedias that students can use for research. You can bring these from home or check them out of the library. Prepare and maintain a well-stocked Writing Center. Gather materials that students can use to make signs: cardstock or other heavy paper, markers, scissors, glue, sticks, and tape. Provide access to a laminating machine. Make a copy of the *Organic Gardening Research Project template* for student reference on the research shelf.

****Standard Number**: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson	**Instructional Strategies -** *Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.*	**Student Activities -** *Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.*
1	**INTRODUCTION** Introduce the topic of *organic gardening*. May bring in some organic produce from a local farmer's market, your own yard, or an organic food store. Invite a local farmer, agriculture professor, or representative of a local gardening association (Master Gardeners) to come and speak to the students. Want students to understand that organic produce and flowers are grown *without the use of pesticides or chemical fertilizers*. Give nomenclature presentation for the word *pesticide*. Include a definition along these lines: pesticides are chemicals that kill small bugs that eat the leaves, roots, stems, and fruit of plants. Explain that farmers use pesticides to help protect their plants, but unfortunately pesticides are known to cause cancer, birth defects, and other problems, both for people who eat the food and the farm workers who are in the fields when they are	**FOLLOW-UP WORK & ACTIVITIES:** In between Sessions 1 and 2, choose one unanswered question or unresolved issue from your conversation in Session 1 and write three research questions designed to help you develop a deeper understanding of the subject. Strategies for developing questions include using questions stems such as:

	sprayed. Instead of using pesticides, some people *grow food organically* and find other, natural ways to get rid of bugs. Encourage student discussion about organic gardening. The approach you have used to introduce the topic will help guide your line of questioning, but the idea is to access as many things as possible that students already know about *organic versus traditional gardening and farming (Compare & Contrast)*, what the pros and cons of organic gardening are, why they might choose to grow a plant organically, and how organic farming affects all of us. Write down the things that students say on the board or on a large sheet of paper (a web) that you leave up for the duration of this unit. Before beginning this strategy, decide on a topic that students will be exploring and collect appropriate resources (books, magazines, websites, etc.). Or, if you choose to have students self-select a topic, arrange for time to be spent in the library or in a computer lab with internet access. Provide each student with a blank copy of the printout and assist with topic selection or provide a pre-selected topic. Have a class or group discussion about the topic(s) that students will be working with. You may choose to have a formal discussion, complete with an organizer such as a K-W-L Chart, or you may have an informal discussion where students simply share their thoughts aloud. Students should spend time during the "inquiry" phase researching the questions that they wrote in the top row of their printout, or things they "want to know." As they find information about their questions, they should record their findings from the different sources. After gathering information from multiple sources to answer each of their questions, students should use the "Summary" row as a place to write a concise sentence or two about what they learned about each question while researching.	*What are some possible solutions for the problem of _____?* *Why is _____ important?* *What would happen if _____?* **EXTENSIONS** Students can make a small book to document growth and changes in their plant using drawings and descriptions. Another project is to have students choose any wild plant or weed growing in or around the schoolyard and have them observe and document its growth and changes regularly. A good tool for either exercise is the Stapleless Book. Organize a party to show off the class garden to parents. Have each student bring some healthy (maybe even organic) food to share. ***MORE IDEAS TO TRY*** Ask students to resolve competing ideas discovered during their research or develop new questions to explore based on any missing or conflicting information Once students' I-Charts are complete, they can be used to help organize their writing for an informational essay on the topic they chose to research, as well as other research-related projects. *NOTE: May need to give lesson on I-Charts, if not already covered in prior lessons/units.*
2	**DISCUSSING & DEVELOPING QUESTIONS** ***Note:*** *In between Sessions 1 and 2, choose one unanswered question or unresolved issue from your conversation in Session 1 and write three research questions designed to help you develop a deeper understanding of the subject. Strategies for developing questions include using questions stems such as:* *What are some possible solutions for the problem of _____?* *Why is _____ important?* *What would happen if _____?* *Some concrete questions about the plant could work too, such as:*	**FOLLOW-UP WORK & ACTIVITIES:** Homework (due before Session 3): Fill out the first two pages of the handout. Have each student select a seed packet. You can either put several on each table and have groups of students decide how to distribute them, have students line up and pick one when it's their turn, or have

	- *How is _____ grown and cared for organically?* - *How is _____ used in our culture and in other cultures?* - *Where is _____ originally from? (Have a map on hand to show students).* Open discussion. Ask questions about organic gardening in other countries, the history of organic gardening, the costs of organic gardening, and how organic gardening is viewed by people in other professions (for example, supermarket owners, food manufacturers, or environmentalists). Review the research project the students will be doing on organic gardening. Each student is given their 3-ring binder to compile their findings & resources. They will choose a flower or vegetable to plant and research, plant seeds in a class garden, observe and write about the plant's growth, document their research and observations on a sign to place by their growing plant, and present their findings to the class. Model questioning techniques for students by referring back to group discussion in Lesson 1, sharing the questions you have developed, and talking about how you came up with them. Share print or Internet resources you have found that might help in answering the questions. Talk about *developing their own research questions & process*. Encourage them to want to look at their questions and ask, "Who cares?" when thinking about the answers. In other words, who could benefit from the information they find and how? - *They might find information that will help people to better understand organic versus traditional gardening methods.* - *They might look at the way that their plant is raised and how that affects the workers who tend it, the community around it, or the land on which it is grown.* - *Or they might look at what kinds of questions a chef, doctor, or pharmaceutical scientist might ask about their plant.* Pass out the *Organic Gardening Research Project handout* , explain that this is the template (design) for their Organic Garden Research Binders, review highlights of first 2 pages, and have students add to binders for reference. Answer any questions they may have.	students pick one out of a hat and exchange as they wish. Students need to read the complete handout prior to next lesson. Can read with buddies, or with adult.
3	**PLANTING & OBSERVATION LOGS** ***Note:*** *You want to collect the homework, review it, and make notes to yourself and your students before you begin Session 3.* Students should begin planting. Have them read the back of the packet for instructions. Make sure they don't plant the seeds too deep. **Note:** Since you will be working with a few students on their research questions while the rest of the class is working, you might want to have another adult help with the planting-maybe a volunteer with some gardening experience. When students are done planting, they should fill out the "Day 1" portion of the Observation Log on page 6 of their Organic Gardening Research Project handout.	**FOLLOW-UP WORK & ACTIVITIES:** **Note:** As this unit progresses, you will want to remind students to fill out the *Observation Log* portion on page 6 of their Organic Gardening Research Project handouts.

	While the students are planting their seeds and filling out the handout, have brief meetings with individual students to go over their research questions. Your **goal is to encourage students to move beyond literal details** as you did in developing your research questions and as you discussed in Session 2.	
4, 5, 6	Make sure the computer center is available for this session. Assemble printed references & materials nearby. Before students begin their research, you should demonstrate how to use the websites that you bookmarked and the books that you assembled, perhaps using your own research questions to do so. Another technique you may want to demonstrate is that students can type "growing [their plant name] in the home garden" into Yahoo! or Google to find resources. Students should begin looking for answers to their research questions and filling out the handout. As students begin to work, touch base with any student you missed meeting with during Session 3 or those who might still need some help finalizing their questions. While students are working, you can circulate and help them with their research or help them further refine their research questions.	**FOLLOW-UP WORK & ACTIVITIES:** Students should begin looking for answers to their research questions and filling out the handout. Students further refine their research questions. Need to complete research before Lesson 7.
7, 8	***Note:*** *Students should have finished their research by Session 6.* **MAKING PLANT SIGNS & ORAL PRESENTATIONS** Instruct that they now need to make a sign for their plant and prepare an oral presentation for the class. Talk a little bit about what format the presentation should take and what students should include, such as: - The name and a description of the plant - Their research questions and why they chose them - The answers they found to these questions Students should also share the sign they made and explain what they hope people will learn from it. Once expectations are outlined for the presentation, have students make rough drafts of their signs. Discuss the purpose of the signs, which is to teach others important information they learned from their research. When people come to the garden and see the signs, they will understand what organic gardening is, why it is an important movement, how they can grow certain plants, and what the plants are used for. Ask who they think will be reading the signs. Have them brainstorm what they want these people to learn and understand when they come to the garden. This discussion can lead to the criteria (student-generated rubric) students need to help them decide what to put on their signs, which might include: - What is important about each plant - *How it is used* - *How to care for an organic garden* - *What inspires people to appreciate organic gardens* Emphasize that the signs should be attractive and easy to read. Tell students to show you the drafts of their signs as they complete them. Provide students with appropriate feedback, helping them review their research if necessary to find additional or different information.	**FOLLOW-UP WORK & ACTIVITIES:** Homework (at the end of Session 8, due at the beginning of Session 9): Complete the Organic Gardening Research Project handouts and prepare oral presentations on their research. Review their research if necessary to find additional or different information.

	Once you have approved the signs, have students use heavy paper to make their final drafts (you might want to test the paper in the laminating machine first-if it's too thick, the machine may not accept it). Laminate the signs and give them back with two sticks. Have students tape the sticks to the back of the signs and place them by the growing plants. If their plants didn't grow, they can still place the sign somewhere in the garden. Signs can also be affixed to a nearby wall using nails or a chain-link fence using small pieces of wire.	
9	**ORAL PRESENTATIONS** Have students give short presentations in which they show the class their plants and their signs and explain what they learned through their research and observation.	**FOLLOW-UP WORK & ACTIVITIES:** Students should also turn in their Organic Gardening Research Binders for assessment
S.A.	*Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. In the Student Activities column, describe the summative assessment items that will allow students to demonstrate mastery of the rigor of the Standard/components identified as the focus for review, and the context in which the items will be administered.*	**6.RI.7** Using information learned from the Organic Garden Research project, the student will design and create an educational plant sign to display in the school garden. The composition will be about the plant selected for the Organic Gardening Research project. Student will give oral presentation of completed sign. **6.W.2** The student will create a 3-ring Organic Research Binder per stipulated requirements and guidelines (see checklist).

Summative Assessment Items and Scoring: *Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Standard identified for review, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.*

Summative Assessment Item 1

***6.RI.7*:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Mastery: 72/90 points, or 80% overall score

Organic Garden Research Project Requirements & Checklist	
Student:	**Completion Date:**

		Points Possible	Points Earned
Original Illustration	Quality, time & effort	***2***	
Cover sheet	Name of plant	***2***	
	Accurate description of planting instructions	***3***	
	Is plant edible or decorative?	***2***	
	What do you already know about the plant?	***2***	
Table of Contents	Listed Headings	***2***	
	Page # references	***1***	
	Organized format	***5***	
My Research Questions	Minimum 3 questions from provided template or your own	***3***	
	Research findings from minimally 3 resources	***3***	
	Include copies of original resources you read	***4***	
	Include summary of research you read	***4***	
	Include bibliography of resources	***4***	
Required Research	Select at least 4 questions from the Required Research list	***4***	
	Research findings from minimally 3 resources	***4***	
	Include copies of original resources you read	***4***	
	Include summary of research you read	***4***	
	Include bibliography of resources	***4***	
Observation Log	Day 1	***3***	
	Day 5-7	***3***	
	Day 9-11	***3***	
	Day 13-15	***3***	
	Day 17-19	***3***	
Visitor/Trip Log	Date of visit or trip	***2***	
	Name of guest or trip location	***2***	
	Purpose of visit or trip	***4***	
Glossary	Minimally 5 new vocabulary words or terms you learned during your research	***5***	
	Definitions	***5***	
Total Points Possible		***90***	
Comments:			

Summative Assessment Item 2

6.W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. **(M)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. **(M)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate transitions to clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Provide a concluding statement or section that follows from the information or explanation presented.

Mastery: 21 points, or greater

Garden Sign Rubric

Student:
Date:
Plant Selected:

SCORING KEY
4 = Exemplary
3 = Good
2 = Developing
1 = Undeveloped or missing

Indicator	**Total Points**
Includes properly formatted headings, subtitles, and other formatting techniques	
Illustration of the plant is 8.5 x 11 and shows that quality, time and effort were considered	
Topic is clearly introduced	
Develops topic with relevant facts, definitions, concrete details, quotations, or other information and examples	
Clear organization of ideas, concepts and information--sequence makes sense	
Effective use of strategies, such as definitions, classifications, compare/contrast, and/or cause/effect to organize ideas, concepts and information	
Includes properly formatted headings, subtitles, and other formatting techniques	
Total Points	

Comments:

Summative Assessment Item 3

6.W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. **(M)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. **(M)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate transitions to clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Provide a concluding statement or section that follows from the information or explanation presented.

Instructions: Using your research project, create a question that can be answered using your project. Provide an answer to your question and a quote from your project that supports your answer.

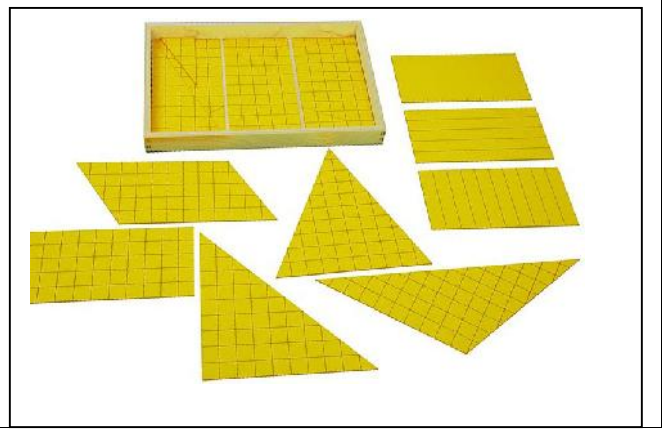
Question	Answer	Evidence

Scoring: 5 points for question, 5 points for answer, 5 points for evidence

Mastery: 13/15

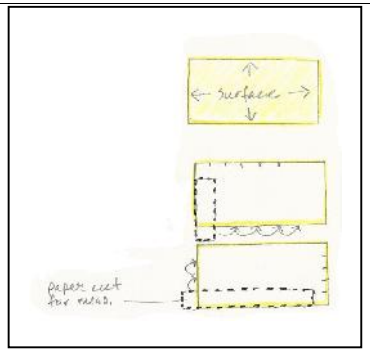
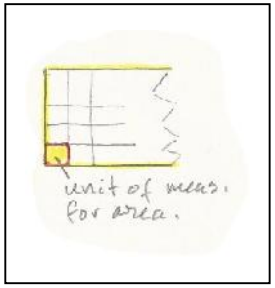
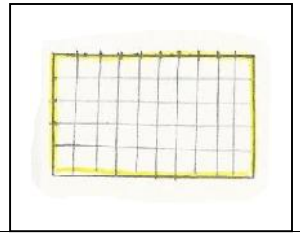
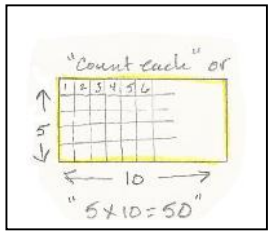
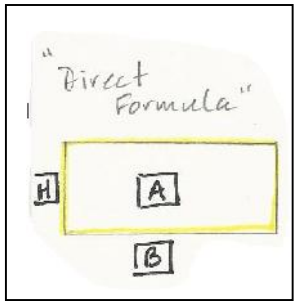
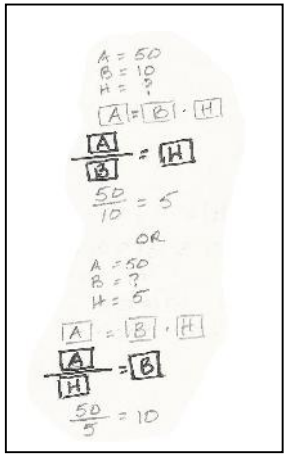
Curriculum Sample Template – 8 Pages Max (12 pages for integrated ELA sample) – Instruction Pages above may be deleted

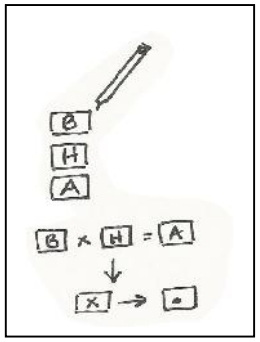
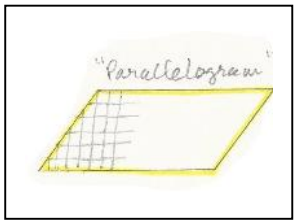
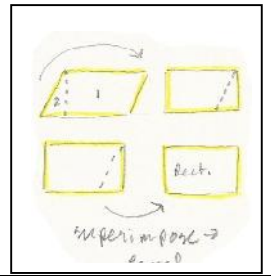
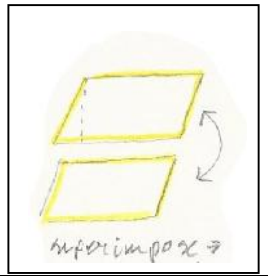
Grade Level	6th Grade	**Content Area**	Mathematics --"Study of Areas"
Course Title (grades 9-12 Only)	N/A		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Standard identified as the focus for review.*	Knowledge of types of quadrilaterals and polygons (previous classification work) Strong foundation in 4 operations & memorization of facts Ability to solve for missing numbers—inverse relationship Expertise in solving simple word problems		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract.*	SUMMARY OF HOW LESSONS ARE PRESENTED—3 Period Lesson format with lots of practice with materials and constructions. Encourage deeper explorations and written explanations to strengthen learning. The ultimate outcome at this level is to lead students to abstraction in solving basic geometric formulas. Montessori Geometry--Study of Areas--Plan of Work **3 Months (September-November)** Concept of Area as Measurement of Surface ***(M) Area of the Surface of a Rectangle—"Area of Surface"*** Area of a Parallelogram Area of a Triangle Acute angle Right angle Obtuse angle **3 Months (December-February)** Area of a Trapezoid Area of a Square Area of a Rhombus Area of a Rectangular Polygon **3 Months (March-May)** Measurement of Circumference Area of a Circle Area of Circular Parts		
Standard Number* and Description *The standard number and description (see instructions) of the Standard being instructed and assessed to mastery in the curriculum sample. If more than one standard is listed for a content area, **one is clearly identified as the focus for review** by having **(M)** before the Standard number.*	**6th Grade--Geometry (G)—*Solve real-world and mathematical problems involving area, surface area, and volume.*** **Standard: 6.G.A.1.** Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. Connections: *6-8.RST.7; 6-8.WHST.2b,d*; *ET06-S1C2-02*		

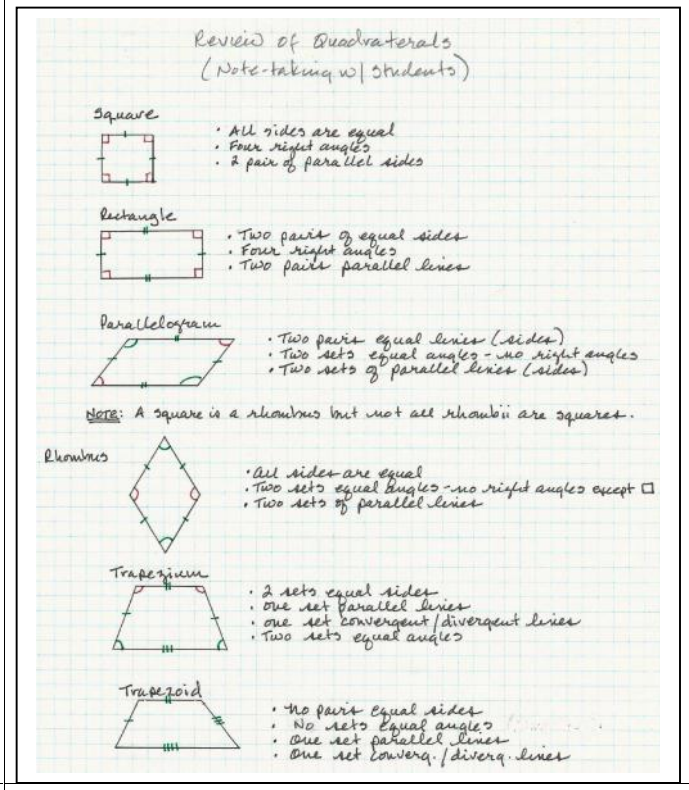
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Student math journal Computer to access math lab exercises & quizzes White board & markers (several colors) **Montessori Yellow Triangles Box material (see photo at right)** Cardstock (various colors) to make student models (e.g., trapezoid study) Teacher made set of computation command cards for practice & follow up work Graph paper for modeling & student equations & solutions Tools: Pencils, colored pencils, markers, rulers, scissors, glue stick	

**Standard Number*: *For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson (add as needed	**Instructional Strategies -** *Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.*	**Student Activities -** *Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.*
1	**1st Period: The Gift!** Impressionistic lesson & stories & connections—Area of triangles **Vocabulary & Concepts (10 essential, as listed in standard)** *Base x Height=Area* *Length unit of measure* *Width unit of measure* *Area* *Perimeter* *Square unit* *Cube unit* *Altitude* *Bisector* *Polygon* *Quadrilateral* *Regular Polygons* *Irregular Polygons* **Nomenclature Cards/Labels/Definitions**	**2nd Period:** **Practice!** Follow up & practice work w/materials & other exploration **Nomenclature Cards/Labels/Definitions** **Formative Assessment:** Student recordings in math journal Artifacts of exploration/models in student math portfolio Extension work—worksheet/command card practice Oral discussions w/teacher—articulates process/concept Observation notes from practice w/materials

2	**"Concept of Square as Measurer"** Direct aim is for the child to learn that when measuring surface area, it is necessary to use the square as the measuring 'unit'. Ask the child to identify a rectangle, and tell him that we want to calculate the area of the surface. Say, while pointing, "This is the surface. The area is a number which tells us how much is here." Then, give the child a slip of paper with a small sign written on it. Say, "This is our unit of measurement. We repeat it on the shorter and longer sides of the rectangle like this." Then demonstrate and say, "It is only necessary to look at one of each." Continue, "Now if we drew lines parallel to the longer sides, we would get this." "We have subdivided the rectangle into 5 horizontal strips. And if we drew lines parallel to the shorter sides, we would get this." "Our unit of measurement could measure the sides of the rectangle, but we need the square to get the surface." It is important to divide the surface into squares because they are the measurer of surface. All later figures are referred to this basic rectangle.   	Using square unit of measure compute measure of area for real items in the classroom: desk top; shelving; tiles; cabinets; etc. Record findings in math journal.
3	**"Area of the Surface of a Rectangle"** Direct aim is for the child to sensorially and then later abstractly calculate the area of a rectangle. **First Level:** To calculate the area of this rectangle is to see how many squares are contained in it (they are all equal). Have the child count the squares—there are 50. If the child remembers the game with the bars (from the memorization of multiplication), he knows that it isn't necessary to count all of the squares; it is enough to count the units on the shorter and the longer sides [5 & 10] and then multiplying them to get 50.) Then take away the material and ask the child to explain his calculation. That is, have him give the nomenclatures of the 10 and the 5—10 was the base and 5 was the height. Then have the child say what he did using only the nomenclatures: Area = base x height. **Second Level:** Prepare the symbols you will use in this presentation: B on a piece of paper to symbolize Base; H to symbolize Height; and A to symbolize Area. Ask the child to illustrate how he would calculate the area of a rectangle by laying out the symbols and the signs of the operations. (Later on, you may show the child that he can substitute x with the dot symbol. You may want to put the dot symbol on the back    	First Level Activities: Have the child prepare on graph paper a number of rectangles and see if the rule applies. He can also use many Montessori materials having a rectangular form for exploration. Conclusion—the rule always applies. Third Level Activity: Apply the first and second inverted formulas to a great number of rectangles. After the child has clearly understood rectangles, he may go on to the other figures, starting with the parallelogram.

	of the x label.  **Third Level:** Previously, we arrived at area by using the "direct formula" A = B x H. From this formula, we can get indirect formulas. Take the rectangle and pointing ask, "What is all this? Area. And this? Base. Now we want to calculate height." Point out to the child that 10 x 5 = 50 was the form for finding the area, and remind him that in the memorization of multiplication in the special problems we could have 10 x ___ = 50, which is 50 = 10 x ___. How then is the necessary 5 gotten? By dividing 50 by 10. Get the symbols and say to the child, "This time we wanted height, so instead of A = B x H, we do this." (Later on, a fraction is used for the division) "Now, if we know the area and the height and we want to find the base, we merely interchange the H and the B in the formulae and get:" We could substitute the following for the division: A/H.	
4	**"Area of the Parallelogram"** 3 Levels of presentation depending on the child's needs/skills **First Level:** Review the concept of the square as measurer. Then identify the figure—(second parallelogram—the rectangle is a parallelogram also)—parallelogram. Now count the squares as was done with the rectangle in the previous lesson. It can't be done exactly because of the cut squares on the sides of the figure.  Say to the child, "So we must transform the parallelogram if we wish to count the squares." Then take the third parallelogram, which has two parts, identify it, and verify its equality to the second parallelogram by superimposing. The cut line on the 3rd parallelogram is the height. Now move the small part of this figure to its other side. Now we can count the squares. Then verify the equivalence of the 2nd parallelogram to the first (the rectangle) by noting that they have the same base and heights.   **Second Level:** Same as with the rectangles—using paper symbols for the formulas. **Third Level:** Same as with rectangles—using inverted formulas.	Apply the first and second inverted formulas to a great number of rectangles, and other parallelograms. Record in math journal Practice using the Area of a Parallelogram Command Cards & record work in math journals Select a Command Card for Parallelogram and compose a math story problem to go with each. Have a friend try to solve your problems.

5		**"A Review of Quadrilaterals"—Note-taking with Students** Square Rectangle Parallelogram Rhombus Trapezium Trapezoid Students use templates & colored pencils to create their own chart—emphasis on precision of work & correct use of tools.	Make a booklet of Quadrilaterals for the reference shelf.
S.A.	Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. In the Student Activities column, describe the summative assessment items that will allow students to demonstrate mastery of the rigor of the Standard/components identified as the focus for review, and the context in which the items will be administered.		**Review of Quadrilaterals Rubric to** assess notes from lesson. **Exit Ticket** to be completed after lesson, to check for understanding. **Perimeter & Area of Rectangles & Parallelograms** **Knowledge Check—Card 1** After the completion of the above lessons and activities, the student will check for mastery by completing "Knowledge Check Card 1." Student will use graph paper graph paper to record equations and solutions. Student will be prepared to explain how they arrived at answers.

Summative Assessment Items and Scoring: *Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Standard identified for review, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.*

Summative Assessment Item 1

Standard: 6.G.A.1

Scoring: Each problem is worth 2 points—1 point for the correct solution and 1 point for showing your work. Total points possible = 20 points.

Acceptable Score is 80% or better (18 out of 20 points).

Perimeter & Area of Rectangles & Parallelograms
Knowledge Check
ANSWER KEY

Directions: *Please use graph paper to record your equations and solutions. Remember to put your name and today's date on your work. Solve each problem using your knowledge of perimeter and area. Be prepared to explain how you arrived at your answers. Each problem is worth 2 points—1 point for the correct solution and 1 point for showing your work.*

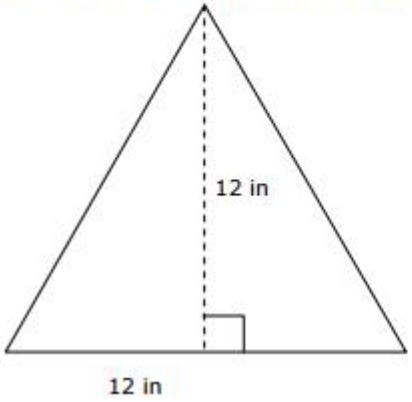
1. A game card has a length of 10 cm. and a width of 5 cm. What is its perimeter? **10 cm. x 5 cm. = 50 sq. cm.**
2. A parallelogram has a base of 3 in. and a height of 7 in. What is its area? **3 in. x 7 in. = 21 sq. in.**
3. A square-shaped garden has a side of 6 ft. What is its area? **6 ft. x 6 ft. = 36 sq. ft.**
4. A large window has a length of 8 ft. and a width of 6 ft. What is its area? **8 ft. x 6 ft. = 48 sq. ft.**
5. The perimeter of a square is 220 cm. What is the length of each side? **220 cm. / 4 = 55 cm.**
6. If one side of a stop sign measures 12 in., then what is its perimeter? **12 in. x 8 = 96 in.**
7. A rectangular piece of paper has a width of 16 in. and an area of 192 sq. in. What is its length? **16 in. x L = 192 sq. in. 192 sq. in. / 16 in. = 12 in.**
8. Each of the 4 sides of a playground is 22 meters. How many meters of fencing are required to fully enclose the playground? **4 x 22 meters = 88 meters**
9. A chessboard has an area of 100 sq. in. What is its perimeter? **B x H = 100 sq. in. (What multiple of 100 times itself = 100? 10) 10 in. x 4 = 40 in.**
10. A computer monitor's screen surface has a height of 22 in. and its area is 242 sq. in. What is its base? **22 in. x B = 242 sq. in. 242 sq. in. / 22 in. = 11 in.**

Summative Assessment Item 2

Standard: 6.G.A.1
Scoring: Student states area formula (2 pts), correct area (1 pt)
Acceptable Score: 2/3

EXIT TICKET Name: _____

What is the area of the triangle? Explain your reasoning.



Area= 1/2basexheight

= 1/2 (12*12)

= 1/2 (144)

= 72 in^2

Summative Assessment Item 3
Standard: 6.G.A.1
Acceptable score: 15/18

A Review of Quadrilaterals Rubric

	Drawing	Discription
Square	__/1	__/2
Rectangle	__/1	__/2
Parallelogram	__/1	__/2
Rhombus	__/1	__/2
Trapezium	__/1	__/2
Trapezoid	__/1	__/2
Total	__/6	__/12

__/18

APPENDIX A

NOTIFICATION REQUEST MATERIALS

2. Enrollment Cap

Camino Montessori Board of Directors

Minutes

Board Meeting

Date and Time
Tuesday February 23, 2016 at 5:00 PM

Location
Camino Montessori-44301 W. Maricopa/Casa Grande Hwy., Maricopa, AZ 85138

OPEN MEETING NOTICE AND AGENDA Pursuant to Arizona Statute 38-431.02, notice is hereby given to the members of the CAMINO MONTESSORI Board of Directors and to the general public that the Board will hold a meeting open to the public on **Tuesday, February 23, 2016 beginning at 4:00 p.m.** The meeting will be held at Camino Montessori-44301 W. Maricopa/Casa Grande Hwy., Maricopa, AZ 85138.

Pursuant to A.R.S. 38-431.03.A2 and A.3, the Board may vote to go into Executive Session, which will not be open to the public, to discuss matters outlined in the agenda or to review, discuss and consider records exempt by law from public inspection, including the receipt and discussion of information or testimony that is specifically required to be maintained as confidential by state or federal law. The board reserves the right to change the order of items on the agenda, with the exception of public hearings set for a specific time. One or more members of the Board may participate in the meeting by telephonic communications. It is the policy of the CAMINO MONTESSORI School Board to only discuss, consider, or decide those matters listed on the agenda pursuant to A.R.S. 38-431.02(H).

DATED AND POSTED ON THE CAMINO MONTESSORI WEBSITE AND AT THE MAIN OFFICE this 22nd day of February, 2016 by Kevin Webster, Board Vice President & Nicole Dembiec, Exec. Asst.

Board Members Present
J. Webster, K. Perkins (remote), K. Webster, M. Mulligan, V. Slife

Board Members Absent

Guests Present

N. Dembiec

I. Opening Items (time corrected to 4:00pm-4:06pm)

A. Record Attendance and Guests

B. Call the Meeting to Order

J. Webster called a meeting of the board of directors of Camino Montessori Board of Directors to order on Tuesday Feb 23, 2016 @ 4:00 PM at Camino Montessori-44301 W. Maricopa/Casa Grande Hwy., Maricopa, AZ 85138.

C. Approve Minutes

M. Mulligan made a motion to approve minutes from the Board Meeting on 01-19-16.
V. Slife seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Review Mission Statement

II. Academic Excellence (time corrected to 4:06pm-4:11pm)

A. Student Achievement Data

Judy reviewed DSP required data submitted to ASBCS on 2/22. Board very pleased with overall student progress and apparent academic gains.

III. Development (corrected to 4:11pm-4:46pm)

A. Enrollment Report

Tabled to next meeting

B. Program Expansion & Development

Plan A (if two additional classrooms not approved/ready as of August 10th)
Wait list current students enrolled for PreK
Classroom 1: K-2nd grade transition
Classroom 2: 1st-6th grade combined community

Plan B (If two additional classrooms are approved/ready as of August 10th)
Classroom 1-2: Primary (3 years-kinder)
Classroom 3: Elementary I-combined
Classroom 4: Elementary II

C. Staffing Issue-Executive Session

Board directed Judy to contact school's attorney for advice regarding issues presented.

D. ASBCS-Notification to Increase Enrollment Cap

M. Mulligan made a motion to Approve and submit to ASBCS the revised Enrollment Cap Notification Request for cap increase from 65 to 95.
K. Perkins seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Lease Agreement w/Stagestop

K. Webster made a motion to approve the rental extension contract with Stagestop as presented by Judy Webster.
M. Mulligan seconded the motion.
The board **VOTED** unanimously to approve the motion.

IV. Facility (4:46pm-5:19pm)

A. New Facility Project-Site Update

K. Webster made a motion to move forward with the purchase of the Smith Enke property for Camino's future site.
K. Perkins seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Bond Financing

Tabled for next meeting.

V. Finance (5:19pm-5:26pm)

A. AP & Payroll Vouchers

M. Mulligan made a motion to Approve the AP vouchers as presented.
V. Slife seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. ECA Tax Credit

Tabled for next meeting.

C. Financial Reports

M. Mulligan made a motion to Approve the Financial Reports for December 2015 & January.2016.
V. Slife seconded the motion.
The board **VOTED** unanimously to approve the motion.

VI. Governance (5:26pm-5:27pm)

A. Board Committees & Membership

Tabled for next meeting.

VII. Closing Items (5:27pm-5:28pm)

A. CALL TO PUBLIC

No public in attendance.

B. Adjourn Meeting

J. Webster made a motion to adjourn the meeting.
V. Slife seconded the motion.
The board **VOTED** unanimously to approve the motion.
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:30 PM.

Respectfully Submitted,
M. Mulligan

Enrollment Cap Notification Request-NARRATIVE
CAMINO MONTESSORI
February 29, 2016

<u>This Enrollment Cap Notification Request is being submitted concurrently with our Amendment Request to Add Grade Levels, which was submitted January 14, 2016.</u>

1. *Provide the **timeline for implementing** the request, including the projected number of students served per grade, and including whether the Enrollment Cap Notification Request will be submitted in conjunction with any other amendment or notification requests which would warrant concurrent consideration.*

Camino's Enrollment Cap Notification Request was originally submitted concurrently with the Amendment Request to Add Grade Levels on January 14, 2016. Due to our misunderstandings regarding space and capacity required documents, it was deemed 'administratively incomplete', and thereby closed. We are re-submitting our request to increase our current enrollment cap, and request it be considered in conjunction with our pending request to add 5th & 6th grades for FY17. It should also be noted that we were advised by ASBCS staff to limit our enrollment cap increase request to FY17, only, since we will be entering our 4th year of operation (as a 'no rating' school), and the current rules limit our eligibility to make such a request. Camino Montessori is grateful to be given the opportunity to submit this request, as its approval is paramount to our future growth and sustainability. We believe that we have demonstrated sufficient progress for FY15 and FY16, thus far, and look forward to a positive outcome.

FY17 Projected Enrollment & Grades

Classroom	Maximum Capacity	Kinder	1st	2nd	3rd	4th	5th	6th	Total Students	Total Staff	Total Capacity	Total ADM
1 (Suite 1)	43	20	10	10	0	0	0	0	40	3	43	30
2 (Suite 8)	73	0	15	15	15	10	5	5	65	6	71	65
Totals	**116**	**20**	**25**	**25**	**15**	**10**	**5**	**5**	**105**	**9**	**114**	**95**
FY17 Re-Enrolled		14	22	18	9	9	0	0	72			
Current Wait List-New Students		6	0	0	0	1	2	2	11			
Recruit		***0***	***3***	***7***	***6***	***0***	***3***	***3***	***22***			

The above table summarizes Camino's enrollment goals and planned expansion for the FY17 school year based on our current space and maximum capacity. With this configuration we will have one K-2nd grade classroom with 40 students, and one 1st-6th grade classroom serving 65 students. Although our goal is to eventually have 3 year age spans within each of our elementary classrooms (1st-3rd and 4th-6th), creating a full 1st-6th grade community is an acceptable alternative within the Montessori framework, and is intended to be temporary until we have added additional classrooms that meet ASBCS approval. We have recently signed a lease agreement that includes two additional spaces effective March 1, 2016. The spaces will require minor tenant improvements to ensure they are optimal for students, and our goal is to have them approved and ready for occupancy prior to the start of the new

school year on August 10, 2016. If this is the case, then the above configuration will change by moving the 4th-6th graders into their own classroom.

To date we have done little advertising, and most of our enrollment has been through 'word of mouth'. In addition to our current re-enrollment (72 students) and wait list students (11 students) we need to recruit an additional 22 students to meet the capacity indicated above, with the majority of these filling 1st-3rd grade openings.

January 2016-June 2017 Timeline for Implementation ***NOTE:*** *Due to extenuating circumstances our timeline has been revised since submitting our original request in January. This timeline replaces the one submitted with our Amendment Request to Add Grade Levels.*	
Jan 2016	• Camino began pursuit of bond financing for new facility, in earnest--targeted to open August, 2018. • Submitted ***Amendment Request to Add Grade Levels and Enrollment Cap Notification Request*** • Re-enrollment campaign—current students & siblings only (5th-6th grades are wait list pending ASBCS approval) • Winter STAR screening assessments in math & reading
Feb 2016	• Finalized lease agreement for current and two additional spaces (lease period is March 1, 2016-June 30, 2017 with option to renew for another year, if needed) • Open Enrollment campaign began • Submit FY16 DSP Data Only to ASCBS per Academic Framework requirements • Re-submit revised Enrollment Cap Notification Request
Mar 2016	• Full page ad placed in the InMaricopa newspaper, w/continued ad in The Monitor newspaper • Two open house/information events planned for families to learn more about Camino • Begin recruitment for new upper elementary (4th-6th grade) Montessori credentialed teacher and assistant teacher
Apr 2016	• Appear before ASBCS board--decision regarding requests • If yes, move forward with bond financing & announce plans to community • Notify 5th-6th grade wait list parents of outcome & secure enrollment spaces • Full page ad place in the InMaricopa Spring magazine, w/continued ad in The Monitor • Two open house/information events planned for families to learn more about Camino • Continue staff recruitment, as needed • First year for Camino's 3rd-4th graders to participate in AZMerit • Ordering of additional curricular materials for 4th-6th grade expansion
May-Jul 2016	• Spring STAR end of year screening assessments • Begin tenant improvements for new classrooms; goal is to have C of O & Fire Inspection by July 1st in order to have ample time to prepare environments and submit to ASCBS • Continue advertising & marketing for open enrollment, as needed • Additional staff hired by mid-July, at latest
Aug 2016	• Open through 6th grade on August 10th • Bond secured; land purchase & due diligence
Oct-Nov 2016	• Close on land & begin construction phase • Camino Board determines enrollment projections & needs for FY18 pending bond outcome
Jan-May 2017	• Enrollment campaign for FY18 • Submit request to ASCBS to increase enrollment cap, if necessary
June 2017	• Current lease ends June 30, 2017—either renew for another year, or move to new facility

2. *Summarize the* ***organization's capacity***

a. *to support the quality and long-term* ***academic success****;*

Our most important short term objective is to allow our current 3rd & 4th grade students continue with the Montessori continuum. These students are the first cohort transitioning to Elementary II (EII=4th-6th grade). Our long term objective is to obtain our expansion approval by April or May, 2016, so we may focus on developing our

program quality next year, and beyond. As outlined in our charter application, our growth plan required adding a grade level, each year, through 6th grade. In order to meet the multi-age classroom required by the Montessori approach, we need to now refine our Elementary I (1st-3rd grade) level, and begin developing the EII level.

Camino Montessori is ready to begin transition to EII level next year with the targeted 4th-6th grade students noted in the projections chart above. We will keep enrollment for 5th-6th grades limited for the FY17 year to ensure there is time for optimal development and planning in preparation for a more robust program expansion in FY18.

Authentic Montessori classroom configurations are based on Montessori's ***"4 Planes of (human) Development".***

The **1st Plane of Development** spans birth through 6 years old, and is typically divided into two 3 year age groups—Infant/Toddler (birth to 3 years) and Primary (3-6 years). Ideally, kindergarten students are served at this level. As stated above, our plan is to add two new classrooms in time for the upcoming year. One of those spaces is targeted as a Primary classroom, which will include our kindergarten students. Since our most important priority is to grow our charter school component, we have notified our pre-school families that we may not be providing services in the up-coming year. Based on our current space and capacity, we plan to create a transitional EI classroom comprised of kinder-2nd grade students.

The **2nd Plane of Development** encompasses the 'elementary years' (1st-6th grades), and is typically divided into two program levels, Elementary I (1st-3rd grades) and Elementary II (4th-6th grades) or may remain as one combined 1st-6th grade community. Since our request to increase our enrollment cap must be based on current space and capacity, we are planning to combine both levels into one community for the upcoming year, should our new classroom for the EII level not be approved.

The approval of our request to add grades and increase our enrollment cap is in alignment with our mission to create an 'authentic' Montessori school. As described in our charter application, the elementary curriculum unfolds in a spiral manner and encompasses the full 6 years of elementary. The 3rd grade year is not only a critical year in terms of the AZMerit requirements, but is also a critical transition from concrete learning (1st-3rd grade) to more abstract learning in the upper level (4th-6th grades). In Montessori, we refer to the EI level as the "coordinating" period for the child and the EII level as the "consolidation" period. Once we have added 5th & 6th grades we will be able to better provide a more authentic Montessori program that supports children through all areas of their development, including optimal academic success.

b. *to support the quality and long-term* ***operational success***

Adding the requested grade levels and allowing us to increase our enrollment cap allows us to continue competing in the current marketplace, as well strengthen our efforts for long term sustainability. With ASBCS approval, we will avoid possible dis-enrollment of our current 4th graders, and their siblings, as well as provide more security for our younger children, and their parents, moving up in subsequent years.

c. *to support the quality and long-term* ***financial viability*** *of the proposed growth of the charter until capacity is reached.*

Camino Montessori received notice that we did not meet the ASBCS Financial Framework expectations. We have submitted our response and corrections, and are awaiting final determination of 'meets expectations'. It should be noted that the indicators rated as not meeting expectations are typical struggles for a school in its early stages of development. By increasing our enrollment cap our potential for growth and increased financial security also increase.

Camino's financial audit submitted in November, was accepted & approved by ASBCS. We are currently in our 3rd year of operation, and this is our 2nd consecutive 'clean audit'.

Although our AZCSP grant cycle ended in July, 2015, it's made our transition into this school year less of a financial challenge. Our current 5 year projections (prepared as part of our bond financing process) are feasible and allow

for our projected growth and plans for program expansion. Please reference revised 5 year budget projections attached in **Additional Documents**.

Our current re-enrollment campaign began on January 4th, and is going well. We are on target with our projected number of returning students, and continue with efforts to enroll a minimum number of new students for the elementary levels. Camino continues its focus on growing its Primary and Elementary I programs in order to ensure an optimal enrollment base for the Elementary II level.

CITY OF MARICOPA
PROUD HISTORY · PROSPEROUS FUTURE

Development Services
39700 W Civic Center Plaza
Maricopa, AZ 85138
Ph: (520) 316-6920
Fx: (520) 568-9120

Certificate Of Occupancy

This certificate is issued pursuant to the requirements of the City of Maricopa Building Code as adopted and amended in Chapter 7 of the Maricopa City Code.

Certifying that at the time of issuance this structure was in compliance with the various ordinances of the City of Maricopa regulating building construction or use for the following:

Location: 44301 W MARICOPA-CASA GRANDE HIGHWAY, SUITE 107

Permit #:	20130516	**Issued:**	7/30/2013
Parcel ID:	510250340	**Type of Construction:**	VB
Owner:	DUNN HOLDINGS 42449 W. ABBEY ROAD MARICOPA, AZ 85138	**Occupancy Group:**	E
		Occupancy Load:	73
		Sprinkler System:	NFPA-13
		Zoning:	CB2

Building Official Signature

7/31/2013
Date Signed

Note: Should any of the above statements change, this Certificate of Occupancy will become void.
Post in a conspicuous place.

Maricopa Fire Department

S-8

INSPECTION REPORT

☐ NOTICE OF VIOLATION -IMMEDIATE ACTION REQUIRED

Business/Project Name: Camino Montessori		Email:	Type of Occupancy: E
Business/Project Address: 44301 W. C.G. Hwy S-8		City: Mcpa	State: AZ Zip: 85138
Business/Property Representative: Judy Webster		Title: Tenant Owner	Phone:
Insp./Eng. Co.: ER	Date: 7-26-13	Emergency Phone:	Secondary Contact:	Phone: 480-215-2806

NOTICE OF FIRE & SAFETY HAZARDS: You are hereby notified that an inspection of your premises has disclosed the following fire / safety hazards and/or violations of the provisions of local and/or state codes:

TYPE OF INSPECTION:

- ☒ General Inspection
- ☐ Re-inspection
- ☐ Code Compliant
- ☐ Miscellaneous/Other
- ☐ Daycare <5
- ☐ Residential AS
- ☐ Commercial AS
- ☐ Fire Alarm System
- ☐ Hood System
- ☐ Daycare >5
- ☐ Single Family Residential
- ☐ Driveway / Access
- ☐ Brush / Weeds
- ☐ Underground/Flush
- ☐ Educational State
- ☐ Flow Test
- ☐ Special Hazard
- ☐ Temporary C/O
- ☒ Final C/O
- ☐ Educational Private

ITEMS TO BE CORRECTED:

- ☐ 1. Repair illuminated exit signs
- ☐ 2. Repair emergency lights
- ☐ 3. Exits unlocked at business hours
- ☐ 4. Clear blocked exits & exit paths
- ☐ 5. Remove weeds/grass/debris
- ☐ 6. Storage from concealed spaces
- ☐ 7. Storage 18" of sprinkler heads
- ☐ 8. Service, test or repair AS system
- ☐ 9. Service, test or repair fire alarm
- ☐ 10. Clean hood and flue system
- ☐ 11. Service, test or repair hood sys.
- ☐ 12. Service fire extinguisher(s)
- ☐ 13. Secure gas cylinders
- ☐ 14. Remove extension cords
- ☐ 15. Maintain occupant load
- ☐ 16. Keep site accessible
- ☐ 17. Access to electrical service
- ☐ 18. Other

ITEM #	DESCRIPTION / LOCATION	COMPLY BY	APPROVED
	Final C of O		
	All violations corrected		
	Recommend Final C of O		
	Recieved copy of		
	emerg evacuation/Lock down		
	Applied Fees	**Amount:**	**$**

Passed

ORDER TO COMPLY: As the above-described conditions are contrary to law, you are hereby required to correct said conditions as indicated. This inspection is for your safety and the safety of your customers/clients. Your cooperation is appreciated.

ARS 11-1602: Regulator Bill of Rights: I agree to the stipulation as set forth on the reverse side of this page regarding Notice of Inspection Rights and SB1598.

COPY RECEIVED BY: Judy D. Webster **DATE:** 7/26/13

Inspector: E. Rod **DATE:** 7-26-13

White – Fire Department Yellow – Contractor Pink - Client

Maricopa Fire Department

INSPECTION REPORT

S-8

☐ NOTICE OF VIOLATION -IMMEDIATE ACTION REQUIRED

Business/Project Name: Camino Montessori		Email:	Type of Occupancy: E
Business/Project Address: 44301 W C.G Hwy		City: Mcpa	State: AZ Zip: 85138
Business/Property Representative: Will Dunn		Title: Owner	Phone:
Insp./Eng. Co.: E.R.	Date: 7-26-13	Emergency Phone:	Secondary Contact:	Phone:

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- ☐ 17. Access to electrical service
- ☐ 18. Other

ITEM #	DESCRIPTION / LOCATION	COMPLY BY	APPROVED
	Fire Alarm		
7:45am	Water Flow (Partial strobes not working		
	Pull station S-8		
7:56	Water flow (Partial strobes not working		
8:14	"		
8:25	"		
8:26	Pull station		
	Verified Signals		
	Applied Fees	**Amount:**	**$**

Sun Devil Fire Jason 623-245-0636

AZ Security 17-0334-121 602-455-12

ORDER TO COMPLY: As the above-described conditions are contrary to law, you are hereby required to correct said conditions as indicated. This inspection is for your safety and the safety of your customers/clients. Your cooperation is appreciated.

ARS 11-1602: Regulator Bill of Rights: I agree to the stipulation as set forth on the reverse side of this page regarding Notice of Inspection Rights and SB1598.

COPY RECEIVED BY: _____ **DATE:** _____

Inspector: _____ **DATE:** 7-26-13

White – Fire Department Yellow – Contractor Pink - Client

CITY OF MARICOPA
PROUD HISTORY · PROSPEROUS FUTURE

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Certifying that at the time of issuance this structure was in compliance with the various ordinances of the City of Maricopa regulating building construction or use for the following:

Location: 44301 W MARICOPA-CASA GRANDE HWY SUITE 108

Permit #: BP201400672
Parcel ID: 510250340

Issued: 08/06/2014
Type of Construction: VB

Owner: DUNN HOLDINGS
42449 W. ABBEY ROAD
MARICOPA, AZ 85138
520-560-0868

Occupancy Group: E

Occupancy Load: 45
Sprinkler System:

Building Official Signature

8-6-14
Date Signed

Note: Should any of the above statment change, this Certificate of Occupancy will become void.
Post in a conspicuous place.

Maricopa Fire Department

S-1

INSPECTION REPORT

☐ NOTICE OF VIOLATION -IMMEDIATE ACTION REQUIRED

Business/Project Name: Camino Montessori			Email:	Type of Occupancy:
Business/Project Address: 44301 W. Casa Grande Hwy S-1			City: Mcpa	State: AZ Zip: 85138
Business/Property Representative: Judy Webster			Title: Tenant Owner	Phone: 520-868-6145
Insp./Eng. Co.: ER	Date: 8-1-14	Emergency Phone:	Secondary Contact:	Phone:

NOTICE OF FIRE & SAFETY HAZARDS: You are hereby notified that an inspection of your premises has disclosed the following fire / safety hazards and/or violations of the provisions of local and/or state codes:

TYPE OF INSPECTION:

- ☐ General Inspection
- ☒ Re-inspection
- ☐ Code Compliant
- ☐ Miscellaneous/Other
- ☐ Daycare <5
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- ☐ 17. Access to electrical service
- ☐ 18. Other

ITEM #	DESCRIPTION / LOCATION	COMPLY BY	APPROVED
	Re inspection		
	All violations connected		
	Max occupany - 43		
	No Violations Passed		
	Applied Fees Recommend final C of O	Amount:	$

ORDER TO COMPLY: As the above-described conditions are contrary to law, you are hereby required to correct said conditions as indicated. This inspection is for your safety and the safety of your customers/clients. Your cooperation is appreciated.

ARS 11-1602: Regulator Bill of Rights: I agree to the stipulation as set forth on the reverse side of this page regarding Notice of Inspection Rights and SB1598.

COPY RECEIVED BY: Judy Webster **DATE:** 8-1-14

Inspector: E. Rai **DATE:** 8-1-14

White – Fire Department Yellow – Contractor Pink - Client

Camino Montessori

Year	% of Revenue		2013-2014 Actual	2014-2015 Actual	2015-2016 Current Year	2016-2017	2017-2018	2018-2019	2019-2020	Assumptions/Notes
Total Capacity (Total Student Count)					**79**	**133**	**200**	**223**	**233**	Primary + Elementary/total bodies
# of Classrooms					**2**	**5**	**7**	**8**	**9**	**Projected # of classrooms needed (min. inside 35 sq. ft. per student)**
Primary-Kinder (3yrs-6yrs)					**35**	**48**	**78**	**78**	**78**	**Primary classroom ratios max. 1:13**
PreK1 & PreK2					12	28	52	52	52	3 & 4 year olds
Kinders					23	20	26	26	26	
Elementary I (6yrs-9yrs/1st-3rd grades)			**27.8**	**42.955**	**44**	**85**	**122**	**145**	**155**	
1st Grade					21	25	27	30	30	
2nd Grade					10	25	30	30	30	
3rd Grade					10	15	30	30	30	
4th Grade					3	10	20	25	25	FY16 Submit amend request to increase **enroll cap to 125 (check with ASBCS for enroll cap FY17, or for projected FY20)**
5th Grade					0	5	10	20	25	Added FY17
6th Grade					0	5	5	10	15	Added FY17
# of ADM's					**55.5**	**95.00**	**135.00**	**158.00**	**168.00**	**Estimated student FTE's**
# Private (1/2 day tuition)					**14.875**	**30.5**	**55.25**	**55.25**	**55.25**	**Estimated # students * 1/2 day tuition only--did not include % at full day tuition**
Per Private					*$3,500*					Estimated amount/year for 1/2 tuition
Revenue										
Revenue Public	**92%**		**$380,390**	**$682,955**	**$477,458**	**$777,694**	**$1,077,001**	**$1,249,194**	**$1,328,825**	
Local	3%		$10,455	$16,369	**$15,000**	**$25,000**	**$30,000**	**$35,000**	**$40,000**	
State	95%		$205,723	$328,513	$451,608	$739,674	$1,031,377	$1,195,446	$1,266,326	Includes Reading
Federal	2%		$164,212	$338,073	$10,850	$13,020	$15,624	$18,749	$22,499	
Revenue Private	**9%**		**$28,052**	**$28,019**	**$42,000**	**$98,000**	**$182,000**	**$182,000**	**$182,000**	Tuition for private programs
Total Revenue	**100%**		**$408,442**	**$710,974**	**$519,458**	**$875,694**	**$1,259,001**	**$1,431,194**	**$1,510,825**	
Operating Expenses										
Salaries	**53%**		**$199,122**	**$253,966**	**$277,340**	**$413,580**	**$543,793**	**$622,467**	**$703,501**	
Admininstrative	*18%*		*$78,037*	*$79,983*	*$91,000*	*$110,890*	*$119,422*	*$123,005*	*$126,695*	10%-mandated benefits only
Instruction & Support	*67%*		*$121,084*	*$173,983*	*$186,340*	*$302,690*	*$424,371*	*$499,462*	*$576,806*	
Employee Benefits	10%		$18,370	$22,643	$27,734	$41,358	$54,379	$62,247	$70,350	
Professional Services	22%		$112,437	$120,145	$114,000	$75,000	$75,000	$75,000	$75,000	SAIS, ADI, IT, Legal, SPED
Total Salaries	**85%**		**$329,929**	**$396,753**	**$419,074**	**$529,938**	**$673,172**	**$759,713**	**$848,851**	
Communications	1%		$3,304	$5,538	$3,000	$5,057	$7,271	$8,266	$7,900	
Custodial & Maintenance	0%		$2,484	$1,539	$1,800	$1,854	$1,910	$1,967	$2,026	
Insurance & Liability	1%		$3,381	$3,735	$5,000	$8,000	$8,160	$8,323	$8,490	Not adjusted for plateau
Supplies	2%		$45,076	$75,973	$9,600	$16,184	$23,267	$26,450	$27,921	Instruction & Admin
Lease Expense										
Rent	17%		$44,367	$60,872	**$85,800**	**$150,000**	**$150,000**	**$150,000**	**$150,000**	Estimated rent, cams, util. for current space only
CAMS	0%				**$0**	**$0**	**$0**	**$0**	**$0**	
Utilities	1%		$3,966	$7,167	$7,167	$0	$0	$0	$0	
Sub-total					$92,967	$150,000	$150,000	$150,000	$150,000	
Taxes (2.5 %)					$2,324	$3,750	$3,750	$3,750	$3,750	
Total Lease Expense	**18%**		**$48,333**	**$68,039**	**$95,291**	**$153,750**	**$153,750**	**$153,750**	**$153,750**	14% year 1 only
Furniture & Equipment	**2%**		**$8,666**	**$29,027**	**$0**	**$20,000**	**$20,000**	**$30,000**	**$30,000**	New classrooms--not sure what bond will fund
Loans & Debts	**5%**				**$26,200**	**$20,000**	**$16,000**	**$16,000**	**$19,500**	ODE TI; J&K Loans
ODE TI	2%				$9,200	$4,000	$0	$0	$3,500	FY17 Primary (Licensing); $9,200 TI loan-Landlord
J&K Start Up Promisory	3%				$17,000	$16,000	$16,000	$16,000	$16,000	Start-up Cost

Camino Montessori

Total Operating Expenses			**$441,173**	**$580,603**	**$569,165**	**$758,783**	**$903,530**	**$1,004,468**	**$1,101,937**	
Net Income before Rents/Mortgage/Util/Assoc Fees			**-$32,731**	**$130,371**	**-$49,707**	**$116,911**	**$355,471**	**$426,726**	**$408,887**	**Current year's annual rent = $60,894 & annual CAMS = $18,175**
Adjustment for Interest/Lease				$810						
Adjustment for Property Taxes										
Adjustment for Depreciation			$32,293							
MADS										
DSCR @ _____										
Lease Payment & Property Tax										
Cash Flow after Lease Payment & Property Taxes										
New Capital Investment										
Cash on Hand										
Days Cash on Hand										

Projected Staff & Salaries		ADM Threshhold	FY 15-16	FTE	ADM Threshhold	FY 16-17	FTE	ADM Threshhold	FY 17-18	FTE	ADM Threshhold	FY 18-19	FTE	ADM Threshhold	FY 19-20	FTE	Comments/Assumptions
Admin & Support	Director	*8.4*	$55,000	1.00	*8.6*	$56,650	1.00	*8.9*	$58,350	1.00	*9.1*	$60,100	1.00	*9.4*	$61,903	1.00	Currently Judy Webster
	Admin. Asst.	*4.6*	$30,000	1.00	*4.7*	$30,900	1.00	*4.8*	$31,827	1.00	*5.0*	$32,782	1.00	*5.1*	$33,765	1.00	Currently Nicole D.
	Secretary/Clerk			0.00	*2.6*	$17,160	0.75	*3.5*	$22,880	1.00	*3.6*	$23,566	1.00	*3.7*	$24,273	1.00	NEW: 12 month/non-exempt clerical support @ $11/hr starting pay; .75FTE FY17 to full time FY18
	PT Asst. Curric. Director	*0.9*	$6,000	0.25	*0.9*	$6,180	0.25	*1.0*	$6,365	0.25	*1.0*	$6,556	0.25	*1.0*	$6,753	0.25	Currently Mary N. (teacher)
	Subtotal	***14.7***	***$91,000***	***2.25***	***16.9***	***$110,890***	***3.00***	***18.2***	***$119,422***	***3.25***	***18.7***	***$123,005***	***3.25***	***19.3***	***$126,695***	***3.25***	
EI-CR1	**Lead Tchr-Elem I**	*6.1*	$40,000	1.00	*5.3*	$35,000	1.00	*5.5*	$36,050	1.00	*5.6*	$37,132	1.00	*5.8*	$38,245	1.00	2016-2017 EI teacher replacement for Mary N. She moves to EII at current salary & recruit NEW for EI.
	Assistant-Elem I	*2.6*	$17,000	1.00	*4.0*	$26,010	1.50	*4.1*	$26,790	1.50	*4.2*	$27,594	1.50	*4.3*	$28,422	0.50	FY16 Nereli B.; FY17 NEW 0.5 Asst. ODE added to salary
EI-CR2	**Lead Tchr-Elem I**	*4.2*	$27,500	1.00	*4.3*	$28,325	1.00	*4.4*	$29,175	1.00	*4.6*	$30,050	1.00	*4.7*	$30,951	1.00	Currently Nikki B (teacher in training); FY17 Nikki to Lead)
	Assistant-Elem I	*3.8*	$25,000	1.00	*3.9*	*$25,750*	*1.00*	*4.0*	*$26,523*	*1.00*	*4.2*	*$27,318*	*1.00*	*4.3*	*$28,138*	*1.00*	Currently Karen W.
	Assistant	*1.9*	$12,500	0.50	*1.7*	*$11,440*	*0.50*	*1.8*	*$11,783*	*0.50*	*1.8*	*$12,137*	*0.50*	*1.9*	*$12,501*	*0.50*	FY16 Rebecca L.; FY17 NEW PT asst. added (ODE support
EI-CR3	**Lead Tchr-Elem I**							*5.3*	$35,000	1.00	*5.5*	$36,050	1.00	*5.6*	$37,132	1.00	FY18 NEW
	Assistant-Elem I							*4.2*	$27,360	1.00	*4.3*	$28,181	1.50	*4.4*	$29,026	1.50	FY18 NEW
EII-CR1	**Lead Tchr-Elem II**				*5.5*	$36,050	1.00	*5.6*	$37,132	1.00	*5.8*	$38,245	1.00	*6.0*	$39,393	1.00	Mary N. to transition FY17
	Assistant-Elem II				*2.8*	$18,240	1.00	*2.9*	$18,787	1.00	*4.3*	$28,471	1.50	*4.5*	$29,325	1.50	FY17 NEW
EII-CR2	**Lead Tchr-Elem II**										*5.3*	$35,000	1.00	*5.5*	$36,050	1.00	NEW FY19
	Assistant-Elem II										*2.8*	$18,240	1.00	*2.9*	$18,787	0.50	NEW FY19
EII-CR3	**Lead Tchr-Elem II**													*5.3*	$35,000	1.00	NEW FY20
	Assistant-Elem II													*2.8*	$18,240	1.00	NEW FY20
	Subtotal	***19.7***	***$122,000***	***4.50***	***29.2***	***$180,815***	***7.00***	***40.1***	***$248,599***	***9.00***	***51.4***	***$318,417***	***12.00***	***61.5***	***$381,210***	***12.50***	
P-CR1	**Lead Tchr-Primary**	*5.1*	$33,600	1.00	*5.3*	$34,608	1.00	*5.4*	$35,646	1.00	*5.6*	$36,716	1.00	*5.7*	$37,817	1.00	Currently Karen M.
	Assistant-Primary	*2.8*	$18,240	1.00	*4.2*	$27,907	1.50	*4.4*	$28,744	1.50	*4.5*	$29,607	1.50	*4.6*	$30,495	1.50	Currently Maribel M.; FY17 add 0.5 FTE Asst. for ODE support
P-CR2	**Lead Tchr-Primary**	*1.9*	$12,500	0.25	*4.9*	$32,000	1.00	*5.0*	$32,960	1.00	*5.2*	$33,949	1.00	*5.3*	$34,967	1.00	Currently Rebecca L. 1/2 time Co Lead & 1/2 time elem. Asst.; Rebecca to FT Lead in FY17
	Assistant-Primary				*4.2*	$27,360	1.50	*4.3*	$28,181	1.50	*4.4*	$29,026	1.50	*4.5*	$29,897	1.50	FY17 add NEW 1.5 FTE Asst. for CR & ODE
P-CR3	**Lead Tchr-Primary**							*4.9*	$32,000	1.00	*5.0*	$32,960	1.00	*5.2*	$33,949	1.00	NEW FY18
	Assistant-Primary							*2.8*	$18,240	1.00	*2.9*	$18,787	1.00	*4.3*	$28,471	1.50	NEW FY18; add 0.5 FTE asst. in FY20
	Subtotal	***18.5***	***$64,340***	***2.25***	***13.3***	***$121,875***	***5.00***	***21.3***	***$175,771***	***7.00***	***21.9***	***$181,045***	***7.00***	***24.0***	***$195,596***	***7.50***	
	TOTALS	***52.9***	***$277,340***	***9.00***	***59.3***	***$413,580***	***15.00***	***79.6***	***$543,793***	***19.25***	***92.0***	***$622,467***	***22.25***	***104.7***	***$703,501***	***23.25***	

NOTES:

1. Salaries adjusted by 3% per year for projected cost of living increases
2. EI=Elementary Level 1 (1st-3rd grade/multi-age)
3. EII=Elementary Level 2 (4th-6th grade/multi-age)
4. Primary = 3yr. - Kinder/multi-age
5. Salaries: 12% added for benefits & withholdings
6. *ADE Threshhold = estimated # of FTE students to fund staff position*
7. FTE = Full Time Equiv. staff position

APPENDIX B

DATA SUBMISSION SPREADSHEET

Directions for Growth Measures (SGP and Bottom 25%):

1. Move to the SGP tab below. Type in the number of students Meeting the School's Expected Growth Target at the Baseline, Mid-Point/Semester, and Post-Test/End of year. Next, type in the total of number of students enrolled at each of those points in the school year. Complete this process for both Math and Reading. At this point, cells D2-7 and E2-7 should be complete.

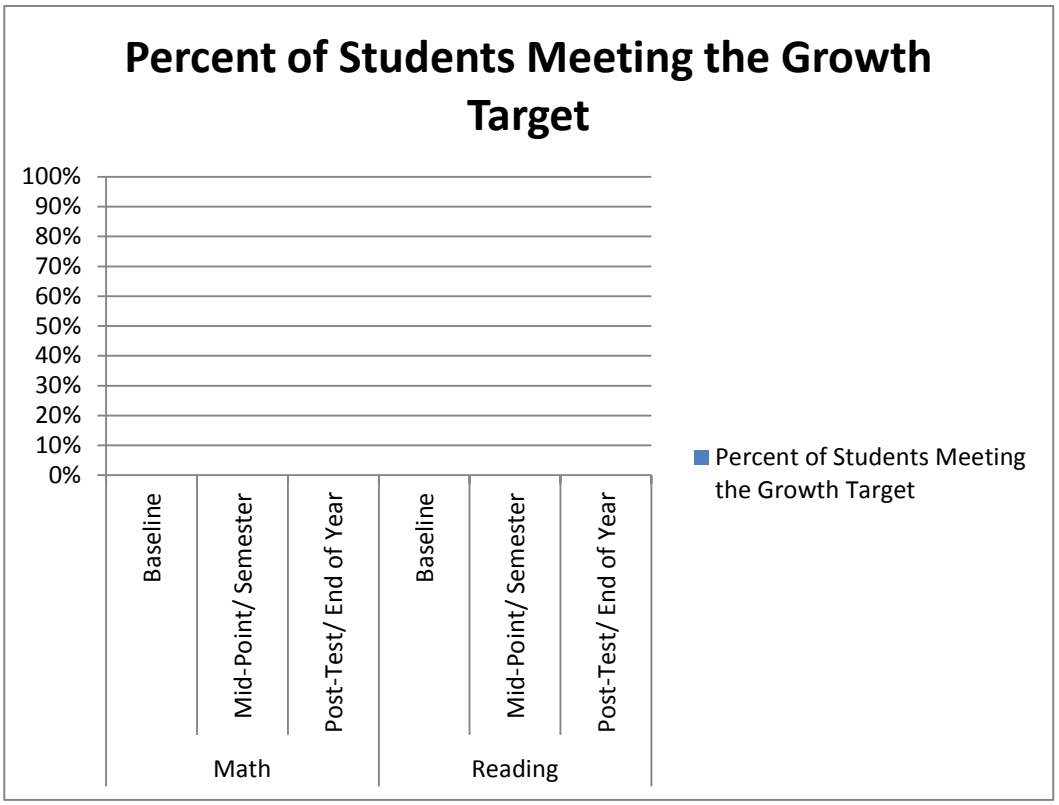
2. Move to the Bottom 25% tab and complete the same directions for the Bottom 25% of students.

*A Charter Holder must complete a Data Submission Spreadsheet for each school that has received a rating of "Does Not Meet", "Falls Far Below", or "No Rating".

Student Median Growth Percentile

		Number of Students Meeting Expected Growth Target	Total Number of Students	% of Students Meeting the Growth Target
Math	**Baseline**			#DIV/0!
	Mid-Point/ Semester			#DIV/0!
	Post-Test/ End of Year			#DIV/0!
Reading	**Baseline**			#DIV/0!
	Mid-Point/ Semester			#DIV/0!
	Post-Test/ End of Year			#DIV/0!

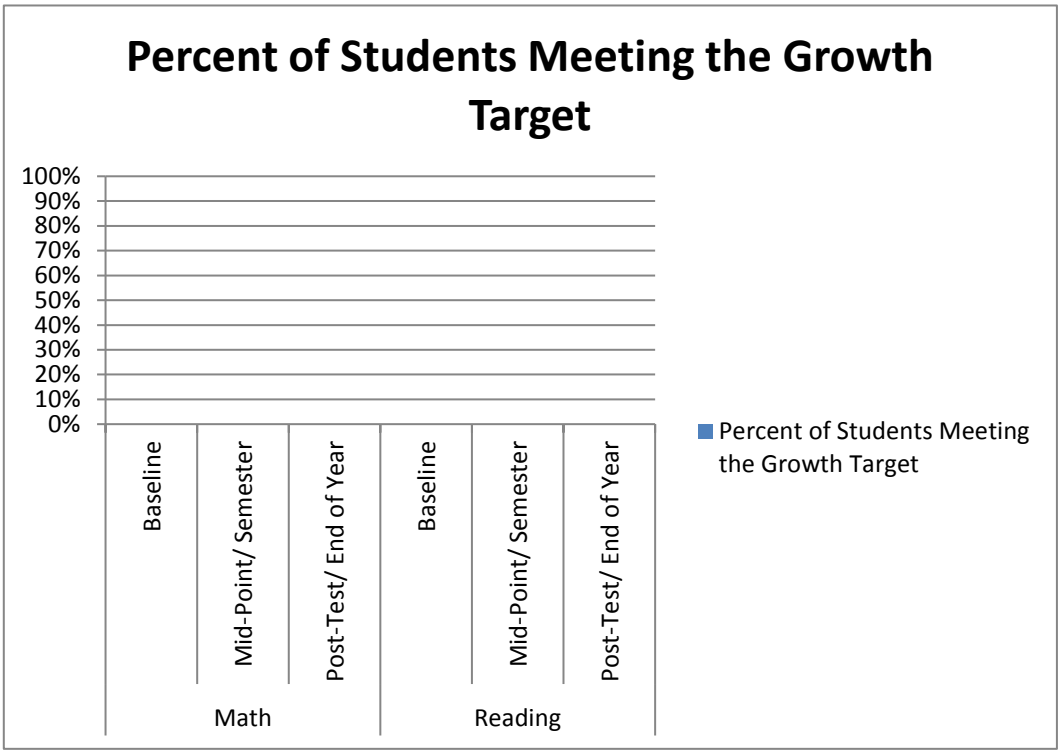
Math Change S1	#DIV/0!
Math Change S2	#DIV/0!
Reading Change S1	#DIV/0!
Reading Change S2	#DIV/0!



Student Median Growth Percentile
Bottom 25%

		Number of Students Meeting Expected Growth Target	Total Number of Students	% of Students Meeting the Growth Target
Math	**Baseline**			#DIV/0!
	Mid-Point/ Semester			#DIV/0!
	Post-Test/ End of Year			#DIV/0!
Reading	**Baseline**			#DIV/0!
	Mid-Point/ Semester			#DIV/0!
	Post-Test/ End of Year			#DIV/0!

Math Change S1	#DIV/0!
Math Change S2	#DIV/0!
Reading Change S1	#DIV/0!
Reading Change S2	#DIV/0!



Directions for Proficiency (School-wide, FRL, ELL, and Students with Disabilities):

1. Move to the "School" tab. Type in the number of students in each category (Exceeds Standard, Meets Standard, Approaches Standard, and Falls Far Below Standard) into the Baseline, Mid-Point/Semester, and Post-Test/End of Year cells for both Math and Reading (Cells D2-7, E2-7, F2-7, and G2-7).

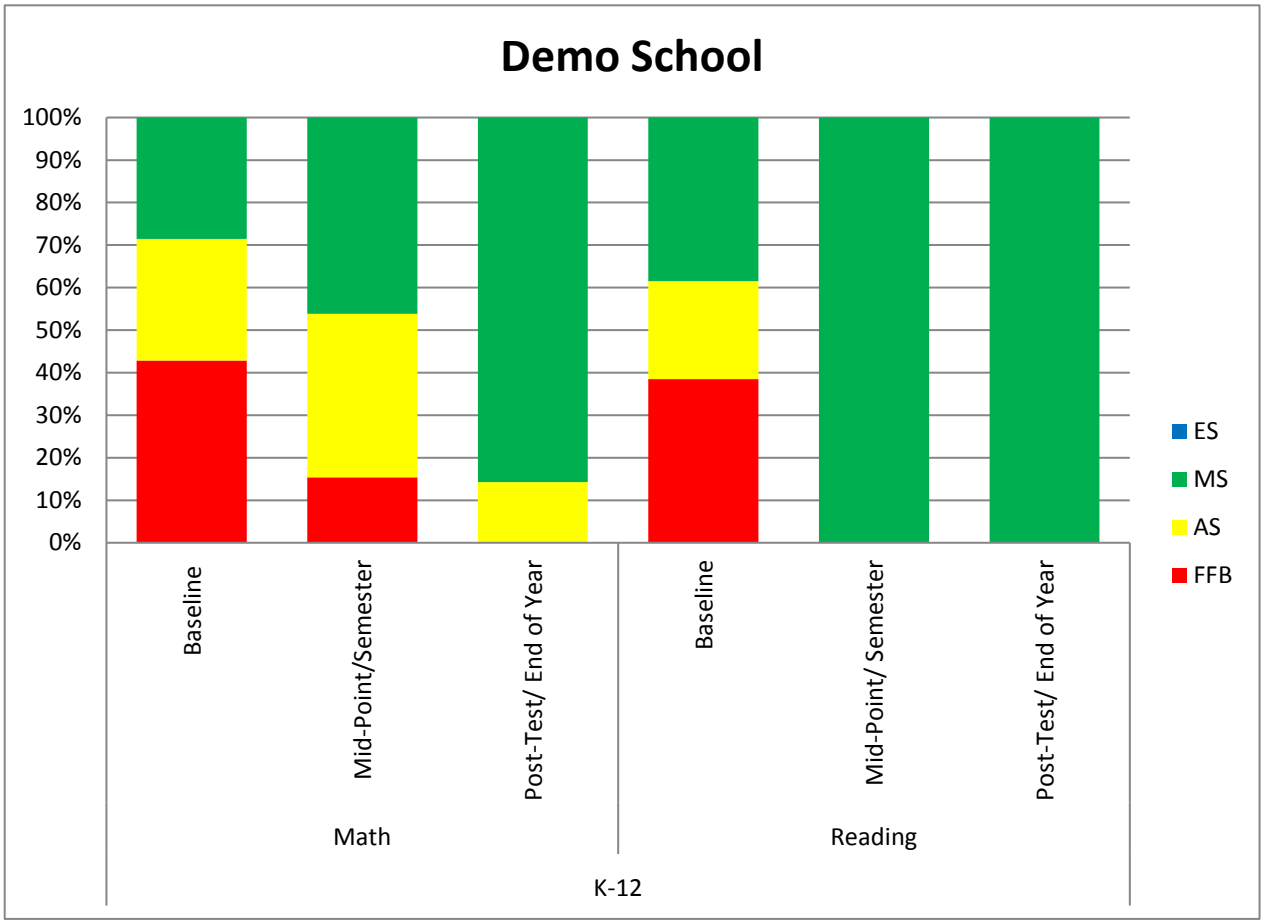
2. Move to each of the subsequent sheets, and fill in the appropriate cells. Sheets are divided by subgroup..

3. Save the entire spreadsheet as directed in the DSP Guide for Charter Holders located on the ASBCS website under the Academic Interventions Tab.

School Wide Math and Reading Proficiency

			FFB	AS	MS	ES	Total	% Passing
K-12	*Math*	**Baseline**	6	4	4		14	29%
		Mid-Point/Semester	2	5	6		13	46%
		Post-Test/ End of Year	0	2	12		14	86%
	Reading	**Baseline**	5	3	5		13	38%
		Mid-Point/ Semester			11		11	100%
		Post-Test/ End of Year			12		12	100%

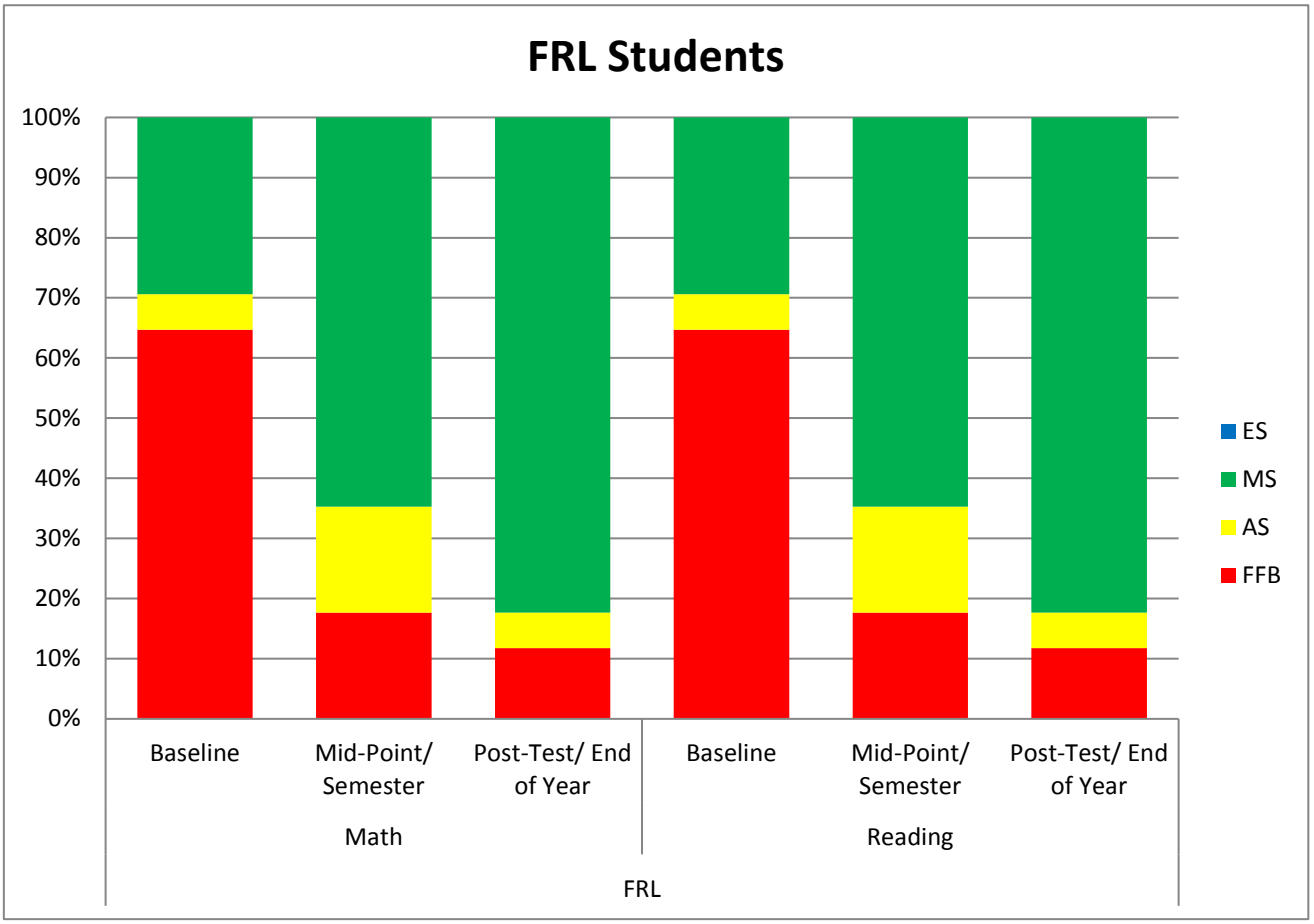
Math % Passing Change-S1	18%
Math % Passing Change-S2	#REF!
Reading % Passing Change-S1	62%
Reading % Passing Change-S2	0%



FRL Students' Math and Reading Proficiency

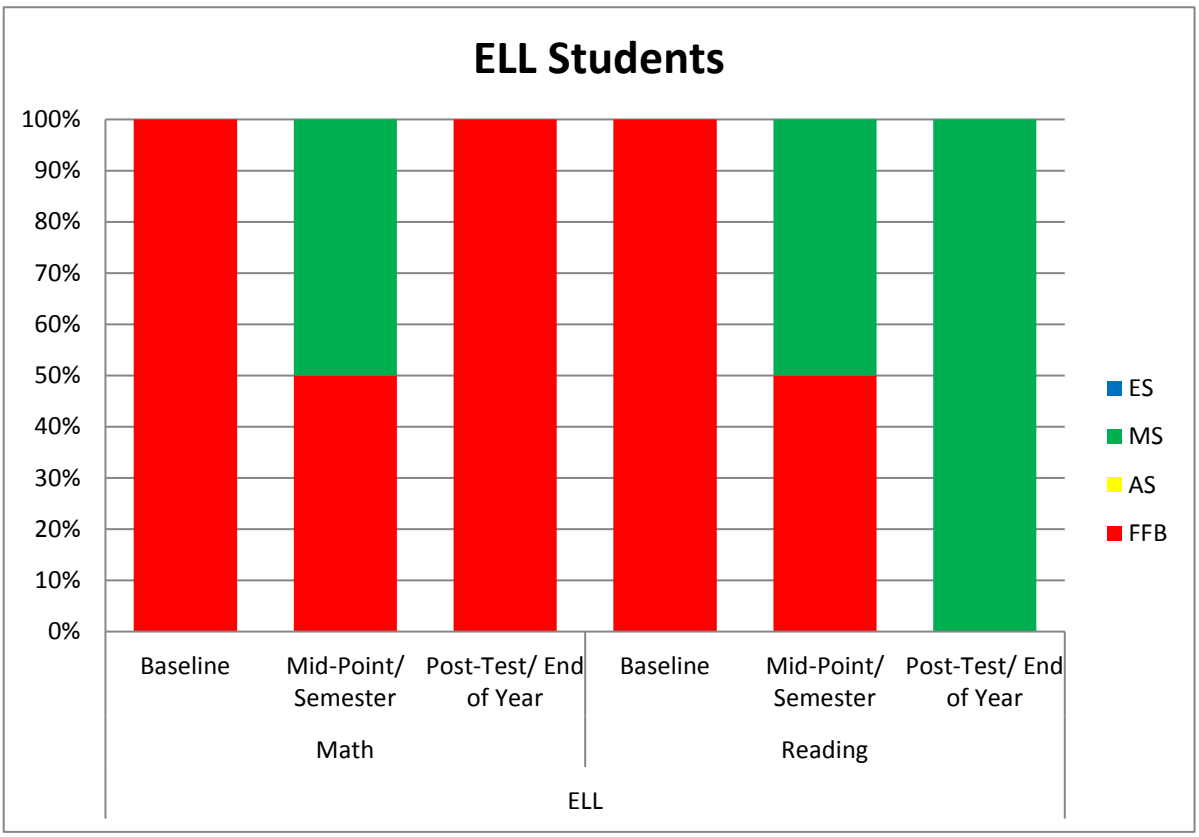
			FFB	AS	MS	ES	Total	% Passing
FRL	*Math*	**Baseline**	11	1	5		17	29%
		Mid-Point/ Semester	3	3	11		17	65%
		Post-Test/ End of Year	2	1	14		17	82%
	Reading	**Baseline**	11	1	5		17	29%
		Mid-Point/ Semester	3	3	11		17	65%
		Post-Test/ End of Year	2	1	14		17	82%

Math % Passing Change-S1
Math % Passing Change-S2
Reading % Passing Change-S1
Reading % Passing Change-S2



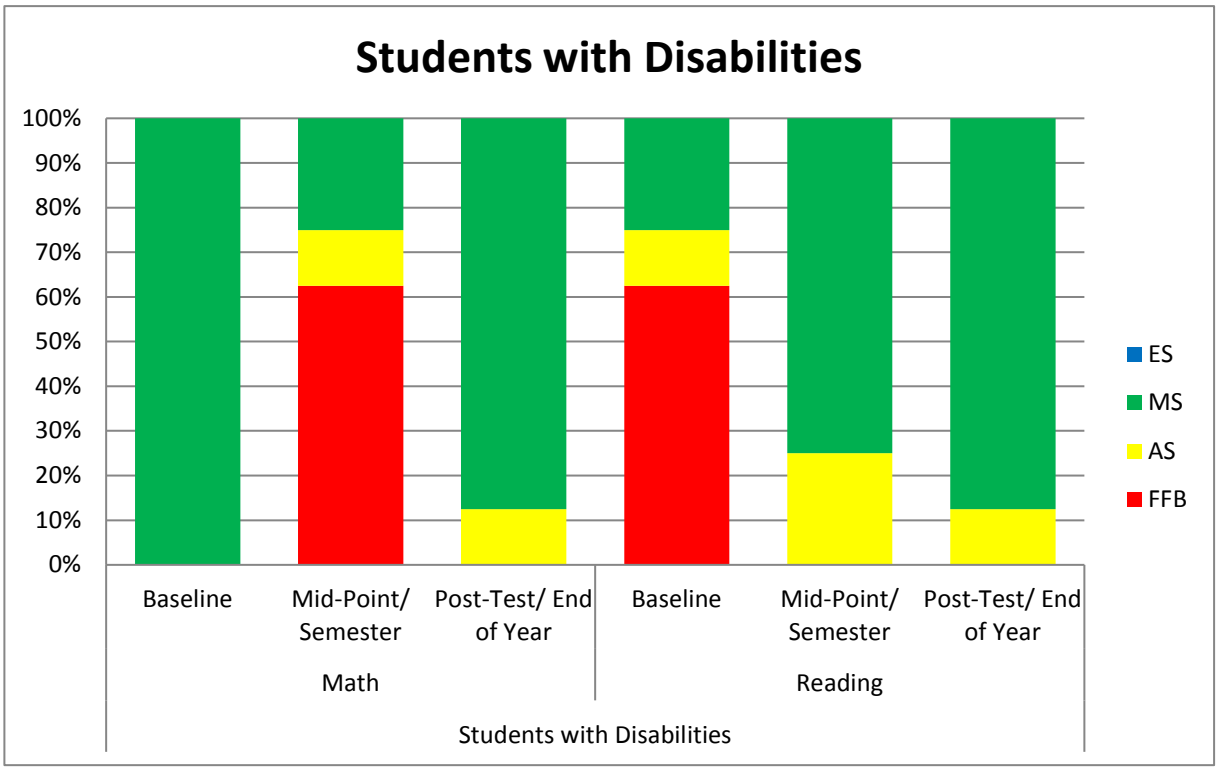
ELL Students' Math and Reading Proficiency

			FFB	AS	MS	ES	Total	% Passing
ELL	*Math*	**Baseline**	2				2	0%
		Mid-Point/ Semester	1		1		2	50%
		Post-Test/ End of Year	2				2	0%
	Reading	**Baseline**	2	0	0		2	0%
		Mid-Point/ Semester	1		1		2	50%
		Post-Test/ End of Year			2		2	100%
		Math % Passing Change-S1	50%					
		Math % Passing Change-S2	-50%					
		Reading % Passing Change-S1	50%					
		Reading % Passing Change-S2	50%					



Students with Disabilities' Math and Reading Proficiency

			FFB	AS	MS	ES	Total	% Passing
Students with Disabilities	*Math*	**Baseline**			2		8	25%
		Mid-Point/ Semester	5	1	2		8	25%
		Post-Test/ End of Year	0	1	7		8	88%
	Reading	**Baseline**	5	1	2		8	25%
		Mid-Point/ Semester		2	6		8	75%
		Post-Test/ End of Year		1	7		8	88%
		Math % Passing Change-S1	0%					
		Math % Passing Change-S2	63%					
		Reading % Passing Change-S1	50%					
		Reading % Passing Change-S2	13%					



Directions for Growth Measures (SGP and Bottom 25%):

1. Move to the SGP tab below. Type in the number of students Meeting the School's Expected Growth Target at the Baseline, Mid-Point/Semester, and Post-Test/End of year. Next, type in the total of number of students enrolled at each of those points in the school year. Complete this process for both Math and Reading. At this point, cells D2-7 and E2-7 should be complete.

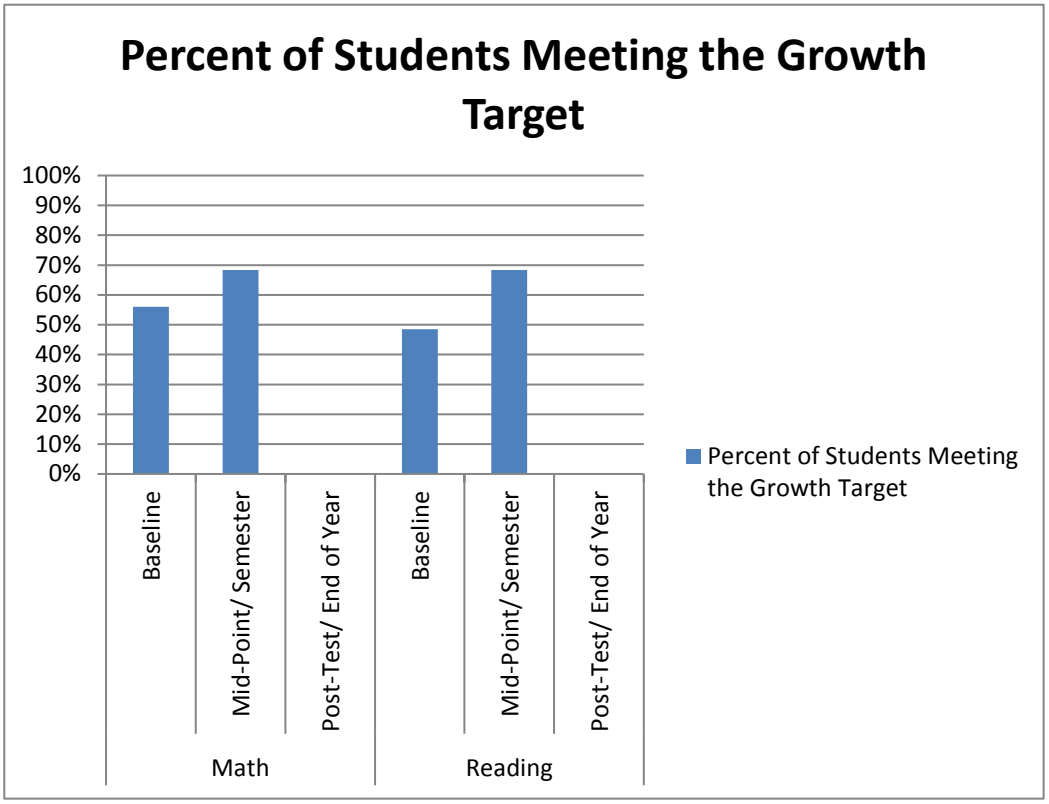
2. Move to the Bottom 25% tab and complete the same directions for the Bottom 25% of students.

*A Charter Holder must complete a Data Submission Spreadsheet for each school that has received a rating of "Does Not Meet", "Falls Far Below", or "No Rating".

CAMINO MONTESSORI Student Median Growth Percentile

		Number of Students Meeting Expected Growth Target	Total Number of Students	% of Students Meeting the Growth Target
Math	**Baseline**	37	66	56%
	Mid-Point/ Semester	41	60	68%
	Post-Test/ End of Year			#DIV/0!
Reading	**Baseline**	32	66	48%
	Mid-Point/ Semester	41	60	68%
	Post-Test/ End of Year			#DIV/0!

Math Change S1	12.27%
Math Change S2	#DIV/0!
Reading Change S1	19.85%
Reading Change S2	#DIV/0!

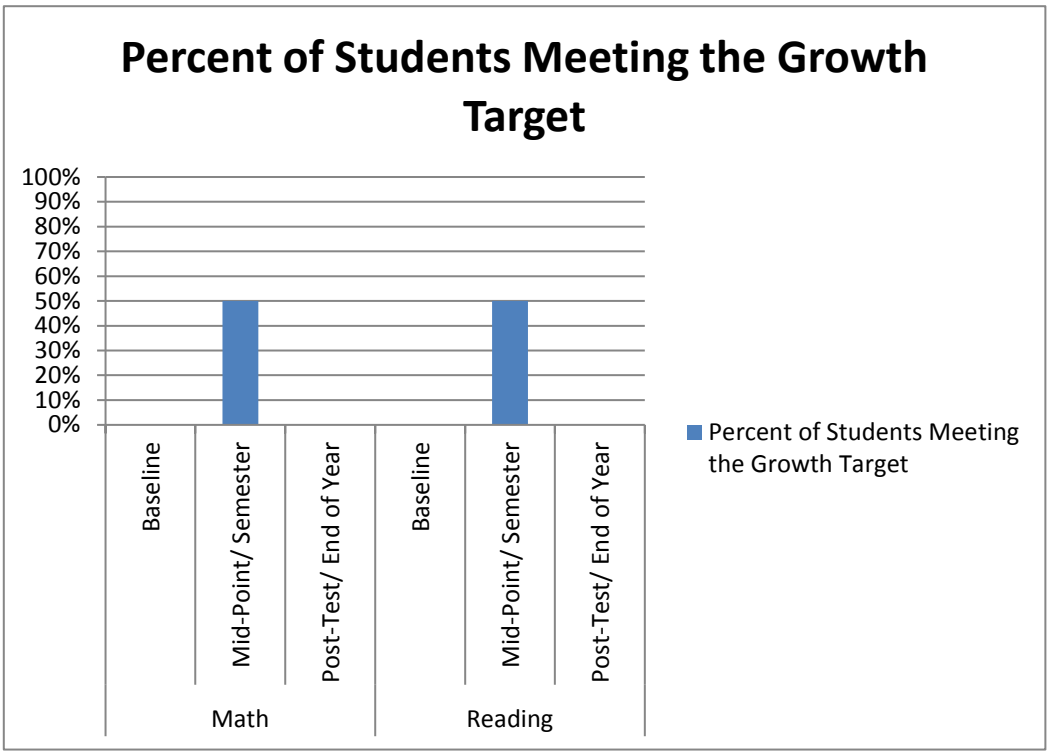


CAMINO MONTESSORI

Student Median Growth Percentile
Bottom 25%

		Number of Students Meeting Expected Growth Target	Total Number of Students	% of Students Meeting the Growth Target
Math	**Baseline**	18	0	#DIV/0!
	Mid-Point/ Semester	9	18	50%
	Post-Test/ End of Year			#DIV/0!
Reading	**Baseline**	17	0	#DIV/0!
	Mid-Point/ Semester	8	16	50%
	Post-Test/ End of Year			#DIV/0!

Math Change S1	#DIV/0!
Math Change S2	#DIV/0!
Reading Change S1	#DIV/0!
Reading Change S2	#DIV/0!



Directions for Proficiency (School-wide, FRL, ELL, and Students with Disabilities):

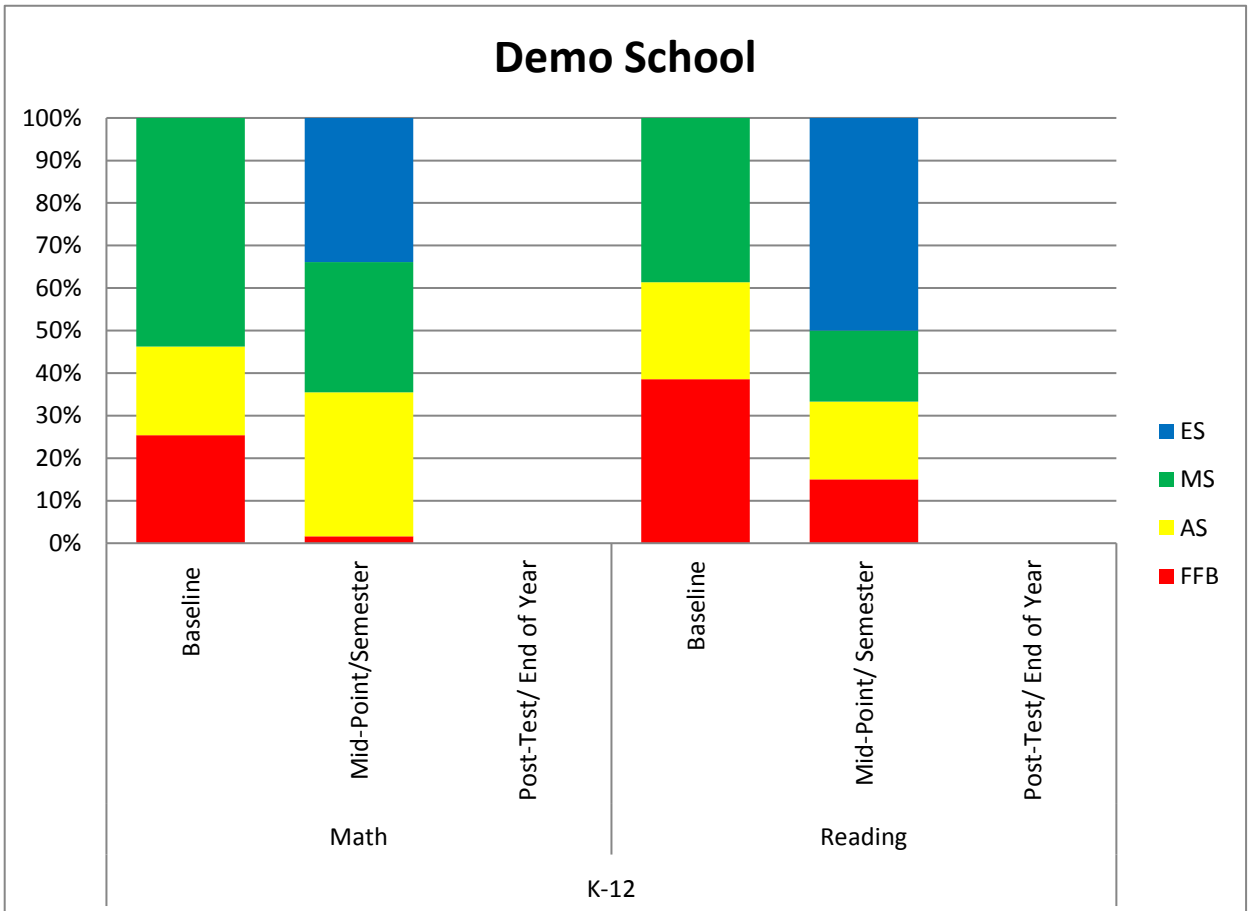
1. Move to the "School" tab. Type in the number of students in each category (Exceeds Standard, Meets Standard, Approaches Standard, and Falls Far Below Standard) into the Baseline, Mid-Point/Semester, and Post-Test/End of Year cells for both Math and Reading (Cells D2-7, E2-7, F2-7, and G2-7).

2. Move to each of the subsequent sheets, and fill in the appropriate cells. Sheets are divided by subgroup..

3. Save the entire spreadsheet as directed in the DSP Guide for Charter Holders located on the ASBCS website under the Academic Interventions Tab.

CAMINO MONTESSORI School Wide Math and Reading Proficiency

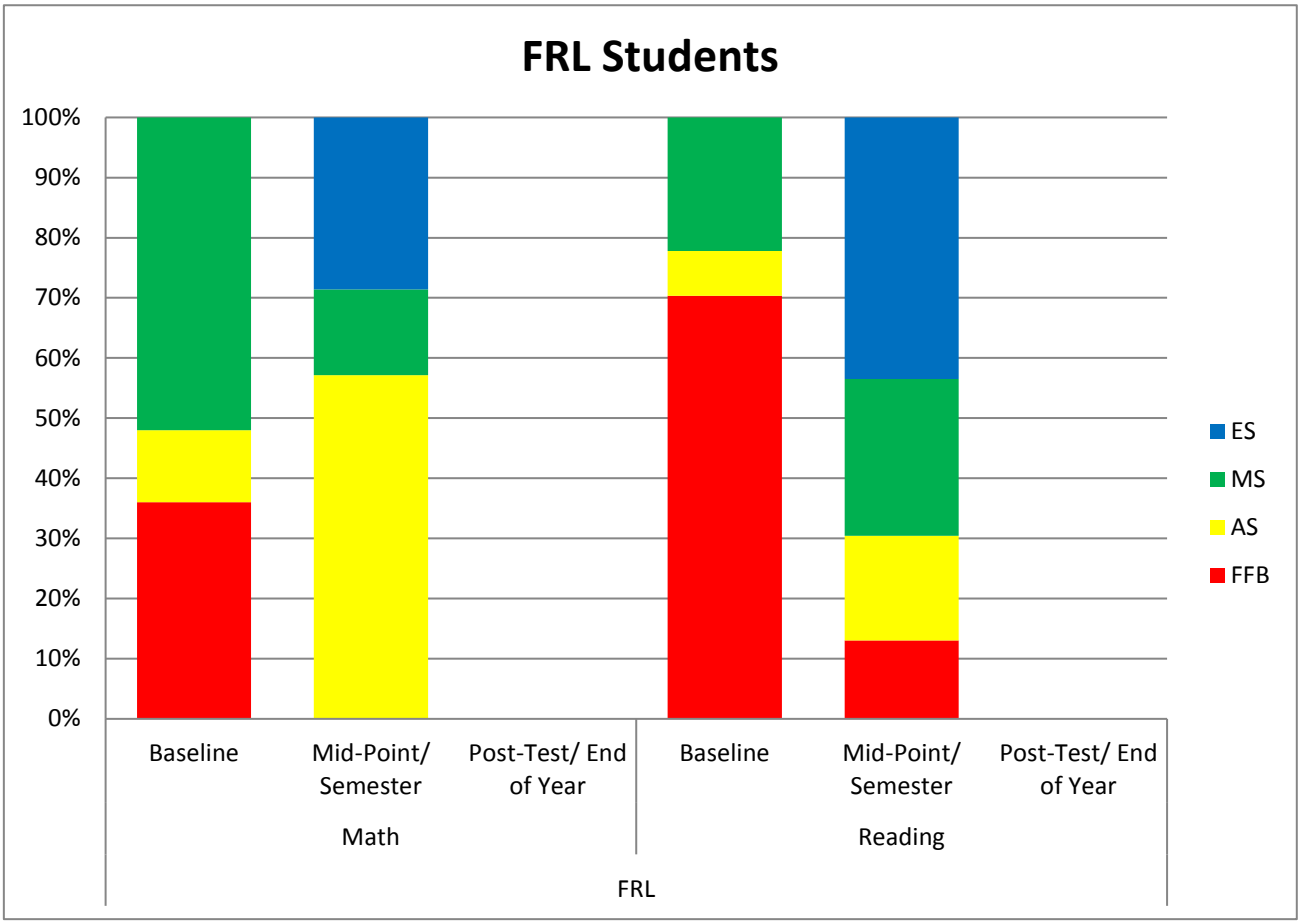
			FFB	AS	MS	ES	Total	% Passing
K-12	*Math*	**Baseline**	17	14	36		67	54%
		Mid-Point/Semester	1	21	19	21	62	65%
		Post-Test/ End of Year					0	#DIV/0!
	Reading	**Baseline**	22	13	22		57	39%
		Mid-Point/ Semester	9	11	10	30	60	67%
		Post-Test/ End of Year					0	#DIV/0!
		Math % Passing Change-S1	11%					
		Math % Passing Change-S2	#DIV/0!					
		Reading % Passing Change-S1	28%					
		Reading % Passing Change-S2	#DIV/0!					



CAMINO MONTESSORI FRL Students' Math and Reading Proficiency

			FFB	AS	MS	ES	Total	% Passing
FRL	*Math*	**Baseline**	9	3	13		25	52%
		Mid-Point/ Semester	0	12	3	6	21	43%
		Post-Test/ End of Year					0	#DIV/0!
	Reading	**Baseline**	38	4	12		54	22%
		Mid-Point/ Semester	3	4	6	10	23	70%
		Post-Test/ End of Year					0	#DIV/0!

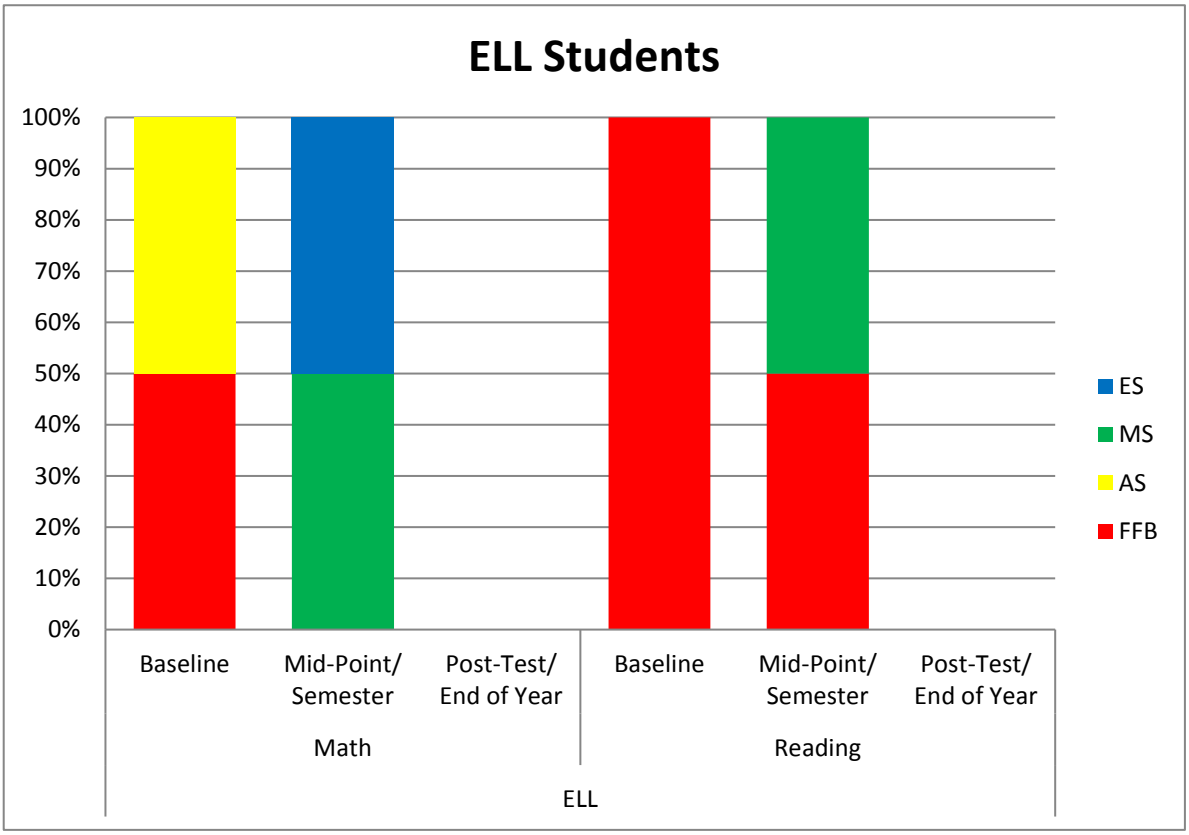
Math % Passing Change-S1	-9%
Math % Passing Change-S2	#DIV/0!
Reading % Passing Change-S1	47%
Reading % Passing Change-S2	#DIV/0!



CAMINO MONTESSORI ELL Students' Math and Reading Proficiency

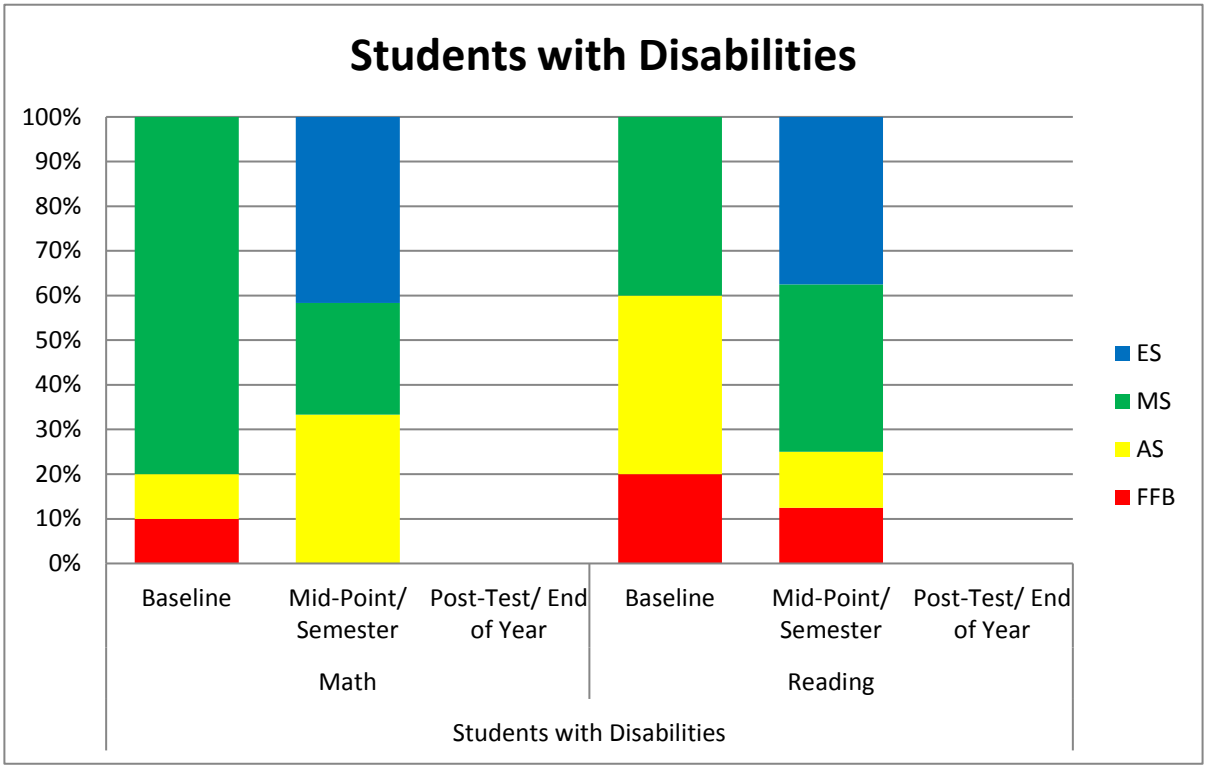
			FFB	AS	MS	ES	Total	% Passing
ELL	*Math*	**Baseline**	1	1			2	0%
		Mid-Point/ Semester			1	1	2	100%
		Post-Test/ End of Year					0	#DIV/0!
	Reading	**Baseline**	2	0			2	0%
		Mid-Point/ Semester	1	0	1		2	50%
		Post-Test/ End of Year					0	#DIV/0!

Math % Passing Change-S1	100%
Math % Passing Change-S2	#DIV/0!
Reading % Passing Change-S1	50%
Reading % Passing Change-S2	#DIV/0!



CAMINO MONTESSORI Students with Disabilities' Math and Reading Proficiency

			FFB	AS	MS	ES	Total	% Passing
Students with Disabilities	*Math*	**Baseline**	1	1	8		10	80%
		Mid-Point/ Semester	0	4	3	5	12	67%
		Post-Test/ End of Year					0	#DIV/0!
	Reading	**Baseline**	2	4	4		10	40%
		Mid-Point/ Semester	1	1	3	3	8	75%
		Post-Test/ End of Year					0	#DIV/0!
		Math % Passing Change-S1	-13%					
		Math % Passing Change-S2	#DIV/0!					
		Reading % Passing Change-S1	35%					
		Reading % Passing Change-S2	#DIV/0!					



APPENDIX C

DATA INVENTORY

Data Inventory

Charter Holder Name: Camino Montessori
School Name: Camino Montessori
Evaluation Date: May 26, 2016

Required for: Expansion—Grade Level and ECAP
Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome	
[D.1]	**Charter Holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP)—Math **The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.** In FY 2015, the median percentile rank in the area of Math was 17%. In FY 2016, the median percentile rank in the area of Math was 14%. This is a decrease of 3% year-over-year. **Final Evaluation:**	
	☐ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☒ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.2]	**Charter Holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP)—Reading **The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.** In FY 2015, 27 out of 41 students (66%) met expected growth in the area of Reading. In FY 2016, 37 out of 53 students (70%) met expected growth in the area of Math. This is an increase of 4% year-over-year. **Final Evaluation:**	
	☒Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.3]	**Charter Holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) bottom 25%—Math **The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25%—Math** In FY 2015, 4 out of 12 students (33%) met expected growth in the area of Math. In FY 2016, 9 out of 18 students (50%) met expected growth in the area of Math. This is an increase of 17% year-over-year.	

	Final Evaluation:	
	☒ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.4]	**Charter Holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) bottom 25%—Reading **The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25%—Reading** In FY 2015, 7 out of 12 students (58%) met expected growth in the area of Reading. In FY 2016, 8 out of 13 students (62%) met expected growth in the area of Math. This is an increase of 4% year-over-year. **Final Evaluation:**	
	☒ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.5]	**Charter Holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing—Math **The documents provided demonstrate evidence of improved academic performance in Percent Passing—Math** In FY 2015, 19 out of 41 students (46%) demonstrated proficiency in the area of Math. In FY 2016, 38 out of 60 students (63%) demonstrated proficiency in the area of Math. This is an increase of 17% year-over-year. **Final Evaluation:**	
	☒ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.6]	**Charter Holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing—Reading **The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing – Reading.** In FY 2015, 31 out of 41 students (76%) demonstrated proficiency in the area of Reading. In FY 2016, 40 out of 60 students (67%) demonstrated proficiency in the area of Math. This is a decrease of 9% year-over-year. **Final Evaluation:**	

	☐ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☒ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.7]	**Charter Holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, ELL—Math **The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL—Math.** In FY 2015, 2 out of 2 students (100%) demonstrated proficiency in the area of Math. In FY 2016, 1 out of 2 students (50%) demonstrated proficiency in the area of Math. This is a decrease of 50% year-over-year. **Final Evaluation:**	
	☐ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☒ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.8]	**Charter Holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, ELL—Reading **The documents provided demonstrate evidence of maintained academic performance in Percent Passing Subgroup, ELL—Reading.** In FY 2015, 1 out of 2 students (50%) demonstrated proficiency in the area of Reading. In FY 2016, 1 out of 2 students (50%) demonstrated proficiency in the area of Reading. The percentage of students demonstrating proficiency maintained year-over-year. **Final Evaluation:**	
	☒ Data presented serve as evidence of maintained academic performance, and thus is evaluated as sufficient.	☐ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.9]	**Charter Holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, FRL—Math **The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL—Math.** In FY 2015, 9 out of 17 students (53%) demonstrated proficiency in the area of Math. In FY 2016, 9 out of 20 students (45%) demonstrated proficiency in the area of Math. This is a decrease of 8% year-over-year. **Final Evaluation:**	

	☐ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☒ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.10]	**Charter Holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, FRL—Reading **The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL—Reading.** In FY 2015, 12 out of 17 students (71%) demonstrated proficiency in the area of Reading. In FY 2016, 16 out of 23 students (70%) demonstrated proficiency in the area of Reading. This is a decrease of 1% year-over-year. **Final Evaluation:**	
	☐ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☒ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.

[D.11]	**Charter Holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, Students with disabilities—Math **The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Math.** In FY 2015, 6 out of 8 students (75%) demonstrated proficiency in the area of Math. In FY 2016, 8 out of 12 students (67%) demonstrated proficiency in the area of Math. This is a decrease of 8% year-over-year. **Final Evaluation:**	
	☐ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☒ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.12]	**Charter Holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, Students with disabilities—Reading **The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities—Reading.** In FY 2015, 7 out of 8 students (88%) demonstrated proficiency in the area of Reading. In FY 2016, 6 out of 10 students (60%) demonstrated proficiency in the area of Reading. This is a decrease of 28% year-over-year. **Final Evaluation:**	
	☐ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	☒ Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.

APPENDIX D

FINAL EVALUATION—DATA

DEMONSTRATION OF SUFFICENT PROGRESS

DATA EVALUATION

CHARTER INFORMATION

Charter Holder Name	**Camino Montessori**	Schools	**Camino Montessori**
Charter Holder Entity ID	**91330**	Dashboard Year	FY14
Submission Date	**January 14, 2016**	Purpose of Data Submission	**Expansion Request**
Evaluation Date	**May 26, 2016**		

AREA I: DATA

DATA TABLE 2

Assessment Measure	Data Required	Comparative Data Provided	Data Shows Improvement
1a. Student Median Growth Percentile (SGP)—Math	Yes	Yes	No
1a. Student Median Growth Percentile (SGP) – Reading	Yes	Yes	Yes
1b. SGP Bottom 25% – Math	Yes	Yes	Yes
1b. SGP Bottom 25% – Reading	Yes	Yes	Yes
2a. Percent Passing – Math	Yes	Yes	Yes
2a. Percent Passing – Reading	Yes	Yes	No
2b/c. Subgroup, ELL – Math	Yes	Yes	No
2b/c. Subgroup, ELL – Reading	Yes	Yes	Yes
2b/c. Subgroup, FRL – Math	Yes	Yes	No
2b/c. Subgroup, FRL – Reading	Yes	Yes	No
2b/c. Subgroup, students with disabilities – Math	Yes	Yes	No
2b/c. Subgroup, students with disabilities – Reading	Yes	Yes	No

DATA OVERALL RATING
☐ **MEETS –** The Charter Holder has, for each required measure, provided data and analysis generated from valid and reliable assessment sources that demonstrates comparative improvement year-over-year for at least the two most recent school years.
☐ **DOES NOT MEET –** The Charter Holder has, for each required measure, provided data and analysis generated from valid and reliable assessment sources that demonstrates comparative improvement year-over-year for at least the two most recent school years for some required measures and maintained performance for others.
☒ **FALLS FAR BELOW –** The Charter Holder failed to provide data and analysis generated from valid and reliable assessment sources AND/OR sufficient comparative data and analysis for one or more required measures and/or has provided data that demonstrates comparatively declining academic performance year-over-year for the two most recent school years for one or more of the required measures.