CHESTER NEWTON CHARTER AND MONTESSORI SCHOOL
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Performance Management Plan re: Charter Renewal, 2011/ 2012
Part I

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I. IDENTIFICATION

The Chester Newton Charter and Montessori School (referred to as CNCMS) was established in 1997 at 30 HWY 260 E, Camp Verde, AZ 86322. CTDS 138753000. In fall 1997 the school enrolled 27 K-2nd graders and now goes through 5th grade. As of August 1, enrollment for the fall 2011 academic year was 90 students. In spite of severe state cutbacks, this enrollment figure is positive for us.

II. MISSION

The mission of Chester Newton Charter and Montessori School is to provide to students in the Camp Verde and surrounding area a quality Montessori educational program as an alternative to public school elementary education, offering viable intellectual growth for all students and involving parents in unique student-related programs. It is our mission, through the Montessori method, to meet individual children's needs while simultaneously creating an atmosphere of cooperation, teamwork, and group participation.

III. DESCRIPTION

The Montessori program brings a new educational methodology to the Verde Valley. We maintained membership with the American Montessori Society until 2009, when we could no longer afford the $4,000 yearly membership because of financial cutbacks by the state. We continue to align our curriculum goals and student growth objectives with national Montessori educational guidelines as well as with Arizona State Standards and common core standards.

Dr. Maria Montessori began developing her educational methods before the turn of the 20th century. Since then those methods have become increasingly popular throughout the world. A range of demonstrative study materials, best known as manipulatives, has grown into a worldwide industry. CNCMS is equipped with the latest manipulatives.

During the last century the price of Montessori education has increased dramatically. Private schools have priced Montessori classes out of reach for most public school children. Since Camp Verde is a distressed and depressed area economically, Dr. Betty Chester made it part of our mission to reach out to those who could not afford a Montessori education. She had such good results with the Montessori school she built in Flagstaff in the early 1980s that she wanted to bring Montessori education to the Verde Valley. The charter school system seemed the best way to achieve her educational outreach.

Most of our parents had never heard of Maria Montessori or Montessori schools before we established Chester Newton. We made it part of our mission to reach out to many students whose parents cannot afford to drive them to school and some who do not even have cars or trucks.

Montessori classes accommodate children of mixed ages, each combination classroom containing generally three grade levels. CNCMS contains pre-school-K in one class, 1-3 in another class, and 4-6 in another class. Each classroom is equipped with manipulatives that lead children through progressive learning sequences. Hence, younger children learn from older peer students in the same classroom.

Montessori manipulatives cover a wide range of educational activities, including reading, writing, math, science, and social studies. One of the most prominent manipulatives for pre-school-K children is the "pink tower." Young children see at a glance how proportion and size operate. The children work with

the gradations of volume and size, unaware of the metric principles involved that they are yet to discover.

In math, the Gold Bead materials incorporate all basic mathematical processes—addition, subtraction, multiplication, and division. The vision, touch, and placement of these physical manipulatives help form complex math processes in the mind. One goal is for students to learn the multiplication facts through reason and calculation rather than having to memorize without understanding or visualization.

Science manipulatives include vocabulary and picture cards. Reading is involved as these cards include definitions, messages, and processes. Science cabinets contain items such as leaves, rocks and other specimens.

This mixed learning environment stimulates children to learn through direct experience and social interaction. Individualized contracts prompt independent thinking as well as responsibility. As children learn competency in the "basics," they apply that learning to more abstract processes. Our state and common core standards also correlate with scientifically research-based Saxon Math and Open Court Reading.

This education takes specially skilled and trained teachers. We pay for our teachers to attend Montessori summer workshops in Phoenix, Houston, and New York. Educators generally consider a Montessori Certificate the equivalent of a masters level degree.

One of the challenges for rural schools is to attract capable and certified teachers. Each of our classrooms has a Montessori certified teacher. Each classroom also includes an assistant or aide. Our new principal is also Montessori trained. All of our teachers are "highly qualified," with the exception of our Kindergarten teacher, who is completing her ECI training and will be taking the necessary course work in "Arizona Constitution."

It is important for all educators to realize how different children learn in different ways. Our combined approaches to academics, including our multi-aged classes, are designed to help present those different ways. On August 18, 2011, a leading Arizona educator stated on Channel 12 News that the social/emotional support that schools provide is just as important to the total educational picture as are the academics. Our school reaches out to sorely needed social/emotional needs for our children as well as to academic needs.

We monitor standards with weekly lesson plans, which are turned in to the principal. It is the principal's task to make sure these standards are occurring in the classroom.

IV. ACADEMIC PERFORMANCE SECTION

We view this academic performance section of our Performance Management Plan as the heartbeat of our school. It reflects the closest picture we have of actual learning going on in our students. This plan details several strategies for meeting our academic targets. While we will report our progress in annual reports to the Charter School Board, we welcome periodic visits by or requests from the board at any time.

In January the Charter School Association conducted a charter renewal training session in which they passed out a training session "Performance Management Plan" evaluation. This evaluation listed various items to be addressed during our application. We have followed the "Performance Management

Plan" contained in the renewal application. The topics listed in the training "Performance Management Plan" are addressed in our application's "Performance Management Plan."

In following the RENEWAL APPLICATION PACKAGE INSTRUCTIONS, the components of our plan include **A. Narrative, B. Template,** and **C. Documentation of Academic Oversight.** Rather than writing a narrative for each template, we have prepared an inclusive narrative, as confirmed to us by the Charter Board (Sept. 1, 2011).

A. Narrative for Templates.

1. *Previous Efforts to Improve Pupil Achievement.*
Our previous efforts during the last five years to improve pupil achievement have included *Montessori Made Manageable*, teacher professional development, lesson plans, AIMS scores data, special programs, and School Improvement.

The purpose of the Montessori Made Manageable program is to align Montessori lessons with Arizona State Standards. This program is a correlation devised by a private company. Although we created and submitted an alignment program when we first applied for our charter in 1997, we purchased and applied this correlation in order to improve pupil achievement. The correlation allows teachers to know more quickly which state standard their particular Montessori lesson refers to. It also allows for more accurate documentation.

As part of our pupil improvement effort, our former principal provided professional development for our teachers regarding the use of formative (i.e. teacher-made tests) and summative data for student assessment. Dr. Sullivan pointed out the strands and concepts of the state standards and that the AIMS testing revealed weak academic scores in our students. In looking through our records, we discovered that before the school year 2010-2011 even began, our former principal allowed this correlation program to slide.

In the fall of 2010, she also stopped requiring student assessments to be turned in with weekly lesson plans. When the school director checked up on her, she carefully hid this fact and led the director to believe that the assessments were being used for student and teacher planning, flashing a couple of student records for confirmation from time to time.

Last year we upgraded our Title I and our ELL programs from part-time consultant positions to that of a full time faculty member. We now have a full time faculty member teaching both Title I and ELL. This improvement has allowed us to move Title I students from twice a week to daily instruction. Now the ELL students have their own half-day class every day.

We entered School Improvement 09-10 based on a single 08-09 class. This class had 12 students, all of whom were in special programs. Because our other classes were too small, this one was the only eligible class we were rated on. While we felt at the time that the sampling was therefore insufficient, we welcomed the help that the School Improvement team provided. In 10-11 we were no longer in school improvement. Our 2011 AIMS scores have since been invalidated due to our former principal's unprofessional behavior. Details of this unprofessional behavior appear in section **C. Documentation of Academic Oversight.**

2) *Process for Conducting Analysis of Pupil Achievement.*
The principal and school director analyzed relevant pupil-achievement data over the past five years by examining AIMS scores, evaluating individual child progress, and identifying and placing those who

Data Monitoring Report Agenda

Grade levels: _____ Date _____

Teacher name: _____

Weekly data meeting agenda/Student progress.

Group/team discussion. Review of grade-book, test scores, student work, etc. Content areas will rotate each week. Please bring evidence of student work and grade report.

*Circle one: Math, reading, science or other assessment _____

Number of students- low: middle: High:

RTI,IEP, other strategies you are using:

_____

_____

Have the low students made progress since last week?

Yes No

How will you re-teach or challenge students?

_____

_____

Group suggestions and/or feedback:

_____

_____

_____

*Please provide Loretta with a copy of your completed individual reports each week, after the data meetings.

were falling far behind in special programs. Those who were exceeding were placed in advanced curricular activities.

State standards delineated in AIMS results were examined to find weaknesses. Once weaknesses were determined, teachers were shown where different students needed to concentrate. Students were placed in ELL, Title I, or Special Education as needed. This particular data had to be segregated.

Before each new school year started, teachers were told to examine AIMS scores of both returning and new students. We did not know how good teachers were in accurately determining where that best placement was for their students. As a result of this problem area, we hired Loretta Donovan, who had the RTI (Response To Intervention) capabilities we needed. We recognized that we needed more specific assessments to analyze specific results to develop databased strategies.

This process is already underway. An important step is this "Data Monitoring Agenda," drawn up by our principal and now circulating among teachers in order to better and more promptly identify student progress:

a. Grade charts for 2005-2010.

We have drawn up the following 5-year demographic grade chart to reveal pupil achievement. The grade patterns below reflect the last five years of measuring AIMS scores in grades 3-5. Scores are recorded for math, reading, writing, and science. Our rating system follows the state format of "exceeds," "meets," "approaches," and "falls far below." Alongside these results we list special program enrollment, such as Title I, English Language Learners, and Special Education. Finally, we look at the years students have been enrolled in our school.

Teachers are designated by first initial of last name; team teachers by initial slash initial.

CHESTER NEWTON SCHOOL					GRADE / DEOMOGRAPHIC PROFILE CHART			
	RATINGS				SPECIAL PROGRAMS			
2005-2006	EXCEED	MEETS	APPROACH	FALLS FAR BELOW	Title I	Eng Lang Learners	Special Education	Years Attending
Grade 3 (Teachers) C/D--13 students								
MATH	1 (8%)	7 (54%)	2 (15%)	3 (23%)	3 (23%)	8 (61%)	2 (15%)	less than 1 yr =2
READING	0	7 (54%)	5 (38%)	1 (8%)	3 (23%)	8 (61%)	2 (15%)	1yr=2, 2yrs=4
WRITING	0	7 (54%)	6 (46%)	0	3 (23%)	8 (61%)	2 (15%)	3yrs=3,4yrs=2
Grade 4 K--8 students								
MATH	0	3 (38%)	4 (50%)	1 (13%)	1 (13%)	2 (25%)	1 (13%)	less than 1 yr =1
READING	0	3 (38%)	3 (38%)	2 (25%)	1 (13%)	2 (25%)	1 (13%)	1yr=4,2yrs=0
WRITING	0	3 (38%)	5 (63%)	0	1 (13%)	2 (25%)	1 (13%)	3yrs=3
Grade 5 K—12 students								
MATH	0	4 (33%)	4 (33%)	4 (33%)	1 (8%)	1 (8%)	3 (25%)	less than 1 yr=3
READING	0	5 (42%)	4 (33%)	3 (25%)	1 (8%)	1 (8%)	3 (25%)	1yr=4, 2yrs=3
WRITING	0	5 (41%)	7 (58%)	0	1 (8%)	1 (8%)	3 (25%)	3yrs=2

2006-2007	EXCEED	MEETS	APPROACH	FALLS FAR BELOW	Title I	Eng Lang Learners	Special Education	Years Attending
Grade 3 R--13 students								
MATH	1 (8%)	3 (23%)	4 (31%)	5 (38%)	2 (15%)	1 (8%)	0	less than I yr=2
READING	1 (8%)	6 (46%)	5 (38%)	1 (8%)	2 (15%)	1 (8%)	0	1yr=5,2yrs=3
WRITING	0	6 (46%)	2 (15%)	1 (8%)	2 (15%)	0	0	3yrs=1,4yrs=2
Grade 4								
MATH	Data Missing							
READING								
WRITING								
Grade 5 M--6 students								
MATH	0	3 (50%)	2 (33%)	1 (17%)	2 (33%)	2 (33%)	0	less than I yr=0
READING	0	3 (50%)	2 (33%)	1 (17%)	2 (33%)	2 (33%)	0	1 yr=2, 2yrs=2
WRITING	0	4 (67%)	2 (33%)	0	2 (33%)	2 (33%)	0	3yrs=2

2007-2008	EXCEED	MEETS	APPROACH	FALLS FAR BELOW	Title I	Eng Lang Learners	Special Educatio	Years Attending
Grade 3 R--14 students								
MATH	1 (8%)	4 (29%)	5 (36%)	4 (29%)	3 (21%)	4 (29%)	0	less than I yr=3
READING	0	6 (43%)	5 (36%)	3 (21%)	1 (7%)	2 (14%)	0	1yr=2, 2yrs=1
WRITING	0	9 (64%)	4 (29%)	1 (8%)	3 (21%)	4 (29%)	0	3yrs=4, 4yrs=4
Grade 4 M--14 students								
MATH	1 (7%)	4 (29%)	4 (29%)	5 (36%)	1 (7%)	2 (14%)	0	less than 1 yr=1
READING	1 (7%)	8 (57%)	3 (21%)	2 (14%)	1 (7%)	2 (14%)	0	1yr=3,2yrs=4,3yrs
WRITING	0	12(86%)	2 (14%)	0	1 (7%)	2 (14%)	0	=3,4yr=1,5yr=2
Grade 5 M--6 students								
MATH	0	3 (50%)	2 (33%)	1 (17%)	2 (33%)	2 (33%)	0	1 yr=2
READING	0	3 (50%)	2 (33%)	1 (17%)	2 (33%)	2 (33%)	0	2 yrs=2
WRITING	0	4 (67%)	2 (33%)	0	2 (33%)	2 (33%)	0	4 yrs=2

2008-2009	EXCEED	MEETS	APPROACH	FALLS FAR BELOW	Title I	Eng Lang Learners	Special Education	Years Attending
Grade 3 R/S—12 students								
MATH	1 (8%)	5 (42%)	3 (25%)	3 (25%)	7 (58%)	2 (16%)	3 (25%)	less than 1 yr=1
READING	0	6 (50%)	3 (25%)	3 (25%)	7 (58%)	2 (16%)	3 (25%)	1yr=3,2yr=1,3yr
WRITING	0	6 (50%)	4 (33%)	2 (16%)	7 (58%)	2 (16%)	3 (25%)	=3,4yr=2,5yr=2
Grade 4 P--9 students								
MATH	1 (11%)	1 (11%)	5 (56%)	2 (22%)	3 (33%)	4 (44%)	0	less than I yr=1
READING	0	5 (56%)	1 (11%)	3 (33%)	3 (33%)	4 (44%)	0	1yr=2,2yr=1
WRITING	0	7 (78%)	2 (22%)	0	3 (33%)	4 (44%)	0	5yrs=4
Grade 5 P--9 students								
MATH	1 (11%)	2 (22%)	2 (22%)	4 (44%)	0	2 (22%)	0	less than 1 yr=1

READING	1 (11%)	5 (56%)	2 (22%)	1 (11%)	0	2 (22%)	0	1yr=2,2yr=2,3yr=2
WRITING	0	6 (68%)	2 (22%)	1 (11%)	0	0	0	4yr=1,6yr=1

2009-2010	EXCEED	MEETS	APPROACH	FALLS FAR BELOW	Title I	Eng Lang Learners	Special Education	Years Attending
Grade 3 R/S—11 students								
MATH	1 (9%)	2 (18%)	5 (45%)	3 (27%)	No data listed			
READING	1(9%)	5 (45%)	5 (45%)	0				
WRITING								
Grade 4 P—7 students								
MATH	0	2 (29%)	0	5 (71%)				
READING	0	3 (43%)	1 (14%)	3 (43%)				
SCIENCE	1 (14%)	2 (29%)	0	4 (57%)				
Grade 5 P—8 students								
MATH	0	0	2 (25%)	6 (75%)				
READING	0	4 (50%)	2 (25%)	2 (25%)				
WRITING	0	3 (38%)	5 (63%)	0				

OVERALL NUMBERS FOR GRADES 3-5, 2005-2010:

RATING	NO. OF STUDENTS	PERCENTAGE
EXCEEDS	13	4%
MEETS	183	45%
APPROACHES	125	31%
FALLS FAR BEHIND	82	20%

3) *Findings from Data—Grade Analysis and Teacher Profiles.*
Once we have identified grade problem areas, we can strategize how to improve them.

An important step in improving failing scores is special help. We have purposely designed the grade chart to allow us to see at a glance if we are getting those lower achieving students into our special programs. The column "falling far behind" is next to the columns for "special programs," so that the numbers can easily be compared.

As we did when we were rated "Performing Plus" in 2004, we need to improve both ends of our ratings, decreasing the number of "Falls far behind" pupils while increasing the number of "Exceeds" pupils.

a. Grade analysis.
Many factors need to be considered here, the most important being our small student population, our transient parents, the pressures of our economically stressed community, and a better method of targeting students in need of special programs.

Small numbers of students mean that individual performances magnify results. This magnification impacts reliability of interpretation. It is difficult to determine how reliable our measure of such a small

population is in reflecting valid academic growth and achievement. Our percentages suggest that we are pretty much in the norm of other schools.

In the academic year 07-08, only 5 children remained with the school 5 years or longer. Our percentage of parents who are transient is difficult to measure, but a high percent seem to come and go every year. Several factors prompt our parents to move, among them a poor economy and pressure on illegal aliens. Our present poverty rate is 82%.

In the year 1988 a study came out confirming the importance of students staying with the Montessori program for longer than a single year. This is a study of K-4 students: "When children attended Montessori classes for 3-4 years, 90% scored in the 90th percentile." [Stasky, Dr. Paul J. and Betty J. Chester. "Now We Have Some Ideas: Achievement Tests and Self-Esteem in Montessori School Graduates." *The Constructive Triangle: American Montessori Society*, New York, spring 1988.] While this study used a considerably higher socio-economic population in a private Montessori school, the need for student retention in the program remains the same.

The grade progress chart illustrates the challenge to target lower achieving students for special programs. We placed our "falls far behind" column next to the "Title I" programs listed in special programs. We can tell at a glance that the number of students falling far behind remains close to the number in our Title I, ELL, and Special Education programs.

Our current new goal now is to identify and target students much sooner in the academic school year, moving the "falling far behind" into "approaching, "the "approaching" into "meets," and the "meets" into "exceeding." We realize the importance of student improvement..

In January 2010 we began a testing program with NWEA (Northwest Educational Assessments, included in Academic Oversights), sponsored by Yavapai County. This assessment program is conducted 3 times a year to give schools more prompt achievement measurement data to improve instruction. This year the "Galileo" program will be used. This program will provide a standardized data collecting capability for students needs identification early in the year. We have upgraded our technological capabilities and are waiting on the Yavapai County Educational Services Agency to place our assessment tools on line. This program, scheduled to begin September 15, will also provide us with yet another progress monitoring tool.

Targeting students earlier will not only give them a head start but also help assist us in identifying RTI (Response to Instruction) needs for teachers much sooner. Then formative and summative data can be tracked to make sure students are moving in positive directions. We now have a principal who is not only committed to this process but also capable of working on it.

b. Teacher profiles 2005-2010.

An important part of our findings involves our teacher profiles. While it is impossible to measure the exact impact that a teacher has on grade progress or regress, there is no doubt that every teacher plays an important role in each pupils' performance. We therefore include this profile as an additional analysis tool.

Keep in mind that these reports refer to students in mixed age classes; there is no single 3rd, 4th, or 5th grade class. During 2005-06 we had two 1st -3rd grade classes and one 4th –5th grade class.

2005-06

3rd grade. We had two third grade teachers, who were each teaching grades 1-3. The first teacher was a new Highly Qualified teacher. She was new out of college when she came to us. We paid for her Montessori training. This was the last of 3 years for her to teach with us. She told us her religion was in conflict with our curriculum.

Our other third grade teacher quit after a few months because of personal difficulties. She was not Montessori trained. She was also from out of state, which means she received reciprocity from the state of Arizona that qualified her while we made plans for her Montessori training.

Our 4th-5thgrade teacher came to us also with out-of-state reciprocity. This teacher remained only one year, so we did not have time to send her to Montessori training.

2006-07
3rd grade. In order to teach for us, this 3rd grade teacher applied for and received an Emergency Certificate for the state. She was college educated and was finishing her elementary certificate and Montessori certificate.

Our 4th-5th-grade teacher was a new NAU graduate and showed promise with her students.

2007-08
3rd grade. Our continuing 3rd grade teacher was still struggling with several children rated as "far below."

Our returning 4th-5th grade teacher did well. After this year's teaching, however, this teacher went home to the Navajo reservation as a school administrator.

2008-09
3rd grade. A new teacher joined our returning third grade teacher for two third grade classes again this year. She came to us with both Montessori training and HQ status.

For this year's 4th-5th-grade teacher, we advanced a 1st grade teacher to our 4th-5th-grade class. We trained her in Montessori the summer before we put her in this class.

This was the year we entered school improvement. Our numbers were too small to count in 4th-5th grade. We were flagged for school improvement because we had only 9 students in each of our 4th and 5th grades to offset our 3rd grade class of 12 students, all in special programs. Although we did not realize it, we now believe our principal's neglect was also beginning to catch up to us.

2009-10
Our two 3rd grade teachers remained the same and made what we considered satisfactory progress with their students.

Our 4th-5th-grade teacher struggled. During the summer of 2010, she disappeared. We even filed a missing person's report. In late June, we discovered, not from her, that a Sedona charter school offered to "buy out" her third year with us. They never paid off, however.

4) *How Plan Is Linked to Findings.*
Both mathematics and reading templates indicate our action plan for improving student achievement. We link our "Performance Management" plan directly to our data analysis by combining personnel action with consultation. We have established a more cooperative relationship between teachers and

principal/director involving more detailed work. Teachers draw up their lesson plans and go over them with principal. Teachers then implement the lessons to their students. After a decided time, teachers conduct testing, documenting both formative and summative results. Teachers confer on these results with the principal via weekly "data" meetings.

Depending upon the findings, different actions can be applied: to re-teach the material, to realign lesson plans with closer correlation to Arizona State and common core standards, to apply RTI strategies, whether to emphasize portfolio reviews, or a combination of these approaches. The principal reports to and updates director on each of these stages. Director examines teachers' and principal's work on an unscheduled basis.

In response to our downward sliding math scores, our teachers have developed a "scope and sequence" document designed to better align our Montessori math with Arizona State Common Core standards. They began this curriculum design in our school workshops in April 2011. You will see confirmation of these meetings in the "documentation" section.

The scope = the yearly view, while the sequence = how we get the students there.

For more than ten years Chester Newton School has been using research-based Saxon Math (tests, workbooks, homework assignments) to better complement Montessori materials already on hand. We update our Saxon Math whenever new editions appear. Our two 1st-3rd grade teachers and our single 4th-5th-grade teacher teach both Saxon and Montessori math in the same classes. Saxon is more traditional in that a student envisions 10 x 100 in the brain, whereas Montessori Gold Beads actually show 1,000 beads in an actual block. Our students receive both approaches. In addition, we are using AIMS web practice (on-line) and Buckle Down workbooks to give students more practice in test taking. Both the AIMS web and workbooks are listed in our documentation section.

Throughout the math performance management plan, our school will be giving assessments by computers, books, and Montessori materials testing. The computer program assessment "Galileo" will provide more immediate feedback. "Galileo" is the current program that Yavapai County Education Service Agency is using to replace last year's NWEA (Northwest Education Assessments) program.

We'll also be conducting more frequent and prompt analyses of student portfolios, so that we will have evidence of work and we will know within a few days if each assignment has been achieved and understood by each student. We can then determine how successful our students are, and if we need to provide more appropriate interventions for student growth and achievement.

Teacher lesson plans now relate more directly to Arizona State Common Core Standards in math. We have renewed our efforts to align curriculum with teacher assignments so that teachers are teaching to their strength.

Just as they did with math, our teachers developed a "scope and sequence" curriculum to be applied to reading. Our "Staff Notes" section demonstrates the documentation. Montessori reading methods are aligned with Arizona State and common core standards.

In our attempt to present more than one-way of learning, we teach two approaches to reading: Open Court and Montessori. Open Court tells students directly what they will be learning. The Montessori method presents a word environment of processes and prompts or encourages students to figure out for themselves what's happening, hence creating greater intellectual ownership. Individual teacher assignment is important to the success of this methodology.

BLUEPRINT FOR LEARNING
Scope & Sequence/Curriculum Guide

Grade: Third **Subject: Language Arts** **Month: August**

Domain and Number	Standard and Cluster	Academic Vocabulary	Ways to Assess Understanding	Materials
Key Ideas and Details RL03 - 1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	Explicitly Referring	Teacher Observation Open Court Reading Program	Group Discussion Open Court Material
Key Ideas and Details RL03 – 2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text	Fables Myths Folktales Moral Message	Teacher Observation Open Court Reading Program	Group Discussion Open Court Material
Key Ideas and Details RL03 - 3	Describe characters in a story and explain how their actions contribute to the sequence of events	Characters Sequence of Events	Teacher Observation Open Court Reading Program	Group Discussion Open Court Material
Craft and Structure RL03 – 4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language	Literal Non-Literal	Teacher Observation Open Court Reading Program Assessments	Group Discussion Open Court Material
Craft and Structure RL03 - 5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza: describe how each successive part builds on earlier sections	Stories Dramas Poems Scene Stanza Chapter	Teacher Observation Open Court Reading Program Assessments	Group Discussion Open Court Material
Craft and Structure RL03 - 6	Distinguish their own point of view from that of the narrator or those of the characters	Point of View	Teacher Observation Open Court Reading Program	Group Discussion Open Court Material
Integration of Knowledge and Ideas RL03 - 7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in the story	Convey Illustrations	Teacher Observation Open Court Reading Program	Group Discussion Open Court Material

BLUEPRINT FOR LEARNING
Scope & Sequence/Curriculum Guide

Grade: Third **Subject: Math** **Month: August**

Domain and Number	Standard and Cluster	Academic Vocabulary	Ways to Assess Understanding	Materials
Solve Problems Involving the Four Operations, and Identify and Explain Patterns in Arithmetic 3.OA - 8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding	Word Problems Unknown Quantity Letter Standing	In Class Activities Weekly Assessments Homework	Saxon Math Various Montessori Tools
Solve Problems Involving the Four Operations, and Identify and Explain Patterns in Arithmetic 3.OA - 9	Identify arithmetic patterns and explain them using properties of operations	Patterns Properties of Operation	In Class Activities Weekly Assessments Homework	Saxon Math Various Montessori Tools
Use Place Value Understanding and Properties of Operations to Perform Multi-Digit Arithmetic 3.NBT - 1	Use place value understanding to round whole numbers to the nearest 10 or 100	Place Value Whole Number Round	In Class Activities Weekly Assessments Homework	Saxon Math Various Montessori Tools
Use Place Value Understanding and Properties of Operations to Perform Multi-Digit Arithmetic 3.NBT - 2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction	Algorithms Strategies	In Class Activities Weekly Assessments Homework	Saxon Math Various Montessori Tools
Develop Understanding of Fractions as Numbers 3.NF – 1	Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b	Fraction Equal Parts	In Class Activities Weekly Assessments Homework	Saxon Math Various Montessori Tools

Our Open Court reading materials present the traditional way of teaching reading. The teacher does more "lecturing" and explaining to the entire class. The teaching is therefore more direct than individualized and requires group memorization. We are using this method of teaching reading. This program is research based.

Our team teaching approach using Montessori materials adds numerous activities appropriate to a grade level that give students opportunities to learn more about word function as they learn word meaning. For example, students discover parts of speech as they learn their vocabulary. Writing is more precisely integrated into the reading experience. Montessori students learn word structures, such as suffixes and prefixes as well as synonyms, homonyms, and antonyms. Phonics is also applied.

The Montessori method encourages students to build their own sentences rather than have the teacher or a book build the sentence and present it to them for memorization purposes only. We try to design our teaching so that memorization comes not as a separate task but as a natural step toward further learning.

We also use various other programs, such as Lexia and AIMS web (both computerized reading programs), along with DIBELS for tracking students' reading ability. The "Galileo" program will also be used as it becomes available (September 15).

All this methodology is communicated to parents during conferences.

A major function of our initial charter in 1997 was alignment with the Arizona State Standards. The Montessori method uses multiple teacher-conducted assessments to measure these standards. When we first began, we purchased *Montessori Made Manageable*, printed by a private company, as a guide for our grade alignment. We continue to use these required standards as we move toward the state's common core standards. Since these standards are taught to teachers in colleges and universities, our Highly Qualified teachers are familiar with them.

The assessments for the standards consist of observation of students, anecdotal records, behavioral records, check lists, tests for special education, rubrics, formative tests made by teachers, summative assessments that are both teacher-constructed and test book driven, and portfolios. These data collections fit together to form a picture of each individual child.

We monitor standards with weekly lesson plans, which are turned in to the principal. The principal shares the task with the teachers to make sure these standards are occurring in the classroom and then reports to the director.

B. Templates.

VI. COMMUNITY

Our community component consists of two parts: **A. On-Campus Community and B. Off-Campus Community.**

A. On-Campus Community.

On-campus community consists of 1. *Student/Parent Community* 2. *Teacher Community*, and 3. *Administration/Staff Community*.

1. *Student/Parent Community*. Several elements compose our student/parent community. While we have some solid student/parent relationships, a disturbing number of our students do not live with their parents, some do not know who one or both of their parents are, and some have parents in jail. Many students live with physically and financially exhausted grandparents. Last year we had 11 homeless students. "Homeless" status does not always mean that these students live on the streets. Foster children are considered "homeless" and some "homeless" students are doubling up with other families. Headlines of Aug 4, 2011, *Bugle* state that homeless school populations are growing in the Verde Valley and its schools at an alarming rate.

Ethnicity, backgrounds, socio-economic status, and recent legal-illegal pressures and fears particularly vary our student body. Our ethnicity ratio as recorded in SAIS is 3% African-American, 25% Hispanic, 28% Native American, and 44% Caucasian.

Since our goal is to meet individual styles of learning, our students are better able to find instructional strategies that fit them. We try to give them a strong sense that they are learning important and valid material. In our constant battle to regulate behavior, students are frequently reminded of Maria Montessori's prescription for grace, respect, and dignity. Behavior is an area where a mobile student population presents challenges. A large number of new students tend to dilute behavior practices that were in place the previous year. We are currently implementing more consistent and effective behavior strategies.

In building our student community, we blend individual study initiatives with collaborative initiatives. We are aware of the correlation between academic achievement and improved behavior. The more we can get our students to achieve academically, whether individually or collaboratively, the better they feel about themselves and the better they tend to behave.

Field trips and sports help in building our student community. Riding together on the bus to the library, finding books individually, hiking together, observing and discussing as a group, all help build the companionship and sense of cooperation so vital in our campus community. Obstinate and even defiant students will sometimes join a soccer or basketball or volleyball or touch football team half way through the season. It takes almost a year for the sense of "community" to come together, displaying a mutual willingness to follow teacher initiatives. Our Chester Newton elementary students especially enjoy our springtime "field day," when we have inter-activities with the Sunnyside middle school students.

An important part of our community is student safety. Students and parents alike are aware of how we monitor and stop bullying and gang activity promptly and redirect it. In addition to our school, parents have four other options: home schooling, Camp Verde public schools, American Heritage Charter, and the private Christian school. Why do parents choose Chester Newton? It is a combination of this safety feature, our reputations for academic commitment, the curb appeal of our campus, and our sympathetic approach to ELL students and special education populations. We invest and find teachable moments for all of our students. The Montessori Method assists each child to strive while discovering their individuality.

The importance of parent involvement is written in our original charter. We conduct home visits. We explain and hand out written descriptions of our expectations of parental involvement. The Arizona Charter School Board 2001 Parent Survey listed CNCMS as # 10 in the state for parental satisfaction—a high rating for a state with the most charter schools. Current surveys confirm that parents are attracted by our continuing parental involvement emphasis, our ability to keep their children safe from campus bullying and gangs, our willingness to listen, our response to learning initiatives with special programs (Title I, ELL, SPED), our sports, field trips, and concerned, caring and devoted staff.

We are a Title I Target Assisted school. Students who are identified as being one year behind receive extra help in class and are pulled out for smaller group instruction. We have meetings with parents for "parent education," and we conduct formal after-school tutoring twice a week. With our parent education, we include health education through "First Things First," curriculum overviews, potluck dinners, back-to-school barbecues, science fairs, spelling bees, and a student solar cook-off.
Past students and graduates come back regularly. An impressive percentage has shown promise. Recent examples are Raven Saunders, who has a fully paid scholarship to study biology at Cornell College in Iowa; Kaitlin Chapman, who is studying biomedicine at NAU; Isabel Hernandez, who is now a registered nurse at Kachina Point nursing facility; Melody Olstadt, who is studying education and hopes to teach at our school. We have also had four male graduates who were working at the Camp Verde Tai-Kwan-Do studio, teaching during their high school years.

2. *Teacher Community*. Teachers are the first point of contact for student help. When asked who they go to for help, our student will almost always say their teacher first.

So far we have been able to offer moderately competitive salaries. We have been active in forming a Yavapai County Charter School Association that has been able to provide affordable insurance rates for our teachers.

One of our challenges is finding and keeping quality teachers, especially in a small economically and socially stressed community like Camp Verde. Three teachers are receiving salaries at a 2004-05 level. Like all other Arizona public schools, but especially charter schools, we desperately need equalization money to be restored by the state so we can give raises to our continuing teachers and provide a salary which is commensurate with the responsibility, dignity, and respect all educators deserve.

Our teachers are trained at national Montessori centers in Houston and New York. We will pay as much as $15,000 for these training sessions. Our new principal received training in New York this summer. Teachers sign a promissory note to teach three years when we pay for their training.

All but one new teacher is "highly qualified." This new teacher will have that credential by Christmas time. We make sure teachers are placed in positions where they are trained so they can teach to their strengths.

Even with all these efforts, teachers do move on sometimes. Occasionally we have a teacher take our training and leave us, or one who simply cannot adapt to the Montessori teaching methodology. On the other hand, we have had one teacher who had been with us for 12 of our 13-year existence.

3. *Administration/Staff Community*. Our "user friendly" administration does not happen by accident. We work hard to keep the administrative response to students consistent with the teacher response. Students need to know that the administration has the same outlook as teachers, and that both groups will be as fair as possible in considering student needs and desires.

Like worthy teachers, administrators can be hard to find and keep. As the charter holder, Dr. Chester has hired and fired her share of principals. Directors must invest a certain trust in their principals that cannot always be subject to checking.

Succession. Dr. Betty Chester continues as school director. She brings experience in many areas ranging from child development, teaching, and building and budget expertise. She has successfully secured a new principal who is planning for long-term commitment.

Dr. Chester has also "grown our own" with Keven Chester, who is being trained as an associate school administrator to step into the school directorship. Mr. Chester's duties are wide-ranging, including facilities manager, school bus driver, and discipline and truancy specialist. He brings more than 20 years of business experience along with an exceptional understanding for the job.

As part of the succession plan, Mr. Chester is now a charter holder. He is on the board and legally in place to function as school director along with Dr. Chester. Plans are for Dr. Chester and Dr. D. G. Campbell to continue their work for at least one more year in partnership with Mr. Chester, and then to be available for consultation for several years to come.

Other administration/staff members.
Mr. David Schmittendorf also serves multiple functions. Hired last year as our food director, Schmittendorf is also a worthy and experienced coach as well as specialist in office procedures and children's disciplinary matters. For many years, Schmittendorf directed the Special Olympics in Buffalo, NY, where he retired as a teacher.

Ms. Mary Redmon has been with us since 2004. She exhibits unusual capabilities as she combines financial expertise with office duties. She has a thorough knowledge of ADE policies, she keeps our books so well that we have received continuous commendations from our auditors, and she provides impeccable records keeping. When any questions arise during board meetings, Mary either has the answers or pulls them out of file cabinets.

Ms. Amy Darwin has been with us since 2006. Among the many job duties Amy holds, she also functions as grants administrator. She prepares grants, submits them, and follows through with financial reports. Amy brings many great qualities to her position; she smoothly manages the front office, and effectively communicates with parents and students. Amy also runs the attendance and has received a score of no findings from our auditor for several years running.

Both women are exemplary team members. They work far beyond their job descriptions, remaining after hours when tasks need completing and helping with children at any given moment.

We would like to reiterate here that this year's AIMS debacle was a fluke, has been fully corrected, and has prompted us to monitor the entire testing procedure more carefully.

To document our ability to find worthy principals, we will end this section by listing two more outstanding past principals, Baltazar Lozano and Rebecca Taylor. Baltazar has passed away and Becky moved back to Yuma.

B. Off-Campus Community.
Our school-related off-campus community consists principally of civic organizations and the town library.

As community leaders and representatives work with us, our students see who they are and what they do. Important modeling occurs. When Clint Strempke, for example, served as our facilities person for 10 years, he brought American Legion activities and Shriners to campus, celebrating Veterans and Memorial Days with color guards, flag ceremonies, and other displays. The Shriners financed our "Polar Express" train ride to the Grand Canyon at Christmas time. The Lions Club sponsors eye exams and glasses. Representatives from Kiwanis spend hours reading to our students and providing books to

be taken home. They award certificates and gifts to students who bring up their grades (BUGS—bringing up grades—Program). Dictionaries are given annually to each third grade child.

In 2004 we worked out an agreement with the town of Camp Verde to make our 10-acre playing field available as "Sunnyside Park," open to the public during non-school daylight hours. This was at no cost but merely maintenance. After several years, the agreement was discontinued. We now provide the park at no cost to other schools, Boy Scouts, and others including a Scottish highlanders group. It is important to us to see this property utilized by the community.

Each of our CNCMS classes goes to the library weekly. We bus them, library personnel do presentations, our pupils all get library cards and learn to check out reading material. Our director, Dr. Chester, is a founding member of the Library Endowment Association. Our co-director, Dr. Campbell, has served as auctioneer for the endowment for the last six years. Our school is working in conjunction with the library on a $400,000 federal grant application, involving all the workings of the library.