

## **CDE Dashboard 2018**

### **CMP-Shingle Springs**

#### **Optional Narrative**

The mission of the California Montessori Project is to offer a quality, tuition-free Montessori Education that challenges our students to reach their full potential. CMP is a non-profit public benefit corporation overseen by a governing board composed of a cross-section of professionals with experience in education (Montessori and traditional), business, technology, facilities, etc. and charged with the operational and fiscal affairs of the schools.

#### **Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities**

*Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.*

##### Teachers:

CMP employs lead teachers with dual certifications: California State at the highly qualified level and Montessori, for the age-level at which they teach.

##### Materials:

CMP utilizes the American Montessori Society's recommended materials list when selecting Montessori instructional materials. For all other curricular and supplemental materials and programs, CMP follows the state-approved curriculum adoption process, as well as gathers input from a variety of stakeholders, before presenting to the administrative leadership team and Governing Board for determining implementation.

##### Facilities:

The CMP-Shingle Springs campus was originally on a five-acre parcel which was leased from 2001-2005 and then purchased by CMP in 2005. CMP-Shingle Springs was awarded Charter School Facilities Funds under Proposition 55 and in 2014, the school purchased an additional ten-acre contiguous parcel. The combined campus is now configured with 18 classrooms, each uniquely designed to serve the needs of students in Kindergarten through 8th grade. The teachers are experts in the preparation of their classroom environments, designing their classrooms for small and whole group lessons, displaying the many Montessori materials in a way that entices the children to use them, and rotating materials to provide deep learning experiences in thematic units of study. Through guided lessons, students learn to care for each and every component of their classroom environment.

#### **Priority 2: Self-Reflection Tool for Implementation of State Academic State Standards**

*Identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.*

The Montessori philosophy embraces the belief that a child has an innate desire to learn and produce purposeful, meaningful work. Dr. Maria Montessori believed that the role of an adult in a child's education is to provide an appropriate environment, complete with tools and methods, to facilitate the child's own discovery of knowledge and skills at the time when it has the most impact for him/her individually. This system has a foundation based on trust and respect of the individual, and a belief that children will soar beyond traditional expectations.

California Montessori Project (CMP) offers an environment which has the tools, programs, resources, and support to enable students to become educated to high academic standards, and to develop themselves to their full capacity as competent, happy, productive individuals, family members, employers/employees, and contributors to a better society and a peaceful world. This is achieved through a strong commitment from the parents, teachers, school leaders, community groups, legislators and, most importantly, the individual child. CMP is grounded in a philosophy of trust in individuals to seek their greatest potential.

CMP holds that an educated person is well-rounded and balanced. The CMP student shall become a collaborative member of a community, motivated to set and achieve high goals. CMP encourages students to demonstrate empathy towards others through respectful and productive communications. The student is guided to view him/herself as a global citizen who is empowered, and responsible, for making positive changes in the world within the immediate environment. The CMP student develops personal habits contributing to his/her community; participating in healthy choices regarding nutrition and exercise; and a balance between family, work and leisure activities.

### **Priority 3: Self-Reflection Tool for Parent Engagement**

*Summarize:*

- 1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;*
- 2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and*
- 3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.*

1. The California Montessori Project (CMP) seeks to improve and promote stakeholder involvement and collaboration through various pathways. The CMP Network Governing Board consists of a broad cross-section of professionals with the skills necessary to appropriately oversee the operation of the organization. There are up to 14 seats on the Governing Board, including up to 4 elected Parent Representatives. For parents and/or guardians and caregivers at the campus level, CMP hosts regularly scheduled, "Principal Cafes" in order to facilitate communication between families and school

administration as well as an established Campus Advisory Council (CAC) composed of parent, teacher and administrative representation that is designed to provide a forum for stakeholder input. Additionally, CMP embraces an “Open Door Policy” in order to develop a culture of collaboration and common purpose.

2. Parents play an active role in the California Montessori Project. All enrolled CMP families are encouraged to contribute at least 40 hours of service to the school (70 hours for two or more enrolled children) for the purpose of participating in their child’s educational experience and campus community. A variety of service opportunities exist and include: working in the classroom with our Montessori staff, providing office help, chaperoning field trips, and serving on campus committees to enhance the learning community. There are opportunities for work to be done at home and/or outside of school hours for working parents as well. Preparing classroom materials, adopting a classroom pet or plant during school closures, parent education nights, fundraising, school events, and campus beautification days provide enough additional opportunities to assure a comfortable level of participation. CMP is grateful for the contribution volunteers make on behalf of the school and in the lives of all of our students.

3. CMP has placed focus on increasing effective communication between the parent/guardian and teaching/administrative communities. Teachers meet with parents multiple times throughout the school year (Initial Parent Meeting and Parent/Teacher Conferences) to provide an opportunity to discuss goals, objectives, progress on academic plans and discuss any issues or concerns that may be present. The CMP campuses have also piloted and implemented ParentSquare, a parent-school communication tool. This relates to the Parent/Community Engagement goal of the LCAP.

#### **Priority 6: School Climate**

*The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness.*

CMP continuously explores and develops surveys for the learning community to provide feedback to the school administration. CMP administers annual surveys to all members of its learning community (staff, parents, students) to receive feedback to ensure that CMP administration knows the impact of changes made to the program. The surveys are administered anonymously and respondents are not asked self-identifying questions.

Surveys administered at the end of the 2017-2018 school year included:

1. Climate and Safety Survey - Administered to Students.
2. Stakeholder Satisfaction Survey - Administered to Parents.
3. Annual Calendar Survey - Administered to all stakeholders.

#### **Priority 7: Self-Reflection Tool – Access to a Broad Course of Study**

1. *Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.*

CMP has identified and currently utilizes several tools to articulate the expected schoolwide learner outcomes for students. In connection and alignment with California State Standards, CMP has created and implements a curriculum guide that outlines the specific content areas to be addressed. Further, CMP employs several assessment tools in order to measure progress towards meeting these articulated outcomes. Some examples of assessment tools utilized by CMP are, among others, the Renaissance Place assessment suite for English/Language Arts and Ten Marks for Mathematics, Dynamic Indicators of Basic Early Literacy Skills (also referred to as DIBELS) assessment as well as standardized test results. These multiple measures of progress provide the data necessary to uncover areas of need and drive appropriate instruction and interventions.

2. *Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.*

All students enrolled in California Montessori Project have access to the following program components:

- \* Comprehensive academic and social skills development using Montessori-based curriculum aligned to the California Common Core Standards
- \* Highly qualified, dynamic, California State Credentialed and Montessori trained/certified teachers (dual certification)
- \* Low student-to-teacher ratios
- \* Quality didactic Montessori learning materials
- \* State-adopted core instructional materials (pending new state adoption)
- \* Technology based programs for all grade levels:
  - \* Rosetta Stone foreign language program
  - \* Renaissance Place: Accelerated Reader reading comprehension and monitoring tool, Ten Marks-math practice and assessment tool, STAR Reading and STAR Math-computerized assessments, and Math Facts in a Flash-math fluency program.
  - \* Learning.com technology instruction program
- \* 1:1 student-to-computer ratio in grades 3-8
- \* Curriculum Level Lead teachers at each campus
- \* Beginning Teacher Induction (TI) program for new teachers
- \* Full implementation of Response to Intervention (RTI) model for academic and behavioral interventions
- \* Reading intervention program (SIPPS, Read Naturally, Word Warm Up, SRA Specific Skills Series, comprehension groups) during school hours
- \* Before and after school tutoring programs
- \* PBIS Practices, Building Effective Schools Together, positive behavioral support program to support appropriate school behavior

\* Special Education Teacher, Speech/Language Pathologist, and Occupational Therapist on site and School Psychologist, Clinical Psychologist, and Behaviorists as needed for students with Individualized Educational Plans

\* Two Deans of Students to support implementation of RTI, PBIS Behavior support, curriculum alignment/ implementation and accreditations

\* Ongoing parent education focused on a variety of topics

\* Monthly Principal's Café for parents and community members to meet with and talk to the Principal

3. *Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.*

With the establishment of the CA Common Core State Standards, CMP has committed the CMP Leadership Team to review current curriculum and materials ensuring that the instructional materials and strategies do fully provide access to a broad course of study for all students. A summary of efforts is provided:

- Provide On-going Montessori philosophy and education program orientations -

Grade level teachers hold a program orientation for parents in order to provide incoming parents to the next grade level span an opportunity to learn about their child's experience in the next plane of development, including: Montessori philosophy; basic child & adolescent development (physical, academic, social and emotional); classroom environment; schedules & routines; student & parent responsibilities

- Improve Montessori/Albanesi curriculum and support materials -

All classrooms have purchased & received new Albanesi curriculum cards & support materials.

- Streamline & improve data collection with aggregated grade level analysis. Improve data collection, analysis, prescriptive assessment/solutions, input of assessment data in open student data base, & assess to target areas of strength & weakness.

- Expand upon current Math assessments and develop more effective Math interventions

- Refinement of CMP's Strategic Plan -

CMP's Network Administrative Team Revised the Strategic Plan to Include the Following Goals: Implementation of Common Core State Standards; Provide a Strong Academic Program; Refine the Meaning of How CMP Creates a Peaceful and Positive Community; Create a Strong Sense of School Community through Parent Involvement and Open Communication; Provide a Safe & Healthy Learning Environment for all Students, Staff, & Families; Pursuit of Technological Advancement for the Organization

- Prepare for the transition to the CA Common Core Standards

CMP-SS has fully implemented the CA Common Core Standards. Network teams from all six CMP Campuses met and aligned the Common Core Standards with the Montessori curriculum. The

Montessori curriculum is augmented through supplemental programs such as Ten Marks & Accelerated Reader 360. CMP-SS has also increased the amount of Non-Fiction reading materials by ordering periodical magazines such as Scholastic News & Scholastic Storyworks & assigning non-fiction reading through Accelerated Reader 360. The Middle School recently went through a math adoption & now uses Pearson Digits, Algebra & Geometry texts. The next area of focus will be taking a look at the writing curriculum.

- Prepare for the transition to CAASPP testing

The CMP Network has made several upgrades with regard to technology in preparation for CAASPP testing. CMP now has its own WAN, and has made several upgrades in bandwidth, acquired Chromebooks in a 1:1 ratio for students grades 3-8 and all 2nd grade students have access to a laptop. In addition, SMART Boards or SMART TVs are now installed in all classrooms.

4. *In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?*

The following steps have been or are being taken to increase access and opportunity for all CMP-Shingle Springs students:

1. As a response to stakeholder input and in conjunction with the State of California's adoption of NGSS and new science testing, there is a need to create a more robust science program. CMP Science curriculum needs to be examined to align and incorporate the NGSS to provide students with a more contemporary and competitive curriculum.
2. Campus administration has observed through lesson plans and classroom observations a deficit in formal writing instruction. Teachers have indicated that the adoption of a writing curriculum would assist in the improvement of writing instruction. CMP will research and adopt a writing curriculum.
3. To fully utilize the new technologies received as well as to provide structured and developmentally appropriate learning opportunities to extend the Montessori Philosophy. CMP will incorporate technology as a viable and meaningful experience for the child.