



Office of Charter Schools

Community Montessori

2016-17 Charter Renewal Application

RENEWAL NARRATIVE

I. Enrollment and Demographic Overview

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

AS OF 9/16/2016 (ADM)

2016-17 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	541	
# of Students on Waiting List	184	
Gender		
# Male	280	51.75
# Female	261	48.24
Ethnicity/Race		
# White	478	88.35
# Black	7	1.30
# Hispanic	13	2.40
# Asian	10	1.84
# Native American	2	.37
# Other	31	5.73
Special Populations		
# Students with IEPs	111	20.52
# English Language Learners	4	.73
# Homeless Students	0	0
# Eligible for Free and Reduced Lunch	127	23.48

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

	2014-15	2015-16	2016-17
Total Student Enrollment	528	545	541

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

	Year 1	Year 2	Year 2
Grade	2014-15	2015-16	2016-17
K	95.6	95.5	No data yet
1	97.2	95.7	
2	96.5	97.0	
3	96.3	96.6	
4	97.2	96.0	
5	96.9	96.7	
6	97.1	96.7	
7	95.9	96.5	
8	95.4	96.0	
9	95.9	94.9	
10	95.1	95.7	
11	94.6	95.4	
12	93.2	93.2	
All Grades	96.0	95.9	

D. Provide the number and percentage of students eligible for special education by eligibility category for the length of the current charter contract based on the previous December 1 count.

	Year 1		Year 2		Year 3	
	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
Autism Spectrum Disorder	23	4.22	23	4.22	22	4.66
Blind or Low Vision	0	0	0	0	0	0
Cognitive Disability	4	.7	3	.5	3	.6
Deaf or Hard of Hearing	0	0	0	0	1	.2
Deaf-Blind	0	0	0	0	0	0
Development Delay (early childhood)	0	0	0	0	0	0
Emotional Disability	19	3.5	22	4.03	20	3.7
Language or Speech Impairment	11	2.0	10	1.8	10	1.84
Multiple Disabilities	0	0	0	0	0	0
Orthopedic Impairment	2	.4	2	.4	2	.4
Specific Learning Disability	40	7.4	41	7.52	46	8.5
Traumatic Brain Injury	0	0	0	0	0	0

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

ELL STUDENT POPULATION					
Year 1		Year 2		Year 3	
2014-15		2015-16		2016-17	
#	%	#	%	#	%
7	1.2	7	1.2	4	.73

- F. Provide the number and percentage of homeless students for the length of the previous charter contract.

HOMELESS STUDENT POPULATION					
Year 1		Year 2		Year 3	
2014-15		2015-16		2016-17	
#	%	#	%	#	%
0	0	0	0	0	0

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

HIGH ABILITY STUDENTS					
Year 1		Year 2		Year 3	
2014-15		2015-16		2016-17	
#	%	#	%	#	%
0	0	0	0	0	0

II. Executive Summary

Provide a brief description of the school, including an overview of the mission and vision, educational program, community and local partnerships, and the school's leadership and governance. The following sections will be entered into AdvancEd Assist.

Description of the school (6000 character limit)

- Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large.
- What unique features and challenges are associated with the community/communities the school serves?

School's Purpose (6000 character limit)

- Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.
- Address why the school was founded? What educational need were the founders seeking to address in your community?

**FINANCIAL PERFORMANCE FRAMEWORK 2015-2016
BALL STATE UNIVERSITY**

Meets
Does Not Meet
Falls Far Below

1. NEAR TERM INDICATORS				CM Calculation	BSU Threshold
1.a.	Current Ratio (Working Capital Ratio)	Current Assets divided by Current Liabilities	4	4.31	1.1
1.b.	Cash to Current Liabilities	Cash divided by Current Liabilities	3	3.90	0.75
1.c.	Unrestricted Days Cash	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	270	270.99	66
1.d.	Enrollment Variance	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	1	100.5%	95%
1.e.	Default		NO		
2. SUSTAINABILITY INDICATORS					
2.a.	Total Margin	Net Income divided by Total Revenue and Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	14.12%		Positive
2.b.	Debt to Asset Ratio	Total Liabilities divided by Total Assets	0	0.58	<90%
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)	277722	Yr3-Yr1	
2.d.	Debt Service Coverage Ratio	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	1	1.49	1.1

Financial Performance Framework - Data Points

Per 6.30.2016 Financial Audit

Current Assets	2796139	15.16					
Current Liabilities	648599	15.16					
Cash	2531889	15.16					
Unrestricted Cash	2524198	15.16					
Total Expenses	3692588	15.16					
Depreciation Expenses	292730	15.16					
Enrollment Projection in Charter School Board- Approved Budget	542.5	15.16					
Actual Enrollment	545	15.16					
Default	NO	15.16					
Net Income	606951	15.16					
Total Revenue	4299539	15.16					
Aggregated Total Margin	606951	15.16					
Total 3 Year Net Income	1538286	15.16	606951	14.15	492810	13.14	438525
Total 3 Year Revenues	12164312	15.16	4299539	14.15	4067756	13.14	3797017
Total Liabilities	6778465	15.16					
Total Assets	11757472	15.16					
Year 1 Total Cash	2254177	13.14					
Year 2 Total Cash	2182545	14.15					
Year 3 Total Cash	2531899	15.16					
Depreciation	292730	15.16					
Interest	222497	15.16					
Interest Expense	253308	14.15					
Annual Principal, Interest, and Lease Payments	753670	15.16	Int	23193	3	Princ	52173
							7 Lease 0

BSU Continuous Improvement Report

Community Montessori

Community Montessori Inc

Barbara Burke-Fondren
4102 Saint Joseph Rd
New Albany, IN 47150-9750

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Although the political atmosphere for charter schools has changed continually in Indiana since 2001, as well as the definition of a successful school, Community Montessori has stayed consistent in our mission and our beliefs about authentic education, as opposed to teaching to a test. This BRAVE approach to education has landed a wait-list of over 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, encourage, and gauge true learning. The Montessori philosophy has been around for over 100 years, and it is clear that this individualized proficiency model creates a young adult with exquisite skills for college, career, and life. 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.

Community Montessori was founded in 1997 by Barbara Burke Fondren and Glenn Fondren to bring an additional school choice for the Southern Indiana community, one that focuses on the individual. In addition to our Charter School, we offer a tuition-based Early Education program for children ages 3 and 4 and infant/toddler care through The Community Nurtury, allowing the unique opportunity for our learners to spend their entire school career in a consistent and supportive environment. Our total enrollment in all three programs is over 600 learners. Our Charter school has remained full with over 500 learners enrolled each of the past three years, and we maintain a wait-list of over 100 children and teens each year!

Community Montessori remains the only public option which is committed to the Montessori educational philosophy in Southern Indiana. We have served as a model for many other schools in the metro region who are working to adopt Montessori methods in their school environments. The Southern Indiana community and Louisville Metro regions are positioned for considerable growth with the addition of two new bridges being built over the Ohio River. These have also bolstered the growth of a large local business development, River Ridge. These combined changes will bring many new companies to our area and, along with them, a need for a larger, more educated workforce. The recent economic growth of the area has already put pressure on the ability of our local area to meet workforce demands. Along with this factor, many families will have a need to find new schools that match their philosophies within the region. Many people will be familiar with Montessori philosophy and will look for its availability in the area as they consider relocating. We believe, based on these trends and our historical pattern, that we will remain at full enrollment with a wait-list into the future.

Learner enrollment	2014-15	2015-16	2016-17
Demographic Information			
Total Enrolled	545 100%	548 100%	541 100%
Wait-list	112	153	181
Gender			
Male	NA	NA NA NA	280 51.75%
Female	NA	NA NA NA	261 48.24%
Ethnicity/Race			
White	475 87%	486 89%	478 88%
Black	7 13%	3 .50%	7 1.30%

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Hispanic	19	4%	14	3%	13	2.40%
Asian	9	2%	11	2%	10	2%
Native American/Native Hawaiian	1	.20%	1	.20%	2	.37%
Multi-racial	34	6%	33	6%	31	6%
Eligible for Free/Reduced Lunch	106	29%	154	28%	127	23%

Staff Demographic Information	2014-15	2015-16	2016-17
Total Employed	52	53	58
Gender			
Male	11 21%	12 23%	13 22%
Female	41 79%	41 77%	45 78%
Ethnicity/Race			
White	51 98%	50 94%	54 95%
Black	1 2%	1 2%	1 2%
Hispanic	0 0%	0 0%	0 0%
Asian	0 0%	2 4%	2 3%
Native American	0 0%	0 0%	0 0%
Other	0 0%	0 0%	0 0%

DEMOGRAPHIC INFORMATION 2010 Census

Demographic Information

Total Population	36,372
Ethnicity/Race	
White	85.80%
Black	8.70%
Hispanic	3.70%
Asian	0.70%
Native American	0.70%

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

In a search for educational options for their own children, Barbara and Glenn Fondren visited a Montessori school and determined that there was a need to redefine their definition of learning and bring this new perspective to their community. Eighteen years later, Community Montessori Charter Public School has enhanced the educational landscape of Southern Indiana and is on a mission to take this vision to our global community. A belief, a building, and a congregation of supporters has led to a deep commitment that our children are worth the fight to not make learning about test scores but about acquiring vital lifelong skills of being resourceful, diligent thinkers who have outstanding critical thinking and communication abilities!

Community Montessori is a dynamic, learner-centered environment. Our devoted staff has worked tirelessly to design an educational journey that focuses on the child "having everything within them that they need" (Maria Montessori) to develop. Community Montessori takes this belief about learning and applies it to all stages of development. We believe in knowing and understanding the individual first and then using that knowledge to map their personal journey, charting a course through all of our eight constructs of learning: social, intellectual, physical, aesthetic, ethical, emotional, creative and "school success." Academic performance ("school success") is only one part of our belief about supporting the whole learner. We support these academic goals through individual interests/strengths, differentiated instruction, and a transdisciplinary approach that weaves the various threads of academic subjects into one whole tapestry of meaningful knowledge. Following the Montessori core belief system, we provide an environment that respects all people and ideas. Because of our holistic approach to education, learners benefit from an enriched learning environment where they are supported in their emotional and physical wellness as they strive to become self-regulated, intrinsically motivated, lifelong learners.

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.

Vision

We believe in holistic education, which transcends teaching and reaches the realm of authentic learning where children, teens, and adults expand their minds and hearts with a focus on cooperation, peace, social justice, and respect. We believe that giving learners a safe, consistent and dynamic learning environment will nurture their need to be independent, critical thinkers and problem solvers. We believe they should be given time to practice and repeat new skills in a collaborative and self-correcting atmosphere. We believe in assisting each learner in developing self-respect and self-monitoring behavior instead of only making good choices when someone is watching. Each child and teen is given the opportunity to continue learning through the Montessori philosophy by offering a full educational program from age three through graduation.

Belief Statements on children and teens, by developmental areas, are available on our website or within the Evidence folders on the Drive document shared.

As a collaborative and reflective staff, we work hard to review, edit, and model our beliefs and philosophy through ongoing staff development and weekly level meetings. We develop annual professional goals that include conferences and workshops and Montessori training

programs as well as authentic, personalized goals suited to each staff member's own self-identified areas of needed growth.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Community Montessori's most notable achievement is our constructive partnership with families. Their invaluable support, collaboration, and trust humbles us. . Our families volunteered and logged nearly 3000 hours this past school year. From supporting studios with cleaning, learning opportunities, and subbing, to asking the tough questions to ensure their child's success, our "village" make us proud and grateful! With over 180 families not able to attend Community Montessori this year from the waitlist, we take the responsibility very seriously. We work hard to create a culture of inclusion with our families and give them lots of opportunities to learn with and for their child. We have a multitude of ways for families to connect with the daily activities of the school, and we host educational workshops for them monthly. We started Facebook live events for families to attend and engage in workshops at home. We have plans to continue parent education through a variety of platforms in the future.

Most of our families have verbalized that they enroll their children at our school because of the Montessori philosophy and our balanced approach to testing. We stay steady with the philosophy and sequence of materials without jumping into a test prep curriculum. When the state assessment has changed in the past, it took us a couple of years to find the right balance, and then of course it changed again. We are working steady with the new assessment and know we will find the right balance again - even though it is slated to change again soon.

Increasing our Montessori certified staff in our elementary program has been another area of achievement. We were able this year to have every studio, except one, have at least one Montessori certified teacher within the co-teacher model. Fully understanding the sequence of didactic materials and the overall cosmic curriculum provides the necessary context for children to experience authentic learning that results in higher-order outcomes than a content-driven model can replicate.

Through extensive review of our annual assessments and individual and class strengths and goals, we have developed some effective goals by age level. We also researched several software programs to further aid that goal and added Mastery Connect this school year. Rather than relying on one or two designated curriculum coaches, our staff collaborates by level, and sometimes between levels, to ensure rigor, creativity, cohesion, and empowerment over how best to utilize Montessori philosophy to meet the demands of state standards without compromising the integrity of our program. Math remains a goal area for us, and we have implemented many objectives over the next few years. Mastery Connect will aid us in sharing some common formative assessments to further understand what children know in different settings. We have also implemented additional Montessori Algebra resources and will be sending seven staff members to training this fall throughout the building.

Speaking of our staff, in general THEY are a notable achievement. I have never seen a group of people that works this hard to understand the needs and learning of every child in their care -- and even out of their care. With the great care they take in teaching and learning, they also have courage to ask for help and stay open about their mistakes and triumphs. I think this makes them unique in our mostly competitive teaching culture.

Our staff also works diligently to support the individual goals of each child/teen. Because of our unique and effective high school credit process, we can cater to the individual and to the whole learner. Our graduates leave our school each year with tremendous success. They plan their whole graduation program and create capstone projects that are inspiring. 70-80% complete dual credits before graduation, and 100% who apply to college attend. The 33 teens (and 3 early graduates) from the class of 2016 earned more than \$610,000 in scholarships, including one that was a National Merit Scholar. Beyond that, they have completed at least 4 internships in the community, a facet of our SY 2016-2017

internal graduation requirements that our alumni agree has been one of their most valuable experiences at Community Montessori.

Finally, I would say our financial stability is a great success. We have worked hard as a school to have a strong financial foundation. We have been increasing teacher salaries with this success and added Cooperative Supplemental Pay for each staff member each year. With our re-financing this summer, we were able to increase salaries for teachers significantly, and we have further goals for the next several years.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The 2001 Indiana Charter School Law gave a great advantage to children and families throughout the Hoosier state. It allowed educational non-profits to step out of the box and design innovative, progressive educational think tanks that opened up unique learning options to families. Our school works passionately to be a model Montessori school, not a "Monte - something" school. We appreciate our partnership with Ball State University in not forcing us to solely focus on standardized learning and instead allowing us some flexibility to attempt to find the right balance with the moving targets of educational outcomes that don't always align with the intended outcomes of Montessori education.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the school's purpose •Purpose statements - past and present •Items in Drive Folder or CSAPPHIRE, as noted <ul style="list-style-type: none"> - Email Sharing Family/Employee Handbook - Board annual review of Family/Employee Handbook - Minutes in CSAPPHIRE - Employee/Family Handbook documents purpose statements - Both docs are in CSAPPHIRE - Beginning of the year in-service agenda - Family Survey - Monthly PIP Workshop sessions 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •Items in Drive folder or CSAPPHIRE as noted: <ul style="list-style-type: none"> - Email sharing Employee/Family Handbook w. staff - Board annual review of Family/Employee Handbook - Minutes in CSAPPHIRE - Employee/Family Handbook documents purpose statements - Both docs are in CSAPPHIRE - Beginning of the year in-service agenda - Copy of Mentor observation form - Level meeting notes - teen staff example 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> •Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan •Items in Drive folder or CSAPPHIRE as noted: <ul style="list-style-type: none"> - Copy of School Success Level Goals - Copy of Performance Tracker by studio - Staff Annual Self-evaluation Survey - School Success Presentation at Board Meetings - Board Minutes in CSAPPHIRE - Beginning of the year in-service agenda - Annual State of the School PowerPoint and PIP Workshops for the year - Parent Partner Conference Progress Reports - End of Year Standards Assessment - Ex. of one child - Beginning of Year and other In-service Agendas 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Evidence is listed in the Drive folder by standard.

We are strong in our shared values and beliefs about learning, as well as communication with stakeholders. School personnel consistently communicate school philosophy to families and other stakeholders through weekly studio(class) emails, Cupola Notes(admin emails), quarterly Parent Partner Conferences(PPC's), monthly Parent Involvement Partnership(PIP) workshops, Board meeting reviews and presentations, and ongoing informal conversations with families daily. Having a non-traditional educational method naturally positions us to constantly educate our school community and community at large.

Every year we survey our families on our success and one item we asked is what further education they would like. The staff offers monthly educational meetings to families(based on this feedback) to further their knowledge and strengthen the partnership between school and home. In addition, we encourage our families to be volunteers and studio assistants in the building on a regular basis, and to spend 10 minutes a week in the studio(class) with their child before/after school. All of these opportunities help inform families and strengthen their understanding of our beliefs about learning.

Through 11 staff in-service days throughout the year, we are constantly planning and implementing improvement. Staff levels(3-6, 6-9, 9-12, 12-14, 14-18 age levels) meet individually each year and plan level school success(improvement on standardized test scores) goals that are implemented throughout the year. These levels also meet weekly for at least 30 minutes to further implement these goals, conduct professional development, and share information. After the staff and family survey at the end of each year, there are school-wide goals established at the beginning of each year. Each staff member then creates professional goals based on these areas and a goal with their observation partner. At their annual Employment Agreement meeting, each staff member presents information from their staff reflection survey, professional goals, studio test performance(Performance Tracker), and differentiated salary components.

Improvement Areas

Although we do lots of meetings, plannings and implementation, we do not always track all of these meetings. We are continuing to improve individual staff professional goal setting and level school success goal setting. We have created an authentic mentor observation process, but it is also not consistent with all teaching pairs. These are a work in progress and we plan on adding additional support staff to further support this process.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •-Board Policy Manual -Board Strategic Plan -Employee Handbook -Differentiated Teaching Structure -Family Handbook -Professional goal template -Board minutes approving Diff Teaching Structure -Parent Partner Conference Progress Reports -Montessori RX 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •-Letter from legal counsel -Board Minutes on CSAPPHIRE -Bylaws -Board Policy Manual -Board Conflict of Interest Policy -Email sharing the Employee Handbook with staff -Safety Preparedness Plan available 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •Communications regarding board actions •Agendas and minutes of meetings •-Board of Directors Meeting Agendas and Minutes (all on CSAPPHIRE) -Employee Handbook - Director Roles and Responsibilities -School Success report at board meetings - see Board Minutes 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •-Family survey results 15-16 -End of year in-service agenda -Beginning of the year in-service agenda -Staff In-service agenda 10.1.2015 -Mastery Connect Invite to Committee -Mastery Connect email to staff - Training -Professional goals template -School Success Level Goals -Teen's Staff Training Syllabus -Staff Training Other Staff - Example 	Level 3

BSU Continuous Improvement Report

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	<ul style="list-style-type: none"> •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan •-Email inviting families to attend testing workshop -State of the School PowerPoint presentation 2/2016 -Most Likely to Succeed invitation email (viewing/panel/discussion) -Families' Voice Survey Teen Staff and Support Staff 2016 -Family Survey Results-shared with staff, discussion of goals for next year -Request for Presentation to the Board of Directors Form (located on website and in Family Handbook) -PIP Council Meeting Minutes 2/16/16 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Job specific criteria •Representative supervision and evaluation reports •-Employee Handbook for role of the teacher/teacher job description -Performance Evaluation Plan 16-17 -Professional goal template 16-17 -Teacher Advisor Observation Feedback Form -Beginning of the year in-service agenda -Adult Commitments (all levels) -Staff Annual Self-Evaluation Survey 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

leadership and governance is consistent with this practice. We will continue to review school policies annually to sustain this area of strength and a culture of reflective practices. Although we are collaborative with families at quarterly Parent Partner Conferences and monthly workshops, among a few, we do not have additional formal committees. Periodically we create small group discussions as a part of this vehicle. We will continue to use an annual family survey and review with the full staff. We will also continue to have an annual State of the School workshop to give families a formal review, ask questions, and give thoughts.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Course descriptions •Descriptions of instructional techniques •Teen Course Descriptions 16-17 example -Scope and Sequence - level examples -Belief Statements - by level -Adult Commitments - by level -Graduation Requirements 2016-17 -Level Exit Assessments - learner from each age level -BSU School Specific Goals 15-16 -Studio Success Level Goals(standardized test goals) -Course Syllabus - World Language -Fiber Arts Lesson Plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •A description of the systematic review process for curriculum, instruction, and assessment •-Systematic Review of Process for Curriculum, Instruction, Assessment -Performance Tracker 16-17 - example from each level (see Evidence for Standard 1) -Level intensives agendas - summer -Studio Success Level Goals - based on annual review of ISTEP+ -Level Exit Assessments in MRX -Scope and Sequence - by level -Graduation Requirements 2016-17 -Advisory Notes (one student sample) 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Interdisciplinary projects •-Beginning of the year in-service agenda -End of year in-service agenda -Staff In-Service agenda 10.1.2015 -Mastery Connect - Sample tracker for authentic assessment -Google Classroom Sample (example for technology use - screen shot) -Big History Interdisciplinary Project Example -Algebra I project examples(teen work demonstrating application of knowledge) -Duolingo Sample -Advisory Notes (one student example) -Math Assessments 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none">•Curriculum maps•Documentation of collection of lesson plans and grade books•Peer or mentoring opportunities and interactions•Examples of improvements to instructional practices resulting from the evaluation process•Administrative classroom observation protocols and logs•-End of Year Standards Assessment (MRX)-Mastery Connect example of screen shots-Weekly level meeting notes - level example-Observation list partner 16-17-Teacher Advisor Observation Feedback Form - Example of one filled out-Staff Completed Professional Goals-Differentiated Teaching Structure	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Peer coaching guidelines and procedures •Examples of improvements to content and instructional practice resulting from collaboration •-6-9 Level Intensive notes <ul style="list-style-type: none"> -Weekly level meeting notes example -Staff Members' Monthly Full Staff meeting notes -In-Service notes January, 10.5.15, Beginning and End of year -Teacher Advisor Observation Feedback Form -Big History Interdisciplinary Project example -NewsELA - implementation from staff suggestion -End of year standards assessment by level (MRX) -Teen staff calendar (sample) -Professional Day Reflection (one staff sample) 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •-Example of level School Success Assessments(ISTEP practice tests) <ul style="list-style-type: none"> -Teen Goal sheet (example of learning expectations and standards) -Teen Rubric example -Teen math survey example -Montessori RX 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.	<ul style="list-style-type: none"> •-New staff workshops and training process - all teaching staff are apprentices -New Staff Meeting Checklist -Professional goal template -Staff Annual Self Evaluation Survey -Employee Handbook -Prepared Environment - Staff Support Presentation -Seminar Observation Notes 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •-PIP Workshop Topics 2015-16 -2015-16 Family Calendar -Families Voice - survey -PIP Volunteer Sign-up Form -Volunteer/Sub Questionnaire after attending or watching Workshop -Parent Partner Conference Agenda -Child's Work Night Pictures -Sample Cupola Notes email -Sample Studio(class) Notes Home email -Social Media Outlets 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Survey results •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures •-Our overall philosophy and structure is focused on collaborative/connected learning environments. This will be observed throughout the building naturally. There are also 12+ additional support staff who support learners in all studios(classes) every day. -OBSERVED - The structure of the studios(classes) is a co-teacher model where children and teens have a home base to work from each day. Children and teens stay in these studios(preferably with the same teachers) for 2-4 years. 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting •-Parent Partner Conference Progress Reports -Parent Partner Conference Agenda -Families' Voice Survey - families communicating how they know what their child knows -Teen Transcript with School Profile -16-17 Family Handbook -16-17 Employee Handbook 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Evaluation tools for professional learning •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction •-Our school sets school wide goals after the end of the year reflection and creates professional goal areas for staff to create individual goals. Staff reflection is conducted annually to determine plans for upcoming year. -End of Year In-service Agenda -Professional Goals Template -Observer Observee Schedule -Teacher Advisor Observation Feedback Form -Notes from AMS Conference -Notes from Webinar on Cosmic Curriculum -Cosmic Curriculum Lesson 6-9 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students •--Data - Teacher observations and Developmental Specialists(support staff) observations/weekly consultations --Learning support services are varied and individualized - ongoing professional development/expansion of ideas -Teen Level Intensive - 5/31/16 -6-9 Level Intensive Notes -Continent Fair Differentiated Projects -Island Rubric of Individual Investigation -Example of Teen Seminar Project Choices 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Our staff is treated as a professional learning community that is empowered and has ownership over their decisions. With open classrooms and a team approach, it is easy to verify the learning process in each environment. Teachers share strengths and goal areas open to allow for a staff that is always growing and learning. The Montessori philosophy looks at each child/teen as "Having everything within them that they need." This allows for a wholistic approach to education and creates an atmosphere in which learners take risks. Because we have a mostly non-graded philosophy, there is more introspection and reflection that leads to lifelong learning skills. It will be hard for us to reach a four because of philosophy differences - Montessori philosophy is individualized and not standardized.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.43

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff •-Administrative summer intensive meeting - assessment of staffing needs -2015-16 Certified Position Report - denotes highly qualified status -2013-2018 School budget - revenues(100-102% each year), expenses(98-100% each year) -15-16 Board minutes approving new staff positions 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •Alignment of budget with school purpose and direction •-Sample Studio(class) Inventory - averages \$25,000 rooms --All needs are budgeted for and supplied to studios(classes) annually --Most wish-list items are purchased through the budget annually for each studio --Additional wish-list items are almost completely provided by families in December during Winter Gifting -2015-16 Winter Gifting Order list -2015-16 Teen Seminar Schedule -2015-16 Family Calendar -ISTEP testing schedule -Montessori RX 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> •Records of depreciation of equipment •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Maintenance schedules •--All Compliance Certificates on file in CSAPPHIRE -Emergency Preparedness Plan - reviewed at Admin Summer Intensive -CM Exceptional Learner Procedures -2015-16 Emergency Drills Log -CM Maintenance Schedule -2015-16 Depreciation Schedule -2015-16 Employee Handbook -CPR Certified Staff 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •-Sample Studio (class) Inventory - list of materials and resources --Technology Budget within School - 5-year Budget in CSAPPHIRE --Media sign-out process - observed 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use •-End of Year In-service Agenda - staff review technology needs annually -Technology budget within 5-year Budget on CSAPPHIRE -Studio Support Coordinator 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students •--Seclusion and Restraint Policy and Community Montessori Safety Intervention (CMSI) training documentatio available on request. --OT/PT/School PSYCH services contract available upon request --Support Services - Math Lab, support rooms throughout building, assistive technology, concrete materials, one-on-one support, group support, quiet work spaces, etc. -2015-16 Employee Handbook/Grace and Courtesy education -Sample Strategic Teacher Intervention Form -PPC Progress Report 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Description of IEP process •Description of referral process •-CM Exceptional Learner Procedures --Teen Transition Coordinator supports Career Planning Activities -Indiana Career Explorer Composite Report -Internship Learning Agreement -ASSIST Mission Statement 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Identifying each learners individual needs, goals and strengths is at the foundation of Montessori education. Because this is integral to our philosophy, our staff excels in monitoring, identifying and referring learners when necessary. Our studios consist of three different age/grade levels, allowing our staff an extraordinary opportunity to get to know learners and their families on a very personal level. This relationship is crucial to the home/school partnership that is required for school success, as well as social and emotional growth.

Leadership constantly strives to staff our school with qualified individuals who, above all, have a genuine love and respect for children and teens.

Leadership budgets appropriately so that materials and resources are plentiful and in good repair.

CM has an aggressive plan to provide learners with appropriate access to technology and technology is integrated into the daily work of learners, as age appropriate.

Our school employs or contract with necessary service providers to fill any needs our learners may have - from support for learners with IEP's to Dual Credit instructors for our teens.

One area of improvement might be to more clearly define with all stake holders what services are available to learners. Another suggestion would be to work on technology integration with parents. Finally, striving to have a sufficient number of staff members who are able to support learners and staff with technology needs might be an area of growth.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •--Performance Tracker (See Evidence for Standard 1) --Mastery Connect/Montessori RX to track standards - screen shots on drive, or available upon request --Tracking and assessing Montessori materials - varies per age level 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •-Performance Tracker (see folder Evidence for Standard 1) -Parent Partner Conference Agenda -Parent Partner Conference Progress Report -Mastery Connect Sample -NWEA Achievement Report - Quadrant -Learning Connection Reports 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •-ISTEP and NWEA trainings - documentation not available -Beginning of the year in-service agenda -end of the year in-service agenda -Staff in-service agenda 10.1.15 -Mastery Connect Sample 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Agendas, minutes of meetings related to analysis of data •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level •-Beginning of the year in-service agenda -End of the year in-service agenda -Staff in-service agenda 10.1.15 -Sample Strategic Teacher Intervention Document -End of Year Standards Assessment -Performance Trackers (see folder Evidence for Standard 1) -Mastery Connect Sample 	Level 2

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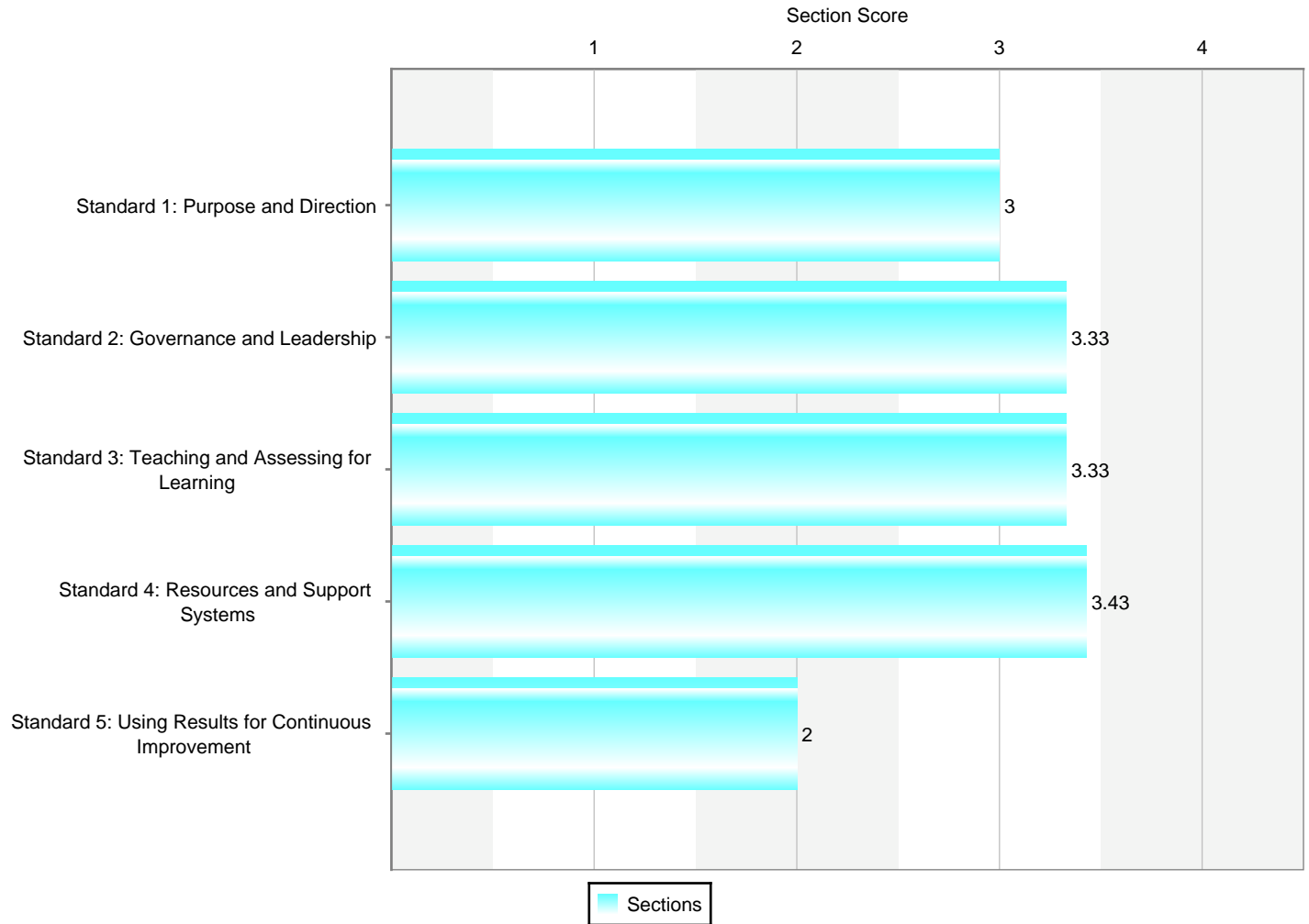
Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	<ul style="list-style-type: none">•Minutes of board meetings regarding achievement of student learning goals•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•Executive summaries of student learning reports to stakeholder groups•-2016 State of the School workshop for school community.-Board School Success presentations at each board meeting - see CSAPPHIRE Board Minutes-APR - Annual Performance Report mailed to the community.-Email inviting families to testing workshop-PSAT Reports-Graduate Infographic	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Our school culture is EXTREMELY reflective and is consistently adjusting learning inputs to support areas of need. We do not do this in a standardized or systemic way. Instead we do so in real time, with relevant information that is individualized for each learner.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	Not answered 10/21/16	

Evaluative Criteria and Rubrics

Overall Rating: 1.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of less than 3.2 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were poorly analyzed and presented unclearly.	Level 1

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

not answered 10/21/16

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

not answered 10/21/16

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

not answered 10/21/16

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

not answered 10/21/16

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

not answered 10/21/16

What are the implications for these stakeholder perceptions?

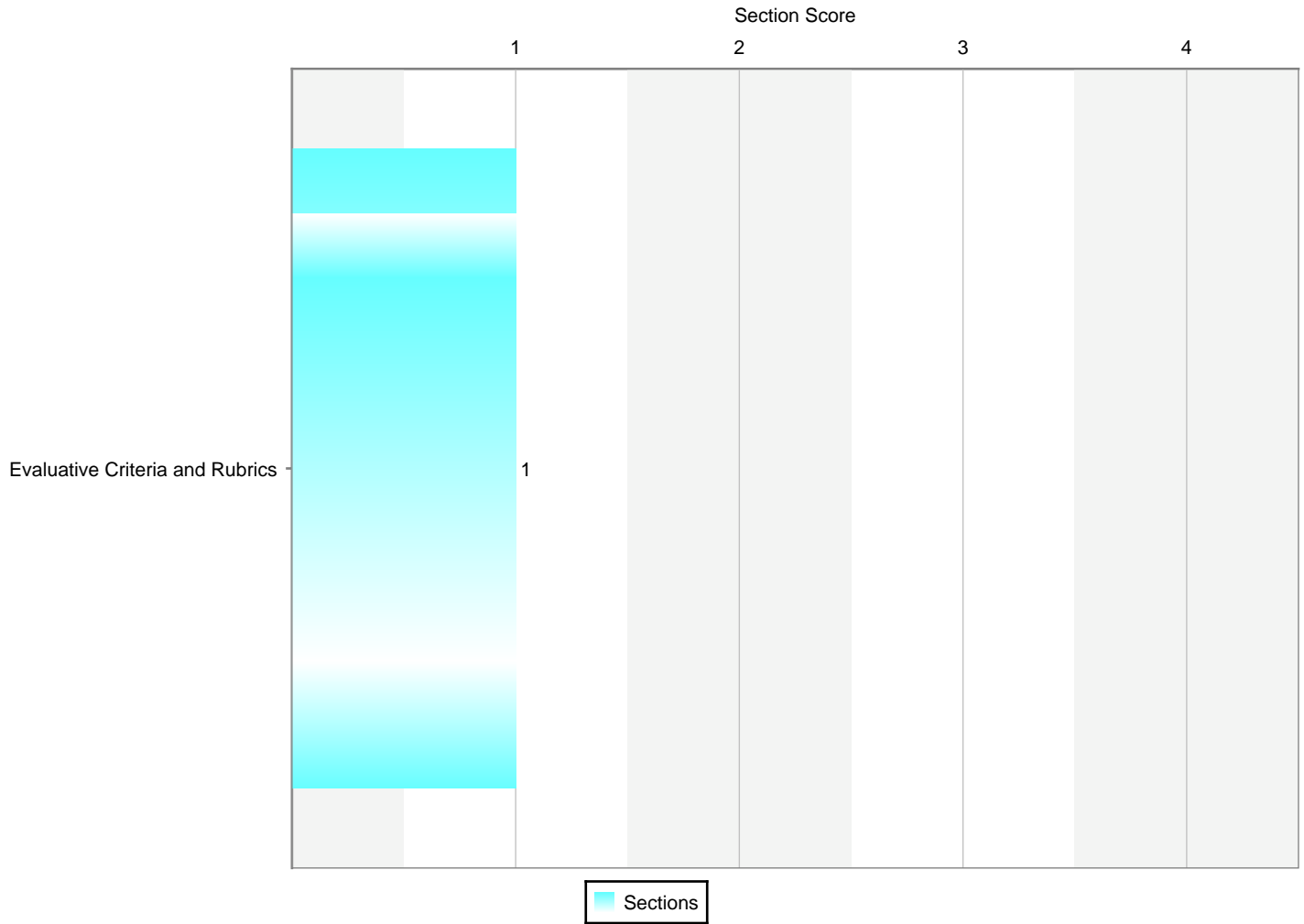
not answered 10/21/16

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

not answered 10/21/16

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Summary

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Included in Performance Summary.

Describe the area(s) that show a positive trend in performance.

Included in Performance Summary.

Which area(s) indicate the overall highest performance?

Indicated in Performance Summary.

Which subgroup(s) show a trend toward increasing performance?

Indicated in Performance Summary.

Between which subgroups is the achievement gap closing?

Indicated in Performance Summary.

Which of the above reported findings are consistent with findings from other data sources?

Indicated in Performance Summary.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Indicated in Performance Summary.

Describe the area(s) that show a negative trend in performance.

Indicated in Performance Summary.

Which area(s) indicate the overall lowest performance?

Indicated in Performance Summary.

Which subgroup(s) show a trend toward decreasing performance?

Indicated in Performance Summary.

Between which subgroups is the achievement gap becoming greater?

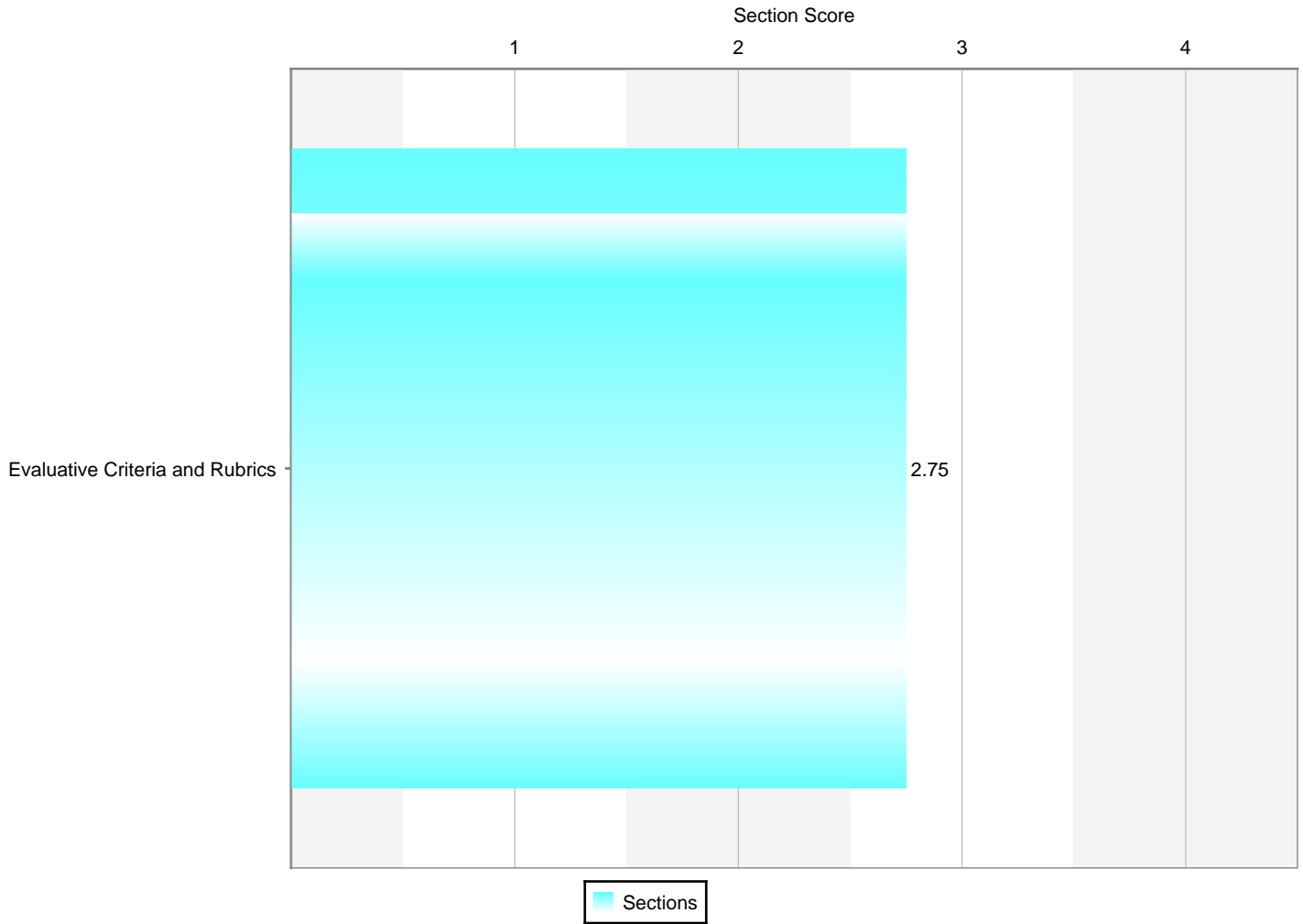
Indicated in Performance Summary.

Which of the above reported findings are consistent with findings from other data sources?

Indicated in Performance Summary.

Report Summary

Scores By Section



Organizational and Financial Performance Diagnostic

Introduction

BSU OCS will review and verify the organizational and financial documents submitted through by schools during the renewal process and evaluate a school's performance using the BSU Organizational and Financial Accountability Frameworks.

Organizational and Financial Strategic Planning-Required Responses

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 board composition, board member roles, member recruitment, committee structure, and/or amendments to by-laws.

There are no anticipated changes in the governing board or management at Community Montessori.

The board is active and engaged and has a strong balanced relationship with the Director of the school.

There are no amendments planned and the board is working toward maintaining a 6 member board.

Please specify whether the board intends to contract or terminate a contract with an education service provider (ESP), educational management organization (EMO), or charter management organization (CMO), and describe the nature of that contractual relationship. If no such relationship exists, please respond "Not Applicable."

Not Applicable

If applicable, please provide evidence illustrating an effective working relationship with an ESP, and describe the ESP's roles and responsibilities in relation to the school's management and governing board; describe how the governing board holds the operator accountable for specific academic, operational, or financial outcomes from the agreed upon contract. If no such relationship exists, please respond "Not Applicable."

Not Applicable

If applicable, 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. If no such relationship exists, please respond "Not Applicable."

Not Applicable

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 owns our building and pays our loan payments timely.

The board is currently considering a small expansion to make additional multi-use space for educational purposes.

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.

No deficiencies were found on our audits.

We have received no notices of deficiencies or onsite review deficiencies.

Areas of improvement noted on our renewal letter were all addressed with the Office of Charter Schools at Ball State University.

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).

The CM board approves an annual 5-year budget. They also review quarterly financial statements and audit/990 reports annually. CM has always had a balanced budget.

The board is presented with the Director's goals each year which are reflected in the annual budget.

The Director all gives presentations to the board on "School Success" - academic performance plans and results.

For example, the school reviewed a program last year and this year in determining a Formative Assessment Grant allocation. This program, Mastery Connect, was decided by the staff and currently being put into practice. The board also approved an additional staff position to further the success of our teaching and learning practices.

Organizational and Financial Strategic Planning-Optional Responses

Discuss how your charter school has avoided creating conflicts of interest where possible and, when necessary what policies has the school utilized to manage those conflicts of interest in a clear and transparent manner. Please address any related parties, including management company, landlord, and other associated non-profits, and overlapping Board members or employees.

The board is very aware of their conflict of interest policy and sign it annually.

There are two conflicts of interest on file.

Employees are not board members.

How does the board ensure the charter school is meeting its legal obligations to students with special needs and English Language Learners? Please describe the board's role in responding to parent complaints with regards to these populations.

The board is aware of any concerns with any legal obligations to families.

Families are able to present to the board through the form on the website.

How does the board ensure that admission policies are legally compliant and promote equitable access to diverse student populations? How does the board address parent complaints with regards to admission policies?

All original policies were reviewed by an attorney at the onsite of the charter school.

The board has mostly maintained a lawyer on the board and has a lawyer for the board.

Currently there is one lawyer on the board, with another lawyer being added in January.

The board has their legal representative review any policies as needed.

There is a form located on our website for parents to communicate to the board.

How does the board ensure that discipline policies are legally compliant and promote equitable treatment of diverse student populations? How does the board address parent complaints with regards to discipline (e.g. bullying policy, expulsion policy)?

All original policies were reviewed by an attorney at the onsite of the charter school.

The board has mostly maintained a lawyer on the board and has a lawyer for the board.

Currently there is one lawyer on the board, with another lawyer being added in January.

The board has their legal representative review any policies as needed.

The Director of the school communicates any elevated concerns with the board president.

There is a form located on our website for parents to communicate to the board.

Provide evidence that illustrates how the school creates a professional working climate for all staff. Please describe the board's process for addressing teacher complaints or concerns.

A review of the Employee Handbook would be the first piece of evidence.

The board also surveys staff each year as a part of the Director's review.

There is a grievance form for staff to fill out to communicate to the board if they have a complaint or a concern.

Describe the plan for providing transportation to students to attend the school, including transportation to extra-curricular activities, if applicable.

Community Montessori maintains an active carpool list and the Family Liaison works with families to support any transportation concerns.

We take a bus to almost all going out trips or school activities.

Describe the charter school's food services program, indicating whether a food contractor is used and whether individuals on site preparing and serving food are employees of the contractor or school.

Children and teens bring their own lunch.

Please describe the health services offered to students, including medical examinations, dental examinations, vision screenings, mental health screenings, hearing screening, and height/weight measurements. Specify the frequency, grades, service providers, and follow up interventions based on student results or whole-school findings.

Health services is supported by a Registered Nurse. All health plans and CHIRP entries are also overseen by the RN. Vision and hearing screenings are completed per state requirements.

If a learner has suicidal ideation, the family is contacted immediately. The family can choose to have a mental health screening by their healthcare professional or we can contact a free mental health screening service to come to the school.

How does the school's board oversee the financial management of the school? Specify any relevant officers or committees. Provide evidence that demonstrates how the school operates in a financially sound and publicly accountable manner.

The CM board approves an annual 5-year budget. They also review quarterly financial statements and audit/990 reports annually. CM has always had a balanced budget.

The board is presented with the Director's goals each year which are reflected in the annual budget.

The Director all gives presentations to the board on "School Success" - academic performance plans and results.

For example, the school reviewed a program last year and this year in determining a Formative Assessment Grant allocation. This program, Mastery Connect, was decided by the staff and currently being put into practice. The board also approved an additional staff position to further the success of our teaching and learning practices.

Who is responsible on a daily basis for the oversight and accountability of the school's budget? If there are multiple parties involved (i.e. board treasurer, finance committee, school administrators, management organization, business manager), explain how they work together to ensure a high level of budget oversight.

The Director and the Financial Services staff member prepare and present the board each year.

The board reviews the budget at least quarterly.

The school has always had a balanced budget and net revenues over expenses.

Describe the school's internal accounting procedures, addressing budget preparation and planning, bank accounts, purchase requests, authorized check signers, competitive bidding, credit/debit cards, and petty cash. Also provide details regarding the use of any accounting software or contracted services to track financial transactions.

CM uses the accounting software - Specialized Data Systems.

All procedures are reviewed during the annual audit, there have been no findings.

All financial statements are also reviewed annually by an independent accountant as part of our Cooperative Supplemental Pay procedure.

Describe the regular review of lease/mortgage agreements, refinancing efforts or considerations, insurance revisions, human resource services, and/or Educational Management Organization contracts.

Leases are scheduled and reviewed with the board annually.

Mortgages are reviewed in the budget annually. The board approves any refinancing efforts and determines any committee or board liaison.

Insurance is scheduled and reviewed with the board annually.

Any additions in human resources services are taken to the board for consent.

We have no EMO contracts.

Describe the school's marketing plan and objectives. What have been successful and unsuccessful marketing strategies throughout the life of the school?

CM holds at least 100+ learners on our wait-list throughout the year.

There is a board agenda item that relates to this at each board meeting.

Although we do periodic newspaper advertisement, mostly banners and yard signs are consistently used.

Social media, news coverage, word of mouth are the most successful.

Please analyze and explain any financial challenges or trends that may be significantly different than originally proposed, including how projected and actual enrollment has influenced the school's budget.

We are and have been financially strong.

Success Plan from BSU Renewal

Overview

Plan Name

Success Plan from BSU Renewal

Plan Description

These are our School Specific Goals from our BSU Renewal.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Graduate Success Goal - 75% of our current graduating class will complete one item from Component A and one item from either Component B or C.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Increase Math Proficiency in NWEA	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Increase Math growth in NWEA	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Graduate Success Goal - 75% of our current graduating class will complete one item from Component A and one item from either Component B or C.

Measurable Objective 1:

75% of Twelfth grade students will achieve college and career readiness 75% of our current graduating class will complete one item from Component A and one item from either Component B or C. in Career & Technical by 06/30/2017 as measured by Spreadsheet to measure components A, B, and C..

Strategy 1:

Teen/Advisor review and support of components - Teen teachers/advisors will review these items with teens at Parent Partner Conferences throughout the year and then track final assessments at the end of the school year.

A. College/Career Readiness Component – Teens will do one of the following:

- 3.00 or higher un-weighted GPA;
- ACT of 20 or higher or SAT 950 or higher
- Overall Portfolio Assessment(OPA) of 2.5 or higher

B. Employment/Career Component – Teen will do one of the following OR one of the College Components:

- Assessment of 2.5 or above on all Internships;
- Completed an Employment Certification (ex. CNA, C++, etc.)

C. College Component – Teen will do one of the following OR one of the Employment/Career Components:

- Completed at least one Dual Credit course with a passing grade;
- Obtain at least one College Acceptance letter

Research Cited: The College Board National Office for School Counselor Advocacy
Eight Components of College and Career Readiness Counseling

Activity - 9th/10th level seminars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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BSU Continuous Improvement Report

Community Montessori

<p>9th level seminar - Adult Roles and Responsibilities 10th level seminar - Preparing for College and Career Online Internship Curriculum Teen Transition Coordinator Advisory meetings Four Year Planning</p>	<p>Career Preparation/Orientation</p>	<p>09/09/2016</p>	<p>05/19/2017</p>	<p>\$0</p>	<p>General Fund</p>	<p>Debbie Jinks is the CTE certified staff for these two courses. She will be coordinating the teaching for these seminars with the teen 9-12 level staff. Most of the funding is budgeted from the General Fund and there will be some CTE funding in the rears.</p>
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Goal 2: Increase Math Proficiency in NWEA

Measurable Objective 1:

demonstrate a proficiency Increase overall NWEA Math Proficiency grades 3-9 from 26%- 32% by 06/01/2017 as measured by NWEA Assessment Reports.

Strategy 1:

Mastery Connect Math Practice - As Montessorians, sometimes children are showing terrific success in understanding the math materials and are moving through the Montessori math sequence beautifully. However, if they do not practice specific math questions in a test-like format, they may not show proficiency or growth.

We are using Mastery Connect to increase the amount of math practice using test-like formatted questions to improve these skills.

Research Cited: Increase in math knowledge directly related to math practice - <http://sciencenordic.com/no-math-gene-learning-mathematics-takes-practice>

Activity - Level specific math goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Each level, 6-9/9-12/12-14 will create math school success goals for the year.	Academic Support Program	09/23/2016	06/01/2017	\$0	General Fund	6-14 age level lead and co-teachers.
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Goal 3: Increase Math growth in NWEA

Measurable Objective 1:

demonstrate a proficiency Increase overall NWEA Math growth in 3rd-9th grade from 36% to 42%. by 06/01/2017 as measured by NWEA Student Growth Summary Report.

Strategy 1:

Mastery Connect Math Practice - As Montessorians, sometimes children are showing terrific success in understanding the math materials and are moving through the Montessori math sequence beautifully. However, if they do not practice specific math questions in a test-like format, they may not show proficiency or growth. We are using Mastery Connect to increase the amount of math practice using test like formatted questions to improve these skills.

Research Cited: <http://sciencenordic.com/no-math-gene-learning-mathematics-takes-practice>

Activity - Level specific math goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each level, 6-9/9-12/12-14 will create math school success goals for the year.	Academic Support Program	09/23/2016	06/01/2017	\$0	General Fund	6-14 age level lead and co-teachers.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

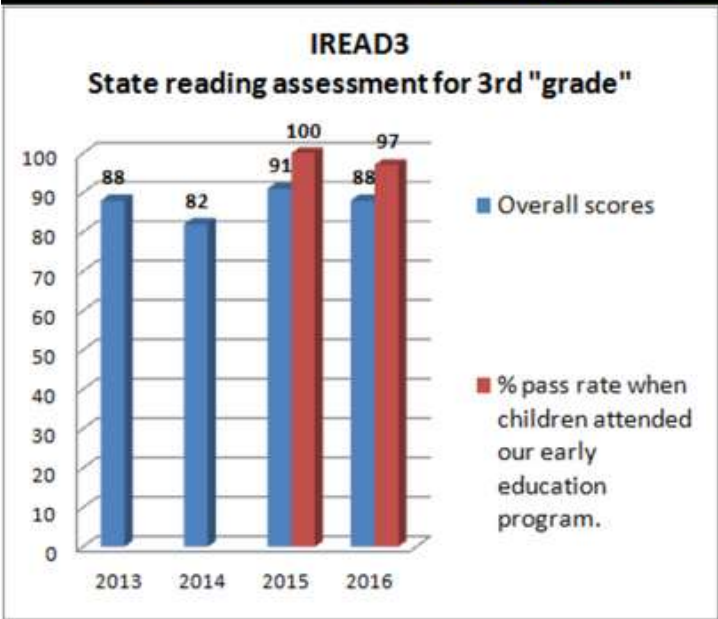
Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Level specific math goals	Each level, 6-9/9-12/12-14 will create math school success goals for the year.	Academic Support Program	09/23/2016	06/01/2017	\$0	6-14 age level lead and co-teachers.
9th/10th level seminars	9th level seminar - Adult Roles and Responsibilities 10th level seminar - Preparing for College and Career Online Internship Curriculum Teen Transition Coordinator Advisory meetings Four Year Planning	Career Preparation/Orientation	09/09/2016	05/19/2017	\$0	Debbie Jinks is the CTE certified staff for these two courses. She will be coordinating the teaching for these seminars with the teen 9-12 level staff. Most of the funding is budgeted from the General Fund and there will be some CTE funding in the rears.
Level specific math goals	Each level, 6-9/9-12/12-14 will create math school success goals for the year.	Academic Support Program	09/23/2016	06/01/2017	\$0	6-14 age level lead and co-teachers.
Total					\$0	

Over 77% of all students passed the ISTEP or were proficient on the NWEA.



As the sample size increases, the margin of error decreases.

MAINTAIN
100+
ON WAIT LIST



Graduation rate has ALWAYS met or exceeded the BSU benchmark

CM population size averages around 30 children or teens.



BSU School Specific Goals were met or exceeded.

94% families satisfied with the education their learner receives.

Indiana Department of Education Student-Centered Accountability
2014-2016
Community Schools Inc. (CS2)
Community Schools Inc. (CS2)

Overall Summary (2014-2016)	Points	Weight	Weighted Points	Overall Points	Overall Grade
Performance Domain	49.00	0.40	19.60	79.2	C
Growth Domain	35.40	0.20	7.08		
Multiple Measures Domain	100.00	0.20	20.00		
Overall Points			79.2		

Performance Domain (2014-2016)	Points	Weight	Weighted Points
CSA (Grades 3-5)	52.4	0.21	11.00
Math (Grades 3-5)	29.0	0.21	6.09
CSA (Grades 6-8)	63.4	0.19	12.14
Math (Grades 6-8)	62.2	0.19	11.82
Total Performance Points			48.9



NWEA Growth in Math went up **5%**

ISTEP Math scores increased 11% from 2015 to 2016

over 600 internships completed by our graduates

2014-15 "C" rating based on projected data from IDOE with new A-F Structure

(2015-2016 not available)

Areas of Notable Improvement

Please see Infographic.

It is very difficult to note areas of improvement with the new structure of ISTEP and the reality of almost all schools in Indiana had their scores drop over the last two years.

As a Montessori school that focuses specifically on individual growth and progress, we have seen notable improvement in the fidelity of the Montessori material sequence that has led to stronger foundation skills and an increase in growth areas on the BSU Framework. *Student Progress over time* is much stronger than our overall student achievement assessments. We value the process over the product and because our learners do not complete copious worksheet pages a day, we have to be creative to still give them practice with that kind of assessment. Overtime we make a few tweaks in our multi-age level environments to support standardized assessments. We call these adjustments “School Success Goals.” For years, our staff work together to create these goals to support the charter school accountability framework.

Since 2002, our inception as a charter school, when the standardized assessments in Indiana have stayed consistent, our achievements have also stayed consistent. In 2008 when the ISTEP+ test changed, we made some minor adjustments to support math practice on paper and in 2010 our math scores increased by 35%. These scores stayed steady every year after that until the ISTEP test changed again in 2015. We are now working hard to learn what we can about this new assessment to make the proper adjustments. However, like other schools throughout the state, we are given less information about why learners scored what they scored than ever before. We are no longer able to review the individual learner’s open-ended response to further understand the context to the questions. We have also been given very few examples of technology enhanced test questions as well as the multi-step math problems that are causing gallons of tears in children all over the state. Although we believe these new assessments are mostly not developmentally appropriate for children, like before, we will work to make adjustments to increase our overall school performance results – that is until the tests change again in a year or two. We also see the example of our school assessment success when we look at the IREAD3 assessment over the past five years. This test has not changed, therefore our assessment average is currently at 90%. And the percentage goes even higher if we calculated just the learners that were also enrolled in our early education program:

2011-12 – 100%

2012-13 – 89%

2013-14 – 82%

2014-15 – 91%

2015-16 – 88%

100% of the children that were enrolled in our early ed program passed

97% of the children that were enrolled in our early ed program passed

Of course small sample sizes make it difficult to predict percentages. Most of our population sizes are around 30, as a K-12 charter school. If we have a year where two children don’t pass the IREAD3 assessment, that could lower our overall percentage by 5%. That is important to understand in a small school setting.

We have seen in the past five years how our learners show stronger scoring on standardized tests as they are older, giving way for more abstract development. By philosophy, we work to help children understand math processes in a concrete, didactic material format first. Therefore often our learners score higher at the 6th/7th/8th level on standardized tests. In math specifically, on the 2016 NWEA assessment our 6th/7th/8th level learners scored 45% higher than the overall math assessment including all grades. Prior to the new ISTEP+ test in 2015, our 7th/8th level math scores had risen to meet or beat the state averages.

Between the 2015 and 2016 ISTEP assessment, our math average went up 11% and our ELA average went up 2%. So, we are already going in the right direction.

Goal Areas

We understand as a charter school that we are accountable to the state assessments, however erratic they may be in a given year. We work hard to hold the dignity of each child high and do not let a changing test change our developmental curriculum. With over 100 families on our waitlist throughout each year and a 94% success rate with families when it comes to their child’s teaching and learning, we take our responsibility to our families very seriously. All that said, we do understand there are areas we need to improve on the standardized tests and there are overall improvements that we want to make as a school – by age level and by child.

Our main current focus is our overall math test consistency that will lead to an increase in standardized test scores. We have worked for several years on improving our Montessori math sequence and children learning the concepts solidly before working on abstract problems. All age levels have met and created exit criteria that has strengthened math foundations and critical thinking in all multi-age environments throughout the building. We are currently sending teachers from three different age levels(9-12/12-14/14-18 year olds)to a Montessori Algebra Workshop in Ohio this fall. We are a culture of learners that are constantly already questioning what we do.

We have secured an online software program, Mastery Connect, to help us further assess key math concepts and overall math readiness skills to further ensure that each teacher knows what they know about each child.

Below is summary of our assessments for the last two years. Our staff reviews their class performance information in multiple ways throughout the year. They work together in these collaborative teams to create goals by age levels to further improve areas of goals. Those School Success Level Goals can be found in the evidence folders. These depict improvement areas throughout the building.

Spring 2016 ISTEP Pass Rate By Grade Level								
	Math	diff. from 2015	ELA	diff. from 2015		2016 ISTEP 10th	Math	Lang
3rd	40	NA	48	NA			23	67
4th	32	2	59	-8				
5th	17	10	34	5				
6th	33	5	59	17				
7th	34	3	58	9				
8th	30	-8	53	-1				
AVG	31		51.83					
AVG 6th-8th	32.33		56.67					
Spring 2015 ISTEP Pass Rate By Grade Level								
	Math		ELA					
3rd	30		67					
4th	7		29					
5th	28		42					
6th	31		49					

7th	38	63							
8th	31	54							
AVG	27.50	50.67							
2016 NWEA Growth/Proficiency Summary									
	Math Prof.	Math Growth	Lang Prof.	Lang Growth	Read Prof.	Read Growth			
3rd	11	33	36	40	42	43			
4th	14	21	41	33	43	30			
5th	4	37	15	34	35	54			
6th	29	41	76	49	70	46	Math	6-9th level 45% higher	
7th	21	31	39	44	60	45	Lang	6-9th level 30% Higher	
8th	41	45	63	45	66	47	Reading	6-9th level 24% higher	
9th	59	41	89	51	92	46			
AVG	25.57	35.57	51.29	42.29	58.29	44.43	Total AVG		45.05
AVG 6th-9th	37.5	39.5	66.75	47.25	72	46	Total AVG		58.75
AVG 3rd-5th	9.67	30.33	30.67	35.67	40	42.33		2016 NWEA scores are 31% higher for 6th-9th levels compared to 3rd-5th levels, once they are able to further abstract	
2015 NWEA Growth/Proficiency Summary									
	Math Prof.	Math Growth	Lang Prof.	Lang Growth	Read Prof.	Read Growth			
3rd	22	14	50	30	68	53			
4th	5	29	27	38	20	37			
5th	24	43	52	35	54	60			
6th	26	33	46	50	50	56			
7th	26	43	49	47	41	53			
8th	57	46	86	46	86	49			
9th	62	28	85	46	84	54			
AVG	31.71	33.71	56.43	41.71	57.57	51.71			
AVG 6th-9th	42.75	37.5	66.5	47.25	65.25	53			
IREAD3	Scores	% pass rate when children attended our early education program							
	2013	88	NA						
	2014	82	NA						
	2015	91	100						
	2016	88	97						

Appendix 1 – IDOE projection of 2014-15 data, using new A-F Accountability Structure

Indiana Department of Education Student Centered Accountability
 2014- 2015
 Community Montessori Inc (9320)
 Community Montessori (1536)

Overall Summary (511 IAC 6.2-10-3)			
	Points	Weight	Weighted Points
Performance Domain	49.50	0.46	22.77
Growth Domain	85.40	0.31	26.47
Multiple Measures Domain	100.00	0.23	23.00
Overall Points:			72.2
Overall Grade:			C

Enrollment		
	Enrollment	Enrollment Percent
Grades 03-08	254	62.00 %
Grades 09-12	157	38.00 %

Summary by Domain

Performance Domain (511 IAC 6.2-10-4)						
	Grades 03-08			Grade 10		
	Pass Rate	Participation	Points	Pass Rate	Participation	Points
English/Lang. Arts	53.4 % (126 / 236)	95.4 % (241 / 250)	53.4	69.8 % (30 / 43)	91.5 % (43 / 47)	63.9
Mathematics	29.0 % (69 / 238)	97.2 % (243 / 250)	29.0	62.2 % (28 / 45)	95.7 % (45 / 47)	62.2

Performance Summary			
	Points	Weight	Weighted Points
E/LA (Grades 3-8)	53.4	0.31	16.55
Math (Grades 3-8)	29.0	0.31	8.99
E/LA (Grade 10)	63.9	0.19	12.14
Math (Grade 10)	62.2	0.19	11.82
Total Performance Points			49.5

Growth Domain (511 IAC 6.2-10-5)								
	Grades 04-08			Grades 09-12				
	Top 75% Growth	Bottom 25% Growth	Points	Top 75% Growth	Bottom 25% Growth	Points	10th to 12th Imp.	Points
English/Lang. Arts	92.2	89.4	90.8	N/A	N/A	N/A	N/A	N/A
Mathematics	90.0	70.0	80.0	N/A	N/A	N/A	N/A	N/A

Growth Summary			
	Points	Weight	Weighted Points
E/LA (Grades 4-8)	90.8	0.50	45.40
Math (Grades 4-8)	80.0	0.50	40.00
E/LA (Grades 9-12)	N/A	N/A	N/A
Math (Grades 9-12)	N/A	N/A	N/A
Total Growth Points			85.4

Multiple Measures Domain (511 IAC 6.2-10-6)					
CCR Indicator			Graduation Indicator		
CCR Achievement Rate	State CCR Factor (25% Goal)	Points	4 Year Graduation Rate Points	5 Year Graduation Rate Imp. Points	Points
48.0 % (12 / 25)	4.00	100.0	100.0 (92.6 %)	0.0 (93.5 %-93.5 %)	100.0

Multiple Measures Summary			
	Points	Weight	Weighted Points
CCR	100.0	0.50	50.00
Graduation	100.0	0.50	50.00
Total Multiple Measures Points			100.0

RENEWAL NARRATIVE

I. Enrollment and Demographic Overview

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

AS OF 9/16/2016 (ADM)

2016-17 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	541	
# of Students on Waiting List	184	
Gender		
# Male	280	51.75
# Female	261	48.24
Ethnicity/Race		
# White	478	88.35
# Black	7	1.30
# Hispanic	13	2.40
# Asian	10	1.84
# Native American	2	.37
# Other	31	5.73
Special Populations		
# Students with IEPs	111	20.52
# English Language Learners	4	.73
# Homeless Students	0	0
# Eligible for Free and Reduced Lunch	127	23.48

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

	2014-15	2015-16	2016-17
Total Student Enrollment	528	545	541

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

	Year 1	Year 2	Year 2
Grade	2014-15	2015-16	2016-17
K	95.6	95.5	No data yet
1	97.2	95.7	
2	96.5	97.0	
3	96.3	96.6	
4	97.2	96.0	
5	96.9	96.7	
6	97.1	96.7	
7	95.9	96.5	
8	95.4	96.0	
9	95.9	94.9	
10	95.1	95.7	
11	94.6	95.4	
12	93.2	93.2	
All Grades	96.0	95.9	

D. Provide the number and percentage of students eligible for special education by eligibility category for the length of the current charter contract based on the previous December 1 count.

	Year 1		Year 2		Year 3	
	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
Autism Spectrum Disorder	23	4.22	23	4.22	22	4.66
Blind or Low Vision	0	0	0	0	0	0
Cognitive Disability	4	.7	3	.5	3	.6
Deaf or Hard of Hearing	0	0	0	0	1	.2
Deaf-Blind	0	0	0	0	0	0
Development Delay (early childhood)	0	0	0	0	0	0
Emotional Disability	19	3.5	22	4.03	20	3.7
Language or Speech Impairment	11	2.0	10	1.8	10	1.84
Multiple Disabilities	0	0	0	0	0	0
Orthopedic Impairment	2	.4	2	.4	2	.4
Specific Learning Disability	40	7.4	41	7.52	46	8.5
Traumatic Brain Injury	0	0	0	0	0	0

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

ELL STUDENT POPULATION					
Year 1		Year 2		Year 3	
2014-15		2015-16		2016-17	
#	%	#	%	#	%
7	1.2	7	1.2	4	.73

- F. Provide the number and percentage of homeless students for the length of the previous charter contract.

HOMELESS STUDENT POPULATION					
Year 1		Year 2		Year 3	
2014-15		2015-16		2016-17	
#	%	#	%	#	%
0	0	0	0	0	0

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

HIGH ABILITY STUDENTS					
Year 1		Year 2		Year 3	
2014-15		2015-16		2016-17	
#	%	#	%	#	%
0	0	0	0	0	0

II. Executive Summary

Provide a brief description of the school, including an overview of the mission and vision, educational program, community and local partnerships, and the school's leadership and governance. The following sections will be entered into AdvancEd Assist.

Description of the school (6000 character limit)

- Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large.
- What unique features and challenges are associated with the community/communities the school serves?

School's Purpose (6000 character limit)

- Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.
- Address why the school was founded? What educational need were the founders seeking to address in your community?

**FINANCIAL PERFORMANCE FRAMEWORK 2015-2016
BALL STATE UNIVERSITY**

Meets
Does Not Meet
Falls Far Below

1. NEAR TERM INDICATORS				CM Calculation	BSU Threshold
1.a.	Current Ratio (Working Capital Ratio)	Current Assets divided by Current Liabilities	4	4.31	1.1
1.b.	Cash to Current Liabilities	Cash divided by Current Liabilities	3	3.90	0.75
1.c.	Unrestricted Days Cash	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	270	270.99	66
1.d.	Enrollment Variance	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	1	100.5%	95%
1.e.	Default		NO		
2. SUSTAINABILITY INDICATORS					
2.a.	Total Margin	Net Income divided by Total Revenue and Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	14.12%		Positive
2.b.	Debt to Asset Ratio	Total Liabilities divided by Total Assets	0	0.58	<90%
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)	277722	Yr3-Yr1	
2.d.	Debt Service Coverage Ratio	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	1	1.49	1.1

Financial Performance Framework - Data Points

Per 6.30.2016 Financial Audit

Current Assets	2796139	15.16					
Current Liabilities	648599	15.16					
Cash	2531889	15.16					
Unrestricted Cash	2524198	15.16					
Total Expenses	3692588	15.16					
Depreciation Expenses	292730	15.16					
Enrollment Projection in Charter School Board- Approved Budget	542.5	15.16					
Actual Enrollment	545	15.16					
Default	NO	15.16					
Net Income	606951	15.16					
Total Revenue	4299539	15.16					
Aggregated Total Margin	606951	15.16					
Total 3 Year Net Income	1538286	15.16	606951	14.15	492810	13.14	438525
Total 3 Year Revenues	12164312	15.16	4299539	14.15	4067756	13.14	3797017
Total Liabilities	6778465	15.16					
Total Assets	11757472	15.16					
Year 1 Total Cash	2254177	13.14					
Year 2 Total Cash	2182545	14.15					
Year 3 Total Cash	2531899	15.16					
Depreciation	292730	15.16					
Interest	222497	15.16					
Interest Expense	253308	14.15					
Annual Principal, Interest, and Lease Payments	753670	15.16	Int	23193	3	Princ	52173
							7 Lease 0