

Student Performance Goals [14 Del. C. § 512(4) and (6)]

1. Describe the student performance standards for the school as a whole.

All students will perform to their creative and intellectual best. The criteria for the student performance is not only to perform well on state standardized tests, but to demonstrate behaviors and attitudes consistent with our mission. At this time, there are not specific reliable and valid assessments for leadership, innovation and responsible global citizenship. As research informs the development of such assessments, SMS will explore their use to measure our mission appropriate outcomes. Specifically, SMS will focus on the following goals:

Performance Goal 1:

SMS will demonstrate that its students are increasing in academic achievement, as measured by the Delaware System of Student Assessments (DeSSA) and other assessment tools as follows:

Target: By the third year of operation, and for each year thereafter, 70 to 89 % of students will make growth sufficient to maintain or achieve proficiency.

Target: by the third year of operation, and for each year thereafter, SMS will have between 60 and 79 % of all students meeting their growth targets.

Target: by the third year of operation, SMS will have between 60 and 79 % of students in the lowest quartile of performance meeting their growth targets.

Target: By the end of the third year, the school’s average proficiency rate on DeSSA of reading and math will meet or exceed the statewide average student performance of schools serving the same grades.

Performance Goal 2:

SMS students will exhibit positive behaviors related to academic success through:

Target: The school will use the Flanker Inhibitory Control Task or the BRIEF to document the development of executive functions such as self-regulation, initiation, and cognitive flexibility related to positive behaviors

Target: Each year the school will have fewer reportable incidents pursuant to Delaware Code, Title 14, Section 4112, then the average for public schools in Sussex County with a similar grade configuration.

Performance Goal 3:

Given SMS’s emphasis on the development of character, innovation, and global citizenship each student will:

Achievement Target: Demonstrate growth on the continuums of development in each of these areas as documented by teacher observations, student portfolios, student reflections on their work, and parent surveys documenting their observations of their children’s growth in these areas.

Achievement Target: Beginning year three, SMS 6th graders will demonstrate the development of these skills and their academic achievement through a year-long study or service project culminating with a performance presented to the school community.

2. In addition to the State’s mandatory assessments, identify the primary interim ...

Observation is a cornerstone of the Montessori Method. Each student is frequently and regularly observed while working with the Montessori materials and while participating in recess and special classes such as art, music, or physical education. The teacher takes notes on the students and records descriptions of learning style, attitudes towards school, habits of concentration, initiative and persistence, abilities to form and sustain friendships, self-discipline, and sense of responsibility to other members of the class and community. Through observation and careful tracking of the student's work with the materials, the teacher can assess which skills a child has mastered and determine their readiness to advance in the curriculum or provide additional supports for those who are challenged.

The quality Montessori school enhances these observations with a comprehensive classroom-based assessment system that monitors and documents outcomes against goals for learning using results to improve learner outcomes and school effectiveness from entry to sixth grade. An effective assessment system to support student growth is one that focuses on multiple classroom-based formative assessments allowing teachers to interact with and observe children individually with tools that focus their observations on specific aspects of learning and development (Salinger, 2001; Zankowsky, 2006).

With this in mind, SMS will use formative and summative assessments providing tools for progress monitoring, screening, diagnosis, and for program evaluation focusing primarily on the individual development of the child. These assessments will include Montessori classroom-based individual assessments, student portfolios, teacher observations, and anecdotal records, complementing standardized assessments to evaluate individual student progress against the goals for learning. Each academic year's data will be compared to past data to measure current progress, the objective being that each child will meet or exceed their goals for annual yearly progress.

Reading/Writing:

Assessment will address the following areas identified in the Common Core State ELA Standards: phonemic awareness, phonics acquisition, fluency, comprehension, vocabulary, self-monitoring, and increased student awareness of meta-cognitive strategies. Sussex Montessori will use the DIBELS and the Developmental Reading Assessment (DRA). In addition, teachers will use running records, think-aloud, reading logs, written retellings and summaries, and spelling assessments.

Assessment in writing will view student writing through the lenses of the six traits of writing; ideas, conventions, word choice, organization, sentence fluency, and voice. A writing continuum will be used to determine where a child is making progress and where he may need additional support. Rubrics available on the DDOE website based on the genre of the Common Core State Standards including Argumentation/Opinion Text based writing, Informational or Explanatory Text Based Writing, and Narrative Text Based Writing will be used to assess student writing and to develop goals for improvement.

Math:

SMS will use two math assessments in grades K to 3: the AIMS WEb Math assessment and Kathy Richardson's Assessing Math concepts. In grades 4 to 6 both the AIMS WEb Math assessment and Connected Math assessments will be used. Other classroom-based assessments in mathematics include teacher observation, TERC assessments, math journals, First in Math, and Assessing Mathematical Concepts (Didax). SMS teachers will also rely on the assessment examples available through the DDOE as they develop assessments specifically aligned to the Common Core State Standards to monitor progress.

Integrated Science/Social Studies/ The Montessori Social and Cultural Curriculum:

SMS will use the resources of the Delaware Science and Social Studies Coalitions to monitor progress in these areas. In addition, SMS will use any required state assessments in these areas to evaluate the program, alignment of the curriculum and monitor student achievement. In addition, Montessori classrooms rely on specific classroom performance-based formative and summative assessments. These assessments allow the demonstration of the students' integration of their knowledge in reading, writing, speaking/listening, and mathematics with their developing understanding of the essential questions in these areas. Several specific assessments used in the Montessori classroom are:

- Classroom presentations: Classroom presentations by students enhance planning skills, give opportunities for public speaking, increase confidence, and give children the chance to experience pride in their accomplishments.
- Peer/Reciprocal Teaching: Whether or not a student has sufficient knowledge of a work material to be able to teach it to peers is an important Montessori assessment tool that is employed on a constant basis. Peer teaching allows a child to solidify learning and place the educational gains in a meaningful context aiding long-term retention and the transfer of knowledge.
- Portfolio: Students at SMS will create electronic portfolios that reflect the development of their understanding of the essential questions embedded in the cultural curriculum. These portfolios will be self-evaluated against rubrics, shared by students with parents, and be a cumulative record of the child's development.

3. If the school plans to adopt or develop additional academic performance goals or assessments beyond the State's mandatory assessments,

Not Applicable

4. Explain the school's policies and standards for promoting students from one grade...

Because Montessori Schools are multi-age classrooms, children's individual needs are typically met in a classroom with the appropriate age groupings. Curriculum is not based on the grade that the child is in but on the development and needs of the child to succeed in a classroom with age appropriate peers. Because of this, retention is typically not a consideration in a Montessori School. Parents and teachers work closely to support children; if there was a reason to consider keeping a child in a given age range for an additional year, parents and teachers would work with the Education Director to develop benchmarks (RTI model below) for

improvement and goals for the child from mid-year of the last year in the multi-age classroom until the close of the school year when a final mutual decision would be made.

5. Explain the process for ensuring that all students in grades 8-12 have a complete student success plan.

Not Applicable