**School-Specific Goals - Academic**

This form is intended to launch the individual tailoring of the Commission *Performance Framework* for each school. As part of our goal to develop a *Performance Framework* that builds upon the evaluation lens utilized by the state, we believe each school’s framework should contain measures that are representative of your individual program. Applicable Legislation: [WAC 108-30-030](http://apps.leg.wa.gov/wac/default.aspx?cite=108-30-030) Please incorporate your school-specific goals on this form. For any questions, please contact Leslie Hayden, at [Leslie.Hayden@k12.wa.us](mailto:Leslie.Hayden@k12.wa.us) or 360-725-5511.

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| Academic School Specific Goal (Indicator 4 of Academic Performance Framework – 15% of tiered rating) | | | |
| School Mission | To prepare all students to reach their full potential for future success in high school, college, career, and life, using the rich resources of our community. | | |
| School Vision | To serve as an instrument of change, helping to progress our education system to better meet the needs of students, families, and educators. | | |
| School Education Program Terms  (Attachment 4 of Charter Contract) | 1. Developmentally appropriate age-grouped classrooms 2. Self-directed learning environment 3. Learning through action and community | | |
| Student Profile –  What make a student who matriculates from your program unique?  Should be tied to Education Program Terms (attachment 4) | Students who matriculate from PCM to 10th grade possess strong executive functioning and social-emotional skills and are academically in step or in advance of their similar aged peers. PCM students can set goals, work and plan independently, and are capable of reflecting on and revising plans when needed. Students are also familiar with their community and the change they can affect within it. Gaps based on demographics have been eliminated. | | |
| Academic Program Support Area Need – As determined through data review | PCM is committed to ensuring each student makes realistic growth based on where they are and where they are targeted to be each year. MAP data for retained students from 2021-22 school year shows need for focus on Math and ELA. The Math focus required is predominantly around common language and how questions may be asked on a standardized assessment. Local state report card assessment data from 2018-19 reveals a need to focus on both Math and ELA. This need has been more exacerbated by COVID.  MAP will be PCM’s tool of choice to establish a baseline and measure growth throughout the year. MAP will be used to establish a baseline for all new students and determine where returning students come back from after summer (2022-23, 1st-6th grade). MAP (fluency) will also be used to identify students with Dyslexia indicators.  Students who score “Lo” or “LoAvg” will receive more targeted and intensive supports driven by the areas of need identified on their individualized reports combined with other formative assessments. | | |
| Goal/ Lagging Indicator  *What is the intended outcome?* | Of the students who score Lo and LoAvg on their MAPS ELA and Math in Fall 2022, half of them will achieve their MAP Projected Growth Goals by the Spring 2023 testing session. | | |
| Goal Connection  *Describe how the goal captures the school mission/vision/educational program terms/student profile.* | NWEA MAP Growth in ELA and math will allow us to track student progress in key academic areas necessary to succeed in school and life. Tracking progress in this way is essential to achieve our mission and ensure any gaps are closed during a student’s progression from Grades K-9th grade. Additionally, as there is no state assessment for students in Grades 1st-2nd, MAP provides a necessary growth tracking tool. | | |
| Leading Indicator:  What actionable steps (ex. interventions will be put in place to directly influence the outcome of the goal? How will you provide supports to staff to allow authentic implementation of the interventions? | Once students complete the benchmark assessment in the fall, our Head of School and Montessori Coach - Director of Academic Programs will meet to discuss the results and plan out interventions for students with Guides and their instructional assistants.  PCM uses the vast breadth of Montessori math materials to find the right fit to stimulate students’ interest and support growth. PCM uses Montessori materials and Heggerty at the earlier grade levels, to support ELA growth. Lexia will also be used as a grade level intervention. | | |
| Metrics  *How will you measure your goal?* | Percentage of students who hit their growth goal for their MAP assessment in ELA and Math between fall and spring assessments. | | |
| Targets  *How will you know if you are successful? Set the cut-points for each target category and give the rationale for each cut-point.* *look at past trends, current performance, and comparative data to set target cut-points.* | Category | Target | Rationale for the Target |
| Exceeds | >60% of students scoring Lo/Lo Avg meet their individual growth projection goals on Spring 2023 MAP assessment | This would mean a majority of our students met their growth target |
| Meets | 50-59% of students scoring Lo/Lo Avg meet their individual growth projection goals on Spring 2023 MAP assessment | This would meet the outcome of at least 50% of our students meeting their growth targets |
| Does Not Meet | 35-49% of students scoring Lo/Lo Avg meet their individual growth projection goals on Spring 2023 MAP assessment | This would indicate that our interventions were unsuccessful for a majority of our students |
| Falls Far Below | <35% of students scoring Lo/Lo Avg meet their individual growth projection goals on Spring 2023 MAP assessment | This would indicate that our interventions are not correlated with the gaps identified by MAP and did not have a noticeable impact on most students’ understanding of grade level standards |
| Assessment Details, Data Collection and Verification  *Explain why the chosen means of assessment and criteria for success are appropriate for measuring performance toward the goal. How often will the school collect data for this goal and how will the school share results with key stakeholders (i.e., Commission, Board, etc.)? How will data be verified if audited?* | **Why:** This measurement tool is unique as it provides a measure of growth as well as data showing how PCM students are performing compared to a nationally normed set of students from across the country.  **Frequency:** PCM students in Grades 1st – 9 (2022-23 K-6th) will take the NWEA MAP Growth assessment three times each academic year (fall, winter, spring) to evaluate growth goals and growth over time.  **Data-sharing & Verification:** Data will be shared with Guides during data dives to advise individualized work plans and make mid-year course corrections. The data will be shared with parents during family-teacher conferences where Guides will discuss the alignment with the Montessori works and observation they are making in class. Families will be provided ideas on how to support and partner with the school to support their child’s growth. Progress toward goals will be reported to the PCM board of trustees on a trimester basis. Data will be provided to the Washington State Charter School Commission as required, published in our August monthly newsletter, and provided for the board of trustees annual meeting. This report will provide plans for school-wide growth to ensure all students are experiencing adequate growth. Data can be verified through school records associated with each category. | | |
| Results Summary  *Provide a brief summary of results and evidence of assessment.* | NWEA MAP is a nationally normed progress and proficiency evaluation tool that is well known and established across the nation. NWEA MAP score reports can be found at <https://www.nwea.org/> | | |

**Academic - Lead Indicator Progress Monitoring Template**

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| **School Name:**  Pullman Community Montessori | | | | | |
| **Academic School Specific Goal**: Of the students who score Lo or LoAvg on their MAPS assessment in Fall 2022, half of them will achieve their MAP Projected Growth Goals by the Spring 2023 testing session. | | | | | |
| **Needs Area Identified:**  MAP data for retained students from 2021-22 school year shows need for focus on Math and ELA. The Math focus required is predominantly around common language and how questions may be asked on a standardized assessment. Local state report card assessment data from 2018-19 reveals a need to focus on both Math and ELA. | | | | | |
| **Leading Indicator Focus:**  Once students complete the benchmark assessment in the fall, our Head of School and Montessori Coach-Director of Academic Programs will meet to discuss the results and plan out interventions for students with Guides and their instructional assistants.  PCM uses the vast breadth of Montessori math materials to find the right fit to stimulate students’ interest and support growth. PCM uses Montessori materials and Heggerty at the earlier grade levels, to support ELA growth. Lexia will also be used as a grade level intervention. | | | | | |
| Tasks | Responsible Person(s) Involved | Professional Development/ Resources | Means to Assess Improvement | Timeline | Reporting |
| Assess all students on MAP | Head of School & Montessori Coach-Director of Academic Programs, classroom teams | MAP online testing platform | N/A | 1st – 6th students to take MAP assessment in September 2022 | MAP assessment student reports |
| Meeting to discuss student results | Head of School, Montessori Coach-Director of Academic Programs | MAP purchased PD and support + other charter leaders |  | Wednesday October 5, devise plan, school wide deep dive November 2nd | Intervention action plan generated, at second meeting touch base on progress and ID if any larger trends are appearing in data |
| Work with Guides to develop personalized plans/goals | Montessori Coach-Director of Academic Programs, Guides | MC previous experience, Guides expertise, leveraging of key partner input (National Center for Montessori in the Public Sector & Heggerty trainer). | Internal assessments rooted in specific lessons and mid-year MAP assessment will help determine growth and allow for course corrections. | October 5th – 19th |  |
| Regular check-in on student interventions and progress towards growth goals | Montessori Coach-Director of Academic Programs, Guides |  | Scheduled, regular check-ins between MC and Guides to ensure students are progressing towards their desired growth goals. | Oct 2021-May 2022 | Tracking tool (to be developed by MC and Guides)  Share general progress with the Academic Excellence Committee |
| Interim MAP Assessment | Montessori Coach-Director of Academic Programs, classroom teams | MAP online testing platform | N/A | 1st – 6th students to take MAP interim assessment in February 2023 | MAP assessment student reports shared with Staff. Course corrections planned. |
| Spring MAP Assessment | Montessori Coach-Director of Academic Programs, classroom teams | MAP online testing platform | Students will complete the spring benchmark assessment to measure growth between assessment cycles | 1st – 6th students to take spring MAP assessment in February 2023 | “Summative” student results reported to staff and families. Goes into goal planning for next year and any program adjustments if any are needed. |
| Development of program goals for Fall 2023 | Head of School, Montessori Coach-Director of Academic Programs, PCM staff |  | PCM Leadership Team will convene to discuss Winter to Spring MAP growth and build program goals for movement into the 2023-24 school year. | May/June 2022 | Goals will be shared with the Academic Excellence Committee, contributes to Board goal setting in August at Board Retreat. |

**School-Specific Goal – Organizational**

This form is intended to launch the individual tailoring of the Commission *Performance Framework* for each school. As part of our goal to develop a *Performance Framework* that builds upon the evaluation lens utilized by the state, we believe each school’s framework should contain measures that are representative of your individual program. Applicable Legislation: [WAC 108-30-030](http://apps.leg.wa.gov/wac/default.aspx?cite=108-30-030) Please incorporate your school-specific goals on this form. For any questions, please contact Leslie Hayden, at [Leslie.Hayden@k12.wa.us](mailto:Leslie.Hayden@k12.wa.us) or 360-725-5511.

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| Organizational School Specific Goal (Indicator 6 of Organizational Performance Framework) | | | |
| School Mission | To prepare all students to reach their full potential for future success in high school, college, career, and life, using the rich resources of our community. | | |
| School Vision | To serve as an instrument of change, helping to progress our education system to better meet the needs of students, families, and educators. | | |
| School Education Program Terms  (Attachment 4 of Charter Contract) | 1. Developmentally appropriate age-grouped classrooms 2. Self-directed learning environment 3. Learning through action and community | | |
| Student Profile –  What make a student who matriculates from your program unique?  Should be tied to Education Program Terms (attachment 4) | Students who matriculate from PCM to 10th grade possess strong executive functioning and social-emotional skills and are academically in step or in advance of their similar aged peers. PCM students can set goals, work and plan independently, and are capable of reflecting on and revising plans when needed. Students are also familiar with their community and the change they can affect within it. Gaps based on demographics have been eliminated. | | |
| Organization Program Support Area Need – As determined through data review | PCM is a new PUBLIC Montessori charter school. The combination of being public and Montessori presents key features that need to monitored using nationally recognized public Montessori metrics to ensure quality and fidelity. Without appropriate support, public Montessori effectiveness and performance can be impacted by compromising the curriculum, schedule, staffing structure, and personalized student approach. PCM is dedicated to meeting the needs of all learners and building strong community, within and outside our facility, but to do so we need to adhere to the high-fidelity public Montessori metrics. | | |
| Goal/ Lagging Indicator  *What is the intended outcome?* | Pullman Community Montessori will score a “meets” or “exceeds” on each domain of the Essential Elements for Montessori in the Public Sector Rubric (EER) per an annual assessment. | | |
| Goal Connection  *Describe how the goal captures the school mission/vision/student profile/educational program terms.* | Evidence indicates that a high-quality, high-fidelity public Montessori education can successfully close achievement gaps, while realizing appreciable growth in non-academic areas of executive functioning and social-emotional development. To that end, EER will serve to help PCM stay mission aligned and deliver a nationally aligned Public Montessori program with consistent quality and fidelity. | | |
| Leading Indicator:  What actionable steps (ex. interventions will be put in place to directly influence the outcome of the goal? How will you provide supports to staff to allow authentic implementation of the interventions? | EER is based on 25 standards across five domains –   1. Adults, 2. Montessori Learning Environment, 3. Family Engagement, 4. Leadership and Organizational Development, 5. Assessment.   EER will be reported on trimesterly to the PCM Board of Trustees and shared with the NCMPS regional coach. Data relevant to each domain will be contributed by PCM Admin. Progress and results will also be shared with staff.  The potential intervention used, if necessary, will depend on the category of need. A school council, board committee, or administrator may lead the intervention depending on category.  This 2022-23 EER will build upon the 2021-22 base-line EER. Progress will guide the 2023-24 school wide goals. | | |
| Metrics  *How will you measure your goal?* | The assessment will be performed by PCM admin and informed by the schools contracted NCMPS school coach. The rubric is based on 25 standards across five domains -- Adults, Environment, Family Engagement, Leadership and Organizational Development, and Assessment. The rubric articulates set criteria across a four-point scale from Exemplary to Unsatisfactory. We will assign numerical values to each item in order to improve communication through reports. | | |
| Targets  *How will you know if you are successful**? Set the cut-points for each target category and give the rationale for each cut-point.* *look at past trends, current performance, and comparative data to set target cut-points.* | Category | Target | Rationale for the Target |
| Meets (Meets Standard) | Average score of 3 or more in all 5  domains with no scores  of 1. | Schools who earn Meets Standard on most standards and Moving Towards Standard on a few, are  performing within satisfactory range. |
| Does Not Meet (Moving Towards Standard) | Average score of 2 or less in all 5 domains or a score of 1 in any. | Schools who earn Meets Standard on a few standards and Moving Towards Standard on many standards within a domain are performing below expectations. |
| Please refer to the [NCMPS EER results from the 2021-22 SY](https://mypcm21.box.com/s/pzsazaw8kzrjzbtes0bwode14eq9ys45) for the baseline assessment. | | |
| Assessment Details, Data Collection and Verification  *Explain why the chosen means of assessment and criteria for success are appropriate for measuring performance toward the goal. How often will the school collect data for this goal and how will the school share results with key stakeholders (i.e., Commission, Board, etc.)? How will data be verified?* | **Why:** EER was created through the collaboration of major national Montessori organizations over the last 25 years. The tool was then refined and elaborated by the NCMPS and is subject to continuous review by Montessori experts as well as school operators. The EER articulates nationally recognized standards of Montessori fidelity, with detailed focus on the policies and practices necessary to sustain public Montessori programs over the long term.  **Frequency:** Data will be collected on a cadence that meets the needs of the specific category and progress will be reported each trimester. **Data-sharing & Verification:** Progress toward goals will be reported to the PCM Board of Trustees. Data will be provided to the Washington State Charter School Commission as required and published in our August newsletter. This report will provide plans for school-wide growth on any goals that did not meet or exceed standards. Data can be verified through school records associated with each category. | | |
| Results Summary  *Provide a brief summary of results and evidence of assessment.* |  | | |

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| **Organization - Lead Indicator Progress Monitoring Template** | | | | | |
| **School Name:**  Pullman Community Montessori | | | | | |
| **Organization School Specific Goal:**  Pullman Community Montessori will score a “meets” or “exceeds” on each domain of the Essential Elements for Montessori in the Public Sector Rubric (EER) per an annual assessment. | | | | | |
| **Needs Area Identified:**  PCM is a new PUBLIC Montessori charter school. The combination of being public and Montessori presents key features that need to monitored using nationally recognized public Montessori metrics to ensure quality and fidelity. Without appropriate support, public Montessori effectiveness and performance can be impacted by compromising the curriculum, schedule, staffing structure, and personalized student approach. PCM is dedicated to meeting the needs of all learners and building strong community, within and outside our facility, but to do so we need to adhere to the high-fidelity public Montessori metrics. | | | | | |
| **Leading Indicator Focus:**  EER is based on 25 standards across five domains –   1. Adults, 2. Environment, 3. Leadership and Organizational Development, 4. Family Engagement, and 5. Assessment.   EER will be reported on each trimester to the PCM Board of Trustees and shared with the NCMPS regional coach. Data relevant to each domain will be contributed by PCM Admin. Progress and results will also be shared with staff.  The potential intervention used, if necessary, will depend on the category affected. A school council, board committee, or administrator may lead the intervention depending on category.  This EER will serve as a baseline and will be reflected on by PCM and NCMPS to establish goals for the 2023-24 school year. | | | | | |
| Tasks | Responsible Person(s) Involved | Professional Development/ Resources | Means to Assess Improvement | Timeline | Reporting |
| Report and plan based on previous EER with respective committees and PCM admin | Head of School, Montessori Coach - Director of Academic Programs | Targeted support from NCMPS | Relevant data will indicate if there are particular areas PCM is falling short in. PCM Leadership Team goals will be set around this data. | June - August | Respective committees & regional NCMPS coach |
| Report final assessment to full PCM Board of Trustees | Head of School, Montessori Coach - Director of Academic Programs | Support in calibrating and interpreting from NCMPS | The Final report and Leadership Team goals will be shared with the board to evaluate how the data should guide broader school-wide board goals. | August Board Retreat | Board of Trustees |
| Progress update and plan with respective committees, Leadership Team, and Board (round 1) | Head of School, Montessori Coach - Director of Academic Programs | Targeted support from NCMPS | Relevant data will be added or updated. Updated data may show growth or areas of focus. Goals may be revised or set around this data. | November-December | Respective committees & regional NCMPS coach |
| Progress update and plan with respective committees, Leadership Team, and Board (round 1) | Head of School, Montessori Coach - Director of Academic Programs | Targeted support from NCMPS | Relevant data will be added or updated. Updated data may show growth or areas of focus. Goals may be revised or set around this data. | March-April | Respective committees & regional NCMPS coach |
| End of year Audit | Head of School, Montessori Coach - Director of Academic Programs, advised my NCMPS school coach | NCMPS | The full EER assessment will be completed, and the Leadership Team will reflect and plan for the next school year | June to July | PCM Leadership Team & regional NCMPS coach |
| Report and plan based on final EER results with respective committees and Board | Head of School, Montessori Coach - Director of Academic Programs | Targeted support from NCMPS | Relevant data will indicate if there are particular areas PCM is falling short in. PCM Leadership Team goals developed in June-August will be shared. | July - August | Respective committees, Board, & regional NCMPS coach |