

The School District of Palm Beach County

Montessori Academy of Early Enrichment, Inc



2015-16 School Improvement Plan

Montessori Academy of Early Enrichment, Inc

6300 LAKE WORTH RD, Greenacres, FL 33463

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	85%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
Yes	Yes	90%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	F	-	-

*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 Palm Beach County School Board on 11/17/2015.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	32
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	0

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	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

The Montessori Academy of Early Enrichment's mission is to provide a quality learning experience that is suited to the needs of the child. We believe that all children are unique individuals with different needs, interests, and abilities. Our goal is to aid children in their work of self-creation, to help them become independent learners and thinkers. We are a child-centered school that focuses on meeting the individual needs of each student therefore, we are committed to providing a safe and nurturing environment where children are respected and permitted to develop at their own natural rate of development.

Our guiding principles are accomplished by integrating a language-rich environment into a Montessori based curriculum. The Montessori Method offers individual attention to the whole development of the child. On this foundation, the child can begin to build a lifetime of personal success and happiness. Just as Dr. Montessori's pioneering philosophy of education centered around the child, so will the Montessori Academy of Early Enrichment focus on and adapt itself to the interests of the child between Pre-K through 8th grade.

It is also our mission to facilitate a well-rounded and challenging curriculum that creates a sense of wonder about the world and the student's place within that world. It is our goal to spark curiosity and nurture a love of learning along with teaching the skills required to succeed academically.

Provide the school's vision statement

The vision of Montessori Academy of Early Enrichment is to provide a foundation for our children to begin to build a lifetime of personal success and happiness while creating a sense of wonder about their world.

School Environment

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

Prior to the start of the school year, parents are invited to meet their students' teachers. The school provides an open house in which the parents again meet the teachers and staff. Parents and students are introduced and trained about the Montessori curriculum. Parents are invited to share the customs and traditions of their home country and every effort is done to make all of them feel welcome at MAEE.

MAEE will infuse the content required by state statute 1003.42(2) and SB Policy 2.09(8)(b) as applicable to appropriate grade levels, included but not limited to: History of the Holocaust, History of Africans and Africans Americans, Hispanic Contributions, Women's Contributions and Sacrifices of Veterans.

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

Teachers attend staff development on positive behavior management. The school implements the Conscious Discipline approach where students are trained on positive behavior techniques which provides an environment of mutual respect.

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

Teachers are trained in Conscious Discipline which is a positive behavior management plan that teaches students to use higher level thinking skills when solving problems. Faculty and staff are trained to follow single-school culture for academics where data will drive instruction in the classroom and every effort will be done to engage all students into the lessons.

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

The Principal has an open-door policy in which students can visit as needed. The staff know all the students by name, and students are welcomed and greeted when they enter the school, during the day, and at dismissal. The Montessori philosophy honors and respects all students. We believe that all children are unique individuals with different needs, interests, and abilities. Our goal is to aid children in their work of self-creation, to help them become independent learners and thinkers. We are a child-centered school that focuses on meeting the individual needs of each student therefore, we are committed to providing a safe and nurturing environment where children are respected and permitted to develop at their own natural rate of development. Teachers, parent liaison, and staff work as a team to address social and emotional needs of all students. Outside agencies are available to parents, staff, and students, such as Multilingual and the Chrysalis center.

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

We are predominantly an ESE school with a high ELL students population. Last year's school grade has not been received. Our 7th grade Civics assessment grade was 82% proficiency, while our 5th grade science was 25% proficiency. One-hundred percent of our 7th grade students taking the high school Algebra EOC passed. Aside from our diverse students' population, many of our parents do not speak English. Renewed focus on students' achievement will be implemented this year. The current achievement level of the students will be determined by the upcoming Diagnostic assessments, RRR, SRI, etc. and will use results to drive instruction and assessment.

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	6	7		
Attendance below 90 percent	13	8	7	6	3	8	2	5	52	
One or more suspensions	0	0	0	1	0	0	0	0	1	
Course failure in ELA or Math	2	3	16	13	6	7	0	1	48	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level							Total
	K	1	2	3	4	5	7	
Students exhibiting two or more indicators	1	1	3	5	2	5	1	18

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

The school hired a SAI/ reading coach to pull struggling students throughout the day, to plan with teachers and create individual educational plans for each student who needs intervention. Reading summer academy was provided. Tutorial will be offered to the lowest 25% of students, and enrichment tutorial will be offered to the remaining students and give them the opportunity to show learning growth at the end of the school year. Supplemental online subscriptions will be offered to students to supplement classroom instruction. Students in grades 5 -8 will be assigned a laptop computer and will work on supplemental/enrichment activities. Students in grades 3 and up will be receiving supplemental reading instruction daily through Reading Plus, I-Ready-Reading/Math. Students will also be assigned Khan Academy supplemental math enrichment work/activity. The school will also implement small group differentiated instruction in reading and math as well as an additional 30 minutes for the Triple i students. Additionally, parent training on effective homework support strategies will be conducted so parents are involved in their child's education.

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 available at the school site.

Description

Parents are encouraged to attend Open Houses, parent conferences, parent trainings, and other informational meetings. The school hosts at least 3 parent trainings annually, provide family events throughout the year including Mother's Day Tea, student concerts and class performances, as well as Title I annual meetings. Parents are encouraged to serve on the School Board of Directors, provide input in to the Parent-School Compact and Parent Involvement Policy. All students are provided an agenda by the school to foster daily communication between teachers and parents. Parents are also requested to attend at least 3-4 parent teacher conferences to discuss student progress and conduct data chats to set individual student learning goals.

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

Sonic restaurant works closely with the Montessori Academy to assist in fund raising activities for students' educational field trips. Little Ceasars Pizza offers discounted pizzas on family involvement nights.

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
Ranck, Jean	Principal

Duties

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

The MTSS Leadership Team/School Based Team will meet at a minimum every 6 weeks beginning in September 2015 to review universal screening data, diagnostic data, and progress monitoring data of all struggling students. Based on this information, the team will identify the professional development activities needed to create effective learning environments and to ensure Tier 1 curriculum is being properly taught. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school administration, district ESE contact and the school ESE contact. The MTSS Leadership Team will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). A Tier 2, and if needed, Tier 3 intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity.

The four steps of the Problem Solving Model are:

1. Problem Identification entails identifying the problem and the desired behavior for the student.
2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention Design & Implementation involves selecting or developing evidence-based interventions using data previously collected. These interventions are then implemented.
4. Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA, NCLB, and Title I. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

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

The school-based MTSS Leadership Team is comprised of the following members: principal, district ESE contact, district psychologist, school ESE contact and the classroom teachers. The principal provides a common vision for the use of data-based decision-making to ensure that a sound, effective academic program is in place and that there is a process to address and monitor subsequent needs

as the staff implements the processes. The administrator will monitor and assess the MTSS skills of school staff. The fidelity of implementation of intervention support is documented and adequate professional development to support MTSS implementation is provided. An on-going review is conducted to monitor the effectiveness of communication with parents regarding school-based MTSS plans and any activities that occur based on the plans. Over the summer, Administration placed on the master calendar regularly scheduled (each 6 weeks) MTSS Leadership Team meetings to discuss any students currently identified as receiving Tier 2 or Tier 3 interventions and to identify students in need of additional interventions.

With Title I funds, we are able to hire a part time reading and math coach and part time parent liaison to work closely with families. The parent liaison is bilingual who supports and guides the parents. The liaison organizes parent curriculum night, Open House and parent training information sessions. We also fund parent literacy nights and provide advice to parents on how they can help their students with academics at home. With Title I funds we purchased new computers and interactive white boards for use with our academic instruction. This is directly aligned with the common core standards. In addition, we have purchased a laptop, USB and software that provides curriculum, literacy and parent information in English and Spanish. This system is for the sole use of the parents and guided by the Parent Liaison. Also with Title I funds, teachers will all attend Montessori Training, Differentiated Instruction, Leveled Literacy Intervention, Running Records, and or Lucy Caulkins Writing training to align with our school mission. Title I funds will also allow us to purchase supplemental reading material (Reading-Plus, I-Reading on-line subscription) to be used in the classrooms to enhance instruction as well as a comprehensive supplemental Reading and Math Software program. The money will also be used to improve communication between teachers and parents and provide the necessary tools such as school-designed Agendas for effective home-school communication. Title I funds will also use to fund a part-time parent liaison.

MAEE participates in the district sponsored PD training.

Title I Part C- Migrant: A district migrant specialist will be assisting the school in the different needs of identified migrant students enrolled in the school. There are 2 identified migrant students in the school. District receives supplemental funds through Title II for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Recruitment incentives are also available through Title II for eligible new teachers.

Title III funds for English Language Learner (ELL)—Assists with helping eligible English language learners and immigrant students attain English proficiency and meet the same state standards required of all students. These funds also provide for accommodations as needed in the classrooms and staff development for teachers.

Title X - Homeless children and youth are entitled to immediate public school enrollment at the school last attended at the onset of homelessness, provided it is in the best interest of the student, requested by the parents, and is feasible. If necessary, the district Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. There are 3 identified homeless students in the school.

Per our contract, we utilize the school district food services program thus meeting all USDA guidelines. We are a satellite of the School District breakfast and lunch program.

Our school integrates a Single School Culture by sharing universal guidelines for success, following consistent behavior plans, and teaching expected behaviors. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and promoting the various cultures represented by our population.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ella Murphy	Student
Ella Murphy	Business/Community
Amy Forman	Business/Community
Melissa Barth	Parent
Nipapan Panic	Business/Community
Bernarda Lazoa	Parent
Lucy Hernadez	Education Support Employee
	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

MAEE SAC evaluates, monitors, revises, and approves academic programs, parent involvement activities, grants application, and school budgets. The SAC is the best venue for parents to get involved in the operation of the school and in the different programs that impact students' achievement.

Development of this school improvement plan

Governing Board reviews SIP as it progresses at monthly Board meetings and approves final copy prior to submittal to school district. Councils are made up of parents, students, teachers, educational support staff, the principal and community members. The School Advisory Councils must abide by the Government in the Sunshine Law, and SAC members meet the requirement of 51% not employed by the school district. The committee understands Florida's accountability system including school grades. Training is provided and members with their roles uses state & district goals as guiding principles and;

- ? Assesses school data, surveys
- ? Assists in the preparation & evaluation of the SPP
- ? Determine & prioritize the needs of the school
- ? Develop strategies for improvement
- ? Decides how to measure results of the SPP
- ? Assists in development and implementation of SPP

Their responsibilities to develop the plan included the following: Assessing the need for improvement at the school using district, state and federal goals as a guide and by reviewing student performance data; prioritizing the school's needs; indicating problems and barriers that underline the needed improvements and their causes. Identifying and evaluating possible solutions and developing strategies to accomplish the needed improvements. Our SAC is dedicated to enrich our students education by using all of our Title I funds to implement programs the will allow our students to meet the state's proficiency and advance level of student achievement.

Board member signs the Title I reimbursement request submitted to the district.

Preparation of the school's annual budget and plan

Title I has a supplemental fund allocated to MAEE in the amount of \$65,472.48. This allocation will be used to purchase/fund computers, SAI teacher/reading coach, supplemental materials, equipment, staff development, consultant, interactive whiteboards, on-line subscriptions, tutorials, remedial software, and parent liaison, etc.

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

N/A - charter school.

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
Ranck, Jean	Principal
Spicer Larson, Melissa	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will expand student services to provide more intensive Tier 2 and Tier 3 instruction to a wider range of students. The coach will plan professional development that focuses on the reading, math, science and writing processes and components of effective instruction. The LLT will dialogue to strengthen teacher skill development, share effective strategies, and evaluate student progress. Teachers are given the opportunity to provide input. This year the LLT will focus on increasing the learning gains of those subgroups identified as not making adequate progress in 2015. Supplemental SAI/ reading coach and paraprofessionals will be provided to each classroom at times to facilitate academic support and immediate enrichment activities.

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

New and veteran teachers will be paired together to provide the needed support and the sharing of best practices. Staff will adhere with fidelity to common planning, scheduled PDD, and meetings.

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

Openings will be posted on teacher-teachers.com website, referrals are received from Montessori Training programs, teachers are provided opportunities for tuition reimbursement and Montessori Training reimbursement. Principal, SAI and coach provide mentoring for new teachers and each is paired with a mentor teacher as well. District certification/HQ reimbursement initiative will be utilized in case a NHQ teacher is identified. Teachers are given opportunities to develop curriculum and make academic choices that effects student performance. Recruitment incentives are available to eligible new teachers through Title II.

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

All beginning teachers must complete the Educator Support Program and are paired with an experienced mentor teacher. Teachers are allocated joint planning time. A school administrator also works with each new teacher to assist in all aspects of classroom management and effective instructional deliveries. Teachers must demonstrate the ability to adequately perform the Florida Educator Accomplished Practices (FEAPs) developed through the Florida Department of Education. The school has adopted the state teacher evaluation system (Marzano) to monitor and assess teacher abilities and effectiveness. All teachers will receive formal and informal observations as well as classroom walkthroughs during the school year with immediate feedback provided. Staff will be given the opportunity for professional development in areas of concern and as requested. The SAI/reading coach also assists teachers to meet certification/endorsement/HQ compliances.

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

iReady Math, LAFS, MAFS, Reading/Writing roll-out, Lucy Cualkins, Scholastics, LLI, Reading Plus, IReady-Reading and Math are all aligned to the Florida Standards. Montessori program/ philosophy and Conscious discipline are all implemented to increase students achievement. Rigorous PD supplements these programs to build teacher capacity.

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

Comprehension checks are performed and are used to form small groups. Instruction is differentiated based on the students' needs and data. Students who are struggling with the standards are provided remediation. Students who are progressing toward mastery of the standards are provided support and additional practice. Students who have mastered the standards are provided enrichment opportunities. Data sources are from the following: diagnostic, FAIR, RRR, comprehension check, Palm Beach Performance Assessment, FCAT 2.0, EOCs in Algebra and Civics, Science, Florida Standards Assessment Daignostics, FLKRS, and SRI. The SAI/reading coach teacher will facilitate data discussion with teachers at meeting, PDD, and during planning. Classroom observation results will also be shared with the teachers to improve instruction and utilization of effective strategies.

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: After School Program

Minutes added to school year: 1,500

After school tutorial provided for all students particularly level 1 and 2 students. This has been added to teacher contracts as regular duties.

Strategy Rationale

Low level students as determined by FY15 FCAT results/EOCs, diagnostics and other assessments. Students who need enrichment activities will be accommodated as well.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ranck, Jean, myrajea.ranck@palmbeachschools.org

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

RRR, EOCs/FCAT results, pre and post tests, district administered diagnostics, and benchmark assessments will be analyzed. Comparison of fall and winter diagnostics and other assessments will be done to determine effectiveness of instruction, remediation and enrichment activities.

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 Montessori Academy of Early Enrichment offers a Pre-K program for early intervention. Our students roll up from Pre-K into Kindergarten. Pre-K students are assessed three times per year on the VPK assessment. The parents of our Pre-K students are invited to visit the Kindergarten classroom and meet the teachers. Local preschools are invited to Kindergarten Round-up in May. Parents are given readiness checklists and informed of ways to work with their child(ren) prior to school opening to enhance readiness. Teachers have an opportunity to assess the social and academic levels of the new students. Teachers work with Administration to review current NGSSS and grade level expectations prior to opening of school. School tours are encouraged for all new and transitioning students prior to start of school to familiarize student with staff, students, uniforms, routines and expectations.

All staff members of the school participate in collaborative learning communities that meet as time permits. This is in addition to the regular PDD and faculty meeting. Part of the meeting agenda are effective teachings strategies related to FSA/Florida Standards, classroom management and student data analysis.

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

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** If MAEE, including all stakeholders, will implement a comprehensive reading, writing, math and science programs, then the reading, writing, math and science proficiency scores will increase by 5%.

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. If MAEE, including all stakeholders, will implement a comprehensive reading, writing, math and science programs, then the reading, writing, math and science proficiency scores will increase by 5%. 1a

G069715

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	50.0
Math Gains District Assessment	50.0
Science Achievement District Assessment	50.0

Resources Available to Support the Goal 2

- I-Ready Reading and Math subscriptions
- Reading Plus
- Technology to support instruction
- Title I funds
- Dedicated staff

Targeted Barriers to Achieving the Goal 3

- Lack of foundational skills in reading
- Lack of academic support at home

Plan to Monitor Progress Toward G1. 8

Students' RRR, Assessments scores (FSA and EOCs), diagnostic scores and grades on report cards will show the effectiveness of the school's initiatives in realizing the set goal of 5% increase in proficiency for reading/ writing, math and science.

Person Responsible

Jean Ranck

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Achievement data (FSA and EOC), other assessments data/results- diagnostics and teacher made tests results, RRR, SIP Mid-Year Review

Plan to Monitor Progress Toward G1. 8

Students' RRR, Assessments scores (FSA and EOCs), diagnostic scores and grades on report cards will show the effectiveness of the school's initiatives in realizing the set goal of 5% increase in proficiency for reading/ writing, math and science.

Person Responsible

Jean Ranck

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Year-end students' achievement data, Title I survey results and parent liaison evaluation

Plan to Monitor Progress Toward G1. 8

Students' RRR, Assessments scores (FSA and EOCs), diagnostic scores and grades on report cards will show the effectiveness of the school's initiatives in realizing the set goal of 5% increase in proficiency for reading/ writing, math and science.

Person Responsible

Jean Ranck

Schedule

Annually, from 8/17/2015 to 6/3/2016

Evidence of Completion

Year-end students' achievement data, and coach's effectiveness report.

Plan to Monitor Progress Toward G1. 8

Students' RRR, Assessments scores (FSA and EOCs), diagnostic scores and grades on report cards will show the effectiveness of the school's initiatives in realizing the set goal of 5% increase in proficiency for reading/ writing, math and science.

Person Responsible

Jean Ranck

Schedule

Annually, from 8/17/2015 to 6/3/2016

Evidence of Completion

Year-end students' achievement data, and usage of the program summary/report

Plan to Monitor Progress Toward G1. 8

Students' RRR, Assessments scores (FSA and EOCs), diagnostic scores and grades on report cards will show the effectiveness of the school's initiatives in realizing the set goal of 5% increase in proficiency for reading/ writing, math and science.

Person Responsible

Jean Ranck

Schedule

Annually, from 8/17/2015 to 6/3/2016

Evidence of Completion

Year-end students' achievement data, summary report on checked lesson plans and property inventory report.

Plan to Monitor Progress Toward G1. 8

Students' RRR, Assessments scores (FSA and EOCs), diagnostic scores and grades on report cards will show the effectiveness of the school's initiatives in realizing the set goal of 5% increase in proficiency for reading/ writing, math and science.

Person Responsible

Jean Ranck

Schedule

Annually, from 8/17/2015 to 6/3/2016

Evidence of Completion

Year-end students' achievement data and teachers effectiveness report

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. If MAEE, including all stakeholders, will implement a comprehensive reading, writing, math and science programs, then the reading, writing, math and science proficiency scores will increase by 5%. **1**

 G069715

G1.B1 Lack of foundational skills in reading **2**

 B181352

G1.B1.S1 The SAI will provide focused reading instruction to targeted students. **4**

 S192857

Strategy Rationale

To increase proficiency of the bottom 25% students.

Action Step 1 **5**

SAI focus will be on comprehension, vocabulary, and phonemic awareness of the lowest 25%.

Person Responsible

Jean Ranck

Schedule

Daily, from 7/1/2015 to 6/30/2016

Evidence of Completion

Course load/teachers' schedule, student's roster, lesson plans and sample student works.

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

Classroom observation and conference will be done on a regular basis; lesson plans will be reviewed to ascertain reading rigor and focus

Person Responsible

Jean Ranck

Schedule

Biweekly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Observation checklist, conference notes, and reviewed lesson plans

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

Data chats to see targeted students' progress in reading

Person Responsible

Jean Ranck

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Students' report card, test scores, and diagnostic assessment results

G1.B1.S2 Provide reading coach to model, and support teachers in the implementation reading initiatives for targeted students. 4

 S192858

Strategy Rationale

To increase proficiency of the bottom 25% students.

Action Step 1 5

The reading coach will conduct PD trainings and model effective reading strategies.

Person Responsible

Jean Ranck

Schedule

Weekly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Coach's schedule, coaching log, PD agenda/sign-in and hand-outs, lesson planning notes

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

Observation of the coach in action; conference meetings; review of the coach's schedule and coaching log

Person Responsible

Jean Ranck

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Observation notes, conference notes, review of the coach's schedule and service logs

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

Monthly meeting with the coach to discuss coaching schedule and plans

Person Responsible

Jean Ranck

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Coach's log detailing coaching cycle, teachers' reflection and class assessment data

G1.B1.S3 Purchase (across the curriculum) supplemental reading and math materials will support comprehension, fluency, vocabulary and numerical skills of students 4

 S192859

Strategy Rationale

Computer/IT resources provide alternative ways of learning text and number based materials

Action Step 1 5

Students will use on-line software to focus on reading and math rigor in the classroom

Person Responsible

Jean Ranck

Schedule

Weekly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Contracts, purchase order, cancelled/cleared check, reimbursement requests with supporting documentation

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

Classroom observation to see the use of on-line subscriptions enhancing lesson delivery and learning; Lesson plans will be reviewed to see the inclusion of on-line subscription materials in reading and math lessons

Person Responsible

Jean Ranck

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Lesson plans and classroom observation checklist to monitor usage, usage report

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

Regular classroom walkthroughs and lesson plan check

Person Responsible

Jean Ranck

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Observation checklist, reviewed lesson plans and data report generated by the program

G1.B1.S4 Provide additional technology such as computers and interactive whiteboards for student's use in the classroom and for the students to have unlimited access to on-line subscriptions and other supplemental reading materials **4**

 S192860

Strategy Rationale

One on one use/ access of supplemental reading on-line-subscriptions

Action Step 1 **5**

Purchase interactive whiteboards and 15 additional laptops

Person Responsible

Jean Ranck

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Purchase order, cancelled/cleared check, property inventory list, and reimbursement request with supporting documentation

Plan to Monitor Fidelity of Implementation of G1.B1.S4 **6**

Classroom observations and checking of lesson plans to see the integration of the use of technology in the classroom/lessons

Person Responsible

Jean Ranck

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Observation checklist, usage report, and reviewed lesson plan

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Lesson plan check to see the use of technology in the lessons

Person Responsible

Jean Ranck

Schedule

Monthly, from 7/1/2015 to 6/30/2016


Evidence of Completion

Lesson plans and observation checklist to see usage of technology

G1.B3 Lack of academic support at home 2

 B181354

G1.B3.S1 Collaborate with parents on strategies to help students on reading and math skills at home 4

 S192861

Strategy Rationale

Seek parents support at home for academics

Action Step 1 5

Parent liaison will provide academic parent trainings in the areas of reading/writing, math, and science

Person Responsible

Jean Ranck

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Parent liaison schedule, phone logs, training agendas, sign-ins, hand-outs, evaluations

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Parent liaison will follow prescribed schedule of services and parent training

Person Responsible

Jean Ranck

Schedule

Quarterly, from 8/17/2015 to 2/29/2016

Evidence of Completion

Parent liaison schedule, parent training schedule, agenda, sign-in and evaluation, and conference notes with regard to the services and training held

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Walk through during parent training and when the liaison is providing services

Person Responsible

Jean Ranck

Schedule

Quarterly, from 8/17/2015 to 2/29/2016

Evidence of Completion

Parent training logs and evaluation, conference notes, and reflection

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	SAI focus will be on comprehension, vocabulary, and phonemic awareness of the lowest 25%.	Ranck, Jean	7/1/2015	Course load/teachers' schedule, student's roster, lesson plans and sample student works.	6/30/2016 daily
G1.B1.S2.A1	The reading coach will conduct PD trainings and model effective reading strategies.	Ranck, Jean	7/1/2015	Coach's schedule, coaching log, PD agenda/sign-in and hand-outs, lesson planning notes	6/30/2016 weekly
G1.B1.S3.A1	Students will use on-line software to focus on reading and math rigor in the classroom	Ranck, Jean	7/1/2015	Contracts, purchase order, cancelled/cleared check, reimbursement requests with supporting documentation	6/30/2016 weekly
G1.B1.S4.A1	Purchase interactive whiteboards and 15 additional laptops	Ranck, Jean	7/1/2015	Purchase order, cancelled/cleared check, property inventory list, and reimbursement request with supporting documentation	6/30/2016 annually

Palm Beach - 3394 - Montessori Academy of Early Enrichment, Inc - 2015-16 SIP
Montessori Academy of Early Enrichment, Inc

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Parent liaison will provide academic parent trainings in the areas of reading/ writing, math, and science	Ranck, Jean	7/1/2015	Parent liaison schedule, phone logs, training agendas, sign-ins, hand-outs, evaluations	6/30/2016 quarterly
G1.MA1	Students' RRR, Assessments scores (FSA and EOCs), diagnostic scores and grades on report cards will show the effectiveness of the school's initiatives in realizing the set goal of 5% increase in proficiency for reading/ writing, math and science.	Ranck, Jean	7/1/2015	Achievement data (FSA and EOC), other assessments data/results-diagnostics and teacher made tests results, RRR, SIP Mid-Year Review	6/30/2016 quarterly
G1.MA2	Students' RRR, Assessments scores (FSA and EOCs), diagnostic scores and grades on report cards will show the effectiveness of the school's initiatives in realizing the set goal of 5% increase in proficiency for reading/ writing, math and science.	Ranck, Jean	8/17/2015	Year-end students' achievement data, Title I survey results and parent liaison evaluation	6/3/2016 quarterly
G1.MA3	Students' RRR, Assessments scores (FSA and EOCs), diagnostic scores and grades on report cards will show the effectiveness of the school's initiatives in realizing the set goal of 5% increase in proficiency for reading/ writing, math and science.	Ranck, Jean	8/17/2015	Year-end students' achievement data, and coach's effectiveness report.	6/3/2016 annually
G1.MA4	Students' RRR, Assessments scores (FSA and EOCs), diagnostic scores and grades on report cards will show the effectiveness of the school's initiatives in realizing the set goal of 5% increase in proficiency for reading/ writing, math and science.	Ranck, Jean	8/17/2015	Year-end students' achievement data, and usage of the program summary/ report	6/3/2016 annually
G1.MA5	Students' RRR, Assessments scores (FSA and EOCs), diagnostic scores and grades on report cards will show the effectiveness of the school's initiatives in realizing the set goal of 5% increase in proficiency for reading/ writing, math and science.	Ranck, Jean	8/17/2015	Year-end students' achievement data, summary report on checked lesson plans and property inventory report.	6/3/2016 annually
G1.MA6	Students' RRR, Assessments scores (FSA and EOCs), diagnostic scores and grades on report cards will show the effectiveness of the school's initiatives in realizing the set goal of 5% increase in proficiency for reading/ writing, math and science.	Ranck, Jean	8/17/2015	Year-end students' achievement data and teachers effectiveness report	6/3/2016 annually
G1.B1.S1.MA1	Data chats to see targeted students' progress in reading	Ranck, Jean	7/1/2015	Students' report card, test scores, and diagnostic assessment results	6/30/2016 quarterly
G1.B1.S1.MA1	Classroom observation and conference will be done on a regular basis; lesson plans will be reviewed to ascertain reading rigor and focus	Ranck, Jean	7/1/2015	Observation checklist, conference notes, and reviewed lesson plans	6/30/2016 biweekly
G1.B3.S1.MA1	Walk through during parent training and when the liaison is providing services	Ranck, Jean	8/17/2015	Parent training logs and evaluation, conference notes, and reflection	2/29/2016 quarterly
G1.B3.S1.MA1	Parent liaison will follow prescribed schedule of services and parent training	Ranck, Jean	8/17/2015	Parent liaison schedule, parent training schedule, agenda, sign-in and evaluation, and conference notes with regard to the services and training held	2/29/2016 quarterly
G1.B1.S2.MA1	Monthly meeting with the coach to discuss coaching schedule and plans	Ranck, Jean	7/1/2015	Coach's log detailing coaching cycle, teachers' reflection and class assessment data	6/30/2016 monthly
G1.B1.S2.MA1	Observation of the coach in action; conference meetings; review of the coach's schedule and coaching log	Ranck, Jean	7/1/2015	Observation notes, conference notes, review of the coach's schedule and service logs	6/30/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.MA1	Regular classroom walkthroughs and lesson plan check	Ranck, Jean	7/1/2015	Observation checklist, reviewed lesson plans and data report generated by the program	6/30/2016 monthly
G1.B1.S3.MA1	Classroom observation to see the use of on-line subscriptions enhancing lesson delivery and learning; Lesson plans will be reviewed to see the inclusion of on-line subscription materials in reading and math lessons	Ranck, Jean	7/1/2015	Lesson plans and classroom observation checklist to monitor usage, usage report	6/30/2016 monthly
G1.B1.S4.MA1	Lesson plan check to see the use of technology in the lessons	Ranck, Jean	7/1/2015	Lesson plans and observation checklist to see usage of technology	6/30/2016 monthly
G1.B1.S4.MA1	Classroom observations and checking of lesson plans to see the integration of the use of technology in the classroom/ lessons	Ranck, Jean	7/1/2015	Observation checklist, usage report, and reviewed lesson plan	6/30/2016 monthly

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. If MAEE, including all stakeholders, will implement a comprehensive reading, writing, math and science programs, then the reading, writing, math and science proficiency scores will increase by 5%.

G1.B1 Lack of foundational skills in reading

G1.B1.S2 Provide reading coach to model, and support teachers in the implementation reading initiatives for targeted students.

PD Opportunity 1

The reading coach will conduct PD trainings and model effective reading strategies.

Facilitator

Melissa Spicer-Larson

Participants

Teachers and staff

Schedule

Weekly, from 7/1/2015 to 6/30/2016

Budget

Budget Data						
1	G1.B1.S1.A1	SAI focus will be on comprehension, vocabulary, and phonemic awareness of the lowest 25%.				\$29,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	3394 - Montessori Academy of Early Enrichment, Inc	Title I Part A		\$29,500.00
<i>Notes: Salary and benefits of SAI (Fred Whitz)</i>						
2	G1.B1.S2.A1	The reading coach will conduct PD trainings and model effective reading strategies.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	130-Other Certified Instructional Personnel	3394 - Montessori Academy of Early Enrichment, Inc	Title I Part A		\$10,000.00
<i>Notes: Salary for a reading coach (Melissa Spicer Larson)</i>						

Budget Data						
3	G1.B1.S3.A1	Students will use on-line software to focus on reading and math rigor in the classroom				\$12,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	360-Rentals	3394 - Montessori Academy of Early Enrichment, Inc	Title I Part A		\$12,200.00
			<i>Notes: Reading Plus, iReady Reading and Math on-line subscriptions</i>			
4	G1.B1.S4.A1	Purchase interactive whiteboards and 15 additional laptops				\$7,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	644-Computer Hardware Non-Capitalized	3394 - Montessori Academy of Early Enrichment, Inc	Title I Part A		\$7,600.00
			<i>Notes: Interactive whiteboards and 15 Laptops for classroom use</i>			
5	G1.B3.S1.A1	Parent liaison will provide academic parent trainings in the areas of reading/ writing, math, and science				\$10,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6150	100-Salaries	3394 - Montessori Academy of Early Enrichment, Inc	Title I Part A		\$10,500.00
			<i>Notes: Salary of Parent Liaison (Lucy Hernandez)</i>			
					Total:	\$69,800.00