



Due Date October 8, 2010 by Noon

**TIES/SIP/Accreditation Portfolio
Fall 2010**

School: Community Montessori

Principal: Marlene Skovsted

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Prior Years' Results

These are your school improvement goals for the past three years. The results are shown with a rating for attainment of your school's Equity, Achievement and Climate goals.

(*) = exceeded goal (+) = met goal (☒) = no change (-) = did not meet goal

SMART Goals	2007-08		2008-09		2009-10	
Equity	Goal of 60% of NEP and LEP ELL students to make more than a year's growth <i>66% of our LEP and NEP ELLs met grade level benchmarks or made more than a year's growth in reading from the prior year</i>	*	60% of our NEP and LEP students will meet grade level benchmarks in reading or make more than a year's growth. <i>32% of our ELLs are at grade level or above in reading. At this time we cannot show whether they made more than a year's growth based on our new DRA2 assessment</i>	+	Spring '09 DRA2 assessment scores showed 34% of our ELL students on grade level; in Spring of '10 52% of ELL students were on grade level, an increase of 18% Our median growth score for ELLs was 49.5 according to the Colorado Growth Model	+
Achievement	Our all school writing scores will increase by at least 5 points over the 2007 scores as measured by the CSAP weighted index over a <i>two-year period</i> There was a two point increase from 96-98 in one year	-	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. Instead, after an increase to 98, we had a decline to 90	-	Community Montessori's weighted index as measured by the 2010 Writing CSAP did not increase from 90-95 but decreased from 90 to 82. Median growth scores decreased from 48.5 in '09 to 47 in '10; this is also below the district average of 55 in 2010.	-
Climate	We will increase the positive response rate by at least 5 percentage points from the prior year on the following items: hurtful names #12 45 to 53	*	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, #18, #30, #31, and #37 #14-not made fun of	*	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.	*

	<p>made fun of #14 74 to 65</p> <p>made fun of due to skin color #24=47 to 60</p> <p>teased due to different language #37=73 to 69</p>	<p>—</p> <p>*</p> <p>—</p>	<p>because different;</p> <p>#18-school rules easy to understand;</p> <p>#30-I have not been physically hurt;</p> <p>#31-students with disabilities are treated fairly;</p> <p>#37-not teased because of different language.</p>	<p>*</p> <p>*</p> <p>—</p> <p>—</p>	<p>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.</p>	<p>*</p> <p>*</p> <p>*</p> <p>-</p> <p>+</p>
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Inquiry 5: Taking Action

Using your Theories of Action from Inquiry 3, create a plan that will guide the actions of staff, parents, and community.

School Improvement Plan (SIP)

School Name: *Community Montessori*

Date: *September 16, 2010*

When was the plan originally developed? *August 26, 2010*

School 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.

If your school is making statements about each goal area on one consolidated page, mark E, A or C in the column next to strategies.

Transformational Strategies (2-4) Strategies are powerful enough to change and transform our practice, programs, and policies; strategies are coherent, school-wide, focused and intensive; related to our Theories of Action in Inquiry 3	E A C	Professional Development (I³) Plan aligns with goals; content is research/evidence based; introduces new Knowledge, Aspirations, Skills, Attitudes and Behaviors; implementation plan for Practice, Feedback, and Collaboration; plan to sustain over time (institutionalization)	Timeline Planning cycle for continuous improvement	Person Responsible	Resources	Evidence of Progress Evidence includes multiple measures at multiple times during the school year
RtI:TIER 1 writing interventions for our subgroups will be targeted and closely monitored	E	Interventions will occur in the classroom and be monitored by CBMs in the areas of spelling, syntax, and word count	Every two weeks	Classroom teachers	CBMs Curriculum Essential documents -Literacy Journey -Being a Writer -AIMs Web -Fireside, CSAP rubrics, student writing samples -DRA2 and word analysis	Growth in writing as evidenced by CBMs Writing samples/rubrics DRA2 and word analysis to document writing sight words -Greater teacher comfort with CED and Backward Design -Familiarity and selection of effective assessment tools
RtI: TIER 2/3 or SPED writing interventions for our subgroups will be targeted, aligned with classroom instruction, and closely monitored	E	TIER2/3 or SPED interventions will occur through push-in, pull-out or co-teaching as needed	To meet PST or IEP Goals	Classroom teachers Support staff SPED staff	CBMs Being a Writer Supplemental Materials Nicole's power	Growth in writing as evidenced by CBMs Increase scores on writing samples/grading rubrics (Fireside, CSAP,

					point on dictation Time to assemble and prepare presentations for Colleagues	teacher-created rubrics)
Incorporate Math language into our oral and writing instruction	E	<p>Identify key vocabulary from CED and be deliberate with use</p> <p>Use drama, drawing, discussion, think-pair-share to illustrate math concepts before using symbols and writing</p> <p>CR teachers plan with NLT, ESL and SPED teachers and staff</p> <p>Participate in K-2 assessments and Galileo PD</p> <p>Expand our repertoire of instructional strategies in the area of number sense</p> <p>Collaborate on curriculum with levels</p>	<p>September During direct instruction in math</p> <p>During direct instruction in math</p> <p>Weekly Sept.-Oct.</p> <p>By Nov..</p> <p>As needed-- November 18</p>	<p>NLT Support Staff</p> <p>Classroom, ESL, SPED Teachers</p> <p>Teachers and Support</p> <p>Holly, Anne Schwartz</p> <p>Mary Pitman</p> <p>Levels teachers</p>	<p>Translation of Vocabulary</p> <p>Math visuals and Materials</p> <p>Advantage Math/Holly, Patti</p> <p>K-2 Assessment grant work—Holly</p> <p>Montessori, Investigations, Addison Wesley etc.</p>	<p>Teacher created math vocabulary/symbol assessments</p> <p>Grade level district screeners</p> <p>K-2 grant assessments</p> <p>Galileo assessment program</p>
<p><u>Community</u></p> <p>ESL Parent Meeting</p> <p>Collaborate with Family Learning Center and Dream Catchers</p>	E		<p>November 4</p> <p>Children attend once or twice a week</p>	<p>ESL teachers Patricia, Rosa, Holly Parents</p> <p>ESL, NLT and Liaison</p>		<p>Parent participation and feedback</p>

Two year plans: Year 1 – use black font Year 2 – use blue font

Inquiry 1 - Assessing Current Reality
Prioritizing Challenges in our Data for Equity (E), Achievement (A), and Climate (C)
From your School Performance Frameworks

Using your trend data, prioritize your CHALLENGES or performance indicators on which your school is trending negatively. A challenge is a pattern in your data that, if changed, would bring about the greatest difference in achievement and equity. The Priority Challenges identified will be carried forward to Inquiry 2.

Our Priority Challenge in Equity:

Our English Language Learners and students with disabilities need more support in the area of writing.

Our Priority Challenge in Achievement:

We need professional development/collaboration in writing—specifically to break down the skills, enhance our lessons, give effective feedback, and measure progress.

Our Priority Challenge in Climate:

We need to help students function more safely and respectfully during the less structured times of the day—playground/lunch time—in the areas of physical aggression, hurtful language and exclusion.

Inquiry 2 – What are our High Leverage Problems (Root Cause) in Equity (E), Achievement (A), and Climate (C)

*Using your Priority Challenges from Inquiry 1, identify your high leverage problems. A **problem** is the **ROOT CAUSE** of the priority challenge that, if changed, would produce improved results for student achievement and equity. This problem will be your starting point for Inquiry #3.*

The high leverage problem(s) (Root Cause) we are going to work on for Equity is:
Increasing vocabulary and background knowledge with frequent checks for understanding.
We have selected this problem because:
Our children with English as a second language and our children with learning disabilities need sheltered instruction and increased practice with a strong parent component.

The high leverage problem(s) (Root Cause) we are going to work on for Achievement is:
Instruction and assessment tools in writing are not as well-developed and consistent as with other content areas.
We have selected this problem because:
Writing is more difficult to teach, providing meaningful feedback to students is time-consuming, and opportunities to participate in authentic practice (at school and at home) must be created to foster writing as a relevant skill.

The high leverage problem(s) (Root Cause) we are going to work on for Climate is:
Transferring respectful problem solving skills taught in the classroom to the less structured parts of the day consistently and throughout the day.
We have selected this problem because:
We have built very respectful learning communities with children of diverse backgrounds collaborating and learning from each other and about each other. When the less structured times of the day are not peaceful, this impacts learning and respect for self and others.

Inquiry 3 – Theory of Action (Major Strategy): Equity

You will begin to explore how you will go about solving the high leverage problem (root cause) that you identified in Inquiry 2. Based on what you know at this point in your inquiry, you will identify research or evidence-based practices and strategies that will leverage the most improvement for student achievement and equity.

The Theory of Action will be your starting point for crafting transformational strategies (major strategies) Inquiry 5.

Proposed Strategy	Consequences/Benefits	Results (Explain/identify the research or evidence base why this will work.)
If we do this, (Describe in detail)	Then “X” will happen	Which will result in...
Classroom If we implement new strategies and instructional techniques learned from professional development and levels work,	Then the communication skills of our ELLS and students with disabilities will improve in writing including expression in mathematics	And this will result in higher scores on the CSAP writing and math assessments.
School Organization/ Design		
If we assure that we have adequate and aligned writing and math assessments,	Then we will more effectively target instruction and successfully monitor progress	And this will result in improved writing skills applied across subject areas.
Parent and Community Partnerships		
If we regularly communicate with parents to provide them with meaningful resources	Then our ELLS and students with disabilities will have consistent practice at home and school	And this will result in improved skills and students who understand that teachers and parents work together for their benefit.

Inquiry 3 - Theory of Action (Major Strategy): Achievement

You will begin to explore how you will go about solving the high leverage problem (root cause) that you identified in Inquiry 2. Based on what you know at this point in your inquiry, you will identify research or evidence-based practices and strategies that will leverage the most improvement for student achievement and equity. The Theory of Action will be your starting point for crafting transformational strategies(major strategies) Inquiry 5.

Proposed Strategy	Consequences/Benefits	Results (Explain/identify the research or evidence base why this will work.)
If we do this, (Describe in detail)	Then “X” will happen	Which will result in...
<p>Classroom</p> <p>If we consistently use data to identify skill needs, and we provide effective instruction and interventions,</p>	<p>Then students will receive targeted instruction and effective feedback on an on-going basis</p>	<p>And this will result in students improving their writing skills.</p>
<p>School Organization/ Design</p> <p>If teachers collaborate to define and utilize writing assessments to identify deficits and monitor progress, and if teachers share data driven instructional techniques,</p>	<p>Then we will more effectively target instruction and improve our instructional skill set</p>	<p>And this will result in students improving their writing skills</p>
<p>Parent and Community Partnerships</p> <p>If we provide specific expectations for student writing and provide opportunities for families to write together,</p>	<p>Then students will have access to modeling and opportunities to practice, and students will receive constructive feedback consistent with school expectations</p>	<p>And this will result in nurturing the value of competent writing as a relevant skill</p>

Inquiry 3 - Theory of Action (Major Strategy): Climate

You will begin to explore how you will go about solving the high leverage problem (root cause) that you identified in Inquiry 2. Based on what you know at this point in your inquiry, you will identify research or evidence-based practices and strategies that will leverage the most improvement for student achievement and equity. The Theory of Action will be your starting point for crafting transformational strategies (major strategy) Inquiry 5.

Proposed Strategy	Consequences/Benefits	Results <small>(Explain/identify the research or evidence base why this will work.)</small>
If we do this, (Describe in detail)	Then “X” will happen	Which will result in...
<p>Classroom</p> <p>If we continue to teach the specific behaviors expected on the playground,</p>	Then these skills will transfer,	And this will result in a more peaceful community.
<p>School Organization/ Design</p> <p>If we increase feedback to students involved in expected behaviors, and consistently address and document inappropriate behaviors</p>	Then we will increase the desired behaviors and reduce inappropriate behaviors in the areas of physical aggression, exclusion and hurtful language	And this will result in a more accountable and peaceful community.
<p>Parent and Community Partnerships</p> <p>If we communicate our code of respect, behavioral expectations and nurtured heart approach consistently throughout the year to families</p>	Then children will hear the same message at home and across grade levels at school	And this will result in internalized positive behaviors leading to a more peaceful community.

**Inquiry 4 - Set SMART Goals:
Equity (E), Achievement (A) and Climate (C)**

- Specific:** States exactly what is to be measured.
Measurable: States the expectations numerically or in % quantities.
Attainable: Can reasonably expect to accomplish this goal.
Relevant: Important goal for improving equity/achievement/organization.
Timely: States by when? How often?

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 Achievement:

We will increase the median growth scores in writing on the CSAP assessments from 47-55; and 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 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.

Inquiry 5: Taking Action

Using your Theories of Action from Inquiry 3, create a plan that will guide the actions of staff, parents, and community.

School Improvement Plan (SIP)

School Name: *Community Montessori* **Date:** *September 16, 2010* **When was the plan originally developed?** *August 26, 2010*

School SMART Goals:

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.

If your school is making statements about each goal area on one consolidated page, mark E, A or C in the column next to strategies.

Transformational Strategies (2-4) Strategies are powerful enough to change and transform our practice, programs, and policies; strategies are coherent, school-wide, focused and intensive; related to our Theories of Action in Inquiry 3	E A C	Professional Development (I³) Plan aligns with goals; content is research/evidence based; introduces new Knowledge, Aspirations, Skills, Attitudes and Behaviors; implementation plan for Practice, Feedback, and Collaboration; plan to sustain over time (institutionalization)	Timeline Planning cycle for continuous improvement	Person Responsible	Resources	Evidence of Progress Evidence includes multiple measures at multiple times during the school year
Assessments, standards and the Curriculum Essentials Documents will drive instruction	A	District CED follow-up workshop Identify writing skill needs in providing effective instruction and intervention Identify CBMs Re-evaluate Fireside rubric, CSAP rubric, Being a Writer assessments and CBMs to determine assessments that most directly align with CED to monitor student growth	Sept. 23 On-going October 28	Ellen, Jill, Jacki Levels Teams Jacki Colleagues	-Curriculum Essential documents -Literacy Journey -Being a Writer -AIMs Web -Fireside, CSAP rubrics, student writing samples -DRA2 and word analysis	-DRA2 and word analysis to document writing sight words -Greater teacher comfort with CED and Backward Design -Familiarity and selection of effective assessment tools
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	A schedule will determine when teachers will present to their team Colleagues will observe in the classroom and give feedback (infusing NHA during feedback session)	Thursday collaboration meetings On-going	Levels Teams Literacy specialist	Being a Writer Supplemental Materials Nicole's power point on dictation Time to assemble and prepare presentations for Colleagues	Increased scores on grading rubrics (Fireside, CSAP, Teacher Created Rubrics) and CBMs

Teachers will regularly collaborate with levels teams to evaluate student writing and define targeted instruction.	A	Use common rubric to plot writing progress 3 times a year Include student responses to timed writing prompts Teachers will have opportunity to reassess and bring same student back to team	Nov. Feb. May Collect samples of children's works monthly, keep in portfolio	Levels Teams Jackie Colleagues	-Thursday staff meetings -Curric. money to pay teachers for additional collaboration and PD -Fireside, CSAP, teacher-created , rubrics; CBMs; Being a Writer assessments	-Record keeping of primary Montessori scope and sequence -Documented progress of standards Increased scores on grading rubrics Proficiency in inter-rater reliability
Teachers will develop a clear RtI plan when a student is not succeeding	A	RtI training with Colleen, Cristi and Carin	By the beginning of October	Classroom teachers, specialists	-RtI Training -Individual and team support from sped team	Students on RTI plan Implementation of plan with interventions based on scores from writing rubrics and CBMs
<u>School</u> -Across grade Level articulation -Across subject implementation; Integrate writing in all subjects including specials	A	Revise Exit Criteria (K-1 st) with lower elementary Provide PD at a levels meeting to assist with giving content based assignments aligned with the CED	Fall One per month with specials at the upper el.--Jan. 27	Primary and lower, elem. teams Teachers Specialists	Current exit criteria	Revised exit criteria Increased practice and meaningful application
<u>Community</u> Primary Parent Education Night Parent Conferences Writing Journals—Elementary -Letter to your Heroes writing project -How You Use Writing in Your job Fair -Family Memory Book homework project	A	Incorporate writing and the importance into the presentation Incorporate importance of writing and progress of writing in to conferences Each elementary class will set aside a journal writing time each week and scaffold ideas for children and parents	September 23 Fall, Spring	Primary teachers Teachers Elem. teachers, Parents Upper elem. and parents,	Montessori resources Standards-based report card, assessments Alum. Digital recorders	Attendance, parent feedback Parents understand student's writing strengths and needs in order to reach target performance Students who are motivated to write through meaningful projects

Two year plans: Year 1 – use black font Year 2 – use blue font

Inquiry 5: Taking Action

Using your Theories of Action from Inquiry 3, create a plan that will guide the actions of staff, parents, and community.

School Improvement Plan (SIP) Due October 8, 2010

School Name: *Community Montessori*

Date: *September 16, 2010*

When was the plan originally developed? *August 9, 2010*

School SMART Goals:

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.*

If your school is making statements about each goal area on one consolidated page, mark E, A or C in the column next to strategies.

Transformational Strategies (2-4) Strategies are powerful enough to change and transform our practice, programs, and policies; strategies are coherent, school-wide, focused and intensive; related to our Theories of Action in Inquiry 3	E A C	Professional Development (I³) Plan aligns with goals; content is research/evidence based; introduces new Knowledge, Aspirations, Skills, Attitudes and Behaviors; implementation plan for Practice, Feedback, and Collaboration; plan to sustain over time (institutionalization)	Timeline Planning cycle for continuous improvement	Person Responsible	Resources	Evidence of Progress Evidence includes multiple measures at multiple times during the school year
Reduce the number of children on the playground/lunchroom at one time	C	Collaboration at TIES Leadership training.	Ongoing	Marlene Scheduling Committee	Heatherwood Elementary TIES team	Data collection throughout the year (new form and PSRs) Student Climate survey results
Increase observation, supervision and documentation of incidents on playground	C	Greater teacher supervision on playground Documentation of incidents on playground.	Week of Sept 20 th - November 18 th	Levels teams Marlene	Data collected from playground observations	Creation of documentation form. Use of documentation form. Reflection on data collection.
Embed the Community Montessori code of respect and the Nurtured Heart Approach (NHA) in classroom instruction and practice, across common areas, and extend to playground	C	<ul style="list-style-type: none"> • Playground and school tour with review of expectations. • Using NHA to acknowledge students meeting expectations in lunchroom, playground, and bathrooms. • Focus on NHA trait twice a month. • Give lessons in Grace and Courtesy extending to the PG 	First day of school NHA PD for all staff on Sept. 20 On-going Sept. and on-going Sept. and on-going	Playground supervisors All Sarah C- create trait calendar, All Teachers	Advanced Trainers—Patti, Sarah O. Sarah C. Heather etc. Glasser Books Code of Respect Posters: Marlene, List Serve to Parents-Bethany	Students will elaborate on climate survey regarding specific incidents

	C	<ul style="list-style-type: none"> • Role play and post rules • Give lessons in conflict resolution and restorative justice lessons • Structure inclusive games and provide direct instruction and practice in “what is respectful and friendly play” in all areas of the recess field. (i.e. soccer) • Reinstate walk and talk program • Expand peer educators and activity directors to include direct activity involvement for all children • Provide instruction and practice opportunities at lunchtime in polite, lunchtime conversation with all classmates • Conversation topics for parents aligned with grace/courtesy lessons in classroom • Nurtured Heart Approach parent training • Include info. in newsletters on NHA and Code of Respect 	<p>Oct., on-going</p> <p>Team meetings to plan; January 13</p> <p>November</p> <p>On-going</p>	<p>Levels Teachers, Colleen</p> <p>Teachers, Staff, Karsten</p> <p>Eleanor/Susan/ Karsten, Sarah C., Paras, Parents</p> <p>Upper Elem. Elizabeth- Primary</p> <p>Upper Elem.</p> <p>Colleen, teachers, Marlene Heather, Lower el.</p> <p>Teachers, Marlene</p>	<p>Local restaurant field trip</p> <p>Books /coaching on Etiquette</p> <p>See above NHA resources</p>	<p>Increase number of students engaged Increase of students engaged in more inclusive play</p> <p>Observation—calmer and more pleasant lunchroom; students using manners at lunch</p>
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Two year plans: Year 1 – use black font Year 2 – use blue font

Family Engagement Report

School: Community Montessori

Principal: Marlene Skovsted

Staff and parents at Community Montessori collaborate to create school goals using the TIES problem solving process. While the TIES team provides leadership, all teachers and all SAC-PTA members contribute to the initial plan and monitor progress throughout the year.

2010-2011 TIES Parent Engagement/Information Timeline

- September 9: SAC/PTA meeting; 11 parents were in attendance to provide feedback on data and initial TIES inquiry work; A DAC member visited/observed from another elementary school
- September 17: Minutes of meeting shared with SAC-PTA members
- October 1: SIP plan communicated to SAC-PTA members for feedback
- October 14: Final SIP shared at SAC-PTA meeting
- October 15: Final SIP shared with community
- November 18: SAC-PTA discuss/monitor goal progress
- November 19: SIP progress reported to community
- February 10: SAC-PTA discuss/monitor goal progress
- February 28: SIP progress reported to community
- May 12: SAC-PTA discuss/monitor goal progress
- May 20: SIP progress reported to community

10-11 Parent/Community partnerships and participation to meet goals

While parent engagement in goal setting is highly valued at Community Montessori, overall parent and community partnerships to accomplish our goals is critical. As reflected in Community Montessori's mission statement (see below), the most successful experience occurs for each child when there is a strong parent-school partnership. This strong partnership is the essence of our quality Montessori program. For this reason, SAC-PTA fundraising and activities are aligned with our school mission/vision and goals. In addition to SAC leadership, parent leadership and participation occurs through room teams and committee chairs. Committees include community relations, fundraising, grant writing, financial, garden to table/green star, technology, equity, public relations, after school soccer. To begin the year building relationships and involvement, we begin with a new family picnic, an all-school meet and greet/ social, back to school night, new parent coffees, parent visiting night, class observations and conferences. Activities throughout the year include class socials, Kermesse, sock hop/auction, scholastic book fair, parent education (NHA, ESL, Transition), field day, appreciation tea, all-school picnic. In addition, we have many volunteers participate in the classroom with the students under the direction of the classroom teacher, and supervise on field trips. Please refer to each goal action plan for additional parent/community strategies to achieve our school goals.

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.

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*

TIES/SIP/Accreditation Assurance Statements

School: Community Montessori

Principal: Marlene Skovsted **SAC Parent Representative:** Lisa Medler

1. Evidence of Safe, Civil Learning Environment

1. The school has a mechanism for students to report anonymously statements or conduct that worries them. yes ___no Note: The Student Climate Survey satisfies this requirement.
2. The school is working to overcome any “code of silence” that may exist in the current student culture. yes ___no
3. The school has adopted some form of a bully-prevention program (e.g., conflict mediation, character education, restorative justice). yes ___no
4. A threat assessment team is established at the school. ___yes ___no (Not applicable for elementary schools)
5. The school has an updated Emergency Response Plan on file and has sent copy to the Security Department for review. yes ___no

2. Family/Community Involvement, Accountability to the Public, Consumer & Community Satisfaction

1. Is the SAC membership representative of the diversity of the school or does the school attempt to recruit more diverse membership? yes ___no
2. Is communication with family/community addressed in the School Improvement Process? yes ___no

3. Colorado Federal Integrated Review System (C-FIRS) Assurance

1. The Customized School Report as distributed to all members of the school community complies with C-FIRS assurances. yes ___no
2. Title I Assurance and Parent Compact is referenced in the Customized Report. ___yes ___no (Title I schools Only)

4. Site Review Plan

1. A copy of recommendations from the school’s most recent on-site review is attached. yes ___no
2. The School Accountability Committee (SAC) *reviewed* the feedback, commendations and recommendations from the most recent Onsite review, if completed after October, 2007. yes ___no
3. The SAC *incorporated* the feedback, commendations and recommendations from the District Staff review and Onsite review in the school improvement plan. yes ___no
4. The school either *acted on* the recommendations *or is in process of* implementing the recommendations. yes ___no

2009-10 DAC School Improvement Plan Rubric

School: Community Montessori

Quality of Family Engagement in School Improvement			
No Evidence of Success <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets Expectations <input checked="" type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
School improvement is conducted without informing parents of efforts; no evidence of engaging parents.	School makes some effort to engage parents in school improvement by informing them of efforts after plans are in place.	School engages diverse groups of parents in school improvement by soliciting their input into and approval of improvement plans. Effort includes advising parents of patterns in data that are indicative of areas in greatest need of improvement, seeking school improvement team members' approval of goals and action plans, and communicating progress on action plan implementation to all parents on a regular basis in parent-friendly language.	School demonstrates model practice in engaging diverse groups of parents in school improvement from the development of the plan to its execution. Parents have opportunities to engage collaboratively with staff members at all steps of inquiry to the extent that their schedules and interest allow, and are explicitly invited to develop theories of action and implement action plans in the realm of parent and community partnerships. All parents are advised of patterns in data, and asked for their feedback on goals and action plans decided upon by school staff in conjunction with school improvement team members. Diverse communities are engaged throughout the year and apprised of goal-related data quarterly.

Commendations:

Based upon interview, the staff does a good job of involving diverse groups in the school by sponsoring inclusive activities for parents, students and staff, such as their soccer games, which allows parents of all cultures and races intermingle around a common theme.

Implementation of the Montessori program (e.g. common language) is designed to involve, and presented to, parents and, in turn, the parents either can and/or do use these skills to work with their children on not just understanding the school's culture, but assisting the parents as well.

Recommendations:

The family engagement report needs to provide more specific examples of how parents are involved in the school on a day to day basis instead of focusing mainly on the SIT/SIP programs. You have some great programs that could have been celebrated as successes if listed in the SIP.

2009-10 DAC School Improvement Plan Rubric

School: Community Montessori

Quality of School Improvement: Achievement			
No Evidence of Success <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets Expectations <input checked="" type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
School identifies actions that are unlikely to make meaningful improvements to practice, and are for the most part unrelated to data-based inquiry or research- or evidence-based theories of action	School identifies actions that are for the most part likely lead to improvement, but most areas lack a coherent, research- or evidence-based theory of action, include a goal that falls well short of SMART criteria, or were identified based on a very limited consideration of data	School identifies patterns in data that are indicative of areas in need of improvement and corresponding barriers to improvement, and develops coherent, research-based theories of action to remove barriers at both the classroom and school levels, incorporating parent and community resources. Goals are SMART, and, with few exceptions, action plans clearly reflect thoughtful implementation of theories of action.	School demonstrates model practice in school improvement from the development of the plan to its execution with diverse stakeholder involvement. All steps of inquiry are well-documented, with resulting action plans clearly related to a research-based theory of action that flows seamlessly from identified patterns in data and barriers uncovered through thoughtful consideration of those patterns. Goals are SMART, and embody ideals of equity and excellence in student achievement.

Commendations:

Eight Community Montessori teachers have taken upon themselves to become certified in ESL, with an eye towards reducing intervention time for ELL learners. This is an outstanding strategy and it appears to be paying dividends..

Providing Spanish language books to parents of ELL learners is very commendable strategy for reaching the achievement goal and enriching the educational experience of those learners.

Recommendations:

In the SIP you generally state that providing homework will lead to better writing when, in fact, you have implemented very specific strategies that you addressed during the interview. As the SIP is a representation of your school's plans and goals, placing it in the document would be a better place to list these actions than during the interview.

Quality of School Improvement: Climate			
No Evidence of Success <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input checked="" type="checkbox"/>
School identifies actions that are unlikely to make meaningful improvements to practice, and are for the most part unrelated to data-based inquiry or research- or evidence-based theories of action	School identifies actions that are for the most part likely lead to improvement, but most areas lack a coherent, research- or evidence-based theory of action, include a goal that falls well short of SMART criteria, or were identified based on a very limited consideration of data	School identifies patterns in data that are indicative of areas in need of improvement and corresponding barriers to improvement, and develops coherent, research-based theories of action to remove barriers at both the classroom and school levels, incorporating parent and community resources. Goals are SMART, and, with few exceptions, action plans clearly reflect thoughtful implementation of theories of action.	School demonstrates model practice in school improvement from the development of the plan to its execution with diverse stakeholder involvement. All steps of inquiry are well-documented, with resulting action plans clearly related to a research-based theory of action that flows seamlessly from identified patterns in data and barriers uncovered through thoughtful consideration of those patterns. Goals are SMART, and embody ideals of equity and excellence in student achievement.

Commendations:

The Montessori philosophy lends itself and is actively used to insure the proper climate in the school.

The principal conveys strongly that a caring environment based on respect is a high priority at the school and something the school does not lose sight of within the school community.

The number of students that know the behavior rules (based upon the site review) and implement those rules is very high and should be commended.

Recommendations:

In inquiry 3, the SIP discussed “clear rules”, “consistent language”, “resiliency” in general terms without any explanation. When asked during the interview, however, the principal and the parent provided clear examples that should be included in the SIP.

2009-10 DAC School Improvement Plan Rubric

School: Community Montessori

Quality of School Improvement: Equity			
No Evidence of Success <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Meets Expectations <input checked="" type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
School identifies actions that are unlikely to make meaningful improvements to practice, and are for the most part unrelated to data-based inquiry or research- or evidence-based theories of action	School identifies actions that are for the most part likely lead to improvement, but most areas lack a coherent, research- or evidence-based theory of action, include a goal that falls well short of SMART criteria, or were identified based on a very limited consideration of data	School identifies patterns in data that are indicative of areas in need of improvement and corresponding barriers to improvement, and develops coherent, research-based theories of action to remove barriers at both the classroom and school levels, incorporating parent and community resources. Goals are SMART, and, with few exceptions, action plans clearly reflect thoughtful implementation of theories of action.	School demonstrates model practice in school improvement from the development of the plan to its execution with diverse stakeholder involvement. All steps of inquiry are well-documented, with resulting action plans clearly related to a research-based theory of action that flows seamlessly from identified patterns in data and barriers uncovered through thoughtful consideration of those patterns. Goals are SMART, and embody ideals of equity and excellence in student achievement.

Commendations:

The professional development strategy of supporting the “professional learning community” through teacher team time, observation and sharing of materials is demonstratively visible and seems to provide an excellent resource for children.

The commitment the teachers to equity is very clearly demonstrated by their individual efforts to obtain their ESL certificate. This commitment coupled with an understanding of the needs of the native language learner is a very positive step toward equity goals.

Recommendations:

In inquiry 5, the strategy of using a “professional learning community” was well supported, but there was some question initially on the implementation of that strategy in the classroom. During the interview, the principal gave very good examples of how the PD will be implemented in the classroom with ESL certified teachers and how that will result in less intervention time. This would be an important point to add to the plan.

Site Visit Final Report & Procedures Form: BVSD Accreditation

School Name: Community Montessori
Dates of Review: January 17 and 18, 2008

Signature of Team Chair and Reviewers	Gender Male/Female	Race/Ethnicity
Team Chair: Phil Katsampes	Male	Caucasian
DAC Representative: Julie Gullett	Female	Caucasian
Licensed Staff Member: Tiia Norsym	Female	Hispanic
Licensed Staff Member: Alice Renton	Female	Hispanic
Education Center Rep: Dr. Judy Slinger	Female	Caucasian
Montessori Consultant: Dr. Martha Urioste	Female	Hispanic
Montessori Educator: John Fowler	Male	Caucasian
DAC Staff Liaison Certification by Date _____		(signature)

Statement of Confidentiality: Review Team Members agree to conduct the site visit with objectivity and rigor, adhering to the highest standards of integrity and honesty in maintaining the confidentiality of the findings.

Summary of Findings and Implications

1. School Improvement Design – Are the actions appropriate to the intended goals?

Achievement: Yes, actions are appropriate. Focus on writing for a variety of authentic purposes and audiences, writing instruction best practices, and targeted instruction for struggling writers will lead to an increase in writing skills and knowledge.

Organization: Yes, actions are appropriate. CM will improve student climate through their implementation of Anti-Bias Curriculum, use of consistent Class Meetings, training in Restorative Justice for staff and parents, and community celebration of diversity.

Equity: Yes, actions are appropriate. Focus on Sheltered Instruction techniques, creation of Spanish/English vocabulary lists, and connection

with ESL/Spanish resources in the larger community will lead to many NEP and LEP students making more than a year's growth in one school year.

2. Implementation of TIES/SIP/Accreditation Portfolio – Is progress being made in the implementation of the actions?

Achievement: Yes, excellent progress is being made. Observation provided evidence that teachers are developing individualized plans for offering writing activities that focus on authentic purposes and audiences. Observation provided evidence that targeted instruction is occurring for struggling writers by offering small-group, differentiated instruction in the classrooms. Best Practice writing instruction was observed throughout the CM classrooms.

Organization: Yes, excellent progress is being made. Observation provided evidence that teachers were implementing Anti-Bias Curriculum in classrooms. Teachers reported consistent use of Class Meetings. Restorative Justice training has been offered to classroom teachers, assistants, and parents. A strong celebration of diversity can be observed throughout the school.

Equity: Yes, excellent progress is being made. Observation provided evidence that teachers are implementing Sheltered Instruction techniques, including the use of concrete materials for concept formation, and individualized and small-group lessons and sequence. Outstanding connections are being made with ESL/Spanish resources in the larger community, primarily under the direction of the CM Community Liaison. Also, Spanish/English vocabulary lists were observed in classrooms with significant numbers of English Language Learners.

3. Results of Prior Year's TIES/SIP/Accreditation Portfolio – Have the actions resulted in improved student learning and reduction of patterns of inequity among subgroups of learners?

Achievement: In the area of writing, for the 4th grade cohort in the 2006/2007 school year, CM saw an increase in the percentage of students who scored proficient or above on the CSAP. They saw a WI increase of 3 points, which was slightly below their goal but nonetheless healthy.

CM is continuing their work on writing. They determined that it is more beneficial to expand their writing goal to encompass a larger group of students and grade levels.

Equity: CM saw outstanding progress in their goal of ELL students making more than a year's growth. In the 2006/2007 school year, 91% of LEP or NEP students made more than a year's growth.

Organization: CM saw improvement on 50% of the Student Climate Survey questions they set as goals. They are continuing their climate work on similar questions that measure teasing/making fun.

4. Are the goals focused on the priority challenges of the school?

Achievement: Yes, looking at the data, a possible downward trend is occurring in writing scores over the past 3 years. This is a priority challenge.

It is important to recognize that the demographics of CM have changed significantly. New challenges are evolving in the area of supporting low-income students in literacy. Continuing the existing strategies for supporting all students in writing progress is recommended.

Equity: Yes, primary literacy scores show an initial achievement gap between ELL students and non-ELL students. This is a priority challenge.

Organization: Yes, several critical questions relating to teasing/making fun reveal a possible downward trend in positive responses. This is a priority challenge.

We recommend that CM continues to keep a close watch on the student climate for the younger primary grades that are not reflected in the BVSD Student Climate Survey. Changing demographics in the younger grades could manifest into climate issues as these younger students continue on into the older grades.

Recommendations

5. Celebrations: Strengths and Achievements

Achievement

Both reading and writing CSAP scores as measured by weighted index are high, with reading scores exceeding those in writing. Writing scores have declined slightly over the past three years but remain well above the state average.

The three writing achievement strategies listed on the school improvement plan are found to be appropriate, and the review committee feels that full implementation of them has a high chance of positively affecting student achievement in writing. Those strategies are:

- Write everyday
- Re-examine current writing instruction
- Provide additional targeted writing instruction for striving writers

Write Everyday:

It is very evident that students are writing everyday, throughout the day. Students are engaged in skill work including vocabulary, grammar, and conventions along with process writing that leads to publishing.

Re-examine Current Writing Instruction:

Teachers shared that they have created individual writing plans, and ongoing collaboration about writing instruction is a reality. The staff is in the process of a language arts learning materials adoption which is also fueling the dialogue about which materials will best support writing instruction “in the Montessori way.”

Provide Additional Targeted Instruction for Striving Writers:

This is evidenced throughout the day as teachers support individual and group writing activities.

Children become writers as a result of acquiring certain basic skills and attitudes. These are then integrated and honed in a variety of ways. The following skills and practices are a taste of a wide range of activities and are evident at Community Montessori:

- The three- to six-year-old child learns to form words with the movable alphabet.
- Children learn to identify the function of words or parts of speech through the application of symbols to sentences.
- Children learn to identify the parts of a sentence – subject, predicate, types of phrases, et al, via charts on which those parts are arranged.
- Children made frequent and meaningful entries in personal journals.
- Specific writing skills such as introduction and voice are taught during writers’ workshops.
- Research and research writing are evident at all levels.

Individualized support is likewise evident throughout the school.

Equity

Montessori approach and prepared environment are a strong framework for English Language Learners:

- **Concrete materials for concept formation**
- **Starting at age 3 for full benefit of three years' oral language development**
- **Individualized and small group lessons and sequence**
- **Child works at his/her own pace**
- **Freedom of choice within a structured environment**
- **Safe, comfortable, nurturing environment**
- **Multi-age/multi-skill level classrooms allow for heterogeneous and homogenous groupings**
- **Building foundations of language**
- **Respect and development of the child's native language and home culture**

Collaborative approach among classroom teacher, ESL teacher, and Native Language tutor to meet each student's individual needs:

- **Language development profile**
- **Preview/review in native language**
- **Pull-out or push-in for ESL time – small group or one-on-one**
- **Flexible**
- **Scheduled plan time**

A special strength of Community Montessori that impacts all areas of this review is Parent Involvement. We want to acknowledge the important role of Rosa Invernizzi, the Community Liaison, in helping to build the parent community as well as the dedication of the SIT/PTA members with whom we met.

Organization

MODELING – DAY ONE – No evidence of any negative behavior: Why?

Montessori-prepared environments provide students with space to work and space for movement, which supports positive behavior.

- **Aesthetic beauty of Montessori classrooms foster respect, care of environment, and sense of community.**
- **Multi-aged classrooms create community of caring – older students model and care for younger students.**

Student leaders are courteous, capable, and respectful.

- During walkthrough – very mature
- Student leaders use problem-solving explanations on playground – wear hats, are peer mentors, activity coordinators (no problems).

Primary teacher was observed using native language models and respecting native languages. For example singing Spanish songs and serving tea to a visitor in her native language.

Montessori approach to working with small groups was observed. Students choose to work together. Students enjoy helping younger children.

Lower elementary lesson on community:

- Modeled living in another country
- Other children had input.
- Older children help P.E. teacher to prepare for gym in lunchroom.

Adults and the principal at Community Montessori are professional and positive and are excellent role models.

Parents are supportive, sensitive, caring, and action-oriented in their continuous role modeling.

- Parents are frank, transparent, and willing to move forward with creative ideas.
- Models for respect, caring, and kindness

Community liaison is a strong link with parents, teachers, community – models, translates expectations, activities to parents.

A major strength of your organization is your modeling. We witnessed ongoing modeling between:

- student / teacher
- teacher / student
- principal / teacher
- principal / teacher / parent

An additional strength is that you have implemented clear and concise rules and expectations of all students. *Your school organization goals are adequately addressed through the:

- Montessori model of respect, grace, and courtesy
- The Anti-Bias Curriculum

- Restorative Justice
- Second Classroom meetings

6. Challenges: Questions to Promote Continuous Improvement

Achievement

We want to encourage you to stay strong and true to the Montessori model as you focus on your three target areas. We suggest the following challenges:

- Continue to look for meaningful ways to support learning for all levels of writers.
- Continue the brave dialogue about your writing practice. What is working? What is not working? What do we still need to know more about? How do we support ELLs within the Montessori framework? What measures (in addition to CSAP) can be used to measure progress towards writing goals?

Equity

Continue with Professional Development and implementation of Sheltered Instruction techniques:

- Continue to offer training in Sheltered Instruction techniques
- Create opportunities for structured student/student interactions, utilizing new vocabulary sentence structures and reinforcing concepts
- Create opportunities for student/student interactions, utilizing new vocabulary, sentence structures, and key academic concepts.
- Vocabulary development across levels, i.e. direct vocabulary instruction, Montessori vocabulary cards, content word walls, and personal dictionaries organized by content theme
- ESL teacher to have Montessori materials so there is continuity

Parental Involvement

- Continue fostering personal relationships among all parents; for example, room teams and social events.
- In communicating with parents, be sure to include phone numbers as well as emails and website.
- Encourage the district to provide a set of headsets.
- Pursue additional ways to expand on soccer opportunities.
- Continue tamale-making project – unique part of your school community!

Organization

How do you continue to infuse the district curriculum while still maintaining the Montessori Model?

A few of the behavior situations we saw occurred when there was a break from the Montessori Model and were related to unengaged kids who distracted others in a disruptive way and interrupted activity, due to the lack of a viable plan for movement.

7. Attach Observations' Form

Release of Report: In accordance with the intent of Colorado law and State Board of Education Rules, a summary report will be issued to the Superintendent and the District Board of Education. As a public document it will be available to the school accountability committee and others who may be interested.

Record of Accreditation Team’s Observations from the Site Visit:

Equity Goal	Achievement Goal	Organization Goal
<p>Strengths:</p> <ul style="list-style-type: none"> - Teachers endorsed in ESL - Students work in small groups to meet individual needs. - Individualized approach to each child - Students displayed self-disciplined behavior during group time. - Montessori educational approach offers concrete experiences, hands-on materials, practical life skills, & sensorial experiences in 	<p>Strengths:</p> <ul style="list-style-type: none"> - Writing embedded and integrated throughout the day (e.g., grammar boxes, journal writing, research) - Commands that are kinesthetic— kids act them out - Classrooms use Daily Oral Language program. - Grammar skills, sentence analysis, and writing skills were embedded throughout the day and across levels. 	<p>Strengths:</p> <ul style="list-style-type: none"> - CM has invited Susan Sparks as support and affirmation of teacher climate. - Lower elem. teacher reading story about M.L.K. - Primary teacher doing a group lesson in English and Spanish - a song chosen by “Anglo child’ sung in Spanish - Primary

<ul style="list-style-type: none"> - Environment is supportive, positive affect - Native language and cultures are valued. - Native language content literacy—support bags for home - ESL teacher time planned very carefully—with teacher-collaborative push-in and pull-out based on need - Developing higher-level thinking skills through the concrete activities—content not “dumbed down” or simplified - Montessori materials offer an excellent base for multicultural learning. - <p>Challenges:</p> <ul style="list-style-type: none"> - Looking for structured student-to-student interactions: Think-Pair-Share - How are students paired-up? - When does direct instruction happen for ELLs? - Concept/Content Word Walls and Webs for L2 English 	<ul style="list-style-type: none"> - Writing WI for females (matched group cohort 2005-2007) shows an increase from 105 to 109. - Writing WI for males (matched group cohort 2005-2007) is stable (from 100 to 97). - Writing WI is stable for matched group cohorts from 2005 to 2007 (102 WI). - <p>Challenges</p> <ul style="list-style-type: none"> - We didn’t see peer editing or revising. - We didn’t see written responses to reading or literature groups, but that doesn’t mean that they are not in practice; this may be more an oddity of timing rather than a challenge - (Conversations revealed that both editing and lit groups are in place. We just didn’t see them.) - How do you deal with timeline of CM ending at 5th grade? - Do older grades need a unique, 	<ul style="list-style-type: none"> - Primary: Children playing together on the playground—adequate supervision, adequate equipment—Rosa was role model - Code of respect: the way children use materials/put materials away - Code of Respect: the way Primary children behave during lunchtime—walking peacefully in line—welcoming responsibility down hall to rooms—respectful to each other - Montessori approach to working in groups—children choose to work together—
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<p>development— vocab development</p> <ul style="list-style-type: none"> - Graphic Organizers not observed - SIOP Methods - Beware of “digital divide” - Parents: continue fostering personal relationships. - More soccer?? In PE? Parents? Community Schools? - Rosa: audit 3-6-year-old Montessori training? - 	<p>more open structure? Should all older grades look a little different?</p> <ul style="list-style-type: none"> - How does Montessori align with writing best practices? (Our feeling was that the ongoing dialogue of the school addressed these questions.) - Maybe a connection with other Montessori public schools? This is always a good idea. 	<p>children enjoying helping younger children</p> <ul style="list-style-type: none"> - Student leaders—problem-solving, explanations on playground—wear hats as peer leaders—said it was “boring” because there are no problems - Grace and courtesy among primary children—they ask to sign guest book and offer tea. Upper elem. students offered tea as well - Parent volunteers are positive role models for respect, caring and kindness. - Older children help PE teacher to prepare for Gym in lunchroom. - Primary playground
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		<ul style="list-style-type: none">- Parent leadership is strong foundation for positive school climate—willing to be frank, transparent, and committed on behalf of all students.- Aesthetic beauty of Montessori classrooms fosters respect, care of environment, and sense of community (plants, aquariums, pictures).- Students leaders are courteous, capable, and respectful—during walk-through, they were very mature.- Principal is excellent role model in her
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		<p>leadership role—staff development priorities demonstrate sincere effort to create successful de-stratification.</p> <ul style="list-style-type: none">- Parents are supportive of de-stratification of the school and illustrate their sensitivity toward inclusion of all parents.- Adults at CM are professional and positive and good role models.- No evidence of negative behavior- Children are playing respectfully during lunchtime—in hall—on playground.- Primary children taught to take care of classroom—washing dishes, sweeping, and cleaning materials
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		<ul style="list-style-type: none">- Community Liaison is strong link with parents and translates important school values, expectations, and activities to parents.- Montessori multi- aged classrooms create community of caring—older students help younger students.- Montessori prepared environments provide students with space for work/movement. <p style="text-align: right;">■</p>
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End of Year Progress Report on Equity, Achievement and Climate Goals

Due: June 3, 2010

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

SMART GOALS

Equity (E): Equity (E): 60% of our NEP and LEP ELLs will make more than year's growth in reading or meet district grade level benchmarks 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.

2009-2010 Community Montessori End of Year Progress Report to school community: 6/03/10

You will find below a review of our 09-10 school goals and a summary of the progress made toward these goals. The completed end of year 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.

End-of-Year Summary of Progress 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 wrote in their letter journals regularly during the year and assignments were integrated throughout the content areas. Authentic writing and published work fostered motivation and the refinement of skills. Homework was aligned with writing target areas when possible. The writing program, 'Being a Writer,' was utilized in all classrooms and was also supplemented with extended writing lessons and Montessori lessons. Generally, 'Being a

Writer' was effective for content and voice, and extended lessons targeted mechanics and conventions. Writing occurred daily through the Montessori works and Writer's workshops. Children regularly practiced all aspects of the writing process--planning, drafting, revising, editing and publishing. Peer conferencing and conferencing with the teacher occurred during writer's workshop. Some students participated in a 'writers in the school program' with University students. Their poems were published and read aloud to their parents and each other. Classrooms have implemented the new spelling adoption, "Words Their Way." The development of a new assessment tool using the English language profile ELRS in the new CED is still in process.

Equity: Teachers aligned lessons with the 'DRA2' focus areas for instruction, the district 'Curriculum Essentials Document,' and the ESL standards resulting in more targeted instruction during intervention groups. Bilingual staff and parents provided preview and review of core lessons focusing on the development of background knowledge, building of vocabulary, and improving syntax. ESL teachers met monthly to create assessments aligned with ESL standards. Students/teachers created rubrics to assess their summary work. Trained teachers have used Advantage Math assessments for targeted ESL students. Staff connected students with additional academic and social resources. The SIT-PTA sponsored multicultural community events and after school soccer teams to build a strong and cohesive community. The SIT-PTA raised funds and wrote grants to support the Montessori program and all children. Teachers presented to ELL families 'a read at home' literacy event at school and provided books and math activities for the summer. Teachers continue to participate in advanced study to obtain ESL endorsement and to continue learning about second language acquisition.

Climate: Professional development and collaboration has been 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 were included regularly in classroom and school newsletters. Fifty copies of the book, All Children Flourishing, have been purchased by parents/staff. Twenty-five 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, the Sock Hop, and the Earth Day Event 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.



Published End of Year Progress Report (continued)

Final 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.	Teachers working on a framework/ structure for summary and students are creating rubrics to assess summaries. Children are playing games like checkers and card games, doing think-pair-share and working on
		3	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.	
		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.	

		3	Upper elementary classrooms are working with kindergarten classes to improve oral language skills and reading skills.	reading directions 5 th graders made weekly reflections and received weekly reflections from classroom teacher about how the process was going. 5 th graders gave kindergarten students books for the summer at the end of the school year.
		3	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.	Classroom teacher with diverse population shared CED math vocabulary with parent cohort leaders to support first language. Parent leaders taught vocabulary in first language. (Chinese, Korean and French)
		3	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.	5 ELLs have been assessed.

<p>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</p>	<p>E</p>	<p>1</p>	<p>Sub-committee piloting a shared space for staff.</p>	<p>The rest of the staff decided that this would not be helpful. Teachers shared lessons and ideas, but they were not put on a blog.</p>
<p>Teachers will use Word Task Analysis assessments to help drive their instruction around phonics, phonemic awareness and fluency.</p>	<p>E</p>	<p>3 3 3</p>	<p>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)</p> <p>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.</p> <p>Winter assessments completed Spring assessments completed for word analysis</p>	<p>Much more focused instruction in these areas was used in intervention groups. Interventionists took class, “Linguistic Remedies for Reading,” and aligned instruction with ideas from class and word analysis assessments.</p>

Teachers will continue to learn ways to build background knowledge and vocabulary with ELLs	E	3	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 Classes completed. Information shared with other teachers, notebook created for future professional development to be used with the rest of the staff.
		3	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).	
			5 th graders are working with kindergarten	

			ELLs for additional language support in class and in social situations.	
Develop strategies for parents to use while reading with their children	E	3	Teachers are sending literacy bags and books on tape home.	10 more cassette tape records acquired. Will continue to purchase books on tape to be used next year.
		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.	
		3	Met with Latino families on the last day of school and gave them books and math activities.	
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 Being a Writer with additional trade books including Spanish titles, targeting specific skills and literary elements.	A	3	Teachers are currently compiling lists of trade books used. List of Spanish titles has been completed. Supplementing Being a Writer 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 CSAP data, specific to grade levels.	A	3	Completed list.	
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	3	ELL teachers are using ELRs to drive instruction. Teacher in ESL endorsement cohort is working on creating this assessment.	This is a work in progress to be reviewed by teachers in the fall.
Writers in the School program.	A	3	Students write poems once per week. Will publish work as a culminating project.	Children participated in a poetry reading for each other and parents; this program will be offered again next year.

Classroom/School				
Climate Liaison meetings at district	C	3	4/28/10 Learned ways to track school progress and sharing of websites.	Jeannie and Heather have information on what different schools are using for their PBS.
Elementary Paras – meeting with principal and social worker	C	3	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	3	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	3	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	3	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 / Student Leadership Team - teaching social strategies to lower elementary students, conflict resolution and playground games. Peer mediators also on Primary playground serving as conflict resolution sources.	C	3	Ongoing	
Curriculum based measures – document what lessons have been taught	C	2	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	3	Social Worker	December-present
All school events	C	3	Kermes	
		3	Sock Hop/ Silent Auction 2/19/10	
		3	Garden to Table Earth Day Event 4/22/10	

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