



Cooperative Accreditation On-Site Visiting Team Report

Report on Verification of School's Self-Study and Compliance with AMS Standards and Criteria

SCHOOL INFORMATION		
Name of School	Head of School	
CMP-Shingle Springs Campus	Kim Zawilski	
School's Street Address	City, State, Zip, Country (if outside Continental US)	
4645 Buckeye Rd	Shingle Springs, CA 95682	
Accreditation Cycle (check one)	Date of On-site Visit (mm/dd/yyyy)	
<input type="checkbox"/> Initial Accreditation <input checked="" type="checkbox"/> Reaccreditation	02/26/17-03/01/17	
Protocol (check one)		
<input checked="" type="checkbox"/> Cooperative Accreditation with : WASC		
Levels Served by the School	Levels Applying for Accreditation	Enrollment
Kindergarten-Eighth grade	Kindergarten-Eighth grade	451

ON-SITE VISITING TEAM APPOINTED BY THE AMS OFFICE OF SCHOOL ACCREDITATION	
Name of Team Chair	Organization and Affiliation
Susan Grasse	John M. Tobin Montessori School, AMS
Name of Team Members	Organization and Affiliation
• Dean Blase	Clark Montessori Jr/Sr High School, AMS
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INTRODUCTION

The visiting team wishes to thank the administrators, faculty/staff, parents and children of CMP-Shingle Springs for their warm hospitality. It was clear that there was an incredible amount of preparation and thought put toward our visit. Everyone on the Shingle Springs Team ensured we had the necessary resources and all of our questions answered. The commitment and obvious passion for the accreditation process was evident by the enthusiasm and participation by all stakeholders at welcome events, interviews and observations. This same preparation and effort is evident in every aspect of the CMP-Shingle Spring campus.

The CMP-Shingle Springs staff worked closely with the California Montessori Project leadership teams throughout the self-study process. The principal, Kim Zawilski, and Dean of Students, Cherie Cooney, organized the work put into the self-study and collaborated closely with their colleagues at the other CMP campuses and administrative offices. Teacher leaders at Shingle Springs chaired various committees that explored each section of the WASC and AMS accreditation standards. All stakeholders were surveyed, and the results were considered as the team articulated their strategic plan.

The visiting team was made up of two WASC accreditation members and three AMS accreditation members. The team spent two full days observing classrooms, interviewing various stakeholder groups, examining evidence, and discussing what we had learned during the process. The team thoroughly enjoyed their time at Shingle Springs and feel that they learned much about the school community. The team observed a culture of transparency and openness between school, home, and students. Parents and staff shared accolades for school administration and, specifically Kim Zawilski, as principal. The parent community is strong and dedicated to the school and Montessori methodology. School staff is comprised of a large number of current and former CMP-Shingle Springs parents, as is the Board of Directors.

Through the self-study process the Shingle Springs community reflected on their current practices and thought deeply about how they wanted to move forward to further improve their school. They identified 12 areas where they felt they could continue to grow as a community. The visiting team found these areas to be thoughtful and meaningful areas that the school can continue to improve. The Shingle Springs community is a close-knit group of professionals who are passionate about their community and constantly reflect upon ways they can improve the education offered to their students.

The visiting team is honored to have helped Shingle Springs with their accreditation process. Your community is very special and should be valued by the larger community. Everyone with whom the visiting team had contact with is passionate about this community and through our study and observations of this community we see why this is so. We feel that we gained a clear perspective of this school and have learned much that we can take with us. The community of Shingle Springs should be proud of all they have accomplished and continue with the strong program offered to students in California.



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Profile of the School

The California Montessori Project-Shingle Springs Campus is located in the beautiful and rural community of Shingle Springs, CA. Originally an early, bustling, California gold mining settlement, Shingle Springs has taken on the character of a peaceful country community with ranches and homes of acreage.

Shingle Springs is typical of many California communities in its rapid growth over the past 15 years. As housing prices and the cost of living in California soar, Shingle Springs also grows with a \$403,500 median housing value. The population of Shingle Springs as of 2010 is 4,432. The median household income is \$82,788, which is above the state median of \$61,400. Many people living in the Shingle Springs area commute to urban areas for work such as Folsom, Sacramento, and even the Greater Bay Area.

The California Montessori Project's Shingle Springs Campus serves students in Kindergarten through Eighth grade. As a public charter school, there is an open enrollment policy. Students come from a wide range of neighboring cities and towns including, but not limited to: Shingle Springs, Cameron Park, Placerville, El Dorado, Diamond Springs, Camino, Pollock Pines, El Dorado Hills, Folsom, Rancho Cordova, Rescue, Coloma, and Lotus.

Through the self-study process CMP has identified areas of strength and areas for improvement, which are noted below.

Areas of Strength:

- Dedication and adherence to the Montessori philosophy
- Beautifully prepared and well maintained environments
- Montessori materials prevalent in all classrooms
- Meeting the needs of each individual student
- Providing equal access to curriculum
- Parent involvement
- Community outreach
- Response to Intervention system
- Individualized work plans
- Student engagement
- Field experiences
- Technology integration
- Regular assessment schedule
- Regular school to parent communications
- Fully credentialed and qualified teachers (both state and Montessori certified)
- Safety Operations Plan
- Implementation of professional development and staff support



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Areas Needing Improvement:

- Continuing to integrate the California Common Core State Standards within the Montessori curriculum
- Incorporation of Next Generation Science Standards
- Adoption of a Writing program that supports student achievement
- Addressing the California Healthy Youth Act
- Standards-based report cards
- Collecting and analyzing data in the areas of behavior and academic assessments to better meet the needs of students and community
- Expanding student participation in areas of leadership

After careful observations, reading of the self-study, interviews with parents, students, staff and The Board of Directors and examination of evidence documents provided by CMP the visiting team has found CMP-Shingle Springs to be in compliance with all AMS accreditation standards.



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SECTION I: The Educational Nature of the school

Montessori Learning Environment

Each classroom at the Shingle Springs campus is an orderly, beautiful, carefully prepared environment. Teachers bring their own unique personalities into their classrooms through specialized furniture, individual artwork, color and design. The visiting team was very impressed by the care and beauty found in each classroom. It was evident that teachers put much thought and effort into creating beautifully prepared, inspiring learning environments that encourage students to become independent learners who are motivated to develop freedom and self-discipline. The visiting team observed student input into some of the environments creating an even deeper sense of belonging.

Each classroom has a full complement of Montessori materials appropriate for the age span. These materials were carefully arranged and sequentially organized. The classrooms were friendly, inviting spaces that allowed freedom of movement for students. The visiting team observed limited practical life activities and few opportunities for food preparation and self-care exercises in the K-1 classrooms. It was noted in the self-study that the environments in the Early Childhood classrooms were to foster the development of order, concentration, coordination, and independence for each student. Given that these skills are the cornerstone of Practical Life activities, the visiting team suggests increasing student involvement in snack preparation and other areas of classroom care. Additionally the visiting team suggests that teachers consider increasing the Practical Life activities in the K-1 classrooms, with varying degrees of difficulty, in order to more fully develop the important skills of order, concentration, coordination, and independence for each student.

The Lower Elementary level encompasses a two-year age span. The students at this level were observed to be independently choosing work from their work plans and recording completed work as they went throughout their day. The classrooms were quiet and peaceful environments with most students working independently or whispering to a friend they were working with. The visiting team observed students working with paper-based materials more frequently than hands-on Montessori materials. Most of the work the students were engaged in was the Albanesi math and language cards that were mentioned frequently in the self-study.

The Upper Elementary level is the first time students experience working in a classroom with a three-year age span. The students at this level were very independent and were well aware of the expectations both behaviorally and academically. Students moved freely between the inside and outside areas and were very respectful of the freedom offered in this environment. The students displayed a high level of respect for both teachers and peers. It was evident that at this level the students were well prepared to be independent learners. They discussed a strong sense of understanding classroom and academic expectations and a variety of strategies for meeting these.

The Middle School environment is designed to foster a strong community. The environment is arranged to encourage community gatherings and flexible seating. During



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independent work time students were able to choose in which classroom to complete their work. They were respectful of their environment, teachers and peers. The visiting team was highly impressed by the maturity displayed by the middle school students and their awareness of the value of their education. Practical Life activities at the middle school level evolve into more complex activities such as student-run businesses and business internships.

The learning environments at CMP-Shingle Springs are student-centered, engaging, multi-age classrooms. Well-experienced, dedicated staff provides quality Montessori experiences for students at all age levels. The faculty and staff embrace Dr. Montessori's methodology that addresses individual needs, embraces cultural differences and models problem-solving skills all of which nurtures a child's spirit. It was evident to the visiting team that students are taught at a young age to respect and value their school environment. Respect was found to be of utmost value and importance to the entire community of Shingle Springs.

Students' Learning Activity in a Montessori Environment

Students at Shingle Springs work in multi-aged environments that are rich in Montessori materials and carefully prepared by well-trained teachers. Classrooms include extended work times, and some freedom of choice. Students at Shingle Springs are taught how to develop independent learning skills at an early age. Teachers are well aware of each individual students needs and meet them at the appropriate developmental and academic level. This attention to developmental readiness was corroborated by the visiting team's observations, and was reported by students and parents.

During their work cycle students were observed to move independently from one activity to the next utilizing their work plan to help them make work choices. Each classroom posted a schedule for the day with a variety of work choices for the students to complete throughout their work cycle. As noted in the self-study, students are required to work in core subjects as well as have opportunities to make independent choices. The visiting team did not observe much student free choice of activities. We realize that our visit is limited in time and may not have observed all that you do. We encourage the leadership team and teachers to constantly reflect on the balance between required work and student discovery.

In all classrooms student work planners were observed in use. Students in the K-1 and 2-3 classrooms had individual 3-ring binders to hold their weekly planners. These planners are taken home each day/week and signed off by the student's parent, helping to keep the home-to-school connection. The visiting team observed K-1 students carrying binders with work plans in them throughout their work time. As this is an unusual age configuration, it was difficult to discern whether it was developmentally appropriate; however, the visiting team noted that this could impede the full realization of the sensitive period by focusing on completion of paper-based tasks rather than benefiting from the joy of discovery using the Montessori materials.



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Montessori Learning Relationships

CMP-Shingle Springs places high emphasis on self-respect, integrity, responsibility, collaboration, cooperation, self-awareness and personal voice. Teachers guide and empower the students to develop healthy relationships with their peers and value each other's differences. Students learn to work cooperatively with their peers and solve disputes in the classroom community in a positive, respectful manner. All classroom environments were observed to be peaceful, active communities who worked respectfully with each other.

The multi-age classroom helps to promote peer-to-peer teaching and cooperative group work. Students gain a higher level of understanding when they have the ability to teach a peer. This also promotes a spirit of collaboration and cooperation rather than competition. The classrooms at Shingle Springs were observed to be places where students showed a great deal of respect for themselves, their peers and their teachers. Students were helpful to each other, used grace and courtesy to interact with one another, and took great pride in their school community. When speaking with students the visiting team was impressed by how highly students spoke of their teachers and how much they valued the education they received at their school.

Middle School students reported feeling a sense of pride when they were able to return as "buddies" in the very classrooms where they had benefited from having older student-mentors themselves. Middle School students also work collaboratively in real-world situations during adventure trips, acting as managers of student businesses, and during project work.

Montessori Spirituality

Montessori methodology was evident throughout the Shingle Springs community. The cornerstone of this community is developing empathetic, respectful, collaborative students. The visiting team observed many instances of respectful interactions between both students and teachers. Through the character development program students are learning how to be cooperative, collaborative members of a larger community. In one Upper Elementary classroom a teacher was observed showing her students a video she took of their morning greeting. Through this video the teacher was able to teach her students the value of eye contact during greeting time. The students were surprised by the lack of eye contact they gave to their teacher as they greeted her during arrival. This exercise enabled the students to reflect on their own personal behavior and make a positive change.

Peace education is a valued component of each classroom. In the Early Childhood and Lower Elementary classrooms there is a peace area where students can talk out their differences. At the Upper Elementary level teachers use Morning Meeting to teach their students the school's character development traits. They also use this time to have discussions about community issues that have arisen. Students have the opportunity to bring up issues that are important to them and that they want to discuss with the larger group. Collaboration was observed throughout the entire Shingle Springs community.

Middle School students engage in "Personal World" study four days per week. During Personal World time, students select from a set of pre-constructed activities designed to elicit



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reflections on identify, their place in the world, how they impact others, and how others impact them. This reflects Montessori's vision for the third plane of development by allowing adolescents the time, space, and guidance to consider their rapidly changing selves.

What the Montessori Teacher Is

The teachers at Shingle Springs are warm, nurturing, caring individuals who have a passion for Montessori education, their students and their school. During the visit the team observed each classroom and consistently saw respectful, friendly and meaningful interactions between teachers and students. Teachers moved almost silently through the work cycle working with individual students or small groups. Teachers and assistants respected the students work cycle and independence by allowing the students to work independently of interruption. The Montessori teachers engaged students in a respectful, age appropriate, positive manner. It was evident that teachers were well aware of their students' needs and met each student at his/her development level. During interviews with Upper Elementary students they expressed their comfort in approaching teachers for assistance and how well each teacher knew each student.

CMP-Shingle Springs is committed to hiring quality teachers with a passion for Montessori methodology. Each CMP teacher also holds a California teaching credential as well as Montessori certification for the age level they are teaching. It was evident to the visiting team that the staff is committed and passionate member of the school community. Many staff members are also parents who found their way to Shingle Springs through their search for a quality school for their children. The dedication to this school was clearly evident during our conversations with all members of the community.

Teachers and assistants feel very supported and respected from administration. Administration works hard to ensure that all teachers and assistants have what they need in order to meet the needs of each individual student. The professional development program is strong and supports the philosophy of adults as life-long learners. Financial assistance is offered each year for PD opportunities. Additionally, this year Shingle Springs implemented bi-monthly early release days dedicated to a variety of professional development topics and offers assistants Super Saturdays where they delve into topics such as classroom management.

What the Montessori Teacher Does

CMP-Shingle Springs teachers are trained professionals who apply Montessori principles, practices, and philosophy to their work. They provide a Montessori environment that facilitates learning, arrange their curriculum in logical, sequential ways that allow for students to work in their zone of proximal development, model appropriate social behaviors, and are beloved by students, parents, and administration alike. The visiting team was impressed with the universal reports and observations that these teachers were highly functioning and valued by their community.

CMP-Shingle Springs teachers cultivate community through creating shared expectations, conducting immersion field trips with their students, frequent communication



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with parents, and pitching in to help with school fundraisers, service events, and other contributions to the school. There was abundant evidence that Shingle Springs teachers worked beyond expectations, working “for passion, not a paycheck” in the words of one long-time classified staff member.

CMP-Shingle Springs teachers create a learning environment that includes utilizing formative assessments to understand students’ readiness to move ahead or receive additional support. Teachers have a broad range of evaluation tools that they employ in appropriate ways. They are passionate and concerned about finding the best way to reach each student. The faculty and staff at Shingle Springs is a highly trained, professional community dedicated to their students and community.



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SECTION II: The Learner Outcomes

Independence

CMP-Shingle Springs students were observed to be working independently throughout their day. Additionally, students have opportunities for independence during snack time (can go outside), transitions (walking to and from gym), and traveling to bathrooms located outside of their classroom. Students also provide their own lunch or purchase lunch from student vendors. Older students were seen moving freely about the campus, conducting work at the lower campus and helping with morning drop-off and pick-up. Even students as young as Kindergarten were confident when talking with the accreditation team and when traveling around campus. Students operated independently within the classroom, using their work plan and Albanesi system to navigate the morning work cycle. If needed, students are able to take an independent break for movement. Students were respectful of the freedom given them and were observed following the guidelines of the environment.

The self-study discussed various ways that students at CMP are encouraged to become independent learners. The visiting team observed CMP-Shingle Springs teachers leading the majority of lessons and group meetings. There were few opportunities observed for students to lead classroom meetings, give another student a lesson, or middle school seminars. While students were observed to be independent in work choices from their planners, the visiting team suggests that the leadership team and teachers reflect on how to increase student participation in all areas of the classroom community.

The visiting team observed that students worked from a prescribed set of work choices. These choices were part of their daily/weekly work plans and were kept in binders in the Lower and Early Childhood classrooms. The Albanesi set of card materials appeared to drive the majority of work choices in the language and math area. Students made work choices based on their level in this card set. As noted earlier the visiting team suggests that the leadership team and teachers continually reflect on the balance between core requirements and freedom of choice based on student interest and passion.

During interviews with Upper Elementary students the visiting team heard these classrooms worked at different 'color' cycles. During the red cycle students were assigned a seat and had to work independently. During the yellow cycle students could choose their own seat and could work collaboratively with each other. It was also during this cycle that students could seek out a peer for help with work that they did not understand. All of the classrooms were very quiet environments with the majority of work being completed in whisper voices. The visiting team wondered if the requirements for silent work might inhibit collaboration, exploration, and discovery. Balance between peaceful environments and a productive 'buzz' in the classroom is something for teachers and administrators to consider.



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Confidence and Competence

CMP students are incredibly confident and competent both academically and socially. They show great pride in their work and feel as though “there is nothing we can’t learn”. This sense of confidence is well founded; Shingle Springs students shared beautiful examples of their work, shared endless opportunities for student-led campus activities and fundraisers, and expressed pride in their achievements. When asked to share one of their work items, students were excited and did not hesitate to present their portfolios of collected work.

Students of all ages easily discussed their experience at Shingle Springs and their love of the mixed age classroom, teachers and their school. Specifically, they said helping younger students and acting as a classroom resource fostered a sense of pride and accomplishment. On field trips and outdoor learning experience trips, students make arrangements for the trip including accommodations and travel. Students are very invested in their school and feel confident in their ability to make change.

Students with differentiated learning needs receive a variety of special services. The Response to Intervention program helps teachers identify students who need additional academic or behavioral support. These students participate in intervention sessions during the school day and are also encouraged to utilize the before and after school tutoring program. Shingle Springs is fully inclusionary and students demonstrated an understanding and acceptance of students with varied learning styles and abilities. Students were extremely accepting of all and valued each other’s strengths and challenges.

Autonomy

Students are autonomous in how they operate within the classroom and the larger school community. Grace and Courtesy was observed to be a fundamental component of the Shingle Springs community. It was evident to the visiting team that teachers spend a great deal of time teaching and modeling Grace and Courtesy to their students and that students have internalized these concepts.

Through the use of work plans students are well aware of the daily and weekly expectations. Students were observed to transition quickly from one activity to another. However, students were not observed pursuing extensions to subjects of interest or demonstrating the ability to delve deeply into a passionate interest. During one of the student interview sessions they expressed to the team that if they completed all of their assignments for the week they could make bonus work choices and on Friday’s spend time doing ‘fun’ activities. Students demonstrated their ability to move independently through a work cycle, and make appropriate work choices. Student choice and opportunity for autonomy appeared to be within adult-provided parameters for voice volume, sometimes assigned seating, and work choices. The classroom group functions with autonomy; every child understands the classroom routine and expectations for behavior and work completion. Students discussed their strategies for completing their required work throughout the week. They understand the expectations and are fully prepared to meet these. The students grow in autonomy throughout their years at



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Shingle Springs. The middle school students are a testament to the consistent structure and expectations in each level of the program.

Intrinsic Motivation

Students reported feeling as though they could collaborate with teachers when they struggled to complete work. Students appeared to be motivated to complete work and keep up with the schedule on their work plan. They reported feeling as though they remained challenged in their work and they loved the way teachers presented materials. They also expressed their love for working with the materials and how using the materials helped them learn new concepts. However, it was not immediately clear if students were truly intrinsically motivated or if pressure to complete their work plan was the main motivating factor. Students did anecdotally report instances of both the ability and the inability to advance beyond material when their level exceeded that of their peers.

While the reliance on Albanesi cards for the greater portion of math and language curricular instruction and work guidance gives students the ability to work independently and without much adult interaction, on occasion students appeared to be ‘checking boxes’ as opposed to really connecting to the materials and the lessons. The visiting team wonders if the use of this card system as the main vehicle for student work choice in the areas of math and language lead to intrinsic motivation in the students.

Social Responsibility

CMP Shingle Springs students exhibit social responsibility within their school community by participating in class meetings, maintaining their immediate environment, helping each other when needed, modeling positive behaviors for younger children, and being respectful of the work environment. Middle School students lead and manage several small businesses that benefit the whole school community. Older students displayed a concern for social issues such as LGBT rights and taking steps towards increasing water conservation efforts at the school.

Students learn social responsibility through several real-world, out-of-school experiences. Middle school students are asked to perform 50 hours of community service, most of which is served at the school or in local agencies. They also travel to San Francisco for an immersive city study, during which they serve at a homeless shelter or soup kitchen. On other field trips, students are asked to clean up the environment, or work on a farm.

In the younger grades students learn social responsibility through the schools character development program. Each month teachers and students talk about a different character trait such as empathy, friendship, respect and peace. At monthly assemblies classrooms present skits, and songs that teach about the trait of the month. It was evident during the visit that students are internalizing these traits as all interactions between staff and students and student to student were respectful and peaceful.



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Academic Preparation

At CMP Shingle Springs, academic preparation is supported by Montessori materials, various online curricular programs, and by supportive and knowledgeable teachers. Students are able to move through materials and curriculum in their appropriate zones of proximal development, and students were observed to be comfortable with learning tasks presented to them. Students described being confident in their ability to learn whatever was presented to them. Recent efforts to bolster student achievement in math using Accelerated Math and Renaissance Star demonstrate early gains in math scores. In the upper grades in mathematics, many students accelerated by a grade level or more on state standardized testing.

State standardized tests show that CMP Shingle Springs students regularly outperform their peers at the state level, and outperform their district school peers occasionally (in 3 of 8 measures). Student learning growth as measured by state tests is challenging at present, due to a recent shift in state tests as well as cohort-based anomalies. CMP-Shingle Springs maintains a comprehensive database that houses multiple types of student information.

Teachers use a large variety of benchmark assessment tools to track student progress in the curriculum. Each grade level has specific assessments that guide teachers to place their students at the appropriate level in math and language. The Aeries system and Google classroom help middle school teachers, students and parents track progress and homework. This system is also used by the Deans of Students to generate reports that are used by teachers and administrators to track student progress. It was evident to the visiting team that teachers and administrators know their students and provides opportunities for challenge and advancement to their students.

Spiritual Awareness

At CMP-Shingle Springs, students experience spiritual awareness activities in their classrooms. Students use peace corners, peace flowers and the silence game in early grades for problem solving and developing spiritual awareness. The classroom environments include maps, flags, and geographical Montessori materials. An annual Continent Party extends Montessori lessons on geography to the parent community. Monthly assemblies allow older students to develop and model lessons on various character traits (respect, peace, courage, freedom, responsibility, etc.) Older students reported high levels of respect among lower grade students, and demonstrated an ability to grapple with complex social and ethical issues.

Middle School students engaged in Personal World activities, designed to heighten their spiritual awareness as appropriate for the third plane of development. In the elementary classroom students work on cultural activities rotating between classrooms for lessons in science, geography, music and social studies.



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Global Citizenship

Upper Elementary and Middle School students at CMP-Shingle Springs exhibit high levels of organizational skills in making an impact on their local community. Efforts to impact the global community include fundraisers for organizations such as Gambia Girls.

Students are taught to be good citizens by following the CMP-Shingle Springs motto: **Be Safe, Be Respectful, and Be Responsible**. Students were observed across all grade levels to adhere to these rules. CMP utilizes a positive approach to discipline where all parties involved are respected and valued.

Incident reports include a section where students are asked to reflect on their behaviors. Teachers reported that students are given the opportunity to self-regulate by stepping out of their classroom and returning when they are ready. Some students were observed to go to a buddy classroom and complete their 'pass to recover slip'. This slip is then returned to the classroom teacher and a brief conversation is had between student and teacher. Older students serve as classroom buddies to younger students, and discuss current issues in the classroom environment. A positive discipline approach is a highlight of the Shingle Springs community.

While a strong, family-centered community culture was clearly evident; there was a lack of diversity noted by the visiting team. Curriculum choices in the Middle School ELA curriculum have occasional, rather than regular representations of women and people of color, although students of all ages have ample opportunities to select their own reading choices and shorter pieces of literature that reflect a broader level of diversity. Since diversity and global citizenship is cited as a primary goal of the school and of Montessori philosophy, the visiting team recommends that teachers explore ways to further diversify major curricular offerings to students.



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SECTION III: Strategic Plan

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

During the 2013-2014 school year CMP assembled a committee to review their mission statement with the intention of creating a new statement that provides a more succinct description of the program, as well as more accurately reflect the primary outcomes in a measureable way.

The adoption of the new mission statement led CMP to review and update the Strategic Plan. This plan is held high in value to the leadership team, as it provides guidance and encourages focus on the goals, which have been chosen as critical elements of the continued success of the organization.

The process to complete the new strategic plan included reflection on AMS and WASC goals as well as inclusion of stakeholder groups (parents, teachers, staff, students and board members) who provided input in the goals which then resulted in CMP's strategic plan. A committee consisting of a subset of the administrative team was then convened to begin the process of drafting the new strategic plan.

Throughout the 2013-2014 year the leadership team with board input continued to review and revise the strategic plan. In November of 2014 the Board adopted the 2014-2017 strategic plan. CMP is currently in the process of reviewing their updated goals and drafting a new three-year strategic plan.

There are currently 6 goals in the current strategic plan:

Goal 1: Implementation of Common Core State Standards

Common Core State Standards (CCSS) were adopted by the state of California in 2010. Teams of teachers at all program levels throughout the network came together to align these new state standards with the Montessori curriculum. This curriculum guide is reviewed on an annual basis. CMP teaching staff is offered professional development opportunities focused on implementing these new state standards within the Montessori curriculum.

- Timeline: July 2012–June 2016
- Personnel: teachers, administrative staff, IT Department
- Funds: Approximately \$400,000
- Source of Funds: Common Core State Standards Implementation Funds provided in a one-time state allocation
- Method of Monitoring Progress: teacher training records, observation of teachers' implementation of Common Core, SBAC Scores, updated curriculum guides, and upgraded technological infrastructure



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- Criteria for Evaluating the Attainment of the Goal: student assessment data, student performance in the classroom, incorporation of CCSS into the classroom, aligning Montessori curriculum with CCSS, updated curriculum guides

Goal 2: Provide a Strong Academic Program

CMP's Director of Program works closely with Campus Deans of Students, who directly work with campus teaching staff. Support to staff is provided through additional resources and professional development training. Student achievement data is collected and analyzed for math and reading proficiency through a variety of assessments. In order to reach the needs of all students, teachers provide enrichment opportunities for advanced learners, as well as interventions to support struggling students.

- Timeline: August 2011- November 2016
- Personnel: Director of Program, Deans of Students, teachers and staff, administrative team
- Funds: Approximately \$400,000
- Source of Funds: LCAP, Common Core State Standards Implementation Funds provided in a one-time state allocation
- Method of Monitoring Progress: Assessment Tracker (Renaissance Place detailed assessment reports), RTI meeting documentation, progress reports and report cards, participation in hourly tutoring programs
- Criteria for Evaluating the Attainment of the Goal: CAASPP growth over time, perception surveys and data, student portfolios, teacher and administrative observations

Goal 3: Refine the Meaning of How CMP Creates a Peaceful and Positive Community

CMP provides professional development for staff and parent education for families in the area of peace education. The network strives to find resources to promote peaceful communities at all CMP campuses in alignment with the Peaceful Classroom Community (Anti-Bullying Policy).

- Timeline:
- Task#1: Create informational documents for all stakeholders (Peaceful community policy; SOP tri-fold; peaceful community tri-fold); Fall 2013-Ongoing
- Task #2: Standardize Peaceful/Positive community lessons at each campus; Fall 2014-Ongoing
- Task#3: Parent Education ; Ongoing
- Task#4: Professional Development; Ongoing
- Task #5: Develop a student perception survey; Fall 2014
- Personnel: CMP Administration team and staff



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- Funds: ~\$5000
 - Source of Funds: CAC fundraising
 - Method of Monitoring Progress: Data collected via student information system regarding student incident reports, suspension and expulsion rates, Professional Development Agendas, and perception surveys and data, character education curriculum and assemblies, on-site field trips such as *Touch of Understanding*, community outreach and service projects
 - Criteria for Evaluating the Attainment of the Goal: Decrease in student behavior incidents, analysis of perception survey data, parent feedback through Principal Café, CAC, etc.

Goal 4: Create a Strong Sense of School Community through Parent Involvement and Open Communication

All CMP campuses provide parent volunteer opportunities inside and outside the classroom environment to foster a sense of community. There is a variety of campus events held throughout the year, which promote family engagement. Best practices for effective parent communication are shared during staff meetings and administrative leadership meetings.

- Timeline: Community Building Events and Promotion of Family Engagement which are ongoing; Leadership Trainings and Staff Professional Development Trainings with Jonathan Wolff: July 2014 – June 2017; Update to School's Website: November 2015 through July 1, 2016
- Personnel: CMP administrative leadership team, teachers, administrative assistants, Technology Department, Campus Advisory Councils, Campus Fundraising Committees
- Funds: \$1000 for contracts for Jonathan Wolff for Professional Development Trainings, \$11,800 for cost of new version of website, as well as Campus Advisory Council Fundraising moneys to coordinate school events
- Source of Funds: CMP's general operating budget and Campus Advisory Council fundraising accounts
- Method of Monitoring Progress: Campus newsletters outlining volunteer opportunities, school calendars advertising campus activities and events, Professional Development Day feedback surveys, LCAP stakeholder input feedback on school culture and school communication, usage statistics on CMP's new website, and general parent feedback
- Criteria for Evaluating the Attainment of the Goal: Stakeholder input on school culture, total number of parent participation hours logged at each campus, parent chaperone field trip logs, and increase in usage on school's website



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Goal 5: Provide a Safe & Healthy Learning Environment for all Students, Staff, and Families

CMP developed a Safety Plan with stakeholder input. This plan continues to be reviewed and refined by the Network Safety Committee. Preparedness training is provided to staff and students via mock casualty events at all sites, ALICE (Alert, Lockdown, Inform, Counter, and Evacuate) training, and ongoing stakeholder dialogue.

- Timeline: 2013-2014 School Year with on-going updates which are Board approved every February
- Personnel: Site Safety Committees (Campus Safety Coordinators and campus stakeholders), Network Safety Committee (Campus Safety Coordinators and Central Admin staff, Principals)
- Funds: \$35,000 - \$45,000
- Source of Funds: General Fund
- Method of Monitoring Progress: Quarterly Network Safety Meetings, Campus Safety Trainings and drill records, Annual Audits, and Central Admin Oversight
- Criteria for Evaluating the Attainment of the Goal: Completion of plan updates and drill/training records, annual safety audit

Goal 6: Pursuit of Technological Advancement for our Organization

CMP has made significant strides in the technological arena. Within the past two years, CMP has allocated extensive personnel and material resources to overhaul and upgrade network infrastructure (i.e. WAN, bandwidth, wireless connectivity, etc.). To support technology-integrated curriculum and accommodate state-mandated CAASPP (California Assessment of Student Performance and Progress) testing and school-wide computer-based assessments, CMP provides:

- Grades K-2: 1:5 (device-to-student ratio) desktop/laptop
- Grades 3-8: 1:1 Chrome books CMP continues to support learning by providing classrooms with contemporary peripheral devices such as document cameras (i.e. ELMOs), interactive whiteboards (SMART Boards), Internet televisions (Smart TVs), and short-throw LCD projectors. To further enhance student learning in a contemporary classroom environment, students access the following integrated computer-based programs:
- Rosetta Stone (Grades K-8)
- Renaissance Place Suite (Grades 1-8):
 - Accelerated Reader/Accelerated Reader 360
 - Accelerated Math/Accelerated Math 2.0
 - Math Facts in a Flash



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- STAR Reading/STAR Math Diagnostic Assessments
- Learning.com (technology curriculum) (Grades 3-6)
- Typing.com (Grades K-6) CMP embraces the opportunity to introduce cutting edge technology that complements and enriches Maria Montessori's innovative methodology.



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SECTION IV: AMS Standards and Criteria Dual Accreditation Verification Checklist

STANDARD 2: GOVERNANCE, LEADERSHIP, AND CONTINUOUS IMPROVEMENT—Strategic Plan The quality Montessori school promotes student learning and school effectiveness through strong governance and leadership and establishes, implements, monitors, and refines a strategic planning process to demonstrate continuous improvement.		STANDARD COMPLIANCE:	
		<input checked="" type="checkbox"/> Fully Met <input type="checkbox"/> Substantially Met	<input type="checkbox"/> Not Met
CRITERIA:			
2.1	Establishes policies and procedures that provide for the effective operation of the school, including a system for short- and long-term sustainability of the governing body and school leadership.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
2.2	Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative leader (head of school/principal/executive director) by delegating responsibility for the operations of the school to the administrative leader and ensuring that the administrative leader receives appropriate support, evaluation, and compensation.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
2.3	Provides an organizational chart that clearly defines lines of authority, relationships, and accountability to be included in employee handbook (see criterion 5.2).	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
2.4	Ensures compliance with applicable federal, state, and local laws, standards, and regulations. If the school is exempt from licensing or compliance, written exemption of current issue (within the last five years) verifying exemption from the appropriate federal, state, and/or local agency is necessary to show compliance. It is the school's responsibility to be aware of all these laws and regulations and to take steps to be and remain in compliance. It is not the responsibility of AMS or the Visiting Team to verify compliance independently. Accreditation by AMS is not certification of a school's compliance with applicable laws and regulations.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
2.5	Maintains on site all legal documents that define and describe the corporate status of the school (e.g., articles of incorporation, franchise agreements, proprietary registration, charter, and/or partnership agreements).	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	

Leadership

CRITERIA:			
2.6	Fosters a learning community through collaboration with all stakeholders.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
2.7	Employs a system that provides for analysis and review of student performance and school effectiveness.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
2.8	Provides teachers and students opportunities to lead.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
2.9	Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
2.10	Manages curricular and extracurricular activities that are sponsored by the school.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
2.11	Seeks and responds to community concerns in order to establish appropriate community expectations and to maintain stakeholder satisfaction.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	



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CONTINUOUS IMPROVEMENT – Strategic Plan

CRITERIA:	
2.12	Engages all constituents in a continuous process of improvement that: <ul style="list-style-type: none"> • Articulates the mission and vision of the school • Maintains a detailed and current description of students, learner outcomes, program effectiveness, and the school community • Employs goals and interventions to improve learner outcomes • Documents and uses the results to inform goals <p>...as outlined in a written 3- to 5-year Strategic Plan.</p>
2.13	Engages and supports stakeholders in the process of continuous improvement.
2.14	Ensures that plans for continuous improvement are aligned with the mission and vision of the school and the expectations for student learning.
2.15	Annually monitors, updates, and communicates the progress and results of improvement efforts to stakeholders.
2.16	Annually evaluates and documents the effectiveness and impact of its continuous improvement process as outlined in the Strategic Plan.

NOTE: To mark the checkbox, double-click the checkbox. A window will appear and offer the option of "not checked" and "checked" (under "Default Value"). To check the box, select "checked" and click "OK". If this does not work, then type in "X" next to the checkbox.

Impact Statement

A quality Montessori school is successful in meeting this standard when its leadership advocates for the school’s mission and vision and implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving its educational programs and services and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

Comments:

CMP has a strong leadership team. From the central office to each individual program the school system seems to work like a well-oiled machine. At Shingle Springs the leadership team, led by the principal, allows the teachers and staff to concentrate on the students. The support from the leadership team was noted to be an area of strength and all certified and classified staff voiced their complete satisfaction with the leadership team. They feel empowered to reach out and ask for any needed material, supply or program. They also expressed how much support they received from leadership, especially the principal, for projects or trips that they would like to bring to the student body. During the visit one teacher approached the principal about a trip she would like to take some students on. The principal was excited to support this trip and told her “we will find a way to make it work”.

The visiting team acknowledges the schools compliance with state, charter and AMS accrediting agencies. The Board of Directors along with the Executive Director maintains the integrity of CMP and work to continuously improve each and every campus.



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Commendations:

- The visiting team commends the principal for her strong leadership and management skills, her business savvy and her dedication to the Shingle Springs community at large.
- The visiting team commends the leadership team for its high level of organization and modeling an ongoing love of learning.
- The visiting team commends the leadership team for being open and connected to all members of the community.
- The visiting team commends the leadership team for fostering an inclusive, collaborative community.

Recommendations:

- The visiting team recommends the leadership team be aware of burnout through administration and teaching staff, and to have a succession plan in place for administrators.



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STANDARD 3: TEACHING AND LEARNING – Educational Nature		STANDARD COMPLIANCE:	
The quality Montessori school operates comprehensively within Montessori philosophy and provides a Montessori curriculum and Montessori instructional methods and materials that facilitate learning for all students.		<input checked="" type="checkbox"/> Fully Met	<input type="checkbox"/> Not Met
CRITERIA:			
3.1	Develops and implements a Montessori curriculum based on clearly defined expectations for student learning.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
3.2	Promotes active involvement of students in the learning process, including opportunities to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
3.3	Gathers, analyzes, and uses data, research, and classroom observation in making curricular and instructional choices.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
3.4	<p>Designs and uses instructional strategies, innovations, and activities that are research- and observation-based, meet student needs, and reflect best practice.</p> <p>Curriculum Design and Implementation of Instructional Programs</p> <p>The school provides a comprehensive Montessori educational curriculum based on the Montessori planes of development and implemented by Montessori-credentialed instructional staff as outlined in Standard 5. The school uses supplementary programs and materials that are deemed necessary to enhance the basic core curriculum for their student population. Activities in peace and cosmic education reflect the Montessori philosophy of peace and harmonious coexistence based on mutual respect that should be evident at all levels. The Montessori curriculum at all levels includes opportunities for community service within and beyond the school community, outdoor exploration and education, and experiences outside the classroom to expand learning (“going out”). To address the needs of the whole child, the curriculum promotes the students’ cognitive, physical, social-emotional, spiritual, and psychological development. Activities provide purpose, procedure, closure, and opportunity for success.</p> <p>Schools are expected to demonstrate the following curriculum planning and implementation indicators:</p> <p>3.4.1 <i>Infant/Toddler (Birth-3)</i></p> <p>Curriculum planning at the 0 - 36 month level is extremely dependent upon developmental characteristics. The teacher plans the daily activities and general program goals based on the capabilities and interests of the child. Learning cannot be separated from motor development at this age. The structure of the curriculum is based on six developmental areas: sensory and perceptual, cognitive, physical, gross and fine motor, self-help skills, and social/emotional development. Materials allow children to explore, absorb, and experience their environment through their senses and kinesthetically.</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A	



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CRITERIA:	
<p>3.4.2 <i>Early Childhood (2.5 – 6)</i></p> <p>Curriculum planning at the 2.5 – 6 year level integrates Montessori’s fundamental philosophy of the child with the core areas of Practical Life (including grace and courtesy and care of self, others, and the environment), Sensorial, Math, Language, Peace and Cosmic Education, and Cultural Subjects (including Geography, History, Botany, Zoology, Physical Science, Art, and Music). The learning environment is student-centered and designed to promote the development of order, coordination, concentration, independence, cooperation, collaboration, inner discipline, self-motivation, self-regulation, and respect for self, others, and the environment. Self-directed learning includes choice, learning from built-in controls of error, and completing cycles of work by choosing, completing, and returning materials.</p>	<p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A</p>
<p>3.4.3 <i>Elementary I (6-9) and Elementary II (9-12)</i></p> <p>Curriculum planning at the elementary level considers that the student is entering a new plane of development characterized by tremendous imagination, critical thinking, critical questioning, a strong sense of morality and justice, and a strong need for peer relationships. Individually-paced academic progress allows students to explore their interests and acquire the mastery of basic skills and knowledge, including basics such as: numeracy and math facts, spelling, vocabulary, grammar, sentence analysis, creative and expository writing, and using technology for research and communication. In addition, the Montessori elementary learning environment offers activities that provide deeper educational experiences in the areas of: Mathematics (including Geometry and Algebra), Biological and Physical Sciences, Technology, Language Arts and Literature, History, Physical and Political World Geography, Civics, Economics, Anthropology, Peace and Cosmic Education, and areas of Art, Music, Additional/World Language, and Physical Education. Students have opportunities to plan, monitor and assess their own work, thereby enhancing their independence and responsibility for their own actions. The learning environment is student-centered and designed to promote the development of organizational and time management skills, conflict resolution skills, concentration, independence, cooperation, and collaboration.</p>	<p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A</p>



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CRITERIA:		
<p>3.4.4 <i>Secondary I (12-15) and Secondary II (15 – 18)</i></p> <p>Curriculum planning at the secondary level is a continuation of the Montessori curriculum at a deeper level. The curriculum at the secondary level increases students’ development in decision-making, problem solving, community building, and applying this learning to their lives and the larger community. Students expand on their cumulative experiences in the creation and care of the environment.</p> <p>Students have opportunities to plan, monitor, and assess their own work, thereby further developing their independence and responsibility for their own actions. The Montessori secondary curriculum includes opportunities for community service and career exploration, economic exploration, technology, activities in the humanities, peace and cosmic education, physical education, creative arts, outdoor education, and field studies.</p> <p>The secondary II (high school) curriculum continues to support the adolescent in valorization of the personality and stewardship of the Earth and humanity. These are essential aspects of a program for the older adolescent. This includes field experience and service opportunities. The curriculum expands on the work and elements in the Secondary I program, and prepares students for post-secondary education or careers through self-construction, extensive self-reflection, and opportunities for leadership and personal responsibility.</p>	<p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><input type="checkbox"/> N/A</p>	
<p>3.5 Structures classes with multi-age groupings</p> <p>Multi-age grouping is an integral part of the Montessori philosophy at all levels. Philosophically, the rationale is that individuals learn from each other with opportunities to lead, share, and serve as role models for their peers. Students can accelerate or take additional time as needed to learn skills. AMS Teacher Education Programs prepare teachers to work with a 3-year age span and to have the expertise to support skills both above and below a developmental level.</p> <p>Age groupings must be as follows:</p> <ul style="list-style-type: none"> • Infant/Toddler: Children from birth to 3 years of age may be grouped in varying multi-age configurations. A stand-alone classroom serving only 3-year olds does not satisfy this Criterion. • Early Childhood: a 3-year age group within the range of 2.5 years to 6 years • Lower Elementary: 6 years to 9 years • Upper Elementary: 9 years to 12 years • or Elementary I-II: ages 6 years to 12 years • Secondary: the school must offer an age grouping of either 12–14, 14–16, 16–18 years of age or 12–15, 15–18 years of age <p>Schools with multi-age grouping variances listed in the document “Grandfathered Multi-Age Grouping Variances 2014” (dated October 3, 2014) are grandfathered such that they may maintain the age-grouping(s) for which the variances were granted. The accreditation status of these schools must be noted in their listing on the AMS website and in all other AMS accredited school listings, as well in the schools’ own marketing materials. The exact wording that must be used is: “Accredited with non-traditional Montessori age groupings.” Failure of a school to comply with this language will result in revocation of AMS accreditation.</p>	<p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><i>*Grandfathered Multi-Age Grouping Variance</i></p>	



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CRITERIA:																					
3.6	<p>Maintains ratios and maximum group sizes as follows:</p> <p>The lowest ratio required by licensing or other accrediting agency supersedes AMS requirements for ratios and maximum group size. Where licensure or other accreditation standards do not specify ratios or group size, the following applies:</p> <p>The ratios of students to teaching staff, both Montessori-credentialed and assistant teacher/aide/paraprofessional, is appropriate for the age level:</p> <table style="margin-left: 40px;"> <tr> <td>Infants (Birth to 18 months):</td> <td>4:1</td> </tr> <tr> <td>Toddler (18-36 months):</td> <td>8:1</td> </tr> <tr> <td>Early Childhood (2.5-6 years):</td> <td>15:1</td> </tr> <tr> <td>Elementary (ages 6-12 years):</td> <td>20:1</td> </tr> <tr> <td>Secondary (ages 12-18 years):</td> <td>20:1</td> </tr> </table> <p>The school assigns no more than the maximum number of students to each Montessori credentialed teacher that is appropriate to the age level:</p> <table style="margin-left: 40px;"> <tr> <td>Infants (Birth to 18 months):</td> <td>8</td> </tr> <tr> <td>Toddler (18-36 months):</td> <td>16</td> </tr> <tr> <td>Early Childhood (2.5-6 years):</td> <td>30</td> </tr> <tr> <td>Elementary (ages 6-12 years):</td> <td>30</td> </tr> <tr> <td>Secondary (ages 12-18 years):</td> <td>30</td> </tr> </table>	Infants (Birth to 18 months):	4:1	Toddler (18-36 months):	8:1	Early Childhood (2.5-6 years):	15:1	Elementary (ages 6-12 years):	20:1	Secondary (ages 12-18 years):	20:1	Infants (Birth to 18 months):	8	Toddler (18-36 months):	16	Early Childhood (2.5-6 years):	30	Elementary (ages 6-12 years):	30	Secondary (ages 12-18 years):	30
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Elementary (ages 6-12 years):	30																				
Secondary (ages 12-18 years):	30																				
3.7	<p>Offers a curriculum that challenges each student to excel, reflects a dedication to equity, and demonstrates a commitment to diversity.</p>																				
3.8	<p>Provides and follows a collaboratively-designed curriculum and scope and sequence, including benchmarks, across all program levels within the school; these are communicated to all constituencies.</p>																				
3.9	<p>Allocates and protects 2- to 3-hour blocks of uninterrupted instructional time to support student learning. Schools schedule enrichment programs and transition times to accommodate these blocks.</p>																				
3.10	<p>Provides accommodations and interventions to help students meet expectations for student learning.</p>																				
3.11	<p>Monitors school and classroom climate (including both indoor and outdoor environments) and takes appropriate steps to ensure that it is conducive to student learning and social/emotional growth.</p>																				
3.12	<p>Ensures that all students and staff members have regular and ready access to instructional materials and tools, including technology where appropriate, based on school mission, and a comprehensive materials collection that supports the curricular and instructional program.</p>																				
3.13	<p>Maintains an environment that incorporates materials, structure, and leadership to best meet the needs of all students.</p>																				



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CRITERIA:	
<p>3.13.1 <i>Facilities, Instructional Materials</i> Classroom environments in quality Montessori schools are equipped with a full range of fundamental Montessori materials, aesthetically displayed and easily accessible to students. Curriculum support materials to meet the needs of the children may be incorporated into the classroom. Schools inspect and evaluate materials regularly for completeness and good working condition and keep a school-wide inventory of all instructional materials and furnishings, including a repair and replacement plan.</p> <p>Classroom environments in quality Montessori schools are equipped with furnishings (tables, chairs, etc.) of sizes and quantity to meet the needs of students.</p>	<p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>
<p>3.13.2 <i>Physical Environment</i> The environment:</p> <ul style="list-style-type: none"> • Is clean, orderly, neat • Has logical organization of materials/resources/activities, by level of difficulty and sequence of skill development • Is aesthetically pleasing • Is appropriate in size (follows licensing regulations) • Has adequate furnishings for size and ages of students • Has accessible, neat storage area for students' belongings • Has accessible, neat storage of teacher materials • Has a water source available • Allows for a variety of activities such as individual/group, floor/table, noisy/quiet, and active/sedentary • Accommodates different learning styles and different kinds of work 	<p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>
<p>3.13.3 Provides for display of students' work</p>	<p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>
<p>3.13.4 <i>Structure and Curriculum</i> Classroom schedule:</p> <ul style="list-style-type: none"> • Encourages the student's spontaneous activity • Provides community building and leadership opportunities appropriate to each level • Allows for a balance of uninterrupted, self-directed, self-teaching, and collaborative activities with the presentation of individual, small, and large group lessons 	<p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>



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CRITERIA:	
<p>3.13.5 <i>Classroom leadership</i></p> <p>The teacher exhibits the following characteristics and abilities:</p> <ul style="list-style-type: none"> • Plans, implements, and keeps records of clear, meaningful individual, small, and large group lessons and activities • Monitors the overall environment during individual lessons and through general observations • Works with students to assess the quality of their work using developmentally appropriate guidelines and assessment tools such as portfolios (including samples of student work) • Facilitates regular, ongoing communication of student development through parent and/or family conferences as needed • Implements accommodations and interventions to help students meet expectations for student learning, with appropriate consultation with administration and parents • Uses a comprehensive record keeping system that accurately reflects the student's development • Uses an effective system for communication with parents, acknowledging parents' needs and offering a variety of means for communication, e.g. electronic, oral, written and/or online newsletters and notes • Shares knowledge of the students' development and concepts appropriate to each level with staff and parents • Recognizes and provides opportunities for students to participate in meaningful, age-appropriate leadership activities 	<p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>
<p>3.13.6 <i>Professionalism</i></p> <ul style="list-style-type: none"> • The teacher demonstrates knowledge and internalization of the core beliefs of Montessori philosophy, such as respect for the individual learner, preparation of self and the environment, fostering independence, order and concentration in the student, respect for and recognition of sensitive periods, planes of development, intrinsic motivation of the student, and the absorbent mind. • The teacher has a written plan for and documentation of continuing professional growth that includes evidence of personal reflection in preparation of self • The teacher has fundamental communication skills to support the social and emotional development of students and advisory skills appropriate to the age level • The teacher interacts appropriately, respectfully, and professionally with students, colleagues, and parents • The teacher develops and refines fundamental communication skills with parents about student's social/emotional and academic progress • The teacher is guided by the AMS Code of Ethics 	<p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>

Impact Statement

A quality Montessori school is successful in meeting this standard when it implements a Montessori curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process and students exhibit a joy in learning. Teachers provide opportunities for students to apply their knowledge and skills to real world situations.



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Comments:

The classrooms were brimming with Montessori and enhancement materials. Each environment was carefully prepared each day and is inviting to the students. The rooms were large spaces with a lot of natural lighting and ample furniture for all students. There were spaces for large group work, and smaller quiet spaces for individual work. Each classroom had at least one pet, lots of beautiful artwork, both student and professional, and inspirational quotes filled each environment. Students were happy, busy and independent in these environments.

Students reported feeling safe at school and that there is an extensive character-driven curriculum. It was apparent that students interact with each other gracefully and courteously. Teachers were highly organized both in lesson planning, curriculum, classroom design, classroom management, and record keeping. Teachers provide parent communication on an on-going basis and are flexible to meet the needs of their parent community. Teacher-student interactions were kind, positive, and purposeful.

There are large numbers of technology devices available to students, with a 1:1 ratio at the 2nd grade level and above. Students use computers for Rosetta Stone language programming, math and language assessments and learning tools, and learning.com for learning how to properly use technology. Students appeared comfortable with technology and reported a strong network of protection when using the Internet independently.

The visiting team observed opportunity for increased diversity within curricular offerings, the student body, and the teaching staff. Students rely heavily on their work plan and a prescribed set of work choices to complete throughout the work cycle and a good portion of the work is card or paper-based.

Commendations:

- The visiting team commends Shingle Springs for a commitment to field experiences and academic field trips.
- The visiting team commends the teachers for continuing their education and keeping current and informed regarding Montessori curriculum, California State Common Core standards and best practices.
- The visiting team commends the Shingle Springs staff for their ability and commitment to individual students, and ways to support students in need.
- The visiting team commends the teachers and assistants for maintaining beautiful, inviting environments for their students.

Recommendations:

- The visiting team recommends increased use of Montessori materials in all grades in order to foster independence, spontaneous activity, and joy of discovery.
- The visiting team recommends that the leadership team explore options for in-house art, music and foreign language instruction.
- The visiting team recommends leadership and teachers regularly revisit the topic of technology to assess usefulness/extension of work versus reliance on technology.



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STANDARD 4: DOCUMENTING AND USING RESULTS – Learner		STANDARD COMPLIANCE:	
Outcomes The quality Montessori school enacts a comprehensive assessment system that monitors and documents outcomes and uses these results to improve learner outcomes and school effectiveness.		<input checked="" type="checkbox"/> Fully Met	<input type="checkbox"/> Not Met
		<input type="checkbox"/> Substantially Met	
CRITERIA:			
4.1	Develops and implements a comprehensive assessment system for evaluating progress toward meeting the established expectations for student learning across age levels, which may include research-based assessment tools and/or alignment with common core and/or state standards.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
4.2	Uses student assessment data in making decisions that impact continuous improvement of teaching and learning processes.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
4.3	Conducts a systematic analysis of instructional effectiveness and uses the results to improve student learning.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
4.4	Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

As applicable to **Elementary** and **secondary** levels:

CRITERIA:			
4.5	Communicates the results of learner outcomes and school effectiveness to all stakeholders.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
		<input type="checkbox"/> N/A	
4.6	Uses comparison and trend data of learner outcomes from comparable schools in evaluating its effectiveness.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
		<input type="checkbox"/> N/A	
4.7	Demonstrates verifiable growth in learner outcomes.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
		<input type="checkbox"/> N/A	

Impact Statement

A quality Montessori school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined outcome measures. The system is used to assess student outcomes on expectations for student learning, to evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student learning. The assessment system yields timely and accurate information, both qualitative and quantitative, that is meaningful and useful to students, school leaders, teachers, and other stakeholders in understanding learner outcomes, school effectiveness, and the results of improvement efforts.

Comments:

CMP-Shingle Springs utilizes a database called Aeries that is a comprehensive system used to house student data. The database is used by the leadership team to quickly and efficiently share student data with staff and generate reports that are used in the decision making process. At the middle school level this database is utilized as the grade reporting system. Additionally, teachers have a system for tracking student progress through the variety of computer and paper based benchmark assessments that students take throughout the school year.



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CMP uses state testing data to analyze and improve programs for students who are lower achieving. Before and after school programs are available to students who need additional support as well as a strong Response to Intervention program in place to target students throughout to school day who need additional support.

Commendations:

- The visiting team commends Shingle Springs for keeping data that is organized, consistently gathered, applied, and communicated with students, teachers, and stakeholders.

Recommendations:

- The visiting team recommends that the certified staff consider how to increase the level of student involvement in individualizing work plans and goal setting.



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STANDARD 5: PERSONNEL The quality Montessori school provides for ethical, fair, and non-discriminatory practices for all employees, teaching and non-teaching.		STANDARD COMPLIANCE:	
		<input checked="" type="checkbox"/> Fully Met <input type="checkbox"/> Substantially Met	<input type="checkbox"/> Not Met
CRITERIA:			
5.1	Provides written employment agreements for all school personnel annually, including written job descriptions, compensation, benefits, and terms of employment.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
5.2	Provides an employee handbook that includes a written non-discrimination policy.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
5.3	Ensures that all staff participates in a continuous program of professional development and documents teachers' plans for and participation in ongoing professional development.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
5.4	Provides opportunities for faculty and staff to provide input in decision-making.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
5.5	Ensures that the Head of School and at least 50% of credentialed lead teachers maintain active membership in the American Montessori Society.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
5.6	Maintains copies of lead teachers' Montessori credentials, licenses, teaching certificates, and transcripts and updates this information with AMS as changes occur.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
5.7	Implements an annual evaluation system that provides for the professional growth of all personnel and maintains records of all evaluations.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
5.8	Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience).	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
5.8.1	Administrative leader (head of school/principal/executive director) has professional qualifications that meet state and local regulations, as applicable. Emerging criterion effective July 1, 2020: Administrative leader (head of school/principal/executive director) holds a bachelor's degree and qualifies with the minimum number of points required in the Head of School Requirements Verification.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
5.8.2	A school that employs more than one lead teacher shall designate an educational supervisor/coordinator who holds a qualifying Montessori administrator or teacher credential. The coordinator will oversee the consistency of educational quality and serve as a resource to other staff members.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
5.8.3	Employs lead teachers who qualify with the minimum number of points required in the Teacher Requirements Verification and hold a Montessori teaching credential for the age level taught. Pre-1991 credentials must be from a non-distance learning Montessori teacher education program. Post-1991 credentials must be from an AMS, NCME, AMI teacher education program, or from a MACTE-accredited course. Note: All AMS teacher education programs are accredited by MACTE. *Emerging criterion effective July 1, 2020: Secondary teachers must hold a Montessori teaching credential for the age level taught from an AMS, NCME, AMI teacher education program, or a MACTE- accredited course.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
5.8.4	Elementary and secondary lead teachers must hold a Bachelor's degree from a regionally-accredited institution or equivalent.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
5.9	Provides and assigns staff that are sufficient in number to meet criterion 3.6 and the mission and vision of the school.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

Impact Statement

A quality Montessori school is successful in meeting this standard when it clearly states and adheres to roles and responsibilities expected of all employees and employs qualified personnel. The school states and follows fair and ethical employment practices for all employees.



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Comments:

CMP-Shingle Springs is committed to hiring qualified, professional staff that is committed to Montessori philosophy. The staff at Shingle Springs is passionate about the school and strives to provide a quality Montessori education to each student. The leadership team is committed to provide their staff with quality, relevant and current professional development opportunities. The dedication of CMP to its' staff was clearly evident and highly spoken of during the visit. Staff members feel supported, encourage and empowered to continue their education and seek out opportunities to follow their passion.

Commendations:

- The visiting team commends the leadership team for hiring and supporting qualified Montessori trained professionals.
- The visiting team commends the leadership team for providing meaningful and plentiful professional development for all staff.

Recommendations:

- The visiting committee recommends that the leadership team ensure and support teachers currently enrolled in Montessori training programs so that they complete their credential in the time allotted.



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SECTION V: Commendations and Recommendations

COMMENDATIONS

The AMS Accreditation On-Site Visiting Team commends the school for . . .

- The visiting team commends the principal for her strong leadership and management skills, her business savvy and her dedication to the Shingle Springs community at large.
- The visiting team commends the leadership team for its high level of organization and modeling an ongoing love of learning.
- The visiting team commends the leadership team for being open and connected to all members of the community.
- The visiting team commends the leadership team for fostering an inclusive, collaborative community.
- The visiting team commends Shingle Springs for a commitment to field experiences and academic field trips.
- The visiting team commends the teachers for continuing their education and keeping current and informed regarding Montessori curriculum, California State Common Core standards and best practices.
- The visiting team commends the teachers and assistants for maintaining beautiful, inviting environments for their students.
- The visiting team commends the Shingle Springs staff for their ability and commitment to individual students, and ways to support students in need.
- The visiting team commends the leadership team for keeping data that is organized, consistently gathered, applied, and communicated with students, teachers, and stakeholders.
- The visiting team commends the leadership team for hiring and supporting qualified Montessori trained professionals.
- The visiting team commends the leadership team for providing meaningful and plentiful professional development for all staff.

RECOMMENDATIONS

The AMS Accreditation On-Site Visiting Team recommends that the school . . .

- The visiting team recommends the leadership team be aware of burnout through administration and teaching staff, and to have a succession plan in place for administrators.
- The visiting team recommends increased use of Montessori materials in all grades in order to foster independence, spontaneous activity, and joy of discovery.
- The visiting team recommends that the leadership team explore options for in-house art, music and foreign language instruction.



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- The visiting team recommends leadership and teachers regularly revisit the topic of technology to assess usefulness/extension of work versus reliance on technology.
- The visiting team recommends that the certified staff consider how to increase the level of student involvement in individualizing work plans and goal setting.
- The visiting committee recommends that the leadership team ensure and support teachers currently enrolled in Montessori training programs so that they complete their credential in the time allotted.



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SECTION VI: Self-Study Verification Checklist

(Please mark each item as *Yes*, *No*, or *N/A* (not applicable). Any items marked as “No” must be addressed by the on-site team with a recommendation.)

- YES The school meets all Standards for American Montessori Society schools.
- N/A The following criteria for American Montessori Society schools are not currently in compliance (for example, criterion 3.1):

- N/A A recommendation has been made for any unmet standard. (Required)
- YES The self-study was comprehensive, organized and clearly a collaborative process.
- YES Profile of the School is in congruence with the self-study.
- YES The school’s Guiding Principles and Mission are in congruence with the self-study
- YES The Educational Nature of the school is in congruence with the self-study and includes all of the six essential characteristics of an American Montessori school. These are:
 1. Montessori Learning Environment - *Child-centered, responsive, adaptive with individually construed competence;*
 2. Montessori’s Learning Activities - *Materials, spontaneous activity, active learning, self-directed, freedom within limits, intrinsic motivation;*
 3. Montessori Learning Relationships - *Mixed-age grouping, social community setting, cooperation, collaboration not competition;*
 4. Montessori Spirituality - *The child as a spiritual and moral being;*
 5. What the Montessori Teacher Is - *Authoritative, observer, resource, consultant, role model;*
 6. What the Montessori Teacher Does - *Respectfully engages with learner, able to match learner with knowledge and materials, environment designer, organizer, and preparer*
- YES In the self-study report, The Educational Nature of the School discusses the school’s strengths as well as areas that need to be improved.
- YES The Learner Outcomes of the School is in congruence with the self-study and includes all of the nine essential characteristics of an American Montessori school. These are:
 1. Independence
 2. Confidence and Competence
 3. Autonomy
 4. Intrinsic Motivation
 5. Social Responsibility
 6. Academic Preparation
 7. Spiritual Awareness
 8. Global Citizenship
- YES The school has updated or written a strategic plan.
- YES The strategic plan contains goals, objectives, timelines, resources, and monitoring