




Bluffview Montessori School



District Advisory Committee
12/12/24



Bluffview Montessori School

Vision Statement

Empowered learners unfolding their full potential as whole and unique persons in a global community.

Mission

Bluffview Montessori School empowers self-directed learning through a materials-based Montessori curriculum that encourages independence and natural curiosity. Bluffview cultivates learners' deep respect for self, community, and a peaceful environment, while nourishing the intrinsic desire for academic, civic, and personal fulfillment.

Learning Targets

- Understanding that I have the right to openly ask questions/seek answers and provide “recommendations to the School Board regarding rigorous academic standards, student achievement goals, district measures and program evaluations
- Knowledge of the basic tenets of ESSA
- I can describe a general understanding of how Bluffview is performing in the eyes of the Minnesota Department of Education
 - I can find and use the *Minnesota Report Card* on the MDE website
- I can explain what Fastbridge is, why we do it, and how it fits into the bigger picture including the new Read Act
- I can explain why Bluffview Peer Learning Communities are completing science alignment, and moving to english language arts in the spring
- I have a basic understanding of what MTSS/MnMTSS is and how it looks at Bluffview
- I have a basic understanding of the World’s Best Workforce document and its purpose
- I can engage in discussions on the Minnesota Department of Education’s concept of “Educational Equity” and how that looks at Bluffview

Committee Role

- The District Advisory Committee is to engage the community in active participation in all phases of planning and improving the instruction and curriculum affecting state and local standards.
 - The committee shall provide recommendations to the School Board regarding rigorous academic standards, student achievement goals, district measures and program evaluations.
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Every Child Succeeds Act (ESSA)



Academic Achievement

The number of students at the “Meets Standards” or “Exceeds Standards” achievement levels divided by all students in tested grades. Calculated separately for **math** and **reading**.



Progress Toward English Language Proficiency

The average progress English learners made toward individual growth targets on the ACCESS for ELLs test.



Academic Progress

A score based on students’ achievement levels from one year to the next. Calculated separately for **math** and **reading**.



Graduation Rates

The percentage of students who graduated in four years and seven years.



Consistent Attendance

The percentage of students attending more than 90% of the days they are enrolled.

The 3 Stage Decision Process for School Identification

Stage 1

Math Achievement

Reading Achievement

Progress Toward English
Language Proficiency

-We are not evaluated on
ELP due to the small
sample size.

Stage 2 (Elementary/Middle)

Math Progress

Reading Progress

Stage 2 (High)

Four-Year Graduation

Seven-Year Graduation

Stage 3

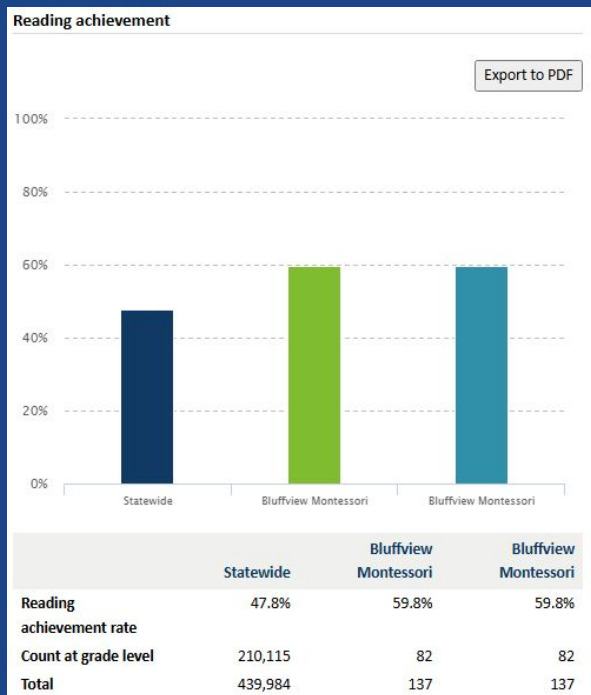
Consistent Attendance

Bottom 10% of
schools-Bottom 5% of
schools are identified
for mandatory
support. Schools at
5%-10% identified for
targeted support.

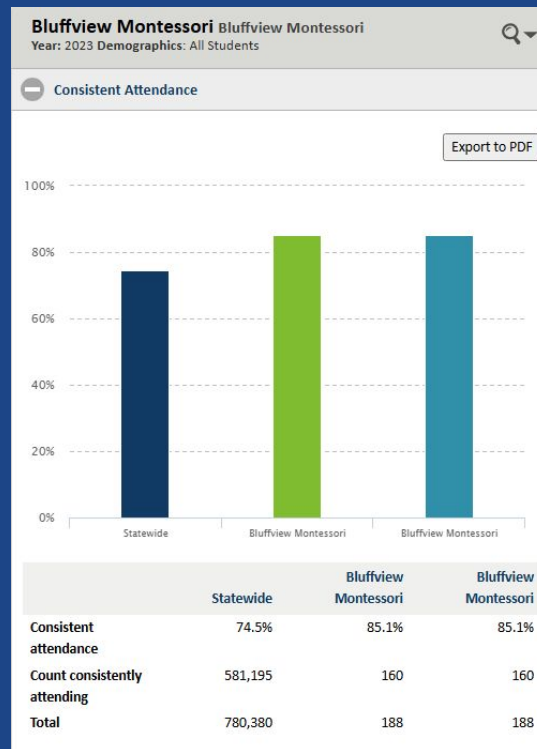
Indicators-NorthStar Reporting System (MDE)

[View MN Report Card on MDE website](#)

Indicator 1-Academic Achievement (24 MCA)



Indicator 3-Consistent Attendance (23-24)



Minnesota Report Card

Minnesota Comprehensive Assessment (MCA)

<https://education.mn.gov>

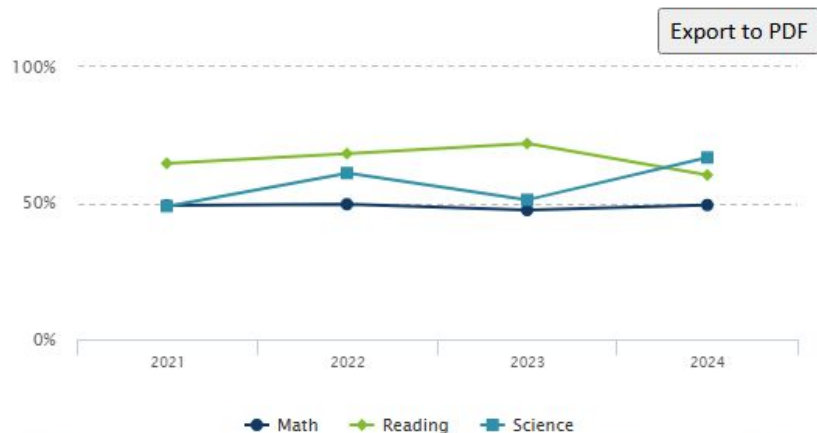
-Data Center

-Minnesota Report Card

Trends

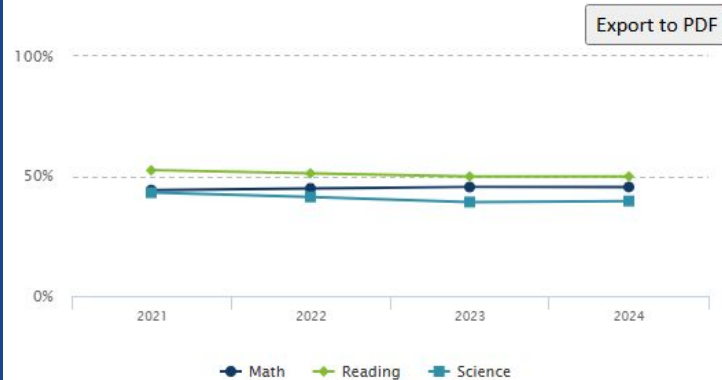
Bluffview vs Statewide

The number of students meeting standards in math, reading, and science over time



Subject	2021	2022	2023	2024
Math	49.2% (64)	49.6% (67)	47.4% (64)	49.3% (67)
Reading	64.6% (84)	68.1% (92)	71.9% (97)	60.3% (82)
Science	48.9% (22)	61.0% (25)	51.2% (21)	66.7% (28)

The number of students meeting standards in math, reading, and science over time



Subject	2021	2022	2023	2024
Math	44.2% (151,584)	44.8% (184,441)	45.5% (185,123)	45.5% (188,981)
Reading	52.5% (185,577)	51.1% (216,813)	49.9% (207,911)	49.9% (211,896)
Science	43.1% (58,816)	41.3% (71,945)	39.2% (67,348)	39.6% (69,918)

MCA comparison Spring 2023 to Spring 2024

MCA (% proficient)	BMS	MN / State	WAPS	La Crescent Mont
2024 Math	49.3	45.5	35.2	30.6
2023 Math	47.4	46.0	39.1	38.4
Change	1.9	-0.5	-3.9	-7.8
2024 Reading	60.3	49.9	36.3	52.8
2023 Reading	71.9	49.9	41.1	73.0
Change	-11.6	0	-4.8	-20.2
2024 Science	66.7	39.6	29.7	CTSTR
2023 Science	51.3	39.2	32.1	50.0
Change	15.4	0.4	-2.4	NA

*WAPS (Winona Area Public Schools) and La Crescent Montessori are our comparable schools for our authorizer evaluation process.

MCA comparison Spring 2022 to Spring 2023

MCA (% proficient)	BMS	MN / State	WAPS	La Crescent Mont
Math 23'	47.4	46.0	39.1	38.4
Math 22'	51.6	41.7	32.0	13.8
Change	-4.2	+4.3	+7.1	+24.6
Reading 23'	71.9	49.9	41.1	73.0
Reading 22'	69.3	48.6	37.6	62.1
Change	+2.6	+1.3	+3.5	+10.9
Science 23'	51.3	39.2	32.1	50.0
Science 22'	61.0	41.3	34.6	CTSTR
Change	-9.7	-2.1	-2.5	NA

FastBridge: universal screening tool

Conducted each fall, winter, and spring in math and reading. Behavior is done twice-late fall and spring. This data is the starting point for our **MnMTSS** programming

Fastbridge Screening: areading

Fall 2023 screening report



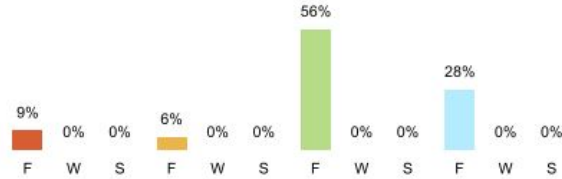
Fastbridge Screening: areading

Fall 2023-Spring 2024 Growth report



Fastbridge Screening: areading

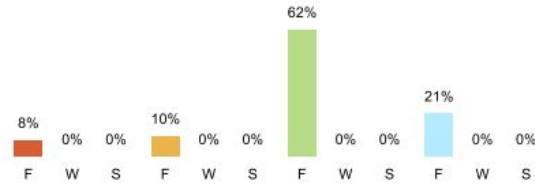
Fall 2024 screening report



Grade	Median Student			Fall Percentile Rank	
	Fall Score	Winter Score	Spring Score	District Score	National Score
TWO	<div> <div>20</div> <div>20</div> <div>44</div> <div>16(%)</div> </div>	(%)	(%)	50	50
THREE	<div> <div>12</div> <div>4</div> <div>64</div> <div>20(%)</div> </div>	(%)	(%)	50	56
FOUR	<div> <div>8</div> <div>8</div> <div>67</div> <div>17(%)</div> </div>	(%)	(%)	49	64
FIVE	<div> <div>4</div> <div>0</div> <div>73</div> <div>23(%)</div> </div>	(%)	(%)	50	62
SIX	<div> <div>4</div> <div>4</div> <div>31</div> <div>61(%)</div> </div>	(%)	(%)	50	89
SEVEN	<div> <div>17</div> <div>6</div> <div>44</div> <div>33(%)</div> </div>	(%)	(%)	49	71
EIGHT	<div> <div>0</div> <div>0</div> <div>67</div> <div>33(%)</div> </div>	(%)	(%)	49	73

Fastbridge Screening: amath

Fall 2024 screening report

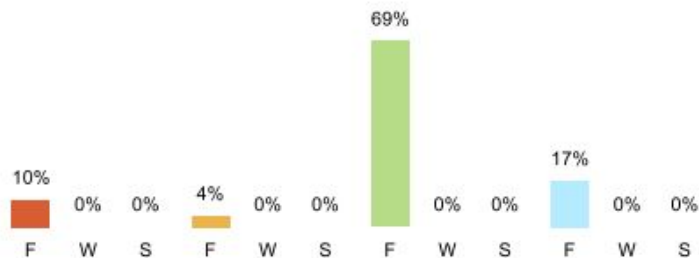


Grade	Median Student			Fall Percentile Rank	
	Fall Score	Winter Score	Spring Score	District Score	National Score
TWO	12 24 48 16(%)	(%)	(%)	50	49
THREE	12 0 68 20(%)	(%)	(%)	50	59
FOUR	4 21 54 21(%)	(%)	(%)	49	59
FIVE	15 8 69 8(%)	(%)	(%)	50	46
SIX	0 9 61 30(%)	(%)	(%)	50	70
SEVEN	0 5 69 26(%)	(%)	(%)	50	65
EIGHT	5 0 67 28(%)	(%)	(%)	49	60

Fastbridge Screening: Early Math

Fall 2024 screening report

Scores Of Students In Group By Normative Categories: ?

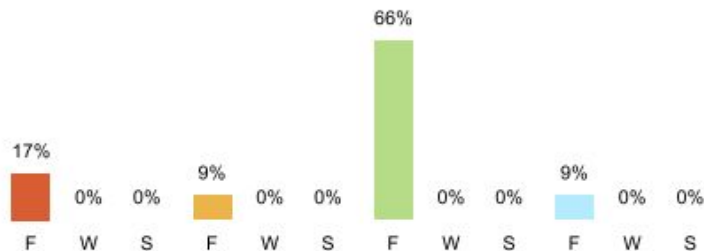


Grade	Median Student			Fall Percentile Rank	
	Fall Score	Winter Score	Spring Score	District Score	National Score
KG	<div> <div>8</div> <div>0</div> <div>71</div> <div>21(%)</div> </div>	(%)	(%)	49	62
ONE	<div> <div>13</div> <div>8</div> <div>67</div> <div>12(%)</div> </div>	(%)	(%)	49	56

Fastbridge Screening: Early Reading

Fall 2024 screening report

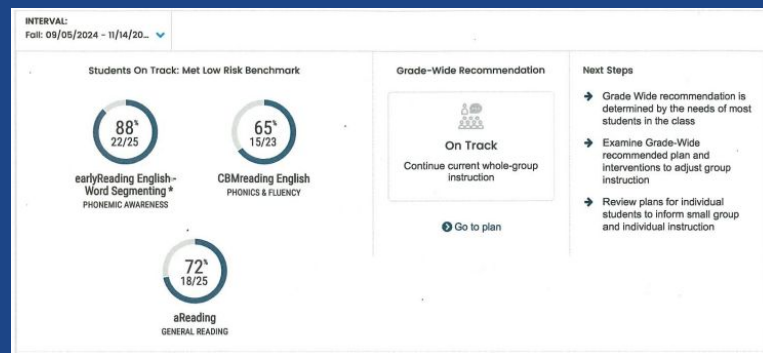
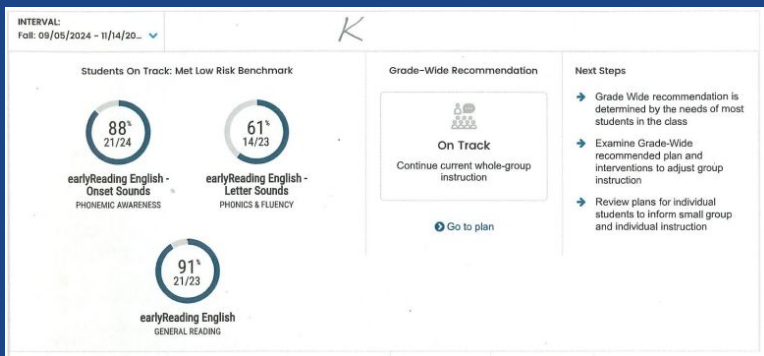
Scores Of Students In Group By Normative Categories: ?



Grade	Median Student			Fall Percentile Rank	
	Fall Score	Winter Score	Spring Score	District Score	National Score
KG	<div> <div>34</div> <div>0 0 91 9(%)</div> </div>	(%)	(%)	40	50
ONE	<div> <div>30</div> <div>33 17 42 8(%)</div> </div>	(%)	(%)	47	30


Fastbridge Screening: early reading

Fall 2024 K-3 screening to intervention reports





Peer Learning Communities (PLC)



What are they, and why do we have
them?



Peer Learning Communities

- PLCs (CH, E1, E2, Erd, Sped, Interventionists meet weekly)
 - 4 Guiding Questions
 - What do we want students to learn? (essential standards)
 - How will we know if they have learned? (team-developed common assessments)
 - What will we do if they don't learn? (systematic interventions)
 - What will we do if they already know it? (extended learning)
 - State Standards alignment (updated cyclically every 10 years) with Montessori curriculum
 - Currently science is wrapping up, english language arts will be starting
 - Ensure all standards are addressed with Montessori materials or practices
 - Develop Pacing Guides
 - Breaking down State Standards into "I Can" Statements
 - Develop Common Formative Assessments at each team level
- Vertical Montessori Philosophy/Curriculum Alignment with State Standards
- Additional focus in Tier 1 Instruction
- Supplemental Program-IXL for math, language

Minnesota Multi-Tiered Systems of Support (MnMTSS)

What is this and how does it look at
Bluffview?

Five Fundamental Concepts of MnMTSS

The MnMTSS framework consists of five fundamental components:



1. An infrastructure that provides a system in which people can work effectively and efficiently.
2. Family and community engagement that promotes authentic collaboration to support common values and equitable outcomes
3. Multi-Layered practices and supports that match intensity of services to level of student need.
4. Assessment tools with which to accurately and reliably collect information that aids decision making.
5. Data-based decision-making practices that consider the unique experiences of every population and drive continual improvement.

**These five components were selected based on a review of the published scientific literature on MTSS and educational equity; technical assistance centers from other states; MTSS implementation rubrics; and, the practical experience of work group members implementing MTSS.*

MnMTSS Committees at Bluffview



Bluffview has adopted this framework and changed/added administrative committees as we implement the MnMTSS framework:

- Assessment and Data Committee
- Academic Practices Committee
- Emotional Behavior and Support Committee
- Family and Community Engagement Committee
- MnMTSS Leadership Committee

Each committee has a clear purpose and directive. Two teacher leaders co-chair each committee. The MnMTSS leadership committee consists of the other committee leaders, working to get these committees functioning and communicating effectively and efficiently.

<https://www.bluffviewmontessori.org/school-board/committees/>

Minnesota Multi-Tiered Systems of Support MnMTSS

MnMTSS has three Tiers:

Tier 1 is Montessori classroom-wide instruction
in all subjects

Tier 2 Staff-Funded by Title I Federal Dollars

- Reading, Math & Behavior support
- Approximately 20th %ile - 35th %ile
- 60 minutes additional Direct Instruction/week
- Weekly Progress Monitoring
- Next step is Tier 3

Tier 3 Staff-Funded by ADSIS State Dollars

- Reading, Math & Behavior support
- Approximately 1st %ile - 20th %ile
- 100 minutes additional Direct Instruction/week
- Weekly Progress Monitoring
- Intervention Curriculum must be Evidence/Research Based
- Special Education is considered to be here as well-instructional times IEP dependent

Title I-Parent Engagement Policy

Reviewing and evaluating the parent and family engagement activities/programs:

- a. Identify barriers and the needs of parents and family members that keep them from participating in their child's education, especially the economically disadvantaged, disabled, limited English proficiency, or any racial or ethnic minority.
- b. Identify the needs of the Title I parents and family members to assist the learning of their children and the teachers and school staff.
- c. Identify strategies to support successful school and family interactions.

World's Best Workforce

<https://www.bluffviewmontessori.org/school-board/worlds-best-workforce-plan/>

READ Act

This is a Minnesota law from May of 2023 (Reading to Ensure Academic Development) that outlines the States plans for improving reading outcomes in k-12 schools. Here is a link to the Mn Department of Education website: [READ Act](#).

Parent Survey

Regularly issued in May of each year

[SY 23-24 Parent Survey Results](#)

Minnesota Department of Education

Educational Equity

Educational equity is the condition of justice, fairness and inclusion in our systems of education so that all students have access to the opportunities to learn and develop to their fullest potentials. The pursuit of educational equity recognizes the historical conditions and barriers that have prevented opportunity and success in learning for students based on their races, incomes, and other social conditions. Eliminating those structural and institutional barriers to educational opportunities requires systemic change that allows for distribution of resources, information and other support depending on the student's situation to ensure an equitable outcome.

Equity is different from equality. Equity is a principle that is based upon justness and fairness, while equality demands everyone be treated at the same level.

The Minnesota Department of Education is leading for educational excellence and equity. Every day for every one.

Ten Minnesota Commitments to Equity

*Creating equitable opportunities is dependent upon having inclusive policies and practices that **represent** all students, and providing each student increased **access** to and creating meaningful **participation** in high-quality learning experiences where each student realizes positive **outcomes**.*

1. **Prioritize equity:** Set and communicate a vision and targets for high outcomes for all students.
2. **Start from within:** Focus on leadership, diversity and inclusiveness.
3. **Measure what matters:** Use relevant and meaningful data. Hold each other accountable for equity.
4. **Go local:** Engage and develop leaders at all levels. Empower community partners in the continuous improvement work.
5. **Follow the money:** Allocate resources to learners who need them most.
6. **Start early:** Invest in families and learners early on.
7. **Monitor equitable implementation of standards:** Improve the quality of curriculum and instruction for all students.
8. **Value people:** Focus on teachers and leaders. Develop the people you have. Ensure equitable access to the best teachers.
9. **Improve conditions for learning:** Focus on school culture, climate and social-emotional development. Connect teaching to the experiences, assets and needs of students.
10. **Give students options:** Empower students with high-quality options to support every learner's success.

Minnesota Statewide Achievement Goals

(Not Accountability Goals)

Achievement Gap

All Grades - Achievement Gap Goals - By the year 2025:

Reach a reading achievement rate of 90 with no student group below 85.

Reach a math achievement rate of 90 with no student group below 85.

Grade 3 Reading

Grade 3 Reading Achievement Gap Goal - By the year 2025:

Reach a third grade reading achievement rate of 90 with no student group below 85.

Grade 8 Math

Grade 8 Math Achievement Gap Goal - By the year 2025:

Reach an eighth grade math achievement rate of 90 with no student group below 85.

English Language Proficiency

Progress toward English Language Proficiency Goal - By the year 2025:

Reach a goal of 85 percent of students making progress in achieving English language proficiency.

Graduation Rate

Graduation Rate Goal - By the year 2020:

Reach a four-year graduation rate of 90 percent with no student group below 85 percent.

Consistent Attendance

Consistent Attendance Goal - By the year 2020:

Reach a consistent attendance rate of 95 percent with no group below 90 percent.

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Empowered learners unfolding their full potential as whole and unique persons in a global community.

Mission

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Open Forum

- Thoughts
- Questions
- Concerns
- Discussion
- Items to send to the BMS
School Board