

SCHOOL:	Pullman Community Montessori
Measure	School Response
Measure 1. State Accountability	No response submitted.
Measure 2a. Proficiency Geographic Comparison	<p>Trying to fully implement a Montessori model in our school presented challenges we did not anticipate, especially regarding staffing but including some instructional gaps. To address these challenges, we hope to partner with the Charter School Commission to amend our educational program terms to include adopting new ELA and Math curriculums and implementing subject specific instructional blocks. If approved, these changes will be implemented for the 2024-2025 school year.</p> <p>To add additional context to PCM’s proficiency scores, a majority of the students who are drawn to our school were not thriving in the traditional public school system. Many had historically not performed well or had come to us with IEPs, our focus was on improvement and growth, which is reflected in our school specific goals and our SGPs by equity group which cannot be shared publicly due to the n size of the groups.</p> <p>While we’re proud of the growth measured by the school specific goals, we recognize the importance of setting our sights higher in the coming years and shifting our focus from improving to achieving and exceeding the current academic standards.</p>
Measure 2b. Growth Geographic Comparison	<p>The publicly visible data for our growth is not representative of our population due to privacy concerns. Due to the small size of our student body, identifying specific demographic groups could lead to identifying specific students.</p> <p>In 2022-23, only 16 students were tested that generated an SGP. SGP scores require 2 years of testing data, therefore only our 4th, 5th and 6th grade students generated a score. We have significant highlights to share for subgroups, including students with disabilities, low income and highly capable. However, due to the small group, those scores are suppressed from the public facing report card and we are restricted from sharing the scores publicly.</p>
Measure 2c. Graduation Rate Geographic Comparison	Does not apply to our school at this time.
Measure 2d. EL Progress	Not available.
Measure 2e. Regular Attendance	We recognize the impact of absenteeism on student achievement and success. Because of this, we understand that it is critical that we implement a comprehensive plan, in

	<p>partnership with our Board, to improve our overall attendance results.</p> <p>This will include partnership with parents and staff to ensure that our attendance policies are clearly communicated and adhered to. We will also utilize the attendance tracking and notification services available through our current platform, Parentsquare, to ensure our families have the most current and up to date information regarding their students' attendance and receive support and feedback regularly from their classroom guides when opportunities arise.</p> <p>We understand that attendance can serve as an early warning sign for underlying issues such as bullying, learning difficulties, and anxiety. It can also have a dramatic impact on a student's performance and engagement in school. Where regular attendance can contribute to lifelong skills such as punctuality and responsibility, frequent absences can hinder social development and lead to feelings of isolation. This is why addressing these concerns now, in our first 5 years, is so important.</p>
<p>Measure 2f. 9<sup>th</sup> Graders on Track</p>	<p>Does not apply to our school at this time.</p>
<p>Measure 2g. Dual Credit</p>	<p>Does not apply to our school at this time.</p>
<p>Measure 3a. School-Specific Goals</p>	<p>Our school philosophy centers around meeting students where they're at. For that reason, our goals focused around growth for students who perform lower based on proficiency for our school specific goals.</p> <p>We conduct MAPS testing three times per year in order to revise instructional plans and assign Tier 1 and 2 interventions to address classroom specific as well as more targeted needs within the student population.</p> <p>We are also working with Instructional Partners to develop curriculum and administer professional development for staff specifically designed for our students and their educational goals.</p>