

## 08-09 Midyear Progress on Goals

You will find below a review of our 08-09 school goals and a summary of the progress being made toward these goals. This section concludes with an explanation of the BVSD school improvement process. If you have any questions do not hesitate to talk with me, your child's teacher, or any of our SIT-PTA leaders who are responsible to help set and monitor our school goals.

### The Community Montessori Vision and Mission guide our work

Vision: The Community Montessori graduate:

- has developed a respect and responsibility for self, others and the environment
- has attained the skills and commitment to make a worthwhile contribution to society
- is a life-long learner

Mission: In partnership with families, CM of Boulder Valley challenges the intellectual, social, emotional, and physical potential of a diverse student population by providing a quality Montessori program aligned with state standards and the BVSD strategic initiatives.

### School SMART (specific, measurable, attainable, results-based, time-bound) Goals

SMART Goal for **Achievement**: Community Montessori's weighted index as measured by the 2009 CSAP in Writing will increase by at least 5 points over a two-year period, rising from 96 to 101.

SMART Goal for **Climate**: We will increase the positive response rate by 10 percentage points on the BVSD Student Climate Survey over a two year period on items: #14-not made fun of because different; #18-school rules easy to understand; #30-I have not been physically hurt; #31-students with disabilities are treated fairly; #37-not teased because of different language

SMART Goal for **Equity**: 60% of our NEP (Not English Proficient) and LEP (Limited English Proficient) students will meet grade level benchmarks in reading or make more than a year's growth.

Goal for School **Operations**: To maximize safety in building, on playground and during arrival/dismissal.

Each goal plan consists of strategies that will change practice, policy or programming through action in three domains: the classroom, the school organization/design, and parent/ community partnerships.

### Mid year progress to date on goals

The completed mid year progress report is available on line

(<http://schools.bvsd.org/communitymontessori/>) or hard copies are available in the office.

**Achievement**: The writing program, "Being a Writer," is being utilized in all classrooms. Teachers continue to improve their practice through professional development and collaboration. Writing happens daily through the Montessori works and the writer's workshops. Focus on homework, authentic writing and published work refines skills and stretches learning. Published works include short stories, research reports, folk tales, biographies, timelines, personal narratives and fables. Rubrics are

utilized to identify specific skills for continuous improvement. The classroom teacher and other support personnel provide targeted instruction. Areas of focus include grammar, sentence diagramming, the building of background knowledge, and vocabulary development. Children regularly practice all aspects of the writing process--planning, drafting, revising, editing and publishing. Classrooms are implementing the new spelling adoption, "Words Their Way." Parent volunteers continue to prepare the spelling materials to align with Montessori format. Five full sets have been cut, laminated, sorted and labeled.

**Climate:** Professional Development and collaboration is ongoing among teachers in *The Nurtured Heart* positive behavior support model. Explanation and quotes from the Inner Wealth Initiative occur in classroom and school newsletters. A parent information night was offered on restorative justice, conflict resolution and the nurtured heart approach. Dinner conversation topics have been published in the school and classroom newsletters. Direct instruction happens in the classroom through grace and courtesy lessons and anti-bias curriculum lessons. Our community building events, Kermes and Sock hop, were well attended by families with children of all ages and even some alumni. Our continuous commitment is for adults and children to practice daily respect, kindness and caring for each other while we learn together in our Montessori community.

**Equity:** Staff assist children to develop background knowledge, increase vocabulary and support syntax through preview and review of core lessons. In-class content area assessments inform targeted instruction. Teachers collaborate and participate in advanced study to obtain ESL endorsement and to continue learning about second language acquisition. First language/culture is supported in the classroom to bridge a strong transition to English. Staff research community organizations to connect students with additional academic and social resources. Staff and parents organize books/materials for check-out to provide consistent support for students at home. The SIT-PTA sponsors multicultural community events and after school soccer teams to build a strong and cohesive community. The SIT-PTA raises funds and helps to write grants to support the Montessori program and all children. A grant was awarded from the Community Foundation to purchase a set of translation headsets so that more parents can participate in meetings.

**Operations:** Staff, parents and students continue to practice safety drills and procedures. The lock out/lock down drill has been a particular focus. District leadership, principal and parents have reviewed our school exit/entrance patterns. The arrival doors are open for a 15 minute window and are supervised. The playground door is open during play time and is supervised. For the remainder of the day all other doors are locked except the front door. If outdoor environment doors are open, they are supervised. District leadership is working with Community Schools to determine the best solution to ensure that their door is locked or supervised as well. Implementation will be complete by fall. We appreciate the new fencing and expanded space on the playground. The adaptation of the play structure to increase safety for our youngest children has proven effective. The parent committee who reconvened to explore safety options in the arrival/dismissal loop and Gillaspie cross walk met with district leadership. An engineer has been hired to

review our arrival and dismissal procedures. Input from the community will also be carefully considered before final recommendations are made.

### Accreditation Portfolio

Staff and parents provide involvement in setting/refining SMART goals and action plans while the school SIT (School Improvement Team) guides the process and oversees the product. The TIES/SIP Accreditation Portfolio represents the work of the schools in the School Improvement Process (SIP) through Tools of Inquiry for Equitable Schools (TIES). Each fall, members of the District Accountability Committee (DAC) review the portfolios and conduct interviews with principals and SIT members to accredit schools and provide feedback. The comprehensive annual accreditation portfolio in BVSD consists of several components for each school:

- The DAC accreditation report which includes the TIES inquiry process, DAC review and interview, administration review and a Board report to the public.
- School customized report to the community
- Onsite review every 5 years (2008 for CM)
- The Colorado Department of Education School Accountability Report (SAR)
- The federal “No child Left Behind” annual yearly progress determination (AYP).

### TIES Process

*The TIES vision is to create and sustain a network of high achieving schools where patterns of achievement are not predicted by race, ethnicity, gender, poverty, ability, sexual orientation, or language.* The TIES team attended training in the summer and meets regularly to provide leadership to other staff and parents to develop school goals and set action plans. The TIES cycle of Inquiry is used to determine statements of celebrations and challenges in our data trends and patterns. Prior results are carefully reviewed, brainstorming occurs regarding root causes for high leverage problems and theories of action are formulated. Smart goals and action plans are then written in four areas--achievement, equity, climate and school operations.