



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

St. Augustine Public Montessori School (Sapms)

7A WILLIAMS ST

St Augustine, FL 32084

904-342-5350

<http://www.staugustinemontessori.com>

School Demographics

School Type
Elementary School

Title I
No

Free and Reduced Lunch Rate
2%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
15%

School Grades History

2013-14
B

2012-13

2011-12

2010-11

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

St. Augustine Public Montessori School(Sapms)

Principal

Judi Dunlap

School Advisory Council chair

Jean McDowell

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Lorraine Myers	Teacher
Judi Dunlap	Director

District-Level Information

District

St. Johns

Superintendent

Dr. Joseph G Joyner

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC is representative of the ethnic diversity of the school's student population. A majority of SAC members are not employed at the school site. Members include the Director (Principal) Judi Dunlap, Chairperson (Parent) Jean McDowell, Secretary (Parent) Carrie Morgan, and Community/Business representatives: Irene Arriola, Roman Pytel, Jeannie Buskirk and Nan Nutt.

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

A. All members of the SAC will take an active role in developing, implementing, and evaluating the School Improvement Plan.

B. The SAC will have access to the necessary data to successfully complete the SIP, including budgets, staffing levels, instructional materials, and test data. School personnel, as directed by the principal, may assist the SAC in gathering and interpreting data.

C. The SAC will continue to prioritize implementation of the Montessori Method of education as the route towards developing, implementing, and evaluation the SIP, according to the school's mission.

Projected use of school improvement funds, including the amount allocated to 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, these funds will revert to the teachers.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Judi Dunlap		
Principal	Years as Administrator: 9	Years at Current School: 1
Credentials	BS Individual & Family Studies Penn State University MS Gifted Education University of South Florida National Center for Montessori Education Certification for Early Childhood ages 2 - 6 American Montessori Society Certification for Elementary ages 6 - 12 Florida Director's Credential Florida Teaching Certification K -6 Gifted Endorsement	
Performance Record	AMOs Reading Students at or above Level 3 on FCAT 2 89% Mathematics Students at or above Level 3 on FCAT 2 56% Writing Students at or above 3.5 0%	

Classroom Teachers

# of classroom teachers	3
# receiving effective rating or higher (not entered because basis is < 10)	
# Highly Qualified Teachers	67%
# certified in-field	3, 100%
# ESOL endorsed	0, 0%
# reading endorsed	0, 0%
# with advanced degrees	1, 33%
# National Board Certified	0, 0%
# first-year teachers	1, 33%

with 1-5 years of experience

0, 0%

with 6-14 years of experience

1, 33%

with 15 or more years of experience

1, 33%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

1, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Advertise in national Montessori organizations - Judi Dunlap

Join national Montessori organizations to receive additional recruitment benefits

Develop a collegial, collaborative work environment - Judi Dunlap

Offer paid professional development opportunities for Montessori education - Jean McDowell

Offer competitive salary and benefits package - Jean McDowell

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Our experienced lower elementary teacher is mentoring our first year lower 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 and use data to guide instruction. The experienced teacher will use coaching, modeling, and demonstration of lessons and materials. The two teachers will work collaboratively on lesson planning. Additionally, the mentor will offer advice on parent interactions and sit in on parent conferences as needed.

The administrator will facilitate a study group for all instructional staff. We will read Montessori The Science Behind the Genius. In it, author Dr. Angeline Lillard presents current scientific research that provides support for Montessori's major insights.

We have arranged for our first year ESE teacher to receive mentoring support from neighboring ABL schools experienced ESE teacher. They will meet twice a month and the mentor will be available for phone and email consultation.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Objectives are defined in measurable terms and goals are identified. Identify possible reasons if goals are not being attained. Develop and implement a plan involving evidence based strategies to attain goals. Evaluate effectiveness of plan in relation to goals.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The two team members meet to review data and assess progress toward goals. Deficits are identified and addressed to ensure grade level proficiency.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

At Tier 1, the delivery of instruction and intervention is monitored for sufficiency and integrity by reviewing lesson planning, the presence of effective instructional strategies, and whether the strategies are appropriate to student skill level. At Tier 2/3 support is more structured with regular meetings to determine student response to delivery and documentation to measure the degree that the intervention is provided as intended.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

In a Montessori classroom, children are observed closely in their independent use of the Montessori materials which are diagnostic. Informal assessment is ongoing. The curriculum is self pacing with children able to review work or advance as needed. Data is collected through DE and FCAT testing and student work portfolios.. The ESE teacher also assists in data collection. School district psychologist and RTI specialist assist with analysis of data at Tier 2/3.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be provided during teacher's common planning time and on teacher work days. Parent will be informed at parent education nights.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Judi Dunlap	Director
Lorraine Myers	Teacher
Chris Lewis	ESE teacher

How the school-based LLT functions

Weekly meetings in conjunction with regular staff meetings. We take a collaborative approach with no delineated roles. The group function is to enhance the school literary environment and build a culture of reading in the school community. We recognize that our students approach reading with different

strengths and needs. We will use formative data from different sources to analyze the literary needs of those students not demonstrating adequate academic progress.

Major initiatives of the LLT

Development of a core reading instruction program

Collaborate on strategies to overcome barriers to achieving satisfactory progress

Ongoing progress monitoring

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		50%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		34%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	<i>[data excluded for privacy reasons]</i>		10%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		4%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	<i>[data excluded for privacy reasons]</i>		60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		50%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains			50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			50%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		10
Participation in STEM-related experiences provided for students	19	61%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	20	61%	50%
Students retained, pursuant to s. 1008.25, F.S.	3	9%	0%
Students who are not proficient in reading by third grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100% of parents will contribute 20 hours of service	24	88%	100%

Area 10: Additional Targets

Additional targets for the school

Find a facility that meets needs for continued growth of the school with a target of 75 students.
Hire experienced Montessori certified teachers for new classrooms.
Raise funding for enough staff to have a full time Director.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Decrease percentage of students absent 10% or more of available instructional time.
- 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 engagement in writing leading to improved writing skills especially in the upper elementary grades.

Goals Detail

G1. Decrease percentage of students absent 10% or more of available instructional time.

Targets Supported

- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Newsletter to emphasize importance of attendance
- Community Meetings
- Hands on, interdisciplinary education
- Emphasized in parent classes, community handbook and policy

Targeted Barriers to Achieving the Goal

- Parents don't prioritize school over travel schedules

Plan to Monitor Progress Toward the Goal

Contact home when student absent

Person or Persons Responsible

Office manager

Target Dates or Schedule:

AS needed

Evidence of Completion:

Decreased absences

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

Targets Supported

- Science - Elementary School
- Additional Targets

Resources Available to Support the Goal

- Currently 3 Montessori trained and experienced teachers.
- Montessori prepared environment.
- Montessori materials and curriculum.
- Facility adequate for current number of students in 12-18 student class size.

Targeted Barriers to Achieving the Goal

- Need for additional Montessori teachers for future years.
- Current facility is maxed-out at less students that optimal for each Montessori classroom (ideal size is 25 students per class).
- Director is burdened with District requirements and paperwork that takes time away from the school mission of Montessori.

Plan to Monitor Progress Toward the Goal

Facility for growth, Montessori teachers, Implementation of Montessori Method

Person or Persons Responsible

Board of Trustees, Director and Teachers

Target Dates or Schedule:

August 2013-June 2014

Evidence of Completion:

Facility for 75, 3 Montessori teachers, students choose challenging work and show mastery of appropriate knowledge and skills

G3. Increase student engagement in writing leading to improved writing skills especially in the upper elementary grades.

Targets Supported

- Writing

Resources Available to Support the Goal

- Montessori materials and lessons Modeling writing after favorite author's stories Invite children's author to school Create an engaged community through collaboration, choices, publishing.

Targeted Barriers to Achieving the Goal

- poor basic writing skills such as handwriting, spelling, sentence construction, and mechanics

Plan to Monitor Progress Toward the Goal

Student writing samples will be collected and rated on teacher and student developed rubrics

Person or Persons Responsible

administrator/teachers

Target Dates or Schedule:

Weekly writing evaluations

Evidence of Completion:

increased writing fluency

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Decrease percentage of students absent 10% or more of available instructional time.

G1.B1 Parents don't prioritize school over travel schedules

G1.B1.S1 parent education to promote clear understanding of excused/unexcused absences and clarify school standard

Action Step 1

Educate parents on connection school achievement & attendance

Person or Persons Responsible

Director

Target Dates or Schedule

Early in school year

Evidence of Completion

Parents receive information

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

Is policy explained clearly

Person or Persons Responsible

Board of Trustees

Target Dates or Schedule

Early in school year

Evidence of Completion

Parents indicate understanding

Plan to Monitor Effectiveness of G1.B1.S1

Have all parents received information

Person or Persons Responsible

Director

Target Dates or Schedule

Within week of disseminating standard

Evidence of Completion

decreased absences

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.B1 Need for additional Montessori teachers for future years.

G2.B1.S1 Hire Montessori-trained and Montessori-experienced lead teachers.

Action Step 1

Hire Montessori-trained and Montessori-experienced lead teachers.

Person or Persons Responsible

Director

Target Dates or Schedule

December 2013-March 2014

Evidence of Completion

3 lead teachers with Montessori training and experience

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

- 1 - Recruitment of Montessori teachers through associations, advertisements and Montessori networks.
- 2 - Monitoring and assess student progress with Montessori.

Person or Persons Responsible

Director and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

1 - Quality resumes 2 - Montessori Compass recordkeeping correlated to Common Core standards.

Plan to Monitor Effectiveness of G2.B1.S1

Facility search Montessori teacher search Implementation of Montessori Method.

Person or Persons Responsible

Board of Trustees, Director and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Facility for 75 students and 3 classrooms 3 lead Montessori trained and experienced teachers students choose challenging work and show mastery of appropriate knowledge and skills

G2.B2 Current facility is maxed-out at less students that optimal for each Montessori classroom (ideal size is 25 students per class).

G2.B2.S1 Research, identify and locate facility that will allow for planned growth.

Action Step 1

Research, identify and locate facility that will allow for planned growth.

Person or Persons Responsible

Board of Trustees

Target Dates or Schedule

October 2013-January 2014

Evidence of Completion

Facility for 75 students in 3 large classrooms

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B3 Director is burdened with District requirements and paperwork that takes time away from the school mission of Montessori.

G2.B3.S2 Director's prioritizes implementation of the Montessori Method and ensuring that all teaching staff, parent and students are working towards that shared mission.

Action Step 1

Director's priorities implementation of the Montessori Method and ensuring that all teaching staff, parent and students are working towards the shared mission.

Person or Persons Responsible

Director

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Teachers demonstrate Montessori Method, parents attend Montessori classes and use library materials, students choose challenging work and show mastery of appropriate skills.

Facilitator:

Director

Participants:

SAPMS staff

Plan to Monitor Fidelity of Implementation of G2.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. Increase student engagement in writing leading to improved writing skills especially in the upper elementary grades.

G3.B1 poor basic writing skills such as handwriting, spelling, sentence construction, and mechanics

G3.B1.S1 Lower elementary teachers will focus on teaching correct and fluent handwriting. Implement school wide daily writing time. Write for variety of purposes & use written responses in all subject areas. Provide explicit instruction in effective writing techniques. Fully implement Montessori grammar & sentence analysis curriculum.

Action Step 1

Write for a variety of purposes, narrative, expository, persuasive. Write in the context of all subjects.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work: well written research papers, stories, and arguments to persuade.

Action Step 2

Full implementation Montessori language arts curriculum with a focus on grammar, sentence analysis and sentence construction. These provide tools for growth in precision and ease with written language. This will free the child's attention making it more available for creative expression. This uses the Montessori concept of repetition as a tool for perfecting oneself.

Person or Persons Responsible

all teachers

Target Dates or Schedule

3 x week

Evidence of Completion

student can produce creative and expository pieces . Student can produce concept maps about lessons in science and write paragraphs about them

Action Step 3

Handwriting - focus on correct pencil grip and correct letter formation

Person or Persons Responsible

Primary teachers

Target Dates or Schedule

Daily

Evidence of Completion

Students will demonstrate fluent handwriting with correct letter formation

Plan to Monitor Fidelity of Implementation of G3.B1.S1

weekly collaborative planning formal/informal observation peer assessment

Person or Persons Responsible

administrator/teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work quality

Plan to Monitor Effectiveness of G3.B1.S1

student written work samples

Person or Persons Responsible

administrator/teachers

Target Dates or Schedule

weekly

Evidence of Completion

80% of students meet desired response on text dependent questions

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Our school does not receive any of these funds.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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 Director is burdened with District requirements and paperwork that takes time away from the school mission of Montessori.

G2.B3.S2 Director's prioritizes implementation of the Montessori Method and ensuring that all teaching staff, parent and students are working towards that shared mission.

PD Opportunity 1

Director's priorities implementation of the Montessori Method and ensuring that all teaching staff, parent and students are working towards the shared mission.

Facilitator

Director

Participants

SAPMS staff

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Teachers demonstrate Montessori Method, parents attend Montessori classes and use library materials, students choose challenging work and show mastery of appropriate skills.

Appendix 2: Budget to Support School Improvement Goals