

Broward County Public Schools

South Broward Montessori Charter School



2021-22 Schoolwide Improvement Plan

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South Broward Montessori Charter School

520 NW 5TH ST, Hallandale Beach, FL 33009

www.sbmontessoricharter.com

Demographics

Principal: Livia Moreno

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	65%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners* Black/African American Students* Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (47%) 2017-18: C (41%) 2016-17: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2020-21 Title I School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">72%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">83%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade	C	C	C	C

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SIP Authority

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The South Broward Montessori Charter School (SBMCS) is designed as a child-centered, community-oriented elementary public school rooted in the scientific teachings of Dr. Maria Montessori. This academic program offers a uniquely prepared, individualized educational environment that emphasizes development of students who are self-disciplined, cooperative, responsible, creative thinkers of the community and the world.

Provide the school's vision statement.

Our school aims to facilitate a well-rounded, comprehensive curriculum, utilizing the Montessori pedagogy. Our goal is to instill a sense of wonder about the universe and the child's place within it. We strive to implement an individualized child-centered curriculum that includes movement, manipulation, and discovery within a multi-aged classroom. Our classrooms extend into the community, creating a web of exchange among community members, families, and teachers. Academic standards will be high and all students will have a personal education and goal plan to ensure direction and encouragement along a path that allows them to become the best they can be. All students will be proficient in the Florida learning standards and will be prepared to be successful in their continuing education, in their chosen careers, and as productive citizens of the United States.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
MORENO, LIVIA	Principal	The school principal is responsible for overseeing the daily operations and academic instructions of the school. It is her responsibility to hire qualified teachers, oversee the purchase, delivery, and implementation of the school's academic curriculum. It is also the principal's responsibility to provide a safe, appropriate, and welcoming environment for all students, families, and staff.
Boboc, Delia	Curriculum Resource Teacher	It is the responsibility of the curriculum facilitator to identify the academic needs of the school, provide professional development, and support teachers in the classroom to provide best practices to students. The facilitator is responsible for ensuring that both the Montessori curriculum and B.E.S.T. standards are being taught by teachers. Her duties are to check lesson plans especially in English Language Arts and Montessori subjects.
Moreno, Livia	Other	It is the responsibility of the Academic Director to support the principal with instructional running of the school. Some of her responsibilities include checking that the school is compliant on lesson plans, teacher certifications, classroom schedules, ELL, SWD, Gifted services, and other compliance areas. Also, she duties include ensuring that learning resources are accessible, available, and appropriate. Other duties include contacting vendors, updating subscriptions, title 1 liaison, acting as a parent liaison, and helping the principal with disciplinary processes.
Ramos, Caridad	ELL Compliance Specialist	The duties of the ELL compliance specialist includes providing systems for identifying and supporting ELLs, conducting meetings related to ESOL, and providing guidance and support to teachers of ELLs.

Demographic Information

Principal start date

Monday 7/1/2019, Livia Moreno

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

10

Total number of students enrolled at the school

165

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	32	32	36	27	29	18	0	0	0	0	0	0	0	174
Attendance below 90 percent	16	6	12	7	3	5	0	0	0	0	0	0	0	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	3	1	3	0	0	0	0	0	0	0	7

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	2	5	0	1	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 9/27/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				63%	59%	57%	51%	56%	56%
ELA Learning Gains				46%	60%	58%	47%	57%	55%
ELA Lowest 25th Percentile					54%	53%		51%	48%
Math Achievement				54%	65%	63%	34%	62%	62%
Math Learning Gains				27%	66%	62%	32%	60%	59%
Math Lowest 25th Percentile					53%	51%		47%	47%
Science Achievement				43%	46%	53%		49%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	61%	60%	1%	58%	3%
Cohort Comparison						
04	2021					
	2019	56%	62%	-6%	58%	-2%
Cohort Comparison		-61%				
05	2021					
	2019	53%	59%	-6%	56%	-3%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	74%	65%	9%	62%	12%
Cohort Comparison						
04	2021					
	2019	31%	67%	-36%	64%	-33%
Cohort Comparison		-74%				
05	2021					
	2019	47%	64%	-17%	60%	-13%
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	40%	49%	-9%	53%	-13%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tools that were used to compile the data below include the IReady progress monitoring, WIDA, and End-of-Unit assessments. Last school year, the school used Journeys as its core reading program, and students were assessed using the end-of-unit assessments. The AP3 data shown below is for all the students that took the IReady diagnostics in the spring semester.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35	55	64
	Economically Disadvantaged	18	40	60
	Students With Disabilities	0	1	1
	English Language Learners	26	37	39
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30	45	61
	Economically Disadvantaged	21	39	58
	Students With Disabilities	0	0	0
	English Language Learners	28	48	30
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50	55	48
	Economically Disadvantaged	35	46	56
	Students With Disabilities	0	0	1
	English Language Learners	48	57	63
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29	40	52
	Economically Disadvantaged	15	28	59
	Students With Disabilities	0	0	0
	English Language Learners	30	35	30
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46	58	33
	Economically Disadvantaged	37	47	56
	Students With Disabilities	0	0	0
	English Language Learners	42	46	22
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ELL	61			45			20				
BLK	53			33							
HSP	56	58		38			23				
FRL	53	57		34			21				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	57	33		64	25						
BLK	69			46							
HSP	57	38		61	23						
FRL	65	44		53	19						
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	38			31							
HSP	47	40		26	30						
FRL	57			38							

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	270
Total Components for the Federal Index	6
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Reading proficiency for the school was at 70 percent according to both the data from IReady and End-of-Unit assessments last school year. Sixty-percent of ELLs were proficient in reading, while about 62% of EDS showed on-level proficiency. The school had 3 SWD and none were proficient at reading. The trend that emerged across the subgroups occurred mostly from below-level performance in the vocabulary and comprehension domains. About a quarter of third grade students identified as ELLs showed low proficiency in phonics and fluency.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

About half of the school's population is made up of ELLs. One of the identified needs is low proficiency in the English language which was and is the language used to assess academic content in both the IReady and end-of-unit assessments. Another need was found in the number of absences for last school year. Given that the school had to transition to distance learning early 2020, many students were not showing up for classes even when best efforts were made to address this issue. Student attendance is another area that needs improvement. Vocabulary and reading comprehension domains are also some data components that need improvement. One more area that needs improvement is student grouping: Due to the physical distancing guidelines related to the pandemic, in-person small group learning was not an option, students had to be taught in whole-group with small group sessions limited to only virtual Response-to-Intervention schedules.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Considering the school has a large ELL population, more learning strategies that target fluency, vocabulary acquisition, and comprehension is an area that needs improvement. Students will need to be provided in-person best practices that target effective language and literacy strategies. COVID-19's impact on student attendance was also an area that affected student performance, thus, an area of improvement will be to work with parents to have students attend school for 90 percent of the school year. Grouping sessions need to target small groups for tiered instructions and effective peer-tutoring experiences.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

There was great improvement in foundational skills at the lower elementary levels among ELLs, SWD, and EDS. At the beginning of the 2020-21 school year, more than half of ELLs were underperforming in foundational skills, by the end of the school year, the data from end-of-unit and

IReady assessments showed a higher student performance in phonemic awareness, phonics, and fluency.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The school was able to use the AP1 and AP2 progress monitoring data to plan, provide classroom schedules, and implement effective multi-tiered intervention for students identified as not proficient in reading. Those on tier 3 were assessed every week while those that were one-grade level below on their reading score were assessed every two weeks to evaluate their progress on the identified gaps in reading skills. Weekly to monthly assessments showed student growth in the identified reading areas. Another contributing factor to improvement was that most teachers at the school had completed 80% of ESOL-endorsement courses which prepared them to meet the needs of half of our ELL student body.

What strategies will need to be implemented in order to accelerate learning?

The following strategies will need to be implemented:

Practices that target small group and tiered lessons for all students; ELLs will need to be provided the strategies that align with the ESOL matrix and Elevation strategies. Those with low English proficiency will need to be placed into the Imagine Learning system to support their vocabulary acquisition. All students will benefit from small, tiered, and effective reading instructions that target vocabulary acquisition and comprehension of various text genres.

According to the ACCESS test results, the school has 64 LY students distributed in 20 students at the Entering level, 12 students at the Emerging level, 24 students at the Developing level, and 8 students at the Expanding level. For all grades, the Teachers will provide a literacy-rich environment by labeling the environment (in multi-languages, including but not limited to English/Spanish/Russian); Vocabulary word banks (multilingual with picture aids); and the availability of multilingual print books. By subgroups and alignment with the principles and philosophy of Montessori, teachers will use hands-on materials, visuals, and kinesthetic opportunities to facilitate the learning of ELLs at each level. The students in the entering group will practice 30 minutes on the imagen learning three times per week in class and engage the parents to be involved with their children in the same practice at home. For other levels, teachers will use and implement strategies provided in ELlevation per group students according to their language proficiency to assist the students in acquiring the English language and understanding content.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The school has an instructional coach that will be responsible for using student assessment data to identify academic needs for the purpose of providing professional development to close academic gaps. The coach is also responsible for finding and providing research-based reading strategies to support all students toward high academic achievement.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The coach will send out monthly teacher surveys to understand their needs and plan for school-wide PDs. Also, the coach will be responsible for researching, finding, and presenting training opportunities in the district through Learning Across Broward.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Areas that include reading strategies for fluency, vocabulary, and comprehension; attendance; best practices for student learning like small and tiered grouping, and effective learning strategies for ELLs were some factors that impacted the reviewed data. Although accommodations like extra time, flexible schedules were provided, our ELL students were still impacted due to taking a test in a language they were yet to master. Student absence and tardiness robs students of the quality instructions that could have helped them to do better on their assessments. Students that are underperforming need evidence-based intervention strategies to close learning gaps. The data reviewed showed that students that were provided in-person interventions scored higher on the IReady when compared to those that opted to continue with distance learning. There were many cancelations, and, in some cases, claims of internet issues being a reason for students not showing up for intervention sessions.

Measurable Outcome: To improve vocabulary acquisition and comprehension domains, professional development opportunities on effective practices will be provided. The teaching practices will be evaluated through teacher feedback, student work samples, and observation using a given scaled rubric. Weekly to monthly assessments will be utilized with a goal of having 80 percent of students performing at or above their grade levels.

Monitoring: Professional development targeting academic gaps will be provided every two month. Teachers will be able to provide feedback and make requests for grade-specific PDs through monthly surveys sent by the instructional coach/facilitator. Vocabulary and comprehension assessments administered at the end of a unit and month will provide evidence of student progress. The curriculum facilitator/instructional coach will meet with the principal on a monthly basis to provide a report of all PD processes, outcomes, and goals.

Person responsible for monitoring outcome: Delia Boboc (dboboc@sbmontessoricharter.com)

Evidence-based Strategy: For vocabulary and comprehension: the use of affixes, multiple meaning words, context clues, sentence frames, and short decodable reading passages are some strategies that will be implemented. ELLs will be provided visuals, graphic organizers, glossaries, concrete examples, and utilize the Imagine Learning system to support their acquisition of vocabulary. Peer-pairing, heterogenous small grouping, and tiered instructions will target vocabulary acquisition and comprehension skills.

Rationale for Evidence-based Strategy: Use of resources from Benchmark Advance, IReady interactive videos, and Teacher Toolbox will be used to target vocabulary acquisition and comprehension for half of the school's population who identify as ELL. ELLs make up half of the school's population, the school performance will improve if and when ELL students are able to perform at their grade levels. All other students will also benefit from more individualized learning opportunities that are provided through the reading program--Benchmark Advance, quality interactive videos from Writing City, and personalized lessons using the IReady platform.

Action Steps to Implement

Student attendance needs to improve. The school will work with parents and a contracted social worker to improve in this area. Professional development sessions targeting academic areas identified in assessment data, tiered and small group instructions, Ready Toolbox and Primary Phonics will be utilized to address foundational skills like phonics and fluency for K-3 grade students, while Ready Reading and Benchmark Advance resources for differentiated instructions will be utilized for vocabulary and comprehension domains. A continuation of a school-wide multi-tiered intervention system along with

weekly to monthly progress monitoring assessments to close learning gaps. Livia Moreno and Delia Boboc will be responsible for ensuring the action steps are implemented with fidelity. They will provide updates to the principal on the progress of the action steps, on a monthly basis.

Person Responsible LIVIA MORENO (charter5717@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
			Total:
			\$0.00