



Denver Montessori  
Junior/Senior High School  
**High School Design**

# Outcomes

Social

Personal Characteristics

Academic

*"For the 10 years we had been at Compass, I always thought, well, if my kids end up going to Compass High School it might not be such a bad thing. Then, last year, I attended Compass' high school graduation for the first time. After seeing these incredibly confident, capable, happy graduates talking about the education and sense of family they got from Compass, I completely changed my mind. Now I truly see what a gift Compass is. I would be really disappointed if my children chose a different high school because I would hate for them to miss out on this incredible experience for learning and growth."*

Amy Holtgreive Storey

Compass parent and former board member

*In Montessori high school these supported, self-directed activities grew to helping to plan and fundraise for international class trips to Russia, the Czech Republic, Germany, and France, and to writing and implementing drawing and creative writing curriculums for the middle school and elementary classes. When I transitioned to the traditionally structured classrooms of NYU I maintained my strong Montessori values of academic curiosity, leadership, and student autonomy. I adapted to textbooks and tests, adjusted to large-scale New York City community service and organizing, and maintained the firm understanding that the responsibility of my education would always be entirely my own.*

*As one of the first pre-k through twelfth grade graduates of a public, charter Montessori program in the U.S., I am proud to be a testament to a nontraditional education method. I look forward to contributing my Montessori perspective to my legal education and to my law school community.*

Dilyn Myers, Compass Graduate 2011  
Application to Harvard Law School  
Diversity Statement

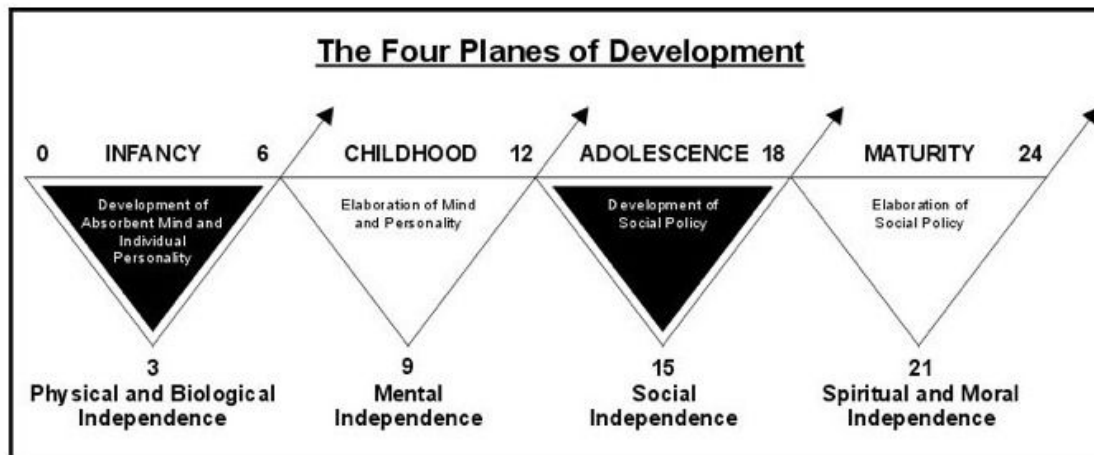
# Why Montessori High School? (in your own words)

*What are you most excited about, given what you've heard about the DMHS high school?*

- Our potential to positively impact the community
- It being a small school
- Our students are known, and students really know their teachers
- Students explore and follow their own interests
- The love of learning by both students and teachers
- The open schedule, that the kids get to choose their schedule
- Students will want to be there, that they have the choice
- It's based on real adolescent development
- High expectations
- Having our own space, our own school

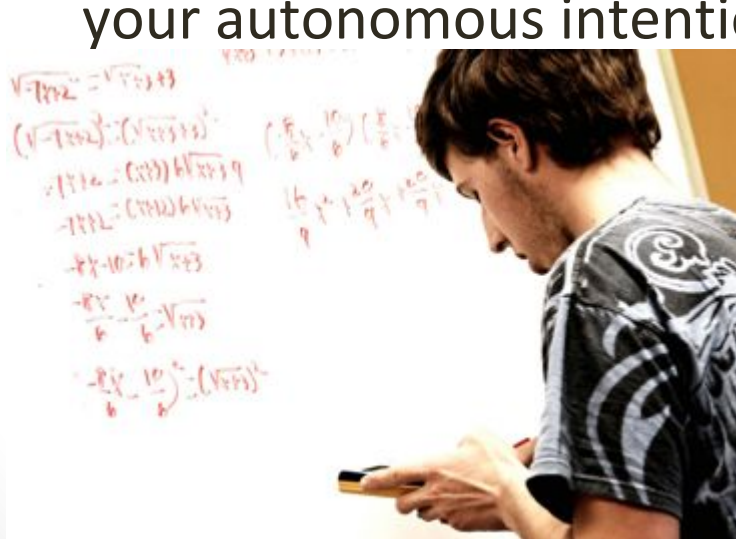
# Why Montessori High School (in our words...)

- Designed specifically for the developmental needs and characteristics of the **older** adolescent
  - New maturity- synthesizing knowledge base
  - Higher metacognition
  - More objective sense of reality and social relations
  - More accepting of peer and peer relations



# Provides for Autonomy and Agency

- Autonomy is the ability to have the freedom to tap into your inner drive, determine and then study your discovered passion.
- Agency is the ability to act, with responsibility, on your autonomous intentions.





# Autonomous Learner

An Autonomous Learner; by definition is "one who solves problems or develops new ideas through a combination of divergent and convergent thinking and functions with minimal external guidance in selected areas of endeavour" (Betts and Knapp, 1981).

Characteristics of an autonomous learner:

- Critical reflection and thinking,
- Self-awareness,
- Taking responsibility for own learning,
- Working creatively with complex situations,
- The ability to create own meanings and challenge ideas/theories.



# “Secrets of the Most Successful College Students” - as reported in Time Magazine, 3/13/13

- Pursues passion, not As
- Gets comfortable with failure
- Makes a personal connection to studies
- Read and thinks actively
- Asks big questions
- Cultivates empathy for others
- Sets goals and makes them real
- Finds ways to contribute

# Why Montessori High School (in our words....)

- Continues the process of building adaptability, resilience, problem solving skills, self-advocacy: all skills required in order to be successful in college and beyond.
- Purposeful, intentional community where your student is safe to make mistakes, encouraged to learn from experiences, and guided to be a contributing and beloved member of the school community, the local community, and the global community.
- Individualized education that includes consistent adult interaction, challenge, and support.

# Curriculum

- US History (and AP)
- World History (and AP)
- Historical fiction literature seminar
- Relevant community projects
- Writing

**HUMANITIES:**  
Linking present-day, relevant issues with history

- Biology (and AP)
- Chemistry (and AP)
- Physics (and AP)
- Science fiction literature seminar
- Relevant community projects
- Writing

**SCIENCE:**  
Linking present-day, relevant scientific application with hard science

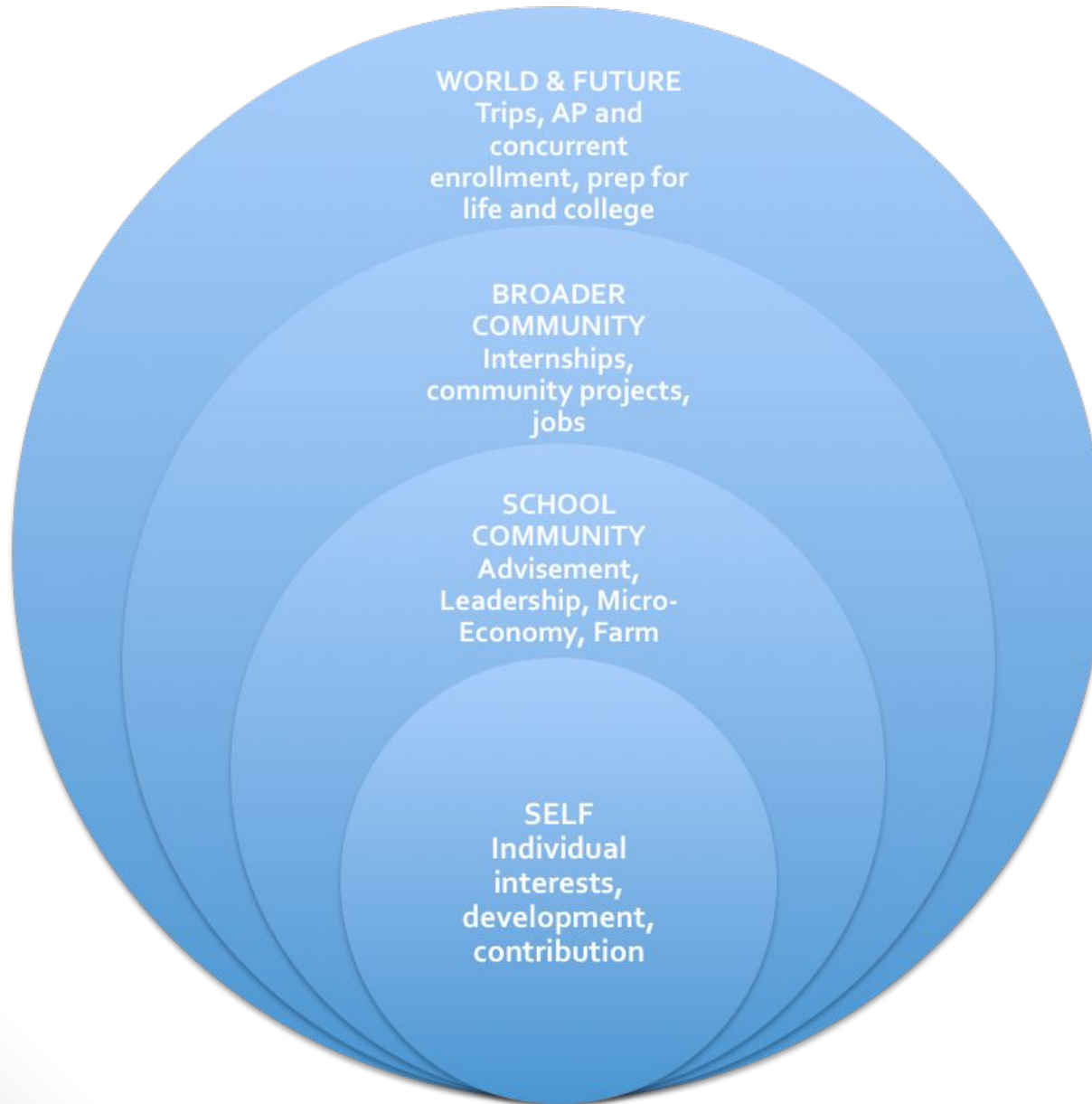
**ELECTIVES  
CONCURRENT  
ENROLLMENT**

- Spanish
- Advanced Art
- Test Prep
- College/scholarship/job prep
- Advanced language, science, math electives at Metro

**MATH**

- Exeter Math
- Advanced Montessori Materials (Waski Curriculum)
- Small Group Lessons / High School Scope and Sequence

# Individual and Community



# Sample Student Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Advisement (check in)	Humanities expert visit	Community meeting	Science/ Humanities community project collaborative time	Advisement
8:35-9:30	Humanities lesson				
9:35-11:00	Self scheduled: Small group work, 1:1 meeting with science teacher	Self scheduled: Meet w/advisor re: 3-year college plan, work on essay	Self scheduled: Get peer tutoring for math, call with internship expert	Self scheduled: Small group work, finish science lab	Science fieldwork off campus
11:05-12:30	Science lab	Math seminar	Humanities seminar	Ethics/current events seminar	
12:35-1:30	Lunch	Lunch	Lunch	Lunch	Lunch
1:35-3	Philosophy elective	Pottery elective	Internships, Service Learning, On Campus Community Work	Philosophy elective	Pottery elective
3:00-4:00	PE/Team: Ultimate frisbee	Leave for North HS Bball practice		PE/Team: Ultimate frisbee	Leave for North HS Bball practice

# College Readiness

- Post-high school prep plan created with advisor in 10th grade
- All college entrance requirements fulfilled
- Regional school visits and shadow opportunities
- Frequent college representative speakers
- Test prep class junior year
- College prep class junior and senior year
  - College application completion
  - FAFSA process
  - Scholarship opportunities/essays
  - College essay writing
  - Budgeting and finances

# Advanced Placement and Concurrent Enrollment

- AP opportunities in English, History, and Science
- Concurrent enrollment opportunities through Metro State
- College credit varies by institution
  - Colorado College
    - One year of transferable credit allowed
    - AP credit awarded based on test scores of 4, 5
    - Most 5s earn half to one quarter of credit and 3s earn none
    - Concurrent enrollment credit given for liberal arts classes not required for high school graduation
  - CSU
    - Any amount of transferable credit allowed
    - AP credit awarded based on test scores of 3, 4, 5
    - Most 5s earn a full year of credit
    - Concurrent enrollment credit given for grades of C- or better
  - CU Denver
    - Any amount of transferable credit allowed
    - AP credit awarded based on test scores of 3, 4, 5 and AP course grades of A
    - Most 5s earn a full year of credit
    - Concurrent enrollment credit given for grades of C- or better



# College Acceptance from Compass and Grove

- Colorado College
- CSU
- CU
- Denver University
- University of Northern Colorado
- Fort Lewis College
- University of Arizona
- University of New Mexico
- New York University
- Northwestern University
- Brandeis University
- University of Puget Sound
- Principia
- University of Oregon
- Northern Arizona University
- University of Wyoming
- Cornell College
- Notre Dame
- USC
- University of San Diego
- UC Berkeley
- UC Irvine
- UC San Diego
- UC Riverside

- UC Santa Cruz
- UC Merced
- UC Davis
- UC Santa Barbara
- CSU Fullerton
- CSU Long Beach
- San Jose State University
- CSU Dominguez Hills
- CSU Bakersfield
- CSU San Bernardino
- CSU Los Angeles
- University of Arizona
- San Diego State University
- Humboldt State University
- Cal Poly Pomona
- Cal Poly San Luis Obispo
- CSU East Bay
- CSU San Marcos
- CSU San Francisco
- Sonoma State University
- CSU Monterey Bay
- Laguna College of Art and Design
- Mills College

- Hampton University
- Cal Baptist University
- University of Akron
- Woodbury University
- La Sierra University
- Montana State University
- Pacific Union College
- Oregon Institute of Technology
- Queens University
- University of Toronto
- University of British Columbia
- Willamette University
- Savannah College of Art and Design
- Evergreen State College
- Seattle University
- The University of San Francisco
- Pacific University
- Saint John's University
- University of the Pacific
- Whitworth University
- Global College

# Student Outcomes

Is an experienced, thoughtful **writer and reader**; adjusts use of spoken, written, and visual language to respond to the needs of society, to acquire new information and for personal fulfillment.

*Is competent and knowledgeable in life sciences, physical sciences and advancing technology.*

Has developed a **mathematical** mind: has experienced the use of the power of mathematical thinking in problem solving and paradigm formation.

*Is economics literate and an ethical entrepreneur.*

Is effective and capable of expressing ideas, contributing to a community of inquiry, actively listening and **collaborating**.

*Is locally and globally aware, worldly traveled in fact or through reading of human encounters; historical minded and historically literate about human history and the human condition.*

Is **physically active**, a participant in activities that create mental / physical challenges that foster whole person development.

*Is a developing artist, song writer, poet, musician, actor, etc through practice, experience in, appreciation for and understanding of the arts.*

Is aware and knowledgeable of self-construction and actualization; has an immense sense of humor and an ingenious **love of learning**.

# Ninth Grade

- Exeter Math
- Earth Science
- Advanced Composition / Writing
- Civics
- Homework
- Leadership Roles
- Week-Long Ninth Grade Trip to New Mexico
- The Gift of Ninth Grade in Junior High School
  - Developmentally appropriate
  - Cement the skills of leadership, confidence, self advocacy prior to entering the challenging environment of High School

# Staff for Year One

- Two dedicated high school staff
  - Humanities Teacher
  - Math / Science Teacher
- Shared staff with Farm School
  - Electives
  - Spanish
  - Administrative Team

*As the school grows, we will evolve to five dedicated high school staff.*

