

Broward County Public Schools

Dr. Martin Luther King, Jr. Montessori Academy



2016-17 Schoolwide Improvement Plan

Dr. Martin Luther King, Jr. Montessori Academy

591 NW 31ST AVE, Lauderhill, FL 33311

[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 | 98% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 98% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | D | F* | 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 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 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Dr. Martin Luther King, Jr. Montessori Academy

| 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.

Mission: To create an atmosphere where teachers demonstrate, monitor, encourage and model the characteristics that prepare students for 21st Century Learning in a positive relationship that impacts their homes, peers, community and the world.

b. Provide the school's vision statement.

Vision: To educate students to achieve their maximum potential through standards-based instruction within the Montessori Philosophy.

2. School Environment

a. 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 current events, students' cultures and build relationships. These structured meetings begin with acknowledgements, personal sharing, announcements, Montessori Life-Skills, concerns and expressions of gratitude. These components allow teachers and students to share cultures and build relationships.

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

Dr. Martin Luther King, Jr. Montessori Academy 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.

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.

The discipline plan at Dr. Martin Luther King, Jr. Montessori Academy is a comprehensive program that ascribes to the Montessori philosophy of education. The major purpose of the plan is to assist our children in developing the qualities of inner discipline, self-direction, concentration, order, cooperation, tolerance, sensitivity, integrity, and independence. Our children are encouraged to make appropriate choices based on three basic rules that are: respect for self, respect for others, and respect for the environment. Our discipline plan then, is the framework that is used by our administrators, faculty, and staff so that we may provide our children with a safe, secure, and calm environment that will fully enable them to learn, grow, and experience the joys of discovery!

Basic Rules

It is our goal at MLK to provide an environment that assists children in developing inner discipline. To accomplish this goal all staff members participate in guiding our children toward the internalization of behaviors that promote concentration, order, cooperation, tolerance, sensitivity, integrity, and independence through the Montessori model of education.

At the beginning of each school year, our teachers establish classroom discipline plans. Children and teachers decide on rules that promote a peaceful community within their classroom. The rules are modeled and practiced and are related to the three basic rules that govern the behavior of everyone at MLK.

Rule One: Respect for Self

Children are guided and encouraged to choose behaviors that will enhance self-confidence, concentration, integrity, independence, self-discipline, and inner discipline.

Rule Two: Respect for Others

Children are guided and encouraged to choose behaviors that will enhance cooperation, patience, tolerance, sensitivity, empathy, harmony, and thoughtfulness. "Always treat others the way you would like them to treat you."

Rule Three: Respect for the Environment

Children are guided and encouraged to choose behaviors that enhance order and maintenance of our environment and conserve resources. Children become caretakers and stewards in their classrooms, common areas, school, and ultimately the earth. The behaviors that our children are expected to exhibit throughout the school will be modeled, taught, and practiced consistently by our teachers, classroom assistants, administrators, support staff, cafeteria and custodial personnel, parents, and those who visit our campus.

Respecting Yourself

Arrive on time and use your time wisely throughout the day.

Dress appropriately in order to feel comfortable but within the guidelines of the Code of Student Conduct.

Converse in a quiet voice

Bring your necessary school supplies daily.

Leave distracting items at home.

Demonstrate your ability to make appropriate choices.

Allow yourself to try new activities, even if you make a mistake.

Practice a new skill until you feel confident enough to share it with others.

Be honest and always do your best.

Respecting One Another

Show kindness toward others.

Practice politeness by using words such as "Please, thank you, and excuse me."

Do not disturb the work of others.

Try not to distract someone from whatever it is they are concentrating on.

If you wish to work with someone ask him or her politely.

If someone wishes to work alone or work with someone else, accept that as his or her right.

Refrain from using unkind remarks, body language, or writing.

Avoid using threatening and offensive language or gestures.

Respect the privacy of others.

Respect the belongings of others.

Listen politely and attentively to others.

Conduct yourself so that others can work and function calmly and peacefully.

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 School Counselor will address students social-emotional needs by conducting an array of classroom initiatives, school wide initiatives, individual counseling will be conducting on a referral

basis/to be determined through needs assessment, male and female mentoring will be established. Students may also be referred to outside agencies to address their social-emotional needs.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

Attendance : Broward Truancy Intervention Program, Reservist Program
 Behavior: Promise Program, (YGOT), Young Gentlemen of Tomorrow, (LBS), Life Beyond Suspension
 Courses: Checkpoint Assessment, Formative/Summative Assessments, Interim Report Cards, Conference Forms (min. of two per year)

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 | | |
| | 79 | 64 | 62 | 79 | 56 | 51 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 391 |

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 | | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

The school conducts the following strategies to improve academic performance as identified by the early warning system: classroom push-in, RTI process, individual student pull-outs, and student assessments.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/308917>.

2. Description

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

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.

The school builds and sustains partnerships by:

1. Hosting several events such as an annual Partnership Breakfast Family Night, the Art Expo, Black History Project and MLK annual Parade.
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 and Holiday Drive.
4. Offering support services for community members.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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 |
|------------------------|---------------------|
| Isaac-Florence, Tamara | Assistant Principal |
| Moreau, Mitshuca | Instructional Coach |
| Lindsey, Keith | Instructional Coach |

b. Duties

1. 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 (Rtl) or the MTSS Leadership team utilize a diagnostic and descriptive process. Tier interventions are routinely inspected in 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 Rtl/MTSS team is usually comprised of administration, psychologist, ESE specialist, behavior specialist, school psychologist, social worker, guidance, reading coach, math coach, ESOL coordinator, and classroom teachers. Parents are also invited to attend. Members of the The Rtl 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).

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.

All teachers will participate in an MTSS training during the week of September 12, 2016. Additional trainings will be provided as needed. Each grade level will be 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, instructional materials, 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. Nonviolence

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

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|-----------------|--------------------|
| Darryl Wilson | Teacher |
| Mitshuca Moreau | Principal |
| Jeanette Luna | Teacher |
| Tabitha Allan | Parent |
| Michelle Blair | Parent |
| Fred Lovell | Business/Community |
| Roger Grimes | Business/Community |
| | Student |
| Jane Fordred | Teacher |
| | Student |

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

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

b. 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.

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

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

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

ELO, Extended Learning Opportunity
 Purchasing of Instructional Materials

Achieve 3000 Purchase (ELA, English Language Arts resource) - \$17,000.00

ELO Camps - \$15,000.00

Instructional Planning/Cross-Collaboration with neighboring schools/high-performing school - \$6,000.00

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 |
|------------------------|---------------------|
| Moreau, Mitshuca | Instructional Coach |
| Lindsey, Keith | Instructional Coach |
| Isaac-Florence, Tamara | Assistant Principal |

b. Duties

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

Literacy is promoted through Montessori teaching strategies and activities. Literacy interventions, such as LLI, Super QAR, Phonics for Reading, Primary phonics for K-1, and Quick Reads will also be used to build literacy.

D. Public and Collaborative Teaching

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

1. 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.

2. 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 instructional coaches will support learning inside the classroom and work closely with teachers to effectively implement standards-based teaching strategies. Professional Learning Communities will occur weekly as another support system provided to the staff. Also, TIER Liaison will coordinate the TIER program for teachers

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

The TIER 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 TIER 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 TIER support group meetings with their new educators.

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

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.

The school has aligned Montessori materials and methods with the Florida Standards. Teachers (returning) have received training in Montessori education and new teachers are registered for upcoming Montessori training. Deconstructing of the Florida Standards to align use of Montessori materials was done during planning week and is ongoing with the K-5 teams.

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.

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.

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: Extended School Day

Minutes added to school year: 10,800

Students will receive reading instruction for 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

Isaac-Florence, Tamara, tamara.isaac@browardschools.com

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

Data will be collected for ongoing assessments that will be administered every three weeks. Data charts, 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

The extended learning opportunity will provide students in grades 2-5 with additional instruction in literacy, math, and science to increase student achievement.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Isaac-Florence, Tamara, tamara.isaac@browardschools.com

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.

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. Â§ 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 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,

- The Guidance Counselor conducts beginning of the year lessons on social/emotional skills for incoming Kindergarten students.
- Preschool students upon registration may visit before beginning school. A campus tour is provided and interested parties are able to schedule a meeting with the leadership team members.

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.

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

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

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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" 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 teachers implement high quality literacy strategies 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”), 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 teachers implement high quality literacy strategies with fidelity, then students will become engaged independent self-assessing learners and demonstrate proficiency outcomes in all content areas. 1a

G084855

Targets Supported 1b

| Indicator | Annual Target |
|---|---------------|
| ELA Achievement District Assessment | 35.0 |
| Writing Achievement District Assessment | 30.0 |
| ELA/Reading Gains District Assessment | 40.0 |
| Writing Gains District Assessment | 35.0 |
| FSAA ELA Achievement | 30.0 |

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- * Houghton Mifflin Journeys *SRA - Reading Mastery/Corrective Reading *Go Math! *Science Fusion * Hands-On Science Kits * Deconstructed Florida Standards * Thinking Maps *i-Ready *Khan Academy * CPALMS *Science Studies Weekly

Plan to Monitor Progress Toward G1. 8

Data collected from various assessments and iObservation reports

Person Responsible

Tamara Isaac-Florence

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Monthly Assessment Checkpoint data and iObservation data

Plan to Monitor Progress Toward G1. 8

Monitor student Benchmark Assessment System (BAS) to ensure effective reading instruction.

Person Responsible

Keith Lindsey

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

BAS 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 teachers implement high quality literacy strategies with fidelity, then students will become engaged independent self-assessing learners and demonstrate proficiency outcomes in all content areas. **1**

 G084855

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

 B225631

G1.B1.S1 All instructional staff will participate in ongoing professional learning communities to effectively develop high quality standards-based lessons in grades K-5. **4**

 S238018

Strategy Rationale

The ongoing PLCs will increase teacher efficacy for all learners through coaching cycles, mentoring, effective feedback, and curriculum resources.

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

Tamara Isaac-Florence

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

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

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

Monitor PLCs 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 9/24/2016 to 6/8/2017

Evidence of Completion

PLC Agendas, Minutes, and Sign-in sheets

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

Monthly Assessment Checkpoints (all content areas)

Person Responsible

Tamara Isaac-Florence


Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Monthly Assessment Checkpoints results

G1.B1.S2 All instructional staff will participate in ongoing professional learning communities on integrating writing across all content areas to drive high quality standards-based instruction **4**

 S238019

Strategy Rationale

By increasing knowledge and ability through PLCs, students critical thinking and writing skills will improve and allow increased time for descriptive feedback

Action Step 1 **5**

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

Person Responsible

Mitshuca Moreau

Schedule

Monthly, from 8/22/2016 to 6/8/2017

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

Mitshuca Moreau

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

CWTs

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

Monitor PLCs 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 8/22/2016 to 6/8/2017

Evidence of Completion

PLC Agendas, Minutes and Sign-in Sheets

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

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

Person Responsible

Tamara Isaac-Florence

Schedule

Biweekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Observation Data

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

Instructional coaches will model, guide lesson planning, and support all teachers with implementation.

Person Responsible

Tamara Isaac-Florence

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Informal CWTs, lesson plans, team meeting minutes, and student work samples.

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

Teacher observations, Checkpoint Assessment Data (School City), and BSA Data

Person Responsible

Tamara Isaac-Florence

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Teacher data chats, CWTs, student writing samples

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.MA1 M314382 | Data collected from various assessments and iObservation reports | Isaac-Florence, Tamara | 8/22/2016 | Monthly Assessment Checkpoint data and iObservation data | 6/8/2017 monthly |
| G1.MA2 M314383 | Monitor student Benchmark Assessment System (BAS) to ensure effective reading instruction. | Lindsey, Keith | 8/22/2016 | BAS results | 6/8/2017 quarterly |
| G1.B1.S1.MA1 M314376 | Monthly Assessment Checkpoints (all content areas) | Isaac-Florence, Tamara | 8/22/2016 | Monthly Assessment Checkpoints results | 6/8/2017 monthly |
| G1.B1.S1.MA1 M314377 | Monitor PLCs to ensure that they are data driven and that teachers work collaboratively. Model data... | Isaac-Florence, Tamara | 9/24/2016 | PLC Agendas, Minutes, and Sign-in sheets | 6/8/2017 biweekly |
| G1.B1.S1.A1 A307981 | Plan and develop high quality interdisciplinary units aligned to the Florida standards... | Isaac-Florence, Tamara | 8/22/2016 | Student samples, sign in sheets to record teacher attendance, PLC Agenda, PLC minutes, lesson plan reflecting standards, coaching support logs, post observations conference forms, Florida standards integrated. | 6/8/2017 monthly |
| G1.B1.S2.MA1 M314378 | Teacher observations, Checkpoint Assessment Data (School City), and BSA Data | Isaac-Florence, Tamara | 8/22/2016 | Teacher data chats, CWTs, student writing samples | 6/8/2017 monthly |
| G1.B1.S2.MA1 M314379 | Monitor PLCs to ensure that they are data driven and that teachers work collaboratively. Model... | Isaac-Florence, Tamara | 8/22/2016 | PLC Agendas, Minutes and Sign-in Sheets | 6/8/2017 biweekly |
| G1.B1.S2.MA2 M314380 | Observe teachers to ensure the professional development practices are being implemented with... | Isaac-Florence, Tamara | 8/22/2016 | Observation Data | 6/8/2017 biweekly |
| G1.B1.S2.MA3 M314381 | Instructional coaches will model, guide lesson planning, and support all teachers with... | Isaac-Florence, Tamara | 8/22/2016 | Informal CWTs, lesson plans, team meeting minutes, and student work samples. | 6/8/2017 weekly |
| G1.B1.S2.A1 A307982 | Instructional coaches will support teachers with planning writing activities through professional... | Moreau, Mitshuca | 8/22/2016 | CWTs, Lesson Plans, PLC meeting minutes, sign-in sheets, and agendas | 6/8/2017 monthly |
| G1.B1.S2.A2 A307983 | Coaches will observe lessons to monitor the implementation of writing lessons. | Moreau, Mitshuca | 8/22/2016 | CWTs | 6/8/2017 monthly |

V. 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 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 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 standards-based lessons 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

Mitshuca Moreau, Tamara Florence

Participants

All Instructional Staff

Schedule

Monthly, from 8/22/2016 to 6/8/2017

G1.B1.S2 All instructional staff will participate in ongoing professional learning communities on integrating writing across all content areas to drive high quality standards-based instruction

PD Opportunity 1

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

Facilitator

Mitshuca Moreau, Tamara Florence

Participants

All Instructional Staff

Schedule

Monthly, from 8/22/2016 to 6/8/2017

PD Opportunity 2

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

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Monthly, from 8/22/2016 to 6/8/2017

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 | 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 | 2016-17 |
| | | | 1611 - Dr.Martin Luther King, Jr. Montessori Academy | School Improvement Funds | | \$5,000.00 |
| 2 | 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 | 2016-17 |
| | | | 1611 - Dr.Martin Luther King, Jr. Montessori Academy | Other | | \$4,000.00 |
| 3 | G1.B1.S2.A2 | Coaches will observe lessons to monitor the implementation of writing lessons. | | | | \$6,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 1611 - Dr.Martin Luther King, Jr. Montessori Academy | School Improvement Funds | | \$3,000.00 |
| | | | 1611 - Dr.Martin Luther King, Jr. Montessori Academy | School Improvement Funds | | \$3,000.00 |
| Total: | | | | | | \$15,000.00 |