Demonstration of Sufficient Progress

DSP Report

Charter Holder Name: CAMINO MONTESSORI
School(s): Camino Montessori
Date Submitted: 02/25/2015
Purpose of Demonstration of Sufficient Progress *(check one):*

- ☐ Annual Monitoring
- ☐ Interval Review
- ☐ Renewal
- ☐ Failing School
- ☒ Expansion Request

Academic Dashboard Year *(check all that apply)*:

- ☒ FY2013
- ☒ FY2014

Directions:

A. Locate and download "Demonstration of Sufficient Progress Process and Instructions" from the Board's website or the Help files on ASBCS Online. Read the instructions carefully and view the DSP Online Technical Assistance presentation before starting.
   a. To locate the "Demonstration of Sufficient Progress Process and Instructions" on the Board's website:
      i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
      ii. Locate the "For Charter School Operators" section in the middle of the page.
      iii. Select the "Performance Expectations & Reviews" link.
      iv. Select the "Academic Interventions" tab.
      v. Scroll down to the "Demonstration of Sufficient Progress" section.
      vi. Locate and download the "Demonstration of Sufficient Progress Process and Instructions".

   b. To locate the "Demonstration of Sufficient Progress Process and Instructions" on ASBCS Online:
      i. Go to ASBCS Online (http://online.asbcs.az.gov)
      ii. Log in using the user name and password of the Charter Representative
      iii. If you do not remember your password, locate the "Forgot Password" icon on the log in page and click it to reset your password. You will receive an email from the ASBCS System Administrator (charterschoolboard@asbcs.az.gov) with instructions.
      iv. Locate the "Help" section of the Dashboard.
      v. Select "Online Help"

vi. Locate and download the “Demonstration of Sufficient Progress Process and Instructions”.

c. To locate the DSP Online Technical Assistance presentations on the Board’s website:
   i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
   ii. Locate the “For Charter School Operators” section in the middle of the page.
   iii. Select the “Performance Expectations & Reviews” link.
   iv. Select the “Academic Interventions” tab.
   v. Scroll down to the “Demonstration of Sufficient Progress” section.
   vi. Locate and click the link for the DSP Online Technical Assistance presentation you wish to view.

d.

B. Complete the template by providing a clear and concise written answer for each question. The suggested word count is no more than 400 words per question. In addition, list the names of all documents that serve as evidence of implementation of the process described in the answer. Reference evidence listed in the Charter Holder’s Performance Management Plan when listing evidence of implementation.

Area I: Data

Charter Holders with multiple schools must complete the Data area for each school that received an Overall Rating of "Does Not Meet", "Falls Far Below" or "No Rating" on the current Academic Dashboard.[1] The Charter Holder must copy and paste the entire Data area for each school.

School Name: CAMINO MONTESSORI

Dashboard Ratings for All Measures					
Measure	Prior Year Dashboard		Current Year Dashboard		Data Required for Report
	Meets Exceeds	Does Not Meet Falls Far Below No Rating	Meets Exceeds	Does Not Meet Falls Far Below No Rating	
Student Median Growth Percentile (SGP) - Math	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP) – Reading	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP), Bottom 25%,- Math	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP), Bottom 25%,- Reading	☐	☒	☐	☒	☒
Improvement – Math (Alternative High Schools Only)	☐	☐	☐	☐	☐
Improvement – Reading (Alternative High Schools Only)	☐	☐	☐	☐	☐
Percent Passing – Math	☐	☒	☐	☒	☒
Percent Passing – Reading	☐	☒	☐	☒	☒
Subgroup, ELL – Math	☐	☒	☐	☒	☒
Subgroup, ELL – Reading	☐	☒	☐	☒	☒
Subgroup, FRL – Math	☐	☒	☐	☒	☒
Subgroup, FRL – Reading	☐	☒	☐	☒	☒
Subgroup, students with disabilities – Math	☐	☒	☐	☒	☒
Subgroup, students with disabilities – Reading	☐	☒	☐	☒	☒

[1] If the Charter Holder is completing the DSP process as part of an amendment or notification request, follow the directions provided in the amendment or notification instructions.

High School Graduation Rate	☐	☐	☐	☐	☐
Academic Persistence (Alternative Schools Only)	☐	☐	☐	☐	☐

Data for All Applicable Measures and Subgroups

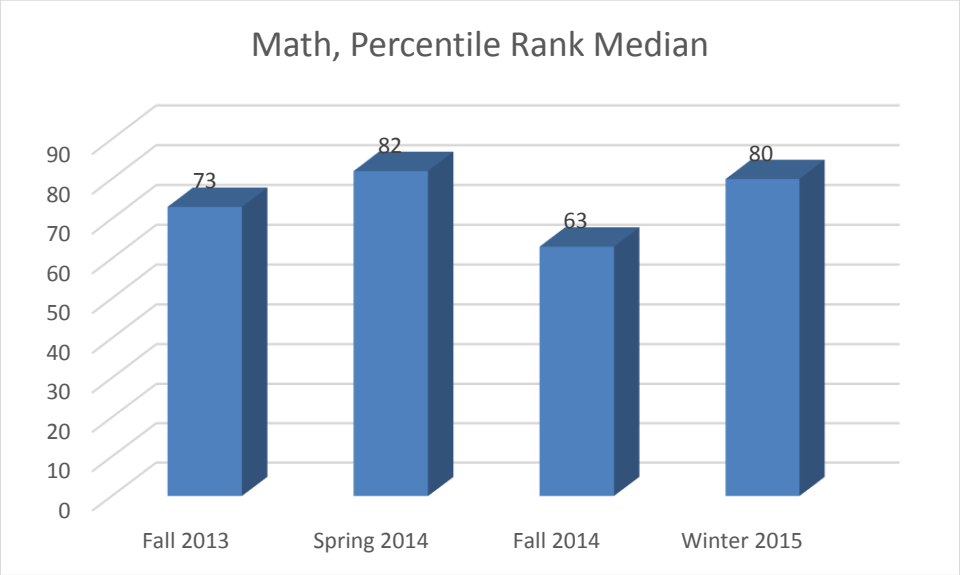
1. **What year-over-year comparative data demonstrates improved academic performance? Describe and provide data for each measure that does not meet the Board's standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.**

Directions: Prepare graphs, tables, or data charts to include in the template that address all measures that do not meet the Board's academic standards for either of the two most recent years. The Charter Holder must provide comparative year-over-year data and analysis generated from valid and reliable assessment sources that demonstrates and evaluates the change in academic performance for all required measures for at least the two most recent school years. The Charter Holder must provide data for each school operated by the Charter Holder that does not meet the Board's academic expectations and must:

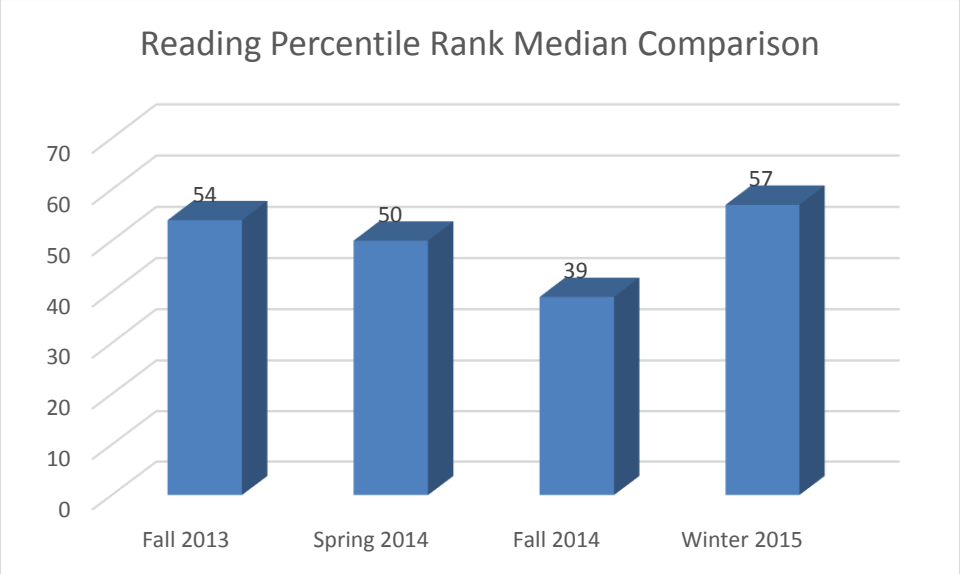
- clearly label all data to demonstrate which measure(s) it addresses,
- provide data generated from valid and reliable assessment sources,
- limit all data to no more than one page per measure per content per school, and
- redact all student identifiable information.

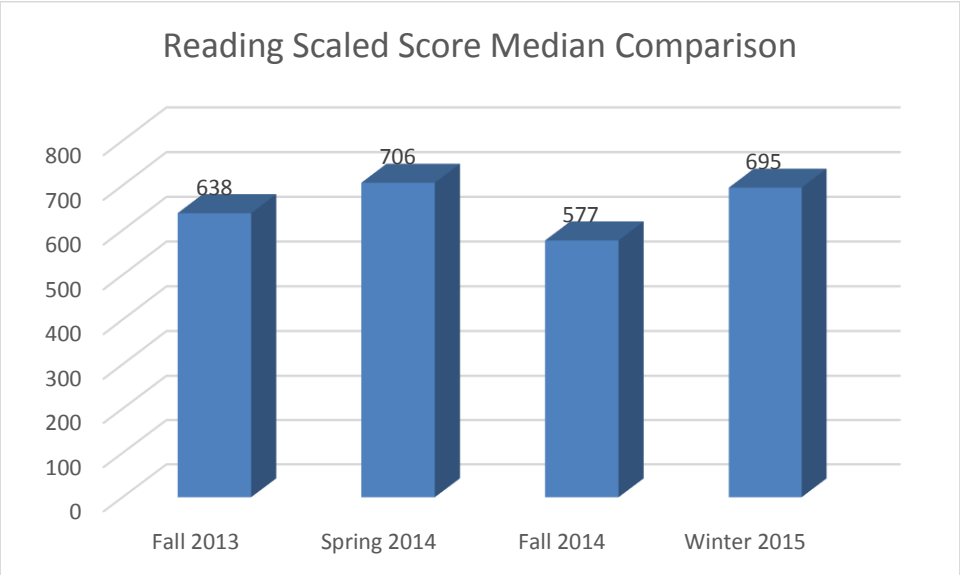
Insert data here: SEE NEXT PAGE

Insert Student Median Growth Percentile (SGP) – Math data here:

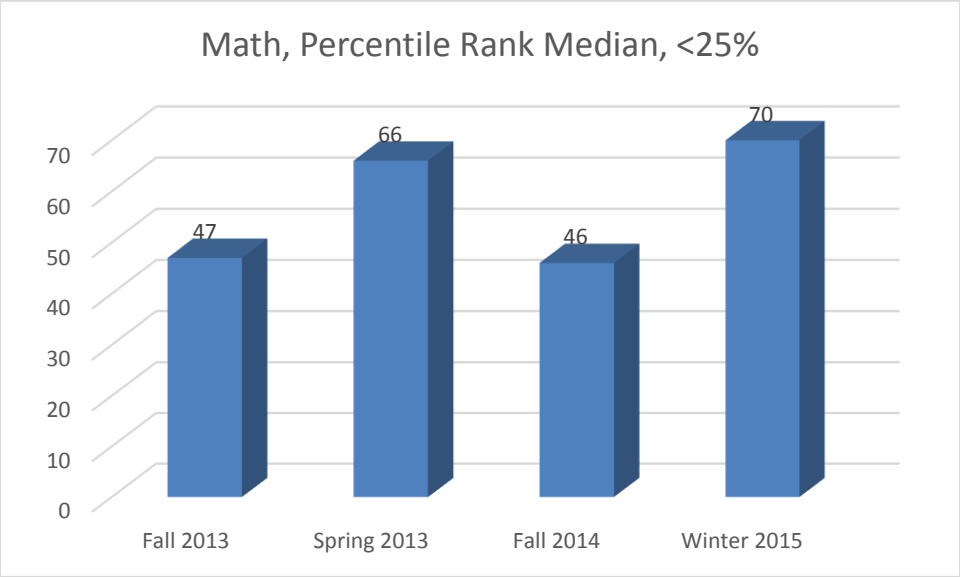


Insert Student Median Growth Percentile (SGP) – Reading data here:

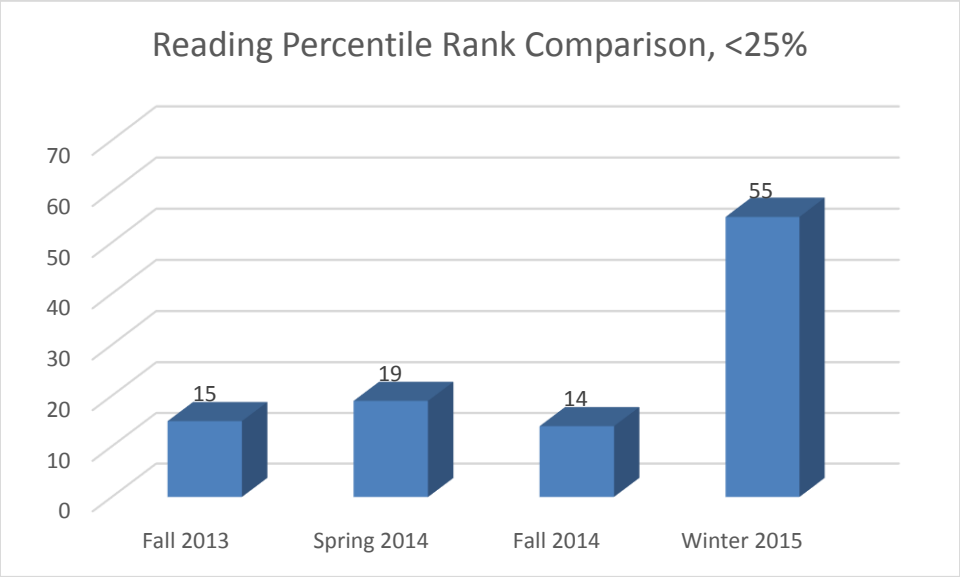


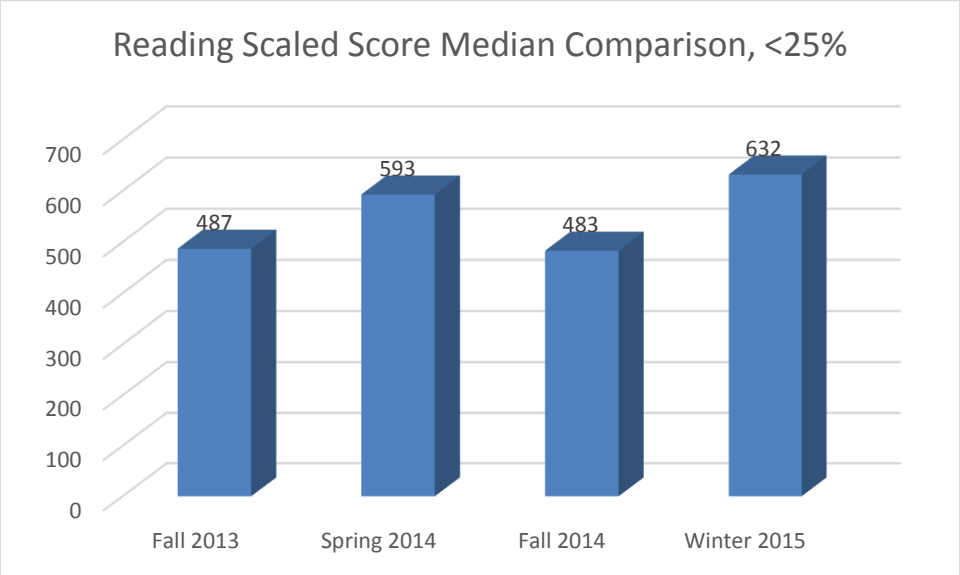


Insert Student Median Growth Percentile (SGP), Bottom 25%,- Math data here:

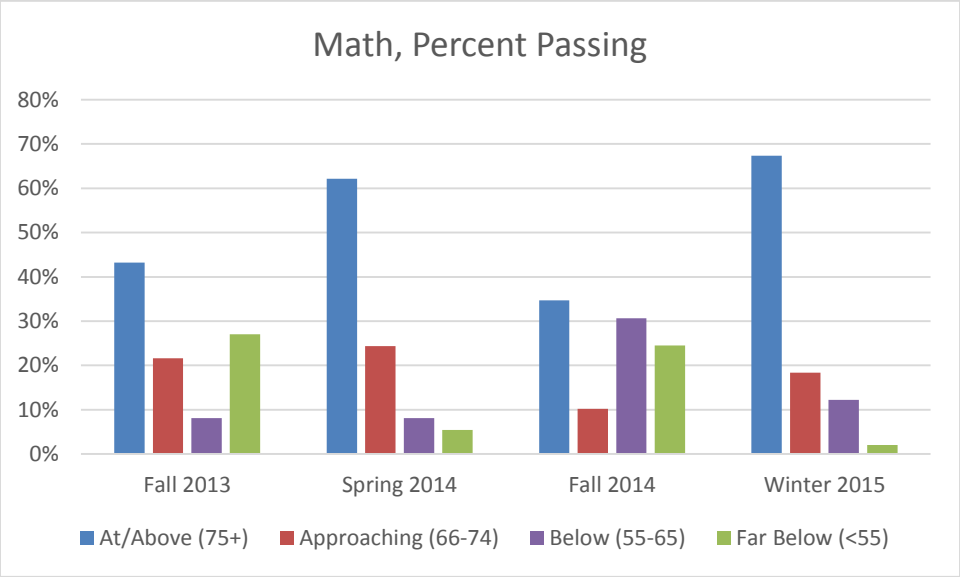


Insert Student Median Growth Percentile (SGP), Bottom 25%,- Reading data here:





Insert Percent Passing – Math data here:



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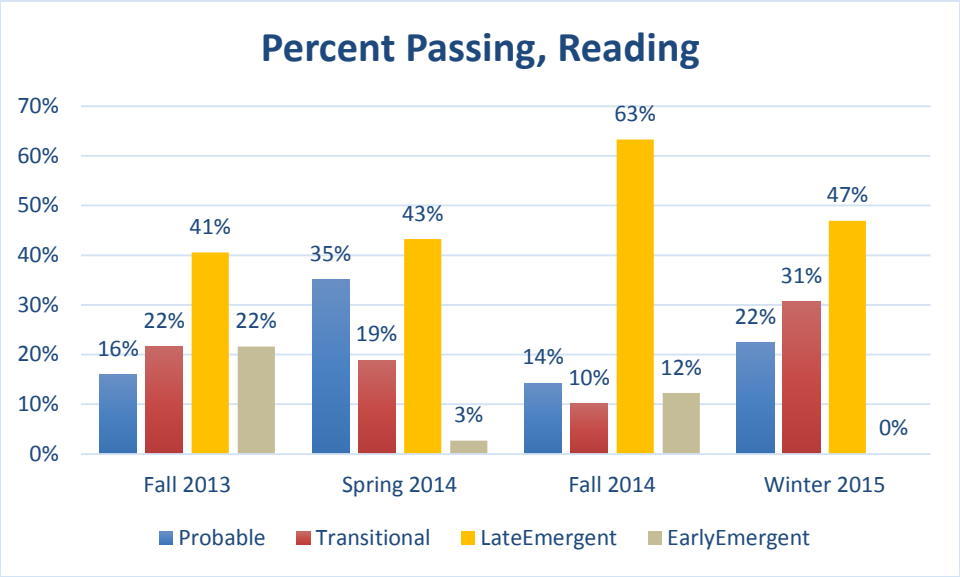
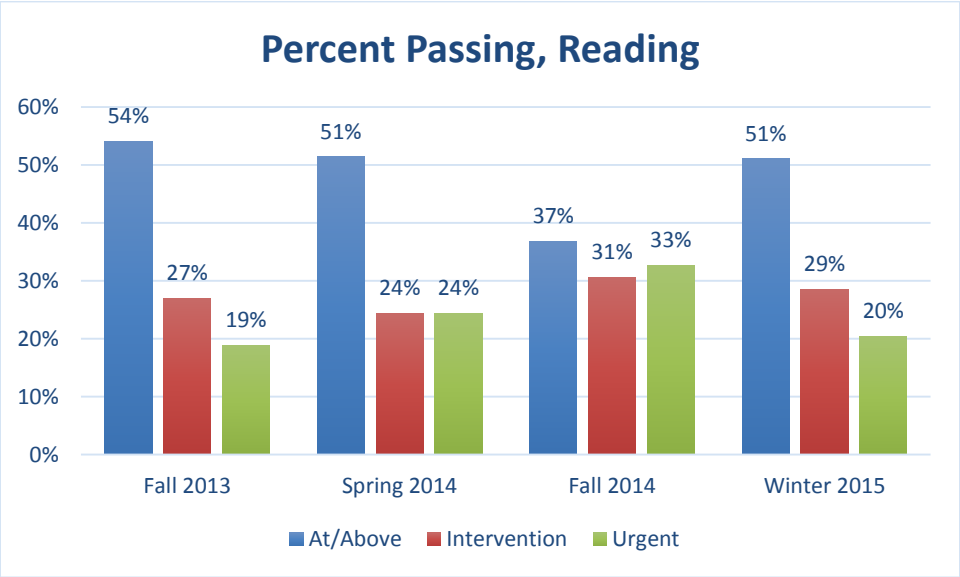
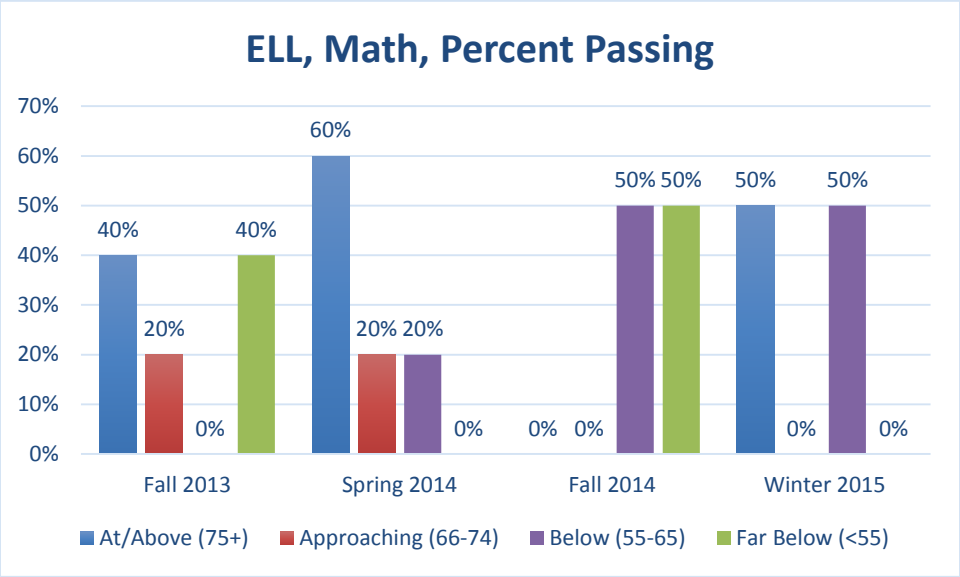




Insert Subgroup, ELL – Math data here:



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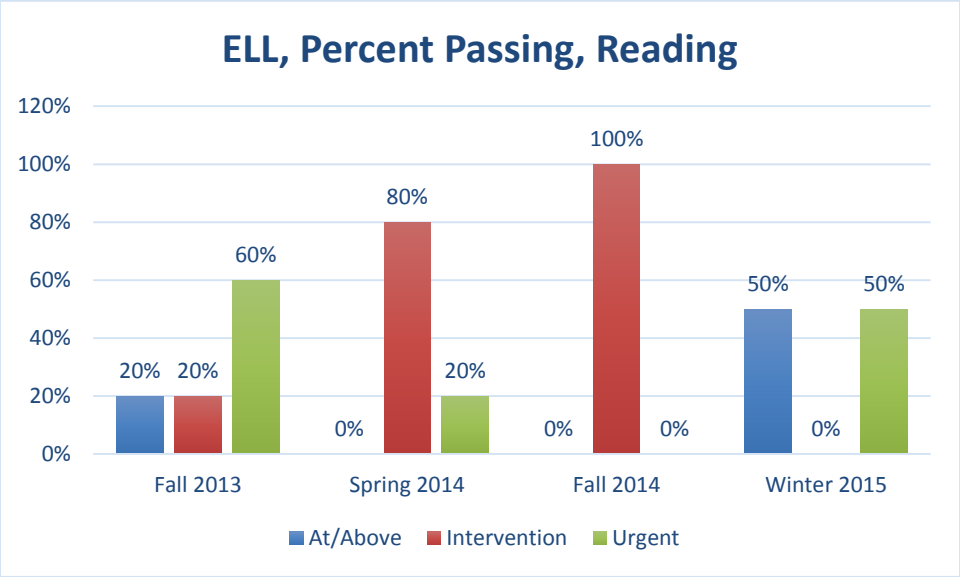
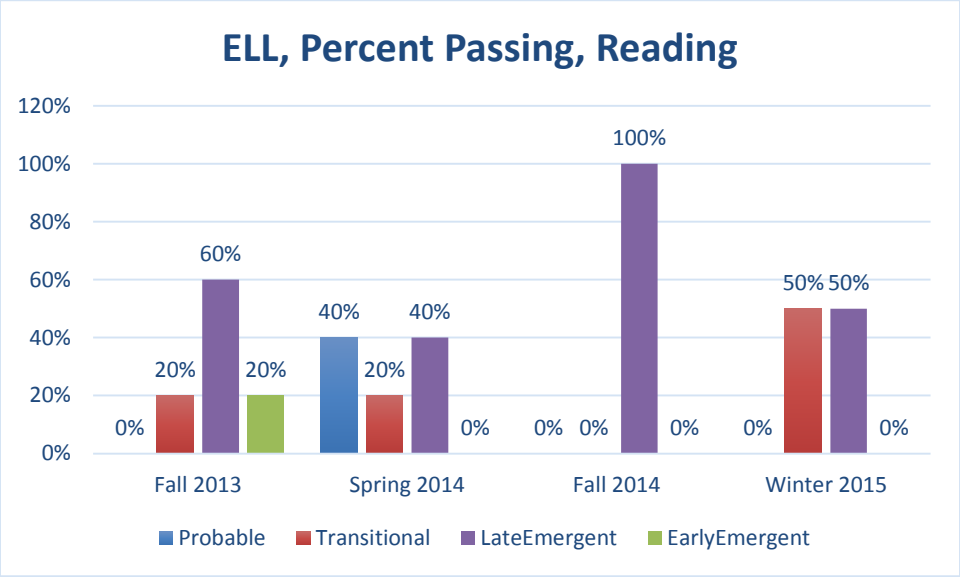
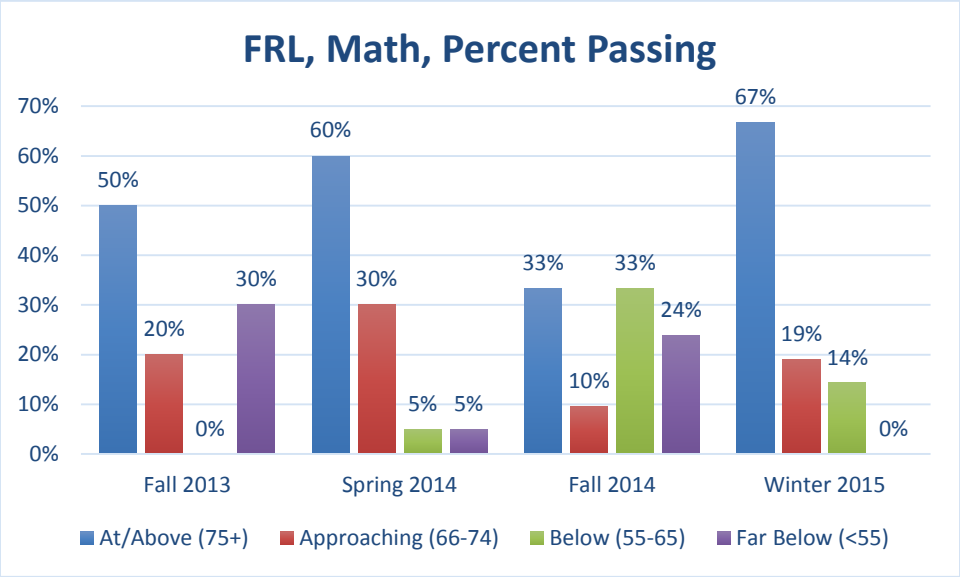




Insert Subgroup, FRL – Math data here:



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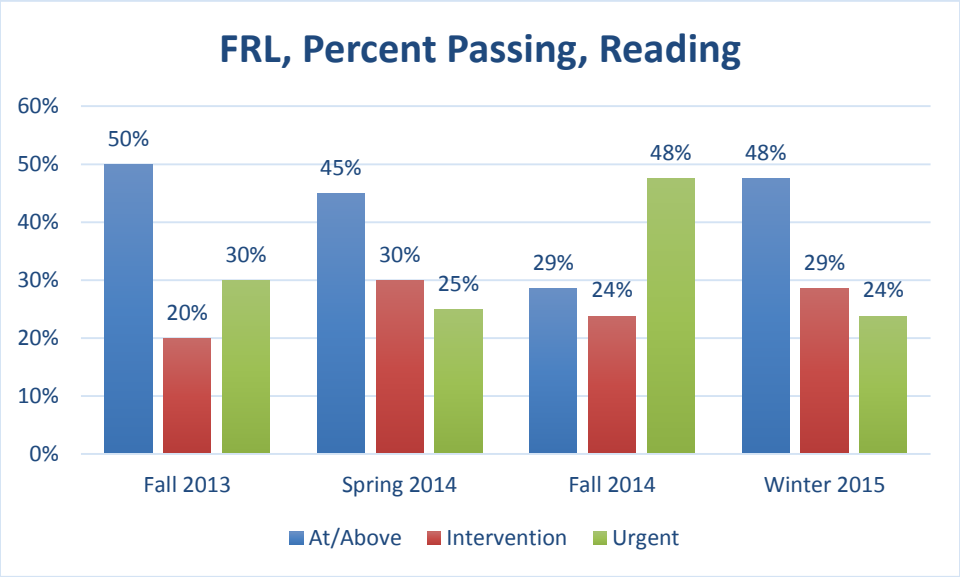
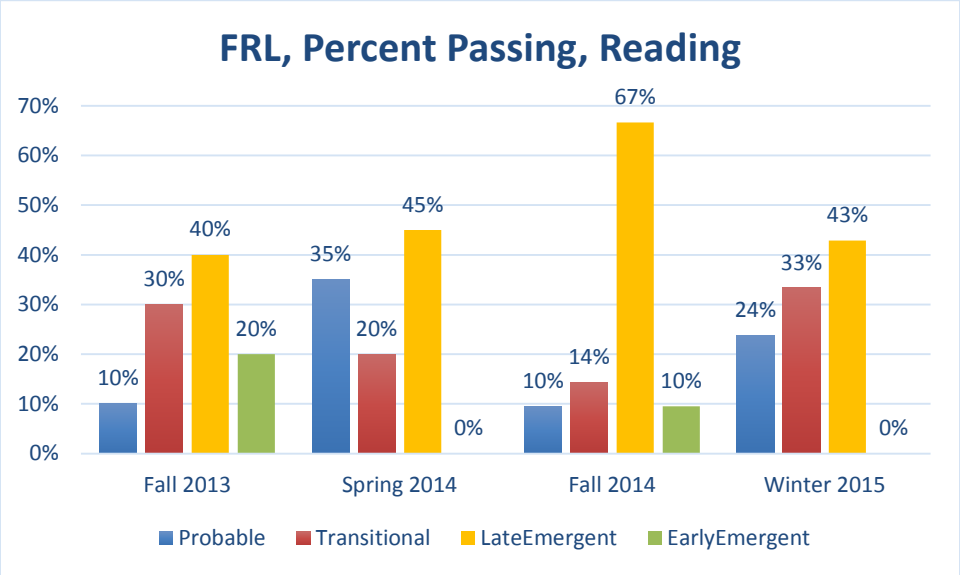
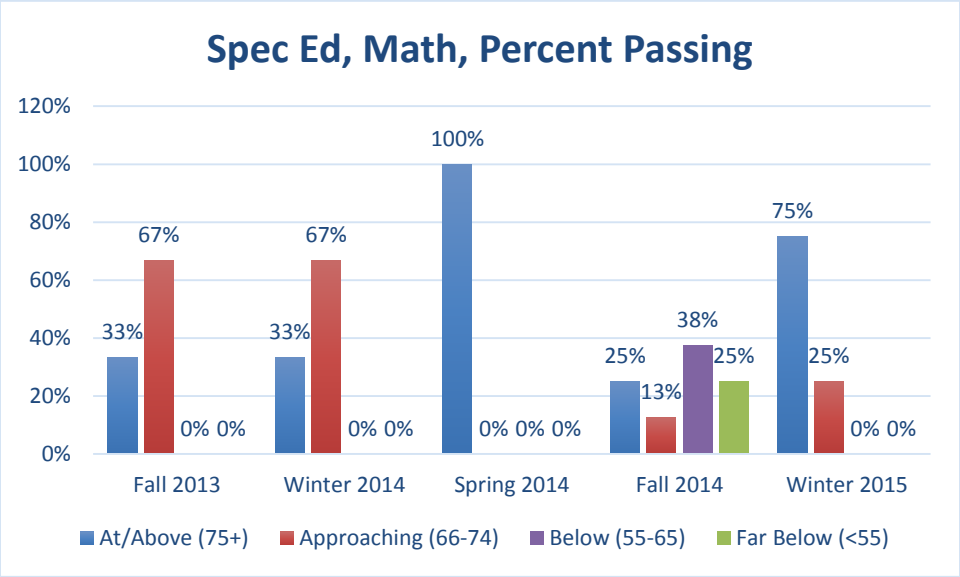
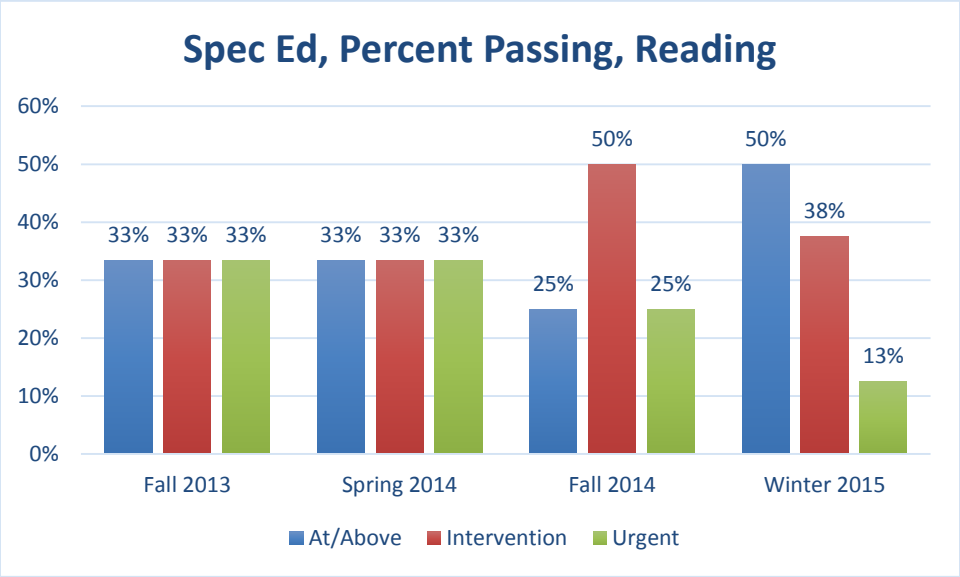


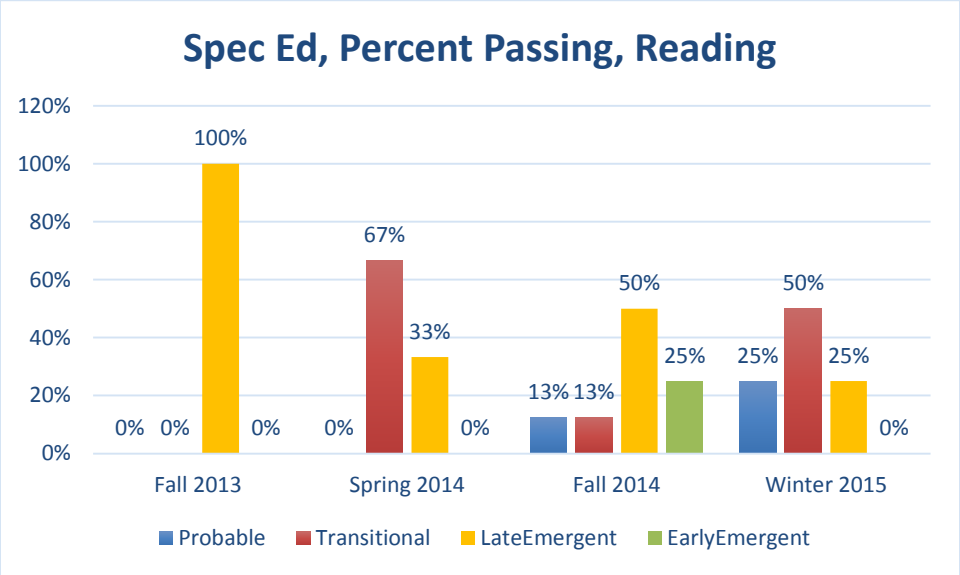


Insert Subgroup, students with disabilities – Math data here:



Insert Subgroup, students with disabilities – Reading data here:





Valid and Reliable Data

2. How does the Charter Holder know that the data described above is valid and reliable?

Answer (suggested word count is 400 words):
Camino Montessori adopted Renaissance Learning's STAR assessments to use for benchmark and screening purposes. Renaissance Learning is a national assessment company with over 30 years of experience, research, and development.

STAR assessments are computer-adaptive tests designed to give accurate, reliable, and valid data quickly so that good decisions about instruction and intervention can be made and implemented. STAR Early Literacy (SEL), STAR Reading (SR), and STAR Math (SM) include skills-based test items, learning progressions for instructional planning, and a variety of in-depth reports. They provide us an excellent bridge between testing and instruction.

SEL data is reported in this DSP, since it has been implemented from our inception. SEL is designed for students in the early stages of literacy development, typically, Pre-K through 3rd grade. SR and SM assessments are designed for grades 1-12. A standard administration requires that a student have a sight vocabulary of at least 100 words, or scores at the "Probable Reader" level on the SEL assessment.

RELIABILITY
One of the important keys to reliability is length. Conventional tests must be long in order to provide enough items to adequately test students with a wide range of abilities. Because STAR assessments individualize each test through computer-adaptive technology, they show high levels of reliability with far fewer items.

Test-Retest Reliability: According to the National Center on Response to Intervention (NCRTI), a test-retest reliability level of .80 is very good. The reliability level of STAR assessments ranged from .86-.92 levels. In addition, STAR assessments are highly rated for progress monitoring by the National Center for Intensive Intervention (NCII).

VALIDITY
Content Validity—the relevance of the skills and objectives to reading and math curricula as well as Common Core State Standards: STAR has achieved this through the development of extensive reading and math "learning progressions" to which all test items are correlated.

Correlation to other common assessments: STAR assessment analysis of its correlation to other commonly used assessments, such as, DIBELS, California Achievement Tests, Comprehensive Test of Basic Skills, Stanford Achievement Tests, etc., exceeded the NCRTI guidelines. In addition, STAR assessments have met the highest review standards of the NCRTI and other agencies that review RTI assessments.

Conclusions Drawn From Data

3. What analysis has the Charter Holder conducted for each measure that does not meet the Board's academic performance expectations? What are the results from the analysis?

Answer (suggested word count is 400 words):

Camino Montessori opened to 40 Kinder-2nd grade students in August, 2013. Our enrollment at the beginning of this year was at 53, however, due to withdrawal and new student enrollment, the data analysis included in this DSP reflected only those students who completed the fall benchmark and winter screening assessments. Since we are only in our 3rd semester of operation, we do not have the minimum requirement of 2 years of data to analyze, and we currently have no State end of the year assessment data, other than the results of last year's Stanford 10 for nine 2nd grade students. The data used to analyze our first year, comes from Renaissance Learning's STAR Early Literacy assessment (SEL). SEL allows us to extract both growth and proficiency data.

Due to several challenges we faced during the 1st semester of last year (our start-up year) we were unable to implement the fall benchmark screening assessments until November. We were unaware, at the time, that in order to obtain the year-end Student Growth Percentiles, our testing dates had to be within the fall, winter, and spring testing windows of the Renaissance system. In order get an idea of student growth, we opted to export all of the raw testing data from the previous and current year, and analyze both the scaled scores and the percentile ranks for students. We do have fall-winter SGP data for the current year, which was also considered in our data review at mid-year.

Full data analysis included comparing school-wide STAR Early Literacy (SEL) data from Fall 2013-Fall 2014; Fall 2013-Spring 2014; Winter 2014-Winter 2015; and Fall 2014-Winter 2015. We also analyzed student and grade level data. For the purpose of this DSP, we focused on school-wide comparisons. Student learning goals were established following the fall benchmark assessment period. We used the previous year's spring summative scores to set target ranges for student growth and percent passing. Although not included in the summary graphs, we also analyzed additional data from recently added assessments as part of our overall review process.

READING-STUDENT GROWTH--School-wide Growth in Reading Goals for the current school year:

1. The Median Percentile Rank (MPR) at, or above 65.
2. The Median Scale Score (MSS) at, or above 725 (STAR system's projected "mastery range" for CCSS).

READING-PERCENT PASSING--School-wide Percent Passing Reading Goals for the current school year:

1. 75% of all students are At/Above Benchmark.
2. 9%, or less of all students are in Urgent Intervention range.
3. 80% of all students are in the Probable/Transitional Reader range.
4. 6%, or less of all students are in the Early Emergent Reader range.

MATH—school-wide growth goals for the current school year:

1. 95% of all students At/Above Benchmark.
2. 0% students in the Far Below range.
3. The Median Early Numeracy is at 90.

The overall analysis of our data is that student growth over the 1st semester has exceeded our expectations, and we will most likely increase the targets set for our current goals. Great efforts have been made to increase the consistency of reading instruction and implementation of the reading portions of our curriculum. Data analysis also supports effective curriculum and instruction. Student growth has been excellent. Teachers have become more proficient with using the STAR assessment

system to better inform their instruction and identify key areas for student improvement. The current data appears to support these efforts.

Area II: Curriculum

Evaluating Curriculum	
1. What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?	
Answer (suggested word count is 400 words): *NOTE: Camino Montessori is a small school in its 2nd year of operation. CM currently serves 49 K-2nd grade students, has two classrooms, two teachers, three instructional aides, one administrative assistant, and one Director.* *Due to limited staff resources, the Director and two teachers (Instruction Team) are working together to oversee the development and implementation of all systems outlined in our Performance Management Plan, submitted last October.* Camino Montessori currently uses the Montessori Compass (MC) web-based system for the purpose of lesson planning, recordkeeping & monitoring of curriculum and CCRS standards delivery & student progress. One of the primary reasons the MC system was adopted, is that it includes the complete Montessori curricular scope & sequence for preschool age through 6th grade with all CCSS standards embedded within its framework. As part of the initial curriculum review process, 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. We have established an initial rating scale to assist in determining the level which our curriculum meets the progression of core skills outlined in the math and reading CRSS, and to assist in identifying any weaknesses and/or gaps. The following elements are considered in our current evaluation process: • Level of alignment to the CCRS • Level of rigor contained in lessons (depth of knowledge) • Adequacy of curricular content and materials	List documents that serve as evidence of implementation of this process: • Completed CCRS Reading & Math alignment evaluation tools • Comprehensive list of Montessori Compass lessons cross-referenced with CCRS • Record of identified gaps in instruction and/or standards that require further analysis • Instruction Team meeting notes/minutes • Purchase receipts for supplemental curriculum

• Differentiation opportunities for subgroups (ELL, FRL, Special Ed, and Lowest 25%). In addition to the above, 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. After reviewing the fall benchmark data it was evident that increasing student success in reading is a high priority. Therefore, the Instruction Team has prioritized this curricular area for continued evaluation in order to ensure our reading curriculum is robust, meets the rigor of CCR standards, and supports the highest level of student learning. For example, the fall STAR Early Literacy data indicated that 75% of our students were in the early-late emergent reader stage, and specific literacy skill data suggested a large number of students struggle with phonics and phonemic awareness. 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.	
2. How does the Charter Holder identify gaps in the curriculum?	
Answer (suggested word count is 400 words): The Instruction Team will identify any gaps in our curriculum and/or instruction methods related to the CCRS for Reading & Math. 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. Aligned curriculum to CCRS has identified some weaknesses and gaps in our curriculum that we have addressed. We plan to continue developing a comprehensive curriculum evaluation system to ensure any further gaps and weaknesses that may be identified addressed. Instruction Team will create and implement additional action plans, as necessary, to address identified needs that result from the initial curriculum evaluation.	List documents that serve as evidence of implementation of this process: • Completed CCRS Reading & Math alignment evaluation tools • Identified gaps in instruction and/or standards that require further analysis
Adopting/Revising Curriculum	
3. What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?	

Answer (suggested word count is 400 words): The school was founded based on traditional Montessori philosophy, curriculum and instructional methods. A large portion of the supplemental Montessori-based curriculum was selected by the School Director during the start-up process prior to opening the school. Now that the school is in operation, an Instruction Team is in place, and is responsible for making decisions regarding adopting and/or revising the curriculum based on its curriculum review process. The Instruction Team meets weekly, and continues to develop and revise its process for adopting and/or revising curriculum. The process includes the same elements used for curriculum evaluation. Process for Adopting and/or Revising Curriculum: • 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. • If determined that gaps may be closed by modifying instruction, a course of action will be identified and implemented. • Modifications and adjustments will be monitored & evaluated for success by individual Lead Teachers, and results & progress will be reviewed at Instruction Team meetings.	List documents that serve as evidence of implementation of this process: • Curriculum Adoption Guide • Completed Adoption Guides for review, w/analysis & outcome of reviews for proposed curricular adoption/revisions
4. Who is involved in the process for adopting or revising curriculum?	
Answer (suggested word count is 400 words): Proposed curricular supplements shall be reviewed collectively by the Instruction Team, the final decision will rest with the School Director.	List documents that serve as evidence of implementation of this process: • Attendance records for Instruction Team meetings
5. When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	
Answer (suggested word count is 400 words): *Our foundational philosophy is the adhering to an authentic Montessori education method. The aim of Montessori education is to foster competent, responsible, adaptive citizens who are lifelong learners and creative problem-solvers. Any curriculum that is to be adopted, shall aid in the goal to provide a cohesive Montessori education.* We adhere to our foundational philosophy and the Montessori method to guide in these decisions. When making a decision to	List documents that serve as evidence of implementation of this process: • Curriculum Adoption Guide; • Completed Adoption Guides for review, w/analysis & outcome of reviews for proposed curricular adoption/revisions

add or modify our curriculum we assess the intended need, look at the subject area and assess aims of supplement/revision, cost analysis, alignment to our curriculum, question if developmentally appropriate, does it support student self-direction, self-correction, provide concrete experience, etc. 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.	
Implementing Curriculum	
6. What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	
Answer (suggested word count is 400 words): First, and foremost, ensuring "highly qualified" Montessori instruction by hiring Montessori teachers certified at the level they are hired to teach. There are many accredited Montessori certification programs that provide teachers with an authentic core Montessori curriculum, however there can many variations the way each training program organizes and names lessons, so it can be challenging to provide total consistency. There is a lot of flexibility in the delivery of the curriculum because it is so vast and rich, and provides many opportunities for extensions and directions to take based on the child's interest, or those of the current group of students. Because of this, the Director adopted the Center for Guided Montessori Studies format to serve as our "core curricular" reference because it is the curricular scope and sequence that is also in the Montessori Compass recordkeeping system. This provides ease for implementation and opportunities for school-wide consistency in lesson planning, generating student progress reports, alignment of CCRS, etc.	List documents that serve as evidence of implementation of this process: • Copies of teacher Montessori Certificates • Completed Curriculum Implementation Process added to Curriculum Binder • Completed teacher recordkeeping requirements • Curriculum Maps for Kinder and Elementary I (1st-3rd grades) • Added curriculum in Montessori Compass • Evidence of ongoing monitoring—Written documentation of "walk throughs" that include observation notes • randomly collected snapshots of data in Compass system • Student recordkeeping & progress reports

The Director is currently drafting a written process, to be added to the Curriculum Binder, which outlines expectations for Lead Teachers for ensuring consistent & ongoing implementation of the Montessori curriculum across all program levels. • 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. • Continuing and new teachers will review the written process annually as part of the Beginning of the Year In-Service training.	• Student CCRS Progress Reports • Discussion w/teachers noted in meeting minutes
7. What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?	
Answer (suggested word count is 400 words): All Lead Teachers utilize their Certified Montessori Teacher Curricular Albums (which include suggested 1-3 year and 1-6 year elementary curricular cycles and the delivery of the scope & sequence) and the Montessori Compass recordkeeping system as the primary tools for ensuring consistent & ongoing implementation of the Montessori curriculum and CCRS for their program level. Teachers will consistently utilize these tools for the planning and tracking of lesson plans; the recording of observation notes; and the tracking of all individual student lessons, progress & mastery data related to the Montessori curriculum and the tracking of CCRS progress. In addition to the tracking of curriculum within the Montessori Compass system, established Curriculum Maps (based on suggested 1-3 year and 1-6 year elementary curricular cycles) for each program level are 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 The Instruction Team will collaborate to create 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, where appropriate, as another way of ensuring all standards are covered within each grade level.	List documents that serve as evidence of implementation of this process: • Teacher Montessori Curricular albums • Recordkeeping requirements included in Curriculum Process • Montessori Compass student recordkeeping entries • Added curriculum in Montessori Compass • Curriculum Maps for Kinder and Elementary I (1st-3rd grades) • Evidence of ongoing monitoring--observation notes • randomly collected snapshots of data in Compass system; • Student recordkeeping & progress reports • Student CCRS Progress Reports • Discussion w/teachers noted in meeting minutes

8. What is the expectation for consistent use of these tools? How are these expectations communicated?	
Answer (suggested word count is 400 words): Recordkeeping and data collection occurs every day throughout the day. With respect to our accountability as a publicly funded charter school, clearly articulated expectations and ongoing professional development efforts are currently being developed to ensure consistency and effective use of tools. The Director continue working on developing a written process for the ongoing monitoring to ensure consistent implementation of the curriculum across all program levels; ensure that all grade-level standards are covered within each academic year; and to ensure the effective use of Montessori Compass by teachers. The Instructional Team will work together to begin entering supplemental curriculum elements and related CCRS into Montessori Compass in order to better streamline the recordkeeping requirements and tracking of student progress.	List documents that serve as evidence of implementation of this process: • Montessori Compass student recordkeeping entries • Added curriculum in Montessori Compass • Evidence of ongoing monitoring--observation notes • randomly collected snapshots of data in Compass system • Student recordkeeping & progress reports • Discussion w/teachers noted in meeting minutes
9. What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	
Answer (suggested word count is 400 words): Current recordkeeping includes entry of daily observation notes, lesson planning, student progress data for all lessons taught, and student CCRS progress data. The Director will continue developing a formalized process for routine monitoring that will articulate expectations for teachers. Monitoring will include • Regularly scheduled "walk through" classroom visits to observe instruction • Checking in with teachers at Level meetings. • 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	List documents that serve as evidence of implementation of this process: • Evidence of ongoing monitoring—includes observation notes • Randomly collected snapshots of data in Compass system • Evidence of student recordkeeping & Progress Reports • CCRS Progress Reports • Discussion w/teachers noted in Level and/or other meeting minutes
Alignment of Curriculum	
10. How does the Charter Holder know the curriculum is aligned to standards?	
Answer (suggested word count is 400 words): The School Director is currently an active participant in all areas of curriculum development, evaluation, modification, consistent	List documents that serve as evidence of implementation of this process:

implementation, and alignment to CCRS, to ensure Camino meets the needs of all students. As noted earlier, the team has 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. The Instruction Team will continue developing and implementing its initial evaluation process to ensure Montessori curriculum is in alignment with the CCRS. Specifically, the team continues finalizing the CCRS Reading & Math alignment tool for grades K-2 to begin analysis & rating of the Montessori Compass (MC) student record-keeping system for alignment, curricular weaknesses and/or gaps. As stated earlier, the alignment tool will include the following elements: o Level of alignment to the CCRS o Level of rigor contained in lessons o Adequacy of curricular content and materials o Differentiation opportunities for subgroups (ELL, FRL, Special Ed, and Lowest 25%) • Review & complete alignment tool for all reading and math standards.	• Completed CCRS Reading & Math alignment evaluation tools • Comprehensive list of Montessori Compass lessons cross-referenced with CCRS • Identified gaps in instruction and/or standards that require further analysis • Evidence of progress indicated in team meeting minutes
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
11. How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): Fundamental to the Montessori education system is the Montessori teacher's use of the "scientific observation" method (taught as part of the Montessori teacher certification) to provide critical insight and ongoing assessment data regarding each child's progress in all domains of development, including the academic-cognitive domain. Observation occurs continually throughout each day, and provides the teacher the opportunity to intervene almost immediately if there is struggling, frustrated, or not progressing. 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.	List documents that serve as evidence of implementation of this process: • Completed Curriculum evaluations; • Applicable Adoption Guides & supplemental curriculum; • Staff mtg. minutes outlining action steps & outcomes for curriculum and/or instruction modifications and/or

As part of the Curriculum Evaluation process, 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. Potential gaps for learning, need for differentiation of instruction, and/or need for supplemental curriculum and/or materials have been, and continue to be identified. Guided by our Montessori philosophy and instructional methods, 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. Teachers evaluate student information, classroom assessment and observation data, and STAR benchmark & screening data to establish initial and ongoing intervention groups for the purpose of identifying appropriate learning strategies and objectives. Lead Teachers use achievement data to assess the academic needs of each student; determine appropriate intervention goals and strategies, as needed; and monitor and adjust based on student progress. Teachers utilize the STAR system to establish intervention groups, set intervention goals, benchmark targets, and to monitor progress. Teachers also track individual subgroup student progress in Montessori Compass. Teachers are responsible for analyzing, monitoring, and adjusting interventions, and report ongoing student progress and continued needs assessments as part of team and/or data review meetings. The School Director provides ongoing teacher support and monitoring of student progress to ensure the needs of all students in subgroups are being met.	supplements intended to meet needs of student subgroups • STAR and Montessori Compass student assessment, achievement & observation data • Evidence of recorded interventions, goals, targets & progress data in STAR system
12. How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): The needs of English Language Learners are addressed as described in item #12.	List documents that serve as evidence of implementation of this process: • ILLP Records & Progress Reports

	• Completed Curriculum evaluations; • Applicable Adoption Guides & supplemental curriculum; • Staff mtg. minutes outlining action steps & outcomes for curriculum and/or instruction modifications and/or supplements intended to meet needs of student subgroups • STAR and Montessori Compass student assessment, achievement & observation data • Evidence of recorded interventions, goals, targets & progress data in STAR system
13. How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): The needs of students in identified as FRL are addressed as described in item #12.	List documents that serve as evidence of implementation of this process: • Completed Curriculum evaluations; • Applicable Adoption Guides & supplemental curriculum; • Staff mtg. minutes outlining action steps & outcomes for curriculum and/or instruction modifications and/or supplements intended to meet needs of student subgroups • STAR and Montessori Compass student assessment, achievement & observation data

	Evidence of recorded interventions, goals, targets & progress data in STAR system
14. How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	
Answer (suggested word count is 400 words): The needs of English Language Learners are addressed as described in item #12.	List documents that serve as evidence of implementation of this process: • IEP's and IEP progress reports • Completed Curriculum evaluations; • Applicable Adoption Guides & supplemental curriculum; • Staff mtg. minutes outlining action steps & outcomes for curriculum and/or instruction modifications and/or supplements intended to meet needs of student subgroups • STAR and Montessori Compass student assessment, achievement & observation data • Evidence of recorded interventions, goals, targets & progress data in STAR system

Area III: Assessment

Assessment System	
1. What types of assessments does the Charter Holder use?	
Answer (suggested word count is 400 words): *Current examples of types of assessments observation & anecdotal records, Montessori Compass student progress, student portfolios and work samples, STAR assessment for benchmark & screening, checklists, performance assessments, teacher made assessments to monitor growth (Pre and post-test) in specific areas, reading comprehension placement tests, etc.* The Instructional Team continues to meet on a weekly to continue with the development of our comprehensive assessment system. In fact, this area continues to be a high priority and we have specifically put a lot of time and effort in learning how to effectively use the STAR benchmark and screening assessment system in order to more effectively use its data to inform and evaluate curricular and instructional decisions and processes. The STAR system currently the most in depth year-over-year assessment comparisons. STAR Early Literacy have been implemented since our inception, and this January we implemented the STAR Reading and Math assessments to students who meet the criteria to begin testing at those levels. We have established testing intervals that are used to determine student progress and growth outcomes in all required measures, as well as intermittent intervals used to test and monitor students with intervention goals. In addition to the STAR assessments, we have developed several classroom assessments to use to assess Kinder and elementary student progress in specific reading and math areas. Although we have more to evaluate and develop, we are confident about the progress we have made thus far. Our goal is a balance and holistic assessment system that includes multiple types of assessments (formative, summative, and interim) which are aligned to the Montessori curriculum and instructional methods, as well as CCRS. Formative assessments—given during the process of instruction to help students and teachers understand students' current learning relative to	List documents that serve as evidence of implementation of this process: • STAR student assessment data • Benchmark/screening assessment interval calendar—assessment dates & data reviews • Added reading and math assessments & student data • Completed Assessment Rating Tool; • evidence of PD that respond to high learning needs in this area of development • evidence of evaluating current system/new assessment tools—completed rating tool

the content standards. They are used to identify students' strengths as well as learning deficiencies or gaps, and will provide guidance for responsive instructional actions. Interim assessments—given periodically at the end of relative small units of instruction, provide a "snap shot" of students' progress, and serve instruction, evaluation, and prediction purposes. Summative assessments—given at end of an instructional sequence to determine students' status relative to content and performance standards, serve an important accountability purpose for school and classrooms, concerted efforts will be made to extract instructional relevant information from these assessments. Classroom Assessments—will include a wide range of activities and procedures that teachers will use to obtain information and provide feedback about students' progress on important learning outcomes that are not easily assessed with other assessment formats. Classroom assessments used can be summative, interim, and formative assessments. Efforts will be made to ensure classroom assessments are properly aligned with content standards they are used to assess.	
2. What was the process for designing or selecting the assessment system?	
Answer (suggested word count is 400 words): Based on feedback from other Montessori schools, and information gained by researching various screening assessment options, the Director selected the Renaissance Learning STAR system as the most comprehensive, yet affordable option. The STAR assessments were purchased during start-up prior to opening the school. As we move forward, the Instruction Team will be developing a rating process and/or tool to be used to evaluate our current year-over-year assessment framework in order to determine if it includes sufficient data from multiple assessments; formative, summative, and other types of assessment; is aligned with the Montessori curriculum & instructional methods; and identify existing gaps that require modification and/or supplemental assessment tools and/or processes; ensures validity & reliability	List documents that serve as evidence of implementation of this process: • Completed Assessment Rating Tool; • Evidence of PD that respond to high learning needs in this action step • Evidence of evaluating current system—completed rating tool
3. How is the assessment system aligned to the curriculum and instructional methodology?	
Answer (suggested word count is 400 words): The Instruction Team has begun the process of evaluating our current year-over-year assessment framework in order to determine if it includes sufficient data from multiple assessments; formative, summative, and other types of assessment; is aligned with the Montessori curriculum & instructional methods; and identify existing	List documents that serve as evidence of implementation of this process: • evidence of evaluating current system/new assessment tools—completed rating tool

gaps that require modification and/or supplemental assessment tools and/or processes; ensures validity & reliability.	
4. What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?	

Answer (suggested word count is 400 words):
The intervals for data analysis coincide with our STAR benchmark and screening assessment windows and are scheduled to occur within 5-10 school days after testing is completed.
 	
Fall benchmark window (9/1-9/15)
• Reports will be generated from the STAR Early Literacy system to provide initial analysis of current performance levels for essential early literacy and numeracy skills.
• School and class wide benchmark used for year-to year comparisons.
• Classroom level analysis:
  ○ To determine students at/above targeted benchmark for age/grade level
  ○ To determine skills for instructional focus at the classroom level—Instruction Reports can also be analyzed for instructional planning purposes
  ○ To determine student lowest 25% performing students and create Tier 2 and Tier 3 intervention groups.
  ○ Tier 2 & 3 groups can be further divided depending on the range of scores, the number of students, and subset skill scores
  ○ Concurrent reports are generated to establish benchmarks student subgroups
• Student level analysis for curriculum & instructional planning
  ○ Diagnostic Reports are generated for all lowest 25% and used to further inform instruction for targeted areas of intervention
  ○ Students in Tier 2 & 3 levels will receive targeted intervention—short term goals will be established and testing interval established.
  ○ Interventions usually 6-8 weeks with analysis of data occurring at end to determine effectiveness of instruction and strategy.
Winter benchmark window (1/1-1/15)
  ○ Mid-screening assessments are analyzed and compared to benchmark. Used to inform class wide instruction effectiveness based on target areas identified in Fall window; overall student progress; observable growth/decline;
  ○ Data for intervention groups analyzed also
	List documents that serve as evidence of implementation of this process:
	• Assessment Calendar with assessment aligned to data review
	• Generated reports and data analysis summaries
	• Interventions group, goals, progress data

○ Offers a check in for class & school wide Spring benchmark window (May 1-15) ○ Provides end of the year summative data. ○ Analyze overall growth and proficiency to evaluate level of progress for all students ○ Analysis at school level provides summary data for class and school comparisons 1st & 2nd grade STAR Reading and Math assessments will be implemented in January. New assessments and focus is on learning how to analyze the various reports generated from the assessments.	
Analyzing Assessment Data	
5. How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	
Answer (suggested word count is 400 words): The intervals for data analysis coincide with our STAR benchmark and screening assessment windows and are scheduled to occur within 5-10 school days after testing is completed. (See item #5)	List documents that serve as evidence of implementation of this process: • Assessment Calendar with assessment aligned to data review • Generated reports and data analysis summaries • Interventions group, goals, progress data
6. How is the analysis used to evaluate instructional and curricular effectiveness?	
Answer (suggested word count is 400 words): How analysis is used to evaluate instructional and curricular effectiveness is covered in item #5.	List documents that serve as evidence of implementation of this process: • Assessment Calendar with assessment aligned to data review • Generated reports and data analysis summaries • Interventions group, goals, progress data
7. How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	
Answer (suggested word count is 400 words): Included in response to item #5. Additionally: Formative assessment data: Observational allows for immediate or near immediate intervention and is extremely effective. This form of assessment is the cornerstone of the Montessori instruction method. Although difficult to generate data that meets accountability	List documents that serve as evidence of implementation of this process: • Assessment Calendar with assessment aligned to data review • Generated reports and data analysis summaries

requirements it will remain in our assessment system. We will continue to research ways in which this data can become quantified. Summative at intervals: Monthly basis, based on screening and assessment tools Formative and summative assessments from STAR system validates our observational methods for assessment which maintains the integrity of our Montessori approach.	• Interventions group, goals, progress data
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
8. How is the assessment system adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): As a Montessori school we view each child individually, and through our continued observation approach can assess immediate learning needs for all children, regardless of disability or challenge. The STAR assessment system provides validation to our observation and the ability obtain progress data for specific needs and areas of learning. STAR helps identify students who are at benchmark and those that may need intervention. The initial Screening Report identifies the bottom 25%, then a Diagnostic Report can be run for individual students, or as a subgroup, and data indicates targeted core literacy and numeracy skills that student and/or group may be ready to learn. This information provides additional insight and possible direction in planning for curricular and instruction needs. Interventions can be set up In the STAR system, and specific goals/targets for learning can be set, and then Student or Group Monitoring Progress Reports can be analyzed to assess if students are responding to the intervention. The STAR benchmark and screening assessments are used to assist in identifying benchmark and ongoing performance levels of all students as outlined item #4, above.	List documents that serve as evidence of implementation of this process: • Generated reports and data analysis summaries • Identified intervention strategies, goals, & progress data
9. How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): Adaptations for students in the ELL subgroup are essentially the same as those outlined in item #8. In addition, we use information gained from the AZELLA assessments, both current and past performance, to assist in ascertaining assessment adaptations for each student.	List documents that serve as evidence of implementation of this process: • Generated reports and data analysis summaries

	• Identified intervention strategies, goals, & progress data
10. How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): Adaptations for students in the FRL subgroup are essentially the same as those outlined in item #8.	List documents that serve as evidence of implementation of this process: • Generated reports and data analysis summaries • Identified intervention strategies, goals, & progress data
11. How is the assessment system adapted to meet the assessment needs of students with disabilities?	
Answer (suggested word count is 400 words): Adaptations for students with disabilities are essentially the same as those outlined in item #8. In addition, the IEP process includes planning for necessary adaptations & accommodations related to each student's specific needs.	List documents that serve as evidence of implementation of this process: • Generated reports and data analysis summaries • Identified intervention strategies, goals, & progress data • IEP stipulating assessment accommodations

Area IV: Monitoring Instruction

Monitoring the Integration of Standards	
1. What is the Charter Holder's process for monitoring the integration of standards into classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?	
Answer (suggested word count is 400 words): *NOTE: Due to extreme demands on the Director's time developing the processes and systems within the curriculum and assessment sections of the school's current Performance Management Plan, progress with development in this area is slow but steady, however remains a high priority.* The Director is currently developing a consistent monitoring process to ensure classroom instruction is in continuous alignment with the CCRS standards, the curriculum and the assessment system. Monitoring recordkeeping & student data: The Instruction Team's will continue with the initial curriculum evaluation to analyze the depth by which the curricular scope and sequence contained in the Montessori Compass (MC) recordkeeping system is aligned with CCRS. All reading and math supplemental curriculum and/or modifications which are identified and adopted as part of the alignment evaluation will be added to the system in a timely manner to ensure the recordkeeping system is in full alignment to the standards. The School Director will monitor the MC student recordkeeping system at regular intervals to ensure all teachers are meeting the requirements for consistent, accurate, and up-to-date data entry for lesson-planning, lesson presentations, and student current levels of progress. The School Director will work in collaboration with Lead Teachers, a regularly scheduled meetings, to develop and implement a consistent process to effectively monitor and evaluate the overall effectiveness of standards-based instruction throughout the year. The Instruction Team will work together to develop and implement a collaborative process for monitoring & evaluating instructional practices targeted for ***all*** students and will include incorporating routine analysis of assessment data into team and level meetings in order to evaluate, monitor, and provide feedback regarding	List documents that serve as evidence of implementation of this process: • Dated recordkeeping "Snap shots" taken from Montessori Compass which include noted concerns, action needed, and/or follow up required; • Evidence that supplemental curriculum and/or additional lesson elements have been added and tracked in MC system

• the general impact of curriculum and instruction for students as a whole as well as student subgroups • the success or failure of specific interventions strategies, and/or modifications of instruction targeted for individual students and/or student subgroups so that adjustments can be made in a timely manner	
2. How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	
Answer (suggested word count is 400 words): See item #1 Lesson planning & student progress in content and CCSS are recorded in Montessori Compass recordkeeping system. Both content-based and standards-based progress reports can be run for students at any time. Currently, standards reports are run at the end of each semester. We require more flexibility within the recordkeeping system—we need to extract standards data in different ways, and need to look at class level data versus Montessori multi-age groupings. In this respect, the system not user friendly and we need to work with vendor to accommodate our needs. Currently, extracting standards-based data in ways required for effective monitoring is time intensive.	List documents that serve as evidence of implementation of this process: • Team meeting minutes documenting progress w/monitoring and evaluating instructional practices process, and ongoing analysis & feedback of assessment data; • documented student intervention strategies/progress/modifications;
Evaluating Instructional Practices	
3. What is the Charter Holder's process for evaluating instructional practices? How does this process evaluate the quality of instruction?	

Answer (suggested word count is 400 words):
The quality of teacher instructional practices is part of the adopted Teacher Evaluation.
 	
Currently the weighting of teacher evaluations is based on 67% performance and 33% classroom-level & school-wide data results.
• The Camino Board of Directors adopted the Danielson Framework to meet the State required teacher performance component of our summative Teacher Evaluation.
• The Danielson Framework is broken down into 4 key domains and 22 observable & measurable components of teacher performance:
  ○ Domain 1: Planning & Preparation w/6 key components
  ○ Domain 2: The Classroom Environment w/5 key components
  ○ Domain 3: Instruction w/5 key components
  ○ Domain 4: Professional Responsibilities w/6 key components
	List documents that serve as evidence of implementation of this process:
	• Completed observations which include noted concerns, feedback, and follow up, if applicable;
	• Completed teacher self-evaluation & Teacher Evaluation with documented areas of strength, weaknesses, and targeted learning needs
	• Written evidence of follow up and feedback
	• Clearly stated school wide and classroom level assessment objectives for portion of teacher eval

• Formative assessment data is collected by the School Director in the form formal & informal observations designed to observe and rate as many of the components within Domains 1 & 3 of the Danielson Framework, as possible during the observation. The formal observation process currently includes a post-observation conference to provide feedback & support. • The annual Summative Evaluation includes an overall final score for the 4 Domains/22 components. The final rating scores include summary data collected as part of the formal observations, which provides a more in depth overall rating of domains related to quality of instructional practice. The academic data portion of the Teacher Evaluation will be revised to meet the 2014-2015 Academic Growth % requirement. The School Director will meet with Lead Teachers to collectively review and revise the Academic Progress component of the Teacher Evaluation in order to add new Academic Growth data requirements & select agreed upon school-wide/classroom data to ensure multiple data elements are used and that the data portion reflects our revised assessment system. In March, the Director will be attending the *Building Educator Expertise Conference*, sponsored by Teachscape, in order to increase her knowledge & expertise with the Danielson Framework, and ensure the ongoing implementation of a positive, fair, and equitable teacher evaluation process.	
4. How does this process identify individual strengths, weaknesses, and needs?	
Answer (suggested word count is 400 words): Response to this item is included in item #3.	List documents that serve as evidence of implementation of this process: • Completed observations which include noted concerns, feedback, and follow up, if applicable; • Completed teacher self-evaluation & Teacher Evaluation with documented areas of strength, weaknesses, and targeted learning needs
Providing Analysis and Feedback to Further Develop Instructional Quality	
5. How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	

Answer (suggested word count is 400 words): The Director is currently developing a consistent process for providing and documenting effective ongoing feedback based on the evaluation of instructional practices. The feedback process is part of the teacher evaluation process and includes opportunity to discuss the identified strengths, weaknesses and learning needs based on the results, specifically those related to the quality of instructional practice. Suggestions for professional development targeted to learning needs with be shared, and specific goals developed. Goals will include a timeline for implementation and a target date for completion. Check-ins for monitoring teacher's progress will be determined and implemented.	List documents that serve as evidence of implementation of this process: • Teacher Evaluation that includes targeted professional development objectives based on written feedback; • documented follow-up
6. How does the Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response?	
Answer (suggested word count is 400 words): The school is in its second year of operation, and with two teachers on staff, there is insufficient data for analysis. Currently, each teacher receives extensive feedback and support from the Director, due to Director's high visibility and active involvement in the academic programs.	List documents that serve as evidence of implementation of this process: • Teacher Evaluation that includes targeted professional development objectives based on written feedback; documented follow-up
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
7. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): The Director evaluates instruction targeted to address the needs of students in all student subgroups as part of the data review cycle and the Teacher Evaluation process. The Director will develop a process for providing effective ongoing feedback based on the evaluation of instruction targeted to address the needs of subgroup students. Through comprehensive analysis of applicable assessment data, formal and informal classroom observations, and the written summative evaluation, identified areas of weaknesses and targeted learning needs will be identified. Suggestions for professional development targeted to learning needs with be shared, and specific goals developed. Goals will include a	List documents that serve as evidence of implementation of this process: • Feedback and follow up given as part of data review process; meeting notes, emails • Teacher Evaluation that includes targeted professional development objectives based on

timeline for implementation and a target date for completion. Check-ins for monitoring teacher's progress will be determined and implemented.	written feedback; documented follow-up
8. How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): The Director evaluates instruction targeted to address the needs of students in all student subgroups as part of the data review cycle and the Teacher Evaluation process. The Director will develop a process for providing effective ongoing feedback based on the evaluation of instruction targeted to address the needs of subgroup students. Through comprehensive analysis of applicable assessment data, formal and informal classroom observations, and the written summative evaluation, identified areas of weaknesses and targeted learning needs will be identified. Suggestions for professional development targeted to learning needs with be shared, and specific goals developed. Goals will include a timeline for implementation and a target date for completion. Check-ins for monitoring teacher's progress will be determined and implemented.	List documents that serve as evidence of implementation of this process: • Feedback and follow up given as part of data review process; meeting notes, emails Teacher Evaluation that includes targeted professional development objectives based on written feedback; documented follow-up
9. How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): The Director evaluates instruction targeted to address the needs of students in all student subgroups as part of the data review cycle and the Teacher Evaluation process. The Director will develop a process for providing effective ongoing feedback based on the evaluation of instruction targeted to address the needs of subgroup students. Through comprehensive analysis of applicable assessment data, formal and informal classroom observations, and the written summative evaluation, identified areas of weaknesses and targeted learning needs will be identified. Suggestions for professional development targeted to learning needs with be shared, and specific goals developed. Goals will include a timeline for implementation and a target date for completion. Check-ins for monitoring teacher's progress will be determined and implemented.	List documents that serve as evidence of implementation of this process: • Feedback and follow up given as part of data review process; meeting notes, emails Teacher Evaluation that includes targeted professional development objectives based on written feedback; documented follow-up
10. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?	

Answer (suggested word count is 400 words): The Director evaluates instruction targeted to address the needs of students in all student subgroups as part of the data review cycle and the Teacher Evaluation process. The Director will develop a process for providing effective ongoing feedback based on the evaluation of instruction targeted to address the needs of subgroup students. Through comprehensive analysis of applicable assessment data, formal and informal classroom observations, and the written summative evaluation, identified areas of weaknesses and targeted learning needs will be identified. Suggestions for professional development targeted to learning needs with be shared, and specific goals developed. Goals will include a timeline for implementation and a target date for completion. Check-ins for monitoring teacher's progress will be determined and implemented.	List documents that serve as evidence of implementation of this process: • Feedback and follow up given as part of data review process; meeting notes, emails Teacher Evaluation that includes targeted professional development objectives based on written feedback; documented follow-up

Area V: Professional Development

Professional Development System	
1. What is the Charter Holder's professional development plan?	
Answer (suggested word count is 400 words): Life-long learning is highly valued at the school, and it is important to continually model this to our students since it is one of the primary aims of Montessori education. Professional development focuses on both Montessori and general educational needs relative to where the school is in its growth and development. This is an important action item due to the many critical learning needs that have been identified through the process of developing and implementing our school improvement plan as outlined in our current PMP. The Director has completed an extensive review of the PMP with teachers and key staff to ensure everyone is familiar with its purpose, contents and expected outcomes. In order to increase the knowledge base and awareness of the Charter Board's expectations for schools to meet the Academic Performance Framework expectations, the Director and both teachers attended the PMP and DSP workshops sponsored by the Arizona Charter Schools Association. The initial plan focuses on the leadership and instructional staff learning needs already identified while going through the process of creating our school's PMP. All immediate professional development efforts will focus on developing the necessary background knowledge and level of expertise required to create and implement an effective high quality performance management system as outlined in this template. Instruction Team meetings include dedicated portions of time to develop an initial PD plan that is divided into four key areas: assessment, CCRS, curriculum, and instruction. Identified needs for professional development and support for each component are identified. The team evaluates each need in terms of priority—areas of highest importance; which staff needs the training; where, when & how training & what support will be provided—in-service, workshops, consultants,	List documents that serve as evidence of implementation of this process: • Training outline & agenda w/signatures of staff present • Completed Professional Development Plan • Implementation Action Plan • team meeting agendas w/PD discussion items, progress & action items • purchased PD programs and/or resources

webinars, printed resources; cost considerations; scheduling issues & considerations.
 	
The team is currently working together to create an action plan for implementing the PD plan.
• Examples of Identified PD needs identified and to consider:
  ○ Assessment: Resources and training on types & purpose of assessment—summative-interim-formative; how to develop effective comprehensive school assessment systems; types of assessments; how to analyze results; how to refine; evaluating assessment systems; determining validity; best practice
  ○ Curriculum: assess PD needs for further training needed to broaden understanding of depth and breadth of CCRS to ensure effective curriculum evaluation, instruction, and assessment systems developed; understanding of required levels of cognitive demand expected from students ("rigor" of standards/Webb's Depth of Knowledge levels/Bloom's Taxonomy) and intended learning outcomes
  ○ Instruction: Using assessment to inform instruction and teacher improvement; School Director's need for further PD related to teacher evaluation (rater reliability; effective use of evaluation rubric; developing effective formative assess tools as part of teacher evals—"walk throughs", observations	

2. How was the professional development plan developed?	
Answer (suggested word count is 400 words): The professional plan is currently being developed, as covered in item #1.	List documents that serve as evidence of implementation of this process: • Evidence of drafts/completed Professional Development Plan • team meeting agendas w/PD discussion items, progress & action items
3. How is the professional development plan aligned with instructional staff learning needs?	
Answer (suggested word count is 400 words): Refer to item #1 for how we plan to ensure the PD plan is aligned with instruction. We believe the PD plan will be aligned because our curriculum and instruction methods are in alignment, and professional development has been related to improving instruction, CCRS, or related to Montessori-specific development.	List documents that serve as evidence of implementation of this process: • Drafts/completed Professional

	Development Plan that demonstrates alignment with most urgent staff learning needs.
4. How does this professional development plan address areas of high importance?	
Answer (suggested word count is 400 words): Response to this question is covered in item #1. Initially areas of high importance will arise from, and relate to our continued efforts with the development of comprehensive curriculum, assessment, and instruction systems outlined in this plan.	List documents that serve as evidence of implementation of this process: • Drafts/completed Professional Development Plan • meeting agendas w/PD discussion items, progress & action items • purchased PD programs and/or resources
Supporting High Quality Implementation	
5. How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	
Answer (suggested word count is 400 words): The Professional Development Plan outlines the process to support high quality implementation of the strategies learned in professional development workshops and sessions. The process for ensuring high quality implementation of strategies will be incorporated into the written Professional Development Plan and will include the following elements: Provide time for debriefing for individual or in teams and determine the value of the strategies learned. Ensure strategies learned are aligned with critical learning needs and areas of high importance before putting into action. Identify barriers for implementation (necessary resources, funding, materials and support) to determine if implementation possible. If not, can strategy be modified and/or partially implemented? Support strategic planning for implementation of strategies, where & when applicable. Identify additional resources & support required for successful	List documents that serve as evidence of implementation of this process: • Drafted Professional Development Plan which includes process • staff meeting minutes with evidence of elements of process

implementation; allocate time & support for collaboration, feedback and progress. Provide opportunity for check-ins, when appropriate.	
6. How does the Charter Holder provide the resources that are necessary for high quality implementation?	
Answer (suggested word count is 400 words): Response to this question is included to item #5. Additionally, Camino is currently a recipient of AZ CSP grant and has used a large portion of this money to provide PD development opportunities that include sponsoring two teachers for Montessori teacher certification, creating an onsite teacher video/printed resource library, as well as providing other opportunities to the Director and staff to attend workshops and seminars focused on curriculum, CCRS, and instruction. There is one more cycle year of grant award, so it is critical to plan ahead by further evaluating how we will provide and/or identifying & prioritizing current needs.	List documents that serve as evidence of implementation of this process: • Completed Professional Development Plan • Implementation Action Plan • team meeting agendas w/PD discussion items, progress & action items • purchased PD programs and/or resources
Monitoring Implementation	
7. How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	

Answer (suggested word count is 400 words):
The Professional Development Plan includes a process, or tool for monitoring the implementation of strategies learned in professional development.
 	
The Director will develop a monitoring & follow-up system to be used, when appropriate, to support and develop the implementation of the strategies learned in professional development. System will include
• Strategies to be implemented
• Who is responsible for implementation
• How best to implement
• When will strategies be implemented
• Feedback loop
  ○ Evaluate effectiveness
  ○ Modify & adjust
  ○ Further action steps
	List documents that serve as evidence of implementation of this process:
	• Drafted Professional Development Plan which includes process
	• completed monitoring tools for strategies implemented
	• staff meeting minutes with evidence of monitoring implementation

8. How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?	
Answer (suggested word count is 400 words): Answer to this question is included in item #8.	List documents that serve as evidence of implementation of this process: • Drafted Professional Development Plan which includes process • completed monitoring tools for strategies implemented • staff meeting minutes with evidence of monitoring implementation
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
9. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): *Currently on an as needed basis when perceived need is present.* Opportunities for professional development that addresses the needs of students in all subgroup areas will be provided whenever a high need area exists or has been identified. The essential details of the process will include: • A process for requesting professional development in this area that is based on an identified learning need. The request can be made by any staff member or parent, and will include the learning need and rationale for professional development. The request will include a description of the need and possible resources • Once identified the request will be evaluated for approval based on high area of need • The professional development will be provided through workshops, team meetings, bringing in professionals specific to subgroup need, printed resources, etc.	List documents that serve as evidence of implementation of this process:
10. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): *Currently on an as needed basis when perceived need is present.*	List documents that serve as evidence of

Opportunities for professional development that addresses the needs of students in all subgroup areas will be provided whenever a high need area exists or has been identified. The essential details of the process will include: • A process for requesting professional development in this area that is based on an identified learning need. The request can be made by any staff member or parent, and will include the learning need and rationale for professional development. The request will include a description of the need and possible resources • Once identified the request will be evaluated for approval based on high area of need The professional development will be provided through workshops, team meetings, bringing in professionals specific to subgroup need, printed resources, etc. *Currently on an as needed basis when perceived need is present, and also by utilizing our contracted ELL Coordinator*	implementation of this process:
11. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): *Currently on an as needed basis when perceived need is present.* Opportunities for professional development that addresses the needs of students in all subgroup areas will be provided whenever a high need area exists or has been identified. The essential details of the process will include: • A process for requesting professional development in this area that is based on an identified learning need. The request can be made by any staff member or parent, and will include the learning need and rationale for professional development. The request will include a description of the need and possible resources • Once identified the request will be evaluated for approval based on high area of need The professional development will be provided through workshops, team meetings, bringing in professionals specific to subgroup need, printed resources, etc.	List documents that serve as evidence of implementation of this process:
12. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities?	
Answer (suggested word count is 400 words): *Continue to utilize our contracted Special Education Director & Speech Therapist for PD support in this area. Currently on an as needed basis when perceived need is present.*	List documents that serve as evidence of implementation of this process:

Opportunities for professional development that addresses the needs of students in all subgroup areas will be provided whenever a high need area exists or has been identified. The essential details of the process will include: • A process for requesting professional development in this area that is based on an identified learning need. The request can be made by any staff member or parent, and will include the learning need and rationale for professional development. The request will include a description of the need and possible resources • Once identified the request will be evaluated for approval based on high area of need The professional development will be provided through workshops, team meetings, bringing in professionals specific to subgroup need, printed resources, etc.	

Area VI: Graduation Rate (if applicable)

N/A

Ensuring Students in Grades 9-12 Graduate On Time	
1. How does the Charter Holder monitor and follow up on student progress toward completing courses to meet graduation requirements?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:
2. How does the Charter Holder identify students that are not successfully progressing through required courses?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:
3. How does the Charter Holder provide additional academic supports to remediate academic problems for struggling students?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:
4. What data can the Charter Holder provide to demonstrate that these strategies are effective?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:

Area VII: Academic Persistence (if applicable)

N/A

System for Keeping Students Motivated and Engaged in School	
1. How does the Charter Holder identify students who are at risk of dropping out or failing?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:
2. What strategies does the Charter Holder utilize to address student challenges to completing/continuing their education?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:
3. How does the Charter Holder evaluate these strategies to determine effectiveness?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process: