

Golden Oak Montessori

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Golden Oak Montessori
Street	2652 Vergil Ct
City, State, Zip	Castro Valley, CA 94546
Phone Number	(510) 931-7868
Principal	Gena Engelfried
E-mail Address	info@goldenoakmontessori.org
Web Site	www.goldenoakmontessori.org
CDS Code	01611920119248

District Contact Information	
District Name	Hayward Unified School District
Phone Number	(510) 784-2600
Superintendent	Dr. Matt Wayne
E-mail Address	mwayne@husd.k12.ca.us
Web Site	www.husd.k12.ca.us

School Description and Mission Statement (School Year 2018-19)

Golden Oak Montessori is a public charter school in the Hayward Unified School District. The school started in 2009-10 with 105 students and has since grown to a very diverse population of 249 students in the 2018-19 academic year. As a Montessori school, each classroom has mixed ages: 1st through 3rd grade students are in four Lower Elementary classrooms; 4th through 6th grade students are in four Upper Elementary classrooms; and 7th through 8th grade students are in three Middle School classrooms.

The curriculum specifically addresses objectives set forth in the California State Standards and students use a variety of materials to guide skill development in relation to the Common Core Standards. Aspects unique to our Montessori classrooms include individualized learning plans focused on the child's interests; hands-on materials in a classroom designed to stimulate academic exploration; multi-age classrooms where collaboration and leadership skills are practiced; and culturally sensitive materials and a globally and community oriented curriculum. The Montessori method takes a developmental approach to education and relies on students' intrinsic motivation.

MISSION STATEMENT

The mission of Golden Oak Montessori is to provide students in grades one through eight in the Hayward area with the opportunity to acquire an education based on the educational philosophy of Dr. Maria Montessori, with an emphasis on independent learning; hands-on materials for a holistic education; and mixed-age classrooms to encourage long-term educational relationships and character development. Our school will actively recruit and serve a culturally, ethnically, and socio-economically diverse group of students reflective of the Hayward district; promote an integrated multi-subject teaching and learning curriculum; strive to close the academic achievement gap in minority and disadvantaged students; provide a Spanish-Enriched curriculum for all students; and pursue an overarching aim of nurturing healthy community stewardship. Our goal is to educate children to be active, aware citizens with the skills and knowledge to participate meaningfully in the diverse and challenging new century.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 1	30
Grade 2	36
Grade 3	34
Grade 4	36
Grade 5	36
Grade 6	26
Grade 7	29
Grade 8	22
Total Enrollment	249

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	8.0
American Indian or Alaska Native	0.0
Asian	8.8
Filipino	10.8
Hispanic or Latino	38.6
Native Hawaiian or Pacific Islander	2.0
White	23.7
Socioeconomically Disadvantaged	24.9
English Learners	8.8
Students with Disabilities	7.6
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	5	7	7	
Without Full Credential	4	4	4	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	2	2	2
Total Teacher Misassignments *	2	2	2
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**Year and month in which data were collected: 2018**

The Golden Oak curriculum specifically addresses the objectives set forth in the California State Standards. Students use a variety of materials to guide skill development in relation to the Common Core Standards. Every Golden Oak Montessori classroom is equipped with Montessori materials for hands-on learning. Students have access to computers for research with one-to-one access. Textbooks are not traditionally used in the learning setting. Full Option Science Systems (FOSS) kits from the Lawrence Livermore Lab and Engineering is Elemental Kits are used in classrooms, in addition to Montessori science materials, and meet Next Generation Science Standards (NGSS).

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Montessori Materials available to all students	Yes	0
Mathematics	Montessori Materials available to all students	Yes	0
Science	Montessori Materials available to all students	Yes	0
History-Social Science	Montessori Materials available to all students	Yes	0
Foreign Language	Montessori Materials available to all students	Yes	0
Health	Montessori Materials and Physical Education Instruction available to all students	Yes	0
Visual and Performing Arts	Musical Instruments available to all students	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Golden Oak Montessori School of Hayward is located in the Laurel Center campus owned by the Hayward Unified School District through a Prop 39 rental agreement. All classrooms are in use in addition to the gymnasium, office, and a Wellness Center room. There is a courtyard with additional seating for lunch and outdoor learning activities in addition to a garden space and playground / field area.

In the 2017-18 year, facility improvements/repairs included general painting, basic repairs, and landscape maintenance. A professional plumbing service was contracted to replace a large section of the storm drain's pipe that runs through the center of the school's courtyard, and to remove the significant tree roots that were in the sewer lines. A new shade structure was built in the small play area used after school. Further updates are planned in future years including new lighting throughout the building funded with grant money.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: September 2015 (HUSD inspection) / December 2018 (local staff inspection)		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Regular maintenance to remove tree roots is done bi-annually to the sewer line/storm water line.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	When it rains, leaks are evident and require patching. A roof inspection was conducted and roof repairs are recommended.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 2015 (HUSD inspection) / December 2018 (local staff inspection)	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	53.0	53.0	37.0	38.0	48.0	50.0
Mathematics (grades 3-8 and 11)	35.0	37.0	24.0	26.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	183	182	99.45	52.75
Male	93	92	98.92	53.26
Female	90	90	100.00	52.22
Black or African American	15	15	100.00	33.33
Asian	15	15	100.00	73.33
Filipino	20	20	100.00	65.00
Hispanic or Latino	71	71	100.00	32.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	47	97.92	70.21
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	52	98.11	28.85
English Learners	36	36	100.00	33.33
Students with Disabilities	26	25	96.15	16.00
Students Receiving Migrant Education Services	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	183	182	99.45	37.36
Male	93	92	98.92	41.3
Female	90	90	100	33.33
Black or African American	15	15	100	26.67
Asian	15	15	100	46.67
Filipino	20	20	100	40
Hispanic or Latino	71	71	100	23.94
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	47	97.92	55.32
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	52	98.11	11.54
English Learners	36	36	100	13.89
Students with Disabilities	26	25	96.15	16
Students Receiving Migrant Education Services	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.3	13.5	29.7
7	23.3	30.0	30.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Golden Oak Montessori enjoys school-wide and classroom traditions where parents are involved including annual potluck picnics, seasonal celebrations, class and school-wide presentations, fundraising events, educational programs, and field trips into the community. Parents are expected to participate in regular parent/teacher/student conferences and attend parent education events throughout the year. New parents have an initial meeting with the Head of School. A weekly parent update email is sent by the Head of School to the whole Golden Oak community as well.

Golden Oak is guided by its vision to create a child centered learning environment that involves families, educators, and the community in nurturing the whole child. Golden Oak was created by the dedicated volunteer efforts of local parents and community members and strives to create an environment that fosters volunteerism.

Golden Oak's Parent Teacher Organization (PTO) is a volunteer group of parents who help support the various activities of the school. They organize committees to help with fundraising and school-wide events. Other school volunteer opportunities for parents include:

- Sharing expertise, talents, and hobbies with the students and teachers in his/her child's class.
- Teaching art curriculum
- Room parents for child's classroom
- Chaperone on field trips
- Landscape and gardening
- Building and materials maintenance
- Participation in diversity celebrations
- Fundraising/Grant writing
- Teacher Support – materials making/reading with the students

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.0	0.8	4.3	4.0	4.3	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Golden Oak Montessori reviews the school's Safety Plan annually. Staff and students drill monthly for safety situations including evacuations, fire, earthquake, and shelter-in-place/lock the doors.

An emergency container is on site and is stocked with basic medical and food/water supplies to sustain our total population for three days in the event an emergency keeps us at the school.

Each lead teacher and several administrative staff members have an emergency backpack with basic supplies and emergency information handouts. Teacher backpacks have their student's name tags on lanyards for distribution in the event of an emergency.

Each classroom has a telephone connected to the school intercom. Each classroom has a walkie-talkie. Golden Oak Montessori subscribes to the Share911 service allowing school staff to communicate with each other in real time re: emergency situations. The Hayward Police Department is also connected to the Share 911 service.

The campus is in a residential neighborhood. The only entrance/exit that is open during the school day is the front door which is locked at most times. There is a fence on three sides of the school with locked gates. All staff have keys to lock/unlock common areas and the gates. The off-site evacuation location is the First Presbyterian Church within a 2 min. walk from the school.

All teachers, staff, and parent volunteers participate in background screening.

At the start of the academic year, teachers participate in Diabetes Awareness training and an online course from AllergyReady.com to gain skills in dealing with medical emergencies. All teachers are required to have current CPR and First Aid certifications.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
3	22		4		24		4		25		4	
6	27		3		23		4		25		4	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,896	0	\$9,896	\$50,044
District	N/A	N/A	\$13,368	\$87,570
Percent Difference: School Site and District	N/A	N/A	-29.8	-54.5
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	32.6	-45.7

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Supplemental services provided in 2017-18 included:

Before School Math: As a result of funding provided through a grant from the CA State Treasurer's office and Scholar Share, Golden Oak Montessori hosted a year of free 5-week sessions of extra mathematics instruction before school for any interested student. Students used math instructional software and participated in small group lessons.

Math Intervention: A math interventionist provided additional "pull out" instructional support during the school day for students who needed additional math practice.

Reading Intervention: A reading specialist met with students in small groups to support them in their language/reading skills.

English Language Learners Support: As the number of English Language Learners at Golden Oak Montessori has grown, so has the need for additional English language development instruction. In 2017-18 a coordinator was hired to oversee all CELDT/ELPAC testing and supportive service coordination. In addition, the Reading Specialist provided additional supportive instruction for these students.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$61,672	\$49,512
Mid-Range Teacher Salary	\$86,144	\$77,880
Highest Teacher Salary	\$102,734	\$96,387
Average Principal Salary (Elementary)	\$133,310	\$123,139
Average Principal Salary (Middle)	\$145,044	\$129,919
Average Principal Salary (High)	\$154,377	\$140,111
Superintendent Salary	\$240,000	\$238,324
Percent of Budget for Teacher Salaries	37.0	36.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

The teachers are the heart of Golden Oak Montessori and training and professional development opportunities are offered regularly to help them better serve students.

There were nine professional development days in 2017-18 and ten in 2018-19. In addition, each Wednesday is a minimum when teaching staff participate in group staff and/or "level" meetings with teachers of the same grade levels. The training and professional development topics offered directly relate to data from our CAASPP test scores, our annual Campus Climate survey, performance of student sub-groups that are prevalent at our school and require additional support, CA Department of Education's required and recommend training topics, and direct observation in the classroom by our Head of School, Curriculum Coordinator, and Montessori consultants.

Training opportunities offered on professional development days and minimum days included:

- Mathematics and English Language Arts Instruction Training: Teachers received training from both the Head of School, the Curriculum Coordinator, and their fellow teachers who have attended specialized workshop experiences on how to better assist students in need of support in mathematics and English Language Arts in general and as it relates to Common Core standards.
- English Language Development Support: Golden Oak Montessori's English Language Development (ELD) coordinator provided training and guidance to our teaching staff re: instructional methods and support strategies for working with ELD students.
- Special Education Information: Golden Oak Montessori's Special Education Coordinator and our School Psychologist provided training and guidance to our teaching staff on identifying and supporting students with learning differences or social-emotional support needs.
- Montessori Training: A Montessori classroom consultant observed our teachers in their classrooms and provided feedback on teaching strategies, techniques, and overall Montessori classroom environment. The Head of School provides a Developmental Environment Ratings Scale (DERS) assessment of each classroom to further aide teachers in creating the best classroom environment possible.
- Fine Arts Mini Experiences (FAME): A trainer from FAME came to Golden Oak Montessori to introduce the FAME curriculum experience to all interested teachers and parent volunteers.
- Minnesota Executive Function Scale (MEFS): A training from a MEFS coordinator was presented to all teaching staff on assessing the skill sets children possess and need to further acquire to be successful in life.
- Mosaic Project: Staff from the Mosaic Project provided a training on creating an inclusive classroom culture.

- Kid Power International: Staff from Kid Power provided teachers training on their strengths-based approach to create a culture of safety for students.
- Suicide Awareness: Golden Oak Montessori's School Psychologist provided a suicide awareness training to teaching staff.
- FOSS and Engineering is Elemental Training: Golden Oak Montessori's Curriculum Coordinator presented training on using the Full Option Science System (FOSS) kits purchased by the school from the Lawrence Livermore Labs, and the Engineering is Elemental kits purchased from the Museum of Science in Boston.

In addition to the above training on specific topics, Golden Oak Montessori also provides knowledge building and professional growth experiences for teachers including:

- All teachers are invited to participate in the Educational Excellence Committee which meets several times a year. Topics of discussion include strategic planning and initiatives to advance academic success.
- Golden Oak's principal and curriculum coordinator observed classrooms to provide feedback and support on teaching techniques. Teachers are also encouraged to visit and observe in each other's classrooms and at other Montessori schools to gain insight and create dialogue on teaching technique and strategy.
- Golden Oak's lead teachers are offered conference registration fees to attend the American Montessori Society's Annual Conference where workshops, training, and educator networking opportunities take place.
- During the year, some teachers independently participate in workshops related to Montessori, environmental education, and English and Math instruction.
- Annually teachers meet with the Head of School to outline their personal goals and objectives for the year in addition to ensuring they are on track to help the school achieve overall goals. These goals are reviewed at the end of the year during annual evaluations.