Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Camino Montessori
School Name: Camino Montessori
Site Visit Date: April 17, 2015

Required for: Expansion - Grade Level
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
[C.1] **Grade K-3 Compass Standards ELA, Math** **STAR Diagnostic Class Fall** **STAR Diagnostic Student Winter** **Instructional Meeting 2015-01-30** **Phonics Practice Readers_2015-02-02** **Phonics Practice Readers-Receipt** **Flyleaf Publishing Order_2015-02-09**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for evaluating curriculum and how the Charter Holder evaluates how effectively the curriculum enables students to meet the standards. **The documents provided demonstrate evidence of the following:** • The Instruction Team has compiled a comprehensive cross-referenced list of all MC K-3rd grade Montessori math & reading lessons all CCR standards embedded within the lessons. • The team has confirmed that all math & reading CCR standards are contained within CM's curriculum, and continues its evaluation to determine the level of rigor and depth by which each standard is covered. • The Instruction Team incorporates student assessment data, such as the STAR assessments, to further evaluate curriculum for areas that may need to be modified and/or supplemented. • By evaluating the data, and taking a close look at our current reading curricular support materials, we determined a need for supplemental reading material. Our evaluation process led to the decision to purchase additional phonics-based readers which are sequential and in alignment with our curriculum and CCR standards. The Charter Holder provided evidence of a system where, based on assessment results from the STAR Early Literacy system, staff identified the need for supplemental curriculum, which was discussed at a staff meeting and purchased.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.2] **Grade K-3 Compass Standards ELA, Math** **STAR Diagnostic Class Fall** **STAR Diagnostic Student Winter** **Instructional Meeting 2015-01-**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder identifies gaps in the curriculum. **The documents provided demonstrate evidence of the following:** • The Instruction Team will identify any gaps in our curriculum and/or instruction methods related to the CCRS for Reading & Math.

30 **Phonics Practice Readers_2015-02-02** **Phonics Practice Readers-Receipt Flyleaf Publishing Order_2015-02-09**	• Curricular and/or instructional gaps will be identified and evaluated as to whether the gap can be addressed through modification of current instruction and/or current materials, or if there is a need to research and adopt supplemental curricular materials to close the gap. • Instruction Team will create and implement additional action plans, as necessary, to address identified needs that result from the initial curriculum evaluation.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.3] **Adoption Guide-Draft** **Instructional Meeting 2015-01-30** **Phonics Practice Readers_2015-02-02** **Phonics Practice Readers-Receipt Flyleaf Publishing Order_2015-02-09**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for adopting or revising curriculum based on its evaluation processes. **The documents provided demonstrate evidence of the following:** • Curricular and/or instructional gaps are identified as part of the curriculum evaluation process, and are evaluated in terms of whether the gap can be addressed through modification of current instruction and/or current materials, or if there is a need to research and adopt supplemental curricular materials to close the gap. • Modifications and adjustments will be monitored & evaluated for success by individual Lead Teachers, and results & progress will be reviewed at Instruction Team meetings.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.4] **Instructional Meeting Minutes and Sign-in Sheets**	**Charter holder indicated the intended purpose of the document was to demonstrate:** who is involved in the process for adopting or revising curriculum. **The documents provided demonstrate evidence of the following:** • reviewed collectively by the Instruction Team, the final decision will rest with the School Director.

[C.5] **Adoption Guide-Draft** **Instructional Meeting 2015-01-30** **Phonics Practice Readers_2015-02-02** **Phonics Practice Readers-Receipt** **Flyleaf Publishing Order_2015-02-09**	**Charter holder indicated the intended purpose of the document was to demonstrate:** when adopting curriculum, how the Charter Holder evaluates curriculum options to determine which curriculum to adopt. **The documents provided demonstrate evidence of the following:** • Process for determining which curriculum to adopt: Determine alignment with Montessori philosophy, as mentioned above; Determine alignment to CCRS; Analyze, rate, and prioritize critical gaps identified that require adoption of supplemental curriculum and/or materials; Research & rate options using the adoption guidelines (Curricular Adoption Guide); Select, purchase & implement the curriculum, and begin Curriculum Evaluation Cycle to determine its effectiveness for closing the identified gap with respect to ensuring student reading and/or math growth & progress**.**
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.6] **Curric Map-EI LANGUAGE_3 year** **Curric Map-MATH_3 year** **Kinder Scope & Sequence MAP** **Grade K-3 Compass Standards ELA, Math** **MC RI.K1 Snip monitoring standards** **Classroom Dashboard** **MC Kinder Spring Standards** **Progress-Student** **MC-February Plan-Kinder-SNIP** **MC-October Plan-Kinder-SNIP** **MC-Weekly Workplan Sample**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder. **The documents provided demonstrate evidence of the following:** • the Montessori Compass recordkeeping system • The process outlines clear expectations and the primary tools to be utilized for lesson planning, implementation, and recordkeeping requirements. • The process articulates teacher accountability and outlines specific deadlines and reports to be generated to demonstrate student progress with Montessori and CCRS learning objectives.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.7] **Curric Map-EI LANGUAGE_3 year** **Curric Map-MATH_3 year** **Kinder Scope & Sequence MAP** **Grade K-3 Compass Standards ELA, Math** **MC_Kinder Spring Standards Progress-Student** **MC_Kinder Fall Standards Progress-Student**	**Charter holder indicated the intended purpose of the document was to demonstrate:** that tools exist that identify what must be taught and when it must be delivered and how the Charter Holder ensures that all grade-level standards are covered within the academic year. **The documents provided demonstrate evidence of the following:** • their Certified Montessori Teacher Curricular Albums • the Montessori Compass recordkeeping system • established Curriculum Maps used by teachers as an additional guide for curricular planning and implementation, and by the Director to aid in the monitoring of consistency in implementation • program level curricular maps which demonstrate curricular core areas and cohesiveness across all grade levels. CCRS for Reading and Math will be articulated in the maps
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.8] **Meeting Minutes, agendas, and sign-in sheets**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the expectation for consistent use of these tools and how these expectations are communicated. **The documents provided demonstrate evidence of the following:** • The Charter Holder communicates expectations for student assessment and record keeping at the pre-service staff meeting and throughout the year at staff meetings, as evidenced by meeting minutes, agendas, and sign-in sheets.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.9] **Curric Map-EI LANGUAGE_3 year** **Curric Map-MATH_3 year** **Kinder Scope & Sequence MAP** **Grade K-3 Compass Standards ELA, Math** **MC_Kinder Spring Standards Progress-Student** **MC_Kinder Fall Standards Progress-Student** **MC-August Plan-Kinder-SNIP** **MC-February Plan-Kinder-SNIP** **MC-October Plan-Kinder-SNIP** **MC-Weekly Workplan Sample**	**Charter holder indicated the intended purpose of the document was to demonstrate:** evidence to demonstrate usage of these tools in the classroom and alignment with instruction. **The documents provided demonstrate evidence of the following:** • daily observation notes • Bi-weekly spot checks in Montessori Compass for evidence of lesson planning and, randomly selected student data, to include CCRS progress data. • Review of Fall and Spring Student Progress Reports generated by Montessori Compass. • Bi-annual review of CCRS Progress Reports generated by Montessori Compass
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.10] **Grade K-3 Compass Standards ELA, Math**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder knows the curriculum is aligned to standards. **The documents provided demonstrate evidence of the following:** • recently completed its compilation of the comprehensive list of all MC K-3rd grade CCRS correlated to Montessori lessons, as well as a comprehensive list of K-3rd grade lessons correlated to standards, for review and alignment analysis. • As stated earlier, the alignment tool will include the following elements: Level of alignment to the CCRS; Level of rigor contained in lessons; Adequacy of curricular content and materials; Differentiation opportunities for subgroups (ELL, FRL, Special Ed, and Lowest 25%) • Review & complete alignment tool for all reading and math standards.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.11] **STAR Instructional Planning-EI Class_Fall** **STAR Instructional Planning-EI Class_Winter** **STAR Instructional Planning-Student_Winter** **STAR Fall-Winter Progress Monitor-Student KB** **STAR Diagnostic-Student_Winter**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of students with proficiency in the bottom 25%. **The documents provided demonstrate evidence of the following:** • The curriculum's pacing is tailored each student's current level and need. The method of instruction is differential in its nature, so modifications are easy to implement for all students, especially those who fall into the targeted subgroups. • the Instruction Team continues to evaluate the effectiveness of the Montessori curriculum in its ability to enable students in all subgroups to meet the standards and demonstrate academic growth and proficiency. • the Instruction Team uses the 3-tier (RTI) framework (informally) for determining the needs and applicable level of intervention that may be required for all students, regardless of subgroup.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.12] **STAR Instructional Planning-EI Class_Fall** **STAR Instructional Planning-EI Class_Winter** **STAR Instructional Planning-Student_Winter** **STAR Fall-Winter Progress Monitor-Student KB** **STAR Diagnostic-Student_Winter**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of English Language Learners (ELLs). **The documents provided demonstrate evidence of the following:** • The curriculum's pacing is tailored each student's current level and need. The method of instruction is differential in its nature, so modifications are easy to implement for all students, especially those who fall into the targeted subgroups. • the Instruction Team continues to evaluate the effectiveness of the Montessori curriculum in its ability to enable students in all subgroups to meet the standards and demonstrate academic growth and proficiency. • the Instruction Team uses the 3-tier (RTI) framework (informally) for determining the needs and applicable level of intervention that may be required for all students, regardless of subgroup.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.13] **STAR Instructional Planning-EI Class_Fall** **STAR Instructional Planning-EI Class_Winter** **STAR Instructional Planning-Student_Winter** **STAR Fall-Winter Progress Monitor-Student KB** **STAR Diagnostic-Student_Winter**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students. **The documents provided demonstrate evidence of the following:** • The curriculum's pacing is tailored each student's current level and need. The method of instruction is differential in its nature, so modifications are easy to implement for all students, especially those who fall into the targeted subgroups. • the Instruction Team continues to evaluate the effectiveness of the Montessori curriculum in its ability to enable students in all subgroups to meet the standards and demonstrate academic growth and proficiency. • the Instruction Team uses the 3-tier (RTI) framework (informally) for determining the needs and applicable level of intervention that may be required for all students, regardless of subgroup.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.14] **STAR Instructional Planning-EI Class_Fall** **STAR Instructional Planning-EI Class_Winter** **STAR Instructional Planning-Student_Winter** **STAR Fall-Winter Progress Monitor-Student KB** **STAR Diagnostic-Student_Winter**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of students with disabilities. **The documents provided demonstrate evidence of the following:** • The curriculum's pacing is tailored each student's current level and need. The method of instruction is differential in its nature, so modifications are easy to implement for all students, especially those who fall into the targeted subgroups. • the Instruction Team continues to evaluate the effectiveness of the Montessori curriculum in its ability to enable students in all subgroups to meet the standards and demonstrate academic growth and proficiency. • the Instruction Team uses the 3-tier (RTI) framework (informally) for determining the needs and applicable level of intervention that may be required for all students, regardless of subgroup.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.