2013-2014 SCHOOL IMPROVEMENT PLAN

Montessori Academyof Early Enrichment, Inc
6300 LAKE WORTH RD
Greenacres, FL 33463
561-649-0004

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	92%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	92%

School Grades History

2013-14	2012-13	2011-12	2010-11
F			

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

Montessori Academyof Early Enrichment, Inc

Principal

Jean Ranck

School Advisory Council chair

Ella Murphy

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

Name	Title
Nicole Handy	Assistant Principal
Cheryl Stevens	2nd Grade Lead
Jean Ranck	Principal

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

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

Membership of the SAC

Governing Board acts as the SAC for the charter school.

Involvement of the SAC in the development of the SIP

Governing Board reviews SIP as it progresses at monthly Board meetings and approves final copy prior to submital to school district. Councils are made up of parents, students, teachers, educational support staff, the principal and community members. The School Advisory Councils must abide by the Government in the Sunshine Law, and Sac members meet the requirement of 51% not employed by the school district. The committee understands Florida's accountability system including school grades. Training is provided and members with their roles uses state & district goals as guiding principles and;
? Assesses school data, surveys
? Assists in the preparation & evaluation of the SPP
? Determine & prioritize the needs of the school
? Develop strategies for improvement
? Decides how to measure results of the SPP
? Assists in development and implementation of SPP

Their responsibilities to develop the plan included. Assessing the need for improvement at the school using district, state, and federal goals as a guide and by reviewing student performance data. Prioritizing the school's needs. Indicating problems and barriers that underline the needed improvements and their causes. Identifying and evaluating possible solutions and developing strategies to accomplish the needed improvements. Our SAC is dedicated to enrich our students education by using all of our title 1 funds to implement programs the will allow our students to meet the state's proficiency and advance level of student achievement.

Activities of the SAC for the upcoming school year

Support all school academic and family involvement activities. The School Advisory Councils will use the same process as mention above to develop activities and strategies to accomplish the goals of the school which is to provide a high quality education. These activities to include by are not limited to; meet state standards in all core courses. To employee highly qualified teachers and promote ongoing professional development. To increase family involvement in the school and surround community. To investigate the needs of students so they have a successful transition from early childhood programs to elementary school. Middle school, high school and meet the college readiness demands of the state. SAC along with our administration, teachers, parents and students are aware of the need to meet these challenges with diversified curriculum and learning outside the allotted school time.

Projected use of school improvement funds, including the amount allocated to each project

N/A - charter school.

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

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

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

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Jean Ranck		
Principal	Years as Administrator: 8	Years at Current School: 8

Credentials	Bachelor's of Science - English Education Master's of Science - Special Education Florida Certification English 6-12, KG - 6 Elementary Education, ESOL, Specific Learning Disabilities, and Emotionally Handicapped Eight years as a Principal
Performance Record	For the past three years that we have administered the FCAT, our students have done same or much better than district average in Math and Reading. School size is too small to receive a school grade at this time.

Nicole Handy		
Asst Principal	Years as Administrator: 17	Years at Current School: 3

Credentials	Bachelor's of Science - Psychology Master's of Science - Psychology and Counseling Florida Teaching Certification - K-6th Elementary, K - 12 Special Education
Performance Record	Has worked with several top performing charter school in Palm Beach County. Founded two of the highest performing charter schools in 2000 and 2001. Has worked as a charter school consultant for past 7 years.

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

11

 # receiving effective rating or higher

11, 100%

 # Highly Qualified Teachers

91%

 # certified in-field

10, 91%

 # ESOL endorsed

5, 45%

 # reading endorsed

1, 9%

 # with advanced degrees

4, 36%

 # National Board Certified

0, 0%

 # first-year teachers

3, 27%

 # with 1-5 years of experience

1, 9%

 # with 6-14 years of experience

4, 36%

 # with 15 or more years of experience

3, 27%

Education Paraprofessionals

# of paraprofessionals

7

 # Highly Qualified

7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Openings will be posted on teacher-teachers.com website, referrals are received form Montessori Training programs, teachers are provided opportunities for tuition reimbursement and Montessori Training reimbursement. Principal and Assistant Principal provide mentoring for new teachers and each is paired with a mentor teacher as well. Staff are paid at or above local school district salaries

when budget permits. Teachers are given opportunities to develop curriculum and make academic choices that effects student performance.

Teacher Mentoring Program/Plan

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

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

All beginning teachers must complete the Educator Support Program and are paired with an experienced mentor teacher. Teachers are allocated joint planning time. A school administrator also works with each new teacher to assist in all aspects of classroom management. Teachers must demonstrate the ability to adequately perform the Florida Educator Accomplished Practices (FEAPs) developed through the Department of Education. The school has adopted the state teacher evaluation system (Marzano) to monitor and assess teacher abilities. All teachers will receive formal and informal observations as well as classroom walkthroughs during the school year with immediate feedback provided. Staff will be given the opportunity for professional development in areas of concern and as requested.

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

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

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

The school-based MTSS Leadership Team is comprised of the following members: principal, district ESE contact, district psychologist, school ESE contact and the classroom teachers. The principal provides a common vision for the use of databased decision-making to ensure that a sound, effective academic program is in place and that there is a process to address and monitor subsequent needs as the staff implements the processes. The administrator will monitor and assess the MTSS skills of school staff. The fidelity of implementation of intervention support is documented and adequate professional development to support MTSS implementation is provided. An on-going review is conducted to monitor the effectiveness of communication with parents regarding school-based MTSS plans and any activities that occur based on the plans. Over the summer, Administration placed on the master calendar regularly scheduled (each 6 weeks) MTSS Leadership Team meetings to discuss any students currently identified as receiving Tier 2 or Tier 3 interventions and to identify students in need of additional interventions.

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

The MTSS Leadership Team/School Based Team will meet at a minimum every 6 weeks beginning in September 2013 to review universal screening data, diagnostic data, and progress monitoring data of all struggling students. Based on this information, the team will identify the professional development activities needed to create effective learning environments and to ensure Tier 1 curriculum is being properly taught. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school administration, district ESE contact and the school ESE contact. The MTSS Leadership Team will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). A Tier 2 and if needed Tier 3 intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to

address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity.

The four steps of the Problem Solving Model are:

1. Problem Identification entails identifying the problem and the desired behavior for the student.
2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention Design & Implementation involves selecting or developing evidence-based interventions using data previously collected. These interventions are then implemented.
4. Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students

achieving benchmarks regardless of their status in general or special education.

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

Members of the staff will meet with the Board and will help develop the SY1314 SIP. The Board will utilize the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas.

Topics for discussion include, but are not limited to, the following:

1. FCAT scores and the lowest 25%
2. Subgroups including demographics
3. Strengths and weaknesses of intensive programs such as mentoring, tutoring and intensive classes
4. LLI results

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

Baseline data will be taken from one or more of the following sources:
Previous year's Florida Comprehensive Assessment Test (FCAT)
Curriculum Based Measurement
Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Fall Diagnostics
Palm Beach Writes
K-3 Literacy Assessment System
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retentions
Absences
Midyear data will be taken from one or more of the following sources:
Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Winter Diagnostics
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)
K-3 Literacy Assessment System
SRI

End of year data:
Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes
Possible Retentions
Absence Reports
Frequency of required Data Analysis and Action Planning Days:
Once within a cycle of instruction (refer to appropriate calendar)

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

Staff will attend in-service on designated professional development days (PDD). These in-service opportunities may include,
but are not limited to, the following:
School Wide Classroom Management
Promoting Critical Thinking /Higher Level Thinking Amongst Students
Differentiated Instruction
Montessori Method and Lessons
Data-based decision-making to drive instruction
NGSS/Common Core transtion
Parent Involvement Strategies
Individual professional development - based on needs

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 1,800

After school tutorial provided for all level 1 and 2 students. This has been added to teacher contracts as regular duties.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Pre and post tests analyzed

Who is responsible for monitoring implementation of this strategy?

Principal

Literacy Leadership Team (LLT)

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

Name	Title
Jean Ranck	Principal
Nicole Handy	Assistant Principal
Cheryl Stevens	Teacher
Kaylee Miller	Teacher

How the school-based LLT functions

The LLT meets on a weekly basis. As a small school, all teachers and paraprofessionals are a part of the LLT. Literacy is a school priority and the budget allocates funds to give priority to literacy goals. The school is organized around the learning needs of the students. The team articulates a vision of high achievement and commitments to literacy and ensures that school policies and practices align with the NGSSS. The administration supports innovation in instruction and materials. The LLT promotes the use of effective assessment and instructional strategies, sets clear and measurable goals that improve student achievement and facilitates interventions and learning supports for students failing to meet the curriculum expectations. The LLT determines staffing assignments based on student needs assessments. The team also hold literacy meetings for parents and advises the parents on how they can assist their student at home. These meetings are paid for through Title I.

Major initiatives of the LLT

The LLT will expand student services to provide more intensive Tier 2 and Tier 3 instruction to a wider range of students. Professional development will focus on the reading and writing processes and components of effective instruction. The LLT will dialogue to strengthen teacher skill development, share effective strategies, and evaluate student progress. This year the LLT will focus on increasing the learning gains of those subgroups identified as not making adequate progress in 2013. Paraprofessionals will be provided to each classroom at times to provide academic support as well.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Of all the work that occurs at every level of our education system, the interaction between teacher and student is the primary determinant of student success. A great teacher can make the difference between a student who achieves at high levels and a student who slips through the cracks, and a great principal can help teachers succeed as part of a strong, well-supported instructional team. Research shows that top-performing teachers can make a dramatic difference in the achievement of their students, and suggests that the impact of being assigned to top-performing teachers year after year is enough to significantly narrow achievement gaps. We have to do more to ensure that every student has an effective teacher, every school has effective leaders, and every teacher and leader has access to the preparation, on-going support, recognition, and collaboration opportunities he or she needs to succeed. Teachers in all curriculum areas are strongly encouraged to obtain the Reading Endorsement. Teachers will reinforce the Language Arts NGSS and CCSS within all content areas. They will attend professional development classes on teaching reading within the content courses as available.

Preschool Transition

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

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

Local preschools are invited to Kindergarten Round-up in May. Parents and students are invited to visit the classrooms. Parents are given readiness checklists and informed of ways to work with their child(ren) prior to school opening to enhance readiness. Prior to school opening, kindergarten students are invited to attend the Kindergarten Introduction Program where they begin to learn the school routines and familiarize themselves with the campus. Teachers have an opportunity to assess the social and academic levels of the new students. Teachers work with Administration to review current NGSSS and grade level expectations prior to opening of school. Staff conduct community visits to local preschool programs to review readiness expectations. School tours are encouraged for all new and transitioning students prior to start of school to familiarize student with staff, students, uniforms, routines and expectations. Since we also have a VPK and PRe-K ESE program, many of our K students just roll up.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Not applicable

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Not applicable

Strategies for improving student readiness for the public postsecondary level

Not applicable

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	63%	47%	No	67%
American Indian				
Asian				
Black/African American				
Hispanic	63%	46%	No	66%
White				
English language learners				
Students with disabilities	68%	37%	No	72%
Economically disadvantaged	55%	47%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		45%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	18	56%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		66%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	33	62%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	14	26%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	26%	40%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	*[data excluded for privacy reasons]*		75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		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	79%	66%	No	81%
American Indian				
Asian				
Black/African American				
Hispanic	85%	62%	No	87%
White				
English language learners				
Students with disabilities	88%	63%	No	89%
Economically disadvantaged	81%	63%	No	83%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	38%	45%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	20	62%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	*[data excluded for privacy reasons]*		75%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	*[data excluded for privacy reasons]*		40%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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)	3		6
Participation in STEM-related experiences provided for students	50	34%	75%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	3	2%	2%
Students retained, pursuant to s. 1008.25, F.S.	2	2%	1%
Students who are not proficient in reading by third grade	9	75%	50%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Middle School Indicators

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

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

Parents are encouraged to attend Open Houses, parent conferences, parent trainings, and other informational meetings. The school hosts at least 3 parent trainings annually, provide family events throughout the year including Mother's Day Tea, student concerts and class performances, as well as Title I annual meetings. Parents are encouraged to serve on the School Board of Directors, provide input in to the Parent-School Compact and Parent Involvement Policy. All students are provided an agenda by the school to foster daily communication between teachers and parents. Parents are also requested to attend at least 3-4 parent teacher conferences to discuss student progress and conduct data chats to set individual student learning goals.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
At least 50% of parents will attend the annual Title I parent meeting	58	40%	50%
At least 45% of parents will attend one parent training.	93	34%	45%
At least 25% of parents will return the Parent Satisfaction/Climate survey	14	10%	25%

Area 10: Additional Targets

Additional targets for the school

Montessori Academy will infuse the content required by Florida Statute 1003.42(2) as applicable to appropriate grade levels, including but not limited to:
History of the Holocaust
History of African Americans
Hispanic Contributions
Women's Contributions
Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Teachers will implement the above content lessons through Reading and Writing at all grade levels (K-6th)	9	100%	100%

Goals Summary

G1. Increase writing scores across all grade levels.

G2. Increase parent involvement in the educational process by increasing attendance at informational meetings and parent trainings.

G3. 81% of students in grade 3 - 6th will score at or above grade level on the Mathematics 2014 FCAT.

G4. 67% of students in grades 3 - 6 will score at or above grade level on the Reading FCAT 2014.

Goals Detail

G1. Increase writing scores across all grade levels.

Targets Supported
- Writing

Resources Available to Support the Goal
- Purchase new supplemental writing curriculum

Targeted Barriers to Achieving the Goal
- Students lack adequate writing skills.

Plan to Monitor Progress Toward the Goal

Monitor writing scores

Person or Persons Responsible
Principal

Target Dates or Schedule:
on-going

Evidence of Completion:
Palm Beach Writes and FCAT Writes scores

G2. Increase parent involvement in the educational process by increasing attendance at informational meetings and parent trainings.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Provide a part time Parent Liaison who speaks English and Spanish to increase parent communication.
- Provide an agenda for all students to increase parent communication.

Targeted Barriers to Achieving the Goal
- Many parents do not speak English.

Plan to Monitor Progress Toward the Goal

Ensure Parent Liaison is effectively communicating with parents

Person or Persons Responsible
Principal

Target Dates or Schedule:
on-going

Evidence of Completion:
staff conference and Climate survey

G3. 81% of students in grade 3 - 6th will score at or above grade level on the Mathematics 2014 FCAT.

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
- Use of Montessori and other supplemental materials in the classrooms
- Professional development on Montessori methodology

Targeted Barriers to Achieving the Goal
- Students lack of support outside the classroom

Plan to Monitor Progress Toward the Goal

Staff will complete Montessori training

Person or Persons Responsible
Identified classroom teachers

Target Dates or Schedule:
by June 2014

Evidence of Completion:
Certificate of completion

G4. 67% of students in grades 3 - 6 will score at or above grade level on the Reading FCAT 2014.

Targets Supported
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal
- Utilize Daily 5 in all classrooms to ensure all students increase time on task reading independently and with a peer. Continue with cross curriculum training for reading in all content areas.
- Purchase interactive white boards, corkboards and classroom furniture to improve quality of teaching for Daily 5 and rotational model instruction.
- Purchase additional computers and document cameras for increased student and teacher access to technology.
- Professional development on differentiating instruction and reading across the curriculum.
- Attend National and State Charter School conference to learn new resources and strategies to improve student learning.

Targeted Barriers to Achieving the Goal
- Students have little academic support at home
- Students have limited access to technology outside the school
- Teachers not familiar with how to teach reading across the curriculum.
- Limited materials, equipment, and technology in the classrooms

Plan to Monitor Progress Toward the Goal

67% of students in grade 3 - 6 will score level 3 or above.

Person or Persons Responsible
Principal/Assistant Principal

Target Dates or Schedule:
After each standardized test - Reading diagnostics and FCAT

Evidence of Completion:
Increased FCAT 2014 Reading scores.

Action Plan for Improvement

Problem Solving Key

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

G1. Increase writing scores across all grade levels.

G1.B1 Students lack adequate writing skills.

G1.B1.S1 Implement a supplemental writing program across all grade levels.

Action Step 1

Supplemental writing curriculum

Person or Persons Responsible

all classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

Increased Writing scores

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

Additional writing program

Person or Persons Responsible

all classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

Increased writing scores, observation of classrooms

Plan to Monitor Effectiveness of G1.B1.S1

Increased writing scores

Person or Persons Responsible

Principal and Asst. Principal

Target Dates or Schedule

on-going

Evidence of Completion

classroom observation, student writing samples

G2. Increase parent involvement in the educational process by increasing attendance at informational meetings and parent trainings.

G2.B1 Many parents do not speak English.

G2.B1.S1 Provide all communication in English and Spanish.

Action Step 1

Provide regular parent communication in native language

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

review of daily agenda

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

Ensure regular parent communication

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

weekly

Evidence of Completion

review agendas

Plan to Monitor Effectiveness of G2.B1.S1

Increased parent communication

Person or Persons Responsible

Principal

Target Dates or Schedule

on-going

Evidence of Completion

review parent conference notes, agendas, and Climate survey results.

G2.B1.S2 Provide a part time Parent Liaison who speaks Spanish and English fluently

Action Step 1

Parent Liaison will communicate regularly with all parents in their native language.

Person or Persons Responsible

Parent Liaison

Target Dates or Schedule

Daily

Evidence of Completion

Parent conference logs

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

Ensure ongoing parent communciation

Person or Persons Responsible

Principal

Target Dates or Schedule

monthly

Evidence of Completion

Staff meetings agendas and sign in logs.

Plan to Monitor Effectiveness of G2.B1.S2

Increased attendance at parent conferences, meetings and trainings

Person or Persons Responsible

Principal

Target Dates or Schedule

At least three times annually.

Evidence of Completion

Review conference notes, parent attendance logs, and Evaluation of trainings

G3. 81% of students in grade 3 - 6th will score at or above grade level on the Mathematics 2014 FCAT.

G3.B1 Students lack of support outside the classroom

G3.B1.S1 Provide Montessori training and materials for classroom teachers.

Action Step 1

use of Montessori and other supplemental materials in the classrooms

Person or Persons Responsible

All math classroom teachers

Target Dates or Schedule

through school year

Evidence of Completion

increased math scores

Action Step 2

Attend Montessori training

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

during preschool and on-going

Evidence of Completion

Certificate of completion

Facilitator:

Montessori trainer

Participants:

Classroom teachers

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

Ensure training was attended by staff

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

upon completion of training

Evidence of Completion

Review certificate of completion

Plan to Monitor Effectiveness of G3.B1.S1

Review content of training to ensure applicable

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Prior to completiong

Evidence of Completion

Training agenda or syllabus

G4. 67% of students in grades 3 - 6 will score at or above grade level on the Reading FCAT 2014.

G4.B1 Students have little academic support at home

G4.B1.S1 Provide parent trainings on how to work with child at home to increase reading skills.

Action Step 1

After hours parent trainings on how to effectively read at home with students.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

annually

Evidence of Completion

Parent sign in logs

Facilitator:

School District

Participants:

All classroom teachers

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

Ensure parents attend trainings

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Annually

Evidence of Completion

Parent sign in log and evaluations

Plan to Monitor Effectiveness of G4.B1.S1

Increased reading scores

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

on-going

Evidence of Completion

classroom tests, RRR, FAIR, SSS Diagnstics

G4.B1.S2 Provide after school tutoring to level 1 and 2 students.

Action Step 1

After school tutoring for level 1 and 2 students.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

weekly

Evidence of Completion

student sign in sheets, lesson plans

Facilitator:

School District

Participants:

All Reading teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Ensure effective tutoring conducted weekly

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly

Evidence of Completion

review of staff and student sign in sheets

Plan to Monitor Effectiveness of G4.B1.S2

Ensure tutoring in effective

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly

Evidence of Completion

review lesson plans and assessments

G4.B2 Students have limited access to technology outside the school

G4.B2.S1 Open computer lab to students after school for use to improve reading skills.

Action Step 1

Open access to computer lab after school

Person or Persons Responsible

media center director

Target Dates or Schedule

weekly

Evidence of Completion

Reading count logs

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

Walk through of computer lab to ensure use.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

monthly

Evidence of Completion

Log

Plan to Monitor Effectiveness of G4.B2.S1

Increase access to technology for all students

Person or Persons Responsible

Media Center director

Target Dates or Schedule

weekly

Evidence of Completion

Sign-In log

G4.B3 Teachers not familiar with how to teach reading across the curriculum.

G4.B3.S1 Provide on site professional development regarding using reading strategies to teach across the curriculum through Educational Boot Camp program. Attend State and National Charter school conferences.

Action Step 1

On site staff development

Person or Persons Responsible

All teachers

Target Dates or Schedule

August, 2013

Evidence of Completion

completion of training and implementation of strategies in classroom.

Facilitator:

Educational Boot Camp

Participants:

classroom teachers,

Action Step 2

Off site staff development - charter school conference(s)

Person or Persons Responsible

Administration, teachers, parent Liaison, Board members, support staff

Target Dates or Schedule

July, 2013 and November, 2013

Evidence of Completion

completion of training and implementation of strategies in classroom.

Facilitator:

Charter Conference Facilitators

Participants:

classroom teachers, administration, staff, Board member(s)

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

On and off site professional development

Person or Persons Responsible

classroom teachers, administration, Board members, and staff

Target Dates or Schedule

by December, 2013

Evidence of Completion

Completion of training.

Plan to Monitor Effectiveness of G4.B3.S1

Review classroom strategies - reading across the curriculum.

Person or Persons Responsible

Principal and Asst. Principal

Target Dates or Schedule

on-going

Evidence of Completion

classroom observations

G4.B4 Limited materials, equipment, and technology in the classrooms

G4.B4.S1 Improve quality of education by purchasing additional equipment and furniture in classrooms.

Action Step 1

Increase quality of education

Person or Persons Responsible

Principal

Target Dates or Schedule

Beginning of school year 2013-2014.

Evidence of Completion

purchase of furniture and equipment (whiteboards, corkboards)

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Review classroom quality of instruction

Person or Persons Responsible

Principal and Asst. Principal

Target Dates or Schedule

on-going

Evidence of Completion

classroom observations

Plan to Monitor Effectiveness of G4.B4.S1

Ensure new materials, furniture and equipment are used effecitvely

Person or Persons Responsible

Principal

Target Dates or Schedule

on-going

Evidence of Completion

classroom observations

Coordination and Integration

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

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

With Title I funds, we are able to hire a part time parent liaison to work closely with families. The parent liaison is bilingual who supports and guides the parents. The liaison organizes parent curriculum night, Open House and parent training information sessions. We also fund parent literacy nights and provide advice to parents on how they can help their students with academics at home. With Title I funds we purchased new computers and interactive white boards for use with our academic instruction. This is directly aligned with the common core standards. In addition, we have purchased a laptop, USB and software that provides curriculum, literacy and parent information in English and Spanish. This system is for the sole use of the parents and guided by the Parent Liaison. Also with Title I funds, teachers will all attend Montessori Training, Differentiated Instruction, Leveled Literacy intervention, Running Records, and or Lucy Caulkins Writing training to align with our school mission. Title I funds will also allow us to purchase supplemental reading material (Reading Eggs) to be used in the classrooms to enhance instruction as well as a comprehensive supplemental Reading and Math Software program. The money will also be used to improve communication between teachers and parents and provide the necessary tools in which to do so such as Nikki folder and Agendas.

District receives supplemental funds through Title II for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III funds for English Language Learner (ELL)—Assists with helping eligible English language learners and immigrant students attain English proficiency and meet the same state standards required of all students. Provides accommodations as needed in the classrooms and staff development for teachers.

Title X - Homeless children and youth are entitled to immediate public school enrollment at the school last attended at the onset of homelessness, provided it is in the best interest of the student, requested by the parents, and is feasible. If necessary, the district Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Per our contract, we utilize the school district food services program thus meeting all USDA guidelines. We are a satellite of the School District breakfast and lunch program.

Our school integrates a Single School Culture by sharing universal guidelines for success, following consistent behavior plans, and teaching expected behaviors. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and promoting the various cultures represented by out population.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G3. 81% of students in grade 3 - 6th will score at or above grade level on the Mathematics 2014 FCAT.

G3.B1 Students lack of support outside the classroom

G3.B1.S1 Provide Montessori training and materials for classroom teachers.

PD Opportunity 1

Attend Montessori training

Facilitator

Montessori trainer

Participants

Classroom teachers

Target Dates or Schedule

during preschool and on-going

Evidence of Completion

Certificate of completion

G4. 67% of students in grades 3 - 6 will score at or above grade level on the Reading FCAT 2014.

G4.B1 Students have little academic support at home

G4.B1.S1 Provide parent trainings on how to work with child at home to increase reading skills.

PD Opportunity 1

After hours parent trainings on how to effectively read at home with students.

Facilitator

School District

Participants

All classroom teachers

Target Dates or Schedule

annually

Evidence of Completion

Parent sign in logs

G4.B1.S2 Provide after school tutoring to level 1 and 2 students.

PD Opportunity 1

After school tutoring for level 1 and 2 students.

Facilitator

School District

Participants

All Reading teachers

Target Dates or Schedule

weekly

Evidence of Completion

student sign in sheets, lesson plans

G4.B3 Teachers not familiar with how to teach reading across the curriculum.

G4.B3.S1 Provide on site professional development regarding using reading strategies to teach across the curriculum through Educational Boot Camp program. Attend State and National Charter school conferences.

PD Opportunity 1

On site staff development

Facilitator

Educational Boot Camp

Participants

classroom teachers,

Target Dates or Schedule

August, 2013

Evidence of Completion

completion of training and implementation of strategies in classroom.

PD Opportunity 2

Off site staff development - charter school conference(s)

Facilitator

Charter Conference Facilitators

Participants

classroom teachers, administration, staff, Board member(s)

Target Dates or Schedule

July, 2013 and November, 2013

Evidence of Completion

completion of training and implementation of strategies in classroom.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase writing scores across all grade levels.	$2,000
G2.	Increase parent involvement in the educational process by increasing attendance at informational meetings and parent trainings.	$19,170
G3.	81% of students in grade 3 - 6th will score at or above grade level on the Mathematics 2014 FCAT.	$3,000
G4.	67% of students in grades 3 - 6 will score at or above grade level on the Reading FCAT 2014.	$13,073
	Total	$37,243

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Evidence-Based Materials	Personnel	Professional Development	Total
Title I	$8,073	$1,000	$8,170	$19,000	$1,000	$37,243
	$0	$0	$0	$0	$0	$0
Total	$8,073	$1,000	$8,170	$19,000	$1,000	$37,243

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase writing scores across all grade levels.

G1.B1 Students lack adequate writing skills.

G1.B1.S1 Implement a supplemental writing program across all grade levels.

Action Step 1

Supplemental writing curriculum

Resource Type

Evidence-Based Program

Resource

Supplemental Writing Program such as Lucy Caulkins

Funding Source

Title I

Amount Needed

$2,000

G2. Increase parent involvement in the educational process by increasing attendance at informational meetings and parent trainings.

G2.B1 Many parents do not speak English.

G2.B1.S1 Provide all communication in English and Spanish.

Action Step 1

Provide regular parent communication in native language

Resource Type

Evidence-Based Materials

Resource

Agenda provided for all students

Funding Source

Title I

Amount Needed

$170

G2.B1.S2 Provide a part time Parent Liaison who speaks Spanish and English fluently

Action Step 1

Parent Liaison will communicate regularly with all parents in their native language.

Resource Type

Personnel

Resource

Provide a part time staff member who is identified at the parent resource

Funding Source

Title I

Amount Needed

$19,000

G3. 81% of students in grade 3 - 6th will score at or above grade level on the Mathematics 2014 FCAT.

G3.B1 Students lack of support outside the classroom

G3.B1.S1 Provide Montessori training and materials for classroom teachers.

Action Step 1

use of Montessori and other supplemental materials in the classrooms

Resource Type

Evidence-Based Materials

Resource

Use of Montessori and other supplemental Math and Reading materials

Funding Source

Title I

Amount Needed

$3,000

Action Step 2

Attend Montessori training

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. 67% of students in grades 3 - 6 will score at or above grade level on the Reading FCAT 2014.

G4.B1 Students have little academic support at home

G4.B1.S1 Provide parent trainings on how to work with child at home to increase reading skills.

Action Step 1

After hours parent trainings on how to effectively read at home with students.

Resource Type

Other

Resource

Provide child care, training materials, and food for parents to encourage attendance at parent trainings

Funding Source

Title I

Amount Needed

$1,000

G4.B2 Students have limited access to technology outside the school

G4.B2.S1 Open computer lab to students after school for use to improve reading skills.

Action Step 1

Open access to computer lab after school

Resource Type

Evidence-Based Program

Resource

Reading software programs and additional computers in lab

Funding Source

Title I

Amount Needed

$4,500

G4.B3 Teachers not familiar with how to teach reading across the curriculum.

G4.B3.S1 Provide on site professional development regarding using reading strategies to teach across the curriculum through Educational Boot Camp program. Attend State and National Charter school conferences.

Action Step 1

On site staff development

Resource Type

Evidence-Based Program

Resource

Educational Boot Camp staff development

Funding Source

Title I

Amount Needed

$1,573

Action Step 2

Off site staff development - charter school conference(s)

Resource Type

Professional Development

Resource

State and National Charter School Conference

Funding Source

Title I

Amount Needed

$1,000

G4.B4 Limited materials, equipment, and technology in the classrooms

G4.B4.S1 Improve quality of education by purchasing additional equipment and furniture in classrooms.

Action Step 1

Increase quality of education

Resource Type

Evidence-Based Materials

Resource

Provide whiteboards, corkboards and furniture to enhance Daily 5 program and quality of Reading program

Funding Source

Title I

Amount Needed

$5,000