

St. Johns County School District

St. Augustine Public Montessori School (Sapms)



2017-18 Schoolwide Improvement Plan

St. Augustine Public Montessori School (Sapms)

7A WILLIAMS ST, St Augustine, FL 32084

<http://www.staugustinemontessori.com>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-6	No	0%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	20%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	B

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	25
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	26

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for St. Augustine Public Montessori School (Sapms)

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

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

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

2. School Environment

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

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

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

As a school founded on Montessori ideals, we believe that every person deserves respect. We expect students and adults to demonstrate kindness, respect, and courtesy toward all community members. Children are taught through modeling, role play, and discussion the core Montessori value of respect for self, respect for others, and respect for the environment. Children take part in establishing a set of

ground rules for the classroom. These are printed and signed by all students and the teachers and posted in the classroom. These rules become the morals they guide themselves with in school. Social skills are taught through lessons in grace and courtesy.

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

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.

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

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

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.

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

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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

Indicators include attendance below 90 percent.

One or more suspensions.

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

Students involved in the RTI process

Students who currently have an IEP or 504 plan with academic goals

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	0	0	0	0	0	0	1	0	0	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	8	15	11	3	0	0	0	0	0	0	37

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	0	0	0	0	0	0	1	0	0	0	0	0	0	1

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

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

All parents new to the school are required to attend a four hour parent orientation program. This class covers Montessori philosophy and practice as well as policies and procedures specific to our school. The families walk through both Upper and Lower Elementary to observe and experience Montessori lessons. This time together is a great opportunity to ask questions.

All parents are required to contribute 20 hours of service to the school. Parents are involved in class projects, teaching enrichment classes, chaperoning field trips, and helping with small maintenance

projects. The newsletter also keeps them informed of happenings around the school and volunteer opportunities.

Three times a year we have a school wide Community Meeting where parents have a chance to interact with other parents and board members. There are also three Parent Education nights during the school year where we cover topics that are identified by the community. They can include Montessori curriculum, nutrition suggestions, and statewide assessments.

Parents/student/teacher conferences are held in October and March. Parents receive interim progress reports at that time. Lengthy formal progress reports go home in January and May. Parents may request a conference with the teacher at any time. Each month a monthly calendar and class specific newsletter is sent home.

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.

We have developed a relationship with Flagler College to receive interns. Currently we have one Board member that is a Flagler professor. We have obtained some financial support from local businesses and Rotary Club. A local printer takes care of printing needs at cost and supplies our school tee shirts at no cost. Personnel from local agencies including Whitney Labs have acted as judges in our Science Fair. We currently have one Board member that is a Scientist at Whitney labs. St. Johns County Public Library and Guana Tolomato Matanzas National Estuarine Research Reserve have hosted us for field trips and regular visits. Florida Fish and Wildlife Conservation and The Florida Wildlife Federation partners with us bringing Right Whale information annually. Roots & Shoots projects began this past year connecting our children to the environment around us and offering an opportunity to inform the greater community on gardening practices. Adoption of orangutans through The Orangutan Project. Our Upper Elementary students participate in meaningful community service locally such as storm drain clean out and marking.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Schirard, Kelsey	Principal
McDowell, Margaret	Other
Wages, Sandi	Teacher, K-12

b. Duties

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

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

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.

Objectives are defined in measurable terms and goals are identified. Then identifying possible reasons if goals are not being attained. The team will develop and implement a plan involving evidence based strategies to attain goals. Lastly, will evaluating for effectiveness of plan in relation to goals and Montessori best practices.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ann Johnson	Principal
Irene Arriola	Business/Community
Deanne Deleon	Business/Community
Sandi Wages	Education Support Employee
Endo Pascasio	Parent
Joe Ryan	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

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

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

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

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

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

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
Schirard, Kelsey	Principal
Castle, Robin	Teacher, ESE
Wages, Sandi	Teacher, K-12

b. Duties

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

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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Our entire staff meets together as a team once a week. We talk about challenges and successes in our individual classrooms as well as the school as a whole. Our ESE/Remediation teacher is included in these meetings giving us an opportunity to discuss special needs students. Teachers observe in each other's classrooms to increase depth of knowledge and consistency among the classrooms. We take time to demonstrate key Montessori materials to ensure everyone is using them the same way. Our three Lower Elementary teachers collaborate on lesson planning and Upper Elementary teachers do the same.

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

Highly qualified teachers at SAPMS must hold dual certification, Florida and Montessori.

Advertise in national Montessori organizations

Join national Montessori organizations to receive additional recruitment benefits

Develop a collegial, collaborative work environment

Offer paid professional development opportunities for Montessori education

Offer competitive salary and benefits package

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

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

A similar arrangement is used with our Lower Elementary teachers.

The administrator observes and offers feedback and guidance to all of the staff. The administrator also models instruction with students and coaches teachers. Each teacher is able to address the Director as needed to request materials, support or guidance. The Director also offers advice on parent interactions and sit will in on parent conferences, if desired.

Outside Montessori consultants are brought in monthly to observe and provide feedback to our teachers deepening their understanding and execution of the Montessori method. The consultants are available on a continuous basis to answer questions, provide feedback and support even when not with the teachers physically.

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.

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

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.

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

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: 4,320

Students who are identified as needing additional support will be given the opportunity to attend an hour per day intensive work time with an assistant teacher.

Strategy Rationale

This time will be used to give students intensive deliberate support in the areas that they are struggling with.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Schirard, Kelsey, kelsey.schirard@staugustinepublicmontessori.com

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

Data is taken from the iReady assessment and interim assessments will be taken every six weeks.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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

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.

NA

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

NA

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

NA

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.

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increased parent education participation leading to greater understanding of Montessori education.
- G2.** Implement Montessori Method providing students with the opportunity to receive lessons from Montessori-trained/experienced teachers, choose challenging work and master appropriate skills.
- G3.** Increase student math comprehension through Montessori materials, understanding and alignment of standards, and increased practice in math concepts and presented on standardized testing.

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

 G096612

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Parent	89.0

Targeted Barriers to Achieving the Goal 3

- Low attendance at parent education evenings and Community Meetings.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Keep attendance records for all meetings.

Person Responsible

Kelsey Schirard

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Increased attendance.

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

G096613

Targets Supported 1b

Indicator	Annual Target
Certified in Field	100.0

Targeted Barriers to Achieving the Goal 3

- Montessori experience takes years to accomplish, most of our teachers are newly trained.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Currently two Montessori trained teachers plus three Montessori interns.
- Montessori prepared environment.
- Montessori materials and curriculum.
- Facility adequate for current number of students in 24/18 student class size.
- Outside Montessori consultants and school partnerships.

Plan to Monitor Progress Toward G2. 8

Montessori trained teachers, Implementation of Montessori Method

Person Responsible

Kelsey Schirard

Schedule

On 5/25/2018

Evidence of Completion

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

G3. Increase student math comprehension through Montessori materials, understanding and alignment of standards, and increased practice in math concepts and presented on standardized testing. 1a

G096614

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	45.0

Targeted Barriers to Achieving the Goal 3

- Teachers understanding of the state standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Director facilitated collaborative learning among instructional staff. Teachers trained in all level appropriate math lessons and materials. Montessori already provides for an integrated curriculum. Director providing instructional depth and identifying and addressing gaps in materials and lessons given.

Plan to Monitor Progress Toward G3. 8

Director will meet with teachers biweekly to review math journals, teacher observations and data collected on comprehension and retention of lessons given.

Person Responsible

Kelsey Schirard

Schedule

Biweekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Director will see clear comprehension and delivery of in depth Montessori math lessons provided by teachers.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increased parent education participation leading to greater understanding of Montessori education. **1**

 G096612

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

 B259885

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

 S275292

Strategy Rationale

Parents don't have time for dinner between work and the meetings and also don't have babysitting options.

Action Step 1 **5**

Advertise meeting dates well in advance and send out reminders via text and email.

Person Responsible

Nisha Shah

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Increased attendance at meetings.

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

Increased attendance at parent education events and Community Meetings.

Person Responsible

Nisha Shah

Schedule

Monthly, from 8/9/2017 to 5/24/2018

Evidence of Completion

Parents showing increased awareness of and adherence to school policies.

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

Attendance at parent events.

Person Responsible

Nisha Shah

Schedule

Every 2 Months, from 8/9/2016 to 5/24/2017

Evidence of Completion

Increased parent alignment with Montessori philosophy.

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

G096613

G2.B3 Montessori experience takes years to accomplish, most of our teachers are newly trained. 2

B259890

G2.B3.S1 The director is now Montessori trained and will be able to observe our teachers and staff in order to provide feedback and resources to increase depth of knowledge and school uniformity in the Montessori method. 4

S275296

Strategy Rationale

Montessori Director is able to offer her many years of experience to our newly trained staff giving us the best of both worlds- depth of knowledge and enthusiasm to carry out.

Action Step 1 5

Director will observe staff providing feedback and resources.

Person Responsible

Kelsey Schirard

Schedule

Biweekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Teachers will have a deeper understanding and mastery of their lessons.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Continued observation of teachers within their classroom environment.

Person Responsible

Nisha Shah

Schedule

Biweekly, from 8/9/2017 to 5/24/2018

Evidence of Completion

Teachers will hold a greater understanding of Montessori knowledge and be able to conduct their lessons with greater fluidity and depth providing a more challenging and complete experience and knowledge for their students.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Montessori consultants and Director will observe teachers in their classroom looking specifically for clear communication and delivery of more in depth Montessori lessons.

Person Responsible

Nisha Shah

Schedule

On 5/24/2018

Evidence of Completion

Teacher will provide effective lessons with 80% student retention of lesson given being able to move on to a more complex lesson.

G3. Increase student math comprehension through Montessori materials, understanding and alignment of standards, and increased practice in math concepts and presented on standardized testing. 1

 G096614

G3.B2 Teachers understanding of the state standards 2

 B259893

G3.B2.S1 Director will be observing and assessing teachers individually and as a level to identify gaps in materials, lessons and training. Director will be providing assistance and training to those teachers based on the needs identified. 4

 S275300

Strategy Rationale

Teachers require alignment of standards to the Montessori curriculum

Action Step 1 5

Montessori director will provide in depth Montessori math lessons based on the need and level of each teacher. Director will encourage level wide math cohesion.

Person Responsible

Kelsey Schirard

Schedule

On 5/25/2018

Evidence of Completion

Teachers will deliver daily math and offer more in depth lessons based on resources provided.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Director will ensure Montessori consultants are scheduled and performing tasks laid out.

Person Responsible

Nisha Shah

Schedule

On 5/24/2018

Evidence of Completion

Montessori consultants will be present on days agreed upon providing in depth lessons and feedback to our teachers.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Teachers and Director will review and discuss the student's work ensuring greater comprehension

Person Responsible

Schedule

Biweekly, from 8/9/2017 to 5/24/2018

Evidence of Completion

Our teachers will provide lessons to students with 80% retention and ability to move on to more complicated math lessons with consistent correct results recorded.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.MA1 M397886	Attendance at parent events.	Shah, Nisha	8/9/2016	Increased parent alignment with Montessori philosophy.	5/24/2017 every-2-months
G1.B1.S1.MA1 M397887	Increased attendance at parent education events and Community Meetings.	Shah, Nisha	8/9/2017	Parents showing increased awareness of and adherence to school policies.	5/24/2018 monthly
G2.B3.S1.MA1 M397895	Montessori consultants and Director will observe teachers in their classroom looking specifically...	Shah, Nisha	8/9/2017	Teacher will provide effective lessons with 80% student retention of lesson given being able to move on to a more complex lesson.	5/24/2018 one-time
G2.B3.S1.MA1 M397896	Continued observation of teachers within their classroom environment.	Shah, Nisha	8/9/2017	Teachers will hold a greater understanding of Montessori knowledge and be able to conduct their lessons with greater fluidity and depth providing a more challenging and complete experience and knowledge for their students.	5/24/2018 biweekly
G3.B2.S1.MA1 M397902	Teachers and Director will review and discuss the student's work ensuring greater comprehension		8/9/2017	Our teachers will provide lessons to students with 80% retention and ability to move on to more complicated math lessons with consistent correct results recorded.	5/24/2018 biweekly
G3.B2.S1.MA1 M397903	Director will ensure Montessori consultants are scheduled and performing tasks laid out.	Shah, Nisha	8/9/2017	Montessori consultants will be present on days agreed upon providing in depth lessons and feedback to our teachers.	5/24/2018 one-time
G1.MA1 M397890	Keep attendance records for all meetings.	Schirard, Kelsey	9/1/2017	Increased attendance.	5/25/2018 monthly
G2.MA1 M397899	Montessori trained teachers, Implementation of Montessori Method	Schirard, Kelsey	8/10/2017	Five Montessori certified teachers, students choose challenging work and show mastery of appropriate knowledge and skills	5/25/2018 one-time
G3.MA1 M397904	Director will meet with teachers biweekly to review math journals, teacher observations and data...	Schirard, Kelsey	9/1/2017	Director will see clear comprehension and delivery of in depth Montessori math lessons provided by teachers.	5/25/2018 biweekly
G1.B1.S1.A1 A369488	Advertise meeting dates well in advance and send out reminders via text and email.	Shah, Nisha	8/10/2017	Increased attendance at meetings.	5/25/2018 weekly
G2.B3.S1.A1 A369491	Director will observe staff providing feedback and resources.	Schirard, Kelsey	9/1/2017	Teachers will have a deeper understanding and mastery of their lessons.	5/25/2018 biweekly
G3.B2.S1.A1 A369497	Montessori director will provide in depth Montessori math lessons based on the need and level of...	Schirard, Kelsey	8/10/2017	Teachers will deliver daily math and offer more in depth lessons based on resources provided.	5/25/2018 one-time

V. Professional Development Opportunities

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

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

G2.B3 Montessori experience takes years to accomplish, most of our teachers are newly trained.

G2.B3.S1 The director is now Montessori trained and will be able to observe our teachers and staff in order to provide feedback and resources to increase depth of knowledge and school uniformity in the Montessori method.

PD Opportunity 1

Director will observe staff providing feedback and resources.

Facilitator

Ann Johnson

Participants

All SAPMS teachers

Schedule

Biweekly, from 9/1/2017 to 5/25/2018

G3. Increase student math comprehension through Montessori materials, understanding and alignment of standards, and increased practice in math concepts and presented on standardized testing.

G3.B2 Teachers understanding of the state standards

G3.B2.S1 Director will be observing and assessing teachers individually and as a level to identify gaps in materials, lessons and training. Director will be providing assistance and training to those teachers based on the needs identified.

PD Opportunity 1

Montessori director will provide in depth Montessori math lessons based on the need and level of each teacher. Director will encourage level wide math cohesion.

Facilitator

Participants

Schedule

On 5/25/2018

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	Advertise meeting dates well in advance and send out reminders via text and email.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7600	570-Food	0012 - St. Augustine Public Montessori School(Sapms)	General Fund		\$1,000.00
2	G2.B3.S1.A1	Director will observe staff providing feedback and resources.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7710	131304-CONSULTING	0012 - St. Augustine Public Montessori School(Sapms)	General Fund		\$3,000.00
3	G3.B2.S1.A1	Montessori director will provide in depth Montessori math lessons based on the need and level of each teacher. Director will encourage level wide math cohesion.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7710	131300-CONSULTING SERVICES - GENERAL	0012 - St. Augustine Public Montessori School(Sapms)	General Fund		\$3,000.00
Total:						\$7,000.00