



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

The Einstein School, Inc.
5910 SW ARCHER RD
Gainesville, FL 32608
352-335-4321
<http://www.einsteinmontessori.com/>

School Demographics

School Type Combination School	Title I Yes	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center Yes	Charter School Yes	Minority Rate <i>[Data Not Available]</i>

School Grades History

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

The Einstein School, Inc.

Principal

Christine Aurelio

School Advisory Council chair

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

Name	Title
Mayra Aviles	Social Studies Teacher
Jessica Bily	Middle School Reading Teacher
Katie Davis	Math Teacher
Sara Flint	Math Teacher
Lorraine Fischer	School Counselor/RTI Specialist
Rachel Howard	Elementary Reading Teacher
Kathleen McGlone	Occupational Therapist/ESE Coordinator
Dena Meyerhoff	Science Teacher
Rachel Munns	Language Arts Teacher
Christine Aurelio	Principal

District-Level Information

District

Alachua

Superintendent

Dr. W. Daniel Boyd, Jr.

Date of school board approval of SIP

Pending

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:**Christine Aurelio**

Principal

Years as Administrator:

Years at Current School:

Credentials

Bachelors of Anthropology, Masters of Education

Performance Record**Classroom Teachers****# of classroom teachers**

8

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

100%

certified in-field

8, 100%

ESOL endorsed

0, 0%

reading endorsed

2, 25%

with advanced degrees

3, 38%

National Board Certified

0, 0%

first-year teachers

2, 25%

with 1-5 years of experience

4, 50%

with 6-14 years of experience

1, 13%

with 15 or more years of experience

1, 13%

Education Paraprofessionals**# of paraprofessionals**

12

Highly Qualified

12, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

receiving effective rating or higher

(not entered because basis is < 10)

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

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	34%	12%	No	41%
American Indian				
Asian				
Black/African American	25%	3%	No	33%
Hispanic				
White	39%	18%	No	45%
English language learners				
Students with disabilities	33%	5%	No	39%
Economically disadvantaged	26%	8%	No	33%

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>	15%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	40	52%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	16	76%	85%

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	11	31%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		<i>[data excluded for privacy reasons]</i>	0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	24%	3%	No	32%
American Indian				
Asian				
Black/African American	17%	0%	No	25%
Hispanic				
White	28%	12%	No	36%
English language learners				
Students with disabilities	25%	5%	No	33%
Economically disadvantaged	22%	8%	No	30%

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>	20%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	37	48%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	15	65%	75%

Area 4: Science

Elementary School Science

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>	15%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	5%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

Middle School Science

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>		35%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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)	45		75
Participation in STEM-related experiences provided for students	105	100%	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	16	27%	5%
Students retained, pursuant to s. 1008.25, F.S.	6	11%	5%
Students who are not proficient in reading by third grade	14	82%	15%
Students who receive two or more behavior referrals	25	42%	20%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	19	32%	15%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	10	22%	10%
Students who fail a mathematics course	5	9%	5%
Students who fail an English Language Arts course	2	4%	2%
Students who fail two or more courses in any subject	4	7%	4%
Students who receive two or more behavior referrals	20	43%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	6	13%	5%

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

We consistently hold open houses, IEP and EPT meetings, and invite parents to educational events. We offer parent involvement activities and will continue to do so in order to encourage parents to participate fully in their children's education. We also require volunteer hours and ask parents to do a variety of things at the school in order to fulfill these. Volunteer hours can be completed by attending different fun and education activities throughout the school day as well as after school such as Field Day, Festivals, Talent Show, and helping within the classrooms for a variety of reasons.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
IEP Attendance	68	95%	100%
EPT Meeting Attendance	18	95%	100%
Open House Attendance	110	91%	100%
Parent Night Attendance	65	54%	75%
Volunteer Opprotunities	100	83%	100%

Goals Summary

- G1.** Einstein Montessori School is dedicated to creating a rigorous, individualized learning environment for students whose primary disability is a language-based reading disorder.
- G2.** Increase the percentage of students making learning gains in reading from 52% in 2012-13 to 75% in 2013-14.
- G3.** Increase the percentage of the lowest quartile students making learning gains in reading from 76% in 2012-13 to 85% in 2013-14.
- G4.** Increase the percentage of students achieving a level 3 in reading from 7% in 2012-13 to 15% in 2013-14.
- G5.** Increase the percentage of students making a 4 or better in reading from 5% in 2012-13 to 10% in 2013-14.
- G6.** Increase the percentage of students scoring a 3.5 in writing from 31% in 2012-2013 to 50% in 2013-2014.
- G7.** Increase the percentage of elementary students scoring a 3 in science from 6% in 2012-2013 to 15% in 2013-2014.
- G8.** Increase the percentage of elementary students scoring a 4 in science from 0% in 2012-2013 to 5% in 2013-2014.
- G9.** Increase the percentage of middle school students scoring a 3 in science from 29% in 2012-2013 to 35% in 2013-2014.
- G10.** Increase the percentage of middle school students scoring a 4 in science from 7% in 2012-2013 to 10% in 2013-2014.
- G11.** During the 2013-2014 school year, we will increase learning gains for our lowest scoring quartile in math from 65% in 2012-2013 to 75% in 2013-2014.
- G12.** Increase the percentage of students making learning gains in math from 48% in 2012-2013 to 60% in 2013-2014.
- G13.** Increase the percentage of students of achieving a level 3 in math from 6% in 2012-2013 to 20% in 2013-2014.
- G14.** Increase the percentage of white students making a 3 or better in math from 12% in 2012-2013 to 36% in 2013-2014.

- G15.** Increase the percentage of students with disabilities making a 3 or better in math from 5% in 2012-2013 to 33% in 2013-2014.
- G16.** Increase the percentage of economically disadvantaged students making a 3 or better in math from 8% in 2012-2013 to 30% in 2013-2014.
- G17.** Increase the percentage of students making a 4 or better in math from 2% to 10% in 2013-2014.
- G18.** Increase the percentage of white students making a 3 or better in reading from 18% in 2012-13 to 45% in 2013-14.
- G19.** Increase the percentage of students with disabilities making a 3 or better in reading from 5% in 2012-13 to 39% in 2013-14.
- G20.** Increase the percentage of economically disadvantaged students making a 3 or better in reading from 8% in 2012-13 to 33% in 2013-14.

Goals Detail

G1. Einstein Montessori School is dedicated to creating a rigorous, individualized learning environment for students whose primary disability is a language-based reading disorder.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, Postsecondary Readiness)
- Writing
- Social Studies
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School

Resources Available to Support the Goal

- Paraprofessionals for small group instruction and interventions in language arts, math and reading every class period.
- Small groups based on ability level in reading, math and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.
- LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read. All teachers and paraprofessionals in the reading and language arts rooms are trained in LiPS so that the techniques taught are used consistently throughout the school.
- “Response to Intervention” meetings are held weekly so that teachers are consistently identifying students who need extra support in any academic area or in language are identified.
- Visualization and Verbalization is a research based program used with our students to increase comprehension. Einstein’s teachers are trained in this program and use it consistently throughout the school day with students.

Targeted Barriers to Achieving the Goal

- Low self esteem especially among students with disabilities that fosters avoidance and anxiety.
- Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.
- Lack of motivation to work independently.

Plan to Monitor Progress Toward the Goal

Progress toward Goal

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Learning gains on school based testing and standardized testing.

G2. Increase the percentage of students making learning gains in reading from 52% in 2012-13 to 75% in 2013-14.

Targets Supported

- Reading (FCAT2.0, Learning Gains, Postsecondary Readiness)

Resources Available to Support the Goal

- Paraprofessionals for small group instruction and interventions in language arts and reading every class period.
- Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.
- LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read. All teachers and paraprofessionals in the reading and language arts rooms will be trained in LiPS so that the techniques taught are used consistently throughout the school.
- “Response to Intervention” meetings are held weekly so that teachers are consistently identifying students who need extra support in reading, LiPS, or language.
- Visualization and Verbalization is a research based program used with our students to increase comprehension. Einstein’s teachers are trained in this program and use it consistently throughout the school day with students.

Targeted Barriers to Achieving the Goal

- Low self esteem especially among students with disabilities that fosters avoidance and anxiety.
- Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.
- Lack of motivation to work independently.

Plan to Monitor Progress Toward the Goal

Progress toward Goal

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Learning gains on school based testing and standardized testing.

G3. Increase the percentage of the lowest quartile students making learning gains in reading from 76% in 2012-13 to 85% in 2013-14.

Targets Supported

- Reading (FCAT2.0, Learning Gains, Postsecondary Readiness)

Resources Available to Support the Goal

- Paraprofessionals for small group instruction and interventions in language arts and reading every class period.
- Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.
- LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read. All teachers and paraprofessionals in the reading and language arts rooms will be trained in LiPS so that the techniques taught are used consistently throughout the school.
- “Response to Intervention” meetings are held weekly so that teachers are consistently identifying students who need extra support in reading, LiPS, or language.
- Visualization and Verbalization is a research based program used with our students to increase comprehension. Einstein’s teachers are trained in this program and use it consistently throughout the school day with students.

Targeted Barriers to Achieving the Goal

- Low self esteem especially among students with disabilities that fosters avoidance and anxiety.
- Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.
- Lack of motivation to work independently.

Plan to Monitor Progress Toward the Goal

Progress toward Goal

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Learning gains on school based testing and standardized testing.

G4. Increase the percentage of students achieving a level 3 in reading from 7% in 2012-13 to 15% in 2013-14.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, Postsecondary Readiness)

Resources Available to Support the Goal

- Paraprofessionals for small group instruction and interventions in language arts and reading every class period.
- Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.
- LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read. All teachers and paraprofessionals in the reading and language arts rooms will be trained in LiPS so that the techniques taught are used consistently throughout the school.
- "Response to Intervention" meetings are held weekly so that teachers are consistently identifying students who need extra support in reading, LiPS, or language.
- Visualization and Verbalization is a research based program used with our students to increase comprehension. Einstein's teachers are trained in this program and use it consistently throughout the school day with students.

Targeted Barriers to Achieving the Goal

- Low self esteem especially among students with disabilities that fosters avoidance and anxiety.
- Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.
- Lack of motivation to work independently.

Plan to Monitor Progress Toward the Goal

Progress toward Goal

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Learning gains on school based testing and standardized testing.

G5. Increase the percentage of students making a 4 or better in reading from 5% in 2012-13 to 10% in 2013-14.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, Postsecondary Readiness)

Resources Available to Support the Goal

- Paraprofessionals for small group instruction and interventions in language arts and reading every class period.
- Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.
- LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read. All teachers and paraprofessionals in the reading and language arts rooms will be trained in LiPS so that the techniques taught are used consistently throughout the school.
- "Response to Intervention" meetings are held weekly so that teachers are consistently identifying students who need extra support in reading, LiPS, or language.
- Visualization and Verbalization is a research based program used with our students to increase comprehension. Einstein's teachers are trained in this program and use it consistently throughout the school day with students.

Targeted Barriers to Achieving the Goal

- Low self esteem especially among students with disabilities that fosters avoidance and anxiety.
- Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.
- Lack of motivation to work independently.

Plan to Monitor Progress Toward the Goal

Progress toward Goal

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Learning gains on school based testing and standardized testing.

G6. Increase the percentage of students scoring a 3.5 in writing from 31% in 2012-2013 to 50% in 2013-2014.

Targets Supported

- Writing

Resources Available to Support the Goal

- Paraprofessionals for small group instruction and interventions in language arts, and reading every class period.
- Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.
- LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read. All teachers and paraprofessionals in the reading and language arts rooms will be trained in LiPS so that the techniques taught are used consistently throughout the school.
- “Response to Intervention” meetings are held weekly so that teachers are consistently identifying students who need extra support in reading, LiPS, or language.
- Visualization and Verbalization is a research based program used with our students to increase comprehension. Einstein’s teachers are trained in this program and use it consistently throughout the school day with students.

Targeted Barriers to Achieving the Goal

- Low self esteem especially among students with disabilities that fosters avoidance and anxiety.
- Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.
- Lack of motivation to work independently.

Plan to Monitor Progress Toward the Goal

Progress toward Goal

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Learning gains on school based testing and standardized testing.

G7. Increase the percentage of elementary students scoring a 3 in science from 6% in 2012-2013 to 15% in 2013-2014.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Paraprofessionals for small group instruction and interventions in math, language arts and reading every class period.
- Small groups based on ability level in reading, math and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.
- LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read. All teachers and paraprofessionals in the reading and language arts rooms will be trained in LiPS so that the techniques taught are used consistently throughout the school.
- “Response to Intervention” meetings are held weekly so that teachers are consistently identifying students who need extra support in reading, LiPS, or language.
- Visualization and Verbalization is a research based program used with our students to increase comprehension. Einstein’s teachers are trained in this program and use it consistently throughout the school day with students.

Targeted Barriers to Achieving the Goal

- Low self esteem especially among students with disabilities that fosters avoidance and anxiety.
- Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.
- Lack of motivation to work independently.

Plan to Monitor Progress Toward the Goal

Progress toward Goal

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Learning gains on school based testing and standardized testing.

G8. Increase the percentage of elementary students scoring a 4 in science from 0% in 2012-2013 to 5% in 2013-2014.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Paraprofessionals for small group instruction and interventions in math, language arts, and reading every class period.
- Small groups based on ability level in math, reading, and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.
- LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read. All teachers and paraprofessionals in the reading and language arts rooms will be trained in LiPS so that the techniques taught are used consistently throughout the school.
- “Response to Intervention” meetings are held weekly so that teachers are consistently identifying students who need extra support in reading, LiPS, or language.
- Visualization and Verbalization is a research based program used with our students to increase comprehension. Einstein’s teachers are trained in this program and use it consistently throughout the school day with students.

Targeted Barriers to Achieving the Goal

- Low self esteem especially among students with disabilities that fosters avoidance and anxiety.
- Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.
- Lack of motivation to work independently.

Plan to Monitor Progress Toward the Goal

Progress toward Goal

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Learning gains on school based testing and standardized testing.

G9. Increase the percentage of middle school students scoring a 3 in science from 29% in 2012-2013 to 35% in 2013-2014.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Paraprofessionals for small group instruction and interventions in math, language arts, and reading every class period.
- Small groups based on ability level in math, reading, and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.
- LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read. All teachers and paraprofessionals in the reading and language arts rooms will be trained in LiPS so that the techniques taught are used consistently throughout the school.
- “Response to Intervention” meetings are held weekly so that teachers are consistently identifying students who need extra support in reading, LiPS, or language.
- Visualization and Verbalization is a research based program used with our students to increase comprehension. Einstein’s teachers are trained in this program and use it consistently throughout the school day with students.

Targeted Barriers to Achieving the Goal

- Low self esteem especially among students with disabilities that fosters avoidance and anxiety.
- Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.
- Lack of motivation to work independently.

Plan to Monitor Progress Toward the Goal

Progress toward Goal

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Learning gains on school based testing and standardized testing.

G10. Increase the percentage of middle school students scoring a 4 in science from 7% in 2012-2013 to 10% in 2013-2014.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Paraprofessionals for small group instruction and interventions in math, language arts, and reading every class period.
- Small groups based on ability level in math, reading, and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.
- LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read. All teachers and paraprofessionals in the reading and language arts rooms will be trained in LiPS so that the techniques taught are used consistently throughout the school.
- “Response to Intervention” meetings are held weekly so that teachers are consistently identifying students who need extra support in reading, LiPS, or language.
- Visualization and Verbalization is a research based program used with our students to increase comprehension. Einstein’s teachers are trained in this program and use it consistently throughout the school day with students.

Targeted Barriers to Achieving the Goal

- Low self esteem especially among students with disabilities that fosters avoidance and anxiety.
- Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.
- Lack of motivation to work independently.

Plan to Monitor Progress Toward the Goal

Progress toward Goal

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Learning gains on school based testing and standardized testing.

G11. During the 2013-2014 school year, we will increase learning gains for our lowest scoring quartile in math from 65% in 2012-2013 to 75% in 2013-2014.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Paraprofessionals for small group instruction and interventions in math, language arts, and reading every class period.
- Small groups based on ability level in reading, math, and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.
- LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read. All teachers and paraprofessionals in the reading and language arts rooms will be trained in LiPS so that the techniques taught are used consistently throughout the school. LiPS is used to support math vocabulary and problem solving.
- “Response to Intervention” meetings are held weekly so that teachers are consistently identifying students who need extra support in reading, LiPS, math, or language.
- Visualization and Verbalization is a research based program used with our students to increase comprehension. Einstein’s teachers are trained in this program and use it consistently throughout the school day with students.

Targeted Barriers to Achieving the Goal

- Low self esteem especially among students with disabilities that fosters avoidance and anxiety.
- Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.
- Lack of motivation to work independently.

Plan to Monitor Progress Toward the Goal

Progress toward Goal

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Learning gains on school based testing and standardized testing.

G12. Increase the percentage of students making learning gains in math from 48% in 2012-2013 to 60% in 2013-2014.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Paraprofessionals for small group instruction and interventions in math, language arts, and reading every class period.
- Small groups based on ability level in reading, math, and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.
- LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read. All teachers and paraprofessionals in the reading and language arts rooms will be trained in LiPS so that the techniques taught are used consistently throughout the school. LiPS is used to support math vocabulary and problem solving.
- “Response to Intervention” meetings are held weekly so that teachers are consistently identifying students who need extra support in reading, LiPS, math, or language.
- Visualization and Verbalization is a research based program used with our students to increase comprehension. Einstein’s teachers are trained in this program and use it consistently throughout the school day with students.

Targeted Barriers to Achieving the Goal

- Low self esteem especially among students with disabilities that fosters avoidance and anxiety.
- Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.
- Lack of motivation to work independently.

Plan to Monitor Progress Toward the Goal

Progress toward Goal

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Learning gains on school based testing and standardized testing.

G13. Increase the percentage of students of achieving a level 3 in math from 6% in 2012-2013 to 20% in 2013-2014.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Paraprofessionals for small group instruction and interventions in math, language arts, and reading every class period.
- Small groups based on ability level in reading, math, and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.
- LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read. All teachers and paraprofessionals in the reading and language arts rooms will be trained in LiPS so that the techniques taught are used consistently throughout the school. LiPS is used to support math vocabulary and problem solving.
- "Response to Intervention" meetings are held weekly so that teachers are consistently identifying students who need extra support in reading, LiPS, math, or language.
- Visualization and Verbalization is a research based program used with our students to increase comprehension. Einstein's teachers are trained in this program and use it consistently throughout the school day with students.

Targeted Barriers to Achieving the Goal

- Low self esteem especially among students with disabilities that fosters avoidance and anxiety.
- Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.
- Lack of motivation to work independently.

Plan to Monitor Progress Toward the Goal

Progress toward Goal

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Learning gains on school based testing and standardized testing.

G14. Increase the percentage of white students making a 3 or better in math from 12% in 2012-2013 to 36% in 2013-2014.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Paraprofessionals for small group instruction and interventions in math, language arts, and reading every class period.
- Small groups based on ability level in reading, math, and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.
- LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read. All teachers and paraprofessionals in the reading and language arts rooms will be trained in LiPS so that the techniques taught are used consistently throughout the school. LiPS is used to support math vocabulary and problem solving.
- "Response to Intervention" meetings are held weekly so that teachers are consistently identifying students who need extra support in reading, LiPS, math, or language.
- Visualization and Verbalization is a research based program used with our students to increase comprehension. Einstein's teachers are trained in this program and use it consistently throughout the school day with students.

Targeted Barriers to Achieving the Goal

- Low self esteem especially among students with disabilities that fosters avoidance and anxiety.
- Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.
- Lack of motivation to work independently.

Plan to Monitor Progress Toward the Goal

Progress toward Goal

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Learning gains on school based testing and standardized testing.

G15. Increase the percentage of students with disabilities making a 3 or better in math from 5% in 2012-2013 to 33% in 2013-2014.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Paraprofessionals for small group instruction and interventions in math, language arts, and reading every class period.
- Small groups based on ability level in reading, math, and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.
- LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read. All teachers and paraprofessionals in the reading and language arts rooms will be trained in LiPS so that the techniques taught are used consistently throughout the school. LiPS is used to support math vocabulary and problem solving.
- "Response to Intervention" meetings are held weekly so that teachers are consistently identifying students who need extra support in reading, LiPS, math, or language.
- Visualization and Verbalization is a research based program used with our students to increase comprehension. Einstein's teachers are trained in this program and use it consistently throughout the school day with students.

Targeted Barriers to Achieving the Goal

- Low self esteem especially among students with disabilities that fosters avoidance and anxiety.
- Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.
- Lack of motivation to work independently.

Plan to Monitor Progress Toward the Goal

Progress toward Goal

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Learning gains on school based testing and standardized testing.

G16. Increase the percentage of economically disadvantaged students making a 3 or better in math from 8% in 2012-2013 to 30% in 2013-2014.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Paraprofessionals for small group instruction and interventions in math, language arts, and reading every class period.
- Small groups based on ability level in reading, math, and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.
- LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read. All teachers and paraprofessionals in the reading and language arts rooms will be trained in LiPS so that the techniques taught are used consistently throughout the school. LiPS is used to support math vocabulary and problem solving.
- "Response to Intervention" meetings are held weekly so that teachers are consistently identifying students who need extra support in reading, LiPS, math, or language.
- Visualization and Verbalization is a research based program used with our students to increase comprehension. Einstein's teachers are trained in this program and use it consistently throughout the school day with students.

Targeted Barriers to Achieving the Goal

- Low self esteem especially among students with disabilities that fosters avoidance and anxiety.
- Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.
- Lack of motivation to work independently.

Plan to Monitor Progress Toward the Goal

Progress toward Goal

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Learning gains on school based testing and standardized testing.

G17. Increase the percentage of students making a 4 or better in math from 2% to 10% in 2013-2014.**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Paraprofessionals for small group instruction and interventions in math, language arts, and reading every class period.
- Small groups based on ability level in reading, math, and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.
- LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read. All teachers and paraprofessionals in the reading and language arts rooms will be trained in LiPS so that the techniques taught are used consistently throughout the school. LiPS is used to support math vocabulary and problem solving.
- "Response to Intervention" meetings are held weekly so that teachers are consistently identifying students who need extra support in reading, LiPS, math, or language.
- Visualization and Verbalization is a research based program used with our students to increase comprehension. Einstein's teachers are trained in this program and use it consistently throughout the school day with students.

Targeted Barriers to Achieving the Goal

- Low self esteem especially among students with disabilities that fosters avoidance and anxiety.
- Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.
- Lack of motivation to work independently.

Plan to Monitor Progress Toward the Goal

Progress toward Goal

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Learning gains on school based testing and standardized testing.

G18. Increase the percentage of white students making a 3 or better in reading from 18% in 2012-13 to 45% in 2013-14.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, Postsecondary Readiness)

Resources Available to Support the Goal

- Paraprofessionals for small group instruction and interventions in language arts and reading every class period.
- Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.
- LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read. All teachers and paraprofessionals in the reading and language arts rooms will be trained in LiPS so that the techniques taught are used consistently throughout the school.
- "Response to Intervention" meetings are held weekly so that teachers are consistently identifying students who need extra support in reading, LiPS, or language.
- Visualization and Verbalization is a research based program used with our students to increase comprehension. Einstein's teachers are trained in this program and use it consistently throughout the school day with students.

Targeted Barriers to Achieving the Goal

- Low self esteem especially among students with disabilities that fosters avoidance and anxiety.
- Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.
- Lack of motivation to work independently.

Plan to Monitor Progress Toward the Goal

Progress toward Goal

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Learning gains on school based testing and standardized testing.

G19. Increase the percentage of students with disabilities making a 3 or better in reading from 5% in 2012-13 to 39% in 2013-14.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, Postsecondary Readiness)

Resources Available to Support the Goal

- Paraprofessionals for small group instruction and interventions in language arts, and reading every class period.
- Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.
- LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read. All teachers and paraprofessionals in the reading and language arts rooms will be trained in LiPS so that the techniques taught are used consistently throughout the school.
- "Response to Intervention" meetings are held weekly so that teachers are consistently identifying students who need extra support in reading, LiPS, or language.
- Visualization and Verbalization is a research based program used with our students to increase comprehension. Einstein's teachers are trained in this program and use it consistently throughout the school day with students.

Targeted Barriers to Achieving the Goal

- Low self esteem especially among students with disabilities that fosters avoidance and anxiety.
- Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.
- Lack of motivation to work independently.

Plan to Monitor Progress Toward the Goal

Progress toward Goal

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Learning gains on school based testing and standardized testing.

G20. Increase the percentage of economically disadvantaged students making a 3 or better in reading from 8% in 2012-13 to 33% in 2013-14.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, Postsecondary Readiness)

Resources Available to Support the Goal

- Paraprofessionals for small group instruction and interventions in language arts and reading every class period.
- Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.
- LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read. All teachers and paraprofessionals in the reading and language arts rooms will be trained in LiPS so that the techniques taught are used consistently throughout the school.
- "Response to Intervention" meetings are held weekly so that teachers are consistently identifying students who need extra support in reading, LiPS, or language.
- Visualization and Verbalization is a research based program used with our students to increase comprehension. Einstein's teachers are trained in this program and use it consistently throughout the school day with students.

Targeted Barriers to Achieving the Goal

- Low self esteem especially among students with disabilities that fosters avoidance and anxiety.
- Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.
- Lack of motivation to work independently.

Plan to Monitor Progress Toward the Goal

Progress toward Goal

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Learning gains on school based testing and standardized testing.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Einstein Montessori School is dedicated to creating a rigorous, individualized learning environment for students whose primary disability is a language-based reading disorder.

G1.B1 Low self esteem especially among students with disabilities that fosters avoidance and anxiety.

G1.B1.S1 Our school is designed to combat self esteem issues by providing a safe and small family type of environment where teachers understand and offer extra help for students who are behind academically and give more one on one attention.

Action Step 1

Identify students struggling with low self esteem.

Person or Persons Responsible

Classroom teachers and aides.

Target Dates or Schedule

On-going throughout the year.

Evidence of Completion

Student expressing confidence in their learning growth.

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

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Effectiveness of G1.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

G1.B2 Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.

G1.B2.S1 LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read.

Action Step 1

Assign students to LiPS groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Based on student progress and ability.

Evidence of Completion

Monitor of student progress in assigned group.

Action Step 2

Embed LiPS program into curriculum plans.

Person or Persons Responsible

Reading and Language Arts teachers

Target Dates or Schedule

During preplanning

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1

LiPS groups

Person or Persons Responsible

Reading teacher

Target Dates or Schedule

On going

Evidence of Completion

Changes to grouping based on student progress.

Plan to Monitor Effectiveness of G1.B2.S1

LiPS program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

On-going

Evidence of Completion

Increasing decoding skills.

G1.B2.S2 Visualization and Verbalization is a research based program used with our students to increase comprehension.

Action Step 1

Assign students to Visualization and Verbalization groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Monitor of student progress in assigned group.

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and Reading teachers

Target Dates or Schedule

on-going

Evidence of Completion

Increase in comprehension scores.

Plan to Monitor Effectiveness of G1.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

on going

Evidence of Completion

Increase in comprehension scores.

G1.B2.S3 Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.

Action Step 1

Small group instruction

Person or Persons Responsible

Classroom teachers and aides

Target Dates or Schedule

On going

Evidence of Completion

grouping in the classroom for instruction

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G1.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers and aides

Target Dates or Schedule

on-going

Evidence of Completion

progress monitoring

G1.B3 Lack of motivation to work independently.

G1.B3.S1 We have implemented a school-wide reward program to increase motivation for independent critical thinking.

Action Step 1

E BUCKS

Person or Persons Responsible

Principal, teachers, and aides

Target Dates or Schedule

Presented to students throughout the day for critical thinking.

Evidence of Completion

Increase in independent critical thinking.

Plan to Monitor Fidelity of Implementation of G1.B3.S1

E BUCKS reward program

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Throughout the day when students show independent on topic critical thinking.

Evidence of Completion

Increased incident of independent higher order thinking.

Plan to Monitor Effectiveness of G1.B3.S1

E BUCKS

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Weekly at teacher meetings.

Evidence of Completion

Increase in student attempts at critical thinking.

G2. Increase the percentage of students making learning gains in reading from 52% in 2012-13 to 75% in 2013-14.

G2.B1 Low self esteem especially among students with disabilities that fosters avoidance and anxiety.

G2.B1.S1 Our school is designed to combat self esteem issues by providing a safe and small family type of environment where teachers understand and offer extra help for students who are behind academically and give more one on one attention.

Action Step 1

Identify students struggling with low self esteem.

Person or Persons Responsible

Classroom teachers and aides.

Target Dates or Schedule

On-going throughout the year.

Evidence of Completion

Student expressing confidence in their learning growth.

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

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Effectiveness of G2.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

G2.B2 Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.

G2.B2.S1 LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read.

Action Step 1

Assign students to LiPS groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Based on student progress and ability.

Evidence of Completion

Monitor of student progress in assigned group.

Action Step 2

Embed LiPS program into curriculum plans.

Person or Persons Responsible

Reading and Language Arts teachers

Target Dates or Schedule

During preplanning

Evidence of Completion

Lesson Plans

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

LiPS groups

Person or Persons Responsible

Reading teacher

Target Dates or Schedule

On going

Evidence of Completion

Changes to grouping based on student progress.

Plan to Monitor Effectiveness of G2.B2.S1

LiPS program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

On-going

Evidence of Completion

Increasing decoding skills.

G2.B2.S2 Visualization and Verbalization is a research based program used with our students to increase comprehension.

Action Step 1

Assign students to Visualization and Verbalization groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Monitor of student progress in assigned group.

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and Reading teachers

Target Dates or Schedule

on-going

Evidence of Completion

Increase in comprehension scores.

Plan to Monitor Effectiveness of G2.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

on going

Evidence of Completion

Increase in comprehension scores.

G2.B2.S3 Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.

Action Step 1

Small group instruction

Person or Persons Responsible

Classroom teachers and aides

Target Dates or Schedule

On going

Evidence of Completion

grouping in the classroom for instruction

Plan to Monitor Fidelity of Implementation of G2.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G2.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers and aides

Target Dates or Schedule

on-going

Evidence of Completion

progress monitoring

G2.B3 Lack of motivation to work independently.

G2.B3.S1 We have implemented a school-wide reward program to increase motivation for independent critical thinking.

Action Step 1

E BUCKS

Person or Persons Responsible

Principal, teachers, and aides

Target Dates or Schedule

Presented to students throughout the day for critical thinking.

Evidence of Completion

Increase in independent critical thinking.

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

E BUCKS reward program

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Throughout the day when students show independent on topic critical thinking.

Evidence of Completion

Increased incident of independent higher order thinking.

Plan to Monitor Effectiveness of G2.B3.S1

E BUCKS

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Weekly at teacher meetings.

Evidence of Completion

Increase in student attempts at critical thinking.

G3. Increase the percentage of the lowest quartile students making learning gains in reading from 76% in 2012-13 to 85% in 2013-14.

G3.B1 Low self esteem especially among students with disabilities that fosters avoidance and anxiety.

G3.B1.S1 Our school is designed to combat self esteem issues by providing a safe and small family type of environment where teachers understand and offer extra help for students who are behind academically and give more one on one attention.

Action Step 1

Identify students struggling with low self esteem.

Person or Persons Responsible

Classroom teachers and aides.

Target Dates or Schedule

On-going throughout the year.

Evidence of Completion

Student expressing confidence in their learning growth.

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

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Effectiveness of G3.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

G3.B2 Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.

G3.B2.S1 LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read.

Action Step 1

Assign students to LiPS groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Based on student progress and ability.

Evidence of Completion

Monitor of student progress in assigned group.

Action Step 2

Embed LiPS program into curriculum plans.

Person or Persons Responsible

Reading and Language Arts teachers

Target Dates or Schedule

During preplanning

Evidence of Completion

Lesson Plans

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

LiPS groups

Person or Persons Responsible

Reading teacher

Target Dates or Schedule

On going

Evidence of Completion

Changes to grouping based on student progress.

Plan to Monitor Effectiveness of G3.B2.S1

LiPS program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

On-going

Evidence of Completion

Increasing decoding skills.

G3.B2.S2 Visualization and Verbalization is a research based program used with our students to increase comprehension.

Action Step 1

Assign students to Visualization and Verbalization groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Monitor of student progress in assigned group.

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and Reading teachers

Target Dates or Schedule

on-going

Evidence of Completion

Increase in comprehension scores.

Plan to Monitor Effectiveness of G3.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

on going

Evidence of Completion

Increase in comprehension scores.

G3.B2.S3 Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.

Action Step 1

Small group instruction

Person or Persons Responsible

Classroom teachers and aides

Target Dates or Schedule

On going

Evidence of Completion

grouping in the classroom for instruction

Plan to Monitor Fidelity of Implementation of G3.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G3.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers and aides

Target Dates or Schedule

on-going

Evidence of Completion

progress monitoring

G3.B3 Lack of motivation to work independently.

G3.B3.S1 We have implemented a school-wide reward program to increase motivation for independent critical thinking.

Action Step 1

E BUCKS

Person or Persons Responsible

Principal, teachers, and aides

Target Dates or Schedule

Presented to students throughout the day for critical thinking.

Evidence of Completion

Increase in independent critical thinking.

Plan to Monitor Fidelity of Implementation of G3.B3.S1

E BUCKS reward program

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Throughout the day when students show independent on topic critical thinking.

Evidence of Completion

Increased incident of independent higher order thinking.

Plan to Monitor Effectiveness of G3.B3.S1

E BUCKS

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Weekly at teacher meetings.

Evidence of Completion

Increase in student attempts at critical thinking.

G4. Increase the percentage of students achieving a level 3 in reading from 7% in 2012-13 to 15% in 2013-14.

G4.B1 Low self esteem especially among students with disabilities that fosters avoidance and anxiety.

G4.B1.S1 Our school is designed to combat self esteem issues by providing a safe and small family type of environment where teachers understand and offer extra help for students who are behind academically and give more one on one attention.

Action Step 1

Identify students struggling with low self esteem.

Person or Persons Responsible

Classroom teachers and aides.

Target Dates or Schedule

On-going throughout the year.

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Effectiveness of G4.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

G4.B2 Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.

G4.B2.S1 LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read.

Action Step 1

Assign students to LiPS groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Based on student progress and ability.

Evidence of Completion

Monitor of student progress in assigned group.

Action Step 2

Embed LiPS program into curriculum plans.

Person or Persons Responsible

Reading and Language Arts teachers

Target Dates or Schedule

During preplanning

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G4.B2.S1

LiPS groups

Person or Persons Responsible

Reading teacher

Target Dates or Schedule

On going

Evidence of Completion

Changes to grouping based on student progress.

Plan to Monitor Effectiveness of G4.B2.S1

LiPS program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

On-going

Evidence of Completion

Increasing decoding skills.

G4.B2.S2 Visualization and Verbalization is a research based program used with our students to increase comprehension.

Action Step 1

Assign students to Visualization and Verbalization groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Monitor of student progress in assigned group.

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and Reading teachers

Target Dates or Schedule

on-going

Evidence of Completion

Increase in comprehension scores.

Plan to Monitor Effectiveness of G4.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

on going

Evidence of Completion

Increase in comprehension scores.

G4.B2.S3 Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.

Action Step 1

Small group instruction

Person or Persons Responsible

Classroom teachers and aides

Target Dates or Schedule

On going

Evidence of Completion

grouping in the classroom for instruction

Plan to Monitor Fidelity of Implementation of G4.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G4.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers and aides

Target Dates or Schedule

on-going

Evidence of Completion

progress monitoring

G4.B3 Lack of motivation to work independently.

G4.B3.S1 We have implemented a school-wide reward program to increase motivation for independent critical thinking.

Action Step 1

E BUCKS

Person or Persons Responsible

Principal, teachers, and aides

Target Dates or Schedule

Presented to students throughout the day for critical thinking.

Evidence of Completion

Increase in independent critical thinking.

Plan to Monitor Fidelity of Implementation of G4.B3.S1

E BUCKS reward program

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Throughout the day when students show independent on topic critical thinking.

Evidence of Completion

Increased incident of independent higher order thinking.

Plan to Monitor Effectiveness of G4.B3.S1

E BUCKS

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Weekly at teacher meetings.

Evidence of Completion

Increase in student attempts at critical thinking.

G5. Increase the percentage of students making a 4 or better in reading from 5% in 2012-13 to 10% in 2013-14.

G5.B1 Low self esteem especially among students with disabilities that fosters avoidance and anxiety.

G5.B1.S1 Our school is designed to combat self esteem issues by providing a safe and small family type of environment where teachers understand and offer extra help for students who are behind academically and give more one on one attention.

Action Step 1

Identify students struggling with low self esteem.

Person or Persons Responsible

Classroom teachers and aides.

Target Dates or Schedule

On-going throughout the year.

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Effectiveness of G5.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

G5.B2 Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.

G5.B2.S1 LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read.

Action Step 1

Assign students to LiPS groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Based on student progress and ability.

Evidence of Completion

Monitor of student progress in assigned group.

Action Step 2

Embed LiPS program into curriculum plans.

Person or Persons Responsible

Reading and Language Arts teachers

Target Dates or Schedule

During preplanning

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G5.B2.S1

LiPS groups

Person or Persons Responsible

Reading teacher

Target Dates or Schedule

On going

Evidence of Completion

Changes to grouping based on student progress.

Plan to Monitor Effectiveness of G5.B2.S1

LiPS program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

On-going

Evidence of Completion

Increasing decoding skills.

G5.B2.S2 Visualization and Verbalization is a research based program used with our students to increase comprehension.

Action Step 1

Assign students to Visualization and Verbalization groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Monitor of student progress in assigned group.

Plan to Monitor Fidelity of Implementation of G5.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and Reading teachers

Target Dates or Schedule

on-going

Evidence of Completion

Increase in comprehension scores.

Plan to Monitor Effectiveness of G5.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

on going

Evidence of Completion

Increase in comprehension scores.

G5.B2.S3 Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.

Action Step 1

Small group instruction

Person or Persons Responsible

Classroom teachers and aides

Target Dates or Schedule

On going

Evidence of Completion

grouping in the classroom for instruction

Plan to Monitor Fidelity of Implementation of G5.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G5.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers and aides

Target Dates or Schedule

on-going

Evidence of Completion

progress monitoring

G5.B3 Lack of motivation to work independently.

G5.B3.S1 We have implemented a school-wide reward program to increase motivation for independent critical thinking.

Action Step 1

E BUCKS

Person or Persons Responsible

Principal, teachers, and aides

Target Dates or Schedule

Presented to students throughout the day for critical thinking.

Evidence of Completion

Increase in independent critical thinking.

Plan to Monitor Fidelity of Implementation of G5.B3.S1

E BUCKS reward program

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Throughout the day when students show independent on topic critical thinking.

Evidence of Completion

Increased incident of independent higher order thinking.

Plan to Monitor Effectiveness of G5.B3.S1

E BUCKS

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Weekly at teacher meetings.

Evidence of Completion

Increase in student attempts at critical thinking.

G6. Increase the percentage of students scoring a 3.5 in writing from 31% in 2012-2013 to 50% in 2013-2014.

G6.B1 Low self esteem especially among students with disabilities that fosters avoidance and anxiety.

G6.B1.S1 Our school is designed to combat self esteem issues by providing a safe and small family type of environment where teachers understand and offer extra help for students who are behind academically and give more one on one attention.

Action Step 1

Identify students struggling with low self esteem.

Person or Persons Responsible

Classroom teachers and aides.

Target Dates or Schedule

On-going throughout the year.

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Effectiveness of G6.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

G6.B2 Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.

G6.B2.S1 LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read.

Action Step 1

Assign students to LiPS groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Based on student progress and ability.

Evidence of Completion

Monitor of student progress in assigned group.

Action Step 2

Embed LiPS program into curriculum plans.

Person or Persons Responsible

Reading and Language Arts teachers

Target Dates or Schedule

During preplanning

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G6.B2.S1

LiPS groups

Person or Persons Responsible

Reading teacher

Target Dates or Schedule

On going

Evidence of Completion

Changes to grouping based on student progress.

Plan to Monitor Effectiveness of G6.B2.S1

LiPS program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

On-going

Evidence of Completion

Increasing decoding skills.

G6.B2.S2 Visualization and Verbalization is a research based program used with our students to increase comprehension.

Action Step 1

Assign students to Visualization and Verbalization groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Monitor of student progress in assigned group.

Plan to Monitor Fidelity of Implementation of G6.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and Reading teachers

Target Dates or Schedule

on-going

Evidence of Completion

Increase in comprehension scores.

Plan to Monitor Effectiveness of G6.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

on going

Evidence of Completion

Increase in comprehension scores.

G6.B2.S3 Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.

Action Step 1

Small group instruction

Person or Persons Responsible

Classroom teachers and aides

Target Dates or Schedule

On going

Evidence of Completion

grouping in the classroom for instruction

Plan to Monitor Fidelity of Implementation of G6.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G6.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers and aides

Target Dates or Schedule

on-going

Evidence of Completion

progress monitoring

G6.B3 Lack of motivation to work independently.

G6.B3.S1 We have implemented a school-wide reward program to increase motivation for independent critical thinking.

Action Step 1

E BUCKS

Person or Persons Responsible

Principal, teachers, and aides

Target Dates or Schedule

Presented to students throughout the day for critical thinking.

Evidence of Completion

Increase in independent critical thinking.

Plan to Monitor Fidelity of Implementation of G6.B3.S1

E BUCKS reward program

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Throughout the day when students show independent on topic critical thinking.

Evidence of Completion

Increased incident of independent higher order thinking.

Plan to Monitor Effectiveness of G6.B3.S1

E BUCKS

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Weekly at teacher meetings.

Evidence of Completion

Increase in student attempts at critical thinking.

G7. Increase the percentage of elementary students scoring a 3 in science from 6% in 2012-2013 to 15% in 2013-2014.

G7.B1 Low self esteem especially among students with disabilities that fosters avoidance and anxiety.

G7.B1.S1 Our school is designed to combat self esteem issues by providing a safe and small family type of environment where teachers understand and offer extra help for students who are behind academically and give more one on one attention.

Action Step 1

Identify students struggling with low self esteem.

Person or Persons Responsible

Classroom teachers and aides.

Target Dates or Schedule

On-going throughout the year.

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Effectiveness of G7.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

G7.B2 Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.

G7.B2.S1 LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read.

Action Step 1

Assign students to LiPS groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Based on student progress and ability.

Evidence of Completion

Monitor of student progress in assigned group.

Action Step 2

Embed LiPS program into curriculum plans.

Person or Persons Responsible

Reading and Language Arts teachers

Target Dates or Schedule

During preplanning

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G7.B2.S1

LiPS groups

Person or Persons Responsible

Reading teacher

Target Dates or Schedule

On going

Evidence of Completion

Changes to grouping based on student progress.

Plan to Monitor Effectiveness of G7.B2.S1

LiPS program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

On-going

Evidence of Completion

Increasing decoding skills.

G7.B2.S2 Visualization and Verbalization is a research based program used with our students to increase comprehension.

Action Step 1

Assign students to Visualization and Verbalization groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Monitor of student progress in assigned group.

Plan to Monitor Fidelity of Implementation of G7.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and Reading teachers

Target Dates or Schedule

on-going

Evidence of Completion

Increase in comprehension scores.

Plan to Monitor Effectiveness of G7.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

on going

Evidence of Completion

Increase in comprehension scores.

G7.B2.S3 Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.

Action Step 1

Small group instruction

Person or Persons Responsible

Classroom teachers and aides

Target Dates or Schedule

On going

Evidence of Completion

grouping in the classroom for instruction

Plan to Monitor Fidelity of Implementation of G7.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G7.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers and aides

Target Dates or Schedule

on-going

Evidence of Completion

progress monitoring

G7.B3 Lack of motivation to work independently.

G7.B3.S1 We have implemented a school-wide reward program to increase motivation for independent critical thinking.

Action Step 1

E BUCKS

Person or Persons Responsible

Principal, teachers, and aides

Target Dates or Schedule

Presented to students throughout the day for critical thinking.

Evidence of Completion

Increase in independent critical thinking.

Plan to Monitor Fidelity of Implementation of G7.B3.S1

E BUCKS reward program

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Throughout the day when students show independent on topic critical thinking.

Evidence of Completion

Increased incident of independent higher order thinking.

Plan to Monitor Effectiveness of G7.B3.S1

E BUCKS

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Weekly at teacher meetings.

Evidence of Completion

Increase in student attempts at critical thinking.

G8. Increase the percentage of elementary students scoring a 4 in science from 0% in 2012-2013 to 5% in 2013-2014.

G8.B1 Low self esteem especially among students with disabilities that fosters avoidance and anxiety.

G8.B1.S1 Our school is designed to combat self esteem issues by providing a safe and small family type of environment where teachers understand and offer extra help for students who are behind academically and give more one on one attention.

Action Step 1

Identify students struggling with low self esteem.

Person or Persons Responsible

Classroom teachers and aides.

Target Dates or Schedule

On-going throughout the year.

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Effectiveness of G8.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

G8.B2 Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.

G8.B2.S1 LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read.

Action Step 1

Assign students to LiPS groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Based on student progress and ability.

Evidence of Completion

Monitor of student progress in assigned group.

Action Step 2

Embed LiPS program into curriculum plans.

Person or Persons Responsible

Reading and Language Arts teachers

Target Dates or Schedule

During preplanning

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G8.B2.S1

LiPS groups

Person or Persons Responsible

Reading teacher

Target Dates or Schedule

On going

Evidence of Completion

Changes to grouping based on student progress.

Plan to Monitor Effectiveness of G8.B2.S1

LiPS program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

On-going

Evidence of Completion

Increasing decoding skills.

G8.B2.S2 Visualization and Verbalization is a research based program used with our students to increase comprehension.

Action Step 1

Assign students to Visualization and Verbalization groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Monitor of student progress in assigned group.

Plan to Monitor Fidelity of Implementation of G8.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and Reading teachers

Target Dates or Schedule

on-going

Evidence of Completion

Increase in comprehension scores.

Plan to Monitor Effectiveness of G8.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

on going

Evidence of Completion

Increase in comprehension scores.

G8.B2.S3 Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.

Action Step 1

Small group instruction

Person or Persons Responsible

Classroom teachers and aides

Target Dates or Schedule

On going

Evidence of Completion

grouping in the classroom for instruction

Plan to Monitor Fidelity of Implementation of G8.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G8.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers and aides

Target Dates or Schedule

on-going

Evidence of Completion

progress monitoring

G8.B3 Lack of motivation to work independently.

G8.B3.S1 We have implemented a school-wide reward program to increase motivation for independent critical thinking.

Action Step 1

E BUCKS

Person or Persons Responsible

Principal, teachers, and aides

Target Dates or Schedule

Presented to students throughout the day for critical thinking.

Evidence of Completion

Increase in independent critical thinking.

Plan to Monitor Fidelity of Implementation of G8.B3.S1

E BUCKS reward program

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Throughout the day when students show independent on topic critical thinking.

Evidence of Completion

Increased incident of independent higher order thinking.

Plan to Monitor Effectiveness of G8.B3.S1

E BUCKS

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Weekly at teacher meetings.

Evidence of Completion

Increase in student attempts at critical thinking.

G9. Increase the percentage of middle school students scoring a 3 in science from 29% in 2012-2013 to 35% in 2013-2014.

G9.B1 Low self esteem especially among students with disabilities that fosters avoidance and anxiety.

G9.B1.S1 Our school is designed to combat self esteem issues by providing a safe and small family type of environment where teachers understand and offer extra help for students who are behind academically and give more one on one attention.

Action Step 1

Identify students struggling with low self esteem.

Person or Persons Responsible

Classroom teachers and aides.

Target Dates or Schedule

On-going throughout the year.

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Effectiveness of G9.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

G9.B2 Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.

G9.B2.S1 LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read.

Action Step 1

Assign students to LiPS groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Based on student progress and ability.

Evidence of Completion

Monitor of student progress in assigned group.

Action Step 2

Embed LiPS program into curriculum plans.

Person or Persons Responsible

Reading and Language Arts teachers

Target Dates or Schedule

During preplanning

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G9.B2.S1

LiPS groups

Person or Persons Responsible

Reading teacher

Target Dates or Schedule

On going

Evidence of Completion

Changes to grouping based on student progress.

Plan to Monitor Effectiveness of G9.B2.S1

LiPS program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

On-going

Evidence of Completion

Increasing decoding skills.

G9.B2.S2 Visualization and Verbalization is a research based program used with our students to increase comprehension.

Action Step 1

Assign students to Visualization and Verbalization groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Monitor of student progress in assigned group.

Plan to Monitor Fidelity of Implementation of G9.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and Reading teachers

Target Dates or Schedule

on-going

Evidence of Completion

Increase in comprehension scores.

Plan to Monitor Effectiveness of G9.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

on going

Evidence of Completion

Increase in comprehension scores.

G9.B2.S3 Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.

Action Step 1

Small group instruction

Person or Persons Responsible

Classroom teachers and aides

Target Dates or Schedule

On going

Evidence of Completion

grouping in the classroom for instruction

Plan to Monitor Fidelity of Implementation of G9.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G9.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers and aides

Target Dates or Schedule

on-going

Evidence of Completion

progress monitoring

G9.B3 Lack of motivation to work independently.

G9.B3.S1 We have implemented a school-wide reward program to increase motivation for independent critical thinking.

Action Step 1

E BUCKS

Person or Persons Responsible

Principal, teachers, and aides

Target Dates or Schedule

Presented to students throughout the day for critical thinking.

Evidence of Completion

Increase in independent critical thinking.

Plan to Monitor Fidelity of Implementation of G9.B3.S1

E BUCKS reward program

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Throughout the day when students show independent on topic critical thinking.

Evidence of Completion

Increased incident of independent higher order thinking.

Plan to Monitor Effectiveness of G9.B3.S1

E BUCKS

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Weekly at teacher meetings.

Evidence of Completion

Increase in student attempts at critical thinking.

G10. Increase the percentage of middle school students scoring a 4 in science from 7% in 2012-2013 to 10% in 2013-2014.

G10.B1 Low self esteem especially among students with disabilities that fosters avoidance and anxiety.

G10.B1.S1 Our school is designed to combat self esteem issues by providing a safe and small family type of environment where teachers understand and offer extra help for students who are behind academically and give more one on one attention.

Action Step 1

Identify students struggling with low self esteem.

Person or Persons Responsible

Classroom teachers and aides.

Target Dates or Schedule

On-going throughout the year.

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Effectiveness of G10.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

G10.B2 Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.

G10.B2.S1 LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read.

Action Step 1

Assign students to LiPS groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Based on student progress and ability.

Evidence of Completion

Monitor of student progress in assigned group.

Action Step 2

Embed LiPS program into curriculum plans.

Person or Persons Responsible

Reading and Language Arts teachers

Target Dates or Schedule

During preplanning

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G10.B2.S1

LiPS groups

Person or Persons Responsible

Reading teacher

Target Dates or Schedule

On going

Evidence of Completion

Changes to grouping based on student progress.

Plan to Monitor Effectiveness of G10.B2.S1

LiPS program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

On-going

Evidence of Completion

Increasing decoding skills.

G10.B2.S2 Visualization and Verbalization is a research based program used with our students to increase comprehension.

Action Step 1

Assign students to Visualization and Verbalization groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Monitor of student progress in assigned group.

Plan to Monitor Fidelity of Implementation of G10.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and Reading teachers

Target Dates or Schedule

on-going

Evidence of Completion

Increase in comprehension scores.

Plan to Monitor Effectiveness of G10.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

on going

Evidence of Completion

Increase in comprehension scores.

G10.B2.S3 Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.

Action Step 1

Small group instruction

Person or Persons Responsible

Classroom teachers and aides

Target Dates or Schedule

On going

Evidence of Completion

grouping in the classroom for instruction

Plan to Monitor Fidelity of Implementation of G10.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G10.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers and aides

Target Dates or Schedule

on-going

Evidence of Completion

progress monitoring

G10.B3 Lack of motivation to work independently.

G10.B3.S1 We have implemented a school-wide reward program to increase motivation for independent critical thinking.

Action Step 1

E BUCKS

Person or Persons Responsible

Principal, teachers, and aides

Target Dates or Schedule

Presented to students throughout the day for critical thinking.

Evidence of Completion

Increase in independent critical thinking.

Plan to Monitor Fidelity of Implementation of G10.B3.S1

E BUCKS reward program

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Throughout the day when students show independent on topic critical thinking.

Evidence of Completion

Increased incident of independent higher order thinking.

Plan to Monitor Effectiveness of G10.B3.S1

E BUCKS

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Weekly at teacher meetings.

Evidence of Completion

Increase in student attempts at critical thinking.

G11. During the 2013-2014 school year, we will increase learning gains for our lowest scoring quartile in math from 65% in 2012-2013 to 75% in 2013-2014.

G11.B1 Low self esteem especially among students with disabilities that fosters avoidance and anxiety.

G11.B1.S1 Our school is designed to combat self esteem issues by providing a safe and small family type of environment where teachers understand and offer extra help for students who are behind academically and give more one on one attention.

Action Step 1

Identify students struggling with low self esteem.

Person or Persons Responsible

Classroom teachers and aides.

Target Dates or Schedule

On-going throughout the year.

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Effectiveness of G11.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

G11.B2 Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.

G11.B2.S1 LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read.

Action Step 1

Assign students to LiPS groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Based on student progress and ability.

Evidence of Completion

Monitor of student progress in assigned group.

Action Step 2

Embed LiPS program into curriculum plans.

Person or Persons Responsible

Reading and Language Arts teachers

Target Dates or Schedule

During preplanning

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G11.B2.S1

LiPS groups

Person or Persons Responsible

Reading teacher

Target Dates or Schedule

On going

Evidence of Completion

Changes to grouping based on student progress.

Plan to Monitor Effectiveness of G11.B2.S1

LiPS program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

On-going

Evidence of Completion

Increasing decoding skills.

G11.B2.S2 Visualization and Verbalization is a research based program used with our students to increase comprehension.

Action Step 1

Assign students to Visualization and Verbalization groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Monitor of student progress in assigned group.

Plan to Monitor Fidelity of Implementation of G11.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and Reading teachers

Target Dates or Schedule

on-going

Evidence of Completion

Increase in comprehension scores.

Plan to Monitor Effectiveness of G11.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

on going

Evidence of Completion

Increase in comprehension scores.

G11.B2.S3 Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.

Action Step 1

Small group instruction

Person or Persons Responsible

Classroom teachers and aides

Target Dates or Schedule

On going

Evidence of Completion

grouping in the classroom for instruction

Plan to Monitor Fidelity of Implementation of G11.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G11.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers and aides

Target Dates or Schedule

on-going

Evidence of Completion

progress monitoring

G11.B3 Lack of motivation to work independently.

G11.B3.S1 We have implemented a school-wide reward program to increase motivation for independent critical thinking.

Action Step 1

E BUCKS

Person or Persons Responsible

Principal, teachers, and aides

Target Dates or Schedule

Presented to students throughout the day for critical thinking.

Evidence of Completion

Increase in independent critical thinking.

Plan to Monitor Fidelity of Implementation of G11.B3.S1

E BUCKS reward program

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Throughout the day when students show independent on topic critical thinking.

Evidence of Completion

Increased incident of independent higher order thinking.

Plan to Monitor Effectiveness of G11.B3.S1

E BUCKS

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Weekly at teacher meetings.

Evidence of Completion

Increase in student attempts at critical thinking.

G12. Increase the percentage of students making learning gains in math from 48% in 2012-2013 to 60% in 2013-2014.

G12.B1 Low self esteem especially among students with disabilities that fosters avoidance and anxiety.

G12.B1.S1 Our school is designed to combat self esteem issues by providing a safe and small family type of environment where teachers understand and offer extra help for students who are behind academically and give more one on one attention.

Action Step 1

Identify students struggling with low self esteem.

Person or Persons Responsible

Classroom teachers and aides.

Target Dates or Schedule

On-going throughout the year.

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Fidelity of Implementation of G12.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Effectiveness of G12.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

G12.B2 Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.

G12.B2.S1 LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read.

Action Step 1

Assign students to LiPS groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Based on student progress and ability.

Evidence of Completion

Monitor of student progress in assigned group.

Action Step 2

Embed LiPS program into curriculum plans.

Person or Persons Responsible

Reading and Language Arts teachers

Target Dates or Schedule

During preplanning

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G12.B2.S1

LiPS groups

Person or Persons Responsible

Reading teacher

Target Dates or Schedule

On going

Evidence of Completion

Changes to grouping based on student progress.

Plan to Monitor Effectiveness of G12.B2.S1

LiPS program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

On-going

Evidence of Completion

Increasing decoding skills.

G12.B2.S2 Visualization and Verbalization is a research based program used with our students to increase comprehension.

Action Step 1

Assign students to Visualization and Verbalization groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Monitor of student progress in assigned group.

Plan to Monitor Fidelity of Implementation of G12.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and Reading teachers

Target Dates or Schedule

on-going

Evidence of Completion

Increase in comprehension scores.

Plan to Monitor Effectiveness of G12.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

on going

Evidence of Completion

Increase in comprehension scores.

G12.B2.S3 Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.

Action Step 1

Small group instruction

Person or Persons Responsible

Classroom teachers and aides

Target Dates or Schedule

On going

Evidence of Completion

grouping in the classroom for instruction

Plan to Monitor Fidelity of Implementation of G12.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G12.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers and aides

Target Dates or Schedule

on-going

Evidence of Completion

progress monitoring

G12.B3 Lack of motivation to work independently.

G12.B3.S1 We have implemented a school-wide reward program to increase motivation for independent critical thinking.

Action Step 1

E BUCKS

Person or Persons Responsible

Principal, teachers, and aides

Target Dates or Schedule

Presented to students throughout the day for critical thinking.

Evidence of Completion

Increase in independent critical thinking.

Plan to Monitor Fidelity of Implementation of G12.B3.S1

E BUCKS reward program

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Throughout the day when students show independent on topic critical thinking.

Evidence of Completion

Increased incident of independent higher order thinking.

Plan to Monitor Effectiveness of G12.B3.S1

E BUCKS

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Weekly at teacher meetings.

Evidence of Completion

Increase in student attempts at critical thinking.

G13. Increase the percentage of students of achieving a level 3 in math from 6% in 2012-2013 to 20% in 2013-2014.

G13.B1 Low self esteem especially among students with disabilities that fosters avoidance and anxiety.

G13.B1.S1 Our school is designed to combat self esteem issues by providing a safe and small family type of environment where teachers understand and offer extra help for students who are behind academically and give more one on one attention.

Action Step 1

Identify students struggling with low self esteem.

Person or Persons Responsible

Classroom teachers and aides.

Target Dates or Schedule

On-going throughout the year.

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Fidelity of Implementation of G13.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Effectiveness of G13.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

G13.B2 Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.

G13.B2.S1 LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read.

Action Step 1

Assign students to LiPS groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Based on student progress and ability.

Evidence of Completion

Monitor of student progress in assigned group.

Action Step 2

Embed LiPS program into curriculum plans.

Person or Persons Responsible

Reading and Language Arts teachers

Target Dates or Schedule

During preplanning

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G13.B2.S1

LiPS groups

Person or Persons Responsible

Reading teacher

Target Dates or Schedule

On going

Evidence of Completion

Changes to grouping based on student progress.

Plan to Monitor Effectiveness of G13.B2.S1

LiPS program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

On-going

Evidence of Completion

Increasing decoding skills.

G13.B2.S2 Visualization and Verbalization is a research based program used with our students to increase comprehension.

Action Step 1

Assign students to Visualization and Verbalization groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Monitor of student progress in assigned group.

Plan to Monitor Fidelity of Implementation of G13.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and Reading teachers

Target Dates or Schedule

on-going

Evidence of Completion

Increase in comprehension scores.

Plan to Monitor Effectiveness of G13.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

on going

Evidence of Completion

Increase in comprehension scores.

G13.B2.S3 Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.

Action Step 1

Small group instruction

Person or Persons Responsible

Classroom teachers and aides

Target Dates or Schedule

On going

Evidence of Completion

grouping in the classroom for instruction

Plan to Monitor Fidelity of Implementation of G13.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G13.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers and aides

Target Dates or Schedule

on-going

Evidence of Completion

progress monitoring

G13.B3 Lack of motivation to work independently.

G13.B3.S1 We have implemented a school-wide reward program to increase motivation for independent critical thinking.

Action Step 1

E BUCKS

Person or Persons Responsible

Principal, teachers, and aides

Target Dates or Schedule

Presented to students throughout the day for critical thinking.

Evidence of Completion

Increase in independent critical thinking.

Plan to Monitor Fidelity of Implementation of G13.B3.S1

E BUCKS reward program

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Throughout the day when students show independent on topic critical thinking.

Evidence of Completion

Increased incident of independent higher order thinking.

Plan to Monitor Effectiveness of G13.B3.S1

E BUCKS

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Weekly at teacher meetings.

Evidence of Completion

Increase in student attempts at critical thinking.

G14. Increase the percentage of white students making a 3 or better in math from 12% in 2012-2013 to 36% in 2013-2014.

G14.B1 Low self esteem especially among students with disabilities that fosters avoidance and anxiety.

G14.B1.S1 Our school is designed to combat self esteem issues by providing a safe and small family type of environment where teachers understand and offer extra help for students who are behind academically and give more one on one attention.

Action Step 1

Identify students struggling with low self esteem.

Person or Persons Responsible

Classroom teachers and aides.

Target Dates or Schedule

On-going throughout the year.

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Fidelity of Implementation of G14.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Effectiveness of G14.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

G14.B2 Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.

G14.B2.S1 LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read.

Action Step 1

Assign students to LiPS groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Based on student progress and ability.

Evidence of Completion

Monitor of student progress in assigned group.

Action Step 2

Embed LiPS program into curriculum plans.

Person or Persons Responsible

Reading and Language Arts teachers

Target Dates or Schedule

During preplanning

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G14.B2.S1

LiPS groups

Person or Persons Responsible

Reading teacher

Target Dates or Schedule

On going

Evidence of Completion

Changes to grouping based on student progress.

Plan to Monitor Effectiveness of G14.B2.S1

LiPS program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

On-going

Evidence of Completion

Increasing decoding skills.

G14.B2.S2 Visualization and Verbalization is a research based program used with our students to increase comprehension.

Action Step 1

Assign students to Visualization and Verbalization groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Monitor of student progress in assigned group.

Plan to Monitor Fidelity of Implementation of G14.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and Reading teachers

Target Dates or Schedule

on-going

Evidence of Completion

Increase in comprehension scores.

Plan to Monitor Effectiveness of G14.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

on going

Evidence of Completion

Increase in comprehension scores.

G14.B2.S3 Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.

Action Step 1

Small group instruction

Person or Persons Responsible

Classroom teachers and aides

Target Dates or Schedule

On going

Evidence of Completion

grouping in the classroom for instruction

Plan to Monitor Fidelity of Implementation of G14.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G14.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers and aides

Target Dates or Schedule

on-going

Evidence of Completion

progress monitoring

G14.B3 Lack of motivation to work independently.

G14.B3.S1 We have implemented a school-wide reward program to increase motivation for independent critical thinking.

Action Step 1

E BUCKS

Person or Persons Responsible

Principal, teachers, and aides

Target Dates or Schedule

Presented to students throughout the day for critical thinking.

Evidence of Completion

Increase in independent critical thinking.

Plan to Monitor Fidelity of Implementation of G14.B3.S1

E BUCKS reward program

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Throughout the day when students show independent on topic critical thinking.

Evidence of Completion

Increased incident of independent higher order thinking.

Plan to Monitor Effectiveness of G14.B3.S1

E BUCKS

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Weekly at teacher meetings.

Evidence of Completion

Increase in student attempts at critical thinking.

G15. Increase the percentage of students with disabilities making a 3 or better in math from 5% in 2012-2013 to 33% in 2013-2014.

G15.B1 Low self esteem especially among students with disabilities that fosters avoidance and anxiety.

G15.B1.S1 Our school is designed to combat self esteem issues by providing a safe and small family type of environment where teachers understand and offer extra help for students who are behind academically and give more one on one attention.

Action Step 1

Identify students struggling with low self esteem.

Person or Persons Responsible

Classroom teachers and aides.

Target Dates or Schedule

On-going throughout the year.

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Fidelity of Implementation of G15.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Effectiveness of G15.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

G15.B2 Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.

G15.B2.S1 LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read.

Action Step 1

Assign students to LiPS groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Based on student progress and ability.

Evidence of Completion

Monitor of student progress in assigned group.

Action Step 2

Embed LiPS program into curriculum plans.

Person or Persons Responsible

Reading and Language Arts teachers

Target Dates or Schedule

During preplanning

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G15.B2.S1

LiPS groups

Person or Persons Responsible

Reading teacher

Target Dates or Schedule

On going

Evidence of Completion

Changes to grouping based on student progress.

Plan to Monitor Effectiveness of G15.B2.S1

LiPS program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

On-going

Evidence of Completion

Increasing decoding skills.

G15.B2.S2 Visualization and Verbalization is a research based program used with our students to increase comprehension.

Action Step 1

Assign students to Visualization and Verbalization groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Monitor of student progress in assigned group.

Plan to Monitor Fidelity of Implementation of G15.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and Reading teachers

Target Dates or Schedule

on-going

Evidence of Completion

Increase in comprehension scores.

Plan to Monitor Effectiveness of G15.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

on going

Evidence of Completion

Increase in comprehension scores.

G15.B2.S3 Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.

Action Step 1

Small group instruction

Person or Persons Responsible

Classroom teachers and aides

Target Dates or Schedule

On going

Evidence of Completion

grouping in the classroom for instruction

Plan to Monitor Fidelity of Implementation of G15.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G15.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers and aides

Target Dates or Schedule

on-going

Evidence of Completion

progress monitoring

G15.B3 Lack of motivation to work independently.

G15.B3.S1 We have implemented a school-wide reward program to increase motivation for independent critical thinking.

Action Step 1

E BUCKS

Person or Persons Responsible

Principal, teachers, and aides

Target Dates or Schedule

Presented to students throughout the day for critical thinking.

Evidence of Completion

Increase in independent critical thinking.

Plan to Monitor Fidelity of Implementation of G15.B3.S1

E BUCKS reward program

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Throughout the day when students show independent on topic critical thinking.

Evidence of Completion

Increased incident of independent higher order thinking.

Plan to Monitor Effectiveness of G15.B3.S1

E BUCKS

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Weekly at teacher meetings.

Evidence of Completion

Increase in student attempts at critical thinking.

G16. Increase the percentage of economically disadvantaged students making a 3 or better in math from 8% in 2012-2013 to 30% in 2013-2014.

G16.B1 Low self esteem especially among students with disabilities that fosters avoidance and anxiety.

G16.B1.S1 Our school is designed to combat self esteem issues by providing a safe and small family type of environment where teachers understand and offer extra help for students who are behind academically and give more one on one attention.

Action Step 1

Identify students struggling with low self esteem.

Person or Persons Responsible

Classroom teachers and aides.

Target Dates or Schedule

On-going throughout the year.

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Fidelity of Implementation of G16.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Effectiveness of G16.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

G16.B2 Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.

G16.B2.S1 LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read.

Action Step 1

Assign students to LiPS groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Based on student progress and ability.

Evidence of Completion

Monitor of student progress in assigned group.

Action Step 2

Embed LiPS program into curriculum plans.

Person or Persons Responsible

Reading and Language Arts teachers

Target Dates or Schedule

During preplanning

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G16.B2.S1

LiPS groups

Person or Persons Responsible

Reading teacher

Target Dates or Schedule

On going

Evidence of Completion

Changes to grouping based on student progress.

Plan to Monitor Effectiveness of G16.B2.S1

LiPS program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

On-going

Evidence of Completion

Increasing decoding skills.

G16.B2.S2 Visualization and Verbalization is a research based program used with our students to increase comprehension.

Action Step 1

Assign students to Visualization and Verbalization groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Monitor of student progress in assigned group.

Plan to Monitor Fidelity of Implementation of G16.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and Reading teachers

Target Dates or Schedule

on-going

Evidence of Completion

Increase in comprehension scores.

Plan to Monitor Effectiveness of G16.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

on going

Evidence of Completion

Increase in comprehension scores.

G16.B2.S3 Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.

Action Step 1

Small group instruction

Person or Persons Responsible

Classroom teachers and aides

Target Dates or Schedule

On going

Evidence of Completion

grouping in the classroom for instruction

Plan to Monitor Fidelity of Implementation of G16.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G16.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers and aides

Target Dates or Schedule

on-going

Evidence of Completion

progress monitoring

G16.B3 Lack of motivation to work independently.

G16.B3.S1 We have implemented a school-wide reward program to increase motivation for independent critical thinking.

Action Step 1

E BUCKS

Person or Persons Responsible

Principal, teachers, and aides

Target Dates or Schedule

Presented to students throughout the day for critical thinking.

Evidence of Completion

Increase in independent critical thinking.

Plan to Monitor Fidelity of Implementation of G16.B3.S1

E BUCKS reward program

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Throughout the day when students show independent on topic critical thinking.

Evidence of Completion

Increased incident of independent higher order thinking.

Plan to Monitor Effectiveness of G16.B3.S1

E BUCKS

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Weekly at teacher meetings.

Evidence of Completion

Increase in student attempts at critical thinking.

G17. Increase the percentage of students making a 4 or better in math from 2% to 10% in 2013-2014.

G17.B1 Low self esteem especially among students with disabilities that fosters avoidance and anxiety.

G17.B1.S1 Our school is designed to combat self esteem issues by providing a safe and small family type of environment where teachers understand and offer extra help for students who are behind academically and give more one on one attention.

Action Step 1

Identify students struggling with low self esteem.

Person or Persons Responsible

Classroom teachers and aides.

Target Dates or Schedule

On-going throughout the year.

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Fidelity of Implementation of G17.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Effectiveness of G17.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

G17.B2 Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.

G17.B2.S1 LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read.

Action Step 1

Assign students to LiPS groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Based on student progress and ability.

Evidence of Completion

Monitor of student progress in assigned group.

Action Step 2

Embed LiPS program into curriculum plans.

Person or Persons Responsible

Reading and Language Arts teachers

Target Dates or Schedule

During preplanning

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G17.B2.S1

LiPS groups

Person or Persons Responsible

Reading teacher

Target Dates or Schedule

On going

Evidence of Completion

Changes to grouping based on student progress.

Plan to Monitor Effectiveness of G17.B2.S1

LiPS program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

On-going

Evidence of Completion

Increasing decoding skills.

G17.B2.S2 Visualization and Verbalization is a research based program used with our students to increase comprehension.

Action Step 1

Assign students to Visualization and Verbalization groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Monitor of student progress in assigned group.

Plan to Monitor Fidelity of Implementation of G17.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and Reading teachers

Target Dates or Schedule

on-going

Evidence of Completion

Increase in comprehension scores.

Plan to Monitor Effectiveness of G17.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

on going

Evidence of Completion

Increase in comprehension scores.

G17.B2.S3 Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.

Action Step 1

Small group instruction

Person or Persons Responsible

Classroom teachers and aides

Target Dates or Schedule

On going

Evidence of Completion

grouping in the classroom for instruction

Plan to Monitor Fidelity of Implementation of G17.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G17.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers and aides

Target Dates or Schedule

on-going

Evidence of Completion

progress monitoring

G17.B3 Lack of motivation to work independently.

G17.B3.S1 We have implemented a school-wide reward program to increase motivation for independent critical thinking.

Action Step 1

E BUCKS

Person or Persons Responsible

Principal, teachers, and aides

Target Dates or Schedule

Presented to students throughout the day for critical thinking.

Evidence of Completion

Increase in independent critical thinking.

Plan to Monitor Fidelity of Implementation of G17.B3.S1

E BUCKS reward program

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Throughout the day when students show independent on topic critical thinking.

Evidence of Completion

Increased incident of independent higher order thinking.

Plan to Monitor Effectiveness of G17.B3.S1

E BUCKS

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Weekly at teacher meetings.

Evidence of Completion

Increase in student attempts at critical thinking.

G18. Increase the percentage of white students making a 3 or better in reading from 18% in 2012-13 to 45% in 2013-14.

G18.B1 Low self esteem especially among students with disabilities that fosters avoidance and anxiety.

G18.B1.S1 Our school is designed to combat self esteem issues by providing a safe and small family type of environment where teachers understand and offer extra help for students who are behind academically and give more one on one attention.

Action Step 1

Identify students struggling with low self esteem.

Person or Persons Responsible

Classroom teachers and aides.

Target Dates or Schedule

On-going throughout the year.

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Fidelity of Implementation of G18.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Effectiveness of G18.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

G18.B2 Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.

G18.B2.S1 LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read.

Action Step 1

Assign students to LiPS groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Based on student progress and ability.

Evidence of Completion

Monitor of student progress in assigned group.

Action Step 2

Embed LiPS program into curriculum plans.

Person or Persons Responsible

Reading and Language Arts teachers

Target Dates or Schedule

During preplanning

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G18.B2.S1

LiPS groups

Person or Persons Responsible

Reading teacher

Target Dates or Schedule

On going

Evidence of Completion

Changes to grouping based on student progress.

Plan to Monitor Effectiveness of G18.B2.S1

LiPS program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

On-going

Evidence of Completion

Increasing decoding skills.

G18.B2.S2 Visualization and Verbalization is a research based program used with our students to increase comprehension.

Action Step 1

Assign students to Visualization and Verbalization groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Monitor of student progress in assigned group.

Plan to Monitor Fidelity of Implementation of G18.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and Reading teachers

Target Dates or Schedule

on-going

Evidence of Completion

Increase in comprehension scores.

Plan to Monitor Effectiveness of G18.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

on going

Evidence of Completion

Increase in comprehension scores.

G18.B2.S3 Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.

Action Step 1

Small group instruction

Person or Persons Responsible

Classroom teachers and aides

Target Dates or Schedule

On going

Evidence of Completion

grouping in the classroom for instruction

Plan to Monitor Fidelity of Implementation of G18.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G18.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers and aides

Target Dates or Schedule

on-going

Evidence of Completion

progress monitoring

G18.B3 Lack of motivation to work independently.

G18.B3.S1 We have implemented a school-wide reward program to increase motivation for independent critical thinking.

Action Step 1

E BUCKS

Person or Persons Responsible

Principal, teachers, and aides

Target Dates or Schedule

Presented to students throughout the day for critical thinking.

Evidence of Completion

Increase in independent critical thinking.

Plan to Monitor Fidelity of Implementation of G18.B3.S1

E BUCKS reward program

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Throughout the day when students show independent on topic critical thinking.

Evidence of Completion

Increased incident of independent higher order thinking.

Plan to Monitor Effectiveness of G18.B3.S1

E BUCKS

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Weekly at teacher meetings.

Evidence of Completion

Increase in student attempts at critical thinking.

G19. Increase the percentage of students with disabilities making a 3 or better in reading from 5% in 2012-13 to 39% in 2013-14.

G19.B1 Low self esteem especially among students with disabilities that fosters avoidance and anxiety.

G19.B1.S1 Our school is designed to combat self esteem issues by providing a safe and small family type of environment where teachers understand and offer extra help for students who are behind academically and give more one on one attention.

Action Step 1

Identify students struggling with low self esteem.

Person or Persons Responsible

Classroom teachers and aides.

Target Dates or Schedule

On-going throughout the year.

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Fidelity of Implementation of G19.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Effectiveness of G19.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

G19.B2 Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.

G19.B2.S1 LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read.

Action Step 1

Assign students to LiPS groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Based on student progress and ability.

Evidence of Completion

Monitor of student progress in assigned group.

Action Step 2

Embed LiPS program into curriculum plans.

Person or Persons Responsible

Reading and Language Arts teachers

Target Dates or Schedule

During preplanning

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G19.B2.S1

LiPS groups

Person or Persons Responsible

Reading teacher

Target Dates or Schedule

On going

Evidence of Completion

Changes to grouping based on student progress.

Plan to Monitor Effectiveness of G19.B2.S1

LiPS program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

On-going

Evidence of Completion

Increasing decoding skills.

G19.B2.S2 Visualization and Verbalization is a research based program used with our students to increase comprehension.

Action Step 1

Assign students to Visualization and Verbalization groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Monitor of student progress in assigned group.

Plan to Monitor Fidelity of Implementation of G19.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and Reading teachers

Target Dates or Schedule

on-going

Evidence of Completion

Increase in comprehension scores.

Plan to Monitor Effectiveness of G19.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

on going

Evidence of Completion

Increase in comprehension scores.

G19.B2.S3 Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.

Action Step 1

Small group instruction

Person or Persons Responsible

Classroom teachers and aides

Target Dates or Schedule

On going

Evidence of Completion

grouping in the classroom for instruction

Plan to Monitor Fidelity of Implementation of G19.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G19.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers and aides

Target Dates or Schedule

on-going

Evidence of Completion

progress monitoring

G19.B3 Lack of motivation to work independently.

G19.B3.S1 We have implemented a school-wide reward program to increase motivation for independent critical thinking.

Action Step 1

E BUCKS

Person or Persons Responsible

Principal, teachers, and aides

Target Dates or Schedule

Presented to students throughout the day for critical thinking.

Evidence of Completion

Increase in independent critical thinking.

Plan to Monitor Fidelity of Implementation of G19.B3.S1

E BUCKS reward program

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Throughout the day when students show independent on topic critical thinking.

Evidence of Completion

Increased incident of independent higher order thinking.

Plan to Monitor Effectiveness of G19.B3.S1

E BUCKS

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Weekly at teacher meetings.

Evidence of Completion

Increase in student attempts at critical thinking.

G20. Increase the percentage of economically disadvantaged students making a 3 or better in reading from 8% in 2012-13 to 33% in 2013-14.

G20.B1 Low self esteem especially among students with disabilities that fosters avoidance and anxiety.

G20.B1.S1 Our school is designed to combat self esteem issues by providing a safe and small family type of environment where teachers understand and offer extra help for students who are behind academically and give more one on one attention.

Action Step 1

Identify students struggling with low self esteem.

Person or Persons Responsible

Classroom teachers and aides.

Target Dates or Schedule

On-going throughout the year.

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Fidelity of Implementation of G20.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

Plan to Monitor Effectiveness of G20.B1.S1

Identify students struggling with low self esteem.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student expressing confidence in their learning growth.

G20.B2 Every child that attends Einstein Montessori has struggled significantly in reading and or language throughout their academic history.

G20.B2.S1 LiPS is a research based program that has been proven to teach dyslexic and learning disabled students to read.

Action Step 1

Assign students to LiPS groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Based on student progress and ability.

Evidence of Completion

Monitor of student progress in assigned group.

Action Step 2

Embed LiPS program into curriculum plans.

Person or Persons Responsible

Reading and Language Arts teachers

Target Dates or Schedule

During preplanning

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G20.B2.S1

LiPS groups

Person or Persons Responsible

Reading teacher

Target Dates or Schedule

On going

Evidence of Completion

Changes to grouping based on student progress.

Plan to Monitor Effectiveness of G20.B2.S1

LiPS program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

On-going

Evidence of Completion

Increasing decoding skills.

G20.B2.S2 Visualization and Verbalization is a research based program used with our students to increase comprehension.

Action Step 1

Assign students to Visualization and Verbalization groups.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Monitor of student progress in assigned group.

Plan to Monitor Fidelity of Implementation of G20.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and Reading teachers

Target Dates or Schedule

on-going

Evidence of Completion

Increase in comprehension scores.

Plan to Monitor Effectiveness of G20.B2.S2

Visualization and verbalization program

Person or Persons Responsible

Principal and reading teachers

Target Dates or Schedule

on going

Evidence of Completion

Increase in comprehension scores.

G20.B2.S3 Small groups based on ability level in reading and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.

Action Step 1

Small group instruction

Person or Persons Responsible

Classroom teachers and aides

Target Dates or Schedule

On going

Evidence of Completion

grouping in the classroom for instruction

Plan to Monitor Fidelity of Implementation of G20.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G20.B2.S3

Small group instruction

Person or Persons Responsible

Principal and classroom teachers and aides

Target Dates or Schedule

on-going

Evidence of Completion

progress monitoring

G20.B3 Lack of motivation to work independently.

G20.B3.S1 We have implemented a school-wide reward program to increase motivation for independent critical thinking.

Action Step 1

E BUCKS

Person or Persons Responsible

Principal, teachers, and aides

Target Dates or Schedule

Presented to students throughout the day for critical thinking.

Evidence of Completion

Increase in independent critical thinking.

Plan to Monitor Fidelity of Implementation of G20.B3.S1

E BUCKS reward program

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Throughout the day when students show independent on topic critical thinking.

Evidence of Completion

Increased incident of independent higher order thinking.

Plan to Monitor Effectiveness of G20.B3.S1

E BUCKS

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Weekly at teacher meetings.

Evidence of Completion

Increase in student attempts at critical thinking.