

## **2009-2010 Midyear Progress on Community Montessori Goals: March 10, 2010**

You will find below a review of our 09-10 school goals and a summary of the progress being made toward these goals. The completed midyear progress report is available on line (<http://schools.bvsd.org/communitymontessori/>) or hard copies are available in the office. If you have any questions do not hesitate to talk with your child's teacher, SIT-PTA leaders who are responsible to help set and monitor our school goals, or Marlene.

### 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.

### We utilize the TIES Process to set our goals

*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 attends training 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 three areas--Achievement, Equity, and Climate.

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

**SMART Goal for Achievement:** Community Montessori's weighted index as measured by the 2010 Writing CSAP will increase by at least 5 points over a one-year period, rising from 90 to 95.

**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 in reading by spring of 2010.

**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 (2008-2010) 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. YEAR 2: We will increase the positive response rate by at least 6 percentage points on the BVSD student climate survey: #30 and #31 by spring of 2010.

### Midyear progress to date on 09-10 goals

Each goal plan consists of strategies that will address practice, policy or programming through action in three domains: the classroom, the school organization/design, and parent/community partnerships. Each teacher aligns classroom and personal goals with our all-school goals. SIT-PTA helps to monitor goal progress and also aligns fundraising and community support with our CM school improvement plan (SIP). Progress is reported on goals in November, March and at the end of the school year.

**Achievement:** The Montessori curriculum, the prior year's CSAP results, writing rubrics, and the district 'Curriculum Essentials Document' serve to drive and differentiate writing instruction. Students continue to write in their letter journals, notebooks and integrate assignments from all the content areas. Homework is aligned with writing target areas. The writing program, 'Being a Writer,' is being utilized in all classrooms and is supplemented with extended writing lessons and Montessori lessons. Generally, 'Being a Writer' is well-utilized for content and voice, and extended lessons target mechanics and conventions. Writing happens daily through the Montessori works, and writer's workshop occurs 4 times per week. Focus on homework, authentic writing and published work refines skills and stretches learning. Children regularly practice all aspects of the writing process--planning, drafting, revising, editing and publishing. Outlines and graphic organizers are utilized. Rubrics are created with students for each step in the writing process to identify specific skills for continuous improvement to be taught during writer's workshop. Peer conferencing and weekly conferencing occurs during writer's workshop. Some students are participating in writing poetry through a 'writers in the school program' with University students. Classrooms are implementing the new spelling adoption, "Words Their Way."

**Equity:** Teachers continue to align their lessons with the 'DRA2' focus areas for instruction, the newly developed district 'Curriculum Essentials Document' and the ESL standards. Staff assists children to develop background knowledge, increase vocabulary and support syntax through preview and review of core lessons. Specific strategies include games, think-pair-share, reading directions, literacy bags, books on tape, and peer teaching with older students. ESL teachers are meeting monthly to create assessments aligned with ESL standards. Students/teachers are creating rubrics to assess their summary work. Winter reading assessments are complete and trained teachers are using Advantage Math assessments for targeted ESL students. First language/culture continues to be supported in the classroom to bridge a strong transition to English. Staff research community organizations to connect students with additional academic and social resources. 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. Teachers presented to ELL families 'a read at home' literacy event at school. Strategies are also shared with parents at conferences and through newsletters. Teachers collaborate and participate in advanced study to obtain ESL endorsement and to continue learning about second language acquisition. Teachers are engaging in professional development in the following areas: sheltered instruction, building vocabulary and background knowledge, creating language and content

objectives, providing comprehensible input and opportunities for learning through varied and multiple interactions.

**Climate:** Professional development and collaboration is ongoing among teachers and parents in the *Nurtured Heart Approach (NHA)* to positive behavior support. Explanation and quotes from All Children Flourishing and the Inner Wealth Initiative occur in classroom and school newsletters. 50 copies of the book, All Children Flourishing, have been purchased by parents/staff. 20 parents participated in a 5-week class on the Nurtured Heart Approach to positive discipline. Four teachers attended the NHA advanced training in January. Dinner conversation on social skills topics have been published in the school and classroom newsletters. Direct instruction happens in the classroom through Lessons in Montessori Grace and Courtesy, Restorative Justice, the anti-bias curriculum, social skills, and peer mediation. Staff training and classroom lessons have occurred on hidden disabilities as well as visible disabilities. A bibliography was created by our media specialist to support classroom instruction and our all-school goals. Our community building events, Kermes and Sock hop, were well attended by families with children of all ages and even some alumni. The Positive Behavior Support (PBS) “Code of Respect” has been introduced to all children. Posters clearly identifying our Community Montessori Code of Respect were distributed and the new code of respect taught in the classrooms. Ask your child about the Community Montessori Code of Respect: Respect Self, Respect Others, Respect the Environment. Everything we strive to do and be as individuals and as a community reflect this code of respect! 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.