

the community roots school



Charter School Annual Report

2010-2011 School Year



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This annual report provides a comprehensive picture of the recently completed academic year, 2010-2011. 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 2010-2011

Community Roots School started the second year of operation at Monitor School, in the main section of the building with two classrooms, two teachers, two part time assistants and an average enrollment of 44 children. The lower elementary classroom was made up of first and second graders. The upper elementary classroom consisted of second, third and fourth graders.

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 Overview¹⁻⁶

The Community Roots School uses the Montessori curriculum. Maria Montessori observed four distinct periods, or "planes", in human development, extending from birth to six years, from six to twelve years, from twelve to eighteen years, and from eighteen to twenty-four years. During each plane, a learner holds different characteristics, learning modes, and developmental imperatives. In each plane of development educational approaches vary.

The Community Roots School accommodates children who are typically in the second plane of development. During this period, Montessori observed physical and psychological changes in children, and developed a classroom environment, lessons, and materials, to respond to these new characteristics such as intellectual independence, moral sense, and social organization.

Classrooms for ages 6-12 are referred to as “lower elementary” and “upper elementary”, and can range in size. Montessori classrooms are staffed by a trained teacher and one or more assistants. Classes serve mixed-age six- to nine-year old and nine- to twelve-year old groupings, although six- to twelve-year old groups can also be used. Lessons are presented to small groups of children, who are then free to follow up with independent work of their own as interest and personal responsibility dictate. The scope of lessons and work in the Elementary classroom is quite broad.

Montessori used the term "cosmic education" to indicate both the universal scope of lessons presented, and the idea that education in the second plane should help the child realize the human role in the interdependent functioning of the universe. Classroom materials and lessons include but are not limited to work in language, mathematics, history, the sciences, the arts.

4. Board of Directors

The Community Roots School Board, for the 2010-2011 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 2010-2011, the board consisted of Chair Person Sarah Miller (term expires 2011), Vice Chair Person Jennifer de Jong (term expires 2012), Treasurer Amanda Petrik (term expires 2012), Christine Golden (term expires 2011), and Karyn Albrecht (term expires 2011). In September of 2010, Board Member Chelo Icovino was appointed.

Sarah Miller, Chairperson, holds a Bachelor of Biology & Chemistry and a Master of Public Health degree. She is currently the Strategic Initiatives Manager for State Governments Office of the Chief Operating Officers. Sarah is a founding member of the Community Roots School. Sarah and her husband, Matt, have one son. Sarah resigned from the board in July of 2011.

Jennifer de Jong, Vice 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.

Karyn Albrecht served on the board of directors of Two Rivers Montessori School in Portland for four years, and was the administrator for that school before moving to the Silverton area. She was involved in the first year of operation at Springwater Environmental Sciences Charter School in Oregon City (now in their fourth year!) as part of a two-member parent team working with the teachers, board president, and principal to shape and put in motion the Environmental Field Study program curriculum. The Field Study program was the core focus of the school's charter and worked in conjunction with the Metro Natural Resources Planning Council. Karyn brings her experience leading a Montessori school, working with a new charter school, as well as her experience as a small business owner to the Community Roots School board. Karen resigned from the board in January of 2011.

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.

In July 2011, the remaining board voted to expand the board to seven members, and to actively recruit new board members by creating a nomination committee. This committee was made up of parents who are voting members and Chris Golden as the board representative.

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

In July of 2010, a board training was held and facilitated by Angie Irwin from the National Charter School Institute. Angie facilitated discussions and actions toward transitioning from a management role to a board governance role. Many good tools were provided and recommendations made to assist in making this transition.

Also in July, Christine Golden attended the National Charter School Conference in Chicago, Illinois. Chris reported that much of what she learned was reiterated by our training from Angie Irwin in July. Chris came back with specific goals and recommendations to define our mission and core values, and to look at measurable goals and outcomes. The conference also hosted Bill Gates as a keynote speaker who stressed the importance of school performance, and running Charter schools like a business.

Miranda Traeger attended the OSBA Financial conference in July. Miranda was able to gain critical knowledge on financial reporting and fiscal oversight. The conference also sent home the message of transparency, trust and verification.

Consuelo Icovino attended the 64th Annual Oregon School Board Convention on November 13th and 14th, 2010. She attended workshops about being a new board member, charter school legislation, public relations and more. Consuelo had the opportunity to meet Dave Beeson, Silver Falls School Board Member and OSBA President Elect, and Julie Norris, Silver Falls School Board Member at this Convention.

On November 2, 2010, Maren Schmidt, an author and Montessorian, consulted with the staff and board to determine the potential of integrating a children's house. Although thoughtful insight was provided from the private Montessori perspective, a lesson was learned in the importance in checking the credentials and experience of the consultants to determine their experience with *public Charter Montessori schools*. The board determined the need to be more selective in hiring outside services to individuals who understand the unique concept of the public Montessori school.

In December, the board engaged Melissa Harbert from Lewis and Clark Montessori Charter School in Gresham, Oregon as a consultant. Melissa was able to act as a mentor for both Dana and Miranda in the administrator role, as well as with the board as a consultant. Melissa was contracted through the spring, with grant funding, as a consultant and helped develop protocols, and helped the board work through the creation of the Strategic plan.

In January of 2011, the CRS board was invited to participate in a board training by OSBA on financial oversight with the Bethany Charter School. Sarah, Amanda, Miranda, Jen, Chelo participated and found the content helpful as well as the connection with the Bethany board.

Going into 2011-2012, the board has recognized the importance of continuous board training, and has designated the first half hour of each board meeting to board training, including journal reviews and further education.

5. School Configuration and Enrollment

Community Roots entered year 2 of the lease agreement with the Silver Falls School District to rent a portion of Monitor School. In the summer of 2010, Community Roots moved from the original classrooms at Monitor to the newer portion of the campus, where the Monitor school used to be located. An additional classroom was furnished for “Upper Elementary” students with many of the same Montessori materials, but also materials for students in the upper elementary plane of development. The children had access to a gym, a playground, an outdoor field and library materials.

In September 2010, 46 children were enrolled in two classrooms (average enrollment was 44 students). The lower elementary classroom was a combination of 1st, 2nd and 3rd grade. The upper elementary classroom was a combination of 3rd and 4th graders. This classroom configuration was designed to allow for growth and balance in both classrooms. Goal enrollment for the year was 54 students, and throughout the year CRS was under-enrolled. This limited enrollment was anticipated, and budgetary modifications were made to ensure limited effect on the learning environment for the students.

During the 2010-2011 academic year, our average attendance was 44 students; our highest enrollment at one time was 47 students while our lowest was 42. Our ending enrollment was 43 (94.45%): 12 students in the 1st year class (93.82%), 18 in the 2nd year class (94.48%), 7 in the 3rd year class (96.84%) and 6 in the 4th year class (92.88%). Seven students (16%) of CRS students are from outlying districts, and the remaining students are from the Silver Falls School District.

Enrollment for 2011-2012

Enrollment forms for 2011-2012 far exceeded expectation with interest from all over the region, state and country which resulted in us holding our first lottery. The lottery process allowed students to be placed in slots on the waitlist at random. The lottery process was clear with distinct guidelines. Eric Swenson, assistant superintendent, observed the lottery as a district representative and witness.

After the lottery, intent to enroll forms were received from all 58 students for the 2011-2012 academic year: 12 new 1st years, 12 returning 2nd years, 18 returning 3rd years + 1 new, 7 returning 4th years + 1 new, and 6 returning 5th years + 1 new. 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 2010-2011 school year, the board and staff planned to expand the school for the 2011-2012 school year to 1st through 5th grades. Outreach was conducted by advertising in local newspapers, hanging flyers and street banners in town.

Efforts have been also spent preparing for our move, from finding a facility to packing, painting and actually making the physical move. CRS children, families and staff alike have all taken part and are thrilled that will soon be located in town.

School Day Schedule 2010-2011

8:05 Option to catch the bus at Eugene Field

- 8:20 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
- 9:00 Three hour work cycle, meeting, lunch preparation
- 12:00 Lunch and recess
- 1:00
- 1:00- Large group lessons: botany, zoology, history, art, language, movement and music
- 3:00
- 3:25 School day ends – children being picked up by car leave at this time
- 3:40 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.

7. Staffing and Professional Opportunities for Teachers

For the 2010-2011 school year, the staff included two full time teachers, two assistants a part time administrator and a part time business manager. Jennifer McCord (teacher) returned to the lower Elementary classroom, and Cindy Conessa 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.

Cindy Conessa holds a state instructional license in Wisconsin, and is trained in both lower elementary and upper elementary Montessori. Cindy was hired to teach in the transitional upper Elementary classroom.

The lower elementary classroom had an assistant for 7 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.

Dana Maxwell was hired as a part time administrator. Dana was primarily responsible for communicating with the parent community, supervising staff, and communicating with the board.

The Community Roots School board also utilized specialized consulting services for the administrator and staff. Oregon Montessori Association President Cathy Dorner and Executive Director, Jennifer Ryznar spent a morning with staff in April of 2011. Melissa Harbert, Montessori Program Development & Non-Profit Organizational Consultant consulted from December through July.

8. Student Opportunities, Learning, Achievements and Performance

All students at CRS gained in all areas of content. The math, language, science and history curriculum 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 (Dana) 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.

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.

Activities

Other highlights of the children's year ranged from family gatherings and performances to field trips. The 'Meet the Staff Picnic' at the end of summer brought all families together as a community. In October, the students put on a 'Historical Halloween' performance where the children chose a historical figure, wrote and performed a speech about the figure, and dressed up like the figure. Characters ranged from Charles Darwin to Mia Hamm, and the children and the

parents all learned a little bit about a wide variety of historical figures. In May, the children performed 'Vacation on Mars'. The play incorporated geology studies of the solar system, music, and cooperation. Also in May, the school took a double field trip to The River of Gems Rock and Mineral Show and the Chemeketa Planetarium.

In the Spring, the children began OAKS testing. CRS students did exceptionally well in all areas tested. In 3rd and 4th grade, 95% met or exceeded in reading and 84.6% met or exceed in math. All students (100%) participated in the assessment. Our school report card is available at <http://www.ode.state.or.us/data/reportcard/RCpdfs/12/12-ReportCard-4746.pdf>.

9. Oversight Visits

The Silver Falls School District Superintendent Andy Bellando and Assistant Superintendent Eric Swenson visited CRS at the beginning- and mid-year. 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 has become a strong foundation to quickly address issues as they arise and to ensure appropriate oversight and accountability. The Community Roots School Board Chair, Sarah Miller, presented three or four times to Silver Falls School District Board meetings or work sessions to provide regular updates on its progress.

The CRS school board observed the two classrooms periodically throughout the year. Understanding what is happening in the classrooms is crucial to proper board governance, and the staff welcomed the frequent visitations.

10. Financials

Budgets

Community Roots School submitted its second operational budget, for the 2010-2011 school year, to the Silver Falls School District in April of 2011. At the end of the 2010-2011 school year, there were funds to roll over for the next year's budget. In August of 2011, Community Roots School approved to roll over \$9600, and to move \$19,347 into a committed emergency fund. Approved budgets are attached in Appendices 2, 3, and 4.

Fiscal Management

The Community Roots School board has an adopted Fiscal Policy and Procedures. This document outlines appropriate and extremely detailed practices for our charter school. The board has designated a Treasurer, Amanda Petrik, for oversight of the school's finances. The school had a business manager (Miranda Traeger) that was charged with the daily financials for the school, and the school's administrator was given very specific duties for financial oversight, as described by the Fiscal Policies & Procedures.

Silver Falls School District acts as the fiscal agent for the State School Fund funds as well as the Oregon Department of Education charter school start-up grant. Community Roots School maintains a checking and savings account to maintain its fundraised funds for the year. The State School Fund and grant funds were accounted for through the district's accounting software, OSAS, and the fundraised activities are accounted for through QuickBooks. Reports were created monthly 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

The ODE grant was imperative to the creation of this Charter school. Grant dollars were used to create curriculum alignments, hire consultants, purchase classroom materials and supplies including furniture, provide consultation in training for grant writing, create brochures, flyers, advertisement, and a new beautiful school sign.

Grant Writing

In January 2011, we engaged the services of a professional educational grant writer, John Pattison, to train our incoming administrator in grant writing. Throughout the spring, John engaged with board members Jennifer DeJong and Chelo Icovino as well as with incoming administrator Miranda Traeger to create a template for grant writing and to identify appropriate grant opportunities.

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 2010-2011 an estimated \$23,000 was raised in 2010-2011 and contributed to the operating budget and additional expenses.

In 2011-2012, the operating budget does not include fundraising dollars, rather fundraising dollars are expected to contribute to areas of need such as “specials” (Montessori sic.) like music, art and PE. Starting in 2011-2012, the parent community will determine where fundraising dollars will be spent.

Audit

CRS completed its second 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. In order to do so, the school has continued to partner with the Lewis and Clark Montessori Charter School of the Gresham-Barlow School District in creating and adapting appropriate curriculum alignments. Attached in Appendix 7 is one example of the Grade 5 Language Curriculum. This curriculum correlates Montessori to the Oregon State standards. All curriculum correlations can be found on our website <http://crmontessori.org/curriculum.html>. We currently have curriculum alignments for grades 1-6 in mathematics, arts, foreign language, and language arts, PE/health, science and social science.

Strong Links with the Community

The first line of Community Roots School 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 through the first annual Auction and Dinner Dance at the Seven Brides Tap Room. Through this event, businesses engaged in donating

services and goods and time. Community members and even SFSD board members attended the auction.

SACA Director, Dixon Bledsoe, 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.

In order to become more visible to the community, a new brochure was printed, and our website has been revamped (www.crmontessori.org). The remote location, at the Monitor campus, made linking with the community challenging. CRS looks forward to many more opportunities with the new in-town location to become active in the Silverton Community.

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.

Successful Montessori Program

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. Cindy Conessa 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 offered environments and opportunity for families to bond outside of school hours. These events included a trip to the pumpkin patch, a winter bonfire event, a bowling party, and coffee during the Silverton Hospital Fun Run.

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 2010-2011

The Community Roots School Board outlined goals for the 2010-2011 school year. All goals were achieved or exceeded:

- The board established a task force committee for facilities, and with the help of the SFSD school board and administration, was able to successfully make a move into Silverton, which helped CRS become a true part of the Silverton community.
- A bus route was established that allowed CRS children to go directly to the school from the Eugene Field pick up site.
- A task force committee was created, and it was determined that a children's house and/or Kindergarten was not a viable option in 2011-2012.

- The board created a facilities committee, fundraising committee, and parent groups
- Over \$23,000 was raised, far exceeding our goal to fundraise \$10,000
- Classrooms were expanded to grades 1-4, although our enrollment numbers averaged 43 students, CRS was well equipped to serve 50-60 students
- Two classrooms with two teachers, two assistant teachers and a part-time administrator were created
- A business manager was hired to maintain all financial duties
- The board worked closely with staff in order to track academic achievement and created reporting systems

14. Goals for 2011-2014

The Community Roots School Board engaged in a formal strategic planning process with consultant Melissa Harbert 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 multiple times over the summer, for a day long retreat and shorter more focused meetings. A parent community member with experience in strategic planning, Janet Allanach, took the lead on managing the committees input into the final strategic plan.

The strategic plan can be found in its entirety in Appendix 8. The plan outlines the mission, vision, values, goals and strategies for 2011-2014. The main goals are:

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

- A. Initiate/enhance sustainability education and nature experiences
- B. Initiate student going-outs
- C. Plan for and fund additional curriculum items
- D. Partner with local community programs and services in service learning projects
- E. Create process which balances student achievement reporting requirements with integrity of Montessori philosophy
- F. Plan for/offer a lunch program
- G. Create and maintain stability in staffing
- H. Adequately serve students with IEP's and Special Needs

Goal 2: 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
- C. Assess current facility for near term safety and security and play area improvements

Goal 3: 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; charter schools
- C. Support board, administration and committee members with coaching and mentoring
- D. Complete policies and procedures for school operations
- E. Complete governance policies for the board

- F. Develop the board to build diverse skills and characteristics
 - G. Define, and ensure understanding of and respect for, roles and responsibilities
- Goal 4: Our organizational and financial stability is guided by clear, strategic, financial plans.
- A. Create and implement sound financial policies
 - B. Create a fundraising plan and coordinate fundraising efforts
 - C. Create and implement a plan for developing alternate funding sources

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

- A. Conduct a feasibility study for additional classrooms at current levels served
- B. Conduct a feasibility study for including a Kindergarten and/or Children's House
- C. Create a transition plan for 6th graders headed to Mark Twain Middle School
- D. Consider/analyze inclusion of 7/8 track and classroom in future CRS facility

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