Montessori Academyof Early Enrichment, Inc

2016-17 Schoolwide Improvement Plan

Montessori Academyof Early Enrichment, Inc

6300 LAKE WORTH RD, Greenacres, FL 33463

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	90%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	92%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	B*	F	-

*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 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Montessori Academyof Early Enrichment, Inc

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 statue 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.

b. 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.

c. 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.

d. 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.

3. 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).

a. 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 population. Last year's school grade has not been received. Our 7th grade Civics assessment grade was 92% proficiency, while our 5th grade science was37% proficiency. Eighty-nine percent of our 7th grade students taking the high school Algebra EOC passed, and 100% of our Advanced Geometry students passed the EOC. Aside from our diverse students' population, many of our parents do no 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.

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

1. 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	8	9	10	11	12	
Attendance below 90 percent	12	9	5	4	4	3	6	1	7	0	0	0	0	51
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	1	5	7	7	4	3	1	1	1	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	6	8	6	4	2	1	0	0	0	0	27

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	1	1	6	5	4	2	0	1	0	0	0	0	21

c. 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 3 and up 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.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

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

2. 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.

2. 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. Parents volunteer to assist the teachers. Local businesses have offered support to pay for expense of various students' field trips.

C. 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).

1. School Leadership Team

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

Name	Title
Ranck, Jean	Principal

b. Duties

1. 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 2016 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.

2. 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, reading coach, 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 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 provides 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 out population.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Ella Murphy	Student
Ella Murphy	Business/Community
Amy Forman	Business/Community
Nipapan Panic	Business/Community
Bernarda Lazoa	Parent
Lucy Hernadez	Education Support Employee
	Student
Aleksandra Cooke - ESE Coordinator	Teacher
Melissa Spicer-Larson	Teacher

b. Duties

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

a. 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.

b. Development of this school improvement plan

Governing Board reviews SIP as it progresses at monthly Board meetings and approves final copy prior to submital 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.

c. Preparation of the school's annual budget and plan

Title I has a supplemental fund allocated to MAEE in the amount of $61,676.50. 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.

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

N/A - charter school.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Ranck, Jean	Principal
Spicer Larson, Melissa	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 2016. Supplemental SAI/ reading coach and paraprofessionals will be provided to each classroom at times to facilitate academic support and immediate enrichment activities.

D. 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).

1. 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.

2. 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 form 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

I-Ready Math, LAFS, MAFS, Reading/Writing roll-out, Lucy Cualkins, Scholastics, LLI, Reading Plus, I-Ready 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.

b. Instructional Strategies

1. 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, FSA, 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.

2. 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 FY16 FSA 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, myrajean.ranck@palmbeachschools.org

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

RRR, EOCs/FSA 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.

2. Student Transition and Readiness

a. 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).

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

The Motessori 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 mangement and student data analysis.

b. College and Career Readiness

1. 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

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

Not applicable

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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 we provide effective and relevant instruction to meet the needs of all students then the number of students making learning gains will increase as an indicator of middle school readiness.

Strategic Goals Detail

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

G1. If we provide effective and relevant instruction to meet the needs of all students then the number of students making learning gains will increase as an indicator of middle school readiness. `1a`

🔍 G084017

Targets Supported `1b`

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

Targeted Barriers to Achieving the Goal `3`

- Lack of foundational skills in reading
- Lack of parental support

Resources Available to Help Reduce or Eliminate the Barriers `2`

- o.5 Reading Coach
- Parent Liaison
- 0.5 Reading Resource Teacher
- Reading Plus Software
- I-Ready Software
- Staff Development for Science and MathTeachers
- Tutorial
- Classroom and tutorial supplies

Plan to Monitor Progress Toward G1. `8`

FSA, iReady, Reading Plus, RRR, FSQs and Diagnostic reports will be used to determine progress of students making learning gain in reading.

Person Responsible

Jean Ranck

Schedule

Annually, from 8/9/2016 to 6/2/2017

Evidence of Completion

Late June 2017, FSA results will be collected and analyzed to plan reading goals for FY18.

Plan to Monitor Progress Toward G1. `8`

Year-end Title I survey results

Person Responsible
Jean Ranck

Schedule
Annually, from 8/8/2016 to 6/2/2017

Evidence of Completion
Positive feedback from parents and Title I survey results

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 we provide effective and relevant instruction to meet the needs of all students then the number of students making learning gains will increase as an indicator of middle school readiness. `1`

🔑 G084017

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

🔑 B223249

G1.B1.S1 Develop the capacity to deliver effective instruction. `4`

🔑 S235541

Strategy Rationale

Based on the school data and we are switching to a K-5 model to consolidate resources and provide services to targeted students.

Action Step 1 `5`

The reading coach will train teachers on the different strategies, analyze data, and model effective instructional deliveries.

Person Responsible

Melissa Spicer Larson

Schedule

Daily, from 8/9/2016 to 6/5/2017

Evidence of Completion

Coach schedule, PD schedule, agenda, sign-in sheets, meeting notes, and teacher feedback, etc.

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

Administrator will monitor data, conduct classroom walk through, conduct teacher surveys, and review documentation.

Person Responsible

Jean Ranck

Schedule

Daily, from 8/9/2016 to 6/5/2017

Evidence of Completion

Teacher feedback, conference notes, teacher surveys on the effectiveness of the coach and reflection logs.

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

Data analysis of the students and align classroom practices students needs.

Person Responsible

Jean Ranck

Schedule

Monthly, from 8/9/2016 to 6/2/2017

Evidence of Completion

iReady, Reading Plus, RRR ,FSQs and Diagnostic reports will drive modification and instructions.

G1.B1.S2 Establish personalized learning opportunities for all students. 4

🔑 S235542

Strategy Rationale

Provide focused and structured instruction to targeted students.

Action Step 1 5

Resource teacher will provide small group instruction to targeted students.

Person Responsible

Melissa Spicer Larson

Schedule

Daily, from 8/9/2016 to 6/5/2017

Evidence of Completion

Resource teacher's schedule, student list and logs, data, data chats with teachers, and benchmark assessments.

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

Administrator will monitor data, conduct class-room walk throughs, conduct teacher surveys, and review documentation,

Person Responsible

Jean Ranck

Schedule

Weekly, from 8/9/2016 to 6/5/2017

Evidence of Completion

Administrator will provide feedback, sample emails, conference notes, evaluations, reflection and review of data.

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

Analyze reading data of targeted students and conduct classroom walk through

Person Responsible

Jean Ranck

Schedule

Quarterly, from 8/9/2016 to 6/2/2017

Evidence of Completion

End of year FSA, RRR and Benchmark Assessments reports will be utilized to further help students achieve set goal.

G1.B1.S3 Align new and existing community and parent partnerships. `4`

🔧 S235543

Strategy Rationale

Increase parental involvement with focus on training the parents about effective strategies they can help at home.

Action Step 1 `5`

School Community Liaison will reach out to the community to request support for supplies and materials.

Person Responsible

Jean Ranck

Schedule

On 6/30/2017

Evidence of Completion

Collection data and copies of letters.

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

Letters will be sent to community partners requesting support for materials and supplies.

Person Responsible

Jean Ranck

Schedule

On 6/30/2017

Evidence of Completion

Copies of letters and receipts

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

Administrator will produce. monitor and analyze all documents requesting support for materials and supplies.

Person Responsible

Jean Ranck

Schedule

Semiannually, from 8/9/2016 to 6/30/2017

Evidence of Completion

Principal will maintain a file of all documents requesting and receiving supplies from community partners.

G1.B1.S4 On-line reading programs will be used to add rigor and variety in reading instruction and deliveries. 4

🔑 S235544

Strategy Rationale

Adaptive technology is a necessity to differentiate instructions

Action Step 1 5

iReady and Reading Plus are both helpful in filling in reading instructions gaps- phonemic and comprehension.

Person Responsible

Melissa Spicer Larson

Schedule

Annually, from 7/1/2016 to 6/30/2017

Evidence of Completion

Lesson plans, print usage reports, and analysis of the results.

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

Pull reports of data and usage, analyze growth of students and communicate with students and parents about the growth and usage

Person Responsible

Melissa Spicer Larson

Schedule

Quarterly, from 7/1/2016 to 6/2/2017

Evidence of Completion

Collected reports of data and usage and communication and reflection

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

Lesson plans will be checked and classroom walk through will be done

Person Responsible

Jean Ranck

Schedule

Quarterly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Feedback on lesson plans and walk through notes.

G1.B1.S5 Embed cultural competence, equity, and access within instructional practices `4`
🔑 S235545

Strategy Rationale

Extended learning opportunities and supplemental supplies help in raising student achievement at MAEE

Action Step 1 `5`

Provide tutorial for targeted students

Person Responsible

Jean Ranck

Schedule

Quarterly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Teacher sign-in, student sign-ins and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S5 `6`

Walk through notes and analysis of student progress

Person Responsible

Jean Ranck

Schedule

Semiannually, from 1/9/2017 to 3/31/2017

Evidence of Completion

Students data and progress in reading and observation/walk through notes, reflection

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 `7`

Classroom walk through and data analysis of targeted students

Person Responsible

Jean Ranck

Schedule

Triannually, from 8/8/2016 to 6/2/2017

Evidence of Completion

Students' progress in reading

G1.B4 Lack of parental support 2

🔑 B223252

G1.B4.S1 Align new and existing community and parent partnerships 4

🔑 S235546

Strategy Rationale

Families are great partners in student achievement

Action Step 1 5

Parent liaison will provide support to parents during parent training, parent teacher conferences and in translating documents to increase home-school partnerships and effective communication.

Person Responsible

Jean Ranck

Schedule

Quarterly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Parent liaison's schedule, parent training schedule, agenda, sign-ins, evaluation and sample school-home communication

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

iObservation of parent training performance, conference notes and Title I survey results

Person Responsible

Jean Ranck

Schedule

Quarterly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Title I survey results and conference notes with the parent liaison, logs and reflection

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Positive relationship with parents as reflected in the Title I Survey

Person Responsible

Jean Ranck

Schedule

Annually, from 8/8/2016 to 6/2/2017

Evidence of Completion

Title I Annual survey results and year-end performance/evaluation

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S5.MA1 🔍 M308883	Walk through notes and analysis of student progress	Ranck, Jean	1/9/2017	Students data and progress in reading and observation/walk through notes, reflection	3/31/2017 semiannually
G1.MA1 🔍 M308886	FSA, iReady, Reading Plus, RRR, FSQs and Diagnostic reports will be used to determine progress of...	Ranck, Jean	8/9/2016	Late June 2017, FSA results will be collected and analyzed to plan reading goals for FY18.	6/2/2017 annually
G1.MA2 🔍 M308887	Year-end Title I survey results	Ranck, Jean	8/8/2016	Positive feedback from parents and Title I survey results	6/2/2017 annually
G1.B1.S1.MA1 🔍 M308874	Data analysis of the students and align classroom practices students needs.	Ranck, Jean	8/9/2016	iReady, Reading Plus, RRR ,FSQs and Diagnostic reports will drive modification and instructions.	6/2/2017 monthly
G1.B4.S1.MA1 🔍 M308884	Positive relationship with parents as reflected in the Title I Survey	Ranck, Jean	8/8/2016	Title I Annual survey results and year-end performance/evaluation	6/2/2017 annually
G1.B4.S1.MA1 🔍 M308885	iObservation of parent training performance, conference notes and Title I survey results	Ranck, Jean	8/8/2016	Title I survey results and conference notes with the parent liaison, logs and reflection	6/2/2017 quarterly
G1.B4.S1.A1 🔍 A303674	Parent liaison will provide support to parents during parent training, parent teacher conferences...	Ranck, Jean	8/8/2016	Parent liaison's schedule, parent training schedule, agenda, sign-ins, evaluation and sample school-home communication	6/2/2017 quarterly
G1.B1.S2.MA1 🔍 M308876	Analyze reading data of targeted students and conduct classroom walk through	Ranck, Jean	8/9/2016	End of year FSA, RRR and Benchmark Assessments reports will be utilized to further help students achieve set goal.	6/2/2017 quarterly
G1.B1.S4.MA1 🔍 M308880	Lesson plans will be checked and classroom walk through will be done	Ranck, Jean	8/8/2016	Feedback on lesson plans and walk through notes.	6/2/2017 quarterly
G1.B1.S4.MA1 🔍 M308881	Pull reports of data and usage, analyze growth of students and communicate with students and...	Spicer Larson, Melissa	7/1/2016	Collected reports of data and usage and communication and reflection	6/2/2017 quarterly
G1.B1.S5.MA1 🔍 M308882	Classroom walk through and data analysis of targeted students	Ranck, Jean	8/8/2016	Students' progress in reading	6/2/2017 triannually
G1.B1.S5.A1 🔍 A303673	Provide tutorial for targeted students	Ranck, Jean	8/8/2016	Teacher sign-in, student sign-ins and lesson plans	6/2/2017 quarterly
G1.B1.S1.MA1 🔍 M308875	Administrator will monitor data, conduct classroom walk through, conduct teacher surveys, and...	Ranck, Jean	8/9/2016	Teacher feedback, conference notes, teacher surveys on the effectiveness of the coach and reflection logs.	6/5/2017 daily
G1.B1.S1.A1 🔍 A303669	The reading coach will train teachers on the different strategies, analyze data, and model...	Spicer Larson, Melissa	8/9/2016	Coach schedule, PD schedule, agenda, sign-in sheets, meeting notes, and teacher feedback, etc.	6/5/2017 daily
G1.B1.S2.MA1 🔍 M308877	Administrator will monitor data, conduct class-room walk throughs, conduct teacher surveys, and...	Ranck, Jean	8/9/2016	Administrator will provide feedback, sample emails, conference notes, evaluations, reflection and review of data.	6/5/2017 weekly
G1.B1.S2.A1 🔍 A303670	Resource teacher will provide small group instruction to targeted students.	Spicer Larson, Melissa	8/9/2016	Resource teacher's schedule, student list and logs, data, data chats with teachers, and benchmark assessments.	6/5/2017 daily
G1.B1.S3.MA1 🔍 M308878	Administrator will produce. monitor and analyze all documents requesting support for materials and...	Ranck, Jean	8/9/2016	Principal will maintain a file of all documents requesting and receiving supplies from community partners.	6/30/2017 semiannually
G1.B1.S3.MA1 🔍 M308879	Letters will be sent to community partners requesting support for materials and supplies.	Ranck, Jean	8/9/2016	Copies of letters and receipts	6/30/2017 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A1 🔑 A303671	School Community Liaison will reach out to the community to request support for supplies and...	Ranck, Jean	8/9/2016	Collection data and copies of letters.	6/30/2017 one-time
G1.B1.S4.A1 🔑 A303672	iReady and Reading Plus are both helpful in filling in reading instructions gaps- phonemic and...	Spicer Larson, Melissa	7/1/2016	Lesson plans, print usage reports, and analysis of the results.	6/30/2017 annually

V. Professional Development Opportunities

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

G1. If we provide effective and relevant instruction to meet the needs of all students then the number of students making learning gains will increase as an indicator of middle school readiness.

G1.B1 Lack of foundational skills in reading

G1.B1.S1 Develop the capacity to deliver effective instruction.

PD Opportunity 1

The reading coach will train teachers on the different strategies, analyze data, and model effective instructional deliveries.

Facilitator

Melissa Spicer-Larson

Participants

All teachers

Schedule

Daily, from 8/9/2016 to 6/5/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The reading coach will train teachers on the different strategies, analyze data, and model effective instructional deliveries.				$18,838.75
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	3394 - Montessori Academyof Early Enrichment, Inc	Title I, Part A	0.5	$18,838.75
			Notes: Salary and benefits of a Reading Coach- Melissa Spicer-Larson			
2	G1.B1.S2.A1	Resource teacher will provide small group instruction to targeted students.				$18,838.75
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	3394 - Montessori Academyof Early Enrichment, Inc	Title I, Part A	0.5	$18,838.75
			Notes: Salary and benefits of Resource Teacher- Melissa Spicer-Larson			
3	G1.B1.S3.A1	School Community Liaison will reach out to the community to request support for supplies and materials.				$0.00
4	G1.B1.S4.A1	iReady and Reading Plus are both helpful in filling in reading instructions gaps- phonemic and comprehension.				$10,268.53
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	360-Rentals	3394 - Montessori Academyof Early Enrichment, Inc	Title I, Part A		$10,268.53
			Notes: iReady and Reading Plus subscription/license			
5	G1.B1.S5.A1	Provide tutorial for targeted students				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	3394 - Montessori Academyof Early Enrichment, Inc	Title I, Part A		$500.00
			Notes: Tutorial supplies like paper, ink, chart paper, pens, pencils, post-it notes etc.			
6	G1.B4.S1.A1	Parent liaison will provide support to parents during parent training, parent teacher conferences and in translating documents to increase home-school partnerships and effective communication.				$13,230.52
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

	6150	100-Salaries	3394 - Montessori Academyof Early Enrichment, Inc	Title I, Part A	0.5	$13,230.52
			Notes: Salary and benefits of Parent Liaison- Lucy Hernandez			
					Total:	**$61,676.55**