**School-Specific Goals (Updated May 2023)**

This form is intended to document each school’s individualized goals that are part of the Commission’s Academic and Organizational Performance Frameworks. As part of the Commission’s goal to develop Performance Frameworks that build upon the evaluation lens utilized by the state, school-specific goals are designed to contain measures that are representative of your school’s individual program. Applicable Legislation: [WAC 108-30-030](http://apps.leg.wa.gov/wac/default.aspx?cite=108-30-030)

Please fill out all sections of this form to describe your school-specific goals (Results summary is not completed until the end of the year). Guidance for each section of the goals is available at [this link](https://charterschool.box.com/s/voyzv1uj2uwnzsof7vcwtxjwz2lpkdja). If you have any questions, please contact Jess Saven Barton, Director of School Quality & Accountability at [jess.savenbarton@k12.wa.us.](mailto:jess.savenbarton@k12.wa.us)

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| School Name | PULLMAN COMMUNITY MONTESSORI |
| Grades Served | Chartered for K-9th, for the 2022-23 SY we will serve K – 7th grade |
| School Mission/Vision | **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.  **Vision:** To serve as an instrument of change, helping to progress our education system to better meet the needs of students, families, and educators. |
| Student Profile:  What makes a student who matriculates from your program unique?  (Should be tied to your school’s Education Program Terms) | 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. |

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| **Academic School Specific Goal**  **(Indicator 4 of Academic Performance Framework – 15% of tiered rating)** | | | |
| 1. **Academic area of need identified** | 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 showed need for focus on Math and Reading. While improvement was made over the 2022-23 school year, there is still a need for more accelerated growth, particularly in Math.  NWEA MAP is PCM’s tool of choice to establish a baseline and measure growth throughout the year, and over years. MAP will be used to establish a baseline for all new students and determine where returning students come back from after summer.  We will focus extra effort and monitoring on students who score “Lo” or “LoAvg”. Students scoring “Lo” “LoAvg” will receive more targeted and intensive supports driven by the areas of need identified on their individualized MAP reports combined with other screeners and formative assessments. | | |
| **2. What is the most recent baseline data for the area of need identified?** | [We are re-examining data and will update this section]. Preliminarily, we scored Meets for both ELA and Math for the 2022-23 SY. We feel we need to do better, particularly in propelling students forward in Math and ensuring they have appropriate language to navigate testing. | | |
| **3. Academic Goal:**  If you serve multiple grade bands (i.e., ES & MS or MS & HS) you need a goal for each. | 1st – 5th GOAL: Of the students who score “Lo” or “LoAvg”on their MAP Reading and/or Math in Fall 2023, half of them will achieve their MAP Projected Growth Goals in Math and Reading by the Spring 2023 testing session.  6th - 7th GOAL: Of the students who score “Lo” or “LoAvg”on their MAP Reading and/or Math in Fall 2023 (Winter 2023 in the case of Kindergarten), half of them will achieve their MAP Projected Growth Goals in Math and Reading by the Spring 2023 testing session. | | |
| **4. Goal Connection**  Describe how the goal captures the school mission/vision/student profile/educational program terms. | These goals propel PCM forward in meeting the academic component of our mission and commitment that PCM students will matriculate to be academically in step or in advance of their similar aged peers. Using MAP data with students also helps us to support our effort to ensure PCM students can set goals, work and plan independently, and are capable of reflecting on and revising plans when needed. MAP data plays into one aspect of their goal setting (as developmentally appropriate). | | |
| **5. Targets**  How will you know if you are successful? | **Category** | **Targets**: Set ranges for each category | **Rationale** for Meets and Exceeds Targets (based on prior year data if possible) |
| 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 |
| **6. Measurement Details**:  How often will the school collect data for this goal during the school year? What data source will you use? | **Frequency:** PCM students in Grades 1st – 7th will take the NWEA MAP Growth assessment three times each academic year (fall, winter, spring) to measure growth over time. Kindergarteners will take NWEA MAP Growth assessments twice per year (winter and spring) to familiarize themselves with the computer platform and assessment.  **Data-sharing & Verification:** Data on student growth in Reading and Math are accessible to Guides immediately. In our school data dives following assessments we will look at school wise and classroom wide trends. Individual progress will but examined using the Student Profile report. ASG Summary with Quadrant Chart will be used for big picture analysis of what students are in what categories (ex Low Achievement/Low Growth) and how those change over time. Class Breakdown by RIT/Instructional Area/Projected Proficiency will provide a snapshot of similar strengths and needs between student and allow Guides to drill down in to specifics within the designated categories. Custom exports will be used to monitor growth within the specific group of students who begin in the “Lo” or “LoAvg” category in Reading or Math.  Data will be shared with Guides during data dives to advise individualized work plans and make mid-year course corrections. The parent-facing MAP report 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. During this time 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 within the month following the closure of the MAP assessment window. Data will be provided to the Washington State Charter School Commission as required, published in our Annual Report, and shared in our September monthly newsletter to families. | | |
| **7. Results Summary:** Provide a summary of results for your goal (not completed until  the end of the school year).  Additional attachments are welcome.  ***All data are verified by the Commission*** |  | | |

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| **Organizational School Specific Goal**  **(Indicator 6 of Organizational Performance Framework)** | | | |
| 1. Organizational area of need identified | PCM is a new PUBLIC Montessori charter school with a Please-based Adolescent Community program.  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.  The Place-based focus of the Adolescent Community Program leverages practices inherent to Montessori but capitalizes on the rich resources our community has to offer and better prepares students for 21st century careers and educational opportunities. PCM has partnered with Teton Science Schools (TSS) Place network to establish and maintain high quality placed-based programming. Network schools use Panorama to measure performance on metrics directly related to TSS’s place-based approach. As this is the Adolescent Community Program’s founding year we need to establish baseline data that is aligned to high quality place-based programming. | | |
| 2. What is the most recent baseline data for the area of need identified? | PCM scored Meets for the 2022-23 SY. Over the year NCMPS updated the EER to better align to high-fidelity Montessori. The organization also conducted an equity audit on the EER and made appropriate adjustments. Our commitment as an organization is to growth. Our specific focus this year is to continue to move toward Strong and Exemplary Implementation.  We do not have data for the Adolescent Community Program since this is the founding year for that community. This will provide baseline data for the new program and help us identify areas of focus to improve our execution of place-based programming. | | |
| **3. Organizational Goal:** | For Kindergarten through Older Elementary classrooms, PCM will score a “meets” or “exceeds” on each domain of the updated [Essential Elements for Montessori in the Public Sector Rubric (EER)](https://mypcm21.box.com/s/pgunq7tdmtqozkf0wj2m1m1d511o6lem) published by [National Center for Montessori in the Public Sector](https://www.public-montessori.org/the-montessori-curriculum-to-standards-alignment-mcsa/) per an annual assessment.  For the Adolescent Community Program, PCM will realize a 50% or greater positive response rate on the 15 categories of the Place-Based focused Panorama Survey administered by Teton Science Schools Place Network. | | |
| **4. Goal Connection:**  Describe how the goal captures the school mission/vision/student profile/educational program terms. | These goals help support our mission to provide high quality public Montessori education and place-based programming to meet the needs of learners in our community. | | |
| **5. Targets – K-Older Elementary**  How will you know if you are successful? | **Category** | **Targets**: Set ranges for each category | **Rationale** for Meets and Approaching Targets |
| Meets | Average score of 3 or more in all 5 domains with no scores of 1. | Schools who earn Strong Implementation on most standards and Partial Implementation on a few, are performing within satisfactory range. |
| Approaching | Average score of 3 or more in 3 out of 5 domains with no scores of 1. | Schools who earn Strong Implementation on most standards and Partial Implementation on a few in most categories but earn Partial Implementation on two categories, are approaching the satisfactory range for operation of a public Montessori school. |
| Does Not Meet | Average score of 2 or less in all 5 domains or a score of 1 in any. |  |
| **5. Targets – Adolescent Community Program**  How will you know if you are successful? | **Category** | **Targets**: Set ranges for each category | **Rationale** for Meets and Approaching Targets |
| Meets | Receive a 50% or greater positive response rate on all 15 categories of the Panorama Survey in the spring. | For a newly established program this means over half of the classroom population understands and/or feels positively about all the categories related to maintaining a high-quality place-based program. |
| Approaching | Receive a 50% or greater positive response rate on 11 out of 15 categories of the Panorama Survey in the spring. And receive not responses below 30%. | For a newly established program this means over half of the classroom population understands and/or feels positively about 75% the categories related to maintaining a high-quality place-based program. |
| Does Not Meet | Receive a 50% or greater positive response rate on 8 out of 15 categories of the Panorama Survey in the spring. |  |
| **6. Measurement Details:**  How often will the school collect data for this goal during the school year? What data source will you use? | **EER –** Data will be collected on a cadence that meets the needs of the specific category and progress will be reported each trimester.  **Panorama –** Surveys will be conducted in the fall and spring to measure growth in the 15 categories surveyed. | | |
| **7. Results Summary:**  Provide a summary of results for your goal (not completed until the end of the school year). Additional attachments are welcome.  **All data are verified by the Commission.** |  | | |