Overview

With an average of about 540 children and teens in our Charter Program, Kindergarten through High School, we have a wide range of ages and development levels in our population. The Montessori philosophy focuses on the individual instead of a standardized instructional approach by grade level. By grouping learners in multi-age environments, we are able to utilize learning that comes not just from the teacher but from peers and the didactic materials in the environment. This form of auto-education allows children to get instant feedback from their work that is focused less on the individual and more on the concept.

Although the political atmosphere for charter schools has changed consistently in Indiana since 2001, as well as the definition of a successful school, Community Montessori has stayed consistent to our mission and our beliefs about authentic education, instead of teaching to a test. This BRAVE approach to education has landed a waitlist of around 100 families annually.   Unlike a traditional school that may focus exclusively on state standards and direct assessment, Community Montessori focuses on what specifically a child or teen understands and uses the Montessori philosophy and materials to guide, support, and ascertain true learning. Instead of a deficit model of education, we focus on strengths and interests to be the backbone of learning new information with key experiences and dynamic lessons. The Montessori philosophy has been around for over 100 years and it is clear that this belief about learning creates a young adult with exquisite skills for college, career, and life through this individualized proficiency model.   In fact, this unique approach to learning has managed to produce high quality graduates at a rate that rivals any other school in the state.

Our campus of children from birth through high school is a beacon of hope in redesigning the educational system. We hope that you are as proud as we are in our movement to look beyond test scores and create a new paradigm in what education should be - joyful, collaborative, meaningful and authentic. Our staff is proud of what we have created and reflective and purposeful in goals and visions of an even brighter future. We have found the light in this pandemic tunnel to find the impervious sun within each of our children and teens so that they each can shine as bright as our logo above.

We are asking for a 7 Year Renewal of our Charter and look forward to our future partnership for decades to come!

I. Enrollment Diagnostic

Provide the enrollment and demographic information for the current school year.

2021-22 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	528	
# of Students on Waiting List	89	
Gender		
Male	279	52.84
Female	249	47.16
Ethnicity/Race		
White	458	86.74
Black	4	0.76
Hispanic	6	1.14
Asian	3	0.57
Native American	1	0.19
Other	56	10.61
Special Populations		
Students with IEPs	114	21.60
English Language Learners	11	2.08
Homeless Students	0	0
Eligible for Free and Reduced Lunch	136	25.76

Provide enrollment information for length of current charter contract (ADM count).

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Student Enrollment	542	542	540	532	528

Provide the student attendance information for the length of the charter contract.

	Year 1	Year 2	Year 2	Year 4	Year 5
Grade	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
K	94.63	96.02	96.10	98.17	Not yet available
1	96.26	96.37	96.64	98.19	
2	97.26	96.05	96.11	97.66	
3	96.74	96.76	96.65	98.24	
4	97.05	96.47	97.11	97.07	
5	96.48	96.48	96.71	96.40	
6	94.84	96.52	96.67	95.81	
7	96.07	94.10	96.73	94.47	
8	96.03	95.47	95.50	95.07	
9	94.88	96.64	95.97	96.16	
10	94.24	95.11	95.98	96.07	
11	93.73	94.79	95.97	93.99	
12	93.45	95.04	94.64	95.31	
All Grades	95.51%	95.83%	96.21%	96.35%	

Provide the number and percentage of students eligible for special education by eligibility category for the length of the current charter contract based on each school year's December 1 count..

| | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5* | |
| | 2017-18 | | 2018-19 | | 2019-20 | | 2020-21 | | 2021-22 | |
	#	%	#	%	#	%	#	%	#	%
Autism Spectrum Disorder	16	2.95	16	2.95	24	4.44	23	4.32	23	4.36
Blind of Low Vision	0	0	0	0	0	0	0	0	0	0
Cognitive Disability	5	0.92	5	0.92	5	0.93	3	0.56	5	0.95
Deaf of Hard of Hearing	1	0.18	0	0	1	0.19	1	0.19	1	0.19
Deaf-Blind	0	0	0	0	0	0	0	0	0	0
Development Delay (early childhood)	0	0	0	0	3	0.56	2	0.38	3	0.57
Emotional Disability	26	4.80	22	4.06	17	3.15	14	2.63	16	3.03
Language or Speech Impairment	9	1.66	21	3.87	14	2.59	13	2.44	18	3.41
Multiple Disabilities	0	0	0	0	1	0.19	1	0.19	1	0.19
Orthopedic Impairment	2	0.37	1	0.18	1	0.19	1	0.19	1	0.19
Specific Learning Disability	57	10.52	53	9.78	52	9.63	52	9.77	66	12.5
Traumatic Brain Injury	0	0	1	0.18	1	0.19	1	0.19	1	0.19

*numbers are an estimate for the December 2021 count.

Provide the number and percentage of ELL students for length of the current charter contract.

ELL STUDENT POPULATION CHART									
Year 1		Year 2		Year 3		Year 4		Year 5	
2017-18		2018-19		2019-20		2020-21		2021-22	
#	%	#	%	#	%	#	%	#	%
3	0.55	7	1.29	5	0.92	6	1.13	11	2.08

Provide the number and percentage of homeless students for length of current charter contract.

HOMELESS STUDENT POPULATION									
Year 1		Year 2		Year 3		Year 4		Year 5	
2017-18		2018-19		2019-20		2020-21		2021-22	
#	%	#	%	#	%	#	%	#	%
0	0	1	0.18	1	0.19	0	0	0	0

Provide the number and percentage of High Ability students for length of current charter contract.

HIGH ABILITY STUDENTS									
Year 1		Year 2		Year 3		Year 4		Year 5	
2017-18		2018-19		2019-20		2020-21		2021-22	
#	%	#	%	#	%	#	%	#	%
0	0	0	0	0	0	0	0	0	0

Enrollment Projections for the next 5 years

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels Served
2022-23	542	545	K-12
2023-24	542	545	K-12
2024-25	542	545	K-12
2025-26	542	545	K-12
2026-27	542	545	K-12
At Capacity (specify year)			

CM has been within 3% of capacity during the entire renewal time period and we anticipate to continue that. Although the pandemic was the catalyst to move from at-capacity to 3%, we are thrilled with our enrollment. We will continue to re-grow our "high school" age level, slowly to ensure stability.

A. *School and Community Overview*

1. Briefly describe the community/communities the school serves and explain how the school's mission and model is meeting identified community needs. Describe the needs-based rationale for focusing on the targeted student population.

Families that enroll in Community Montessori generally come from about 8 different counties in Southern Indiana. Actually we also have families every year that change their residence from Kentucky to Indiana just so they can attend CM. With a learning model that focuses on the individual, when families tour the school they are always impressed by the happiness they see from the children and the respect they observe from the adults.

The Community Montessori Mission:

Respecting children. Engaging families. Encouraging thoughts. Embracing the community.

Community Montessori gives children an environment that respects all people and ideas. We also give families a vehicle to learn cooperatively, have fun, and promote peace with their children. As a school family we continue to expand our minds and use this knowledge to make an impact on our community.

The Montessori Philosophy Model is timeless. We have proven that our school can be for every child, and by meeting with each family personally (or virtually) we can help them truly understand the uniqueness of our school and our school community. Our existence has changed the educational landscape in our community and increased the bar of exceptionality in our larger school community. With over 20% of our school population identified as exceptional learners, we have shown that we really can be for every type of learner. We have grown our economic diversity (25% free and/or reduced lunch) and are improving our racial diversity annually (currently over 13% in the global majority or racial minority).

2. Describe the school's size, community/communities, location, and changes it has experienced over the last charter term. Include demographic and socio-economic changes about the students, staff, and community at large.

Please see above. In addition, we have continued goals to increase the racial diversity of our staff - especially with our school-wide racial healing goals with our ABAR work (see below).

3. Provide an overview of the key design elements and how the school implements these elements, including; primary instruction methods, assessment practices, and essential features of the model.

Montessori Philosophy always starts with the keen and holistic observation of the child/teen. With our continued goal of Montessori credentialed teaching staff, currently all but one class had either one or both co-teachers with a Montessori credential or one finishing their Montessori credential. We have a dedicated staff. Following the Montessori Scope and Sequence in the early childhood and elementary levels is the key to a successful learning community. See below for further assessment details.

4. Describe any anticipated changes to the essential terms of the school's educational program, program as described in the current charter. Essential terms are those included, either directly or by incorporation, in the school's existing charter contract that relate to its educational program, including but not limited to the school's mission, course of study, instructional program, grade levels served, and, if applicable, any mission-specific goals. Discuss any associated challenges or risks to these changes.

Community Montessori is on a mission to be more accessible in our tuition based programs. We are unique. Housing children and teens on our campus from birth through high school gives us a great advantage to really personalize our approach to education. We are committed to utilizing programs like On My Way PreK and CCDF Vouchers to further our accessibility to families of all socioeconomic backgrounds. We are currently working with the Office of Early Childhood and Out-of-School Learning to restructure the regulations for multi-age programs so we can fully participate in one or both of these programs. Growing these programs will further support the great need in our community for high quality early childhood programs.

B. *Goals and Plans*

1. State and provide an overview of the charter school's future goals. Summarize the plans for accomplishing these goals (*e.g.* academic benchmarks, organizational changes, facility improvements, financial stability).

In addition to the goals found on page 13, we have the following goals identified for our next renewal term:

- Reach our 3rd-8th level school success goal by having 80% of learners in Reading, language, and Math areas meet one of our three criteria with either ILEARN or NWEA by the end of our renewal period.
- Continue with 100% of our teen high school graduates completing a graduation pathway annually.
- Utilize our new addition - The Casa Dei Curiosity for performing arts and learning exhibitions annually when the pandemic is more controlled.
- Further expand our Early Education Program to increase racial and economic diversity by the end of our renewal period by increasing our global majority and racial diversity percentage by 5% and being eligible for On My Way PreK for our 4 year olds and CCDF vouchers for our Community Nurtury families.
- Utilize all grant funds (ESSER II, ESSER III, and Quality Counts Cohort 5) successfully to lessen any financial impact on our current strong financial stability.

2. Summarize plans for addressing any past academic, organizational, or financial deficits. SEE Below

3. (OPTIONAL) Provide any additional information you would like to share with the public and community that were not prompted in the previous sections. SEE Below

II. Student Performance Diagnostic

Student Performance starts with a well prepared environment, teacher and class culture. These pictures below denote well thought out and complete learning environments to explore, practice and become proficient in areas above and beyond the Indiana academic standards. Because we start first with recognizing the strengths and goals of each individual and then guiding them on a personalized learning plan where they are the architect of their own learning. Most of the foundations of a Montessori environment are considered best practices throughout scholarly articles about learning: Giving choice, focusing on interests to meet goal areas, providing key experiences that excite the learning process, intrinsic motivation, inner discipline, empowerment, self regulation, etc. The first picture shows sensorial material in a 3-6 year old class - the first lessons in preparation for number sense and quantity. The second picture shows the concrete materials that start for 3 and 4 year olds in mathematical concepts and grow with them through the 9-12 year old program to clearly understand quantity and process. The last picture relates to the wide array of learning materials that are available for learners to choose to practice in combination with planned lessons and follow up work. Because we take great care in this process, we know that some learners are not showing high test scores at younger age levels. We work hard to not push them through content, but instead build confidence and real world knowledge that builds lifelong learning skills.

Sensorial material in a 3-6 year old studio

*Concrete materials in mathematical concept for ages 3 through 12*

Different learning materials in a Montessori classroom

5-15 year old Performance

When a visitor sees the Montessori materials in action at this age level, they quickly realize the importance of process over product.   Because children are given time and space with new concepts, they can further internalize the information, making room for the "aha" moment.   Although this proficiency with Montessori materials isn't always congruent with our ISTEP+ performance, upon closer inspection, these concerns are mitigated by our ability to close performance gaps in later grade levels. Our individualized approach limits the school's performance on the ISTEP+ during grades 3-5 but allows learners to excel at later grade levels. In fact, by the time a learner reaches middle school, the gap that seemed apparent for the younger learner is quickly closed and Community Montessori learners perform on-par with the state average.

When this information is combined with the fact that Community Montessori retains 85% of its learners (outside of a pandemic), there is substantial evidence to suggest that Community Montessori properly prepares its teens for the additional needed work ethic and academics of high school and beyond.
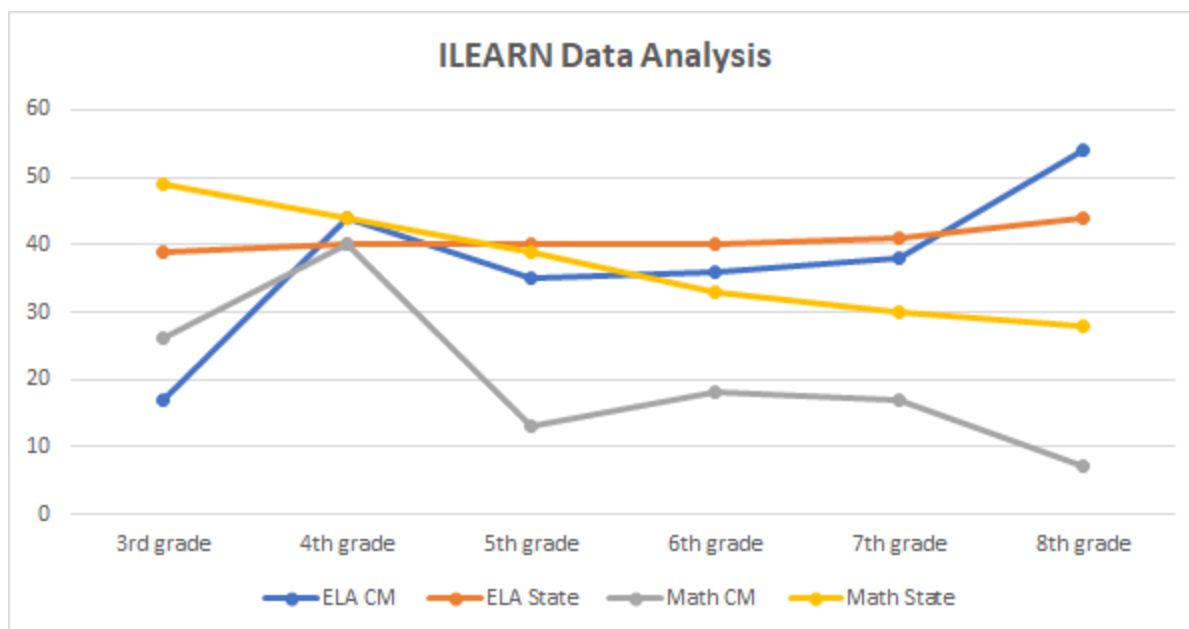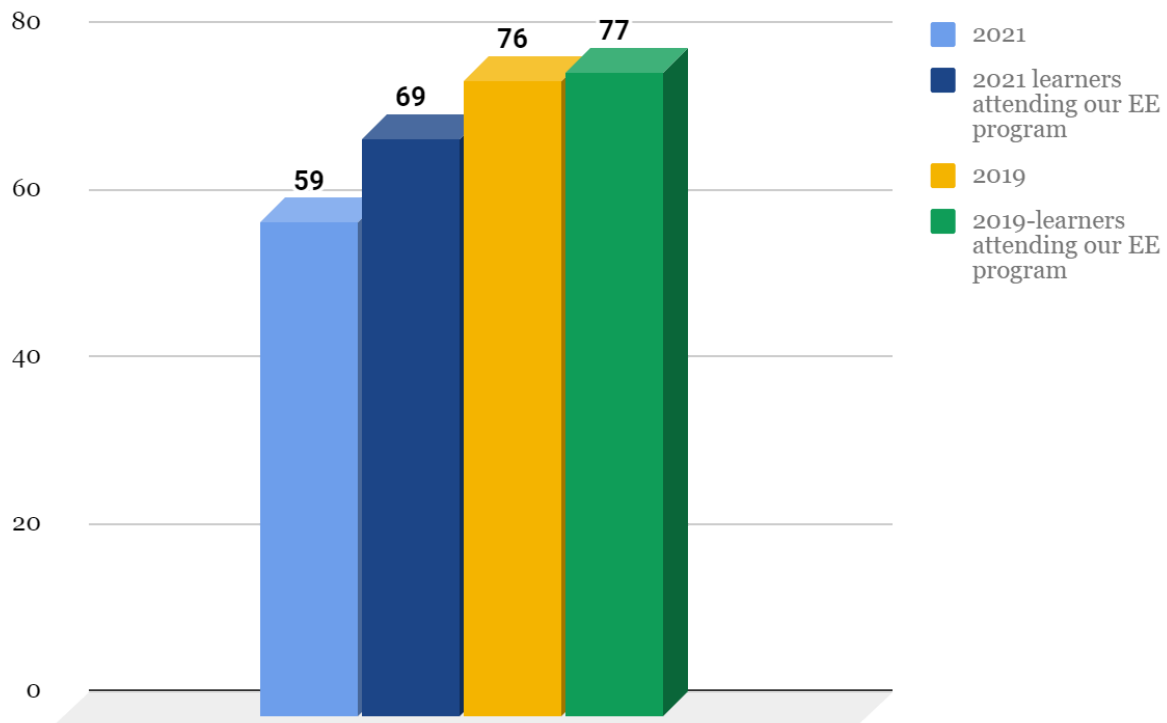

*** Only 58% of our learners tested for 2021 ILEARN Language and Math due to COVID concerns*

Each co-teaching team also tracks studio performance based on both ILEARN and NWEA and expects at least 80% of their class to either show proficiency in ILEARN, beat the NWEA norm group, or beat their RIT score from fall to spring. If we take into account both the ISTEP+ testing, NWEA proficiency, or any growth from fall to spring, it shows that almost every Community Montessori learner is either proficient or making progress in becoming proficient. Although we were very close to our goal prior to the pandemic, the pandemic made this very difficult to track with low turnout in testing.
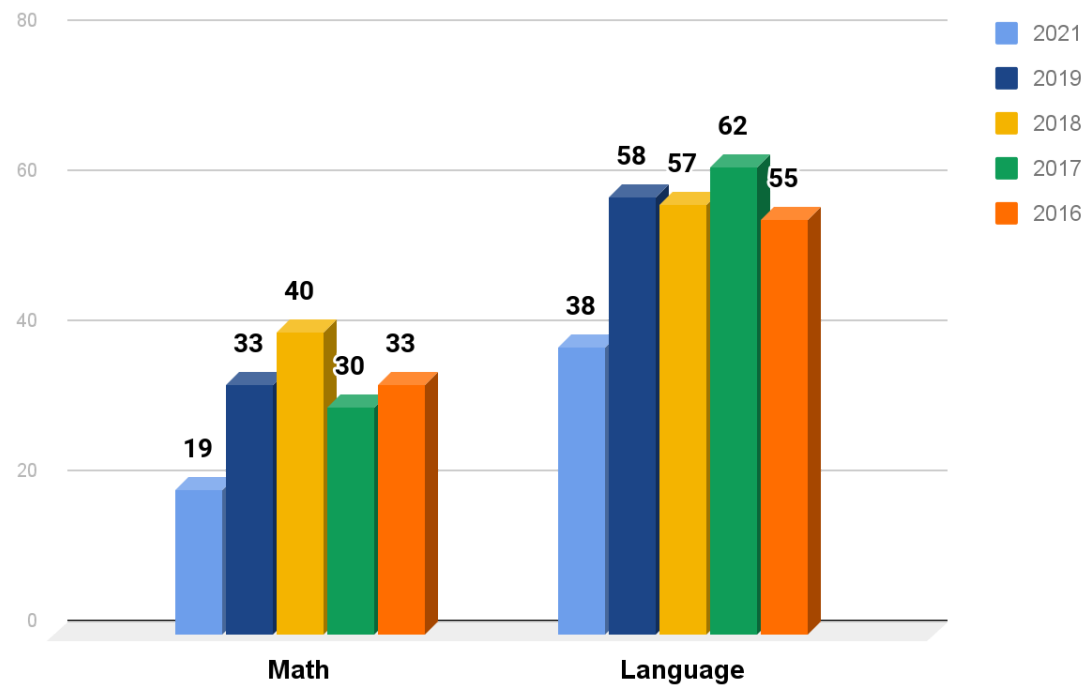
Below are the statistics of the past three years combining ISTEP+ and NWEA.

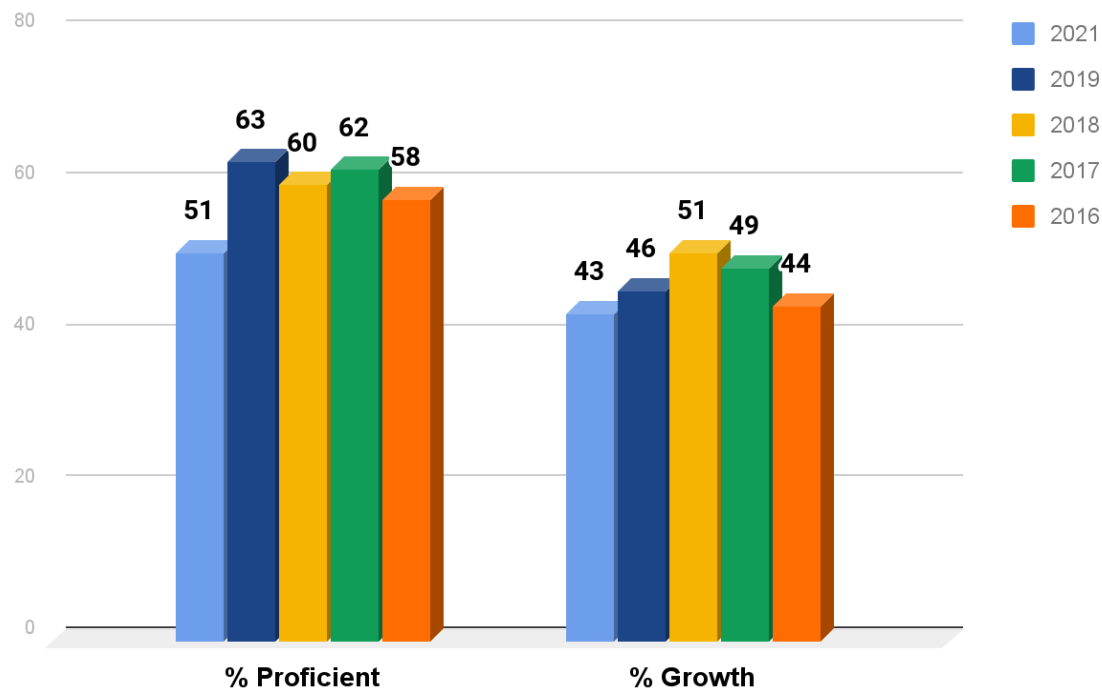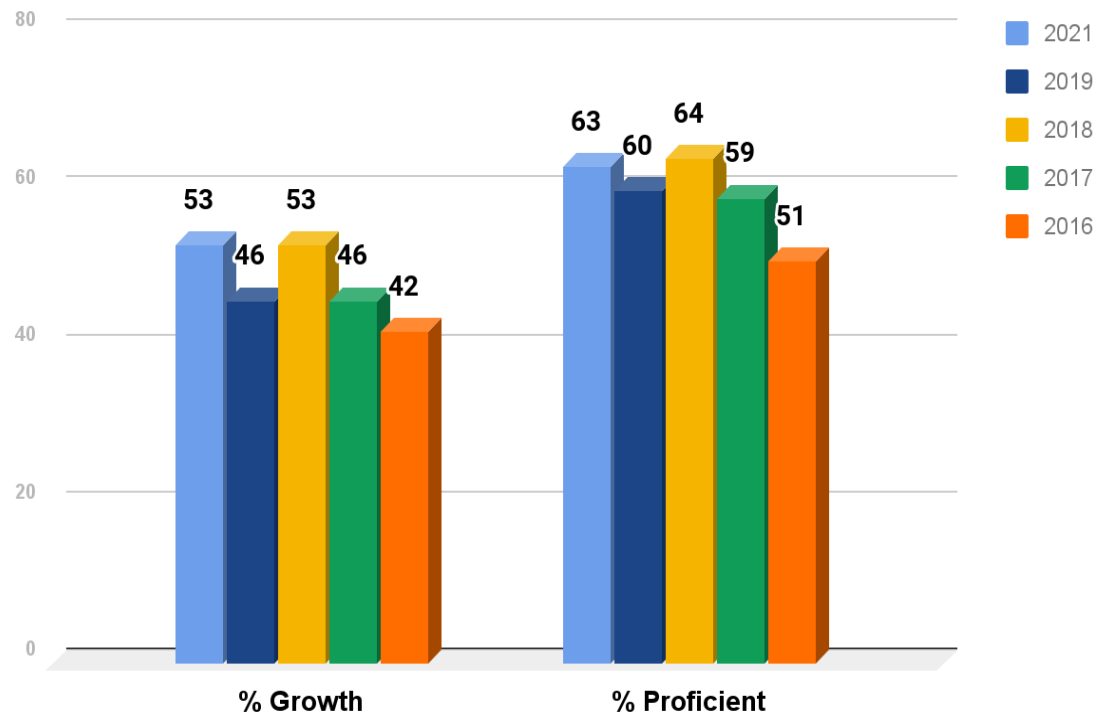| Goal Performance				
	Average	**2021****	**2019***	**2018**
Math	64%	58%	58%	76%
Reading	87%	76%	94%	90%
Language Usage	77%	73%	75%	84%
* First year of ILEARN, the new statewide assessment *** Only 58% of our learners tested for ILEARN Language and Math due to COVID concerns*				

IREAD ASSESSMENT ANALYSIS

ILEARN ANALYSIS

Chart showing ILEARN Analysis data by year (2021, 2019, 2018, 2017, 2016):

Math:
- 2021: 19
- 2019: 33
- 2018: 40
- 2017: 30
- 2016: 33

Language:
- 2021: 38
- 2019: 58
- 2018: 57
- 2017: 62
- 2016: 55

NWEA READING

Chart showing NWEA Reading data by year (2021, 2019, 2018, 2017, 2016):

% Proficient:
- 2021: 51
- 2019: 63
- 2018: 60
- 2017: 62
- 2016: 58

% Growth:
- 2021: 43
- 2019: 46
- 2018: 51
- 2017: 49
- 2016: 44

NWEA LANGUAGE

Legend: 2021, 2019, 2018, 2017, 2016

% Growth:
- 2021: 53
- 2019: 46
- 2018: 53
- 2017: 46
- 2016: 42

% Proficient:
- 2021: 63
- 2019: 60
- 2018: 64
- 2017: 59
- 2016: 51

NWEA MATH

Legend: 2021, 2019, 2018, 2017, 2016

% Growth:
- 2021: 38
- 2019: 29
- 2018: 40
- 2017: 34
- 2016: 36

% Proficient:
- 2021: 40
- 2019: 40
- 2018: 45
- 2017: 37
- 2016: 26
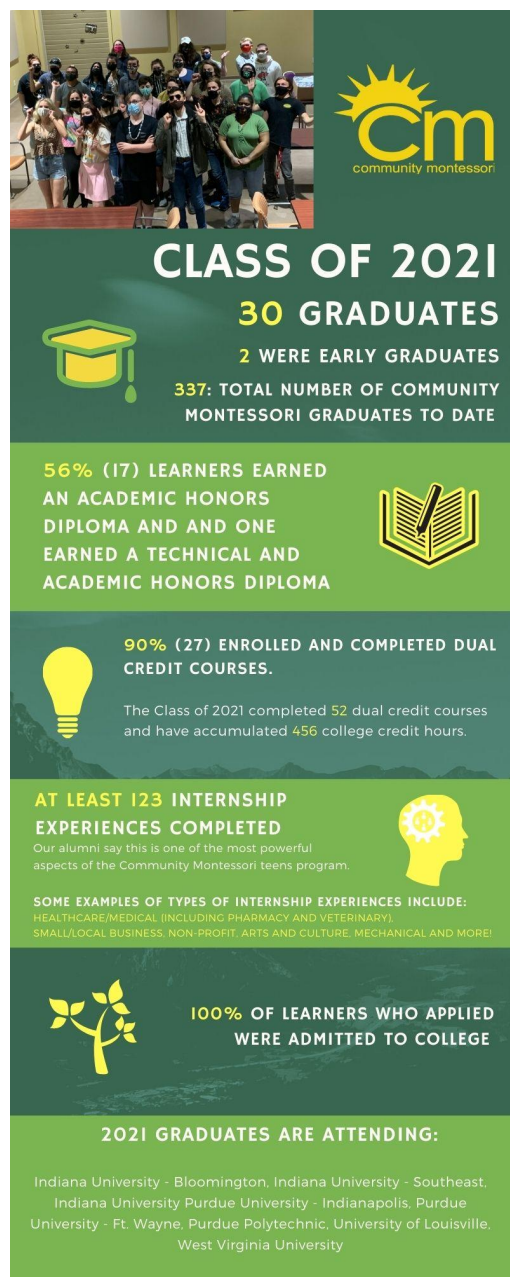
15-18 year old Program

When Indiana made the move to graduation pathways several years ago, Community Montessori fully embraced this new opportunity to personalize learning, empower leadership, and purposefully meet the needs of our learners. We have always known that one standardized graduation qualifying exam couldn't tell the full story of a learner's gifts, talents, and capabilities. We were excited when the Indiana Department of Education acknowledged this by providing a variety of ways for a young person to demonstrate readiness for life and success after high school.

Community Montessori has always focused on college and/or career readiness. At our "Islands" (middle school) level learners are challenged through our hands-on, project-based, and experiential learning approaches and the Occupations program, all of which give learners daily opportunities to hone soft skills such as collaboration, critical thinking, creativity, and decision-making. The Occupations program provides learners with a framework for interacting with the world outside of Community Montessori in a professional capacity by spending a day a week running a school business. Click here to learn more about the Journey of an Islands Learner.

At the "Woods" (high school) level, the learners dig deeper into this work through portfolio projects (Wellness, Government, Entrepreneurship, and Philanthropy), our internship program (4 semester-long internships in the community required), and our Junior and Senior seminars (transition coaching for 11th and 12th levels). Additionally, with the implementation of graduation pathways, we have invested even more time, energy, and resources into building a robust slate of offerings for our teens to enable them to follow the pathway that best suits their needs and interests.

We have developed a variety of CTE courses (everything from Human Services and Computer Science to Digital Design and Interior Design) that we teach "in house" that give our learners hands-on experiences in these career paths. As of fall of 2021 we have learners earning approximately 375 CTE credits for this current year. We also partner with local colleges to provide greater opportunities for dual credit coursework and additional CTE coursework and have greatly increased the number of learners earning college credits. We have leaned into Ivy Tech Community College's Indiana College Core (formally) program, and currently have eight learners on track to complete that certificate. We have three learners pursuing their Associate's Degrees while in high school. In fact, the class of 2022 is on track to complete 556 credit hours by the end of the Fall semester of 2021! For the Class of 2021, we had 100% of our graduates complete graduation pathways. Click here to learn more about the Journey of a Woods Learner.

CLASS OF 2021
30 GRADUATES
2 WERE EARLY GRADUATES
337: TOTAL NUMBER OF COMMUNITY MONTESSORI GRADUATES TO DATE

56% (17) LEARNERS EARNED AN ACADEMIC HONORS DIPLOMA AND AND ONE EARNED A TECHNICAL AND ACADEMIC HONORS DIPLOMA

90% (27) ENROLLED AND COMPLETED DUAL CREDIT COURSES.

The Class of 2021 completed 52 dual credit courses and have accumulated 456 college credit hours.

AT LEAST 123 INTERNSHIP EXPERIENCES COMPLETED
Our alumni say this is one of the most powerful aspects of the Community Montessori teens program.

SOME EXAMPLES OF TYPES OF INTERNSHIP EXPERIENCES INCLUDE: HEALTHCARE/MEDICAL (INCLUDING PHARMACY AND VETERINARY), SMALL/LOCAL BUSINESS, NON-PROFIT, ARTS AND CULTURE, MECHANICAL AND MORE!

100% OF LEARNERS WHO APPLIED WERE ADMITTED TO COLLEGE

2021 GRADUATES ARE ATTENDING:

Indiana University - Bloomington, Indiana University - Southeast, Indiana University Purdue University - Indianapolis, Purdue University - Ft. Wayne, Purdue Polytechnic, University of Louisville, West Virginia University

Goals Identified and Plans for Improvement to Increase Learner School Success (academic achievement):

Reading - Through our deep dive at the end of the 2020-21 school year, reading support was our main priority identified. Through observations and PALS assessments we identified reading support needed for the ages 5-12 year olds. We had about 20 staff members certified in Dyslexia Training over the summer and began Roxie Reading interventions over the summer and at the start of this school year. We created a consistent training, follow up intervals, and interventions at each level.

Math practice - Our second priority identified was ongoing and consistent, sequential math support. In addition to our NWEA Accelerator work with Khan Academy, this year we have also added Math Tech Books with Discovery Education for ages 9-15 year olds. This blended with our new online math resources with our high school teens. We created consistent timelines and time periods at the different levels.

Child/Teen Study - Another priority identified was our in depth child/teen study process as our first step of intervention when a learner is not thriving. It starts with an hour-long Family Meeting where parents and teachers discuss strengths, educational goal areas and prior interventions. Then SMART goals are created to complete prior to a follow up meeting schedule 4-6 weeks after. Following that, a formal hour long Child/Teen Study is scheduled and completed with a team of teachers/support staff to plan more specific interventions. A follow up meeting is scheduled 4-6 weeks after. All of our staff went through a formal Coaching workshop that included the Child/Teen Study process.

College/Career Motivation - With the pandemic also came teen apathy. We have added internal seminars to support this foundational goal. This will increase the internship success, dual credit success, and continue to support 100% success in graduation pathways.

Foundation Consistency - For the early education and elementary programs, we created consistent foundation commitments for all studios. This will help us be more consistent with our scope and sequence, especially coming out of a pandemic where different priorities were created out of necessity.

Anti-bias, Anti-racist (ABAR) Work - Until all children/teens feel supported and heard, basic needs are not met. As a staff we have created change teams to support our racial healing goals and plans. This integrates with our holistic learner work and acceptance of our LGBTQ+ community.

Our goals for our teens program in the years ahead include:

- Increasing the number of graduates earning workforce certifications and/or entering college after graduation
- Increasing the quality and number of CTE pathway offerings
- Increasing the number of learners working towards earning the Indiana College Core certificate through dual credits
- Increasing the number of learners earning an Associate's degree through dual credits
- Increase community partnerships through the Occupations and Internship programs
- Continue to provide project-based learning with authentic feedback and assessment to ensure further, individualized growth

State Accountability

Due to Community Montessori's unique environment the outcomes seem askew in the large scheme of things. The academic performance numbers, in print, can seem under par, but upon closer examination, we can see this isn't the whole story.   Community Montessori has been listed since 2017-18 as a 'B' label on the State Accountability framework. We know that this label is very much up in the air with us being in a pandemic, but we are hopeful that the adjustments we are making will show ongoing improvement.

A. *Academic Performance Framework - All of these components were discussed ABOVE.*

1. Describe indicators that show a positive and negative trend in performance.

2. If academic performance has resulted in a rating of 'Falls Far Below' on any Quality indicator in the Ball State Academic Framework during the charter term, please provide the school's assessment of those results and describe changes being made to address any deficiencies.

3. Provide any academic performance-related evidence, supplemental data, or contextual information that may not be captured in academic framework.

B. *Continuous Improvement Practices*

1. Does the school engage in a systematic, inclusive and comprehensive process to review, revise and communicate the school's mission and design? Please describe this process, and when it last occurred, or is planned.

We conducted a formal deep dive on our school mission and vision through a year-long process with Sam Chaltain in 2017/18. In addition, every year we review all of our Handbooks as a full staff. We have several goals for modifying our Mission and Vision statement and will prioritize that when the pandemic gives us some space to do so.

2. Describe the school's assessment system and how it is used to improve instructional decision-making, support student learning and implement professional development.

CM utilizes an ongoing observational, anecdotal, proficiency based assessment process with periodic formative assessments. Although standardized testing and the Montessori philosophy are like oil and water - we still create value in reviewing the collective information in a holistic way. In addition to state testing, CM utilizes NWEA twice a year for mostly 3rd level - 8th level. We also keep lesson records and proficiency assessments in a program called Transparent Classroom. These progress reports and transcript reports are shared with families four times a year in Parent Partner Conferences.

3. Describe how the school uses other data (qualitative and quantitative) to evaluate the effectiveness of the academic program.   SEE above

4. Describe how the school leadership implements a continuous improvement process that provides clear direction for improving student learning.

In addition to the information above, co-workers create a summary, multi-faceted self evaluation with goals including their process with the Differentiated Teaching Structure.

5. Describe how leadership and staff supervision and evaluation processes have resulted in improved professional practice and student success. SEE Above

C. *Needs of Learners*

1. Describe the systems in place to monitor the progress of individual students and facilitate communication between interventionists, classroom teachers and parents regarding the needs of individual students. SEE Above

2. Explain how the school supports diverse learners. SEE Above

3. Which subgroup(s) show a trend toward increasing performance, and which toward decreasing performance? Please support with data. SEE Below

4. Describe persistent or closing achievement gaps between demographic groups, and strategies being used to address those needs. Please support with data.

Although CM understands the need to review data from multiple lenses, because we are a small school that focuses on individuals, this process is less important to our success. Above you can see that we identify IREAD scores based on a learner's enrollment in our early education program. This is significant and it tells a story. Reviewing those components by socio-economic layers or exceptional learner layers gives us less information than the dissection that occurs at the individual, longitudinal process that happens at the class level, multi-age level, and at the micro level with the Studio Support Coordinators.

III. Stakeholder Diagnostic

Recommended surveys to complete this diagnostic: Climate and Culture Surveys for Students and Parents, with option of customized questions

1. Which area(s) indicate the overall highest and lowest levels of satisfaction?

Our assessment from families on our annual Family Voice Survey (pre-pandemic) is always around 95% success in the Always or Usually category when it relates to lessons/learning, communication, and generally if we know what their child needs. Over the past year and a half, we have conducted monthly/bi-monthly video calls with families where they can ask questions and make comments. That feedback has been overwhelmingly positive and supportive. Often when a parent is not happy with a philosophical decision or value that is shared, we can often refrain from responding and another family member will answer the question for us and share our culture clearly. We address concerns and frustrations directly, authentically and holistically.   We review comments and bring those to summer level intensive meetings to further plan or problem solve when necessary.

2. Which of the above reported findings are consistent with findings from other sources (*e.g.* surveys, observations, anecdotal, third party reviews), please explain. SEE Above

3. What are the implications and/or challenges related to any negative stakeholder perceptions? SEE Above

4. How will survey findings inform school improvement plans? What actionable steps will be taken based on survey results? SEE Above

In our Families Voice Survey - When asked if families feel they are satisfied with the lessons and learning their child/teen is receiving - 95% or more of our families said Always or Usually.

Prior to Covid, this is a pretty common response to what families find helpful in their partnership with CM:

Answer Options	Very Helpful	Moderately Helpful	Somewhat Helpful	Not Helpful
Parent Partner Conferences	402 (380)	60 (61)	15 (9)	2 (1)
Informal Dialogue with Teachers	387 (379)	57 (54)	18 (10)	2 (1)
Individual Emails or Advisory Information	326 (320)	81 (75)	27 (35)	2 (3)
Weekly Studio E-mails	321 (287)	108 (125)	37 (34)	9 (2)
Progress Reports or Teen Transcripts	252 (219)	115 (136)	58 (63)	3 (9)
NWEA/ISTEP+/ECA Scores	70 (80)	98 (99)	107 (120)	79 (108)

From the 20-21 Covid School year -- our families found these to be their favorite part of the year:
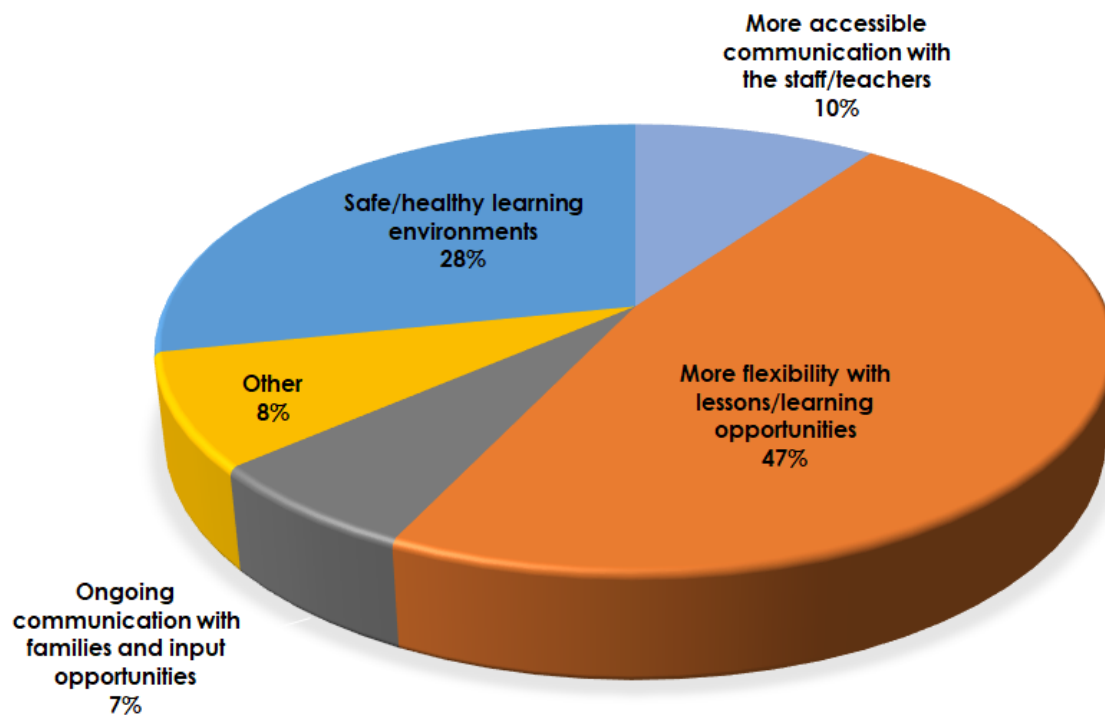
IV. Organizational and Financial Diagnostic

A. *Organizational*

The OCS will review and verify the organizational documents submitted through CSAPPHIRE during the renewal process (see above for the specific list of required CSAPPHIRE submissions and updates). It is important for each school to upload the school's most recent version of each of the required documents in order for the OCS to make appropriate decisions related to Organizational Performance.

Along with the required CSAPPHIRE submissions, provide any organizational related evidence, supplemental data, or contextual information. Submissions may include evidence of current compliance in areas for which the school was found previously to be non-compliant or other updates relevant to previous school findings.

1. Provide a reflection of the school's governance and organizational performance over the past charter term. Describe any anticipated changes to the governance and management of the school, including but not limited to:

   o board composition,
   o board member roles
   o member recruitment,
   o committee structure
   o amendments to by-laws.
   o expected or amended changes to board policies, including but not limited policies to deal with board conflicts of interest and grievances by stakeholders.

The CM Board of directors has had an outstanding team of volunteers for many years. The Board has not had any compliance issues and consistently follows all protocols in the Bylaws and per Indiana Open Door Law. The Board membership is a healthy mix of racial diversity, a and variety of knowledge, leadership initiatives, and experiences. We currently have two college professors, two community leaders in the nonprofit world, and a business executive. The Board is working to invite 1-2 new board members this 21-22 school year.

At this time, the Board does not have plans to make any changes to our Bylaws, committee structure, or Board policies. The Board is currently working on a retreat to take a deep dive in salary reviews and structure. These board members are inquisitive, curious, knowledgeable and direct with their role of oversight. Community Montessori is in good hands with this exceptional group of people.

2. Please specify whether the board intends to contract or terminate a contract with an education service provider (ESP)[1]. ☐ YES x NO **CM does not have a contract nor do we plan to have one.**

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[1] "Educational Service Provider" or "ESP" means a service provider that manages or operates a charter school or provides administrative, managerial or instructional staff to the charter school.

- o (OPTIONAL) If Yes, describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board holds the operator accountable for specific academic, operational or financial outcomes from the agreed upon contract.

- o (OPTIONAL) If Yes, please describe any anticipated changes to service contract or provider over the next charter term, including, but not limited to, intentions to terminate your contractual relationship with your management organization. If terminating, describe in detail the plans for carrying out the primary operational and educational activities for which the service provider had been responsible.

3. Describe the current condition of the school's facility, and its capacity to serve students. Discuss any anticipated changes in facilities needs and/or location, which includes any changes to lease terms and/or building plan. If the facility is leased, how does the board oversee the terms of the lease agreement?

Community Montessori is at full capacity with enrollment and the facility is complete to meet the needs of it's enrollment. With the current completion of the CASA dei Curiosity expansion, we also have a tremendous space to further our ability with Exhibitions of learning and Performing Arts initiatives as well. We are considering expanding our early education programming, mostly with grant funds. We are also working on our outside environment to create additional outdoor learning spaces and natural playgrounds.

4. If any organizational deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.

N/A

5. If applicable: If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.

N/A

6. Required: How will the school comply with the McKinney-Vento Act, which requires all public schools to transport homeless students, even if general transportation is not provided?

Each year, the Administrative Services Coordinator completes the training requirements to act as the district's homeless liaison. At every enrollment in the spring of the preceding year, families are asked to provide information if their child is experiencing homelessness. There is a link provided next to the question to allow for more information on what is homelessness. Families are also asked their interest to offer car ride/car share services to other families enrolled in Community Montessori. When enrollment completes, the data gathered is shared with all families during the school year to coordinate pick up and drop off from the school. Family Liaison further supports families in need by helping look for other families staying in the area but not part of this list to organize pick up and drop offs from the school.

B. *Financial*

1. In what ways does the board assure that financial resources provide adequate support for the school's overall program and to improve student achievement? Please reflect on the allocation, challenges, trends and any shifts in resources directed toward Student Academic Achievement, Student Instructional Support, Overhead and Operational, and Nonoperational (See Form 9).

2. If any financial deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.

N/A

V. Financial Dashboard

Ball State University
Financial Performance Framework Dashboard

Meets
Does Not Meet
Falls Far Below

1. NEAR TERM INDICATORS			
1.a.	**Current Ratio (Working Capital Ratio)**	Current Assets divided by Current Liabilities	6.2
1.b.	**Cash to Current Liabilities**	Cash divided by Current Liabilities	5.6
1.c.	**Unrestricted Days Cash**	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	425
1.d.	**Enrollment Variance**	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	100%
1.e.	**Default**		No
2. SUSTAINABILITY INDICATORS			
2.a.	**Total Margin**	Net Income divided by Total Revenue	22.7%
		Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	18.5%
2.b.	**Debt to Asset Ratio**	Total Liabilities divided by Total Assets	0.39
2.c.	**Cash Flow**	Multi-Year Cash Flow = (Year 3 Total Cash)-(Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash)-(Year 1 Total Cash)	$1,555,703
2.d.	**Debt Service Coverage Ratio**	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	4.00

Financial Performance Framework – Data Points	
Current Assets	$5,393,062
Current Liabilities	$875,247
Cash	$4,866,934
Unrestricted Cash	$4,866,934
Total Expenses	$4,483,893
Depreciation	$306,959

Enrollment Projection in Charter School Board-Approved Budget	528
Actual Enrollment	528
Default	No
Net Income	$1,320,404
Total Revenue	$5,804,296
Total 3 Year Net Income	$2,944,671
Total 3 Year Revenues	$15,911,284
Total Liabilities	$5,585,261
Total Assets	$14,328,634
Year 1 Total Cash	$3,311,231
Year 2 Total Cash	$3,946,022
Year 3 Total Cash	$4,866,934
Interest	$158,472
Annual Principal, Interest, and Lease Payments	$446,669