

**End of Year Progress Report on Equity, Achievement and Climate Goals**  
**Due: June 2, 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 3<sup>rd</sup> 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: End of Year Progress Report to Community; May 20, 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 3<sup>rd</sup> 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 have written daily and throughout curriculum subject areas. The program 'Being a Writer' has been well-utilized for content and voice and was 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" served to drive and differentiate instruction. Students wrote in their letter journals and notebooks in addition to completing edited works and works of various genres and for a variety of audiences. Homework has been aligned with writing target areas. Teachers shared best writing lessons and analyzed children's writing samples to determine level of proficiency and next steps for individual student growth. Teacher collaboration time was also utilized to revise writing rubrics and score writing samples together to increase inter-rater reliability. Parents have been involved in a variety of ways. In addition to parent information sessions, two parent visiting nights and conferences, parents have had opportunity to learn more about writing expectations. At the primary level parents received a checklist of kindergarten expectations. At the lower elementary level parents received writing exemplars of low, average and high quality writing samples. At upper elementary parents and students have worked together to score writing assignments using the 'kid-friendly' rubric which had been carefully taught and practiced in the classroom prior to homework usage.

CSAP writing data will be sent to us in August. School results of the CSAP for third grade reading were released last week and individual scores sent home in Friday folders. Third graders were assessed on how well they understood **Colorado Reading Standard #1: Students read and understand a variety of reading materials.** The test included a variety of multiple-choice questions and short-constructed response questions that required written answers. The purpose of the CSAP is to provide the State a picture of

student performance on state academic content standards for educators, policy makers and the public and also to provide a context for improving public education. A score of proficient or above represents a high level of competency. 82% of our students scored proficient or above for the 2010-11 school year. Please contact your child's teacher if you have any questions about this assessment or your child's overall progress during the past school year.

**Equity:** Teachers continue to differentiate instruction through the Montessori Model and by closely aligning to the district grade level Curriculum Essentials Document (CED). Writing interventions occur with the classroom teacher and with support specialists. Instruction is targeted and progress closely monitored. Teachers have met weekly with support staff to determine push-in, pull-out or co-teaching strategies for students struggling on specific skills. Intervention classes met twice weekly to target instruction based on student need. A few examples of interventions include a computer program for dyslexia, a CBM for high frequency words, and a specialized spelling list integrated with reading instruction. 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 May 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 ESL reading. Thanks to the passage of the 3A mill levy, some funds were restored to schools and we were able to increase some interventionist time from three days to five days per week for the remainder of the school year. DRA2 assessments for targeted students were completed by February 1<sup>st</sup> to insure monitoring of continuous and adequate progress. CELA results were thoroughly analyzed to drive instruction for the remainder of the school year. 69% of our ESL students advanced a level from January, 2010 to January, 2011 on the CELA assessment for English Language Learners. Parents were involved through parent information sessions, homework assignments including translated rubrics, and conferences. Community Montessori also partners with community organizations such as the Family Learning Center or Dream Catchers through coordination of classroom websites and homework packets.

**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 20<sup>th</sup>. Many parents have purchased the nurtured heart book, All Children Flourishing and twenty parents have attended 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, inquisitiveness, responsibility, thoughtfulness, confidence, communication and tolerance**. Writing assignments have addressed issues such as

sportsmanship, attitude, fairness, leadership and the various traits listed above. 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. 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. Teachers build in time to communicate with each other about issues on the playground and these are brought to group times so all students are hearing what needs to change.

Our student climate survey will be more carefully analyzed in the fall but at first glance our data appears to be consistent with our prior years. An area of significant improvement is in a subsection called ‘fitting in.’ 92% of our children report that they have friends at school compared to 84% the prior year. Similarly, more children report that “they do not play alone at recess.”

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The complete End of Year Progress Report is available on line or hard copies are available in the office.  
[\(http://schools.bvsd.org/communitymontessori/\)](http://schools.bvsd.org/communitymontessori/)

**Published End of Year Progress Report (continued)**

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 Due: June 2, 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
<b>ACHIEVEMENT</b>				
Assessments, standards and the	A	3	• Lower El: Bi-monthly levels meetings, including	

Curriculum Essentials Documents will drive instruction		3 3 3	<p>Literacy teacher, to clarify alignment of district standards with writing rubrics</p> <ul style="list-style-type: none"> <li>• Upper EL &amp; 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</li> <li>• SEPT. 23—CED backwards design (Ellen, Jill)</li> <li>• Teachers continue to supplement ‘Being a Writer’; and students continue to write everyday and throughout the curriculum</li> </ul>	<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	3 3 3 3	<ul style="list-style-type: none"> <li>• <u>Primary</u>: Will begin bi-monthly meetings focused on writing as upper and lower el are doing</li> <li>• <u>Lower El</u>: Teachers shared student writing—inter-rater reliability and follow-up lessons/interventions for individual students</li> <li>• <u>Lower and Upper El</u>: Bi-Monthly meetings with level teams, literacy specialist and ESL teacher, grading student work, compare/ contrast scores, reflect on similarities, differences, and clarifying and providing suggestions for sharing highly effective lessons</li> <li>• Use CSAP released items; Students should be able to explain scores for various samples-- upper elementary lessons were given on learning to score CSAP released items, based on the writing rubric collaboratively created by the team (Jan. 11), until students reached proficiency using the rubric (i.e. students consistently generated score identical to CSAP released item’s true score)</li> </ul>	<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 time.</p>
Teachers will regularly collaborate with levels teams to evaluate student writing and define targeted instruction.	A	3	<ul style="list-style-type: none"> <li>• <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; writing progress has been shared with parents at fall and spring conferences using agreed upon prompts</li> <li>• <u>Lower El</u>: Sending writing samples to parents to convey exemplars of low, average and high samples.</li> <li>• <u>Upper</u>: Sending student version of rubric home with assignment</li> </ul>	<p>Bulletin board displays proficiency leveled writing rubric for viewing as elementary parents enter building;</p> <p>Writing rubric was sent home in Fri. folders with letter to parents to be used in homework assignments; Child friendly rubric generated (based on aligned rubric generated by team in Jan.)</p> <p>Teachers have evaluated each other’s students to check for inter-</p>

				rater reliability
Teachers will develop a clear RtI plan when a student is not succeeding	A	3 3 3 3 3	<ul style="list-style-type: none"> <li>Teachers and team using RtI form</li> <li>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</li> <li>In response to data and current performance review, a writing intervention class met twice weekly to provide targeted instruction with ESL, Literacy and classroom teacher</li> <li>Literacy teacher provided additional support with lessons targeted to organization, content, style/fluency and language usage in writing.</li> <li>ESL teacher provided extra support for students not showing improvement for language usage.</li> </ul>	<p>AIMS Web training was attended by 9 teachers in Feb.</p> <p>Continuous meetings with specialists, interventionists, literacy and NLT teachers with classroom teacher looking at students' current level of progress, and data and aligning instruction to meet those needs-daily-ongoing</p> <p>Planning time for teachers and support staff is essential</p>
<u>School</u> -Across grade Level articulation -Across subject implementation; Integrate writing in all subjects including specials	A	3 3 3	<ul style="list-style-type: none"> <li>Revise Exit Criteria (K-1<sup>st</sup>) with lower elementary</li> <li>Provide PD at a levels meeting to assist with giving content based assignments aligned with the CED</li> <li><u>Upper El:</u> Specialists 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"> <li>Students are aiding in this process</li> </ul> </li> </ul>	<p>Buddy reading and writing with paired multi-level classrooms continues and is a priority as time permits</p> <p>Writing prompts from specialists used for weekly homework writing assignments Oct.-May. Students helped to hone each prompt to align with current classroom writing goals.</p>
<u>Community</u> Parent Education Parent Visiting Night Parent Conferences Report cards Homework Writing Journals	A	3 3 3 3 3 3 3	<ul style="list-style-type: none"> <li>Primary Parent Education: September 23 (25-30 parents present)</li> <li>Parent Visiting Night: October 7, Feb. 24 80% participation</li> <li>100% parent participation at conferences (fall, spring) NLT &amp; resource teachers join conferences, conferences translated as needed;</li> <li>ESL Parent Education: November 4 (25-30 parents present)</li> <li>Reports Cards: Nov., Feb. and May</li> <li>Rubrics/Exemplars as homework</li> <li>Writing Journals weekly/rubric added; Teachers</li> </ul>	<p>After students became proficient on using writing rubric to score CSAP released items, next level of lessons was to apply the rubric to their own writing, teaching their parents how to use the rubric, and working with their parents to score student writing on the rubric; positive feedback received from several parents on the rubric as a good tool for helping improve their child's writing at home as well as</p>

			communicate with parents regarding meaningful journal participation.	understanding what is expected. Class website posted and rubric translated making it accessible to all families at all times.
<b>EQUITY</b>				
RtI: TIER 1 writing interventions for our subgroups will be targeted and closely monitored	E	3 3 3 3 3 3	<ul style="list-style-type: none"> <li>Interventions will occur in the classroom and be monitored by CBMs in the areas of spelling, syntax, and word count</li> <li>One of our ESL teachers has added extra hours, on Monday and Friday as of January 3<sup>rd</sup> and is now full-time thanks to the 3A restoration \$</li> <li>Cristi meets with 5 ELL students during breakfast to build oral language skills related to writing (and math); this group has changed based on student improvements and needs</li> <li>Training occurred with all teachers on how to access and complete the BVSD RtI on-line forms—Sept. 9<sup>th</sup></li> <li>AIMS WEB training occurred on Feb. 9<sup>th</sup></li> <li>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</li> </ul>	<p>Interventions ongoing (computer program for dyslexia, specialized spelling list integrated with reading instruction, CBM for high frequency words)</p> <p>Teachers continue to evaluate 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>
RtI: TIER 2/3 or SPED writing interventions for our subgroups will be targeted, aligned with classroom instruction, and closely monitored	E	3 3 3	<ul style="list-style-type: none"> <li>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.</li> <li>Four teachers are taking an ESL Sheltered Instruction in writing class</li> <li>DRA2 assessments for targeted students were completed by February 1<sup>st</sup> to insure monitoring of continuous and adequate progress.</li> </ul>	<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>
Incorporate Math language into our oral and writing instruction	E	3	<ul style="list-style-type: none"> <li>Mary Pitman presentation in fall and continuous math integration</li> <li>Galileo assessment data used to drive instruction</li> <li>Training for all K-2 teachers occurred in April on K-2 district math assessments</li> </ul>	Math, per say, is not our primary goal area

Professional Development/Leadership  Community Partnerships	E	3  3  2  3	<ul style="list-style-type: none"> <li>• Our ESL interventionists participated in a district ELL class on sheltered instruction</li> <li>• Four teachers participated in a sheltered instruction class in the area of writing</li> <li>• Two teachers are participating in a year-long equity cohort and provide staff leadership on cultural proficiency issues with our staff</li> <li>• 19 staff members participate in class to teach reading to ELLs</li> <li>• Work packets and communication with Dream Catchers and Family Learning Center through parents of students and Rosa; informed of classroom website where afterschool programs can go for classroom information</li> </ul>	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;
<b>CLIMATE</b>				
Reduce the number of children on the playground/lunchroom at one time	C	3	<ul style="list-style-type: none"> <li>• Lower elementary have lunch/play at 11:15, Upper elementary have lunch/play at 11:55</li> </ul>	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  3  3  3  3  3	<ul style="list-style-type: none"> <li>• Data collection was gathered, shared and reflected on at levels meetings</li> <li>• Follow up with assistants at monthly meeting with principal and teacher liaison; discussed repeat offenders, consistent consequences and expectations from all paras on duty.</li> <li>• Empowerment of paras to discuss at group in classroom with teachers present; this is happening sometimes</li> <li>• Teachers followed up with students in class- -paras should be included in these meetings with students to honor their role</li> <li>• Upper El: Having children work through solving problems based on data gathered, modeled on TIES process</li> <li>• Upper El: Changing peer mediation- Upper El Students with Upper El students on playground, not with lower el students</li> <li>• Primary: teachers supervise and two additional</li> </ul>	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; paras are on agenda in classroom community meetings, they are encouraged to bring issues to the student group for resolution  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  We have found that it is difficult to provide greater teacher

		3	paras have been hired for playground duty; teachers communicate with each other about issues on the playground and these are brought to group time so all students are hearing what needs to change	supervision on the elementary playground due to prep, children finishing work, and meetings with support staff
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"> <li>Playground and school tours to review expectations</li> <li>Consistent language expectations passed out at Back to School Night in August</li> <li>Principal discussed NHA and sold books at new parent coffees in August-September</li> <li>Utilize NHA to acknowledge students meeting expectations in common areas as well as class</li> <li>Monthly traits have been prepared and distributed to all teachers</li> <li>Traits are used by specialists, support staff, office, parents etc.</li> <li>Traits go home in newsletters and Buzz</li> <li>Conversation topics for parents are aligned with traits being used.</li> <li>Incorporate with homework (Upper EL)</li> <li>Friday Letter Journals (Lower EL)</li> <li>Grace and courtesy lessons continue</li> <li>Large posters of our PBS Code of respect have been hung in the halls and copies have been distributed to classrooms and parents</li> <li>Instruction/role play in conflict mediation, bully proofing strategies and restorative justice</li> <li>Two teachers conducted a 4-week NHA parent education session attended by 25 parents</li> <li>Feb. 2: Debrief meeting of NHA sessions that have occurred to date</li> </ul>	<p>We have substituted the traits for the conversation topics used in the past</p> <p>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</p> <p>Writing assignments throughout the year have addressed issues such as sportsmanship, attitude, fairness etc. Students wrote letter on leadership and community to 3<sup>rd</sup> graders, students wrote letter to themselves on what they expect of themselves as upper elementary student leaders.</p>
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•Key 3 = fully implemented 2 = implementation in progress 1= in planning stage 0 = cancelled or not started