

Dr. Martin Luther King Montessori Academy



2014-15 School Improvement Plan

Dr. Martin Luther King Montessori Academy

591 NW 31ST AVE, Lauderdale, FL 33311

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	99%

Alternative/ESE Center	Charter School	Minority
No	No	99%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	F	D	C

School Board Approval

This plan was approved by the Broward County School Board on 12/9/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Vision: to educate students to achieve their maximum potential through the interdependent learning methods of the Montessori Academy educational system.

Provide the school's vision statement

Mission: we will create an atmosphere where certified Montessori teacher's, demonstrate, monitor, encourage and model the characteristics that prepare students for high academic achievement and positive peaceful relationships that impact their homes, peers, community and the world.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers utilize a Montessori practice known as Community Meetings to learn about students' cultures and build relationships. These structured meetings begin with acknowledgements, personal sharing, announcements, life skills, concerns and expressions of gratitude. These components allow teachers and students to share cultures and build relationship.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school creates a safe and respectful environment before during and after school by ensuring that students and staff members use the Montessori Life Skills when interacting with others.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Interim Report Cards, conference forms (minimum of two per year), and the Broward Truancy Intervention Program are the components of the schools early warning system.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	10	14	3	6	5	3	41
One or more suspensions	5	3	3	4	3	1	19
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	6	39	11	56

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The intervention strategies used to improve academic performance are: the SRA Corrective Reading Program, Montessori math materials, calendar math, MTSS, Life Skills.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/70923>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school builds and sustains partnerships by:

1. Hosting several events such as an annual Partnership Breakfast, Family Night, the Art Expo, and All Male Read-In
2. Maintaining a comprehensive partnership database
3. Participating in community-based events such as Leadership Broward, Carry Out for Kids, Community Thanksgiving Turkey Give Away
4. Offering support services for community members

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Proctor, Cheryl	Principal
Huff, Derrick	Assistant Principal
Robinson, Lavina	Instructional Coach
Hoolihan, John	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Response to Intervention Leadership Team (RtI) or the MTSS Leadership Team utilize a diagnostic and prescriptive process. Tier interventions are routinely inspected in the areas of reading, mathematics, writing, science and behavior. Data collected through various Tier 2 and Tier 3 interventions are used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. This formula is also used to screen at-risk students. All such students are referred to the MTSS team for consideration of how best to proceed. Following review and analysis of data, interventions are recommended for students who have been referred for academic, behavioral, emotional, and health related concerns. The case manager will follow up with teacher bi-weekly to ensure that interventions are taking place. Students are progress monitored weekly. The RtI/MTSS team usually of administration, psychologist, ESE specialist, behavior specialist, school psychologist, social worker, guidance counselor, reading coach, math coach, ESOL coordinator, and classroom teachers. Parents are also invited to attend. Members of the The RTI Leadership team meets 2 times monthly (more often if necessary) to discuss, data analysis, make program/instructional focus adjustments based on data analysis, determine progress of current programs and look to future programs. Support Staff meets bi-weekly with administration and Grade Chairs to act as liaison to administration for questions and concerns. Grade level teams meet weekly to develop small group support programs for students. MTSS Team Members: Principal, Assistant Principal, ESE Specialist, Reading Coach, Math Coach, Science Coach, Speech/Language Pathologist, Guidance Counselor, and Area Office Personnel (School Psychologist & Social Worker)

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

All teachers participated in an MTSS training during pre-planning week. Additional trainings will be provided as needed. Each grade level has been assigned a support staff member to provide support and to monitor the implementation of the MTSS structure. Coaches will meet with grade level teams and reading intervention teachers to support planning, discuss data, and provide resources for teachers as well as students.

Title I, Part A: Title I funds will go towards staff development, classroom supplies, professional development, professional development supplies, and teacher salaries. We will host Title I Family Academic Nights as well.

Title I, Part C Migrant: N/A

Title I, Part D: N/A

Title II: N/A

Title III: N/A

Title VI, Part B: N/A

Title X Homeless: N/A

SAI: Identified students will receive additional services including but not limited to before and after school camps as well tutorial materials and supplies for the students. Supplemental materials will be provided based upon identified need.

Violence Prevention Programs: MLK builds a violence prevention culture through classroom instruction in anger management, conflict resolution, bullying prevention, and the Broward County adopted character traits through our guidance program. All teachers and staff members received training on the Anti-Bullying policy. MLK also participates in the Dr. Martin Luther King, Jr. Non-violence program, CHAMPs, and the Silence Hurts program.

Nutrition Programs: University of Florida Family Nutrition Program for First and Second Grades

Housing Programs: N/A

Adult Education: N/A

Head Start: Head Start is a national, federally funded program, providing comprehensive services to preschool children and their families. These services include educational, social, medical, vision, dental, nutritional, and mental health services.

CTE: N/A

Job Training: N/A

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Lavina Robinson	Teacher
John Hoolihan	Teacher
Cheryl Proctor	Principal
Tabitha Allan	Parent
Michelle Blair	Parent
Fred Lovell	Business/Community
Roger Grimes	Business/Community
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The evaluation of the SIP is ongoing. SIP barriers and strategies are reviewed during monthly SAC meetings.

Development of this school improvement plan

SAC is part of the process for developing and writing the SIP, but not the sole agent. The SAC is the approving agent at the school level. The primary role of SAC is to assist in the development of the SIP and to monitor the implementation of the SIP. The SAC meets monthly to hear subcommittee reports and make decisions as to whether modifications need to be made. If revisions are made to the SIP strategies or the SIP budget, they need to be discussed and noted in the minutes.

Preparation of the school's annual budget and plan

Budgetary information was presented, discussed and approved at the May SAC meeting.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Robinson, Lavina	Instructional Coach
Hoolihan, John	Instructional Coach
Proctor, Cheryl	Principal
Huff, Derrick	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Literacy is promoted through Montessori teaching strategies and activities. Literacy interventions, such as the SRA and Lucy Caulkins Units of Study will also be used to build literacy.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school encourages positive working relationships by supporting teachers in professional learning communities, a two-year district sponsored Montessori training, grade level common planning periods and by providing mentors for teachers.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

When a position becomes available, administration will follow Broward County procedures and contractual policies to hire new staff members. Administration will conduct classroom observations and provide immediate feedback to improve teaching. Administrators will also have an open-door policy to ensure all teachers are being heard and supported. The IT at the school will update and maintain the school websites to recruit new teachers. Weekly team meetings will occur to support all teachers. Support staff members are assigned to the faculty as a resource. Coaches will support instruction in the classroom and provide professional development opportunities for the staff. The Montessori Curriculum Coaches will support learning inside the classroom and work closely with teachers to effectively implement Montessori teaching strategies. Professional Learning Communities will occur weekly as another support system provided to the staff. Also, the NESS Liaison will coordinate the NESS program for new teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The NESS Liaison will coordinate the teacher mentoring program. The program will pair new teachers with a highly experienced educator to support the teacher throughout the year. The NESS Liaison will conduct monthly meetings with the new educators to help orient new teachers to the schools' procedures and provide

support/mentoring in areas such as classroom management (class rules, routines, procedures, etc.), behavior management, and instructional delivery. Mentors will also attend monthly NESS support group meetings with their new educators.

In addition to the NESS program the school will also participate in the Teacher Improvement Fund (TIF) mentoring program. This program provides support for teachers and teacher leaders.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school has aligned Montessori materials and methods with the Florida Standards. Teachers have received training in Montessori education.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The Montessori philosophy embraces the idea of meeting the child at his or her individual level. The school uses academic and behavioral data to implement Montessori methods and differentiate instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Students will receive differentiated reading instruction for an additional 60 minutes per day. The reading instruction will consist of reading intervention for phonics, fluency, and reading comprehension. These targeted skill areas will be taught in conjunction with common core state standards.

Strategy Rationale

This strategy was implemented to increase the amount of literacy instructional time.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Proctor, Cheryl, cheryl.proctor@browardschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected using skill area assessments that will be administered every three weeks. Data chats and student portfolios will be used to determine the effectiveness of the strategy.

Strategy: Extended School Day

Minutes added to school year: 5,850

Students will participate in an after school extended learning opportunity that will provide literacy, mathematics, and science instruction through interdisciplinary project-based learning. Common Core State Standards will be used to create data driven lessons and enrichment activities.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Weekly performance assessments and FCAT Pro assessments will be used to determine the effectiveness of the strategy.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The school has VPK and Head Start classes on campus, allowing students to become familiar with school layout and procedures at a young age. Transitioning into our traditional elementary programs is considerably easier for these students.

-Guidance Counselor conducts beginning of the year lessons on social/emotional skills for incoming Kindergarten students.

-Pre-school students upon registration may visit before beginning school. A campus tour is provided and a interested parties are able to schedule a meeting with the leadership team members.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Implement Montessori methods integrated with the Florida Standards with fidelity throughout all content areas

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Implement Montessori methods integrated with the Florida Standards with fidelity throughout all content areas 1a

G039925

Targets Supported 1b

Indicator	Annual Target
Math Gains	65.0
AMO Reading - All Students	49.0
FCAT 2.0 Science Proficiency	25.0
Math Lowest 25% Gains	70.0
Math Gains	43.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	73.0

Resources Available to Support the Goal 2

- HM Journeys
- SRA
- Montessori Materials
- Soar to Success
- GO Math!
- Lucy Caulkins Units of Study
- Science Fusion
- Hands-On Science Kits

Targeted Barriers to Achieving the Goal 3

- Teachers have limited experience teaching Montessori lessons and limited knowledge of the Florida Standards.

Plan to Monitor Progress Toward G1. 8

Collect and analyze performance data (student and teacher)

Person Responsible

Lavina Robinson

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Increases in proficiency on formative and summative assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Implement Montessori methods integrated with the Florida Standards with fidelity throughout all content areas **1**

 G039925

G1.B1 Teachers have limited experience teaching Montessori lessons and limited knowledge of the Florida Standards. **2**

 B096458

G1.B1.S1 Build capacity in implementing Montessori methods and lessons integrated with Florida Standards in grades K-5 **4**

 S107645

Strategy Rationale

Action Step 1 **5**

Teachers and instructional coaches will attend on-going Montessori Education training that will continue throughout the school year

Person Responsible

Cheryl Proctor

Schedule

Monthly, from 6/9/2014 to 6/5/2015

Evidence of Completion

Student work, Lesson plans, Formative Assessments, CWT data that reflects effective teaching practices

Action Step 2 5

Teachers will attend Florida Standards professional development sessions

Person Responsible

Lavina Robinson

Schedule

Biweekly, from 8/14/2014 to 6/5/2015

Evidence of Completion

CWTs, lesson plans and student work samples

Action Step 3 5

Instructional and curriculum coaches will observe classroom teachers implementing Montessori methods integrated with Florida Standards.

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom walk through data, lesson plans, usage of material

Action Step 4 5

Grade level teams will observe the instructional coaches teaching a model interdisciplinary project-based learning lessons.

Person Responsible

Lavina Robinson

Schedule

On 6/4/2015

Evidence of Completion

CWTs completed by grade level teams

Action Step 5 5

Grade level teams and Instructional coaches will debrief about the modeled lesson

Person Responsible

Lavina Robinson

Schedule

On 6/4/2015

Evidence of Completion

Modeled Lesson Feedback Form

Action Step 6 5

Instructional coaches will observe teachers will teach an interdisciplinary project-based lesson

Person Responsible

Lavina Robinson

Schedule

On 6/4/2015

Evidence of Completion

CWTs & iObservation

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Conduct classroom walk throughs (CWT), data chats, and lesson plan checks

Person Responsible

Derrick Huff

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

CWT data that reflects effective teaching practices, PLC minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Collect and analyze performance data (teachers and students)

Person Responsible

Lavina Robinson


Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Improved teacher practices that lead to increased student achievement

G1.B1.S2 Grade level PLCs will act as data teams to monitor student data closely. Teachers will learn how to use their data to move student achievement. 4

 S107646

Strategy Rationale

Action Step 1 5

Analyze data, set goals and plan instruction based on the data analysis

Person Responsible

Cheryl Proctor

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC minutes, Lesson Plans, Data Chats

Action Step 2 5

Monitor and evaluate results

Person Responsible

Cheryl Proctor

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC minutes, Lesson Plans, Data Chats

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monitor PLC's to ensure that they are data driven and that teaches work collaboratively. Model effective data chats for teachers.

Person Responsible

Derrick Huff

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC Agendas, Minutes, & Sign-in Sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Teacher observations, PLC Minutes, Team Meeting Minutes
Successful implementation will produce teachers creating their lessons based on student work and data.

Person Responsible

Cheryl Proctor

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC Minutes, Team Meeting Minutes, CWTs

G1.B1.S3 Implement non-fiction writing across all content areas 4

S107647

Strategy Rationale

Action Step 1 5

Instructional coaches and Montessori coaches will support teachers with planning non-fiction writing activities.

Person Responsible

Lavina Robinson

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

CWTs, Lesson Plans, PLC meeting minutes

Action Step 2 5

Teachers will implement non-fiction writing into all subject areas.
Teachers will use non-fiction writing to aid in teaching the writing process

Person Responsible

Lavina Robinson

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

CWTs, Lesson Plans, PLC meeting minutes

Action Step 3 5

Coaches will observe lessons to monitor the implementation of non-fiction writing lessons.

Person Responsible

Lavina Robinson

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

CWTs

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Coaches and Montessori Coaches will model and support all teachers with implementation. Coaches and Montessori Coaches will plan lessons and teach the writing process.

Person Responsible

Cheryl Proctor

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

CWTs, Lesson Plans, Team Meeting Minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Teacher observations, Mock FSA data, and BAFS data, CARE Package Data

Person Responsible

Cheryl Proctor

Schedule

Monthly, from 8/18/2014 to 8/18/2014

Evidence of Completion

Data Chats CWTs Student Writing Samples

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers and instructional coaches will attend on-going Montessori Education training that will continue throughout the school year	Proctor, Cheryl	6/9/2014	Student work, Lesson plans, Formative Assessments, CWT data that reflects effective teaching practices	6/5/2015 monthly
G1.B1.S2.A1	Analyze data, set goals and plan instruction based on the data analysis	Proctor, Cheryl	8/18/2014	PLC minutes, Lesson Plans, Data Chats	6/5/2015 monthly
G1.B1.S3.A1	Instructional coaches and Montessori coaches will support teachers with planning non-fiction writing activities.	Robinson, Lavina	8/18/2014	CWTs, Lesson Plans, PLC meeting minutes	6/5/2015 biweekly
G1.B1.S1.A2	Teachers will attend Florida Standards professional development sessions	Robinson, Lavina	8/14/2014	CWTs, lesson plans and student work samples	6/5/2015 biweekly
G1.B1.S2.A2	Monitor and evaluate results	Proctor, Cheryl	8/18/2014	PLC minutes, Lesson Plans, Data Chats	6/5/2015 monthly
G1.B1.S3.A2	Teachers will implement non-fiction writing into all subject areas. Teachers	Robinson, Lavina	8/18/2014	CWTs, Lesson Plans, PLC meeting minutes	6/5/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	will use non-fiction writing to aid in teaching the writing process				
G1.B1.S1.A3	Instructional and curriculum coaches will observe classroom teachers implementing Montessori methods integrated with Florida Standards.		8/18/2014	Classroom walk through data, lesson plans, usage of material	6/4/2015 daily
G1.B1.S3.A3	Coaches will observe lessons to monitor the implementation of non-fiction writing lessons.	Robinson, Lavina	8/18/2014	CWTs	6/5/2015 weekly
G1.B1.S1.A4	Grade level teams will observe the instructional coaches teaching a model interdisciplinary project-based learning lessons.	Robinson, Lavina	8/26/2014	CWTs completed by grade level teams	6/4/2015 one-time
G1.B1.S1.A5	Grade level teams and Instructional coaches will debrief about the modeled lesson	Robinson, Lavina	8/14/2014	Modeled Lesson Feedback Form	6/4/2015 one-time
G1.B1.S1.A6	Instructional coaches will observe teachers will teach an interdisciplinary project-based lesson	Robinson, Lavina	8/18/2014	CWTs & iObservation	6/4/2015 one-time
G1.MA1	Collect and analyze performance data (student and teacher)	Robinson, Lavina	8/18/2014	Increases in proficiency on formative and summative assessments	6/4/2015 monthly
G1.B1.S1.MA1	Collect and analyze performance data (teachers and students)	Robinson, Lavina	8/18/2014	Improved teacher practices that lead to increased student achievement	6/4/2015 monthly
G1.B1.S1.MA1	Conduct classroom walk throughs (CWT), data chats, and lesson plan checks	Huff, Derrick	8/18/2014	CWT data that reflects effective teaching practices, PLC minutes	6/4/2015 daily
G1.B1.S2.MA1	Teacher observations, PLC Minutes, Team Meeting Minutes Successful implementation will produce teachers creating their lessons based on student work and data.	Proctor, Cheryl	8/18/2014	PLC Minutes, Team Meeting Minutes, CWTs	6/5/2015 biweekly
G1.B1.S2.MA1	Monitor PLC's to ensure that they are data driven and that teaches work collaboratively. Model effective data chats for teachers.	Huff, Derrick	8/18/2014	PLC Agendas, Minutes, & Sign-in Sheets	6/5/2015 biweekly
G1.B1.S3.MA1	Teacher observations, Mock FSA data, and BAFS data, CARE Package Data	Proctor, Cheryl	8/18/2014	Data Chats CWTs Student Writing Samples	8/18/2014 monthly
G1.B1.S3.MA1	Coaches and Montessori Coaches will model and support all teachers with implementation. Coaches and Montessori Coaches will plan lessons and teach the writing process.	Proctor, Cheryl	8/18/2014	CWTs, Lesson Plans, Team Meeting Minutes	6/4/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Implement Montessori methods integrated with the Florida Standards with fidelity throughout all content areas

G1.B1 Teachers have limited experience teaching Montessori lessons and limited knowledge of the Florida Standards.

G1.B1.S1 Build capacity in implementing Montessori methods and lessons integrated with Florida Standards in grades K-5

PD Opportunity 1

Teachers and instructional coaches will attend on-going Montessori Education training that will continue throughout the school year

Facilitator

Summit Questa Montessori School

Participants

Classroom teachers and Instructional Coaches

Schedule

Monthly, from 6/9/2014 to 6/5/2015

PD Opportunity 2

Teachers will attend Florida Standards professional development sessions

Facilitator

School-based Instructional and Curriculum Coaches

Participants

Classroom teachers

Schedule

Biweekly, from 8/14/2014 to 6/5/2015

G1.B1.S2 Grade level PLCs will act as data teams to monitor student data closely. Teachers will learn how to use their data to move student achievement.

PD Opportunity 1

Analyze data, set goals and plan instruction based on the data analysis

Facilitator

Cheryl Proctor

Participants

All Instructional Staff

Schedule

Monthly, from 8/18/2014 to 6/5/2015

G1.B1.S3 Implement non-fiction writing across all content areas

PD Opportunity 1

Instructional coaches and Montessori coaches will support teachers with planning non-fiction writing activities.

Facilitator

Instructional Coaches

Participants

Instructional Coaches, Common Core Teachers, and teachers

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Goal 1: Implement Montessori methods integrated with the Florida Standards with fidelity throughout all content areas	0
Grand Total	0

Goal 1: Implement Montessori methods integrated with the Florida Standards with fidelity throughout all content areas		
Description	Source	Total
B1.S1.A1 - District - SSOS	Other	0
Total Goal 1		0