



# School Curriculum & Instructional Goals Policy

Date Created: 01/31/2024

Approved By: TRM Board of Directors

Date Approved: 03/19/2024

Date Updated:

## School Curriculum & Instructional Goals Policy

### PURPOSE

The purpose of this policy is to meet the mission of Three Rivers Montessori and to establish broad curriculum parameters for Three Rivers Montessori that encompass the Minnesota Academic Standards and federal law and are aligned with creating the World's Best Workforce.

### POLICY STATEMENT

A. The policy of Three Rivers Montessori is to establish the "World's Best Workforce" in which all Montessori learning at Three Rivers Montessori should be directed and for which all TRM stakeholders should be held accountable.

### DEFINITIONS

A. "Academic standard" means a summary description of student learning in a required content area.

B. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

C. "Curriculum" means Three Rivers Montessori programs and written plans for providing students the hands-on learning experiences that lead to expected knowledge, skills, and career and college readiness while challenging students to attain their highest potential using the Montessori method.

D. "Instruction" means methods of providing learning experiences that enable students to meet state and Three Rivers Montessori academic standards while challenging students to attain their highest potential using the Montessori method.



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E. “Performance measures” are measures to determine Three Rivers Montessori progress in striving to create the World’s Best Workforce and must include at least the following:

1. Student performance on the Minnesota Comprehensive Assessments;
2. Student performance on formative assessments in the Fall, Winter, and Spring (NWEA Map)
4. Montessori observation and data collection and progress reporting two times per year

F. “World’s Best Workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduation from high school; and have all students graduate from high school.

## LONG-TERM STRATEGIC PLAN

A. The Board of Directors, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the World’s Best Workforce and includes the following:

1. Clearly defined Three Rivers Montessori goals and benchmarks for instruction and student achievement for all student categories identified in state and federal law;
2. A process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in accelerated instruction, adopt procedures for early admission to kindergarten which are sensitive to under-represented groups, and identify the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the World’s Best Workforce;



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3. A system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, administrator evaluations under Minnesota Statutes section 123B.147, subdivision 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers at Three Rivers Montessori and who reflect the diversity of enrolled students under Minnesota Statutes section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes section 122A.40, subdivision 8, or 122A.41, subdivision 5;
4. Strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;
5. A process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
6. Education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
7. An annual budget for continuing to implement Three Rivers Montessori's plan.

B. Three Rivers Montessori goals shall include the following:

1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning. These skills include the following:
  - a. Reading, writing, speaking, listening, and viewing in the English language;
  - b. Mathematical and scientific concepts;
  - c. Locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e. problem solving);
  - d. Creative and critical thinking, and decision making skills;
  - e. Post-secondary readiness skills;
  - f. Global and cultural understanding in alignment with Montessori cultural learning continuums.



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2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
  - a. Live as a responsible, productive citizen in the United States of America. A citizen that is respectful, demonstrates integrity, perseverance, honor, and strives for excellence;
  - b. Bring many perspectives, including historical, to contemporary issues;
  - c. Develop an appreciation and respect for democratic institutions;
  - d. Communicate and relate effectively in languages and with cultures other than the student's own;
  - e. Practice stewardship of the land, natural resources, and environment;
  - f. Use a variety of tools to gather and use information, enhance learning, solve problems, and increase human flourishing.
3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, and movement.
4. Three Rivers Montessori practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
  - a. Establishing and achieving personal and post-school goals;
  - b. Adapting to change;
  - c. Leading a healthy and fulfilling life, both physically and mentally;
  - d. Becoming an exemplary and knowledgeable citizen, living a life that will contribute to the well-being of society;
  - e. Becoming a self-directed learner;
  - f. Exercising ethical behavior



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5. Students will be given the opportunity to acquire human relations skills necessary to:
  - a. Through civil discourse, appreciate and understand human diversity and interdependence;
  - b. Address problems through collaboration,;
  - c. Resolve conflicts with and among others;
  - d. promote a fair and just society amongst all.
  
- C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction via the Montessori method, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The Montessori instruction provided by teachers will include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.
  1. Three Rivers Montessori must identify, through a locally determined manner, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.
  2. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.
  3. Reading assessments in English and in the predominant languages of English language learners, where practicable, must identify and evaluate students' areas of academic need related to literacy. Three Rivers Montessori also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. Three Rivers Montessori must use locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the Minnesota Commissioner of Education by July 1.





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4. Three Rivers Montessori must annually report to the Minnesota Commissioner of Education, by July 1, a summary of Three Rivers Montessori's efforts to screen and identify students who demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph
  - a. The report must include:
    - i. A summary of Three Rivers Montessori's efforts to screen for dyslexia;
    - ii. The number of students screened for that reporting year; and
    - iii. The number of students demonstrating characteristics of dyslexia for that year.
5. A student identified as having a reading difficulty must be provided with alternate instruction under Minnesota Statutes section 125A.56, subdivision 1.
6. At least annually, Three Rivers Montessori must give the parent of each student who is not reading at or above grade level timely information about:
  - a. The student's reading proficiency as measured by a locally adopted assessment;
  - b. Reading-related services currently being provided to the student and the student's progress; and
  - c. Strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.
7. For each student who is not reading at or above grade level, Three Rivers Montessori shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, Three Rivers Montessori must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate Three Rivers Montessori and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.



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## Legal References:

Minn. Stat. § 120B.018 (Definitions)

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)

Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)

Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)

Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)

Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)

Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)

Minn. Stat. § 123B.147, Subd. 3 (Principals)

Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)

20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

## Cross References:

MSBA/MASA Model Policy 104 (Charter School Mission Statement)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 614 (Charter School Testing Plan and Procedure)

MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

MSBA/MASA Model Policy 616 (Charter School System Accountability)

MSBA/MASA Model Policy 618 (Assessment of Student Achievement)