

STATE BOARD OF EDUCATION – TOPIC SUMMARY

Topic: The Ivy Charter School (State Board of Education Sponsored Charter School) Annual Report

Date: January 24-25, 2013

Staff/Office: Susan Inman, Margaret Bates/Educational Improvement and Innovation; Mary Zigman/The Ivy Charter School

Action Requested: Informational Only Adoption Later Adoption Adoption/Consent Agenda

ISSUE BEFORE THE BOARD: Presentation of The Ivy Charter School 2011-12 Annual Report.

BACKGROUND:

The Ivy School is one of four Oregon State Board of Education sponsored Charter Schools. First approved for sponsorship in December 2008, The Ivy School opened in September 2009. The Ivy School is located in Portland Public School District and serves about 180 students, grades 1-8. The instructional strategy of the school is the Montessori method with dual language instruction in English and Spanish.

This is The Ivy School's third annual report.

POLICY QUESTIONS:

NA

STAFF RECOMMENDATION:

NA

Attachment – The Ivy Charter School 2011-12 Annual Report



Annual Report

2011 - 2012

Submitted to

Oregon Department of Education

By the Board of Directors and Administrator

The Ivy School

Portland, OR

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Attachments have been sent separately from this Annual Report

Attachment A – Ivy School Student and Parent Handbook

Attachment B – Employee Handbook

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Attachment F– Ivy School Fiscal Policies

Attachment G - Audit

Attachment H - ODE 2011 Survey Results

Attachment I – Ivy Newsletter Sample

Ivy School 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 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 students will develop critical thinking skills necessary to be global citizens. The Ivy 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 that committed their time and expertise to the establishment and sustainability of the Ivy School. These 18 design team members 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 could only be a maximum 120 students. The Design Team opted to not become a charter school in the Portland School District primarily based on having a cap on how many students could attend Ivy and in 2008, the 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 administrator's.

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

In Ivy's third year, the school population grew to 150 students in five classrooms consisting of three lower elementary classrooms and two upper elementary classrooms. This year, the school moved two classrooms to a new campus, approximately three miles from the Prescott campus. The principal and administrative assistant was hired full-time.

Ivy's fourth year brought part of the vision for the school to fruition by adding a Middle School program and classroom. Ivy uses the same two buildings, the Prescott and Morris campuses which houses three lower elementary, two upper elementary and one middle school classrooms in grades 1-8. The staff consists of seven lead guides, five Spanish speaking assistants and two support staff.



October 18, 2012

Dear School Board of Education:

As we move into our 4th year, I am struck by all of the work that has been accomplished at The Ivy School. From our humble beginnings with 60 students in grades 1-3 in two classrooms, four staff, one clerical and two volunteer administrator's, to 180 students this year in grades 1-8, twelve staff, one administrative assistant and one full-time administrator on two campuses, all this would not have been possible without the thousands of hours given to Ivy to ensure its success.

As Ivy's principal, I have the distinct privilege of overseeing all of the triumphs and challenges that we have faced these past three years. Learning how to be a high performing public charter Montessori school with a Spanish language study program for every student that enters our doors is at the forefront of our work. This year, teachers focused on increased math performance and collaborated on targeted and differentiated instruction.

We started the year by adding 30 more new students and four new staff comprised of two teachers and two Spanish assistants, and moved our two upper elementary classrooms into a new building three miles from the original campus. Housing the Ivy School at the Prescott Campus and the Morris Campus meant finding ways for students, staff and parents to stay connected. We learned how to communicate more efficiently and keep our school culture and climate alive on both campuses and in the community.

The Ivy School spent this year going through a successful charter renewal, presenting our 2010-11 annual report, creating a capital campaign process, developing a strategic plan, renewing our contract with the Portland Public School District and receiving a provisional accreditation by the Northwest Accreditation Commission.

With three years behind us, we know how far we have come and how much further we want to go. Your continued support will be much appreciated as we navigate the coming years.

Sincerely,

Kim Carlson

Retired Principal

The Ivy School Calendar 2011-2012

8/30-9/2	Teacher Plan Days
9/5	No School- Labor Day
9/6	First Day of School
9/15	Open House
9/22	Parent Education Night
10/7	All-School Star Party
10/14	No School- Teacher Statewide In-service
10/20	Student Presentation Night
11/3	Parent Education Night
11/11	No School- Veteran's Day
11/21-11/22	No School- Parent -Teacher Conferences**
11/23	No School- Staff Development**
11/24-11/25	No School- Thanksgiving Break
12/8	Parent Education Night
12/16	Half Day Report cards sent home and school
12/17-12/31	No School- Winter Break
1/2	No School – Teacher Plan Day**
1/12	Parent Education Night
1/16	No School- Martin Luther King Jr. Day
1/27	All-School Social Event
2/10	No School- Teacher Plan Day**
2/15	Lottery Open House

The Ivy School Calendar 2011-2012 (continued)

2/20	No School- President's Day
3/3	Lottery Drawing
3/15	Parent Education Night
3/26-3/30	No School- Spring Break
4/2	No School- Teacher Plan Day**
4/12	Student Presentation Night
4/30	No School- Teacher Plan Day**
5/17-5/18	No School- Parent –Teacher Conferences**
5/28	No School- Memorial Day
5/31	Volunteer Appreciation Event
6/11	Field Day and End of Year Celebration
6/12	Last Day of School – ½ day in am** Report cards sent home
6/13	No School- Teacher Work Day and possible Snow make-up day
6/14	No School- Teacher Work Day and possible Snow make-up day

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

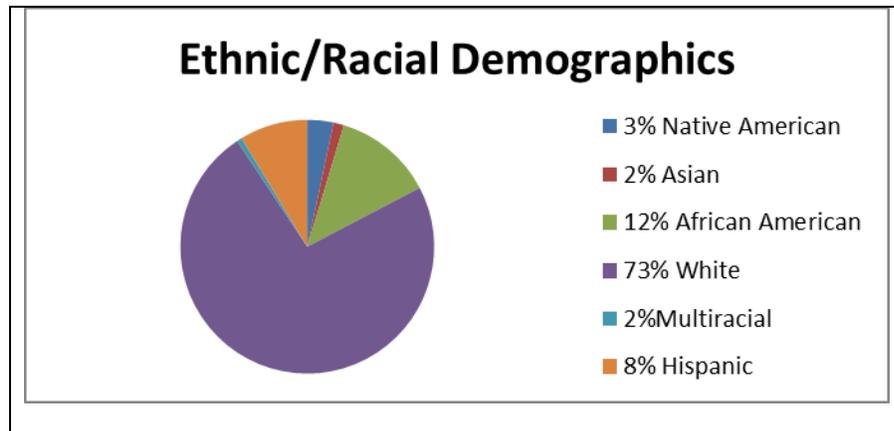
Upper Elementary

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 2011-2012 school year was 150 students in grades 1 - 6 broken down by ten students of each grade level per class and consisting of three 1st through 3rd grade multi-age classrooms and two 4th through 6th grade classroom. The waiting list for The Ivy School totaled 169 students.

Table 1 Ethnic/Racial Breakdown for Ivy Student population



Special Populations

Income Based- Free or Reduced qualified families

There were 26 students who qualified for Free or Reduced lunch based on the PPS application which is 17% of our population.

Special Education

Over the course of the 2011 school year, 16 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 2011 - 2012 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.

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 2011 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.

Student Safety and Management - please see Attachment A - The Ivy School Student and Parent Handbook

Personnel Demographics

Staff Positions and Qualifications

Staff Member	Position	TSPC License/Registration	Degree	Endorsements	HQ to teach:
Kim Carlson	Administrator	TSPC Charter Registered	BS/MA in Health, Physical Education and Administration	All LVL	HQ 1
Melissa Hicks	Administrator Support		BA in Social Sciences		
Adrienne Alexis Nasdor- Jones	Teacher 1 - 3	TSPC Charter Registered	BA/MAED	ECE, ELE,MS, Reading	HQ 1
Kirk Jansen	Teacher 1 - 3	TSPC Charter Registered	BA in Teaching and Communication Arts	MS, ORELA ECE	HQ 5
Claire Thomas	Teacher 1 - 3	Charter Registered	BA in Latin Studies, MA in Language Literacy and Sociocultural Studies	MS, ECE	HQ 1
Meghan Gwin	Teacher 4 - 6	Charter Registered	BS in Human Studies	ECE, ELE	HQ 1
Hindi Iserhott	Teacher 4 - 6	Charter Registered	BS in Social Sciences	MS, ELE	HQ 1
Amy Lee Warren	Para Professional	TSPC	BA in Spanish	MS, ECE, ELE, ESOL	HQ 1
Lauren Furnish	Para Professional		BA		

Staff Member	Position	TSPC/Charter Registered	Degree	Endorsements	HQ to teach:
Emily Silver	Para Professional		BA		
Colin Platt	Para Professional		BA in Media Studies		
Eli Ronick	Para Professional		BA in History		

Staff Demographics

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

Staff Demographics for 2011 - 2012

Race Ethnicity	Male	Female	Total
White	3	8	11
African American	0	1	1

Staff Demographics 2012 - 2013

Race Ethnicity	Male	Female	Total
White	2	6	8
African American	0	2	2
Latino	1	2	3
Asian	0	1	1

Recruitment and Retention Plan

Since we are a public Montessori charter school with Spanish language study embedded into 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. Teachers with both credentials are uncommon as they usually have a position at another school, so we look for Montessori experienced teacher's and support their professional development to work toward a public teaching license.

We post our positions on various job sites around the country and abroad depending on the position we are hiring. The sites we use are OMA (Oregon Montessori Association), AMS (American Montessori Society), AMI (Association Montessori International), MINW (Montessori International Northwest), Education Week, Mac's List, EdZapp, Linked In, Idealist.com, Craigslist, Public School Montessori newspaper, Latina, Native American and African American newspapers, newsletters and organizations. We have been able to interview candidates locally and from all over the U.S. and abroad for our positions at Ivy. Our goal to hire a qualified, diverse staff and retain them is supported by on comparable salary packages, professional development, and a competitive health care package. We work hard to include cultural competency and diversity training during staff development days.

Once our staff is hired, we send them to a Montessori training to learn about the philosophy and methods. We promote and encourage professional development for all staff. Professional development plans for staff are developed with the administrator at the end of each school year. Our track record for financially supporting on-going education is excellent, with many staff members moving from assistant or secretarial roles into other positions. Retention of qualified, diverse, and culturally competent individuals is at the forefront of our hiring process.

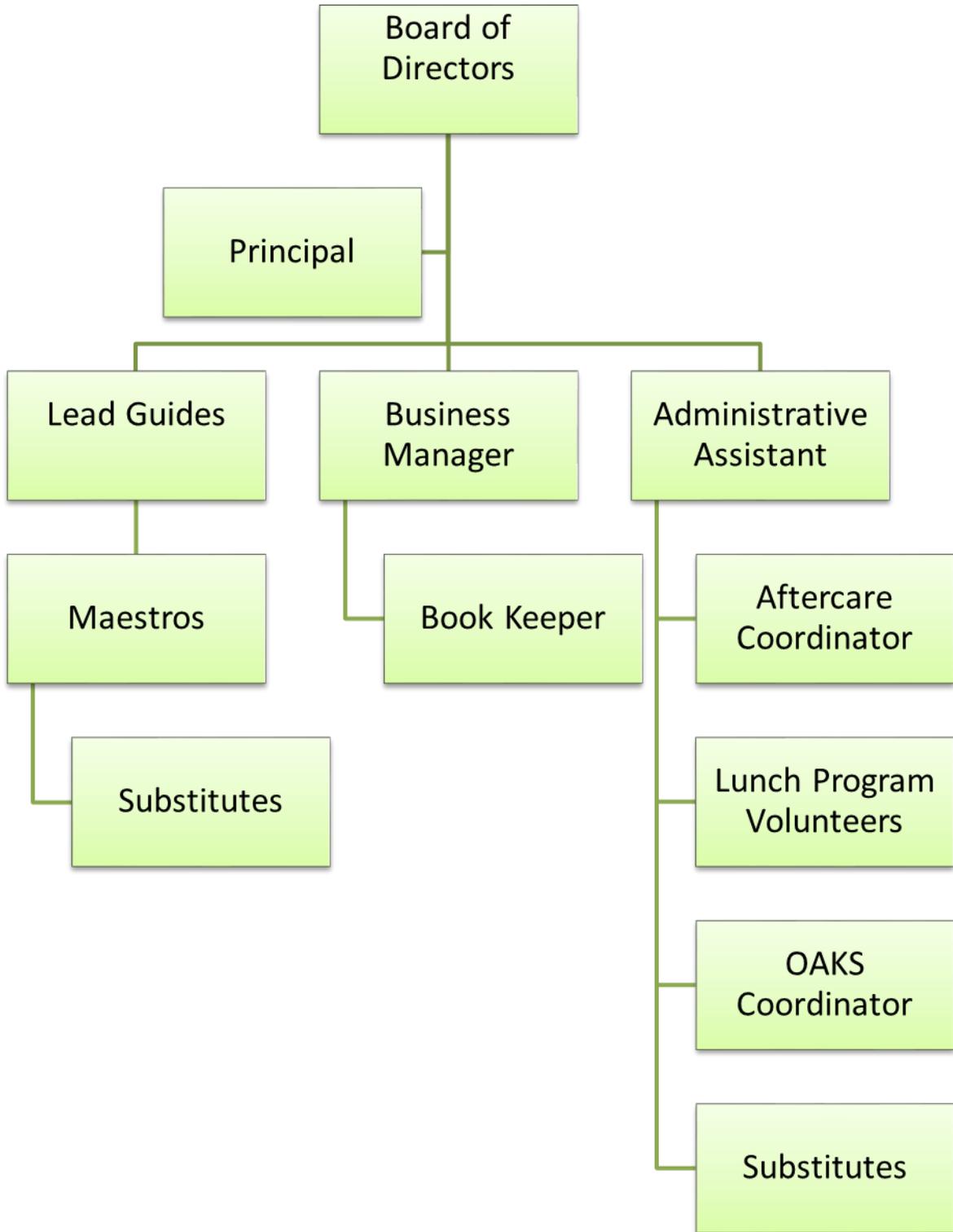
Hiring Procedure

Our hiring process consists of the pre-selection of applicants and then 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. The director has the final decision on all hiring except for the hiring of the director which the school board has the final decision.

With the hiring of a new director this year, the process included pre-selection of applicants and then three rounds of interviews. The interview panels consist of board members, parents, PTA members, teachers, students, and administrator who ask pre-selected questions pertaining to the position. The questions are different for each interviewing panel.

Once a finalist is chosen, the Ivy School Board meets and votes to hire the candidate.

Personnel Organization Chart



Professional Development – Personnel

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, two of our lead guides were chosen to attend the annual American Montessori Society Conference in San Francisco and present a workshop on portfolio assessment and the inclusion of critical literacy in the classroom. Ivy supported them through professional development funding. Several other lead guides attended Montessori refresher courses and this summer, one lead guide attended the nine day Mathematics Education Collaborative (MEC) course in Seattle, Washington.

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 and 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 B

Board of Directors

The Ivy School Board of Directors - 2011-12

- Johanna Keith, Board Chair, 2009
- Tammy Kennedy, Vice-Chair, 2009
- Lisa Larpenteur, Treasurer, 2009
- Colleen Roberts, Secretary, 2010
- David Stevens, Grants, 2011
- Laurie Simpson, Facilities, 2010
- Rachel Burdon, Development, 2012
- Pat Johnson, Community Outreach, 2010

Ivy School Policies - please see Attachment C

Board Meeting Minutes - please see Attachment D

Professional Development - Board

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 called the iLearn Oregon training program.

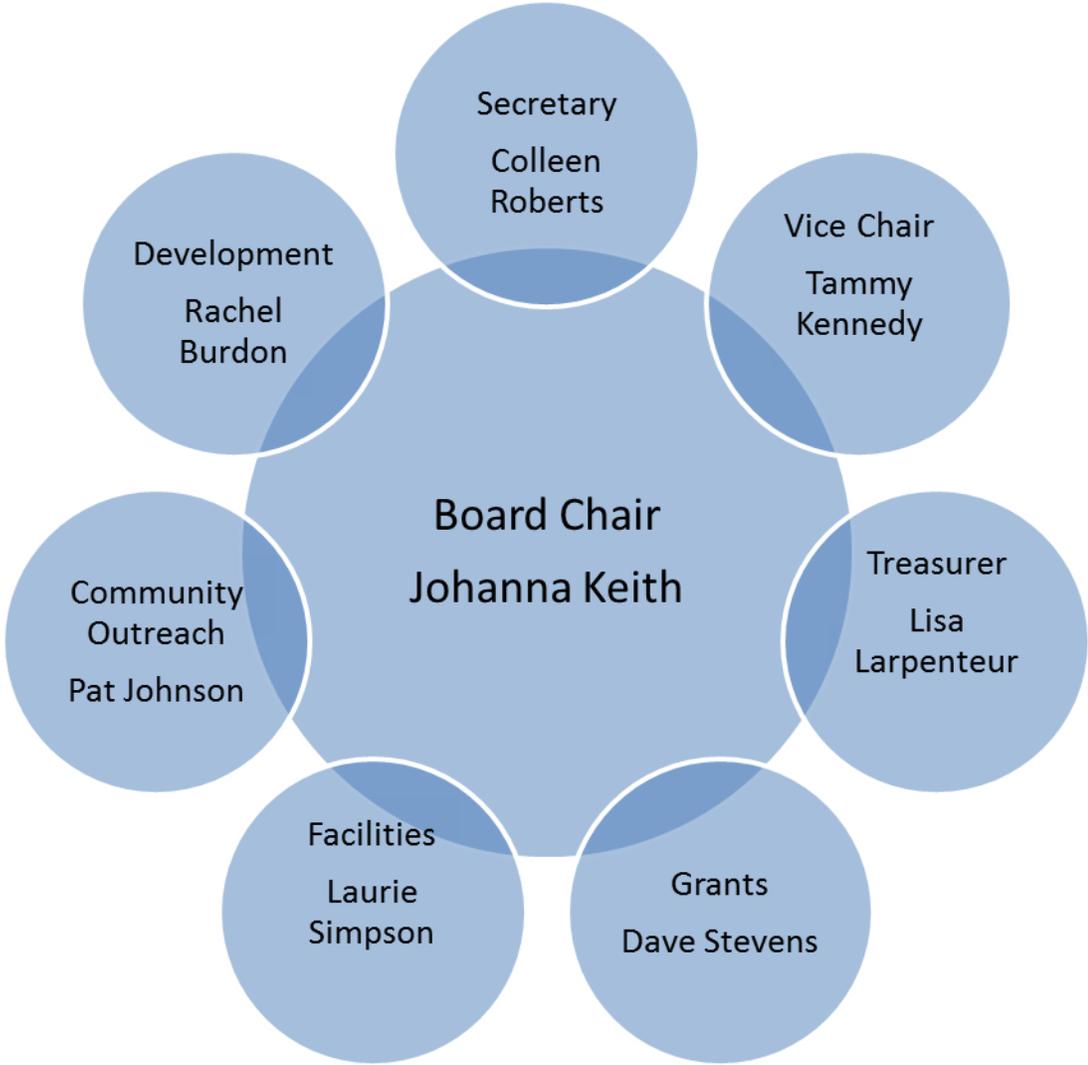
The program contained many topics that the board could access and they were able to train from any internet-connected computer.

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 will receive two hours of board training from the Executive Director at the Lewis and Clark Public Montessori Charter School this coming 2012-13 year.

Organizational Chart – Board of Directors



Facilities

Through a tremendous effort from Ivy parent volunteers, board members, and staff, and despite budget shortfalls, the Ivy school is going into its fourth year enjoying beautiful, day lit classrooms. Axillary space is lacking however, and this was the first year that the school has been split between two campuses. The Ivy school leases (Morris is a sublease) both buildings from Montessori of Alameda (MOA), through Tammy Kennedy, the founder of the Ivy School.

In June / July of 2012 the 3 year lease for the Prescott facility, and the 1 year lease for the Morris building, expired. Both have been renewed for 1 year terms. The rent will increase at Prescott, and the 2012 / 2013 school year will be the first year that the school will not receive the state grant money for classroom set up. One new classroom will still need to be established by September of this year.

Over the 2011 summer, Montessori of Alameda, a private Montessori school, and Ivy prepared the Morris building for occupancy, with a fresh coat of paint, new flooring and security. The grates from the windows were removed and the school started to establish roots in this ethnically and economically diverse neighborhood. A large multiuse room has been occasionally available for Ivy's use.

At the beginning of the school year, Ivy held a meeting in order to bring the entire school community up to date on the facilities search that started in 2007. The dozens of facilities that had been studied, several design ideas for the current facility, site and building search criteria, and facility goals were presented and discussed. The reality of charter school facility funding was also presented. Consensus was formed – the school was on the right track and the community was eager to help make the facility vision a reality. The meeting helped build community between the staff, parents and the board, and allowed everyone to understand the need to make facilities one of the school's top priorities.

Grant writing began to focus on facility needs, and although the first couple of facility grants were denied, we are hopeful that the next two will bear fruit. One of these grants would enlarge the two classrooms on the east side of the Prescott building. A building permit (with an appeal) was issued in 2010 to enlarge these classrooms, but the school did not have the funds at the time.

In September the facilities committee met with banks that loan money to charter schools, and quickly discovered that the school was too new to qualify for a loan to purchase the Prescott facility.

In the beginning of 2012 the school hired a consultant to guide the school through a strategic planning process. This was the first step toward launching a capital campaign. The process, once again, opened lines of communication between staff, parents and the board. After the consultants interviewed various members of the Ivy community, it was confirmed that the facilities committee is, indeed, on track.

The goal is to purchase the Prescott facility and build a two classroom addition on the front of the school. The new classrooms will flank either side of a new outdoor entry courtyard. This will clarify the traffic flow for student drop off, while creating a much needed 'heart'

for the school. Eventually the Prescott building will house the 1st through 6th grade (elementary) students and the building on Morris will hold the 7th and 8th grade (middle school) students.

The school founder, and vice chair of the board, is in the final stages of a loan application for Ivy to purchase the Prescott building.

Prescott's Maria's Place, Montessori of Alameda's sliding scale preschool, closed at the end of this school year. The space, at the west end of the Prescott building, is now available to augment Ivy classroom needs. Early architectural drawings have been done that enlarge this classroom as well.

Both facilities are being used over the summer to run several Ivy summer camps, and a work party occurred in August to wash the building and lockers, clean up the grounds, and maintain the playscape at the Prescott facility. Another garden work party will occur as soon as school starts.

The capital campaign is gathering momentum and will officially launch, with the expectation to purchase the Prescott facility.

Strategic Plan – Please see attachment E

Financial Management

Checks and Balances

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

Ivy maintains separation of duties as much as possible in such a small organization. These are some of those separations:

- 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 (admin assistant) is a different staff member than the person who deposits the cash (bookkeeper).

Oversight is accomplished through transparent 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 the minimum of monthly.
- The full board reviews monthly and quarterly financial reports.
- The auditors have full access to all accounting records.
- The finance committee meets regularly to review records, policies, and procedures to ensure the efficacy and adequacy.

Flow of Money in/Out

Money flows into the school in a three main ways:

1. Most money comes from Portland Public Schools and is deposited directly into the school's operating account around 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 done by the administrative assistant) using a remote deposit system set up through our bank. Cash is collected, stored in the school safe, and eventually deposited in person at the bank. This is typically handled by the administrative assistant or the principal.
3. Donations/fundraising is the third main source of revenue. Some donations are made online through our website, while others come in the form of checks. These are deposited like other revenue with our remote system.

The money flows out of the school in the following ways:

1. Bills are approved by the principal generally, 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 like time constraints or fees paid needing forms to be included. These 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 are bills like 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 over school year 2011-2012. Some of those issues still show up in the audit from early in the year, but were taken care of procedurally by October 2011. Our audit was submitted on time.

Fiscal Policies – please see Attachment F

Audit for 2011-2012 - 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.

Curriculum and Enrichment 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 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 student's 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, 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 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.

A mathematics 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, draw conclusions, develop knowledge, make observations and record them, and be 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 results in the 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.

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 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 participated 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 all over the classrooms and school.

Summer Camp Programs

Our first summer camp program was offered this summer with 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, and sports madness. We got a late start in offering this program but next year, we will have our staff and sessions set and ready to go when the other summer camps advertise. We had a good turn-out for our first time.

Student Assessment and Achievement

Assessment

In 2011 teachers continued to focus time on creating an environment to meet each student’s needs while also preparing them for state testing. Again, Ivy utilized the formal assessments of Developmental Reading Assessment (DRA) and OAKS testing. Informal assessments such as observations, student portfolios, and work samples were also used. 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 2011, 100% of the students in grades 3 - 6 took the Oregon State Assessments in reading, and mathematics and fifth grade science. Tests were taken on the computer. Tables 3.0 - 3.2 below summarizes our students OAKS score performances.

** No students at this grade level*

Average OAKS scores for 2009 - 2011 for the same cohort of students

Subject	2009	2010	2011
Grade level	3 rd grade	4 th grade	5 th grade
Reading	208.46	211.36	216.88
Math	199	208.1	215.15
Science	*	*	227.8

Table 3.0

Average OAKS score Comparison 2010-2011 to 2011-2012

3rd Grade

4th Grade

Subject	2010	2011		Subject	2010	2011
Reading	211	209.51		Reading	213	216.6
Math	205.9	210.04		Math	209.8	211

Table 3.1

5th Grade

6th Grade

Subject	2010	2011		Subject	2010	2011
Reading	224.2	213.59		Reading	238.6	225.8
Math	220.7	214.15		Math	231	222.9
Science	229.82	224.38				

Table 3.2

Growth for average scores for 5th graders in 2010 when they tested as 6th graders in 2011

Reading = 1.6 and Math = 2.2

Looking Deeply at 5th Grade Scores

We looked more closely at 5th grade students because their scores were so low overall, and we wanted to better understand them. We looked at the historical scores from this group (the students we could get past scores for, 6 of 7 who did not meet the state benchmark).

The range of growth in reading was as follows: -1, 1, 5, 11, 16 and 85. The average is 19.5, but the really significant gains of the student who gained 85 points throws off that average. If we remove the high and the low score, the average growth is 8.25, which is more than an average year's growth.

We believe the reading struggles of these students impacts their performance in math and have focused this year on an RtI plan that puts in reading supports and interventions early in the year.

As a result of this reflected work we have already implemented an RtI plan in each grade level as we recognize these struggles are not limited to our 5th grade students.

Developmental Reading Assessment

The Developmental Reading Assessment (DRA) program is used to evaluate the reading levels of each student. Direct Phonics instruction was implemented through the program, Words Your Way; spelling words that were given each week were connected to the students reading and writing levels as they learned spelling patterns/sounds. We continued to use DRA's to assess students that need more support in reading throughout the year. Lead Guides monitored students' reading to ensure they were reading at the appropriate grade level.

Ivy classrooms are language rich environments where students have access to multiple types of reading at many different levels and across all genres. Students engage daily in both fiction and nonfiction texts as well as reading individually and to each other. Reading skills are embedded into science, math, and social study curricula so lessons can easily build upon students' interests. Students practice decoding while naming the parts of a frog, practice comprehension strategies while researching a country. Direct phonics instruction through the Words Your Way curriculum isolates sounds and spelling patterns. Students then apply the concepts to their decoding work. Our program offers a time for daily read alouds where teachers and students share texts from multiple genres to develop discussion and comprehension skills. Students learn characteristics of different types of texts through these discussions. A discussion about dialogue in a read aloud text is then applied to a student's individual reading work.

We also recognized that some students were below grade level in reading and several interventions were used.

Reading Interventions

Teachers use the DRA assessment tool, classroom observations, and 1:1 reading time to identify when a student is in need of reading intervention support. Interventions are utilized to help a student progress and be able to read at grade level. Teachers provide individualized lessons designed to specifically meet the student's needs that include teaching phonics and decoding skills to beginning readers and teaching comprehension strategies to older readers. Students use manipulatives such as a moveable alphabet, sound-based sorting activities and other language matching games. We have seen reading growth when connecting a student's interest with their reading skill work. Our school community offers their time and support for our developing readers. This focused attention has helped our students master specific decoding and comprehension skills. Volunteers use leveled texts and the students have access to these same leveled texts for individual reading or reading to their peers.

Here is an example of how a reading intervention through the DRA's was used by one teacher.

"The major intervention I incorporated was creating a new, leveled section of the library. I took a significant portion of the school library and matched the DRA number to the book so students could more easily find a "just-right" book. In the afternoons, we had reading buddy time---matching different-skilled readers who took turns accessing the DRA library

section and reading aloud. I worked with different students in pairs to listen and provide direct instruction and on specific days, gathered small groups with similar reading abilities for group read aloud or small-group instruction. Parent volunteers came in to help with the DRA library, matching their DRA level to books in the library. We also did practice reading from comprehension and reading workbooks on cause and effect, summarizing, etc. The magazine, *Time for Kids* was also helpful with students learning to read. Students in 3rd grade read the weekly issues and worked together to answer a comprehension sheet involving interpreting graphs, vocabulary, and cloze sentences (fill in the blank).”

School Improvement

Evaluation of Progress on School Goals – 2011-2012

Goal (Desired Result)	Strategies	Result Indicator (Assessment)	Plan of Action (Method)	Timeline (Start/End Date)
<i>Utilize best practice in math curriculum and state aligned assessments in grades 1 - 6 and improve student performance in math.</i>	<i>Research math curriculum that can be used along with the Montessori math curriculum.</i>	<i>Formal and informal observations are used as well as formal and informal assessments are used.</i>	<i>Implement Bridges in Mathematics which incorporates Common Core State Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners.</i>	<i>September, 2011 until May, 2012</i>
<i>Continue to track student performance on standardized assessments.</i>	<i>OAKS testing for students three times over the year to demonstrate growth.</i>	<i>Increased student growth is identified and new plan is implemented.</i>	<i>Math tutors, special projects "Illuminations", curriculum mapping and create teacher resource center.</i>	<i>November, 2011 until May, 2012</i>
<i>Implement Montessori Records Express (MRX) program with Montessori curriculum and state standards.</i>	<i>Use staff development for teachers to collaborate with the teachers who are implementing Montessori lessons with Common Core State Standards.</i>	<i>Teachers will be able to demonstrate implementing MRX with state standards</i>	<i>Provide increased time for teachers to work in team levels to incorporate Montessori lessons with state standards.</i>	<i>On-going, but all staff will have recorded lessons and assessed student learning through MRX by June, 2012</i>
<i>Adopt a supplemental Spanish curriculum and develop lessons at the Lower and Upper Elementary grade levels.</i>	<i>Create Spanish team meetings for maestros to collaborate on how they use the Sonrisas curriculum.</i>	<i>Maestros will implement Sonrisas curriculum and work across all levels on developing Spanish materials and supplemental curriculum.</i>	<i>Utilize Sonrisas as an assessment tool, direct instruction, and as a teaching supplement, and for Spanish immersion activities and singing Spanish songs and cultural projects.</i>	<i>September, 2011 until May, 2012</i>
<i>Purchase the Ivy School building at Prescott location.</i>	<i>Board initiates Comprehensive Campaign and Strategic Plan.</i>	<i>Prescott building is purchased and owned by the Ivy School.</i>	<i>Secure three-year pledges from community and develop campaign plan to secure financing.</i>	<i>September, 2011 and on-going until Prescott building is purchased.</i>

One of our goals was focusing on improving our students' 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 some 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 they 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 math teacher also proctored the students when they took their OAKS test at the end of the year. The students made notable gains from where they started at the beginning of the year.

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. In hindsight, we might have offered this academy sooner in the year, but we were trying other interventions and strategies as well. We divided students 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 4th 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 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.

MRX

Teachers continued to enter information on MRX (Montessori Records Express) in both record-keeping and for lesson planning. One interesting note is that MRX aligned the Common Core State Standards with Montessori curriculum at the end of last year. We were one year ahead by aligning the standards and curriculum ourselves. Now, we can focus on further implementing MRX with record keeping and lesson planning. In the future, we will be able to create a common report card based on data entered into the program. Working with MRX is an on-going process.

Sonrisas – Spanish Curriculum

We researched and discovered a Spanish curriculum that we would be able to use seamlessly with Montessori materials in the classroom. We focused on a Spanish curriculum called “Sonrisas” which offered two levels (Level I and II) for grades 1-6. We adopted the curriculum and maestros (Spanish Assistants) implemented the curriculum into their lessons. This program offered a scope and sequence along with assessments for each lesson. The maestros collaborated and shared how they best used the Sonrisas curriculum throughout the year. The students enjoyed the Spanish books that aligned with each lesson and the projects were engaging and age-appropriate. We will continue to use the curriculum while still building more Spanish materials for the classrooms.

This year, we had two new teachers in two new classrooms and in a new building. The teachers worked diligently to become more aware of the standards and were able to better assess their students in all subject areas. Teachers wanted more time to take what they learned about the assessments and continued to work with students to help close the gaps in their learning. The teachers collaborated together and looked at their teaching with a more critical eye. They spent time creating a curriculum map in math, grouped and paired students more in the classroom and focused on math to fill the gaps from the standards and Montessori curriculum. This year really helped us prepare for the coming year as we recognized that we needed to assess our students immediately which led to a staggered start and created more comprehensive assessments in math and reading which led to an intervention process in reading. This was a significant teacher development year for working with assessing student progress and using that information to inform their instruction.

Progress on purchasing the Ivy School building at Prescott

The Ivy School opened the doors to its current location, at NE 42nd Ave. and Prescott, in 2009, and the Ivy Facilities Committee has been analyzing the location ever since in an effort to find the best possible space for the long-term needs of the school. After extensive research into facilities options, the Prescott campus remains our most cost-effective option, given our needs. Because of this, the Ivy School intends to purchase and expand the Prescott location to meet our current and future facilities’ needs.

The Campaign Plan

To reach our goals for expansion to 240 students, we will need to purchase and renovate the current building on Prescott to add two additional classrooms, including furniture and additional instructional materials. In addition, we are working to secure an empty lot across the street from the Prescott campus that could be used for community purposes, such as a community garden, until such time as the Ivy School can raise the funds to build there as well. This additional purchase will further our goal of community involvement, while serving to secure an eventual home for our upper grades.

In order to raise money for the purchase, the Board of Directors established a Capital Campaign Committee, whose efforts have included a wide range of systemic changes in order to prepare the school to raise the necessary capital effectively. Because the committee also oversees annual fundraising efforts, its name was changed to the Comprehensive Campaign. Convened in the fall of 2011, the committee:

- Hired a fundraising consultant on a short-term basis to help establish processes and best practices.
- Conducted Board training to develop a strategic plan.
- Established a Development Committee to oversee all-school fundraising and integrate it seamlessly with comprehensive campaign goals.
- Developed a campaign plan, including a case for support, campaign policies and procedures, a list of potential donors, budget projections, and a 3-year timeline.
- Continues to work to secure interim financing in the form of loans and SNAP bonds.
- Approached the Ivy community to secure three-year pledges totaling \$70,000 to date.

Included here are two budgets for the campaign designed to cover the range of potential needs. Budget One reflects all items on The Ivy School wish list for the campaign. Ongoing expenses are estimated for a three-year period. Budget Two is a “bare-bones” budget, to provide a realistic counterpoint to inform our fundraising efforts.

Budget One

Purchase Prescott campus	\$1,300,000
Renovation to add two classrooms	350,000
Purchase of lot across street	180,000
Montessori materials to outfit two classrooms	60,000
Physical education instructor/reading specialist	150,000
Staff development	60,000
Scholarships for going outs	20,000
Operating shortfall	60,000
<u>Fundraising costs (estimated at 10%)</u>	<u>218,000</u>
Total	\$2,398,000

Budget Two

Down payment on Prescott campus	\$455,000
Down payment for renovation to add two classrooms	122,500
Montessori materials to outfit two classrooms	60,000
Operating shortfall	60,000
<u>Fundraising costs (estimated at 10%)</u>	<u>69,750</u>
Total	\$767,250

The Comprehensive Campaign is accompanied by strategic messaging meant to educate our community, both internally and at large, about the benefits of a Montessori education and the support we need to operate. Over the past year, our internal community has deepened and broadened; we have elicited a significant commitment from our internal community, and now we are ready to take that support to the external community to raise more substantial capital for the purchase.

Goals – Focus for 2012-2013

Goal (Desired Result)	Strategies	Result Indicator (Assessment)	Plan of Action (Method)	Timeline (Start/End Date)
<i>Identify and develop ongoing assessment tools (RtI) and procedures/strategies.</i>	<p><i>Communicate desired math outcomes to students and parents.</i></p> <p><i>Collaborate in team level meetings identified assessments and discuss implementation.</i></p> <p><i>Continue aligning Montessori materials with OAKS test (new teachers).</i></p>	<i>Student growth will be shown in math and reading.</i>	<p><i>Use math specialist to help tutor students who are below grade level.</i></p> <p><i>Identify math groups and use direct instruction consistently.</i></p> <p><i>Use ongoing assessment strategies.</i></p> <p><i>Identify ways for students to demonstrate their knowledge.</i></p> <p><i>Teachers will look at assessment data from class to class and age to age and determine next steps.</i></p>	<i>Begin September, 2012 and ends June, 2013</i>
<i>Strengthen our sense of community in the classroom and community.</i>	<i>Provide more educational resources in areas of school climate and culture.</i>	<p><i>Reduced student discipline issues.</i></p> <p><i>Reduce classroom conflicts.</i></p> <p><i>Provide culturally appropriate interventions and support.</i></p>	<p><i>Professional Development: classroom management tools, conflict resolution, cultural competency, Love & Logic.</i></p> <p><i>Increase understanding of diversity.</i></p> <p><i>Parent Education Nights, and weekly newsletter.</i></p> <p><i>Student mediation training.</i></p>	<i>Begin September 2012</i>
<i>All students below grade level in reading (30%) will be at grade level reading ability.</i>	<p><i>Research reading intervention assessment tools/strategies such as Chaucheh School intervention system and A to Z Readers.</i></p> <p><i>Communicate desired reading outcomes to students and parents.</i></p>	<i>All students will be reading at grade level.</i>	<p><i>DRA 3 times a year as needed.</i></p> <p><i>Implement reading intervention assessment tools/strategies that are consistent across all grade levels.</i></p> <p><i>Teachers will look at assessment data from class to class and age to age and determine next intervention steps.</i></p>	<i>Begin Sept 4, 2012 and ends June 30, 2013</i>

Identify and develop ongoing assessment tools (RtI) and procedures/strategies. All students below grade level in reading (30%) will be at grade level reading ability.

We are working on a fully integrated assessment and intervention program and this year, our focus is on reading. Using our math and reading assessments and looking at state test scores last year, the data showed the lowest test scores in 5th grade (12 students) and indicated a gap in reading even though the range of academic performance from students at Ivy from 3rd to 6th grade range from 50% to 73% who met or exceeded. We are focusing on student performance through initial and on-going assessments such as DRA, SRA, Read Naturally, and interventions such as leveled books, targeted daily instruction and reading inventories in all grades (1-8). We examined the underlying factors of our 5th graders to better understand and identify their gaps in reading and math. We are looking at attendance issues, and evaluation test performance over time to see if students who have consistently underperformed have received appropriate and successful interventions. We suspect many of our students struggle with analytical reading which affects math performance. We will collect more data to see if our assumptions are valid.

We have developed an RtI model so we could further understand where our students are struggling in reading, and have identified their reading deficiencies and grade level in reading ability. The teachers will develop instruction based on student needs and reassess them throughout the year.

The teachers will research and implement intervention tools such as SRA, Read Naturally, and A-Z Readers, and collect data to see if their struggling readers are improving and make changes according to the data analysis.

We have built in additional professional development days for teachers to use to research, develop and share assessment and intervention strategies for students and address the issue of our struggling readers. We created team meetings that are 60% directed by the teachers and are used for collaboration and building collegiality.

Strengthen our sense of community in the classroom and community.

Our students come to Ivy with many educational backgrounds other than Montessori and this year, we staggered the start for students during the first week of school so faculty could assess small groups of students in reading, math, writing and Spanish and orient students to the Montessori educational philosophy.

One of our goals is to strengthen our sense of community in the classroom and community. The ways we will be working on this goal is by providing staff development using “Love and Logic” for behavior management model in the classroom. This positive discipline program offers staff strategies to build a classroom with high behavioral expectations and reduce student discipline issues. We will track student behavior reports this year and see if the data shows a decline in negative classroom behavior. We are also training teachers and students in Student Mediation and have implemented it across the grades. When this type of collaborative problem solving is used with students, it allows them to work through a situation and solve their own problems. Both teachers and students use this approach on a daily basis.

We are focusing on understanding cultural diversity through staff development. We believe that learning how we approach our diverse student population in a discipline situation is critical for building a sense of community and establishing a fair and ethical

culture of awareness. The staff will collaborate throughout the year and gather resources and information to assist in building common ground of understanding around cultural diversity.

Our classrooms are fairly small for the number of students in each classroom, and we have addressed the issue of space by stacking the work shelves which created environments more conducive to learning and more positive socialization.

Parent/Student/Staff ODE Survey results - please see Attachment H

Analysis – Plan of Action for Parent, Students and Staff ODE 2011-12 Surveys

Teachers

The lower points on the graph for staff were lack of clarity and understanding of their roles, especially for Spanish speaking assistants and the vision for the school was not clear. These points need to be further understood and strengthened with staff.

Another touch point that staff expressed was they needed a better understanding of the usefulness of the state standards and reasonable school improvement goals and plans. These will be addressed at staff meetings where all members will be able to offer ideas for improvement to implement.

Students

In the “Response by Gender” survey, we noted that boys were significantly lower than girls from 1/5 of a point to a full point on almost all measures, and the variation between the ages was noticeable and significant even though the boys did not score less than a 3. Working with staff on this data to discover from the boys why the gap will be a focus.

We also noticed that the older the student, the less positive they felt about their school environment on most measures. Native American students scored the lowest points on the graph compared to any other group, while their parents scored the highest level of satisfaction. The Hispanic/Latino students scored the highest level of satisfaction. We always share the survey with the staff and will look at how we are working with our Native American students.

Parents

The school report card needs to be addressed and the school-home connections are the biggest concerns they reported. We need to clarify our message about how to help students learn at home in a non-homework environment. We will address these issues throughout the year in a multitude of ways.

While the Native American parents are one of the strongest groups in expressing their survey results, we need improvement in parent-teacher communication about academics with less generalization and more specifics about how their student is doing. We will implement student-led conferences to help address this survey information and meet with teachers to talk about how to communicate overall student performance with the parents.

Plan of Action for Parents ODE Survey 2011 - 2012

Goal (Desired Result)	Strategies	Result Indicator (Assessment)	Plan of Action (Method)	Timeline (Start/End Date)
<i>A school report card that better reflects student achievement and growth.</i>	<p><i>Talk with parents about what they want to see in the report cards.</i></p> <p><i>Look at other public Montessori report cards.</i></p>	<i>Implement new report cards.</i>	<p><i>Create new report cards.</i></p> <p><i>Share with parents and staff and make necessary changes.</i></p>	<i>Begin October 24, 2012</i>
<i>Improve parent-teacher communication about academics.</i>	<p><i>Clarify our message about how to help students learn at home in a non-homework environment.</i></p> <p><i>Provide more specifics about how their student is doing. Discuss strategies at staff meetings.</i></p>	<i>Give parent survey to learn about how the student-led conferences aided in parents understanding how their student learns.</i>	<p><i>Implement student-led conferences and meet with teachers to talk about how to communicate overall student performance with the parents.</i></p> <p><i>Confer with parents about the school-home connections and work share nights</i></p> <p><i>Include Montessori philosophy information in teacher and school newsletters.</i></p>	<i>Begin November 19, 2012</i>

Parent and Community Engagement

The Ivy Parent Teacher Organization (TIPTO) had over 35 active members during the 2011-2012 school year.

The 2011-2012 TIPTO council positions included:

- Co-President (2 positions)
- Vice-President
- Recording Secretary
- Communications Secretary - newsletter
- Communications Secretary - Facebook and website

The Ivy Parent Teacher Organization partnered closely with The Ivy School principal to align goals and provide the best possible support for the 2011-2012 school year. The TIPTO Co-Presidents held monthly meetings and countless “check-ins” to ensure the work being done by TIPTO aligned with the goals and needs of the school.

Through the work of the TIPTO council, TIPTO 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.

TIPTO’s mission was established with a desire to support The Ivy School in all of the school’s academic, community building and day-to-day needs:

- Promote the partnership between parents, teachers and the school community in supporting the mission of The Ivy School.
- Enrich the Ivy community through social events and gatherings.
- Support academic opportunities; both in the classroom and with after school programs.
- Encourage volunteering and parent involvement at school.
- Provide a non-biased forum for sharing information on issues that impact our children.

Promote the partnership between parents, teachers and the school community

The TIPTO council created a weekly electronic school newsletter that continues to be distributed to all of the families at The Ivy School. The newsletter was established to provide a central hub for all of the administrative announcements and news and to help keep all families informed and connected to the happenings at school. The newsletter includes submissions from students, administration, the school board, staff and the PTA. The newsletter is maintained by a TIPTO council member.

Ivy School Newsletter Sample – please see Attachment I

A “Parent Resource Library” was created to provide parents with access to Montessori related reading material in support of their children’s academic experience. The library was established and maintained by a parent volunteer and materials for the library were donated by the parent community.

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

In 2011-2012, the TIPTO council worked hard to build a strong foundation for future parent groups at Ivy. The council designed a Google Site for sharing and archiving all TIPTO related information and documents. By the end of the council’s term, TIPTO filled 9 elected council positions for the 2012-2013 school year and reached a majority vote to join the National PTA.

Enrich the Ivy community through social events and gatherings

In the spring, TIPTO 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.

TIPTO held welcome and monthly 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 TIPTO to be visible to the parent community and offer support to fellow parents. TIPTO also helped organize two social events: a potluck and a roller skating party as a way to help build community and offer the school community an opportunity to gather as a group.

In an effort to extend volunteerism beyond our own school while promoting a sense of community within The Ivy School, TIPTO organized a group of parents and students to volunteer at The Children's Book Bank.

The TIPTO council also ran a Shoe Exchange at The Ivy School. This was a fun community event that encouraged families to bring in shoes their children had outgrown and offered families an opportunity to swap for "new" shoes.

Support academic opportunities

The TIPTO council spent a large part of their efforts to establish an After-School Program at The Ivy School. The council heard from the Ivy community that parents and children wanted to have after-school class opportunities at the school and the council felt that establishing a program to offer these classes was an excellent way to support the students' academic needs. In 2011-2012, the after-school program that TIPTO created offered the Ivy students art classes in partnership with local artist Jody Katopothis, science classes in partnership with AKA Science, band and choir in partnership with Ethos, a Saturday Academy science class, an acting class in partnership with NW Children's Theater and a Lego League run by parent volunteers. 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 2011-2012 and the long-term goal is to grow the scholarships portion of the program.

TIPTO recruited parents to volunteer their time at Schoolhouse Supplies. Schoolhouse Supplies provided our teachers with vouchers to shop for school supplies at their "Free Store for Teachers" in exchange for our volunteer hours. Parent volunteers made multiple trips throughout the school year to volunteer at Schoolhouse Supplies as well as pick up school supplies for the teachers.

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 TIPTO 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 TIPTO 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.

Encourage volunteering and parent involvement at school

In 2011, Ivy expanded its campus to add an additional 2 classrooms in a new building. TIPTO volunteers rallied over the summer to help prepare the classrooms for the new school year. Parents moved materials, built furniture, painted trim, scrubbed floors and walls, installed white boards and did whatever was needed so teachers could get their classrooms ready for the first day of school.

TIPTO held 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.

TIPTO implemented a new volunteer information form and put a process in place to ensure easy access to willing volunteers. Hundreds of hours were donated by parents to be sure Ivy had what they needed.

Provide a non-biased forum for sharing information

In addition to TIPTO general meetings held once a month, which include a standing 10-15 minute "open forum" agenda item, TIPTO maintains a parent Google Group where parents can share concerns, provide advice and discuss issues concerning our children.

While TIPTO's focus was largely internal in 2011-2012, there were opportunities to partner with the greater community. The After-School program provided an excellent opportunity to partner with different community groups including Ethos, AKA Science and local artist Jody Katopthis. Other community businesses have shown support for The Ivy School by providing us with donations. Franz Bakery donated bread to our school lunch program, and many businesses helped to support our talent show. Widmer and Southern Distributing donated wine and beer, Peter Corvallis Productions gave us a discount for the stage and Goose Hollow Inn Pub donated food and servers. Motivasi on Prescott Street provides us with a place to meet and a discount on coffee for our monthly parent coffees.

One of TIPTO's goals was to create a sense of community and encourage parent volunteerism. TIPTO strove to continue to engage parents through the newsletter, the welcome and monthly coffees and the social events. It was clear throughout the year that parents welcomed this opportunity and it was evident through all of the projects TIPTO tackled during the school year. From volunteering at Schoolhouse Supplies, to producing the talent show, to showing their appreciation during teacher appreciation week, parents were an essential part of making each of TIPTO's projects a success.

Community – Business Partnerships

Ivy continues to create new partnerships while sustaining partnerships with many local businesses and community members. The following are highlights of a few partnerships and a list of the rest we worked with this year.

SCRAP

Ivy applied for, and was accepted, as SCRAP's (School and Community Resource Action Project) school partner for the year. The educational program director, Kari, came to our school several times to lead art projects that used reused, recycled or found objects. One project she led was to turn a hula hoop into a weaving loom. The students then brought in old t-shirts and fabric from home and cut it into strips and used it to make a circular rug that we put in our classroom when it was finished. The students loved taking turns sitting on the rug.

Another project that Kari led was to collaborate with another organization called Create Plenty. Create Plenty's mission is to assist schools in educating students about single use plastic and how it is used once and then thrown away. The project they developed was a plastic quilt. They asked schools to contribute a square for the quilt and Kari facilitated this project in our classes. She brought in an abundance of single use plastic items and then rotated small groups of students through the process of creating the square. The square was accepted and became part of the gallery exhibit.

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.

Audubon Overnight

We partnered with the Audubon Society and three different lower elementary classes spent a night at their sanctuary in Forest Park hiking. 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 their invitation to use their gym space two times a week. A retired Physical Education teacher of 30 years in the Portland Public School District volunteered her time and came to Dishman and taught many skills and activities to the students at the center. The teachers followed up the rest of the week by reinforcing the skills, games and fitness activities everyone had learned.

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)