



HIGH DESERT MONTESSORI CHARTER APPLICATION

Application for a Renewal of a
Washoe County School District Charter

January 29, 2020
Washoe County School District
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SECTION 1: PROGRESS

Within Section 1, HDMS is proud to share the mission, vision, and philosophy of the school which has not changed since the school's inception in 2002. The original goals and continued progress of meeting those goals have remained intact while the school moves forward into its 4th charter renewal with WCSD.

Mission Statement

High Desert Montessori School provides a safe, nurturing school environment that fosters independence, problem-solving skills and great works in our students. We offer tools to explore the universe through Montessori's Cosmic Education, the purpose of which is to link all areas of human knowledge. We urge all of our students to be participating members of a socially-conscious and green community by inspiring them to be critical thinkers capable of reflection, communication and action. We comply with all Nevada State and Common Core State Standards.

Vision

High Desert Montessori School is dedicated to providing a nurturing community of learners. We empower children's self-construction, spark their imaginations, and instill a life-long love of learning.

Purpose

The purpose of HDMS is to provide a quality education to children from infant/toddler through 12th grade, as resources and programs develop. (Approved by HDMS Board of Directors 10.27.11)

History

High Desert Montessori School (HDMS) is in its 17th year of operation and its 12th year serving PreK-8th grade. With a current enrollment of 403 students, the school has two campuses, a short walkable distance from one another. The Primary and Lower Elementary classrooms are located together at the 2590 Orovada Street location, and the Upper Elementary and Middle School are co-located at the 2025 Silverada Boulevard location. The school's business office is located on the third floor of the 2005 Silverada Boulevard building. The school employs 50 which includes; 1 Principal, 1 Dean of Students, 6 Administrative Support Staff, 17 Teachers, and 24 Teaching Assistants, and 1 School Counselor. The PTO remains a strong avenue for parent involvement coordinating over 100 volunteers for our annual "Kids On Big Rigs" event in partnership with Peterbilt to raise \$20,000 yearly. Our Board of Directors has 6 volunteer members all committed to ensuring a positive future for HDMS.

HDMS has been at capacity of around 400 students for the past 6 years and continues to have strong waiting lists at all levels of enrollment. We are currently working on facilities renovations and expansion to increase our square footage, the enrollment size of our school, and to unify our

campus into the Silverada Boulevard buildings. HDMS is proud of its history over the past 17 years and looks forward to a bright future by continuing to offer a free Montessori education to many students throughout Northern Nevada.

Philosophy

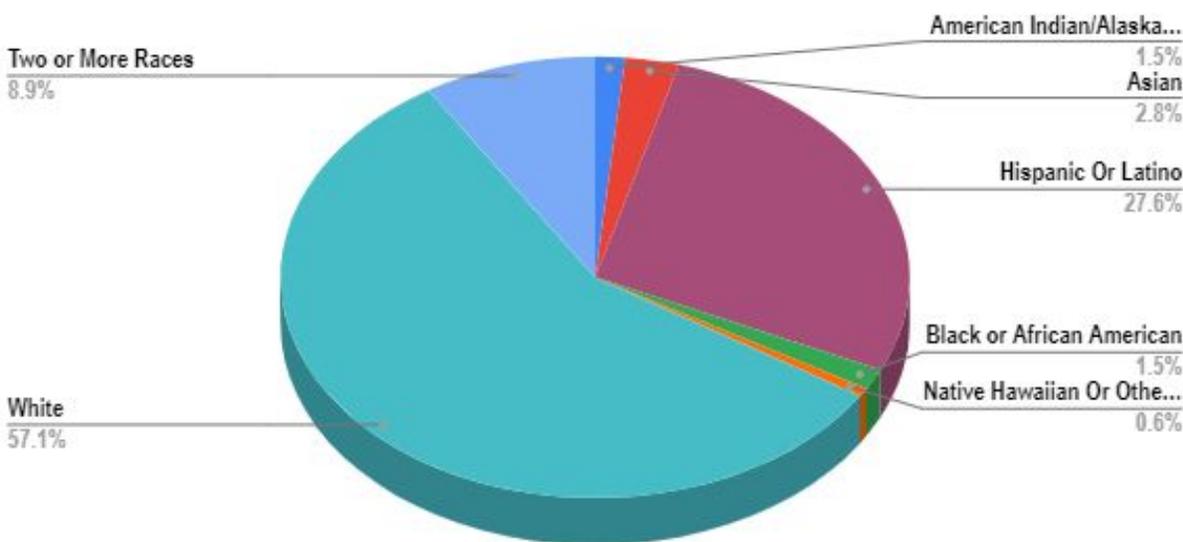
The learning environment of High Desert Montessori School (HDMS) is based on the Montessori philosophy because of its emphasis on the development of the whole child. Over 100 years ago Maria Montessori recognized that children have an innate desire to learn and, given the proper environment, will thrive intellectually, socially, emotionally, and physically. This “prepared environment,” as Dr. Montessori termed it, includes not only the classroom with its materials and authentically trained teachers, but also a social setting and atmosphere where children can reach their fullest potential. HDMS is open to all eligible students, and proudly adopts an educational approach that specifically addresses the community’s diversity to ensure that, truly, no child will be left behind.

Since the last charter renewal in 2014, HDMS continues to make great strides towards maintaining a Montessori focused school. We have continued the important steps of working alongside agencies locally such as Washoe County School District and the Nevada Department of Education as well as collaborating with Montessori consultants and strategic planners to develop short and long term goals for the school. We are embarking on an exciting moment within the school’s journey with a large facilities expansion in the works and the dream of having a unified and cohesive campus for the first time since the inception of the school 17 years ago.

School Demographics

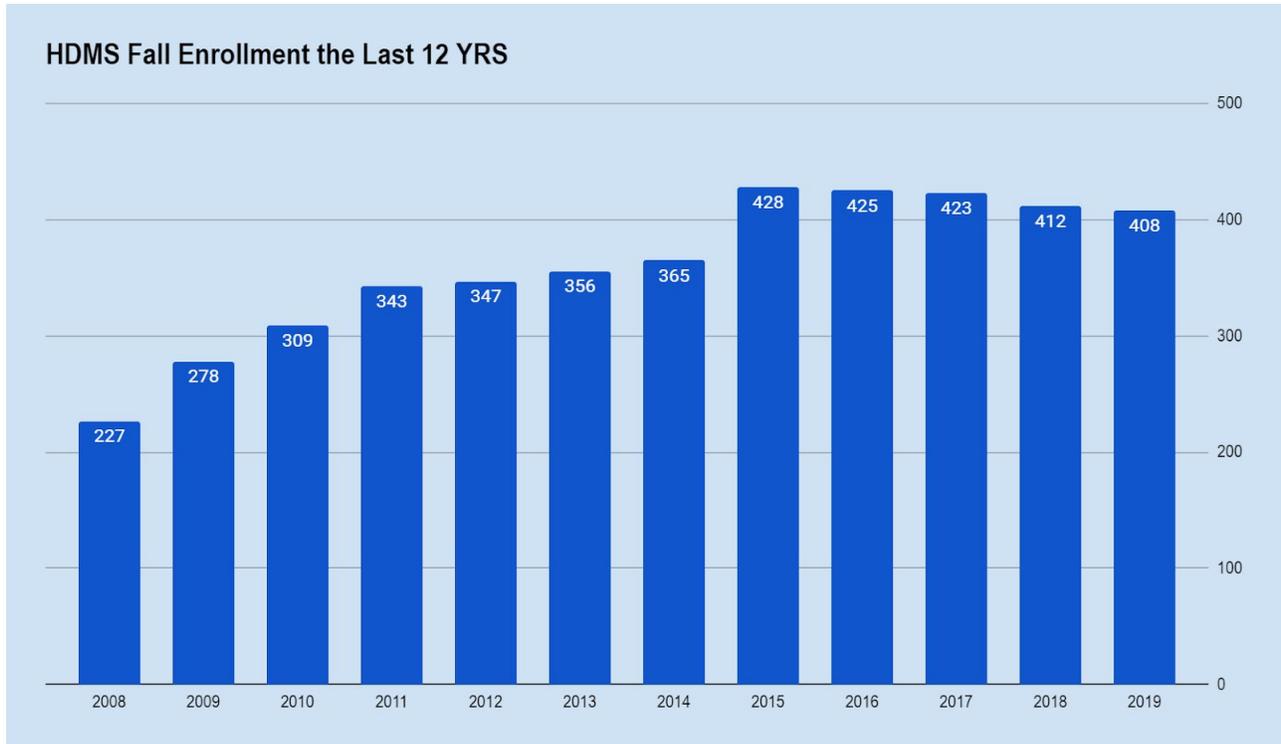
HDMS has a diverse student population as indicated on the chart below:

Average Demographics Over 12 YR Period

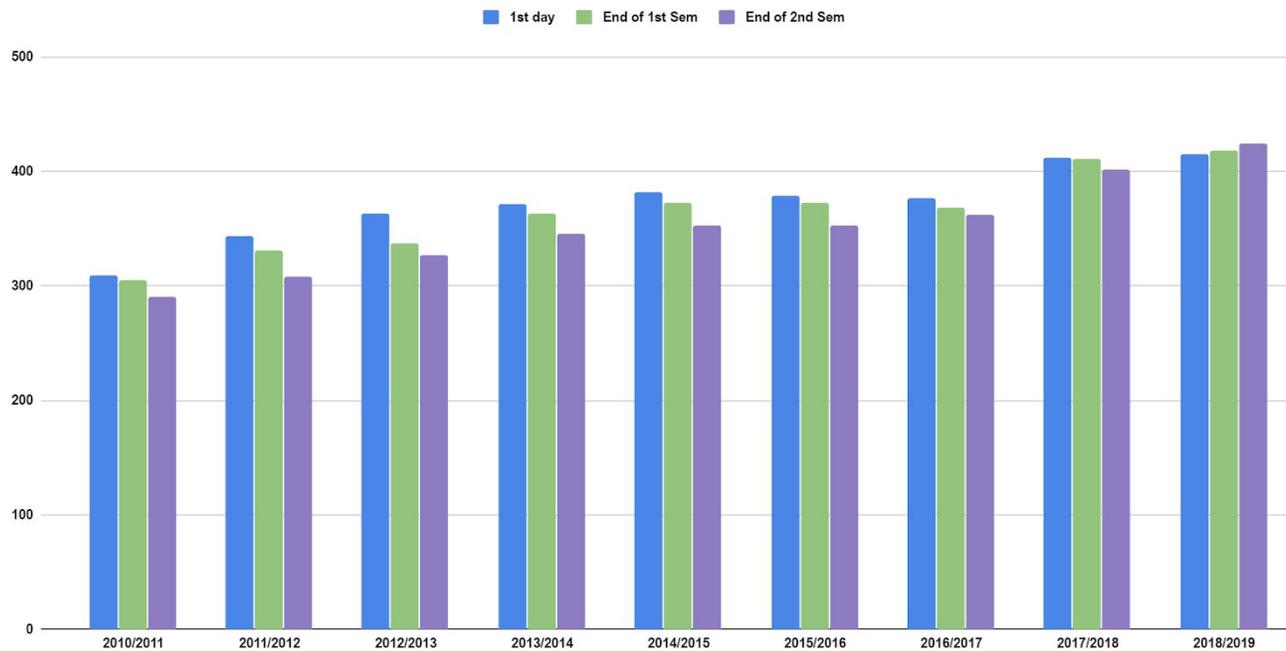


School Enrollment

HDMS' enrollment has remained mostly stable, demonstrating a decrease of no more than 5% over a three year period.

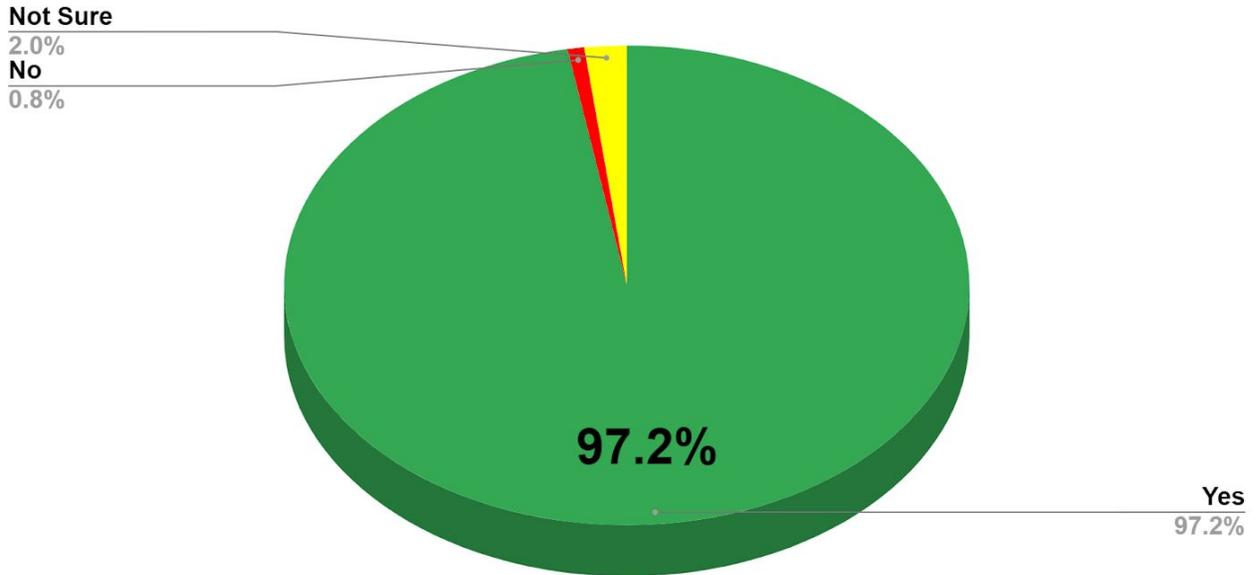


Enrollment by First Day and End of Each Semester



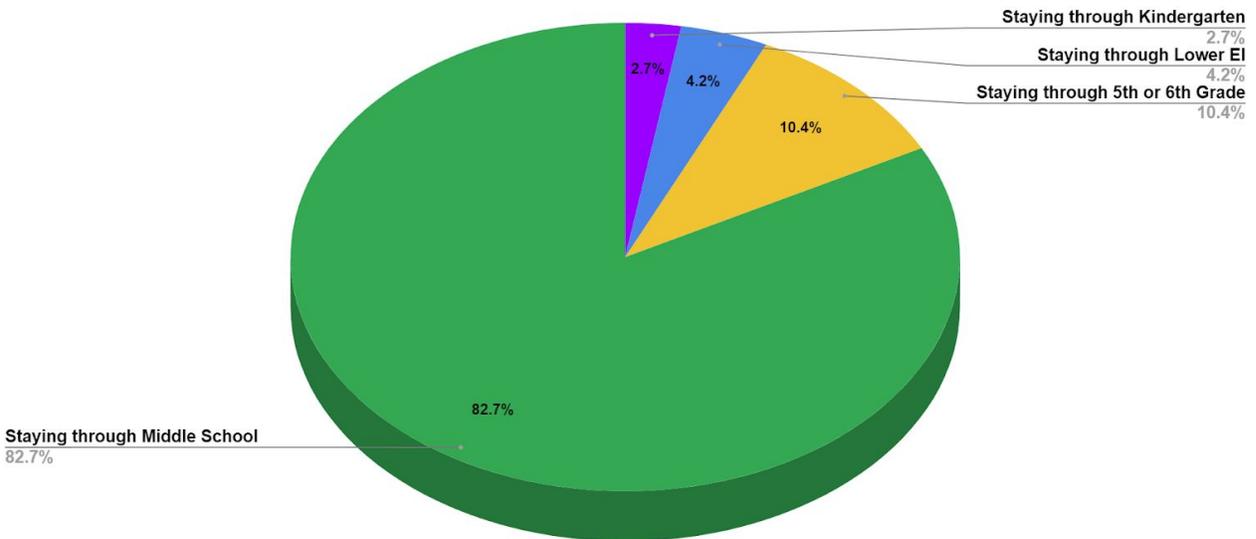
In an Intent to Return Survey taken by our current families in January, 2020. With over 250 responses in to date, over 97% of respondents plan for their child to return next year.

HDMS Intent to Return for the 2020-21 School Year



82% of our families currently plan to stay through 8th grade.

How Long Current HDMS Students Plan to Stay

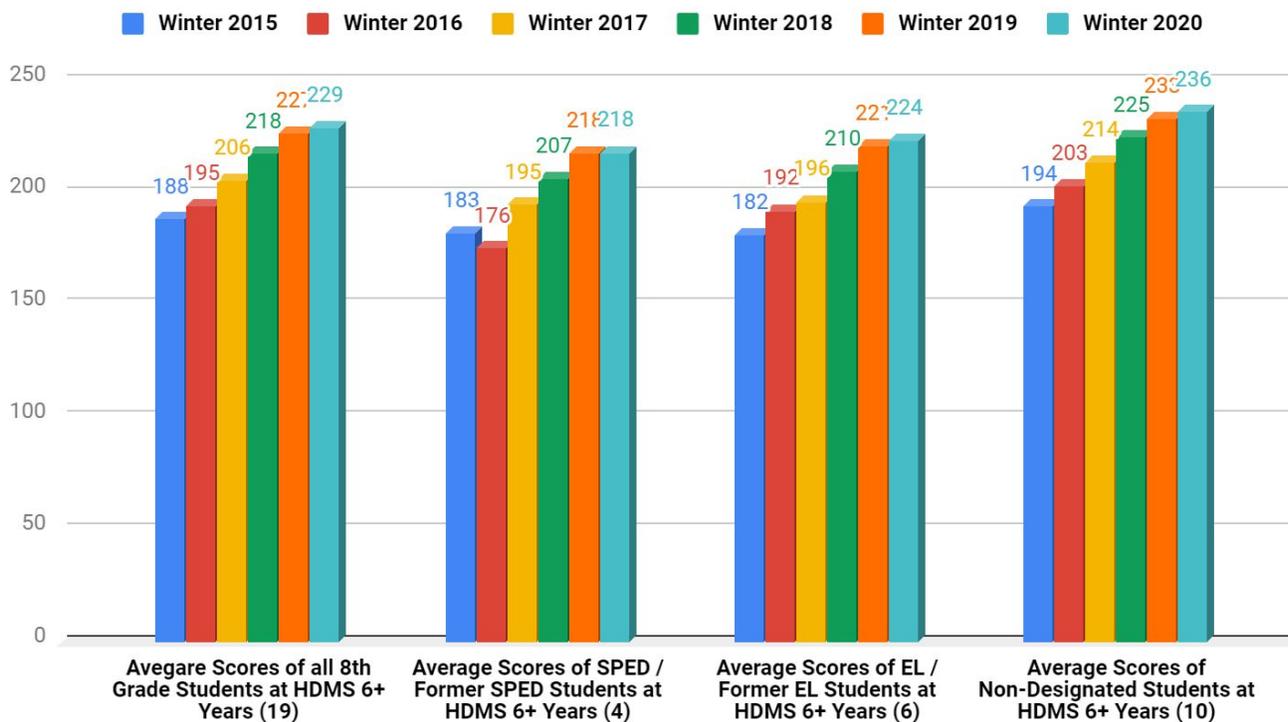


Longitudinal Academic Data

In terms of longitudinal academic data, 50% of our 8th grade students have attended HDMS since preschool or lower elementary which is between 6-10 years. Over this time HDMS has been able to collect reliable data using the Measurement of Academic Growth (MAP) on student achievement collectively and as a group and in terms of sub-populations. See the information below for details. The graph below demonstrates the upward trends of our 8th graders over time in math, especially within our sub-populations.

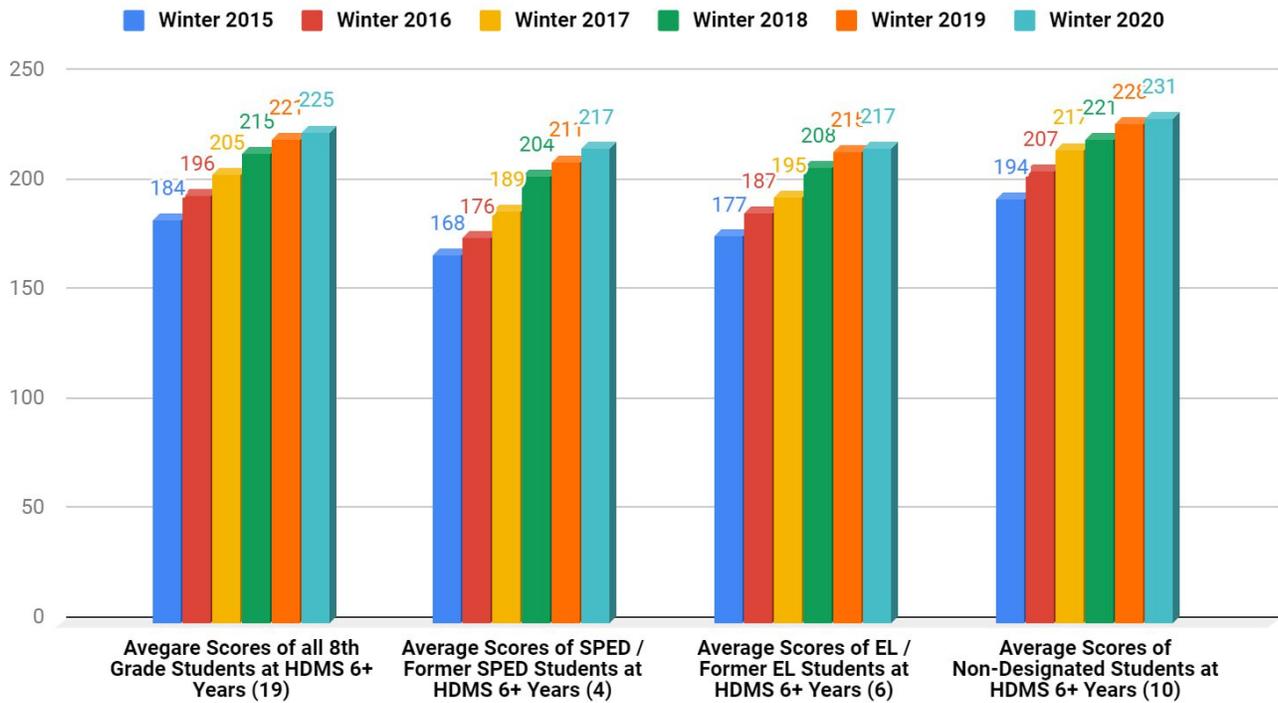
Longitudinal Math MAPS Data for 8th Graders who have attended HDMS 6 or more years:

Longitudinal MAPS Math Growth for 8th Graders at HDMS for 6 or More Years

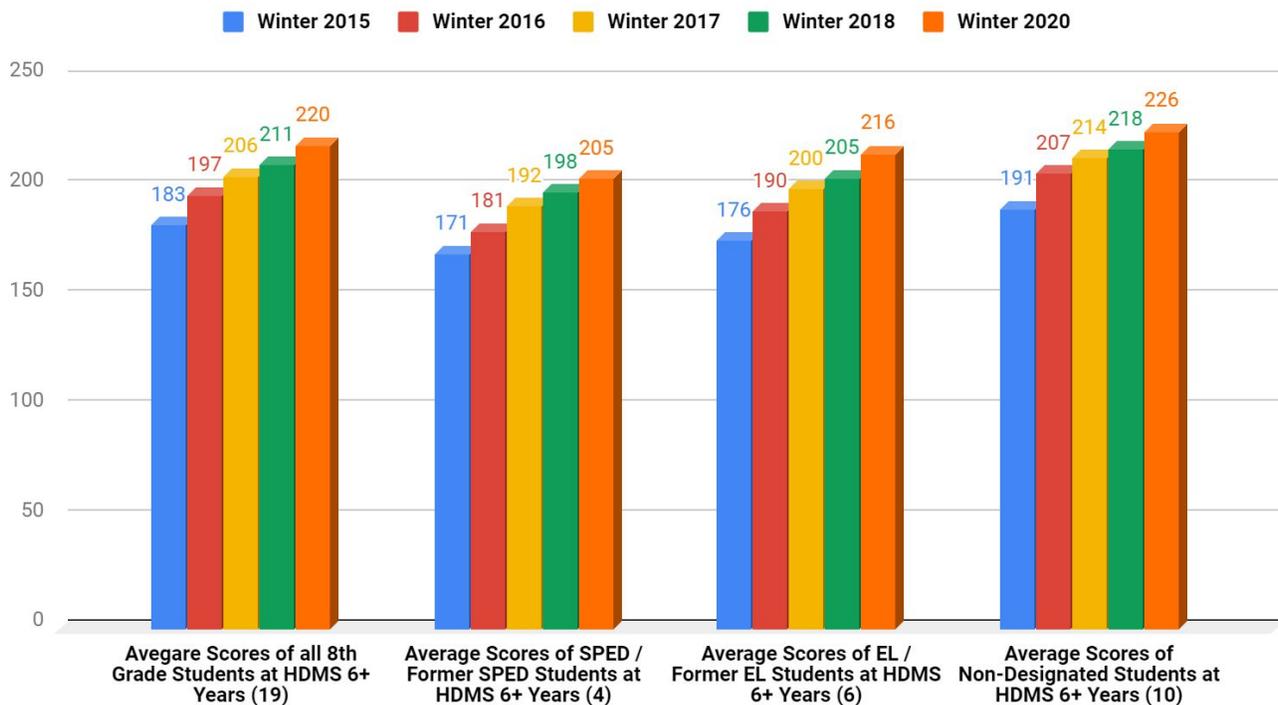


Longitudinal Reading MAPS Data for 8th Graders who have attended HDMS 6 or more years:

Longitudinal MAPS Reading Growth for 8th Graders at HDMS for 6 or More Years



Longitudinal Language MAPS Data for 8th Graders who have attended HDMS 6 or more years: Longitudinal MAPS Language Growth for 8th Graders at HDMS for 6 or More Years



Montessori Specific Goals and Objectives

The educational philosophy and methods of instruction supporting HDMS mission and distinguishing its program include the following, each which maps specifically to the Goals & Objectives which includes:

- ❖ Individualized & Differentiated Learning
- ❖ Mixed-age Groupings
- ❖ Integrated Teaching & Learning
- ❖ Prepared Environment
- ❖ Role of Teachers to Observe, Guide, & Assess
- ❖ Classroom Environment of Respect & Character Education

The High Desert Montessori School environment and curriculum is based on the freedom of a highly individualized and self-directed education within the specifically “prepared environment” of vertical (multi-age) classrooms, specialized didactic materials, careful teacher observation and guidance, and a strong commitment to the values of self-discipline and respect. HDMS educational program includes frequent opportunities for parental involvement, regular and specific assessment of progress, and ongoing web-based reporting. Assessment and reporting takes place within a structure of explicit alignment between the Montessori curriculum and state requirements.

Goal 1: HDMS’s individualized and differentiated curriculum will enable students to learn at their own pace and according to their own learning style. Providing students with differentiated instruction has been demonstrated to increase success and satisfaction in school (Tomilinson, 2000).

- ❖ Objective 1: Students will make choices daily that will influence their personal development objectives and consequently their Daily Work Plans.
- ❖ Objective 2: Students will assess their own progress in conjunction with teachers and parents through student conferencing.
- ❖ Objective 3: Students will achieve their individual annual goals based on NWEA/MAP assessments administered three times a year (fall, winter, spring).

Goal 2: HDMS’s mixed-aged groupings enable children within a three-year age span to progress academically, socially, and personally (Aronson, 2002; Johnson & Johnson, 1983; Maheady, 1988; Wright and Cohen, 1985) without narrow boundaries of instruction.

- ❖ Objective 1: Younger students will observe and practice behavior and skills modeled by older students.
- ❖ Objective 2: Older students will internalize their learning by mentoring younger students.
- ❖ Objective 3: Students will be free to develop mastery in all subject areas regardless of grade level.

Goal 3: HDMS’s “prepared environment” and the use of specialized didactic materials will enable students to progress from concrete, hands-on exploration to concept development and abstract understanding.

- ❖ Objective 1: Students will grasp new concepts and make connections across the curriculum.

- ❖ Objective 2: Students will be prepared to develop higher-level thinking skills as they apply skills learned (e.g., research and information technology) to pursue future research projects.

Goal 4: The teachers' role as "scientific observers" will enable students to take initiative and persist in their learning.

- ❖ Objective 1: Teachers' observations of individual students' performance and progress will direct individual and group instruction.
- ❖ Objective 2: Teachers' observations of individual students' performance and progress will inform and direct changes in the prepared environment for each student.
- ❖ Objective 3: Teachers' observations of individual students' performance will initiate invitations for inquiry.
- ❖ Objective 4: Teacher's in preK through 6th grade will track Montessori lessons daily in a web based tracking system (Transparent Classroom) which informs parents and allows for ongoing planning.

Goal 5: Classroom life will enable students to demonstrate self-discipline, respect, and cooperation.

- ❖ Objective 1: Teachers will create a culture of respect with students which focuses on Montessori's character education traits such as responsibility, fortitude, courage, compassion, caring, honesty, justice, fairness, hard work, perseverance, politeness, sharing, courtesy, kindness, patience, role modeling, awareness, flexibility, and humility.
- ❖ Objective 2: Teachers will follow the Nevada Department of Education Code of Ethics.
- ❖ Objective 3: Students will be engaged within the community of the classroom and school.

Target Community

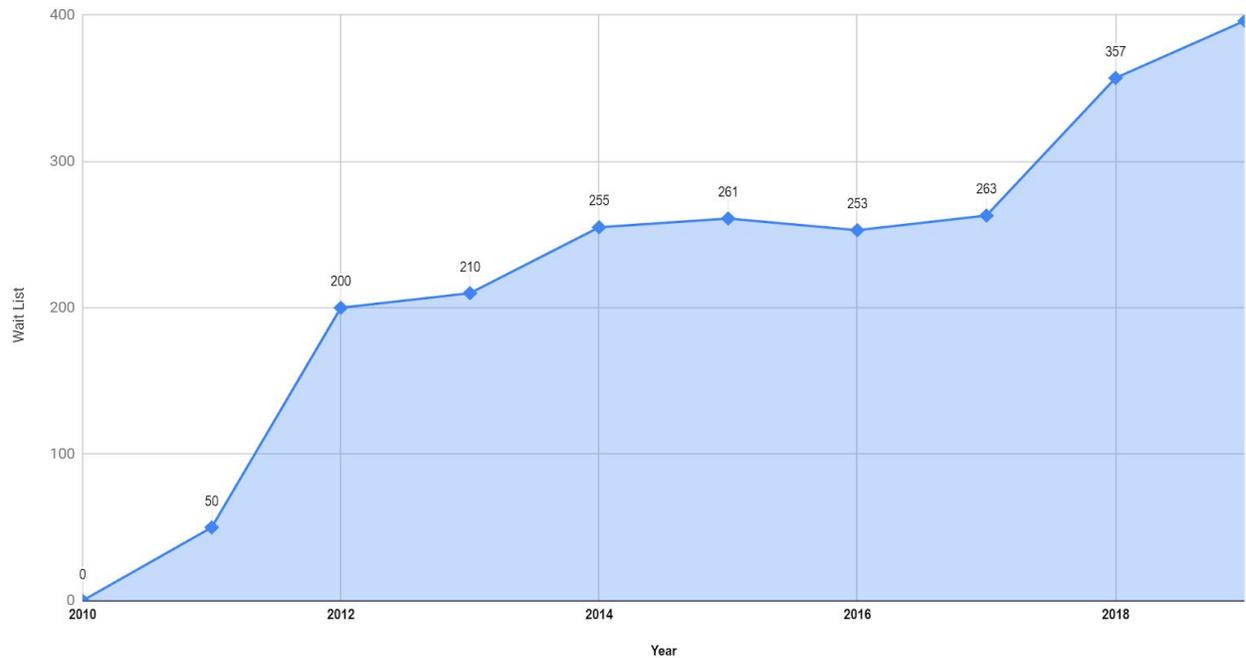
HDMS is a highly diverse 3 years-8th grade school with families joining our community from all corners of Northern Nevada. The 2018-2019 student demographic information showed 55% White, 30% Hispanic, 10% Two or more races, 2% Asian, 1% American Indian, and .48% Black. When the school originally settled in northeast Reno in 2005, it was with the direct intention of placing our school in a neighborhood where at-risk students could have access to a Montessori education. Currently around $\frac{1}{3}$ of our students reside in the surrounding neighborhood while others travel from all corners of Reno and Sparks as well as Carson City, Fernley, Fallon, and Truckee. In addition, the 48 staff members who are employed with HDMS remain diverse as well coming from all parts of Northern Nevada. Currently 26 of 50 (52%) employees have either children or grandchildren at the school which is a testament to the support of our school community. Our free and reduced number averages around 20%, which is not accurate. The school does not participate in the National School Lunch Program and therefore we do not ask parents to fill out an application. Internal data would place our FRL closer to 50%. Sub-population information indicates 12% have IEP's and 8% are ELL.

As part of the enrollment process, parents are required to attend a Montessori Parent Seminar. These seminars are held twice a year, in January and May, for parents interested in enrolling their children for the upcoming school year. HDMS has remained at capacity for 5 years with extensive

waiting lists at all levels. Our Montessori community is thriving and needed as a school choice option within Northern Nevada.

Wait List Information

Wait List by Year



Enrichment

HDMS has a long history of providing enrichment activities to students throughout the school day, before and after school, and during school breaks. Within Montessori, a “Going Out” is a mini-field trip of sorts in which the child plans and involves just a few students. Maria Montessori stated, “When the child goes out, it is the world itself that offers itself to him. Let us take the child out to show him real things instead of making objects which represent ideas and closing them in cupboards.” (*From Childhood to Adolescence*, p. 18) . With the use of a school van, children are taken to various locations throughout our community which enriches their learning. Just this school year students have visited Renown, public libraries, archery ranges, Whitney Peak indoor climbing facility, Stampede Reservoir, Nevada Museum of Art, the Nevada Humane Society, the Discovery Museum, and High School tours for 8th graders. In addition, we do work with WCSD Transportation Department to take whole classes on field trips. Some examples include the “Peanutcracker” at the Pioneer Theatre and “When I Grow Up” event at UNR.

Throughout the school day we work with several organizations to provide enrichment opportunities including Pacific Mist/Sierra Arts for private music lessons and recorder lessons for

elementary students. At the middle school level we work with several outside groups and individuals to enhance our “Creative Expressions” portion of the school day, which is an elective class for students. Some organizations HDMS has worked with include the Reno Bike Project in which we have a shared 4 year grant, Planned Parenthood, Be the Change Project (sustainability), Rock Sport, Whitney Peak Base Camp Indoor Climbing Facility, and Urban Roots. Outside experts in the arts, theatre, debate, archery, photography and gardening have worked with us to provide on-site experiences.

Our 3rd graders plan an annual overnight camping trip with parents and teachers as a celebration of finishing the lower elementary plane of development. Upper elementary (4th-6th) classes have participated with the Great Basin Outdoor School at Lake Tahoe to provide a rich outdoor learning experiences. Middle School has worked with Project Discovery at Sky Tavern to develop team building as well as Grizzly Creek Camp/Sierra Nevada Journeys to enhance outdoor and scientific experiences.

Our before and after school provides many enrichment activities on-site, some for a small fee and many as part of our regular after school program. Some examples from this year include:

- ❖ Yoga
- ❖ FIRST Lego Robotics
- ❖ Bricks 4 Kidz Lego Engineering
- ❖ Soccer
- ❖ Archery
- ❖ Theatre
- ❖ Bridge Club
- ❖ Dance Class
- ❖ Art Class
- ❖ Babysitting Certification
- ❖ Spanish Class
- ❖ Knitting Club

In addition, we offer year-round care during fall, winter, spring breaks as well as during the summer break to those preschool and kindergarten families who opt in to this program.

Original Goals And Progress Of Original Charter

The HDMS Mission has remained the same since its inception with minor changes to the last sentence regarding adherence to academic goals mandated by the state since 2002. Original goals included addressing the following:

1. Physical Location, Personnel & Equipment
2. Educational Program
3. Governance & Staffing
4. Health & Safety

History of Physical Location

High Desert Montessori School (HDMS) is a public charter school which provides free Montessori education to students in kindergarten through eighth grade. In 2002, the school was located in a church in Sparks with 40 students ages K-Sixth grade. The next year, HDMS opened another location in Reno and expanded by adding a tuition based Montessori preschool. After two years in two locations, HDMS was able to move to 2590 Orovada Street with three preschool classrooms, three lower elementary classrooms, and three upper elementary classrooms. After another two years, 7th grade was added; another two years 8th grade was added. In 2010-2011 the building at 2025 Silverada Boulevard was renovated and upper elementary and middle school moved to that location. In the spring of 2012, an infant and toddler program was added to the Silverada location. In 2016 a 9th grade was added to HDMS which offered a high school option for our students. By 2018 the feasibility of operating the infant/toddler program and 9th grade proved to be difficult from a logistical and financial standpoint and both programs were dissolved in June 2018. Currently HDMS enrolls 3 and 4 year olds into our tuition based programs and a K-8 into the charter portion of the school. HDMS does not receive additional funding for facility renovations from Washoe County or the Nevada Department of Education making it challenging to expand our school physically even though the demand is apparent.

Personnel

Goal 1 Montessori Teachers: Employ teachers (guides) who have Montessori credentials for the levels they teach. Our teachers are highly qualified according to the standards set by the Nevada Department of Education.

- ❖ Currently 82% of the teaching staff (14 of 17) have completed or is in the process of completing their Montessori training through the Association of Montessori International (AMI) or the American Montessori Society (AMS). Both of these organizations are credited with upholding the highest standards of Montessori training. When hired at HDMS, if teachers are not already Montessori trained, they must agree to begin training as soon as possible. Teacher training cost can range from \$10,000-\$25,000 per teacher and take anywhere from 1-4 years to complete. Teachers must sign a Training Contract and commit to staying with HDMS for a minimum of 5 years once they have completed Montessori training. If they leave prior to the 5 years, they must pay back a percentage of the costs associated with the expenses. [See APPENDIX A.1 - Montessori Training Contract for details.](#)
- ❖ HDMS maintains an active and open recruitment for Montessori credentialed teachers.
- ❖ The school administration attends AMI (Association Montessori International) and AMS (American Montessori Society) conferences and trainings to actively recruit qualified teachers. Ongoing recruitment ads are carried on the school website, www.hdmsreno.com, Washoe County School District website, and in Montessori-based print or web outlets, including NAMTA (North American Montessori Teachers Association), JOLA's "Public Montessorian": as well as teachers-teachers.com and educationamerica.com.
- ❖ High Desert Montessori School staff display tables for recruitment at events including, but not limited to, University of Nevada Reno Education Career Fair and TMCC Job Fair.

- ❖ For those interested in the Montessori philosophy who are pursuing degrees in education, High Desert Montessori School also makes itself available for student teaching and practicums in conjunction with TMCC, University of Phoenix, Sierra Nevada College, WGU, and University of Nevada Reno.
- ❖ In accordance with applicable law, in addition to Montessori training, teacher-candidates must be able to be fully licensed and certificated in the State of Nevada, and must be "highly qualified" under NCLB (No Child Left Behind).

Goal 2: Provide professional Montessori in-service by experienced credential teachers

- ❖ HDMS holds weekly onsite Montessori mentoring for those teachers who are in the process of obtaining their Montessori credentials. These trainings are conducted in-house by highly qualified Montessori credentialed teachers.
- ❖ HDMS provides ongoing Professional Development and have attended or worked with personnel from WCSD in the areas of ELL, CCSS, project-based learning, Social-Emotional Learning, math, writing and reading instruction.
- ❖ HDMS sends administrators and teachers to annual Montessori conferences. This school year 6 teachers will be attending the AMS Annual Refresher in Dallas, Texas and 5 teachers will attend the AMI Conference in Seattle, Washington. The cost of this important professional development is supported by the school's general fund and PTO.

Goal 3: Contract for on-going internal and periodic external Montessori consultations and/or professional support as a follow up to Montessori teacher education.

High Desert Montessori School is the only Montessori public charter school in Washoe County. HDMS has consulted with outside Montessori organizations to receive valuable insights and direction. See [APPENDIX A.2.1](#), [APPENDIX A.2.2](#), and [APPENDIX A.2.3](#) for full reports.

- ❖ AMI Affiliation: In March 2010, two members of the AMI Accreditation team conducted an in-depth evaluation of High Desert Montessori School, giving the school its status as "AMI Affiliate." In 2011, representatives from AMI again visited High Desert Montessori School to verify the school's ongoing qualifications and progress on recommendations. At that time it was noted that High Desert remains an AMI-affiliated school.
- ❖ North American Montessori Teachers Association (NAMTA): In 2013 NAMTA consultant Laurie Ewert Krocker visited High Desert observed classrooms, interviewed staff presented to the Board of Directors and conducted Professional Development.
- ❖ Association of Montessori International (AMI): In 2015 David Kahn of AMI visited the school as a consultant.
- ❖ American Montessori Society (AMS): Vanessa Rigard of AMS visited HDMS in 2017 as a training mentor for one of our teachers. She provided feedback and professional development to teachers and administration.
- ❖ National Center for Montessori in the Public Sector: Seth Webb from the National Center visited HDMS in April and November of 2019. He continues to consult with the school on a monthly basis.

Goal 4: Employ one teaching assistant per classroom, each having received Montessori orientation for that role.

- ❖ This continues to be an ongoing practice at HDMS with one full-time assistant in every Primary, Lower Elementary and Upper Elementary classroom. Teaching Assistants participate in 4 days of orientation prior to the beginning of each school year and attend monthly assistants meetings. About one-third of each multi-aged class is newer to Montessori: many students arriving with traits, histories or special needs that brought them to seek non-traditional alternatives. Class sizes average 30-33 and the assistant is important in maintaining on-task behavior so that teachers are free to give small group or individualized lessons.
- ❖ HDMS currently employs 24 teaching assistants to support classroom instruction.

Goal 5 Administration: Employ an experienced Montessori teacher to serve as curriculum coordinator/coach. Employs a building principal/ educational leader who has knowledge of Montessori principles and curriculum through Montessori coursework, Montessori Credential and/or annual conferences exposure.

- ❖ The Dean of Students, who has over 20 years of teaching experience, and is AMI certified, currently holds this position. The Dean of Students is a fully licensed teacher and administrator in accordance with the Nevada Department of Education.
- ❖ Currently the Principal has 8 years of administrative experience at HDMS and 13 years in leadership. She has attended Montessori conferences and trainings to gain further insights into Montessori theory and managerial practices of a charter school. The current Principal has over 30 years of teaching and school administration background and is a fully licensed teacher and administrator in accordance with the Nevada Department of Education.

Equipment

Goal: Offer a full complement of Montessori materials, about \$25,000 per classroom, purchased from Montessori vendors.

- ❖ HDMS continues to use approved Montessori vendors to purchase Montessori materials for the classrooms. HDMS builds into the budget the cost of maintaining and replenishing classroom materials.
- ❖ HDMS purchases tables, chairs, and technology as needed. We use WCSD supply vendors, Partners in Education Teacher Warehouse, and other vendors as needed to purchase equipment.

Other Factors

Method of Instruction

The HDMS curriculum is divided into 4 levels:

Prek and K	Early Childhood/Primary	20-23 students	5 classrooms
Grade 1-3	Lower Elementary	30-35 students	4 classrooms
Grade 4-6	Upper Elementary	30-35 students	3 classrooms
Grade 7-8	Middle School	20-25 students	3 classrooms

Through 6th grade, each student will stay with the same teacher for three years. This continuity maximizes teaching and learning time because students do not spend time every year getting to know new teachers, classrooms and entire new peer groups. Research on this approach demonstrates increased student achievement and greater parental involvement.

The weekly organization of learning time will be based on a Montessori tenet: ***students must have long uninterrupted daily work periods (three hours) each day.*** Therefore, the morning will be dedicated to this core work time. The afternoon will include lunch, recess time, interventions, and additional time for academic work, projects or going outs.

Other Montessori tenets present within HDMS include:

- *Develop a classroom design that is compatible with the Montessori "prepared environment".*
- *Integrate specialty programs (music, art, physical education, etc) around the uninterrupted work periods.*
- *Apply the appropriate multi-aged groups (3-6, 6-9, 9-12) necessary for the diversity, flexibility, and reduced competition integral to Montessori.*
- *Use a process of reporting student progress that is compatible with Montessori and includes parent conferences and authentic assessment tools such as observations, portfolios, performance assessments, etc.*
- *Implement state mandated assessments in such a way that the character of the Montessori program is not compromised. HDMS complies with all local and state mandated assessments.*
- *Budget for continuing education through Montessori workshops and conferences.*
- *Maintain membership with one or more of the professional organizations and seek Montessori accreditation to ensure consistent quality.*

In preschool through 3rd grade, our program will provide an array of specially developed materials and methods. These allow young children to build concepts from concrete models and experiences through self-directed activity and peer and teacher interaction.

These core materials become less evident in the Upper Elementary as students begin to transition to symbolic and abstract conceptual understanding. Our Middle School materials are rooted in active, applied learning. Students connect with larger communities through project-based and service learning activities that require the integration and application of skills in real-world contexts. Interdisciplinary, student driven projects, such as environmental research, student generated business endeavours, and community contributions are the heart of our Middle School experience, while textbooks will be used as a resource and to reinforce fluency with basic skills.

Students will work at their own individual pace in order to prepare for benchmark assessments. Students who do not demonstrate mastery of the benchmarks will be provided additional support through interventions as supported through the MTSS and Child Study process.

Student Attendance

High Desert Montessori knows that students who are on time and regularly attend school do better academically and behaviorally. It is the responsibility of the family to make sure that their child is at school on time every day. If there is a problem with attendance, the school can work

proactively together to ensure the student receives a quality education they need and deserve. Good school attendance means:

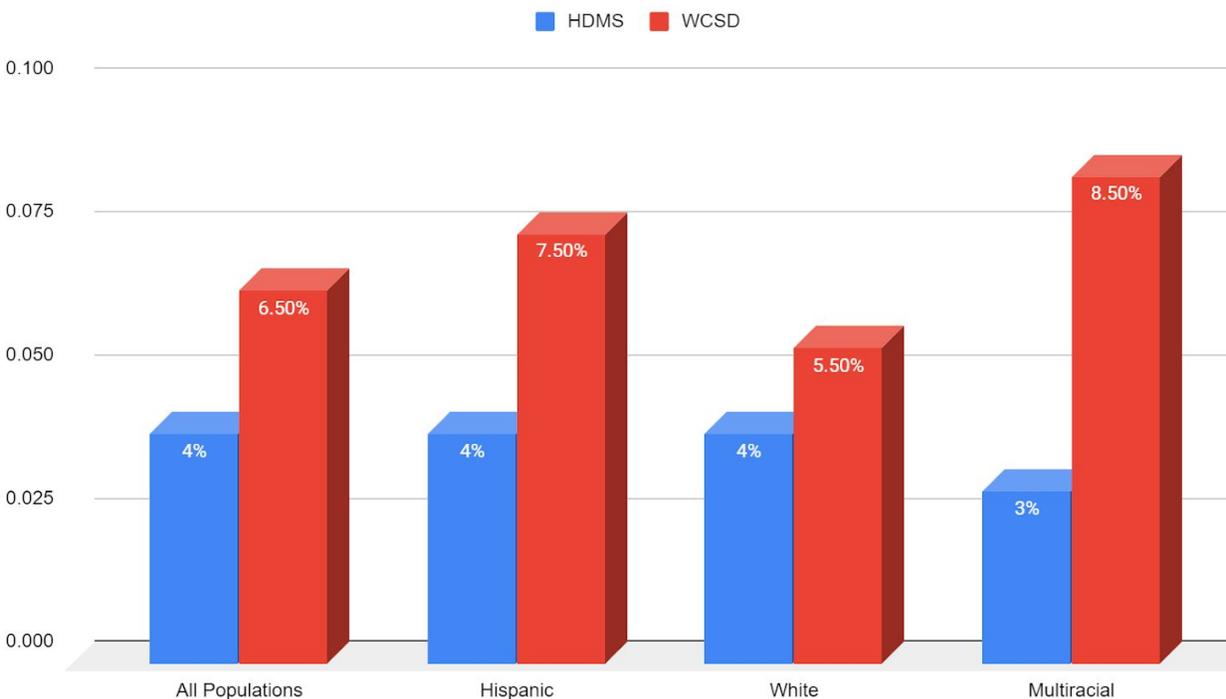
- Preschoolers- Build skills and develop good work habits for showing up on time.
- Elementary Students- Read well by the end of third grade.
- Middle and High Schoolers- Stay on track for graduation.

The WCSD Board of Trustees established a policy requiring 90% attendance for promotion to the next grade or to earn credit which HDMS follows. The emphasis of the attendance policy is to keep students in school by providing them access to the curriculum.

The charts below show HDMS' information related to chronic absenteeism as it compares to WCSD. HDMS consistently shows better attendance than WCSD in most areas.

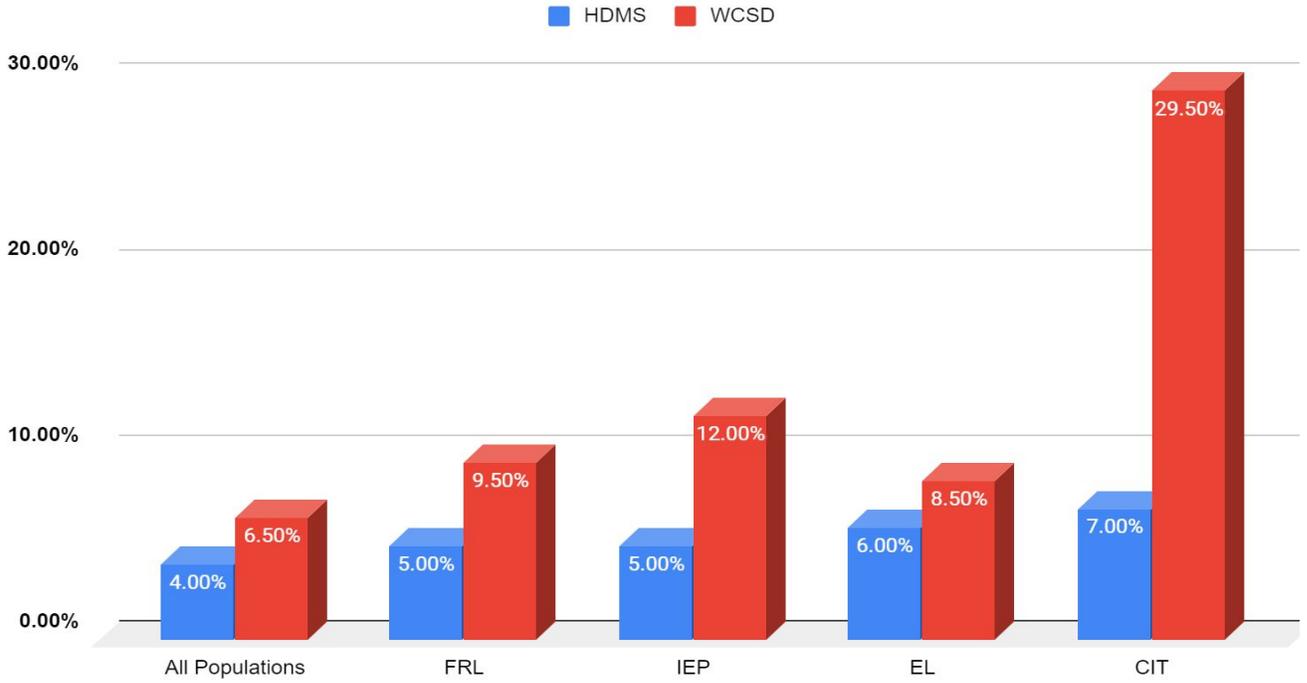
Percent of Students with Attendance Below the 90% by Race/Ethnicity.

Attendance Below the 90% by Race/Ethnicity



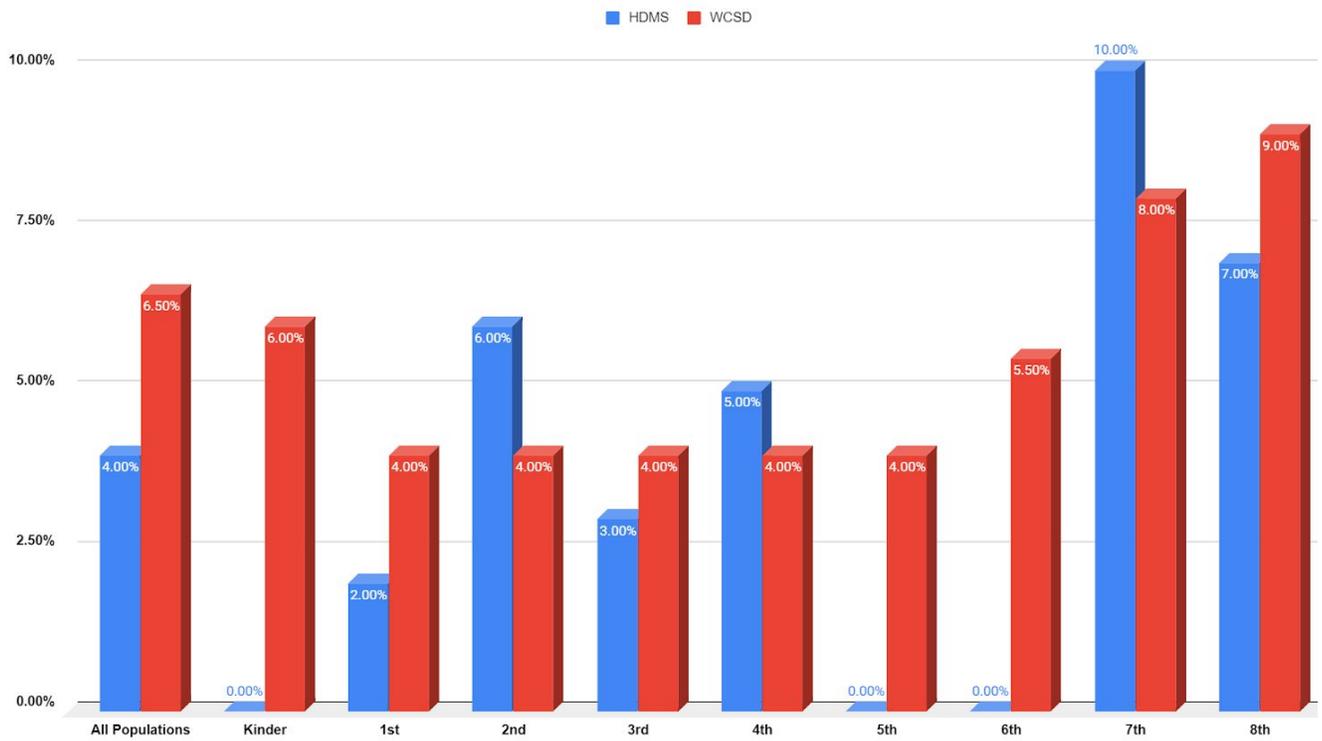
Percentage of Students with Attendance below the 90% by Special Programs

Attendance below the 90% by Special Programs



Percentage of Students with Attendance below 90% by Grade Level

Percentage of Students with Attendance below 90% by Grade Level



Student Discipline

Montessori is simply defined as ‘preparation for life’ which creates an overriding policy of helping each student’s independence and personal dignity while respecting the rights of others. In this pursuit, High Desert Montessori School (HDMS) chooses to utilize a ‘positive behavior support’ approach for all students with or without disabilities. This requires numerous supports and strategies intended to work together to support any child who is struggling with challenging behaviors to gain control over their own behavior and choices over their entire lifespan (Devalt, Krug, Turnbull, & Horner, 1997).

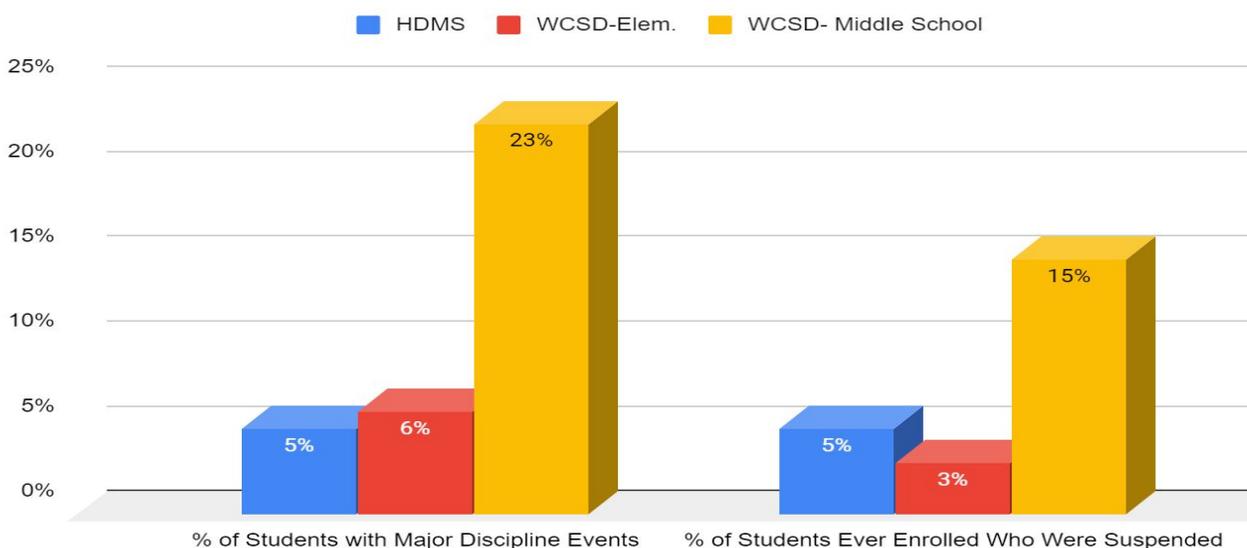
Traditional approaches include perceptions of either good or bad behavior (Thoma, Selby, & Baker, 1999). Good behavior receives reward and bad behavior receives punishment. However, punishment does not teach the child appropriate behavior. Nor does it necessarily, reduce the child’s need for adult intervention in controlling their behavior. Therefore, HDMS employs a person-centered planning method. We will encourage mediation between people, development of solutions that work for all in the group, and fostering a sense of community.

HDMS understands that people, including children, have reasons for engaging in challenging behaviors. We expect that all students behave accordingly from the time they enter the school premises until they leave for the day, which includes behavior in the before and after school programs. [Please see APPENDIX A.3 for the HDMS Progressive Discipline Plan](#) which is reviewed annually and submitted to WCSD and the Nevada Department of Education.

The charts below show HDMS’ information related to discipline as it compares to WCSD. HDMS consistently shows less discipline events than WCSD in most areas.

2019 Major Discipline Events

% of Students with Major Discipline Events and % of Students Ever Enrolled Who Were Suspended



Code Blue Team

Every member of the HDMS staff is part of the Code Blue Team. Since HDMS does not have a school nurse or clinical assistant on site, we require that all staff are current with CPR and First Aid certifications. We annually hold trainings on site for those who need it as well as provide information to new staff for certified CPR and First Aid trainings in our area. We consult with a school nurse who conducts the annual staff Epi Pen training, completes required student vision, hearing and scoliosis screenings, develops health plans for those requiring assistance during the school day, and special education health screenings for IEP's and 3 year re-evaluations. We feel as though this is imperative to a safe and healthy school environment.

Nevada Registry

Since HDMS has preschool programs on site, we work closely with Social Services and Child Care Licensing to ensure that we are in compliance with required staff training. All staff working in our preschool programs must have an approved Sheriff's Card with extensive background checks. In addition, staff must complete 24 hours of training annually. Courses include, but are not limited to:

- ❖ CPR/First Aid.
- ❖ Signs and Symptoms of Illness and Bloodborne Pathogens. Taken once every 3 years
- ❖ Child Abuse and Neglect. Taken once every 5 years
- ❖ Child Obesity/Wellness. Taken yearly required, 2-hour class.
- ❖ Child Development.
- ❖ CCBDG Health and Safety Training

SECTION 2: PERFORMANCE REPORTING

Compliance With State/District Requirements And Accountability

WCSD Annual Performance Audit

Each year HDMS is audited by WCSD in 56 areas of compliance in the areas of accounting, student accounting, counseling services, curriculum, 504, facilities management, human resources, information technology, internal audits, nutrition services, office of school improvement, charter oversight, distance education, risk management, emergency management, student discipline, student health services, and student support services.

HDMS remains highly compliant with the requirements of the application identified by the sponsor in the performance prepared by the sponsor. Comments from the 2019 WCSD Performance Audit stated, " High Desert is great with reporting to our office. They send out state reporting requirements without notification. High Desert has always been responsive to any questions."

See [APPENDIX B.1.1](#), [APPENDIX B.1.2](#), [APPENDIX B.1.3](#), and [APPENDIX B.1.4](#) for full reports. The overall results of these audits since the last charter renewal include:

2018-2019	Highly Compliant
2017-2018	Highly Compliant
2016-2017	Compliant
2015-2016	Highly Compliant

State/District Assessments

Nevada Schools Performance Framework (NSPF)

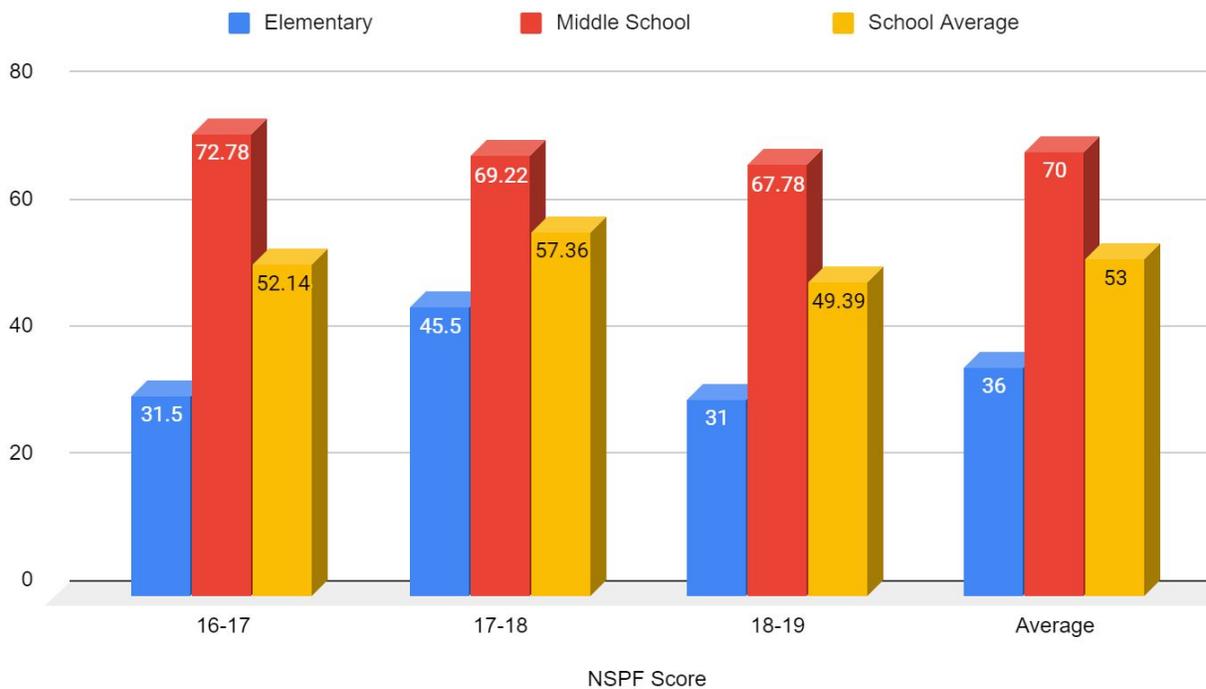
With the results of the 2018-2019 state assessments, HDMS was able to obtain reliable data over 3 years. Our testing specifically shows that reading scores are below WCSD and the state whereas our math scores, especially at the elementary level, are extremely low. In terms of growth, we continue to see increases in both reading and math, which are higher than WCSD. HDMS has defined goals within the School Performance Plan to increase scores and receives additional state grant support through SB178 and Nevada Kids Reads, which helps with targeted student interventions.

Below is general test score data showing trends over time with specific data information included in [APPENDIX B.2.1](#), [APPENDIX B.2.2](#), [APPENDIX B.2.3](#), [APPENDIX B.2.4](#), [APPENDIX B.2.5](#) and [APPENDIX B.2.6](#) for entire NSPF profiles.

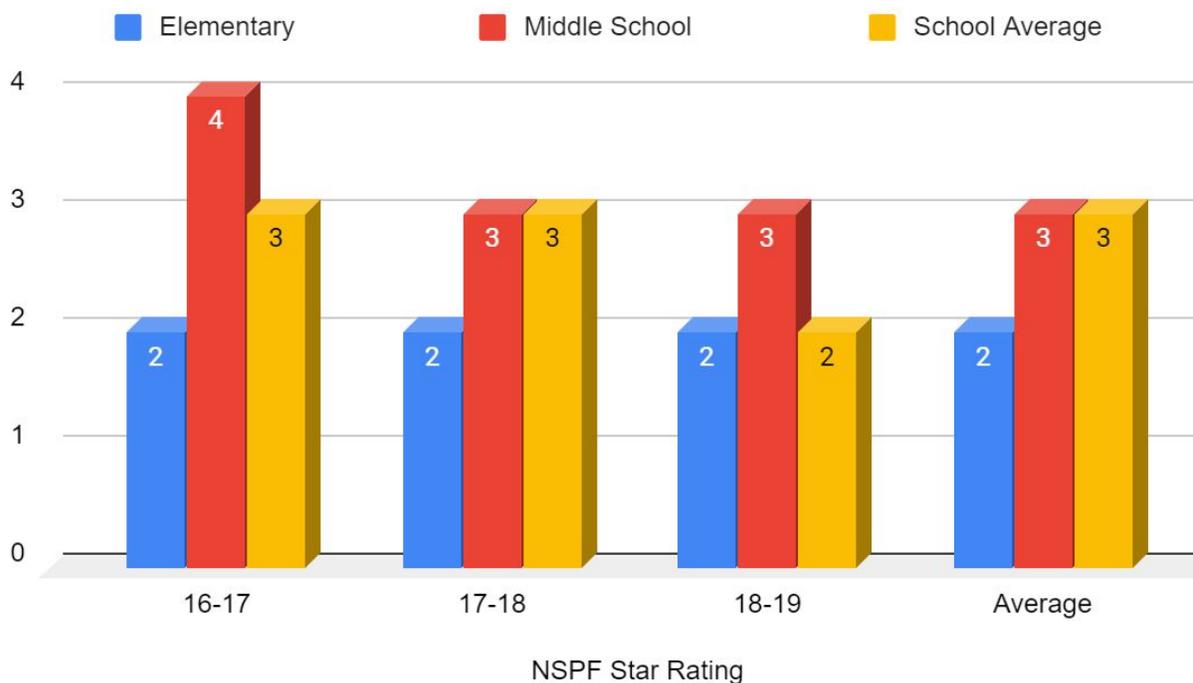
Data Summary/State Assessments

HDMS experienced a decrease in overall test scores this past year. The overall scores for ES NSPF decreased from 45.5 to 31, a 14.5 decrease from the previous year, which gave elementary a 2 star rating. Our overall MS NSPF dropped slightly, from a 69.22 to a 67.78, which gave us a 3 star rating. When averaged together, our overall star rating is a 3. The chart below shows the schools trends over the past several years.

NSPF Scores



NSPF Star Rating



Elementary Level

Within the elementary program, Math MGP (proficiency) dropped from 7/10 to 2/10 and Math AGP (growth) dropped from 3.5/10 to 0.5/10. ELA MGP (proficiency) dropped from 10/10 to 7/10 and ELA AGP (growth) dropped from 3.5/10 to 2.5/10. Pooled proficiency dropped from 3/10 to 1/10, which remains low. ACCESS scores stayed the same with 1/10 and remained extremely low. The ELA Opportunity Gap increased to 4/10 from 3/10 whereas the Math

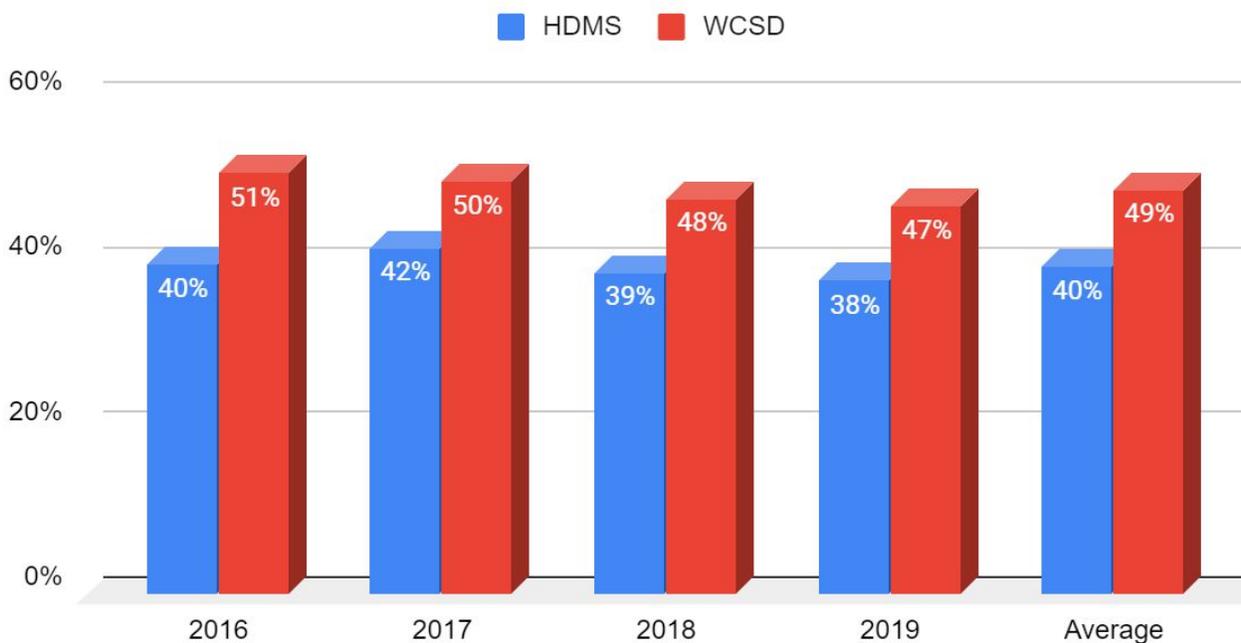
Opportunity Gap dropped from 4/10 to 1/10. The only area of growth was a decrease in Chronic Absenteeism which increased our scores from 5.5/10 to a full 10/10.

Middle School Level

Within the middle school program, Math MGP (proficiency) dropped from 10/10 to 7/10 and Math AGP (growth) increased from 3/10 to 3.5/10. ELA MGP (proficiency) remained the same earning 8/10 and ELA AGP (growth) remained the same at 2.5/10. Pooled proficiency increased slightly from 11/25 to 12/25. ACCESS scores stayed the same earning a 0/10 and remained extremely low. The ELA Opportunity Gap increased to 4/10 from 3/10 whereas the Math Opportunity Gap stayed the same earning a 4/10. The only area of growth was a decrease in Chronic Absenteeism which increased our scores from 8/10 to a 9.5/10. MS received full points for Academic Learning Plans 2/2, and NAC389.445 3/3, which indicates the percentage of 8th graders who earn their 8th grade credit requirements. The charts below shows the schools trends over the past several years in terms of both proficiency and growth.

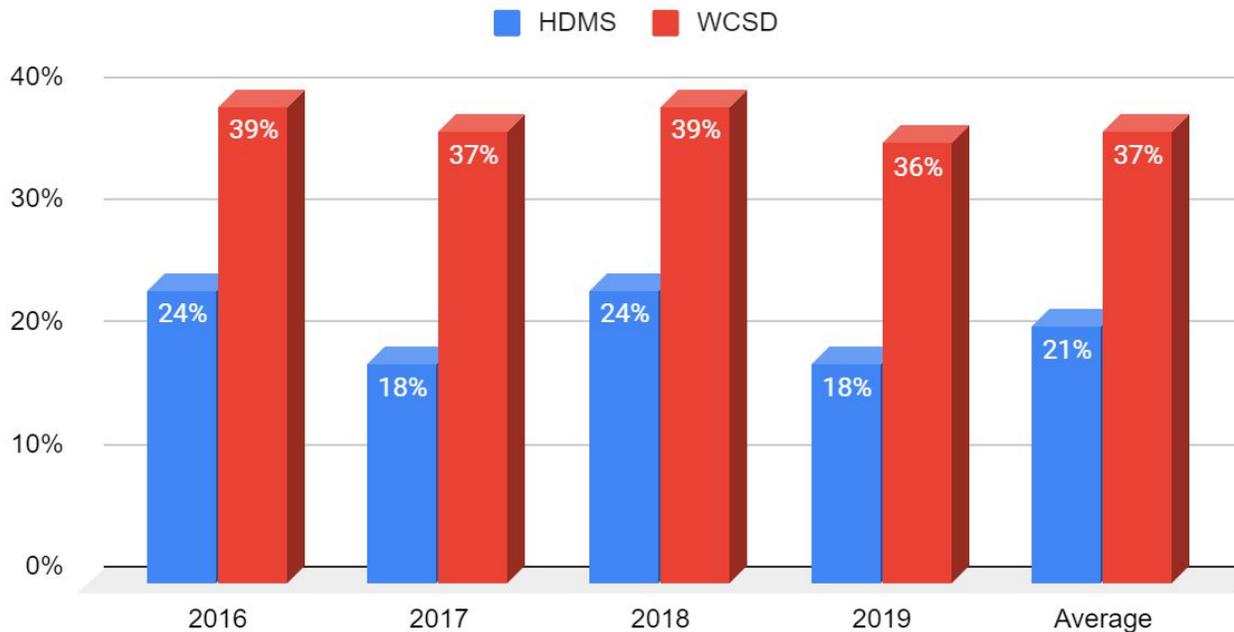
Proficiency: Overall ELA Percent At or Above Standards (AL 3 or 4)

Proficiency: Overall ELA Percent At or Above Standards (AL 3 or 4)



Proficiency: Overall Math Percent At or Above Standard (AL 3 or 4)

Proficiency: Overall Math Percent At or Above Standard (AL 3 or 4)

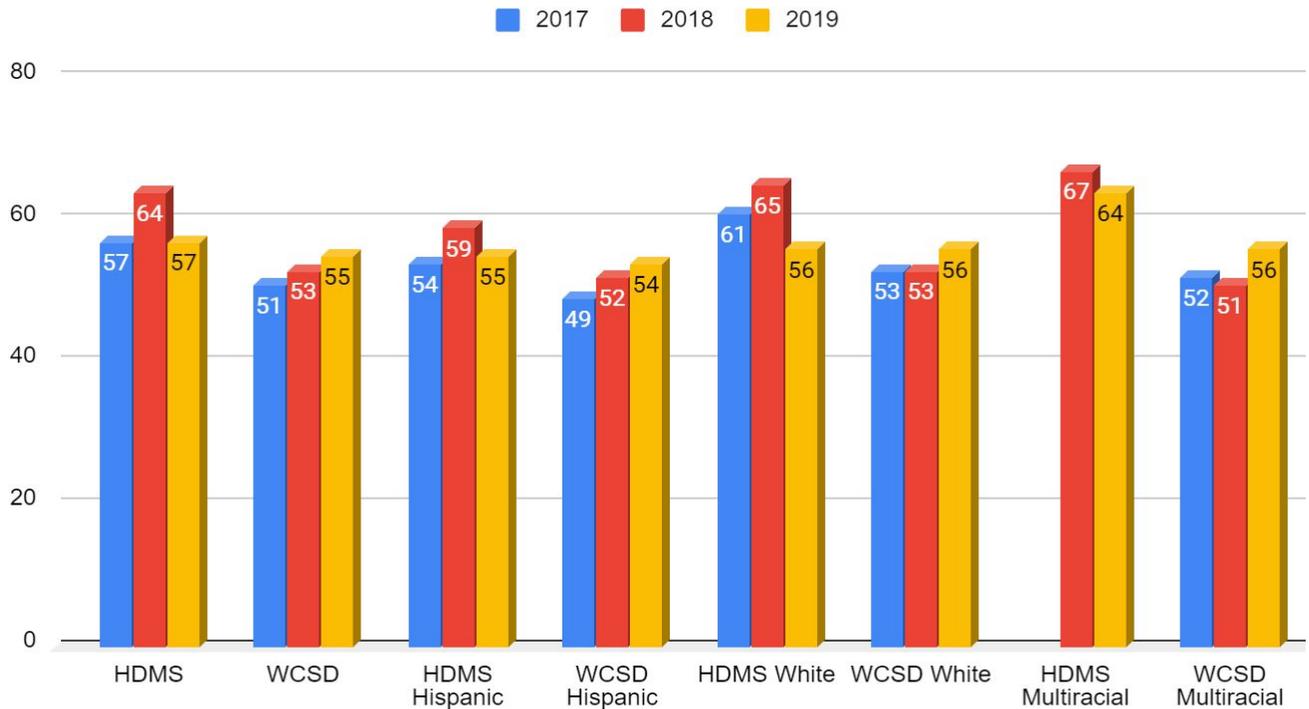


EL and Minority Populations (Hispanic)- ELA

Digging deeper into our data on EL and Hispanic student populations at HDMS, as is the case with other schools in our district, the ELA proficiency level in SBAC for EL students (0%) at our school is significantly lower than the remainder of our students (38%). In comparison, WCSD remains consistent with 13% of EL's proficient. Our Hispanic population as a whole had 31% proficiency and the school had 38%. The trend over the past 3 years with Hispanic ELA shows an upward trend going from 25% (2017), 28% (2018) to 31% (2019). On the other hand, our EL ELA trends have decreased over the past 3 years with 5% (2017), 6% (2018) to 0% (2019). Median growth for our Hispanic population remained on par with the school as a whole going from 54 (2017), 59 (2018) to 55 (2019). HDMS overall scores were comparative with WCSD median growth going from 57 (2017), 64 (2018) to 57 (2019). Whereas our EL population showed a median decrease going from 50 (2017), 43 (2018), to 46 (2019) compared to the school with 57 (2017), 64 (2018), to 57 (2019). In breaking down the data by grade level it is difficult to determine trends since our N sizes fluctuate from year to year.

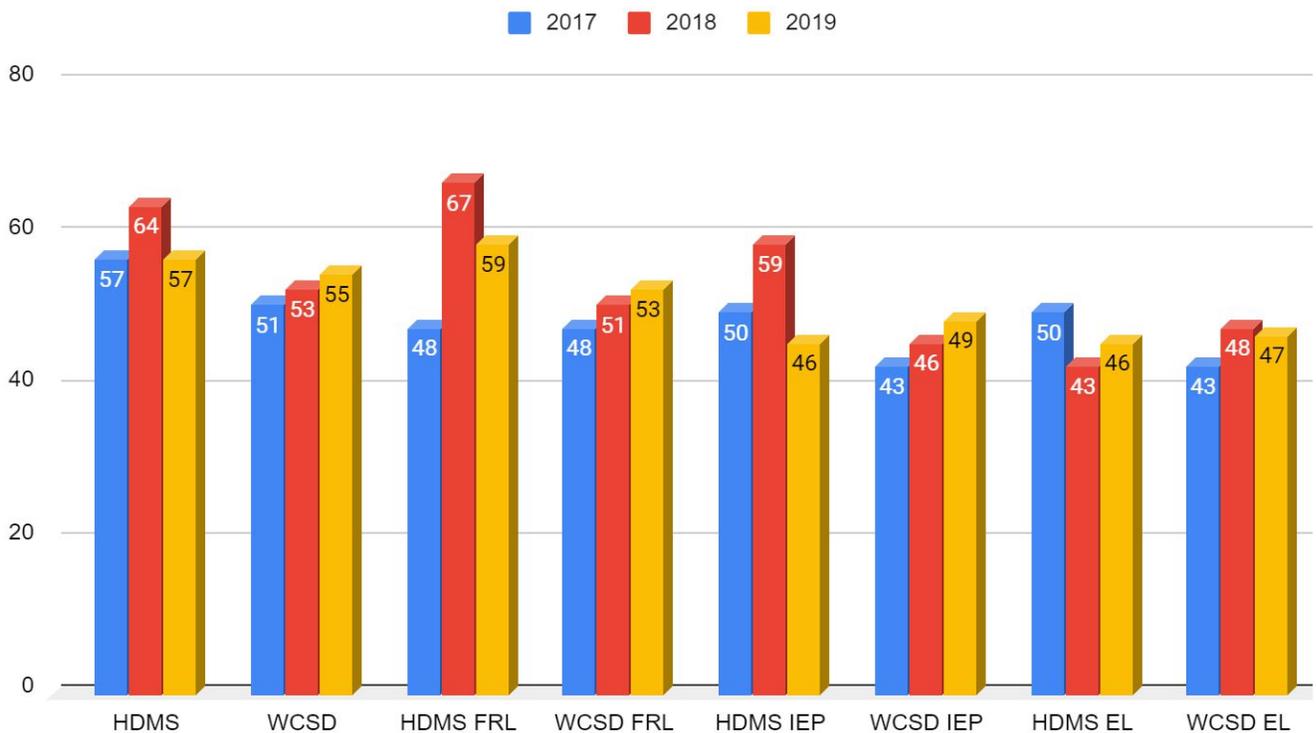
Growth: Overall ELA Median Growth Percentile by Race/Ethnicity

Growth: Overall ELA Median Growth Percentile by Race/Ethnicity



Growth: Overall ELA Median Growth Percentile by Special Program

Growth: Overall ELA Median Growth Percentile by Special Program

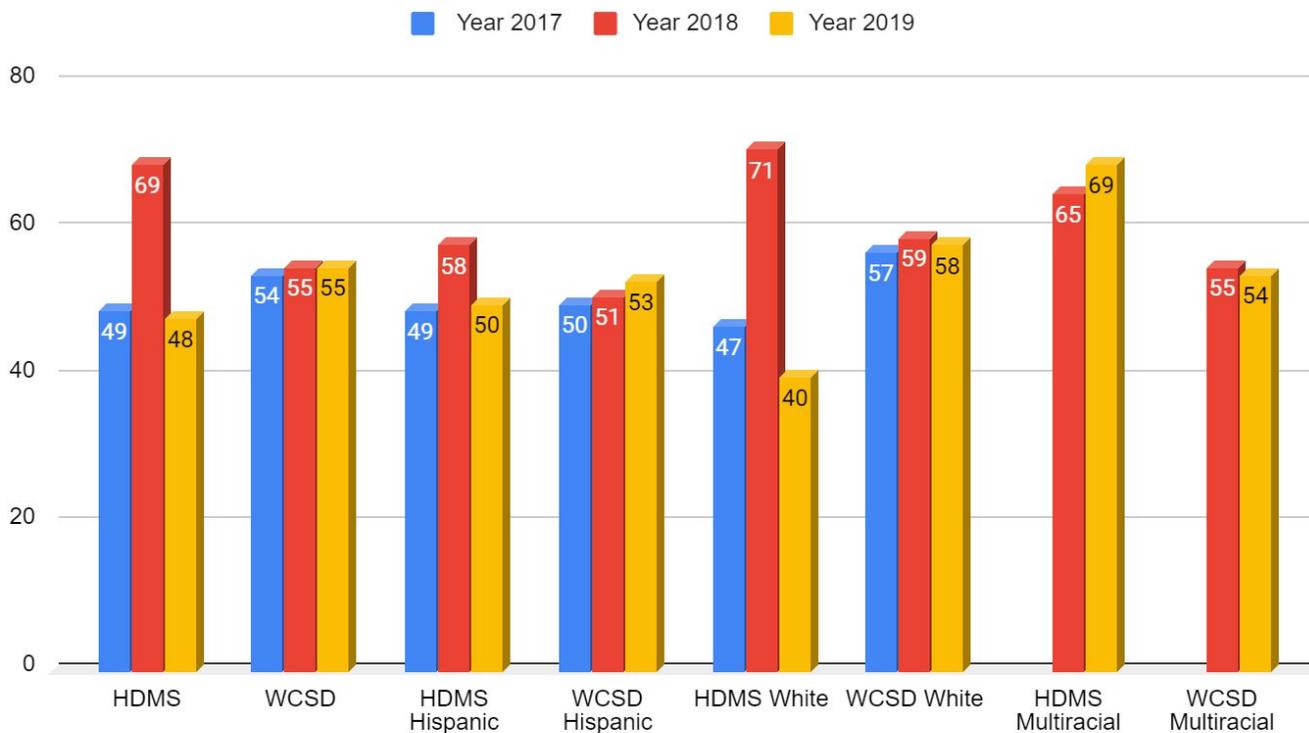


EL and Minority Populations (Hispanic)- Math

Digging deeper into our Math data on EL and Hispanic student populations at HDMS, as is the case with other schools in our district, the Math proficiency level in SBAC for EL students (0%) at our school is significantly lower than the remainder of our students (18%). In comparison, WCSD remains consistent with 15% of EL's proficient. Our Hispanic population as a whole had a 17% proficiency and the school had 18%. The trend over the past 3 years with Hispanic Math shows an upward trend going from 7% (2017), 13% (2018) to 17% (2019). On the other hand, our EL Math trends have remained extremely low over the past 3 years. Median growth for our Hispanic population remained on par with the school as a whole going from 49 (2017), 58 (2018) to 50 (2019). HDMS overall scores were inconsistent with median growth going from 49 (2017), 69 (2018) to 48 (2019). Whereas our EL population showed a substantial decrease in median growth going from 61 (2017), 61 (2018), to 43 (2019) compared to the school with 49 (2017), 69 (2018), to 48 (2019). In breaking down the data by grade level it is difficult to determine trends since our N sizes fluctuate from year to year. The charts below shows the schools trends over the past several years.

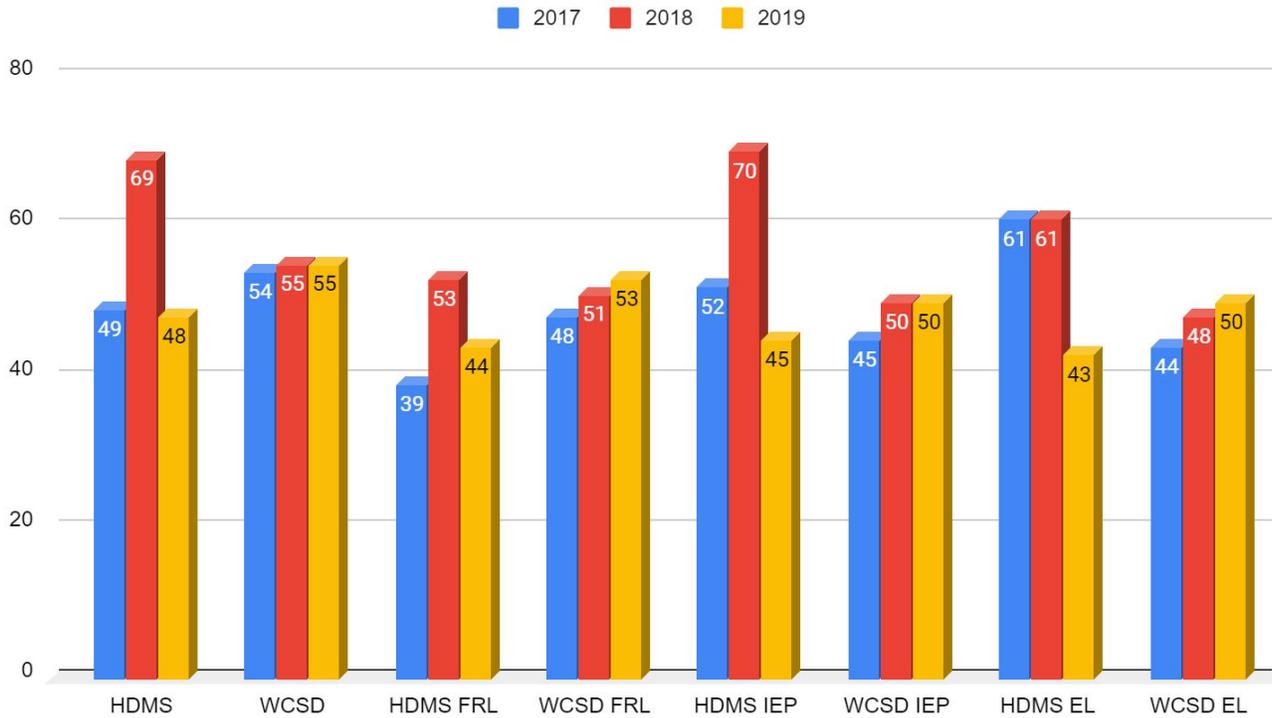
Growth: Overall MATH Median Growth Percentile by Race/Ethnicity

Growth: Overall MATH Median Growth Percentile by Race/Ethnicity



Growth: Overall MATH Median Growth Percentile by Special Program

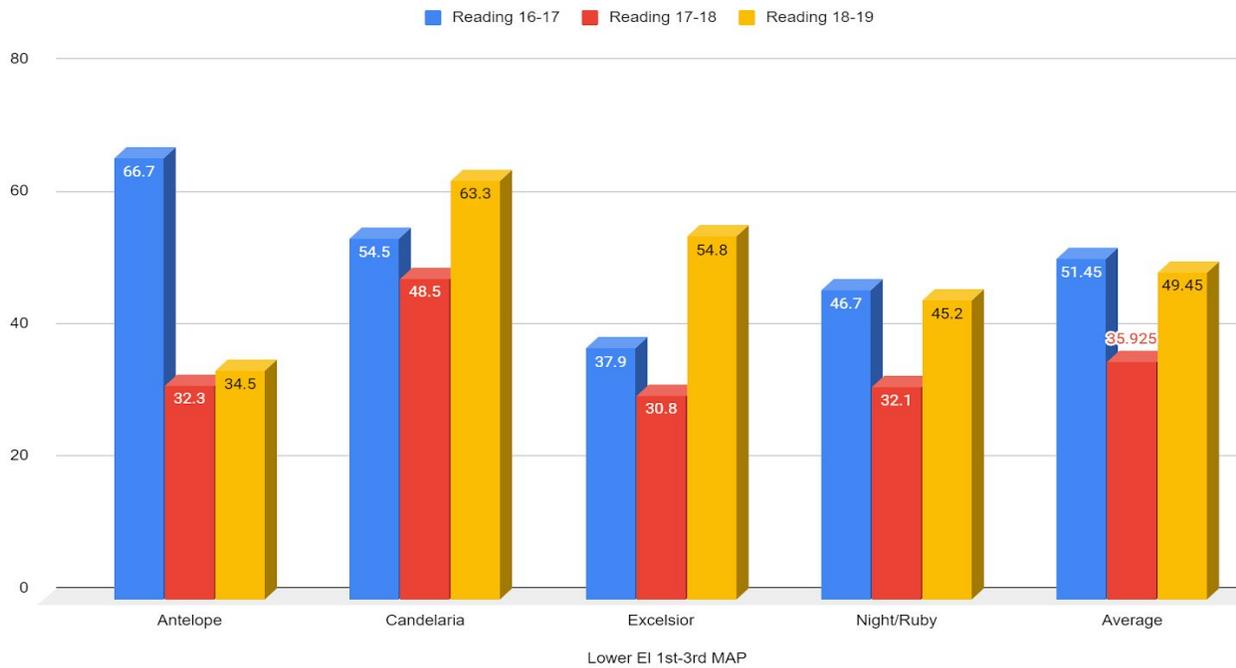
Growth: Overall MATH Median Growth Percentile by Special Program



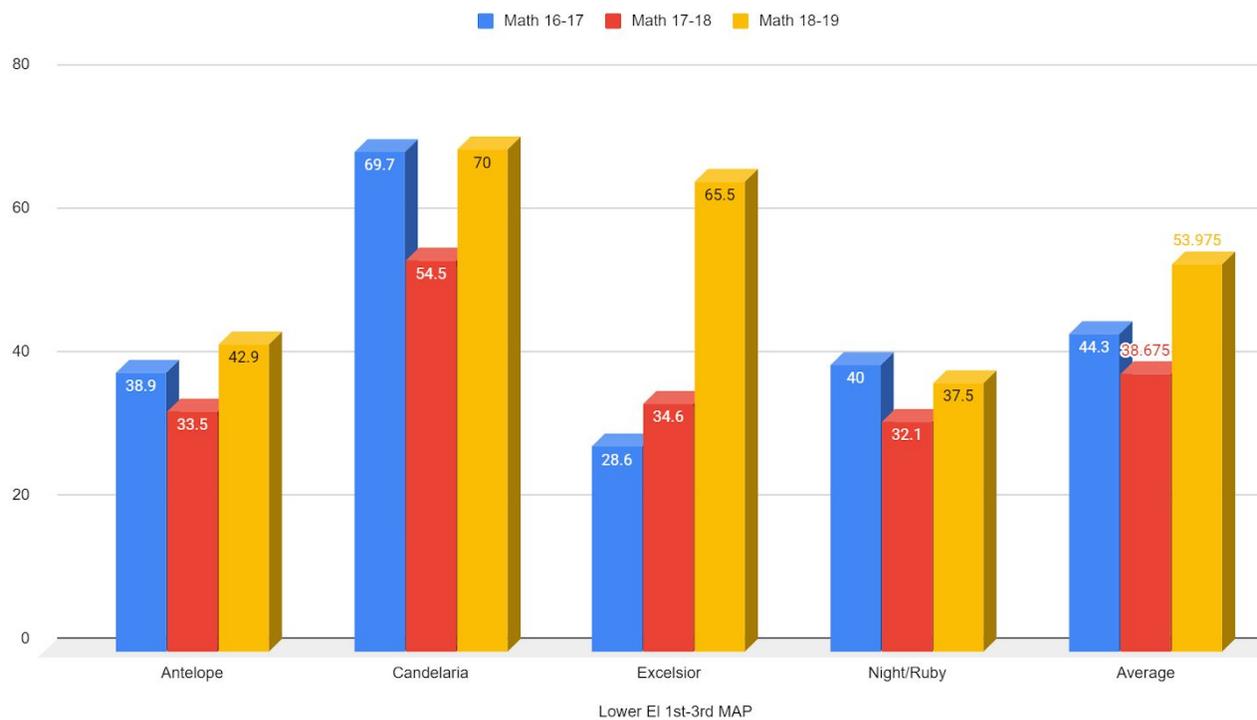
MAP Testing: NWEA MAP Testing is administered to students in grades 1-8 three times a year; fall, winter, and spring. This formative assessment has been used at HDMS for over 10 years. Teachers use this information to group students and for interventions through the MTSS process. Results of MAP testing are shared at teacher evaluation meetings, PLC's IEP, 3 year re-evaluations, and parents conferences in both the fall and spring. HDMS has been tracking growth from fall to winter testing as a standard of comparison and a predictor of how students will perform on state assessments including SBAC. Overall, our trends over time have demonstrated a positive trajectory.

% of students who met or exceeded their expected RIT score

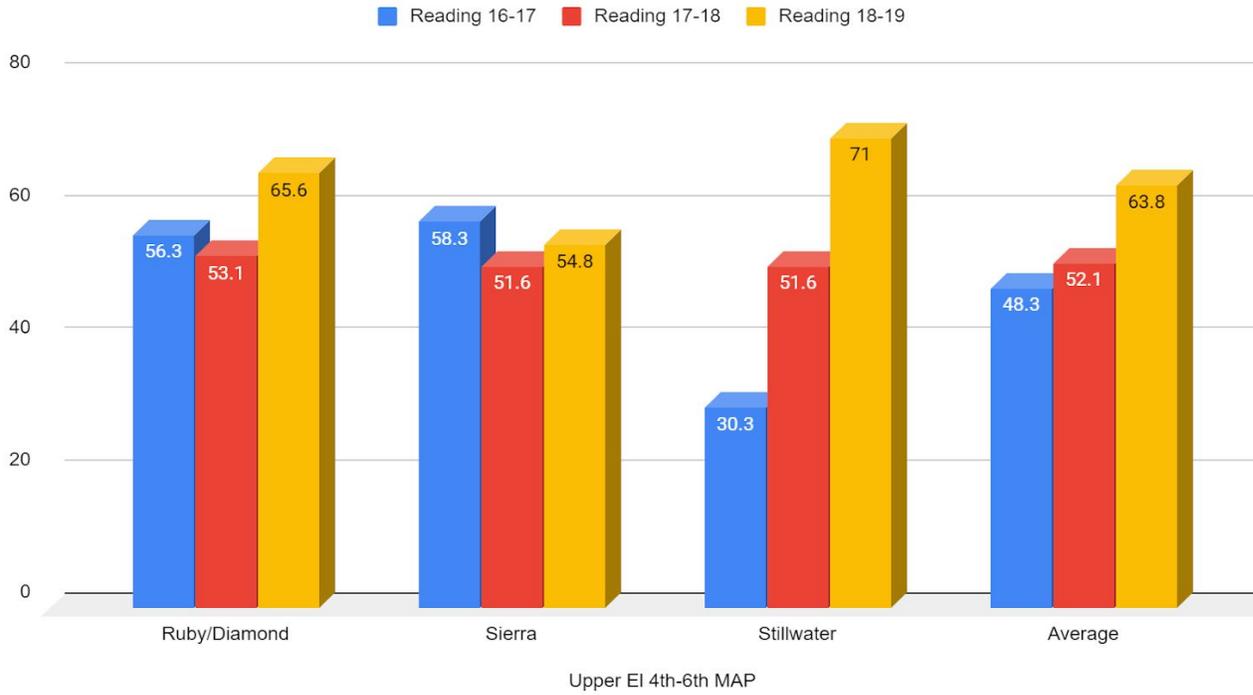
% of students who met or exceeded their expected RIT score Lower EI 1st-3rd Reading



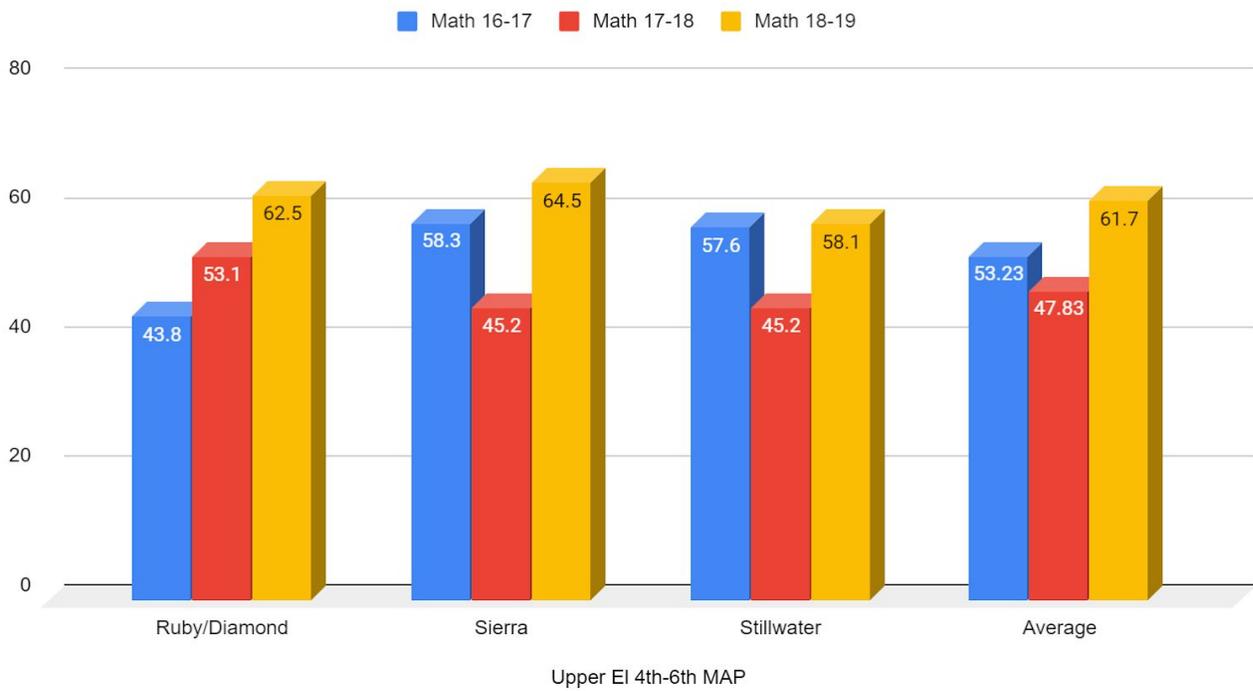
% of students who met or exceeded their expected RIT score Lower EI 1st-3rd Math



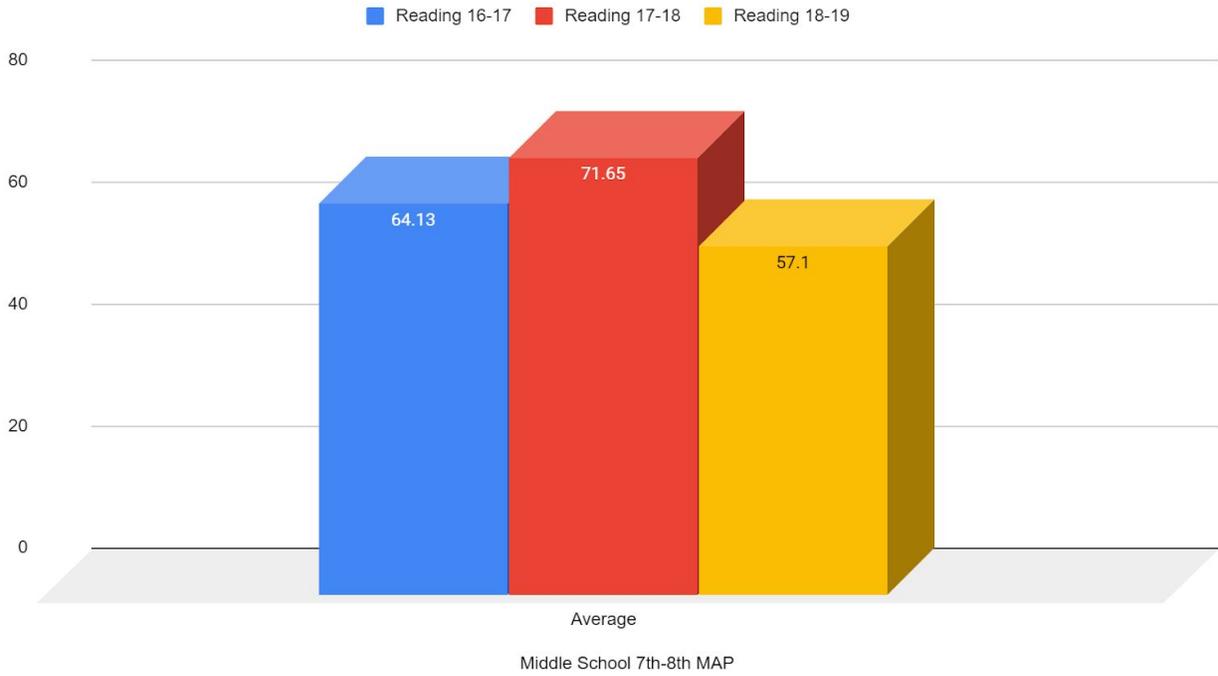
% of students who met or exceeded their expected RIT score Upper EI 4th-6th Reading



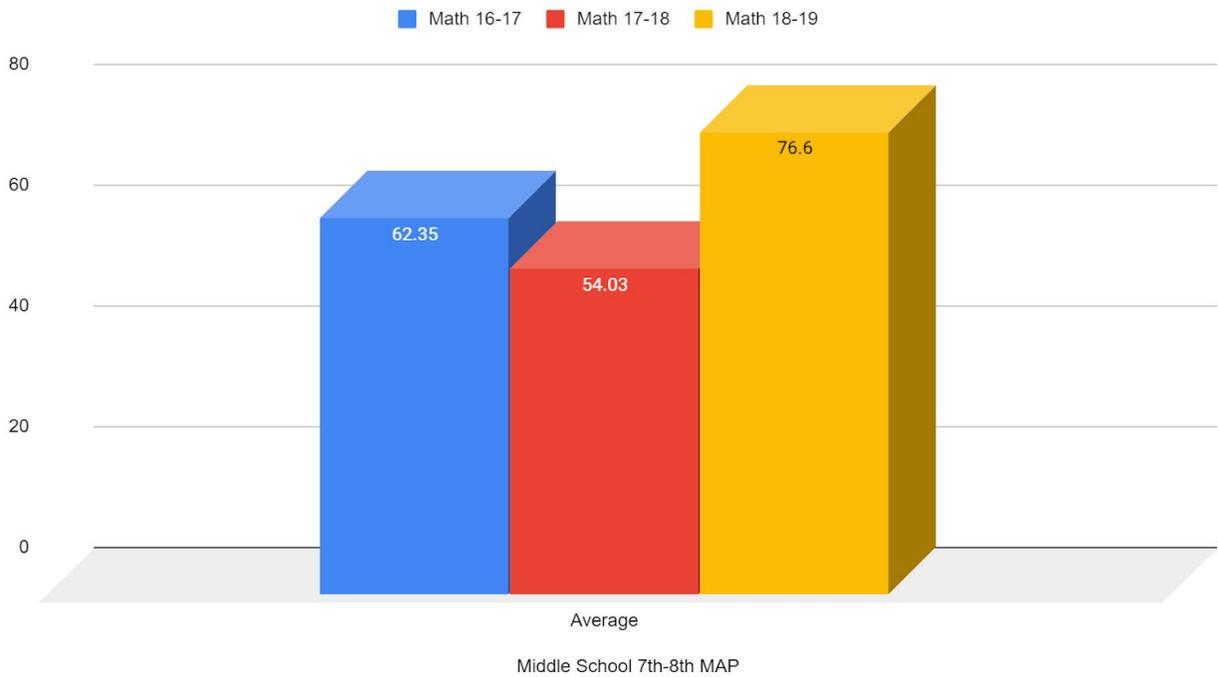
% of students who met or exceeded their expected RIT score Upper EI 4th-6th Math



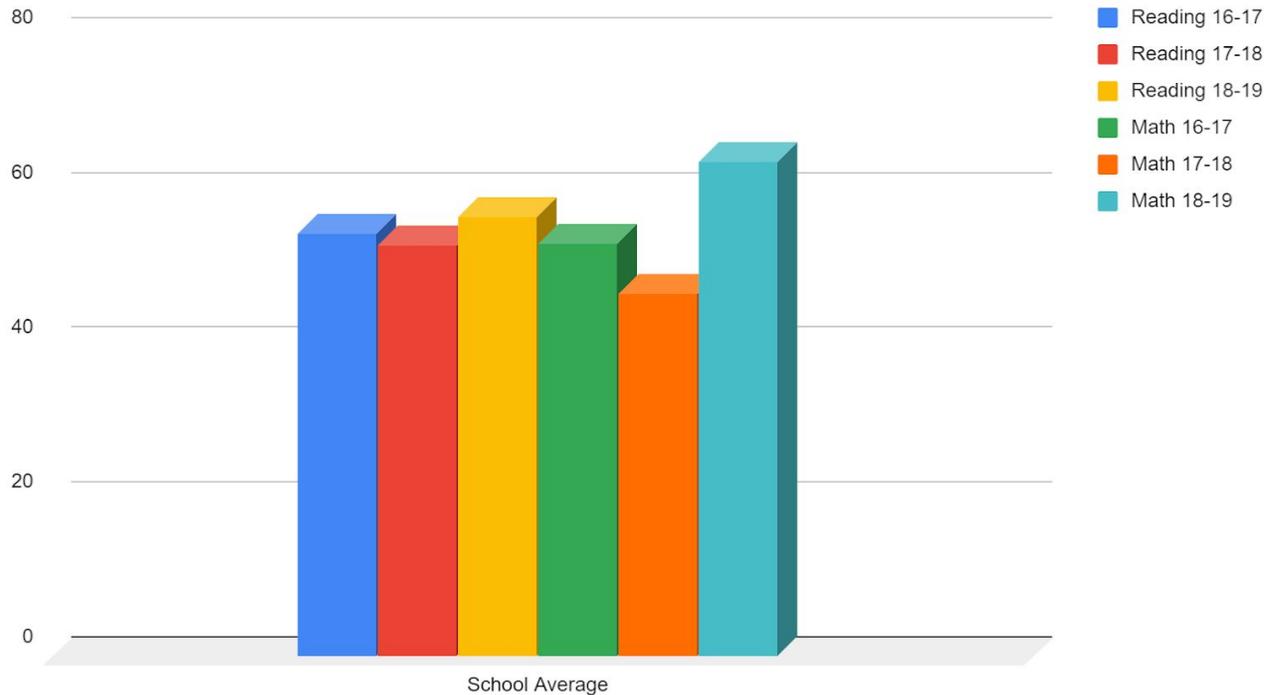
% of students who met or exceeded their expected RIT score Middle School 7th-8th Reading



% of students who met or exceeded their expected RIT score Middle School 7th-8th Math



Schoolwide Averages: % of students who met or exceeded their expected RIT score



NCAAT Survey Results

The 2019 results of the NCAAT survey reveal some areas of growth for the HDMS staff. Areas of concern included question 4 where 33% of the teachers believe some student work reflects grade level/content area standards, question 9 showed 22% believe not all students who are identified have the opportunity to participate in appropriate interventions, question 10 showed 22% believe participation in the interventions sometimes results in improved student achievement, question 14 revealed 16.67% believe students occasionally use feedback to improve their performance, question 20 indicates that 17.65% believe some instructional staff members use instructional strategies designed to address students with diverse linguistic and cultural backgrounds, question 21 indicates that 25% believe that in terms of equitable access for students from marginalized populations there is a plan in place but it has only been partially implemented.

SBAC Claims

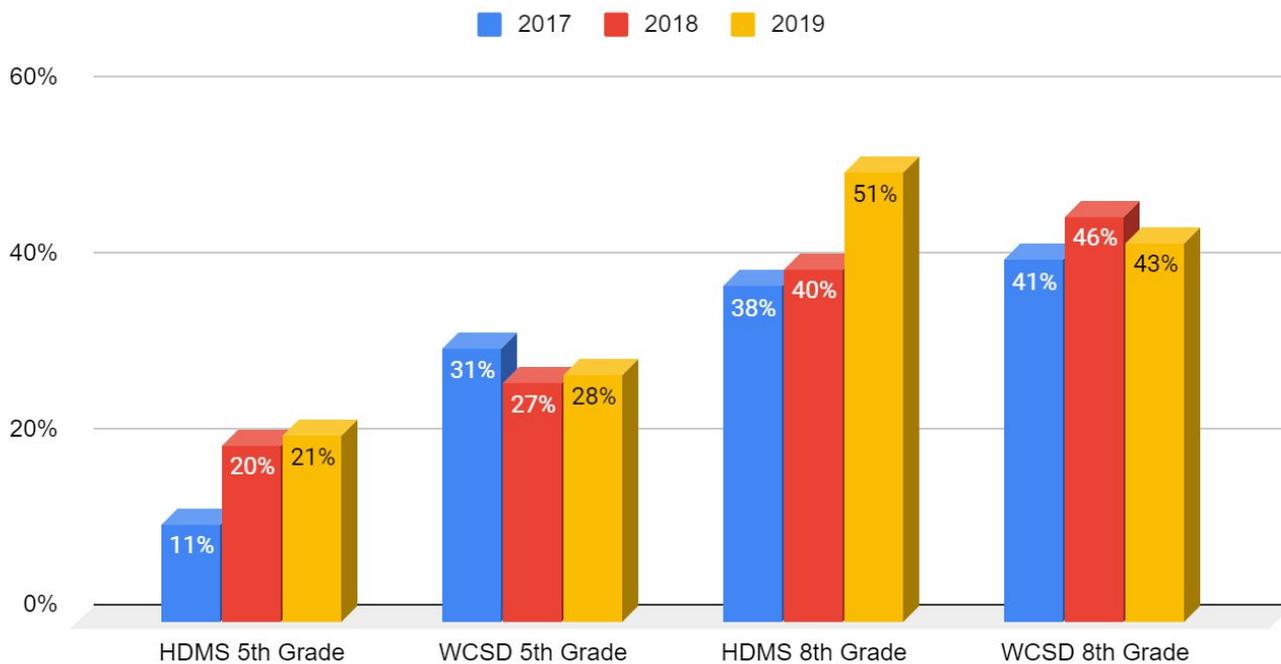
Within the claims in the 2019 ELA SBAC, Listening was a strong suit for our school overall, with our students achieving 83% at, near or above standards overall. Writing was at 62% and reading was at 65% and Research/Inquiry was at 74% at, near, or above standards. Within the 2019 SBAC Math claims, only 32% of our students were at, near, or above standards in Concepts and Procedures, whereas 80% were at, near, or above standards in Problem Solving and Modeling and 86% were at, near, or above standards in Communicating Reasoning.

Science

Fifth grade 2019 science claims showed between 72% and 79% of students in all areas were below standards. Overall the percentage of 5th grade student at or above grade level has increased from 11% (2017), 20% (2018) to 21% (2019). In 8th grade, between 38% and 54% were below standards, with systems and systems models being the lowest categories. Overall the percentage of 8th grade students at or above grade level has increased from 38% (2017), 40% (2018) to 51% (2019). Hispanic students made nice increases going from 18% (2017), 13% (2018) to 37% (2018). The chart below shows the schools trends over the past several years.

Proficiency: Overall SCIENCE Percent At or Above Standards (AL 3 or 4)

Proficiency: Overall SCIENCE Percent At or Above Standards (AL 3 or 4)

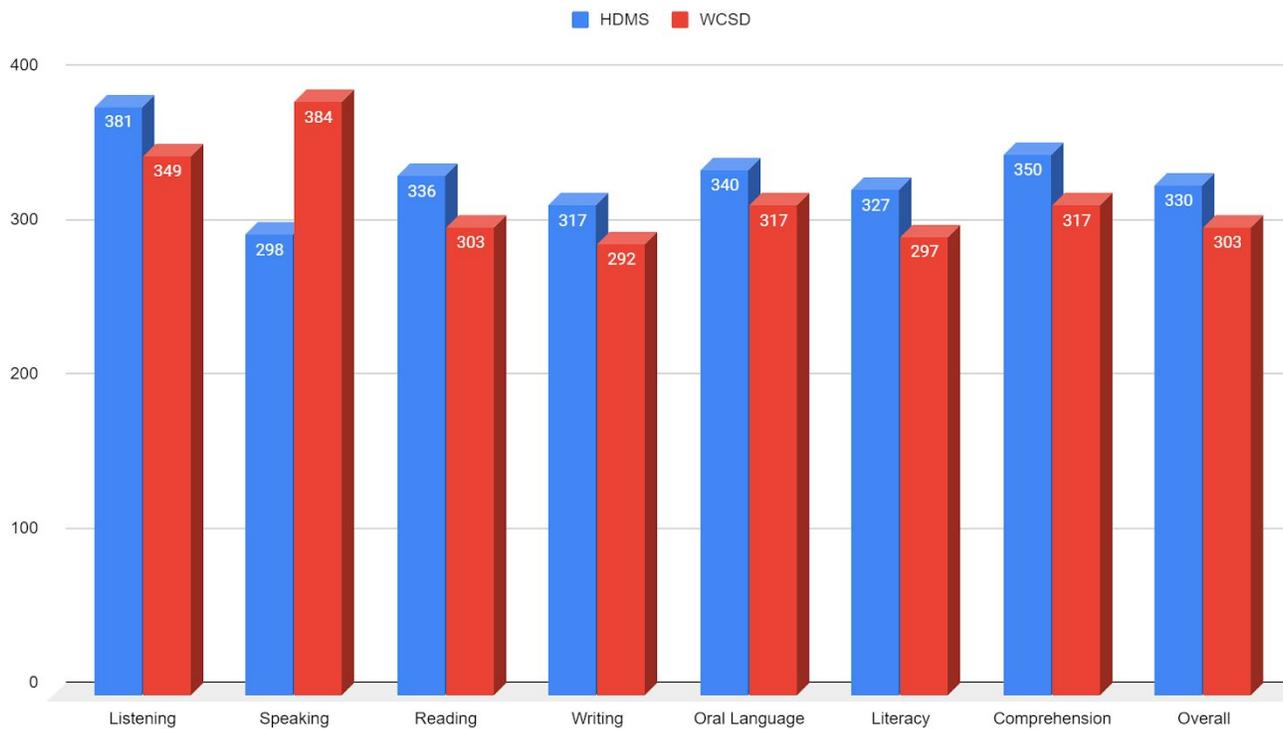


ACCESS

HDMS has a small English Language population with only 8% of the school in this subcategory, which currently is 28 identified students. HDMS average scores are higher than WCSD in all areas except speaking. The 2019 ACCESS data demonstrates that 29%, which is a significant decrease, of our EL students are on a pathway to exit EL within 5 years, compared to 49% at the district level. There is not a large enough N size to get meaningful data in any other part of the ACCESS by grade level. We continue to receive additional Professional Development with WCSD EL Department to work on classroom strategies to help improve our ACCESS scores and provide students with practice opportunities to increase their comfort with this assessment. The charts below shows the schools trends over the past several years.

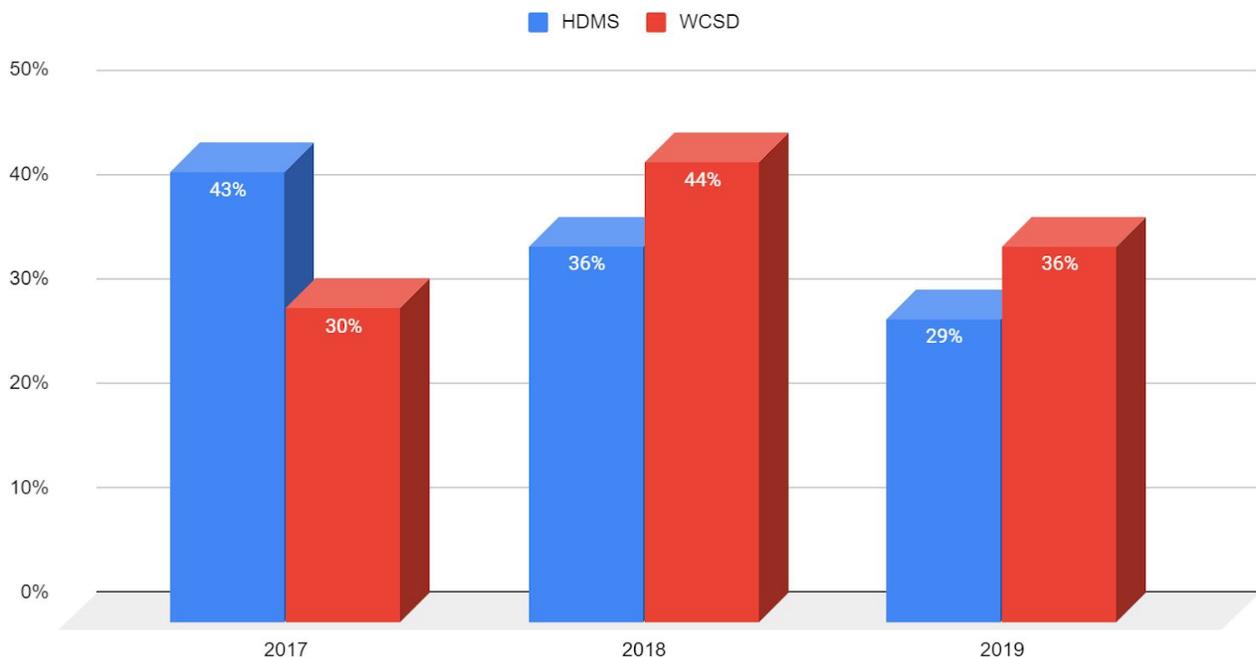
Overall Performance - Average Score by ACCESS Domain

Overall Performance - Average Score by ACCESS Domain



Percentage of students growing on a trajectory that predicts within five years they will earn a scaled composite score that is associated with exiting the EL designation.

Percentage of students growing on a trajectory that predicts within five years they will earn a scaled composite score that is associated with exiting the EL designation.



Finances

HDMS continues to work diligently to stay on budget each school year. In addition to WCSD Finance oversight, HDMS must complete an outside CPA audit annually as required by state law. We adhere to approved [APPENDIX B.3 Financial Policies](#). In addition, see [APPENDIX B.4.5 2015 Auditors Report](#), [APPENDIX B.4.4 2016 Auditors Report](#), [APPENDIX B.4.3 2017 Auditors Report](#), [APPENDIX B.4.2 2018 Auditors Report](#), [APPENDIX B.4.1 2019 Auditors Report](#), [APPENDIX B.5 for 5 Year History](#), and [APPENDIX B.6 for 5 Year Projections](#). Basic information regarding our goals in this area include:

In an effort to create a uniform system of financial policies that is easily and readily recognized by various oversight groups who may audit High Desert Montessori Charter School for compliance with recognized standards that conform to state law, High Desert Montessori Charter School has created these policies. The policies are modified from The Suggested Model Financial Policies for Nevada Charter Schools which were developed by the Nevada Department of Education to assist Nevada's charter schools in their attempts to establish and maintain strong financial standing and accountability.

- Financial policies adopted by High Desert Montessori Charter School are reviewed by the school's legal counsel and approved by the High Desert Montessori Charter School Board of Directors;
- High Desert Montessori Charter School Policies will also be reviewed and approved by the Washoe County School District.

Fiscal Management Goals

High Desert Montessori Charter School Board of Directors will review the fiscal needs of the school annually, considering instruction, capital outlay, building improvements and adjustments to accommodate any growth or decline in student enrollment. The Board encourages the input of staff, parents and members of the community as a part of the review and recommendation process. After due consideration of recommendations, the Board will adopt fiscal goals for the school year.

High Desert Montessori Charter School Budget

The High Desert Montessori Charter School budget will serve as the financial plan of operation for the school and will include estimates and purpose of expenditures for a given period and the proposed means of financing the estimated expenditures. High Desert Montessori Charter School will provide the budget and budget documents in accordance with the rules and regulations as specified by the Nevada Department of Education on an annual basis.

The High Desert Montessori Charter School budget will be prepared in full compliance with NRS 386.550 and NAC 386.370. After approval of the budget by the Board of Directors, the

administrator and the school's financial coordinator will be responsible for the preparation of the budget document.

Budgeting System

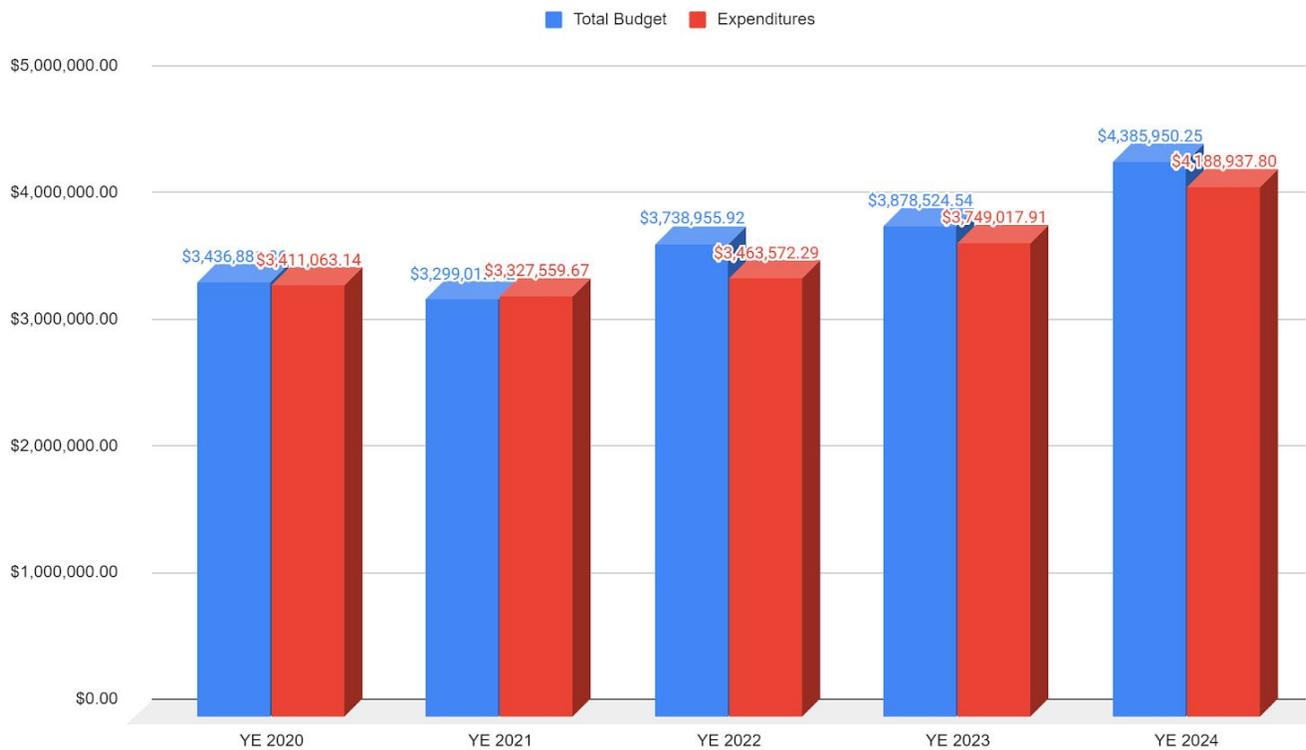
The budgeting system will be in accordance with federal and state laws, regulations and sponsor and charter school procedures.

Budget Priorities

As the budget is prepared, staff will use a prioritizing system consistent with program needs as identified by staff and the administrator. Priorities should be established to be used as a basis for budget additions or reductions. A budget committee may review suggested priorities and will either accept, modify or reject the priorities.

5 year Financial History

Total Budgeted Revenue & Expenditures



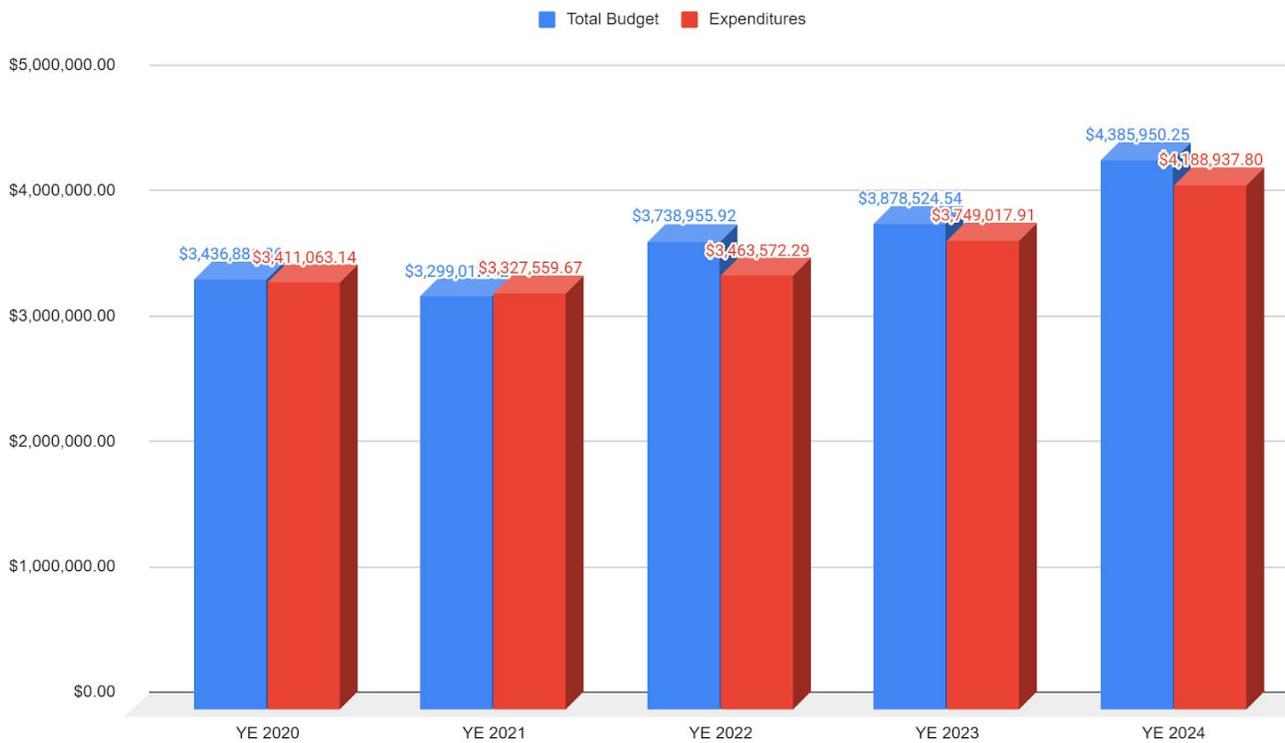
	YE 2015	YE 2016	YE 2017	YE 2018	YE 2019
*Student Count	365	428	425	422	415
Total Revenue	4,396,304.39	3,957,550.55	3,268,088.71	3,583,282.46	3,405,550.51

Expenditures	4,333,795.46	3,828,782.47	3,340,085.91	3,568,064.07	3,304,200.49
Final Deficit or Surplus	62,508.93	128,768.08	-71,997.20	15,218.39	101,350.02
Carryover Amount	207,432.68	336,200.76	264,203.56	279,421.95	380,771.97

*Student count includes preschool-8th grade (tuition + DSA)

5 year Financial Projections

Total Budgeted Revenue & Expenditures



	YE 2020	YE 2021	YE 2022	YE 2023	YE 2024
*Student Count	401	423	464	480	501
Budgeted Revenue	3,436,886.36	3,299,012.12	3,738,955.92	3,878,524.54	4,385,950.25
Expenditures	3,411,063.14	3,327,559.67	3,463,572.29	3,749,017.91	4,188,937.80
**Final Deficit or Surplus	25,823.22	-28,547.55	275,383.64	129,506.63	197,012.45

Carryover Amount	406,595.19	378,047.64	653,431.28	782,937.91	979,950.36
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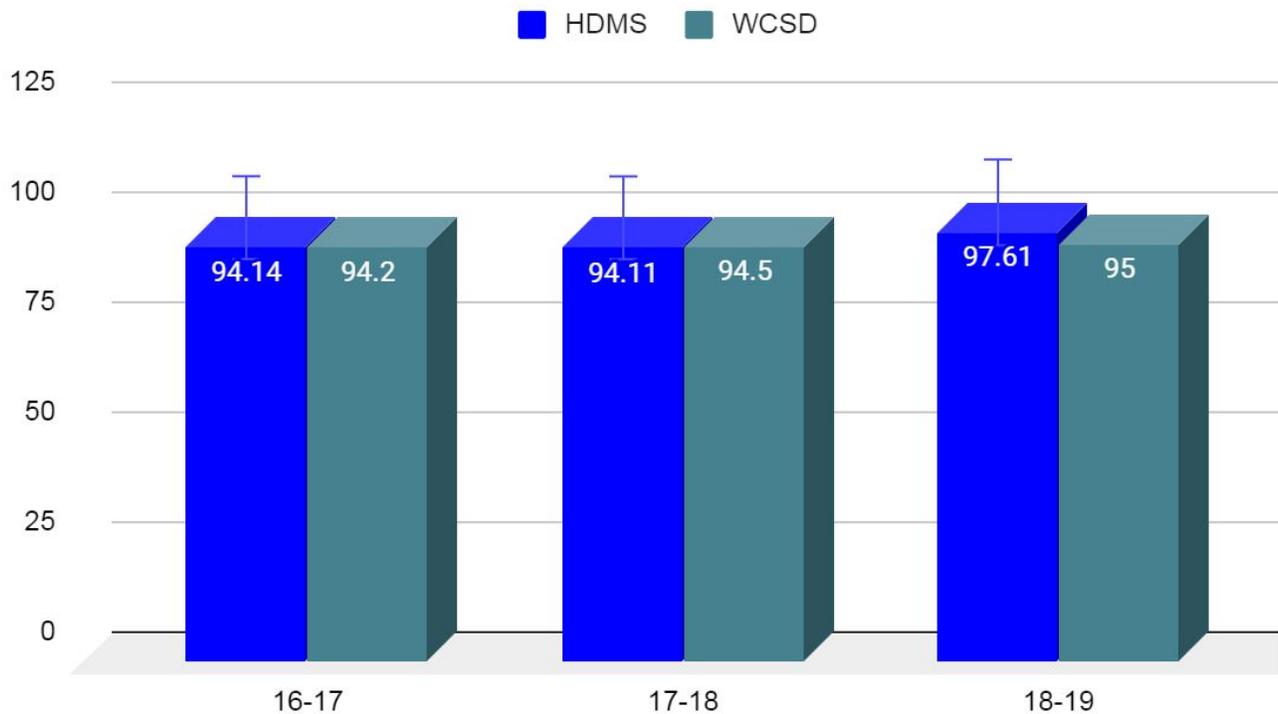
*Student count includes preschool-8th grade (tuition + DSA)

**These numbers reflect mortgages for properties in which we are in the process of selling, including 2 balloon payments due in 2021. Future projections do not include any new debt/mortgages from expansion.

Average Daily Attendance

HDMS continues to demonstrate an annual ADA over the last three years equal to or greater than the average ADA rate for WCSD as indicated on the graph below.

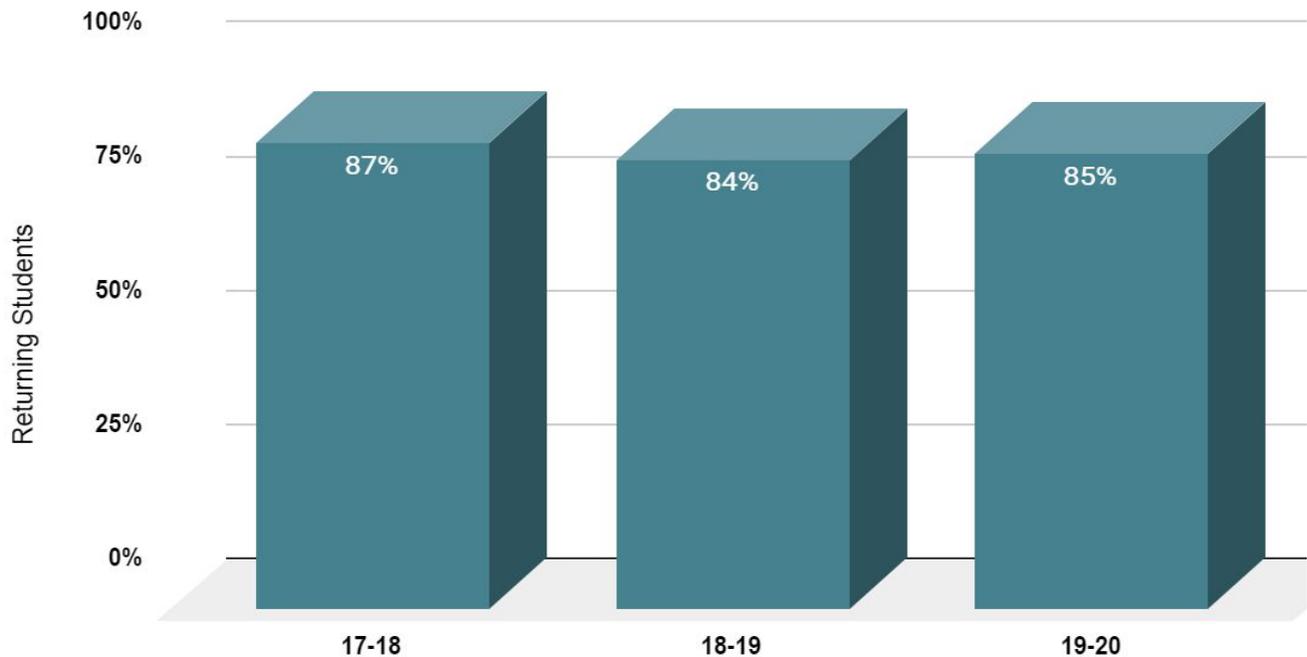
Annual ADA For the Past 3 yrs



Re Enrollment History

HDMS continues to reenroll eligible students from year-to-year at a rate of 80% or higher based upon enrollment data over the past 3 years.

Re-Enrollment Percentages for the Past 3 Yrs



Governance

The HDMS Board consists of 6 members which meet all of the requirements of NRS 388A, 320, AB 171, and NAC 386.345. The HDMS Board of Directors holds an annual retreat to review current Bylaws, Open Meeting Laws, and discusses the strategic plan and recruitment strategy for new board members. General information regarding each board member and their specific role is below. [See APPENDIX B.7 for full Board Resumes](#) and [APPENDIX B.8 for Board Bylaws](#).

BOARD OF DIRECTORS High Desert Montessori Charter School 2019-2020

Max Haynes (Chair)

Mr. Haynes is a local business owner who is involved with financial development and commercial real estate. His business background has been invaluable to the board, especially in terms of school facility expansion. His children attend Montessori school.

maxhaynes@gmail.com

Amanda Baldwin (Vice Chair/Parent Representative)

Mrs. Baldwin has a 5th grade daughter at HDMS. She works for a CPA and has been involved with the PTO in several leadership positions for the past 5 years. Her work background in business includes client relations, document management, and inventory control.

baldwin.m.a@charter.net

Claudia Castañeda (Secretary)

Ms. Castaneda-Flamenco represents the diverse community on our board. Her background includes experience as a bilingual community organizer with 12 years of activism and community organization.

claudiacfmsw@gmail.com

Reid Riker (Treasurer)

Mr. Riker is a local CPA with a Masters in Accounting from UNR. His background in accounting has provided the HDMS Board with an extensive level of expertise in finances.

rriker@encpas.com

Linda Aaquist (Licensed Montessori Educator)

Ms. Aaquist has been part of the HDMS community since inception and was the co-author of the original charter. Before retiring in 2016, Linda was a teacher and administrator at HDMS for 13 years. Linda continues to be a Montessori teacher trainer with the American Montessori Society based out of Sunnyvale, CA and holds Montessori credentials at all levels of instruction and is a Montessori curriculum expert.

aaquistlinda@gmail.com

Nicole Commons (Licensed Montessori Educator)

Ms. Commons is currently a teacher with WCSD in the Gifted and Talented Program. She taught at HDMS for 6 years as a Lower Elementary Teacher. She completed her Montessori Credentials with AMS in 2017.

nicolecommons@gmail.com

Staffing

HDMS continues to grow in terms of staffing meeting the needs of our school community. Each person who is employed at HDMS must support the Montessori philosophy, mission, and vision. We currently have 50 staff members and 8 Independent Contractors which requires much organization within the Administrative and Administrative Support Team. HDMS uses a Teachers Salary Scale ([See APPENDIX B.9 Teacher Salary Scale and APPENDIX B.10 Classified Salary Scales](#)) which is comparable to WCSD in order to stay competitive with wages. For administrators, HDMS follows the WCSD Administrative Salary Scale, and has adopted an Hourly Salary Scale as well. If changes are made to a salary scale, it must be approved by the HDMS Board of Directors. Independent contractors include: Farm Fresh (School lunch program), janitorial, information technology, landscaping, school psychologist, school nurse, speech and language services, and occupational therapy services.

All staff members and Independent Contractors work either directly or indirectly to support students and families. We offer benefits such as insurance, PERS, and sick time to full-time employees. [Please see the APPENDIX B.11 HDMS Employment Contract.](#)

Current Employees and their positions include:

HDMS ADMINISTRATIVE TEAM

Interim Principal/Director Oversee & Evaluate Teachers Student Discipline Parent Concerns Strategic Planning Capital Campaign Oversee & Evaluate Admin Support Charter Compliance Board Relations	Tammie Stockton	principal@hdmsreno.com
Dean/Adolescent Science Discipline/Truancy Parent Concerns Assessment/Testing 504/SPED/MTSS/Child Study EL Montessori Coaching	Eric Perez	eric@hdmsreno.com
Business Coordinator Accounts Receivable Human Resources Payroll Leave Requests Substitutes	Sherrie Jordan	sherrie@hdmsreno.com
Enrollment Coordinator Enrollment Academics Recruitment Infinite Campus HDMS Board Minutes	Stephanie Turner	stephanie@hdmsreno.com
Finance Coordinator Budgets Accounts Payable	Adista Emler	adista@hdmsreno.com
Administrative Assistant Administrative Support Website/Facebook School Newsletter	Laurel Woolstenhulme	laurel@hdmsreno.com
Silverada Receptionist Facilities HDMS Board Binder IT Liaison Attendance	Laura Fontes	laura@hdmsreno.com
Orovada Receptionist Outreach & Engagement Volunteerism Enrichment Coordinator	Stacey Hart	Stacey@hdmsreno.com

HDMS CLASSROOMS

Classroom	Level	Guide/Lead Teacher/Email	Teaching Assistant
Tuscarora	Primary (3-5 years)	Chrissy Quintieri tuscarora@hdmsreno.com	Stefanie Lara
Beowawe	Primary (3-5 years)	Pam Chavarria beowawe@hdsmreno.com	Maria Blanco
Toiyabe	Primary (3-5 years)	Kristy Orenstein toiyabe@hdsmreno.com	Sunny Destefani
Toquima	Primary (3-5 years)	Lisa Kapellas toquima@hdmsreno.com	Jade King
Peavine	Primary (3-5 years)	Claudia Dammen claudia@hdmsreno.com	Dominique Tunnell
	Primary Floaters		Noemi Almanza Rivera Jenni Murray Sam Keller
Candelaria	Lower El	Kelly Ryder kellyr@hdmsreno.com	Martha Keller
Excelsior	Lower El	Jen Marcondes jen@hdmsreno.com	Artie Canepa
Ruby	Lower El	Jamie Berfield ruby@hdmsreno.com	Kristina Brookshire
Crystal Peak	Lower El	Sarah Hausman sarah@hdmsreno.com	Tress Smith
Crystal Peak	Upper El	Christina Fagundes christina@hdmsreno.com	Emily Anderson-Diepenbrock
Stillwater	Upper El	Olivia Meyer olivia@hdmsreno.com	Sharon House
Sierra	Upper El	Kaleigh Richards sierra@hdmsreno.com	Jyoti Singh
Star Peak	Adolescent Science Occupations	Eric Perez eric@hdmsreno.com	
Wheeler Peak	Adolescent Math Occupations	Nia Alvarez Padilla nia@hdmsreno.com	
Rose Peak	Adolescent Humanities	Kelly Casey kelly@hdmsreno.com	
	Middle School Assistants		Sandy Marcell Monica Deak-Jennings Megan Feazel
Special Education	Special Education	Autumn Reeder autumn@hdmsreno.com	
Special Education	Special Education	Chrislyn Barragan chrislyn@hdmsreno.com	

Math Interventionist	Math Interventionist	Lauren Pinkleton lauren@hdmsreno.com	
Reading Interventionist	Reading Interventionist	Erica Moradshahi erica@hdmsreno.com	
Reading Interventionist	Reading Interventionist	Midori Ishibashi-Wall midori@hdmsreno.com	
Reading Interventionist	Reading Interventionist	Tiffany Rivard tiffany@hdmsreno.com	
School Counselor	School Counselor	Kristen Williams counselor@hdmsreno.com	

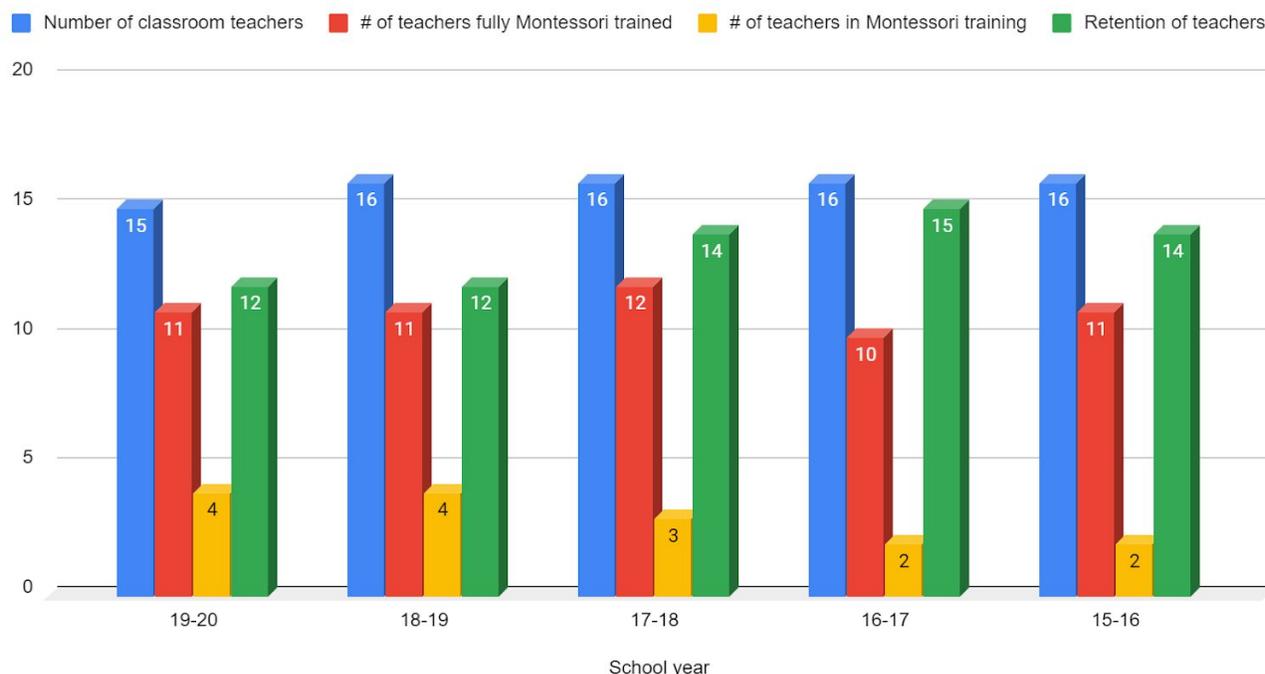
HDMS INDEPENDENT CONTRACTOR TEAM

Speech/Language	Julia Cabal
The Continuum Occupational Therapist	
Lunch Program Farm Fresh Catering	Ximena Acuna
Maintenance	Dave Fontes
Landscaping Clean Cut Lawns	Jon Hess
Information Technology	Jim Ghiglieri
Music	Sierra Mist

Teacher Recruitment and Training

Montessori Teacher Training: High Desert Montessori Charter School considers having the highest trained Montessori teachers in every classroom a top priority, and the school invests heavily in its teachers. The school sets aside approximately \$50,000-\$60,000 yearly from the general fund to pay for teachers to attend Montessori training to receive their certification, as well as pay for the conference fees for Montessori “refresher courses,” held annually by the Association Montessori Internationale (AMI) and The American Montessori Society (AMS) for continued professional development. We cannot have a Montessori school unless we have a highly trained certified faculty. This continues to be a top priority for the school in not only sending teachers to training but in retaining them once they have completed training.

Number of classroom teachers, # of teachers fully Montessori trained, # of teachers in Montessori training and Retention of teachers



Parent Recruitment, Education, and Communication

Parent partnerships are of critical importance to the success of HDMS. Parents seek out our school for a variety of reasons including some knowledge of Montessori education or just looking for a different educational option. We are physically located in a more at-risk area of northeast Reno so that students living in the neighborhood could have easier access to a Montessori education. Currently, around $\frac{1}{3}$ of our students live in the surrounding neighborhood.

As a requirement of enrollment, parents must attend an informational seminar so they understand the basics of Montessori and general policies of the school. These seminars are held in January and May. [Please see APPENDIX B.12 for Seminar Google Slide Presentation.](#)

HDMS attends local recruitment fairs such as the 2020 School Choice Fair when possible. Most of our families come to us from word of mouth and we follow the enrollment process per NRS. [Please see APPENDIX B.13.1 for K-8 Enrollment Procedures](#) and [APPENDIX B.13.2 for PreK enrollment information.](#)

HDMS has streamlined our processes over the years to make overall communication with families easily accessible. We use Blackboard Connect for phone and text messaging. We have our school website hdmsreno.com as the main hub for all important information. Weekly school newsletters are emailed and texted out to all families in both English and Spanish. [Please see APPENDIX B.14 for archived newsletters.](#)

SECTION 3: EFFECTIVENESS OF THE EDUCATIONAL PROGRAM

This section highlights the various ways HDMS supports the educational program. As a charter school, we continue to juggle the requirements of accountability while remaining true to Montessori. HDMS' strength is that all staff have a strong shared vision and a deep passion philosophically of educating children in a Montessori way. The Montessori training required of all teachers through AMI or AMS upholds the highest of standards. In contrast, HDMS must adhere to the requirements of state testing, star ratings, and such. We continue to work toward increasing our overall performance as determined by multiple quantifiable measures including the NSPF, DERS, and Montessori Essential Elements while not compromising the mission of the school.

Curriculum

Montessori is a method of education that is based on self-directed activity, hands-on learning and collaborative play. In **Montessori** classrooms children make creative choices in their learning, while the classroom and the highly trained teacher offer age-appropriate activities to guide the process. HDMS follows a specific curriculum which follows the Montessori pedagogy in terms of developmentally appropriate curriculum in ELA, Math, Science, Social Studies as well as practical life and sensorial within a peaceful learning environment. The educational tenets of our philosophy and methods of instruction supporting our mission and distinguishing our program are listed below. Within our curriculum documents, which are reviewed annually by WCSD, we ensure that required academic content standards are being met across all subject areas.

- ❖ **Individualized and Differentiated Learning:** Montessori education is built upon the tenet that all learners are individuals in style, pace, interests, and that all children can learn. HDMS' individualized curriculum allows children to strive for their own personal best. Teachers create daily or weekly work plans to support the student's personal development; they allow for students to make choices themselves on a daily basis and assess their personal growth, which leads to the development of subsequent plans. Providing students with differentiated instruction (integral to individualized learning and the Montessori philosophy) has been demonstrated to increase success and satisfaction in school.
- ❖ **Mix-age Groupings:** Montessori classrooms span three years at the preschool and elementary levels and two in the middle school. These mix-age settings provide several benefits to the student. They more closely model real-life situations where people of varying ages and experiences work and live together. Children in this setting also benefit from peer tutoring opportunities that naturally occur. Older students model and motivate the younger students. The younger students aspire to what the older students can do. Skills are thus reinforced for not only the younger students but also the older students. The benefits of collaborative learning arrangements extend beyond the academic

achievement. The social climate of these classrooms enhance social relations, discipline, and individual well-being.

- ❖ **Integrated Teaching and Learning:** Montessori education emphasizes interdisciplinary teaching to encourage students to make connections across the curriculum and to their own personal lives. Emphasis will be placed on projects that require open ended research and in-depth study using primary and secondary sources. The Montessori materials were specifically designed to enable students to understand the connections in their learning. When students understand these connections in their learning activities, they become more motivated.
- ❖ **Prepared Environment:** Montessori environments are designed to enable instruction to progress from the concrete, hands-on exploration to concept development to abstract understanding. Preschool and elementary classrooms at HDMS will have an abundance of carefully sequenced Montessori materials to support this learning progression. As children progress into Middle School, they develop higher level thinking skills, research, and reference materials, along with technology to pursue research projects that reinforce what has been learned with the Montessori materials.
- ❖ **Teacher's Role:** Montessori teachers are trained to be scientific observers of their students and the learning environment. These observations guide teachers in their lesson presentations and in their evaluation of each student's progress. Teachers will work to create and sustain a classroom and school culture where demonstrations of respect, initiative, risk-taking, and persistence in learning are the norm. In primary and elementary teachers will work with individuals and small groups. At the Middle School level, teachers provide more whole class instruction, but will challenge and extend the self-directed habits of students.

See APPENDIX [C.1.1 8th Grade Math](#), [C.1.2 8th Grade Social Studies](#), [C.1.3 8th Grade English](#), [C.1.4 7th Grade Math](#), [C.1.5 7th Grade Social Studies](#), [C.1.6 7th Grade English](#), [C.1.7 7th Grade Science](#), [C.1.8 8th Grade Science](#), [C.1.9 7th & 8th Grade ELA](#), [C.1.10 Upper-El-Scope-and-Sequence](#), [C.1.11 Upper El Science & Social Studies](#), [C.1.12 Upper El Recommendations & Goals](#), [C.1.13 Upper El Curriculum Audit Supplemental Materials](#), [C.1.14 Upper El Goals and Objectives](#), [C.1.15 Lower El Curriculum Audit](#), [C.1.16 Kindergarten Curriculum Audit](#) For specific **CURRICULUM INFORMATION**.

Our Programs: Meeting the Needs of Students

Since 2002, HDMS prides itself on staying true to a pedagogy which is over 100 years old and rooted in science. Although we sometimes hear the word “philosophy” applied to Montessori education, it is not a set of beliefs, but rather a scientific method, an approach to the child which has as its core a fundamental respect for the abilities with which each child is endowed. Dr. Montessori was a scientist and a physician. When she opened her first Children’s House in 1907, very little work had been done in the field of early child development. Because of her background, Montessori used scientific techniques to watch children as they worked and played. She drew conclusions, made adjustments depending upon what she had seen, and observed again. Every piece of equipment and every activity she developed was a result of watching children’s natural development. Moreover, her conclusions were drawn from observations taken from numerous schools, in more than one country, over a long period of time.

Primary; ages 3 -6 years: The Primary program is the foundation of the Montessori educational system. This program offers long, uninterrupted work periods that allow children to fully engage in tasks that they have chosen for themselves, under the careful, individual guidance of their teachers. Montessori children thus have repeated opportunities to explore materials, become engrossed in their activities, and experience regular states of concentrated focus. Our materials are scientifically designed to teach multiple skills and to enable children to problem solve, using their hands and senses. Thus they can independently repeat activities and achieve mastery.

Elementary ages 6-12 years: Our elementary students acquire the skills they need for success in school and in life. Equally important, they will retain their natural excitement for learning, as we kindle and stoke their enthusiasm for knowledge in all subjects. In addition to academics, students develop organizational and time-management skills. They learn to organize their own plans for learning, including managing their workspaces and keeping records of accomplishments. Elementary students learn to select from a variety of informational resources and to develop strategies for problem solving, through interdisciplinary projects. Children are expected to develop a high degree of independence by their sixth year in the elementary program.

Middle School (Adolescent Program); ages 12-14 years: Our middle school (Adolescent) program offers 7th-8th graders a unique combination of academic work and field experiences within a small, safe community. Teachers are subject matter specialists with additional Montessori training. Under their guidance, students participate in rigorous, individualized work. Students also have regular opportunities for creative expression, and are encouraged to organize community projects. Through knowledge and experience, our adolescents develop a better understanding of their roles in the larger society. They leave our program prepared to succeed in any high school environment.

Montessori in the Public Sector Effective Elements Reports/Goals

The Educational Program at HDMS is Montessori based and focuses on the philosophy, mission, and vision of the school which was formulated within the original charter in 2002. Beyond school and state testing, it has been difficult to gauge how “Montessori” HDMS has remained over the years. Over the past year, HDMS was able to consult with the “Montessori in the Public Sector”, a national organization which works with the 2 major Montessori training organizations; AMI and AMS. The National Center develops and disseminates research-based solutions to pressing problems of practice, supports leaders in delivering effective Montessori programming, and cultivates a robust network of practitioners, parents, and policymakers who share a commitment to child-centered development education- and life-changing transformations that result. The following indicators demonstrate our strengths and areas of growth in terms of the overall effectiveness of the educational program. General comments and recommendations from the National Center for Montessori in the Public Sectors Essential Elements Rubric and Report (April 2019) are below. [See APPENDIX C.2 for the Essential Elements Rubric.](#)

Domain 1: Montessori Adults

Staff at HDMS exhibit a calm, peaceful, and energized demeanor when interacting with their students. Lesson presentations are clear and precise, and work is introduced with curiosity and purpose. Students appear to be comfortable with school personnel, and there exists a reciprocal

attitude of care between the school's adults and children. Currently, 12 of HDMS's 16 lead teachers are fully Montessori trained at the appropriate level. The rest are either mid-training, or plans are in place for their training to begin. All staff participate in Montessori-specific professional development; classroom assistants (present in HDMS' Primary and Elementary classrooms) often miss out on some of these opportunities as they are providing extended day/year programming.

Recommendations:

- ❖ Continuing its commitment to training and ongoing Montessori professional development for all teachers, at all levels.
- ❖ Creating a robust orientation and ongoing professional development program specifically designed for Assistants.
- ❖ Working to establish a consistent and coherent programmatic vision, PreK-8.
- ❖ Designing and implementing a pattern of regular coaching that allows for the development of a unified community of reflective practice.

Domain 2 Montessori Learning Environment

HDMS has areas to praise in creating an intentionally-designed Montessori learning environment of high-fidelity. Of note: The master schedule at HDMS supports extended work periods from Primary to Upper Elementary. Classrooms have 24 or more children. All of HDMS' Primary and Elementary environments have a full-time assistant, with two floating assistants providing additional support in the Primary classrooms. The Middle School continues to develop and refine its program to accommodate an integrated approach to adolescence that is Montessori-aligned. HDMS has intentionally developed Special Education and ELL services as push-in programming whenever possible. The school has a safe and appropriate outdoor space which students use daily for recess.

Recommendations:

- ❖ Supporting newly trained and veteran staff in reflecting on Montessori principles of pedagogy and environmental design to:
- ❖ Re-examine the importance of student choice to ensure that students at all levels have daily opportunities to follow their own interests and drives.
- ❖ Ensure that students at all levels have daily opportunities for real work through practical life activities.
- ❖ Scheduling and committing to regular team level meetings focused on deepening understanding of Montessori pedagogy and materials. See the NCMPS Lesson Study Protocol (included) as a tool to guide this work.
- ❖ Instituting a whole-school coaching model, providing 1:1 coaching and support to both new and seasoned Montessori faculty while developing shared professional development on cultural relevance, practical life, classroom environment, etc.
- ❖ Clearly articulating the values and priorities of the Middle School program with attention to core Montessori principles and the developmental needs of adolescents.

Domain 3 Family Engagement

Family engagement is important to the health of a school and its students. When parents understand and feel connected to their child's Montessori education, they are able to support and reinforce approaches to learning and practical life skills at school, and students benefit from the strong alignment between their teachers and parents. Some of the ways that HDMS

currently engages families include the work of the PTO, open houses during both enrollment season and the beginning of the year; monthly parent education opportunities, and a well-developed Family Handbook.

Recommendations:

- ❖ Schoolwide alignment in expectations for communication home from classrooms, whether through periodic newsletters, personal phone calls, or some other medium.
- ❖ Distribution of agendas and minutes before and after both Board and PTO meetings.
- ❖ Continuing to create opportunities for parents to come into the school to learn about Montessori both before and after enrollment. Timing of these events is critical. Events that involve both parents and students often have better attendance, and can be structured so it is the students who are introducing their parents to the materials.
- ❖ Continuing efforts to recruit and retain faculty and staff who reflect the ethnic, linguistic and racial makeup of the student body.
- ❖ Investing in community outreach to share and celebrate HDMS' mission, service, and success.

Domain 4: Leadership and Organizational Development

HDMS' administrative team and structure offer a strong foundation for the school's success. School administration continue to build professional knowledge and implementation of Montessori in the public sector, attended conferences and trainings on Montessori, and engaged the work of outside consultants and experienced board members in support of the Montessori program. These efforts set the foundation for the design thinking and support.

Recommendations:

- ❖ Ensuring that the scope of responsibilities of school administration and the Board leadership is clearly defined to maintain healthy operational and strategic priorities.
- ❖ Continuing to develop a professional community of reflective practice that encourages honest talk, real work, and a commitment to being open to change.
- ❖ Developing a strategic plan that is vision and mission-aligned, with tangible and timely deliverables.
- ❖ Providing additional opportunities for teachers to attend off-site Montessori conferences, workshops and trainings, as well as the chance to observe in other public Montessori programs.
- ❖ Designing teacher and executive evaluation protocols that are friendly to Montessori pedagogical principles.

Domain 5: Assessment

Constant and careful formative assessment through scientific observation is key to a Montessori teacher's success. Some of HDMS' classrooms have an observer's chair and all teachers use some form of record keeping. A more robust and consistent record keeping system across all levels of the school will help teachers tailor work to student readiness and interest. An online record keeping system (Transparent Classroom) has been piloted in some classrooms. Some staff reflect a hesitation with the complexities of such a system and shared the concern that the tool might not adequately reflect what's going on with each child. Increased training on this platform

for Primary and Elementary teachers, as well as the consistent application of the NCMPS Lesson Study protocol, will go far to align teacher practices and student experiences.

Recommendations:

- ❖ Adopting skills inventories for assessing readiness to move between levels, and providing time for vertical teaming throughout the school.
- ❖ Developing a student portfolio that includes wide-scope measures of student growth and achievement beyond standardized tests.
- ❖ Placing an expectation for daily teacher observation that drives instruction by assessing student readiness and interest.
- ❖ Continue to use an online recordkeeping system (Transparent Classroom) for trained teachers that informs best practice (planning, delivery, reflection, refinement, and student-level support).
- ❖ Planning lessons based on the Montessori curriculum and integrating state standards when needed (and in that order).
- ❖ Redesigning progress reports for better communication with parents.

DERS Report

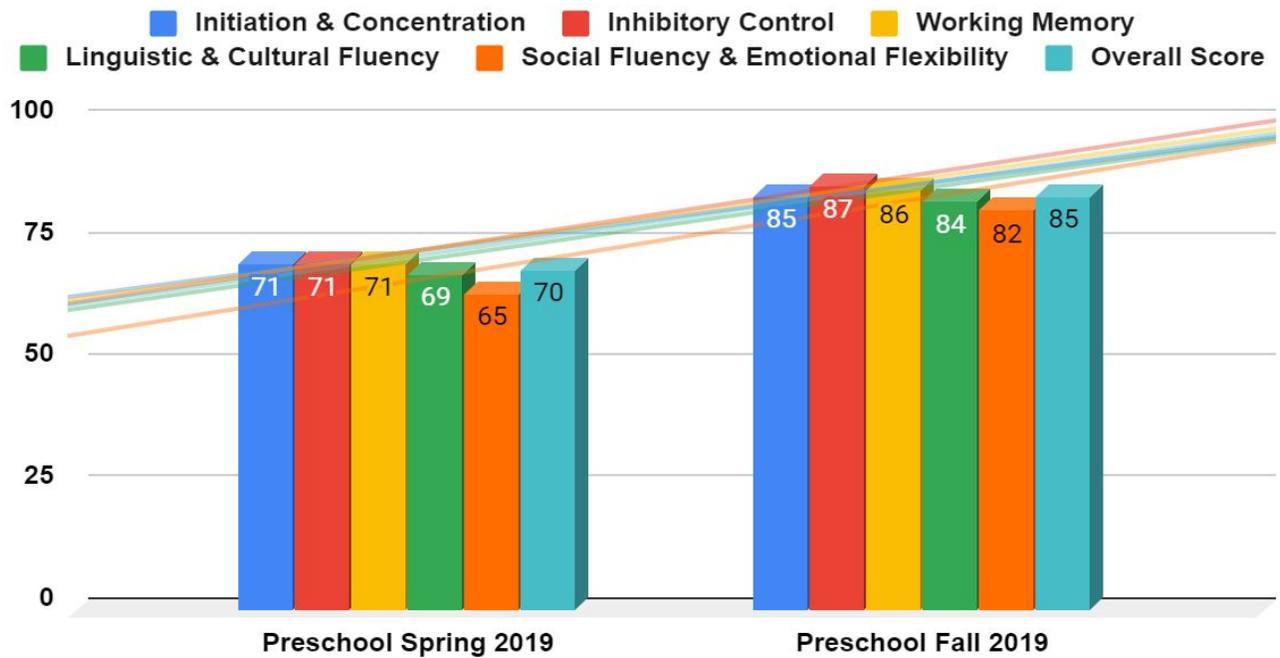
HDMS uses the Developmental Environmental Rating Scale (DERS) as a measure of the teacher instruction within the classroom environment. The **DERS** helps teachers and schools support children's natural development. The **DERS** measures qualities such as patience and persistence in children, precision and clarity in lessons, and order in the environment, which support the development of executive functions, literacy, and social-emotional learning. The National Center for Montessori in the Public Sector has used this quantitative measure during 2 consultations (April and November 2019). In addition, school administration is being trained to use this instrument to improve classroom practices. [Please see APPENDIX C.3.1 Primary DERS reports, APPENDIX C.3.2 Lower EI DERS reports, APPENDIX C.3.3 Combo Class DERS reports, APPENDIX C.3.4 Upper EI DERS reports, and APPENDIX C.3.5 DERS Level Report.](#)

DERS Domains

Preschool DERS Overall Rating Spring 2019: High Functioning

Preschool DERS Overall Rating Fall 2019: Optimal

Preschool Developmental Environmental Ratings (DERS)

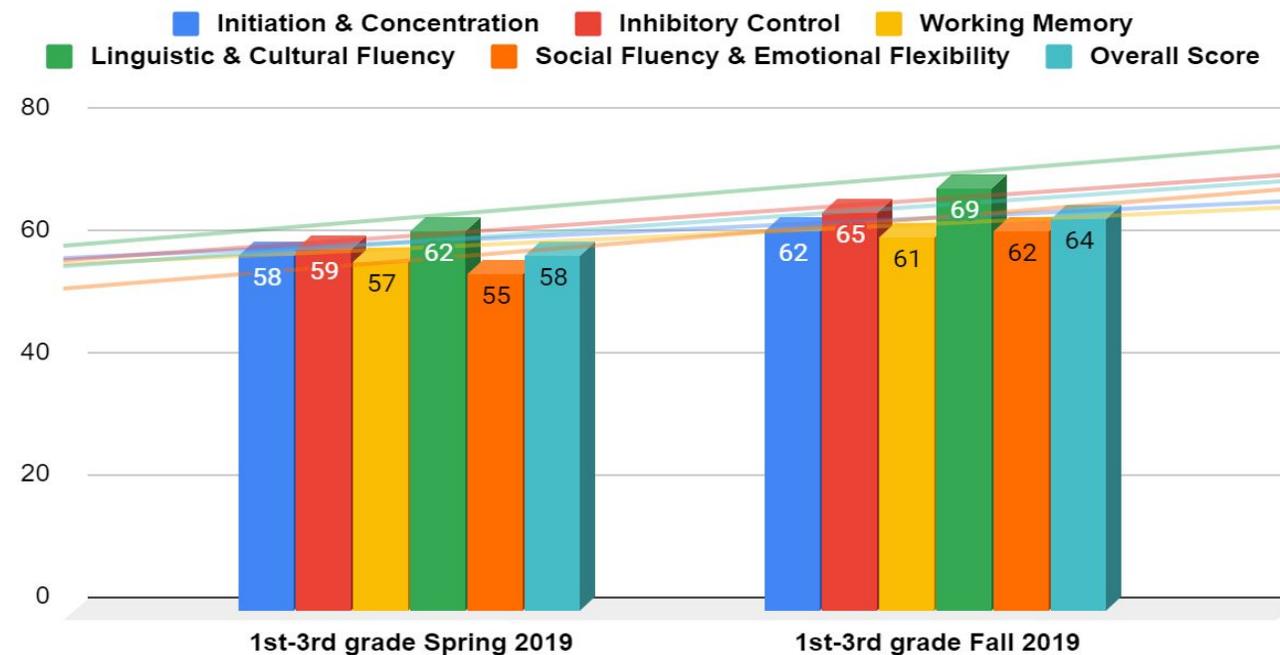


Key: 0-37 Low Functioning, 38-58 Developing, 59-78 High Functioning, 79-100 Optimal

1st-3rd Grade DERS Overall Rating Spring 2019: Developing

1st-3rd Grade Overall Rating Fall 2019: High Functioning

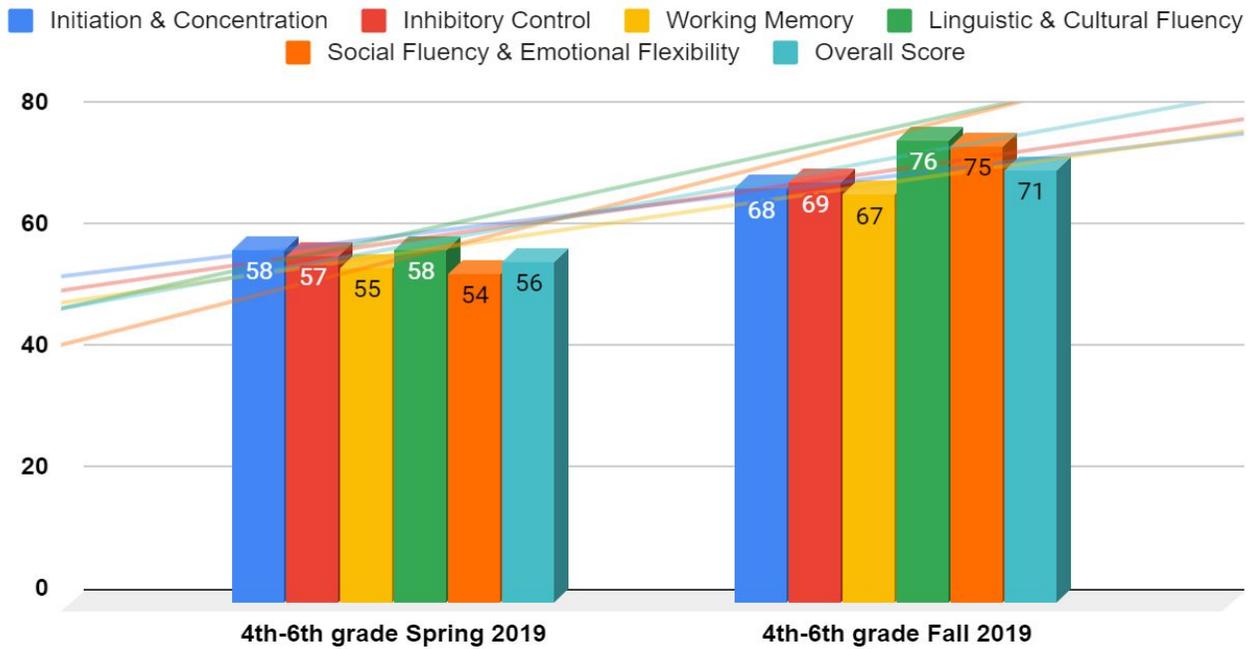
1st-3rd Grade Developmental Environmental Ratings (DERS)



Key: 0-37 Low Functioning, 38-58 Developing, 59-78 High Functioning, 79-100 Optimal

4th-6th Grade DERS Overall Rating Spring 2019: Developing
 4th-6th Grade DERS Overall Rating Fall 2019: High Functioning

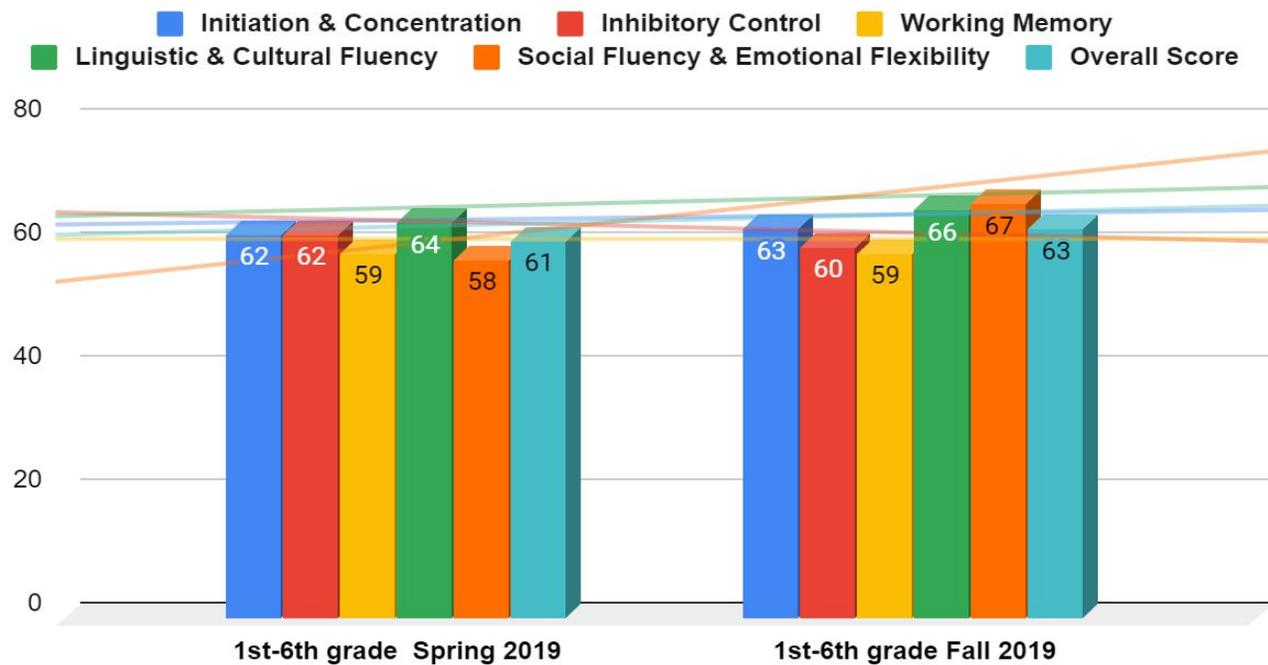
4th-6th Grade Developmental Environmental Ratings (DERS)



Key: 0-37 Low Functioning, 38-58 Developing, 59-78 High Functioning, 79-100 Optimal

1st-6th Grade Overall Rating Spring 2019: High Functioning
 1st-6th Grade DERS Overall Rating Fall 2019: High Functioning

1st-6th Grade Developmental Environmental Ratings (DERS)

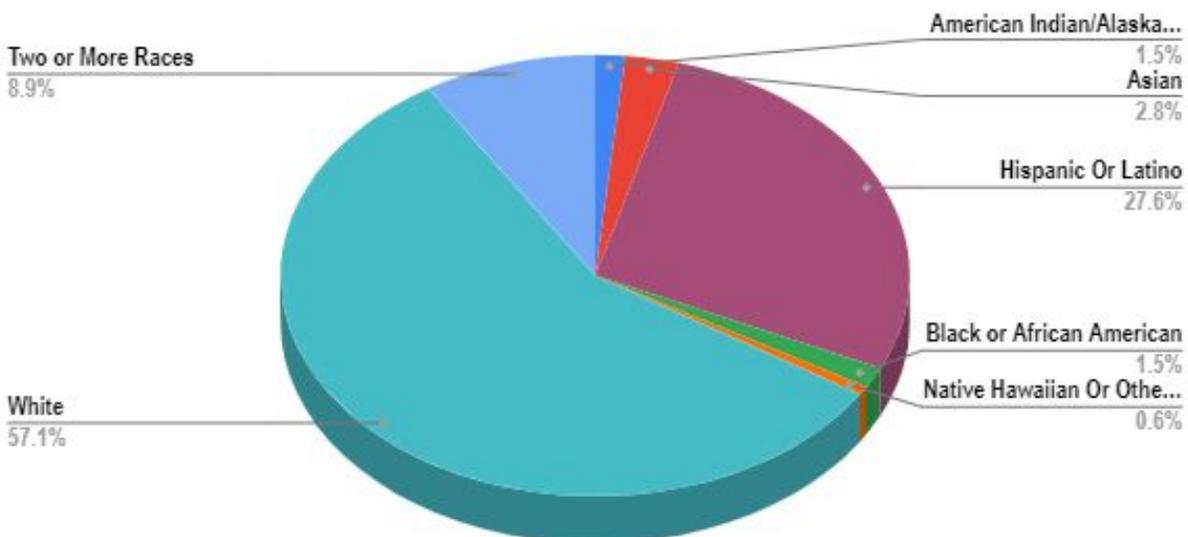


Key: 0-37 Low Functioning, 38-58 Developing, 59-78 High Functioning, 79-100 Optimal

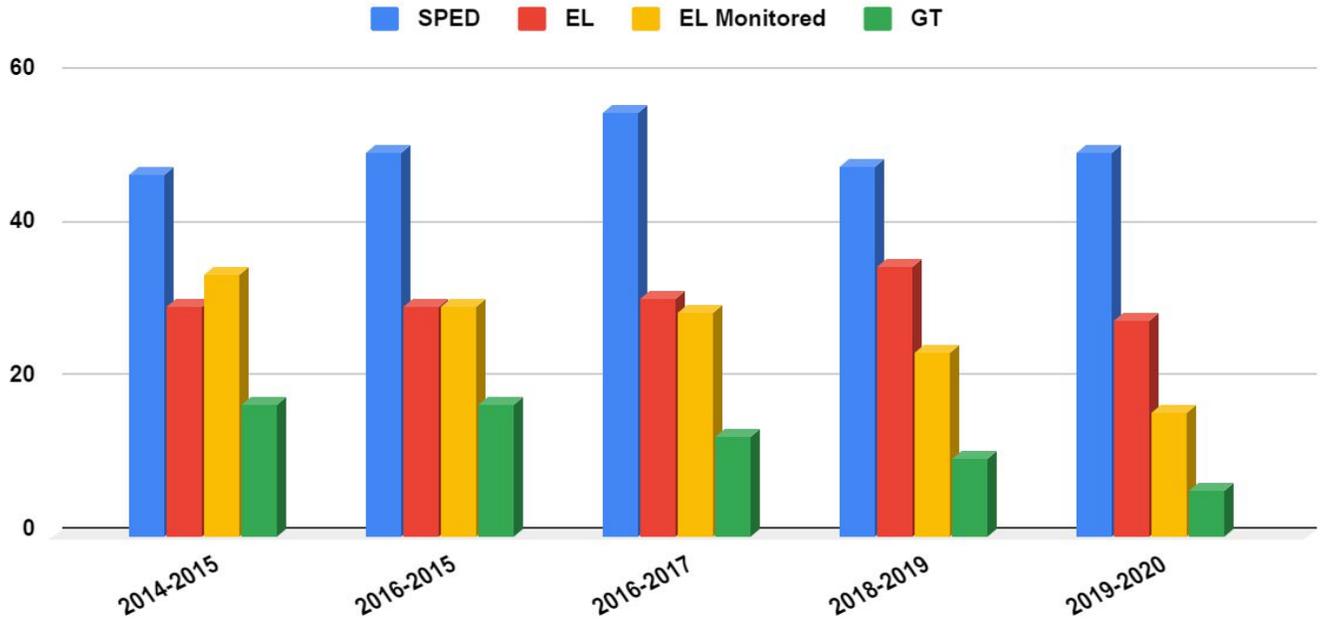
Meeting the Needs of Sub-Populations

The Montessori philosophy, which was initially developed for underprivileged and handicapped children, specifically addresses diversity in communities by providing a child-centered, individualized approach to teaching and learning. HDMS continues to meet the needs of all students, including those in sub-populations in a variety of ways. We formulate the School Performance Plan in collaboration with WCSD' Office of School Improvement annually. In addition, the school uses additional resources from Special Education, SB 178, and Nevada KIDS Read grants along with counseling services to help target instruction and provide interventions. Finally, our processes of PLC, MTSS, and ongoing targeted professional development help drive rich discussions related to data and student growth. Each of these areas is described below.

Average Demographics Over 12 YR Period



HDMS Sub-Populations by Enrollment Year



PLC

HDMS has followed the practice of teachers meeting weekly in a Professional Learning Communities (PLC) for over 10 years. Our processes have been refined over the years by and follows this rotation as a basis for collaboration and collegiality while supporting Tier I instruction.

- ❖ Week 1- Montessori Theory: Teachers take turns choosing an article to read and discuss as a group. Topics this year included classroom observations, Montessori Planes of Development, mindfulness, interdisciplinary learning, and school diversity.
- ❖ Week 2- Lesson Study: This practice supports Tier I instruction. Teachers take turns demonstrating a lesson they give to students using Montessori materials. The other teachers observe then discuss what they saw, how they may do it a little differently, or what adaptations they have made to that particular lesson.
- ❖ Week 3- Child Study: This practice is part of the MTSS process. Child Study is a process in which a teacher describes characteristics of a student who is experiencing difficulties either academically or behaviorally to a group of teachers during PLC. Teachers brainstorm ideas then the classroom teachers picks a few of these ideas to try. Data is tracked and this student is revisited again by the team in 6-8 weeks. The overarching idea is that each teacher has a child in their classroom who is struggling in a similar manner and this broad discussion will help them as well with classroom ideas for support.

Counseling Services

HDMS is pleased to have a part-time school counselor on site to assist with the social and emotional support of students as well as oversee those students on a 504. Our school counselor prioritize needs and regularly checks in with individual students or meets with small groups to

work on issues related to friendships, behaviors or family concerns. Our school counselor facilitates annual trainings in the areas of bullying, suicide prevention, CPS, and 504's. Our school counselor attends WCSD Counseling meetings and reaches out to organizations which provide support to families throughout our area.

Distance Education

HDMS has an approved Distance Education Plan from the Nevada Department of Education. This plan allows a small group of middle school students to take algebra and geometry courses online. Students who complete these courses will not earn high school credit but will be able to take the Algebra or Geometry End of Course Exam in the spring. The outcome of the EOC could place these students in higher level math courses once entering high school. Currently we have eighteen 7th and 8th graders using this mode of instruction.

Multi-Tiered Systems of Support (MTSS)

HDMS utilizes the MTSS process as a mechanism for Child Study. Schoolwide assessments such as a MAP, QSI, and Woodcock Johnson math give classroom teachers triangulated data on each student. We have several processes in place to support our MTSS process including:

- ❖ Classroom observations where teachers can observe cycles of learning and deep concentration provide additional insights. Montessori teachers are trained how to scientifically assess students through observations.
- ❖ Each student has a portfolio of work samples which are used for ongoing student conferencing.
- ❖ As required by Nevada Kids Read, we use MAP scores to identify those students who fall below the 40% in reading in grades K-6 then devise a Reading Plan of appropriate interventions. Reading interventions include research-based programs such as Leveled Literacy Instruction (LLI), Phonics First, and FRECKLE online program.
- ❖ HDMS follows a similar process for math using FRECKLE online as a primary intervention for math.
- ❖ HDMS meets with all parents in the fall and spring. In addition, if a student is not demonstrating growth, we meet with parents to come up with a plan that both home and school can fulfill, including adjusting the Reading Plan if needed.
- ❖ Child Study is a process in which a teacher describes the characteristics of a student who is experiencing difficulties either academically or behaviorally to a group of teachers during PLC. Teachers brainstorm ideas then the classroom teachers picks a few of these ideas to try. Data is tracked and this student is revisited again by the team in 6-8 weeks.
- ❖ AIMSWEB progress monitoring is used to track Tier II and III students as well as SPED students.
- ❖ Our Tier III Team meets monthly to look at overall data for Tier III students. The school psychologist, special education teacher, school counselor, speech therapist and school principal are on this team. If enough data warrants a next step, a Scope of Evaluation meeting is scheduled with the parent.
- ❖ Our SPED population is at 12% compared to WCSD at 15%. We do not over identify students through our MTSS process.

Special Education Services

HDMS currently has a SPED population of 12% as compared to WCSD at 15%. The number of identified students averages around 50 each year. In addition our speech therapist services around 40, and OT averages 3. We go through the MTSS process including tiering students and providing interventions prior to a team decision, which includes the parent, to go forward with testing for special education. We currently have 2 full time special education teachers, a part-time speech therapist, a quarter time occupational therapist, and school counselor who provide services to students on an IEP.

Before enrollment, we request a copy of the most current Individualized Education Plan (IEP) for students receiving Special Education services. It is important for our multi-disciplinary team to review the plan to ensure our school can meet the needs of the student as outlined in the IEP. We are required to ensure that all students with an IEP are placed in the least restrictive environment and that there will be no harmful effects on any student in the classroom. Parents are an important member of the team and will remain involved with all parts of the eligibility and implementation process. All staff who work directly with the child will also be part of the team including but not limited to the classroom teacher, special education teacher, speech therapists, academic interventionists, EL teachers, occupational therapists, school nurse, school counselors and school administrators as well as any outside agency individuals.

NRS 386.580(4) : If the governing body of HDMS determines that the charter school is unable to provide an appropriate special education and related services for a particular student due to the severity of the disability, the governing board may request that the board of trustees of the school district (WCSD) of the county in which the pupil resides transfer that child to an appropriate school.

Gifted and Talented

HDMS averages around 12 identified GT students each year. Within a Montessori classroom, identified and non-identified gifted students are provided with a wide variety of activities and instruction to broaden students' interests, teach more complex skills and offer a stimulating learning environment geared toward higher-level thinking and intellectual pursuits. Within Montessori, students are placed in multi-age classrooms which allow for them to work beyond grade level standards. Students are discussed in our MTSS process if additional support is needed. Currently 2 teachers have their GT endorsement and another teacher is working towards this. We work with WCSD Gifted and Talented Office to send student testing referrals in the fall and spring.

EL Services

HDMS currently provides support to our second language learners within the classroom which is 8% of our student population which averages around 30 students. In addition we have around 27 students who have exited out of EL through ACCESS testing and are being monitored. Three teachers at HDMS currently have their EL endorsements. The individualized instruction each

student receives within the Montessori classroom setting enhances our EL students ability to learn and process language acquisition and development. This school year we had 2 professional development sessions regarding EL Learners and classroom strategies to support instruction in collaboration with WCSD EL Department. Our overall goal is to increase the number of teachers with EL endorsements to help better serve our second language learners.

504 Services

HDMS provides 504 services to students who qualify, which is approximately 5 students per year. Our school counselor facilitates this process and parents are a part of the team which makes decisions. A 504 plan is a blueprint for how the school will support a student with a disability and remove barriers to learning. The goal is to give the student equal access at school by allowing for specific accommodations to be made.

SB 178

Senate Bill 178 (SB 178) is an act which established a weighted formula providing additional state funding to support underperforming English Learners (ELs) and/or students who qualify for free or reduced-price lunch (FRL) performing in the lowest quartile of student achievement and who are not currently enrolled in a Zoom or Victory school. HDMS has received funding these last 2 years to help support interventions. We have used funds to pay for some wages for an interventionist position, purchased research based reading kits as well as the online program FRECKLE. [Please see APPENDIX C.5 for additional SB 178 information including goals.](#)

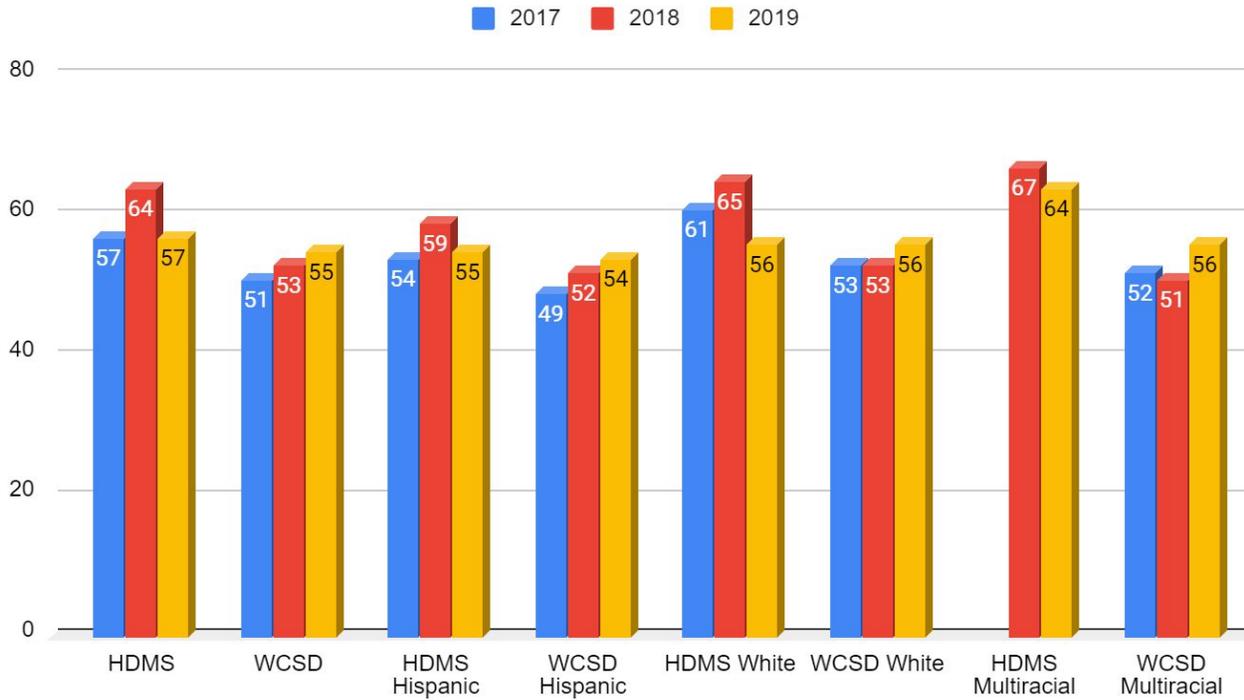
Nevada Kids Read (Read By 3)

Nevada K.I.D.S. Read is Nevada's new Read by Grade 3 Program that is aimed at sustaining the dreams of its youngest learners from kindergarten through 3rd grade. This program is a product of a Nevada statute (SB391) which was passed in 2015 called Nevada's Read by Grade 3 Act. Nevada K.I.D.S. Read provides effective early interventions for all K-3 students who are struggling in reading. Nevada joins the Read by Grade 3 ranks of 34 other states across the nation that are also mobilizing their efforts around this key predictor of school success and high-school graduation—the ability to successfully read by the end of third grade. All students who are identified as being in need of additional reading support will receive strategic interventions based on individual progress monitoring plans.

HDMS uses the MTSS process to identify students who need additional reading intervention. This is the first year HDMS received funding from the Nevada Department of Education to support reading interventions. We currently have 3 part-time interventionists using Leveled Literacy Instruction (LLI) and Phonics First; both research based programs. MAP data from fall to winter demonstrate an overall positive trend in scores as indicated below.

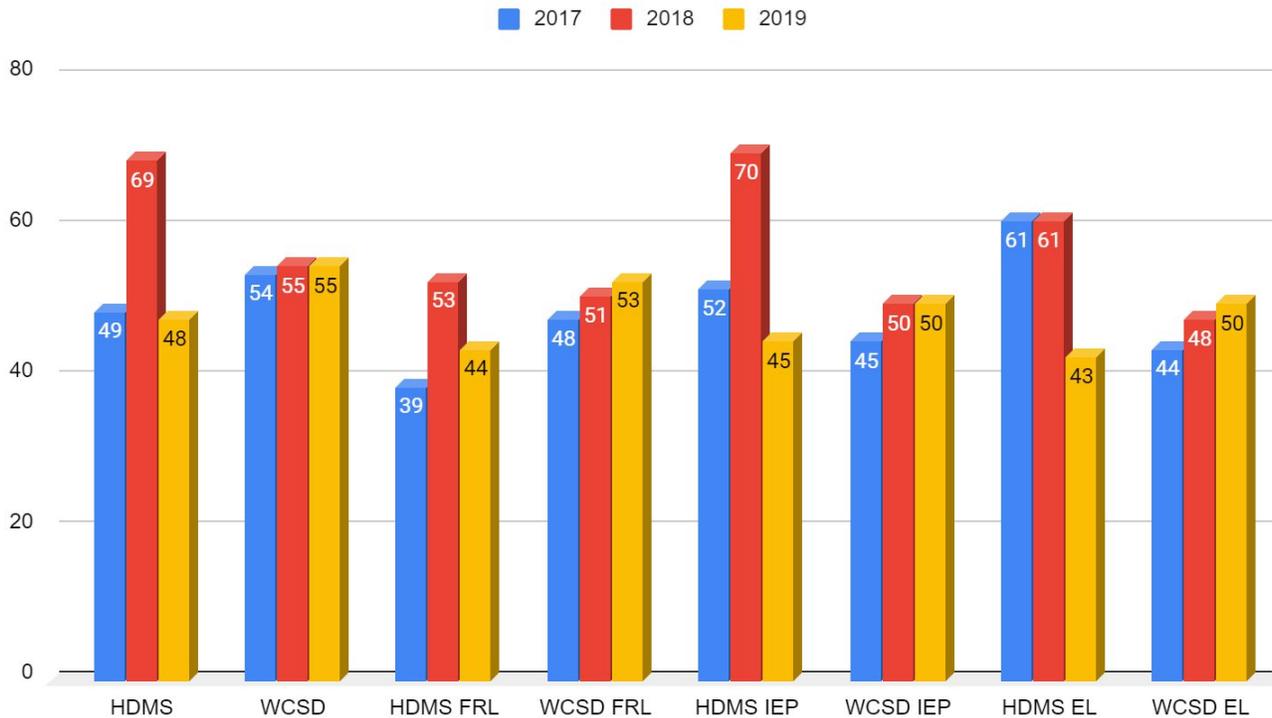
Growth: Overall ELA Median Growth Percentile by Race/Ethnicity

Growth: Overall ELA Median Growth Percentile by Race/Ethnicity



Growth: Overall MATH Median Growth Percentile by Special Program

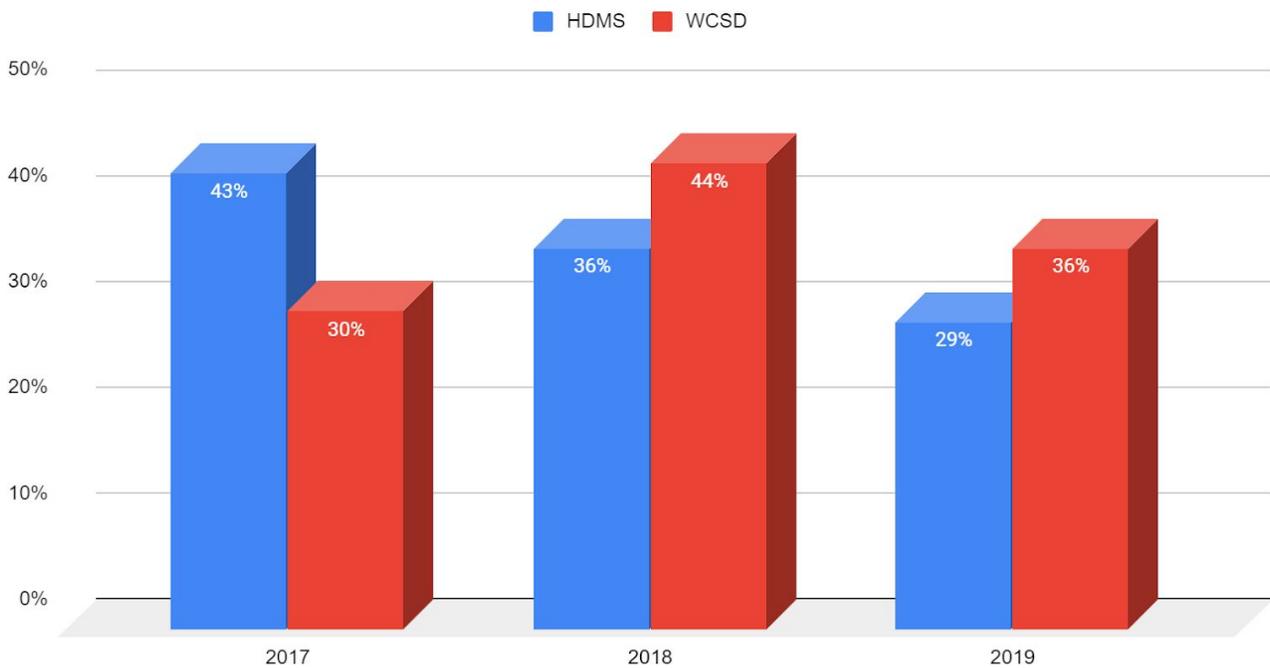
Growth: Overall MATH Median Growth Percentile by Special Program



Overall Performance - Average Score by ACCESS Domain

Percentage of students growing on a trajectory that predicts within five years they will earn a scaled composite score that is associated with exiting the EL designation.

Percentage of students growing on a trajectory that predicts within five years they will earn a scaled composite score that is associated with exiting the EL designation.



NSPF

HDMS' goal is to continue to increase our overall points within the Nevada State Performance Framework to at least a 3 star or higher. We will continue to focus on proficiency and growth with all students. Special consideration will be made for EL, FRL, IEP, and CIT subgroups to ensure continued student achievement.

Currently, elementary is a 2 star with inconsistent outcomes and a much needed focus on math and 5th grade science. Middle School is a 3 star with comparable proficiency and growth data as WCSD. Our 8th grade students made nice gains on the Science CRT, increasing their scores by 11%.

The goals set within the School Performance Plan, Montessori in the Public Sector Essential Elements Rubric, ongoing monitoring of student growth and interventions through the MTSS and PLC process along with funding through both the SB178 and Read By 3 grants help HDMS in supporting student growth.

Nevada School Performance Plan

In addition to the Montessori focused goals, HDMS works in collaboration with Washoe County School District Office of School Improvement and the Nevada Department of Education to establish goals and objectives for academics, professional development, curriculum, and parent engagement. [See the attached APPENDIX C.4 for the 2019-2020 School Performance Plan.](#)

School Performance Plan Goals

Goal 1: ELA in elementary and middle school proficiency will increase K-8 by 10% with special emphasis placed upon students who score below the 60th percentile in MAP reading and the EL and Hispanic population.

- ❖ Objective 1: To ensure a 10% increase in the number of EL students who meet or exceed proficiency in ELA SBAC from 2018 to 2019.
- ❖ Objective 2: Overall increase in students scoring 60 percentile or higher by 10% in MAP reading from fall 2019 to fall 2020.
- ❖ Objective 3: Growth percentile increase by 15% in EL/ Hispanic population by 2020 Spring SBAC scores.

Action Steps:

1. A Montessori coaching model will be implemented providing direct support for each teacher in meeting goals. Engagement data gathered through ongoing observations and reflective meetings as well as formative and summative assessment data will be used to target specific student intervention. This supports Tier 1 instruction in all classrooms.
2. Teachers are expected to track lessons practiced and mastered daily and be able to provide this information to administrators and parents at any time for every child in the classroom. K-6 teachers use Transparent Classroom to track Montessori lessons. **GOAL MET**
3. The LS will provide direct and indirect support to K-6 teachers. This will include parent outreach events, conferences, and a parent lending library matched to a student's reading level.
4. Targeted intervention based on analysis of MAP reading data for students who score below the 60th percentile in reading per level through SMART goals.
- 5) Continued training and PLC data team discussion disaggregating MAP data in reading.
- 6) Continued consultation with Montessori In the Public Sector organization which includes monthly phone conferencing and 2 site visits throughout the school year.
- 7) Two professional development sessions from WCSD ELL Department will include targeted topics of a better understanding of language development, general support for language learners and learning about the English Language Development Standards. **GOAL MET**

Goal 2: Improve student achievement in **MATH** K-8 by 10% as measured by student growth and proficiency in alignment with the Nevada Schools Performance Framework with special emphasis placed on the EL and Hispanic student population.

- ❖ Objective 1: To ensure a 5-10% increase in the number of students who meet or exceed their projected RIT score on MAP math.
- ❖ Objective 2: Increase the number of students who will reach the 60% or higher using data from Fall 2019 to Spring 2020.
- ❖ Objective 3: Increase the number of students at a Level 3 or 4 on the Math SBAC by 10% from Spring 2019 to Spring 2020.

Action Steps:

- 1) Freckle Online training was conducted on September 15th. The program will be used as a primary math intervention for students scoring below 60% in math.
- 2.) Continued training and PLC data team discussion on formative assessments including MAP, Aimsweb and classroom assessments.
- 3) Teachers will use the language and vocabulary of Common Core Math during instruction and students will use this language and vocabulary in their learning.
- 4) Teachers will lesson plan with Transparent Classroom program through the CCSS lens which aligns the Montessori lessons each student needs according to their MAP data.
- 5) 7th and 8th grade students scoring above 80% on fall MAP will be given the opportunity to take an online Algebra course.
- 6) Continued consultation with Montessori In the Public Sector organization which includes monthly phone conferencing and 2 site visits throughout the school year.
- 7) Two professional development sessions from WCSD ELL Department will include targeted topics of a better understanding of language development, general support for language learners and learning about the English Language Development Standards. **GOAL MET**

Goal 3: Students and their **parents/guardians** may not fully understand Montessori education and how to support their child in a non-traditional learning environment and our EL population needs to receive information in their native language and feel welcome in our community.

- ❖ Objective 1: We will conference with 100% of our families at fall and spring conferences using MAP data to guide discussions and set academic goals for students. **FALL CONFERENCES 100%**
- ❖ Objective 2: To ensure a median Growth Percentile (SGP) of 5-10% above our baseline data and reduce the achievement gap for our FRL, ELL, and IEP students by 3-5%.
- ❖ Objective 3: We will utilize our MAP data to ensure student growth (3-5%) and the reduction of achievement gaps (3-5%).

Action Steps:

1) Parent Seminar: It is a requirement of all families before enrollment that they must attend a parent seminar so they understand Montessori education at a basic level. Included in this, we invite current parents of children who are transitioning to the next level (K-1, 3rd-4th, 6th to 7th).

GOAL MET

2) Back to School Nights: We have 3 Back to School Nights, one for each level of school (prek-k, 1st-6th, 7th-8th). Information shared with families include Montessori education, school-wide and classroom expectations outlined in our parent/student handbook. Spanish interpreter are available at each seminar. **GOAL MET**

3) Parent Classroom Observations: We encourage and invite parents who are more interested in seeing what the Montessori learning environment looks like to observe a classroom for 30 minutes then be debriefed with a veteran Montessori teacher.

4) Fall and spring parent conferences.

5) Weekly family newsletters in English and Spanish.

6) School and community events: We have many events at the school which stress academics and build community.

7) Parent Education Nights: We plan on hosting 3 evening workshops designed to focus on student academic success. Vertical Teams will present information related to ELA, Math and Science.

8) Reading Strategy Parent Nights to provide methods, supplies and support for tiered students.

9) Continued consultation with Montessori In the Public Sector organization which includes monthly phone conferencing and 2 site visits throughout the school year.

SECTION 4: ACADEMIC, FINANCIAL, AND ORGANIZATIONAL VISION

HDMS continues to work diligently to plan for the future in the areas of academics, finances, and organization. In addition to the formal Strategic Planning HDMS participated in from 2017-2019, specific goals are outlined below.

Strategic Planning with Blueprint Collaborative

In November 2017, HDMS approached the Blueprint Collaborative (consultants) to implement a capital campaign to assist the school in their efforts to better utilize their physical space. It was determined that HDMS would benefit from a strategic plan, not only to support a capital campaign process, but also to align the work of the organization. The 2019-2024 HDMS strategic

planning process began in the summer of 2018 with a survey to staff, followed with forums with both staff and parents, conducted November of 2018. The forums were well-attended with 27 staff and 29 parents participating. Each group was provided a packet of questions designed to capture information related to the school's strengths, weaknesses, as well as staff and parent short and long range visions for the future of the school, including the grounds, physical classroom, and building space. The completed questionnaires were analyzed using qualitative analysis methods to identify common themes:

1. Outreach and Engagement
2. Academics and Education
3. Facilities
4. Board

Workgroups were established to address each of the 3 themes with SMART goals defined. The Board of Directors became their own workgroup in order to identify and address Board-specific strategic priorities. Specific Goals include:

Outreach and Engagement

Goal 1: Ensure multiple opportunities are available for parents to engage with HDMS staff and other families.

- ❖ Objective 1: Increase attendance by 5% cumulatively, across all school events each year between 2019-2024.
- ❖ Objective 2: Develop of a HDMS webpage for current students and families to provide links and resources by January 31, 2020.
- ❖ Objective 3: Host Parent Learning Experiences at least four times per year with 50% of parents from each classroom participating at least one experience per year.
- ❖ Objective 4: By October 2019, the preferred type of communication will be identified and streamlined through the development and implementation of processes and procedures. *(Goal met- texting information with links is the preferred form of communication)*

Goal 2: Build and strengthen relationships with educational institutions in Washoe County and Nevada.

- ❖ Objective 1: Starting in August of 2022, HDMS will host at least one collaborative event per year with nearby institutions in an effort to build a shared sense of community.
- ❖ Objective 2: By 2024, HDMS will partner with at least one like-minded Montessori institution to facilitate cross collaboration.
- ❖ Objective 3: By 2024, HDMS will host at least four informational events or classroom observations for WCSD leadership, board members, administrators and counselors to attend.
- ❖ Objective 4: By 2024, HDMS will engage with at least two higher education institutions to increase awareness about Montessori education.
- ❖ Objective 5: By 2024, HDMS will partner with at least one institution to enable increased funding for pre-K programs.

Goal 3: Establish working relationships with local, state, and/or federal advocates to affect legislation.

- ❖ Objective 1: Engage with at least one Montessori advocate by January 2020 to identify how to better actively advocate for policy.

- ❖ Objective 2: Identify and engage at least one local policymaker and one state policymaker each year beginning in October of 2020.

Goal 4: Increase engagement with local and regional community to improve awareness of and knowledge about Montessori.

- ❖ Objective 1: Increase public awareness of HDMS through formal outreach and advertising at three events each year from 2021 through 2025.

Goal 5: Utilize quantitative and qualitative data to inform and support the various objectives within the HDMS 2019 Strategic Plan.

- ❖ Objective 1: Develop database by June 1, 2020 to store and track HDMS student data on an annual basis, in order to assess high school graduation rates of HDMS alumni, college attendance, and career pathways.
- ❖ Objective 2: Prepare standard documents and presentations that support the goals and strategies identified in the Strategic Plan by June 1, 2020.

Academics and Education

Goal 1: Promote staff fulfillment and success to increase retention of Montessori-trained staff.

- ❖ Objective 1: Re-establish Vertical Teams by August 6, 2019 and utilize Vertical and Transitional teams quarterly every school year through 2024. *Math Vertical Team established and developed agreed upon outcomes (Math Talks, FRECKLE benchmarking, SBAC practice)*
- ❖ Objective 2: Develop a curriculum alignment from preschool through middle school to by subject (English, Math, Science, etc.). Going deeper into the standard to include lessons and basic skills to achieve success in the next grade. Define student expectations for each grade level. *Math Vertical has started this process.*
- ❖ Objective 3: Identify and implement Montessori professional development opportunities and resources needed for all staff through 2024.
- ❖ Objective 4: Utilize teaching assistants effectively through ongoing training and meetings throughout the school year through 2024.
- ❖ Objective 5: Reduce unnecessary time commitments required of HDMS staff to ensure more efficient use of time through 2024.

Goal 2: Evaluate student success with the goal of **HUMAN FLOURISHING**.

- ❖ Objective 1: By December 2020, HDMS staff, leadership and the board will define *human flourishing* at the forefront for the culture and mission of the school.
- ❖ Objective 2: By August 2021, HDMS staff, leadership and the board will develop an action plan to implement Montessori- based systems to evaluate student success. *Goal Met: DERS will be used as a quantitative measurement.*

Goal 3: Recruit Montessori trained staff.

- ❖ Objective 1: Develop and implement a recruitment plan

Board Development

Goal 1: To develop and maintain a sustainable budget that reflects our values (community, Montessori education, honesty and accountability).

- ❖ Objective 1: The HMDS Board's Finance Committee will conduct analysis and oversight of the budget on a quarterly basis (a minimum of four times per year) during the 2019-2022 school years.
- ❖ Objective 2: The HDMS Board's Finance Committee will develop a financial dashboard by August 1, 2019, to be updated and shared with Board and administration on a monthly basis during the 2019-2022 school years. **Five year projections have been calculated.**
- ❖ Objective 3: The HDMS Board will require all board members to demonstrate a baseline level of knowledge related to the budget, to be measured by their verbal acknowledgement that they have reviewed materials and they have the ability to effectively vote on budget matters at meetings.
- ❖ Objective 4: By August 1, 2019, the HDMS Board will develop and maintain financial policies, to be reviewed annually. **GOAL MET**
- ❖ Objective 5: By August 1, 2019 the Board will conduct sustainability study that includes capital improvements and analysis of facility needs, resulting in the establishment of a reserve fund which will be in place between 2019-2022. **GOAL MET**

Goal 2: To provide guidance and feedback to principal and administration, in order to empower principal and annually evaluate performance.

- ❖ Objective 1: The HMDS Board will evaluate the principal on an annual basis.

Goal 3: To hire new principal when the position is vacant.

- ❖ Objective 1: The HDMS Board will hire a new principal based on criteria developed for the position, if/when the position is vacant.

HDMS Financial Goals

Goal 1: To continue to finalize the sale of the 2025 Orovada building and vacant lot to reduce the overall debt of the school and reduce the amount of property the school owns by March 2020.

Goal 2: To use reserve funds and profits from the sale of properties to partially renovate the 1 story 2025 Silverada interior and exterior by May 2020.

Goal 3: To continue to work with Redhook's finance department in borrowing funds for the complete renovation of the 3 story 2005 Silverada building. Continue to work with Redhook's team as they project manage through the process through 2022.

Goal 4: To continue to work with the Invest Nevada program which could help forgive some of our overall renovation costs using New Market Tax Credits through 2022.

Goal 5: To purchase back our 3 story building from Redhook within 3-5 years of the complete renovation of the 3 story 2005 Silverada by 2025.

Goal 6: To fundraise and embark on capital campaigns to pay off renovation debt by 2025.

Goal 7: To continue to increase enrollment per our projections on the 5 year plan through 2025.

HDMS Academic Goals

Goal 1: Continue to adhere to the highest Montessori standards as evidenced through the Essential Elements Rubric through consultation with the National Center for Montessori in the Public Sector, giving the school quantitative data on academic strengths and areas of growth annually through 2025.

Goal 2: To continue to work towards the goal of having 95% or higher of our teachers completing Montessori certification through AMI or AMS through 2025.

Goal 3: Continue to increase HDMS' STAR rating according to the NSPF with special considerations to our sub-populations (EL, IEP, FRL, CIT) through 2025.

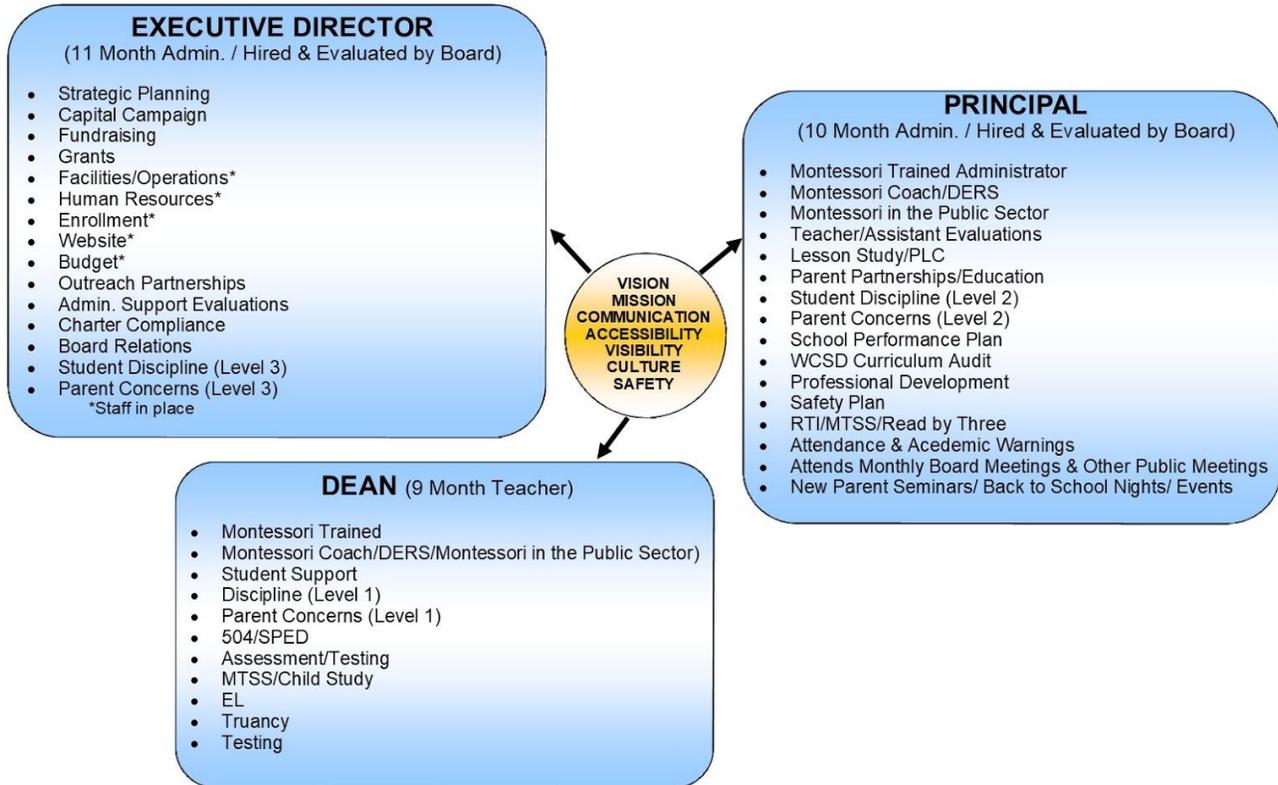
Goal 4: Increase scores on the DERS (Developmental Environmental Rating System) through classroom observations by trained Montessori DERS Coaches either internally or through outside consultants through 2025.

HDMS Organizational Goals

Goal 1: To hire two leaders for the school; a principal and executive director, through a new organizational structure which allows 2 people to divide the major responsibilities of the school and therefore becoming a more efficient organizational structure by 2022.



HDMS ADMINISTRATIVE RESTRUCTURING



The Principal is the instructional leader of the school in a dual-administrator model, which includes a full time Executive Director/Dean of Students, in addition to a full time Principal. The Principal of HDMS is first and foremost responsible for supporting curriculum and instruction through Montessori pedagogy and tenets. It is preferred that the Principal has a background in Montessori through an accredited Montessori program. Other key responsibilities include teacher evaluations and Montessori coaching, lesson study and PLC development to support Tier I instruction, oversees the MTSS process which provides academic or behavioral support to students at risk, including those in sub-populations, parent and community outreach, level 2 student discipline or parent concerns, and adhering to charter school requirements such as testing and school performance plan.

The Principal will work with the Executive Director/Dean of Students in their responsibility for the student body. The Principal is expected to know and practice excellent leadership, supervisory, and administrative skills and to use independent judgment and decision-making as needed for daily school operations. The position answers directly to the Board of Directors.

Minimum Requirements

- Master's degree in the field of education;
- Five years of teaching experience;
- Three years of administrative experience (preferred);

- Current Nevada administrator license; or eligibility to obtain one

The Executive Director is the chief administrative leader in HDMS' dual-administrator model, which includes a full time Principal/Dean of Students, in addition to a full time Executive Director. The Executive Director of HDMS is responsible for school operations including staffing, staff evaluation, budget, facilities, programs, community outreach, fundraising, overall school direction and vision. The Executive Director will work with the Principal/Dean of Students in their responsibility for the student body. The Executive Director is expected to know and practice excellent leadership, supervisory, and administrative skills and to use independent judgment and decision-making as needed for daily school operations. The position answers directly to the Board of Directors.

Minimum Requirements

- Master's degree in the field of education;
- Five years of teaching experience;
- Three years of administrative experience (preferred);
- Current Nevada administrator license or eligibility to obtain on

Goal 2: To continue to work with Montessori in the Public Sector for overall strategic planning through consultation using the Essential Elements rubrics which provide quantitative data annually through 2025.

Goal 3: To continue to recruit teacher candidates by working in partnerships with local university education programs and retain our Montessori credentialed teachers through 2025.

Goal 4: To reduce the debt of our facilities renovation through a capital campaign and fundraising and increase resources to classrooms and students. To hire an executive director during the 2020-2021 to work on this goal directly through 2025.

Goal 5: To continue to expand the Board of Directors which allows for a wider variety of stakeholders to be involved with our school community. We currently have 6 board members and can have up to 11 per our bylaws. Areas of expertise needed include law, fundraisers, construction management, business, and educators. Adding 1 or 2 new members annually would help us to achieve our goal by 2025.

SECTION 5: FACILITY IMPROVEMENTS

HDMS is constantly in a state of facility improvements. Since the last charter renewal in 2014, HDMS refinanced the 2590 Orovada building with CDFI, purchased the vacant lot between our 2 building with Building Hope, and obtained ownership of both Silverada properties from ACORN Corporation. We received our 501c3 in 2015, therefore dissolving our supporting organization, Mentors of Montessori, and took ownership of the properties. Through the middle school "EcoStudents" project, we partnered with another 501 c 3 called Sustainable Nevada. Our middle school students researched, designed, and vetted through ideas for the ideal "Green" school

which incorporated indoor and outdoor environments. The goal of which was to have a Platinum LEED Certified campus. [See APPENDIX D.1 for LEED Certification information.](#)

Our continued partnership with Sustainable Nevada brought professional architects and landscapers, as well as TMCC's Architecture Program to HDMS. These college students and professionals worked with staff and middle school to continually develop design concepts for our future school. In 2017 HDMS applied for Green Ribbon Status as a school through the Nevada Department of Education and was awarded the distinction of being the first Green Ribbon School in the state of Nevada. [See APPENDIX D.2.1 and APPENDIX D.2.2 for Green Ribbon School information.](#)

In late 2017 HDMS partnered with Blueprint Collaborative to develop a strategic plan with the first goal of expanding our facilities. HDMS has been at or above capacity as demonstrated through enrollment data with student wait lists at all levels. After much discussion with Blueprint Collaborative, and vetting through our options, it was decided that we needed to sell some of our properties with the goal of developing a unified campus using the properties on Silverada Boulevard.

In 2018 we listed the 2590 Orovada and vacant lot properties with Coldwell Banker. Another charter school was interested in purchasing the Orovada property and was working with a company based out of Los Angeles called Redhook. The HDMS Facilities Committee reached out to Redhook to see if a possible partnership could occur. After much discussion, it was decided to move forward with Redhook as they could oversee the project management, provide financing, and work with HDMS on a construction timeline which would limit transitions for staff and students.

HDMS provided WCSD with all agreements in advance of HDMS Board approval for their legal department to review. [See APPENDIX D.3.1 and APPENDIX D.3.2 for approval letters from WCSD.](#)

As of January 2020, the 2590 Orovada building is in Escrow, HDMS has accepted an offer on the vacant lot, and Redhook is completing all the due diligence work which leads up to construction including reports on structure, mechanical, led, asbestos, and city permitting.

Preliminary Project Design Schedule for 1 story 2025 Silverada is below. [See APPENDIX D.4 for more details on the Project Design Schedule.](#)

December 9-January 10	Architectural/Consultant Team Investigations and Contracts
Jan. 13- Feb. 6	Schematic Design
March 2-April 10	Construction Documents
April 13-May 22	Agency Review/Permitting
May 24- June 5	Final Review/Permitting
June 6-July 31	Construction

[See APPENDIX D.5.2, APPENDIX D.5.3 and APPENDIX D.5.4](#) for interior and outdoor concept renderings.

HDMS Facilities Specific Goals

Goal 1: To create a beautiful, safe, accessible, and diverse unified campus which supports the needs of our school by allowing for a high quality Montessori focused school environment which blends the indoors and outdoors for students, staff, parents and the larger community.

- ❖ Objective 1: Reduce debt by selling off property by February 2020
- ❖ Objective 2: Reduce the amount of property the school owns by February 2020
- ❖ Objective 3: Unify the campus to the Silverada properties by August 2022
- ❖ Objective 4: Contract with professionals to redesign the current Silverada properties at 2025 and 2005 Silverada Boulevard; determine timelines in collaboration with architects, engineers, and project managers in collaboration with Redhook. Projected completion of 1 story renovation is July 2020, projected renovation completion of 3 story building is 2021 or 2022.

SECTION 6: CHANGES SINCE INITIAL CHARTER

Since the original charter in 2002, HDMS has remained true to the mission and vision of the charter by providing our community with a Montessori focused free educational choice option for K-8 students throughout our community. We have made many changes as the school as it grew to meet our needs. These changes have spearheaded the school towards its 18th year and 4th charter renewal with WCSD.

Positive Changes

- ❖ HDMS has grown from 40 to 400 students over the past 17 years, which is a true testament to the need for this educational option in Northern Nevada.
- ❖ HDMS continues to hire and send teachers to the highest accredited Montessori training centers; AMI and AMS.
- ❖ HDMS continues to have extensive wait list at every level of families interested in joining our school community.
- ❖ The longitudinal data of current 8th graders demonstrates strong academic growth across all sub-populations.
- ❖ HDMS employs 50 staff members including 43 teachers and assistants working directly in classrooms with students and 7 administrative support team members including a school principal/director.
- ❖ HDMS continues to ensure that each classroom is equipped with a full complement of quality Montessori materials which support our pedagogy, curriculum, and instruction.
- ❖ HDMS continues to work with outside Montessori consultants to ensure our school remains strong within the major principles and tenets of Montessori.
- ❖ HDMS continues to adhere to Montessori tenets such as differentiated instruction, multi-age classrooms, and the teachers ability to be a scientific observer and assessor

within the classroom who guides students towards growth academically, socially, and emotionally.

- ❖ HDMS continues to hold parent seminars and workshops to help them better understand how to support their child who attends a Montessori school.
- ❖ HDMS continues to have strong student attendance rates and low disciplinary issues as compared to WCSD.
- ❖ HDMS continues to have strong results in the annual WCSD Performance Audit, ranking compliant for the last 8 years.
- ❖ HDMS overall has a 3 star NSPF ranking showing nice areas of student growth in both ELA and Math.
- ❖ HDMS' sub-populations continue to demonstrate growth higher than WCSD on the NSPF.
- ❖ HDMS was granted a 501 c 3 in 2015 allowing the school to own property.
- ❖ HDMS took ownership of our 2 buildings in 2015 and purchased a vacant lot.
- ❖ HDMS is selling properties to reduce debt and embarking on an exciting school renovation project which will result in a safe, beautiful, and unified campus.
- ❖ HDMS' Board of Directors continue to volunteer their time to support the school by hiring strong school leadership and ensuring the school remains fiscally sustainable.
- ❖ HDMS continues to work with WCSD Office of School Improvement to formulate school goals and objectives related to student achievement in ELA, Math, and parent engagement.
- ❖ HDMS has worked with Blueprint Collaborative to establish goals related to outreach, academics, finances, facilities expansion, enrollment, and board development.
- ❖ HDMS participated in the Nevada Ready Grant for 2 years which provided free tuition to qualifying 4 year olds into our preschool program.

Areas Of Continued Growth

- ❖ HDMS has consulted with the Office of School Improvement and Assessment Department to develop a plan to increase our NSPF star rating at the elementary level, especially in the area of math and science. The Math Vertical Team continues to work towards preparing our students better for the SBAC by providing more explicit practice with SBAC like questions. Our goal is to continue to increase our overall star rating to at least a solid 3 or higher.
- ❖ HDMS continues to work with the WCSD EL Department in terms of professional development of how to best support our EL learners. Our goal is to increase the number of teachers with EL endorsements as well as the number of students making adequate progress on the SBAC and ACCESS state tests.
- ❖ In an effort to expand the school size, HDMS took on additional debt in the form of real estate. Without the funds to complete renovations or build on the empty lot, HDMS had additional debt. In 2017, after much vetting, it was decided that HDMS would unify the campus by moving the entire school to the Silverada properties which includes 53,000 of interior space located on 3 ½ acres. Currently the Orovada building is in ESCROW and vacant lot is in the due diligence period with an accepted offer by the school.
- ❖ As stated in the sections regarding finances, strategic planning and facilities expansion, HDMS has acquired property since the last charter renewal with the goal of facilities

expansion to meet the ever demanding needs of families interested in joining our school community and unifying our campus.

- ❖ HDMS will continue to partner with local universities providing interns and practicum students with educational experiences in a Montessori setting.
- ❖ HDMS will continue to recruit teacher candidates through job fairs, conferences, and Montessori contacts such as training centers with AMI and AMS.
- ❖ HDMS would like to establish a more formalized scholarship program which would assist with tuition for 3 and 4 year olds and help to diversify our program. Currently our program is tuition based. We also have several families who utilize funding through the Children's Cabinet to offset tuition for 3 and 4 year old aged students.

Challenges

- ❖ **Infant/Toddler Program:** In an effort to work towards the vision for the school of providing an infant through 12th grade program, HDMS opened an infant/toddler program in 2013 in the 2025 Silverada building and in working with Washoe County Social Services. The program remained full with quality care given to these very young children. Many staff members took advantage of having this program on site which allowed much comfort for our working mothers. The program become problematic with high staff turnover and financial feasibility. HDMS closed the program in June 2018.
- ❖ **9th Grade:** In August 2016 HDMS started a 9th grade program with 12 students. The reason for embarking on the goal was to allow for our middle school program to encompass a full 3 year cycle, like the other levels within the school. Outside Montessori consultants had recommended this change so that the middle school would become a true "Montessori Adolescent" program. After 2 years, it became obvious that the feasibility of running a high school program was problematic. Obstacles were numerous but included not having teachers on site with the correct educational licenses to meet the requirements of 9th grade credit and having to use online classes through the distance education format. With such a small number of students the benefits of having a high school program at HDMS is not feasible at this time. The ultimate goal for HDMS is to have an infant through 12th grade school but that plan will be considered again in the far future.
- ❖ **Nevada Ready Grant:** HDMS participated in the grant for 2 years which provided free tuition to qualifying 4 year olds. We continued to have major challenges with the financial and academic requirements of the grant and decided to cease our participation. Our goal is to establish an internal scholarship program which will help with tuition costs for our 3 and 4 year old families.
- ❖ **Leadership Change:** The change in leadership during the 2018-2019 school year had its challenges resulting in the school rethinking its larger organizational structure. The school will be hiring a new Principal for the 2020-2021 school year and an Executive Director for the 2021-2022 school year. These changes will help the school be more efficient.

SECTION 7: ADDITIONAL INFORMATION

WCSD Climate Surveys

See APPENDIX E.1 [Staff Climate Survey](#) and APPENDIX E.2 [Student Climate Survey](#) for the most current WCSD Climate Surveys.

HDMS January 2020 Climate Survey

In January of 2020, HDMS performed a Climate Survey for all current families. With over 260 responses collected, the results were overwhelmingly positive.

<i>On average, how happy is your child to come to school each day (PK3-8th)</i>	8.4 / 10
<i>How happy are you with your child's classroom (PK3-8th)</i>	8.9 / 10
<i>How satisfied are you with your child's overall education (PK3-8th)</i>	9.0 / 10

HDMS Board of Directors - Letter of Support

High Desert Montessori School Board of Directors

Charter Renewal Statement of Support

January 30, 2020

It is with great pride that the HDMS Board of Directors expresses total support for the Charter Renewal Application that has been prepared for submission to the WCSD Board of Trustees in January of 2020. This application not only chronicles growth and expansion over the last six years, but it also captures an era of educational advancements that we can all be proud of.

HDMS student growth has advanced from an original 40 students to a steady population of about 400 students for the last five years. We have expanded from one building to two buildings with plans for remodeling a third building at 2005 Silverada Boulevard as well as the 2025 Silverada building to become a unified campus on Silverada Boulevard. With some challenges to adding a birth to 2 ½ year program and 9th grade, we have maintained our program to an exceptional age 3 years to 8th grade Montessori curriculum. We would still consider the birth to 2 1/2 year program and 9th grade again in the future.

The hallmark of effective schools is well-trained teachers. To this end, the HDMS Board of Directors have authorized \$50,000 - \$60,000 per year to provide Professional Development (PD) to our teaching staff and instructional aides. These funds have supported AMI (Association of Montessori Internationale) and AMS (American Montessori Society) training institutes, internal PD activities, aide workshops, staff trainers, and conference attendance.

Beginning in the spring of 2018 and ongoing, we have utilized the support of the National Center for Montessori in the Public Sector (NCMPS) to assist the School and the teachers in perfecting their classrooms and assessment opportunities for students at all levels. The focus of most training sessions has been on Montessori Methods, Common Core and Next Generation Science Standards, and effective teaching strategies. There has also been a focus on EL training and effective strategies for those students in need.

Educators in the HDMS community must pay attention to accountability measures that are systematic and noteworthy. Some of these measures are cited below:

- ❖ Parent and Teacher surveys have been VERY positive about the school climate.
- ❖ Student growth rates and community waiting lists speak well of public opinion about the school.
- ❖ The 2019 National Center for Montessori in the Public Sector evaluation of the school and classrooms was VERY valuable and assisted the different levels to go from developing to high functioning from Spring 2019 to Fall 2019.
- ❖ Introduction of the Developmental Environment Rating Scale (DERS) as a measure of teacher instruction in the classroom environment.
- ❖ The Nevada Schools Performance Framework (NSPF) Star Rating has remained relatively steady at a 2 for Elementary School and a 3 for Middle School, with an overall rating of a 3 for the school. Staff has responded to the challenges by strengthening the MTSS process, increasing intervention resources, providing focused interventions with Mathematics and Reading, and focusing staff development on the blend between Common Core teaching and the Montessori principles. Dynamic measures to assess student learning have been introduced throughout the course of instruction.
- ❖ HDMS supports the Sub-Populations with additional resources from Special Education, MTSS, SB 178, and Nevada KIDS Read grants. In addition, PLC and PD provide targeted discussions related to data and student growth.
- ❖ Members of the HDMS community can be very proud of the progress we have made in the past six years to strengthen our institution and improve educational services to children. Some of the major initiatives that have been developed by our staff and wholeheartedly endorsed by the Board include:
- ❖ Improving our financial stability has been a major thrust of the Board and administration. As mentioned in the application, we have come a long way in this domain and are proud of the systems we now have in place to provide oversight and careful decision-making in this very important domain.
- ❖ The HDMS staff have invested a great deal of time devoted to the dissemination of knowledge about Montessori principles in our community. Almost all PTO, Board, and staff meetings have a time allotment planned for Montessori training.
- ❖ The commitment of time, resources, and quality teaching to our SIP is impressive. The number of students needing extra assistance to meet proficiency has increased as our

student demographics have changed. Nevertheless, we have increased our efforts to improve the learning of ALL students. We expect our Star rating to improve this year.

- ❖ The HDMS community has made a commitment to expand and consolidate the campus to one site at 2005 and 2025 Silverada Boulevard, and to sell the Orovada site and the vacant lot. During the next 3 – 5 years, we will be involved in renovating both Silverada buildings. The 2025 Silverada building will begin renovations during the summer of 2020, followed by the renovation of the 2005 Silverada building which will take 3 – 5 years.

The Board of Directors of the High Desert Montessori School wholeheartedly endorses this application for Charter Renewal.

APPENDIX

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A.1 [Montessori Teacher Training Contract](#)

A.2 Reports by Montessori Consultants (A.2.1, A.2.2, A.2.3)

A.2.1 [Laurie Ewert Krocke- Montessori Consultant Report September 2013](#)

A.2.2 [David Kahn- Montessori Consultant Report December 2015](#)

A.2.3 [Montessori In the Public Sector Report April 2019](#)

A.3 [Progressive Discipline Plan 19-20](#)

APPENDIX B SECTION 2: PERFORMANCE REPORTING

B.1 WCSD Performance Audits (B.1.1,B.1.2, B.1.3, B.1.4)

B.1.1 [WCSD Performance Audit 18-19](#)

B.1.2 [WCSD Performance Audit 17-18](#)

B.1.3 [WCSD Performance Audit 16-17](#)

B.1.4 [WCSD Performance Audit 15-16](#)

B.2 NSPF Reports (B.2.1, B.2.2, B.2.3, B.2.4, B.2.5, B.2.6)

B.2.1 [NSPF 18-19 Elementary](#)

B.2.2 [NSPF 18-19 Middle](#)

B.2.3 [NSPF 17-18 Elementary](#)

B.2.4 [NSPF 17-18 Middle](#)

B.2.5 [NSPF 16-17 Elementary](#)

B.2.6 [NSPF 16-17 Middle](#)

B.3 [HDMS Financial Policies](#)

B.4 CPA Auditors Reports (B.4.1, B.4.2, B.4.3, B.4.4, B.4.5)

B.4.1 [CPA Auditors Reports 2019](#)

B.4.2 [CPA Auditors Reports 2018](#)

B.4.3 [CPA Auditors Reports 2017](#)

B.4.4 [CPA Auditors Reports 2016](#)

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B.5 [5 Year Financial History](#)

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B.8 [HDMS Board Bylaws](#)

B.9. [HDMS Teacher Salary Scale](#)

B.10 [HDMS Classified Salary Scale](#)

B.11 [HDMS Employment Contract](#)

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C.1.9 [7th & 8th Grade ELA](#)

C.1.10 [Upper-El-Scope-and-Sequence](#)

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C.1.12 [Upper El Recommendations & Goals](#)

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C.1.16 [Kindergarten Curriculum Audit](#)

C.2 [National Center Essential Elements](#)

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C.3.3 [DERS Report Combo Class](#)

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C.3.5 [DERS Level Report](#)

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