# Dr. Martin Luther King Montessori Academy



# 2015-16 School Improvement Plan

# Dr. Martin Luther King Montessori Academy

591 NW 31ST AVE, Lauderhill, FL 33311

[ 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 | 96% |

| **Alternative/ESE Center** | **Charter School** | **2015-16 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| No | No | 100% |

## School Grades History

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

*\*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 is pending approval by the Broward County School Board.

## 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

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 |
|---|---|---|
| Priority | 5 | Gayle Sitter |

| Former F | Turnaround Status |
|---|---|
| No | |

## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

**Provide the school's mission statement**

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

**Provide the school's vision statement**

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

#### School Environment

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

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

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

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

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

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

#### Early Warning Systems

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

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

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

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

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

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

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

| Indicator | Grade Level | Total |
|---|---|---|
| Students exhibiting two or more indicators | | |

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

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

## Family and Community Involvement

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

*PIP Link*

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

*Description*

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

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

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

## Effective Leadership

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

**School Leadership Team**

## Membership:

| Name | Title |
|---|---|
| Proctor, Cheryl | Principal |
| Isaac-Florence, Tamara | Assistant Principal |
| Hoolihan, John | Instructional Coach |
| Lindsay, Keith | Instructional Coach |
| Brown, Nicholas | Instructional Coach |
| Stella, Christopher | Instructional Coach |
| | Principal |

## Duties

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

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

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

All teachers participated in an MTSS training during pre-planning week. Additional trainings will be provided as needed. Each grade level has been assigned a support staff member to provide support and to monitor the implementation of the MTSS structure. Coaches will meet with grade level teams and reading intervention teachers to support planning, discuss data, and provide resources for teachers as well as students.
Title I, Part A: Title I funds will go towards staff development, classroom supplies, professional development, professional development supplies, and teacher salaries. We will host Title I Family Academic Nights as well.
Title I, Part C Migrant: N/A
Title I, Part D: N/A

Title II: N/A
Title III: N/A
Title VI, Part B: N/A
Title X Homeless: N/A
SAI: Identified students will receive additional services including but not limited to before and after school camps as well tutorial materials and supplies for the students. Supplemental materials will be provided based upon identified need.
Violence Prevention Programs: MLK builds a violence prevention culture through classroom instruction in anger management, conflict resolution, bullying prevention, and the Broward County adopted character traits through our guidance program. All teachers and staff members received training on the Anti-Bullying policy. MLK also participates in the Dr. Martin Luther King, Jr. Non-violence program, CHAMPs, and the Silence Hurts program.
Nutrition Programs: University of Florida Family Nutrition Program for First and Second Grades
Housing Programs: N/A
Adult Education: N/A
Head Start: Head Start is a national, federally funded program, providing comprehensive services to preschool children and their families. These services include educational, social, medical, vision, dental, nutritional, and mental health services.
CTE: N/A
Job Training: N/A

## School Advisory Council (SAC)

**Membership:**

| Name | Stakeholder Group |
| --- | --- |
| Darryl Wilson | Teacher |
| John Hoolihan | Teacher |
| Cheryl Proctor | Principal |
| Tabitha Allan | Parent |
| Michelle Blair | Parent |
| Fred Lovell | Business/Community |
| Roger Grimes | 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*

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

*Development of this school improvement plan*

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

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

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

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

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***
No

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

## Literacy Leadership Team (LLT)

### Membership:

| Name | Title |
| --- | --- |
| Brown, Nicholas | Instructional Coach |
| Hoolihan, John | Instructional Coach |
| Proctor, Cheryl | Principal |
| Isaac-Florence, Tamara | Assistant Principal |
| Lindsay, Keith | Instructional Coach |
| Stella, Christopher | Instructional Coach |

### Duties

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

Literacy is promoted through Montessori teaching strategies and activities. Literacy interventions, such as the SRA, Super QAR, and Quick Reads will also be used to build literacy.

## Public and Collaborative Teaching

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

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

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

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

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

another support system provided to the staff. Also, the NESS Liaison will coordinate the NESS program for new teachers.

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

The NESS Liaison will coordinate the teacher mentoring program. The program will pair new teachers with a highly experienced educator to support the teacher throughout the year. The NESS Liaison will conduct monthly meetings with the new educators to help orient new teachers to the schools' procedures and provide
support/mentoring in areas such as classroom management (class rules, routines, procedures, etc.), behavior management, and instructional delivery. Mentors will also attend monthly NESS support group meetings with their new educators.
In addition to the NESS program the school will also participate in the Teacher Improvement Fund (TIF) mentoring program. This program provides support for teachers and teacher leaders.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

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

#### Instructional Strategies

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

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

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

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

Students will receive differentiated reading instruction for an additional 60 minutes per day. The reading instruction will consist of reading intervention for phonemic awareness, phonics, fluency, vocabulary and reading comprehension. These targeted skill areas will be taught in conjunction with Florida Standards.

*Strategy Rationale*

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

*Strategy Purpose(s)*

- Teacher collaboration, planning and professional development

*Person(s) responsible for monitoring implementation of the strategy*
Proctor, Cheryl, cheryl.proctor@browardschools.com

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

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

**Strategy:** Extended School Day

**Minutes added to school year:** 5,850

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

*Strategy Rationale*

*Strategy Purpose(s)*
""

*Person(s) responsible for monitoring implementation of the strategy*

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

Weekly performance assessments and mock Florida Standards assessments will be used to determine the effectiveness of the strategy.

## Student Transition and Readiness

### PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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

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

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

**College and Career Readiness**

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

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

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

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

# 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:

### 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 teachers implement high quality literacy strategies within the Montessori framework with fidelity, then students will become engaged independent self-assessing learners and demonstrate proficiency outcomes in all content areas.

## Strategic Goals Detail

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

**G1.** If teachers implement high quality literacy strategies within the Montessori framework with fidelity, then students will become engaged independent self-assessing learners and demonstrate proficiency outcomes in all content areas. `1a`

## Targets Supported `1b`

🔍 G074665

| Indicator | Annual Target |
|---|---|
| FSA Mathematics - Achievement | 35.0 |
| FCAT 2.0 Science Proficiency | 30.0 |
| FSA English Language Arts - Achievement | 40.0 |
| Math Achievement District Assessment | 30.0 |
| ELA Achievement District Assessment | 35.0 |

## Resources Available to Support the Goal `2`

- Houghton Mifflin Journeys

- SRA - Reading Mastery/Corrective Reading

- Montessori Materials

- GO Math!

- Science Fusion

- Hands-On Science Kits

- Deconstructed Florida Standards

- Thinking Maps

- i-Ready

- Khan Academy

- CPALMS

- Science Studies Weekly

## Targeted Barriers to Achieving the Goal `3`

- Teachers need support in effective facilitation of high quality Montessori lessons that incorporates standards-based instruction aligned to the Florida Standards.

## Plan to Monitor Progress Toward G1. `8`

Data collected from various assessments and iObservation reports.

### Person Responsible
Cheryl Proctor

### Schedule
Monthly, from 8/24/2015 to 6/9/2016

### *Evidence of Completion*
Monthly Assessment Checkpoint Data, and iObservation Data

## 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 teachers implement high quality literacy strategies within the Montessori framework with fidelity, then students will become engaged independent self-assessing learners and demonstrate proficiency outcomes in all content areas. `1`

🔑 G074665

**G1.B1** Teachers need support in effective facilitation of high quality Montessori lessons that incorporates standards-based instruction aligned to the Florida Standards. `2`

🔑 B194998

**G1.B1.S1** All instructional staff will participate in ongoing professional learning communities to effectively develop high quality Montessori literacy lessons aligned with the Florida Standards in grades K-5 `4`

🔑 S206586

#### Strategy Rationale

Through coaching cycles, mentoring, effective feedback, and curriculum resources the ongoing PLC's will increase teacher efficacy of Montessori lessons for all learners.

#### Action Step 1 `5`

Plan and develop high quality interdisciplinary units aligned to the Florida standards incorporating literacy strategies in all content areas.

#### Person Responsible

Cheryl Proctor

#### Schedule

Monthly, from 8/24/2015 to 6/9/2016

#### *Evidence of Completion*

Student samples, sign in sheets to record teacher attendance, PLC Agenda, PLC minutes, lesson plans reflecting standards, coaching support logs, post observation conference forms, Florida standards integrated.

## Action Step 2 `5`

On going coaching will occur towards instructional staff in the content areas.

### Person Responsible

Tamara Isaac-Florence

### Schedule

Weekly, from 8/24/2015 to 6/9/2016

### *Evidence of Completion*

Targeted Coaching Support, Team Meetings, Post Observation Conference Forms, on-going performance data from formative and summative student results,

## Action Step 3 `5`

Administrators and support staff will seek feedback from teachers to ensure the support is targeted to their needs

### Person Responsible

Tamara Isaac-Florence

### Schedule

Every 3 Weeks, from 8/24/2015 to 6/9/2016

### *Evidence of Completion*

feedback forms

## Action Step 4 `5`

Teachers will support Montessori framework with one another through instructional rounds and the sharing of student work samples

### Person Responsible

Cheryl Proctor

### Schedule

On 6/9/2016

### *Evidence of Completion*

Peer notes and conferences, peer observation schedule, student samples

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

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

### Person Responsible

Tamara Isaac-Florence

### Schedule

Biweekly, from 8/24/2015 to 6/9/2016

### *Evidence of Completion*

PLC Agendas, Minutes, & Sign-in Sheets

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

Observe teachers to ensure the professional development practices are being implemented with fidelity

### Person Responsible

Tamara Isaac-Florence

### Schedule

Biweekly, from 8/24/2015 to 6/9/2016

### *Evidence of Completion*

Observation Data

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

Monitor student work plans to ensure Montessori lessons are aligned to the Florida Standards

### Person Responsible

Tamara Isaac-Florence

### Schedule

Biweekly, from 8/24/2015 to 6/9/2016

### *Evidence of Completion*

Monitoring student work plans

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

Monthly Assessment Checkpoints (all content areas)

### Person Responsible

Cheryl Proctor

### Schedule

Monthly, from 8/24/2015 to 6/9/2016

### *Evidence of Completion*

Monthly Assessment Checkpoint results

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

Monitor student DRA results to ensure effective reading instruction is occurring

### Person Responsible

Keith Lindsay

### Schedule

Quarterly, from 8/24/2015 to 6/9/2016

### *Evidence of Completion*

DRA results

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

Observe Montessori teaching practices with the Montessori Observation Checklist

### Person Responsible

Tamara Isaac-Florence

### Schedule

Monthly, from 8/24/2015 to 6/9/2016

### *Evidence of Completion*

Montessori Observations Checklist

**G1.B1.S2** All instructional staff will participate in ongoing Professional Learning Communities on integrating writing across all content areas to drive high quality instruction within the Montessori framework 4

**Strategy Rationale**

S206587

By increasing knowledge and ability through PLC's students critical thinking and writing skills will improve and it will allow increased time for descriptive feedback.

**Action Step 1** 5

Instructional coaches will support teachers with planning writing activities through professional development.

**Person Responsible**

Nicholas Brown

**Schedule**

Monthly, from 8/24/2015 to 6/9/2016

***Evidence of Completion***

CWTs, Lesson Plans, PLC meeting minutes, Sign-in sheets, and Agendas

**Action Step 2** 5

Coaches will observe lessons to monitor the implementation of writing lessons.

**Person Responsible**

Nicholas Brown

**Schedule**

Weekly, from 8/24/2015 to 6/9/2016

***Evidence of Completion***

CWTs

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

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

### Person Responsible

Cheryl Proctor

### Schedule

Weekly, from 8/24/2015 to 6/9/2016

### *Evidence of Completion*

Informal CWTs, Lesson Plans, Team Meeting Minutes, Student Products

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

Teacher observations, Checkpoint Assessment data, and BSA data, CARE Package Data

### Person Responsible

Cheryl Proctor

### Schedule

Monthly, from 8/24/2015 to 6/9/2016

### *Evidence of Completion*

Data Chats CWTs Student Writing Samples

## Appendix 1: Implementation Timeline

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

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| G1.B1.S1.A1 | Plan and develop high quality interdisciplinary units aligned to the Florida standards incorporating literacy strategies in all content areas. | Proctor, Cheryl | 8/24/2015 | Student samples, sign in sheets to record teacher attendance, PLC Agenda, PLC minutes, lesson plans reflecting standards, coaching support logs, post observation conference forms, Florida standards integrated. | 6/9/2016 monthly |
| G1.B1.S2.A1 | Instructional coaches will support teachers with planning writing activities through professional development. | Brown, Nicholas | 8/24/2015 | CWTs, Lesson Plans, PLC meeting minutes, Sign-in sheets, and Agendas | 6/9/2016 monthly |
| G1.B1.S1.A2 | On going coaching will occur towards instructional staff in the content areas. | Isaac-Florence, Tamara | 8/24/2015 | Targeted Coaching Support, Team Meetings, Post Observation Conference Forms, on-going performance data from formative and summative student results, | 6/9/2016 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| G1.B1.S2.A2 | Coaches will observe lessons to monitor the implementation of writing lessons. | Brown, Nicholas | 8/24/2015 | CWTs | 6/9/2016 weekly |
| G1.B1.S1.A3 | Administrators and support staff will seek feedback from teachers to ensure the support is targeted to their needs | Isaac-Florence, Tamara | 8/24/2015 | feedback forms | 6/9/2016 every-3-weeks |
| G1.B1.S1.A4 | Teachers will support Montessori framework with one another through instructional rounds and the sharing of student work samples | Proctor, Cheryl | 9/14/2015 | Peer notes and conferences, peer observation schedule, student samples | 6/9/2016 one-time |
| G1.MA1 | Data collected from various assessments and iObservation reports. | Proctor, Cheryl | 8/24/2015 | Monthly Assessment Checkpoint Data, and iObservation Data | 6/9/2016 monthly |
| G1.B1.S1.MA1 | Monthly Assessment Checkpoints (all content areas) | Proctor, Cheryl | 8/24/2015 | Monthly Assessment Checkpoint results | 6/9/2016 monthly |
| G1.B1.S1.MA5 | Monitor student DRA results to ensure effective reading instruction is occurring | Lindsay, Keith | 8/24/2015 | DRA results | 6/9/2016 quarterly |
| G1.B1.S1.MA6 | Observe Montessori teaching practices with the Montessori Observation Checklist | Isaac-Florence, Tamara | 8/24/2015 | Montessori Observations Checklist | 6/9/2016 monthly |
| G1.B1.S1.MA1 | Monitor PLC's to ensure that they are data driven and that teachers work collaboratively. Model data chats for teachers. | Isaac-Florence, Tamara | 8/24/2015 | PLC Agendas, Minutes, & Sign-in Sheets | 6/9/2016 biweekly |
| G1.B1.S1.MA3 | Observe teachers to ensure the professional development practices are being implemented with fidelity | Isaac-Florence, Tamara | 8/24/2015 | Observation Data | 6/9/2016 biweekly |
| G1.B1.S1.MA4 | Monitor student work plans to ensure Montessori lessons are aligned to the Florida Standards | Isaac-Florence, Tamara | 8/24/2015 | Monitoring student work plans | 6/9/2016 biweekly |
| G1.B1.S2.MA1 | Teacher observations, Checkpoint Assessment data, and BSA data, CARE Package Data | Proctor, Cheryl | 8/24/2015 | Data Chats CWTs Student Writing Samples | 6/9/2016 monthly |
| G1.B1.S2.MA1 | Coaches and Montessori Coach will model and support all teachers with implementation. Coaches and Montessori Coach will plan lessons and teach the writing process. | Proctor, Cheryl | 8/24/2015 | Informal CWTs, Lesson Plans, Team Meeting Minutes, Student Products | 6/9/2016 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.*

**G1.** If teachers implement high quality literacy strategies within the Montessori framework with fidelity, then students will become engaged independent self-assessing learners and demonstrate proficiency outcomes in all content areas.

**G1.B1** Teachers need support in effective facilitation of high quality Montessori lessons that incorporates standards-based instruction aligned to the Florida Standards.

**G1.B1.S1** All instructional staff will participate in ongoing professional learning communities to effectively develop high quality Montessori literacy lessons aligned with the Florida Standards in grades K-5

### PD Opportunity 1

Plan and develop high quality interdisciplinary units aligned to the Florida standards incorporating literacy strategies in all content areas.

**Facilitator**

Cheryl Proctor, Tamara Florence

**Participants**

All Instructional Staff

**Schedule**

Monthly, from 8/24/2015 to 6/9/2016

**G1.B1.S2** All instructional staff will participate in ongoing Professional Learning Communities on integrating writing across all content areas to drive high quality instruction within the Montessori framework

### PD Opportunity 1

Instructional coaches will support teachers with planning writing activities through professional development.

**Facilitator**

Instructional Coaches

**Participants**

Instructional Coaches and teachers

**Schedule**

Monthly, from 8/24/2015 to 6/9/2016

## 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 | Plan and develop high quality interdisciplinary units aligned to the Florida standards incorporating literacy strategies in all content areas. | | | | $5,000.00 |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 1611 - Dr. Martin Luther King Montessori Academy | School Improvement Funds | | $5,000.00 |
| | | | *Notes: Science Weekly and Social Studies Weekly purchases.* | | | |
| 2 | G1.B1.S1.A2 | On going coaching will occur towards instructional staff in the content areas. | | | | $6,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 1611 - Dr. Martin Luther King Montessori Academy | Title I Part A | | $6,000.00 |
| | | | *Notes: Professional Development* | | | |
| 3 | G1.B1.S1.A3 | Administrators and support staff will seek feedback from teachers to ensure the support is targeted to their needs | | | | $2,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 1611 - Dr. Martin Luther King Montessori Academy | Title I Part A | | $2,000.00 |
| 4 | G1.B1.S1.A4 | Teachers will support Montessori framework with one another through instructional rounds and the sharing of student work samples | | | | $5,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 1611 - Dr. Martin Luther King Montessori Academy | Title I Part A | | $5,000.00 |
| | | | *Notes: Teachers going to visit other Montessori schools in the district.* | | | |
| 5 | G1.B1.S2.A1 | Instructional coaches will support teachers with planning writing activities through professional development. | | | | $4,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 1611 - Dr. Martin Luther King Montessori Academy | Other | | $4,000.00 |
| | | | *Notes: TIF grant* | | | |

## Budget Data

| 6 | G1.B1.S2.A2 | Coaches will observe lessons to monitor the implementation of writing lessons. | | | | $3,000.00 |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 1611 - Dr. Martin Luther King Montessori Academy | School Improvement Funds | | $3,000.00 |
| | | | | | Total: | $25,000.00 |