



Annual Report

2014 – 2015

Submitted to:

Oregon Department of Education

By the Board of Directors and Leadership Team

The Ivy School

Portland, OR

Table of Contents

Overview	page 3
General Information	page 7
Personnel	page 10
Board of Directors	page 15
Curriculum/Programs	page 16
Student Assessment and Achievement	page 24
Survey	page 26
School Improvement Plan of Action	page 29
Parent/Community Engagement	page 34
Facilities	page 36
Financial Management	page 37
Local School District Connections	page 39

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 – The Ivy School 2014-15 Report Card

Attachment E - Student and Parent Handbook

Attachment F - The Ivy School Audit

Attachment G - 2014 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 socioeconomic 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 consisted of seven lead guides, five Spanish-speaking assistants, and two support staff.

The Ivy School started planning for its fifth year and realized it would be unable to meet the demands of the lottery pool and its current student population. The Ivy School was ultimately able to expand its student body by adding two classrooms – a lower elementary room home to grades 1 through 3 and an upper elementary classroom with grades 4 through 6. The Ivy School purchased its Prescott campus and expanded its lease to include the entire Morris Campus, which included an outdoor classroom. The Ivy School also flourished with the addition of a Music teacher to the school staff, which allowed students to participate in weekly music classes as well as a couple of performance opportunities. The staff consisted of eight teachers, eight assistants, one music teacher, four support staff, two program support staff, and one full-time administrator.

The sixth year at The Ivy School was a year of transition and celebration. At the end of the previous school year, a new leadership structure consisting of a Student Support Services Coordinator at each campus and the Business and Operations Manager were hired to work alongside the Executive Director as a leadership team. One full time Administrative Assistant and one part-time assistant were hired to develop and implement systems. Also, the structure of the school's classrooms and enrollment numbers allowed for the addition of one middle school classroom (making two full 6-8th grade classrooms), four fully enrolled lower elementary classrooms (1-3rd grade) and two upper elementary classrooms (4-5th grade). This marked a significant milestone in our charter school development, indicating that The Ivy School would, the following year be able to realize its goal of 8-10 classrooms reflecting the Montessori model of lower elementary 1st-3rd years, upper elementary 4th-6th years, and Middle School 7th-8th years.

At the beginning of the school year, the full-time administrator was unexpectedly called to care for family, took leave, and subsequently resigned. An interim Executive Director was hired to fill the position. Having a distributive leadership model in place provided stability at The Ivy School during this challenging time.



Introduction

The Ivy School began the 2014-15 school year with an enrollment of 258 students and an applicant pool of 261, an increase from 160 the year before, exhibiting growth and stability as a State-sponsored public charter school. The year was highlighted by some major accomplishments:

- Our charter was renewed for five more years in a unanimous vote by the Oregon State Board of Education
- Applicant pool increase of 62.5%
- Added a second Middle School Classroom of 30 students
- Provided farm and/or outdoor education at all grade levels
- Implemented High School, college and career connections in the Middle School Program
- Secured a technology grant from Oregon Department of Education that allowed us to purchase 56 Chromebooks and two charging carts. This had a huge impact on the ability to administer state testing.
- Partnered with Portland State University Department of Philosophy (Middle School Program)
- Created an outdoor classroom and learning garden as an integrated program piece
- Created an Ivy School Teacher Retention Project and Report
- Worked with the State Board of Education to develop and implement a new charter school evaluation tool

This report will summarize the structure of the school, present basic facts about our student demographics in the 2014/2015 school year, and highlight some of our curricular work during this last year. It will also touch on our successes thus far, goals for the future, and challenges we face.

General Information

The Ivy School Calendar 2014-2015

August 2014

19-21 Staff Retreat
22-28 Professional Development and Planning

September 2014

1 No School - Labor Day
2-5 Student Assessment and Orientation Week
8 First Day of School for All Students

October 2014

10 No School - Teacher Inservice
28 Early Dismissal - International Children's Day
29-31 Parent Conferences

November, 2014

10 No School - Teacher Planning Day
11 No School - Veterans Day
25-28 No School - Thanksgiving Holiday

December, 2014

17 Winter Performance
22-31 Winter Break

January 2015

5 Students Return from Winter Break
19 No School - Martin Luther King Day
30 No School - Teacher Planning

February 2015

16 No School - President's Day

March 2015

23-27 Spring Break

April, 2015

10 No School - Teacher Planning
16-17 No School - Student Conferences

May, 2015

15 No School - Teacher Planning Day
25 No School - Memorial Day

June, 2015

11 Last Day of School
12 Teacher Work Day

Snow Make-up Days Scheduled as Needed

The Ivy School Student Daily Schedules

Lower Elementary

8:00-8:15	Drop off/Greetings/Students Prepare for their Day and Begin Work
8:00-11:00	Work cycle - Individual work/Projects/Small Group Lessons
11:00-11:10	Clean-up
11:10-11:25	Circle/Discussion/Announcements/Work Journal Check
11:30 - 11:55	Lunch
12:00-12:30	Recess
12:30-1:00	Read Aloud/Work time
1:00-2:10	Work Cycle Specials: Spanish/Music/Art/P.E./Reading Groups
2:10-2:25	Clean-up and Responsibilities/Get items for going home
2:30-2:45	Silent or 'Buddy' Reading/Dismissal

Friday: Early Dismissal Schedule

8:00-8:15	Drop off/Greetings/Students Prepare for their Day and Begin Work
8:00-11:00	Work cycle - Individual work/Projects/Small Group Lessons
11:00-11:10	Clean-up
11:10-11:30	Circle/Discussion/Announcements/Work Journal Check

Upper Elementary

8:15-8:30	Drop off/Greetings/Prepare Classroom for the Day
8:30-8:45	Circle/Discussion/Announcements
8:45-11:30	Work cycle: Individual work/Projects/Lessons
11:30-12:30	Lunch and Recess
12:30-2:30	Work Cycle Specials: Spanish/Music/P.E./Reading Grps./Peace Educ.
2:30-2:45	Clean up
2:45-3:00	Quiet Reading
3:00-3:15	Dismissal

Friday: Early Dismissal Schedule

8:00-8:15	Drop off/Greetings/Students Prepare for their Day and Begin Work
8:00-11:00	Work cycle - Individual work/Projects/Small Group Lessons
11:00-11:10	Clean-up
11:10-11:30	Circle/Discussion/Announcements/Work Journal Check

Middle School

8:15-8:30	Drop off/Greetings/Prepare classroom for the day
8:30-8:45	Circle / Discussion/Announcements
8:45-11:45	Work cycle: Individual work/Projects/Lessons
11:45-12:00	Clean Up
12:00-1230	Lunch and Recess
12:30-2:30	Specials: Spanish/Art/Music/P.E./Projects/
3:00-3:15	Dismissal

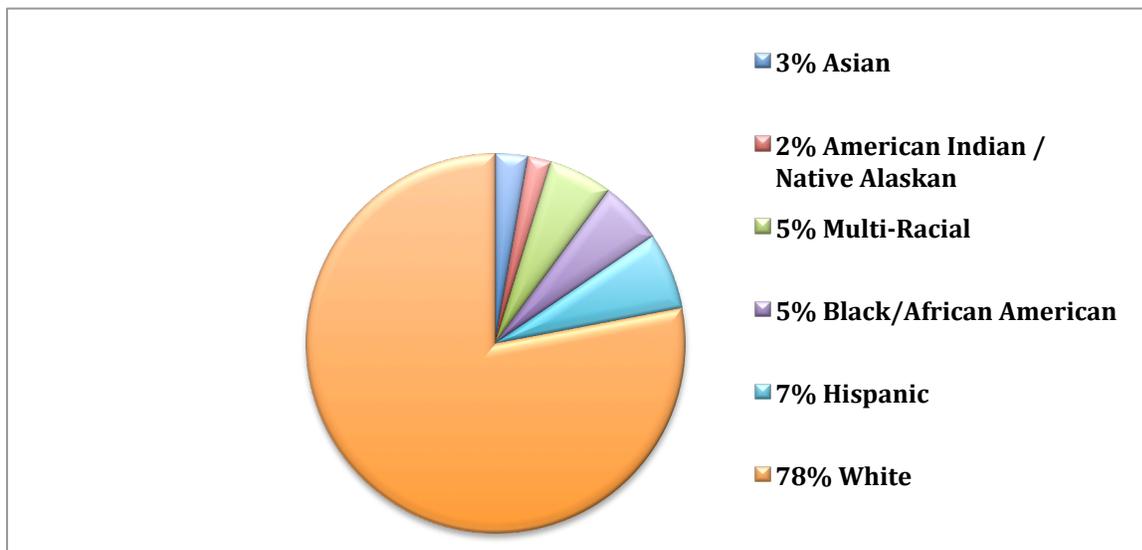
Friday Schedule on six week rotations: **Friday Forums:** Garden, Art, Drama, Civics

8:15-8:30	Drop off/Greetings/Prepare classroom for the day
8:30-9:00	Community Circle
9:00-11:30	Rotations

Student Demographics

The total enrollment for the 2014-2015 school year was 258 students in grades 1 - 8, consisting of four 1st through 3rd grade classrooms at the Prescott campus, along with two 4th through 5th grade classrooms, and two middle school (6th through 8th grade) classrooms at the Morris campus. The Ivy School had a total of 261 student applicants for the 2014-15 lottery. The waiting list for the Ivy School totaled 139 students, after open spaces were filled.

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



Personnel

Staff Positions and Qualifications

Staff Member	Position	TSPC License/Registration	Degree	Endorsements	HQ to Teach
Mary Zigman	Executive Director	TSPC License Charter Registry	BA M.Ed.	Administrator- All LVL	
Dr. Rebecca Keith	Interim Executive Director	TSPC License Charter Registry	M.Ed. Ed.D.	Administrator- All LVL	
Rebecca Gilson	Teacher 1 - 3	TSPC License Initial Teaching	BA M.Ed.	MS-ECE, ELE	K-8 Self-Contained
Claire Thomas	Teacher 1 - 3	TSPC License Initial I Teaching	BA M.Ed.	MS-ECE	K-8 Self Contained
Laura Jenness	Teacher 1 – 3	TSPC License Charter Registry	BA	MS-ECE	K-4 Self-Contained
Betty Skundrick	Teacher 1-3	TSPC License Initial Teaching	BA M.Ed.	MS-ECE,ELE	K-8 Self-Contained
Kevin Pearson	Teacher 4 - 5	TSPC License Initial Teaching	BA MAT	MS-ECE,ELE	K-8 Self-Contained
Anna Cornett	Teacher 4 - 5	TSPC License Initial I Teaching	BA MAT	MS-ECE,ELE	K-8 Self-Contained
Megan Ticer	Teacher 6 - 8	TSPC License Initial I Teaching	BA MAT	MS- MIDLVL	5-9 Self-Contained 5-12 LA
Travis Eddy	Teacher 6 - 8	TSPC License Initial I Teaching	BA MAT	MS-MIDLVL Integrated Science – HS,MS	5-9 Self-Contained 5-12 Science
Felicity Powers	Teacher 6 - 8	TSPC Initial Teaching	BA MAT	MS – ECE, ELE	K – 8 Self Contained
John Crever	Music Teacher 1 - 8	TSPC License Initial Teaching	BA	Music –All Levels	Music K - 12
Stephanie Flood	Teacher 1 - 8	TSPC License Initial I Teaching	BA	MS-ECE, ELE,MIDLVL	K-8 Self-Contained Math K - 8

Staff Member	Position	Background Check			
Pilar Rooney	Teaching Assistant	ODE Background Check			
Elizabeth Jones	Teaching Assistant	ODE Background Check			
Andrea Fallico	Teaching Assistant	ODE Background Check			
Angela O'Brien	Teaching Assistant	ODE Background Check			
Rianna Clark	Teaching Assistant	ODE Background Check			
Ariel McNett	Teaching Assistant	ODE Background Check			
Matthew Voedisch	Teaching Assistant	ODE Background Check			
Anne O'Neal	Student Support	ODE Background Check			
Amy Stuhr	Student Support	OSP/FBI Background Check			
Karie Breyne	Business and Operations	ODE Background Check			
Nick Fenger	I.T.	OSP/FBI Background			
Ellen Dishman	Administrative Assistant	ODE Background Check			
Jillian Droste	Administrative Assistant	ODE Background Check			
Chris Howe	Aftercare	ODE Background Check			
Erika Hansen	Aftercare	ODE Background Check			
Harmony DeArmon	Aftercare	ODE Background Check			
JR Lopez Garcia	Maintenance/Facilities	ODE Background Check			

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. 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 certification. In either case, we support teachers 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), MNW (Montessori North West), 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.

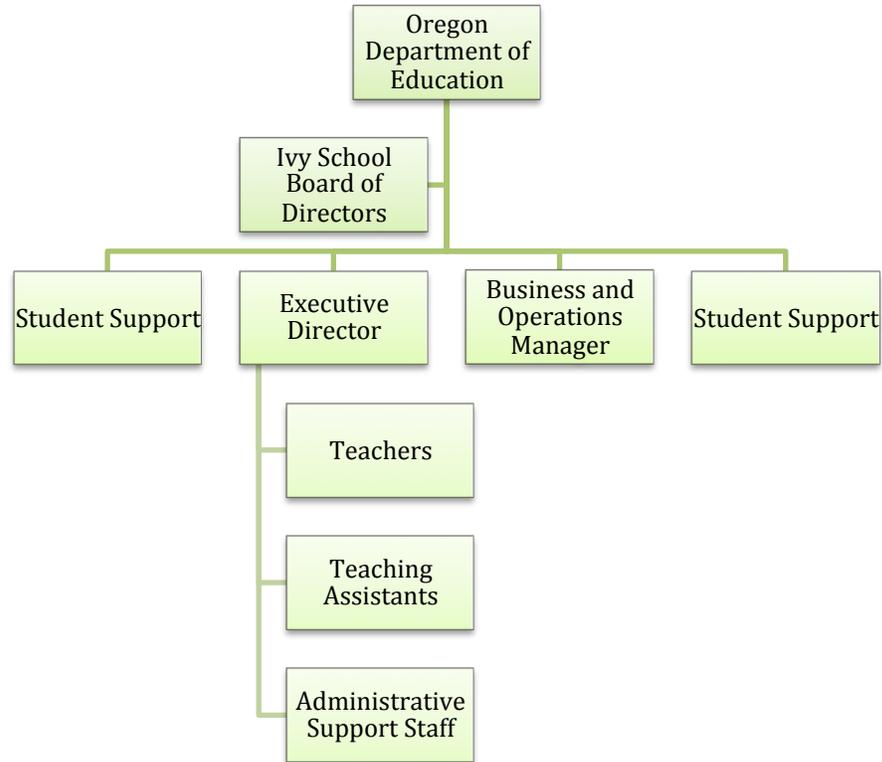
Hiring Procedure

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

School leadership evolved from a single director to a distributive model including an Executive Director, Business and Operations Manager, and two Student Support Coordinators. The Executive Director oversees activity at both campuses. Student Support Coordinators are the first contact person for students, families, and staff at each campus. Primary responsibilities of the Student Support staff include student issues, family

meetings, Special Education meetings, and facilities needs coordination under guidance of the Executive Director. The Business and Operations Manager is responsible for human resources, financial management, contracts, ensuring compliance with all state and federal laws, and reporting to official agencies. All four team members work together to accomplish the myriad duties necessary to successfully and efficiently run a dynamic school.



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. Support for Professional Development is also demonstrated through the practice of early release times on Fridays. The staff 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. Information was brought back to Ivy and shared back to staff members unable to attend during regularly scheduled Friday afternoon staff meetings.

Staff started the school year with a three-day in-service retreat. All staff were invited and participated in team building exercises and workshops focused on math, writing, student achievement, the student achievement gap, Special Education practices, and Restorative Justice.

The leadership team participated in a workshop presented by Montessori Institute Northwest and the National Center for Montessori in the Public Sector. The workshop focused on program design, strategic planning, self-evaluation, and assessment. The Essential Elements Rubric to support self-evaluation was presented.

Claire Garcia attended a thought provoking conference presented by the Race and Pedagogy National Conference offering workshops on difficulties faced by Native American Communities in the American Education System. Rebecca Gilson attended the ORBIDA conference with Ron Yoshimoto to enrich our support of dyslexic students. Laura Jenness completed her master's in education degree.

The Ivy School provided funding for Anna Cornett, Kevin Pearson, and Matthew Voedisch to complete their Montessori training through the North American Montessori Center. Consequently, each Morris campus classroom had a trained Montessorian leading students. Additionally, Kevin Pearson attended meetings of the Portland Council of the International Reading Association.

Travis Eddy participated in workshops offered by the Tillamook State Forest Center and University of Washington. The Forest service workshop looked at ways to educate about forests both in the classroom and in the field. The University of Washington conference provided guidance on integrating philosophy into school curriculum. As a result of the University of Washington courses Ivy middle school students began participating in philosophy discussions with Portland State University students that has continued into the current school year.

Multiple staff members participated in PPS's diversity series and Taking it up workshops.

The Ivy School encourages staff to continue their educational journey and full or partial funding is provided to staff members. The Ivy School 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

Board of Directors

The Ivy School Board of Directors – 2014-2015

- Karilyn Wax, Board Chair, 2013
- Lisa Larpenteur, Treasurer, 2014
- Amie Robar Chally, Secretary, 2014
- Johanna Keith, Board Member 2009
- Billy Ladd, Outreach Committee, 2013
- Alby Salsa, Outreach Committee, 2014

Board Meeting Minutes - Please See Attachment B

Board of Directors Policies - Please See Attachment C

Board of Directors Professional Development

As part of the school's agreement for renewal in the ODE/SBE contract, all Ivy Board members take a board and ethics training through the Oregon Government Ethics Commission's *iLearn Oregon* training program.

The program contains many topics that Board members can access, and they are 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
- Legislative Changes

Curriculum/Programs

Overview

The Ivy Montessori elementary program consists of lower elementary, ages 6-9 in grades 1-3, and is located at the Prescott campus. The Ivy Montessori upper elementary, ages 9-10 in grades 4-5, and middle school, ages 11-14 in grades 6-8, are located at the Morris campus. All Ivy programs offer 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. Impressionistic charts and timelines aid teachers, 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 time lines, 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.

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 also 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 provides Spanish instruction. Our Spanish program has three components:

- 1) Students receive direct instruction in Spanish through speaking, listening, reading, and writing lessons.
- 2) 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.
- 3) 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, Physical Education, Summer Camps, and Enrichment

Movement/Physical Education

Ivy School students participate in Physical Education classes once a week for an hour. Curriculum was designed to meet scope and sequence at each grade level as set by the Oregon State Standards, and is supplemented by the philosophies and activities of the PlayWorks program. With a focus on collaboration, Ivy P.E. classes promote a culture of inclusion, with a focus on personal fitness, healthful habits, and mindful physical movement. Over the course of the year, students have the opportunity for a range of experiences from outdoor “pick up” ball games to team sports to yoga.

Art and music continue to be integrated in the daily curriculum in each classroom as guided by Montessori philosophy and materials. Montessori 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. Montessori music lessons were partnered with a research based music literacy curriculum designed by John Feierabend and taught by a trained instructor during specials instruction. Drawing on the rich repertoire of traditional and folk literature from America and abroad, the aim is to develop the three dimensions of a musical person; to perceive music, to imitate music and to create original music. To facilitate this end in the lower grades, the once weekly 30-minute lesson includes 1. Nurturing a student's ability to sing alone and

with others, 2. Move and sing appropriately and expressively with songs, rhymes and recorded music, 3. Develop individual competencies with beat in both groups of twos and threes and 4. Expand musical listening skills.

The upper grades meet weekly for one hour. During each class the students continue their growth by 1. Exploring musical form and expression through moving, 2. Learning sing in harmony alone and with others, 3. Music reading with rhythmic and melodic solfege to build musical independence and 4. Informal group singing to build facility with the singing voice and build community through a common repertoire of known songs. In the future Ivy would like to expand to more formal choral singing in upper grades.

Last year the Ivy School presented three student musical programs: a winter concert, student talent show and spring music work share.

Art

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 fourth annual Arts Week. Many guest artists presented to students at Ivy for an intensive exposure to various art forms. 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 Art Gallery and Auction. Over 500 were in attendance

Garden Program

The Ivy School created a school garden and garden program in the school year of 2014-15. Below are the outlined goals of the program including four main objectives:

1. Design, building, and implementation of a school garden with outlined projects and activities
2. School garden partnerships and community involvement with related field trips
3. Impact on student growth
4. Seeking support from community building and grant writing

1. The implementation of our garden provided opportunity for students to engage in:

- Garden design

- Student led farmer's market
- Animal husbandry and zoology
- Becoming certified in the Backyard Habitat Certification program
- Building garden structures such as a duck pen with a living roof, tool shed, composting center, rabbit hutch, greenhouse, plant shelving, grape vine arbor, insect hotel, mason bee housing, lending library, mason bee kiosk, herb spiral, perennial and annual garden beds, rain garden stewardship
- Study botany through seed germination and plant care, plant root structure, plant propagation, plant guilds, soil fertility and composition, compost, decomposers, and fruit tree care.

2. The Ivy School garden program made connections with several local organizations that allowed for students to engage in service learning opportunities

Partnerships included: The Fargo Food Forest, Bluehouse Greenhouse Urban Organic Farm, Greentable Cooperative Garden, PCRI, and local beekeepers. The program took field trips to The Plant Repair Institute where students engaged in community activism and to Hood River Middle School to investigate a net-zero energy and waste system.

3. Listed below are some of the multitudes of ways that students were impacted through embodied academics.

Mathematics - Math concepts are based on spatial relations (understanding relative size, distance, etc.). This relies on our ability to see and feel sameness and difference in size and space. We do this physically through rhythmical verses & Songs, marching in unison, experiencing weight, measurement and balance, and 'finger plays' and conceptually through counting games and Sequential Storytelling.

Reading - tracking (identifying shapes that tell about what animal was there before us) is reading the landscape and teaches foundational skills for conceptualizing that shapes combined in a specific way communicate something greater than just the parts, ocular motility (movement of the eyes in pursuit of visual targets): this happens so naturally outdoors! We catch birds in flight, watch leaves falling from trees (and try to catch them!), search the trees for owls and even bee swarms. Lots of natural visual tracking outdoors!

Language - Story repetition and word enunciation, reciting verses, learning to understand how to listen to animals and how they communicate (specifically bird language) teaches

nance recognition and emotional intelligence, grammar (stories and circle), verb tenses (circle songs, like “Over in the Meadow”)

Geography - Developing a sense of place, learning the directions and developing an intuitive navigational sense

Science - gardening, creating relationships with plants, animals, experiencing the laws of physics, cooking/baking, working with fire, learning the medicinal properties of plants and how to make remedies

Writing - developing fine motor skills with the hands. Examples of fine motor activities: harvesting Sunflower seeds and popcorn, stringing Indian corn necklaces, sifting cob materials, peeling cracked acorn shells, beeswax modeling, finger games, berry picking (currants!), kneading bread dough, wet felting (first stages specifically), pollen harvesting, basket weaving, sewing, painting, tying (securing things with grasses, rope, string, etc.), snapping and zippering their rain gear after bathroom time, planting seeds, harvesting seeds, etc.

Other - Interhemispheric integration, imaginative & creative play fosters ingenuity & develops problem-solving skills, interacting with non-linear surfaces requires more brain activity to process because of the lack of predictability, sensory development (specifically the more subtle aspects of sensation) and sensory integration, developing muscle tone and will forces

4. The Ivy School garden, being a new program, had a goal of building community support. Ivy families supported the school through monetary donations for school produce and garden plant sales, as well as supported the program by attending school garden potlucks, work parties and weekend/summer garden and animal care.

Through grant writing, Ivy school was granted a \$2000 grant from Whole Kids Foundation and a follow up grant for \$1500 for a honeybee grant.

After School Enrichment Classes

During the 2014-15 academic year, the Ivy School continued to offer an after school enrichment program serving all grades. Course leaders included Ivy staff members and skilled professional guests from the community. Classes met on a weekly basis for an average of eight weeks in length each term, and ranged in price from no cost to \$120 per course. Ivy also offered discounts for students participating in the free and reduced lunch program and the aftercare program at Ivy.

Ivy focused on bringing a vast array of topics for students to explore in the enrichment program, with the goal of including courses in physical education, science, technology, math, language arts, music, fine arts, and community building. Outreach by enrichment participants contributed to both the Ivy and greater community in a number of ways. Regular updates were shared in the school newsletter, featuring photos and stories. Courses utilized social media and presented live performances and work shares on campus, which were attended by students and families. Enrichment students also provided contributions beyond Ivy, through such acts as creating donations and joining with community organizations and those in need.

Summer Camp Programs

Summer camp programming was offered to Ivy students and non-Ivy students alike. The program included engaging, weeklong camp sessions for students in grades 1 through 8. The unique, hands-on classes included urban farming and permaculture, nature crafts, fashion sketching and illustration, yoga, stop-motion animation, Girl Scouts, a Montessori jump start, drama camp, "Little House on the Prairie" camp and elementary engineers. Ten camp sessions were hosted and each session was full. Ivy plans on continuing the expansion of its camp program in the upcoming year to include additional camps and broaden the base of participants in the program through additional advertising and recruitment.

Evaluation of Curriculum Impact

We evaluate our curriculum impact in a number of ways including state assessments, Easy CBM for math, Fountas and Pinell for reading, classroom based assessments, portfolios, rubric based projects, and Montessori observation tools (exit tickets, writing samples).

MSRK Record Keeping System

After attempting to implement multiple record keeping systems (MRX and Compass) without success, The Ivy School worked with fellow charter Montessori guide, Moss Templeton, to implement Montessori Solutions Record Keeping. One teacher piloted the program successfully during the 2014-15 school year. In June 2015, all teachers participated in system training to prepare for the 2015-16 school year.

Special Populations

Income Based - Economically Disadvantaged

There were 72 students (28% of our student population) who qualified for Free or Reduced price lunch based on federal income guidelines.

Special Education

Over the course of the 2014-2015 school year, 29 students received special education services and/or speech-language support from The Portland Public School District. The Special Education teacher assigned to us (.5 FTE) returned for the 2014 - 2015 school year, which is a significant plus for our school, as there was a continuance of established relationships with our students. We acquired a new Speech-Language Pathologist (4 hours a week) and School Psychologist (4 hours a week).

In 2014-15, The Ivy School reported a combined number of 63 students on RTI and Special Education

Response to Intervention

The Ivy school is in it's second year of RTI (Response to Intervention) and staff training and support are on-going as we continue to develop a strong whole school model and streamline the BSC process.

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 are 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

The Ivy School had no ELL students in 2014-15.

Student Assessment and Achievement

Assessment

In 2014, teachers began the year by assessing their students on reading and math levels. All students were assessed using the Fountas and Pinell (F&P) measurement tools. In addition, all 3rd through 8th grade students had the opportunity to practice and complete OAKS and CCSS 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.

Common Core State Standards and OAKS Testing

The 2014--15 school year is a new baseline year for student achievement data. Ivy School students participated in the CCSS and OAKS Tests during the month of May, 2015. During the 2014--2015 school year, Oregon replaced the OAKS tests with the new Smarter Balanced tests. These new tests align with the Common Core State Standards and are more complex, with increased emphasis on critical thinking skills, problem solving, and writing. For this reason, individual student scores as well as school and district scores look lower this year across the state of Oregon. We expect these results to improve over time.

Reading Practices

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-aloud and independent reading are also a daily part of the Montessori environment.

In 2014-15, all students continued to be assessed with the Fountas and Pinell assessment tool. Students in grades 1st through 5th used Reading A-Z to augment Montessori reading lessons. Students who were identified in the upper grades as not being on grade level were given the Read Naturally program as an intervention. Ivy strengthened our 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.

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

- 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.

The Ivy School 2014-15 Report Card - Please See Attachment D

Survey

Analysis & Plan of Action

ODE Staff Results Analysis

On the ODE staff survey, only a few comments dropped below the agree/strongly agree level. These items fell at or below a level three:

Staff

- The school provides an atmosphere where everyone can succeed.
- Quality work is expected of all students at this school
- The vision of this school is clear
- The vision of this school is shared
- We have an action plan in place, which can get us to our vision

Instructional assistants

- My administrators facilitate communication effectively

Staff Morale

School staff indicated their morale ranked below the agree/strongly agree level and that the action plan for reaching school goals was not clear. It was not a surprise that teacher morale was low. Leadership met frequently with staff at both campuses about challenges in the classroom and community.

Among the concerns of teachers were lack of Montessori training, materials, and experience, apprehension due to the Director stepping down, and a challenging physical environment in both locations. Teachers at both sites were frustrated by the physical size of the classrooms and a lack of available space to meet.

These frequent conversations greatly informed decisions Leadership made for the next school year. The work of developing a vibrant charter school is demanding. In recognition of the work, leadership take steps to celebrate staff by hosting a staff retreat at the beginning of the year, recognizing staff birthdays, providing time during the day for planning and providing food during meetings. We as a staff also need to take more time to celebrate our achievements together.

School Vision and Action Plan

On the vision front, we are just beginning to have access to resources through MNW to further develop Montessori in the public education system. As a school, Ivy has nearly reached its goal of classroom configuration. Responding to rapid growth and administrative turn over has pushed the focus away from forward thinking strategic planning. The switch to a distributive model, leadership will be able to focus on solidifying the vision and communicating it to our broader community. Reports of administration not effectively facilitating communication may be a result of lack of an agreed upon shared vision. At times, classrooms seemed to be isolated islands floating next to one another rather than a community of people working together with a shared vision. Leadership continues to dedicate time on early release Fridays to ensure that communication is at the forefront of our teaching and learning practice.

Working with Students

While teachers and instructional assistants consistently answered agree or strongly agree that they provided a classroom environment where student outcomes, standards, and learning expectations were clear, in some areas, the information reported did not translate to beliefs about student work.

ODE Student Results Analysis

We are excited to report that almost universally Ivy students reported that they agreed or strongly agreed with all the survey statements at a higher rating than the previous year. One major shift that occurred from past years to the current year was the addition of a Student Support Coordinator at both campuses and a cohesive shared leadership model that allowed for a member of leadership to be on site to support students on a daily basis. In addition, the survey responses indicate that the students perceive a strong connection between home and school. Also interesting and of import is that both boys and girls responded to survey questions similarly. We believe this is a strong indicator that the Montessori methodology of the 3-hour work cycle benefits both genders.

Looking at the survey results with an equity lens and being mindful of the challenges Ivy is facing with the achievement gap, we were pleased to see the following indicators (nothing fell below a 3.5):

Black/African Americans reported above 4.0 on all of the following which indicates that students believe that teachers have high standards for them, that their teachers care about them and that they matter and that their families believe they can be successful at The Ivy School:

- I like this school
- My teacher cares about me

- My teacher thinks I will be successful
- My teacher is a good teacher
- My teacher believes I can learn
- The work I do in class makes me think
- Students are treated fairly by the principal
- Students at my school are friendly
- My family believes I can do well in school
- My family wants me to do well in school

Of concern in our continued equity work is the drop by Latino students (below 4) in response to the statement “I belong” and the drop by African American students (on 4) in response to the statement “I am safe”.

ODE Parent Results Analysis

Parent results were consistently positive. One area that consistently showed up as significantly below the result of other responses was, *I respect the school's principal*. This is an understandable response from the parent community and we are unclear as to how to analyze the result due to the transition. It could be a response to the Executive Director leaving the school after the year started or a response to be unsure or unaware of the role of the Interim Director.

Another area of interest on the Parent Survey was the response by 6th grade parents that does not follow the trends of the other grade levels in some areas. This could be a response to the newness of the addition of two middle school classrooms this year.

The Ivy School had a lot of parent involvement this year, especially by fathers due to the implementation of the garden program, which may have led to some of the spikes in this portion of the parent survey.

School Improvement Plan of Action

Goals – Focus for 2014-2015

<i>Goal 1 (Desired Result)</i>	<i>Strategies</i>	<i>Result Indicator (Assessment)</i>	<i>Plan of Action (Method)</i>	<i>Timeline (Start/End Date)</i>
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>

<i>Goal 2 (Desired Result)</i>	<i>Strategies</i>	<i>Result Indicator (Assessment)</i>	<i>Plan of Action (Method)</i>	<i>Timeline (Start/End Date)</i>
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.	<p>Leveled benchmark assessment tests.</p> <p>Measurable gains on OAKS assessment.</p>	<p>Assess all students at a minimum of twice yearly using the leveled benchmark assessment system.</p> <p>Provide professional development to all staff in reading assessment.</p> <p>Provide professional development to all staff in "The Great Reading Lessons" based on Tanny McGregor's <u>Comprehension Connections</u>.</p>	<p>Fall / Spring, and as needed.</p> <p>Staff Week (Summer).</p> <p>PD Days (2).</p>

Goal 3 (Desired Result)	Strategies	Result Indicator (Assessment)	Plan of Action (Method)	Timeline (Start/End Date)
Develop consistent curricular planning across school and improve teacher collaboration.	<p>Research Best Practices in lesson planning.</p> <p>Review Montessori lesson plans from other schools.</p> <p>Align lessons with Common Core Curriculum.</p>	<p>Students will have a shared set of curricular experiences across the school based on grade level.</p> <p>Teachers will dialogue about, and work together to develop, curriculum.</p>	<p>Teachers will work together to develop lesson plans using the UBD (Understanding by Design) format.</p> <p>Teachers will have shared planning time to collaborate.</p> <p>Teachers will use the Common Core to inform their lesson planning.</p> <p>The school community will grow because of a shared set of consistent academic experiences.</p>	<p>Monthly.</p> <p>Weekly.</p> <p>Ongoing.</p> <p>Developing over the year.</p>

Goal 4 (Desired Result)	Strategies	Result Indicator (Assessment)	Plan of Action (Method)	Timeline (Start/End Date)
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>	<p>At least 50% of students at Ivy will participate in an afterschool activity regardless of ability to pay.</p>	<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>

Goal 1: Improve Student Achievement in Math:

Improving student achievement in Math continues to be a focus of school improvement.

Progress Monitoring:

After researching assessment tools, we implemented easyCBM and administered winter and Spring Assessments to all students 1-8 grades. After reviewing student data, we found that one of the roadblocks was that our teachers needed support in understanding, accessing and utilizing the progress-monitoring tool available through easyCBM.

Staff Development and Training:

August 2014 Staff retreat: Focused session on Montessori math lessons led by lead guides.

June 2015, First meeting with ODE School Improvement, scheduled teachers training for August COSA: Data Studies Strategies. Teachers from all grade levels attended. Some teachers also attended Data Study Strategies Workshop.

Strategies:

Teachers followed the common core map for curriculum at lower and upper school utilizing Montessori math lessons and materials. Unit assessments were utilized at all grade levels for accessing prior knowledge and informing individualized instruction. Middle school followed Common Core aligned Big Ideas Math. Additional math lessons were taught by the Interim director to support students who needed additional instructional time during the day.

After school Math enrichment and skill building classes were offered by invitation and free of charge.

We also planned and implemented an *Assessment Week* for incoming students in order to have data before students began the school year to support targeted instructional strategies. Assessments include letter recognition and sounds, writing samples, reading comprehension and fluency and math skills. The Assessment Week also allows for a scaffolded introduction into the Montessori classroom.

We had a couple of challenges during the year, including our middle school math teacher leaving unexpectedly in the spring. In addition, we did not have access to easyCBM to administer the fall benchmark and (as noted above), teachers had varying levels of experience and ability in implementing easyCBM to progress monitor and individualize instruction. This challenge led to the decision to provide professional development in this area.

Goal 2: All students will make measurable gains or test on grade level in reading

2013-2014 Reading Scores:

- Reading Academic Achievement improved to a Level 4.
- Reading Academic Growth improved to a Level 4.
- Subgroup growth for Underserved Races/Ethnicities doubled in progress, from a 2 to a 4.
- 2013 Reading Scores: 68% Meets and Exceeds in Grades 3-6.
- 2014 Reading Scores: 77.5% Meets and Exceeds in Grades 3-6.
- Overall Reading Scores 72% School-wide Meets and Exceeds.
- 95% of students across all grade levels showed gains in reading according to Fountas and Pinell Fall to Spring Reading Assessments.

We continued to use Fountas and Pinnell as a main assessment tool in 2014-15 school year. Teachers reported that the tool was useful as a way to identify students who were at, below or above grade level. However, they also reported that the Fountas and Pinnel tool is very time consuming and can be subjective. Because of this feedback, we researched alternative assessments and chose to use easyCBM for Reading with Fountas and Pinnell as a supplementary assessment. The real time assessment and integration with RTI were features that we were looking for.

Goal 3: Consistent Curricular Planning

Early Release Fridays allowed regular time for teachers to meet and collaborate. Teams formed in each age group to review lesson plans from other schools and align them with the Common Core Curriculum requirements. Scope and sequence for each age group that aligns Montessori lessons throughout the year with Common Core State Standards for Cosmic Education was developed with the intention of implementation in September 2015.

We held a staff retreat for the Lower Elementary teachers in the spring to align the Cosmic Education to the common core. Teachers also worked to coordinate scope and sequence across the lower elementary. We plan to continue this work into 2015-16. In addition, the board approved the purchase of a common core-aligned Montessori pacing guide for 1st-6th grade.

School-Home Connection. Last year we worked to coordinate and facilitate the school-home connection. As a result we had:

95% attendance at Fall 2014 Parent/Teacher Conferences.

150 parents attended Parent Communication Night.

99% attendance at Spring Conferences

Goal 4: Vibrant After School Program

Development of the Enrichment program was a project assigned to the Administrative Assistant in the year 2014-15. Registration, billing, and recruitment practices were streamlined and the program grew. Enrollment was high and many classes had long waitlists. AKA Science classes, in particular, were very popular and in spring two sections of the same class were offered. Enrollment statistics were gathered for each session and were used in determining which classes to offer in the future. In order to make the offerings available to all Ivy School families, scholarships are available for any enrichment class and discounts are offered to families for multiple enrollment and enrollment in the Aftercare program.

Parent/Community Engagement

The Ivy School PTA has been a member of the National PTA since 2012 and earned the Platinum Membership Award from the Oregon Chapter of the PTA.

The 2014-2015 PTA council positions included:

Co-Presidents

Vice-President

Treasurer

Co-Secretaries

School Spirit Coordinator

Outdoor Committee Lead

Classroom Volunteer Coordinator

The Ivy PTA partnered closely with The Ivy School leadership to align goals and provide the best possible support for the 2014-15 school year. The PTA held monthly meetings, organized school spirit events such as a bowling night and spirit week, in addition to hosting and organizing fundraising events to address the financial needs of the school.

The Ivy PTA worked to keep parents informed and engaged throughout the 2014-2015 school year by contributing to a weekly electronic newsletter, growing and strengthening school spirit in the Ivy parent community with many fun and well-planned community events, supporting teachers by volunteering at school, and building 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 contributed to a weekly, electronic school newsletter that continues to be distributed to all of the families at the Ivy School. The PTA council supports and maintains the PTA page on the Ivy School website, where current information and events are posted for the benefit of the Ivy community.

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

The PTA hosted monthly parent coffee events 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 Ivy PTA ran the school's Spirit Week, and also hosted PTA movie nights, an ice-skating social, a bowling night, and a family game night as a way to help build community within the school.

3. Support academic opportunities.

The PTA council made several contributions to the learning environment at the Ivy School during the 2014-15 school year. The Ivy PTA also donated reading group sets and supplies to support the reading group curriculum. The Ivy PTA also made donations to the school general fund to provide funds for the music program, and ad-hoc teacher requests for special projects and curriculum. The PTA council sponsored Teacher Appreciation Week which included a restock of staff break rooms, baked treats throughout the week, and other special treats from parents and students to send our message of gratitude.

4. Raise funds to support school needs.

The Ivy PTA hosted three main fundraisers during the 2014-15 school year, including selling Chinook Books, running a school-wide raffle, and a mid-year read-a-thon. The Ivy PTA's fundraising efforts were donated directly to support and improve classrooms and spaces at the Ivy School.

5. Encourage volunteering and parent involvement at school.

The PTA sponsored work parties and members volunteered in school as needed to support the teachers and staff. The PTA organized multiple parent/family nights out to build more connection within the Ivy parent community.

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 maintains a parent Google Group where parents are invited to share concerns, provide advice, and discuss issues concerning our children. The Ivy PTA strove to engage parents through the newsletter, the welcome and monthly coffees, the social events, and volunteer opportunities. It was clear that parents appreciated and welcomed these opportunities throughout the year, and success was evident through all of the projects the PTA tackled during the school year. Overall, parents were an essential part of making each of the PTA's projects a success.

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

Facilities

The Ivy School is located at two campuses. For the 2014-2015 school year, the campuses were split with four lower elementary classes at the Prescott campus and two upper elementary classes, two middle school classes, and a garden classroom at the Morris campus. The 2014-2015 school year was a facilities planning year for the Leadership Team and extended Ivy Community.

To support the growing population of the student body and alignment with Montessori philosophy, renovations planned for Summer 2015 would remodel space at the Prescott Campus to house four lower elementary classrooms and one middle school classroom for the 2015-2016 school year. The Morris campus will house four classrooms of upper elementary students, and further renovations are being planned for Summer 2015, including new light fixtures and paint in the hallway and new paint in the bathroom. There is a beautiful green space and outdoor classroom at the Morris campus, which have allowed for expanded outdoor learning opportunities during the school year and over the summer. The multipurpose room at the Morris campus is available when additional space is needed, and it houses many of Ivy's school-wide events.

Both campuses make use of resources in the local community. Students at the Prescott campus regularly walk through the neighborhood to Wilshire Park. Morris campus students utilize the gymnasium at Friends of the Children, the Dishman Community Center and Pool, Irving Park, newly renovated Dawson Park, and the outdoor classroom and green space.

Both facilities were used throughout the summer to run Ivy summer camps, including an Urban Farming and Permaculture camp, which focused attention on the outdoor space and classroom at the Morris campus. Ivy staff and parents continue to meet to support the outdoor space at both campuses, with the addition of an Outdoors Committee to bring focus to the many needs for work and attention in the outside spaces of Ivy School. The Ivy School considers it a great success that the community continues to support the facilities and that all students are attending class 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 is not the same staff member recording payments in the accounting records.
- The check signers do not record payments in the accounting records.
- The staff member receiving any payments (Administrative Assistant) is a different staff member than the person who deposits the payments (Business Manager).

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 Principal 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 the State School Fund (via 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 ACH or EFT transfer. The online payments go directly to our bank account. Other payments are deposited on-site by the Business Manager, 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 Business Manager and/or the Executive Director.
2. Bills are paid by check and sent out by mail to individual vendors. A second approval of each bill occurs when the checks are signed.
3. 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.
4. Some bills come out automatically from the school's bank account. These include bills such as employee health insurance and PERS payments.

Audit for 2013-2014 - Please See Attachment G

Local School District Connections

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

The Portland Public School District (PPS) provides staff for Special Education teachers, Speech and Language Pathologist, Occupational Therapist, and School Psychologist. PPS provides OAKS training for our school testing coordinator, and a PPS staff member serves as our district testing coordinator.

Ivy utilizes the Inter Mountain Educational Service District 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 Synergy support, the database used for enrollment of all students and our monthly ADM calculations and attendance.

Community/Business 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.

Portland State University

The Ivy School entered into a partnership with the Portland State University Philosophy Department Senior Capstone to launch a teaching and learning opportunity between Middle School students at the Ivy School and Senior Capstone students at Portland State University. This is a progressive movement for college seniors to engage in a school community and share, through small group lessons, an introduction to philosophy. The partnership allows college students to be introduced to the school environment, as well as engage in middle school programming in a Montessori setting. The philosophy department has worked with other private lower elementary programs, but was seeking a public program to partner with to engage social learning through Socratic seminar and other methods, for teaching children about philosophy and engaging college students in an authentic dialogue, as well as to open up opportunities for graduating seniors in a school environment.

Community/Business Partnerships

NE 42nd Avenue Collaborative

The Northeast 42nd Avenue community is the grassroots neighborhood commercial district association where the Prescott Campus is located. The Collaborative is an initiative working together to facilitate a local, sustainable community for all stakeholders. Ivy joined the Northeast 42nd Avenue Collaborative and began attending meetings. In addition, the director of the Collaborative facilitated a partnership with the property owner adjacent to the Ivy School. The Ivy School was invited to develop the property as a community garden over the summer, but after breaking ground it was discovered that there are at least six inches of concrete below the surface. This property is still an option for Ivy to develop in the future.

College Possible

College Possible, an organization of high school students (63% students of color) who maintain a GPA of 3.1 or higher, contacted the Ivy School seeking opportunities to partner in volunteerism. On Martin Luther King day, College Possible sent 25 volunteers to Ivy for service credit to help build the greenhouse, pick up litter, clean the TriMet bus stop, and to generally beautify the school grounds.

Bluehouse Greenhouse

Blue House Greenhouse Farm is an urban farm growing on a third of an acre in the heart of Portland, OR. Using sustainable farming practices, it provides quality fresh food and vegetable seedlings to the community. Ivy students engaged in service learning at this farm.

Geercrest Farms

Lower elementary classrooms travelled to Geercrest Farm for an overnight visit to explore a working farm. Students participated in farm chores including feeding animals, milking goats, and weeding garden beds.

Camp Wi-Ne-Ma

Ivy upper elementary and middle school students attended a four day camp at Camp Wi-Ne-Ma, nestled between the Pacific Ocean and Wi-Ne-Ma Lake. The students were able to share together in this intensive camp experience by making meals together, exploring tide pools, touring the Tillamook Cheese Factory, learning to be members of a shared community, and developing a sense of independence and responsibility in community living. This was a school year capstone experience. This was the third year Ivy students visited camp Wi-Ne-Ma.

Community/Business Partnerships

Fargo Food Forest

Fargo Food Forest contributes to the education of locals in how to care for fruit trees, espalier and vase pruning, disease identification, pests, and Nutrients. Students also learn about permaculture principles and what it means for agriculture. In addition, children learn about guild planting, the soil web, and how to appreciate what worms, insects, and our own mason bee colony do for our food supply and us. Water catchment systems and designs are analyzed for water saving possibility. Fargo Food Forest water catchment for a 2700 square feet piece of land has the ability to keep 26k gallons of rainwater per year from entering the sewer systems. Ivy students also completed a service-learning project.

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 participate in PE classes in Dishman Community Center facilities.

Friends of the Children

Ivy rented the gymnasium at Friends of the Children so that Ivy students could receive physical education instruction indoors. Ivy Staff used the Play Werks curriculum to build upper elementary student skills by practicing games and fitness activities.

Additional Partnerships

AKA Science
OMSI
Hacienda
Portland Art Museum
Village Building Convergence
Rebuilding Center
Outside In
Whole Foods
Eliot Neighborhood Newspaper
Delta Sigma Theta Sorority, Portland Alumni Chapter
Northwest Children's Theatre
Smith and Bybee Wetlands
Oregon Health Authority Smiles and Healthy Growth Initiative
Harmony Montessori School
Hollywood Library
The Columbia Watershed Council
Portland Metro
Montessori of Alameda
Portland Parks and Recreation
Native American Youth Association
Lewis and Clark Public Montessori Charter School
Montessori Institute Northwest
Portland Zoo
Zenger Farms