



Local School Decision Making Council (LSDMC) Meeting  
Wednesday, September 9, 2016  
6:00 – 7:30 p.m.

Location: Art Room

VISION

PRM is a model for the nation as a premier public urban neighborhood school noted for its diverse and peaceful environment, community involvement, and outstanding student outcomes.

MISSION

To offer every neighborhood child a quality Montessori education, collaborating with community Partners in a peaceful and environmentally – conscious setting, which nurtures a lifelong love of learning.

- A. Introductions and Community Builder (10 minutes)
- B. Roles and Responsibilities of LSDMC Members (10 minutes)
- C. Meeting Dates (5 minutes)
- D. Update Roster (5 minutes)
- E. School-Wide Goals and Focus overview (5 minutes)
  - a. Setting LSDMC Goals for the Year (15 minutes)
- F. End of Year Carry Over Updates (10 minutes)
- G. Setting Agenda for Next meeting (10 minutes)



### **PRM's School Goals for 2016-2017**

We can create a learning culture rooted in diversity, equity, inclusiveness and excellence in education with a commitment to educating the whole child by:

1. *Great Communities:* Creating a culturally proficient school culture by implementing instructional activities and community building activities that explore Domain 1 (knowing self), Domain 2 (looking at race) and Domain 3 (examining social construct and multiple perspectives) for staff, students and families consistently measured by lesson plan procedures, resulting student, staff and community work, and pre/post assessments from professional development.
2. *Great People:* Exercising a growth mindset in both written and oral communication with students, staff and families as reflected in written communication sent home to families, oral communication noted in classroom walk through's, and school-wide communications.
3. *Great Learning Systems:* Increasing the number of students in each subgroup performing between low average and high average by 10% from beginning of the year benchmark administered to all students by utilizing the multi-tiered system of supports to provide targeted interventions.
4. *Great Learning Choices:* Given the baseline data with the 16-17 benchmark for Dibels, all subgroups will decrease the number of students not on track by 10% by implementing research-based (LETRS) instructional practices in all literacy lessons. Given the baseline data with the 16-17 benchmark for Aimsweb, all subgroups will decrease the number of students not on track by 10% by implementing rich problem-based writing opportunities in math. Given the baseline data with the 16-17 district pre-assessments, all subgroups will decrease the number of students not proficient by at least 10% by implementing differentiated instruction lessons with differentiated goal sheets and contracts.
5. *Great Systems:* A system of accountability will be implemented to ensure consistency of staff implementation with the policies, procedures and initiatives of the district, along with those outlined in the staff handbook and the decisions made by ILT, by establishing a system of checks and balances resulting in 100% compliance.