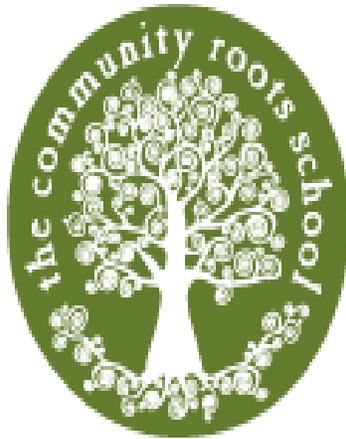


the community roots school



Charter School Annual Report

2012-2013 School Year



Contents:

1. CRS History and Summary of 2012-2013
2. Mission Statement
3. Innovative Learning Environment, The Montessori Pedagogy Overview
4. Board of Directors
5. School Configuration and Enrollment
6. Policy Development Issues
7. Staffing and Professional Opportunities for Teachers
8. Student Opportunities, Learning, Achievements and Performance
9. Oversight Visits and SFSD Requested Information
10. Financials
11. Charter Contract Compliance Requirements
12. Goals Outlined in ORS 338.015
13. Accomplishment of Goals for 2012-2013
14. Goals for 2013-2014
15. References

Appendices:

1. Sample Student Report Card
2. 2012-2013 Approved Budget
3. Budget Report January 2013
4. Budget Report May 2013
5. Budget Report End of the Year
6. 2012 Audit Financial Report
7. 2012 - 2015 Strategic Plan
8. ODE Report Card

This annual report provides a comprehensive picture of the recently completed academic year, 2012-2013. 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 2012-2013

Community Roots School started the fifth year of operation at the Old High School Campus on James Street, in the gym area section of the building with three classrooms, three teachers, three part time assistants and an average enrollment of 65 children. The lower elementary classroom was made up of first, second, and third graders. The upper elementary classroom consisted of fourth, fifth, and sixth graders. A waiting list was maintained throughout the school year.

The 2012-2013 school year was a transition year, with all new teaching staff. This fifth year of operation proved challenging due to incorporation of new staff. As the year progressed, it quickly became apparent that our new staff brought life and passion to our school. The focus of the school year became one of evaluating our reading curriculum in respect to the new common core state standards.

Going into 2013-2014, CRS staff and board are taking a "Back to Basic" approach to school governance and operations. The staff is committed to ensure that our Montessori school is a healthy educational option in our community. It also has become very clear that CRS needs to have an active Parent committee to support the school during the 13-14 school year.

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. 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 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 2012-2013 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 2012-2013, the board consisted of Chair Person Jennifer DeJong (term expires 2014), Vice Chair Person Janet Allanach (term expires 2013), Treasurer Helmuth Rogg (term expires 2013), Collette Lord (term expires 2013). In June of 2012, Board Members Andy Scott and Jennifer Capener were voted in by an 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.

Janet Allanach, Vice Chairperson, holds a master's degree in international relations from Yale University and undergraduate degrees in economics and biology from Kenyon College. She has worked in public policy consulting in Washington DC as well as in international marketing and business planning at ESCO Corporation in Portland. She brings experience in strategic planning and business process reengineering, as well as a commitment to educational choice and the philosophy of child-led learning that a Montessori education supports. She has a passion for helping people and organizations develop long-range goals that align with their values and effectively manage the change that comes with learning and growth. Janet and her husband, Chris, live in Silverton with their three children.

Jennifer Capener, Secretary, Jen has been an educator for over 20 years. She has been employed as a teacher's aide, licensed classroom teacher, owner and educator of a children's art and music studio, preschool teacher, enrichment teacher of art. She is currently a child and family ministry director, and volunteers in her children's classrooms. She was inspired by the learning environment at Community Roots. As an educator, she contributes this perspective to the decision making process. She has knowledge of how schools operate from multiple perspectives. Jen is an excellent communicator and organizer. Jen and her husband have three children.

Dr. Helmuth Rogg, Treasurer, 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.

Andy Scott has over ten years of teaching Japanese language at all levels, in public, private and charter schools. He is currently the Japanese program director at Sheridan Japanese School. He also runs Aozora Gakkou Japanese Immersion Camp, a summer program. He has over nine years of experience in serving on formal boards and in leading organizations. His professional experience includes journal editor, webmaster, Public Relations Director, and leading workshops, both at the Sheridan Japanese School, and at state and national conferences. He has recently trained as a school administrator. Andy brings a wealth of experience to the board, namely in policy design and implementation, global education, grant-writing, and technology, among others. Serving on the Community Roots School board would provide Andy with a significant opportunity to both grow as an educational leader (experiencing the Montessori model, additional experience in budgeting and designing/implementing policy, etc.). As a teacher at a small charter school, he has a distinct understanding of how limited staffing is and how essential volunteers and the community are to that success.

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

Going into 2012-2013, 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, board orientation, The Lighthouse Project, Bill Gates articles, and various other trainings. The Community Roots School board also utilized the services of OSBA for training on charter school policies. A member of the CRS also attended an OSBA conference. During the school year, the CRS board brought in Dave Kinney as a consultant for our efforts with a potential Capital Campaign. Dave gave insight into our long-term planning process as well as grant writing.

In July of 2012 and 2013, a strategic planning session was held and facilitated by Janet Allanach, 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 into a 1 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 new proximity in town, and enjoyed walking field trips to the city library.

In September 2012, 68 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 70 students, and we ended the school year with 65 students. Budgetary modifications were made to ensure limited effect on the learning environment for the students.

During the 2012-2013 academic year, our average attendance was about 61 students; our highest enrollment at one time was 70 students while our lowest was 65. Our ending enrollment was 65: 18 students in the 1st year, 13 students in the 2nd year class, 14 in the 3rd year class, 15 in the 4th year class, 2 in the 5th year class, and 3 in the 6th year class. Twelve students (18%) of CRS students were from outlying districts, and the remaining students are from the Silver Falls School District. One family drove from Tigard every day.

Enrollment for 2013-2014

Enrollment forms for 2013-2014 meet our expectations with interest from both in-district and out-of-district which resulted in us holding a lottery. The lottery process allowed students to be placed in slots on the waitlist at random. The lottery process was clear with distinct guidelines. Bonnie Logan, neighbor and community member, observed the lottery as a witness.

After the lottery, intent to enroll forms were received from 83 students for the 2013-2014 academic year: 16 new 1st years, 18 returning 2nd years, 13 returning + 4 new 3rd years, 14 returning 4th years, 16 returning 5th years, and 2 returning 6th years. 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, Music, botany, zoology, history, art, language, and movement
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.

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 developed and presented by the school administrator. The board continues to follow the Strategic Plan for CRS and recognizes it as a working document. The board set-up an HSA account for the school employees

7. Staffing and Professional Opportunities for Teachers

For the 2012-2013 school year, the staff included three full time teachers, three assistants a part time administrator. Hilary Conroy and Mary Riker (teacher) accepted position into the lower Elementary classrooms, and Mary Bach-Jackson was hired to teach in the upper Elementary classroom.

Hilary Conroy is one of our lower elementary teachers, grades 1st – 3rd. Hilary comes to CRS with public school training and experience. She received her lower elementary Montessori training and the 12-13 school year was her first year in a Montessori classroom. Mary Riker is our other lower elementary teacher and has taught in Montessori classroom for a number of years. Mary Riker comes to CRS with her Montessori teaching credentials as well as her public school license. Mary Bach-Jackson is our upper elementary teacher, grades 4th – 6th. Mary Bach-Jackson comes to us with her Montessori certification and an Oregon charter school registry with TSPC.

The classrooms each had an assistant for 5.5 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 returned a part time administrator.

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 first ever Moving Up Ceremony. CRS graduated 6th grade students for the first time, and it was a proud moment for the school.

At the beginning of each year, all new students have the opportunity to come to our "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.

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 Cindy Blanco, Music instruction by Christi Finholt, and Spanish instruction from Kelley Morehouse.

In the spring, the children began OAKS testing. The testing scores are lower than in years past, our ODE report card for 2012-2013 ranked CRS at a Level 3. Our academic performance was rated a level 4, but our academic growth was weighted higher at a Level 3. For specific questions regarding this issue, please contact Miranda Traeger. Adjustments to our instruction methodology and student expectations in which we believe will result in better performance by students at all grade levels. Further, the administration and board have taken our "Back to Basics" approach for the 2013-2014 school year.

9. Oversight Visits and SFSD Requested Information

The Community Roots School Administrator, Miranda Traeger, presented the 2011-2012 Annual Report to the Silver Falls School District Board in November of 2012 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.

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 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 state standard that those lessons meet. In the 2013-2014 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 Montessori Compass 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 continues to gain deeper understanding of the SFSD Special Education Department's process for a child to be evaluated for special education services. 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 used our Early Release time to evaluate our Montessori curriculum and its alignment in the classroom to the Common Core State Standards. Staff attended Common Core trainings by COSA. CRS is using a Montessori record keeping system that is in alignment with the Common Core Standards. During the 2013-2014 school year, CRS will use our early release time to evaluate our math curriculum in relation to the CCSS.

CRS has adopted the new teacher evaluation standards in conjunction with our current Montessori teacher evaluation process.

10. Financials

Budgets

Community Roots School submitted its fourth SSF operational budget, for the 2012-2013 school year, to the Silver Falls School District in April of 2012. At the end of the 2012-2013 school year, CRS's SSF reserve balance is now \$44,828.

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 to the CRS board and approved in September of 2012. At the end of the 12-13 school year, roll over amounts are designated as follows: \$11,012 into fundraising, \$500 into parent group, \$13,686 into CRS board, and \$11,920 committed for our capital campaign.

In March of 2013, ODE published our district estimates. Our SSF funds took a huge hit and we lost \$200 per child for the 2012-2013 school year. The board approved a new budget in May 2013 to make up for the loss with funds coming out of our contingency/roll-over funds.

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 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 annually. This document outlines appropriate and extremely detailed practices for our charter school. The board designated Treasurer, Helmuth Rogg, Administrator, Miranda Traeger, and parent volunteer, Eva McCammon were charged with the oversight of the school's finances for the 12-13 school year. 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 was 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. 4 grants were applied for in the 12-13 school year, 2 were denied and 2 were approved. We have received funds in the amount of \$1,810 from The Siletz Tribal Charitable Contribution Fund for music equipment, and \$2000 from the Gray Foundation for Outdoor School in April 2014.

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 2012-2013 an estimated \$38,000 was raised by the fundraising committee and an additional \$11,000 came in the form of direct contributions to the school. In 2012-2013, 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, Spanish, 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, 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. During the 13-14 school year, CRS will implement a new record keeping system that will track student progress with CCSS and Montessori curriculum

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 2013-2014 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, Los Girasoles, The Seven Brides Tap Room, Thai Dish, Creekside Grill, and Ixtapa.

CRS walks as a school in the Pet Parade. The *third* annual Auction and Dinner Dance was held at AAPAC. Through this event, businesses engaged in donating services and goods and time. Community members attended the auction. For the past three 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 new 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.

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 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. 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. Mary Bach-Jackson 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 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 throughout the spring and summer of 2012.

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 monthly 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 \$26,000). 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 Los Girasoles, 7 Brides, Thai Dish, Ixtapa, Creekside Grille and the Gathering Spot.

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 2012-2013

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.
 - Early Release Days
 - Reading
 - Writing – work Samples to State Standards
 - District Training on New Proficiency based law
 - Music 2 days a week – upper elementary is doing recorders
 - OAKS statewide testing
 - Completed – area of improvement is math for the 13-14 school year
 - Montessori Curriculum aligned with new Common Core Standards is completed
 - PE Grant applied for
 - New teacher Evaluation Standards – approved
 - Composting established in every classroom
 - Art Week with local artists in May
2. Goal 2. Our facility supports our educational mission
 - Focus groups conducted for short-term and long-term planning with new and existing families
 - Monitor School as a short term-option
 - Facilities Committee explored Mark Twain property, city owned property and others
3. Goal 3. We have strong leadership and broad support from our community.
 - Strategic Planning document revised twice
 - Parent Meetings – 3rd Monday of the month NOW at CRS
 - Look at CRS’s relationship to SFSD policy vs. charter policy
4. Goal 4. Our organizational and financial stability is guided by clear, strategic, financial plans.
 - March 2013 ODE estimate – decreased budget by \$10,000 – budget adjustments
 - Fundraising Committee –meet their yearly goal and created 13-14 budget
 - Review of Fiscal Policies and Procedures
5. Goal 5. We serve the ages of students according to community need and responsible stewardship of the school.
 - Focus Group is established needs. A survey went out to parents to determine the collective thoughts about a vision for our school.
 - School Growth Committee established each Spring

14. Goals for 2013

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, 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 for the school year 2012-2013 can be found in its entirety in Appendix 7.

The updated strategic plan outlines the mission, vision, values, goals and strategies for 2013-2014. The main goals are:

Goal 1: Our programs demonstrate a commitment to academic excellence and student achievement, exemplifying the best in Montessori practices and principles.

- A. Best practices in Montessori education and charter school management.
- B. Core Curriculum
- C. Enrichment

Goal 2: Our facility, including location, size, amenities, and classroom configuration, is aligned with our program goals and supports student achievement and personal growth and well-being.

- A. Near-term: Focus on providing a stable environment where student achievement and programmatic excellence come first.
- B. Long-term: Provide the best facility possible with student achievement and financial sustainability at the forefront.

Goal 3: Our long-term stability is ensured by a clear, analysis-driven budget process that aligns resources with goals and provides a healthy buffer in the face of contingencies, and a school growth plan that assures optimal enrollment to support excellence in staff and programs.

- A. Develop relationship with CPA to provide guidance and oversight to administrator and board, preferably on volunteer basis.
- B. Review current fundraising mechanisms with intent to create greater financial support for operations.
- C. Run annual pledge drive to “stand in the gap” – a monthly financial commitment to help sustain school programs and operations.
- D. School Growth

Goal 4: Our school culture and wider engagement in the community reflects our commitment to peace, service, and mutual respect and understanding.

- A. Parent volunteers
- B. Peace communication, conflict resolution within the classroom.
- C. Clarity and consistency in bullying and intimidation policy; disciplinary policy.
- D. Community engagement.
- E. CRS School Board
- F. Professional staff development.

15. References

1. **Schaitel, Nancy.** "Charter schools and Montessori: A marriage of opposites" *Public School Montessorian*, Fall 2012, V25,1.

1. **Lillard, Angeline Stoll.** Montessori: The Science Behind the Genius. New York: Oxford University Press. 2005.

2. **Lillard, Paula P.** Montessori Today. New York: Random House. 1996.

3. **The Montessori Elementary Program** North American Montessori Teachers Association. http://www.montessori-namta.org/Index.php?option=com_content&view=article&id=87. Retrieved 10/01/11.

4. **Montessori, Maria** (1969). "The Four Planes of Development". *AMI Communications* (2/3): 4–10.

5. **Grazzini, Camillo** (Jan/Feb 1988). "The Four Planes of Development: A Constructive Rhythm of Life". *Montessori Today* 1 (1): 7–8.

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