

Midyear Progress Report on Equity, Achievement and Climate Goals
Due: February 26, 2010

School: Community Montessori **Principal:** Marlene Skovsted **SIT Chair:** Lisa Gardner-Sweeney

SMART GOALS

Equity (E): 60% of our NEP and LEP ELLs will make more than year's growth in reading or meet district grade level benchmark in reading by spring of 2010.
60% of our NEP and LEP ELL 4th and 5th graders will make a score of 50 or greater according to the Colorado Growth Model by spring of 2010.

Achievement (A): 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 90-95.

Climate (C): We will increase the positive response rate by at least 10 percentage points on the BVSD Student Climate Survey: #14, #18, #30, #31 and #37 over a period of two years from 2008-2010. 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.

Attach electronic copy of your fall progress report to your school community on your current year school improvement plan.
Date of Publication: School Newsletter – March 10, 2010.

Published Midyear Progress Report Section

Midyear Progress Report on Equity, Achievement and Climate

Using Inquiry 5 of the School Improvement Plan, describe progress on each strategy. Add more rows as necessary. If you have added strategies since the SIP was submitted, include them.

Transformational Strategies (Column 1 of Inquiry 5)	E A C	Status	Evidence of Progress	Elaboration/Comments/ Issues
Align teaching lessons with focus For Instruction and CED along with CSAP rubrics and look for gaps in our instruction in reading and math literacy	E	3	Teachers have created individual goals aligned with our all-school equity goal to address areas of students’ needs. Each teacher has participated in a goal conference with principal to discuss ‘High 5’ students and plans of action.	
		2	Teachers are creating reading logs and check lists addressing ELRs based on the ESL standards in the CED and Focus for Instruction areas per grade level.	Teachers working on a framework/ structure for summary and students are creating rubrics to assess summaries.
		3	Guided reading lessons now incorporate writing a summary, reflection, and interpretation. Other research–based lessons are utilized to make progress and on-going assessments document that progress.	Children are playing games like checkers and card games, doing think-pair-share and working on reading directions
		3	Upper elementary classroom are working with a kindergarten classes to improve oral	

		2	language skills and reading skills. Classroom teachers and ESL teachers are focusing on the vocabulary from the CED in language arts, math, science and social studies to ensure that all students understand grade level vocabulary.	
		2	Teachers are grouping students for reading instruction according to DRA focus for instruction.	
		3	Trained teachers are using Advantage Math assessment for targeted ESL students.	
Create a shared on-line repository for lesson plans that are research-based related to teaching the 5 elements of reading: fluency, comprehension, phonics, phonemic awareness, and vocabulary. Teachers will add a lesson plan connected to a specific element with a focus on comprehension and vocabulary	E	1	Sub-committee piloting a shared space for staff.	
Teachers will use Word Task Analysis assessments to help drive their instruction around phonics, phonemic awareness and fluency.	E	3	A teacher is using the higher level tasks to help her focus her instruction for children already meeting grade level benchmark. (One student is an ELL)	
		3	3 teachers attended the Task Analysis training and shared new ideas/learnings for how to use this information for progress monitoring and teaching of specific skills.	

		3	Winter assessments completed	
Teachers will continue to learn ways to build background knowledge and vocabulary with ELLs	E	2	8 teachers and the principal are taking a class through Language, Culture and Equity to gain more ideas for building background knowledge, vocabulary and ways to improve comprehension and reading skills for ELLs.	Have already completed 5 classes- sheltered instruction and building background knowledge, creating language and content objectives, comprehensible input and interaction. Have met five times-the class meets six times Have met about Chapters 1-4
		2	2 teachers are participating in a book group study called "Teaching Reading to ELLs."	
		3	Teachers are including content vocabulary in parent letters and homework assignments.	
		3	Math problem solving homework is being translated into Spanish.	
		3	Native language tutor is using Spanish language science materials and sheltered English to support reading in science.	
		3	Kindergarten ELLs working with individual language coaches (Korean, Chinese, French, Turkish).	
		3	5 th graders are working with kindergarten ELLs for additional language support in class and in social situations.	
Develop strategies for parents to		3	Teachers are sending literacy bags and books on tape home.	

use while reading with their children	E	3	Some teachers attended a workshop at the 2009 Public School Montessori Forum called "Connection--Home and School for Diverse Families." (11-14)	
		3	Teachers presented to ELL families a read at home literacy event at school.	
		3	Parent/Teacher conferences were completed and many strategies for the parents were shared with parents.	
		3	Teachers continue to share ideas about literacy development in their newsletters.	
Write on a daily basis to practice targeted instruction and the writing process. Targeted instruction will include mechanics and conventions (standard 3).	A	3	Students utilize writing journals, letter journals, DOL notebooks, integrated assignments from all content areas, peer review board, and research journals. Students publish narratives and nonfiction reports with posters and books.	
Supplement <i>Being a Writer</i> with additional trade books including Spanish titles, targeting specific skills and literary elements.	A	2	Teachers are currently compiling lists of trade books used. List of Spanish titles has been completed. Supplementing <i>Being a Writer</i> with extended writing lessons and Montessori lessons.	
Provide weekly feedback through conferencing. Students and teachers track progress.	A	3	Revisions and notes are included in writing journals. Teachers are tracking in grade books. Peer conferencing and weekly conferencing during writer's workshop. Rubrics are created with students for each step in the writing process and for the skills being taught during writer's workshop.	
Address deficit areas based on	A	3	Completed list.	

CSAP data, specific to grade levels.				
Provide additional, targeted instruction for struggling writers using ELR's from CED.	A	3	Small group and individual instruction is tracked in grade books. Writer's workshop at least 4 times per week.	
Develop ELL-aligned writing assessment tool using the English language profile ELRs in the new CED to more effectively drive instruction.	A	2	ELL teachers are using ELRs to drive instruction. Teacher in ESL endorsement cohort is working on creating this assessment.	
Writers in the School program.	A	3	Students write poems once per week. Will publish work as a culminating project.	
Classroom/School Climate Liaison meeting at district 2/2010	C	1	Meeting cancelled at district, no follow up meeting known at this time	
Elementary Paras – meeting with principal and social worker	C	2	Playground management and hidden disabilities	Training for Elementary Paras
Grace and courtesy, Nurtured heart approach, anti bias, social skills, restorative justice, classroom meetings, peer mediation, and other affective lessons being taught. New PBS code of respect implemented	C	2	Distributed Positive Behavior Support logo to each teacher, who then taught new code of respect; implementation in the classroom	Implementation of PBS goal Larger posters on the PBS logo to come (Elizabeth).
Open enrollment tours	C	3	Tour of school, support to new families	

Open House	C	3	Tour of school, classrooms support to new families	
Nurtured Heart Approach	C	2	School newsletter BUZZ explanation, classroom newsletter explanation, staff newsletter 3 teachers trained in January, 1 re-vamp Continued training of support staff	Continued implementation of PBS model
Teach Language of physical disabilities (visible and invisible) and how we can treat them fairly. Review what physically hurt means and introduce what emotionally hurt means	C	2	Social worker implementing affective lessons throughout elementary classrooms	Social worker has begun teaching meaning of invisible and visible disabilities in classrooms and is setting up future sessions in classrooms who have not done them yet.
Peer Mediators teaching social strategies to lower elementary students, conflict resolution and playground games. Peer mediators also on Primary playground serving as conflict resolution sources.	C	2	Ongoing	
Curriculum based measures – document what lessons have been taught	C	1	Teachers will document what lessons they have given in levels binder	Nicole will print out calendar and put them in the binders. Teachers can begin documenting at next levels meeting.

Community Parent Education Night Take Time to Read – An ESL Family Night 2/25/10	C	3	Collaboration of teachers and ESL staff to support home language and English literacy	
Dinner Conversation Cards	C	1	Social Worker	December-present
All school events	C	2	Sock Hop/ Silent Auction 2/19/10	Many more events scheduled

***Key** 3 = fully implemented 2 = implementation in progress 1= in planning stage 0 = cancelled or not started