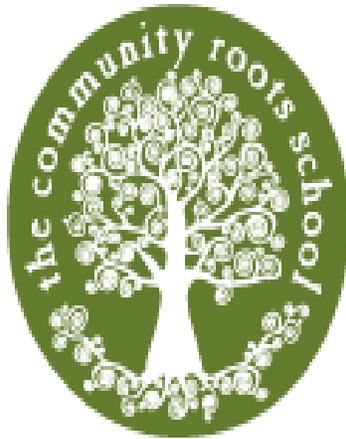


The Community Roots School



Charter School Annual Report

2014-2015 School Year



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This annual report provides a comprehensive picture of the recently completed academic year, 2014-15. 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 2014-2015

The story began when parents in the Silverton community were introduced to the Montessori philosophy. The private elementary in a neighboring community closed and a small group of parents continued to dream big. They wanted their children to participate in a peaceful, child-centered educational system. Many parents in this small group embraced the Montessori philosophy but also struggled with the prospect of enrolling their children in private school for their elementary years. Other parents were very interested in the Montessori philosophy, but private school was not an option for their families.

Through discussions about a shared passion for the Montessori philosophy and a desire for a public school option, parents struck upon the charter school concept. After a few meetings over coffee, it was decided that the concept should be explored with other interested parents who shared the same passion. A meeting at Home Place Restaurant was scheduled for December 2007, and it was there that the idea of The Community Roots School (CRS) was hatched.

An application for a planning grant was submitted to the Oregon Department of Education in March 2008. In the spring of 2008, The Community Roots School was awarded a \$55,000 planning grant. With that approval came the potential for more than \$100,000 for each of the next two years for the implementation of the school.

This planning grant funded many activities over the next year including community meetings and outreach, consultation for the charter application to the school district, start-up materials for the school, and recruiting. Over 1,200 volunteer hours were needed to research, design and create a charter application. Support from other public charter Montessori schools, including Ridgeline and Lewis and Clark, was invaluable.

In November 2008, the founding members (now a team of twelve individuals) submitted their application for the charter to the SFSD Board. The founding members were as follows: Bart Banks, Jacquie Curtis, Jennifer de Jong, Jennifer Kimball, Erika Lanning, Jennifer McCord, Matt Miller, Sarah Miller, Frank Petrik, Mandy Petrik, Jennifer Traeger and Miranda Traeger.

The school's sixth year of operation (2014-2015), was a busy one. CRS expanded its enrichment and extracurricular activities, offering Spanish, PE, Music, Band, Art Instruction, afterschool Lego Robotics, and an afterschool Lego club.

Going into 2015-2016, CRS will combine our upper elementary classroom (4th – 6th graders). Half day, off-site Kindergarten will be offered for the first time ever during the 2015-2016 school year. CRS will start the 2014-2015 school year with 95 students in one half day Kindergarten two lower elementary classrooms (1st – 3rd) and one upper elementary classrooms (4th – 6th). CRS will begin to explore the options of growth to include a Middle School option and starting an organic school lunch program

2. Mission Statement

The CRS Board of Directors is purpose driven and guided by the mission statement created by the original group of founding members. The mission statement, which is read at the beginning of each board meeting, is as follows:

“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 Recognizing this tension, CRS has adopted 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.

During the 2014-2015 school year, we maintained the classroom configurations that align with the recommendations laid out by Maria Montessori. The 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 three-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 materials. Lessons are taught in small groups based on their individual progress.

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 2014-2015 school year, was comprised of five members. 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 encourages 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 2014-2015, the board consisted of Chair Person Jennifer DeJong (term expires 2016), Vice Chair Person Dan Kaplan (term expires 2014), Treasurer Jason Wagoner (term expires 2016), Kate Pattison (term expires 2016), and Jessica Newton (term expires 2016).

Jennifer (Jen) De Jong – Chairperson

Jennifer is a founding member of Community Roots School and is the current Board President and Chair. She holds a B.S in Psychology and works as a Project Director with the Department of Human Services, Modernization Initiative. She was introduced to Montessori education in 2006 and was instantly attracted to the concepts of child-centered education, fostering a child's joy of learning and the prospect of inspiring social change through education. She has been a part of many accomplishments and lessons that CRS has encountered and is committed to the mission and the determination to provide this as an option to our wonderful community. Jennifer and her husband, Jeff Reilly, have three girls. Each of her girls have attended Community Roots. She currently has one at Silverton High School and another at Mark Twain.

Dan Kaplan – Vice Chairperson

Dan Kaplan is the Operations Manager for an Oregon manufacturing company. He is pragmatic, good at tracking many moving parts of a project and a consensus builder. With an educational background in child and family development Dan is heavily invested in the Silverton Montessori community and is passionately interested in the continued viability of Silverton's only Charter Montessori option. Dan and his wife Megan have three children.

Jason Wagoner – Treasurer

Jason has lived in Silverton for the last eight years and has fallen in love with the community. He and his wife Melissa have purchased a home here and are raising two lovely daughters. He graduated from Southern Oregon University in 2000 with a degree in biology and history. He moved here from the Oregon Coast to take a Park Ranger position at Silver Falls State Park. He has worked for the Oregon State Parks Department for the last ten years and enjoys the opportunity to work outdoors with the public. My interest in becoming a board member for Community Roots stems from my belief that our children need quality education. I respect the mission statement of the Community Root School and my educational view parallels the school's core values. He feels that it is important for families to have options for their children's education and that Community Roots fills that need for the Silverton and surrounding areas.

Jessica Newton – Board member

Jessie has a Bachelor's degree in Biology and English from the University of Portland where she later earned a Master of Arts in Teaching. She has been a high school science and language arts teacher for the past eight years and is currently working toward licensure to become a school counselor. Jessie discovered the Montessori philosophy and methodology while researching preschool options for her son. She was immediately captivated with the way that Montessori looks at the whole child and gives students ownership of their learning. Jessie brings an educators perspective to the board and is committed to supporting the school community as it grows. She lives in Silverton with her husband Luke Neal and three children.

Kate Pattison – Board member

Kate has had a long term interest and engagement with child-centered learning through her own elementary education, her daughter's education, and her recent graduate education. In 2008, her family began exploring small towns in the Willamette Valley where they would want to put down roots and make a commitment to stay for 20 years. After 18 months of research and day trips on country roads, they discovered Silverton and fell in love. She wants to see this community flourish, and she knows the most significant impact on a community is the quality of the education available to children. Her desire is to see CRS grow as a strong instructional model for other schools in the area and develop exceptional students who succeed in school and life. She believes this can be fulfilled by supporting teachers and administrator, providing opportunities for each of them to strengthen their practice. She brings a variety of tools to help the school measure performance and connect with other public Montessori schools in the state. With an advanced degree in elementary education, her current work as the charter school specialist for the Oregon Department of Education, her time as a student-teacher in on of Community Roots' classrooms, experience serving on a nonprofit board, and her professional network, she brings a depth of expertise to the board for this school.

Board Meetings

The Community Roots School Board meets on the first 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

Continuing the tradition established in 2012, the board had recognized the importance of continuous board training, and designates the first half hour of each board meeting to board training, including journal reviews, team building and further education. Topics covered in board trainings included finance, board orientation, and various other trainings. In the 2014-2015 school year the board participated in:

- League of Charter Schools Conference and Debrief
- OSBA Policy 101
- Strategic Planning for Charter Schools
- Student Performance and Finances
- Smarter Balanced
- Nomination and Election Process/Bylaw review

5. School Configuration and Enrollment

In September 2014, 83 children were enrolled in three classrooms. The lower elementary classrooms were a combination of 1st, 2nd and 3rd grades. The upper elementary classroom was a combination of 4th, 5th, and 6th grades. This classroom configuration was designed to allow for growth and balance in both classrooms. Goal enrollment for the year was 83 students, and we ended the school year with 82 students. Budgetary modifications were made to ensure limited effect on the learning environment for the students.

Community Roots entered into a one-year lease agreement with the Silver Falls School District to rent a portion of the Old High School on Schlador Street. The children had access to a gym, an outdoor courtyard and due to the in-town proximity enjoyed walking field trips around town.

During the 2014-2015 academic year, our average attendance was about 75 students. Our ending enrollment was 82: 14 students in the 1st year, 23 students in the 2nd year class, 17 in the 3rd year class, 15 in the 4th year class, 4 in the 5th year class, and 11 in the 6th year class. We ended the school year with ten students (14%) of CRS students were from outlying districts, and the remaining students are from the Silver Falls School District.

Enrollment for 2014-2015

Enrollment forms for 2014-2015 met our expectations with interest from both in-district and out-of district, resulting in a lottery. The lottery process allowed students to be placed in slots on the waitlist at random. The lottery process was aligned with distinct guidelines. After the lottery, intent to enroll forms were received from 83 students for the 2014-2015 academic year. Outreach was conducted by advertising in local newspapers, hanging flyers and street banners in town.

School Day Schedule 2014-2015

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
12:45-2:30	Large group lessons: PE, Spanish, Music, botany, zoology, history, art, language, and movement
2:45	School day ends – children being picked up by car leave at this time
3:10	Bus children leave CRS, arrive at Eugene Field at 3:30

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 board has adopted the following policies:

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.

2013 – The board reviewed, revised and/or approved the following policies: CRS Financial Policies & Procedure Manual. The board reviewed and approved a 5-year budget. The board followed the Strategic Plan for CRS and recognizes it as a working document. The board set-up an HSA account for the school employees.

2014 – CRS board approved a 5-year budget and the 2014-2015 school year budget for SFSD. Board approved new administrative evaluation process. The board reviewed and updated our discipline policy and procedures.

2015 – The board adopted a complete package of OSBA charter school policies. These policies are available on the OSBA policy site. CRS board reviewed and approved a 5-year budget and released our 15-16 budget to SFSD. The strategic plan was reviewed and adopted as a working document.

7. Staffing and Professional Opportunities for Teachers

For the 2014-2015 school year, staff included four full time teachers, four assistants, a part time administrator, and for the first time a part-time office manager. Hilary Conroy is one of the lower elementary teachers working with students in grades 1–3. Hilary comes to CRS with public school training as well as lower elementary Montessori training. The 2014-2015 school year was her third year in a Montessori classroom. Mary Riker is the school's other lower elementary teacher and has taught in Montessori classrooms for a number of years. Mary Riker comes to CRS with her Montessori teaching credentials as well as her public school license. Susan Andree is one of the upper elementary teacher with grades 4– 6. Susan Andree has Montessori certification and an Oregon charter school registry with TSPC. Crystal Miyamoto comes to our school with her Montessori teaching credentials as well as her public school license.

Each classroom had an assistant for 6.5 hours a day. Assistants were in charge of aiding children in problem solving, monitoring behavior, and working with children while the teacher was providing lessons to small groups or individual students. Miranda Traeger returned as a part time administrator. Jennifer Wiese was hired as our Office Manager.

8. Student Opportunities, Learning, Achievements and Performance

The math, language, science and history curricula at CRS offer hands-on materials for the child. Follow-up work assignments, using materials from teacher-guided lessons, enable the child to work at his/her own pace. Materials allow students to work independently and at advanced levels 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 assigned 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 workday, but is a work that will need to be completed within the week. Student progress is carefully monitored throughout the year.

The Montessori student is responsible for working independently, but teachers, parents and students all benefit from work plans and accurate reporting. , Work plans are sent home to parents at the teacher's discretion so 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. CRS adopted an online record keeping system, Montessori Compass. Not only does it track the Montessori progression, but the Common Core Standards that are taught as well. Appendix 1 is an example of a student report card that includes SFSD reporting standards

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 the progress reports to include the Common Core Standards.

Highlights of the children's year included family gatherings, performances, field trips, statewide assessments, and hosting many visitors. Everyone came together for the Annual Start of the Year Picnic at the end of summer. An October tradition is Historical Halloween, where students dress as historical figures and perform memorized speeches in front of the whole school community at an evening event for families. The year concluded in June with the 3rd annual Moving Up Ceremony, celebrating students as they move from one grade to the next, with a special focus on the "senior" students in each class who are recognized as school leaders.

Many of the incoming 1st year students joined teachers for a morning in May to introduce themselves to and meet their future classmates. Additionally, all new students have the opportunity to come to a "new student camp" at the end of August. This allows students to enter into the classroom without the business of all the returning students. This slow introduction into the Montessori classroom is one step toward building independence throughout the year.

CRS was able to hire specialty teachers. This was made possible by the amazing efforts of many parent volunteers on our fundraising committee. All students had the opportunity to have PE instruction from Miranda Traeger, Music instruction by Trish Jenkins, and Spanish instruction from Kelley Morehouse.

In the spring, the children began SBAC testing. The testing scores indicated a strength in our student's ability to take the Language portion of the SBAC. The CRS staff spend countless hours preparing students for the LA section of the SBAC with a focus on the new writing requirements. CRS also adopted a keyboarding program to prepare students for the SBAC. The SBAC results for the 2014-2015 school year show room for growth in the area of mathematics. For specific questions regarding the report card, please contact Miranda Traeger. During the 2015-2016 school year, CRS will focus on establishing our cultural scope and sequence (science and social studies) and preparing our students to take the SBAC math assessment.

9. Oversight Visits and SFSD Requested Information

The Community Roots School Administrator, Miranda Traeger, presented the 2013-2014 Annual Report to the Silver Falls School District Board in November of 2014 and updated the board on its progress.

As part of its sponsor responsibilities, members of Silver Falls School District staff made 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.

The following section outlines information request from SFSD related to IEP students.

· How do you determine individual student progress in math and reading in relation to the state standards?

With the use of Montessori Compass, our computerized record keeping system, we will be able to track a student's progression through the Montessori lessons as well as the common core standards that those lessons meet. In the 2014-2015 school year, staff used this system to evaluate each student's progress towards meeting those goals. During the 2013-2014 school year staff evaluated each Common Core math standard to determine that we had the appropriate Montessori math materials to meet the requirements.

Routine assessments were administered to determine progression throughout the year. This came 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.

CRS incorporated state standard benchmarks into our Montessori Compass program. These gave families insight into their child's progression as well as inform staff about our ability to meet the needs of the common core objectives. For the 2015-2016 school year, administration will take this data collected and present to the CRS board for educational oversight.

· Describe the general intervention strategies used at CRS prior to a student being considered for a special education evaluation.

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. CRS currently used Read Naturally as a reading fluency intervention.

General School Information –

- SBAC administration, results, successes and challenges

In the 2014-2015 school year, all teachers were trained by the district writing professional, Peter Bellamy, in the area of the 6 Traits of Writing. This training gave our teachers the tools needed to implement Student Language Performance Assessments. These are activities that model the SBAC language arts assessment.

CRS staff took the practice tests together and began to create assessments that model the SBAC Math assessments. Each teacher was required to implement and practice the new Language and Math assessments, at least once per grading period in preparation for the new SBAC assessment. CRS also adopted a keyboarding program to prepare students for the large amount of typing required to take the SBAC assessment.

Staff devoted ample amounts time during the 2014-2015 school year to prepare our students for the Language Arts portion of the SBAC. Our scores reflect that hard work. All that focus had an impact on instruction time with the Montessori curriculum. Staff worked diligently to balance test preparation with the important Montessori work. CRS will now shift the focus to preparing our students for the SBAC Math assessment during the 2015-2016 school year.

During the 2014-2015 school year our school performance was 58.5% at a level 3 or 4 in English Language Arts and 39.5% at a level 3 or 4 in Mathematics. Our 5th grade class was small and results were not given to protect the confidentiality of the students.

10. Financials

Budgets

In April 2014, Community Roots School submitted its fifth SSF operational budget, for the 2014-2015 school year, to the Silver Falls School District. At the end of the 2014-2015 school year, CRS's SSF reserve balance was \$85,320.

CRS also has a Supplemental School Operations Budget that is also referred to as our Fundraising budget in a separate checking account. That budget was proposed to the CRS board and approved in the fall of 2014. At the end of the 2014-2015 school year, rollover amounts are designated as follows: \$11,163 into fundraising, \$2,850 into CRS board, and \$38,020 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 one community member, 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 is reviewed and approved annually. This document outlines appropriate and extremely detailed practices. The board designated Treasurer, Jason Wagoner, Administrator, Miranda Traeger, and parent volunteer, Eva McCammon were charged with the oversight of the school's finances for the 14-15 school year. This group was our Finance committee and meet on a regular 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 was accounted for through the district's accounting software, iVisions, 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 4 are the year-end financials for the school.

Grant Writing

Grant writing is highlighted as an essential component of our non-profit school. In the 2012-2013 school year, CRS received funds in the amount of \$1,810 from The Siletz Tribal Charitable Contribution Fund for music equipment and \$2,000 from the Gray Foundation for Outdoor School in April 2014. In 2013-2014, we received \$300 from the Oktoberfest Foundation and \$800 from the Marion Cultural Development Corporation.

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 2014-2015 an estimated \$39,000 was raised by the fundraising committee. In 2014-2015 fundraising dollars were expected to contribute to areas of need such as "specials" (Montessori sic.) like music, art, Spanish, and PE. Starting in 2011-2012, the parent community determined where fundraising dollars were spent.

Fundraising efforts include Christmas tree sales, wreath sales, purchasing ability through Amazon.com, Box Tops for Education, annual auction, and a garage sale at the Grange.

Audit

CRS completed a fiscal audit as required. The third-party auditor produced Financial Statement created by Pauly, Rogers & Co. is attached in Appendix 5 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 Oregon and federal curricular requirements. With the adoption of the Common Core State Standards (CCSS), CRS is making adjustments to our instruction and progress tracking to accommodate the new standards. CRS continues with a new record keeping system that will track student progress with CCSS and Montessori curriculum, Montessori Compass. CRS aligned the Montessori lessons to the CCSS in 2013-2014 school year. During the 2014-2015 students engaged with many lessons preparing for the SBAC.

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 walks as a school in the Pet Parade. The 5th annual auction was held at the Mt Angel Festhalle. Through this event, businesses engaged in donating services and goods and time. Community members attended the auction. For the past five 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 students hosted a food drive at the school, and held a fundraiser, Pennies for Patients, to help support children through the Leukemia & Lymphoma Society. The in-town location has allowed our classrooms to move outside. Both classes took multiple walking trips to the park, the library, the Silverton Museum, and SACA. Our upper elementary students continue our "going out" program, allowing our 4th – 6th graders learning opportunities outside the classroom.

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 2012, Christina Gasbarro of Woodside Elementary in Wrentham, Massachusetts was brought to counsel 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. Mary Riker has satisfied the requirements and has obtained primary, lower, and upper-elementary Montessori certifications. Hilary Conroy is in process of completing her lower-elementary certification. Susan Andree was hired with both lower-elementary and upper-elementary Montessori certification. Crystal was hired with lower elementary training and in process with her 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 2011 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 since 2012. In the spring of 2015, Miranda attended a Montessori Administrative training put on by the Public Montessori Association that will lead to wonderful changes to our school.

Active Parent Participation

Community Roots Parents show commitment to the school and their children's education and contribute on many capacities. 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 monthly parent education nights, giving 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 annual auction (which brought in over \$32,000).

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 2014-2015

The Community Roots School Board engaged in a formal strategic planning process and decided to streamline the current process for strategic planning. This will allow the Administrator and board to focus on the critical needs of the program in the current year with an aim toward future needs. In 2015/16, a new strategic format will be used.

14. References

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