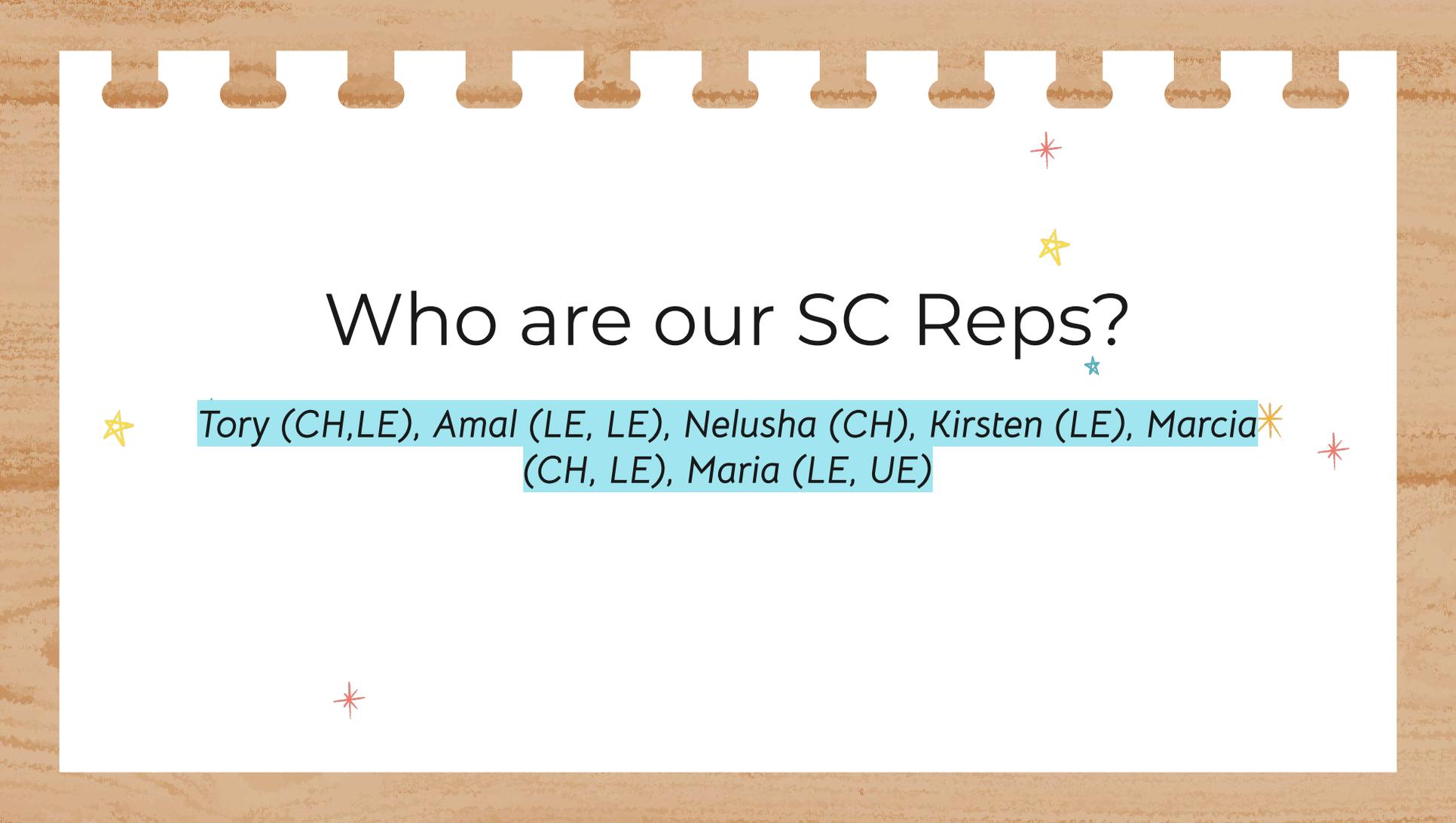


2024-2025

Welcome
**Tobin Montessori
School Council**





Who are our SC Reps?



Tory (CH,LE), Amal (LE, LE), Nelusha (CH), Kirsten (LE), Marcia
(CH, LE), Maria (LE, UE)



Agenda 9/20

8:10-8:25

Welcome, Introduce SAC Reps, New Building Update

8:25-9:00

Welcome/School Improvement Plan Overview:

Math, Literacy, School Culture, Attendance—*6th grade update

9:00-9:15

Optional: Feedback/Conversation about New School Day Times



**Are you ready for our
New School?**

FALL 2025

1 More Year!



Are you getting
excited?



Our NEW Parking Garage!

Look at
all of that
parking!





**Our New
GYM!**



The Main Office



Light up
Portals to
Each Wing



Children's House, Special Start, Scale Wing



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Teacher "Office" Window





End of CH Wing-Special Start







Teacher Work Room Floor 1





**Lower Elementary, Scale Wing
Floor 2**



Teacher Work Room Floor 2

Teacher Workroom





The Library



Library

Library & Tech Office





The Music & Arts Wing



Upper
El.





Teacher
Office
Upper El.



Upper El.



Upper
El.









Upper El. Breakout
Space in front of
the Teacher Work
Room



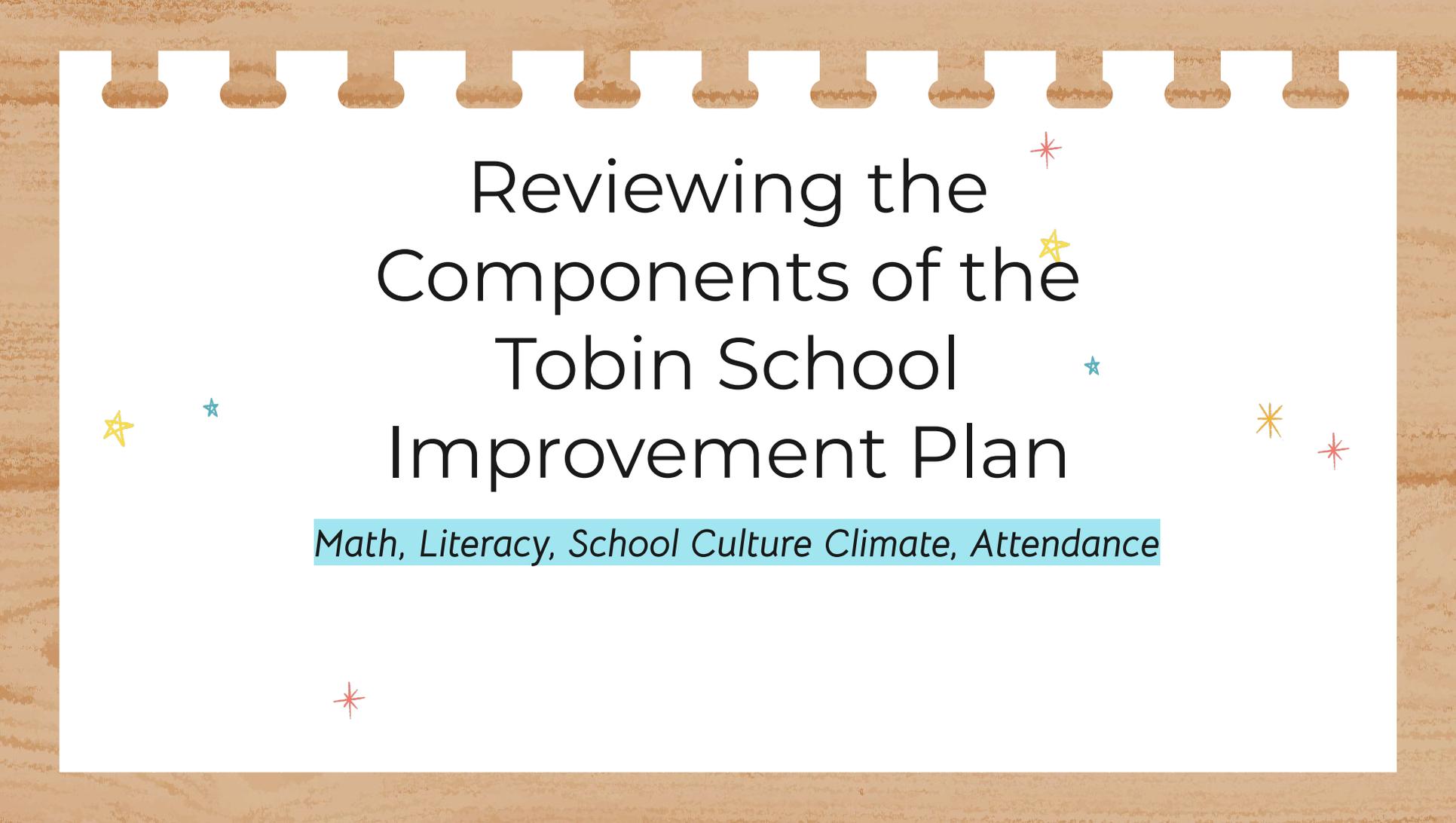






We are so close!





Reviewing the Components of the Tobin School Improvement Plan

Math, Literacy, School Culture Climate, Attendance



Mathematics

Where have we been?

Where are we going?





What action steps will we take towards improving mathematical instruction at Tobin?

Where are we still going?  

Continue to develop problem solving skills through high cognitive demand problems.



Focus on
FACT FLUENCY!





Math SIP Action Plan: *Fact Fluency*

- Develop an understanding of foundational facts for each operation
- Develop an understanding of research-based derived fact strategies for each operation
- Learn how to sequence facts instruction
- Explore activities and games for helping students progress through the phases of fact mastery
- Monitor fact mastery through a variety of assessments



Fact Fluency Expectations by Grade Level

Grade	Required Fluency	Example
K	Add/Subtract within 5, including zero	$2 + 3 = 5$ $4 - 1 = 3$
1	Add/Subtract within 10	$7 + 3 = 10$ $9 - 7 = 2$
2	Add/Subtract within 20	$9 + 9 = 18$ $12 - 5 = 7$
3	Multiply/Divide within 100	$7 \times 6 = 42$ $50 \div 5 = 10$
4	Multiply/Divide within 144	$11 \times 11 = 121$ $144 \div 12 = 12$



Literacy

Where have we been?

Where are we going?



What action steps will we take towards improving Literacy at Tobin?

Where are we still going   

- Continue to build **strong early literacy foundations** for all our students by utilizing our Montessori Reading Pathways process and curriculum and engaging in reflective data cycles.
- Strengthen our **students' abilities to communicate clearly and effectively** in writing by explicitly and systematically teaching writing skills in a way that is philosophically aligned with our Montessori curriculum (WRITING REVOLUTION).
- Immerse students in text-rich environments that create a sense of both **belonging and connection** by providing “windows, mirrors and sliding glass doors”.



WHAT IS NEW in LITERACY?

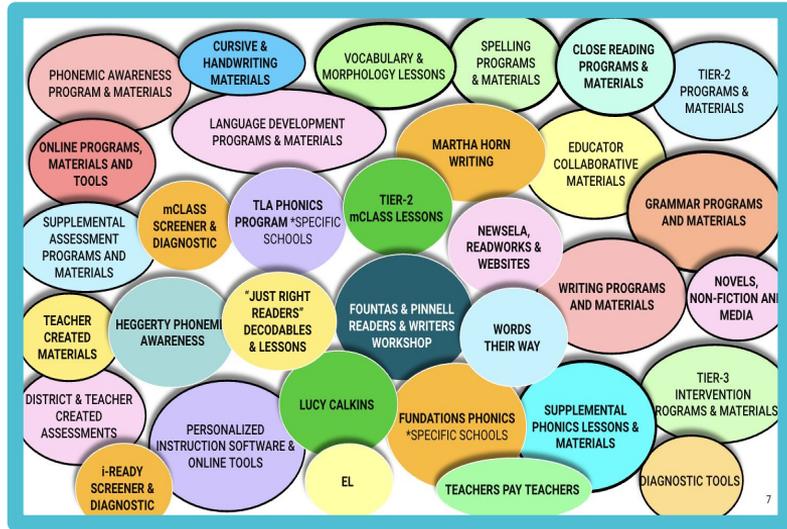
District-wide Implementation of Amplify CKLA

- Rigorous, systematic, explicit instruction based on the Science of Reading that builds background knowledge, vocabulary, reading, writing, speaking and listening skills for all students
- Alignment between assessments and curriculum

What are we adding to our SIP?



WHY DID CAMBRIDGE CHOOSE CKLA?



But Disconnected Programs are Inefficient & Ineffective

To close opportunity gaps, literacy curriculum must relentlessly address the many complex, interwoven strands that are necessary for skilled reading and writing

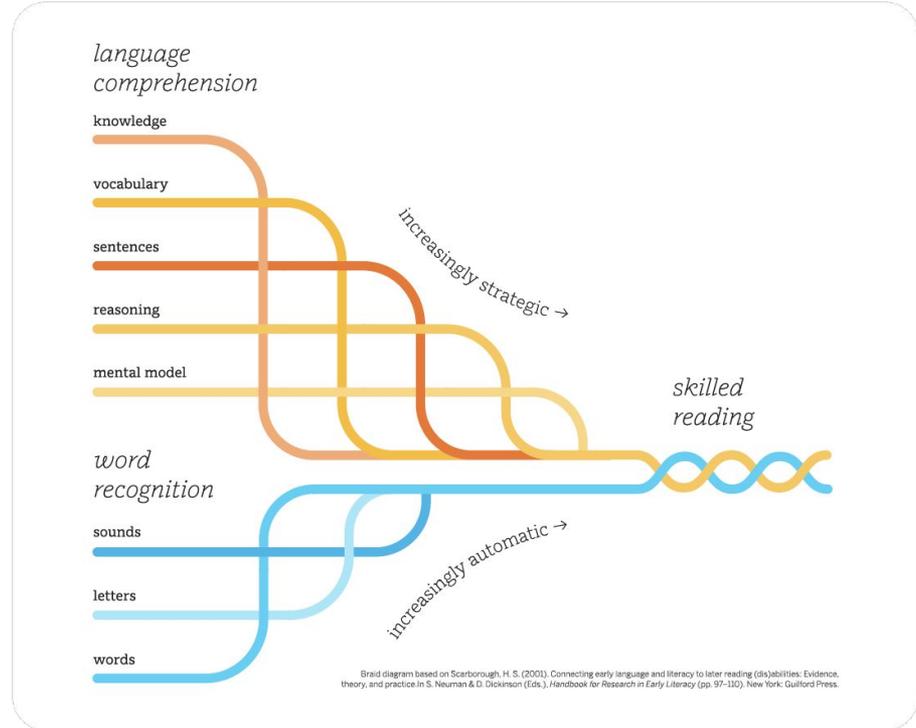
... in an explicit and systematic way.



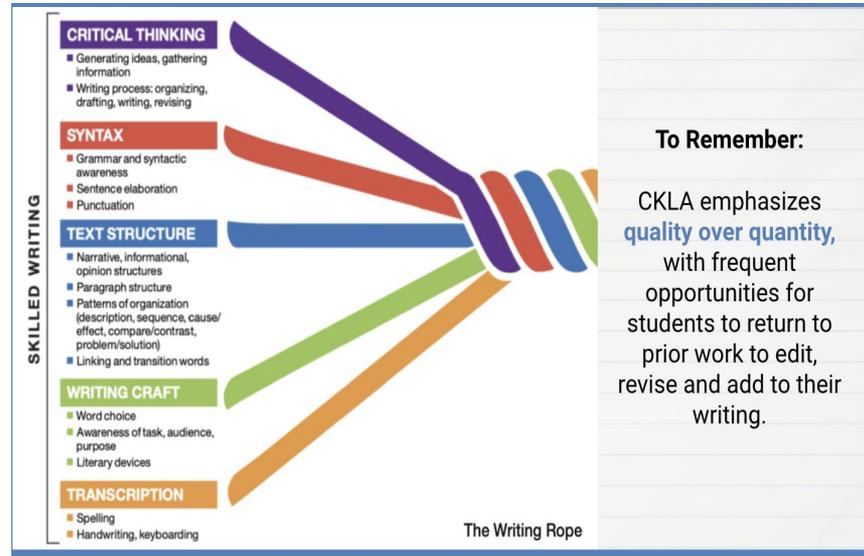
WHAT DOES THIS LOOK LIKE AT TOBIN?

CKLA Knowledge Units
(LE + UE)

Montessori Pathways
(CH + LE)



WHAT DOES THIS LOOK LIKE AT TOBIN?



Writing instruction is embedded in the knowledge units, and is also systematic and explicit, AND consistent with the work we began last year with the Writing Revolution.

CPSD

Literacy
Website for
Caregivers



CPSD

Literacy
Resources for
Caregivers



CPSD

Supporting
Literacy at
Home



DESE

Family Guides





School Culture & Climate

Where have we been?

Where are we going?



What action steps did we take towards improving school culture and climate?

Where have we been   

1. Teachers and staff will engage in professional learning with [Alexis Reid](#), educational consultant and executive function coach, and implement executive function strategies learned in PD to better support student functioning and learning.
2. Faculty and staff will engage with and give explicit lessons  around the School-wide Grace & Courtesy Handbook.





Alexis Reid (last year)

Alexis Reid is an educational therapist and learning consultant who specializes in executive function (EF) coaching, social emotional learning (SEL), teaching and development, as well as designing flexible and accessible learning and environments through Universal Design for Learning (UDL).



[Meet Alexis](#)



Remember Alexis?



School Culture Next Steps

Inclusive Environments

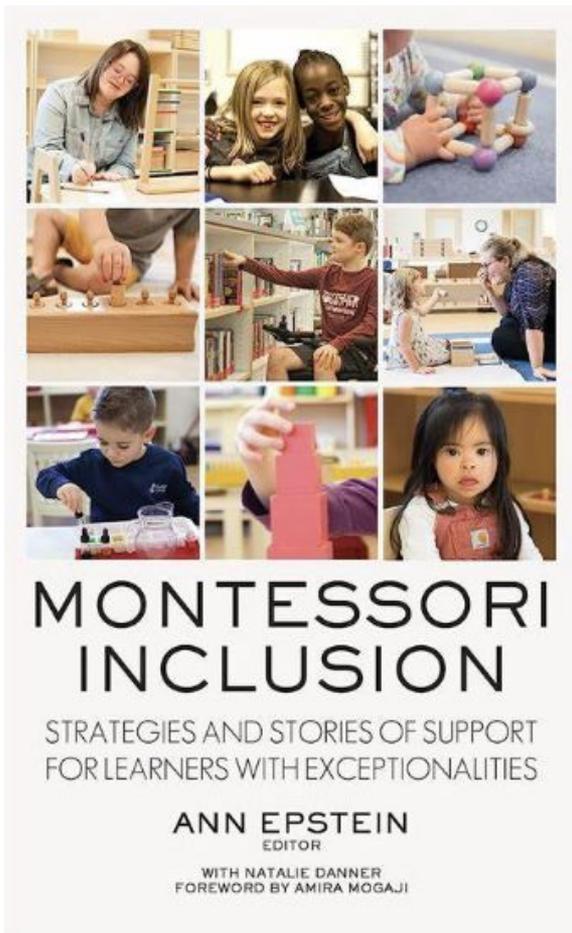
- **Montessori Inclusion Book Study**
 - Montessori Homeroom Teachers, Specialists, Interventionists, Special Educators
- **Social Emotional Learning**
 - Montessori Paraprofessionals and Building Substitutes
- **SCALE Strategies & IEP Information**
 - SCALE Paraprofessionals
- **Independent Study**—Montessori 54 Hour Course
 - SCALE Lead Teachers

Where are we
going?



Montessori Inclusion Book Study

This year, we will learn alongside one another as we read a book to better understand how best to support *all* students.





Year long plan

This book is broken down into three sections;

- 1. Montessori & Special Education**
- 2. Current Procedures and Supports**
- 3. Fully Inclusive Schools**

Chronic Absenteeism

Where have we been?

Where are we going?



What is “Chronically Absent”

Where have  we been?  

Calculated as absent from 10%
Of 180 school days, or 18 days





What does the data tell us about Chronic Absenteeism at Tobin?

Where have  we been? 

92.3% of Tobin Students
attend school regularly
(1.5% improvement from
'22-'23)



Daily Attendance Rate Goal





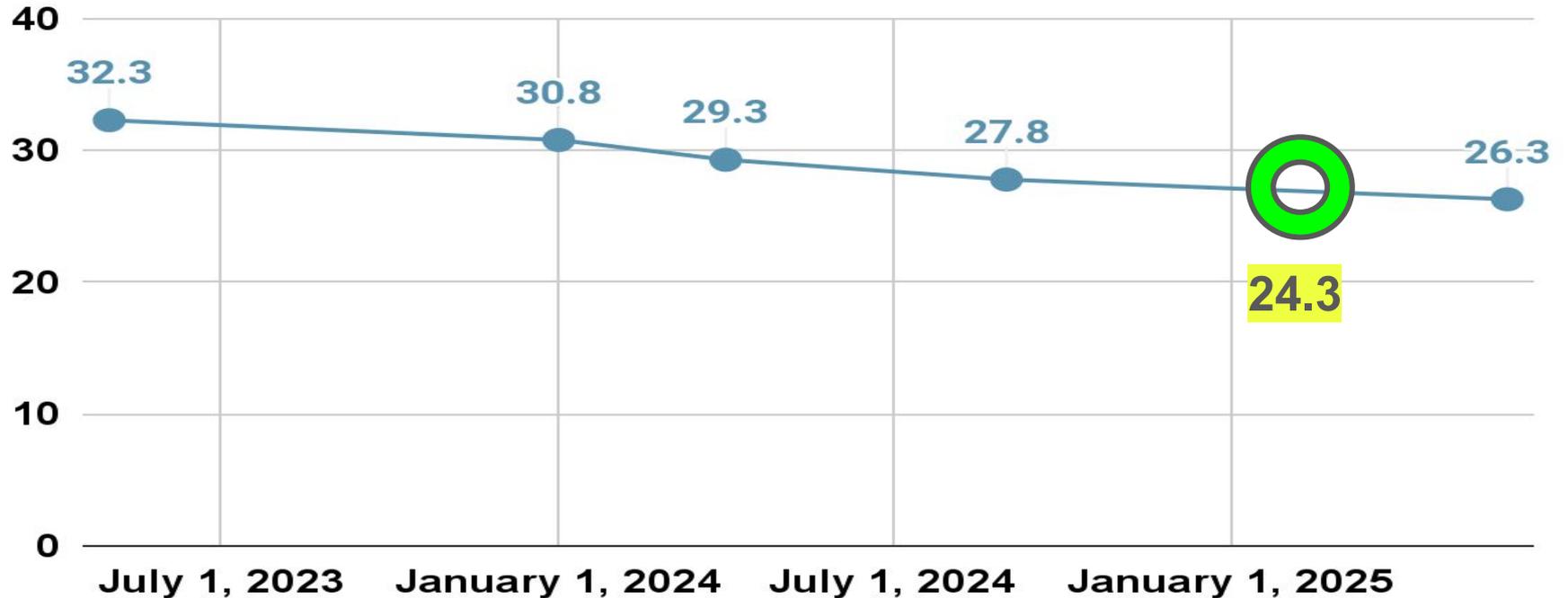
What did our numbers look like last year?

**8.1 absences
per day (down
from 9.5)**

**24.3 % of those
students were
chronically
absent (down
from 31.9% in
'22-'23)**



Chronic Absenteeism Goal



By Spring 2025, our chronic absentee rate will decrease by 6% to 26.3%



Further broken down...

**40.7% (down
from 53.8%)**

Hispanic or Latino

**30.7% (down
from 38%)**

Student with disabilities

**29.1 (down
from 40.5%)**

African American/Black

**34.2% (down
from 37.6%)**

Low income





Our Goals from Last Year



1. We need to elevate staff voices that understand these stories already
 2. We need to monitor these rates consistently
 3. We need a formal structure to reach these families
- 



What action steps did we take towards improving student attendance at Tobin?

What we did. ✨
★

1. Every two weeks, Krissie and Albert will work to pull ASPEN data to scan for absences
2. Students close to the 10% mark will be identified
3. Students will be discussed at SST meeting biweekly
4. One of three interventions will be attempted:
 - a. Call Home
 - b. Letter Home
 - c. Guardian visit
 - d. Etc.
5. Student attendance will be monitored for improvement after first intervention
6. If intervention isn't successful, the SEL team will move to a Tier 2 intervention



What will we do this year?

- ✓ **Reduced chronic absenteeism and tardiness** by positively framing value of attendance and arriving on time
- ✓ **Created Tier 1-3 strategies** to proactively address attendance with families
- ✓ **Developed attendance videos** for our students under 5 not legally required to attend school

✓ = Work has started.



6th GRADE—UPDATE

The American Montessori Society, which accredits Tobin Montessori School, last year recommended that the school explore adding 6th grade. This is common to Montessori upper elementary programs, which treat 6th grade as the capstone of their education model.

Several parents strongly support 6th grade Tobin. We think Tobin's Montessori teaching has been exceptional for our children, and we would like to see it continue. We are advocating with the Superintendent and the School Committee.

Want to learn more?

Nina Mitchell

nina.a.mitchell@gmail.com

310.463.749

<https://docs.google.com/forms/d/1hCcyREwXicdyEmaJeTZ-O1LQRrPuTiq-OOTazhgcW-U/edit>

Below is a QR Code, if it is easier for people:



Arrival & Dismissal Conversation

How's it going?

2+2



- 7:20-7:25 Bus Students Arrive
- 7:30AM Student Arrival/Breakfast/Worktime
- 7:45AM Day Officially Begins

-
- 1:45 Dismissal(W)
 - Buses Leave at 1:55PM
 - 2:15 Dismissal (M, T, W, TH, F)
 - Buses Leave at 2:25PM

