



**Annual Report
2013 – 2014**

Submitted to:
Oregon Department of Education

By the Board of Directors and School Administrator
The Ivy School
Portland, OR

Table of Contents

Overview.....	page 3
General Information.....	page 9
Personnel.....	page 12
Board of Directors.....	page 20
Curriculum/Programs.....	page 22
Student Assessment and Achievement.....	page 29
Survey.....	page 32
School Improvement Plan - Part A.....	page 37
School Improvement Plan - Part B.....	page 41
Parent/Community Engagement.....	page 43
Facilities.....	page 51
Financial Management.....	page 53
Local School District Connections.....	page 55

Attachments have been sent separately from this Annual Report

Attachment A – Employee Handbook

Attachment B.1-B.6 - Board of Directors Meeting Minutes

Attachment C – The Ivy School Policies

Attachment D - Student and Parent Handbook

Attachment E.1-E.5 - The Ivy School Survey Results

Attachment F - The Ivy School Survey Audit

Overview

Mission and Vision Statements

Mission

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

Vision

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

History of the School

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

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

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

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

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

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

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

Accreditation

This year the Ivy School completed the accreditation process. This was a year-long process of intensive self-reflection on the institutional capacity of Ivy to improve and sustain student learning. After Ivy completed the year-long self-study, Ivy was visited by an external review team of education professionals who reviewed every component of Ivy's self-study to determine how effective Ivy was in meeting the requirements for accreditation. In addition to reviewing the evidence and artifacts of the self-study, the external review team held 74 interviews, including the school administrator, 16 staff, 46 students, and 11 Ivy parents. Extensive surveys were completed by 129 parents, 22 staff, and 201 students. These surveys were used to shape Ivy's goals for the upcoming school year. The scope of the review team was comprehensive and its capacity to dig into all aspects of the Ivy School was an extraordinary and powerful tool.

Upon completion of its visit, the review team identified Powerful Practices at Ivy and Opportunities for Improvement.

Powerful Practices at Ivy include:

- Autonomy in leadership to make changes and decisions in the day-to-day management of the school.
- Faithful to Montessori methods while complying with state mandated requirements. Interviews, observations, and examples of decisions aligned with the school's statement of purpose illustrate the dedication the Ivy School has; dedication to the tenets of a Montessori education characterized by an emphasis on student independence and responsibility for their own learning, freedom of discovery, and a respect for each individual's rate of development. A careful melding of the acquisition of Common Core curriculum, assessments to validate learning, and production and disaggregation of data with a fidelity to the Montessori belief in a student's freedom to choose and fostering the natural inquisitive desire for knowledge is evident. Rather than considering a traditional education to be opposed to these methods, there is active determination to combine the best of both systems.
- A variety of avenues of communication that keep stakeholders informed of student progress, events, activities, and opportunities at the Ivy School, while also creating a close-knit, supportive community. Conferences are formally scheduled multiple times a year, and informal conferences happen upon request. Weekly newsletters inform of events, which often inform parents of opportunities and the community of methods to enhance learning at Ivy campuses. Parents universally feel well informed of school activities and community building activities through the PTO, which are regularly well attended. The Ivy community is close-knit and very supportive.
- Instructional staff uses the student Work Plan to assign and document work completed for each student. Teachers systematically use this document to show student progress on their individual goals. A variety of assessment tools are used, including: reading assessments, weekly/bi-weekly counseling between teacher and student, informal observations of individual and groups, and annual Goal Setting Conferences held each spring.
- The Ivy School's commitment to RTI as well as supporting the special needs of their students are practices which clearly make a difference to every student in the school.
- Multi-level classrooms that loop with teaching staff, as well as the individualized learning 3.9 that is the hallmark of the Montessori teaching style, ensures that each student is very well known by more than one adult on campus who serve as mentors/learning guides.
- Findings indicate that all educators in the Ivy School are acutely aware of the learning needs of individual students, and work tirelessly to address these needs formally and informally, because of their commitment to each student growing and learning at their own pace.

Opportunities for Improvement include:

- Involve staff members in designing mentoring and support programs that assist them in 3.7 instructional improvements, melding the school's mission to remain true to Montessori values and beliefs about teaching and learning with curricular revisions that more completely meet student needs.

Teacher interviews revealed the need for a more formalized mentoring program for new instructional staff, to help them acclimate to the Ivy School culture, as well as continued efforts to identify ways to collaborate between campuses and among colleagues, to identify scope and sequence materials.

- Explore more expansive ways to enhance digital learning in the lower grades, as well as 4.4 offer keyboarding skill acquisition for all learners.

Interviews, observations, data concerning media information resources, and review of the technology inventory indicate the need for students to have the use of digital resources for research and expansion of exploration and information gathering. In addition, information about State mandated assessments (Smarter Balance) will require a level of keyboard proficiency for students to adequately express their learning via computer testing events. Universal expectations for high school also indicate the assumption that entering students will have a level of computer proficiency.



January 1, 2015

Dear State Board of Education:

As it applies for its third renewal with the State Board of Education, the Ivy School is at a critical juncture in its life as a school. This past year has been a time for Ivy to demonstrate its growth and maturity, in the process of becoming an established and viable public school in the Portland community, a school that is in great demand. The Ivy School has grown quickly in its short life, from 60 students to 260 students, with an extensive wait list each enrollment period. It has provided students in Portland and surrounding areas with a free public Montessori education. This educational model is growing in demand and Ivy is living out its mission to inspire children of diverse backgrounds to be lifelong, independent learners who value responsibility and embody peace. Students at the Ivy School are experiencing academic success, as well as growing into learners who are independent, self-directed citizens of a learning community.

Academic achievement is important to all stakeholders of the Ivy School, including students, families, faculty, and Ivy's sponsor, The State Board of Education. We are all committed to the challenge of demonstrating overall student growth, and we celebrate the accomplishment of earning a '4' in Overall Academic Achievement on our school report card. The staff at Ivy engaged in a reading self-study two years ago, and continue to see good outcomes as a result of this process. Reading Achievement continues to improve at Ivy, and is currently at a Level 4 on a scale of 1-4. Reading Academic Growth has also improved to a Level 4. Underserved Races/Ethnicities at the Ivy School have also doubled in Reading progress, from a Level 2 to a Level 4. The Ivy School staff is proud of its accomplishments in reading, and their goal is continually meeting the literacy needs of all of Ivy's students.

The Ivy School continues to work to improve in many different areas, including improving student outcomes in math. During the 2013-2014 year, Ivy staff worked together to align Montessori curriculum with the emerging Common Core curriculum. This difficult switch-over has been accomplished with our lower elementary students, grades 1 through 3, in order to prepare our students for the rigorous testing expectations of the Smarter Balance assessments. Ivy staff continue to use the pedagogical philosophy which guides its instruction of children in all grades and sets it apart from other traditional forms of educating students. Students who are struggling in math have been "targeted for support," provided with further opportunities to work on Montessori math materials during the school day, and have the opportunity to participate in free extended school programming in math. As a result of these initiatives, Ivy students in grades 3-6 made noticeable gains of 10 percentage points in math achievement. Overall Math Academic Achievement at the Ivy School has risen to

a Level 3. Ivy recognizes the need for continued improvement in math and this continues to be a top priority across all grade levels.

Another area that Ivy has demonstrated significant commitment is in its school-wide plan for addressing the individual education needs of all students. Special education students are highly competent and valued members of the Ivy School community. Special education students at Ivy are woven seamlessly into the academic and social fabric of the school, and are successfully maintaining a strong presence. Utilizing RTI (Response to Intervention), Ivy implemented this initiative to ensure all students were making adequate progress and to identify students in need of special education services in a timely manner. The processes now in place have helped to identify over ten students this year alone in need of special education services. In addition, use of RTI has provided a shared language for teachers to discuss how students are performing relative to the whole school pedagogical model; this allows them to be able to adjust for individual needs of students with interventions. Throughout the year, Ivy staff continued professional development in RTI so that students struggling at Ivy will have a clear pathway of support, intervention, and evaluation.

One of the most notable accomplishments this year was Ivy's full accreditation by the Northwest Accreditation Commission / AdvancEd Accreditation. The accreditation process provided an analysis and evaluation of the impact of teaching and learning, the leadership capacity, and the resource utilization at Ivy. The accreditation process was a shared, collaborative effort, with all staff members participating in the self-study and all stakeholders participating in the final accreditation review.

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

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

Sincerely,

Mary Zigman
School Administrator

General Information

The Ivy School Calendar 2013-2014

August, 2013

21 New Hire Orientation
22 New Hire Orientation
26 Teacher Inservice
27 Teacher Inservice
28 Teacher Inservice
29 Teacher Inservice
30 Teacher Planning Day
29 Teacher Inservice

September, 2013

(18 Full Days)

2 No School - Labor Day
3 Teacher Inservice
4 First Day of School
27 No School - Teacher Inservice

October, 2013

(21 Full Days, 2 Half Days)

11 No School - Teacher Inservice
25 Early Dismissal - Int'l Children's Day
31 Early Dismissal - Teacher Plan. Day

November, 2013

(14 Full Days, 1 Half Day, 3 Parent Conference Days)

8 No School - Teacher Planning Day
11 No School - Veterans Day
25 Early Dismissal - Parent Conference
26 No School - Parent Conference
27 No School - Parent Conference
28 No School - Thanksgiving Holiday
29 No School - Thanksgiving Holiday

December, 2013

(13 Full Days, 2 Half Days)

6 Early Dismissal - Teacher Inservice
20 Early Dismissal - Teacher Inservice
23 First Day of Winter Break

January, 2014

(18 Full Days)

6 Students Return from Winter Break
20 No School - Martin Luther King Day
27 No School - Teacher Inservice

February, 2014

(17 Full Days, 1 Half Day)

14 No School - Teacher Inservice
17 No School - President's Day
28 Early Dismissal - Teacher Inservice

March, 2014

(15 Full Days, 1 Half Day)

21 Early Dismissal - Teacher Inservice
24 First Day of Spring Break
31 Students Return from Spring Break

April, 2014

(17 Full Days, 1 Half Day, 2 Student/Parent Conference Days)

10 No School - Student-Led Conf.
11 No School - Student-Led Conf.
18 Early Dismissal - Teacher Plan. Day

May, 2014

(20 Full Days, 1 Half Day)

16 Early Dismissal - Teacher Plan. Day
26 No School - Memorial Day

June, 2014

(7 Full Days, 1 Half Day)

11 Early Dismissal - Last Day of School
12 Teacher Planning
13 Teacher Planning

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

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/Art/P.E./Reading Groups
2:30-2:45	Clean up
2:45-3:00	Quiet Reading
3:00-3:15	Dismissal

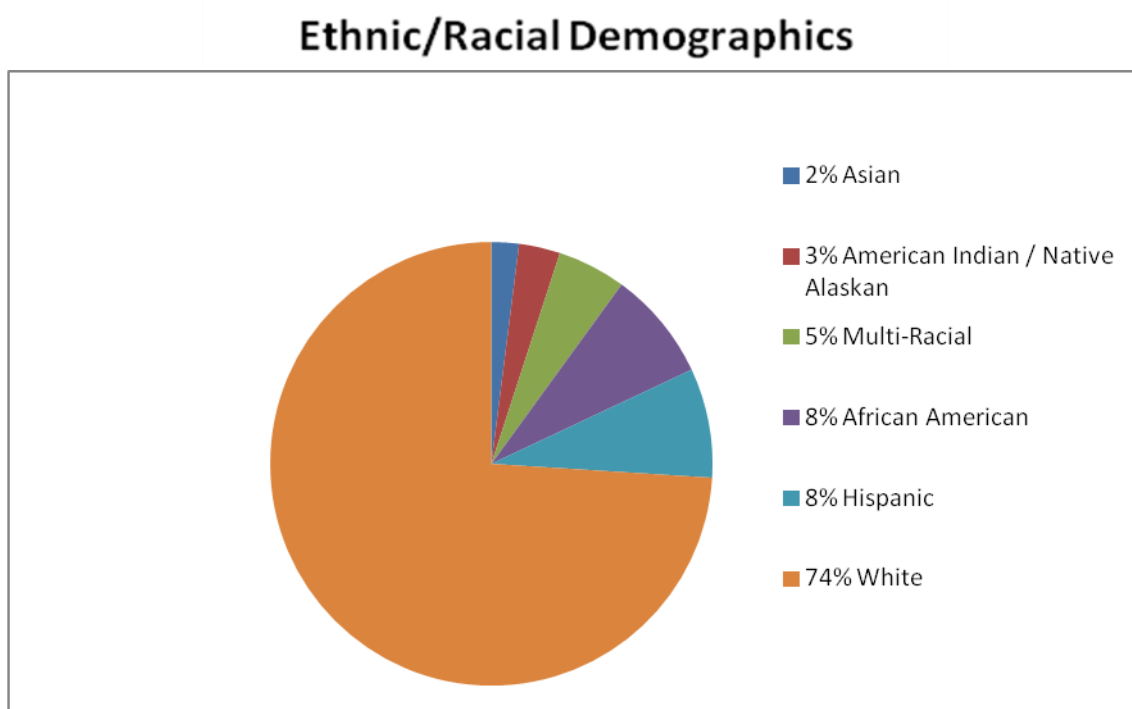
Middle School

8:15-8:30	Drop off/Greetings/Prepare classroom for the day
8:30-9:00	Circle
9:00-10:00	Work cycle: Alternating Humanities or Math/Science with Health or Spanish
10:00-11:30	Work cycle: Alternating Humanities or Math/Science with Lab or Conferencing
11:30-12:30	Lunch and Recess
12:30-1:30	Work cycle: Alternating Humanities or Math/Science with Art or Music
1:30-2:30	Work cycle: Alternating Humanities or Math/Science with Inquiry/Garden/Service or P.E.
2:30-3:00	Clean up and S.S.R.
3:00-3:15	Dismissal

Student Demographics

The total enrollment for the 2013-2014 school year was 238 students in grades 1 - 8, consisting of four 1st through 3rd grade, multi-age classrooms at the Prescott campus, along with two 4th through 5th, multi-age classrooms, one 5th through 6th grade, multi-age classroom, and one 6th through 8th, multi-age classroom at the Morris campus. The waiting list for the Ivy School totaled 34 students.

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



Personnel

Staff Positions and Qualifications

<i>Staff Member</i>	<i>Position</i>	<i>TSPC License/ Registration</i>	<i>Degree</i>	<i>Endorsements</i>	<i>HQ to teach:</i>
Mary Zigman	School Administrator	TSPC Charter Registered	BA M.Ed. PGCE	Administrator- All LVL	
Kirk Jansen	Teacher 1 - 3	Licensed HQ TSPC	BA	MS- ECE	K-4 Self- contained
Claire Thomas	Teacher 1 - 3	TSPC License Initial I Teaching	BA M.Ed.	MS-ECE	K-4 Self Contained
Stephanie Flood	Teacher 1 – 3	TSPC License Initial I Teaching	BA	MS-ECE, ELE,MIDLVL	K-8 Self- Contained Math K - 8
Kelly Nichols	Teacher 1-3	TSPC License Initial I Teaching	BA MAT	MS-ECE,ELE	K-8 Self- Contained
Betty Skundrick	Teacher 4-5	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
Olivia Lemke	Teacher 5 - 8	TSPC License Initial Teaching	BA	MS-ECE,ELE	K-8 Self- Contained
Amy Stuhr	Teacher 5-8	TSPC License Charter Registry	BA	Language Arts -ML	5-9 Language Arts

Staff Member	Position	TSPC License/ Registration	Degree	Endorsements	HQ to teach:
Travis Eddy	Teacher 5 - 8	TSPC License Initial I Teaching	BA MAT	MS-MIDLVL Integrated Science- HS,ML	5-9 Self- Contained 5-12 Science
Ray Luongo	Teacher 5-8	TSPC License Initial II Teaching	BA MS Teaching	Reading - ECE/ELE MS – ECE/ELE	5-9 Self- Contained
John Crever	Music Teacher 1 - 8	TSPC License Initial Teaching	BA	Music –All Levels	Music K - 12
Hayley Duncan	Teacher Assistant 1-3	TSPC License Initial I Teaching	BA MAT	MS-ECE,ELE	K-8 Self- Contained
Anna Cornett	Teacher Assistant 4-5	TSPC License Initial I Teaching	BA Education MAT	MS-ECE,ELE	K-8 Self- Contained
Elizabeth Jones	Teacher Assistant 1-3	ODE Background Check			
Jose Molina	Teacher Assistant 1-3	ODE Background Check			
Aleisha DeFilippo	Teacher Assistant 1-3	ODE Background Check			
Laura Jenness	Teacher Assistant 1-3	OSP/FBI (TSPC) Background Check			
Renee Takara	Teacher Assistant 1-3	ODE Background Check			
Jillian Droste	Teacher Assistant 4-5	ODE Background Check			
Alissa Singletary	Enrichment Program Coordinator	OSP/FBI (TSPC) Background Check			
Laurie OMelia	Lunch & Aftercare Coordinator	ODE Background Check			

Staff Member	Position	TSPC License/ Registration	Degree	Endorsements	HQ to teach:
Chris Howe	Aftercare & Lunch	ODE Background Check			
Rianna Clark	Aftercare & Lunch	ODE Background Check			
Christine Rodrigues	Aftercare	ODE Background Check			
Cassandra Salazar	Lunch	ODE Background Check			
Elizabeth LeDoux-Callan	Lunch	ODE Background Check			
Karie Breyne	Business Manager	ODE Background Check			
Cailie Yates	Administrative Support	ODE Background Check			
Jenna Manchester	Administrative Support	ODE Background Check			
Susan Rideout	Development	ODE Background Check			
Nick Fenger	Technology	OSP/FBI (TSPC) Background Check			
Jordan Manchester	Technology	ODE Background Check			
JR (Fernando) Lopez Garcia	Maintenance/ Facilities	ODE Background Check			

Hiring, Recruitment, and Retention Plan

The requirements of hiring staff for a public Montessori charter school with Spanish language study make the process challenging. The Ivy School requires all lead teachers to be TSPC certified or working toward certification. In addition, lead teachers for lower elementary classrooms must be Montessori certified, upper elementary classroom teachers must be Montessori certified or working toward Montessori

certification, and middle school classroom teachers must participate in ongoing Montessori professional development opportunities. Also, in addition to the licensing and Montessori credential requirements, Ivy seeks to have Spanish speaking assistants or lead teachers in each classroom. Typically, this is a very complicated process and recruitment continues to be a challenging practice. An added challenge in the 2013-2014 school year was the welcomed challenge of temporary staffing to cover two maternity leaves; for 2014-2015 there is another leave on the staffing schedule. Finding such highly qualified staff for shortened leaves also proves to be difficult, but the Ivy School is committed to keeping staffing in line with its methodology.

Credentials and certifications are not enough though. The Ivy School looks for experienced public Montessori teachers, who are willing to join Ivy in its current momentum of educating children in an environment where teachers are held accountable for student academic achievement and performance.

Depending on the position being hired for, the Ivy School posts open position advertisements on various job search sites, both locally and around the country. The sites which are primarily used include OMA (Oregon Montessori Association), AMS (American Montessori Society), AMI (Association Montessori International), Education Week, EdZapp, Craigslist, and Public School Montessori newspaper. The Ivy School has been able to interview candidates locally, as well as from all over the U.S. and abroad, for various positions at our school. Minority candidates are strongly encouraged to apply, and this is clearly stated in all open position advertisements Ivy posts.

The Ivy School is committed to hiring a staff that represents the best talent in the Montessori community, and teachers who understand the nuances of blending Montessori pedagogy with a public school education. In addition, Ivy makes every attempt to hire staff who reflect the diversity found in the student body and school community.

In 2013-2014, 26% of the staff at Ivy represented minority groups. 25% of the lead teachers are minority teachers.

Staff Demographics 2013 – 2014

<i>Race</i>	<i>Number of Staff</i>
White	25
Asian	4
Hispanic	3
African American	1
Mixed Race	1

In order to address the concern Ivy has in recruiting minority candidates, Ivy has formed partnership with a local high school, De La Salle, which is a school that offers a competitive education for low income and minority students. As a component of learning, blended with covering the costs of tuition, De La Salle has an extensive

internship program. De La Salle has committed to scholarship high school interns to the Ivy School (a \$30,000 corporate sponsorship). These high school interns would intern at Ivy for the academic year. At the end of the year of service, Ivy would choose one of the four interns who expressed interest in obtaining Montessori certification and would scholarship this student. This student would then be hired to work at Ivy as an assistant while pursuing his/her undergraduate degree.

For the 2013-2014 school year, Ivy was successfully staffed with highly qualified, certified, and Montessori trained teachers. Ivy faced some challenges supporting new teachers in the rigorous and demanding role of being a charter school teacher. These challenges changed the way teacher orientation took place in the beginning of the school year for 2014-2015. New staff at Ivy had the opportunity to benefit from a better established indoctrination program, and returning staff who did not have this opportunity in 2013-2014 benefitted as well.

Teacher orientation included ten days of training and preparation for all of the Ivy School staff. Teachers received training in curriculum, instruction, and assessment, as well as training in RTI and effective special education practices. Teachers were offered the opportunity to lead professional development sessions in their area of expertise, including Montessori math instruction, writer's workshop, and portfolio development. Peer-to-peer professional learning was very effective.

The ongoing professional development that teachers engage in at Ivy are determined by stated teacher needs and school improvement goals. Teachers are also encouraged to seek out professional development opportunities that address concerns they have in their classroom or that match a curricular area that needs support.

Ownership and autonomy of professional development opportunities boosts teacher morale and encourages teacher investment in the school community.

Ivy has tried to honor its teachers by setting aside time for teachers to collaborate, encouraging teacher participation in school leadership decisions, and by establishing an extensive orientation process. Teacher leadership is encouraged at Ivy. Each teacher brings his/her area of expertise to the table and is given the opportunity to use these skills. Teachers participate in leadership areas such as Special Education and Art.

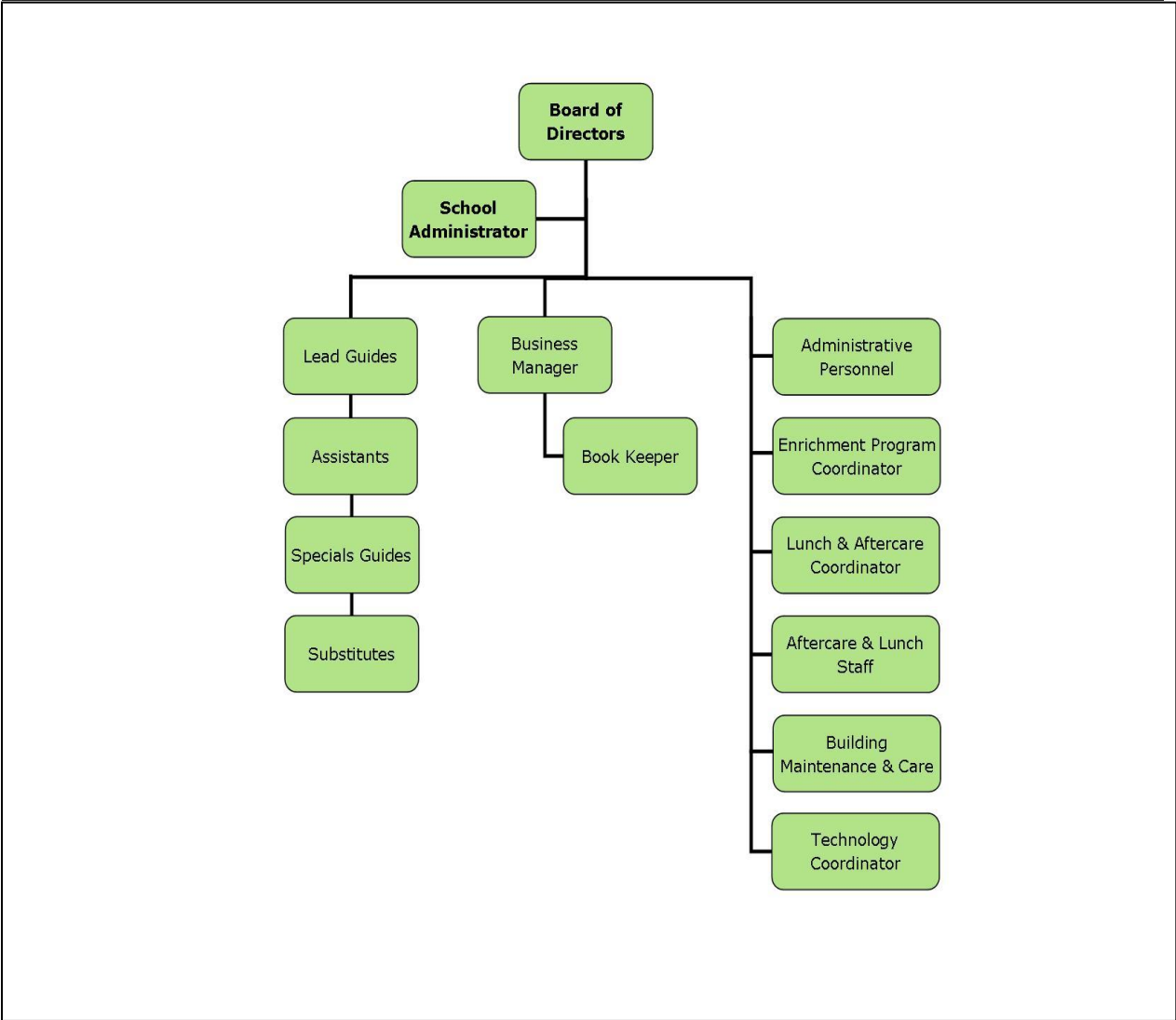
Ivy still needs to continue to address the salary concerns of teachers. Although growth has been made, teacher salaries are not on par with Portland Public Schools; which is especially difficult for teachers given the extensive commitment of time and extra required trainings to be a part of the school teaching staff.

Hiring Procedure

The hiring process at the Ivy School consists of a review of all applicants for qualifications, resulting in the pre-selection of applicants; this is followed by an interview process with a combination of school administration and staff, even including students on an interview committee sometimes. Interview questions related to the position are determined, and a process is implemented for selecting the final candidate for hire. All candidates for employment at the Ivy School must submit three letters of reference with

their resume and employment application. The School Administrator has the final decision on all hiring at Ivy, except for the hiring of the School Administrator which the school Board has the final decision on.

Personnel Organization Chart



Personnel Professional Development

The Ivy School Board makes a dedicated effort to budget each year for professional development opportunities for staff. Ivy also provides ongoing professional development in areas including Montessori workshops and refresher courses, and assistance for attending national conferences.

Staff participate in shaping the ongoing professional development that is provided at Ivy. By providing input that is partnered with the school improvement plan, Ivy is able to secure relevant and highly individualized teacher training that is aligned with the school’s strategic planning in curriculum development.

Ivy has the dual role of providing relevant training with Oregon's educational initiatives as well as training that is aligned with the overarching Montessori philosophy. This year, three teachers completed the North American Montessori Council Montessori teacher training program. In addition, teachers attended various Montessori workshops, which included refresher courses, and national conferences.

The Ivy School also took advantage of opportunities offered by the Oregon Department of Education, by assembling a Professional Learning Team of Ivy staff and administration who attended a three day conference in Eugene which focused on teacher evaluation and effective teaching/learning practices.

Professional Collaboration

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

Trainings attended this year by Ivy staff:

- OAKS training
- Professional Learning Team Development
- PACE Conference for Administrators
- Race and Pedagogy Conference
- Portland Public Schools: Dr. Joy Dugreyre
- Engaging Boys: Working Effectively With Boys' Relational Style
- Journaling for Elementary Montessori Students
- NorthWest Positive Behavioral Interventions and Supports Network, Inc. Conference
- Swindell's Anxiety Conference
- Swindell's Sensory Seminars PDX (with Sharon Donnelly)
- North American Montessori Teachers Association Conference
- Lower Elementary Montessori Certification - NAMC -- Ivy
- Dyslexia Parent Education Night
- State Sponsored Charter School Principal Professional Development Days (4) -- State Board of Education
- Enhancing Professional Development and Effective Teacher Evaluations (Charlotte Danielson) (3 days) -- Oregon Dept. of Education

- International Montessori Congress (4 days) (Ivy)
- League of Oregon Charter Schools Annual Conference 2013 (2 days) (Ivy)
- Ivy Staff Development (8) days on curriculum, instruction, Common Core, math assessment and data, RTI, special education interventions.
- Multnomah ESD Elementary Literacy Network meetings (November 13, February 5, and May 7)
- Oregon Reading Association Winter Institute: Guest speaker Stephanie Harvey
- Response to Intervention, a reading program self-study which helped chart out the path for Ivy in its reading instruction and assessment approach, parent communication, bully prevention, and school improvement plan.
- Oregon Montessori Day of Peace and Sharing
- Pyramid Response to Intervention
- Columbia University's Teaching College's Reading and Writing Project "Writing about Reading"

Employee Handbook - Please See Attachment A

Board of Directors

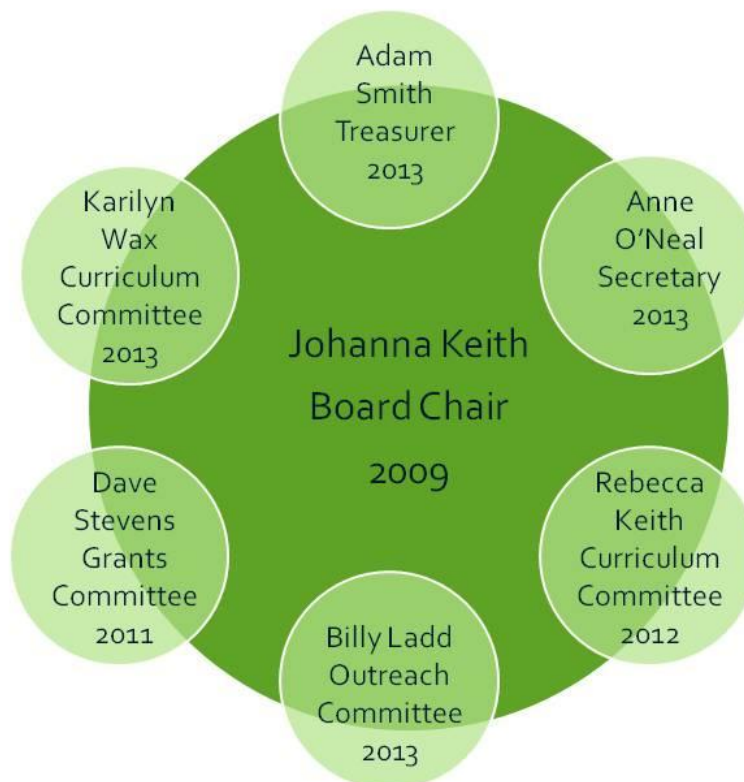
The Ivy School Board of Directors – 2013-2014

- Johanna Keith, Board Chair, 2009
- Adam Smith, Treasurer, 2013
- Anne O'Neal, Secretary, 2013
- Karilyn Wax, Curriculum Committee, 2013
- Dave Stevens, Grants Committee, 2011
- Rebecca Keith, Curriculum Committee, 2012
- Billy Ladd, Outreach Committee, 2013

Board of Directors Meeting Minutes - Please See Attachments B.1-B.6

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

Board of Directors Organizational Chart



Board of Directors Professional Development

As part of 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

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

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. Teachers are aided by impressionistic charts and timelines, and the student studies them in reference to the Great Stories, which leads to deeper knowledge. These stories are presented every year. They include The Story of the Creation of the Universe, The Story of Life, The Story of Language, and The Story of Signs and Symbols.

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

Please see detailed information regarding curriculum impact under Student Achievement.

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

to abstract. The emphasis is on making formulae and rules a point of arrival and discovery. We have also aligned the Common Core State math Standards with the Montessori lessons, and are continuing to create math lessons using the standards.

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

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

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

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

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

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

Spanish

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

Our Spanish program has three components:

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

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

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

Special Programs – Movement/Physical Education, Integrated Arts and Music, After School Enrichment Classes, and Summer Camps

Movement/Physical Education

Ivy School students participate in Physical Education classes once a week for an hour, class incorporating cooperative play and motor skills, and building on increasing skill and knowledge of physical fitness. Students receive movement activities every day, incorporating collaborative games, team sports, skill building, and overall fitness and movement. This includes developing a knowledge and skills that promote wellness and fitness for a lifetime. 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. The Ivy P.E./Movement program promotes 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 ball games to swimming at a local community center.

In the Lower Elementary, staff capitalize on the boundless energy of the younger student. First through third grade students develop motor skills, learn cooperative games, practice safe game play, and practice healthy lifestyle activities. Walking and jogging to neighborhood parks are common activities that begin lifelong health habits.

Students develop motor skills, interpersonal skills, and learn about sportsmanship through practicing cooperative games. Ivy staff lead basic skill building exercises on site that increase motor coordination and prepare students for more complex games. When inclement weather prohibits vigorous outdoor activities, classes practice yoga, stretching, and other strength training activities inside the building. Throughout all activities, conflict among students is resolved with mediation.

In the Upper Elementary, students in 4th and 5th grades learn cooperative play, develop motor skills, and practice safe game playing using the PlayWorks curriculum. Conflict is resolved using the schools mediation practices in the PE setting. In addition, the Health Curriculum focuses on lifelong health habits including regular exercise, food and nutrition, and anti-smoking curricula.

In the Middle School, students in 6th through 8th grades continue to develop skills that were learned in Upper Elementary. The Health Curriculum focuses on lifelong health habits including regular exercise, food and nutrition, and drug and alcohol awareness. Students learn about respiration and heart rate and the connection to physical fitness. Students continue to use school-wide conflict resolution and mediation practices.

Integrated Arts and Music

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 to society. Student work is showcased throughout the classrooms and school public areas.

With assistance from the Portland Arts Tax, Ivy was able to provide all students with music instruction. Students received twice weekly instruction in music, singing, and movement with certified music teacher, Mr. John Crever. The music instruction program was show-cased in 2013-2014 at the first annual Winter Concert and with students performances during Arts Week at the end of the year.

Annual Arts Week

In 2013-2014, Ivy held its second annual Arts Week. Over 60 professional guest artists presented to students at Ivy for an intensive week of art exposure and instruction. Each artist gave brief talk about his/her medium and provided students an opportunity to practice that medium. Some of the artists included a graphic designer who worked with the students on designing a logo and using this for a business card; friends of an Ivy family who gave a performance of Native American drumming, singing, and dancing; actors from Portland Center Stage who taught about props and stage directions; an illustrator from Dark Horse Comics who talked about his work and gave students an opportunity to create their own comic book using either pen and pencil or Google Drawing; a speaker / demonstrator from the Ancient Heritage Dairy; and an Andy Warhol installation which was then donated to the food bank.

In addition to guest speakers, Ivy students completed a daily art project at each individual campus.

In preparation for Arts Week, students created an art portfolio which was a culmination of art work completed from throughout the year. Completed art works were put on display in each classroom's student art show. Parents were invited to their student's art show in each individual classroom.

The students at Prescott campus completed a mosaic installation of the life cycle of a salmon reflecting the local history, culture, and curriculum studied during the academic year. These elements were then combined into a final, campus wide permanent mosaic art project. During the Ivy School Student Workshare, the mosaic was unveiled for the Ivy community while the students sang "Roll On, Columbia, Roll On," and families could celebrate this accomplishment.

At the end of Arts Week, all students and their families gathered for a Student Arts Talent Show, held at the Morris Campus with over 600 students and guests in attendance.

Arts in Enrichment

In addition to the ongoing arts opportunities provided during the school day and during Arts Week, Ivy realized that students needed an opportunity to develop individual interests in the arts. Students had opportunities to participate in arts programming in the After School Enrichment program. This programming included theater, cartooning, photography, choir, art exploration, comic book making, recycled arts, knitting, clay work, sculpture, student yearbook, piano lessons, and sketching.

After School Enrichment Classes

During the 2013-14 academic year, the Ivy School expanded on their after school offerings by hosting a comprehensive enrichment program serving lower and upper elementary, and middle grades. Course leaders included Ivy staff members, as well as 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 \$80 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. Feedback was collected from students and families through formal surveys each term, and was used to shape program development throughout the year. 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.

Enrichment courses included: Stop motion animation, yoga, forensic science, intro to theater, cartooning basics, choir, math skill building (grades 4, 5, 6), taekwondo, sign language, art exploration, Lego adventures, zentangles, girl scouts, math detectives, kid community club, gymnastics, making art trading cards, science mysteries, knitting club, earth science explorers, myths and legends from around the world, modeling: build a tugboat, recycled art, chess club, community garden club, soccer, running, clay and sculpture, ultimate Frisbee, drawing and sketching, website design, international cooking, yearbook club, and water science.

Summer Camp Programs

This was Ivy's third year of offering a summer camp program to Ivy students and non-Ivy students alike. The program included engaging, week-long 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, 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

Ivy continues to face the challenge of melding its identity as a Montessori school with public school requirements. Up for the challenge, Ivy blends Common Core curriculum, assessments, and utilizes data within a pedagogical framework that has a value system tied to individual intellectual freedom of students and natural curiosity for learning. Ivy continues to be determined to model a public Montessori education for the state of Oregon.

The impact of a Montessori education is found less in the numbers and data, but more in the stories of students. So many students who transferred into Ivy were largely unsuccessful in their neighborhood schools. They came to Ivy looking for a place in a school community where their special education needs didn't stand out so much, or their home life struggles weren't vetted out from academics but met with several caring adults to help them through so that they could be in a place to learn. Ivy has students who struggle with homelessness and haven't attended school regularly in years, but the Ivy community has come together to get these children to school on a much more consistent basis. This is the impact of a Montessori curriculum — community, interconnectedness, and peacefulness. These values then allow for greater openness to learning, and frees children up to learn when they are in a school environment that is conducive to childhood.

The school report card can speak to raising standards and higher performance across the board for the Ivy School in reading and math.

Spanish Curriculum

Ivy creates their own Spanish Curriculum with the coordination and approval of their Spanish teacher's staff. Supplementary materials from a variety of educational sources are also incorporated. Spanish instruction is an important subject, which occurs as part of an afternoon work cycle; students work through stations covering various aspects of the language-learning process. Students simultaneously work on their English language literacy requirements and Spanish Montessori works. Students receive direct Spanish instruction in small groups during the week.

Special Populations

Income Based - Free or Reduced qualified families

There were 57 students who qualified for Free or Reduced lunch based on the PPS application, which is 24% of our school population.

English Language Learners

In 2013-2014, we identified one ELL student to provide support to.

Student Assessment and Achievement

Assessment

In 2013, after extensive summer curriculum planning, teachers began the year off assessing their students on reading and math levels. All students were assessed using Fountas and Pinnell Leveled Benchmark Assessment System. Students who did not meet grade level benchmarks were provided with supports and interventions. 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.

Reading Practices

In 2013-2014, the faculty at Ivy continued its commitment to effective reading instruction practices they identified in a self-study of their practices. This self-study took place in the second half of the year but shaped reading instruction therein. All students continued to be DRA'd as a leveling assessment tool. Students who were identified in the upper levels as not being on grade level were given the Read Naturally program as an intervention. Ivy also solidified its RTI program in reading, where children were provided with interventions specific to their individual needs. Many students responded well to these interventions and continued to receive targeted support.

In a Montessori classroom, all students receive individualized lessons in phonics and decoding for beginning readers. All of the classrooms include an extensive array of time-tested Montessori materials for reading, such as moveable alphabets, phonemic sorting activities, and other language works. Read-alouds and independent reading are also a daily part of the Montessori environment.

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

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

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.

Math Practices

- Intensive focus on math instruction and student growth.
- Staff planned curriculum all summer and continue to meet weekly.
- Montessori math professional development.
- Ivy follows Common Core curriculum map for lower elementary, and Oregon State Standards / Common Core curriculum for upper elementary and middle school.
- Provides highly intensive targeted instruction for students, including small group instruction and one-on-one.

2013-2014 Math Scores

- Math test scores raised 10 percentage points in one year.
- 2013 Math Scores: 50% Meets and Exceeds in Grades 3-6.
- 2014 Math Scores: 60% Meets and Exceeds in Grades 3-6.
- All students showed positive math trends.

Special Education at Ivy

Montessori education historically was geared toward children who struggled. It is a natural fit, with the right supports, for students who have special education needs. Students with exceptional needs are highly valued members of our school community, and we appreciate the opportunity to help all students reach their individual goals and full potential.

The total number of special education students at Ivy is 29, which is 12% of the school's total population. 55% of these students transferred in from their neighborhood school with an existing IEP. 17% of our incoming first grade students have an IEP.

Ivy utilizes an extensive RTI process, where students complete six weeks of targeted interventions. Most students respond to the second tier of interventions provided for them. However, several students did not respond to the targeted interventions and were referred to a Building Screening Committee for a team meeting to determine next steps. 90% of the students at this level of intervention were recommended for testing and, due to eligibility, qualified for an IEP.

Math Special Education Data

- 32% of Ivy 6th graders are on RTI or SPED.
- 21% of Ivy 7th graders are on RTI or SPED.
- 22% of Ivy 8th graders are on RTI or SPED.

Reading Special Education Data

- 38% of Ivy 6th graders are on RTI or SPED.
- 31% of Ivy 7th graders are on RTI or SPED.
- 22% of Ivy 8th graders are on RTI or SPED.
- 19% of Ivy 6th / 7th graders are on SPED.
- 16% of Ivy middle school students are on SPED.

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

Survey

Analysis of 2013-2014 Parent, Student, and Staff Survey / Goals / Plan of Action

Goal #1: Progress report that provides information on student performance in between report card.

The reason behind implementing progress reports was to increase the flow of communication between the school and the student's family so that parents would have a stronger sense of how students were performing academically. Progress reports kept parents aware of how a child was responding to the Montessori curriculum, and whether or not the student was performing on grade level.

The goal of communication was reached through:

- Twice yearly progress reports
- Twice yearly report cards
- Twice yearly parent conferences (one student-led)
- Twice yearly student work shares
- Weekly classroom curriculum newsletter
- Weekly school community newsletter

Outcome: Goal was achieved as was evidenced in the results of the confidential online surveys completely by families for AdvanEd accreditation surveys.

Goal #2: Teacher morale will improve through shared planning, collaboration, and professionalization.

The plan of action included:

- Increased collaboration time
- Shared curriculum planning
- Supporting the middle school on training in the Montessori Dalton plan
- Establishing teacher leaders
- Training teachers in peer mediation to reduce student conflicts and support a healthy school community.

All of these actions were implemented successfully during the course of the 2013-2014 school year. Teachers have expressed satisfaction with their roles as leaders, and the shared planning time has had a strong curricular impact. Teacher morale is still impacted by not having a salary on par with Portland Public Schools, despite the longer hours that teachers put in as charter school employees. In addition, the most recent survey indicated that teachers need continued support and time for collaboration.

Outcome: Definitive progress has been made as evidenced by teachers who continue to remain at Ivy and are invested stakeholders and teacher leaders.

Goal #3: Develop peer relations at the Ivy School. Establish stronger community of respect among students.

The plan of action included:

- Establishing a “Peace Corner” in each classroom
- Provide community building activities
- Parent-led outings
- Play based activities
- Peer mediation and conflict resolution training

Outcome: The result indicator stated that “Student based incidents will be reduced.” Significant behavior incidents diminished significantly at Ivy this year. The most significant behavior issues that Ivy faced last year were due to students who had arrived at Ivy without IEP’s that reflected the students’ levels of need.

Students did have the opportunity to participate in multiple community building activities that were both school sponsored and PTO sponsored.

The suspension rate at Ivy is under 1%, which is less than the district average of 4%.

Results and Analysis of Parent, Student, and Staff Surveys for 2013-2014

STUDENT SURVEY

Early Elementary	70 Students Responded
<i>Strengths</i>	<i>Areas for Improvement</i>
—My teachers wants me to learn.	— I use a computer to learn in school.
— I am safe.	
— My family knows how I do in school.	
Upper Elementary	98 Students Responded
<i>Strengths</i>	<i>Areas for Improvement</i>
—My principal and teachers want every student to learn.	— Students treat adults with respect.
—My teachers help me learn things I will need in the future.	— My teachers ask families to come to activities.
—My teachers tell my family how I am doing in school.	— My principals and teachers ask me what I think about school.

Middle School	33 Students Responded
<i>Strengths</i>	<i>Areas for Improvement</i>
—In my school, teachers work together to improve student learning.	— In my school, the purpose and expectations are clearly explained to me and my family.
— In my school, the principal and teachers have high expectations of me.	— In my school, students treat adults with respect.
— All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.	— In my school, computers are up to date.
— My school prepares me for success in the next school year.	— In my school, I have access to counseling, career planning, and other programs to help me in school.

Analysis of Student Survey:

Nearly 100% of Ivy students participated in the survey, and were given the opportunity on multiple occasions to complete the survey either in school or with the support of parents. Ivy students definitely see their school as a place where they are safe and there are high expectations for learning. Students thought that the school effectively communicated to their parents how they were doing in school. The students also indicated that they were assessed using multiple strategies.

Each grade level indicated different concerns but with similar themes. Ivy students do not feel as though they have adequate access to relevant and current technology. Students also view the culture of respect (students toward adults) as an area in need of improving. In the same vein, Ivy needs to improve how it communicates to students in generating input from students regarding their ideas and beliefs. Finally, the middle school students have indicated a need for support and access to planning for their futures.

PARENT SURVEY

Parents	129 Parents Responded
<i>Strengths</i>	<i>Areas for Improvement</i>
—Our school's purpose statement is clearly focused on student success.	— My child has up-to-date computers and other technology to learn.
—Our school communicates effectively about the school's goals and activities.	— My child has access to support services based on his/her identified needs.
— Our school has high expectations for students in all classes.	— Our school provides excellent support services (e.g., counseling, and/or career

	planning).
— All of my child's teachers report on my child's progress in easy to understand language.	
— My child sees a relationship between what is being taught and his/her everyday life.	

Analysis of Parent Survey:

129 parents responded to the survey. Ivy's strengths from the parent perspective include valuing the effective communication practices (which was a goal from last year). In addition, parents feel as though they have a strong sense of their child's progress (which again was a goal for last year). High learning expectations and student success is also an area where parents feel the school is extremely successful.

Up to date technology is an area of concern for the parents. Ivy has computers in every classroom, laptops, and a few iPads, however all of the technology is dated and in need of constant updating. Technology continues to be a challenge at Ivy. Finally, parents are concerned that Ivy does not have enough resources for students who have been identified as in need of support. There are two teachers, a lead and an assistant, in each classroom. Special education services are extremely stretched. The special education teacher serves 29 students at two separate campuses, to students of varying exceptionalities. Parents are also concerned with support services for students at the level of counseling and career planning. Ivy does not have a school counselor, however, career planning is a goal for Ivy this year.

TEACHER SURVEY

Teachers	22 Staff Members responded.
<i>Strengths</i>	<i>Areas for Improvement</i>
Our school's leaders hold all staff members accountable for student learning.	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.
Our school's leaders expect staff members to hold all students to high academic standards.	In our school, a formal process is in place to support new staff members in their professional practice.
All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).

All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	In our school, related learning support services are provided for all students based on their needs.
Our school provides protected instructional time.	
Our school leaders monitor data related to school continuous improvement goals.	

Analysis of Teacher Survey:

The teacher survey clearly indicated that the professional experience is one of student achievement, accountability, curriculum monitoring, assessing, collaboration, and a school where instructional time is protected. School leadership checks in regularly to insure that students are being assessed using our common school wide assessments. The information is used to identify students for RTI and to identify students who need extra supports. As part of a Montessori education, the school has a three hour protected uninterrupted work cycle daily. In general, even though the students are provided with multiple outside learning experiences (such as service learning and community partnerships), Ivy is still a school community highly focused on student achievement.

The staff at Ivy indicated that regular evaluation that supports their instruction is both lacking at Ivy and important to them. A team of staff members, including the administrator, attended a PLT on staff assessment and the staff were trained in the Charlotte Danielson Frameworks of Effective Teaching and Learning. After the conference, the teachers who attended were able to share this powerful evaluative tool with their peers. Although Charlotte Danielson has been in place at Ivy conceptually, the evaluation cycle has gotten sidetracked and only one phase has been implemented. A good goal for Ivy this year is to tackle a successful evaluative process that supports good teaching.

Staff indicated that there wasn't a formalized system in place to support new teachers. In 2014-2015, Ivy implemented an extensive orientation and new teacher support program to resolve this issue.

Finally, teachers also express concern about extra resources for students who need learning support.

Parent/Staff/Student ODE Survey results - Please See Attachments E.1-E.5

School Improvement Plan - Part A

Plan of Action for Parent, Student, and Staff Survey 2013-2014 and Identified School Goals

Goal	Strategies	Result Indicator	Plan of Action and Timelines
Establish a program to specifically address career and college planning for students.	See 'Middle School Career and College Readiness' Section Below	See 'Middle School Career and College Readiness' Section Below	See 'Middle School Career and College Readiness' Section Below
Implement Teacher Evaluation Process	<p>Attend PLT conferences to develop understanding of the materials.</p> <p>Training session for administrators to implement.</p> <p>Discuss with staff how the Framework is an effective tool for evaluation and improving teacher instruction.</p> <p>Discuss the applicability of the Framework to a Montessori school and make adjustments as needed to match philosophy and pedagogy</p>	<p>All lead teachers will have completed a cycle of evaluation using Charlotte Danielson framework.</p> <p>Target Goal: Did it help improve instructional performance and evaluation?</p>	<p>August, Orientation Week: Brief teachers on Charlotte Danielson Observation Cycle</p> <p>September, Choose: Teacher choose professional domain they will focus on for the year. It could be planning and preparation, classroom environment, instruction, or professional responsibilities.</p> <p>February thru May:</p> <ol style="list-style-type: none"> 1. Pre-observation meeting to discuss the lesson that will be taught. 2. Teacher delivers lesson while administrator/peer mentor takes notes on all aspects of the lesson. 3. Share notes / Teacher reflects on lesson alone. 4. Post-Observation Conference in light of shared understanding of the lesson taught. Reflections. 5. Debrief: Discuss with all staff the usefulness of the process and how it went.

Cultivate Culture of Community and Respect between students and teachers.	Provide opportunities for students to interact with teachers and vice versa.	Student representatives will meet with administration to share communication concerns with teachers.	January: Teachers will start posting weekly newsletters home on the classroom bulletin board so students are included in the communication loop.
	Informal structured events.		February (begin): Each class will appoint / elect a student who will meet once a month with administration to share any student concerns.
	Increase communication with students.	Students will report via survey that there is a high level of respect for teachers in the classroom community.	Students will circle up in a class meeting to discuss what respectful behaviors look like for all members of the Ivy community.
	Inclusive of students in decision making.		February - May: Teachers will participate in one structured fun event with students during the day to build community.
	Facilitate a culture of respect with teachers.	Teachers will report via anecdotes increased respectful behaviors and will receive support from administration in mediation if needed.	March: Document class meetings weekly and have a student take notes to post on classroom bulletin board. Spring: Students and staff will take a survey to revisit climate.

Middle School Career and College Readiness

Activity	Month	Resource	Completed
Parent Letter	November	Gearing Up Packet Letter Describing program	Nov. 21 will go out to parents with Gearing Up Packet
Career Launch	December / May	http://careerlaunch.net/job-readines.aspx	Practice launch Amy: Nov 2014

Career Discovery College Exploration Resume Cover Letter Job Application			Complete
High School Exploration	November/December	Portland Public Schools High School Open House Visits and 8th Grade Information Nights: Nov. 19th at Grant High School and December 4th at Franklin High School	Dates Confirmed via PPS
College Visit Oregon State University	January 13th	precollege@oregonstate.edu	email request made
Job Shadow Contact and Scheduling	February	Amy Stuhr amy@theivyschool.com	
Career Exploration - EXPO	March 17	Oregon Convention Center 9:00 - 2:00 Portland Workforce Alliance	Email contact made on 11/13/2014
Career Exploration Visits	February / May	kristen@portlandworkforcealliance.org	Email contact made.
Women in Trades Fair	May 2015	oregontradeswomen.org	
Grade-Level Groups to be decided by MS Team.	Jan-June	handsonportland.org Service events to be planned by student groupings.	
Career Exploration Events Microsoft Career Day	February 20		
McKinstry-Sustainability and Green Building	April 21st		
Port of Portland Emergency Operations	April 29th		
Legacy Health	Legacy Emmanuel Campus May 6		

Analysis of School Improvement Plan of Action 2013-2014

Goal: Improve student achievement in math.

This past year, Ivy staff has worked very hard to improve outcomes for students in math. The staff at Ivy are not looking for excuses, rather for ways of improving student success. Part of that is by identifying the personal roadblocks each student faces to high performance. In addition, the goal was to provide as many opportunities as possible for students to work on math achievement.

The following actions were taken:

- All students were assessed in math to determine baselines for units (pre-post unit assessments)
- Established a curriculum map for lower elementary (Common Core aligned) and upper elementary and middle school (Oregon State aligned)
- Offer after school math classes for enrichment
- Highly individualized 1:1 math instruction
- Khan Academy

Outcome: Across the board, the trend in student math performance has changed. Last year, the data for math was regressive data — this year there is a positive trend. Ivy made up the difference of the negative trend, as well as the progress of the positive trend, for an estimated improvement scale of 15%.

Goal: Students will make measurable gains or test on grade level in reading.

The reading program at Ivy has been completely restructured to include ongoing assessment, reader's and writer's workshop, guided reading, and the implementation of "The Great Reading Lessons" based on Tanny McGregor's Comprehension Connections.

Teachers at Ivy started to have a more systematic way of talking about reading instruction in a public Montessori school.

Outcome: The goal was met. Students at Ivy received an overall academic achievement score of 4 in reading. The processes in place need to continue in order to reach more students. There wasn't across the board implementation of The Great Reading Lessons in Comprehension Connections, which should be addressed.

Goal: Develop consistent curricular planning across school and improve teacher collaboration.

This continues to be a goal for Ivy. The teachers are working together and developing lesson plans across campus. Fridays are designated planning days for teachers to meet together. In the summer, staff met to plan out math curriculum maps.

Outcome: This continues to be a focus for the 2014-2015 school year.

Goal: Create and implement a vibrant after school program, including enrichment classes.

In 2013-2014, Ivy had three Enrichment Program sessions over the course of the year. Students had the opportunity to participate in their choice of over 40 courses, including yoga, stop motion animation, math enrichment, outdoor gardening, etc. There were several free courses and low paying courses, as well as financial aid available.

Outcome: On the Accreditation survey, one of the high scoring areas was that students were provided multiple opportunities to take courses that they found interesting. Over 150 students participated in an enrichment class in 2013-2014.

School Improvement Plan Part B

Goal	Strategies	Result Indicator	Plan of Action Timeline
<p>Improved Math performance on unit assessments.</p> <p>Improved Math performance on state-wide assessments.</p> <p>Students who are underperforming and minority will make significant gains in math over the course of 2014-2015.</p>	<p>Continued to strategize and tweak RTI process for students.</p> <p>Identify students in need of targeted math interventions.</p> <p>Provide extended day opportunities to practice math and receive further instruction.</p> <p>Partner with peers.</p> <p>Small group lessons.</p> <p>1:1 lessons.</p>	<p>Students will improve over the course of the year on unit assessments and in level of independence in math.</p> <p>Students will grow toward grade level performance.</p> <p>Student performance will improve on state wide assessment (this goal may not be attainable because there are a lot of unknowns with the state math assessment).</p>	<ol style="list-style-type: none"> 1. Assess students using Easy CBM. 2. Use Pre and Post Unit assessments to re-teach as needed. 3. Instruct students in abstract concepts using concrete Montessori materials. 4. Utilize Khan Academy to work independently on Common Core math. 5. Check student performance on a regular basis to insure progress. <p>Identify early on in January 2015 any minority students who are not performing</p>

<p>Create a Technology Needs Assessment Plan</p>	<p>Generate ideas how technology is used in the school setting.</p> <p>Find out resources available for technology.</p> <p>Meet with parents and PTO to discuss technology needs.</p> <p>Reach out to district to discover any grant sources.</p>	<p>By the end of 2015, there will be a completed technology needs assessment plan.</p>	<p>September, 2015 meet with staff to brainstorm school technology needs and the capacities in which technology is utilized or underutilized at the school.</p> <p>October — Create a technology committee to seek out funding sources and community partnerships.</p> <p>December —</p> <p>Synthesize ideas and report to board about technology initiatives.</p>
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Parent/Community Engagement

Parent Teacher Association

The Ivy School PTA, as a member of the National PTA since 2012, had 91 active members during the 2013-2014 school year (an increase of membership by 658%). The Ivy PTA earned the Platinum Membership Award from the Oregon Chapter of the PTA.

The 2013-2014 PTA council positions included:

Co-Presidents

Vice-President

Treasurer

Co-Secretaries

Newsletter Lead

Website Lead

School Spirit Coordinator

Classroom Volunteer Coordinator

The Ivy PTA partnered closely with The Ivy School principal to align goals and provide the best possible support for the 2013-2014 school year. The PTA held monthly meetings, organized school spirit events such as a bowling night and an annual end-of-year talent show, in addition to hosting and organizing fundraising events to address the financial needs of the school.

While the Ivy PTA originally created and ran the Ivy after school enrichment program, in 2013-2014 the administration at Ivy took over that task. The Ivy PTA led the charge to keep parents informed and engaged throughout the 2013-2014 school year by creating and publishing 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 created a weekly, electronic school newsletter that continues to be distributed to all of the families at the Ivy School. The newsletters provide a central hub for administrative announcements, news, and community events. The newsletter includes submissions from students, administration, the school Board, Ivy staff, and the PTA, and is maintained by a PTA council member. There were 37 newsletters published and distributed during the 2013-2014 school year.

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.

In 2013-2014, the Ivy PTA held 14 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 2013-2014 school year. A resource library was built for use by future Ivy PTA councils and members, in addition to adding new resources to the school's parent library. The Ivy PTA also donated reading group sets and supplies to support the reading group curriculum, donated materials for a windmill pilot project, and made donations to create a mobile microscope lab which included 6 compound microscopes, 2 stereo microscopes, slides and cover slips, a Wi-Fi-enabled microscope camera, and storage and cleaning supplies. The Ivy PTA also made donations to the school general fund to provide funds for the school Winter Program, music program, and ad-hoc teacher requests for special projects and curriculum.

In addition to supporting the Ivy School's academic opportunities, the Ivy PTA worked to ensure that all teachers and staff feel appreciated for the incredible work they do caring for and educating our children. The PTA council sponsored Teacher Appreciation Week, which included a complete overhaul and 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 put on several fundraisers during the 2013-2014 school year, in order to help supplement the financial needs of the Ivy School. The fundraising efforts of the Ivy PTA resulted in exceeding their fundraising goals by 52%. Fundraising efforts included running the SCRIP program, selling Chinook Books, running a school-wide raffle, and a mid-year read-a-thon. The Ivy PTA's fundraising efforts helped to fill gaps and providing extra help to keep the school running smoothly as it settled in with a new mortgage for the Prescott campus. The raffle funds were donated directly to support and improve the outdoor 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. The PTA also coordinated a holiday toy drive to support members of the school and local communities, and a digital camera drive to collect usable cameras for student learning and projects. Hundreds of hours were donated by parents to be sure Ivy had what they needed, and a volunteer

thank you social was hosted at the end of the school year to show the PTA's appreciation for a great year of community involvement.

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.

Because 2013-2014 was only the second year of Ivy’s participation in the national PTA structure, the PTA spent this year continuing to establish processes and practices that will endure into the future and support the Ivy community for a long time. 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

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 is at least six inches of concrete below the surface. This property is still an option for Ivy to develop in the future.

Portland State University

The Ivy School is entering 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.

Portland Parks Willamette River Stewardship

Portland Parks Willamette River Stewardship Coordinator Marissa Dorais invited the Ivy School to team with their organization to help with planting native species, weeding, and helping keep our rivers healthy! The classrooms went to Oaks Bottom Wildlife Refuge on two separate occasions to perform this community service project.

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.

Audubon Overnight

We partnered with the Audubon Society so that three different lower elementary classes spent a night and went hiking at their sanctuary in Forest Park. Students discovered a pond full of newts, an owl calling in the evening, and got a tour of how the Society takes in and cares for sick or injured birds, 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. Their field trip was well-planned and well-executed. This is a continuing partnership for the Ivy School.

Bullseye Glass Company

Bullseye Glass Company collaborates with artists from around the globe to produce quality art glass. Their glass art is distributed around the world, and the organization, based in Portland, has a strong commitment to research, education, and the promotion of glass art. Students went on a trip to see Bullseye, where they had the opportunity to see melted glass being poured and shaped, and to then see the end product of beautiful sheets of stained glass. This was pertinent to the glass mosaic wall the students were installing at the Prescott campus. Representatives from all Prescott classrooms attended.

Oxbow

Prescott students, who were studying the lifecycle of salmon, hiked through the ancient forests at Oxbow on the Sandy River Gorge. Oxbow is known for its fertile salmon spawning grounds. With the support of a Metro naturalist, students were able to explore the connection between in-class curriculum and the natural community they live in. Students studied the Sandy River and the Oxbow hike facilitated conversations about topics the students have learned about being consumers, producers, and decomposers of the local ecosystem.

Free Geek

The Ivy School was the recipient of a Free Geek grant which provided ten desktop computers and three laptops.

Biz Town

Ivy partnered with Junior Achievement / BizTown, where students had the opportunity to learn principals of good citizenship, work readiness, entrepreneurship, and financial literacy. Ivy students prepared for weeks ahead of time before going to BizTown, where they had a chance to run banks, manage restaurants, read utility meters, use debit cards, and even vote. All teachers and parent participants attended training. This covered the practical and life skills component of an upper elementary Montessori education.

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.

Oregon Children's Theater

Students attended the Oregon Children's Theater live production of "The Giver," which was a novel students read in class. This capstone experience synthesized classroom understanding with cultural opportunities in the arts.

Color Run

Students from the Ivy running club participated in the Portland 5K Color Run.

Camp Wi Ne Mah

Ivy 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. The experience was so successful and essential in developing a shared community experience that the Ivy School returned for a campus-wide, four day camping trip at the beginning of the 2014-2015 school year.

Portland Aquarium

Students attended an overnight experience at the Portland Aquarium. Students toured the facilities, watched a movie, and were privy to a "behind the scenes" tour, capping off the evening by sleeping with the sharks in the aquarium.

Green Table Co-op Farm

Green Table Co-op Farm is a community based, urban lot where locals grow food for themselves and for those who do not have access to fresh produce. Through this, the group celebrates community urban farming. Ivy participated in a service learning project with the co-op.

Oregon Montessori Association

The Oregon Montessori Association serves the Montessori community in Oregon. OMA sponsors events and outreach programs that supports the continued education of the Montessori community. Ivy attended the Montessori school fair and also hosted the OMA learning fair in November, where Ivy teachers were able to attend and participate in Montessori peace education.

Dishman Community Center

The staff at the Morris campus cultivated a relationship with the Dishman Community Center, which is located just around the corner from Ivy. With support of parent volunteers, many students who had never been in the water before had the opportunity to swim on a regular basis throughout the year. The Dishman Center also housed Ivy School community events such as the Morris campus Spring Dance.

Fargo Food Forest

Fargo 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 us and our food supply. 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 completed a service learning project.

Friends of the Children

Ivy rented the gymnasium at Friends of the Children so that Ivy students could receive physical education instruction indoors. In addition to renting the gymnasium, several Ivy students participate in the mentorship program of Friends of the Children.

Opal Creek

Students attended an overnight experience at the Opal Creek Ancient Forest Center. Opal Creek, located two hours from Portland on the west slope of the Cascade Mountains, offers educational experiences in the wilderness that promote ecological conservation. Ivy students attended a remote wilderness experience and participated in educational programming in environmental science in the Opal Creek forest. This trip was a life-changing capstone event for the middle school classroom.

Willamette Park Community Service

Ivy students and families participated in the Portland Parks and Recreation river cleaning day. Students cleaned up, planted native plants, and removed invasive weeds. It was a good opportunity for students to contribute to protecting the ecological environments they studied.

St. Vincent De Paul

The Ivy School Morris Campus rents property from the Immaculate Heart of Mary Church. Ivy saw a need to bridge the gap between the school and the local community. One of the ways Ivy was able to do this was by working at the St. Vincent De Paul

feeding program run at the church. On a weekly basis, Ivy middle school students volunteered stocking the pantry and distributing food to families in need in our immediate community. The beauty of this is that many of our students also are in need – so the St. Vincent De Paul Society was able to reciprocate by providing our needy students with food for their families. The students were thrilled with this opportunity to both give to their community and receive from its support system.

Additional Partnerships:

A Children's Place Bookstore

AKA Science

Alberta Court Crossing – Mural Project

Battle of the Books

Bonsai Society of Portland

Columbia Watershed Council

Cully Farmers Market

Delta Sigma Theta Sorority, Portland Alumni Chapter

Delphina's

Eliot Neighborhood Newspaper

Emanuel Hospital

Fernhill Park Summer Series

Franz Bakery

Hollywood Library

The Kennedy School

Mercy Corps

Motivasi

Montessori Institute Northwest

Native American Youth Association

Northeast Community Center

Oregon Children's Theater

Oregon Food Bank

Oregon Symphony

Oregon Humane Society

Outside In

OMSI

Pennies for Peace

Pizzacato

Portland Art Museum

Portland Metro
Portland Parks and Recreation
Montessori Institute Northwest
Portland Zoo
Port City
Project Grow
Portland Public Schools
Portland Archives
Ridgeline Montessori School
Scrap
Tidal Wave Books
Twelve Mile Farm

Facilities

The Ivy School is located at two campuses. For the 2013-2014 school year, the campuses were split with four lower elementary classes at the Prescott campus and three upper elementary class and a middle school class at the Morris campus. The Ivy School took over lease of the entire Morris campus in order to fully support the growing student body of our school.

In 2013-2014, Ivy continued to grow on the extraordinary efforts that were made in the 2012-2013 school year. The school had secured a permanent property that could be built on with the purchase of the Prescott campus. The school also expanded the usable space at the Morris campus by taking over lease of all classroom space at that location. As a result of community interest in participation at the Ivy School, the student body had grown by 60 students for the 2013-2014 school year. One lower elementary class and one upper elementary classroom had to be added to meet this demand. In order to accommodate the Montessori philosophy of having like-grades together, an additional lower elementary classroom was added to the Prescott campus for the 2013-2014 year; this allowed all of the lower elementary classes to be housed together. The one upper elementary classroom that had been located at the Prescott campus was moved to the Morris campus, to be housed with the other upper elementary classes and the middle school classroom. A great deal of planning and coordination was required to make this transition successful.

The momentum from the start of the Ivy capital campaign has been harnessed to continue to support the fiscal needs of purchasing the Prescott campus. Although there are no concrete plans for expanding the Prescott campus auxiliary space, there is a lot of potential for building an additional four or five classrooms on the property. Funds for such an endeavor will come from the next capital campaign, which is projected to begin in 2017.

An independent lease for the Morris campus was negotiated directly with the Immaculate Heart Church in 2013-2014, in order to house all of the upper elementary classes and the middle school together. The Morris campus was renovated in 2011, and further renovations are being planned, including glass doors at the entrances to allow natural light in the hallways, as well as new lighting in the classrooms and bathrooms. 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, and the outdoor classroom and green space. Dawson Park, located across the street from the Morris campus, was renovated during the 2013-2014 school year, and will be available to upper elementary and middle school students again in the 2014-2015 school year.

Both facilities were used throughout the summer to run nine 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. At the end of the 2013-2014 school year, students at the Prescott campus designed and worked under the supervision of staff to create a beautiful mosaic scene on one of the concrete walls in the play space of the school. The color brings hope for the future potential of this space at the Ivy School.

The Ivy School considers it a great success that the community continues to support the purchase of the Prescott campus and that all students are attending school in beautiful spaces with quality educational and Montessori materials.

Financial Management

Checks and Balances

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

Separation of Duties

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

- The staff member making payments 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 Principal by and large, and the Business Manager if the Principal is not available.
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.

The Ivy School's Audit gets smoother every year. We have been successful in clearing up conflict of interest issues that were observed over the 2011-2012 school year. The 2012-2013 audit showed overall improvements from the deficiencies found in the 2011-2012 audit. The 2013-14 audit showed no major deficiencies. According to the auditors, standard deficiencies continue to be a problem for all charter schools, such as using QuickBooks as an accounting system and implementing a more sophisticated system of checks and balances which is not possible with limited staffing.

Audit for 2013-2014 - Please See Attachment F

Local School District Connections

The 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 (IMESD) 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.

Ivy staff participated in the PPS Focus on Diversity Series. All staff attended the Dr. Joy DeGruy event on Post Traumatic Slave Syndrome on April 24, 2014.