Montessori de Santa Cruz Public Charter School

PO Box 4706, 18 Calle Baca

Tubac, AZ 85646

Vision:

We provide an integrated approach to learning that involves children, their families and the community.

We embrace the spirit and philosophy of Maria Montessori.

We nurture a life-long passion for learning.

We are recognized as a vital resource in this diverse Santa Cruz region.

Our Mission:

The mission of Montessori de Santa Cruz Charter School is to create an environment wherein the highest potential of each child - spiritual, emotional, physical, and intellectual - may be realized. Our emphasis is on the whole personality of the child, respect for all life, personal empowerment and a nurturing, safe environment resulting in a well-educated, thoughtful and responsible global citizen.

We are blessed with a unique culture in the Santa Cruz Valley and envision the school reflecting all aspects of our community. These community members, in turn, participate in the ongoing development of the school culture.

Students:

Montessori de Santa Cruz Charter School is located in a rural community near the international border. The school population includes students from Tubac and the surrounding areas including: Rio Rico, Nogales, Tumacacori, Carmen, Arivaca, Amado, Green Valley and Sahuarita.

Montessori de Santa Cruz is a very small school with an average K-6 student population of 62 children. There are three multi-age classroom environments: preschool-kindergarten, 1st-3rd and 4th-6th. There is an average of eight children per grade level each year in K-5 and sixth grade averages 5 children per year.

The makeup of the student population varies greatly from year to year. A portion of the local community is transient as many are employed by produce companies. There is also a relatively large influx of students after the winter break when some parents seek other options for their child's education. The difficult economic climate has also had an impact on re-enrollment as the school does not provide transportation or food services.

There is a high population of disadvantaged students due to the proximity of the international border. The number of students who qualify for free and reduced lunch averages between 41% and 48%.

The number of students placed as English Language Learners (ELL) averages from 32% to 37%. The instructional style adheres to the needs of ELL students by providing an environment that is individualized and allows for repetition. A teacher at each grade level has been trained in Structured English Immersion (SEI).

The population of students who qualify for special needs services averages from 13% to 21%. All special needs students are served in regular classrooms with small group and individualized instruction. Curriculum content is modified to meet individual needs by the special education coordinator and special education aide. Support services provided are speech and language services, physical therapy and occupational therapy.

Year	Free/ Reduced Lunch	ELL	Special Education
2006-2007	47%	35%	14%
2007-2008	47%	37%	21%
2008-2009	42%	32%	14%
2009-2010	41%	33%	13%
2010-2011	48%	37%	16%

School Environment:

Montessori de Santa Cruz follows the Montessori philosophy and curriculum. Multi-age classrooms support the social and emotional development of students. Behavior problems are minimized because older children know the rules and model for younger children. Children learn to get along with others of various ages through use of the Virtues Project.

Research shows that multi-age classrooms support children's academic development. The wide range of skills and abilities in a multi-age classroom necessitates an individualized approach to education. The curriculum is open-ended and adaptable. Children develop skills according to their own pace and timing each child learns without comparison to other students of the same age. Students tutor each other and reinforce skills they have learned to build better competence and demonstrate leadership.

Students are allotted long, uninterrupted work time each day to allow time to explore topics in detail while working at an individual pace. Instruction is student centered and provides students time to engage in an active learning environment. The school believes in freedom of choice and strives to promote life-long learning; no extrinsic motivators (prizes, games) are utilized for academic or personal achievement. In addition, competition is discouraged to promote a community environment that strives on collaboration and cooperation.

Teachers structure the classroom and activities for individual students and small work groups. They help students negotiate each of the reading, math, science, art and other interest centers on the principle that children learn best when they are interested and see the importance of what they are doing. Children move about the classroom constantly.

While teachers do their best to maintain a stable school and classroom environment, there has been a substantial amount of staff turnover in the past five years. The 4th-6th grade classroom has been impacted significantly by these changes.

Mathematics:

During the last five years, Montessori de Santa Cruz has made various efforts to provide and implement a math curriculum that improves student learning and achievement. These efforts range from curriculum alignments, committee work, pacing guides and data review teams.

The Education Committee (comprised of all classroom teachers at all grade levels) meets on a regular basis to ensure that classroom instruction and Montessori tools align with current

Arizona State Standards. Gaps in the existing Montessori curriculum are filled with supplemental materials provided by the Education Committee. Montessori de Santa Cruz currently utilizes the Albanesi scope and sequence to enhance student achievement in a Montessori environment.

In addition, the Education Committee works as a data review team to examine measures of student achievement (AIMS, Stanford 10, Grade Achievement Tests [GATs]) and Junior Review Tests [JRTs]. Pacing guides are decided upon by grade level teams. Other efforts that have been implemented by the Education Committee to enhance student achievement include the Virtues Project, Handwriting Without Tears and Sensory Motor Learning Centers.

The Virtues Project guides students in communication and building community and works to enhance involvement in math as well. Students often connect concepts of the Virtues Project to logical problem solving in math.

The Education Committee meets to monitor the integration of the Arizona Academic Standards into math instruction. The Education Committee meets to plan whole school themes, classroom themes and individual grade themes. Montessori lesson plans are developed to integrate the Arizona Academic Standards. The math curriculum follows the Albanesi program scope and sequence which aligns with the Arizona Academic Standards, assesses and tracks student growth and highlights areas where students may need remediation. Each student is given a work plan which tracks all lessons completed by the individual. Teachers have identified weak or missing areas in the Montessori curriculum and have created materials, lessons and assessments to meet the Arizona Academic Standards.

Teachers at each grade level self-evaluate lessons for meaningfulness, student interest and student understanding. Since many lessons are given on an individual basis, lesson presentations may vary. Teachers use informal observations to monitor student progress. Grade level teams meet to discuss peer observations weekly or more frequently if the need arises.

Each semester, grade level teams meet to review student achievement using JRT and GAT assessments, running records and comprehension assessments. During this review, individual and grade level needs are determined. Supplemental materials and reviews of lessons are given to students or tutoring may be implemented. Individual teachers and grade level teams decipher the strengths and weaknesses and provide supplemental material accordingly.

Montessori de Santa Cruz monitors and documents student proficiency in math based upon a range of measures including AIMS, Stanford 10 and Terra Nova scores and benchmark

assessments utilized by the Education Committee. Student growth is followed closely and regularly. Records of student progress in math are kept throughout a student's time at Montessori de Santa Cruz.

At the beginning of each school year, the Education Committee meets to review standardized test scores and looks at areas of success and weakness. Areas needing improvement are looked at in detail. Curriculum presentations and materials are adjusted, reworded, supplemented and incorporated back into the classroom. [Example - The Montessori presentation of the decimal system uses the word "unit" for the ones place. The Education Committee agreed to change the word to "ones" in lesson presentations, curriculum cards and assessments in all grades K-6 to align vocabulary to Arizona Academic Standards]. Individual students are guided and given supplemental materials to strengthen areas of weakness.

The math program at Montessori de Santa Cruz uses the Montessori material and student progress is monitored based on a series of assessments. Benchmark assessments are measured by GATs and JRTs. The Education Committee targets problem areas by grade level teams which provide supplemental materials and individual goals for students.

Teachers strive to develop students who are life-long learners and provide tools to help them realize their fullest potential. All staff members have had professional development workshops in Brain Gym and sensory-motor learning centers; these programs encourage students to take charge of their learning and improve concentration, communication and memory. These workshops provide simple strategies which enhance the learning and activities that are already in place. Students have incorporated strategies from these programs and use them in all academic areas.

The staff has been trained in Love and Logic Positive Discipline and the Virtues Project. Every decision related to curriculum and every interaction at MdSC reflects the values of the individuals involved and the collective values of the school. The Virtues Project provides empowering strategies that inspire the use of virtues in everyday life. The Virtues Project develops self-esteem, prevents bullying, promotes peaceful communities, gives meaning and purpose to life and encourages wise moral choices.

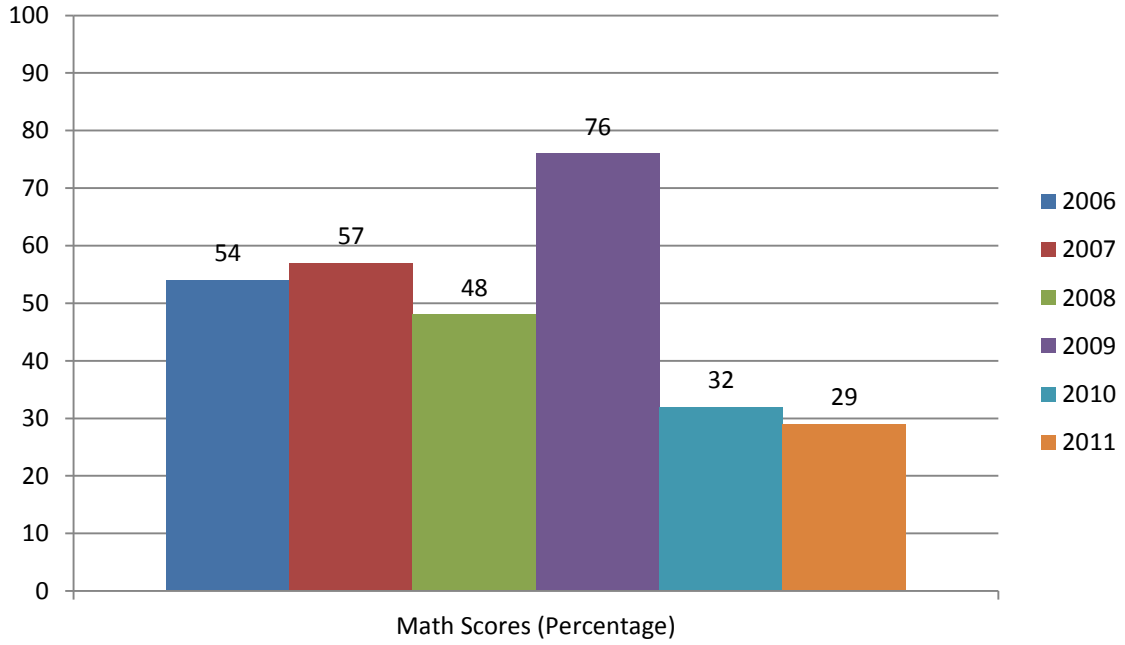
A teacher at each grade level has been trained in Structured English Immersion which helps the teacher bridge math concepts for English Language Learners. When financially feasible, one or more teachers attend the annual American Montessori Society Conference where

Montessori curriculum is joined with traditional math curriculum. Current ideas, materials and methodology are available at the conferences as resources. Attendees gather information and materials to share with other staff members.

A math consultant is used for at-risk students. The math consultant informally observes teaching practices and students at work. The consultant gives feedback to teachers and may provide additional materials or guidance in lesson presentation.

Montessori de Santa Cruz analyzes data in a unique way due to the nature of the environment. Scores are reviewed on individual students and trends and patterns are recognized per individual. Individual strengths and weaknesses are then addressed by the Education Committee and grade level teams.

Although the philosophy of the school highly stresses individual academic growth, the school also looks at the percentage of passing students in an effort to decipher any areas of weakness in instruction or material. The Education Committee then seeks additional resources to improve curriculum or materials.



The data is analyzed for relevancy based on a variety of factors including: individual student progress, the ratio of special needs and ELL students and teacher or student turnover rate. For example, a single student with low scores significantly impacts the total percentage when there are few students per grade level.

After analyzing the data, the Education Committee concluded that the drop in math scores over the past two years can be partially attributed to the changes in expectations for student knowledge at specific grade levels. This has forced the Education Committee to examine and update the curriculum to better align with the most recent version of the Arizona Standards in Math.

The Education Committee of Montessori de Santa Cruz has developed a Performance Management Plan based on the analysis of data (benchmark tests, AIMS) and the needs of individual students. Individual progress plays an important role in the development of the plan.

Montessori de Santa Cruz emphasizes individual growth in math. The data reveals that the student pass rate has dropped over the past few years and, as a result, has caused the Education Committee to focus on areas of weakness.

It is important that all students experience annual academic growth in math resulting in Strategy I (all students will make one year's academic growth). The Education Committee stresses individual progress in math as students' strengths and weaknesses vary. In addition, a specific percentage of students will be expected to pass or exceed scores after a given time period. The Education Committee has allotted a three year period to allow for changes in the curriculum to take effect.

One area of weakness in math is familiarity with standard math vocabulary which may not always align with the terminology used in the Montessori curriculum and materials. As a result, the Education Committee has decided to familiarize students with the modern standard vocabulary to enhance problem solving in word problems (Strategy III). This transition will be implemented through the use of words walls and daily math challenges.

Montessori de Santa Cruz is a small community school that emphasizes life-long learning and an individualized learning environment. Data serves as a learning tool to guide the Education Committee to develop a Performance Management Plan that contains goals that apply to the Montessori environment.

RENEWAL PERFORMANCE MANAGEMENT PLAN TEMPLATE

Montessori de Santa Cruz Charter School

INDICATOR: ___Math _X_Reading **DURATION OF THE PLAN[2]:** Begins September 1, 2011 to September 1 , 2014

MEASURE*	METRIC*	CURRENT STATUS*	End Target For This Plan*[3]
State standardized assessment	Percent (%) of students who score proficient on the State standardized assessment and Student growth percentile (SGP)	(Board staff will enter info here)	Meet or demonstrate sufficient progress toward the level of adequate academic performance as set and modified periodically by the Board.

STRATEGY I: Provide and implement a curriculum that improves student achievement.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. All students will make one year's academic growth in reading	Annually	Education Committee	Scores: AIMS, running records and reading comprehension	
2. 75% of regular education students will achieve a score of meets or exceeds on AIMS and Stanford 10	3 years	Education Committee	Scores: AIMS, Stanford 10	
3. Students will demonstrate meeting high standards with familiarity throughout all grade levels of the Six Traits of Writing.	3 years	Education Committee	Six Traits of Writing Rubric	
4. Students will learn effective reading strategies	3 years	Education Committee	Teacher observation, student self-assessment	
5. Students will read 80% of high frequency words at grade level	3 years	Education Committee	Grade Level Sight Word Assessments	

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Align Albanesi language curriculum with state standards at grade level.	2 years	Education Committee	JRTs and GATs at grade level	
2. Students will build writing portfolios using the Six Traits of Writing as instructed at grade level.	3 years	Education Committee	Six Traits of Writing Rubric and portfolio assessment	
3. Teachers will utilize assessment data to guide instruction and improve student learning.	Annually	Education Committee	Running records and comprehension	
4. Teachers will utilize arts integration to increase student exposure to mathematical concepts.	3 years	Education Committee	Arts Integration training	$500

STRATEGY III: Develop and implement a plan for monitoring and documenting student proficiency.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Maintain running records of each student's reading progress	quarterly	Education Committee	Scholastic Guided Reading, RAZ Kids	
2. Students will learn to self-assess and revise writing using the 6 traits rubric	3 years	Education Committee	6 traits rubric, self-assessments	
3. Review JRTs and GATs at grade level as student progresses	Monthly	Education Committee	GATs and JRTs	
4. Students will be assessed on phonetic and phonemic concepts	2 years for development, then twice yearly	Education Committee	Phonetic and Phonemic Assessments at grade level	
5. Students will be exposed to a variety of good literature and examine it for story elements	daily	Education Committee	Teacher read alouds, literature circles, guided reading groups	

STRATEGY IV: Develop and implement a professional development plan that supports effective implementation of the curriculum.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Teachers will be trained in the Six Traits of Writing	2 years	Education Committee	Six Traits of Writing	$1000
2. Increase team teaching and collaboration to improve student learning	2 years	Education Committee	Weekly classroom meetings. Teachers will complete twice yearly peer observations	
3. Teachers will work together to create multi-sensory lessons to introduce concepts that are not part of the Montessori curriculum.	Annually	Education Committee	Committee meetings minutes	
4. Teachers will read current methodology to increase student achievement in reading	Semi-annually	Education Committee	Teachers will meet quarterly to discuss reading achievement	$500

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

Year 1: Budget Total ___1000__ Fiscal Year ____12_____
Year 2: Budget Total ____500___
Year 3: Budget Total ____500____

Notes:
* Provided by ASBCS staff
1 Academic area to be addressed for improvement
2 Duration of the plan must align with the timeline presented in the Action Steps
3 Refer to Terms to Know in the Renewal Application Instructions
4 Repeat these action steps as necessary to include the appropriate number of steps to accomplish the strategy

Montessori de Santa Cruz Public Charter School

PO Box 4706, 18 Calle Baca

Tubac, AZ 85646

Vision:

We provide an integrated approach to learning that involves children, their families and the community.

We embrace the spirit and philosophy of Maria Montessori.

We nurture a life-long passion for learning.

We are recognized as a vital resource in this diverse Santa Cruz region.

Our Mission:

The mission of Montessori de Santa Cruz Charter School is to create an environment wherein the highest potential of each child - spiritual, emotional, physical, and intellectual - may be realized. Our emphasis is on the whole personality of the child, respect for all life, personal empowerment and a nurturing, safe environment resulting in a well-educated, thoughtful and responsible global citizen.

We are blessed with a unique culture in the Santa Cruz Valley and envision the school reflecting all aspects of our community. These community members, in turn, participate in the ongoing development of the school culture.

Students:

Montessori de Santa Cruz Charter School is located in a rural community near the international border. The school population includes students from Tubac and the surrounding areas including: Rio Rico, Nogales, Tumacacori, Carmen, Arivaca, Amado, Green Valley and Sahuarita.

Montessori de Santa Cruz is a very small school with an average K-6 student population of 62 children. There are three multi-age classroom environments: preschool-kindergarten, 1st-3rd and 4th-6th. There is an average of eight children per grade level in K-5 and sixth grade averages 5 children per year.

The makeup of the student population varies greatly from year to year. A portion of the local community is transient as many are employed by produce companies. There is also a relatively large influx of students after the winter break when parents seek other options for their child's education. The difficult economic climate has also had an impact on re-enrollment as the school does not provide transportation or food services.

There is a high population of disadvantaged students due to the proximity of the international border. The number of students who qualify for free and reduced lunch averages between 41% and 48%.

The number of students placed as English Language Learners (ELL) averages from 32% to 37%. The instructional style adheres to the needs of ELL students by providing an environment that is individualized and allows for repetition. A teacher at each grade level has been trained in Structured English Immersion (SEI).

The population of students who qualify for special needs services averages from 13% to 21%. All special needs students are served in regular classrooms with small group and individualized instruction. Curriculum content is modified to meet individual needs by the special education coordinator and special education aide. Support services provided are speech and language services, physical therapy and occupational therapy.

Year	Free/ Reduced Lunch	ELL	Special Education
2006-2007	47%	35%	14%
2007-2008	47%	37%	21%
2008-2009	42%	32%	14%
2009-2010	41%	33%	13%
2010-2011	48%	37%	16%

School Environment:

Montessori de Santa Cruz follows the Montessori philosophy and curriculum. Multi-age classrooms support the social and emotional development of students. Behavior problems are minimized because older children know the rules and model them for younger children. Children learn to get along with others of various ages through use of the Virtues Project.

Research shows that multi-age classrooms support children's academic development. The wide range of skills and abilities in multi-age classrooms necessitates an individualized approach to education. The curriculum is open-ended and adaptable. Children develop skills according to their own pace and timing and each child learns without comparison to other students of the same age. Students tutor each other and reinforce skills they have learned to build better competence and demonstrate leadership.

Students are allotted long, uninterrupted work time each day to allow time to explore topics in detail while working at an individual pace. Instruction is student centered and provides students time to engage in an active learning environment. The school believes in freedom of choice and promotes life-long learning; no extrinsic motivators (prizes, games) are utilized for academic or personal achievement. In addition, competition is discouraged to promote a community environment that strives for collaboration and cooperation.

Teachers structure the classroom and activities for individual students and small work groups. They help students negotiate each of the reading, math, science, art and other interest centers on the principle that children learn best when they are interested and see the importance of what they are doing. Children move about the classroom constantly.

While teachers do their best to maintain a stable school and classroom environment, there has been a substantial amount of staff turnover in the past five years. The 4th-6th grade classroom has been impacted significantly by these changes.

Reading:

During the last five years, Montessori de Santa Cruz has made various efforts to provide and implement a reading curriculum that improves student learning and achievement. These efforts range from curriculum alignments, committee work, pacing guides and data review teams.

The Education Committee (comprised of all classroom teachers at all grade levels) meets on a regular basis to ensure that classroom instruction and Montessori tools align with current Arizona State Standards. Gaps in the existing Montessori curriculum are filled with supplemental materials provided by the Education Committee. Montessori de Santa Cruz currently utilizes the Albanesi scope and sequence in language to enhance student achievement in a Montessori environment. Additionally, the Scholastic Guided Reading Program is used to help students develop reading skills in a small group environment and is supplemented with RAZ Kids (Reading A-Z) materials and literature circles. Montessori de Santa Cruz also incorporates the Six Traits of Writing into the reading program. The Education Committee finds it to be a vital tool in enhancing reading comprehension and guiding students to analyze information drawn from context clues (Ex. character development, word choice, sequence etc.)

In addition, the Education Committee works as a data review team to examine measures of student achievement (AIMS, Stanford 10, Grade Achievement Tests [GATs]) and Junior Review Tests [JRTs]. Pacing guides are decided upon by grade level teams. Other efforts that have been implemented by the Education Committee to enhance student achievement include the Virtues Project, Handwriting Without Tears and Sensory Motor Learning Centers.

The Virtues Project guides students in communication and building community and works to enhance involvement in reading. Students often read narratives, expository texts and a variety of other resources to connect virtues with meanings in context. This enhances student comprehension, guides understanding of cause and effect situations and builds vocabulary. Students often connect concepts of the Virtues Project to logical problem solving in language.

The Education Committee monitors the integration of the Arizona Academic Standards into reading instruction. The Education Committee plans whole school themes, classroom themes and individual grade themes. Montessori lesson plans are developed to integrate the Arizona Academic Standards. The reading program follows Scholastic Guided Reading Program and RAZ Kids (Reading A-Z). Students are grouped by ability and meet in small groups or literature circles. Student progress is tracked with individual running records and comprehension assessments.

Montessori de Santa Cruz monitors and documents student proficiency in reading based upon a range of measures including AIMS, Stanford 10 and Terra Nova scores and benchmark assessments utilized by the Education Committee. Student growth is followed closely and regularly. Records of student progress in reading are kept throughout a student's time at Montessori de Santa Cruz.

At the beginning of each school year, the Education Committee reviews standardized test scores and looks at areas of success and weakness. Areas needing improvement are looked at in detail. Curriculum presentations and materials are adjusted, reworded, supplemented and incorporated into the classroom. Individual students are guided and given supplemental materials to strengthen areas of weakness.

The guided reading program is used to assess the progress of each student quarterly. Montessori de Santa Cruz has followed the Scholastic Guided Reading Program model. The Education Committee has worked toward monitoring student progress through the use of running records with RAZ Kids. Students progress through the reading program at an individual pace and are provided supplemental reading material at the appropriate level.

Teachers strive to develop students who are life-long learners and provide tools to help them realize their fullest potential. All staff members have had professional development workshops in Brain Gym and sensory-motor learning centers; these programs encourage students to take charge of their learning and improve concentration, communication and memory. These workshops provide simple strategies which enhance the learning and activities that are already in place. Students have incorporated strategies from these programs and use them in all academic areas.

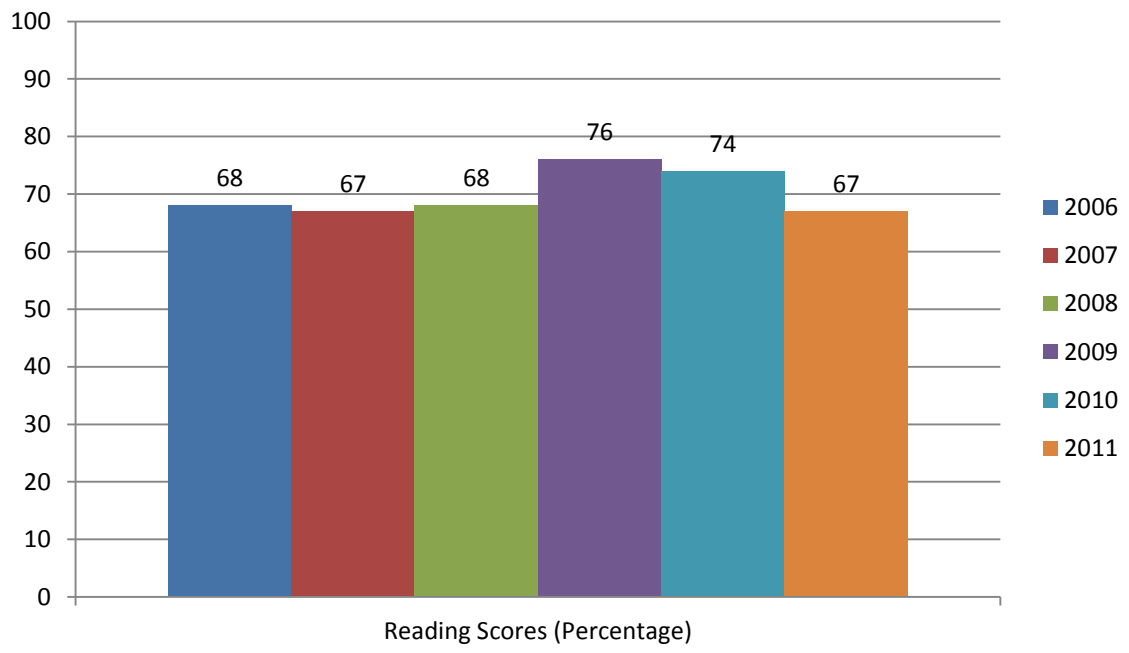
The staff has been trained in Love and Logic Positive Discipline and the Virtues Project. Every decision related to curriculum and every interaction at MdSC reflects the values of the individuals involved and the collective values of the school. The Virtues Project provides empowering strategies that inspire the use of virtues in everyday life. The Virtues Project develops self-esteem, prevents bullying, promotes peaceful communities, gives meaning and purpose to life, and encourages wise moral choices.

A teacher at each grade level has been trained in Structured English Immersion which helps the teacher bridge reading concepts for English Language Learners. When financially feasible, one or more teachers attend the annual American Montessori Society Conference where Montessori curriculum is joined with traditional reading curriculum. Current ideas, materials and methodology are available at the conferences as resources. Attendees gather information and materials to share with other staff members.

In the guided reading program, a literacy coach has been consulted for training and ongoing support, with emphasis on struggling readers. The literacy coach brings in supplemental materials, informally observes teaching practices, gives feedback and further assesses at-risk students for reading and learning deficiencies.

Montessori de Santa Cruz analyzes data in a unique way due to the nature of the environment. Scores are reviewed on individual students and trends and patterns are recognized per individual. Individual strengths and weaknesses are then addressed by the Education Committee and grade level teams.

Although the philosophy of the school highly stresses individual academic growth, the school also looks at the percentage of passing students in an effort to decipher any areas of weakness in instruction or material. The Education Committee then seeks additional resources to improve curriculum or materials.



The data is analyzed for relevancy based on a variety of factors including: individual student progress, the ratio of special needs and ELL students and teacher or student turnover rate. For example, a single student with low scores significantly impacts the total percentage when there are few students per grade level.

The Education Committee of Montessori de Santa Cruz has developed a Performance Management Plan based on the analysis of data (benchmark tests, AIMS) and the needs of individual students. Individual progress plays an important role in the development of the plan.

Montessori de Santa Cruz emphasizes individual growth in reading. The data reveals that each student varies in areas of weakness. The percentile of passing students has remained fairly consistent over the last five years. On an individual basis, most students have seen annual progress and it is important that the school continue to see individual growth. Strategies I and II were developed to ensure that students make annual growth.

Areas of weakness in reading have been addressed with strategies III-V. Strategy III includes writing development within the domains of the Six Traits of Writing so that students can more closely identify context within texts that align with state standards. Montessori de Santa Cruz believes that by strengthening students' abilities to actively engage in the writing process the students will better comprehend and analyze other forms of texts and enhance their overall reading ability.

Strategy IV was developed to expose a variety of reading strategies to different types of learners, according to their needs. (Ex: decoding words, re-read for comprehension/ pronunciation, context clues, pictures, etc.)

Strategy V was developed to address the importance of having a good bank of high frequency words for reading fluency. It also stresses the significance of vocabulary to strengthen overall reading fluency and comprehension.

Montessori de Santa Cruz is a small community school that emphasizes life-long learning and an individualized learning environment. Data serves as a learning tool to guide the Education Committee to develop a Performance Management Plan that contains goals that apply to the Montessori environment.

RENEWAL PERFORMANCE MANAGEMENT PLAN TEMPLATE

Montessori de Santa Cruz Charter School

INDICATOR:[1] X Math ___Reading **DURATION OF THE PLAN**[2]**:** Begins September 1, 2011 to September 1 , 2014

MEASURE*	METRIC*	CURRENT STATUS*	End Target For This Plan*[3]
State standardized assessment	Percent (%) of students who score proficient on the State standardized assessment and Student growth percentile (SGP)	(Board staff will enter info here)	Meet or demonstrate sufficient progress toward the level of adequate academic performance as set and modified periodically by the Board.

STRATEGY I: Provide and implement a curriculum that improves student achievement.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. All students will make one years academic growth.	Annually	Education Committee	Scores: AIMS, Grade-level Achievement Tests (GATs), Junior Level Achievement Tests (JLATs), Stanford 10	
2. 75% of regular education students will achieve a score of meets or exceeds on AIMS and Stanford 10.	3 years	Education Committee	Scores: AIMS, Stanford 10	
3. Familiarize students with basic math vocabulary to enhance problem solving in word problems.	3 years	Education Committee	Word walls, daily math challenges	

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

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Increase student exposure to word problems in daily work.	2 years	Education Committee	Word walls, daily activities, supplemental work and materials.	
2. Align curriculum with Albanesi math and geometry cards to state standards at grade level.	2 years	Education Committee	Math and geometry assessments.	$500
3. Utilize a variety of repetition strategies to guide students in memorization of math facts at individual grade level.	3 years	Education Committee	Timed assessments quarterly	
4. Teachers will utilize arts integration to increase student exposure to mathematical concepts.	3 years	Education Committee	Arts Integration Training	$1000

STRATEGY III: Develop and implement a plan for monitoring and documenting student proficiency.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Teachers analyze standardized test data to determine content cluster areas in which students experience the most difficulty and target instruction to strengthen these areas	Annually	Education Committee	AIMS Scores	
2. Review JRTs and GATs at grade level as student progresses	Monthly	Education Committee	GATs and JRTs	
3. Assessment data will be utilized for intervention	Monthly	Education Committee	Tutoring and repetition of instruction	
4. Provide individual work plans to strengthen student growth	Monthly	Education Committee	Completion of work plans and increased proficiency on assessments	

STRATEGY IV: Develop and implement a professional development plan that supports effective implementation of the curriculum.

Action Steps [4]	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Teachers will read current methodology to increase student achievement	semi-annually	Education Committee	Quarterly meetings	$500
2. Increase team teaching and collaboration to improve student learning	monthly and annually	Education Committee	Scheduled meetings to develop curriculum maps and strategies that are tied to the standard course of study.	
3. Teachers will work together to create multi-sensory lessons to introduce concepts that are not part of the Montessori curriculum	monthly	Education Committee	Collaboration meetings minutes	

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

Year 1: Budget Total __1000__ Fiscal Year _____12_____
Year 2: Budget Total ___500____
Year 3: Budget Total ____500_____

Notes:
* Provided by ASBCS staff
1 Academic area to be addressed for improvement
2 Duration of the plan must align with the timeline presented in the Action Steps
3 Refer to Terms to Know in the Renewal Application Instructions
4 Repeat these action steps as necessary to include the appropriate number of steps to accomplish the strategy

Montessori de Santa Cruz Public Charter School

PO Box 4706, 18 Calle Baca

Tubac, AZ 85646

Vision:

We provide an integrated approach to learning that involves children, their families and the community.

We embrace the spirit and philosophy of Maria Montessori.

We nurture a life-long passion for learning.

We are recognized as a vital resource in this diverse Santa Cruz region.

Our Mission:

The mission of Montessori de Santa Cruz Charter School is to create an environment wherein the highest potential of each child - spiritual, emotional, physical, and intellectual - may be realized. Our emphasis is on the whole personality of the child, respect for all life, personal empowerment and a nurturing, safe environment resulting in a well-educated, thoughtful and responsible global citizen.

We are blessed with a unique culture in the Santa Cruz Valley and envision the school reflecting all aspects of our community. These community members, in turn, participate in the ongoing development of the school culture.

Students:

Montessori de Santa Cruz Charter School is located in a rural community near the international border. The school population includes students from Tubac and the surrounding areas including: Rio Rico, Nogales, Tumacacori, Carmen, Arivaca, Amado, Green Valley and Sahuarita.

Montessori de Santa Cruz is a very small school with an average K-6 student population of 62 children. There are three multi-age classroom environments: preschool-kindergarten, 1st-3rd and 4th-6th. There is an average of eight children per grade level each year in K-5 and sixth grade averages 5 children per year.

The makeup of the student population varies greatly from year to year. A portion of the local community is transient as many are employed by produce companies. There is also a relatively large influx of students after the winter break when some parents seek other options for their child's education. The difficult economic climate has also had an impact on re-enrollment as the school does not provide transportation or food services.

There is a high population of disadvantaged students due to the proximity of the international border. The number of students who qualify for free and reduced lunch averages between 41% and 48%.

The number of students placed as English Language Learners (ELL) averages from 32% to 37%. The instructional style adheres to the needs of ELL students by providing an environment that is individualized and allows for repetition. A teacher at each grade level has been trained in Structured English Immersion (SEI).

The population of students who qualify for special needs services averages from 13% to 21%. All special needs students are served in regular classrooms with small group and individualized instruction. Curriculum content is modified to meet individual needs by the special education coordinator and special education aide. Support services provided are speech and language services, physical therapy and occupational therapy.

Year	Free/ Reduced Lunch	ELL	Special Education
2006-2007	47%	35%	14%
2007-2008	47%	37%	21%
2008-2009	42%	32%	14%
2009-2010	41%	33%	13%
2010-2011	48%	37%	16%

School Environment:

Montessori de Santa Cruz follows the Montessori philosophy and curriculum. Multi-age classrooms support the social and emotional development of students. Behavior problems are minimized because older children know the rules and model for younger children. Children learn to get along with others of various ages through use of the Virtues Project.

Research shows that multi-age classrooms support children's academic development. The wide range of skills and abilities in a multi-age classroom necessitates an individualized approach to education. The curriculum is open-ended and adaptable. Children develop skills according to their own pace and timing each child learns without comparison to other students of the same age. Students tutor each other and reinforce skills they have learned to build better competence and demonstrate leadership.

Students are allotted long, uninterrupted work time each day to allow time to explore topics in detail while working at an individual pace. Instruction is student centered and provides students time to engage in an active learning environment. The school believes in freedom of choice and strives to promote life-long learning; no extrinsic motivators (prizes, games) are utilized for academic or personal achievement. In addition, competition is discouraged to promote a community environment that strives on collaboration and cooperation.

Teachers structure the classroom and activities for individual students and small work groups. They help students negotiate each of the reading, math, science, art and other interest centers on the principle that children learn best when they are interested and see the importance of what they are doing. Children move about the classroom constantly.

While teachers do their best to maintain a stable school and classroom environment, there has been a substantial amount of staff turnover in the past five years. The 4th-6th grade classroom has been impacted significantly by these changes.

Mathematics:

During the last five years, Montessori de Santa Cruz has made various efforts to provide and implement a math curriculum that improves student learning and achievement. These efforts range from curriculum alignments, committee work, pacing guides and data review teams.

The Education Committee (comprised of all classroom teachers at all grade levels) meets on a regular basis to ensure that classroom instruction and Montessori tools align with current Arizona State Standards. Gaps in the existing Montessori curriculum are filled with supplemental materials provided by the Education Committee. Montessori de Santa Cruz currently utilizes the Albanesi scope and sequence to enhance student achievement in a Montessori environment.

In addition, the Education Committee works as a data review team to examine measures of student achievement (AIMS, Stanford 10, Grade Achievement Tests [GATs]) and Junior Review Tests [JRTs]. Pacing guides are decided upon by grade level teams. Other efforts that have been implemented by the Education Committee to enhance student achievement include the Virtues Project, Handwriting Without Tears and Sensory Motor Learning Centers.

The Virtues Project guides students in communication and building community and works to enhance involvement in math as well. Students often connect concepts of the Virtues Project to logical problem solving in math.

The Education Committee meets to monitor the integration of the Arizona Academic Standards into math instruction. The Education Committee meets to plan whole school themes, classroom themes and individual grade themes. Montessori lesson plans are developed to integrate the Arizona Academic Standards. The math curriculum follows the Albanesi program scope and sequence which aligns with the Arizona Academic Standards, assesses and tracks student growth and highlights areas where students may need remediation. Each student is given a work plan which tracks all lessons completed by the individual. Teachers have identified weak or missing areas in the Montessori curriculum and have created materials, lessons and assessments to meet the Arizona Academic Standards.

Teachers at each grade level self-evaluate lessons for meaningfulness, student interest and student understanding. Since many lessons are given on an individual basis, lesson presentations may vary. Teachers use informal observations to monitor student progress. Grade level teams meet to discuss peer observations weekly or more frequently if the need arises.

Each semester, grade level teams meet to review student achievement using JRT and GAT assessments, running records and comprehension assessments. During this review, individual and grade level needs are determined. Supplemental materials and reviews of lessons are given to students or tutoring may be implemented. Individual teachers and grade level teams decipher the strengths and weaknesses and provide supplemental material accordingly.

Montessori de Santa Cruz monitors and documents student proficiency in math based upon a range of measures including AIMS, Stanford 10 and Terra Nova scores and benchmark assessments utilized by the Education Committee. Student growth is followed closely and regularly. Records of student progress in math are kept throughout a student's time at Montessori de Santa Cruz.

At the beginning of each school year, the Education Committee meets to review standardized test scores and looks at areas of success and weakness. Areas needing improvement are looked at in detail. Curriculum presentations and materials are adjusted, reworded, supplemented and incorporated back into the classroom. [Example - The Montessori presentation of the decimal system uses the word "unit" for the ones place. The Education Committee agreed to change the word to "ones" in lesson presentations,

curriculum cards and assessments in all grades K-6 to align vocabulary to Arizona Academic Standards]. Individual students are guided and given supplemental materials to strengthen areas of weakness.

The math program at Montessori de Santa Cruz uses the Montessori material and student progress is monitored based on a series of assessments. Benchmark assessments are measured by GATs and JRTs. The Education Committee targets problem areas by grade level teams which provide supplemental materials and individual goals for students.

Teachers strive to develop students who are life-long learners and provide tools to help them realize their fullest potential. All staff members have had professional development workshops in Brain Gym and sensory-motor learning centers; these programs encourage students to take charge of their learning and improve concentration, communication and memory. These workshops provide simple strategies which enhance the learning and activities that are already in place. Students have incorporated strategies from these programs and use them in all academic areas.

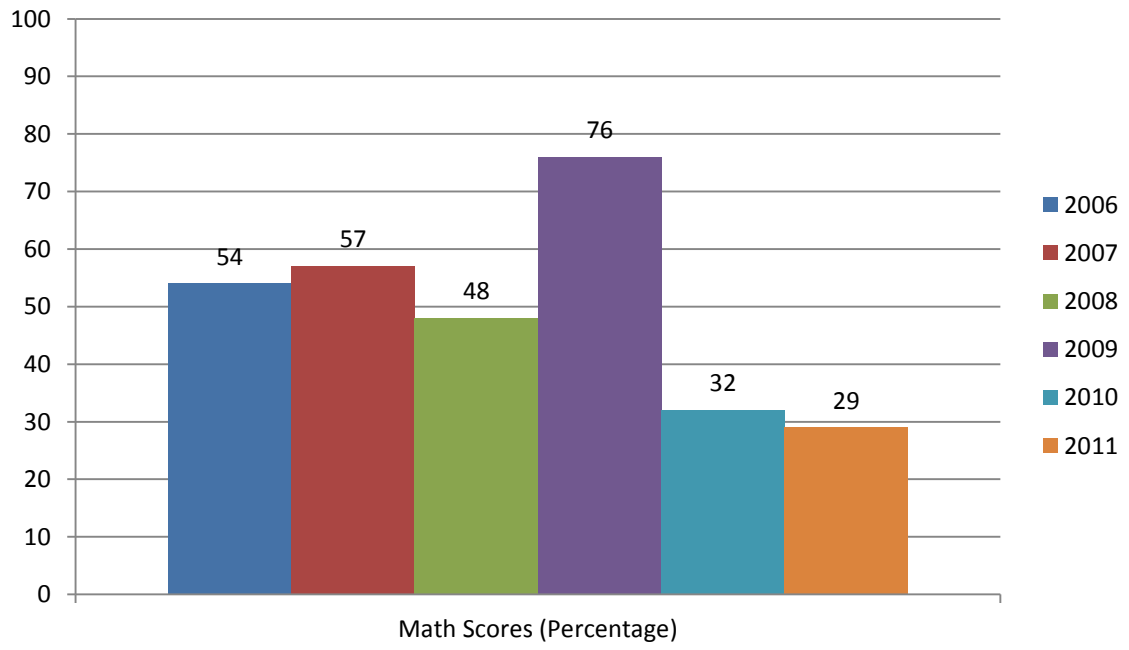
The staff has been trained in Love and Logic Positive Discipline and the Virtues Project. Every decision related to curriculum and every interaction at MdSC reflects the values of the individuals involved and the collective values of the school. The Virtues Project provides empowering strategies that inspire the use of virtues in everyday life. The Virtues Project develops self-esteem, prevents bullying, promotes peaceful communities, gives meaning and purpose to life and encourages wise moral choices.

A teacher at each grade level has been trained in Structured English Immersion which helps the teacher bridge math concepts for English Language Learners. When financially feasible, one or more teachers attend the annual American Montessori Society Conference where Montessori curriculum is joined with traditional math curriculum. Current ideas, materials and methodology are available at the conferences as resources. Attendees gather information and materials to share with other staff members.

A math consultant is used for at-risk students. The math consultant informally observes teaching practices and students at work. The consultant gives feedback to teachers and may provide additional materials or guidance in lesson presentation.

Montessori de Santa Cruz analyzes data in a unique way due to the nature of the environment. Scores are reviewed on individual students and trends and patterns are recognized per individual. Individual strengths and weaknesses are then addressed by the Education Committee and grade level teams.

Although the philosophy of the school highly stresses individual academic growth, the school also looks at the percentage of passing students in an effort to decipher any areas of weakness in instruction or material. The Education Committee then seeks additional resources to improve curriculum or materials.



The data is analyzed for relevancy based on a variety of factors including: individual student progress, the ratio of special needs and ELL students and teacher or student turnover rate. For example, a single student with low scores significantly impacts the total percentage when there are few students per grade level.

After analyzing the data, the Education Committee concluded that the drop in math scores over the past two years can be partially attributed to the changes in expectations for student knowledge at specific grade levels. This has forced the Education Committee to examine and update the curriculum to better align with the most recent version of the Arizona Standards in Math.

The Education Committee of Montessori de Santa Cruz has developed a Performance Management Plan based on the analysis of data (benchmark tests, AIMS) and the needs of individual students. Individual progress plays an important role in the development of the plan.

Montessori de Santa Cruz emphasizes individual growth in math. The data reveals that the student pass rate has dropped over the past few years and, as a result, has caused the Education Committee to focus on areas of weakness.

It is important that all students experience annual academic growth in math resulting in Strategy I (all students will make one year's academic growth). The Education Committee stresses individual progress in math as students' strengths and weaknesses vary. In addition, a specific percentage of students will be expected to pass or exceed scores after a given time period. The Education Committee has allotted a three year period to allow for changes in the curriculum to take effect.

One area of weakness in math is familiarity with standard math vocabulary which may not always align with the terminology used in the Montessori curriculum and materials. As a result, the Education Committee has decided to familiarize students with the modern standard vocabulary to enhance problem solving in word problems (Strategy III). This transition will be implemented through the use of words walls and daily math challenges.

Montessori de Santa Cruz is a small community school that emphasizes life-long learning and an individualized learning environment. Data serves as a learning tool to guide the Education Committee to develop a Performance Management Plan that contains goals that apply to the Montessori environment.