

**HILL VIEW MONTESSORI**
CHARTER Public School

**Annual Report
2010-2011 School Year**



“The hand is the instrument of the mind.”

Maria Montessori

**75 Foundation Avenue
Haverhill, Massachusetts 01835**

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July 30, 2011

Dear HVM Community:

It has been a great honor to be the Chair of the Board of Trustees at Hill View Montessori Charter Public School (HVM) this past year and I would like to share with the entire school community some of the notable events and accomplishments of 2010/2011.

Janet Begin, Founder and Executive Director (ED) for the past 4 years, will be stepping down from her position and a new leader will soon assume the role of ED in August. Janet leaves an impressive list of accomplishments during her tenure including the successful re-chartering of our school (without conditions) as well as the negotiation, financing and renovation of our permanent home at 75 Foundation Ave. The only thing larger than her legacy is her passion for HVM. Thank you, Janet.

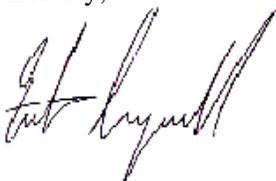
An additional leadership change occurred this year when the Educational Program Director (EPD) unexpectedly departed HVM in March of 2011. While this presented a challenge to the staff - a challenge that was met head on by our dedicated team - a committee was quickly assembled to search for a replacement and I am happy to report that the new EPD, Lori M. Klucznik, began work on July 1. She quickly became acclimated with the administration, summer staff and students and we look forward to her continued contributions as the new school year begins.

This past June, HVM was proud to be able to graduate its first class of 8th graders in a ceremony that was both beautiful and poignant for the students, teachers and family members who attended. We have no doubt that our HVM "ambassadors" will carry forward HVM's core values of grace, courtesy, respect and responsibility and we eagerly await to hear of their accomplishments as they become constructive contributors to the communities they are now set to join.

Recently, HVM helped to contribute to the community of Haverhill by partnering with one of the local elementary schools to help them implement part of the Montessori curriculum through a dissemination grant. Using funding from the grant, HVM purchased Montessori math materials for seven district classrooms and then engaged in a multi-step process to help district teachers use these materials in their classrooms. This included professional development sessions, in-classroom training and collaboration; and also included the creation of a lesson book and training video to help district teachers as they continue this work in their classrooms. Feedback has been very positive and we hope to replicate this type of partnership in the future.

Finally, the school continues to show yearly academic progress in most curriculum areas and has solid plans to improve in areas that may not have had the desired results. The attached report has more information on this along with many other specific details about our school over the past year. I encourage everyone to read the report and to not only reflect on what we have accomplished so far, but also on the work that remains. In closing, I would like to wish a heartfelt thank you to all those that have contributed their time, effort, money and sweat to HVM. Your selflessness serves as a wondrous example to our children and will likely be the most important lesson they will ever learn, in or out of school.

Sincerely,



Erik Ingersoll
Chairperson, Board of Trustees

School Address and Contact Information

School Address:

Hill View Montessori Charter Public School
75 Foundation Avenue
Haverhill, MA 01835

Contact Information:

Janet Begin, Executive Director
978.521.2616 main telephone
978.521.2656 facsimile number
JBegin@hvmcps.org
www.hillviewmontessori.org

Introductory Description of Hill View Montessori Charter Public School

Hill View Montessori Charter Public School (HVM) provides students residing in Haverhill, Massachusetts a grade K-8 public education that promotes academic excellence using the Montessori philosophy. The school is located in Haverhill and was chartered by the Massachusetts Board of Education in 2003, opening the following year to serve 122 students in grades K-3. Each subsequent year an additional grade has been added such that full enrollment of 296 students with a K-8 grade span was reached beginning September 2010.

The 2010-2011 school year was HVM's seventh year of operation, the second year of the school's second charter term and its first year with the full range of grades offered. The current charter term is scheduled to end in 2014 and the school will begin the charter renewal process in 2012.

Mission Statement

The mission of Hill View Montessori Charter Public School is to provide a grade K-8 public education that promotes academic excellence using the Montessori philosophy. In partnership with teachers and parents, children attain high levels of academic, personal and social achievement and so prepared, become constructive contributors to our community.

PERFORMANCE AND PLANS

The following information and supporting data summarize HVM's achievements during the FY11 school year based on HVM's current accountability plan as well as the State's Common School Performance Criteria. The HVM 2008-2014 Accountability Plan was updated during this school year and approved in February 2011.

FAITHFULNESS TO THE TERMS OF THE CHARTER

Objective F1: HVM will be a preeminent public Montessori school.

Measurement F1.1: *HVM will create and maintain alignment charts describing Montessori and supplemental curriculum that will address each of the Massachusetts Frameworks standards in Mathematics, English Language Arts and cultural subjects (Science and Social Studies/History).*

Progress: HVM has met this measure.

Alignment charts for English Language Arts (ELA), mathematics and the cultural subject areas have been created for grades K-8. Curriculum binders which contain supplemental curriculum to augment areas where the Montessori curriculum does not address Massachusetts standards are readily available to all teachers in grades K-8. They are updated and supplemented as needed and reviewed on a regular basis.

This year significant effort was exerted to create and update the alignment charts. In support of the launch of our first 8th grade class, the middle school teachers spent considerable time during the summer and fall creating alignment charts, specifying curriculum to be used to address each of the Frameworks. Simultaneously, the 7th grade alignment charts were reviewed and updated. In addition, our Teaching and Learning Coordinator, a newly created position this past year, spent considerable time aligning the 4th-6th grade (Upper Elementary) Montessori curriculum to the Common Core State Standards.

Already existing in the Montessori curriculum are specific grammar and language materials and lessons for kindergarten through grade six. Our ELA alignment charts for these levels identify Montessori lessons that address specific areas of the Frameworks. However, realizing that supplemental materials and lessons were needed for direct reading and writing instruction this year, the school contracted for a literacy audit with Public Consulting Group's Literacy and Learning Center. Based on the findings and recommendations of the audit, HVM's Teaching and Learning Leadership Team, a newly created school-based committee, developed an action plan to improve literacy instruction. As a result, literacy programs and materials were selected and will be purchased over the upcoming years to strengthen instruction in this area. Consequently, reference to the lessons and materials in the new programs will be added to the alignment charts in the upcoming years as well.

***Measurement F1.2:** HVM will hire an outside Montessori consultant to conduct an audit every two years to evaluate its program and any findings will be addressed within six months.*

Progress: HVM met this measure.

This measurement calls for an outside audit every other year. In the spring of 2011 HVM had its first Montessori audit to satisfy this measurement. The onsite portion of the audit occurred from April 12th-April 14th and included document review, classroom observations to assess the implementation of the school's Montessori programs, interviews with members of the school community and a review of printed materials. Gary Davidson, the consultant conducting HVM's audit, has 35 years experience as a Montessori teacher, teacher trainer, lecturer and consultant and is the Director of the Seacoast Center for Education, a Montessori teacher training facility located in Stratham, New Hampshire.

The audit was conducted using standards written in the document "*Essential Elements of Successful Montessori Schools in the Public School Sector*", a position paper that is endorsed by several Montessori organizations including the American Montessori Association, the Association Montessori Internationale and the North American Montessori Teachers' Association. The audit identified whether HVM's practices were "compliant", "potentially compliant" or "non-compliant" with the standards of "*Essential Elements*" and offered recommendations where appropriate.

Six areas of the school's program were evaluated: administration, parent education, faculty, curriculum/environment, professional development and assessment. In all but two areas, HVM was found fully compliant. In the other two areas, some elements of the area were found only "potentially compliant". Specifically, the following elements were flagged:

- ✓ Employ Montessori teachers who have Montessori credentials for the levels they teach.
- ✓ Offer a full complement of Montessori materials purchased from Montessori dealers.
- ✓ Apply the appropriate multi-age groupings: 2.5-6, 6-9, 9-12, 12-15, 15-18 necessary for the diversity, flexibility and reduced competition integral to Montessori.

Following receipt of the audit, the administrative team met to review the findings and to create a plan for addressing the "potentially compliant" and "non-compliant" areas and any other recommendations from the audit. A number of actions have already begun in response to the audit including the following:

- Revision of administrative job descriptions to reflect the importance of professional development in the area of Montessori philosophy for administrative personnel.
- Creation and passage of a policy requiring all HVM teachers in grades K-6 to have Montessori certification for the grades which they are teaching. In support of this policy, a scholarship program was created to offset the cost of Montessori training for those teachers who are not currently credentialed. Beginning this summer, six teachers enrolled in a summer Montessori education program to either begin training or complete their Montessori credential for the particular grade range they teach at HVM.
- Inclusion of a budgetary line item to ensure continual growth of Montessori materials inventory. As part of this effort, an extensive inventory of all classrooms is underway to determine the quantity and consistency of Montessori materials throughout the school. The inventory will be the basis for future Montessori material purchases.
- In the area of multi-age groupings, HVM anticipates it will remain non-compliant until such a time that public funding for pre-school programs becomes a reality. Some initial thought has been given to exploring creative ideas to offset the incongruity of a single-grade kindergarten program such as providing a fee-based program for the sake of having multi-age classes (despite the fact that those children attending pre-school cannot be guaranteed a spot in kindergarten); investigating the possibility of getting a waiver from the Department of Elementary and Secondary education to allow for children to be lottered for kindergarten a year in advance of the kindergarten year, etc.

<p>Objective F2: HVM will focus on holistic student development.</p>

***Measurement F2.1:** At least 85% of HVM students will usually or consistently demonstrate personal, social and emotional attributes on the Personal and Social Growth and Work Habits section of the end-of-year progress report.*

Progress: HVM met this measure for grades 1-8. (HVM nearly met what would be a similar measure in kindergarten.)

The HVM grade 1-6 progress reports assess the consistency at which students demonstrate personal, social and emotional characteristics as well as work habits. In particular, teachers assess whether students “consistently”, “usually”, “sometimes” or “rarely” exhibit the desired behavior or habit in 14 different areas. Kindergarten and middle school also assess personal, social and emotional characteristics as well as work habits but both levels use a different set of characteristics and scoring distribution. Kindergarten has a ten-item list of characteristics and identifies whether students have “not presented”, “presented” or are “practicing” or “proficient” in an area. The middle school report card, which was changed this year to accommodate the needs of high schools receiving our graduating students, has five personal and social growth indicators.

- For grades 1-6, at least 85% of students usually or consistently realized personal and social growth and demonstrated appropriate work habits in all 14 areas. More than 90% of grade 1-6 students consistently or usually met the attribute on ten of the 14 attributes.
- In kindergarten, at least 88% of students were practicing or proficient in nine of the ten characteristics identified as important indicators of social emotional development. Kindergarteners missed the 85% goal by three students in one area, “respects others’ rights and property”.
- In middle school, 100% of students achieved a three or better (on a 4-point rubric) in the social and emotional section of the middle school report card.

Percent of Students Usually or Consistently Demonstrating Achievement of the Personal & Social Attributes and Work Habits

<i>Personal and Social Growth</i>	
Acts age-appropriately	93%
Accepts responsibility for own actions	92%
Displays a positive attitude	98%
Communicates appropriately with peers	92%
Helps others	93%
Has awareness of others' feelings	91%
<i>Work Habits</i>	
Responds appropriately to adults	96%
Follows directions	93%
Asks for help when necessary	88%
Shows best effort in daily work	95%
Manages time wisely	85%
Is attentive during work cycle	88%
Maintains order	89%
Returns homework on time	90%

Measurement F2.2: *Annually, each K-6 classroom will participate in at least one community service project; each middle school student will complete 20 community service hours.*

Progress: HVM met this measure.

Every kindergarten, lower and upper elementary classroom was involved in at least one community service project during the year. Middle school also participated in community service with students performing 22.8 hours of community service on average.

Following is a description of the community service projects for each of HVM's eleven classrooms.

FY11 Community Service Projects

<i>Kindergarten 1</i>	Collected toiletries for Emmaus House, a local homeless shelter. Prepared mailers for the American Cancer Society
<i>Kindergarten 2</i>	Collected toiletries for Emmaus House, a local homeless shelter. Prepared mailers for the American Cancer Society
<i>Lower Elementary 1</i>	Supported Heifer International
<i>Lower Elementary 2</i>	Supported Mass Society for Cruelty Prevention to Animals. Sang for elders at a nursing home
<i>Lower Elementary 3</i>	Cleaned school grounds. Worked on a farm. Participated in hospital project
<i>Lower Elementary 4</i>	Cleaned school grounds. Worked with Haverhill Crossing, an assisted living facility
<i>Upper Elementary 1</i>	Assisted with school breakfast. Read with Lower Elementary students
<i>Upper Elementary 2</i>	Collected food and basic care products for a local pantry
<i>Upper Elementary 3</i>	Collected toiletries for Emmaus House, a local homeless shelter
<i>Upper Elementary 4</i>	Collected and recycled Teracycle drink pouches. Read to kindergarten students. Collected funds for Cailee's Goal, a local fundraising program.
<i>Middle School (sample activities)</i>	Collected items for food drive, ran school-wide recycling committee, read to lower grade students, created a school garden, helped with school beautification and staffed fundraising events

Community service and service learning is an integral part of the Montessori Method and we believe that more community service work occurs than is recorded. Over time, HVM will work to identify a method to better collect and store community service information.

Objective F3: HVM will work collaboratively with its various constituents.

***Measurement F3.1:** 95% of students will be represented by parent(s) or guardian(s) at all parent-teacher or parent-student-teacher conferences or through some other form of communication with the teacher about their child's learning during the time period covered by each conference.*

Progress: HVM met this measure.

Data to support the attainment of this measure was derived by collecting regularly scheduled parent-teacher conference attendance information and reports of parent-teacher meetings (not arranged specifically during the week-long conference block) for each of the two conference time periods, fall and winter.

On average, (i.e., between the two conference periods), 95% of families attended a formal parent-teacher conference or conferenced through some other form of communication. In the fall, 94% of HVM families conferenced with their child's teacher. In the spring, 96% of families conferenced with their child's teacher. HVM continues to identify opportunities to inform parents about their child's progress, the HVM mission and the Montessori educational philosophy.

***Measurement F3.2** To provide an avenue for input, annual parent and staff surveys will be administered and summary results made available to the entire school community.*

Progress: HVM met this measure.

The school's annual family survey was administered via Survey Monkey, an online survey tool in March 2011. For families who preferred to take the survey offline in written form, a hard copy of the survey was provided and the data was entered online by an administrative assistant so that the survey tool could aggregate the data. Approximately half of families participated in the parent survey.

Summary results from the parent survey were shared with the greater community via the school's website.

Staff surveys were also administered via Survey Monkey, and were conducted in March. Eighty percent of HVM employees participated in the survey. Results were compiled and those pertaining to the Executive Director and the school at large were shared with the Board of Trustees. Findings related to the other three members of the administrative team were shared with their supervisor, the Executive Director, for use in their ongoing supervision. The school shared summary results of the Staff Survey with the entire staff electronically.

Objective F4: HVM will campaign to enroll a student population that reflects the diverse economic and racial make-up of the district schools.

***Measurement F4.1:** HVM will adjust its advertising and recruitment campaign each year in an effort to attain racial diversity, in terms of its white vs. non-white student population, which is within 5 percentage points of the Haverhill District School's racial diversity as measured by comparing Student Information Management System (SIMS) data each year.*

Progress: HVM met this measure

Since its inception, the HVM student body has been less racially diverse than the Haverhill Public School District. An enrollment advertising plan was created to support efforts toward better targeting diverse populations. The plan includes the use of “passive” advertising (flyers, news briefs, newspaper ads, etc.) as well as a commitment to make direct contact with local community service agencies that already have connections with more diverse populations. It also lays plans for more direct recruitment of the Hispanic/Latino community via advertising at Spanish bodegas and churches; through Spanish news sources and through direct networking with our current Latino population.

Even though HVM’s FY11 non-white student population of 23% compares to the Haverhill Public School District’s non-white population of 31%; i.e., more than five percentage points from the Haverhill Public School, HVM is making inroads on this goal. Change is gradual because it is dependent on new student applications which account for only 15% of yearly enrollment (i.e., 34 kindergarten slots from 296 students total). In FY11, 32% of applicants in the lottery were from non-white population, matching the Haverhill district’s 31%.

Going forward and in keeping with state regulations, HVM will review the recruitment plan to augment recruitment and retention activities. Some of this began this past year when HVM posted all enrollment materials on the school’s website. Previously, HVM sought to provide enrollment materials by face-to-face contact (an effort to ensure that applying families truly understood the mission of the school). For plans to support attainment of this goal, see *Attachment 4: Recruitment and Retention Plan*.

Measurement F4.2: *HVM will adjust its advertising and recruitment campaign each year in an effort to attain economic diversity of its student population that is within 5 percentage points of the Haverhill District School’s economic diversity as measured by comparing Student Information Management System (SIMS) data each year.*

Progress: **HVM is making progress toward meeting this measure.**

Under the enrollment advertising plan adopted last year, HVM sought to improve outreach to low income populations using targeted advertising via Community Action, low income housing authorities, the Boys and Girls clubs, the YMCA, etc. This year, HVM established a strong connection with Community Action and sent an HVM representative to speak at one of their parent meetings about kindergarten transition. The goal was to introduce HVM to Community Action members and encourage them to consider HVM for their child’s public school experience. Unfortunately, the Community Action meeting was late in the year, following HVM’s March lottery.

HVM lags the local district in the number of students classified as low income. In FY11, 21% of HVM students qualified for the Federal Reduced Lunch program. Comparatively, the rate of low income students in the Haverhill district was 41% with percentages varying from school to school with a low of 9.7 and a high of 63.3.

For plans to support attainment of this goal, see *Attachment 4: Recruitment and Retention Plan*.

Implementation of Mission, Vision, and Educational Philosophy

The mission of Hill View Montessori Charter Public School is to provide a K-8 public education that promotes academic excellence using the Montessori philosophy. In partnership with teachers and parents, children attain high levels of academic, personal and social achievement and so prepared, become constructive contributors to our community.

Following are HVM’s core values, which represent the heart of our mission and vision, along with evidence of how HVM remains faithful to them.

Core Value 1: Preeminent Public Montessori

Being a preeminent public Montessori school means that the Montessori philosophy and curriculum exists and that students meet the State's definition of academic proficiency. Effort was invested this year to strengthen both the Montessori program and to ensure improved outcome for all students. In particular, the Board approved a policy that requires teachers for grades K-6 to have Montessori certification for the level they are teaching or to go to training to obtain that certification. It has always been a goal of the school to have Montessori certified teachers. However, it has been difficult to find these teachers for Upper Elementary (grades 4-6) classrooms where there is a scarcity of certified teachers. Currently there are no certified Montessori teachers at this level at HVM. As a result of the new policy, as well as budgetary allocation made to help current staff pay for required certification, four of our Upper Elementary teachers are attending Montessori training this summer.

Part of HVM's commitment to preeminence is directly tied to being a public school where there is accountability to have students reach satisfactory levels of (academic, personal and social) achievement. One metric of academic progress, the State's growth metric, provides evidence that HVM is on a path toward continuous academic achievement. HVM students' academic achievement showed average to high growth in mathematics and English Language Arts in all grades except 4th grade. (*See Attachment 1-District Achievement and Growth by Grade.*) One of the challenges with 4th grade is that students are transitioning from classrooms with certified Montessori teachers to classrooms with teachers who meet the highly qualified requirements but do not have Montessori certification. We believe this may be impacting students at that level. With the newly Montessori trained teachers at the Upper Elementary level, we anticipate 4th grade students will demonstrate higher growth. Another factor contributing to the lower-than-average growth is that the Montessori curriculum is rich with hands-on materials that help students to understand concepts concretely before they move to the abstract. Some 4th grade students are not yet developmentally ready to move to the abstract and struggle on pencil and paper tests. However, once students are ready to move to the abstract, they have a strong foundation to draw from and this is validated by higher levels of achievement by HVM's older students.

In the area of personal and social achievement, HVM is also a model of preeminence. The focus on student's personal and social development is an important aspect of HVM's curriculum. In addition to the quantitative data presented on this, there is an overwhelming amount of anecdotal data that emphasizes our success in this area. In particular, the majority of visitors to HVM comment on the calm and peaceful nature of our classrooms. People are also continually amazed at how engaged and self-directed our students are even in the youngest grades. Furthermore, when our students spend time in the community, people comment about their positive and productive behavior.

Core Value 2: Holistic Student Development

HVM is committed to the development of the whole child and believes that it is principle to provide a holistic approach to education for children. Without feeling safe, understood, valued and able to make and grow from mistakes, children may learn skills but will not reach their full potential as a critical thinkers and competent problem solvers. The Montessori philosophy equips students with 21st century skills such as self-direction, teamwork, critical thinking and problem solving skills in addition to a love of learning.

One way in which Montessori education supports holistic student growth is by nurturing students' interests. One of many examples of how HVM teachers supported students in this way was the publishing of a literary magazine that began as a vision of two middle school students. They worked closely with the Middle School ELA teacher to: form a staff of peers; call for, read and select submissions; proofread; edit and finalize a literary magazine. To cover publishing costs they researched printing options and then created an order form to purchase copies. This project honored the holistic side

of the child by leveraging intrinsic motivation towards a self-selected goal. This type of tangible experience builds not only skills but the confidence to tackle future difficult tasks.

HVM continues to find ways in which to support the development of the whole child. During this past school year, the school offered Elective Blocks (free of charge) to students in grades 1-8. The weekly afternoon sessions were offered in collaboration with the local community and staffed by volunteer community members and/or HVM staff. The electives provided students an opportunity to pursue areas of interest such as swimming, woodworking, journalism, photography, science extensions, robotics and martial arts.

Less typical than traditionally found in public schools where a guidance counselor is employed, HVM employs a .75 FTE licensed social worker who provides support to students and families to ensure facilitate students' emotional and social wellbeing in school. Services include various social skills/support groups, some limited individual counseling and coordination with relevant agencies within the local community. In addition, a school psychologist has been hired for the upcoming school year to further meet the social and emotional needs of our students.

Core Value 3: School-Strengthening Collaboration

Parental and community involvement continues to be a hallmark of HVM. Due to the generous support of volunteers, HVM is able to stretch its limited resources and serve its students beyond what would be possible otherwise. Volunteers take on a variety of roles including serving on the board and its committees, doing projects to maintain the grounds and building, up keeping the library, making classroom materials, driving for student outings, doing administrative tasks, and working with students. These are just a few of the many ways volunteers support HVM.

Outside community members and parents also continue to collaborate with the school for our Elective Blocks (referenced above). Many of our elective offerings are taught by volunteers who graciously share their professional and personal expertise in areas such as journalism and robotics. For a great many of our students, the opportunity to experience these varied activities would not be possible otherwise. Further, this community support enables HVM teachers time for inter and intra level collaboration.

Core Value 4: High Quality Staff

HVM continues to be committed to employing teachers with Montessori training who also meet federal standards for high quality teachers. It is difficult however, to find teachers who have both skill sets and as mentioned previously, we do not currently have Montessori certified teachers in the Upper Elementary classrooms. We are committed however, despite limited funding, to supporting teachers who want to pursue their Montessori credential. This year the school increased the budget for Montessori training in order to provide scholarships to untrained teachers. This budget allocation, coupled with the policy requiring certification, has resulted in six of our current teachers attending Montessori training, the largest number of HVM individuals in training in the school's history.

Almost all of HVM teachers are highly qualified. The few teachers who are not, are working towards it and have professional development money allocated to help them achieve this status. The goal is to ensure all lead teachers are fully competent and trained in both Montessori philosophy and Massachusetts teaching requirements.

Implementation of the Governance/Leadership Structure

The HVM Board of Trustees has implemented the governance and leadership structure as stated in the HVM charter through its work in three major areas of responsibility:

Defining policy and providing oversight to uphold the mission and ensure faithfulness to the charter

Over the course of the year, the Board voted in support of the school's mission. In particular, a Teaching Staff Policy that called for a requirement for teachers in grades K-6 to have appropriate Montessori certification, or to enter training for such was approved this year to further support HVM's Montessori mission. In addition, the budget was approved with the high quality public Montessori mission in mind, requiring cuts in some areas while at the same time allocating additional money for Montessori materials, training as well as special education staffing.

Hiring and evaluating the Executive Director

The Board of Trustees hired an HVM founder as its second Executive Director in May 2007. The Board set aggressive goals for this leader: to increase academic results, to ensure that HVM's charter was renewed and to purchase a facility that would serve the needs of the school. An annual written evaluation was prepared and feedback was given relative to these goals as well as general performance during the first three years of her tenure. Having completed these three goals, in March 2011, the Board of Trustees accepted the ED's resignation stating that she would not be renewing her contract after finishing her fourth year in June 2011. A nationwide search for a new ED commenced immediately. The search process was inclusive, extensive and thorough. It engaged parents, staff, management, and general community members. A hiring committee did an initial screening of candidates and passed a pool of four candidates to the board for final interviews and selection. A verbal offer was made recently and accepted. The new Executive Director will start in August.

Assuming responsibility for the financial health of the school including fundraising

HVM continues to be financially sound from an operating point of view and the board retained strong oversight of the financials during this past year by approving quarterly financials and the annual budget as well as the audit report.

Fundraising results were strong again this year. HVM met the aggressive \$185,000 goal in total however; the majority of the funds raised were restricted funds coming from competitive grants. One hundred twenty seven thousand dollars in competitive grants was awarded and \$81,000 in appeal funds. Although we did not meet the unrestricted funding goal which supports the general operating budget, most of the planned school improvements were completed and the school retained a larger net income than budgeted.

ACADEMIC PROGRAM SUCCESS

The following information and supporting data summarizes HVM's academic achievement as measured by both internal and external measures. During the 2010-2011 school year, HVM continued working to meet the aggressive academic goals which increase annually during the term of the charter. While we have not met all of the aggressive benchmarks laid out in the Accountability Plan, we are making progress toward meeting them and have identified curriculum and instructional improvements needed to continue our path toward reaching the measurements.

Objective A1: HVM students will demonstrate high levels of achievement in reading and writing.

Measurement A1.1: *At least 85% of students at each grade level will reach their grade level benchmark (i.e. be at least within the Independent range in Oral Reading Fluency and Comprehension on a grade-level appropriate text) on the end-of-year Developmental Reading Assessment. (Note that students will*

not be reassessed once they reach 8th grade proficiency.) To realize this goal prior to the end of the next charter period, HVM has set 80% as an FY10-11 end-of-year interim benchmark.

Progress: HVM met this measure in four of nine grade levels and is making progress toward meeting this measure in the rest.

This year, like last year, three grade levels met the benchmark measure; two grades neared the 80% target and three did not meet it.

Analysis shows that although we did not meet our reading goals, students are making progress toward meeting this goal. Using last year's goal of 75%, five grades would have met the target, indicating growth over the previous year when only three grades met the 75% measure. Further, five of eight cohorts showed improvement from the previous year.

Percentage of Students Reaching FY11 Interim Reading Benchmark of 80%

		<i>Percentage Point Difference from Previous Year (i.e., cohort group)</i>
<i>Kindergarten</i>	85%	NA
<i>Grade 1</i>	65%	-17
<i>Grade 2</i>	56%	+12
<i>Grade 3</i>	54%	-17
<i>Grade 4</i>	91%	+21
<i>Grade 5</i>	85%	+14
<i>Grade 6</i>	80%	+17
<i>Grade 7</i>	81%	+4
<i>Grade 8</i>	90%	0

HVM continues to focus on ways to improve reading achievement. During FY11, a major literacy initiative was launched. It was made possible by a \$40,000 private grant for literacy. The initiative included a literacy audit, a 2-day action planning institute to develop a research-based plan for improving school wide literacy outcomes, data-driven instructional coaching, focused professional development in the area of writing and the purchase of student literacy materials. At the end of this school year, HVM piloted two specific reading programs (Guided Reading for grades K-3 and Thinkquiry for grades 4-8). Success of the month-long pilot was evaluated by administering pre and post self assessment surveys to measure the changes in teacher thinking and practice. Following the pilots, teachers indicated increased confidence and/or better ability to implement literacy strategies as a result of the short introductory professional development.

HVM plans to build on this initial literacy improvement work and has secured some of the funding necessary to do so. Other funding opportunities are being pursued with the hope that HVM will be able to continue with full implementation of our literacy action plan.

Measurement A1.2: At least 85% of students at the top level of 6 Traits writing rubrics (second grade for the K-2 rubric and eighth grade for the 3-8 rubric) will achieve the overall average target score or higher based on adding the averaged score of two independent readers for each trait in the 6+1 Trait writing rubric on two end-of-year writing assignments using prompts and associated genre that reflect state standards for the applicable grade level. The target is for second grade students to score 18 using the K-2 (5 point) rubric and eighth grade students to score 24 using the 3-8 (6-point rubric).

To realize this goal prior to the end of the next charter period, HVM set an interim benchmark of 15 and 21 (13-21 from grades K-8 respectively; i.e., 13 for K, 14 for grade 1, etc.)

Progress: HVM met this measure in six out of nine grade levels and nearly met it in the other three.

Following a two-day professional development program during which time HVM was able to have its writing goals evaluated by a 6 Traits Writing expert, the writing goal was changed to be more appropriate.

HVM's writing goal, like the reading goal increases every year. With the new and more appropriate rubric, HVM met the 85% goal in six of its nine grade levels. The other three grade levels, Kindergarten and grades three and four, nearly met the yearend goal with 82%, 82% and 84%, respectively.

Percent of Students Reaching FY11 Writing Benchmark

	<i>New Goal</i>	<i>Midyear</i>	<i>Yearend</i>
Grade K	13	NA	82%
Grade 1	14	88%	88%
Grade 2	15	100%	100%
Grade 3	16	74%	82%
Grade 4	17	88%	84%
Grade 5	18	83%	88%
Grade 6	19	77%	91%
Grade 7	20	97%	100%
Grade 8	21	100%	100%

Indication of the ongoing improvement in writing is evidenced by looking at the change in performance between midyear and yearend. Plans to continue the forward movement seen in writing achievement will be supported by the continuation of the literacy initiative as described above.

Measurement A1.3: *HVM will meet annual academic growth targets in ELA as established by the Department of Elementary and Secondary Education, or achieve Adequate Yearly Progress in the aggregate and for all statistically significant subgroups.*

Progress: HVM met this measure.

2010 AYP data indicates that HVM has met this measure in the aggregate and for all subgroups and HVM continues to make improvement in this area.

Objective A2: HVM students will demonstrate high levels of achievement in mathematics.

Measurement A2.1: *At least 85% of HVM students at each grade level will demonstrate proficiency on at least 75% of the standards on HVM's Math Tracking Tool. HVM has set 75% of students as an interim benchmark for SY10-11.*

Progress: HVM met this measure in three of eight grade levels.

The math accountability goal, like the reading and writing goals laid out in the HVM Accountability Plan, are aggressive and increase each year. Under this year's goal, three grades met the goal. When comparing cohort data, five out of eight grades showed improvement. Those cohorts that were identified as lowest performing last year increased significantly, by 33, 14 and 29 percentage points.

Percent of Students Demonstrating 70% Proficiency on FY11 Math Interim Benchmark

Grade 1	88%
Grade 2	85%
Grade 3	88%
Grade 4	73%

<i>Grade 5</i>	70%
<i>Grade 6</i>	60%
<i>Grade 7</i>	41%
<i>Grade 8</i>	52%

Plans for addressing the mathematical shortfalls include continuation of initiatives already begun and the addition of the following:

- Better and timelier use of ALEKs reports. At the end of this year, an electronic tool was created to automate the generation of customized ALEKs reports that highlight student progress aligned to MA Curriculum Frameworks.
- Montessori training for Upper Elementary teachers to better leverage Montessori materials.
- Use of Montessori Records Express (MRX), an online record keeping and curriculum sharing tool that provides Montessori lessons that are aligned to the MA Curriculum Frameworks. Lower Elementary, where we saw the majority of our math improvement, piloted this program last year with much success. Upper Elementary is piloting it this year.

Measurement A2.2: *HVM will meet annual academic growth targets in mathematics as established by the Department of Elementary and Secondary Education, or achieve Adequate Yearly Progress in the aggregate and for all statistically significant subgroups.*

Progress: **HVM did not meet this measure.**

2010 AYP data indicates that HVM did not meet Adequate Yearly Progress in the aggregate or for the low income subgroup. HVM did meet AYP, for the white subgroup and overall there is improvement. Based on preliminary MCAS results, HVM anticipates improvements in mathematics for FY11.

Objective A3: HVM students will demonstrate high levels of achievement in science and engineering/technology, and history and social studies.

Measurement A3.1: *At least 70% of HVM students will demonstrate proficient or advanced levels of achievement on MCAS for science and engineering/technology, and history and social studies in grades 5 and 8. HVM has set 60% as an interim benchmark for SY10-11.*

Progress: **HVM did not meet this measure.**

In FY10 40% of fifth grade student scored in the Advanced or Proficient categories. No 8th grade students participated in the FY10 MCAS science and engineering/technology assessment.

HVM began a partnership this year with the Cabot Corporation, a chemical company in the same business park that HVM is located. The relationship is giving students an understanding of the importance and application of science. As a result of this developing relationship, HVM was invited to submit a grant to the Cabot Foundation for the purchase of science curriculum and materials. Last, with the addition of MRX, the electronic curriculum sharing tool mentioned previously, HVM teachers will be able to access an unlimited number of Montessori science lessons, aligned to MA Frameworks. With the addition of these resources, HVM will bolster its science education.

Massachusetts Comprehensive Assessment System (MCAS)

HVM has shown steady progress toward meeting proficiency targets as measured by growth in MCAS results. The following table shows that the percentage of students in each cohort achieving proficiency has continued to grow, except during the transition to fourth grade

Cohort Data: % Scoring Advanced or Proficient

<i>Current Cohort Grade</i>	<i>Math</i>			<i>ELA</i>		
	2008	2009	2010	2008	2009	2010

4th grade	NA	66	23	NA	61	34
5th grade	42	30	46	48	36	54
6th grade	34	52	54	26	74	79
7th grade	18	47	73	46	66	83

With the exception of fourth grade, the rest of the grades have shown average to high growth in Student Growth Percentiles for both ELA and math ranging from 43.5%-98%. HVM’s oldest students usually show the highest growth. The dip in fourth grade is not surprising since the Montessori curriculum is very concrete and materials-based in the lower grades and some students take longer to transition to abstract proficiency with pencil and paper. However, once that transition is made, results indicate that the skills they have learned reappear and have lead to high growth and high levels of achievement in the upper grades. (See *Attachment 2: Percent of Cohort Scoring Advanced or Proficient in MCAS.*)

HVM has also shown progress towards making Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant subgroups. Unfortunately, in 2010 although most of our subgroups moved forward, one subgroup did not make adequate progress in math. We are instituting improvements in our Title I and special education programs to help these students accelerate at a quicker pace.

Curriculum

HVM’s curriculum has been developed by aligning the Montessori curriculum with both the Massachusetts Curriculum Frameworks and the Common Core, and identifying additional resources and materials to ensure that all standards are addressed. The combined curriculum is delivered through a Montessori approach which embraces the use of concrete, hands-on manipulatives as well as supplemental, non-Montessori materials.

Student exit goals were developed this year to identify performance expectations for students exiting at each level. These exit goals will be reviewed and refined in the coming year until they reflect the teachers unified expectations for students at each level. In doing so, teachers have created additional methods to monitor student growth and progress.

In addition to the core academic areas of mathematics, English Language Arts, and the cultural curriculum (Science and Social Studies/History), students at HVM also receive instruction in the Arts and Health and Fitness. Each of these curriculum areas is described below.

Mathematics: Students in grades K-6 use Montessori mathematics manipulatives and supplemental materials to explore concepts in concrete form before moving to abstraction of pencil and paper calculations. The curriculum is based on lessons as outlined in alignment charts developed by HVM. Concepts taught include number sense and operations; patterns, relations and algebra, measurement; geometry; data analysis; probability and statistics; problem solving; fractions and money. Integral to the Montessori philosophy is the application of mathematics to real-life scenarios so this is incorporated at all levels. At the middle school level, students work in small groups on traditional curriculum that it is delivered consistent with the Montessori philosophy.

In the Upper Elementary and middle school, HVM continues to use an online artificial intelligence-based mathematics software application aligned with Massachusetts Frameworks. Using artificial intelligence, this program is individualized to each student and can be used for supplemental in-class work, assessment and the generation of individualized homework. This year the third graders were exposed to this program, using it periodically through the winter and spring and completing on-line assessments in March and June.

English Language Arts: Students in grades K-6 use Montessori and other supplementary materials to learn how to read, read for meaning, engage in literature circles/discussions and express themselves through written expression. Phonemic awareness, phonics, whole word reading techniques, word study, grammar, sentence diagramming and vocabulary development are a large part of the Montessori ELA curriculum. In addition to the Montessori materials, teachers at the lower grades have used the Rigby Reader Series and Scholastic leveled fiction readers and non-fiction leveled readers in the areas of science and social studies to assist with teaching reading comprehension skills and strategies.

In the fall of 2010 the school had a literacy audit that highlighted the inconsistency of programs utilized by the various classrooms as weakness for the school. The audit recommended a unified approach to literacy across classrooms. As a result, teachers spent the remainder of the year reviewing different programs and selecting a shared approach at each level.

Guided Reading, through *The Good Habits, Great Readers* series, will be used across classrooms in the K-3 levels. The school plans to purchase materials soon to begin implementation of the program in the fall. Professional development for the program as well as for Guided Reading will be provided for all teachers and assistants who work in these classrooms.

Thinkquiry, will be the unifying approach at the upper grades. *Thinkquiry* is a book of best practices that views literacy as a cross-curricular skill not relegated to the teaching of English Language Arts alone. It provides tools and resources for building vocabulary and reading comprehension skills. Professional development will be provided for all staff working with students in grades 4-8.

Strategies that Work will be used at all levels to strengthen and unify teachers' general approach to reading. It will be used as a common text using a Professional Learning Community approach with opportunities for teacher discussion and reflection throughout the year.

The 6 Traits approach to writing is being used school-wide to develop and assess strong writing. The cross-level use of the writing rubric (a framework designed to help all teachers and students use a common language to refer to characteristics of writing as well as create a common vision of what good writing looks like) provides a cohesive approach within the school. The rubric was used by all teachers (grades K-8) this year to score internal writing assessments.

Cultural Curriculum - Science and Social Studies/History: Students at HVM are introduced to Montessori's five *Great Lessons* which are a series of stories designed to provide an understanding of the history of the universe with a focus on humankind's place in that continuing story. These lessons are revisited and built upon throughout the grades, and provide overarching, "big picture" stories that inspire more specific study of subjects such as physics, chemistry, biology, geography, world cultures and history.

In Lower Elementary, teachers are able to weave concepts required by the Massachusetts Frameworks into the Montessori lessons as well as introduce more advanced concepts that are not included in the lower grade Massachusetts Frameworks. In Upper Elementary, Montessori lessons are revisited to teach concepts as well as to extend the Montessori curriculum. Upper Elementary teachers have also used the Massachusetts Frameworks as their guide to create supplemental lessons for Science and Social Studies.

Montessori elementary teachers teach all content areas (i.e., science and social studies in addition to ELA and mathematics). In doing so, they are able to develop an integrated curriculum that uses skills across all areas and to create culminating projects that can be used to show student mastery of the material. As an example, this year HVM embarked on a school-wide exploration of Australia. On "Australia Day",

students at all levels moved from classroom to classroom to learn about the various research and projects done by others, finishing at a buffet where they were invited to sample Australian foods.

In middle school there are specific teachers for science and humanities. These teachers have created lessons aligned with the Massachusetts Frameworks and deliver them consistent with Montessori philosophy. The curriculum is brought to life with rich experiences. For example, the Ancient Civilizations Summit was a concluding event that involved students as Summit delegates and Upper Elementary students as participants. Middle school students, acting “in character” answered questions and engaged in spontaneous dialogue comparing their civilizations, showing knowledge of government, economics, religion and daily living customs.

The following subjects, which are typically part of an integrated Montessori classroom, were taught to HVM students through non-integrated instruction:

Visual and Performing Arts: Students in grades K-8 receive instruction in art and music each week. These classes are taught by teachers with Massachusetts certification and they reference the Massachusetts Frameworks to develop the scope and sequence of their lessons. Specialist teachers continue to attend Montessori professional development sessions. This year specialists began weekly meetings with teaching teams in order to work more collaboratively and integrate classroom curriculum into art and music instruction.

Health and Fitness: Students in grades K-6 participate in fitness classes twice each week; middle school students participate once per week. These classes are taught by a certified physical education teacher and lessons are developed based on the Massachusetts Frameworks. HVM students also receive periodic health lessons from the school nurse, the physical education teacher or the classroom teacher. Younger students receive instruction related to human health and nutrition and older students learn about human growth and development, reproduction and sexuality. These lessons are also based on the Massachusetts Frameworks.

Instruction

The HVM learning environment is based on Montessori’s philosophy; one that fosters the intellectual, social, emotional and physical development of each student. Teachers refer to the school’s curriculum alignment charts as well as their Montessori curriculum albums to identify the skills and knowledge to be taught and a logical, developmental sequence in which they should be taught. Students receive skill lessons primarily in small groups at the lower grades (K-6) with larger group lessons for middle school students (grades 7-8). In all curriculum areas, teachers use a variety of manipulatives as well as books (both fiction and non-fiction), journals, visual aids and internet sources as resources to aid with instruction. Teachers do not generally rely on textbooks to directly instruct students.

In keeping with Montessori education, HVM offers students differentiated instruction and targeted curriculum in multi-age classrooms. Learning is maximized by teaching to student’s individual academic level and by leveraging each child’s unique learning style. Montessori teachers are trained to closely observe students at work so they can prepare the environment and provide individual support as needed. Teachers reference their observation notes to determine when children are ready to learn new skills or concepts. This year teachers at the lower elementary level piloted an on-line record keeping system, mentioned previously, that allowed them to track student progress as well as record student observations, thus improving their ability to target instruction.

In addition to academic skills, students are taught how to plan and manage their own work. Students, with the support of their teachers as needed, set daily goals and help assess their own progress, also known as meta-cognition or learning about learning. Class time is structured so that students reach these

goals through small and large group lessons, one-on-one student/teacher interactions and self-directed learning. The result is confident children who are motivated life-long learners with the organizational and time management skills to work to their potential.

To facilitate this individualized instructional approach, there are long work blocks each day when students receive individual or small group lessons and/or work on their goals individually or with peers. The flexibility allowed by this long work cycle facilitates integrated instruction from special education and Title I teachers for those students that need extra support. Most of this extra support can be provided in the classroom and when there is a need for pull-out services, it is easily accommodated within this structure.

Classroom and School Environment

The HVM learning environment is based on Dr. Montessori's philosophy and fosters the intellectual, social, emotional and physical development of each student. Children are placed in multi-age classrooms and engage in lessons that are developmentally appropriate. Montessori education is based on observation. The teacher's role is to carefully observe each child in the classroom, prepare the environment to engage the child, and guide him/her through the work available within that environment. Student behavior is addressed on an individual basis with the goal of each child developing self-control and self-discipline.

At the beginning of the school year, students meet within their classroom to create a set of guidelines for classroom behavior. Depending on the classroom and the skill level of the students, the teacher either guides, coaches, or if necessary, directs the students in the creation of customs for the classroom. Over time, the expectation is for students to monitor and support peer behavior, increasingly without teacher intervention.

For students with more specific and individual social and emotional needs, HVM employs a licensed social worker. She works with students individually and in small groups. If necessary she supports the implementation of a Behavior Intervention Plan. Where indicated, she also coordinates with outside agencies to provide additional student support including individual and family counseling.

An important component of the Montessori program is the Grace and Courtesy curriculum. Students at each level are given explicit instruction on how to get along and build community with others. Lessons such as "How to ask for help" or "How to apologize" begin at the youngest age and the growth and development of those skills are supported throughout the levels. This curriculum instruction is a central component to fostering a positive school culture.

It is no surprise then that school culture is HVM's most notable strength. The courteous and respectful tone and tenor of classrooms and associated expectations for student responsibility and accountability minimizes the frequency of errant behaviors. Further, classroom teachers are well-trained to deal with most infractions. For consistently recurring and/or serious incidents, HVM has a Code of Conduct that details the steps to be taken and the grounds for suspension and expulsion. During the 2010-2011 school year, there were 10 incidences of in-school suspension and 14 total days of out-of-school suspension for offenses such as fighting, plagiarism, inappropriate language, and possession of inappropriate items (pocket knife).

Diverse Learners

The Montessori philosophy recognizes the strengths and challenges of each individual and focuses on individualized, differentiated instruction. If a student appears to need additional support, the classroom teacher raises the student at the weekly Teacher Assistance Team (TAT) meeting to provide evidence-based interventions for the student. The TAT team creates and monitors action plans for struggling students. As classroom teachers make modifications to the classroom environment and/or their teaching style to accommodate the needs of the student, data is collected. If, after these interventions, the child is still not making progress, he/she may be referred for Title I support, support from the school social worker or other in-house support. If, after a stronger action plan has been implemented, there continues to be no growth, the student may be referred for Special Education testing in the area(s) of the suspected disability. If the child qualifies for services, an Individualized Education Plan (IEP) is designed and implemented by the Special Education team.

All students access the general education curriculum through guided instruction and independent work in the general education classroom. If the nature or severity of a disability is such that education in regular classes cannot be achieved satisfactorily, even with the use of supplementary aids and services, then the school offers specialized instruction in a pull-out resource room setting. The child's placement and the services he/she receives are dependent on the child's individual needs as mandated by the Individual with Disabilities Education Act. Instruction in other settings is used to modify, supplement and support the standard HVM educational program.

During this past school year, HVM served approximately 80 students with disabilities. Fifteen of these students were on 504 plans which were overseen by the Educational Program Director. The remaining 65 special education students were served by five special education teachers, six paraprofessionals and various service providers. Again this year, a case manager model was employed where one teacher/manger was assigned to approximately 15 students and was responsible for service delivery, annual goals and the IEP process. In most instances, the case managers were assigned to students in only one or two classrooms resulting in stronger connections with those general education teachers and facilitating a more inclusive approach.

This year HVM saw an influx of students with more significant disabilities and our Special Education department has been making adjustments to better meet the needs of these students. In response, we recently ordered new program materials (EdMark and TouchMath), added physical therapy services, and consulted with a behavioral therapist to address the unique behavior challenges characteristic of these more significant disabilities. In addition, we have been evaluating our program in an effort to find more ways to support an inclusive approach. Realizing that we have a number of special education students who are pulled out for reading services, we are making efforts to strengthen the literacy program within our classroom in order to decrease the percentage of pull-out support. In addition, we are investing in a variety of supports within the classroom to aid students with special needs in their environment. Beginning in September 2011, Hill View will have a classroom that will be co-taught by a special education teacher and a regular education teacher.

During the 2010-11 school year, HVM has continued to strengthen services for English Language Learners. A number of students have been tested and currently four students have been identified as Limited English Proficient (LEP) and qualify for direct English instruction. During this school year, the four identified students worked with an ELL teacher in a small group and one-on-one to receive direct English instruction. These students were also pre-taught vocabulary and concepts as well as provided with tools/techniques to assist with their language development. As described above, the long classroom work blocks facilitate the delivery of specialized services for students including English language learners.

Professional Climate

The professional climate at HVM is one of collaboration and collegiality. This is expected and built into daily operations. Tremendous effort is made to ensure this for both the teaching staff and the support staff. To this end, staff survey results indicated that 65% of the staff are satisfied with their opportunities to collaborate.

Supervision Process

Supervision and evaluation of teachers is designed to be done on an annual and differentiated basis. The original plan was adjusted prior to the start of the 2010 school year to better serve teachers with greater longevity. The current plan states that teachers who have been teaching 2 years or less at HVM will undergo annual observations and evaluations according to a specific and descriptive set of essential teaching standards while experienced teachers (3+ years) will have starting and ending evaluations only. Based on observations as well as collaborative work using data and information to analyze the impact of teaching strategies on student learning, the Educational Program Director determines if teachers need additional support. Additionally, if circumstances indicate or a teacher requests additional support, it will be provided.

The supervision plan includes forms that guide the reflection, observation and evaluation process. These forms are based on the work of Charlotte Danielson as described in her book, *A Framework for Teaching*. In particular, there is a focus on the following areas/domains: planning and preparation, classroom environment, instruction and professional responsibilities.

In the fall, all teachers met with their supervisor to establish goals for the year related to the various domains. The goals aligned with the school's overall goals, the school's accountability plan as well as the school-wide professional development plan.

For the school year 2010-2011 teachers selected goals in the following areas:

- *Montessori Goal:* This goal reflected each professional's individual next-step as it related to teaching in a public Montessori school and largely fell into two categories: either furthering their training or deepening their Montessori practice.
- *Technology Goal:* Many teachers elected to become more familiar with programs at use in the school such as ALEKs or MRX, or to bring technology into their classroom work with students.
- *Professional Goal:* There were a wide range of professional goals ranging from completion of licensure to adoption of a specific best practice.

Due to the precipitous departure of the Educational Program Director all teachers were not observed as outlined in the supervision plan. However, all elementary teachers worked regularly with the Teaching and Learning Coordinator who assisted them in meeting their annual goals.

At the close of the year, teachers participated in a yearend goal review. The Executive Director and Special Education Consultant met with all Special Education teachers, and the Teaching and Learning Coordinator met with all other teachers including specialist and Title I teachers. During these meetings teachers reviewed their goals and reflected on the successes and challenges of the school year. Ideas for future goals grew out of this reflection. These yearend goal review documents will be used as input for future goal setting and will be the basis of future supports and professional development programs. Newer teachers, as well as teachers identified as needing guidance from the Educational Program Director, will continue to receive more supervision and feedback on a consistent basis.

Professional Development Activities

One of HVM's strengths is that it has a small, collaborative professional community where staff feel committed to working together. To support this collaboration, lead classroom teachers are given approximately two hours a week, to meet with colleagues from their level (often including special education and Title 1 teachers) to discuss curriculum, assessment objectives, student learning and/or concerns, teaching strategies, materials and classroom management techniques. These meetings provide a forum for school-based professional development.

Teaching staff also had school-wide professional development; three full days and seven half days a year, and they were also encouraged to pursue their personal interests and further their licensure or education.

School-wide professional development goals are set each year based on student achievement and input from administrative and teaching staff. Academic performance in ELA and math has not met our expectations so raising student achievement in this area with a special effort on better serving our struggling special education students has been an ongoing focus. Part of this work requires increasing staff's capacity as Montessori teachers since that is the basis for HVM's curriculum.

Below are HVM's FY11 professional development goals along with the professional development activities undertaken this year in each area:

<i>Increase teachers' capacity in literacy and math instruction</i>
<ul style="list-style-type: none">• 6+1 Traits 2 day Workshop (all teachers) – January 2010• Guided Reading ½ day session (for K and LE teaching staff) – May 2011• <i>Thinkquiry</i> ½ day session (for UE, MS and specialist teaching staff) – May 2011• Wilson Language Training for one LE teacher- summer 2011• Montessori math ½ day Professional Development session (for non-Montessori trained staff at all levels) – January 2011
<i>Increase teachers' capacity to use data to inform instruction</i>
<ul style="list-style-type: none">• Use of data analysis tool at all levels (all teachers)• Seasonal work with the Teaching and Learning Coordinator to review data and plan (for LE and UE teachers)• Development of Exit Goals for each level to ensure student readiness (all teachers)
<i>Strengthen Montessori training for both Montessori and non-Montessori trained teachers</i>
<ul style="list-style-type: none">• Montessori workshops – August 2010• Montessori math ½ day session (for non-Montessori trained staff at all levels) January 2011• MSM Montessori conference – January 2011• Montessori training for six lead teachers – summer 2011• On-going embedded mentor support (all elementary teachers)
<i>Provide teachers with tools to better support students with Special Needs</i>
<ul style="list-style-type: none">• 504 Training session (special education staff, counselor, nurse) – May 2011• Sensory Integration ½ day session (for teaching staff) – January 2011• Special education consultant- inclusion support during collaborative• Restructuring and refining the TAT process and Title I services

Training is evaluated in multiple ways. Ideally, during teacher observation and evaluations, the Educational Program Director looks for evidence of application of the skills taught, whether it is reflected in Montessori lessons, writing instruction, or addressing the needs of special education students. That role was filled this year by the Teaching and Learning Coordinator, however the school envisions the new Educational Program Director resuming this responsibility in the coming year.

The impact on student performance compared to prior years is used to gauge training effectiveness. In particular, the administration looks closely at formative math and writing assessments and DRA scores as well as MCAS to determine training impact. The team also looks at the progress of specific subgroups including special education students. Assessment results showed growth in these areas.

Finally, end-of-the-year surveys were administered to determine the impact of the professional development as well as gauge interest on topics for the coming year. Survey results indicated that teachers appreciated the formal sessions as well as the embedded professional development.

Climate and Collaboration

The building is laid out so teaching teams are in physical proximity and teachers have access to each other and can work together regularly. This provides a subtle, physical setting for collaboration and collegiality. There are additional structures in place to ensure collaboration. Teachers are given weekly release time to collaborate as level teams. During this two hour block of time teachers work on a variety of common issues such as curriculum alignment, exit goals, instructional techniques, assessments and the integration of new practices.

Peer Observations, a component of the professional learning community, was added this year to further support teachers and develop the professional learning community at HVM. These were short observations done in a colleague's classroom with an opportunity to take notes using a reflection form. The observations were followed by a three-way conversation between the two observers and the Teaching and Learning Coordinator. Teachers took this opportunity to learn more about other levels and classrooms they knew little about, as well as to harvest good ideas for use in their own teaching.

Assessment and Instructional Decision-Making

Qualitative and quantitative evidence is used by teachers and school leaders to inform and guide instructional planning and practice in a variety of ways. Qualitative evidence is used every day by Montessori teachers who are trained to teach using a method that includes regular informal assessment and careful observation of children and their work. Teachers keep both quantitative and anecdotal records and use those in planning future lessons for students.

Formal evidence is collected using formative assessments for reading, writing and mathematics which are administered three times throughout the school year. During the 2009-2010 school year, professional development and coaching was targeted at building a culture of data use. This year, Public Consulting Group worked with members of the newly formed Teaching and Learning Leadership Team (TLLT) to help them perform data analysis. TLLT members then took a lead role as their individual teaching teams responded to this data (learned during the previous year of data-driven instruction professional development). In addition, the Teaching and Learning Coordinator worked individually with elementary teachers, using the same data analysis template, to review class and student data and plan instruction accordingly.

Program Evaluation

HVM's academic program is reviewed for quality and effectiveness using a number of sources of data. A major source of data this year was a Montessori audit completed by an outside consultant. As a Montessori school, this was an important way to get feedback about the implementation of our curriculum and changes necessary to strengthen our work in this area. As an example, the audit noted that we were lacking science materials needed to effectively implement that part of the curriculum so we are incorporating those into our budget in the upcoming years.

Formative benchmark assessments for reading, writing and mathematics are used to monitor our academic program. Three times a year the benchmark data is aggregated in the form of a “dashboard”. The dashboard provides information related to many of the Accountability Plan goals. Academic assessment data is disaggregated in the dashboard to provide grade level data for each of the three assessment periods. (*See Attachment 3 for Dashboard.*) The dashboard, as well as other summative data such as MCAS results, is reviewed by administrators to determine whether program adjustments may be needed. This information and any resulting plans are shared with the Board of Trustees.

Data reviews during the 2009-10 school year indicated that there was room for substantial improvement in reading and writing. Therefore, during this school year we initiated a three-pronged approach to improving student literacy skills. In particular, we implemented two short term strategies while also working on a long term plan. In the short term, we increased our supply of reading materials and provided staff with initial training in 6 Traits writing. To create a longer term plan, we hired an outside consultant to conduct a Literacy Audit and 2-day Action Planning Institute. Data collection for the audit included student assessment data, teacher surveys, a school capacity profile, and classroom observations, interviews, and focus groups. The audit report included a summary of trends and a set of recommendations for school improvement and action planning across topics such as professional development, literacy (reading, writing and communicating), instruction, struggling learner interventions, and student engagement. The consultants worked closely with the TLLT to develop an action plan to improve literacy instruction especially in the area of reading.

Action planning included research of various reading programs and a subsequent pilot of the team’s top choices. From the pilot, we selected reading programs that can be implemented school-wide over the next few years. This initiative will be especially beneficial to students who are struggling and need the highest quality instruction. It will also provide consistency in methodology across grades and curriculum so all students will benefit not only in the area of reading but in other curriculum areas as well since strong reading skills are essential to overall academic success. In addition to selecting reading programs, the action planning resulted in a comprehensive strategy for improving our literacy program including purchase of materials and a series of professional development sessions.

ORGANIZATIONAL VIABILITY

Objective O1: HVM will be fiscally sound.

Measurement O1.1: An annual independent external audit will be conducted and quarterly (unaudited) financial reports presented to show that HVM is maintaining and operating within an accurate, balanced budget.

Progress: **HVM met this measure.**

An independent external review for the 2009-2010 school year was conducted by Alexander, Aronson and Finning of Westborough, Massachusetts. This auditing firm represented a change in contract from previous years and was selected after a thorough evaluation of options. It was determined that Alexander, Aronson and Finning offered more comprehensive services and support than the auditing firm used in previous years. HVM received an unqualified audit opinion. In addition, during FY11, quarterly financial reports showing that HVM is maintaining and operating within an accurate, balanced budget were presented to and approved by the HVM Board of Trustees.

Objective O2: HVM will be fully enrolled and have an ample pool of student applicants.

Measurement O2.1: The number of applicants for admission to Kindergarten each year will be at least 65. There will be a combined wait list of at least 100 students for grades 1-8.

Progress: HVM met the measure for the number of applicants as well as for the waitlist.

During FY11 HVM created an Advertising Plan to support this goal. As a result of initial efforts, the number of applicants for kindergarten increased by 52%. There were 108 applicants to kindergarten during the March 2011 lottery and 36 to all other grades. An additional lottery is being held in August 2011. The waitlist currently includes 372 grade 1-8 students.

Objective O3: HVM will have highly qualified professional staff.

Measurement O3.1: Annually, HVM will retain 90% of the lead teaching staff who have received positive evaluations and whose life circumstances allow them to continue teaching at Hill View Montessori Charter Public School.

Progress: HVM met this measure.

Ninety six percent of lead teaching staff who had positive evaluations and whose life circumstances did not preclude them, are returning to HVM for the FY12 school year. HVM had 28 teachers, including 20 lead general education staff, four special education staff and four Title 1 teachers at the end of the year. Of these staff, two teachers' life circumstances have interfered with their ability to continue at HVM as they are both moving out of state. Three other teachers are not returning, one for performance reasons and two due to budget constraints.

Measurement O3.2: 100% of HVM teaching staff will have a written evaluation every year and two documented observations will be done for all teachers in their first and second years and every third year thereafter.

Progress: HVM is making progress toward meeting this measure.

All full-time members of the teaching staff had beginning-of-year goal setting meetings. Teachers in their first, second and fifth years received an initial observation but the documentation for these observations were not placed in employee files before the Educational Program Director (EPD) left suddenly in March 2011. With the departure of the EPD so late in the year, there was not adequate time for another person to finish second observations and do effective end-of-year evaluations. Therefore, administrators who temporarily took over the EPD's responsibilities, conducted end-of-year meetings with all teaching staff to review progress on their goals and discuss areas for growth in the upcoming year. In addition, our Teaching and Learning Coordinator completed a number of formal observations for staff identified as in need of improvement as well as other staff members who requested feedback.

Objective O4: The HVM Board of Trustees (BOT) will demonstrate effective governance of the school.

Measurement O4.1: The BOT will provide effective oversight of the school's progress toward the Accountability Plan by reviewing applicable measurable data at least three times per year.

Progress: HVM met this measure.

A "dashboard" was developed in 2008 to provide a concise update of HVM's results compared to benchmarks for achieving accountability goals. This tool has been continued to be used for the 2010-

2011 school year. The board reviewed the dashboard data for each of the three formative assessment periods, fall, winter and spring.

***Measurement O4.2:** The BOT will ensure that the annual operations and facilities fundraising goals, as documented in the HVM Development Plan, are met.*

Progress: HVM is making progress toward meeting this measure.

The board set very aggressive development goals once again in 2010. The development plan was approved by the Board of Trustees and the goal was to raise \$185,000 with \$85,000 from private grants and \$100,000 from general fundraising activities. The \$100,000 from general fundraising activities was slated for building improvement projects.

The overall fundraising goal was surpassed by approximately \$15,000 but the breakdown of sources was not as anticipated. Instead, HVM surpassed the \$85,000 private grants goal by about \$42,000 but fell short on the unrestricted goal by about \$20,000.

***Measurement O4.3:** The BOT will generate an outside evaluation of BOT operations every two years and self-evaluations in-between and will respond to all findings within six months.*

Progress: HVM met this measure.

The board used a survey to conduct a self assessment in the spring of 2011. The Trustees Committee did not have the opportunity to analyze the results of the Board Survey during the fiscal year. Instead, the board will meet to create a plan for addressing the survey results at a Board retreat in September 2011.

Policy Decisions

The HVM Board of Trustees (BOT) has a number of subcommittees that meet regularly to perform the work of the board. These committees research items under the board's consideration, share information with the board and make recommendations for board vote. Some decisions are also brought directly to the BOT by the Executive Director (ED) along with information needed to ensure an informed decision/vote.

To support effective decision-making and communication within the school, HVM has established a variety of systems and structures. The school is run by a four-person administrative team that is responsible and has decision making power for their associated aspects of the school's operations. The school's organization chart is part of the Staff Handbook and both the Staff and Family Handbooks have tables describing the responsibilities of each of the administrative team members, who are called directors.

There are additional vehicles established for seeking input as well as sharing information. In particular, there is a Community Partnership group consisting of parents and staff that meets monthly. During these meetings, a member of the administrative team provides an update on school operations and answers questions. Board members sometimes attend these meetings as well to provide information and answer questions related to governance. HVM also holds monthly staff meetings which provide another opportunity to share information and get input from the employee group. Finally, the results of the parent and staff surveys are used by administrators and the board to ascertain information on the satisfaction of the school community. This information is also used to evaluate the executive director as well as provide information to the board for determining future priorities.

The ED, in consultation with the rest of the administrative team, shares relevant information with the Board to inform their governance of the school. In addition, there are a number of avenues for

constituents to communicate directly with board members. In particular, the HVM school community is encouraged to attend the monthly meetings of the Board of Trustees. Meeting dates and times are posted in the school office and in weekly notes sent home to families. At its meetings, the board provides opportunities for the school community to share thoughts and concerns as per its policy for *Public Participation at Board Meetings*. This includes a comment section at the beginning and end of the meeting. The chairperson of the board also copies and distributes, to the entire board, any and all correspondence the board receives from the school community and community at large.

Board members make themselves available to school constituents and share information when appropriate. In particular, the board members' contact information is posted in the office and constituents are encouraged to contact the board at any time to provide input on the oversight of the school. Finally, when it has important news to share, the board provides an update in the weekly school notes. When information to be shared is deemed especially important or might warrant a back-and-forth discussion, the board holds special meetings for the school community, in conjunction with the ED.

During the 2010-11 school year, the BOT made decisions in the following areas:

Finance - Approved the FY11 budget update; voted to open an additional bank account for the purpose of holding the security deposit amount for HVM's tenant Crossroads Baptist Church with two signers on the account; voted to approve quarterly financial reports; voted to approve Capitalization policy; approved the FY12 budget.

Development - Voted to approve the FY12 Development Plan.

Accountability - Voted to submit the FY10 Annual Report to the Department of Elementary and Secondary Education; approved changes to the school's Accountability Plan.

School Operations - Voted to approve the Bullying Prevention Plan; voted to approve a request for a charter amendment to increase enrollment; voted to approve HVM Teaching Staff Policy; voted to approve ED transition agreement; approved amendments to the FY11 school calendar; approved FY12 school calendar.

Amendments to the Charter

None

Complaints

In FY11, there were no official complaints received by the Board of Trustees (BOT). However, one unofficial complaint created by a parent was reported simultaneously to the BOT and the Executive Director through the hand delivery of informational packets to each of the BOT members by a parent who had filed a bullying complaint with the administration of the school and the DOE. In keeping with the school's grievance policy, the BOT referred the initiator of the complaint to the Executive Director and did not take any formal action. The matter was resolved through continued discussions with the administration and a subsequent legal proceeding.

Oversight

The Board of Trustees assesses the Executive Director's performance throughout the year with both informal and formal measures. In terms of informal feedback, HVM is a collaborative environment where many of the board members have regular contact with the school and participate in school activities. In this context, board members may receive substantial feedback from parents in an informal manner during the school year. This is used as the basis for providing regular feedback to the ED. On a more formal

basis, monthly agenda items are matched against HVM's Core Values to focus feedback on high priority matters.

As documented in the HVM Executive Director Evaluation Plan, a formal review is done annually at the end of the year. Because the ED informed the Board that she would not be extending her contract after this year, instead of creating an end of year evaluation, the Board focused their efforts on the search for a new school leader. In lieu of an evaluation for this year, the Board voted that the Board Chair would provide a letter of recommendation on behalf of the board that details the departing Executive Director's accomplishments during her four year tenure.

The Board of Trustees also provides school oversight via the Accountability Plan. HVM used a collaborative approach which included the Board of Trustees, administration, staff, and parents to develop the Accountability Plan. A regular schedule for internal assessments in reading, writing and math was initiated and reports are being generated on the resulting data to track progress for the academic part of the plan. The dashboard is presented three times a year to the Board to show the progress made against the accountability goals. This tool serves as a key ingredient to overseeing the school and building strong accountability.

Board Planning

During the start of FY11, the board spent a considerable amount of time focusing on improvement strategies. An associated action plan was set after the board conducted an outside evaluation and retreat towards the end of FY10. In particular, board members focused on the goal of recruiting new members. The board began the year without a vice-chair and shortly thereafter three board members resigned due to personal circumstances. The goal was to re-engage the board and increase committee membership. Board members took on new committee assignments and worked to build the membership of those committees. Additionally the board worked to ensure that board meetings were run at the governance level and did not stray to managerial or administrative discussions.

The second focus of the Board was to strengthen the development work by clarifying Board member expectations in this area including how it relates to the role our Foundation Board members and, developing clear consistent messaging and tailoring it to specific audiences. Some of this work was completed at the same time the board continued its efforts during the year on fundraising, friend raising, and development activities and approved the development plan. This is an area that will continue to be developed in the upcoming year.

A third focus was to fully understand short and long term budgets. The finance committee has been focusing on this goal. A major task for this year was to fully understand the accounting and reporting for the new building. To achieve this purpose, the Finance Committee met with the auditors to clarify the treatment of the building purchase and capital lease and to have questions answered. With clarity in this area, the committee will start to review cash flow statements and develop a 5-year budget.

The last major focus from the 2010 retreat was reaffirming a commitment to Montessori. The board took action in this area in two different ways. First, a number of board members made greater efforts to attend school events and/or do classroom observations. Second, the Board approved a policy and funding to strengthen the Montessori qualifications of teachers as described previously.

A few months into the 2011 calendar year, the board found itself focusing on results from the annual staff survey. Simultaneously, the board focused a large portion of its time on planning and recruitment for a new executive director after learning in March that the current executive director would be resigning. These items delayed the Board's analysis of its self-evaluation for 2010-11. The self-evaluation was

conducted in the spring 2011. This survey was designed to assess board operations and process to determine areas for improvement. Results have not yet been analyzed however a plan is in place to analyze and discuss these results at a board retreat to be held in September 2011.

Family Engagement

Every year HVM conducts both a family and staff survey to assess whether constituents are satisfied with HVM. The school’s annual surveys were administered via Survey Monkey in March 2011. Approximately half of families (75) participated in the parent survey; 80% of staff (42) participated in the staff survey.

Results from the family survey were positive; more than 93% of families answered they would recommend HVM to other families in the community. Below is summary information that exemplifies the results in their entirety.

Selected FY11 Family Survey Results

<i>Survey Questions</i>	<i>Satisfied or Very Satisfied (or Respondent Agrees with the Statement)</i>
Overall experience at HVM	98%
Overall academic program	93%
Overall standards and expectations for students	91%
Academic program is engaging	97%
Children feel safe at school	99%
There is evidence that HVM is implementing/upholding its mission and core values	92%
HVM has met expectations	85%

HVM has had a long and consistent commitment to engaging families and being responsive to their input. Parents sit on the board and serve on committees and task forces. The school can be characterized as having an open-door policy where input is both welcomed and heard. The goal is to operate with complete transparency. When issues arise, the standard procedure is to bring all related parties to the table to share their individual viewpoints and work toward resolution. Parents also play a major role as partners in the education of their children. One example is through parent/teacher conferences which occur twice annually and include a 1:1 conference lasting 20 minutes. Parents are encouraged to schedule additional meeting time if needed. Teacher emails and phone numbers are also shared widely to encourage access and collaboration.

Safety

By nature of the school’s Montessori mission, there is a pervasive and persistent effort to maintain a school that is safe, comfortable and welcoming for everyone. This proactive culture overshadows pervades staff functions as well as the environment that is created and maintained for students, the so-called Montessori “prepared environment”.

In addition, the school’s personnel policies include a board approved harassment policy to ensure that the work environment is safe and discrimination-free for all staff members. All staff receive training to aid them in recognizing harassment and to ensure they understand the school’s process for reporting and following up on allegations. It is made clear to all that harassment and discrimination are not tolerated and will be investigated fully.

A large part of the general education curriculum includes teaching acceptance, tolerance, inclusivity, and celebration of individual differences. As such, families report a strong sense of safety (99% of families

surveyed reporting that their children feel safe at school). In those few circumstances where unexpected situations arise, HVM has both a Bullying Prevention and Intervention Plan and a Code of Conduct which give specific guidance for consequences for behavior. In these circumstances, HVM is quick to assemble a team and address issues or concerns immediately and directly with students, staff and parents. This frequently includes one-to-one visits with classrooms; follow up with individual students and intermittent check-ins to assess the comfort of community members. Finally, following any incident, there is time taken to reflect back on what could have been done proactively, what worked and didn't work in addressing the situation and what will be done going forward.

Employee Qualifications

HVM has a Personnel and Operations Director who oversees employment and personnel related matters. She ensures that applicable state and federal standards are followed. Open positions are posted with applicable requirements, such as Montessori certification or particular type of licensure. When an employment offer is made, it is contingent on documentation of these requirements, as well as positive references from prior employers aware of knowledge, skills, abilities and work record and that the candidate is legally eligible to work in the United States as documented with proper and current identification on an I-9 form. HVM is required by law to request criminal offender record information (CORI) from the Massachusetts Criminal History Systems Board for employees or volunteers in any HVM program who have direct, unmonitored contact with children and does so fully.

Financial Oversight

HVM's Executive Director, with input from the rest of the school's administrative team, prepared an annual operating budget of revenues and expenses. The budgeting process was approached with reality for limited resources and increasing costs. Priorities were set based on the school's core values with top priority given to strengthening the educational program.

FY11 was the first full year in our new facility so rent and maintenance costs were an important factor in this year's budget. Limited information was available for planning for utilities and other building maintenance so estimates were prepared by using bills from the previous building owner and seeking out information from people having experience with facilities of this size. In general, this approach worked well. However, we had not considered additional expenses due to extensive snow fall on a flat roof. Fortunately, under-spending in other areas offset the extra expense of snow removing from the roof.

The Finance Committee met monthly and they reviewed and approved the draft budget before it was sent to the Board of Trustees where it was reviewed and modified as necessary, before final approval was given. The Finance Committee also prioritized the continued improvements in financial reporting. In various areas, complete overhaul of the system was facilitated by HVM's finance personnel. The complex control and reporting of salaries and benefits was significantly improved. Several other areas of financial control and reporting were discussed by the Finance Committee including the complex question regarding the lease arrangements between the Foundation and the school. The auditors helped in many ways to make improvements in this area to ensure accurate reporting.

Recruitment, Enrollment and Retention Strategies for Prior School Year

HVM participates in the statewide lottery in March. In anticipation of the lottery, a number of Enrollment Information Sessions are held to provide potential families with an opportunity to learn about the school, its mission, its structures and the process for enrollment. In addition, attendees are given a tour of the school. The enrollment sessions are advertised 1-2 months in advance via the local newspaper's calendar section, the school's website, press releases and flyer distribution to local service agencies, apartment

complexes, the library, grocery stores, Spanish bodegas and churches, etc. Enrollment sessions are offered during the day, at night and on the weekend to accommodate the various needs of attendees.

Enrollment materials are also available on the school's website, can be picked up at the school or will be mailed to individuals who call to request them. The school also holds a secondary lottery in August and holds a few Enrollment Information Sessions prior. The sessions and lottery are advertised less aggressively than those for the March lottery but include website posting and newspaper notification.

As a Montessori school whose mission centers around individualizing instruction and meeting the holistic needs of students, HVM continuously works to meet individual needs. Addressing students' social and emotional well-being is part of the general program and we believe this individualization, coupled with a culture of acceptance positively impacts our retention of students. We anticipate continued high levels of retention.

Recruitment and Retention Plan

See Attachment 4 for the HVM Recruitment and Retention Plan.

Dissemination and Sharing of Innovative Practices

During the 2010-11 school year, HVM collaborated with our sending district to share innovative practices. Due to collaborative relationships built when HVM co-authored an article and a best practices paper on charter and district collaboration, we were recruited to present on this topic at a national conference (see attached conference program section). When approaching us about speaking, the conference organizers said Haverhill was "a pioneer" in this area since we were one of the first to publish work on charter-district collaboration. A follow up publication on charter-district collaboration was also released giving Haverhill's work in this area an even greater audience.

Additionally, HVM invited members of the district to attend our bi-monthly community tours. These tours allow visitors to hear about charter schools, the Montessori Method, and HVM specifically. This year the new Haverhill Superintendent, the Assistant Superintendent of Curriculum, and one of the elementary school principals came for a tour and learned more about our Montessori curriculum and philosophy. During the Superintendent's visit, we also shared information about the purchase and renovation of our new facility.

Most significantly, we worked with our local district through a dissemination grant to help a local elementary school to implement part of the Montessori curriculum. Using funding from the grant, HVM purchased some Montessori math materials for seven district classrooms. We then engaged in a multi-step process to help district teachers use these materials in their classroom. First, district teachers observed our classrooms and saw Montessori education in action. Next, our teachers hosted district teachers for two teaching sessions. During the first session, Hill View teachers used a hands-on approach to individually explain each of the purchased materials and associated lessons. In the second session, stations were set up for each material, and district teachers were able to collaborate with HVM teachers and experience the lessons in a much more interactive way. Finally, Hill View teachers went to the district school and mentored district teachers as they presented the Montessori materials to their students. A lesson book and training video were created to help district teachers as they continue this work in their classrooms. Feedback on this sharing has been very positive, and we are hoping to secure another dissemination grant to build on this initial work.

Financial Reports**FY11 Unaudited Statement of Operating Revenues & Expenses and FY12 Budget**

	FY11	FY12 Budget
Ordinary Income/Expense		
Income		
Total 4000 · State Sources	2,792,543	2,807,400
Total 4200 · Federal Sources	250,675	109,265
Total 4300 · Private Grants	53,000	85,000
Total 4500 · Rental Income	13,975	16,200
Total 4700 · Student Services Income	76,198	82,473
Total 4800 · Other Sources	34,183	35,000
Total Income	3,220,574	3,135,338
Expense		
Total 5000 · Salaries and Wages	2,172,171	2,241,679
Total 5050 · Payroll Taxes	91,500	117,600
Total 5100 · Employee Benefits	132,663	122,855
Total 5150 · Advertising	1,073	2,000
Total 5200 · Board of Trustees/Governance		2,000
Total 5250 · Consultants	198,291	98,600
Total 5300 · Equipment & Furniture	11,432	12,010
Total 5350 · Facilities	246,997	237,689
Total 5400 · Fees, Licenses and Memberships	10,942	10,500
Total 5450 · Insurance	30,003	30,374
Total 5500 · Marketing/Public Relations	1,057	500
Total 5550 · Materials & Supplies	42,826	60,000
Total 5600 · Office Expenses	6,123	5,000
Total 5650 · Professional Development	20,562	36,800
Total 5700 · Outside Business Services	35,231	22,864
Total 5750 · Student Services Expenses	44,593	49,598
Total 5800 · Technology & Telecommunications	30,757	32,654
Total 5850 · Misc Travel	197	0
Total 5860 · Reimbursable Expense	17,635	0
Total 5999 · Uncategorized Expenses	828	0
Total Expense	3,094,881	3,082,223
Net Ordinary Income	125,693	53,155
Other Income/Expense		
Total Other Income	856	
Total Other Expense	151,615	
Net Other Income	-150,759	
Net Income	-25,066	

FY10 Unaudited Balance Sheet as of June 30, 2010

ASSETS

Current Assets

Total Checking/Savings	833,316
Total Accounts Receivable	49,387
Total Other Current Assets	27,611

Total Current Assets 910,314

Fixed Assets

Total 1620 · Computer Equipment-Net	32,640
Total 1630 · Equipment-Net	4,437
Total 1640 · Classroom Furniture-Net	7,237
Total 1650 · Office Furniture-Net	1,854
Total 1660 · Building- 75 Foundation Ave.	73,096

Total Fixed Assets 3,738,428

TOTAL ASSETS **4,648,743**

LIABILITIES & EQUITY

Liabilities

Current Liabilities

Total Accounts Payable 3,729,311

Other Current Liabilities

Total 2100 · Payroll Liabilities	56,220
Total 2300 · Accrued Expenses	341,663
2400 · Deferred Revenue	8,132
2500 · Security Deposit	1,250

Total Other Current Liabilities 407,266

Total Liabilities 4,136,577

Equity

3300 · Retained Earnings 537,231

Net Income -25,065

Total Equity 512,165

TOTAL LIABILITIES & EQUITY **4,648,743**

FY12 Capital Plan

The HVM Foundation purchased a building at 75 Foundation Avenue Haverhill, Massachusetts in November 2009 and then signed a long-term lease with HVM for use of 49,000 square feet for school operations. After the fall purchase, the Foundation completed renovations to bring the building up to code for a school (mostly upgrades to the fire alarm system and the HVAC system). These renovations were completed in February 2010 at which time HVM moved in and started to lease. During the summer of 2010, the following additional renovations were completed:

- Middle School and Lower Elementary Reconfiguration – The building at 75 Foundation Ave. has been configured using moveable partition walls. Some of the walls were adjusted to create a more appropriate space for HVM’s growing middle school and to enlarge two lower elementary classrooms. The project cost approximately \$25,000 and was funded by the Foundation from its fundraising revenue.

- Classroom Sink Installation – Sinks were added to the four lower elementary classrooms. The project cost approximately \$25,000 and was funded by the Foundation with over half of the cost covered by a grant received from a private foundation specifically for installing classroom sinks.

The building site committee has created an initial list of projects necessary to maintain and improve upon the building. However, there has not been enough time and research to finalize a long-term capital plan. In the meantime, the site committee is authorizing projects as money becomes available with a focus on completing the highest priority items. The following is list of projects that we hope to work on in the upcoming year:

- Improve Gymnasium Acoustics – Noise from the gym is bothersome to classrooms and offices located in that area. Therefore, we have asked the architect to design acoustic improvements and we are currently getting estimates for this work.
- HVAC Replacement – The Foundation is aware that one of the major HVAC units that service the building needs to be replaced soon. Estimates for this work are currently being sought.
- Outdoor Play Area – HVM currently uses part of a parking lot as a student play area. Initial planning has begun for a play area and some work is being done by volunteers. Subsets of this work are being completed as resources (volunteers or donations) become available.

Data Section

Instructional Time:

<i>Total number of instructional days for the 2010-11 school year</i>	180
<i>First and last day of the 2010-11 school year</i>	9/07/10 6/24/11
<i>Length of school day/Exceptions:</i> 11 early release days of 3.5 hours for all grades; First 9 days of kindergarten were early release days for a total of 20 early release days	7 hours

Student Enrollment Information:

Number of students who completed the 2009-10 school year but did not reenroll for the 2010-11 school year (excluding graduates)	11
Total number of students enrolled as of October 1, 2010	296
Total number of students who enrolled during the 2010-11 school year after October 1, 2010	13
Total number of students who left during the 2010-11 school year after October 1, 2010	16
Total number of students enrolled as of the June 30, 2011 SIMS submission	293
Number of students who graduated at the end of the 2010-11 school year	29
Number of students on the waitlist as of June 30, 2011	441

<i>Reason Cited for Departure</i>	<i>Number of Students</i>
Moved out of state or significantly far away	6
Returned to previous school	2
Looking for different educational approach	5
Returned to district in preparation of high school (not Haverhill)	3

Student Demographic & Subgroup Information (for students enrolled as of the June 2011 SIMS submission)		
<i>Race/Ethnicity</i>	<i># of students</i>	<i>% of entire student body</i>
African-American	14	5%
Asian	4	1%
Hispanic	40	14%
Native American	0	0%
White	225	77%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	9	3%
<i>Special education</i>	65	22%
<i>Limited English proficient</i>	3	1%
<i>Low income</i>	66	23%

Administrative Roster for the 2010-2011 School Year			
<i>Title</i>	<i>Brief Job Description</i>	<i>Start date</i>	<i>End date</i>
Janet Begin	Executive Director	May '07	NA
Donna Straight	Educational Program Director	August '10	March '11
Jonnie Lyn Evans	Data and Development Director	Jan '07	NA
Andrea Kwiatkowski	Personnel and Operations Director	May '08	NA
Elizabeth Slade	Teaching and Learning Coordinator	November '10	NA

*Organization chart follows data tables

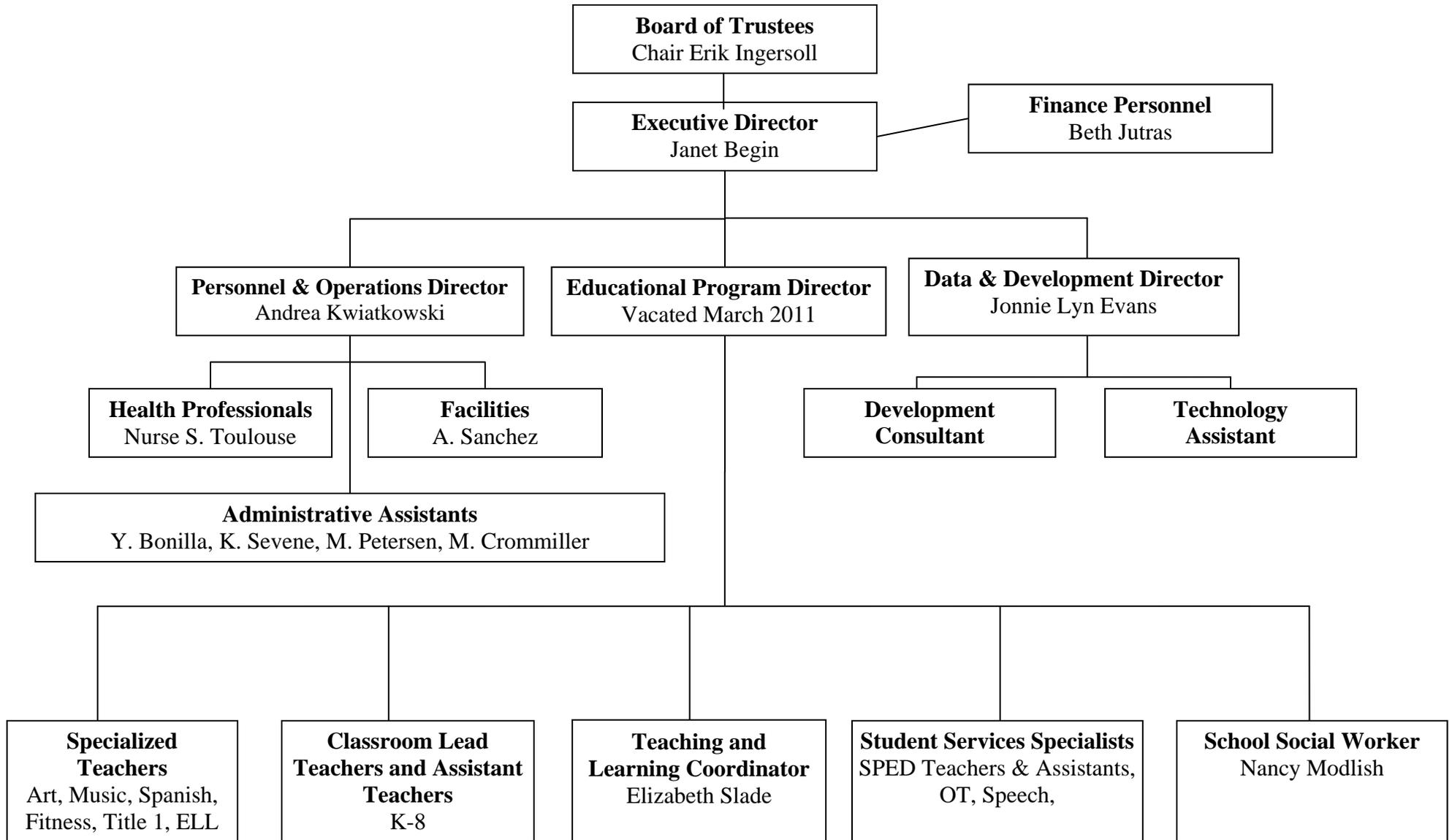
Teachers and Staff Attrition for the 2010-2011 School Year			
	<i>Number as of the last day of the 2010-2011 school year</i>	<i>Departures during the 2010-2011 school year</i>	<i>Departures at the end of the school year</i>
Teachers	28	2	5
Other Staff	27	1	2

*Reasons for attrition: Four teachers left for performance reasons; three for life reasons and three for budgetary reasons.

Members of the Board of Trustees for the 2010-2011 School Year				
<i>Name</i>	<i>Position on the Board</i>	<i>Committee affiliation(s)</i>	<i>Area of expertise</i>	<i>- Number of terms served;- Length, date of election and expiration</i>
Janet Begin	Ex-officio	All	Executive Director	Serving since 05/07
Lisa Bergen	Trustee	Accountability	Montessori Education	Served part of first term, 1/10- 1/13 Resigned 1/11
Donna Carbone	Trustee	Accountability	Education	Served part of first term, 6/09-6/12 Resigned 9/10
Erik Ingersoll	Chair	ED Evaluation Task Force	Legal	Serving first of first term, 6/09-6/12
Carol Landry	Trustee	Trustee	Educational	Serving first 3-yr term,

			Administration	1/10-1/13
Nancy London	Trustee	Trustee	Grant writing	Serving to fill slot vacated by DCarbone 4/11-6/12
Risobel Lourido-Rodriguez	Treasurer	Finance	Accounting	Serving first 3-yr term, 7/08-6/11 Resigned 11/10
Kelly Martin	Trustee	Trustee	Marketing	Serving to fill slot vacated by LBergen 4/11-9/11
John Michitson	Trustee	Accountability	Engineering Local government	Serving second 3-yr term, 1/07-6/12
Nandesh Palinsamy	Clerk	ED Evaluation Task Force Technology Task Force	Engineering Parent	Serving third 3-yr term, 1/05-6/13
Shaw Rosen	Trustee	Site ED Evaluation Task Force	Real estate Public school board	Serving second 3-yr term, 11/04-6/11
Tina Stiles-Preble	Vice Chairperson	Development Trustees	Quality Assurance Project Manager	Serving first 3-yr term, 7/10-6/13
James Vanderpol	Acting Treasurer	Finance	Finance Non-profit management	Serving first 1.5-yr term, 2/09-6/10

Hill View Montessori Charter Public School Organizational Chart (06.01.11)

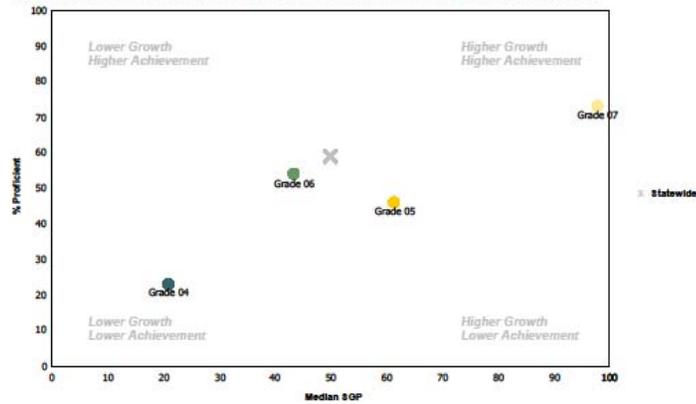


Attachment 1: District Achievement and Growth by Grade (Mathematics and ELA)



District Achievement and Growth by Grade

Hill View Montessori Charter Public (District) - 2010 MCAS All Grades Mathematics



Hill View Montessori Charter Public (District) - 2010 MCAS All Grades Mathematics

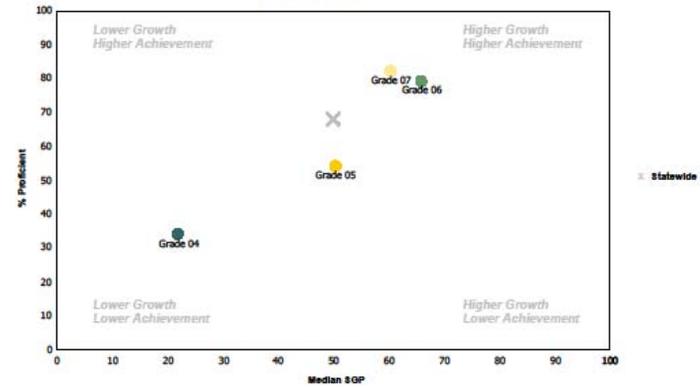
Grade	Median SGP	% Proficient	N Students (SGP)
Grade 04	21.0	23	35
Grade 05	61.5	46	34
Grade 06	43.5	54	32
Grade 07	98.0	73	25

Median student growth percentiles (SGP) are not calculated if the number of students included in SGP less than 20.



District Achievement and Growth by Grade

Hill View Montessori Charter Public (District) - 2010 MCAS All Grades English Language Arts

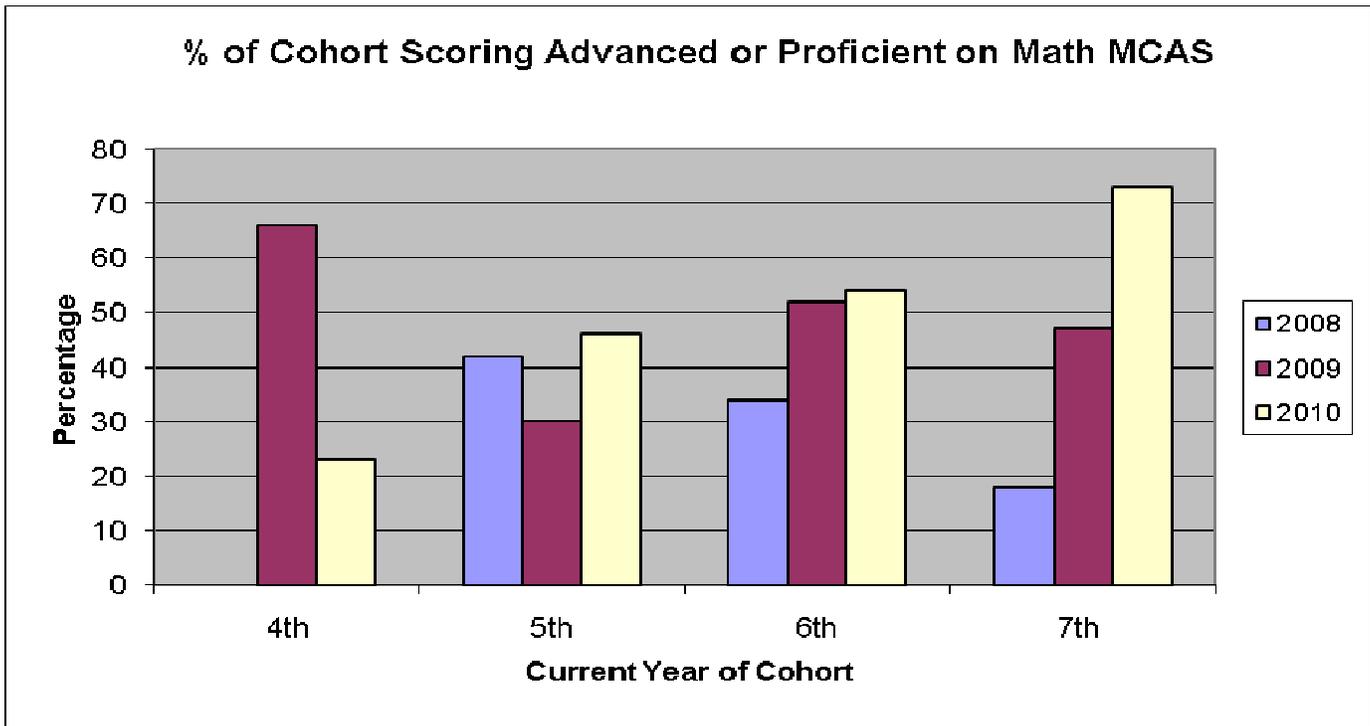
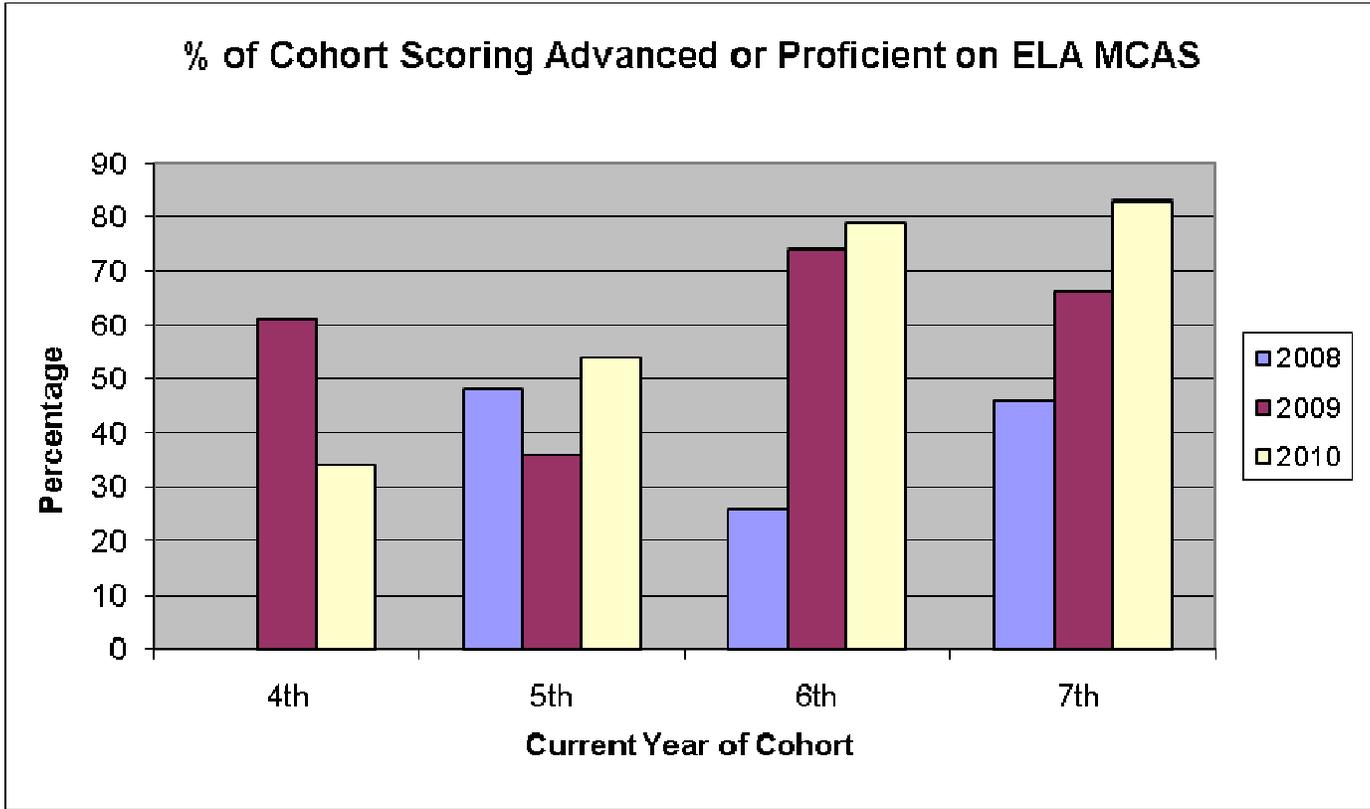


Hill View Montessori Charter Public (District) - 2010 MCAS All Grades English Language Arts

Grade	Median SGP	% Proficient	N Students (SGP)
Grade 04	22.0	34	35
Grade 05	50.5	54	34
Grade 06	66.0	79	32
Grade 07	60.5	82	24

Median student growth percentiles (SGP) are not calculated if the number of students included in SGP less than 20.

Attachment 2: Percent of Cohort Scoring Advanced or Proficient in MCAS



Hill View Montessori Charter Public School Dashboard

FY 11 End of Year

Critical Performance Area		Measurement	Target	7/1/2011
Academic Success	A1.1	Reading - % at grade level benchmark	80	76
	A1.2	Writing - % scoring (13-21, K-8 respectively)	85	91
	A2.1	Math Tracking 1-3 - % mastering 70% of standards	75	87
	A2.1	Math Tracking 4-8 - % mastering 70% of standards	75	59
Faithfulness to the Charter	F2.1	Development of Whole Child Report – % usually or consistently	85	92
	F2.2	Classroom Community Service - participation rate (%)	100	100
	F2.2	MS Community Service in Hours (20 hrs/student, 59 students)	1180	1345
	F3.1	Conference/Communication Rate - (%)	95	96
Organizational Viability	O2.1	Number of Kindergarten Applicants (#) >2*slots	68	105
	O2.1	Waitlist for Grades 1-8 (#) >100	100	374
	O3.0	Highly Qualified Teachers (%)	100	100

Hill View Montessori Charter Public School Trimester Academic Dashboard

Updated for July 2011 Board Meeting

Goal	Grade	Target	7/1/11
HVM students demonstrate high levels of reading achievement <i>DRA Goal- 80% at grade level benchmark</i>	Kindergarten	80	85
	Grade 1	80	65
	Grade 2	80	56
	Grade 3	80	54
	Grade 4	80	91
	Grade 5	80	85
	Grade 6	80	80
	Grade 7	80	81
	Grade 8	80	90
<i>This measures the percentage of students who are reading at their respective grade level at the trimester assessment.</i>			
Green ≥ 75 Yellow = 74-65 Red < 65			
HVM students demonstrate high levels of writing achievement <i>Writing Assessment Goal - 85% scoring of 13-21 (spring)</i>	Kindergarten	85	82
	Grade 1	85	88
	Grade 2	85	100
	Grade 3	85	82
	Grade 4	85	84
	Grade 5	85	88
	Grade 6	85	91
	Grade 7	85	100
	Grade 8	85	100
<i>This measures the percentage of students who received a designated cumulative score of the 6 traits at the trimester assessment.</i>			
Green ≥ 85 Yellow = 84-75 Red < 75 75%			
HVM students demonstrate high levels of math achievement <i>1-3 Math Track Tool - 75% mastering 70% of standards</i> <i>4-7 ALEKS Math Track Tool - 75% mastering 70% of standards</i>	Grade 1	75	88
	Grade 2	75	85
	Grade 3	75	88
	Grade 4	75	73
	Grade 5	75	70
	Grade 6	75	60
	Grade 7	75	41
	Grade 8	75	52
<i>This measures the percentage of students who mastered 70 percent of grade level math topics at the trimester assessment.</i>			
Green ≥ 75 Yellow = 70-74 Red < 69			

Attachment 4: Recruitment and Retention Plan

Hill View Montessori Charter Public School , July 30 2011

I. Recruitment Plan

General Recruitment Activities	
List recruitment activities undertaken each year which apply to all students.	
Hold enrollment information sessions (including at least one weekend session, one night time session and one day time session)	
Advertise in local papers, on school website, in public locations (grocery store, library, etc.)	
Host bi-monthly tours	
Publish a press release to advertise enrollment option, information session times and lottery	
Enlist the support of the parent body asking them to inform friends and relatives	
Speak at various community venues (Kiwanis, Rotary, Exchange Club, Community Action, etc.)	
Provide local community service agencies with flyers	
Provide local housing agencies with flyers	
Utilize social media outlets (Facebook, Twitter, etc.)	
Hold secondary lottery in August (with similar advertising activities)	
Development Director handles all inquiries (via incoming telephone calls or visits) regarding enrollment to ensure open, encouraging, accurate communication with potential applicants	
Marketing videos (which include specific information about HVM as a public school providing appropriate services to all students) exist and are distributed widely (via the web and in DVD format)	

Recruitment Plan – Goals and Strategies	
List goals and strategies for recruitment activities for <u>each</u> demographic group.	
A. Special education students	<p>HVM has a special education population of 19.3% in comparison to HPS which has a 20.5% comparison total. The difference is not significantly different. HVM will continue to welcome and support special education students and will increase recruitment activities to include:</p> <ul style="list-style-type: none"> • Investigate special education newsletters to include information about HVM as an option • Provide indication of special education services on the school’s website • Make connections with special education support staff elsewhere to help spread the word. • Make contact with GLEC (Greater Lawrence Educational Collaborative) • Make connection with MASpAC • Identify Haverhill based tutoring service organizations and connect with them to provide advertising materials (i.e., Kumon, Sylvan)

<p>B. Limited English-proficient students</p>	<p>HVM has a limited English proficient population of 1.7%. This is significantly different than HPS which has 7.5% LEP students.</p> <p>To improve our outreach to students and families of limited English proficiency, HVM will:</p> <ul style="list-style-type: none"> • Identify where the non-white neighborhoods are within the city and target them via flyers • Target organizations serving immigrants via 1:1 contact, flyers, speaking engagements • Have translation services available for enrollment inquiries made by phone and in person • Host at least one non-English enrollment session per lottery period • Translate the HVM brochure into Spanish • Add footer to school materials indicating translation services are available
<p>C. Students eligible for free lunch</p>	<p>HVM has 15.2% of students receiving free lunch in comparison to HPS which has 34.7% of students on free lunch. There is significant difference which HVM will address by engaging in the following activities:</p> <ul style="list-style-type: none"> • Look at zip codes to determine least affluent neighborhoods • Target market to less affluent neighborhoods by posting flyers in public areas near them (grocery stores, etc.) • Provide flyers to community service agencies that serve less affluent families (WIC, Community Action, Girls, Inc., Boys and Girls Club, YMCA, Head Start) • Provide flyers to low income housing projects • Offer a breakfast program in addition to lunch
<p>D. Students eligible for reduced price lunch</p>	<p>HVM has 5.1% of its students receiving reduced price lunch in comparison to HPS which has 6.7%. This is not significantly different. HVM will engage in the following activities to target families of students who are eligible for reduced lunch meals:</p> <ul style="list-style-type: none"> • Look at zip codes to determine less affluent neighborhoods and target market to them. • Provide flyers to community service agencies that serve less affluent families (WIC, Community Action, Girls, Inc., Boys and Girls Club, YMCA, Head Start) • Provide flyers to low income housing projects • Offer breakfast program in addition to lunch
<p>E. Students who are sub-proficient</p>	<p>HVM has 34.6% students scoring sub proficient in ELA; HPS has 52% of grade 3-7 (comparable comparison group) sub proficient.</p> <p>HVM has 46.8% sub proficient in math; HPS has 60.2% grade 3-7 (comparable comparison group) sub proficient. HVM will engage in the following activities to target sub proficient categories:</p> <ul style="list-style-type: none"> • Identify Haverhill based tutoring service organizations and connect with them to provide advertising materials (i.e., Kumon, Sylvan)

F. Students at risk of dropping out of school	Not applicable
G. Students who have dropped out of school	Not applicable
H. Other subgroups of students who should be targeted to eliminate the achievement gap	NA

II. Retention Plan

Overall Student Retention Goal	
Annual goal for student retention (percentage):	HVM has a goal to retain 95% of students who do not leave the school due to a physical move out of district (either during or at the end of the school year) from year to year.
Retention Plan Goals and Strategies -- List goals and strategies for retention activities	
a.	Host summer time session to welcome new families to HVM to help them acclimate to the school and community
b.	Administer exit survey/interviews to investigate reason for departure (to then inform school operations)
c.	Provide students and families with access to school-based social worker to help identify additional services that would benefit families.
d.	Provide interpreters at selected school events
e.	Host at least one multi-cultural event per year
f.	Increase welcoming efforts to new families by having veteran family assigned to new family as means to ensure availability of information, etc.
g.	Investigate Haverhill Youth Mentoring Program or another mentoring program to determine its feasibility and value to HVM