

the community roots school



Charter School Annual Report

2011-2012 School Year



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This annual report provides a comprehensive picture of the recently completed academic year, 2011-2012. The annual report will be used by the Silver Falls School District to review the school's performance and progress for the past academic year.

1. CRS History and Summary of 2011-2012

Community Roots School started the fourth year of operation at the Old High School Campus on James Street, in the gym area section of the building with two classrooms, two teachers, two part time assistants and an average enrollment of 56 children. The lower elementary classroom was made up of first, second, and third graders. The upper elementary classroom consisted of third, fourth and fifth graders. A consistent waiting list was maintained throughout the school year.

What started with a group of founders has now transitioned to a community based school. The 2011-2012 school year was a transition year, with new staff and the board transitioning from a founding board to a community based board. This third year of operation proved challenging because of a transition to new leadership, and the shift in paradigm from a parent driven governance to an administrative governance strongly led by Miranda Traeger.

Further, it has been determined that the balance between creating an authentic Montessori environment and meeting the needs of each student in the public school environment takes very skilled instructors. Going into 2012-2013, CRS experienced a complete transition of staff due to the difficult decision to not renew one teacher contract, and a family move for the other teacher.

While the community suffered some emotional setbacks from this transition, the priorities, focus and clarity of goals became solid. At the time, this process of change was extremely difficult, however we believe the new energy and focus will result in a stronger more productive community and will contribute to the betterment of the school.

2. Mission Statement

The CRS Board of Directors is driven by the mission statement created by the original group of founding members. At the beginning of each board meeting, the mission statement is read. The Mission Statement is,

“Rooted in our local community, we learn in an authentic Montessori environment, growing as conscientious and joyful learners, inspired to lead in the world community”.

3. Innovative Learning Environment, the Montessori Pedagogy Overview

Incorporating the Montessori philosophy into the public school system is challenging and must be handled delicately. Montessorians believe that the child develops and works at his/her own speed and chooses works according to his inner psyche.¹ The inner tug-of-war public Montessori teachers face daily is that of “teach to the test” vs. “follow the child”.¹ Knowing this existing struggle has required CRS to acknowledge three goals: 1) make sure that Montessori remains as authentic as we can make it within a charter setting, 2) ensure that teachers understand what is expected of students, and 3) ensure that every child receives help in attaining mastery of these skills¹.

2012-2013 school years marks the first time that CRS's classroom configurations are in line with the recommendations laid out by Maria Montessori. Lower elementary classrooms contain grades 1-3 and upper elementary classrooms have grades 4-6. Students are grouped into these grade levels based on very sensitive developmental periods as well as the need for a 3 year cycle.

Each child's progress through the Montessori curriculum is based on a proficiency model. Students will be able to move through the materials based on their ability to "master" their work. The teachers take very detailed records on each child's progress through the material. Lessons are taught in small groups based on their individual progress. It is very much child centered.

The classroom environment is an essential component to the success of the Montessori program. Maria Montessori spent years observing children and creating materials that meet the needs of the child's various developmental needs. The materials are created as much as possible out of natural materials to help to create a respect and care for the items. The materials are placed on shelves that students can always be easily accessed as to nurture the child's independence.

4. Board of Directors

The Community Roots School Board, for the 2011-2012 school year, was a six member body. Each board member is elected for two years. Terms of office are staggered so that no more than three positions become vacant in the same year. This serves to encourage continuity on the board. Members of the board serve without pay. Terms of office commence and expire with the school's fiscal year (July 1). Officers of the board are elected at the annual meeting (usually in May or June).

For the school year 2011-2012, the board consisted of Chair Person Jennifer DeJong (term expires 2012), Vice Chair Person Consuelo Icovino (term expires 2012), Treasurer Amanda Petrik (term expires 2012), Christine Golden (term expires 2013). In September of 2011, Board Members Collette Lord, Helmuth Rogg, and Anne Moore were voted in by a special election of the voting members.

Jennifer de Jong, Chairperson, holds a Bachelor of Science degree in psychology. She is a Business Transition Manager with the Department of Human Services, Seniors and People with Disabilities Division. Jennifer is a founding member of the Community Roots School. Jennifer and her husband, Jeff Reilly, have three daughters.

Amanda Petrik, Treasurer, has a Master of Sociology. Amanda is an experienced Research Associate at the Center for Health Research at Kaiser Permanente Northwest. She has expert knowledge of data files and structures, as well as with federal grant proposals and management of federal funding. Amanda is a founding member of the Community Roots School. Mandy and her husband, Frank, have two children.

Christine Golden has a bachelor's degree in nursing with a specialty in intensive care. For the past seven years, she has worked in health care management at Silverton Hospital. She has lead the breast cancer support group for five years and currently serves on the hospital ethics committee. She is also serving on the Silverton Planning Commission. She and her husband have six children, with two currently attending school in the Silverton School District. Her two oldest children were involved with Montessori education through The Franciscan Montessori Earth School in Portland.

Consuelo “Chelo” has a Bachelor's degree in social work and worked for seven years for a private non-profit organization, Victim/Witness Services for Coconino County, that served victims of crime in northern Arizona. She wrote and managed grants for the organization as well as assisted in fundraising events for the agency. She developed county outreach programs to rural northern Arizona which included the Grand Canyon, the Navajo and Hopi reservations, and the area up to the Utah border. She supervised felony crime victim advocates, the Victim Advocate Volunteer Program and reviewed grants related to domestic violence for the Department of Justice.

Anne Moore joined the board in 2011. Anne received Montessori certification in Boulder, Colorado in 1987 and taught in a “Children’s House” for three years (one at a Silverton Montessori School). She then took the philosophy and principles into the public school where she taught in Mt. Angel, grades K-5 for thirteen years. Anne holds a Masters in Education/Curriculum and a Master of Divinity. Five years ago, she was ordained an Episcopal priest and now serves at St. Hilda’s in Monmouth. Her family has lived in Silverton for 23 years and their three children, now young adults, all attended Montessori school. She currently serves on three non-profit boards: advisory board for Western Compass (campus ministry, WOU), Shalom Prayer Center at the Benedictine Monastery, and the church board. Anne joined the Community Roots board in 2011.

Dr. Helmuth Rogg joined the board in 2011. Helmuth has managerial and budgetary experience and is currently the Manager of the Insect Pest Program with Oregon Department of Agriculture where he supervises 40 plus professionals and oversees an annual budget of over \$2 million. Helmuth grew up in Germany and has lived and worked in many countries in West Africa and South America. These experiences have given him the opportunity to experience a variety of educational systems and interact with many diverse ways of thinking. Helmuth, his wife, and two children live in Silverton.

Colette Lord joined the board in 2011. Colette has lived in Silverton since 2005 with her husband Carson. They own and operate a wholesale ornamental tree nursery in Evans Valley just east of downtown. Colette and Carson have three children, two little girls ages 4 and 6, and a new baby boy born in December of 2011. Colette received a bachelor’s degree in Psychology from the University of Oregon, and a master’s degree in Public Administration (concentration in nonprofit management) from Portland State University. She worked for six years at the National Fish and Wildlife Foundation as a program director and grant manager where she financially oversaw a \$4,000,000 grant program. She most recently worked as the administrator for the Stayton Public Library Foundation where she managed the daily administration of the organization, wrote and tracked multiple foundation grants, helped develop and manage an outreach reading program, and worked to create and run a fundraising membership program. Colette is currently working part-time from home.

The Community Roots School Board meets on the second Tuesday of each month at 6:30 p.m. at the CRS campus. Special meetings are scheduled as necessary. Each meeting is conducted using Robert’s Rules of Order and includes noting attendance, reading of the Mission Statement, approving the consent agenda, asking for audience comments, a financial report, voting on action items and adjourning.

Board Training and Development

Going into 2011-2012, the board had recognized the importance of continuous board training, and had designated the first half hour of each board meeting to board training, including journal reviews and further education. Topics covered in board trainings included finance, team building, review of recommendations from the National Charter School Alliance, better agendas for better meetings, preparation for public forum, policy responsibilities of a board, and roles and responsibilities.

In July of 2012, a strategic planning session was held and facilitated by Janet Allanach, community member and newly appointed board member. The strategic planning session will be an annual event to review accomplishments and renew the community and school goals.

5. School Configuration and Enrollment

Community Roots entered year 3 of the lease agreement with the Silver Falls School District to rent a portion of the Old High School on Schlador Street. In the summer of 2011, Community Roots moved from the newer portion of the Monitor campus. An additional classroom was furnished for the lunch room, with the anticipation that it would be used for the Upper Elementary students in 2012. The children had access to a gym, an outdoor courtyard and due to the new proximity in town, enjoyed “going outs” (Montessori sic.) frequently.

In September 2011, 58 children were enrolled in two classrooms. The lower elementary classroom was a combination of 1st, 2nd and 3rd grade. The upper elementary classroom was a combination of 3rd, 4th, and 5th graders. This classroom configuration was designed to allow for growth and balance in both classrooms. Goal enrollment for the year was 58 students, and we ended the school year with 56 students. Budgetary modifications were made to ensure limited effect on the learning environment for the students.

During the 2011-2012 academic year, our average attendance was about 57 students; our highest enrollment at one time was 58 students while our lowest was 56. Our ending enrollment was 56: 12 students in the 1st year, 12 students in the 2nd year class, 18 in the 3rd year class, 8 in the 4th year class, and 7 in the 5th year class. Six students (9%) of CRS students were from outlying districts, and the remaining students are from the Silver Falls School District.

Enrollment for 2012-2013

Enrollment forms for 2012-2013 exceeded expectation with interest from both in-district and out-of district which resulted in us holding a lottery. With the high number of enrollment applications, it was determined that CRS would open up a third classroom. CRS would now be offering 2 lower elementary classrooms (1st – 3rd) and one upper elementary classroom (4th – 6th). The lottery process allowed students to be placed in slots on the waitlist at random. The lottery process was clear with distinct guidelines. Linda Brown, director of Special Education, observed the lottery as a district representative and witness.

After the lottery, intent to enroll forms were received from 78 students for the 2011-2012 academic year: 18 new 1st years, 13 returning + 1 new 2nd years, 11 returning + 4 new 3rd years, 18 returning 4th years, 7 returning 5th years, and 6 returning 6th years. As of June there were 23 students on the waitlist: 4 for the 1st year class, 4 for the 2nd year class, 10 for the 3rd year class, 2 for the 4th year class and 3 for the 5th year class.

Throughout the 2011-2012 school year, the board and staff planned to expand the school for the 2012-2013 school year to 1st through 6th grades. Outreach was conducted by advertising in local newspapers, hanging flyers and street banners in town

School Day Schedule 2011-2012

7:55	Option to catch the bus at Eugene Field
8:15	Bus children are dropped off at CRS campus / children driven by car; drop off at designated drop-off area at back entrance. A teacher will greet at the back entrance double doors.
8:30	Class begins. Late arrivals – check in at office
8:30	Three hour work cycle, meeting, lunch preparation
11:30-12:30	Lunch and recess
12:45-2:45	Large group lessons: PE, Spanish, botany, zoology, history, art, language, movement and music
3:00	School day ends – children being picked up by car leave at this time
3:10	Bus children leave CRS, arrive at Eugene Field at 4:00

Community Roots follows the SFSD calendar, including early release and furlough days.

6. Policy Development

As required in its charter contract, the Community Roots School generally abides by Silver Falls School District policies on student behavior, classroom management, suspensions and expulsions. However, the Community Roots School board is continually adopting policy to meet the needs of the charter school specifically. The following policies have been adopted by the board:

2009 - October 2009: “Education Records/Records of Students with Disabilities”, “Student Rights and Responsibilities”, “Student Conduct”, “Directory Information” and “Personally Identifiable Information”.

November 2009: “Fiscal Policies and Procedures”, and “Grant Application Policy”.

2010 - In April 2010, the board adopted an “Early Entrance Policy”. In May 2010, the board adopted the “Escalation Process” and the “Board Election Process”. In December 2010, the policy on “Snow Days for Classified and Certified Staff” was adopted.

2011 – The board reviewed OSBA draft policy on “AC-Non Discrimination”, “CCC- Hiring of Charter School Administrators”, “GBA-Equal Employment Opportunity”, “GBEBA – Staff – HIV, AIDS and HBV”, “GBEC – Drug Free Work Place”, “GBK/JFCG/KGC-Tobacco Free Environment”, “Personnel Records”, “GBM-Staff Complaints”, “GBN/JBA – Sexual Harassment Policy”, “GBN/JBA AR – Sexual Harassment Complaint Procedure”, “GCBDA/GDBDA – Family Medical Leave” and made recommendations for editing and adoption. Policies will likely be adopted in 2011. In June 2011, policy was adopted on paying benefits to .75 FTE employees.

2012 - The board reviewed, revised and/or approved the following policies: CRS Financial Policies & Procedure Manual, Board Nomination's Policy, Assistant Pay Schedule, Special Instruction pay rate; Substitute Teacher pay rate, Administrator Salary Schedule, & Lottery Policy. The board also reviewed and approved the Contract between Community Roots & SFSD. The board reviewed and approved a 5 year budget developed and presented by the school administrator. The board continues to follow the Strategic Plan for CRS and recognizes it as a working document.

7. Staffing and Professional Opportunities for Teachers

For the 2011-2012 school year, the staff included two full time teachers, two assistants a part time administrator. Jennifer McCord (teacher) returned to the lower Elementary classroom, and Gary Grenier was hired to teach in the upper Elementary classroom.

The returning teacher, Jennifer McCord, has an Oregon State Certification, and began her intensive Montessori training in the summer of 2010 in Texas. Jennifer completed the training at the Montessori Academy in Houston, Texas in June of 2011. CRS has supported Jennifer in her accumulation of her training, and will continue to provide this unique professional opportunity in Silverton.

Gary Grenier holds a Charter School Registry with TSPC and is trained in both lower elementary and upper elementary Montessori. Gary was hired to teach in the transitional upper Elementary classroom.

The lower elementary classroom had an assistant for 5.5 hours a day, while the upper elementary classroom had an assistant for 4 hours a day. Assistants were in charge of aiding children in problem solving, monitoring behavior and working with children while the teacher was teaching lessons.

Miranda Traeger was hired as a part time administrator. Miranda transitioned into a new governance model for the school, one in which operations of the school moved into the administrator job description and the board was able to spend their efforts on educational goals, financial accountability, and policy.

The Community Roots School board also utilized specialized consulting services for the administrator and staff. Melissa Harbert, Montessori Program Development & Non-Profit Organizational Consultant consulted from June through July.

8. Student Opportunities, Learning, Achievements and Performance

The math, language, science and history curriculum at CRS offers hands-on materials for the child to follow up on work and enables the child to work at an advanced level of ability due to the control of error built within the material.

The Montessori classroom provides choices of learning opportunities for students. Students are given lessons on a daily basis and are given work to complete. Each work is added to the child's plan and the teacher monitors how and when the child completes this work. It is a choice for the child within their work day, but is a work that will need to be completed within the week. Students are followed and carefully monitored for progress throughout the year.

The Montessori student is responsible for working independently, but teachers, parents and students all benefit from work plans and accurate reporting. Each week, work plans are sent home to parents so that they are aware of their child's progress. The board and staff focused on measuring academic achievements throughout the year.

The administrator and teachers worked through developing processes to accurately track student performance and achievement appropriately for *public* Montessori classrooms. Appendix 1 is an example of a student report card. Our Lower Elementary classroom transitioned into using an online record keeping/reporting program, MRX (Montessori Records Express).

Student report cards, assessment forms, progress reports, student information and work plans will inform parents and students of their progress. Further, in the Montessori environment, anecdotal records and informal assessments enable teacher assessment at any given moment to determine a student's level and ability within a material and/or concept. These innovative measurement tools are required and imperative to the success of Charter schools. CRS is beginning to reconfigure our progress reports to include the Common Core Standards.

Activities

Highlights of the children's year ranged from family gatherings, performances, field trips, to statewide assessment and hosting a wealth of visitors. Our 'Annual Start of the Year Picnic' at the end of summer brought all together, while two CRS performances both geared us up for the year in October, 'Historical Halloween', and helped to wind down in June with our end of the year plays: 'Character Matters' for the lower elementary and a modified Shakespearian in the upper elementary.

A week long music program through the organization Ethos, came to spend 4 afternoons with our students. It exposed students to a variety of musical options: from vocal to drumming to keyboarding. Students were also able to practice these skills that would hopefully inspire them to continue the musical journey independently at home.

Our youngest visitors, most of the incoming 1st year students, joined us for a morning in May to introduce themselves to and meet their future classmates. Through the Silverton Art Association, students were able to engage in a week long art event at the end of school. Local artists presented lessons to our students, as the students actively engaged in their own artistic adventures. Further visits throughout the year included a number of families observing our classrooms as well as dedicated parent volunteers who joined us in the classroom or for recess.

CRS was able to hire Specialty teachers. This was made possible by the amazing efforts of our many parent volunteers on our fundraising committee. All students had the opportunity to have PE instruction from Dean Carpenter and Spanish instruction from Kelley Morehouse.

In the spring, the children began OAKS testing. While the testing scores are lower than in years past, our ODE report card for 2011-2012 ranked CRS as an Outstanding School. For specific questions regarding this issue, please contact Miranda Traeger. Adjustments in staffing have been made in which we believe will result in better performance by students at all grade levels. Further, the administration and board have learned from this experience and have built safety nets to prohibit the reoccurrence.

9. Oversight Visits and SFSD Requested Information

The Community Roots School Board Chair, Jennifer DeJong, presented the 2010-2011 Annual Report to the Silver Falls School District Board in November and updated the board on its progress.

As part of its sponsor responsibilities, members of Silver Falls School District staff made several monitoring and technical assistance visits throughout the school year. The sense of collaboration between the district and the school continues with a strong foundation to quickly address issues as they arise and to ensure appropriate oversight and accountability.

The Silver Falls School District Superintendent, Andy Bellando, requested the following information on IEP students and general school information.

For IEP Students –

- How do you determine individual student progress in math and reading in relation to the state standards? (as requested by SFSD)

With the use of MRX, our computerized record keeping system, we will be able to track a student's progression through the Montessori lessons as well as the state standard that those lessons meet. In the 2012-2013 school year, staff will begin to use this system to evaluate each student's progress towards meeting those goals. CRS staff will be using our early release days to analyze the Montessori curriculum in relationship to the Common Core Standards as well as receive training on the use of MRX with the Common Core Standards.

Routine assessments will also be given to determine progression throughout the year. This will come in the form of reading records (DRA's), writing assessments based on the State's writing assessments, and regular math assessments focusing on operational areas.

- Please describe the general intervention strategies used at CRS prior to a student being considered for a special education evaluation. (as requested by SFSD)

The Community Roots School is gathering a deeper understanding of the SFSD Special Education Department's needs for a child to be considered for special education evaluation. CRS has received training from Linda Brown on the process.

The Montessori philosophy has a focus on meeting each student with their specific needs, so the list of interventions will be dependent on each child. The list may include: differentiating instruction to meet the academic needs of the child (due to our multi-aged classrooms this is a fairly common strategy), smaller group instruction or even one-on-one lesson instruction in areas of concern, implement research-based, mainstream instruction in areas of concern, use of technology for practicing in areas of concern, routine teacher care team meetings, and peer grouping. All of these interventions will be in partnership with assessment to track their progress with the interventions.

General School Information –

- What practices are occurring to implement transition to the new Common Core State Standards?

In the 2012-2013 school year, The Community Roots School is using our Early Release time to evaluate our Montessori curriculum and its alignment in the classroom to the Common Core State Standards. Staff will be attending Common Core trainings by such organizations as COSA. CRS is currently using a model of the Montessori Curriculum for grades 4-6 with the Common Core Standards.

CRS is also in the process of reviewing the new teacher evaluation standards and how they can be used in conjunction with our current Montessori teacher evaluation process.

10. Financials

Budgets

Community Roots School submitted its third SSF operational budget, for the 2011-2012 school year, to the Silver Falls School District in April of 2012. At the end of the 2011-2012 school year, there were SSF funds to roll over for the next year's budget. In September of 2012, Community Roots School approved to roll over \$13,288 into the 12-13 SSF operational budget, and to move \$38,980 into a committed emergency fund.

CRS also has a Supplemental School Operations Budget that is also referred to as our Fundraising budget in a separate checking account. That budget is proposed the CRS board and approved in September of 2012. At the end of the 11-12 school year, roll over amounts are designated as follows: \$6,440 into parent fundraising, \$500 into parent group, \$5,973 into CRS board, and \$1000 committed for our capital campaign.

Approved budgets are attached in Appendices 2, 3, and 4.

Fiscal Management

In 2011, the Community Roots School board created a Finance Committee made up of two community members, a board member, and the administrator. The Finance Committee is charged with previewing budgets and monetary decisions in an effort to more efficiently manage finances at the board level. All pertinent decisions must be voted on by the board, but the Committee foresees questions and issues with decisions at hand. The Community Roots School board has an adopted Fiscal Policy and Procedures, and this document was reviewed and approved in March. This document outlines appropriate and extremely detailed practices for our charter school. The board designated Treasurer, Amanda Petrik, Administrator, Miranda Traeger, and parent volunteer, Eva McCammon were charged with the oversight of the school's finances. This group was our Finance committee and meet on a monthly basis to dive into the details of the monthly financial reports.

The school's administrator was given very specific duties for financial oversight, as described by the Fiscal Policies & Procedures. Under advisement of the auditors, a part time bookkeeper was hired to manage the "fundraising account" which is held at Citizens Bank in Silverton.

Silver Falls School District acted as the fiscal agent for the State School Fund funds. Community Roots School maintains a checking and savings account, the "fundraising account", to maintain its fundraised funds for the year. The State School Fund were accounted for through the district's accounting software, OSAS, and the fundraised activities are accounted for through QuickBooks. Reports were created monthly for review by the finance committee and then for board approval for all streams of funds. Attached in Appendix 5 are the year-end financials for the school.

Oregon Department of Education Start-Up Grant Summary

All funds from the ODE start up grant were spent in the foundation of the school by July of 2011. The 2011-2012 school year marks the first year completed based completely on state school funds.

Grant Writing

Grant writing is highlighted as an essential component of our non-profit school, but with a part-time administrator and limited funds to work with we are relying on parent volunteer to make this happen. No grants were applied for in the 11-12 school year, although community members have been identified and recruited in order to begin this important process.

Fundraising

The CRS Fundraising Committee consists of a group of CRS parents and Jen DeJong as the board representative. Fundraising events were diverse and in 2011-2012 an estimated \$15,000 was raised in 2011-2012 and contributed to additional expenses. In 2011-2012, the operating budget did not include fundraising dollars, rather fundraising dollars were expected to contribute to areas of need such as “specials” (Montessori sic.) like music, art and PE. Starting in 2011-2012, the parent community determined where fundraising dollars were spent.

Fundraising efforts include “Eating Out’s”, Christmas tree sales, wreath sales, purchasing ability through Amazon.com, Box Tops for Education, the annual board pledge drive, Annual Auction, Salsa Night and a garage sale at the Grange.

Audit

CRS completed its third fiscal audit as required. The third party, auditor produced Financial Statement created by Pauly, Rogers & Co. is attached in Appendix 6 as well as their recommendations. The audit showed that Community Roots School has adopted a fiscal management and oversight that allows for the existence of a stable financial school.

11. Charter Contract Compliance Requirements

The following goals were outlined in our initial Charter Contract.

High Academic Achievement

Community Roots School follows the State of Oregon and Federal curricular requirements. With the adoption of the Common Core Standards at the state level, CRS is making adjustments to our instruction and progress tracking to accommodate those new standards. Montessori institutions all over the nation are in process of aligning the Montessori Curriculum with these new CCS. CRS will be adopting new curriculum alignment to the Common Core Standards in 2012-2013 school year. All current curriculum correlations to the current state standards can be found on our website <http://crmontessori.org/curriculum.html>. CRS has curriculum alignments for grades 1-6 in mathematics, arts, foreign language, and language arts, PE/health, science and social science with the old state standards. We are in the process of aligning the entire Montessori curriculum with the new Common Core Standards

Social Growth and Emotional Development

Montessori students realize the non-academic outcomes of the Montessori philosophy, such as respect for self, others, and the environment, self-motivation, and self-reliance. This builds on their ability to work independently in an environment that requires students to solve problems and rely on each other to work through materials. Those who observe the classrooms will see these outcomes occurring on a daily basis.

Strong Links with the Community

The first line of Community Roots School's mission statement is, "Rooted in our local community". The many fundraising activities brought the community and school together. CRS was able to bring awareness to the community, and engage with local businesses through many "Eating Out's" at local restaurants including Chan's, The Gathering Spot, The Seven Brides Tap Room, Thai Dish, Creekside Grill, and Ixtapa.

CRS walks as a school in the Pet Parade. CRS hosts a Salsa Night for the community at the Elks Lodge in which we bring in a salsa instructor. The *second* annual Auction and Dinner Dance was held at the Seven Brides Tap Room. Through this event, businesses engaged in donating services and goods and time. Community members attended the auction.

SACA Director, Dixon Bledsoe has visited CRS and spoke to the students about the services and need for SACA in Silverton. The students hosted a food drive at the school.

For the past two years, CRS has hosted an artist in residence, which allows a link between the vivid art community of Silverton and the Community Roots School.

The new in-town location has allowed our classrooms to move outside. Both classes took multiple walking trips to the park, the library, the pool, the Silverton Museum, and SACA.

Successful Montessori Program

Creating an authentic Montessori environment is part of the CRS Mission. Through continuous education of the staff, parents and children, we strive to achieve authenticity. In August, Christina Gasbarro of Woodside Elementary in Wrentham, Massachusetts was brought to council Miranda Traeger on administration in the Montessori environment. Our program will satisfy the requirements of an accredited Montessori school. CRS has hired Montessori certified teachers and implemented the Montessori curriculum. Jennifer McCord has satisfied the requirements to obtain her lower-elementary Montessori certification. Gary Grenier was hired with both lower-elementary and upper-elementary Montessori certification.

In order to successfully implement the Montessori curriculum, the board enlisted the services of numerous advisors, mentors and consultants. Maren Schmidt, an AMI-certified consultant joined us in October/November for advice on Kindergarten implementation. Oregon Montessori Association President Cathy Dorner and Executive Director, Jennifer Ryznar observed the classrooms and provided feedback, and Melissa Harbert, Montessori Program Development & Non-Profit Organizational Consultant has been consulting with both the board and administrator throughout the spring and summer.

Active Parent Participation

Community Roots Parents show commitment to the school and their children's education and contribute on a variety of levels. Parent participation was encouraged through community education events, meetings with teachers, community building events and fundraising events. Highlights for community education events included in-classroom extended day parent education afternoons where students and staff introduced Montessori concepts and curriculum to family members. The teachers hosted three parent education nights which gave more in-depth Montessori lessons. Parents were also encouraged to observe the classrooms as well as attend the bi-annual parent-teacher conferences.

Fundraising and Community Building events often coincided and ranged from Nordic Fir tree sales to our first annual Silent and Live Auction (which brought in over \$11,000). Parents and community members participated in a “Salsa and Salsa Night” where salsa (dancing) lessons were given and salsa was donated while parents were able to get to know each other outside of the classroom environment.

Also, the community participated in the “Eating Out” fundraisers where local restaurants donated a portion of their sales in one night to the school, and the families were able to socialize in the community. Many restaurants participated including Mt. Angel Sausage Co., Thai Dish, Ixtapa, Creekside Grille and the Gathering Spot. Other community building events offer environments and opportunity for families to bond outside of school hours. These events included a trip to the pumpkin patch, overnight trip to Bend, and a variety of parent education nights.

12. Goals outlined in ORS 338.015

The Community Roots School is consistent with all of the goals outlines in ORS 338.015. To avoid redundancy, this report has been adapted in order to describe in detail how these goals are being achieved. Below one will see how these goals have been adapted in this report.

A: Increase student learning and achievement

Section 8. Student Opportunities, Learning, Achievements and Performance

B: Increase choices of learning opportunities for students.

Sections 8. Student Opportunities, Learning, Achievements and Performance

Section 11. Charter Contract Compliance Requirements: *High Academic Achievement*

C: Better meet individual student academic needs and interests.

Section 11. Charter Contract Compliance Requirements: *High Academic Achievement*

D: Build stronger working relationships among educators, parents and other community members

Section 11. Charter Contract Compliance Requirements: *Stronger Links with the Community and Active Parent Participation*

E: Encourage the use of different and innovative learning methods

Section 3. Innovative Learning Environment, The Montessori Pedagogy Overview

F: Provide opportunities in small learning environments for flexibility and innovation, which may be applied, if proven effective, to other public schools

Section 3. Innovative Learning Environment, The Montessori Pedagogy Overview

Sections 8. Student Opportunities, Learning, Achievements and Performance

G: Create new professional opportunities for teachers

Section 7. Staffing and Professional Opportunities for Teachers

H: Establish additional forms of accountability for schools

Section 8. Student Opportunities, Learning, Achievements and Performance

I: Create innovative measurement tools.

Section 8. Student Opportunities, Learning, Achievements and Performance

13. Accomplishment of Goals for 2011-2012

The Community Roots School Board outlined goals for the 2011-2012 school year. All goals were achieved or exceeded: (a few examples of how we meet those goals)

1. Goal 1. We have an expanded and improved program that exemplifies Montessori principles and practices.

- Search for Montessori Consultant for Admin for 1-2 weeks in August
- Creation of new curriculum alignment with Montessori and New National Common Core Standards – work with Montessori Charters this summer
- Montessori Master Checklist – summer
- Creation of curriculum guidelines/policies (ie homework, spelling, etc)
- Hiring process for new staff
- Survey out to families about program needs for next year
- Spanish offered at CRS for the summer
- Outdoor School for 6th Graders

2. Goal 2. Our facility supports the culture and experience that fulfills our educational mission

- SFSD Facilities committee – we will know by June of the districts intent with their growth plan
- CRS facilities committee – research possible new location options if bond passes
- Continue conversation with district in relationship to the bond
- Play structure in courtyard to be completed with SFSD approval

3. Goal 3. We have strong leadership and broad support from our community.

- Regular meetings with Board Chair & Admin – scheduled for at least once a month
- Administrator continual trainings
- New board members trained
- Committees maintained: Finance, Facilities, Fundraising, School Growth, Elections, Capital Campaign, & Strategic planning
- Annual Meeting May 31st

4. Goal 4. Our organizational and financial stability is guided by clear, strategic, financial plans.

- Survey out to families to assess next year's fundraising goals
- Annual approval of Fiscal Policies and Procedures
- Monthly Finance Committee meeting with board, staff, and parent representation
- Board approval of 5-year budget
- Fundraising Committee: Auction, Wreath/Tree Sales, Garage Sale and Salsa Night

5. Goal 5. We serve the ages of students according to community need and responsible stewardship of the school.

- Lottery occurred 78 students for next year 12 on waitlist – more applications coming
- Application to the City for expansion of occupancy (currently set at 75)
- Every fall re-evaluate with School growth committee options for adding Kindergarten or a Middle school.
- Early Entrance Policy

14. Goals for 2012-2015

The Community Roots School Board engaged in a formal strategic planning process with Janet Allenach as a lead, and a community committee. The whole community was involved in the process through a survey sent to the parent community (in both electronic and hard copy), a staff assessment, and a committee made up of parents, staff and board members. The strategic planning committee met over the summer for a day long retreat and shorter more focused meetings.

The strategic plan can be found in its entirety in Appendix 8. The plan outlines the mission, vision, values, goals and strategies for 2011-2015. The main goals are:

Goal I: We have an expanded and improved program that exemplifies Montessori principles and practices.

- A. Demonstrate ongoing commitment to excellence and to best practices in program, staff and student assessment.
- B. Demonstrate commitment to addressing the learning styles and unique academic needs of each student.
- C. Provide continued sustainability education and nature experiences.
- D. Initiate student going-outs.
- E. Provide programs to enhance curriculum –“specials”- and develop metrics to evaluate program success.
- F. Partner with local community programs and organizations in service learning projects.
- G. Provide learning enrichment opportunities for older students.
- H. Promote a culture of respect, peace and positive communication in the classroom.

Goal II: Our facility supports the culture and experience that is described by our educational mission.

- A. Create and implement a long-term facility plan.
- B. Plan for and conduct a capital campaign.

Goal III: We have strong leadership and broad support from our community.

- A. Create a culture of communication, participation, and appreciation that makes it easy to contribute.
- B. Expand parent and community education about Montessori education and charter schools.
- C. Draw the wider community into our educational vision. Likewise, become more integrated into our wider community.
- D. Support board, administration and committee members with coaching and mentoring.
- E. Complete policies and procedures for school operations.
- F. Complete governance policies for the board.
- G. Continue to develop the board to build diverse skills and characteristics.

Goal IV: Our organizational and financial stability is guided by clear, strategic, financial plans.

- A. Review/audit ongoing compliance with financial policies.
- B. Create an annual fundraising plan and coordinate fundraising efforts, with particular attention to provide stable funding for enrichment programs.
- C. Create and implement a plan for developing alternate funding sources.

Goal V: We serve the ages of students according to community need and responsible stewardship of the school.

- A. Consider the need for and feasibility of a “Children’s House” and a “Middle School”.
- B. Prepare 6th graders headed to middle school.
- C. Optimize classroom sizes and configuration.
- D. Evaluate early entrance policy.

15. References

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6. Montessori, Maria (1994). *From Childhood to Adolescence*. Oxford, England