

Broward County Public Schools

Dr. Martin Luther King, Jr. Montessori Academy



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	F	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 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>.

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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 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 Dr. Martin Luther King, Jr. Montessori Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Mission: We, the faculty and staff of Dr. Martin Luther King, Jr. Montessori Academy, have a commitment to excellence. We believe that with the cooperation of students, parents, teachers, staff, administration, and the community, we are able to meet the needs of the whole child, allowing each child to reach their academic potential and be prepared to meet the challenges of a culturally diverse and rapidly changing society.

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 and school wide initiatives. Individual counseling will be conducted 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 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.

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	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
	10	8	5	12	30	20	0	0	0	0	0	0	0	85

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 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?

Yes

1. PFEP Link

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

2. Description

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

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

1. School Leadership Team

a. Membership

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

Name	Title
Moreau, Mitshuca	Principal
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

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

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

Acaletics--\$16,000.00

ELO Camps - \$15,000.00

Supplemental Instructional Materials: LAFS, MAFS, Performance Coach, Foundations, Primary Phonics, LLI Kits--\$20,000.00

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	Principal
Lindsey, Keith	Instructional Coach
Facyson, Latoya	Instructional Coach

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, Phonics for Reading, Primary phonics for K-1, and Elements of Vocabulary will also be used to build literacy.

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.

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 Micro Tech will update and maintain the school websites.

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 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. Teachers received training on the use and implementation of the Science4us program, in K-2 classrooms, to address the critical science foundational concepts within the Florida Science Standards. Teacher training on the incorporation of J&J Educational Bootcamp materials in science instruction is ongoing to ensure student comprehension of the Florida Science Standards. To ensure that the core instructional programs that are being used are aligned to Florida's standards in ELA, materials have been vetted and have been proven to be aligned to Florida's standards. During the 90-minute ELA block, teachers will provide standards-based instruction using the balanced literacy approach. Standard-based learning will take place during the Math block. All teachers in grades K- 5 are required to follow the Instructional Focus Calendar (IFC) which outlines the weekly standards and appropriate resources to deliver effective lessons targeting the standards. Additionally, students in grades 2-5 are using the Acaletics curriculum as a supplement which will help boost student achievement by allowing students to deepen their understanding of math standards.

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.

In addition to the core instruction, data will be used to provide supplemental learning opportunities to struggling learners through ELO Camps and the Intensive Hour (Extended Day). Data will also be used to determine the critical areas and deficits. Enrichment opportunities will be provided through project-based learning and novel studies. Based on the 2017 FSA data, push-in will be provided to the students in the lowest quartile in math. Small group instructions will take place in the classrooms to provide differentiated instruction for standards mastery. Students that are proficient or advanced in state assessments will be required to perform the performance tasks that are aligned to the math standards. Based on the science baseline data and unit pre-assessment data, small group instruction will take place in the classrooms to provide differentiated instruction for standards mastery. Daily standard specific questions and weekly hands-on activities will be used to provide enrichment opportunities for all students.

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. During this additional time, instruction will be based on a walk to read model. Data will be used to place students in ability groups. Each ability group will walk to their designated instructor for the hour. Each teacher will provide instruction based on the needs of their group.

Strategy Rationale

This strategy was implemented to increase the amount of literacy instructional time. The walk to read model will be used to provide instruction tailored specifically to the needs of each student.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Facyson, Latoya, latoya.facyson@browardschools.com

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

Data will be collected from ongoing assessments that will be administered every three weeks. Data tracker and data chats will be used to determine the effectiveness of the strategy. Data will also be used to drive instruction.

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

Lindsey, Keith, keith.lindsey@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 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.

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.

N/A

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

N/A

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

N/A

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.

N/A

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.

N/A

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.

N/A

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we provide wrap around services that develop family and community partnerships, then we will improve school performance, social and emotional functioning and the rate of student attendance.

- G2.** 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 we provide wrap around services that develop family and community partnerships, then we will improve school performance, social and emotional functioning and the rate of student attendance. 1a

G098556

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	25.0

Targeted Barriers to Achieving the Goal 3

- Parent Engagement and collaboration

Resources Available to Help Reduce or Eliminate the Barriers 2

- Partnerships
- Social Worker
- Community Liaison
- Parent Resource Center

Plan to Monitor Progress Toward G1. 8

Utilize district-based school, family and community survey tools to evaluate the school's continuous improvement goals and strategies. Informed and engaged families and communities are essential to the success of the students and the school.

Person Responsible

Mitshuca Moreau

Schedule

On 6/7/2018

Evidence of Completion

District Survey Results

G2. 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

G098557

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	35.0
FSA Mathematics Achievement	35.0
Statewide Science Assessment Achievement	25.0

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 *J&J Bootcamp

Plan to Monitor Progress Toward G2. 8

The leadership team will collect and chart the data from district and state assessments (in relevant content areas) to monitor evidence of progress toward reaching the goal and eliminating the barrier for student success.

Person Responsible

Mitshuca Moreau

Schedule

Annually, from 9/26/2017 to 5/11/2018

Evidence of Completion

District BSA and DOE FSA Data Results

Plan to Monitor Progress Toward G2. 8

The leadership team will collect and chart the data from the District's Benchmark Assessment System (BAS) to ensure effective reading instruction for evidence of progress toward reaching the goal and eliminating the barrier for student success.

Person Responsible

Mitshuca Moreau

Schedule

Quarterly, from 8/22/2017 to 5/1/2018

Evidence of Completion

District 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 we provide wrap around services that develop family and community partnerships, then we will improve school performance, social and emotional functioning and the rate of student attendance. 1

G098556

G1.B1 Parent Engagement and collaboration 2

B265150

G1.B1.S1 Engage in effective essential practices to create opportunities for parent engagement and collaboration. 4

S281057

Strategy Rationale

Increase family and community support to build a foundation for family needs.

Action Step 1 5

Revise the parent involvement plan to align with district goals and school needs that builds capacity for more involvement and collaboration.

Person Responsible

Mitshuca Moreau

Schedule

On 10/31/2017

Evidence of Completion

Parent Involvement Plan

Action Step 2 5

Communicate the parent involvement plan in parent-friendly terms in multiple methods and languages for all stakeholders via various means such as staff meetings, parent/community meetings (SAC, SAF, PTA, etc), and parent resource center.

Person Responsible

Darryl Wilson

Schedule

Monthly, from 10/2/2017 to 6/6/2018

Evidence of Completion

Plan samples and distribution log

Action Step 3 5

Collaborate with school partners and District departments to revitalize the onsite Parent Resource Center and plan a grand reopening during the first or second quarter.

Person Responsible

Georgia Stewart

Schedule

Weekly, from 10/2/2017 to 10/31/2017

Evidence of Completion

Revitalization plan and reopening schedule

Action Step 4 5

Work collaboratively with parents/community through school/parent events and SAC/SAF/PTA meetings to increase student achievement and build and sustain a welcoming community atmosphere.

Person Responsible

Georgia Stewart

Schedule

Monthly, from 8/7/2017 to 6/7/2018

Evidence of Completion

Event/Meeting Flyers and attendance sheets

Action Step 5 5

Work in collaboration with the District's Student Services Department to create and foster partnerships that align human and social resources to student and family needs and provide a wide array of support services for students and families.

Person Responsible

Mitshuca Moreau

Schedule

Monthly, from 10/2/2017 to 6/7/2018

Evidence of Completion

Wrap around services plan

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

Provide opportunities for staff to discuss effective practices and to problem solve parent involvement challenges and celebrate/increase successes during regularly scheduled staff and team meetings.

Person Responsible

Mitshuca Moreau

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Meeting Agendas and minutes

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

Staff/Parent/Community Stakeholders will engage in collaborative discussions related to effective engagement practices (through events, volunteering, and meetings) to problem solve parent/community involvement challenges and celebrate/increase successes during regularly scheduled SAC/SAF/PTA meetings.

Person Responsible

Mitshuca Moreau

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

SAC/SAF Meeting agendas and minutes

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

Utilize school-based surveys, rubrics and tools to evaluate the school's continuous improvement goals and strategies. Parents will be included in the decision-making for school improvement, policy development and plans for engaging families in the community.

Person Responsible

Mitshuca Moreau

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Survey results

G2. 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

G098557

G2.B1 Teachers need support in effective facilitation of high quality standards-based instruction aligned to the Florida Standards. 2

B265151

G2.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

S281058

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

The leadership team will refine the PLC process to provide a clear collaborative structure and purpose, which encompasses teacher reflection with the implementation of insights gained to improve teaching and learning and student data analysis to assess the effectiveness of strategies.

Person Responsible

Georgia Stewart

Schedule

Weekly, from 7/5/2017 to 8/4/2017

Evidence of Completion

PLC Plan

Action Step 2 5

The leadership team will develop and administer a needs assessment to teachers to determine the most pressing instructional needs related to high quality instructional strategies and standards-based lesson planning.

Person Responsible

Latoya Facyson

Schedule

On 8/9/2017

Evidence of Completion

PLC Matrix and Schedule

Action Step 3 5

The leadership team will develop PLC sessions based on determined needs aligned to high quality instructional strategies and standards-based lesson planning.

Person Responsible

Latoya Facyson

Schedule

Daily, from 8/10/2017 to 8/18/2017

Evidence of Completion

PLC Schedule

Action Step 4 5

The leadership team will establish a K-5 PLC schedule, which includes the sessions' focuses/objectives, instructional strategies, facilitator(s), participants, follow-up, implementation dates, resources, and monitoring timeline with feedback.

Person Responsible

Georgia Stewart

Schedule

Daily, from 8/10/2017 to 8/18/2017

Evidence of Completion

PLC Schedule

Action Step 5 5

Through facilitation via PLCs and coaching support for follow-up planning, teachers will plan and develop high quality-standards based lessons incorporating literacy strategies in all content areas.

Person Responsible

Latoya Facyson

Schedule

Weekly, from 8/21/2017 to 6/6/2018

Evidence of Completion

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

Action Step 6 5

Instructional Coaches will create and implement an Assessment Calendar with proficiency checkpoints, in which assessment results will be addressed in classrooms (teachers to students), during team meetings ,and during data chats (teachers and leadership team).

Person Responsible

Mitshuca Moreau

Schedule

Quarterly, from 8/7/2017 to 4/30/2018

Evidence of Completion

Assessment Calendar

Action Step 7 5

Teachers will provide high quality instruction and interventions based on students' identified needs and change instruction as needed through frequent progress monitoring and analyzing students' response data to make informed decisions.

Person Responsible

Latoya Facyson

Schedule

Monthly, from 9/4/2017 to 12/21/2017

Evidence of Completion

Resource and materials distribution matrix

Action Step 8 5

Teachers will infuse digital learning tools, such as laptops and interactive recordex panels, aligned to effective instructional strategies to support both teaching and learning in the classroom, increase student achievement, and .prepare students for the 21st Century.

Person Responsible

Mitshuca Moreau

Schedule

Daily, from 9/4/2017 to 10/31/2017

Evidence of Completion

K-5 Technology Infusion Plan

Action Step 9 5

Teachers and the leadership team will review student data, during Data Chats to identify areas of strengths and concerns for instruction and students' needs.

Person Responsible

Georgia Stewart

Schedule

Quarterly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Data Chats Schedule

Action Step 10 5

Targeted instructional coaching support will be provided as follow up to help teachers plan effective literacy lessons and incorporate highly effective strategies using appropriately aligned resources and technology.

Person Responsible

Latoya Facyson

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion

Coaching Schedules

Action Step 11 5

Hire a teacher to provide explicit literacy instruction in a small group setting to improve specific reading skills of identified students and support regular classroom instruction.

Person Responsible

Mitshuca Moreau

Schedule

On 10/31/2017

Evidence of Completion

Student support schedule

Action Step 12 5

Extended learning opportunities (ELO) after school, where teachers receive stipends for instructing, will be provided for students to promote academic achievement through the improvement and enhancement of learning.

Person Responsible

Mitshuca Moreau

Schedule

Weekly, from 10/2/2017 to 4/6/2018

Evidence of Completion

ELO Plan

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The leadership team will facilitate and monitor PLCs and data chats to ensure that they are data and standards driven and ensure that teachers work collaboratively.

Person Responsible

Marilyn Guirand

Schedule

Biweekly, from 9/12/2017 to 5/8/2018

Evidence of Completion

PLC Agendas, Minutes, and Sign-in sheets, Data chat Schedules

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The leadership team will collect and chart the data from monthly assessment checkpoints (in all content areas) for evidence of progress toward reaching the goal and eliminating the barrier for student success.

Person Responsible

Latoya Facyson

Schedule

Monthly, from 9/26/2017 to 5/25/2018

Evidence of Completion

Monthly Assessment Checkpoints results

G2.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**

 S281059

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

Latoya Facyson

Schedule

Monthly, from 8/21/2017 to 6/6/2018

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

Latoya Facyson

Schedule

Monthly, from 8/21/2017 to 6/6/2018

Evidence of Completion

CWTs

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

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

Person Responsible

Georgia Stewart

Schedule

Biweekly, from 8/21/2017 to 6/6/2018

Evidence of Completion

PLC Agendas, Minutes and Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

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

Person Responsible

Mitshuca Moreau

Schedule

Biweekly, from 8/21/2017 to 6/6/2018

Evidence of Completion

Observation Data

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

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

Person Responsible

Georgia Stewart

Schedule

Weekly, from 8/21/2017 to 6/6/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Teacher observations, Checkpoint Assessment Data, and District BSA Data

Person Responsible

Georgia Stewart

Schedule

Monthly, from 8/21/2017 to 6/6/2018














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
2018					
G2.B1.S1.A1 A378928	The leadership team will refine the PLC process to provide a clear collaborative structure and...	Stewart, Georgia	7/5/2017	PLC Plan	8/4/2017 weekly
G2.B1.S1.A2 A378929	The leadership team will develop and administer a needs assessment to teachers to determine the...	Facyson, Latoya	7/24/2017	PLC Matrix and Schedule	8/9/2017 one-time
G2.B1.S1.A3 A378930	The leadership team will develop PLC sessions based on determined needs aligned to high quality...	Facyson, Latoya	8/10/2017	PLC Schedule	8/18/2017 daily
G2.B1.S1.A4 A378931	The leadership team will establish a K-5 PLC schedule, which includes the sessions'...	Stewart, Georgia	8/10/2017	PLC Schedule	8/18/2017 daily
G1.B1.S1.A1 A378923	Revise the parent involvement plan to align with district goals and school needs that builds...	Moreau, Mitshuca	10/2/2017	Parent Involvement Plan	10/31/2017 one-time
G1.B1.S1.A3 A378925	Collaborate with school partners and District departments to revitalize the onsite Parent Resource...	Stewart, Georgia	10/2/2017	Revitalization plan and reopening schedule	10/31/2017 weekly
G2.B1.S1.A8 A378935	Teachers will infuse digital learning tools, such as laptops and interactive recordex panels,...	Moreau, Mitshuca	9/4/2017	K-5 Technology Infusion Plan	10/31/2017 daily
G2.B1.S1.A11 A378938	Hire a teacher to provide explicit literacy instruction in a small group setting to improve...	Moreau, Mitshuca	10/2/2017	Student support schedule	10/31/2017 one-time
G2.B1.S1.A7 A378934	Teachers will provide high quality instruction and interventions based on students' identified...	Facyson, Latoya	9/4/2017	Resource and materials distribution matrix	12/21/2017 monthly
G2.B1.S1.A12 A378939	Extended learning opportunities (ELO) after school, where teachers receive stipends for...	Moreau, Mitshuca	10/2/2017	ELO Plan	4/6/2018 weekly
G2.B1.S1.A6 A378933	Instructional Coaches will create and implement an Assessment Calendar with proficiency...	Moreau, Mitshuca	8/7/2017	Assessment Calendar	4/30/2018 quarterly
G2.MA2 M410855	The leadership team will collect and chart the data from the District's Benchmark Assessment System...	Moreau, Mitshuca	8/22/2017	District BAS results	5/1/2018 quarterly
G2.B1.S1.MA1 M410849	The leadership team will facilitate and monitor PLCs and data chats to ensure that they are data...	Guirand, Marilyn	9/12/2017	PLC Agendas, Minutes, and Sign-in sheets, Data chat Schedules	5/8/2018 biweekly
G2.MA1 M410854	The leadership team will collect and chart the data from district and state assessments (in...	Moreau, Mitshuca	9/26/2017	District BSA and DOE FSA Data Results	5/11/2018 annually
G2.B1.S1.MA1 M410848	The leadership team will collect and chart the data from monthly assessment checkpoints (in all...	Facyson, Latoya	9/26/2017	Monthly Assessment Checkpoints results	5/25/2018 monthly
G2.B1.S1.A9 A378936	Teachers and the leadership team will review student data, during Data Chats to identify areas of...	Stewart, Georgia	10/2/2017	Data Chats Schedule	5/25/2018 quarterly
G1.B1.S1.MA2 M410846	Staff/Parent/Community Stakeholders will engage in collaborative discussions related to effective...	Moreau, Mitshuca	8/21/2017	SAC/SAF Meeting agendas and minutes	5/31/2018 monthly
G1.B1.S1.A2 A378924	Communicate the parent involvement plan in parent-friendly terms in multiple methods and languages...	Wilson, Darryl	10/2/2017	Plan samples and distribution log	6/6/2018 monthly

Broward - 1611 - Dr.Martin Luther King, Jr. Montessori Academy - 2017-18 SIP
Dr. Martin Luther King, Jr. Montessori Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A5  A378932	Through facilitation via PLCs and coaching support for follow-up planning, teachers will plan and...	Facyson, Latoya	8/21/2017	Student work samples, sign in sheets to record teacher attendance, PLC Agenda, PLC minutes, lesson plan reflecting standards, coaching support logs, post observations conference forms.	6/6/2018 weekly
G2.B1.S2.MA1  M410850	Teacher observations, Checkpoint Assessment Data, and District BSA Data	Stewart, Georgia	8/21/2017	Teacher data chats, CWTs, student writing samples	6/6/2018 monthly
G2.B1.S2.MA1  M410851	Monitor PLCs to ensure that they are data driven and that teachers work collaboratively. Model...	Stewart, Georgia	8/21/2017	PLC Agendas, Minutes and Sign-in Sheets	6/6/2018 biweekly
G2.B1.S2.MA2  M410852	Observe teachers to ensure the professional development practices are being implemented with...	Moreau, Mitshuca	8/21/2017	Observation Data	6/6/2018 biweekly
G2.B1.S2.MA3  M410853	Instructional coaches will model, guide lesson planning, and support all teachers with...	Stewart, Georgia	8/21/2017	Informal CWTs, lesson plans, team meeting minutes, and student work samples.	6/6/2018 weekly
G2.B1.S2.A1  A378940	Instructional coaches will support teachers with planning writing activities through professional...	Facyson, Latoya	8/21/2017	CWTs, Lesson Plans, PLC meeting minutes, sign-in sheets, and agendas	6/6/2018 monthly
G2.B1.S2.A2  A378941	Coaches will observe lessons to monitor the implementation of writing lessons.	Facyson, Latoya	8/21/2017	CWTs	6/6/2018 monthly
G1.MA1  M410847	Utilize district-based school, family and community survey tools to evaluate the school's...	Moreau, Mitshuca	8/21/2017	District Survey Results	6/7/2018 one-time
G1.B1.S1.MA1  M410844	Utilize school-based surveys, rubrics and tools to evaluate the school's continuous improvement...	Moreau, Mitshuca	8/21/2017	Survey results	6/7/2018 quarterly
G1.B1.S1.MA1  M410845	Provide opportunities for staff to discuss effective practices and to problem solve parent...	Moreau, Mitshuca	8/21/2017	Meeting Agendas and minutes	6/7/2018 quarterly
G1.B1.S1.A4  A378926	Work collaboratively with parents/ community through school/parent events and SAC/SAF/PTA meetings...	Stewart, Georgia	8/7/2017	Event/Meeting Flyers and attendance sheets	6/7/2018 monthly
G1.B1.S1.A5  A378927	Work in collaboration with the District's Student Services Department.to create and foster...	Moreau, Mitshuca	10/2/2017	Wrap around services plan	6/7/2018 monthly
G2.B1.S1.A10  A378937	Targeted instructional coaching support will be provided as follow up to help teachers plan...	Facyson, Latoya	8/21/2017	Coaching Schedules	6/7/2018 daily

V. Professional Development Opportunities

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

G2. 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.

G2.B1 Teachers need support in effective facilitation of high quality standards-based instruction aligned to the Florida Standards.

G2.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

Through facilitation via PLCs and coaching support for follow-up planning, teachers will plan and develop high quality-standards based lessons incorporating literacy strategies in all content areas.

Facilitator

Lauren Lightfoot and Katherine Robinson, Grade 5; Jane Fordred and Stephanie Evans, Grade 4; Christine Collette and Marilyn Guirand, Grade 3; Dana Messenger, Susana Cedeno and Keith Lindsey, Grades K-2.

Participants

All Instructional Staff

Schedule

Weekly, from 8/21/2017 to 6/6/2018

G2.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

Stephanie Evans

Participants

All Instructional Staff

Schedule

Monthly, from 8/21/2017 to 6/6/2018

PD Opportunity 2

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

Facilitator

Stephanie Evans

Participants

Teachers

Schedule

Monthly, from 8/21/2017 to 6/6/2018

VI. Technical Assistance Items

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

G1. If we provide wrap around services that develop family and community partnerships, then we will improve school performance, social and emotional functioning and the rate of student attendance.

G1.B1 Parent Engagement and collaboration

G1.B1.S1 Engage in effective essential practices to create opportunities for parent engagement and collaboration.

TA Opportunity 1

Collaborate with school partners and District departments to revitalize the onsite Parent Resource Center and plan a grand reopening during the first or second quarter.

Facilitator

School and District Department Leaders

Participants

School community

Schedule

Weekly, from 10/2/2017 to 10/31/2017

TA Opportunity 2

Work collaboratively with parents/community through school/parent events and SAC/SAF/PTA meetings to increase student achievement and build and sustain a welcoming community atmosphere.

Facilitator

School and District Dept. Leaders

Participants

School Community

Schedule

Monthly, from 8/7/2017 to 6/7/2018

TA Opportunity 3

Work in collaboration with the District's Student Services Department to create and foster partnerships that align human and social resources to student and family needs and provide a wide array of support services for students and families.

Facilitator

School and District Department leaders

Participants

School Community

Schedule

Monthly, from 10/2/2017 to 6/7/2018

VII. Budget

1	G1.B1.S1.A1	Revise the parent involvement plan to align with district goals and school needs that builds capacity for more involvement and collaboration.				\$0.00
2	G1.B1.S1.A2	Communicate the parent involvement plan in parent-friendly terms in multiple methods and languages for all stakeholders via various means such as staff meetings, parent/community meetings (SAC, SAF, PTA, etc), and parent resource center.				\$0.00
3	G1.B1.S1.A3	Collaborate with school partners and District departments to revitalize the onsite Parent Resource Center and plan a grand reopening during the first or second quarter.				\$2,995.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	644-Computer Hardware Non-Capitalized	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		\$1,218.00
			<i>Notes: 2- Lenovo M710's for the Parent Resource Room (@ \$609.00 per Unit)</i>			
	6150	530-Periodicals	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		\$1,777.00
			<i>Notes: Purchase materials and resources for parents to assist their children academically at home, build parent knowledge and skills, and build/sustain a welcoming community atmosphere to increase parental engagement.</i>			
4	G1.B1.S1.A4	Work collaboratively with parents/community through school/parent events and SAC/SAF/PTA meetings to increase student achievement and build and sustain a welcoming community atmosphere.				\$0.00
5	G1.B1.S1.A5	Work in collaboration with the District's Student Services Department to create and foster partnerships that align human and social resources to student and family needs and provide a wide array of support services for students and families.				\$0.00
6	G2.B1.S1.A1	The leadership team will refine the PLC process to provide a clear collaborative structure and purpose, which encompasses teacher reflection				\$0.00

		with the implementation of insights gained to improve teaching and learning and student data analysis to assess the effectiveness of strategies.				
7	G2.B1.S1.A10	Targeted instructional coaching support will be provided as follow up to help teachers plan effective literacy lessons and incorporate highly effective strategies using appropriately aligned resources and technology.				\$0.00
8	G2.B1.S1.A11	Hire a teacher to provide explicit literacy instruction in a small group setting to improve specific reading skills of identified students and support regular classroom instruction.				\$73,934.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG	1.0	\$55,801.00
			<i>Notes: Salary for Interventionist</i>			
	5100	230-Group Insurance	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		\$8,088.00
			<i>Notes: Fringe benefits for Interventionist: FIXED Group Insurance</i>			
	5100	210-Retirement	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		\$4,687.00
			<i>Notes: Fringe benefits for Interventionist: Retirement @ 8%</i>			
	5100	220-Social Security	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		\$4,241.00
			<i>Notes: Fringe benefits for Interventionist: Social Security @ 7.6%</i>			
	5100	240-Workers Compensation	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		\$1,005.00
			<i>Notes: Fringe benefits for Interventionist: Workers Compensation @ 1.8%</i>			
	5100	250-Unemployment Compensation	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		\$112.00
			<i>Notes: Fringe benefits for Interventionist: Unemployment Compensation @ .2%</i>			
9	G2.B1.S1.A12	Extended learning opportunities (ELO) after school, where teachers receive stipends for instructing, will be provided for students to promote academic achievement through the improvement and enhancement of learning.				\$10,960.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		\$10,000.00
			<i>Notes: Salaries for ELO instructors</i>			
	5100	220-Social Security	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		\$760.00

			<i>Notes: Fringe benefits for ELO instructors Social Security @\$7.6%</i>			
5100	240-Workers Compensation	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG			\$180.00
			<i>Notes: Fringe benefits for ELO instructors Workers Compensation @1.8%</i>			
5100	250-Unemployment Compensation	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG			\$20.00
			<i>Notes: Fringe benefits for ELO instructors. Unemployment Compensation @.2%</i>			
10	G2.B1.S1.A2	The leadership team will develop and administer a needs assessment to teachers to determine the most pressing instructional needs related to high quality instructional strategies and standards-based lesson planning.				\$0.00
11	G2.B1.S1.A3	The leadership team will develop PLC sessions based on determined needs aligned to high quality instructional strategies and standards-based lesson planning.				\$0.00
12	G2.B1.S1.A4	The leadership team will establish a K-5 PLC schedule, which includes the sessions' focuses/objectives, instructional strategies, facilitator(s), participants, follow-up, implementation dates, resources, and monitoring timeline with feedback.				\$0.00
13	G2.B1.S1.A5	Through facilitation via PLCs and coaching support for follow-up planning, teachers will plan and develop high quality-standards based lessons incorporating literacy strategies in all content areas.				\$0.00
14	G2.B1.S1.A6	Instructional Coaches will create and implement an Assessment Calendar with proficiency checkpoints, in which assessment results will be addressed in classrooms (teachers to students), during team meetings ,and during data chats (teachers and leadership team).				\$0.00
15	G2.B1.S1.A7	Teachers will provide high quality instruction and interventions based on students' identified needs and change instruction as needed through frequent progress monitoring and analyzing students' response data to make informed decisions.				\$24,382.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		\$24,382.00
			<i>Notes: Purchase instructional materials and resources for the core and intervention instructional blocks for all content areas: -Scholastic Literacy Partnerships (Grades K-5) \$3700 -Curriculum Associates Phonics for Reading (Grades 3-5) \$1602.63 -Triumph Learning Florida Instruction Coach (Grades 2-5) \$9,735.89 -ETA Primary Phonics Materials (Grades K-2) \$3,553.17 -Calendar Math Materials (Grades 1-5) \$2,661.96 -J & J Bootcamp Science Materials (Grade 5) \$3,128.35</i>			
16	G2.B1.S1.A8	Teachers will infuse digital learning tools, such as laptops and interactive recordex panels, aligned to effective instructional strategies to support both teaching and learning in the classroom, increase student achievement, and .prepare students for the 21st Century.				\$94,929.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Broward - 1611 - Dr.Martin Luther King, Jr. Montessori Academy - 2017-18 SIP
Dr. Martin Luther King, Jr. Montessori Academy

	5100	643-Capitalized Hardware and Technology-Related Infrastructure	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		\$71,592.00
			<i>Notes: 12-Recordex Boards for 12 classrooms for instruction and student learning (@ \$5,966.00 per unit with accessories)</i>			
	5100	644-Computer Hardware Non-Capitalized	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		\$17,925.00
			<i>Notes: 75 - Lenovo Laptops (@ \$239 per unit including set up)</i>			
	5100	644-Computer Hardware Non-Capitalized	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		\$2,678.00
			<i>Notes: 2 -EarthWalk Carts for student computers (@ \$1,339 per unit)</i>			
	5100	644-Computer Hardware Non-Capitalized	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		\$88.00
			<i>Notes: 25- Cable management for preexisting laptop cart (@ \$3.50 per cable)</i>			
	5100	644-Computer Hardware Non-Capitalized	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		\$113.00
			<i>Notes: 25- Cable management for a new laptop cart (@ \$4.50 per cable)</i>			
	5100	644-Computer Hardware Non-Capitalized	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		\$150.00
			<i>Notes: 5 -Speakers for computer monitors (@ \$30 per unit)</i>			
	5100	644-Computer Hardware Non-Capitalized	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		\$70.00
			<i>Notes: 2 -Lenovo Ultra slim Plus Wireless keyboard and mouse (@\$35.00 per unit)</i>			
	5100	644-Computer Hardware Non-Capitalized	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		\$177.00
			<i>Notes: 3 -Ultra Slim DVD Burner (@ \$59.00 per unit)</i>			
	5100	644-Computer Hardware Non-Capitalized	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		\$600.00
			<i>Notes: 3 - 23.8" Monitor FHD Backlit LED (@ \$200.00 per unit)</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		\$1,436.00
			<i>Notes: 1 - Lexmark multifunction printer (@ \$1,436.00)</i>			
	5100	510-Supplies	1611 - Dr.Martin Luther King, Jr. Montessori Academy	UniSIG		\$100.00
			<i>Notes: 10 - HDMI to VGA Adapters (@ \$10 per unit)</i>			

17	G2.B1.S1.A9	Teachers and the leadership team will review student data, during Data Chats to identify areas of strengths and concerns for instruction and students' needs.	\$0.00
18	G2.B1.S2.A1	Instructional coaches will support teachers with planning writing activities through professional development	\$0.00
19	G2.B1.S2.A2	Coaches will observe lessons to monitor the implementation of writing lessons.	\$0.00
Total:			\$207,200.00