

St. Johns County School District

# St. Augustine Public Montessori School (Sapms)



2015-16 School Improvement Plan

## St. Augustine Public Montessori School (Sapms)

7A WILLIAMS ST, St Augustine, FL 32084

<http://www.staugustinemontessori.com>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	No	0%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	Yes	0%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>
<b>Grade</b>	B*	B

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the St. Johns County School Board on 10/7/2015.

### 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The St. Augustine Public Montessori School mission is to provide students with a learning culture grounded in Montessori philosophy and practice that inspires a love of learning and respect for self, others and the environment.

##### Provide the school's vision statement

The school's vision is of a thriving, financially stable, authentic Montessori school whereby students are encouraged to see new challenges, explore their abilities, and satisfy innate curiosity. They are inspired towards deep questioning and peaceful action and fostered towards self-expression in a supportive environment that values critical thinking and strength of a diverse community. The school integrates academic and social experiences in an environment of civility and trust.

Children are encouraged to learn through physical exploration of their environment, repeating activities until achieving mastery. Teachers tailor the available activities according to the observed developmental needs of each child, with the result that each child remains focused and engaged in individual and group activities of their own developmental level and experience the freedom to progress at their individual pace. Instruction through scientific and practical learning and the arts provides relevant skills to meet the world with compassion and a sense of responsibility.

The Montessori Method fosters a lifelong commitment to society. Each student develops critical thinking skills to meet shared community goals and through collaborative problem-solving, an uncompromising respect for self, others, and the environment. An emphasis on inner discipline and encouragement to self-identify errors from the instructional materials promotes the development of confident, well-adjusted people ready to take their places as capable, informed leaders and meaningful contributors in an adult world.

#### School Environment

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

Before school begins, students and families participate in a Meet the Teacher day. At the beginning of the school year, each of our multi-age classrooms uses the first week for team building activities as well as informal academic assessment. Students complete projects which ask them to share information about themselves and their families. Throughout the school year, children and parents are invited to share foods, customs, artifacts from their individual cultural heritage. Each of our multi-age classrooms encompasses three years, where the child stays with the same teacher. Teachers develops child centered learning communities and relate to children as friends and mentors. Children enjoy a more homelike experience where they feel secure.

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

As a school founded on Montessori ideals, we believe that every person deserves respect. We expect students and adults to demonstrate kindness, respect, and courtesy toward all community members. Children are taught through modeling, role play, and discussion the core Montessori value of respect for self, respect for others, and respect for the environment. Children take part in establishing a set of ground rules for the classroom. These are printed and signed by all students and the teachers and posted in the classroom. These rules become the morals they guide themselves with in school. Social



skills are taught through lessons in grace and courtesy.

Conflict resolution skills are actively taught to help children validate their feelings and give them tools to handle interpersonal problems. Adults or older students will act as mediators in these sessions. Students handle mild interpersonal conflicts by going to the "Peace Table".

**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**

Montessori education is based on empowering students to make appropriate decisions about behavior in an atmosphere of mutual respect and trust. Students have freedom within the limits of very clear ground rules. Teachers redirect behavior that is disruptive to the group, unbecoming, or unproductive. Students who can not be redirected receive logical consequences for their actions. For instance, a student who mishandles a material will not be allowed to use that material for a period of time.

Children who disobey rules are acting against the common aim of the peer group. Consequently, they must leave the group. This could mean sitting alone, being moved to another classroom, or going to the office. Destructive or aggressive behavior will be reported to parents via an Incident Report. Repeated incidents will require a parent conference and the development of a behavior plan with the parent providing consequences at home. In cases of extreme disruptive behavior students will be suspended from school for one or more days.

**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**

Montessori materials for social-emotional development include lessons in grace and courtesy, classroom customs and procedures which illuminate how to balance individual and community needs, collaborative work in groups of mixed gender and age, along with the children's many interactions both joyful and challenging. The teacher uses the social frictions that naturally arise as teachable moments to observe and respond with support. Guidance given for values, character, and social-emotional development are woven throughout the curriculum. It is given not in the abstract but in the context of the children's real-life relationships. As in all aspects of Montessori education, adults at school are committed to helping children take as much ownership for their social-emotional learning as they are willing and able.

Teachers work with children on an individual basis and act as mentors and guides to all. Any student who demonstrates a need for extra support will receive it.

### 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**

Montessori education is a methodology based on careful observation and inquiry by the teachers. Teachers look for children who aren't able to complete work at the same level as peers or can't work independently.

Indicators include attendance below 90 percent.

One or more suspensions.

A level 1 on standardized assessments in English Language Arts or math.

**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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

**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**

We use the Multi-tiered Systems Support. Students are informally assessed by the classroom teacher and found functioning below grade level and more formally assessed by our remediation teacher. That teacher provides remedial lessons to individuals or small groups two to three times per week. Parents are informed and extra practice work is sent home.

**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?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

All parents new to the school are required to attend a four hour parent orientation program. This class covers Montessori philosophy and practice as well as policies and procedures specific to our school. All parents are required to contribute 20 hours of service to the school. Parents are involved in class projects, teaching enrichment classes, chaperoning field trips, and helping with small maintenance projects. Parents receive a weekly newsletter with essays regarding different aspects of Montessori education. The newsletter also keeps them informed of happenings around the school and volunteer opportunities.

Three times a year we have school wide Community Meetings where parents have a chance to interact with other parents and board members. There are also three Parent Education nights during the school year.

Parents/student/teacher conferences are held in October and March. Parents receive interim progress reports at that time. Lengthy formal progress reports go home in January and May. Parents may request a conference with the teacher at any time.

**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**

This is an area which has yet to be fully developed at our school. We have obtained some financial support from local businesses and Rotary Club. A local printer takes care of printing needs at cost and supplies our school tee shirts at no cost. Personnel from local agencies have acted as judges in our Science Fair.

## 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:

Name	Title
Dunlap, Judi	Principal
McDowell, Jean	Other
Myers, Lorraine	Teacher, K-12

#### Duties

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

The team members meet to review data and assess progress toward goals. Deficits are identified and addressed to ensure grade level proficiency. Information is shared in staff meetings.

**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**

Objectives are defined in measurable terms and goals are identified. Identify possible reasons if goals are not being attained. Develop and implement a plan involving evidence based strategies to attain goals. Evaluate effectiveness of plan in relation to goals and Montessori best practice. Our school does not receive any of these funds.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Judi Dunlap	Principal
Jean McDowell	Parent
Irene Arriola	Business/Community
Lorraine Myers	Teacher
Deanne Deleon	Business/Community
Sandi Wages	Education Support Employee
Endo Pascasio	Parent
Joe Ryan	Business/Community
Rachel Cremona	Business/Community

**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*

One of the primary reasons the SAC meets is to evaluate and discuss our evaluation of the SIP. Throughout the year we checked our SIP goals with our Strategic Planning goals and policy implementation to ensure that our identified priorities were being addressed.

*Development of this school improvement plan*

The primary objectives of the SAC are to help identify needs and recommend actions related to the School Improvement Plan. The SAC is one avenue for facilitation of community input for a Montessori learning environment, which sets high expectations and meets the diverse needs of the student body. The school community includes parents, local community and business people, students, professional educators, and other school staff. The SAC is a resource to the school and school principal. SAC functions include:

- A. To facilitate the development of the School Improvement Plan (SIP)
- B. To monitor implementation of the SIP
- C. To evaluate the effectiveness of the SIP
- D. To make recommendations as to the alignment of instructional staffing and instructional materials to support the SIP

*Preparation of the school's annual budget and plan*

Because the majority of our SAC members also serve on our Board of Trustees, the SAC is fully aware and has every opportunity to provide input on the annual budget planning process and implementation throughout the year. All parents and staff at our school are provided with the annual budget and asked for input.

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

The portion of school improvement funds does not amount to much for our small school. Funding Montessori teachers is our priority for seeing improved performance at our school. Therefore, if these funds are received, they will revert to the teachers.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Dunlap, Judi	Principal
Myers, Lorraine	Teacher, K-12
Lewis, Christian	Teacher, ESE

**Duties**

### **Describe how the LLT promotes literacy within the school**

Development of a core reading instruction program  
Work with teachers to target areas of need.  
Collaborate on strategies to overcome barriers to achieving satisfactory progress  
Ongoing progress monitoring

## **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**

Since we are very small, our entire staff meets together as a team two times/month. Once a month the principal meets with teachers from each level, 6-9 and 9-12. We talk about challenges and successes in our individual classrooms. Our ESE/Remediation teacher is included in these meetings giving us an opportunity to discuss special needs students. This year we will work through the book "An Observer's Handbook". Teachers will have opportunities to observe in each other's classrooms. We take time to demonstrate key Montessori materials to ensure everyone is using them the same way. Our three Lower Elementary teachers collaborate on lesson planning and Upper Elementary teachers do the same.

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

Highly qualified teachers at SAPMS must hold dual certification, Florida and Montessori.  
Advertise in national Montessori organizations - Judi Dunlap  
Join national Montessori organizations to receive additional recruitment benefits  
Develop a collegial, collaborative work environment - Judi Dunlap  
Offer paid professional development opportunities for Montessori education - Jean McDowell  
Offer competitive salary and benefits package - Jean McDowell

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

Our experienced upper elementary teacher is mentoring our first year upper elementary teacher. This is a cooperative arrangement with the mentor offering direct assistance to help the mentee focus on student learning through effective best teaching practices. The mentor will offer guidance and support on how to best accommodate special needs students. The experienced teacher will use coaching, modeling, and demonstration of lessons and materials. The two teachers will work collaboratively on lesson planning.

A similar arrangement is used with our Lower Elementary teachers.

The administrator, a highly experienced Montessori educator, observes and offers feedback and guidance to all of the staff. The administrator also models instruction with students and coaches teachers. Each teacher has a scheduled individual meeting with the administrator every other week. This educator will also offer advice on parent interactions and sit in on parent conferences as needed.

## **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**

Our core instructional program is the Montessori curriculum. We use a online record keeping system that aligns Montessori to the standards. All teachers have copies of the standards for each grade taught. In our meetings we discuss standards that are not covered in the Montessori curriculum and devise lessons to cover the standard that are consistent with our Montessori philosophy.

### 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***

Students who are unable to attain proficiency on state assessments or Discovery Education are provided with differentiated instruction during regular class time. Additionally, classroom teacher, director, and remediation teacher come up with a remediation plan for each student. Remediation teacher will meet with students in small groups to work on deficit areas. DAR will be used to assess specific reading difficulties. Assessments provided in remediation materials will be used to progress monitor math and portfolio samples will be used to monitor writing.

***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:**

***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***

### 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***

Create a Montessori prepared learning environment that provides opportunities for success for youngest students. Set up mentoring system by matching an older student with younger in the Montessori multi-age classroom.

#### 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***

NA

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

NA

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

NA

**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**

NA

## 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.** Increased parent education participation leading to greater understanding of Montessori education.
- G2.** Implement Montessori Method providing students with the opportunity to receive lessons from Montessori-trained/experienced teachers, choose challenging work and master appropriate skills.
- G3.** Increased writing in response to text through integration of writing across the curriculum for history, geography, science, math and language arts.

## 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. Increased parent education participation leading to greater understanding of Montessori education.** 1a

G069037

**Targets Supported** 1b

Indicator	Annual Target
School Climate Survey - Parent	89.0

**Resources Available to Support the Goal** 2

- Contract of Commitment requiring attendance at two of three meetings.
- Newsletter program that shows which families did not open the newsletter.
- Strong core group of parents committed to Montessori education.
- New parent lending library with Montessori resources.

**Targeted Barriers to Achieving the Goal** 3

- Low attendance at parent education evenings and Community Meetings.

**Plan to Monitor Progress Toward G1.** 8

Keep attendance records for all meetings.

**Person Responsible**

Judi Dunlap

**Schedule**

Monthly, from 8/18/2015 to 5/27/2016

**Evidence of Completion**

Increased attendance.

**G2. Implement Montessori Method providing students with the opportunity to receive lessons from Montessori-trained/experienced teachers, choose challenging work and master appropriate skills.** 1a

G069038

**Targets Supported** 1b

Indicator	Annual Target
Certified in Field	100.0

**Resources Available to Support the Goal** 2

- Currently 3 Montessori trained and experienced teachers plus two Montessori interns.
- Montessori prepared environment.
- Montessori materials and curriculum.
- Facility adequate for current number of students in 24/18 student class size.
- Administrator is Montessori certified and has 35 years experience in Montessori education.

**Targeted Barriers to Achieving the Goal** 3

- There is a shortage of experienced Montessori certified elementary teachers.

**Plan to Monitor Progress Toward G2.** 8

Montessori trained teachers, Implementation of Montessori Method

**Person Responsible**

Judi Dunlap

**Schedule**

On 8/24/2015

**Evidence of Completion**

Five Montessori certified teachers, students choose challenging work and show mastery of appropriate knowledge and skills

**G3.** Increased writing in response to text through integration of writing across the curriculum for history, geography, science, math and language arts. 1a

G069039

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	75.0

**Resources Available to Support the Goal** 2

- A full time director who can facilitate collaborative learning among instructional staff. A larger teaching staff to provide support and collaboration Montessori already provides for an integrated curriculum.

**Targeted Barriers to Achieving the Goal** 3

- Teachers need set time to learn and practice new writing strategies.

**Plan to Monitor Progress Toward G3.** 8

Student writing samples will be collected and rated on teacher and student developed rubrics

**Person Responsible**

Judi Dunlap

**Schedule**

Weekly, from 9/28/2015 to 5/27/2016

**Evidence of Completion**

increased writing fluency

## 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.** Increased parent education participation leading to greater understanding of Montessori education. **1**

 G069037

**G1.B1** Low attendance at parent education evenings and Community Meetings. **2**

 B179405

**G1.B1.S1** Provide free child care and dinner for parents and children. **4**

 S190731

#### Strategy Rationale

Parents don't have time for dinner between work and meeting and don't have babysitting.

#### Action Step 1 **5**

Advertise meeting dates well in advance.

#### Person Responsible

Judi Dunlap

#### Schedule

Weekly, from 9/8/2015 to 5/20/2016

#### Evidence of Completion

Increased attendance at meetings.

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

Increased attendance at parent education events and Community Meetings.

**Person Responsible**

Judi Dunlap

**Schedule**

Monthly, from 8/19/2015 to 5/18/2016

***Evidence of Completion***

Parents showing increased awareness of and adherence to school policies.

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

Attendance at parent events.

**Person Responsible**

Judi Dunlap

**Schedule**

Monthly, from 8/10/2015 to 8/18/2016

***Evidence of Completion***

Increased parent alignment with Montessori philosophy.

**G2.** Implement Montessori Method providing students with the opportunity to receive lessons from Montessori-trained/experienced teachers, choose challenging work and master appropriate skills. 1

G069038

**G2.B4** There is a shortage of experienced Montessori certified elementary teachers. 2

B179411

**G2.B4.S1** Sponsor teachers for Montessori teacher training in return for a minimum three year commitment to the school. 4

S190737

### Strategy Rationale

It is difficult to attract experienced Montessori teachers to a small newly formed charter school.

### Action Step 1 5

Identify experienced educators who are interested and willing to undertake Montessori teacher training and send them to training.

#### Person Responsible

Judi Dunlap

#### Schedule

On 5/27/2016

#### Evidence of Completion

Each classroom directed by a Montessori trained teacher.

### Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Monitor trainee progress by observation of classroom performance.

#### Person Responsible

Judi Dunlap

#### Schedule

Weekly, from 8/10/2015 to 5/27/2016

#### Evidence of Completion

Director's observation of effectiveness in classroom, quality of student engagement and learning..

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7**

Classroom observation by director and communication with teacher training center.

**Person Responsible**

Judi Dunlap

**Schedule**

Weekly, from 8/24/2015 to 5/27/2016

**Evidence of Completion**

Quality of Montessori implementation, student engagement, and reports from three field consultant visits.

**G3.** Increased writing in response to text through integration of writing across the curriculum for history, geography, science, math and language arts. 1

G069039

**G3.B3** Teachers need set time to learn and practice new writing strategies. 2

B179414

**G3.B3.S1** Use one staff meeting each month to focus on writing strategies and specific lesson planning to implement these. 4

S190740

**Strategy Rationale**

This collaborative planning time is already built into their weekly schedule.

**Action Step 1 5**

Teachers will devote one staff meeting monthly to the development of the writing program.

**Person Responsible**

Judi Dunlap

**Schedule**

Weekly, from 9/9/2015 to 5/18/2016

**Evidence of Completion**

Primarily student's writing portfolios and performance on FSA writing for older students.

**Plan to Monitor Fidelity of Implementation of G3.B3.S1 6**

Implementation of strategies in classrooms.

**Person Responsible**

Judi Dunlap

**Schedule**

Weekly, from 9/16/2015 to 5/25/2016

**Evidence of Completion**

Director observation of teachers use of instructional strategies.

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7**

Director will attend all meetings with instructional staff.

**Person Responsible**

Judi Dunlap

**Schedule**

Weekly, from 9/9/2015 to 5/25/2016

**Evidence of Completion**

Primarily students' writing portfolios and FSA performance for older students.

**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	Advertise meeting dates well in advance.	Dunlap, Judi	9/8/2015	Increased attendance at meetings.	5/20/2016 weekly
G2.B4.S1.A1	Identify experienced educators who are interested and willing to undertake Montessori teacher training and send them to training.	Dunlap, Judi	7/1/2015	Each classroom directed by a Montessori trained teacher.	5/27/2016 one-time
G3.B3.S1.A1	Teachers will devote one staff meeting monthly to the development of the writing program.	Dunlap, Judi	9/9/2015	Primarily student's writing portfolios and performance on FSA writing for older students.	5/18/2016 weekly
G1.MA1	Keep attendance records for all meetings.	Dunlap, Judi	8/18/2015	Increased attendance.	5/27/2016 monthly
G1.B1.S1.MA1	Attendance at parent events.	Dunlap, Judi	8/10/2015	Increased parent alignment with Montessori philosophy.	8/18/2016 monthly
G1.B1.S1.MA1	Increased attendance at parent education events and Community Meetings.	Dunlap, Judi	8/19/2015	Parents showing increased awareness of and adherence to school policies.	5/18/2016 monthly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Montessori trained teachers, Implementation of Montessori Method	Dunlap, Judi	8/24/2015	Five Montessori certified teachers, students choose challenging work and show mastery of appropriate knowledge and skills	8/24/2015 one-time
G2.B4.S1.MA1	Classroom observation by director and communication with teacher training center.	Dunlap, Judi	8/24/2015	Quality of Montessori implementation, student engagement, and reports from three field consultant visits.	5/27/2016 weekly
G2.B4.S1.MA1	Monitor trainee progress by observation of classroom performance.	Dunlap, Judi	8/10/2015	Director's observation of effectiveness in classroom, quality of student engagement and learning..	5/27/2016 weekly
G3.MA1	Student writing samples will be collected and rated on teacher and student developed rubrics	Dunlap, Judi	9/28/2015	increased writing fluency	5/27/2016 weekly
G3.B3.S1.MA1	Director will attend all meetings with instructional staff.	Dunlap, Judi	9/9/2015	Primarily students' writing portfolios and FSA performance for older students.	5/25/2016 weekly
G3.B3.S1.MA1	Implementation of strategies in classrooms.	Dunlap, Judi	9/16/2015	Director observation of teachers use of instructional strategies.	5/25/2016 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.*

**G2.** Implement Montessori Method providing students with the opportunity to receive lessons from Montessori-trained/experienced teachers, choose challenging work and master appropriate skills.

**G2.B4** There is a shortage of experienced Montessori certified elementary teachers.

**G2.B4.S1** Sponsor teachers for Montessori teacher training in return for a minimum three year committment to the school.

### PD Opportunity 1

Identify experienced educators who are interested and willing to undertake Montessori teacher training and send them to training.

**Facilitator**

**Participants**

**Schedule**

On 5/27/2016

**Technical Assistance Items**

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

**Budget**

Budget Data						
1	G1.B1.S1.A1	Advertise meeting dates well in advance.				\$0.00
2	G2.B4.S1.A1	Identify experienced educators who are interested and willing to undertake Montessori teacher training and send them to training.				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	310-Professional and Technical Services	0012 - St. Augustine Public Montessori School(Sapms)	General Fund		\$12,000.00
3	G3.B3.S1.A1	Teachers will devote one staff meeting monthly to the development of the writing program.				\$0.00
					<b>Total:</b>	<b>\$12,000.00</b>