



Midyear Progress Report on Equity, Achievement and Climate Goals
Due: February 25, 2011

School: *Community Montessori*

Principal: *Marlene Skovsted*

SAC Chair: *Sarah Lee*

SMART GOALS:

Equity (E): We will increase median growth scores in writing on the CSAP assessments for ELLS from 27.5 to 49; overall weighted index scores for ELLs from 44 to 50; median growth scores for special education students from 45.2 to 50, by spring of 2011.

Achievement (A): We will increase the median growth scores in writing on the CSAP assessments from 47-55; we will increase the weighted index for 3rd graders in writing on the CSAP assessments from 86 to 91, by spring of 2011.

Climate (C): We will increase favorable response on the climate survey in the areas of physical aggression (#30, 6), hurtful language (#12, 15) and exclusion (#3, 21); we will gather baseline data on specific incident details (event, date, time, resolution), by spring of 2011.

School Goals: Mid-year Progress Report to Community; February 11, 2011

SMART Goals (Specific, Measurable, Attainable, Results-based, Time-bound)

SMART Goal for Achievement: We will increase the median growth scores in writing on the CSAP assessments from 47-55; we will increase the weighted index for 3rd graders in writing on the CSAP assessments from 86 to 91, by spring of 2011.

SMART Goal for Equity: We will increase median growth scores in writing on the CSAP assessments for ELLs from 27.5 to 49; overall weighted index scores for ELLs from 44 to 50; and median growth scores for special education students from 45.2 to 50, by spring of 2011.

SMART Goal for Climate: We will increase favorable response on the climate survey in the areas of physical aggression (#30, 6), hurtful language (#12, 15) and exclusion (#3, 21); we will gather baseline data on specific incident details (event, date, time, resolution), by spring of 2011.

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. SAC-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, February and at the end of the school year. If you have questions, do not hesitate to discuss our school goals with your child's teacher, SAC-PTA leaders, or with the principal.

Achievement: All classrooms are writing daily and throughout curriculum subject areas. The program 'Being a Writer' is well-utilized for content and voice and is being supplemented with targeted lessons on mechanics and conventions. The Montessori curriculum, the prior year's CSAP results, writing rubrics, and the district "Curriculum Essentials Document" serve to drive and differentiate instruction. Students continue to write in their letter journals and notebooks in addition to edited works and for a variety of audiences. Homework is aligned with writing target areas. Teachers share best writing lessons and analyze children's writing samples to determine level of proficiency and next steps for individual student growth. Parents are involved in a variety of ways. Primary teachers presented to parents on Montessori education in September. 80% of parents attended Parent Visiting Night and 100% of parents attended parent-teacher conferences in October to learn about Montessori Lessons and their student's work in the classroom. Staff presented an information night for parents of children who have a primary language other than English in their home, in November. In January-February teachers have created writing rubrics to make expectations clearer to students, teachers and parents. Exemplars and rubrics have been included with homework assignments. Teachers have renewed their focus on writing inter-rater reliability and communication to students and parents about what is expected for proficient or advanced scores in grade level writing samples.

Equity: Teachers are planning lessons closely aligned with the district grade level Curriculum Essentials Document (CED) expectations. Teachers differentiate instruction through the Montessori Model. Writing interventions occur with the classroom teacher and with support specialists. Instruction is targeted and progress closely monitored. Two thirds of classroom teachers have obtained their ESL endorsement in addition to Montessori and CO state licensing. Teachers regularly shelter instruction and support language acquisition through building vocabulary and background knowledge. 80% of CM teachers have participated in a district equity cohort. From August through February teachers have collaborated at levels meetings three times a month and attended district in-service sessions in backward design, progress monitoring, RtI (tiered response to intervention), sheltered instruction in writing, math assessments, and number sense work. Thanks to the passage of the 3A mill levy, some funds have been restored to schools. We have been able to increase some interventionist time from three days to five days per week. Teachers meet weekly with support staff to determine push-in, pull-out or co-teaching strategies for students struggling on specific skills. DRA2 assessments for targeted students were completed by February 1st to insure monitoring of continuous and adequate progress.

Climate: Lessons continue in Montessori Grace and Courtesy, Restorative Justice, the anti-bias curriculum, conflict resolution, social skills, and peer mediation. Staff continues to participate in Nurtured Heart Professional Development. All staff spent a half day learning principles and practice on September 20th. Many parents have purchased the nurtured heart book, All Children Flourishing and some parents are attending a 4-week parenting class. The consistent language used at CM was discussed and passed out at Back to School Night and at new parent coffees. NHA information appears in school and classroom newsletters. The Positive Behavior Support (PBS) “Code of Respect” has been introduced to all children. Posters clearly identifying our Community Montessori Code of Respect are displayed throughout the school. Ask your child about the Community Montessori Code of Respect: **Respect Self, Respect Others, Respect the Environment.** Desirable character traits have been identified and distributed to all staff and are communicated to parents in newsletters. Please celebrate and articulate to your student when you see evidence of **respect, consideration, self-control, generosity, patience, cooperation, risk-taking, courtesy, independence, and tolerance.** Everything we strive to do and be as individuals, and as a community, reflect this code of respect and these positive attributes.

A key strategy this year to extend our peaceful environment to less structured times of the day has been to reduce the number of children in the lunchroom and on the playground at any one time. We are happy to report that we do observe a difference now that we have switched our lower and upper elementary scheduling. Yes, we know that the children miss each other sometimes, but supervision is much more realistic and has created a positive experience for more children than in the past. Elementary supervisors meet on a monthly basis and have collected specific data to discuss with principal and teachers. At the primary level the parents have attended training. In addition, we have hired two additional playground supervisors for the primary playtime.

The completed mid-year progress report is available on line or hard copies are available in the office.
(<http://schools.bvsd.org/communitymontessori/>)

Published Midyear Progress Report (continued)

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Due: February 25, 2011**

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
ACHIEVEMENT				
Assessments, standards and the Curriculum Essentials Documents will drive instruction	A	2 3 3 2	<ul style="list-style-type: none"> • Lower EL: Bi-monthly levels meetings, including Literacy teacher, to clarify alignment of district standards with writing rubrics • Upper EL & Primary: Created writing rubrics to make expectations clearer to students, parents and teachers; lower el is using existing rubrics and involving parents with CSAP released items • SEPT. 23—CED backwards design (Ellen, Jill) • Teachers continue to supplement ‘Being a Writer’; and students continue to write everyday and throughout the curriculum 	<p>We are looking forward to revised and consistent District rubrics aligned with new state standards in the summer of 2011</p> <p>Teachers regularly refer to grade level CEDs to plan their lessons. Backwards design is essential to the planning.</p>
Teachers will regularly share highly effective lessons with levels teams and use learned instructional strategies for targeted instruction. This will result in teachers knowing and using best practices and all available resources to fully implement curriculum and support students.	A	1 2 2	<ul style="list-style-type: none"> • <i>Primary:</i> Will begin bi-monthly meetings focused on writing as upper and lower el are doing • <i>Lower EL:</i> Teachers beginning second round of sharing student writing—inter-rater reliability and follow-up lessons/interventions for individual students • <i>Lower and Upper El:</i> Bi-Monthly meetings with level teams grading student work, compare/contrast scores, reflect on similarities, differences, and clarifying and providing suggestions for sharing highly effective lessons 	<p>For this to happen during the 2010-2011 school year we meet for a staff meeting only once a month; we have expanded our communication through email and our staff weekly newsletter. This has provided benefits and challenges; we look forward to more collaboration time in the future in addition to staff meeting</p>

		2	<ul style="list-style-type: none"> Use CSAP released items; Students should be able to explain scores for various samples. 	time.
Teachers will regularly collaborate with levels teams to evaluate student writing and define targeted instruction.	A	2	<ul style="list-style-type: none"> <u>Primary</u>: Checklist of expectations from Being a Writer (5 bullets) goes home once a month so parents can see where their child is at. <u>Lower EL</u>: Sending writing samples to parents to convey exemplars of low, average and high samples. <u>Upper</u>: Sending student version of rubric home with assignment 	Bulletin board displays proficiency leveled writing rubric for viewing as elementary parents enter building
Teachers will develop a clear RtI plan when a student is not succeeding	A	1 2	<ul style="list-style-type: none"> AIMS Web Training with Colleen on February 9th Teachers have reviewed past year's performance data and CSAP data, and current student performance data, and are predicting CSAP expected scores; they are taking time to reflect and discuss with team if there are students who need more intervention to perform proficient on the CSAP even though there classroom work demonstrates proficiency 	Planning time for teachers and support staff is essential
<u>School</u> -Across grade Level articulation -Across subject implementation; Integrate writing in all subjects including specials	A	3 2 2	<ul style="list-style-type: none"> Revise Exit Criteria (K-1st) with lower elementary Provide PD at a levels meeting to assist with giving content based assignments aligned with the CED <u>Upper EL</u>: Specials teachers are providing writing prompts based on current studies (in art, music, and PE) to be used in the classroom. <ul style="list-style-type: none"> Students are aiding in this process 	Buddy reading and writing with paired multi-level classrooms continues and is a priority as time permits
<u>Community</u> Parent Education Parent Visiting Night Parent Conferences Report cards Homework Writing Journals	A	3 3 3 3 2 2	<ul style="list-style-type: none"> Primary Parent Education: September 23 Parent Visiting Night: October 7, Feb. 24 ESL Parent Education: November 4 Fall Conferences. Oct. 12-21 Reports Cards: Nov. 19 Rubrics/Exemplars as homework Jan.-Feb. Writing Journals weekly/rubric added in Jan. 	25-30 parents present at each session; 100% parent participation at conferences; 80% participation at Parent Visiting Night Teachers communicate with parents regarding meaningful journal participation

EQUITY

<p>RtI: TIER 1 writing interventions for our subgroups will be targeted and closely monitored</p>	<p align="center">E</p>	<p>2 3 2 3 3 3</p>	<ul style="list-style-type: none"> • Interventions will occur in the classroom and be monitored by CBMs in the areas of spelling, syntax, and word count • One of our ESL teachers has added extra hours, on Monday and Friday as of January 3rd and is now full-time thanks to the 3A restoration \$ • Cristi meets with 5 ELL students during breakfast to build oral language skills related to writing (and math) • Training occurred with all teachers on how to access and complete the BVSD RtI on-line forms—Sept. 9th • AIMS WEB training will occur on Feb. 9th • Upper El: Purchased book for each teacher based on ESL teacher’s recommendation- Every Teacher’s Tool Kit, Closing the Achievement Gap for ELL’s—this is providing common language for collaboration team discussion 	<p>Teachers are evaluating which CBMs are most effectively guiding instruction</p> <p>Our psychologist completes RtI forms on line during all PSTs and all tiers; all teachers do not have laptops and this is a source of frustration. There is also overlap on the RtI forms which our psychologist has adapted to</p>
<p>RtI: TIER 2/3 or SPED writing interventions for our subgroups will be targeted, aligned with classroom instruction, and closely monitored</p>	<p align="center">E</p>	<p>2 2 3</p>	<ul style="list-style-type: none"> • Push in, pull-out or co-teaching occurs as needed; weekly meetings with support specialists and teachers to plan; this support offers immediate one-on-one and small group instruction as necessary. • Four teachers are taking an ESL Sheltered Instruction in writing class • DRA2 assessments for targeted students were completed by February 1st to insure monitoring of continuous and adequate progress. 	<p>Planning time for classroom teachers and interventionists is essential. We must be careful to reach the appropriate level of push-in and pull-out</p> <p>75% of ELLs who began CM in preschool are meeting grade level reading benchmarks</p>
<p>Incorporate Math language into our oral and writing instruction</p>	<p align="center">E</p>	<p>2</p>	<ul style="list-style-type: none"> • K-2 screenings, Galileo, Mary Pitman presentation and continuous integration 	<p>Math, per say, is not our primary goal area</p>
<p>Professional Development/Leadership</p>	<p align="center">E</p>	<p>2 3 2</p>	<ul style="list-style-type: none"> • Our ESL interventionists participated in a district ELL class on sheltered instruction • Four teachers participated in a sheltered instruction class in the area of writing • Two teachers are participating in a year-long equity cohort and provide staff leadership on 	<p>Eight teachers are ESL endorsed and one teacher is in an ESL cohort. Two teachers are eager to be accepted into a cohort but have not been in our district for three years and do not qualify</p>

Community Partnerships		2	<ul style="list-style-type: none"> cultural proficiency issues with our staff We continue to collaborate with Dream Catchers and the Family Learning Center 	
CLIMATE				
Reduce the number of children on the playground/lunchroom at one time	C	3	<ul style="list-style-type: none"> Lower elementary have lunch/play at 11:15, Upper elementary have lunch/play at 11:55 	This has been a very positive change even though we have a very tight schedule due to the sharing of cafeteria and gym
Increase observation, supervision and documentation of incidents on playground	C	3	<ul style="list-style-type: none"> Data collection was gathered, shared and reflected on at levels meetings 	<p>It was decided that we had enough additional data and to resume consistent supervision rather than more data collection. PSR documentation and office referral procedures continue</p> <p>We have found that we are not able to rely on parent volunteers for playground supervision at the primary level; they are not able to consistently keep their commitment</p> <p>We have found that it is difficult to provide greater teacher supervision on the elementary playground due to prep, children finishing work, and meetings with support staff</p>
		3	<ul style="list-style-type: none"> Follow up with assistants at monthly meeting with principal and teacher liaison; discussed repeat offenders, consistent consequences and expectations from all paras on duty. 	
		2	<ul style="list-style-type: none"> Empowerment of paras to discuss at group in classroom with teachers present; this is happening sometimes 	
		3	<ul style="list-style-type: none"> Teachers followed up with students in class- -paras should be included in these meetings with students to honor their role 	
		3	<ul style="list-style-type: none"> Upper El: Having children work through solving problems based on data gathered, modeled on TIES process 	
Embed the Community Montessori code of respect and the Nurtured Heart Approach (NHA) in classroom instruction and practice, across common areas, extend to playground and home	C	3	<ul style="list-style-type: none"> Upper El: Changing peer mediation- Upper El Students with Upper El students on playground, not with lower el students 	
		3	<ul style="list-style-type: none"> Primary: teachers supervise and two additional paras have been hired for playground duty 	
		3	<ul style="list-style-type: none"> Playground and school tours to review expectations Consistent language expectations passed out at Back to School Night in August Principal discussed NHA and sold books at new parent coffees in August-September Utilize NHA to acknowledge students meeting 	

		2	expectations in common areas as well as classrooms	Howard Glasser's Nurtured Heart Approach is the foundation for the PBS (Positive Behavior Support) program at Community Montessori. Seven staff members have completed the advanced study course in Nurtured Heart strategies and philosophy. There is a strong alignment with NHA and Montessori practice. Our PBS cornerstone is: Respect Self, Respect Others, Respect the Environment
		2	<ul style="list-style-type: none"> • Monthly traits have been prepared and distributed to all teachers 	
		2	<ul style="list-style-type: none"> • Traits are used by specialists, support staff, office, parents etc. 	
		2	<ul style="list-style-type: none"> • Traits go home in newsletters and Buzz 	
		2	<ul style="list-style-type: none"> • Conversation topics for parents are aligned with traits being used. 	
		1	<ul style="list-style-type: none"> • Incorporate with homework (Upper EL) • Friday Letter Journals (Lower EL) • Grace and courtesy lessons continue 	
		2	<ul style="list-style-type: none"> • Large posters of our PBS Code of respect have been hung in the halls and copies have been distributed to classrooms and parents 	
		3	<ul style="list-style-type: none"> • Instruction/role play in conflict mediation, bully proofing strategies and restorative justice 	
		2	<ul style="list-style-type: none"> • Two teachers conducted a 4-week NHA parent education session attended by 25 parents 	
		3	<ul style="list-style-type: none"> • Feb. 2: Debrief meeting of NHA sessions that have occurred to date 	

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