

# The Denison Montessori Vision

- To educate children by meeting their physical, intellectual, social, emotional and academic needs;
- To inspire children to grow to their fullest potential and become contributing members of society;
- To meld children's school, family and community experiences;
- To serve as an integral part of the larger community in which we operate



*Denison Montessori*

PREPARING STUDENTS FOR THEIR TIME AND PLACE

# What is a Collaborative School Committee?

The Collaborative School Committee (CSC) brings together families, staff and community members to create and implement a plan to promote high achievement within a school. This committee meets on a regular basis throughout the school year and is an opportunity for key stakeholders to have a voice in their school. Colorado law requires all schools to have a CSC to increase the amount of accountability and family involvement in our schools.

## **What is this group responsible for doing?**

This group works with school leaders to provide feedback on important school decisions. These decisions may include ways to improve academic performance, budgets, and the school's program.

## **Why does my school have one?**

Every school in the Denver Public School system has one. Colorado law requires all schools to have this kind of group to increase the amount of accountability and parent involvement in our schools.



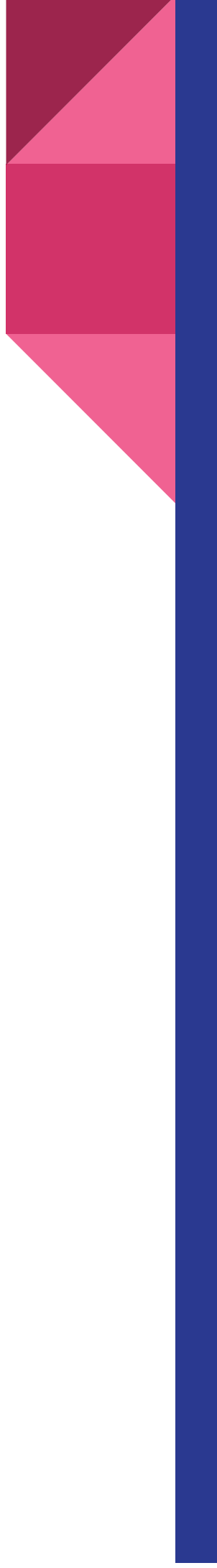
# Scope and Purpose of CSC

- The purpose and scope of the Collaborative School Committee (CSC) shall be to focus on the Unified Improvement Plan as its primary responsibility at the school based on the “Multiple Measures”.
- Multiple Measures are district-established indicators of individual school performance and data in the following areas: attendance, school leadership, instructional quality, student respect, school safety, and other measures such as the School Accountability Rating.
- In particular the CSC will work to provide guidance, evaluation, and recommendations regarding staffing allocations as it relates to the UIP, school budget, and school program design, including consultation regarding adjustments that may be made due to pupil-count issues.



# May Agenda Items

- Welcome New Members & Farewell to Leaving Members
- Staffing Updates
- Assessments
  - a. Types of Assessments
  - b. Information on READ Act
  - c. Computer based assessment and Montessori
- Exit Interviews of Families leaving Denison
- Classroom Donations at Registration
- Lunchroom Principal Account
- Principal Evaluation: Katy will need to leave as will new members of CSC when you complete this



# Staffing Updates

90% of staff will be returning for the 2017-18 school year

## Change of Roles within Denison:

- Michael Cordova: Technology Specialist
- Linda Englehart: Senior Team Lead for the Elementary
- Halie Gianulis: Restorative Justice Coordinator
- Liz Lewis-Riggs: Senior Team Lead for the Primary
- Caroline Robbins: Parent Liaison & ESL teacher

## New Hires:

- Lauren Hirshman: Speech Language Pathologist
- Mary Murphy: Primary Teacher (Liz Lewis Riggs)
- Julie McDermott: Upper Elementary Teacher (Rachel Feres)
- Maria Congote Restrepo: Primary Teacher (Christy Pierce/Erin Schmitt)
- Bami Adeosun: Primary Teacher (Linda Engelhart)

## Join me in saying farewell to the following staff members:

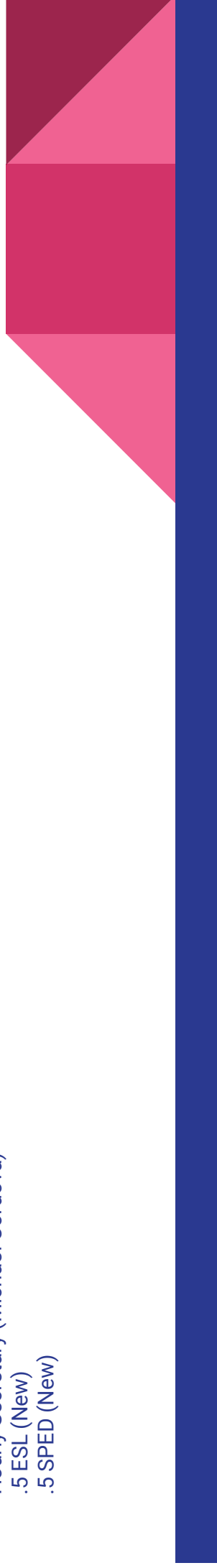
- John Fowler is retiring after 25 years of service to the Mitchell/Denison communities
- Ron McFarland is retiring after 30 years with Denver Public Schools
- Cassie Meyer is getting married and moving home to Carbondale
- Shaina Ferguson is moving to Guatemala to teach abroad
- Rachel Feres is leaving due to being recently married and changes to her family commitments.
- Christy Pierce was a 1-year substitute for Erin Schmitt's maternity leave. We wish her the best!
- Josh Fern has finished his CNA and will be beginning his nursing career!

### Introducing our new hires:

- **Julie McDermott:** Julie is a veteran upper elementary teacher who has been teaching Upper Elementary in Denver Public Schools at both Academia Maria Sandoval and Gilpin Montessori for the past 10 years.
- **Mary Murphy:** Mary is returning to Denison where she worked as a para, in Patricia's class, prior to getting her Montessori training. She has been a lead Montessori teacher in a primary classroom for the past 5 years in Illinois.
- **Maria Congote Restrepo:** Maria is a native Spanish speaker from Columbia. Maria has been a lead Montessori teacher in a primary classroom at Gilpin Montessori for the past 8 years. Prior to that, she was a classroom assistant for Caroline Robbins at Gilpin.
- **Bami Adeosun:** Bami has 7 years of experience in public Montessori. She has been a lead primary teacher at Gilpin Montessori for the past 4 years. Prior to Gilpin, she was at DCS Montessori in Douglas County
- **Lauren Hirshman:** Lauren has 11 years of experience as a Speech Language Pathologist. She is moving to Denver from Los Angeles.

### Still in the process of hiring:

Hourly Secretary (Michael Cordova)  
.5 ESL (New)  
.5 SPED (New)



# Assessments: Types of Assessments

- **State Administered** - These assessments are required by the federal Elementary and Secondary Education Act which indicates that tests be administered in English Language Arts and mathematics in Grades 3-8, and in science at least once during Grades 3–5 and 6–9. In accordance with the federal requirements the Colorado Department of Education requires that all students in public and charter schools take all state assessments administered for their grade level.  
**CMAS**
- **State Required** - These assessments are required to be administered by state law (and in the case of ACCESS required by federal law); they are connected to state required **intervention plans to ensure that students who may need additional funding are on course at critical educational benchmarks**. This includes being prepared to learn by first grade, reading by third grade, and ready to exit English Language Learning services within three years of entry.  
**READ Act (2017-2018)**
  - K-3rd grades: i-station**
  - 4th-6th grades: i-ready****ACCESS (ELA students only)**  
**TS Gold**
- **Local Assessments** - Schools are required to administer a commonly developed, medium-scale, medium-cycle assessment, a pre-built interim assessment or a computer adaptive assessment in literacy and math to all students in grades 3-8, at their enrolled grade-level. Through *DPS assessment flexibility*, *Denison Montessori School*, has chosen *not to opt in to any local interim assessments*. *Denison Montessori teachers and administration have chosen i-Ready, a curricular (or instructional) resource, to support classroom instruction in Mathematics. Denison's 3rd through 6th grade teachers will use information acquired through i-Ready to inform their classroom instruction with appropriate Montessori lessons and materials.*

**For 2017-2018: Math: i-ready math; English Language Arts: i-station or i-ready (reduced from 2016-2017)**



# Assessments: READ ACT

The Colorado Reading to Ensure Academic Development Act (READ Act) was passed by the Colorado legislature and went into effect on July 1, 2013. This law focuses on K-3 literacy development and includes requirements for assessment, individualized READ Plans for students reading Significantly Below Grade Level (SBGL), and specifics around parent communication and involvement. CDE will be collecting READ Act information yearly. DPS currently supports Istation as its READ Act assessment in grades K-8 and Student Reading Inventory (SRI) in grades 6 – 12. STAR Early Literacy, STAR Reader, i-Ready, and DIBELS are also approved for use within DPS.

Districts will have until July 1, 2016 (as allowed in statute, C.R.S. 22-7-1209) to transition to the approved interim assessments. Both DIBELS 6th edition and DRA2 may only be used through July 1, 2016.

**READ Act 2017-2018**

**K-3rd Grades: Istation Spanish and English**

**4th-6th Grades: iReady**





# i-station compared to DRA

## What i-station and DRA measure:

i-station	DRA
Reading level	Reading level
Phonemic Awareness	Accuracy
Text Fluency	Fluency
Comprehension	Comprehension
Alphabetic Knowledge & Skills	
Vocabulary	

## i-station compared to DRA

	i-station	DRA
<b>Student time</b>	20-30 minutes	20-60 minutes
<b>Teacher time to administer</b>	20 minutes (whole class)	20 minutes per student (approximately 9 hours)
<b>Teacher time to score and enter data</b>	0 minutes	20 minutes per student (approximately 9 hours)

## Early Literacy

	SBGL/BGL Catch-up Growth	SBGL Catch-up Growth	Status Kinder	Status 1-3
<b>2017</b>	55%*	46%*	76%*	75%
<b>2016</b>	26.19%	24.24%	82.14%	68.84%
<b>2015</b>	24.44%	17.65%	67.31%	72.34%
<b>2014</b>	57%	N/A	73.33%	
<b>2013</b>	56.50%	N/A	66.36%	

\* Not official SPF results



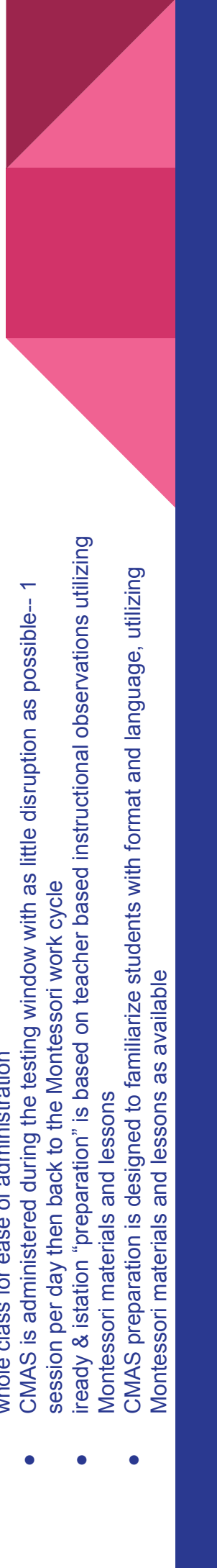
# Assessments: Computer based assessment & Montessori

From: Essential Elements of Successful Montessori Schools In the Public School Sector

- Use a process of reporting student progress that is compatible with Montessori and includes parent conferences and authentic assessment tools such as observation, portfolio, performance assessment with rubric, etc.
- Implement state mandated assessments in such a way that the character of the Montessori program is not compromised.

	EXEMPLARY	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
Assessments are delivered in the least obtrusive manner possible	<ul style="list-style-type: none"> <li>• Formative and summative assessments are delivered to individual students during work periods. <b>Local Assessments</b></li> <li>• Tests are treated as Practical Life activities, with minimal fanfare or work disruption.</li> <li>• Test preparation is limited to practice experiences designed to familiarize students with format and language.</li> </ul>	<ul style="list-style-type: none"> <li>• Summative assessments are delivered during testing windows. <b>CMAS, ACCESS, READ Act</b></li> <li>• Total test preparation constitutes no more than one week of student work time.</li> </ul>	<ul style="list-style-type: none"> <li>• Formative and summative assessments are delivered to the whole school/whole class during prescribed testing windows.</li> <li>• Test preparation constitutes more than two weeks of student work time.</li> </ul>	<ul style="list-style-type: none"> <li>• Testing windows overtake the entire school day, with work periods suspended, students grouped in grade-level cohorts, and proctored by unfamiliar teachers.</li> <li>• Preparing for tests drives the school's program.</li> </ul>

- ready is administered within the work period as an assigned choice work
- istation is administered flexibly based on the teachers' classroom schedule but most often whole class for ease of administration
- CMAS is administered during the testing window with as little disruption as possible-- 1 session per day then back to the Montessori work cycle
- iredy & istation "preparation" is based on teacher based instructional observations utilizing Montessori materials and lessons
- CMAS preparation is designed to familiarize students with format and language, utilizing Montessori materials and lessons as available



# Exit Interviews for Families leaving Denison

SY 2012-2013		
Grade	# Left	% Left
EC	36	27
K	9	15
1	7	14
2	5	9
3	12	22
4	3	6
5	16	41
<b>Total</b>	<b>88</b>	<b>19%</b>

SY 2014-2015		
Grade	# Left	% Left
EC	21	20
K	11	22
1	6	13
2	6	11
3	4	10
4	3	7
5	8	23
<b>Total</b>	<b>59</b>	<b>14%</b>

SY 2013-2014		
Grade	# Left	% Left
EC	22	21
K	11	19
1	3	5
2	3	7
3	6	11
4	7	17
5	16	34
<b>Total</b>	<b>68</b>	<b>16%</b>

SY 2015-2016		
Grade	# Left	% Left
EC	19	18
K	11	19
1	4	9
2	3	7
3	3	6
4	5	14
5	10	22
<b>Total</b>	<b>55</b>	<b>13%</b>

- The average for all elementary schools in the district is about 12% per year for ANY reason (including expulsions, admin transfers, transfer out of state, etc.).
- The district Montessori schools average is 15% per year.
- On average, schools lose between 5 and 10% of their students between grades due to normal attrition, like families moving out of state or to another city.

## Observations:

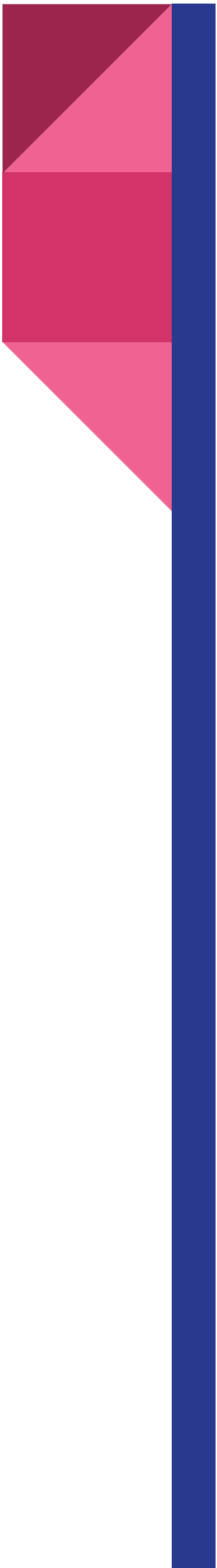
- Most students leave after ECE, Kinder & 5th grade
- Most schools have a lot of attrition after ECE as ECE tends to be a placeholder for families (i.e. what is most convenient and where can I get my kid in) vs. families really taking the time to dig into their kid's learning style, the school's academics, the teachers at the school, etc. for kinder.
- Montessori programs that go through 6<sup>th</sup> grade will always see some attrition after 5<sup>th</sup> since some students will want to leave to go to a more traditional middle school.
- The attrition (# of students leaving) at Denison has declined steadily since 2012.

This data set includes BOTH students that leave mid-year AND students that don't return for the next school year



# Classroom Donations at Registration

Raise from \$30 to \$50



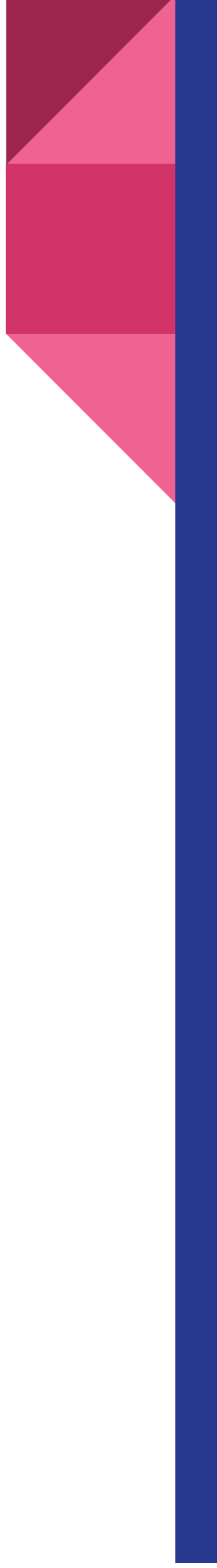
# Lunchroom Principal Account

- K-5 Students are allowed to incur a negative balance of -\$5.55 (3 meals)
- For 6<sup>th</sup> grade/secondary students, negative balances are not allowed
- The tray is pulled and the student is given a cheese sandwich for 3 meals
- The tray is pulled and the student is given a cracker basket for 3 meals
- The student receives no meal

**OR**

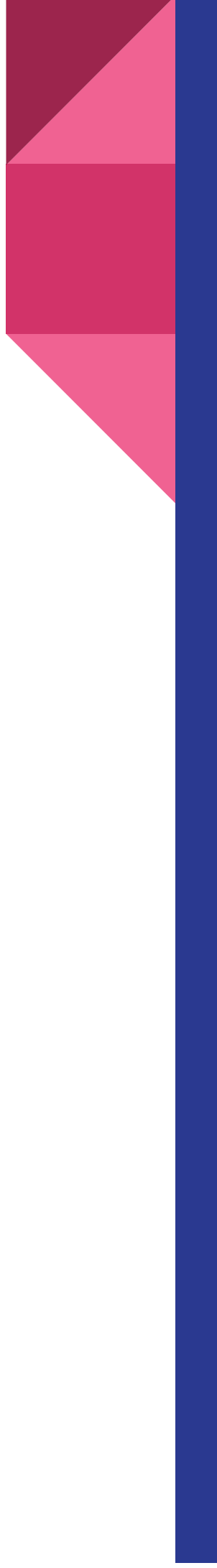
- K-5 Students are allowed to incur a negative balance of -\$5.55 (3 meals)
- For 6<sup>th</sup> grade/secondary students, negative balances are not allowed
- the principle account is being utilized

Principal Account = \$800+ in 1 semester



# Principal Evaluation

- Katy will need to leave as will new members of CSC when you complete this



# August Agenda

- CSC Membership, Elections & Running Effective Meetings AND UIP, School Budget & SPF Trainings
- Review and modify by-laws as necessary
- Share Denison UIP
- Exit Interviews
- Marketing
- Report from the School Board sub-committee

