



## **Annual Report**

**2012 - 2013**

Submitted to

Oregon Department of Education

By the Board of Directors and Administrator

The Ivy School

Portland, OR

## **Table of Contents**

Overview.....	page 3
General Information.....	page 7
Personnel.....	page 11
Board of Directors.....	page 17
Curriculum/Programs.....	page 19
Student Assessment and Achievement.....	page 26
Parent/Community Engagement.....	page 28
Facilities.....	page 33
Financial Management.....	page 35
Local School District Connections.....	page 37
School Improvement Plan of Action.....	page 38

*Attachments have been sent separately from this Annual Report*

Attachment A – Employee Handbook

Attachment B - Board of Directors Meeting Minutes

Attachment C – The Ivy School Policies

Attachment D - Student and Parent Handbook

Attachment E - The Ivy School Audit

Attachment F - 2013 Ivy School Survey Results

## **Overview**

### ***Mission and Vision Statements***

#### **Mission**

The Ivy School offers a Montessori education with Spanish-language study. Our mission is to inspire students of diverse backgrounds to be lifelong, independent learners who value responsibility and embody peace.

#### **Vision**

Ivy School students will engage in a dynamic, Montessori curriculum which allows for exploration of the world around them. Through creative and challenging multi-sensorial instruction, Ivy School students will develop critical thinking skills necessary to be global citizens. The Ivy School educators are reflective by implementing best practices through Montessori philosophy and materials, state standards, authentic assessment, and student interest. By partnering with parents and the community, The Ivy School will be a safe place where all students can thrive.

#### ***History of the School***

The vision for The Ivy School came about when founder and lead visionary, Tammy Kennedy, a Montessori primary teacher, administrator, and owner of a private Montessori school in Northeast Portland, recognized the strong demand for a tuition-free Montessori Elementary education with families at her school who could not afford even the sliding scale tuition she offered. Tammy saw first-hand how Montessori can meet the needs of all children and those with diverse learning styles and special needs, and she wanted to offer Montessori education to all children regardless of socio-economic status.

Tammy formed The Ivy School Design Team, who committed their time and expertise to the establishment and sustainability of The Ivy School. This 18-member design team consisted of a financial planner, child development director, social worker, architecture, software engineer and technologist, finance and banking manager, marketing strategist, realtor, human resources officer, and education consultant. The specific intent of the Design Team's efforts was to support the operational and educational areas embedded in a public charter school, specifically: public education, Montessori education, finance, law, architecture, real estate, technology, human resources, and project management.

The Design Team's proposal for a Montessori public charter School in North and Northeast Portland was presented to the Portland Public School District in 2007. The school district was open to having a public Montessori school, the first one in the Portland area, but the school population was limited to a maximum 120 students. Due to this designated cap on the number of students who could attend The Ivy School, the Design Team opted to not become a charter school in the Portland School District. In 2008, the Design Team

appealed their charter proposal to the State Board of Education and the school charter was approved under their sponsorship.

The Ivy School opened its doors in the fall of 2009, with 60 students in two blended classrooms of grades 1-3. The staff consisted of two lead guides, two Spanish-speaking assistants, one clerical, and two part-time, volunteer administrators.

In The Ivy School's second year, the school population doubled to 120 students in four classrooms. One classroom blended grades 4-6, which are called Upper Elementary. Two additional lead guides and two Spanish-speaking assistants were hired. A principal was hired part-time.

In The Ivy School's third year, the school population grew to 150 students in five classrooms, consisting of three Lower Elementary classrooms and two Upper Elementary classrooms. During that year, the school moved two classrooms to a new campus, approximately three miles from the Prescott campus. The principal and administrative assistant were hired full-time.

The Ivy School's fourth year brought part of the vision for the school to fruition by adding a Middle School program and classroom. The expanded Ivy School uses space in the same two buildings they have been utilizing in prior years; the Prescott and Morris campuses house three lower elementary, two upper elementary, and one middle school classroom, in total serving grades 1-8. The staff consists of seven lead guides, five Spanish-speaking assistants, and two support staff.

Unable to meet the demands of the lottery pool and its current student population, The Ivy School expanded its student body by adding two classrooms – a lower elementary room home to grades 1 thru 3 and an upper elementary classroom with grades 4 thru 6. The Ivy School purchased its Prescott campus and expanded its lease to include the entire Morris Campus including the outdoor classroom. The staff consists of eight teachers, eight assistants, three support staff, and a full time administrator.



December 1, 2013

Dear State Board of Education:

This year is Ivy's fifth birthday as a school community. It is hard to believe that a small school of 60 children and a volunteer administration has grown into a thriving community of 240 students, a committed staff of teachers, assistant teachers, administrative support, aftercare staff, and our lunch and janitorial crew. This young school has come so far in such a short time due to the incredible care of our staff, Board of Directors, and community of families who have committed themselves to insuring the success of the Ivy school community initiative of excellence in education. Ivy is a portrait of community commitment. I am in awe of the amazing progress of this young school.

Midyear of the 2012-2013 school year, I had the privilege of becoming the principal of The Ivy School. During this short time, I have been able see the areas where Ivy needs to grow and improve, and make these a priority as well as celebrate the accomplishments Ivy is seeing. We are committed to the challenge of demonstrating overall student growth and we celebrate the accomplishment of earning a "4" in Overall Academic Achievement on our school report card.

The 2012-2013 school year has been a time of action at Ivy. Working together, the Board, administration, teaching staff, and families at Ivy raised enough money to purchase the Prescott campus building to insure that Ivy has a permanent home. The administration and staff at Ivy engaged in a literacy self-study to improve reading instruction at the school. Staff continued professional development in Response to Intervention so that students struggling at Ivy will have a clear pathway of support, intervention, and evaluation. Selected staff, Board members, Ivy students, and parents were able to participate in the International Montessori Congress during this past summer, providing an opportunity to share in community with others from around the world who adhere to the same philosophy of education as Ivy.

With so much momentum in place, the summer was a busy time of reflection and preparation for the 2013-2014 school year. Staff met together regularly over the summer to address math concerns and to set up a plan for aligning Common Core standards to the Montessori curriculum for our lower school. The upper school established a two year transition to Common Core plan. In addition, due to the great demand for involvement at Ivy, classrooms were prepared to welcome 60 new students to Ivy. This year Ivy will finalize its accreditation with Northwest Accreditation Commission.

Despite so much progress under our belt, Ivy has a solid path of work yet to be done carved out. With great confidence, Ivy will move forward addressing its deficits, continuing to embrace its identity of Montessori philosophy for all children, and working toward the goal of being a thriving community school where children freely learn and develop as the individuals they are.

We are grateful for the continued support of The State Board of Education.

Sincerely,

Mary Zigman

Principal

## **General Information**

### ***The Ivy School Calendar 2012-2013***

9/3	No School- Labor Day
9/4	First Day of School
9/12	Back to School Night - Morris Campus
9/13	Back to School Night - Prescott Campus
9/21	All School Star Party (TBD)
9/26	Early Dismissal 11:30 am
9/27	Parent Education Night 6-7 pm
10/12	No School - Statewide In-service
10/24	Morris Campus Work Share Night 6-7 pm
10/25	Prescott Campus Work Share Night 6-7 pm
10/31	Early Dismissal 11:30 am
11/1	Parent Education Night 6-7 pm
11/5	No School - Staff Development
11/11	No School - Veteran's Day Observance
11/19	Early Dismissal 11:30 am
11/20-11/21	No School- Parent/Teacher Conferences
11/22-11/23	No School - Thanksgiving Holiday
12/6	Parent Education Night 6-7 pm
12/17-1/1	No School - Winter Break
1/2	Students Return to School
1/4	End of First Semester
1/11	Report Cards Sent Home
1/17	Parent Education Night 6-7 pm
1/21	No School - Martin Luther King Jr. Day

***The Ivy School Calendar 2012-2013 (continued)***

1/25	All-School Social (TBD)
2/11	No School - Staff Development
2/13	Prescott Lottery Open House 6-7 pm
2/18	No School - President's Day
2/20	Morris Lottery Open House 6-7 pm
2/27	Early Dismissal 11:30 am
3/11	No School - Staff Development
3/14	Parent Education Night 6-7 pm
3/25-3/29	No School - Spring Break
4/1	No School - Staff Development
4/24	Early Dismissal 11:30 am
4/25-4/26	No School - Parent/Teacher Conferences
5/8	Prescott Campus Presentation Night (TBD)
5/13	No School - Staff Development
5/15	Morris Campus Presentation Night (TBD)
5/22	Early Dismissal 11:30 am
5/27	No School - Memorial Day
5/30	Volunteer Appreciation Event 3-4:30 pm
6/12	Field Day End of Year Celebration
6/13	Last Day of School – Early Dismissal 11:30 am Snow Make-up Days Scheduled as Needed

## ***The Ivy School Daily Schedules***

### **Lower Elementary**

8:00-8:15	Drop off/Greetings/Prepare classroom for the day
8:00-11:00	Work cycle - Individual work/Projects/Lessons
11:00	Clean-up
11:10-11:25	Circle/Discussion/Announcements
11:30 - 11:55	Lunch
12:00-12:30	Recess
12:30-1:00	Silent reading/Work time
1:00-2:00	Work cycle Specials: Spanish/Music/Art/ P.E. & Movement/Projects
2:00	Clean up
2:10-2:20	Work journal check
2:20-2:45	Read aloud
2:45-3:00	Dismissal

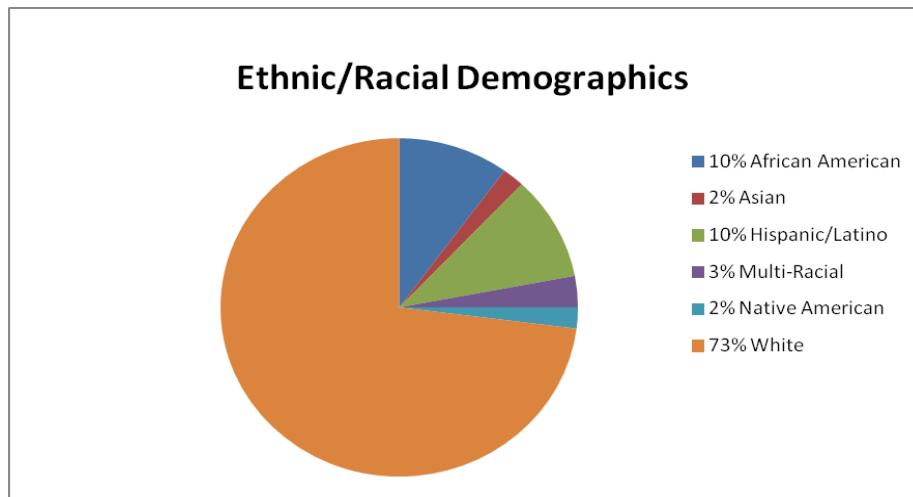
### **Upper Elementary & Middle School**

8:00-8:15	Drop off/Greetings/Prepare classroom for the day
8:15-8:30	Circle / Discussion/Announcements
8:30-12:00	Work cycle: Individual work/Projects/Lessons
8:30-9:00	Free Write
10:15-10:30	Song/Movement
12:00-12:30	Lunch
12:30-2:15	Work cycle specials: Spanish/Art/Music/P.E. & Movement/Projects
12:30-1:00	Silent reading/Writing
2:15-2:30	Clean up
2:30-2:45	Read Aloud
2:45-3:00	Dismissal

## ***Student Demographics***

The total enrollment for the 2012-2013 school year was 180 students in grades 1 - 8, broken down by ten students of each grade level per class and consisting of three 1<sup>st</sup> through 3<sup>rd</sup> grade, multi-age classrooms, one 4<sup>th</sup> through 5<sup>th</sup>, multi-age classroom at one campus, and one 4<sup>th</sup> through 6<sup>th</sup> grade, multi-age classroom, and one 5<sup>th</sup> through 8<sup>th</sup>, multi-age classroom at a second campus. The waiting list for The Ivy School totaled 204 students.

*Table 1 Ethnic/Racial Breakdown of The Ivy School student population*



## Personnel

### *Staff Positions and Qualifications*

<i>Staff Member</i>	<i>Position</i>	<i>TSPC License/ Registration</i>	<i>Degree</i>	<i>Endorsements</i>	<i>HQ to teach:</i>
Mary Zigman	Administrator	Registered HQ TSPC	PGC in Education  MA in Educational Leadership		HQ All Levels
Melissa Hicks	Administrator Support		BA in Social Sciences		
Kirk Jansen	Teacher 1 - 3 Multiple Subjects	Licensed HQ TSPC	BA in Teaching and Communication Arts	MS: ORELA, ECE	HQ K-8 Self- contained
Claire Thomas	Teacher 1 - 3 Multiple Subjects	Registered HQ TSPC	MA in Language Literacy and Sociocultural Studies	MS: ECE	HQ K-4 Self- contained
Stephanie Flood	Teacher 1 – 3 Multiple Subjects	Licensed HQ TSPC	BA in Education	MS: ECE, ELE, MIDLVL  Basic Math: ELE, ML  Language Arts: ELE, ML	HQ K-8 Self- contained
Hindi Iserhott	Teacher 4 – 5 Multiple Subjects	Registered HQ TSPC	BS in Social Sciences	MS: ELE	HQ 3-8 Self- contained
Amy Lee Warren	Teacher 1-3 Multiple Subjects	Licensed HQ TSPC	BA in Spanish	MS: ECE, ELE, ESOL	HQ K-9 Self- contained

<i><b>Staff Member</b></i>	<i><b>Position</b></i>	<i><b>TSPC License/ Registration</b></i>	<i><b>Degree</b></i>	<i><b>Endorsements</b></i>	<i><b>HQ to teach:</b></i>
<b>Betty Skundrick</b>	<b>Teacher 4-5 Multiple Subjects</b>	<b>Licensed HQ TSPC</b>	<b>MA in Education</b>	<b>MS: ECE, ELE, MIDLVL</b>	<b>HQ K-8 Self- contained</b>
<b>Alissa Singletary</b>	<b>Teacher 5-8 Multiple Subjects</b>	<b>Licensed HQ TSPC</b>	<b>MA in Education</b>	<b>MS: ECE, ELE</b>	<b>HQ K-8 Self- contained</b>
<b>Keinya Kohlbecker</b>	<b>Teacher 5-8 Multiple Subjects</b>	<b>Registered HQ TSPC</b>	<b>MA in Education</b>	<b>MS: ECE, ELE, MIDLVL</b>	<b>HQ K-9 Self- contained</b>
<b>Vilma Hervey</b>	<b>Teacher 1-3</b>	<b>Para Professional</b>			
<b>Eli Ronick</b>	<b>Teacher 4/5</b>	<b>Para Professional</b>	<b>BA in History</b>		
<b>Sonji Drakos</b>	<b>Teacher 4/5</b>	<b>Para Professional</b>	<b>BA in Cultural Studies</b>		
<b>Aleisha DeFilippo</b>	<b>Teacher 5-8</b>	<b>Para Professional</b>	<b>BA in Art Education and Art Therapy</b>		
<b>Laurie OMelia</b>	<b>Lunch &amp; Aftercare Coordinator</b>		<b>MA in English Literature</b>		
<b>Stephanie Hinkle</b>	<b>Business Manager</b>				

### ***Recruitment and Retention Plan***

Since we are a public Montessori charter school with Spanish language study embedded in the curriculum, we typically need to recruit all year long when we are looking for personnel, especially Montessori certified teachers with public school teaching licenses. This continues to be a challenge at Ivy. Midyear of 2012-2013 there was a change of administrators, which made recruitment a challenge because recruitment is a yearlong

process. Teachers with both credentials are uncommon, requiring four years of education past the Bachelor's level of college education to complete. We look for Montessori experienced teachers and support their professional development to work toward a public teaching license. In addition, we navigate the delicate balance between having enough TSPC licensed teachers and teachers with Montessori education. In either case, we support teachers with obtaining what they need to work in a public Montessori school.

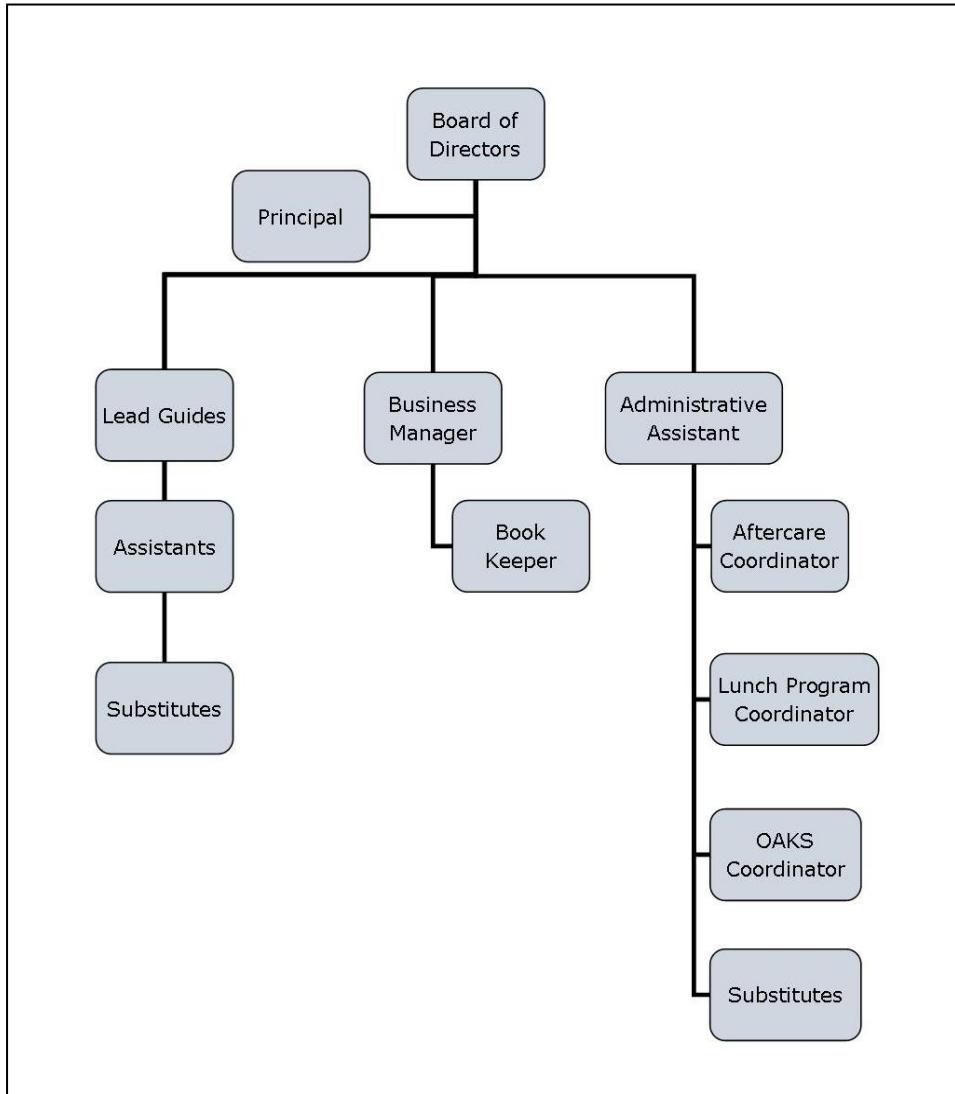
We post our positions on various job sites around the country depending on the position we are hiring. The sites we use are OMA (Oregon Montessori Association), AMS (American Montessori Society), AMI (Association Montessori International), Education Week, EdZapp, Craigslist, and Public School Montessori newspaper. We have been able to interview candidates locally, as well as from all over the U.S. and abroad for our positions at Ivy. Minority candidates are encouraged to apply and this is included in all advertisements.

We promote and encourage professional development for all staff. These plans are agreed upon with the administrator at the end of each school year. At Ivy there is room for staff leadership and growth into positions within the organization. All staff are encouraged to take on leadership roles and to grow and develop professionally.

### ***Hiring Procedure***

Our hiring process consists of the pre-selection of applicants, followed by an interview process with staff and sometimes students on an interview committee. Questions related to the position are selected and a process for determining the final candidate is implemented. All candidates must submit three letters of reference on the Ivy school reference form. The director has the final decision on all hiring except for the hiring of the director which the school board has the final decision.

## ***Personnel Organization Chart***



## ***Personnel Professional Development***

The Ivy School Board makes a dedicated effort to budget each year for professional development opportunities for staff. Teachers attend different Montessori workshops which include refresher courses and national conferences.

This year, three Ivy guides, the school principal, two Ivy Board members, and Ivy students attended the International Montessori Congress in Portland, Oregon. This was the first time in 40 years that this Congress was held on American soil and it is the world's largest gathering of Montessorians. The theme of the Congress was "Guided by Nature," which tied in nicely with the local Portland community goals. All participants had opportunity to participate in Montessori refresher sessions and attended sessions including: Neuroscience Research and Montessori, and From Hope to Empowerment: Montessori as a Tool for

Creating Environments Where the Human Spirit Blossoms, a session that focused on public school Montessori education.

The staff also participated in a staff-led professional development program where staff identified areas that they felt a need, and Ivy provided the training or found trainers to make sure the staff were receiving what they needed to be most effective in the classroom. Training sessions included: Betsy Geddes Love and Logic, Response to Intervention, a reading program self-study which helped chart out the path for Ivy in its reading instruction and assessment approach, parent communication, bully prevention, and school improvement plan.

Our Spanish assistants participated in a Montessori introduction, week-long course at the Montessori Northwest Institute training center in Portland. They are given school time to observe at other schools to further understand how Montessori works and how their own position functions at that school.

Ivy encourages staff to continue their educational journey and full or partial funding is provided to staff members. Over the last three years, one of our secretaries received his Montessori teaching certification and two Spanish assistants received their Montessori teaching credentials, and are all currently teaching as lead guides in our lower elementary classrooms.

We have two Montessori credentialed teachers starting to work toward their public teaching license and several new Spanish assistants are considering working on a Montessori teaching credential. Ivy believes in continuing education for staff and the expectation is that they will take advantage of these professional learning opportunities.

***Employee Handbook - Please See Attachment A***

***Staff Demographics***

One of the focuses for The Ivy School's charter renewal was to hire and retain a culturally diverse staff. The Ivy School was able to achieve part of that goal when we hired 5 out of 6 diverse staff members for the 2012-13 school year. Two-thirds of the year was spent searching for candidates to fill these positions, and we took our time looking for staff who were both qualified and have diverse backgrounds. The results are noted in the ethnicity information listed below.

### **Staff Demographics for 2011 - 2012**

<i>Race/Ethnicity</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>White</b>	<b>3</b>	<b>8</b>	<b>11</b>
<b>African American</b>	<b>0</b>	<b>1</b>	<b>1</b>

### **Staff Demographics 2012 - 2013**

<i>Race/Ethnicity</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>White</b>	<b>2</b>	<b>6</b>	<b>8</b>
<b>African American</b>	<b>0</b>	<b>2</b>	<b>2</b>
<b>Latino</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Asian</b>	<b>0</b>	<b>1</b>	<b>1</b>

### **Staff Demographics 2013 - 2014**

<i>Race/Ethnicity</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>White</b>	<b>4</b>	<b>14</b>	<b>18</b>
<b>Hispanic</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>Asian</b>	<b>0</b>	<b>3</b>	<b>3</b>
<b>Multi-Racial</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>Native American</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>Jewish</b>	<b>2</b>	<b>2</b>	<b>4</b>

## **Board of Directors**

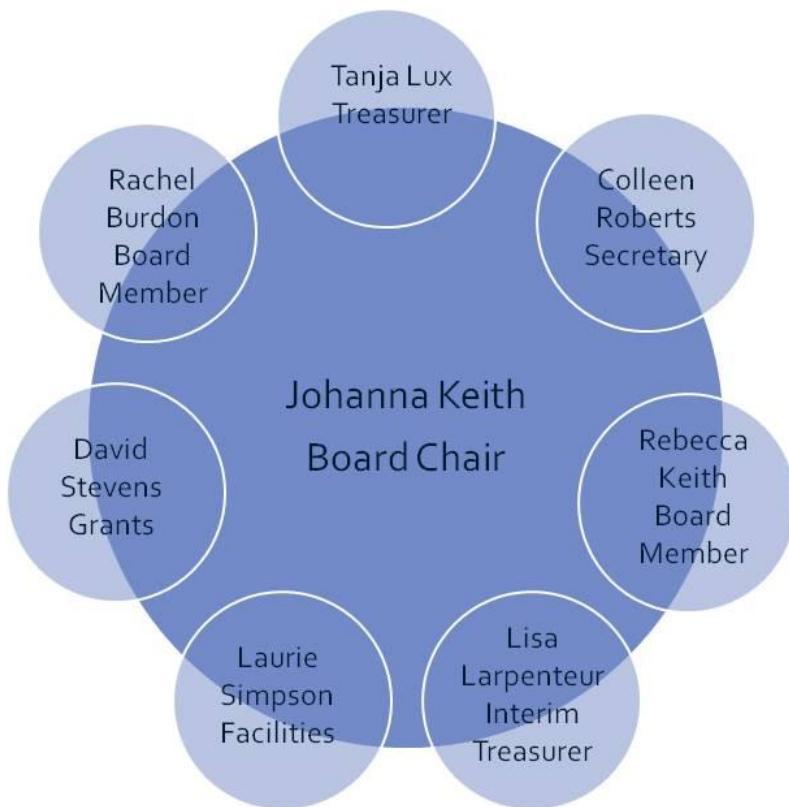
### ***The Ivy School Board of Directors – 2012-13***

- Johanna Keith, Board Chair
- Tanja Lux, Treasurer
- Colleen Roberts, Secretary
- Rachel Burdon, Board Member
- David Stevens, Grants
- Rebecca Keith, Board Member
- Laurie Simpson, Facilities
- Lisa Larpenteur, Interim Treasurer

### ***Board Meeting Minutes - Please See Attachment B***

### ***Board of Directors Policies - Please See Section 3 of Attachment C - The Ivy School Policies***

### ***Board of Directors Organizational Chart***



### ***Board of Directors Professional Development***

As part of our agreement for renewal in the ODE/SBE contract, Ivy Board members took a board and ethics training. They used the Oregon Government Ethics Commission's iLearn Oregon training program.

The program contained many topics that the board could access, and they were able to train from any internet-connected computer.

Training Topics Include:

- Conflicts of Interest
- Complaints
- Ethics Statutes Overview for Employees and Other Appointed Officials
- Ethics Statutes Overview for Elected Officials and Officials Appointed to Boards, Commissions, or Advisory Groups
- Gifts
- Introduction to Executive Sessions
- Prohibited Use of Office
- 2010 Legislative Changes

In addition, the board received training from Stephanie Hinkle regarding Ethics, Conflict of Interest, Mission, and Administrator Evaluation.

## **Curriculum/Programs**

### ***Overview***

The Ivy Montessori elementary program consisting of lower elementary, ages 6-9 in grades 1-3, and upper elementary, ages 9-12 in grades 4-6, offers a continuum built on the Montessori preschool experience. As in the preschool, the Montessori materials are a means to an end. They are intended to evoke the imagination, to aid abstraction, and to generate a world view about the human task and purpose. The student works within a philosophical system, asking questions about the universe, the nature of life, people and their differences, and so on. The interdisciplinary studies combine geological, biological, and anthropological science in the study of natural history and world ecology. The classroom environment reflects a new stage of development and offers the following:

*Integration of the arts, sciences, geography, history and language engages the student's natural imagination and an abstraction of the elementary students are developed.*

The lead guide offers presentations of knowledge as part of a large-scale narrative that reveals the origins of the earth, life, human communities, and modern history, while always keeping in the context of the wholeness of life. These presentations include the formal scientific language of zoology, botany, anthropology, geography, and geology as examples, exposing the student to accurate, organized information while respecting the student's intelligence and interests.

The presentations of knowledge are called the "Great Stories." Great stories span the history of the universe from the big bang theory of the origin of the Universe, earth, and life forms, to the emergence of human cultures and the rise of civilization. Teachers are aided by impressionistic charts and timelines, and the student studies them in reference to the Great Stories, which leads to deeper knowledge. These stories are presented every year. They include The Story of the Creation of the Universe, The Story of Life, The Story of Language, and The Story of Signs and Symbols.

The use of timelines, pictures, charts and other visual aids provide both a linguistic and visual overview of the first principles of each discipline. These materials developed by Maria Montessori are used in the classroom along with other instructional materials provided from Montessori approved sources, and supplemented with instructional materials that are aligned with the Oregon Benchmarks and Common Core State Standards. *Please see detailed information regarding curriculum impact under Student Achievement.*

The Common Core math curriculum, as well as the Montessori math curriculum, is presented with concrete materials that simultaneously reveal arithmetic, geometry, and algebraic correlations. This curriculum recognizes the student's need for experience, for repetition, for various levels of concentration, and for going from concrete to symbol to abstract. The emphasis is on making formulae and rules a point of arrival and discovery.

We have also aligned the Common Core State math Standards with the Montessori lessons, and are continuing to create math lessons using the standards.

In language arts, the curriculum focuses on creative writing, expository writing, interpretive reading of literature, research with primary sources, grammar and sentence analysis, spelling based on cultural studies and usage, and oral expression for both sharing research and dramatic productions.

There is an emphasis on open-ended research that is student generated and teacher-guided. Students are expected to follow through on their work by carrying out research, drawing conclusions, developing knowledge, making observations and recording them, and being able to demonstrate skills. This in-depth study uses primary and secondary sources as well as other materials, and the State Standards and Common Core State Standards are also embedded into the Montessori curriculum. Textbooks and worksheets are used by the students as reference materials, not as a basis for assigned or ongoing work. Teachers readily send worksheets home for students to use as practice work.

Montessori-trained teachers are “enlightened generalists” – teachers who are able to integrate the teaching of all subjects, not as isolated disciplines, but as part of the whole intellectual tradition. In a Montessori environment, the teacher works in concert with the students to drive the curriculum while following a rich scope and sequence for teaching across the content areas. The teacher is trained in noticing the cognitive, emotional, social, and behavioral needs of the students. They are continually assessing a student’s understanding, engagement, focus and abilities, and adjusting best practices to meet them where they are and help move them forward.

Students are also able to “go out” to make use of community resources beyond the walls of the classroom.

Students are integrated not only in terms of subject matter, but in terms of moral learning as well which we call “Grace and Courtesy.” This learning results in appreciation and respect for life, a moral empathy and a fundamental belief in progress, the contribution of the individual, the human condition in the world, and the meaning of true justice.

As students enter the upper elementary grades, the students begin to “abstract” more and, in lieu of Montessori materials, the students generate their own materials based on what they are researching.

### ***Spanish***

The Ivy School is a Montessori school that teaches English and Spanish. The benefit of our Spanish program is to support the individual language learning styles of each child. Students will achieve a strong second language foundation and academic success through engaging curriculum, with sufficient time, and through the instruction of qualified teachers.

Our Spanish program has three components:

*Students receive direct instruction in Spanish through speaking, listening, reading, and writing lessons.*

*Appropriate grade level content material from all subject matters is integrated throughout the program. Because of the multiple grade levels and diverse learning styles, our approach lends itself to cooperative learning and peer tutoring. Instruction in Spanish is done in small groups, whole group instruction, and through individual lessons.*

*One of the purposes of learning a second language is to develop cross-cultural understanding and interest in others. This blends well with the Montessori philosophy of recognizing the interconnectedness of life and creating peace in our global community.*

### **Special Programs – Art, Music, Movement/Physical Education, and Summer Camps**

#### **Movement/Physical Education**

Students receive fitness and movement activities every day which incorporates Physical Education curriculum such as collaborative games, team sports, skill building, and overall fitness. This includes walking and running to promote wellness and fitness for a lifetime. Ivy students also participate each week in organized Physical Education at two local community centers, the Northeast Community Center and Dishman Community Center. Both centers have two certified P.E. teachers that follow the State Standards in P.E. and offer students additional guided P.E. scope and sequence instruction for their grade levels.

#### **Art and Music**

Art and music continue to be integrated in the daily curriculum in each classroom. Music instruction consists of three parts: listening - through cultures, biographies and history of music; literacy – through reading music; and song. Small group presentations with cultural diversity components are given each month, and students also learn two listening activities coupled with stories.

Art is incorporated in all subject areas with specific instruction in the study and use of art mediums, the study of famous artists, and the importance of artistic contributions. Student work is showcased throughout the classrooms and school.

This year we had our first annual Arts Week. Over 60 guest artists presented to students at Ivy for an intensive of art exposure and instruction. Students developed an art portfolio which was put on display in each classroom's student art show. At the end of Arts Week, all students and their families gathered for a Student Arts Talent Show. Over 500 were in attendance.

## **Afterschool Classes**

Students had the opportunity to participate in afterschool classes at Ivy. Classes included Saturday Academy classes, marimba, choir, and weekend math classes. Students who were eligible for Free and Reduced Lunch received a discount on these classes. Saturday math classes were offered for free. The PTA took care of creating the class offering list, registration, and organization of the program. In the 2013-2014 school year the afterschool program will be managed directly by the Ivy administration and will include an extensive enrichment program.

## **Summer Camp Programs**

This was Ivy's second year of summer camp. It included engaging, week-long camp sessions for students in grades 1 through 6. Enrollment was not limited to Ivy students. The unique, hands-on classes included bio-intensive gardening, creative art, designing simple machines, extreme art, engineering, jewelry making, and sports madness. Eight camp sessions were hosted and each session was full. Ivy plans on expanding its camp program in the upcoming year to include a Montessori enrichment camp to give students a foundation in the Montessori approach.

## ***Special Populations***

### **Income Based - Free or Reduced qualified families**

There were 45 students who qualified for Free or Reduced lunch based on the PPS application, which is 25% of our school population.

## **Special Education**

Over the course of the 2012-2013 school year, 14 students received special education services and/or speech-language support from The Portland Public School District. Both the Special Education teacher assigned to us (.5 FTE) and School Psychologist (4 hours a week) returned for the 2012 - 2013 school year, which is a significant plus for our school as they maintained the history of the students and their special needs. We acquired a new Speech-Language Pathologist (4 hours a week). In 2010, we started with eight students, exited one, one moved, and two students were identified for eligibility, so we ended the year with eight students. Two students also received 504 plans to help with accommodations for their disabilities.

## **Response to Intervention**

The teaching staff at Ivy received extensive training in RTI (Response to Intervention) during the 2012-2013 school year. The staff were instructed on this whole school model of

intervention. It helped to provide early identification for students who were not responding to interventions and to streamline them to the BSC meeting.

### **Building Screening Committee**

We utilize a BSC (Building Screening Committee) process with teachers and the Special Education staff. This process allows us to hold a conversation about what teachers and special education staff were observing about a student. It provides direction for the next best steps of intervention and/or moving to an evaluation planning meeting for the student.

### **English Language Learners**

We identified two ELL students in 2012, and consulted with the PPS Office of School, Student and Academic Supports on strategies and tools to implement in the classroom. After consulting with the PPS, two staff members were invited to attend an ELD training. This training was a comprehensive mix of power point presentations and hands on activities. The course covered how to assess second language English learners to see where to begin working with them and utilizing different techniques for introducing words and concepts, all of which are group activities. These techniques have a formula of introducing the concept, modeling, and then giving the students ample time and ways to practice the new concept. Staff members received online resources and a binder with activities and strategies to implement in the classroom.

### ***Evaluation of Curriculum Impact***

One of our goals was focusing on improving our student's math performance, and we spent the year assessing where the students were and putting interventions and strategies in place to help them improve their learning. The following is a summary of what we did to address this goal:

- Created a formal assessment aligned with the state standards and used it to track student knowledge of each math concept for each grade level.
- Utilized math alignment of State Standards and Montessori curriculum on MRX (lesson tracking program) to track student progress.
- Used OAKS strand scores and sample tests to inform next lessons.
- Created a teacher resource online center based on math standards to support teacher learning.
- Implemented Bridges in Mathematics as a supplement to fill the gaps in student learning.
- Used parent volunteers to work with small groups of students.
- Teachers analyzed the OAKS test and their own practice. (Note: two teachers hired were new to state testing and they needed to understand these concepts compared to Montessori curriculum).

- Created a curriculum map for math and focused on what the student needed to know from 3rd grade to 4th grade.
- Teachers modeled how to test online and created a supportive environment where students could feel confident in their math abilities.

During the last part of the year, we hired a math teacher to work with the upper elementary students who had not yet passed the math test. She used data information gathered by teachers, looked at where the students were struggling and created every-day math work designed for each student, and then followed their progress and documented their learning. These students needed more time and learning, building, and reinforcement on the concepts. The students did not make as many gains as Ivy would have liked. The efficacy of this approach was reevaluated at the end of the year and it was decided not to continue in this manner. The students were pulled out of their general class lessons and it felt like there was a disconnect between the regular classroom lessons and the pull-out lessons. In 2013-2014 the specialized math attention will be provided in the classroom by the general education teacher and supplemented in free, afterschool classes.

### **Saturday Math Academy**

We offered a voluntary Saturday Math Academy for students in the upper elementary grades, and many students attended and increased their math skills in an engaging and informal way. This proved to be a highly successful endeavor for the students that needed more support. Students were divided into 3 groups based on grade. Our goal was to offer a fun, stress-free place to learn math and work on concepts that students may have been struggling with in class. With a much smaller student-to-teacher ratio (less than 7-1), teachers were better able to focus on the needs of the individual children.

In the 4<sup>th</sup> grade sessions, we focused on place value and big numbers, decimals and how they relate to fractions, adding and subtracting decimals, and decimal place value. To reinforce these concepts, children imagined and outfitted a new business with supplies using actual product catalogs, purchase orders, and a budget. They solved many “who got short-changed?” word problems and shared times when *they* got short-changed. They plotted decimals on a number line that stretched from one end of the school to another, and played games like Decimal Bingo and Big Number Place Value. Students made 9 containers each of 1, 10, 100, and 1,000 lentils, then used those containers to represent random numbers between 1 and 9,999. Finally, on the last day of Math Saturdays, they all rushed to stop the teacher from cutting a dollar bill into 10 parts to get one-tenth of a dollar – “Just use a dime!”

There was focus on geometry and they went in depth about perimeter, area of rectangles and triangles, and began to explore volume. Students worked hard on perimeter and area, and the time they spent on these topics during weekday tutoring sessions and lessons in class have helped them build solid understanding of the concepts. Students made posters with questions and facts they know about volume, which gave the teachers some good ideas on how to approach the study for the upcoming weekly tutoring sessions.

In addition to geometry, students spent time working on many other math concepts.

*Fractions: adding/subtracting with both common and unlike denominators, and some students started creating their own fraction bars.*

*Long division: students did a tactile activity in which they counted and sorted beans, performing division then linking it to the numerical process. Teachers addressed identifying and naming quotient, dividend, and divisor, what they represent, and where they are located in both the short and long division style of a written problem. We also examined performing the long division method and introduced a mnemonic device and a visual organizer.*

The Saturday Math Academy was a huge success as students shared that they felt more confident in math. This confidence is difficult to measure in test scores.

## **MRX**

Teachers use MRX (Montessori Records Express) as their Montessori record-keeping tool as well as a tool for lesson planning. MRX aligned the Common Core State Standards with the Montessori curriculum which was helpful in provided a seamless transition into CCSS. It also facilitated comprehensive lesson planning. Ivy had already engaged in the process of aligning CCSS with the Montessori curriculum. Several new record keeping systems have emerged in the Montessori community. Ivy staff met as a team and evaluated which program could best serve our needs and which program provided the best interface, thus encouraging usage. The teachers decided upon the Montessori Compass program. It isn't a big shift from the model of MRX but is a better interface.

## **Sonrisas – Spanish Curriculum**

Ivy uses the Sonrisas Spanish curriculum and in addition, Spanish instruction is an integrated part of the student work cycle. Students simultaneously work on their English language literacy requirements as well as Spanish Montessori works. Students receive direct Spanish instruction in small groups during the week.

## **Professional Collaboration**

Ivy faced the challenge of collaboration due to the split campus situation. Staff planning days allowed opportunities for the teachers to work and plan together in order to provide a more consistent experience for students. The teachers at Ivy worked together to plan lessons and to re-evaluate the importance of planning. Work was continued on the curriculum map and the importance of synthesizing a curriculum map with the Montessori approach. Discussions continued about the importance of assessments in providing a common language for identifying where students were academically. This year cemented the importance of professional collaboration as a norm at Ivy.

## **Student Assessment and Achievement**

### ***Assessment***

In 2012, teachers began the year off assessing their students on reading and math levels. All students were assessed using the Developmental Reading Assessment (DRA). In addition, all students had the opportunity to complete practice OAKS testing. The traditional Montessori assessments continued, including observations, student portfolios, and work samples. Teachers spent a significant amount of time observing and working with each student to develop and write an individual work plan with corresponding lessons which are an integral part of the Montessori philosophy.

### **OAKS Testing**

In 2012-2013:

- 73.4% of Ivy students met or exceeded in reading, and Ivy scored +3.4 the state average
- 33.9% of students exceed compared to the state average of 24.7% exceeding
- 54.1% of students met or exceeded in math, which is -8.0 the state average
- 80.8% of students met or exceeded standards in science, which is +13.2 above the state average

Ivy's overall school report-card was a 4 in academic achievement. Tremendous growth is needed in performance of students in subgroups. In the upcoming year (2013-2014), a pacing guide has been established for teachers in math, based on Common Core Standards in grades 1-3 and Oregon Standards in grades 4 – 8. Additional free afterschool classes will be offered to all students in need of extra math support. Students are also receiving improved instruction in reading, which should help improve the reading comprehension necessary to perform well on the math test. In addition, data will be collected on all students from pre/post math assessments to demonstrate growth in math.

### ***Reading Practices***

In 2012-2013, the faculty at Ivy engaged in a self-study of their practices in order to identify noticeable gaps in reading practices and instruction. This self-study took place in the second half of the year but shaped reading instruction therein. All students continued to be DRA'd as a leveling assessment tool. Students who were identified in the upper levels as not being on grade level were given the Read Naturally program as an intervention. Ivy also solidified its RTI program in reading, where children were provided with interventions specific to their individual needs. Many students responded well to these interventions and continued to receive targeted support.

In a Montessori classroom, all students receive individualized lessons in phonics and decoding for beginning readers. All of the classrooms include an extensive array of time-

tested Montessori materials for reading, such as moveable alphabets, phonemic sorting activities, and other language works. Read-alouds and independent reading are also a daily part of the Montessori environment.

After the self-study was completed in the spring, a plan for reading instruction was developed to include the following:

- All students are given a leveled benchmark assessment at least twice yearly (Fountas and Pinnell).
- Students who are not on grade level enter into the RTI process.
- All students receive reading instruction at their ability level, with opportunity to move through levels at their own pace.
- Reading instruction includes: reader's workshop, guided reading, and whole group, individual, and small group instruction.
- Students at Ivy performed at +3.4 above the state average last year.

***The Ivy School Student and Parent Handbook - Please See Attachment D***

## **Parent/Community Engagement**

The Ivy Parent Teacher Organization (TIPTO) became the Ivy School PTA by joining the National PTA in the summer of 2012. Ivy PTA had over 15 active members during the 2012-2013 school year.

The 2012-2013 PTA council positions included:

President

Vice-President

Treasurer

Recording Secretary

Fundraising Lead

After School Classes Coordinator

School Spirit Coordinator

Classroom Representative Coordinator

The Ivy PTA partnered closely with The Ivy School principal to align goals and provide the best possible support for the 2012-2013 school year. The PTA held monthly meetings, organized school spirit events such as a bowling night and an annual end-of-year talent show, in addition to hosting and organizing fundraising events to address the financial needs of the school.

The PTA created and continues to run an after school enrichment program, led the charge to keep parents informed and engaged throughout the year by creating and publishing a weekly electronic newsletter, grew and strengthened school spirit in our parent community with many fun and well-planned community events, supported teachers by volunteering at school, and built a strong foundation for future parent groups at The Ivy School.

The PTA was established to support The Ivy School in all of the school's academic, community building, and day-to-day needs:

**1. Promote the partnership between parents, teachers, and the school community.**

The PTA created a weekly, electronic school newsletter that continues to be distributed to all of the families at The Ivy School. The newsletter provides a central hub for administrative announcements, news, and community events. The newsletter includes submissions from students, administration, the school board, staff and the PTA, and is maintained by a PTA council member.

The PTA council supports and maintains the Ivy School Facebook page and the PTA page on the Ivy School website, where current information and events are posted for the benefit of the Ivy community.

In 2012-2013, the PTA council worked hard to build a strong foundation for future parent groups at Ivy.

## **2. Enrich the Ivy community through social events and gatherings.**

In the spring, the PTA partnered with students and many parent volunteers to organize a school-wide Talent Show. With over 20 acts, elaborate decorations, a student art exhibit, dance party, bake sale, wine bar, and concessions, the Talent Show raised money for the school and brought the entire Ivy School Community together in support of our students' unique talents and abilities. The turnout of Ivy families, friends, and extended family at the talent show spoke to the sense of community that has been established at The Ivy School, as well as the strong support for our students that comes from families, teachers, and staff alike.

The PTA held welcome coffees as an opportunity for parents and staff to gather, meet other parents, discuss important school issues, and generally build a sense of community. These coffees were also a way for the PTA to be visible to the parent community and offer support to fellow parents. The PTA also helped organize two social events, a bowling party and a roller skating party, as a way to help build community within the school.

## **3. Support academic opportunities.**

The PTA council continued the efforts of the previous year to maintain and grow an After-School Program at The Ivy School. In 2012-2013, the after-school program offered Ivy students art classes, science classes, band and choir classes, among many others. Each term, over 45 students enrolled in the after-school classes. Currently, there is a charge for all of the after-school classes. Partial scholarships based on financial need were available for some of the classes in 2012-2013, and the long-term goal is to grow the scholarships portion of the program.

In addition to the goal of supporting The Ivy School's teachers and staff, TIPTO wanted to be sure that the teachers and staff also feel appreciated for all of the incredible work they do caring for and educating our children. The PTA council, along with parent volunteers, organized a week long Teacher and Staff Appreciation. Parents and children brought in flowers and hand-made notes, and parent volunteers arranged flowers for every teacher and staff member. Parents brought in baked goods every day of the week, the children wore their teachers' favorite color to school, and the PTA arranged for a massage therapist to come to school and give the teachers and staff massages. Parents also donated gift cards for a drawing, and at the end of the week the teachers were given small gifts of appreciation.

## **4. Raise funds to support school needs.**

The PTA put on several fundraisers to help supplement the financial needs of the Ivy School, including selling Chinook Books, a school-wide raffle, and the end-of-year talent show. One of the PTA's main goals for 2012-13 was to support the Ivy School as it launched its Capital Campaign, and our fundraising efforts were geared toward filling gaps and providing extra help to keep the school running smoothly as it transitioned to a new principal and a new mortgage.

## **5. Encourage volunteering and parent involvement at school.**

The PTA sponsored work parties and volunteered in school as needed to support the teachers by taking on tasks such as copying, laminating, cutting, organizing, and preparing materials for the

classroom. The PTA organized a neighborhood clean-up in which parents and students came out on a Saturday to pick up trash and beautify the neighborhood and commercial district surrounding our Prescott campus. The PTA also maintained a volunteer information database to ensure easy access to willing volunteers. Hundreds of hours were donated by parents to be sure Ivy had what they needed.

#### **6. Provide a non-biased forum for sharing information.**

In addition to PTA general meetings held once a month, which included a standing 10-15 minute “open forum” agenda item, the PTA maintained a parent Google Group where parents could share concerns, provide advice, and discuss issues concerning our children.

Because 2012-13 was the first year of Ivy’s participation in the national PTA structure, the PTA spent this year establishing processes and practices that will endure into the future and support the Ivy community for a long time. The PTA strove to engage parents through the newsletter, the welcome and monthly coffees, and the social events. It was clear throughout the year that parents welcomed these opportunities, and it was evident through all of the projects the PTA tackled during the school year. From volunteering to clean up the neighborhood, to producing the talent show, to showing their appreciation during teacher appreciation week, parents were an essential part of making each of the PTA’s projects a success.

### **Partnerships**

#### *Columbia Slough*

The Columbia Watershed Council sent instructors to teach us about insects and other macro invertebrates that live in the Columbia Watershed. Students studied water boatmen, dragonfly nymphs, and other larvae when they visited our classroom. A week later, they traveled to their facility for a hike around the slough area and pulled these same creatures along with small fish and water plants from Whitaker Pond on a very hands-on field trip.

The Ivy School received a \$1000 Grant to support The Columbia Slough. On a weekly basis taking place throughout the entire school year, Ivy middle school students travelled to The Columbia Slough to clean and clear assigned areas and to plant trees.

#### *Audubon Overnight*

We partnered with the Audubon Society and three different lower elementary classes spent a night and went hiking at their sanctuary in Forest Park. They discovered a pond full of newts, an owl calling in the evening, and got a tour of how the Society takes in, cares for, and releases recovered birds back into the wild. Students camped out in the lobby of their main building and enjoyed hiking a mile through Forest Park to get there. This was a new partnership for us and we hope to continue working with this organization. Their field trip was well-planned and well-executed.

#### *NECC*

Ivy worked with the Northeast Community Center to develop a 20-week program that allowed Ivy students to remain active indoors during the rainy season. Staff at NECC led

Ivy students through many skill and team-building activities while Ivy staff assisted in classroom management. This was a new partnership for Ivy and we enjoyed finding a new pathway for our students to remain active as well as learn to navigate the Portland TriMet bus system.

#### *Dishman Community Center*

The upper elementary classes developed a relationship with the community center and took advantage of the location of the Dishman Community Center which is located just a few blocks from the Morris Campus. The upper elementary classes were able to swim (for a fee charged to the school) on multiple occasions.

#### *Friends of the Children*

Ivy rented the gymnasium at Friends of the Children so that Ivy students could receive physical education instruction indoors. Mrs. Fitz, a retired physical education teacher of 30 years in the Portland Public School District, volunteered her time and taught the students a physical education curriculum. In addition, Ivy staff reinforced her instruction by practicing the skills, games, and fitness activities the students had learned.

#### *Ronald McDonald House*

The Ronald McDonald House provides housing for the families of chronically ill children who receive their medical care at the Randall Children's Hospital. Both the Ronald McDonald House and Randall Children's Hospital are located a few blocks from the Morris Campus. Ivy students volunteered on a weekly basis at the Ronald McDonald House cleaning rooms, doing laundry, organizing the sibling play area, and cleaning the family kitchens. Students were trained in appropriate behaviors, expectations, and flu hygiene. Ivy students received a tour of the Ronald McDonald House and were able to understand what an important service RMH provides to the families of very sick children.

#### *St. Vincent De Paul*

The Ivy School Morris Campus rents property off of the Immaculate Heart of Mary Church. Ivy saw a need to bridge the gap between the school and the local community. One of the ways Ivy was able to do this was by working at the St. Vincent De Paul feeding program. On a weekly basis, Ivy middle school students volunteered stocking the pantry and distributing food to families in need in our immediate community. The beauty of this is that many of our students also are in need – so the St. Vincent De Paul Society was able to reciprocate by providing our needy students with food for their families. The students were thrilled with this opportunity to both give to their community and receive from its support system.

#### *Maria's Place*

Maria's Place is a Montessori early childhood education program offering a sliding scale fee to community members. The goal of Maria's Place is to make a Montessori education available to individuals who typically could not afford it. Ivy students volunteered at Maria's Place on a weekly basis reading with students and organizing the learning environment.

### **Additional Partnerships**

AKA Science  
OMSI

Hacienda  
Portland Art Museum  
Outside In  
Battle of the Books  
Alberta Court Crossing – Mural Project  
Eliot Neighborhood Newspaper  
Delta Sigma Theta Sorority, Portland Alumni Chapter  
Northwest Children's Theatre  
Smith and Bybee Wetlands  
Portland Junior Rose Festival Parade  
Oregon Health Authority Smiles and Healthy Growth Initiative  
Harmony Montessori School  
Hollywood Library  
The Columbia Watershed Council  
Portland Metro  
Saturday Academy Science Class  
Montessori of Alameda  
Portland Parks and Recreation  
Fernhill Park Summer Series  
Native American Youth Association  
Lewis and Clark Public Montessori Charter School  
Montessori Institute Northwest  
Portland Zoo  
Ethos - Band and Choir  
Artist in residence – Jody Katopothis (after-school program)  
Lego League – Dave McFarland (after-school program and Portland area competition)

## **Facilities**

The Ivy School is located at two campuses. For the 2012-2013 year, the campuses were split with three lower elementary classes and one upper elementary class at the Prescott Campus. In addition, one upper elementary class and a middle school class was housed at the Morris Campus. The Morris Campus was shared with Maria's Place/Montessori of Alameda which was highly problematic for housing all of our students.

Ivy made two extraordinary efforts in 2012-2013. The goal was to secure a permanent property that could be built on as well as to have a secondary property that was more suitable to the needs of our school. In addition, due to demand, the school had grown by 60 students (one lower elementary class and one upper elementary classroom). Due to the Montessori philosophy of having like-grades together, an additional lower elementary classroom was added to the Prescott Campus for the 2013-2014 year, allowing all of the lower elementary classes to be housed together. The one upper elementary classroom that was located at the Prescott Campus moved to the Morris Campus with the other upper elementary classes. It took great planning to make all of this work for the upcoming year.

Through a tremendous capital campaign effort, rigorous financial solvency standards with our nonprofit bank (Capital Pacific), The Ivy School was able to purchase the Prescott Campus for \$1,350,000.00 . Although the Prescott Campus is lacking in auxiliary space that could be occupied immediately, there is enough room to build on the property an additional four-five classrooms which will be built with funds from the next capital campaign. 2017 has been projected the start of this round of fundraising.

The Morris Campus was a sublease in 2012-2013 from MOA (Montessori of Alameda). A new, independent lease was negotiated directly with the Immaculate Heart Church to house all of the upper elementary classes and the middle school for the 2013-2014 year. The Morris Campus was renovated in 2011. Further renovations are slated for 2013-2014 year including new glass doors to have natural light in the hallways, new lighting in the classrooms, and bathroom. There is a beautiful green space and outdoor classroom at the Morris Campus. A working watershed/geology table will be installed in the spring of 2014 in the outdoor classroom. The multiuse room is available as additional space at the Morris Campus and houses all of Ivy's whole school events.

In the spring of 2013, multiple meetings (Coffee with the Principal) were held with parents to inform them of the campus configuration for both Prescott and Morris Campuses. Parents were also given guided tours of the Morris Campus and its surrounding facilities and opportunities for students, including the gymnasium at Friends of the Children, the Dishman Community Center and Pool, Dawson Park and Irving Park, and the outdoor classroom and green space. All upper elementary students attended a student orientation day at the Morris Campus.

Both facilities are used throughout the summer to run several Ivy summer camps. Parents continue to meet to support the outdoor space at Prescott, which needs a lot of work and attention. Spring work parties are scheduled for the Prescott Campus. A camp program for the Morris Campus outdoor space is scheduled for Morris.

It is a great success that the Prescott Campus was purchased and that all students are attending school in beautiful spaces with quality educational and Montessori materials.

## **Financial Management**

### ***Checks and Balances***

There are a few ways that The Ivy School maintains checks and balances within the school's finances. The two main categories of checks and balances are Separation of Duties and Oversight.

#### *Separation of Duties*

The Ivy School maintains separation of duties as much as possible in such a small organization. Some of these separations of duties include:

- The staff member making payments (Business Manager) is not the same staff member (Bookkeeper) recording payments in the accounting records.
- The check signers do not record payments in the accounting records.
- The staff member receiving any cash or payments (Administrative Assistant) is a different staff member than the person who deposits the cash (Bookkeeper).

#### *Oversight*

Oversight is accomplished through transparent bookkeeping activities. Oversight is performed in the following ways:

- The Board Treasurer has full viewing access to all bank accounts.
- The Board Treasurer reviews bank reconciliations monthly.
- The Business Manager reviews accounting records frequently, at a minimum of monthly.
- The Board of Directors reviews monthly and quarterly financial reports.
- Auditors have full access to all accounting records.
- The Finance Committee meets regularly to review records, policies, and procedures to ensure their efficacy and adequacy.

### ***Flow of Money in/Out***

Money flows into the school in three primary ways:

1. Most money comes from Portland Public Schools and is deposited directly into the school's operating account on approximately the 25th of each month.
2. Parents pay for services such as after school care tuition, lunch fees, field trip fees, supply fees, etc. Payments are received via check or cash (discouraged), or online through our Tuition Express, which is a child care billing software program. The online payments go directly to our after care account at the bank. Other payments are deposited on-site at the Prescott campus by the Bookkeeper (last year, this function was performed by the Administrative Assistant) using a remote deposit system set up through our bank. Cash that is collected is stored in the school safe

until it is deposited in person at the bank, typically by the Administrative Assistant or the Principal.

3. Donations/fundraising is the third main source of revenue. Some donations are made online through the Ivy website, while others come in the form of checks, which are deposited like other revenue via our remote deposit system.

Money flows out of the school in the following ways:

1. Bills are approved by the Principal by and large, and the Business Manager if Principal is not available.
2. Bills are paid online and are sent directly to the vendor from the bank.
3. Some checks are written by hand due to certain circumstances, such as time constraints or fees paid requiring forms to be included. These checks are written either by the Principal or the Business Manager.
4. The school's debit card is used to purchase needed items online or at local stores. These purchases are approved by the Principal or Business Manager, and made by the Administrative Assistant, the Principal, or occasionally the Business Manager.
5. Some bills come out automatically from the school's bank account. These include bills such as employee health insurance or PERS payments.

The Ivy School's Audit gets smoother every year. We have worked on clearing up conflict of interest issues that were observed over school year 2011-2012. The 2012-2013 audit showed overall improvements from the deficiencies found in the 2011-2012 audit.

According to the auditors, standard deficiencies continue to be a problem for all charter schools, such as using Quickbooks as an accounting system and implementing a more sophisticated system of checks and balances which is not possible with limited staffing. Our audit was submitted on time.

***Audit for 2012-2013 - Please See Attachment G***

## **Local School District Connections**

Ivy School has contracted with local school district offices to meet various needs that Oregon Department of Education our charter sponsor does not provide.

The Portland Public School District (PPS) provides staff for our Special Education, Speech and Language, Occupational Therapist, and School Psychologist. PPS also provides OAKS training for our Testing Coordinator.

Ivy utilizes the Inter Mountain Educational Service District (IEMSD) for required quarterly staff and membership cumulative collections.

Multnomah Education Service District (MESD) provides and facilitates Administering Medication and Severe Allergic Reactions medical trainings. MESD also provides eSIS, the database used for enrollment of all students and our monthly ADM calculations and attendance.

## School Improvement Plan of Action

### *Evaluation of Goals - Focus for 2012-2013*

<b><i>Goal (Desired Result)</i></b>	<b><i>Strategies</i></b>	<b><i>Result Indicator (Assessment)</i></b>	<b><i>Plan of Action (Method)</i></b>	<b><i>Timeline (Start/End Date)</i></b>
Identify and develop ongoing assessment tools (RtI) and procedures / strategies.	<p>Communicate desired math outcomes to students and parents.</p> <p>Collaborate about identified assessments in team level meetings and discuss implementation.</p> <p>Continue aligning Montessori materials with OAKS test (new teachers).</p>	Student growth will be shown in math and reading.	<p>Use math specialist to help tutor students who are below grade level.</p> <p>Identify math groups and use direct instruction consistently.</p> <p>Use ongoing assessment strategies.</p> <p>Identify ways for students to demonstrate their knowledge.</p> <p>Teachers will look at assessment data from class to class and age to age and determine next steps.</p>	Begins September, 2012 / Ends June, 2013
Strengthen our sense of community in the classroom and overall community.	Provide more educational resources in areas of school climate and culture.	<p>Reduce student discipline issues.</p> <p>Reduce classroom conflicts.</p> <p>Provide culturally appropriate interventions and support.</p>	<p>Professional Development: classroom management tools, conflict resolution, cultural competency, Love &amp; Logic.</p> <p>Increase understanding of diversity.</p> <p>Parent Education Nights, and weekly newsletter.</p> <p>Student mediation training.</p>	Begins September, 2012

<b>Goal (Desired Result)</b>	<b>Strategies</b>	<b>Result Indicator (Assessment)</b>	<b>Plan of Action (Method)</b>	<b>Timeline (Start/End Date)</b>
All students below grade level in reading (30%) will be at grade level reading ability.	Research reading intervention assessment tools / strategies, such as Chaucheh School intervention system and A to Z Readers.  Communicate desired reading outcomes to students and parents.	All students will be reading at grade level.	DRA 3 times a year as needed.  Implement reading intervention assessment tools / strategies to be consistent across all grade levels.  Teachers will look at assessment data from class to class and age to age and determine next intervention steps.	Begins September 4, 2012; Ends June 30, 2013

A preliminary RTI model was developed early in the school year. After multiple conversations with staff, the school principal trained the teaching staff on the established model of RTI. The teachers vetted out the RTI process for the school, parent notification and collaboration, as well as how to enter a child on the BSC (Building Screening Committee) agenda. Cementing this process has helped to cut down on the disproportionate number of students who were being recommended for special education services. The RTI process has provided early identification of students who weren't performing on grade level. Data was collected over a period of six weeks for students who were receiving individualized interventions. This information was used to inform practice and instruction.

RTI has been highly successful in establishing a school-wide approach to students who were struggling and a process for helping them to achieve. In addition, RTI provided a language and a framework for teachers and administration to work together to support students as part of a team effort.

Classroom community and culture is an ongoing goal at Ivy. In 2012-2013 there were multiple opportunities provided for students to come together and build relationships as members of their classroom community. Many of these opportunities took place in the late spring. Students went on overnight trips, volunteered together, planned activities together, and participated in curricular celebrations such as the Ivy talent show.

Ivy teachers attended training with Betsy Geddes, learning strategies to manage classroom behavior using Love & Logic. There were very few significant behavioral issues at Ivy and, on a whole, behavior is consistently improving.

When students at Ivy do have discipline issues, students use mediation techniques and “Think Sheets” to process their conflict. The goal is to process conflicts quickly and to get students back on track in their learning.

Last year the teachers at Ivy engaged in a Reading Practices Self-Study. This process enabled the teachers to see the range of beliefs and practices regarding reading instruction at The Ivy School. This was an essential step in laying out a clear path in reading instruction, reading assessment, and identifying students in need of assistance in reading. The teachers decided to move from DRA to Fountas and Pinnell leveled benchmark assessments. The assessment tool is very similar, except that Fountas and Pinnell lines up better with the instructional method the teachers decided to use. Teachers began using leveled readers with the students individually. Ivy continues to have reading as a goal, and the teachers continue to build upon the work they have done in reading instruction.

Although Ivy continues to perform above the state average in reading, there is still a large percentage of students who are not meeting the standard in reading. These students will continue receiving targeted reading support at their instructional level.

### ***Goals - Focus for 2013-2014***

<b><i>Goal (Desired Result)</i></b>	<b><i>Strategies</i></b>	<b><i>Result Indicator (Assessment)</i></b>	<b><i>Plan of Action (Method)</i></b>	<b><i>Timeline (Start/End Date)</i></b>
Improve student achievement in math.	<p>Review student data in math.</p> <p>Research assessment tools and curriculum maps in math.</p> <p>Strategize with staff about how to meet the instructional needs of students in math.</p> <p>Identify potential roadblocks to student success in math.</p>	<p>Students will have data to support growth.</p> <p>Data will include OAKS testing and teacher collected data from pre/post assessments.</p>	<p>Use math assessments to indicate student knowledge base and to shape instruction.</p> <p>Follow Common Core Curriculum map for lower elementary school.</p> <p>Follow Oregon State Standards in math for upper elementary and middle school classes.</p> <p>Free afterschool math classes for math enrichment.</p>	<p>Every Unit throughout the year.</p> <p>Yearlong.</p> <p>Yearlong.</p> <p>Twice yearly for eight weeks.</p>

<b><i>Goal (Desired Result)</i></b>	<b><i>Strategies</i></b>	<b><i>Result Indicator (Assessment)</i></b>	<b><i>Plan of Action (Method)</i></b>	<b><i>Timeline (Start/End Date)</i></b>
All students will make measurable gains or test on grade level in reading.	Implement structured reading instruction program (Fountas and Pinnell) across the school, and implement findings based on last year's reading self-study by faculty.	Leveled benchmark assessment tests.  Measurable gains on OAKS assessment.	Assess all students at a minimum of twice yearly using the leveled benchmark assessment system.  Provide professional development to all staff in reading assessment.  Provide professional development to all staff in "The Great Reading Lessons" based on Tanny McGregor's <u>Comprehension Connections</u> .	Fall / Spring, and as needed.  Staff Week (Summer).  PD Days (2).
Develop consistent curricular planning across school and improve teacher collaboration.	Research Best Practices in lesson planning.  Review Montessori lesson plans from other schools.  Align lessons with Common Core Curriculum.	Students will have a shared set of curricular experiences across the school based on grade level.  Teachers will dialogue about, and work together to develop, curriculum.	Teachers will work together to develop lesson plans using the UBD (Understanding by Design) format.  Teachers will have shared planning time to collaborate.  Teachers will use the Common Core to inform their lesson planning.  The school community will grow because of a shared set of consistent academic experiences.	Monthly.  Weekly.  Ongoing.  Developing over the year.

<b>Goal (Desired Result)</b>	<b>Strategies</b>	<b>Result Indicator (Assessment)</b>	<b>Plan of Action (Method)</b>	<b>Timeline (Start/End Date)</b>
Create and implement a vibrant afterschool program including enrichment classes.	<p>Investigate parent interest in afterschool programming.</p> <p>Review popular afterschool classes, such as those offered at Saturday Academy.</p> <p>Hire an afterschool coordinator.</p>	At least 50% of students at Ivy will participate in an afterschool activity regardless of ability to pay.	<p>Develop a highly structured aftercare program that includes relaxed play, planned activity, and reading time.</p> <p>Secure an enrichment teaching staff in order to offer six classes per campus per trimester.</p> <p>Price classes affordably or free.</p>	<p>Aftercare is ongoing.</p> <p>Enrichment classes have three semesters for eight weeks each.</p>

#### ***Parent/Student/Staff ODE Survey results - Please See Attachment F***

#### ***Analysis of Parent, Student, and Staff ODE 2012-2013 Surveys***

##### **Teachers**

The strengths of Ivy's ODE survey results overall indicated incredibly committed teachers who were focused on student achievement. In addition, the teachers indicated that there was a staff who was highly invested in unique and meaningful instruction. The shared philosophy of Montessori education is a great unifier for the teachers and provided more meaning to the work they engage in.

Teacher morale scored very low. The workload for teachers in a public charter school is much higher than in traditional public school settings. The expectations of teachers in a Montessori school is also much higher due to the blended nature of the instructional program (Montessori and State requirements result in twice as much work).

The goal for the upcoming year includes providing more time for teachers to collaborate with other teachers, in order to share the lesson planning load and have a time to share instructional concerns. In addition, every year Ivy is cementing its internal systems. As these systems improve, teachers will have clearer expectations and less uncertainty. This should help to improve morale.

## **Students**

The high points for the students at Ivy consistently was their experiences with their teachers. The students agreed that the teachers had a high belief in student learning, that the teachers cared about them, and that their teachers were “good teachers.” This message was consistent across teacher, parent, and student surveys. Again, a hallmark of a Montessori program is the belief that teachers hold in the inherent abilities of children to learn and to succeed.

For the second year, the students continue to report on their survey that working together with peers and feeling respected is a struggle for them. The students also report that they would like more challenging work from the teachers. However, the middle school reported that the teachers provided challenging work. A hallmark of the Montessori philosophy is that students can learn at their pace. Challenging work (work above the student’s grade level) is always offered. Ivy teachers will continue to offer this practice and to identify students who need to be encouraged to take on this work.

Overall, students expressed tremendous satisfaction with their experience at Ivy.

## **Parents**

One of the greatest concerns of parents is the question of safety at school. Ivy parents expressed very clearly that one of the best aspects of Ivy for them is that their child is safe. Another high point on the graph is that students are respected. Ivy will continue to keep this as a priority.

Parents continue to express that they want more information on the expectations of their children as students. Information regarding student progress was also indicated as a low-point on the graph.

***Plan of Action for Parent, Student, and Staff ODE Survey 2013-2014, based on the Parent, Student, and Staff ODE Survey from 2012-2013***

<b><i>Goal (Desired Result)</i></b>	<b><i>Strategies</i></b>	<b><i>Result Indicator (Assessment)</i></b>	<b><i>Plan of Action (Method)</i></b>	<b><i>Timeline (Start/End Date)</i></b>
A progress report that provides information on student performance in-between report cards.	<p>Talk with parents about the frequency of information and reporting.</p> <p>Look at other Montessori schools' progress reports.</p>	Implement new progress reports twice yearly.	<p>Create progress reports that are aligned with Ivy report cards.</p> <p>Share with parents and staff and make necessary changes.</p> <p>Continue reports cards twice yearly.</p> <p>Continue parent conferences twice yearly.</p> <p>Offer student work-shares twice yearly.</p>	<p>Begin midterm reports in October, 2103.</p> <p>August, 2013.</p>

<b><i>Goal (Desired Result)</i></b>	<b><i>Strategies</i></b>	<b><i>Result Indicator (Assessment)</i></b>	<b><i>Plan of Action (Method)</i></b>	<b><i>Timeline (Start/End Date)</i></b>
Teacher morale will improve through shared planning, collaboration, and professionalization.	Talk with teachers to hear what they need in order to improve morale.	Stated morale will improve.	<p>Schedule collaborative planning time with teachers based on grade level.</p> <p>Provide UBD (Understanding by Design) templates and peer training.</p> <p>Administrator will train teachers in upper elementary and middle school on the Montessori-based Dalton Plan.</p> <p>Teacher leaders will be implemented – teachers will have the opportunity to take on a leadership area at Ivy.</p> <p>Train teachers in peer mediation, conflict resolution, and community meeting strategies.</p> <p>Implement these strategies across the school in conflict situations.</p>	<p>Ongoing, monthly.</p> <p>September, 2013</p> <p>October, 2013.</p> <p>Summer, 2013.</p> <p>Teacher Orientation (Summer)</p> <p>September, 2013.</p>

<i><b>Goal (Desired Result)</b></i>	<i><b>Strategies</b></i>	<i><b>Result Indicator (Assessment)</b></i>	<i><b>Plan of Action (Method)</b></i>	<i><b>Timeline (Start/End Date)</b></i>
Develop peer relations at Ivy. Establish stronger community of respect among students.	Brainstorm with teachers where the breakdown in respect is taking place between students.  Review incident reports to look for trends.	Student based incidents will be reduced.	Establish a “Peace Corner” in each room where students can have a peaceful place to go to work through conflicts or have some quiet time.  Provide community building activities with students, such as outings at school, parent led outings outside of school, student directed parent led “Going Outs,” and play based activities.	September, 2103.  Ongoing throughout the year.