



Midyear Progress Message: Communications with School Community

Due: February 29, 2008

School: Community Montessori Principal: Marlene Skovsted
SIT Chair: Rodney Russ

How has progress been communicated to your community?

- SIT/PTA Meetings: September 6, November 8, February 7
- Parent education: August 30, October 11, December 6, January 24
- Parent visiting night: October 25
- Parent Conferences: October 30, November 1, 6, 7
- Report cards: November 16, February 22
- Open Enrollment Tours and Open House: November-January
- Accreditation Presentation: January 18
- Classroom Newsletters: twice per month or more
- All School Newsletter: 'The Buzz', 'Fridge Notes' and 'Buzz Bits' alternate and are sent home weekly; October 3 and 31, February 13, and March 12 directly communicate goal progress and accreditation results but all issues include school improvement topics. All communication is produced in Spanish and English and can be found on line at <http://schools.bvpsd.org/communitymontessori/>

What questions are guiding your next steps?

*What steps will you take to assure progress on your **Equity** goal?*

- CELA and literacy assessments (2/4/08) – 50% of students have reached target, goal is 60% or greater
- Revise interventions as needed

How will staff members be engaged in the inquiry process?

- Levels, ESL and SSP meetings
- Collaboration between classroom teacher and support staff (literacy, NLT, ESL, Special education)

Celebrations – Which practices are transforming student learning and the learning environment?

- Montessori materials and lessons

- Oral language development; building vocabulary and background knowledge
- Identifying consistent vocabulary lists and creating/purchasing materials
- Collaboration with library staff
- Cross grade student collaboration (i.e. reading buddies)
- Continued work with native language tutor and valuing native language
- Classroom teachers pursuing ESL endorsement and support of ESL teacher
- Parent involvement: book bags, parents reading in native language, Intercambio, parent education, community building events (i.e. soccer, tamale making, carnival)

Challenges – What are we doing when our students are not achieving?

- SSP meeting to revise interventions and/or affirm that ‘transforming’ practices are truly in place for this child
- More Spanish books going home and coming back
- Parent communication regarding homework, vocabulary lists, reading
- Work with family regarding after school ‘Family Learning Center’

*What steps will you take to assure progress on your **Achievement** goal?*

- Winter writing assessments, First Steps continuum
- Revise interventions and MTEs as needed

How will staff members be engaged in the inquiry process?

- Levels and SSP meetings
- Collaboration between classroom teacher and support staff
- Professional development around new writing program (“Being a Writer”)
- Professional development (Ledbetter reading/writing)

Celebrations – Which practices are transforming student learning and the learning environment?

- Increased use of moveable alphabet for early writers
- 6-traits books catalogued for easy reference in library
- Continued authentic writing projects
- Increased writing opportunities and projects
- Preliminary use of new writing program, ‘Being a Writer,’ is showing success
- Increased teacher modeling of writing is effective
- Language arts adoption materials being ordered to align with Montessori curriculum

Challenges – What are we doing when our students are not achieving?

- Increase interventions for struggling writers
- Collaborate with colleagues informally and through SSP meetings
- Revise First Steps MTEs and increase small group work
- Individual consultations with struggling writers

- Professional development focusing on in-house successes
- Parent education on using oral language to support writing
- Focus more on pre-requisite skills and/or writing process

*What steps will you take to assure progress on your **Organization** goal?*

- Monitor peer mediation and problem solving reports;
- Climate liaison and consultant feedback

How will staff members be engaged in the inquiry process?

- Staff meetings, book groups, teacher collaboration
- Staff survey/interviews/professional development with consultant and on-site team
- Monthly meetings with paras

Celebrations – Which practices are transforming student learning and the learning environment?

- Anti-bias curriculum units on a weekly basis
- Student leadership teams: peer mediation, activity directors, classroom educators
- Glasser model used throughout building
- Regular class meetings in all classes
- Restorative justice (all staff trained)
- Grace and courtesy lessons; consistent expectations
- Classroom community gatherings
- After school community building (i.e. soccer, Intercambio, carnival)

Challenges – What are we doing when our students are not achieving?

- Social group meetings with school social worker
- SSP meetings
- Targeted anti-bias lessons
- Student leadership: peer mediation, targeted classroom educators
- Restorative justice
- Continuing to discuss consistent school wide practice and expectation