

# ANNUAL REPORT 2007-2008

## Northglade Montessori Magnet School

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*The mission of Northglade Montessori Magnet School, a diverse nurturing family of students, educators and parents, is to prepare each student to become a well educated, responsible and respectful contributor to family and community by enhancing academic achievement through a literature rich curriculum that integrates technology, addresses individual needs (social, emotional, academic, and physical) and unique talents, in partnership with family and the community.*

### 2007-2008 Highlights

- Northglade Awarded National Accreditation by the American Montessori Society (First Public School in Michigan and One of Two in Nation to Hold Award)
- Participated in Phi Delta Kappa Curriculum Audit
- Donation Received to Study Montessori Middle School Concept
- Book Exchange Offered throughout School Year
- Birthday Books given to Students
- Books Donated and Purchased for Reading at Home
- Scholastic Book Fair Featured
- Enrichment Classes Featured Increased Number of Literacy Activities
- Bi-Weekly Newsletter Featured Literacy Information for Families
- Study Hall Offered to Lower Elementary Students
- Weekly Tours Offered to Impact Enrollment for 2008-2009
- Tuition-Based Program for Three and Four Year Olds Operated at Approved Level of Capacity
- Completion of Draft Grade Level Expectations for Montessori Classes
- Training Conducted for Parents on Health Education
- Performances Presented for Cultural Awareness by Von Washington & Company
- Session on African-American Studies Presented by Students and Paul Love
- Increased Parental Involvement in Monthly PTO-Sponsored Events (Chuck-e-Cheese Back to School Family Night, Talent Show, Skating Party, Holiday Store, Concerts, Open House with Informational Meeting, Concerts, Etc.)
- Community Volunteers Participated in Facilitating Literacy Night Activities
- School Donations for Classrooms from Parents
- Title I Parent Corp Program Successfully Completed and to be Continued
- Collaboration of School Improvement and PTO Efforts to Increase Parent Involvement
- Involvement of Western Michigan University, Kalamazoo College, and Parent/Community Tutors and Volunteers
- 80% of Parents and Relatives Attended Lunch with Your Child in Spring 2008
- Inclusion of the After-School Program to Serve Students in Grades K-6
- Accomplished Professional Development Activities
- Participated in KVCC Sociology Class
- Participated in Community-Based and Peace Education Projects: First Day Shoe Fund, Blankets for Babies, Visits to Nursing Home, Etc.
- Participated in Lincoln Center for the Arts

- Presented African-American Wax Museum during Literacy Night along Literacy Stations and Games.
- Participated in the Foster Grandparent Program
- On-Line Art Gallery via Website Posted
- Improved Website (to Include Health Links)
- Awarded Third Place in Global Reading Contest for KPS
- Instrumental Music Program Serving Band and String Students in the Upper Elementary Grades

### School Community

The process by which students are assigned to district schools is as follows:

- Students can attend their home school based on specific attendance areas.
- Students can attend a magnet school. There are seven elementary magnet schools and two middle school magnet schools from which to choose.
- Students can attend any other district school as long as the district is not required to provide transportation.
- Enrollment will depend on the existence of adequate space within the building and grade level.
- Northglade Montessori is a K-6 building with an enrollment of 247 students
- Multicultural environment composed of 0.4% Native American, 82.6% African American, 0.0% Asian American, 2.4% Hispanic and 14.6% Caucasian students
- Daily attendance rate of 93.6%
- Student suspension ratio of 13/247
- Conferences: 85% fall and 84% spring

### Annual Yearly Progress

AYP Status	05-06	06-07	07-08
% Participation	100%	100%	100%
Phase 0 – 5	Phase 0	Phase 0	Phase 0
Met AYP	X	X	X
Did Not Meet AYP			
Composite Grade	C	C	C

### Highly Qualified Staff

- 100% of the staff is teaching in their credential area of experience.
- No teachers with emergency or provision credentials are teaching in either the high or low poverty schools.
- No teachers are teaching in the classroom in either the high or low poverty schools that are not highly qualified.
- 1 Administrator with a Doctorate.
- 13 teachers; 3 with a Bachelors Degree; 7 with a Masters Degree; and 3 with a Masters+30.
- All Title I instructional paraprofessionals are compliant with the NCLB requirements for highly qualified.

## Parent Involvement

### District Policy

The District will consistently work, in a variety of ways, to strengthen meaningful family participation in the education of their children.

### Northglade Parent Involvement

- We conducted nontraditional outreach activities and flexible timelines to engage parents in partnering with staff in school improvement planning.
- We involved students in promoting the learning environment and special programs.
- A variety of activities and programs were implemented to encourage parent participation.
- We articulated the learning expectations and school-home support responsibilities.
- The staff collaborates with the Parent-Teacher Organization to plan school events.
- We also planned a variety of school-related events/ programs designed to inform parents about the Montessori Method.

To determine the overall quality of parent involvement in school improvement planning and other school-related activities, feedback is routinely gathered from parents and community members and utilized in a timely manner to improve program areas such as general operations/ procedures, activities, instructional delivery, materials, environment (climate) etc. Feedback instruments: surveys, group and one-on-one interviews, observations/ checklists, attendance records, and the opinion box (located in main entrance) are used to form recommendations for the new school year.

### School Improvement Planning

All school improvement materials are housed in the principal's office. The School Improvement meetings are held the second Thursday, monthly at 6:00 p.m. The School Improvement Team in conjunction with the district coordinator of assessments determines what will be needed to fully evaluate student achievement. Through the school improvement process, all teachers, principal, representative support staff members, and parent-community members will collaboratively examine the strengths and weaknesses of the learning environment so that the school can renew and transform itself into a community of learners reaching their full potential. Decisions are data driven and supported by current research. Plans are the result of the systematic review of student achievement across content areas and social barriers that impede progress. The school improvement (co)-chairs lead the team in developing, reviewing, and adopting plans at the building level using the following process:

- Conduct Needs Assessment
- Select Target Areas
- Review Literature on Goal Development for Target Areas
- Generate Goal & Identify Population
- Identify Plan Components for Attaining Goal
- Develop Proposed Plan
- Adopt Plan

Northglade's efforts in 2006-2007 become the basis for the School Improvement Plan 2007-2008.

**DATA** (detailed assessment information is available at the school)

### Michigan Educational Assessment Program – MEAP

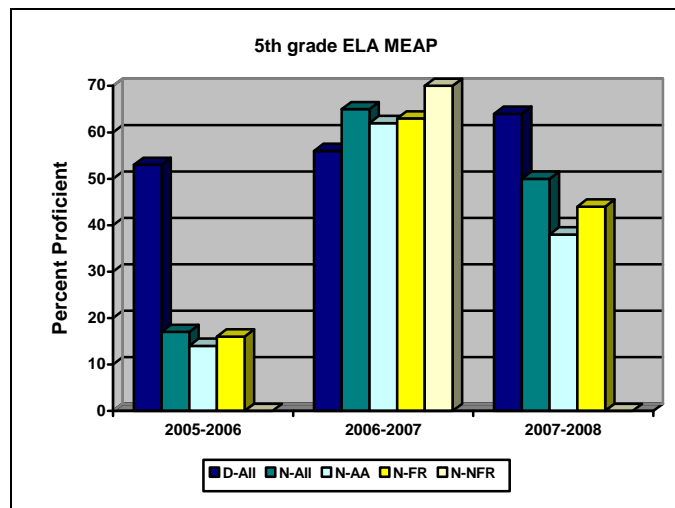
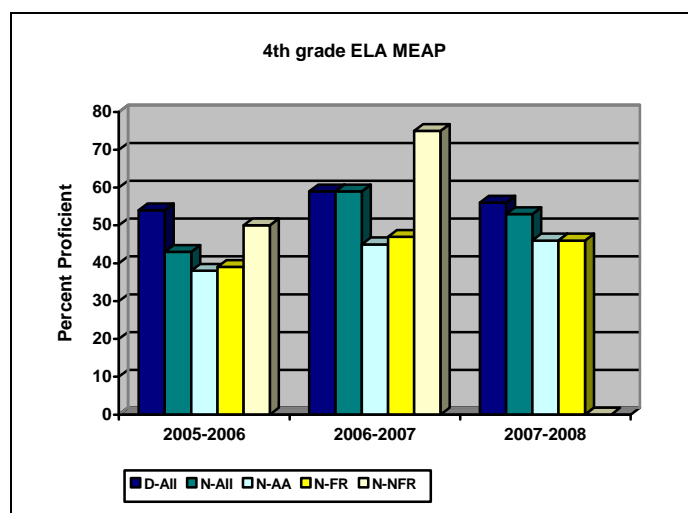
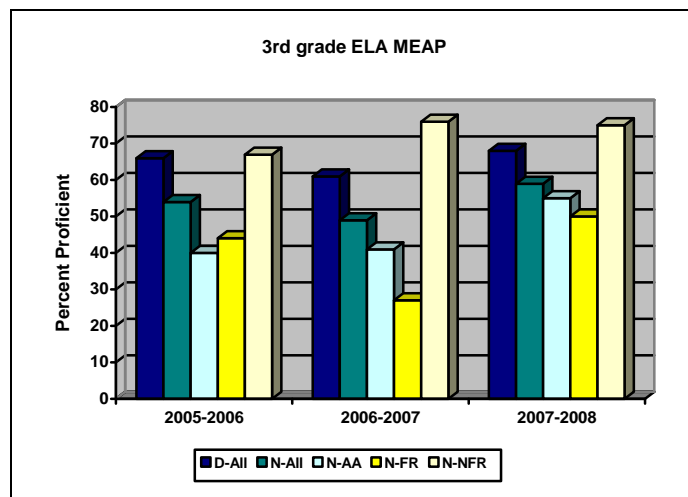
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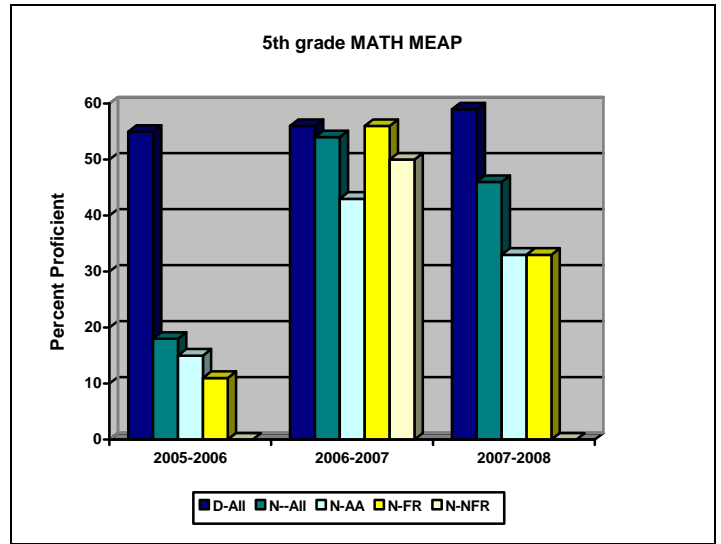
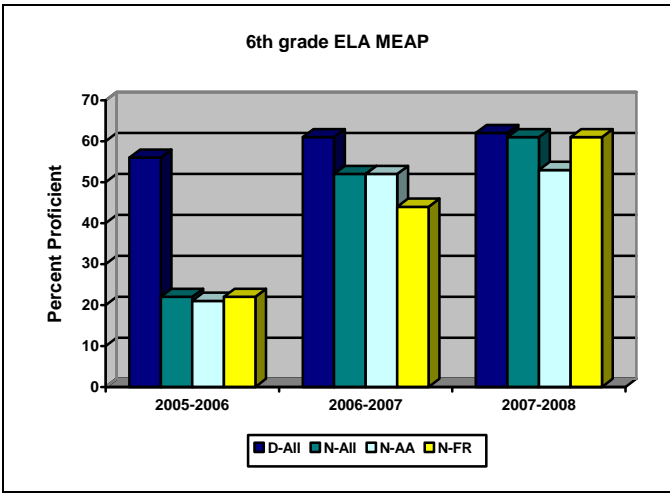
D-A – All District students                      FR – Free/Reduced Lunch  
 N-All – All Northglade students              NFR – Non-Free/Reduced Lunch  
 AA – African American

All proficiency scores are for categories with 10 or more students.

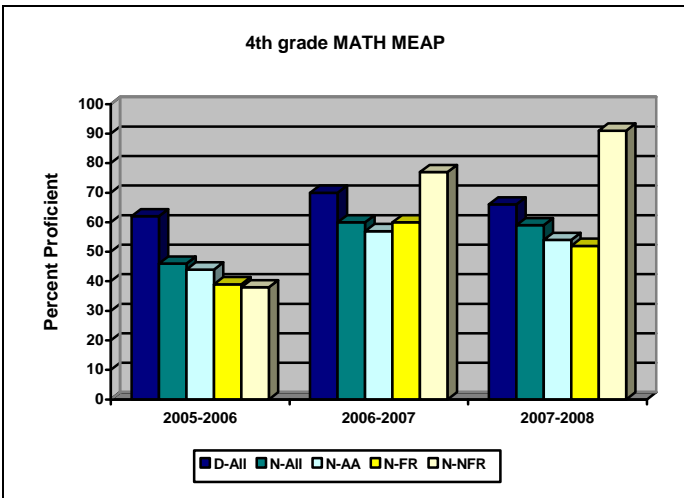
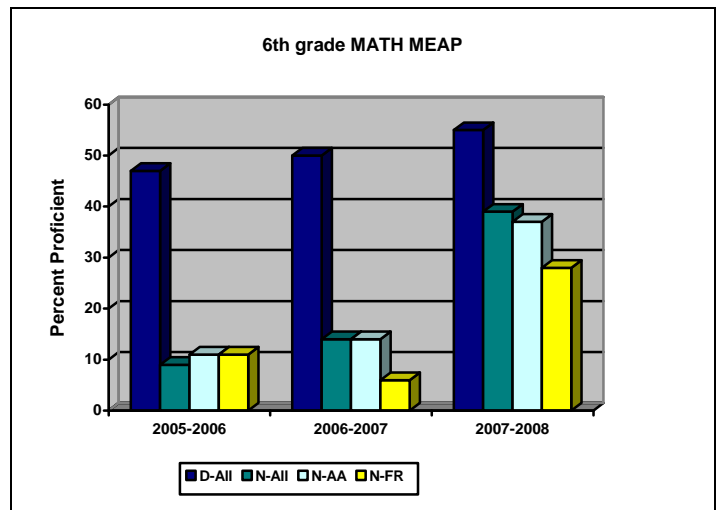
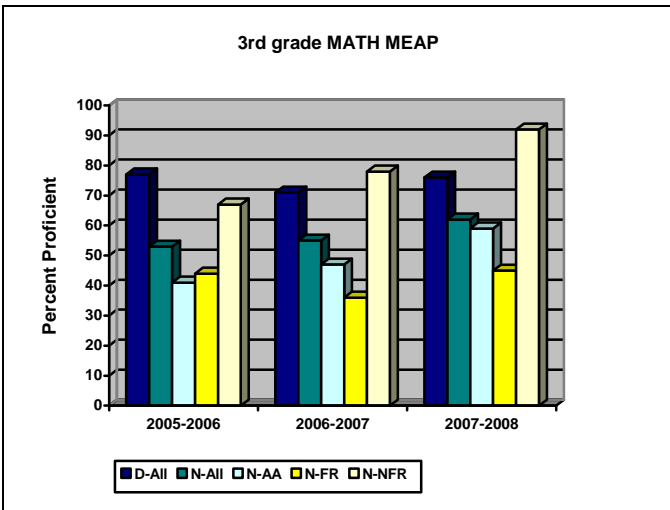
### English Language Arts – State Proficiency Targets

3<sup>rd</sup> grade – 60%                      4<sup>th</sup> grade – 59%  
 5<sup>th</sup> grade – 57%                      6<sup>th</sup> grade – 56%





Mathematics – State Proficiency Targets  
 3<sup>rd</sup> grade – 67%      4<sup>th</sup> grade – 65%  
 5<sup>th</sup> grade – 62%      6<sup>th</sup> grade – 60%



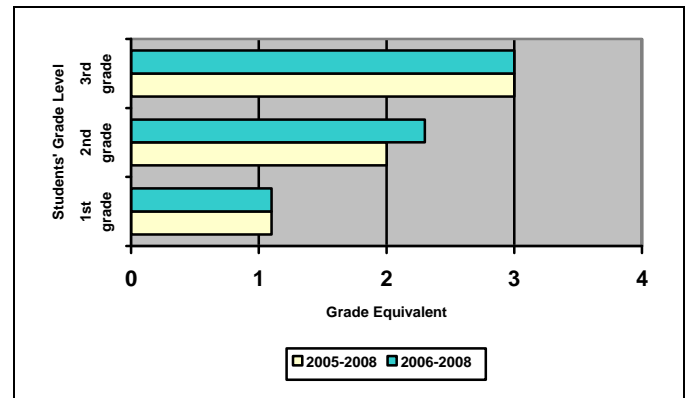
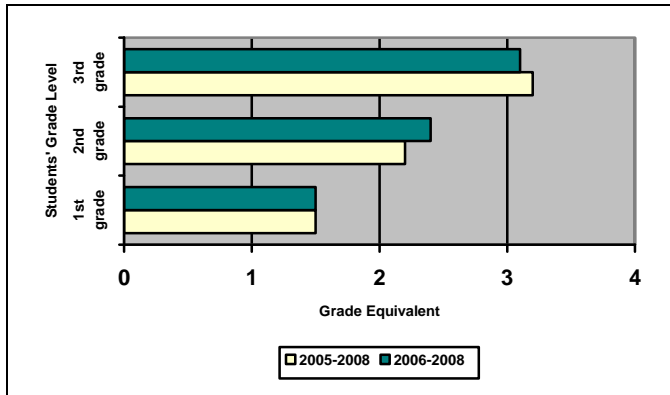
### Nationally Normed Achievement Test – ITBS

N – Northglade      D – District

Category	05-06		06-07		07-08	
	N	D	N	D	N	D
<b>Grade 1 – Total</b>	<b>1.5</b>	<b>1.8</b>	<b>1.6</b>	<b>1.8</b>	<b>1.8</b>	<b>1.8</b>
African American	1.4	1.5	1.5	1.5	1.7	1.5
Hispanic	1.4	1.5	2.8	1.5	2.6	1.6
White	2.1	2.1	2.3	2.1	2.5	2.1
Non-Free/Reduced	2.0	2.3	2.1	2.3	2.0	2.2
Free/Reduced	1.4	1.5	1.5	1.6	1.6	1.6
Non-Special Needs	1.5	1.8	1.6	1.8	1.8	1.9
Special Needs	NA	1.5	--	1.3	--	1.4
<b>Grade 2 – Total</b>	<b>2.2</b>	<b>2.6</b>	<b>2.4</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>
African American	2.0	2.3	2.2	2.4	2.2	2.4
Hispanic	3.1	2.3	5.0	2.6	3.3	2.4
White	3.0	3.0	2.8	3.1	3.3	3.4
Non-Free/Reduced	2.9	3.3	3.3	3.5	3.0	3.8
Free/Reduced	2.1	2.3	1.9	2.4	2.1	2.4
Non-Special Needs	2.2	2.6	2.4	2.8	2.4	2.9
Special Needs	NA	1.8	--	1.8	--	2.3
<b>Grade 3 – Total</b>	<b>3.6</b>	<b>3.6</b>	<b>3.2</b>	<b>3.5</b>	<b>3.1</b>	<b>3.7</b>
African American	3.0	3.1	3.0	3.0	3.0	3.2
Hispanic	4.6	3.1	4.2	3.1	5.1	3.4
White	5.4	4.2	4.3	4.1	4.6	4.3
Non-Free/Reduced	4.6	4.4	4.3	4.4	4.1	4.7
Free/Reduced	3.2	3.1	2.9	3.1	2.8	3.3

Reading Grade Equivalents						
Category	05-06		06-07		07-08	
	N	D	N	D	N	D
Non-Special Needs	3.6	3.7	3.2	3.5	3.1	3.8
Special Needs	NA	2.6	--	2.7	--	2.8

In the chart below, the color bar represents the same group of students and their progression from 1<sup>st</sup> grade through 3<sup>rd</sup> grade on the IOWA reading assessment.



### Measurable Objectives for 2008-2009 School Improvement

- By fall 2009, all students will show an increase (on average) of 30 percentage points on the ELA (Reading) MEAP.
- By fall 2009, all students will show an increase (on average) of 30 percentage points on the ELA (Writing) MEAP.
- By fall 2009, all students will show an increase of 40% on the MEAP in using critical thinking and processing skills integrating the application of basic computational algorithms.

Math Grade Equivalents						
Category	05-06		06-07		07-08	
	N	D	N	D	N	D
<b>Grade 1 – Total</b>	<b>1.1</b>	<b>1.5</b>	<b>1.3</b>	<b>1.5</b>	<b>1.3</b>	<b>1.6</b>
African American	1.1	1.3	1.2	1.2	1.2	1.3
Hispanic	1.7	1.4	1.6	1.3	1.1	1.6
White	1.4	1.9	1.7	1.9	2.0	1.8
Non-Free/Reduced	1.4	2.0	1.5	2.0	1.6	1.9
Free/Reduced	1.1	1.3	1.2	1.3	1.2	1.4
Non-Special Needs	1.1	1.5	1.3	1.5	1.3	1.6
Special Needs	NA	1.1	--	1.0	--	1.2
<b>Grade 2 – Total</b>	<b>2.0</b>	<b>2.5</b>	<b>2.1</b>	<b>2.6</b>	<b>2.0</b>	<b>2.5</b>
African American	1.9	2.3	2.1	2.2	1.8	2.2
Hispanic	3.1	2.3	2.4	2.5	2.6	2.4
White	2.1	2.9	2.2	3.0	2.6	3.1
Non-Free/Reduced	2.4	3.2	2.5	3.2	2.2	3.2
Free/Reduced	1.9	2.3	1.9	2.3	1.9	2.3
Non-Special Needs	2.0	2.5	2.1	2.6	2.0	2.6
Special Needs	NA	1.8	--	1.7	--	2.2
<b>Grade 3 – Total</b>	<b>3.4</b>	<b>3.4</b>	<b>3.0</b>	<b>3.3</b>	<b>3.0</b>	<b>3.5</b>
African American	2.8	3.0	2.8	2.9	2.9	3.1
Hispanic	4.3	3.3	3.5	3.0	3.4	3.3
White	4.3	3.9	3.8	3.9	3.5	4.0
Non-Free/Reduced	4.5	4.1	3.9	4.0	3.4	4.3
Free/Reduced	2.9	3.1	2.6	3.0	2.8	3.2
Non-Special Needs	3.4	3.5	3.0	3.4	3.0	3.6
Special Needs	NA	2.5	--	2.8	--	2.7

In the chart below, the color bar represents the same group of students and their progression from 1<sup>st</sup> grade through 3<sup>rd</sup> grade on the IOWA math assessment.