



Bluffview Montessori

Charter School Annual Report 4001-07 & Comprehensive Achievement and Civic Readiness



Submitted to:

**Volunteers of America MN
Charter School Authorizing Program
9220 Bass Lake Rd, Ste. 255
New Hope, MN 55428**

**Publicly Available on the Bluffview website
www.bluffviewmontessori.org**

November 2025

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Introduction

Bluffview Montessori School (BMS) was created on September 29, 1989 by the merger of two separate schools: Bluffview School, a Montessori Learning Center and Montessori of Winona. The school converted to a public school following the Omnibus Education Act of 1991, which allowed for the conversion of private schools to public institutions. Under its Articles of Incorporation, the school was organized exclusively for nonprofit purposes and to “create a quality Montessori school for children.” The school pursues this through a distinctive Montessori approach that embodies individualized instruction, mixed age groupings, an international curriculum, a prepared environment, and Montessori teaching materials. The goals of the school are to improve pupil learning, increase learning opportunities for pupils, encourage the use of different and innovative teaching methods, and create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

This report is prepared annually by BMS and is approved by its Board of Directors.

Vision

Empowered learners unfolding their full potential as whole and unique persons.

Mission

Bluffview Montessori cultivates curious, independent learners and fosters respect while promoting community engagement for academic, civic, and personal fulfillment.

Montessori

The Montessori Method of education is based on the principle that education is to be an aid to life, and that it should go far beyond the simple acquisition of factual knowledge in various areas. Montessori schools help children develop a positive attitude and a curiosity toward learning.

The following are the basic tenets of the Bluffview Montessori School program:

- Individualized instruction and a respect for each child’s interests and style of learning
- Extensive use of Montessori materials designed to help develop concentration, coordination, and independence, as well as to give concrete experiences of academic concepts
- A classroom community founded on respect for self, others, and the environment allowing for the development of social senses and awareness of others in a natural and unhurried way
- Opportunities to ask questions, to seek many answers, and to work on projects of special interest
- Class groupings where children of different ages work together. Older children inspire younger children, and by helping them, gain confidence and a sense of responsibility
- An orderly and peaceful educational environment in which the child develops enthusiasm, self-motivation, concentration and the joy of learning

Statutory Compliance Verification Table

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School Governance

Members of the Board of Directors

Pursuant to the Bylaws of the School and Minnesota Statutes, Section 124E.07, the Board of Directors consists of a majority of full or part-time certified teachers employed by the school and at least one Winona community member. The remaining two positions are filled by parents/guardians of enrolled Bluffview students.

The Bluffview Montessori School Board of Directors is a seven-member board. All Board members completed School Board Training in Governance, Financial Management and Employment Matters. All board members had satisfactory attendance at board meetings. Here are the results of the annual [School Board Self Evaluation for SY 24-25](#).

The 2024-2025 members of the Board of Directors included:

Name	Board Position	Group Affiliation	Date Elected	Email Address	Ongoing Training
Meghan Booth	Chair	Teacher 486642	Elected 7/1/20 7/1/23	mbooth@bluffviewmontessori.org	• Governance, Employment and Finance- MACS • Financials and Budgeting- BergenKDV • Open Meeting Law • Non-profit Law • MN Employment Law
Jessica McIlrath	Secretary	Parent	Elected 7/1/23	jmcilrath@bluffviewmontessori.org	• Financials and Budgeting- BergenKDV • Open Meeting Law • Non-profit Law • MN Employment Law • Employment in Charter Schools, Governance and Finance- MACS
Stephanie Schartel Dunn	Member	Parent	Elected 7/1/24	sdunn@bluffviewmontessori.org	• Governance, Employment and Finance- MACS • Financials and Budgeting- BergenKDV • Open Meeting Law • Non-profit Law • MN Employment Law
Shelly Merchlewitz	Treasurer	Teacher 333395	Elected 7/1/20 7/1/23	smerchlewitz@bluffviewmontessori.org	• Charter School Board Training • Financials and Budgeting- BergenKDV • Open Meeting Law • Non-profit Law • MN Employment Law • Employment in Charter Schools- MACS
Anna Aarre	Vice Chair	Teacher 421025	Appointed 8/18/22 Elected 7/1/23	aaarre@bluffviewmontessori.org	• Financials and Budgeting- BergenKDV • Open Meeting Law • Non-profit Law • MN Employment Law • Employment in Charter Schools- MACS
Kim Bell	Member	Teacher 382280	Elected 7/1/24	kbell@bluffviewmontessori.org	• Governance, Employment and Finance-MACS • Financials and Budgeting- BergenKDV • Open Meeting Law • Non-profit Law • MN Employment Law
Marcy Faircloth	Member	Community Member	Appointed 9/15/22 Elected 7/1/23	mfaircloth@bluffviewmontessori.org	• Financials and Budgeting- BergenKDV • Open Meeting Law • Non-profit Law • MN Employment Law • Employment in Charter Schools- MACS

Stakeholder Satisfaction

Parent Survey

Parents/guardians of enrolled students were asked to complete a survey in the spring of 2024.

- Bluffview received a 4.7 average out of a possible 5 points response to the question “I consider my child’s school to excellent school”
- “I would recommend my child’s school to a friend” received a 4. average out of 5 points.
- Areas of greatest strength for Bluffview Montessori School revolved around culture/community and education. The themes included:
 - Small school culture that creates a community of strong respect, values, learning, engagement, and connection
 - Safe environment
 - Accessible staff that is courteous and helpful
 - School environment is generally welcoming, kind, respectful
 - An education that is individualized for each child
 - An education that incorporates Montessori principles
- Area of suggested improvements:
 - Reduce / remove ultra processed snacks and foods.
 - More challenges for those that need harder content
 - Of parents that reported bullying, only 33% reported it-the goal is 100%

Staff Survey

Staff employed at Bluffview during SY 23-24 were asked to complete a spring survey also.

- Strengths
 - Bluffview received a 4.5 average out of a possible 5 points response to the question “I would recommend my school to a family member seeking a school for their children”
 - Received a 4.3 of 5 on “I would recommend my school to a friend seeking employment”
 - Communication to staff is effective
 - Accessibility of administration and support offered
 - Commitment to seeing the school succeed was 100% (culture)
- Weaknesses
 - Received a 2.8 out of 5 on meeting the staffs financial needs
 - Received a 3.5 out of 5 on having time available during work to collaborate with peers

School Management & Administration

Head of School

Henry Schantzen

Head of School (HOS)

July 2017-present

The following disclosure is provided as required by MN Statute 124 E.12 subdivision 2.

The board of directors and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instructional leadership position shall develop a professional development plan. Documentation of the implementation of the professional development plan of these persons shall be included in the school's annual report.

Professional Development Plan (PDP) for Henry Schantzen, Head of School

The Bluffview Montessori School Board has approved a PDP for the HOS based on the results of the [FY25 HOS Evaluation](#). Areas of evaluation and PDP include but are not limited to:

- Instruction and assessment
- Human Resources and personnel management
- Legal and compliance management
- Effective communication
- Board, authorizer, and community relationships
- Financial management

Activities approved but not limited to for the Head of School during SY 25-26 include:

- Lead the work on the newly developed Strategic Plan, including all five areas of focus, and reporting progress on each in the monthly HOS reports in the consent agenda, forming administrative committees in areas as deemed necessary
- Develop appropriate policies/procedures relative to Paid Family Medical Leave Act
- Engage MDE and the newly formed Montessori Director cohort that is meeting with Ann Mitchell to build our collaborative Montessori school network
- Continue with MnMTSS development all grant related requirements for full MnMTSS implementation including SEMI-DLT work while ensuring the fidelity of Montessori
- Lead (and participate in) and ensure completion of Read Act requirements and staff as the District Literacy Lead. Attend all Read Act DLL sessions offered by the Southeast Service Cooperative as well. This includes ensuring the implementation of Capti ReadBasix for dyslexia screening in grades 4-8
- Attend special education trainings on IDEA/504, specifically finance trainings on MOE and the use of paraprofessionals
- Continue legislative work on the government affairs committee with MACS

Faculty Information SY 2024-2025

Administration and Support Staff

This table contains information for all members of the school management/administrative team and also includes faculty employed by the school that did not serve as classroom teachers.

All of our Kindergarten and Elementary classrooms have a lead teacher and a full-time teaching assistant. Our special education program also employs paraprofessionals that assist students in the classroom. 18% turnover in this group.

Name	File Folder Number	Assignment
Berlin-Burns, Jill		Program Paraprofessional
Beck, Kelsi		After School Care Assistant
Bronk, Mary		Transition Assistant
Brink, Amy		Program Paraprofessional
Byrd, Felicia		Program Paraprofessional
Corey, Autumn		Food Service Assistant
Cullen, Melanie		Program Paraprofessional
Gerdes, Cindy		Classroom Assistant-E2
Grove-Grzenia, Hailey		Program Paraprofessional
Hagedorn, Cedella		Classroom Assistant-E1
Hill, Esther		Program Paraprofessional
Kerr, Carol	504193	Classroom Assistant-CH
Kimber, Evangeline		Program Paraprofessional
Klinnert, Kaden		Classroom Assistant-E2
Knutson, Renee		Office Assistant
Kumar, Pronob		IT Intern, SE Tech
Lohmeyer, Sherry	514712	Assistant Head of School
Gregory, Julie		Transition Assistant, Pre-K after school care
McCullough, Jena		Classroom Assistant-CH
Metz, Lorrie		Classroom Assistant-E1
Mohammadi, Masouma		Transition Assistant, Pre-K after school care

Pasche, Amber		Librarian
Polachek, Criss		Classroom Assistant-CH
Olsen, Atlas		After School Care Assistant
Richardson, Andrew		Maintenance
Ringler, Elizabeth		Classroom Assistant-E1
Rourke, Ruth		Administrative Assistant
Schantzen, Henry	385789	Head of School
Severson, Claire		Classroom Assistant-E2
Smith, Cynthia		Food Service Lead
Smith, Katie		Food Service Assistant
Wilken, Amber		Classroom Assistant-E1
Windmiller, Laura		Program Paraprofessional

Teachers

This table contains information for ALL teachers employed by the school.

In addition to being licensed by the State of Minnesota in their respective areas, Montessori elementary classroom educators prepare for their teaching assignments by either completing the requirements for a Montessori teaching certificate or enrolling in an approved Montessori training program. The Montessori certification process is extremely rigorous and involves 1-3 years of graduate level coursework, a practicum in the developmental area of assignment, and final written and oral examinations.

Our total faculty turnover from 2023-2024 to 2024-2025 was 15%, teaching staff was 12%. Primary reason for departures is monetary/lack of competitive compensation.

Name	File Folder Number	Assignment
Aarre, Anna	421025	Kindergarten/Pre-K
Baker-Hunger, Megan	180150	Kindergarten/Pre-K
Bell, Kim	382280	Special Education Teacher
Bistrican, Susan	1040598	Communication Arts/Literature: Grades 7&8
Booth, Meghan	486642	Science: Grades 7 & 8
Borkowski, Sandra	347177	Art
Carlson, Josh	510709	Kindergarten/Pre-K
Cassen, Victoria	1034896	Upper Elementary: Grades 4-6
Dubis, Chris	478314	Music, Instrumental Music
Eiken, Nicole	1036115	ADSIS Behavior Intervention Teacher
Hohensee, Pat	161429	Title I – Math
Johnson, Casey	1003171	Math: Grades 7 & 8
Kammerer, Brooke	482591	Special Education Teacher
Kaul, Angela	1008848	Upper Elementary: Grades 4-6
Kruger, Laura	1008916	Social World: Grades 7 & 8
McClatchey, Eldridge	510858	Physical Education
Merchlewitz, Shelly	333395	ADSIS Math Intervention Teacher
Porter, Kiersten	1008233	Lower Elementary: Grades 1-3
Salzmann, Linda	504716	ADSIS Reading Intervention Teacher

Schillerstrom, Amy	1004683	Lower Elementary: Grades 1-3
Smith, Randi	501183	Floating Sub
Steinfeldt, Michaela	485123	Special Education Teacher
Swogger, Kristine	462637	Title I, EL
White, Mariah	478840	Lower Elementary: Grades 1-3
Zahrte, Kim	1003047	Upper Elementary: Grades 4-6

School Admissions and Enrollment

As a charter school, Bluffview Montessori School has a limited capacity to enroll students. We have identified the capacity for each grade level from kindergarten through sixth grade as 25 students. Total capacity for our Erdkinder program (7th – 8th grade) is 40 students. Most of our students enter the charter school program their Kindergarten year. Each year 25 Kindergarten positions are available. Preference is given to siblings of currently enrolled students and staff children. All remaining positions are filled via a public lottery.



Openings in the elementary and junior high grades occur only when a class is at less than capacity. If the number of applications exceeds the number of available spots, then available positions in those are filled by means of the public lottery. Preference is given to siblings of currently enrolled students and staff children. The procedures for the lottery and application form can be found on the following pages.

Dissemination of School Offerings

To fulfill MN Statute 124E.17, Bluffview is working to expand the way it disseminates information about what the school's offerings and enrollment procedures. In SY 24-25, Bluffview initiated this work as it was a new requirement. Bluffview has had articles in the local newspaper, one was a paid advertisement that was designed to disseminate information to the entire community as the paper is a 'free' publication to all. Bluffview also paid for a few radio spots for Montessori week and for an enrollment push going into SY 25-26. Looking at SY25-26, we will continue the practices above, and have added flyers for each of the levels that will be shared out at community events like "Flippin for Books" and the "Kids and Family Expo" where we will host an informational booth.

Policy 501

BLUFFVIEW MONTESSORI SCHOOL POLICY 501

ADMISSIONS AND ENROLLMENT

I. PURPOSE

The purpose of this policy is to provide guidelines for enrollment of students to BMS.

II. GENERAL STATEMENT OF POLICY

The Bluffview Board of Directors believes that parents have the responsibility to select the most appropriate educational programs for their children and that parental commitment to the educational program is a significant and positive choice. The Board also recognizes that choice in the selection of a public school provides parents and learners an opportunity to seek a school that best fits their needs and interests. This policy addresses the terms and conditions of student applications and enrollment into Bluffview Montessori School.

III. OPEN ENROLLMENT

A. General Application

1. Applications for all levels will be available on the school website or by request via phone or email.
2. Student applications for a school year that is in progress are accepted during the year. Students may be admitted if space is available throughout the year.
3. Applications will be made available for an upcoming school year on the first working day in January. Any applicants to be considered for the lottery process must have an application submitted to administration by the end of business on the last calendar day of that January.
4. Applications received beginning February 1st will be accepted and processed in the order they are received.
5. A new application must be submitted each year for any student that is not currently enrolled-they do not carry over from year to year.
 - a) Families of enrolled students will be sent an "Intent to Return" form each January to formally identify students that will not be returning the following year (for the purpose of potential recruitment).
 - b) Students that do not submit an Intent to Return Form will remain enrolled.

B. Eligibility

1. Tuition-based Pre-K
 - a) Children must be 33 months of age by their first date of attendance.

- b) Enrollment in each classroom environment shall not exceed 20 children, with a ratio of one adult per every ten children enrolled.
 - (1) There are 35 full time spots in total.
 - c) No preference for K enrollment may be given to BMS Pre-K students based on their attendance or enrollment in the Pre-K program.
- 2. BMS Public Charter School (K-8)
 - a) To attend Kindergarten, a student must be “at least 5 years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences.” MN 124E.11
 - b) To attend first grade, a student must be “at least 6 years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences or has completed Kindergarten.” MN 124E.11
 - c) Bluffview has philosophically chosen not to offer early Kindergarten (September 2 or later) or early first grade enrollment:
 - (1) “A charter school may establish and publish on its website a policy for admission of selected pupils at an earlier age, consistent with the enrollment process in [MN Statute 124E.11] paragraphs (b) and (c).
 - d) Student must be a Minnesota resident
 - (1) At least one of the student’s parents/legal guardians must be a MN resident.

C. Enrollment

- 1. All eligible students who submit a timely application shall be enrolled, unless the number of applications exceeds the capacity of a class, grade level, program, or building.
 - a) If the number of applications exceeds the given capacity, students will be accepted by lottery.
 - (1) Levels
 - (a) CH: 60 students
 - (b) Elementary I & II: 75 students each
 - (c) Erdkinder: 40 students
 - (2) Grades
 - (a) Kindergarten: 25 students
 - (b) Elementary grades 1-6: 25 students each
 - (c) Middle school grades 7 & 8: 20 students each,
 - (3) Entire K-8 Public Charter school program: 215 students
 - (4) Entire Tuition based pre-k: 35 full time spots
 - b) The classroom or program level may only be overenrolled under special circumstances and at the discretion of the teaching level team.

2. Enrollment Preference will be given to
 - a) current staff children
 - b) siblings of currently enrolled children
 - c) Foster children of enrolled student's parents
 - d) **due to the fact that the BMS pre-k program is tuition-based, no preference may be given for enrollment into kindergarten based on pre-k enrollment. Refer to the previous two options.*
3. Once a student is enrolled in kindergarten or higher, that student is considered enrolled until the student is formally withdrawn or is expelled under the Pupil Fair Dismissal Act.
4. Once a Pre-K student is enrolled, that student is considered enrolled in the Pre-K program until the student is formally withdrawn, is expelled under the Pupil Fair Dismissal Act, or until they apply for admission to and are enrolled in kindergarten.

D. Lottery Process

1. Applicants are populated onto a spreadsheet by grade
2. All returning K-7 students are enrolled in the next grade
3. All enrollment preferences are filled
4. Any grade that has more applications than spots (end of January) will have all of the applications entered into a lottery and drawn at random.
 - a) Students are admitted to the program in the order they are drawn, as capacity allows.
 - b) Once individual grades/levels have been filled, remaining applicants will be placed on a waiting list in the order they were drawn.
 - c) If a student is admitted through the general lottery and that student has one or more siblings/foster siblings in other grades also subject to a lottery, those students will be given preference.
 - d) If there are more siblings/foster siblings and/or staff children than available spots, separate lotteries will be held for those categories before the general lottery is held.
 - e) Regarding multiple birth/foster siblings are entered into a lottery (each by their own name), then if one of the siblings is drawn, the other siblings shall be admitted to the program.
 - (1) In the event that admission of multiple siblings fills the enrollment to capacity without each of them being enrolled, they will be placed as next on the waiting list.

E. Waiting Lists

1. Waiting lists are constructed in the order drawn in the lottery. After conclusion of the drawings, Bluffview shall add to the waiting lists on a first come first serve basis. This waiting list is used to fill

subsequent openings for the following academic year in the order populated onto the list.

- a) If the applicant being placed on the waiting list has sibling/staff preference they will move to the top of the waiting list but below any other sibling/staff preference students already on the waiting list.

IV. REQUIRED FORMS

- A. Application process
 - 1. Appropriate application form
- B. Enrollment process
 - 1. Enrollment form for new students
 - 2. Student Information form
 - 3. Health form including immunization records
 - 4. Emergency information
 - 5. Contract form and deposit for Children's House students
 - 6. Early Childhood Screening records (Kindergarten only)
 - 7. Previous school records including any Individual Education Plan (IEP) information.

Legal References:

MN Statute 124E.11: Admission Requirements and Enrollment
MN Statute 124E.06

Application



**Bluffview
Montessori
School**

1321 Gilmore Avenue
Winona, MN 55987
507-452-2807

FOR OFFICE USE ONLY

DATE RECEIVED _____

ENROLL DATE _____

ROOM/GRADE _____

BIRTH CERT. ATTCH. Y or N

MARSS # _____

2025-2026

CHARTER SCHOOL APPLICATION FORM STUDENT INFORMATION

Student Last Name (Legal Name) _____

Student First Name _____

Student Middle Name _____

Parent's Last Name _____

Parent's First Name _____

Address _____

City _____

State _____

Zip _____

Home Phone # _____

Cell Phone # _____

Email _____

Please indicate grade

Charter School (circle one) KG 1 2 3 4 5 6 7 8

In compliance with Federal Law, Bluffview Montessori School administers all education programs, employment activities and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age, or disability. Inquiries regarding compliance with Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in education programs or activities, may be referred to the District's Title IX Coordinator at 507-452-2807 or to the Office for Civil Rights, United States Department of Education

Student Background and Demographics

Student Enrollment and Attrition

This table identifies the number of students enrolled at Bluffview from the 2021-2022 to the 2025-2026 school years. Data is based on October 1 Membership Count.

GRADE	2021-22	2022-23	2023-24	2024-25	2025-26
Kindergarten	25	24	25	24	25
One	25	25	25	25	22
Two	25	25	25	25	26
Three	25	25	25	25	24
Four	24	25	25	24	22
Five	24	23	24	26	23
Six	24	24	25	24	25
Seven	22	23	22	19	20
Eight	18	18	19	18	17
Total	212	212	215	210	204

Other Student Demographics

2025 from MN Report Card

Race/Ethnicity	Percentage of Entire Student Body
Native American	0
Asian	1.4
Hispanic	2.9
Black, not Hispanic	0.5
White, not Hispanic	90.0
Two or more races	5.3

Student Participation

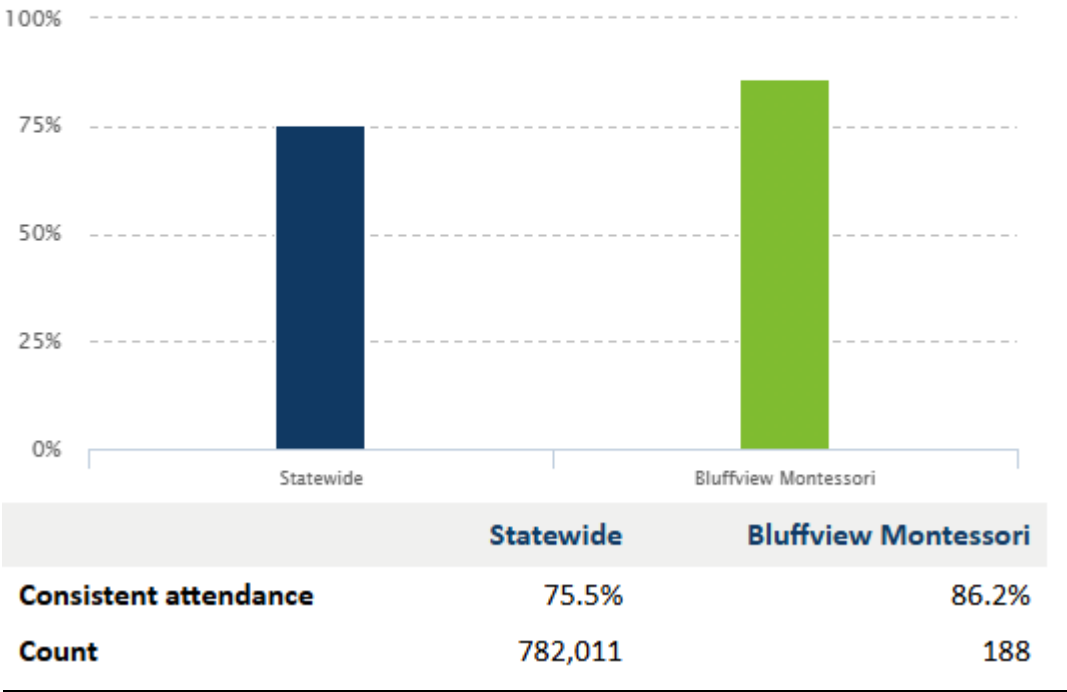
Attendance

The [actual attendance](#) rate for students during the 2024-2025 school year was 94.75% (JMC).

The Consistent Attendance as measured by the North Star Reporting system state 86.2% for FY25 (MN Report Card).

This is a measure of students who attend school on a regular basis and are not frequently absent. A student is considered consistently attending if they attend more than 90 percent of the time the student is enrolled during the year.

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Educational Approach and Curriculum

Describe the school's key pedagogical approaches and how they align to the vision/mission.



Bluffview's vision is "empowered learners unfolding their full potential as whole and unique persons." We pursue this vision through a distinctive Montessori approach that embodies individualized instruction, mixed age groupings, an international curriculum, a prepared environment, and Montessori teaching materials.

The Montessori Method of education is based on the principle that education is to be an aid to life, and that it should go far beyond the simple acquisition of factual knowledge in various areas. Montessori schools help children develop a positive attitude and a curiosity toward learning. Bluffview's educational philosophy is inspired by the research of Dr. Maria Montessori, by her models for the classroom, and by the developmental learning materials she created.

The following are the basic tenets of the Bluffview Montessori School curriculum:

- Individualized instruction and a respect for each child's interests and style of learning
- Extensive use of didactic Montessori materials designed to help develop concentration, coordination, and independence, as well as to give concrete experiences of academic concepts
- A classroom community founded on respect for self, others, and the environment that allows the child to develop his or her social sense and awareness of others in a natural and unhurried way
- Opportunities to ask questions, to seek many answers, and to work on projects of special interest
- Class groupings where children of different ages work together. Older children inspire younger children, and by helping them, gain confidence and a sense of responsibility
- An orderly and peaceful educational environment in which the child develops enthusiasm, self- motivation, concentration, and the joy of learning

The academic program at Bluffview Montessori School is based upon specific grade level outcomes and is aligned with Minnesota academic standards. Classes at the school are organized in mixed-age groupings.

Children's House (Ages 3-Kindergarten)

Dr. Montessori believed that no human being is educated by another person. The young child possesses what Montessori termed "the absorbent mind" and seeks to build or construct his very being. Dr. Montessori felt, therefore, that the goal of early childhood education should not be to fill the child with facts from a pre-selected course of studies, but rather to cultivate the child's own natural desire to learn.



For that reason, most lessons in the Children's House environment are given as individual presentations.

This objective is approached in two ways: first, by allowing each child to experience the excitement of learning by his/her own choice rather than by being taught; and second, by helping the child perfect his natural tools for learning, so that the child's abilities will be maximized for future learning situations.

Didactic Montessori materials have this dual, long-range purpose in addition to their immediate purpose of giving specific information to the child.

Math, language, geography, and science are introduced and explored. Sensorial exercises, social graces, self-care, and care of the environment are also key components of the Children's House. Kindergarten students continue their education within this mixed-age environment and emphasis is put on continued personal development in the areas of advanced reading and mathematics, science, geography, and cultural subjects. Self-care, independence, and social graces are also taught and encouraged.

E1 & E2 (Elementary)



The physical and psychological characteristics of the child begin to change as he or she enters the elementary years. At this age, children have an intellectual power unsurpassed at any other and are natural explorers of the world around them. They bring to their work two important tools: powerful reasoning minds and the ability to imagine. These intellectual tools, combined with a natural urge to collaborate with peers, opens a field of exploration so vast that virtually any concept or system can be explored and integrated into a comprehensive whole.

In these learning environments, children delve deeply into the process of researching, classifying and ordering phases of history, botany, geology, geometry, language, and mathematics. Subject areas are integrated throughout the curriculum rather than being presented as separate disciplines. Teachers use stories, pictures, charts, and timelines to enrich the children's understanding and spark their interest in learning.

Mixed age learning continues in the elementary years. At Bluffview, our Lower Elementary program serves students in first through third grade and our Upper Elementary program serves students in fourth through sixth grade.

Lessons change from individualized to small, collaborative group lessons.

Erdkinder (Middle School)

Bluffview's middle school program (gr. 7&8) addresses the needs of the adolescent student in an environment created specifically for seventh and eighth grade students. Students and teachers work together to promote a community atmosphere of learning. The middle school strives to fill the needs of the early adolescent and provides a safe, secure and developmentally appropriate environment to assist students in reaching their full potential.

Bluffview's middle school curriculum is focused on developing world citizens and cultivating life/work skills. These skills are acquired and refined through the application of language, mathematics, science, and cultural studies to specific enterprises and community involvement projects. Preparation for becoming and developing as a contributing member of society is woven into all aspects of the program.



The program also allows students to pursue research in areas of interest and to extend their learning beyond the classroom. This is accomplished through independent study, extended field trips, outreach, a student-run business, and community internships. Parents, teachers and students work in partnership to guide the self-actualization of the student.

Specialist Programs



Art, physical education, vocal and instrumental music programs provide students with a balanced approach to integrating academics and daily life. Licensed teachers in each specialty area are employed to ensure that high quality programs are delivered. Physical Education is centered around real-life activities, and skill building as opposed to competition. Spark is the foundational curriculum used at BMS for P.E., and was aligned to MN standards in 2023. Also in 2023, Bluffview was fortunate to receive a CAPP grant through Perpich for the Arts.

Through that strategic planning grant, art and music staff, along with a committee, have created a multi-year strategic plan for the arts. While many cuts to arts programming are occurring across the state, Bluffview is leaning forward, working to provide more opportunities for students in visual arts, media arts, music, band, theater and dance.

Describe the school's key process to review and evaluate the effectiveness of instruction and curriculum.

District curriculum is reviewed on a continuous-cycle to identify strengths and weaknesses of instruction and curriculum and to ensure career and college-readiness leading to the comprehensive achievement and civic readiness.

District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to best practice and student outcomes. Strategies for improving instruction, curriculum and student achievement will be identified and implemented. Instruction and assessment are aligned with local, state or national academic standards, instructional strategies are evaluated, and new instructional strategies may be embedded in the curriculum. Staff are expected to monitor student progress and adjust instruction as needed to facilitate student learning.



The elements below are connected to a continuous improvement process that reviews, supports and/or evaluates the effectiveness of curriculum and instruction.

- Curriculum review cycle that includes curriculum alignment to MN State Standards
- Curriculum implementation of new / innovative ideas
- Review of disaggregated MCA data and District Benchmark Reports
- Teacher evaluation system that targets improving instruction through reflection and professional growth
- Peer Learning Communities developing “I Can” statements and Common Formative Assessments to guide instruction
- ADSIS program provides supplemental reading, math and behavior instruction
- Title I program supports reading and math instruction
- Non-exclusionary discipline practices are being infused into the culture of the school through a NED grant.
- School wide culture/climate initiatives
- Culture of continuous improvement: PLC Teams, Educator Evaluation and Peer Review
- Read Act compliance with general and dyslexia specific screenings annually
- MnMTSS team/admin/general education teachers review of FastBridge data each month
 - Tier 1 students - Core instruction provided for all students
 - Tier 2 students - Supplemental instruction and/or classroom interventions provided for students identified as needing additional assistance
 - Tier 3 students - Problem Solving Teams follow the Response to Intervention process to assist students needing more intensive interventions

Describe the process for assessing and evaluating each student's progress toward meeting state and local academic standards.

All students are evaluated each semester on their progress through the classroom curriculum using a narrative progress report. Bluffview is currently heavily invested in implementing MnMTSS and is in year three of a three-year grant with MDE.

Bluffview utilizes Fastbridge assessments in reading and mathematics in the fall, winter, and spring in alignment with the BMS Local Literacy Plan. Students below the 40th %ile are also screened further in an attempt to identify any characteristics of dyslexia, allowing for targeted interventions. Data from these assessments combined with teacher input is used to place students into interventions. Students in interventions are progress-monitored to evaluate growth. We use the Fastbridge behavioral screener, SAEBERS, with K-8 students as well as with the preschool students to populate a student group for the behavioral interventionist.

Bluffview utilizes MN State Assessments (MCA III/IV) in math, reading, and science along with the Pearson District Benchmark Reports to examine student progress towards meeting MN state standards. The school DAC puts forth great effort to ensure that we have maximum annual participation for the MCA assessments.

Describe the special education program.

Bluffview Montessori School has staff members licensed to provide special education and related services for those students who meet criteria and have special education needs. Parents and students are directly involved with school and appropriate outside agency staff in the development of the special education program and the student's Individual Education Program (IEP) for school-age children. Hiawatha Valley Education District provides our Special Education Director and programmatic oversight, and their TSES and Restrictive Procedures manual are on the Bluffview website.

Students are eligible for special education services until the IEP team decides to terminate services. Students remain with their general education peers in the Least Restrictive Environment (LRE) to the extent the IEP team determines is appropriate. Special education program evaluation is accomplished through a single strategic plan to improve due process compliance and program results for students with disabilities. Most special education paras are CPI (Crisis Prevention and Intervention) trained to help them build de-escalation skills.

Describe the English learner program.

Bluffview Montessori School offers an educational program to meet the needs of students who are English Language Learners in grades K-8. Kindergarten families that indicate a primary home language other than English take the WIDA kindergarten screener. All ELL students complete the WIDA assessment in March of each year.

In the area of language acquisition, the goal is to provide students with the opportunity to develop communication skills in speaking, listening, reading and writing, thereby enabling the students to be successful within the academic general education classroom.

Equitable Access to Excellent Teachers

CACR requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

Bluffview places great value on and invests in excellent teachers. We always strive to hire quality, in-field licensed teachers. One aspect of teaching at Bluffview is that 10 of 13 general education teachers are sent back to school upon being hired for at least one year of Montessori pedagogical instruction and practice. The school reimburses them over a four-year period for the tuition incurred.



If a teacher is identified as ineffective within our evaluation framework (Danielson) then administration evaluates the potential of the teacher and may choose to either dismiss the teacher or help them create a targeted Professional Improvement Plan.

Regarding annual student placement assignments to new classrooms, we undergo a thorough process to balance classrooms by evaluating academics, behaviors, and personalities of the students to match them with teachers and classroom environments that will help them flourish as learners. Economic status or race, have no place in the discussion.

57/240 or 23.8% of students identified as FRP in SY 2024-25	% of students taught by an experienced teacher (3 years/+)	% of students taught by effective teacher	% of students taught by in-field, licensed teacher
Free/Reduced Price Students	95% of low-income students taught by experienced teacher 54/57 (E2C)	100% All teachers classified as effective according to the District Teacher Evaluation Model	100% All general education teachers are licensed in-field
Non FRP Students	89% of non FRP students taught by experienced teacher 162/183 (E2C)	100% All teachers classified as effective according to the District Teacher Evaluation Model	100% All general education teachers are licensed in-field

School goals and Benchmarks for Instruction and Student Achievement: Primary Purpose M.S. 124E.01, Additional Purpose M.S.120B.11

Bluffview Montessori School 2022-2023 Reading Goal
Proficiency Goal: Increase the percent of students proficient on the MCA III reading assessment from 69.3% in 2022 to 70% in 2023. <i>*Our proficiency scores from 2019 to 2021 dropped 5%. This goal represents year two of a 2-year plan to return to a pre-covid proficiency rate of 69.6% or better on the 2023 MCA III.</i> Result: 71.9% Met
Bluffview Montessori School 2023-2024 Reading Goal
Goal: Increase the percent of students proficient on the MCA III reading assessment from 71.9% in 2023 to 72.5% in 2024. Result: 60.3% Not met
Bluffview Montessori School 2024-2025 Reading Goal
Goal: Increase the percent of students proficient on the MCA III reading assessment from 60.3% in 2024 to 66.1% in 2025. Result: 65.7% Not met
Bluffview Montessori School 2025-2026 Reading Goal
Goal: With the implementation of the MCA IV in the spring of 2026, the goal is to establish a baseline on the new assessment. Result:

Bluffview Montessori School 2022-2023 Math Goal
Proficiency Goal: Increase the percent of students proficient on the MCA III math assessment from 51.6% in 2022 to 54.0% in 2023. <i>*Our proficiency scores from 2019 to 2021 dropped 4.8%. This goal represents year one of a 2 year plan to return to a pre-covid proficiency rate of 54% on the 2023 MCA III.</i> Result: 47.4% Not met
Bluffview Montessori School 2023-2024 Math Goal
Proficiency Goal: Increase the percent of students proficient on the MCA III math assessment from 47.4% in 2023 to 51.0% in 2024. Result: 49.3% Increased but not met
Bluffview Montessori School 2024-2025 Math Goal
Proficiency Goal: Increase the percent of students proficient on the MCA III math assessment from 49.3% in 2024 to 52.0% in 2025. Result: 44.8% Not met
Bluffview Montessori School 2025-2026 Math Goal
Proficiency Goal: Increase the percent of students proficient on the MCA III math assessment from 44.8% in 2025 to 49.3% in 2026. Result:

Bluffview Montessori School All Students College Ready Goals 2024-2025
Goal: All grade 8 students will participate in a career exploration assessment. Result: 100% Met
Bluffview Montessori School All Students College Ready Goals 2025-2026
Goal: All grade 8 students will participate in a career exploration assessment. Result:

Bluffview Montessori School All Children Ready for School Goal 2024-2025
Goal: The PK4 students will increase their phonetic awareness from an average of 2.9 cursive letters/sounds mastered at the end of the fall Fastbridge screening window to an average of 14 letters/sounds mastered at the end of the spring Fastbridge screening window. Result: 14.1 letters per student Met
Bluffview Montessori School All Children Ready for School Goal 2025-2026
Goal: The PK4 students will increase their phonetic awareness from an average of 5.7 cursive letters/sounds mastered at the end of the fall Fastbridge screening window to an average of 15 letters/sounds mastered at the end of the spring Fastbridge screening window. Result:

Bluffview Montessori School for Preparing All Students to be Lifelong Learners 2024-25
Goal: All classroom environments will engage their students in at least one independent learning project and one community service project each year. Result: Met
Bluffview Montessori School for Preparing All Students to be Lifelong Learners 2025-26
Goal: All classroom environments will engage their students in at least one independent learning project and one community service project each year. Result:

**This goal has been added due to legislation adding the goal of 'preparing students to be lifelong learners' as the report is changing from the World's Best Workforce (WBWF) report to the Comprehensive Achievement and Civic Readiness (CACR) report. References for the goal are school wide Happy Harvest Community learning and service projects, and independent learning: CH is infused daily with material and control of error, E1/E2 May Display, Erd Science Fair/History Day, Career Research, Job Shadows.*

Reading Achievement Gap Reduction Goals

Bluffview Montessori School SPED student reading achievement gap reduction goal 2024-2025
Goal: Increase the percent of FRP students proficient on the MCA III reading assessment from 44.4% in 2024 to 51% in 2025. Result: 59.2% Met
Bluffview Montessori School SPED student reading achievement gap reduction goal 2025-2026
Goal: Increase the percent of FRP students proficient on the MCA III reading assessment from 59.2% in 2025 to 62% in 2026. Result:

**Our Sped and Soc categories are too small to be reported according to the MN report card (CTSTR designation).*

Reading Achievement FRP Gap Reduction Data 2024 vs 2025



% Proficient on MCA	2025 Reading	2024 Reading	Result change
Free/Reduced Non FRP Gap	59.2%	44.5%	14.7%
	66.7%	64%	2.3%
	7.5%	19.5%	

Math Achievement Gap Reduction Goals

Bluffview Montessori School FRP student math achievement gap reduction goal 2024-2025
Goal: Increase the percent of FRP students proficient on the MCA III math assessment from 30.5% in 2024 to 35% in 2025. Result: 37% Met
Bluffview Montessori School FRP student math achievement gap reduction goal 2025-2026
Goal: Increase the percent of FRP students proficient on the MCA III math assessment from 37% in 2025 to 40% in 2026. Result:

**Our Sped and Soc categories are too small to be reported according to the MN report card (CTSTR designation).*

Math Achievement Gap Reduction Data 2024 vs 2025



% proficient on MCA	2025 Math	2024 Math	Result change
Free/Reduced	37%	30.5%	6.5%
Non FRP	48.8%	53%	-4.2%
Gap	11.1%	22.5%	

Achievement Gap Narrative

Though we are mindful of the small number of students included in each subgroup, we fully intend to close the achievement gap. There is work to be done. The school is tackling this work energetically and with a sense of urgency and optimism. A variety of strategies are in place to improve student performance including:

- Ensuring alignment of Montessori curriculum to state standards. Our focus remains on strong Tier 1 instruction and the generation of data in math and reading that directly correlates to areas that need improvement
- Evaluation of cross membership of multiple subgroups: how many and how can we help the students in multiple subgroups in a more targeted manner
- Providing new teachers with strong, targeted professional development based on data
- Meeting in data teams/level intervention teams at least one time/month to:
 - Determine whether Tier 1 instruction is meeting at least the needs of 80% of students
 - Identify students in need of Tier 2 or Tier 3 support
 - Review data on which specific skills appear to be relative strengths or weaknesses
 - Conduct fidelity checks moving forward with our data warehouse, EduClimber

Additionally, we intend to:

- Continue to develop our MnMTSS (Multi-Tier System of Supports) plan:
 - School leadership is enrolled in a MnMTSS handbook support cohort for implementation-our action plan for 25-26 is to review and refine the new MnMTSS Handbook
 - MnMTSS leadership will complete the third round of DLT evaluation in 25-26
 - Refine our Tiers of instruction, focus on how to expand coverage of Tier 2
 - Fastbridge and Capti screening data analysis, and EduClimber data warehouse analysis
 - We have continued the MnMTSS committee framework this year and refined the focus of those teams
- Build on the current Tier 1 Montessori foundation: Phase one of the Read Act-Bluffview has chosen CORE OL&LA. All sped, intervention, gen ed grades pre-k-6, and admin are completed phase 1 in 2024-25. Phase 2 should be available in November of 2025.
- ELA alignment occurs in SY25-26
- PD enhance the strategic focus on IXL and the data it can produce, expectation that levels are using it consistently
- Re-examine the effectiveness coefficients of the intervention programs that are being used, replacing ineffective curriculum programs with new, research based effective ones notably in the area of math
- Re-evaluate our math practices and materials as that is our weakest scoring area according to the MCA data, expecting a math alignment review in SY 26-27

Innovative Practices

Character-based Learning

The Bluffview Montessori curriculum offers many opportunities to integrate character-based learning with elements of the Peace Curriculum. Students learn practical skills necessary to develop qualities of being a good citizen. Respect for self, others, the environment and the community is expected of all students and is the guiding force in everything students do during the school day. Thematic learning activities also encourage student learning to extend outward into the community. Led by the Emotional and Behavioral Support Committee, educators also used strength-based strategies from The Virtues Project and Core Virtues to further create a culture of caring and character.



Focus on Peace

Bluffview Montessori is an International Peace Site. International Peace Sites commit to five peace actions:

- Seek peace within yourself and others
- Reach out in service
- Protect the environment
- Respect diversity
- Be a responsible citizen of the world

Explorers of the Week are recognized for displaying virtues.



Multi-age Learning Environments

The multi-aged classrooms of Montessori schools, like Bluffview, allow students to stretch their minds rather than being constrained by artificial barriers such as grade or age. When a teacher gives a lesson intended for seven-year-olds, for instance, any student in the room may attend, including younger students who are interested. Teachers consciously prepare the environment so that instruction is inclusive and differentiated as much as possible. Multi-aged classrooms also give students additional opportunities to learn leadership skills and learn how to live in a cooperative social environment.



Multi-Tiered System of Supports (MnMTSS)-Minnesota

Bluffview has adopted the MnMTSS framework and the suggested committees therein. Leadership has completed the 6-session introduction, the 9-session implementation package, and the Tier 2 & 3 sessions offered by MDE. The MnMTSS handbook is in process. The school board budgets for three ADSIS interventionists (Tier 3) to work closely with Title 1 teachers (Tier 2) and provide additional instruction to students as needed in reading, math, and/or behavior. ADSIS staff are available at Bluffview due to the ongoing support of the ADSIS program.

Immersion

The Encarta Dictionary defines the word “immerse” as: to become completely occupied with something, giving all your time, energy, or concentration to it. Immersions at Bluffview Montessori School are key experiences specifically planned for Erdkinder (junior high) students to travel, study, and work together and usually involve several days away from school and home.



During a normal school year, our 7th and 8th grade students spend three days at Eagle Bluff Learning Center. They also may have had an overnight canoe/camping trip at Prairie Island, Whitewater State Park or several other day-long immersion trips.

Erdkinder students also participate in the community and explored future careers through internships. The junior high students initiate contact with community businesses, created resumes, and interviewed for internship opportunities. Each student spent several days working alongside community business leaders and shared their experiences with classmates upon returning to school.

Micro-economy

Our adolescent program includes a business education typically not experienced until adulthood. Bluffview middle school students create projects, and sell them at local markets. This foundation provides a deeper understanding of adult life and the role that finances play in personal responsibility and social organization.

Running a business first hand offers students early exposure to the meaning of money and the basis of economic systems. Students plan, operate, and account for business ventures related to their annual plans. The students come to understand principles of supply and demand, marketing, accounting, use of capital resources, and division of labor as they contribute to the local economy.



Positive Behavioral Interventions and Supports (PBIS)

PBIS is a school-wide framework for organizing and creating a positive school climate. It is used to build the capacity of school teams to identify clear behavior outcomes for all staff and students, utilize evidence-based practices to achieve those outcomes, and understand data/information used to support sustainable, safe and positive learning environments.

In 2015, the Bluffview PBIS leadership team completed two years of training with the Minnesota Department of Education to support understanding and implementation of School-wide Positive Behavioral Interventions and Supports (SW-PBIS). Our shared behavioral expectations for student expectations are based upon the “3 Respects” at Bluffview- Respect for Self, Respect for Others, and Respect for the Environment.

Restorative Practices/Non-Exclusionary Discipline

Bluffview was fortunate to receive a Non-Exclusionary Discipline grant for FY23, 24, and 25 (and has applied again for FY26 & 27). A leadership team took on this task voluntarily, with the hope and intent of building our student support programming in a way that does not hinge on punitive disciplinary actions like suspensions/expulsions. Our leadership groups work is rooted in the staff’s belief in building positive relationships with students (and parents), with a mantra that “you cannot repair relationships that you don’t have.” The biggest, very positive piece generated from this work and the NED grant is our implementation of school wide Restorative Practices. The leadership team attended a four-day training in June of 2023, and then the training was brought to Bluffview for all staff for a three-day immersive experience in August of 2023. This work was mirrored in June and August of 2024, and included the addition of CATALYST training for staff. Now restorative practices/circle are an expectation in the general education classrooms, counseling times, and follow ups to office referrals/ behavior reports with students as a growing part of the school culture.



Educational Partnerships



Bluffview works collaboratively with two local universities and a technical college in Winona to increase their student involvement. Students in teacher education training programs serve as volunteers, complete field experiences, and student teach in our school whenever possible. This provides our students with extra tutoring and leadership models, and creates beneficial community partnerships with Winona State University, St. Mary’s University, and Southeast Technical College. Through the Perpich CAPP grant, we are also building a new network of connections to enhance our student’s exposure to the arts.

Mental Health

Bluffview partners with Hiawatha Valley Mental Health (HVMH) to deliver mental health support to our students. HVMH engages Bluffview students in school-linked mental health services by providing therapists that come to the school to administer their services. Bluffview provides the referrals, and the space for the therapists to work with our students. This is currently funded through a Winona County grant. If that grant were to end, Bluffview is committed to continuing to offer this important service to our students.

Assessment Plan

Universal screening (FastBridge) takes place three times a year to identify students who may be at risk for reading and math difficulties. Starting in SY 25-26, dyslexia screening must also take place (Fast, Capti) for student as identified according to our Local Literacy Plan. Please reference the [BMS Local Literacy Plan](#) as required by MDE for further details. Criterion-referenced target scores have been established for each measure at each administration that reflect the expected grade level performance. FastBridge SAEBRS and MySAEBRS are also used as initial screening tools for populating our behavior intervention programming. The assessment calendar is located on the school website (<https://www.bluffviewmontessori.org/explorers/assessments/>).

Bluffview always has very high participation in the spring MCA III assessment as well, and may administer the MTAS as deemed appropriate.

Classroom assessment is the constant and ongoing observation process that occurs in the Montessori classroom. Informal assessment and qualitative or anecdotal notes are consistently taken, and at the elementary level the exit ticket concept is employed with group lessons. If a student demonstrates mastery, they are excused. Those that need additional support receive it in an extended lesson. There is not a lot of quantified data in the Montessori format. That said, we are reviewing ways to generate more data. The Erdkinder program does, as a transitional program to more traditional high school settings, provide a traditional grading framework and reports that through a system called Think Wave. Student reports can be viewed in real time by parents and students, and may be set for scheduled email updates.

Assessments are used for a variety of purposes:

1. to populate interventions by screening students for reading and math proficiency, including the FastBridge early reading composite and CBM reading, and Capti ReadBasix for dyslexia specifically,
2. to systematically monitor progress over time for students in interventions,
3. to determine students' level of proficiency and whether they have met grade-level reading goals,
4. to determine or diagnose potential sources of difficulty for students not making adequate progress despite the use of intense intervention,
5. and to provide useful data to grade/level teams for planning and instruction,
6. IXL is assessment data has been added for populating Tier 2 math targeted instructional groups.
7. EduClimber will warehouse all academic and behavior data, creating a detailed profile of each student so that we can examine student needs on multiple levels.

Minnesota Comprehensive Assessments

MCA Comparison Chart

MCA (% proficient)	BMS	MN / State	WAPS	La Crescent Mont
2024 Math	49.3	45.5	35.2	30.6
2025 Math	44.8	42.6	29.9	30.8
Change	-4.5	-2.9	-5.3	0.2
2024 Reading	60.3	49.9	36.3	52.8
2025 Reading	65.7	47.6	35.6	45.1
Change	5.4	-2.3	-0.7	-7.7
2024 Science	66.7	39.6	29.7	CTSTR
2025 Science	31.8	26.1	21.5	CTSTR
Change	NA	NA	NA	NA

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

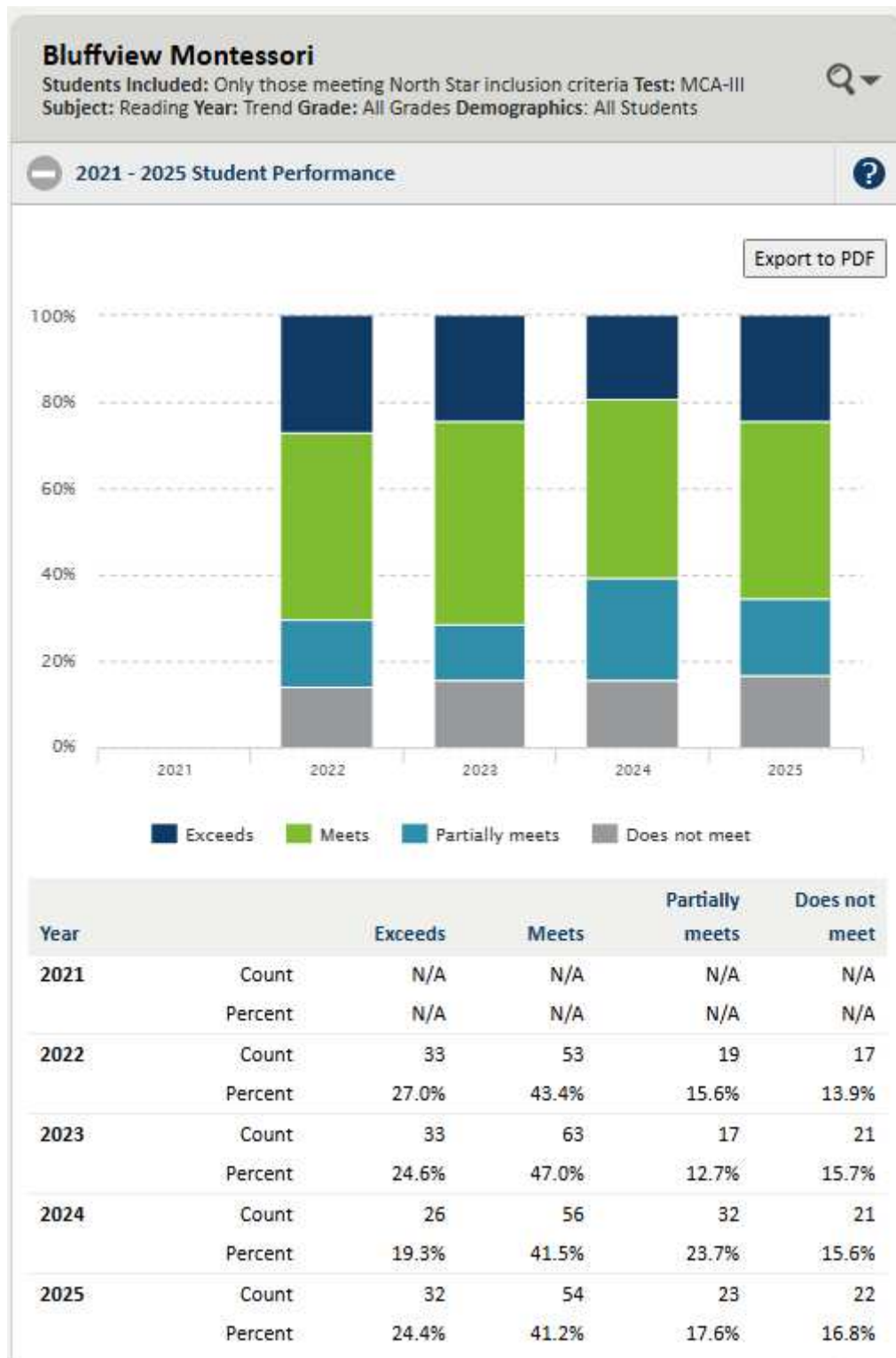
*Science is the first year of the MCA IV, so 2024 and 2025 are not comparable.



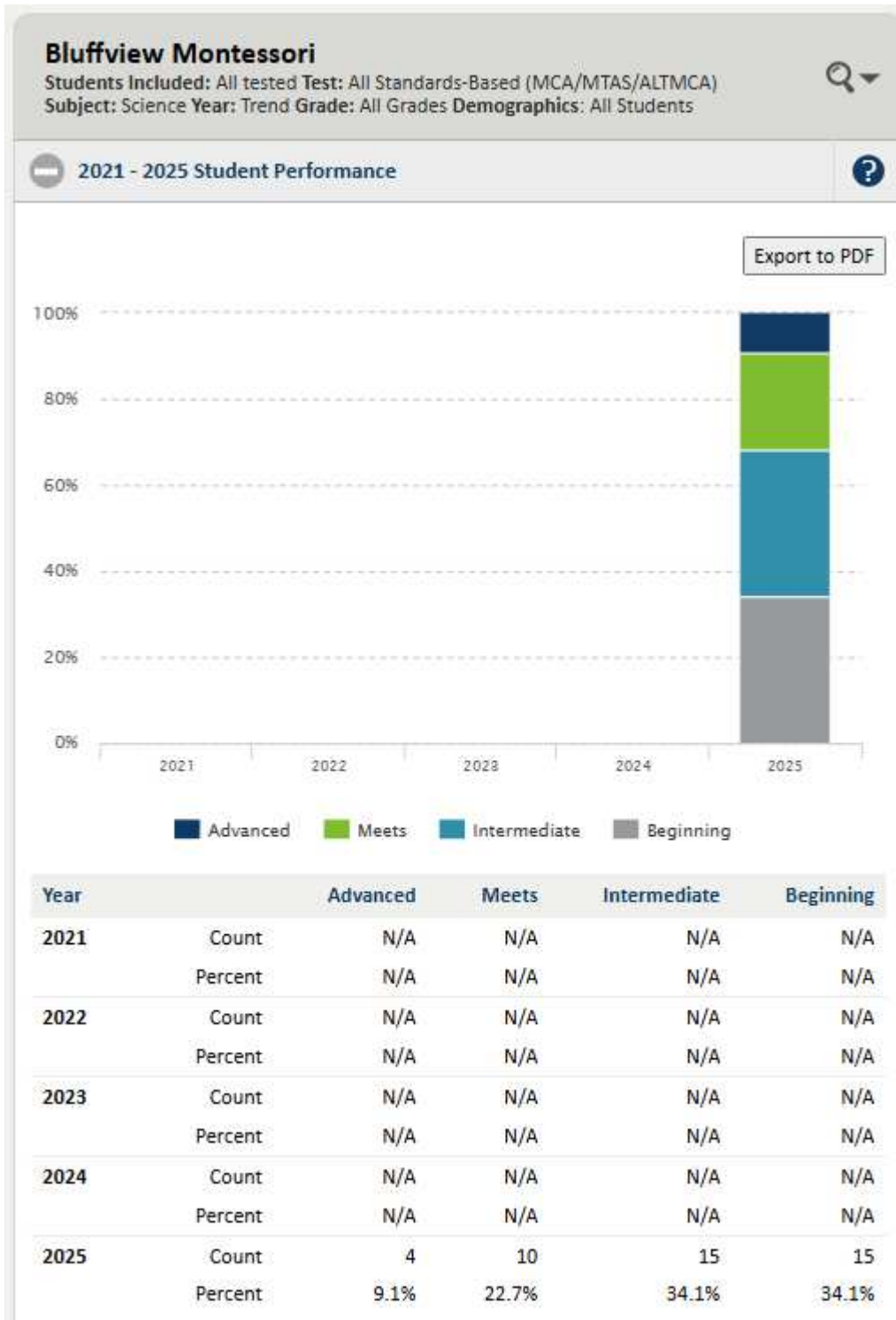
Summary Proficiency MCA III Math 2025 All Grades



Summary Proficiency MCA III Reading 2025 All Grades



Summary Proficiency MCA III Science 2025 All Grades



**2025 is the first year of the MCA IV in science. From MDE: "Academic standards and assessments are revised every 10 years. The Science MCA-IV is a new assessment in 2025, reflecting a reset in the way we teach and measure science learning. Results cannot be compared with previous years."*

Program Challenges

Maintaining an Authentic Montessori School



Quality Montessori environments include a Montessori-trained teacher and a teaching assistant. Bluffview's commitment to staff classrooms in this manner greatly impacts our budget and teacher salaries. We will continue to seek out funding from other sources, including fundraising and grant opportunities that will increase our general revenue.

Many skills that are taught in a Montessori school are difficult to measure. We emphasize development in independence, self-direction, inner discipline and peaceful resolution skills. We focus on practical life skills and how they can be applied through service to the community. All of these skills, while necessary for success, are very difficult to measure.

Testing presents a challenge to some of our students, simply because it is not a common practice here and doesn't always reflect accurate

student progress. The use of Montessori materials offers students concrete experiences that guide them toward abstraction. Although we consistently observe student mastery in our classrooms, our students are not always able to demonstrate mastery through standardized tests. We implement test-taking skills into our curriculum and provide opportunities for students to practice simulated tests prior to actual assessments.

Where we see the most discrepancy between what children do in the classroom and what they demonstrate in their standardized assessments is in math. The school upgraded its subscriptions to an on-line math and ELA practice software (IXL) in an effort to help the children make the leap from the concrete world of Montessori math to the abstract world of demonstrating their skills on the computer. This software is used in the classroom in limited amounts and for the purpose of supporting the children in learning how to demonstrate what they do know on the computer vs. the Montessori materials. The program is also available for students to utilize from home for additional practice.

Future Plans

Bluffview's Strategic Planning Committee updated the [Vision, Mission, and Core Values](#) and created a new [five-year Strategic Plan](#) during the summer of 2025, facilitated by MSBA. The plan has five areas of focus:

1. Montessori Fidelity
 - a. Center Montessori Philosophy and Practices
 - b. Enhance Prepared Environment
 - c. Promote Academic Extensions and Independent Choice
2. Student Achievement
 - a. Comprehensive Achievement and Civic Readiness
 - b. Implement the READ Act Effectively
 - c. Address Diverse Student Needs
3. Community Engagement & Public Relations
 - a. Articulate Bluffview's Unique Identity
4. Staff Development & Support
 - a. Strengthen Practices to Improve Staff Recruitment and Retention
 - b. Improve Staff Compensation and Benefits
5. Facilities Enhancement
 - a. Update Outdoor Spaces
 - b. Plan for a Future Facilities Funding Campaign



Core Values

1. Culture of Montessori: Delivering a distinctive education grounded in Montessori philosophy that embraces individualized instruction, mixed-age environments, a prepared classroom, and specialized materials to nurture the intellectual, social, emotional, physical, and spiritual development of each child
2. Celebrating the Individual: Honoring and embracing the unique development of each person where all individuals are free to be themselves on their path to achieving independence and personal fulfillment
3. Community: Promoting inclusion and fellowship through collaboration and mutual respect, knowing that our collective success depends on the unique actions and contributions of each individual
4. Peace: Cultivating integrity and social justice within the school and beyond to create an environment where peace is a conscious and active practice
5. Respect: Acting with profound regard for the dignity, feelings, wishes, rights, and traditions of all people and communities while honoring the values of oneself and the natural world
6. Independence: Fostering the ability of all individuals to learn and act autonomously by building confidence, self-discipline, and the capacity for making responsible choices

Finances and Budget

Bluffview contracts with Creative Planning (CP) to manage our accounting services, audit preparation, payroll processing, grant management, financial reporting and other financial management services. Partnering with Creative Planning's (formerly BerganKDV or BKDV) professional business management team allows Bluffview's administration to concentrate on keeping its teaching mission clear and focused.

Bluffview Montessori School undergoes an annual audit (CliftonLarsonAllen) after June 30 of each year, which must be completed by the end of November as per our Bond agreement. The fiscal audit for the year ending June 30, 2024 (FY24) stated that Bluffview was issued a clean audit. The audit for the year ending June 30, 2025 (FY25) was still in process at the time this report had to be approved to the BMS school board for submission to our authorizer. Audit documents are available upon request.

As a charter school, Bluffview's financial health and stability is primarily dependent on student enrollment. Therefore, maintaining full enrollment is key for our financial health.

[FY25 Revised Budget and FY26 Original Budget - Approved by Board May 15, 2025](#)

Long Range Budget

[Long Range Budget \(5 years\)](#)

**This long-range budget is FY26-FY31.. Of course, all budgeting is subject to future change.*

The school's financial controller can be contacted at:

Travis Berends

Controller, Outsourced Business Accounting

Travis.berends@creativeplanning.com

Direct: 952.563.6849

www.creativeplanning.com

5454 W 110th Street, Overland Park, KS 66211

Authorizer and Service Learning: Statutory Purpose II M.S. 124E.01

Effective July 1, 2021 Bluffview Montessori is Authorized by Volunteers of America. BMS signed a 5-year contract with VOA. The contact for VOA is:

Stephanie Olsen
Volunteers of America MN
Charter School Authorizing Program
9220 Bass Lake Rd. #255
New Hope, MN 55428
solsen@voamn.org
(612) 270-1998
<https://www.voamnwi.org/authorized-charter-schools>



Bluffview Montessori School All Students Participate in Service Learning 2024-25
Goal: All general education classrooms will participate (annually) in at least one (1) Service-Learning project that includes a community service activity rooted in the City of Winona. Result: 100% Met
Bluffview Montessori School All Students Participate in Service Learning 2025-26
Goal: All general education classrooms will participate (annually) in at least one (1) Service-Learning project that includes a community service activity rooted in the City of Winona. Result:

Bluffview Service-Learning Plan

Bluffview Montessori FY24 VOA Scorecard

Introduction

As a leading authorizer, Volunteers of America–Minnesota builds its portfolio of high-performing charter schools by only selecting proposals with a strong potential for success. It then ensures that such potential is realized through a unique system of accountability that begins even before a school opens its doors.

VOA-MN is committed to fulfilling its role as a charter school authorizer by holding its schools accountable for a range of results. The accountability system presented in this document ensures that VOA-MN will uphold its legal obligation to make sure the schools it authorizes are reaching (or making adequate progress toward) the goals and benchmarks outlined in its charter contract and Minnesota statute.

VOA-MN uses a standard charter contract with unique school-specific terms that capture different approaches to achieving student success. The individuality of each school will be preserved in the “Academic Program Description” addendum to the charter contract.

Volunteers of America of Minnesota Accountability Plan

According to Minnesota Statute 124E.01, subd.1, The primary purpose of charter schools is to improve all pupil learning and all student achievement. VOA-MN holds the schools it authorizes accountable in five major areas: academic performance, fiscal management, board governance, management and operations, and legal compliance. Each area may have multiple indicators of success and the charter school’s performance on each indicator will be rated as:

- ☐ Does Not Meet Standard
- ☐ Partially Meets Standard
- ☐ Meets Standard

Rating Scale: For each standard, a school earns points for contract renewal as follows:

- 0 = Does Not Meet Standard
- 1 = Partially Meets Standard
- 2 = Meets Standard

Weighting of Performance Measures used during the contract renewal process is as follows:

50% weighting: Academic Program (statutory purposes, including primary purpose)

20% weighting: Financial Sustainability

30% weighting: Organization

- 15% on governance
- 15% on management & compliance

Combining Data Over the Contract Term

Annual school performance results will be combined each successive year of the contract term wherever possible so that fluctuation due to small group size will be minimized and overall performance is accurately reflected.

Contract Renewal Eligibility

VOA-MN schools must achieve at least a Satisfactory Rating (70% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area (Academic, Financial, Organizational Performance) to be eligible for a three-year contract renewal and at least an Exemplary Rating (80% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area to be eligible for a five-year contract renewal. All contract renewals will be for either three or five years. Fewer than three years does not provide enough information on which to make a renewal decision. If a school is performing below standard to receive a three-year renewal contract, but has agreed to the authorizer terms and conditions set forth in the School Improvement Plan to correct areas of deficiency, VOA-MN may agree to extend a school’s contract (not to exceed five

years) to provide additional time for a school to improve performance as an alternative to termination. If sufficient school improvement is not being made by the end of the 1st year of the extension, termination proceedings will commence.

Intervention and Corrective Action

VOA-MN schools that, prior to their year of contract renewal, fall below a Satisfactory Rating in the Performance Framework overall and/or in any performance area (Academic, Finance, Governance, Management/Operations) must enter into a School Improvement Plan that addresses the specific standards in the Performance Framework where the school performance is below Satisfactory.

Closure Plan

If the school does not meet the terms of the School Improvement Plan and attain a Satisfactory Rating by the end of the contract term, the school is a candidate for nonrenewal. If the school's contract is not renewed, the school must implement the Closure Plan as described in the school's charter contract.

Three essential questions guide our VOA-MN authorizer oversight and charter school accountability plan.

- **ACADEMIC PROGRAM PERFORMANCE** - Is the school's Learning Program a Success?
- **FINANCIAL SUSTAINABILITY** – Does the School Exhibit Strong Financial Health?
- **SCHOOL BOARD GOVERNANCE & OPERATIONS** - Is the organization effective and well run?

Ongoing Authorizer School Monitoring

Site Visits:

One of the most important ways VOA-MN gathers information about the schools it authorizes is through on-site visits. Site visits allow the authorizer to observe the school and engage in discussions with school management. VOA-MN conducts two different types of site visits:

Formal and Informal.

- **Formal Site Visit**- Formal Site Visits are typically conducted once per year by a member of the VOA-MN Authorizing Program Leadership Team who interviews key stakeholders and conducts observations. Written feedback is provided to the Board of Directors and school leadership guided by the Site Visit Rubric. VOA-MN staff will provide formal written feedback summarizing observations. The feedback will identify areas of strength and areas that require improvement. If a more serious issue arises from a site visit, VOA-MN may implement an intervention based upon the "Range of Interventions" table.
- **Informal Site Visit**- VOA-MN may conduct informal site visits at any time to fulfill its duties as an authorizer. Reasons for informal site visits may include: investigation of a complaint, determination of readiness to open, follow up on implementation of improvement plans, or documentation of best practices. These visits are typically less formal and may be without notice.

Board Meetings:

Another important component of VOA-MN authorizer oversight is board meeting observations conducted at least twice per year and more often for schools within their first two years after initial charter approval. Authorizer VOA-MN uses the Board Meeting Observation Rubric and provides timely feedback to the school boards. VOA-MN also closely monitors the monthly board meeting minutes and financials of each authorized school and provides feedback to the school as needed.

School Published Annual Reports:

The Charter School Law (Minn. Stat. 124E.16) includes requirements for a charter school annual. Additionally, VOA-MN requires that annual reports include specific elements defined by VOA-MN annually. VOA-MN required elements include how the school is performing based on the three essential questions: Is the student learning program a success? Does the school exhibit strong financial health? Is the organization effective and well-run? The final draft be board approved and posted to the school's official website. The VOA-MN Annual Report criteria may contain the World's Best Workforce Report.

Authorizer Published School Performance Reports:

In addition to the Formal Site Visit Report that each school is provided, VOA-MN will also annually publish three VOA-MN Charter School Network Reports: Academic Performance, Board Governance, and Financial Management. The cumulative purpose of these reports is to assess the ongoing performance of VOA-MN authorized schools regarding academic success, financial sustainability, and organizational effectiveness. The combination of school performance based on the three VOA-MN Annual School Performance Reports, annual Formal Site Visit Reports, informal site visit observations, authorizer observations of board meetings, and ongoing monitoring of school reporting and compliance provides an accountable oversight mechanism for the authorizer, schools, and other organizations. This collective body of evidence will also form the basis for contract renewal decisions.

School Report Card

The data previously included on the school report card pages is now available through the Minnesota Department of Education's Data Center. The center was designed to provide parents, educators, schools, districts and citizens with easy access to test results, revenue and expenditure data, demographic information and other critical data in a centralized location. This information can be accessed at <http://rc.education.state.mn.us/>

Non-Profit Status

The [Bluffview Montessori School Annual Meeting](#) was held on May 22, 2025:

To confirm Bluffview's Non-Profit status, please visit the Office of the Minnesota Secretary of State (<https://mblsportal.sos.state.mn.us/>) link below and select "Bluffview Montessori":

- [Bluffview Montessori non-profit status](#)