South Broward Montessori Charter School

2022-23 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: 5/1/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	65%
2021-22 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	2021-22: F (30%) 2018-19: C (47%) 2017-18: 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	CSI
* 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

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	65%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	83%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	F		C	C

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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.
Ramos, Caridad	ELL Compliance Specialist	The duties of the ELL compliance specialist include providing systems for identifying and supporting ELLs, conducting meetings related to ESOL, and providing guidance and support to teachers of ELLs.
Beltran, Yusmaris	Teacher, ESE	The ESE Specialists provide on-site procedural and curricular assistance to all school-based personnel with regard to the education of students with disabilities. ESE Specialist is responsible for providing support to SBMCS to ensure that students with disabilities demonstrate increased participation and performance in the standard or Access curriculum, statewide assessments, and accountability systems. The purpose of ESE is to help each family and child with a disability progress in school and prepare for life after school.

Demographic Information

Principal start date
Sunday 5/1/2022, Livia Moreno

Number of teachers with a 2022 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.*
9

Number of teachers with a 2022 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.*
1

Total number of teacher positions allocated to the school
10

Total number of students enrolled at the school
168

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	34	31	33	32	27	23	0	0	0	0	0	0	0	180
Attendance below 90 percent	16	13	15	6	8	4	0	0	0	0	0	0	0	62
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
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 2022 statewide FSA ELA assessment	0	0	0	13	10	4	0	0	0	0	0	0	0	27
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	8	7	0	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	0	1	6	9	7	2	0	0	0	0	0	0	0	25

Using the table above, complete the table below with the number of students by current grade level who have 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	1	3	12	10	3	0	0	0	0	0	0	0	29

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	6	0	0	0	0	0	0	0	0	0	7
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
Thursday 9/15/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	43%	58%	56%				63%	59%	57%
ELA Learning Gains	40%						46%	60%	58%
ELA Lowest 25th Percentile								54%	53%
Math Achievement	28%	54%	50%				54%	65%	63%
Math Learning Gains	28%						27%	66%	62%
Math Lowest 25th Percentile								53%	51%
Science Achievement	11%	59%	59%				43%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	61%	60%	1%	58%	3%
Cohort Comparison		0%				
04	2022					
	2019	56%	62%	-6%	58%	-2%
Cohort Comparison		-61%				
05	2022					

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	53%	59%	-6%	56%	-3%
Cohort Comparison		-56%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	74%	65%	9%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	31%	67%	-36%	64%	-33%
Cohort Comparison		-74%				
05	2022					
	2019	47%	64%	-17%	60%	-13%
Cohort Comparison		-31%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	40%	49%	-9%	53%	-13%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21**	**C & C Accel 2020-21**
ELL	41	35		27	26						
BLK	46			17							
HSP	37	43		27	25		8				
FRL	40	39		26	33						
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				

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
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						

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	201
Total Components for the Federal Index	6
Percent Tested	97%
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%	0
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	32
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

Part III: Planning for Improvement

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?

The AP3 2021-22 showed that K-5 students had a 57% proficiency in Reading and 51% proficiency in math.

The data for reading proficiency:

Kindergarten: 78% at or above and 22% below grade-level
First grade: 62% at or above and 38% below one grade level
Second grade: 42% at or above, 39% one grade below, and 19% two or more grade levels
Third grade: 53% at or above, 16% one grade below, and 31% two or more grade levels below
Fourth grade: 50% at or above, 25% one grade level below, and 25% two or more grade levels below
Fifth grade: 53% at or above, 42% below one grade, and 5% at two or more grade levels below.

In math, 66% kindergarten students scored at or above and 34% below one grade level
62% of first grade students were at or above and 38% were one grade below; 55% of 2nd grade students were at or above, 29% were one grade below, and 16% were two or more grade levels below.
22% of 3rd grade students scored at or above, 63% were one grade below, and 16% were two or more levels below.
Fourth grade result showed that 46% performed at or above, 17% at one grade level below, and 38% at two or more grade below.
58% of 5th graders performed at or above, 26% at one grade level below, and 16% at two or more grade levels.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The domains that need the most improvement are:

Reading:
HFW and Phonics: 31% of Kindergarten and 41% of 1st grade students are below grade level.
Vocabulary: 65% of 2nd grade, 56% of 3rd grade, 63% of 4th, and 5th grade students are below grade level.

Math:
GEOMETRY: 41% of kindergarten, 81% of 3rd grade, 63% of 4th students are below grade level.
Measurement: 41% of 1st grade students below grade level. Algebra: 55% of 2nd grade students below grade level. NO and Measurement: 53% of 5th grade students below grade level.

The Reading recurring domains that need the most improvement are skills in HFW, phonics and vocabulary for KG-1; phonics, vocabulary, and comprehension for grade 2 students; and vocabulary and comprehension for grades 3, 4, and 5 grade-level students. The recurring domains in math that need the most improvement are skills in Measurement and Geometry for Kindergarten and 1st; Algebra for grade 2 students; all domains for 3rd grade, GEO for 4th grade, and NO and MS for 5th grade.

Low proficiency in math is also another area that needs improvement. There is a need for improvement in numbers and operation, measurement and data; grades 2 and 3 showed significant gaps in algebra and algebraic thinking as well. Given that the school has a high percentage of students that identify as English language learners, an area of concern is the declining performance of ELLs. 2021-22 data showed a significant decline in the English language arts achievement progress by 20 points.

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

One of the contributing factors to the need for improvement is low skills in phonics, vocabulary, and text comprehension. Another contributing factor is low proficiency in math skills like utilizing operations to solve math problems, applying measurement and data skills, low understanding of geometry, and gaps in applying algebraic thinking. New actions to address these needs include explicit instructions in phonics, vocabulary, and comprehension skills; small group instructions to target specific phonics, vocabulary, fluency, and comprehension strategies.

Another contributing factor is low proficiency in English language. English is the language used to provide instruction in and assess academic content, thus, given the school's large ELL population, there needs to be improvement on English language proficiency. To address this factor, ELLs will need to be provided with support systems in their language of heritage and strategies that align with their ELL plans. Those with low English proficiency will need to be placed into the Imagine Learning system to support their vocabulary-acquisition skills. ELL students will also benefit from small, tiered, and effective reading instructions that target vocabulary acquisition and comprehension of various text genres.

One more contributing factor was the teacher turn-over and lack of teaching experience. The teacher turnover rate in 2021-22, especially in grades 3-5 was a contributing factor for this need for improvement. Three teachers in grades 3-5 left and 2 of the 3 replacements had no experience in instructing elementary-level students. The school will provide effective mentoring and enroll inexperienced teachers in effective, evidence-based professional development.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Overall performance showed the data below:
Reading 2021-22 AP1: 24% were proficient in reading
Reading 2021-22 AP3: 57% were proficient in reading

Math 2021-22 AP1: 12% were proficient in math
Math 2021-22 AP3: 51% were proficient in math

Based on IReady's AP1 to AP3 comparison, there was great improvement in domains like phonological awareness and phonics in grades kindergarten to 3rd grade. Fourth and fifth grade students showed a significant improvement in vocabulary and comprehension skills. The lower elementary grade-levels subgroups like ELLs, SWD, and EDS also showed a significant improvement in their phonics skills. At the beginning of the 2021-22 school year, more than half of ELLs were underperforming in foundational skills; by the end of the school year, a more triangulated data from Benchmark Advance End-of-Unit, teacher observations, and IReady assessments showed a higher student performance in phonological awareness, phonics, and fluency.

The school FSA achievement for ELA was 43% and the achievement level of FSA math for the school was 28%. 38% of students identified as ELLs, about 13% were Achieving Proficiency on ELA with a drop in Achievement Progress from 71% in 2020-21 to 51% in 2021-22.
The highest domain-scores were Phonological Awareness (89%) and High Frequency Words (80%); 51% of students were proficient in Vocabulary, while 62% were proficient in Phonics. In math, about 54%

of students were proficient in Numbers and Operations at 54%, Algebra and Algebraic Thinking at 57%, Measurement and Data 53%, and Geometry 50%.

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

IReady growth monitoring, one-on-one and small group interventions, extra reading and math scheduling were some contributing factors to this improvement. Some new actions that the school took included providing intensive, one-on-one interventions (MTSS) to students that scored two or more grade-levels below, also known as Tier 3, in reading and math. Students on Tier 3 were assessed every week, while those that were one-grade level below on their reading and math scores were assessed every two weeks to evaluate their progress on the identified gaps in reading skills. Weekly to monthly assessments showed student growth in identified reading and math areas.

Three students with disabilities were also provided one-on-one interventions along with the accommodations on their IEPs. Providing opportunities in the classroom for ELL students to utilize Imagine Learning also contributed to reading improvement. Teachers used electronic devices, time schedules (extra reading time) and provided space in the classroom for students to learn vocabulary strategies and skills. Another contributing factor to improvement was that most teachers at the school had completed about 80% of ESOL-endorsement courses which prepared them to meet the needs of our ELL subgroup. Also, one teacher in grades K-2 and two teachers in grades 2-5 were reading endorsed which helped them to effectively provide interventions to Tier 3 and all students.

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

All students will benefit from small, tiered, and effective reading instructions that target vocabulary acquisition and comprehension of various text genres. To improve phonics and vocabulary skills, intervention staff will utilize student pull-ins and pull-outs to work with small groups to close gaps in reading and math. An effective and systematic phonics program will be utilized to build phonics skills. Benchmark Advance, IReady, Teacher-Toolbox, and Montessori word study will be utilized to provide vocabulary acquisition skills during the reading block
Students will be provided with differentiated, small group and explicit instructions in math domains like numbers and operations, geometry, measurement, and algebraic thinking.

The ELL subgroup will be provided with learning strategies that align with the ESOL matrix, ELLevation strategies, and their ELL plans. ELLs on Level 1 or low English proficiency will be placed in the Imagine Learning system to support their vocabulary acquisition. Additionally, ELLs will be provided manipulatives, Montessori word study, Primary Phonics, and literacy materials from the Science Research Associates to enhance their learning experiences. Heritage support will be provided for ELLs in a literacy-rich and culturally-responsive environment. Students with disabilities will be provided flexible time, small and one-on-one instructions, and accommodations on their IEPs.

Gifted and high-achieving students will be provided with learning activities that include project-based learning, accelerated and enrichment activities, extension menus to differentiate learning, and curriculum compacting. In keeping with the principles and practices of Montessori, teachers will use hands-on didactic materials, visuals, and kinesthetic opportunities to facilitate learning for all students.

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.

One of the professional development opportunities that will be provided is evidence-based practices in reading and math. The school will encourage teachers to enroll in courses offered by Learning Across Broward (LAB), and Flamingo to support knowledge acquisition in effective reading and math practices.

All teachers will meet with the leadership team (LT) once a week to discuss student needs and plan effective lessons to meet the needs of students. Inexperienced teachers will be provided mentoring by mentor teachers. The leadership staff will meet twice a week with new and inexperienced teachers to provide PD sessions on effective reading and math practices. The LT staff will be responsible for using student assessment data to identify academic needs for the purpose of providing professional development to close academic gaps.

The staff will also be responsible for finding and providing research-based reading and strategies to support all students toward high academic achievement. Teachers who are not reading certified will enroll in and complete two reading-endorsement courses, per school year to meet the needs of reading deficient students. To meet the needs of ELLs, teachers will enroll in and complete ESOL endorsement courses within the required timeline. The leadership team will guide and monitor teacher enrollment for endorsement courses on LAB.
The school works with an ESE specialist to provide professional development for teachers that provide instructions to SWD and Gifted Students. Teachers of gifted students will need to enroll for the Gifted endorsement courses on LAB.

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

To ensure sustainability of improvement, the leadership team, consisting of the principal, curriculum coordinator, ESOL coordinator, reading and math contacts, as well as the ESE specialist will meet on a monthly basis to evaluate student data, plan, and provide guidance for teacher professional development and instructional plans.

The team will work with a schedule to observe and provide feedback to teachers about their practices on a weekly basis. Ongoing PDs will ensure that the instructional staff is equipped with the knowledge and strategies to deliver effective instructions to students.

Also, the team will provide a weekly schedule and sign-in sheets for PDs with both veteran and new teachers. Inexperienced teachers will meet with the team twice a week or more if needed. The team will meet with the principal every two weeks to provide feedback on PD sessions, teacher observations, student needs and future action plans.

The team will send out monthly surveys to understand teachers' needs and plan for school-wide PDs, they will review student samples; lesson plans, data on student academic progress, and classroom observation "look-fors" to ensure that the established action plan is being implemented with fidelity.

Also, they will analyze all relevant data to ensure that PDs are positively impacting student growth in all grade levels and content areas. Also, the team will be responsible for researching, finding, and presenting training opportunities to instructional staff.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Data reviewed showed critical need in the following domains: HFW and PH showing 31% of K students below grade level HFW and LIT showing 41% of 1st grade students below grade level VOC showing 65% of 2nd grade students below grade level VOC and INFO showing 56% of 3rd grade students below grade level VOC showing 63% of 4th grade students below grade level VOC showing 63% of 5th grade students below grade level The ELA achievement for the school was 43% compared to the district and state performance levels of 55% and 53% respectively. The AP3 2021-22 data showed that students in K-5 had a 57% proficiency in Reading. Grades 2 and 3 had the largest percentage of students underperforming in phonics at 61% and 47% respectively, while Grades 2, 3, 4, and 5 had the highest students underperforming in vocabulary by 65%, 56%, 63%, and 63% respectively. The Reading domains that need the most improvement are foundational skills in phonics and vocabulary for K-2 students, and phonics, vocabulary and comprehension for grades 3-5. The ELL ACCESS assessment for 2021-22 showed a significant decline in the English language arts achievement progress by 20 points. Although data was not too low to gauge student performance of SWD and gifted students on the ELA FSA, AP3 IReady scores in reading in 2021-22 school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023 there will be at least: 50% of grades K students who demonstrate proficiency on the Renaissance STAR Early Literacy for their grade 50% of grades 1st grade students who demonstrate proficiency on the Renaissance STAR Early Literacy for their grade (*K and 1 students who score 852 on Star Early Literacy may take the STAR Reading). 50% of grades 2nd grade students who demonstrate proficiency on the Renaissance STAR Reading for their grade 50% of grade 3, 4, and 5 who demonstrate proficiency on the F.A.S.T. Reading for their grade. 35% of ELLs who demonstrate proficiency on the Renaissance STAR Early Literacy, Renaissance STAR Reading, or F.A.S.T. Reading, depending on their grade level 25% of SWD who demonstrate proficiency on the Renaissance STAR Early Literacy, Renaissance STAR Reading, or F.A.S.T. Reading, depending on their grade level .
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The school will utilize IReady to monitor K-5 student growth in reading. After the Beginning-of-Year diagnostics (AP1), IReady provides a baseline to establish typical growth measures for each student, teachers will monitor the typical growth of students to ensure students are making adequate progress by the third diagnostic (AP3). The school leadership will conduct a data chat with teachers to guide them on personalized learning goals for students; teachers will in turn also discuss data chats with students to provide agency on improving their performance. IReady will also be utilized to monitor the progress of SWD and students identified as deficient in reading. ELL students will utilize Imagine Learning to provide the practice opportunities that students need to close gaps in their literacy skills. Imagine Learning is an adaptive literacy program for ELL that are low in English proficiency. Data from Imagine Learning will be monitored to gauge student progress.

Person responsible for monitoring outcome:	Alexis Tye (atye@sbmontessoricharter.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	General education, ELLs, SWD, and Gifted students will be provided with explicit instruction and systematic instruction in ELA, as well as differentiated instructions will be implemented subgroups. Explicit and systematic instructions consist of breaking skills into manageable steps to provide direct instructions in a structured way. Most foundational skills like phonics are taught using direct instruction in a structured, systematic way that targets specific reading skills. Another strategy that will be implemented is that of differentiated instructions. Differentiated instruction can be provided by changing content, the process involved in accessing material, or providing different ways or products for students to show what they know. Teachers will utilize these strategies to provide support in developing phonics skills and vocabulary acquisition. ELLs will also be provided flexible scheduling, teacher modeling, graphic organizers, and heritage language support. SWD will be provided learning support using one-on-one and flexible scheduling.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The rationale for selecting these specific reading strategies is because research supports their effectiveness in supporting learners toward building reading skills. The criteria for choosing explicit and systematic instruction was based on research from reliable sources like the What Works Clearinghouse, this is a reliable resource that provides evidence-based strategies on how to support reading skills of young learners. Another reliable source that supports these strategies is that of the popular report published by the National Reading Panel in 2000. Differentiated instruction is also another strategy found in various studies and literacy-based publications (Tomlinson, 2014). These strategies have been proven to improve academic skills and close reading learning gaps. SBMCS will utilize evidence-based reading programs and resources to support vocabulary acquisition through its cross-disciplinary and vertical curriculum. Teachers will utilize lesson plans and centers to differentiate activities to improve phonics, vocabulary, and comprehension skills.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The school's core reading program is Benchmark Advance, it combines elementary subject areas like science, social studies to provide foundational skills-development, vocabulary acquisition, and close reading activities; with the skills and concepts following a systematic, simple-to-complex, progression from K-5th grade levels.

School will utilize other programs like:

Teacher-Toolbox, Primary Phonics and Montessori Word Study to support kindergarten and second grade students in HFW automaticity, phonics skills, and vocabulary acquisition, first and third grade students in HFW automaticity, and vocabulary acquisition, and comprehension, fourth grade students in vocabulary acquisition and comprehension, and fifth grade students in vocabulary acquisition and comprehension.

IReady and BA assessments will be utilized to monitor student progress within the areas of phonics, vocabulary, and comprehension. Mini-lessons and explicit instructions will be utilized to improve phonics and vocabulary acquisition. Tutoring will be provided to students in grades 3-5 to remediate, reinforce, and

enrich their ELA skills and strategies.

**Person
Responsible**   Livia Moreno (lmoreno@sbmontessoricharter.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Data reviewed showed critical need in the following domains: Geometry showing 41% of kindergarten students below grade level Measurement showing 41% of 1st grade students below grade level Algebra showing 55% of 2nd grade students below grade level Geometry showing 81% of 3rd grade students below grade level Geometry showing 63% of 4th grade students below grade level Numbers and operations, and measurement showing 53% of 5th grade students below grade level The achievement level of the 2021-22 FSA math for the school was 28%. The AP3 2021-22 data showed that students in K-5 had a 51% proficiency in math. The on or above grade-level student achievement in math per level was 66%, 62%, 55%, 22%, 46%, and 58% for K, 1, 2, 3, 4, and 5 grade-levels respectively. A further analysis of the data showed that domains with the highest number of underperforming students were 41% of K students in geometry; 41% of 1st grade students in MS; 55% 2nd graders in ALG; 81% 3rd graders in GEO; 63% of 4th graders in GEO; and 53% 5th graders in both NO and MS. K-2 showed a recurring low performance in NO, MS, while grades 3-5 showed significant underperformance in NO, MS, and GEO. Grade 3 showed the highest number of underperforming students in all of the four math domains. 53% of the ELLs and SWD performed one to two years below grade level on IReady—AP3
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023, there will be at least: 50% of grades K students who demonstrate proficiency on the Renaissance STAR Math for their grade 50% of grades 1st grade students who demonstrate proficiency on the Renaissance STAR Math for their grade 50% of grades 2nd grade students who demonstrate proficiency on the Renaissance STAR Math for their grade 50% of grade 3 who demonstrate proficiency on the F.A.S.T. Math for their grade. 50% of grade 4 who demonstrate proficiency on the F.A.S.T. Math for their grade. 50% of grade 5 who demonstrate proficiency on the F.A.S.T. Math for their grade. 35% of ELLs who demonstrate proficiency on the Renaissance Math or F.A.S.T. Math, depending on their grade level 25% of SWD who demonstrate proficiency on the Renaissance Math or F.A.S.T. Math, depending on their grade level
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The school will utilize IReady to monitor K-5 student growth in math. After the Beginning-of-Year diagnostics (AP1), IReady provides a baseline to establish typical growth measures for each student, teachers will monitor the typical growth of students to ensure students are making adequate progress by the third diagnostic (AP3). The school leadership will conduct data chats with teachers to guide them on personalized learning goals for students; teachers will in turn also discuss data with students to build their agency on improving academic performance. IReady will also be utilized to monitor the progress of SWD and students identified as deficient in math. ELL students will utilize IReady Math to provide the practice opportunities that students need to close gaps in their math skills. IReady Math is an adaptive program that provides support for ELLs to develop their math skills. Data from IReady will be used to monitor student progress.

Person responsible for monitoring outcome:	Delia Boboc (dboboc@sbmontessoricharter.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based resources that will be implemented are the use of IReady math program, IReady-based student grouping and differentiated instructions. Specific strategies that will be implemented will include the use of concrete-representation-abstract modeling, scaffolding, and explicit instructions to close gaps in the NO, GEO, and MS domains. The focus of K-2 will be on using IReady teacher toolbox, manipulatives, small group and multi-tiered instructions to develop conceptual and procedural understanding of numbers, operations, and measurement and data. Students in 3-5th grade will also utilize IReady Teachertoolbox and manipulatives to improve on their understanding of concepts and procedures related to numbers and operations; spatial relationships, and measurement and data. SWD will be provided manipulatives, extra time, and one-on-one support in the areas of focus. ELLs will have flexible time, peer-grouping, heritage support, and teacher modeling and manipulatives to support their learning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Strategies that utilize a student's zone of proximal development to provide scaffolding; teacher modeling, use of manipulatives and data-based instructional groupings has significantly improved student performance over the years. IReady is an evidence-based program that utilizes adaptive assessments to place and provide students with remediation and enrichment math experiences. IReady also has a Teachertoolbox resource that teachers can use to scaffold instructions to improve student performance in math. Scaffolding, use of manipulatives or concrete learning experiences have also been shown by studies to close learning gaps of SWD and ELLs.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

SBMCS will utilize Teacher-Toolbox, IReady program and Montessori manipulatives to support kindergarten, third, and fourth grade students in Geometry, first grade students in Measurement, second grade students in Algebra, and fifth grade students in Measurement, Numbers/Operations.

IReady will be utilized to monitor student progress for the purpose of grouping and instructing students according to their specific needs. Students performing below grade level: Extra time and scheduling will be provided as well as small group instructions for all students that are performing below-level in the areas of focus. Students that are underperforming at one grade level below will be provided 30 minutes extra time with interventionists, three times a week, to help close learning gaps. The leadership team will schedule classroom visits, collect student samples, and plan teacher conferences to ensure the implementation of scaffolding, concrete-representation-abstract model, and small group instructions. ELLs and SWD will be provided manipulatives, teacher support.

Person Responsible	Delia Boboc (dboboc@sbmontessoricharter.com)

#3. Instructional Practice specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The ELA FSA achievement for the school was 43% while math was only 28%. About 13% of ELL were Achieving Proficiency on ELA with a significant drop in their Achievement Progress from 71% in 2020-21 to 51% in 2021-22. The AP3 2021-22 data showed that students in K-5 had a 57% proficiency in Reading and 51% proficiency in math. The highest Reading domain-scores were Phonological Awareness (89%) and High Frequency Words (80%); 51% of K-5 students were proficient in Vocabulary, 56% and 59% were proficient in comprehending Literature and Informational texts respectively, while 62% were proficient in Phonics. In math, about 54% of students were proficient in Numbers and Operations (NO) at 54%, Algebra and Algebraic Thinking (ALG) at 57%, Measurement and Data (MS) 53%, and Geometry (GEO) 50%. Grades 2 and 3 had the largest percentage of students underperforming in phonics at 61% and 47% respectively, while Grades 2, 3, 4, and 5 had the highest students underperforming in vocabulary by 65%, 56%, 63%, and 63% respectively. In math, K-2 showed a recurring low performance in NO, M, while grades 3-5 showed significant underperformance in NO, MS, and GEO. Grade 3 showed the highest number of underperforming students in all of the four math domains. The school has two 2 and 3rd grade combined classroom, and one 4th and 5th grade combined classroom. The school was greatly impacted by staff shortages and high rates of teacher absences. The teacher turnover rate, especially in grades 3-5 was a contributing factor students underperforming on the FSA ELA and Math achievements. Three teachers in grades 3-5 left and 2 of the 3 replacements had no experience in instructing elementary-level students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023, there will be at least 60% of grades K-2 students teachers who are reading endorsed By June 2023, there will be at least 80% of grades 3-5 teachers who are reading endorsed By June 2023, there will be at least 80% of grades K-5 teachers who are ESOL endorsed By June 2023, there will be at least 90% of grades 3-5 inexperienced teachers who have completed the New Teacher Academy
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The educational leadership will work with a schedule to observe and provide feedback to teachers about their practices on a weekly basis. Ongoing PDs will ensure that teachers are equipped with the knowledge and strategies to deliver effective instructions to students. Also, the leadership team will provide a weekly schedule and sign-in sheets for PDs to both veteran and new teachers. The LT will review student samples; lesson plans, data on student academic progress, and classroom observation "look fors" to ensure that the established action plan is being implemented with fidelity. The ESOL coordinator will meet with teachers every two weeks to collaborate, plan, and provide evidence-based practices to meet the needs of ELLs. The ESE specialist will meet with teachers once a week to collaborate, plan, and recommend strategies and resources to meet the needs of SWD.
Person responsible for monitoring outcome:	[no one identified]

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy includes researching and providing effective professional development opportunities to support effective teacher instructions, practices, and interventions. Teachers will take reading and ESOL endorsement courses, and evidence-based math PDs to support student learning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Research shows that there is a direct correlation between job-embedded PDs and teacher effectiveness. Teacher effectiveness, in turn, has a strong impact on how well students perform on their academics (What Works Clearinghouse, 2019). Research shows that teachers that understand and implement evidence-based strategies in reading, math, and with English language learners and SWD help students to make significant improvement in their academic skills.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will enroll in courses offered by Learning Across Broward, and Flamingo to support knowledge acquisition in effective reading and math practices. Teachers will meet with the educational team once a week to discuss and plan effective lessons to meet the needs of students. Inexperienced teachers will be provided mentoring by the reading contact in weekly PDs. The leadership staff will meet twice a week with new teachers to provide PD sessions on reading and math practices.

The LT will collaborate with teachers to identify academic needs for the purpose of providing professional development to close academic gaps.

Teachers who are not reading certified or endorsed will enroll in and complete two reading-endorsement courses, per school year, to meet the needs of reading deficient students. To meet the needs of ELLs and SWD, Teachers of gifted students will need to enroll for the Gifted endorsement courses on LAB.

Person Responsible	Livia Moreno (lmoreno@sbmontessoricharter.com)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

2021-22 End-of-Year IReady diagnostics showed the following critical areas for reading in each grade:

Kindergarten: 78% at or above, and 22% performed below grade-level
First grade: 62% at or above and 38% below one grade level
Second grade: 42% at or above, 39% at one grade below, and 19% at two or more grade levels

Below-grade level student performance analysis by reading domain:
Phonological Awareness: kindergarten at 28%, 1st grade at 17%, and 2nd grade at 16%.
Phonics: kindergarten at 28%, 1st grade at 38%, and 2nd grade at 61%

High Frequency Words: kindergarten at 31%, 1st grade at 41%, and 2nd grade at 23%,
Vocabulary: kindergarten at 31%, 1st grade at 24%, and 2nd grade at 65%

2021-22 AP3 IReady diagnostics, 31% of students in kindergarten were not proficient in high-frequency-words and vocabulary, followed by phonics and phonological awareness at 28% . In first grade, about 41% of students underperformed in HFW and comprehension of literature-based text, closely followed by 38% of students underperforming in phonics. In 2nd grade, the domains that showed the highest number of underperforming students were in vocabulary at 65% and phonics at 61%.

The areas of focus are to support Kindergarten, First, and Second grade students in HFW automaticity, phonics skills, and vocabulary acquisition. The area of focus for the k-2 group will be on developing foundational skills to enhance their literacy skills. Foundational skills in phonics and HFW are critical to the reading process; studies show that early learners that develop automaticity in reading HFW and phonetic skills become proficient readers in later grades. Low word recognition and decoding skills can interfere with fluent reading, which will ultimately lead to low comprehension skills. Students will need evidence-based explicit instructions to develop and expand their decoding skills and knowledge base of high frequency words

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Based on the 2021-22 End-of-Year IReady diagnostics showed the following critical areas for reading in each grade level:
Third grade: 53% at or above level, 16% at one grade level below, and 31% at two or more grade levels below

Fourth grade: 50% performed at or above grade level, a 25% performed at one grade level below, and the other 25% performed at two or more grade levels below
Fifth grade: 53% at or above level, 42% below one grade level, and 5% at two or more grade levels below.

Below-grade level student performance by reading domain:

High Frequency Words: 3rd grade at 9%, 4th at 8%, with all 5th grade students showing proficiency.

Vocabulary and Comprehension: 3rd grade at 56%, 4th at 63%, and 5th grade at 63%.

The areas of focus are to support Third, Fourth, and Fifth grade students in vocabulary acquisition and comprehension

The English language arts, Florida Standards Assessment, showed a low achievement level of students in 3-5th grade: 19% scored at Level 4 and 5, 23% of students were on the Level 3 achievement, while about 57% underperformed on Levels 1 and 2.
The 2021-22 AP3 IReady Reading diagnostics, the vocabulary domain had the highest number of underperforming students: 3rd grade had 56%, while 4th and 5th grade students had 63% each. Further, the AP3 data also showed that half of 3rd and 4th grade students also had low scores in comprehension of texts.
The area of focus for the 3-5 students will be on building strong vocabulary to enhance their literacy skills. Vocabulary is crucial to the reading process; studies show that there is a strong correlation between low vocabulary knowledgebase and low reading proficiency. Third to fifth grade students will need evidence-based explicit instructions and differentiation to develop and expand their vocabulary.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By June 2023, there will be at least 50% of grades K students who demonstrate proficiency on the Renaissance STAR Early Literacy for their grade *K and 1 students who score 852 on Star Early Literacy may take the STAR Reading **Is this applicable in Broward county?
By June 2023, there will be at least 50% of grades 1st grade students who demonstrate proficiency on the Renaissance STAR Early Literacy for their grade *K and 1 students who score 852 on Star Early Literacy may take the STAR Reading **Is this applicable in Broward county?

By June 2023, there will be at least 50% of grades 2nd grade students who demonstrate proficiency on the Renaissance STAR Reading for their grade

By June 2023, there will be at least 50% of ELLs who demonstrate proficiency on the Renaissance STAR Early Literacy or Reading, depending on their grade level

By June 2023, there will be at least 50% of SWD who demonstrate proficiency on the Renaissance STAR Early Literacy or Reading, depending on their grade level

Based on the EOY IReady Diagnostics, by June 2023, there will be at least 50% of
? Kindergarten students who are proficient in HFW automaticity, phonics skills, and vocabulary acquisition
? First grade students who are proficient in HFW automaticity, and vocabulary acquisition, and comprehension
? Second grade students who are proficient in phonics skills and vocabulary acquisition

Grades 3-5: Measureable Outcome(s)

By June 2023, there will be at least 50% of grade 3 students who demonstrate proficiency on the F.A.S.T. Reading for their grade.
By June 2023, there will be at least 50% of grade 4 students who demonstrate proficiency on the F.A.S.T. Reading for their grade.

By June 2023, there will be at least 50% of grade 5 students who demonstrate proficiency on the F.A.S.T. Reading for their grade.

By June 2023, there will be at least 50% of ELLs who demonstrate proficiency on the F.A.S.T. Reading
By June 2023, there will be at least 50% of SWD who demonstrate proficiency on the F.A.S.T. Reading

Based on the EOY IReady Diagnostics, by June 2023, there will be at least 50% of
? Third grade students who are proficient in vocabulary acquisition and comprehension
? Fourth grade students who are proficient in vocabulary acquisition and comprehension
? Fifth grade students who are proficient in vocabulary acquisition and comprehension

For 2021-2022 the total ELL that took the ACCESS test was the 67 students. The assessment data showed that students in K-5 had a 36% proficiency entering (level A1/1); 15% proficiency emerging (level 3); 33% proficiency developing (level 3) and 15% proficiency expanding.

According to the ELA diagnostic results 22% of Hispanic fifth graders scored on level, 6% scored 1 grade level below, 28% scored 2 grade levels below, 39% scored 3 or more grade levels below, and 6% mid or above level.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The school will utilize IReady, the F.A.S.T. Progress Monitoring (PM) 1 and 2, and Benchmark Advance to monitor K-5 student growth in reading.
The school will utilize IReady's typical growth metric and performance in phonics, HFW (for K-2) and vocabulary (for 3-5) to measure student progress in the three identified reading domains.

The school leadership will conduct IReady data chats with teachers to guide them on personalized learning goals for students; teachers will in turn also discuss data chats with students to provide motivation to improve their academic performance. Also, students that are underperforming will be monitored through the MTSS process to ensure student growth in their identified reading gaps.

The school will utilize IReady, PM 1 and 2, Imagine Learning, and Benchmark Advance to monitor the progress of ELLs.
IReady will also be utilized to monitor the progress of SWD in reading and their IEP learning objectives.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Boboc, Delia, dboboc@sbmontessoricharter.com

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Measurable outcomes will be implemented through the Benchmark Advance reading program, IReady Teacher Toolbox, and the Montessori phonics and word study materials. Benchmark Advance is a reading program approved and vetted by Just Read, Florida! It provides research-based curriculum to improve student success in reading. IReady Teacher-toolbox is an evidence-based resource that is utilized in many states to provide effective interactive and adaptive learning strategies. Several studies, demonstrating statistically significant effects, found that when used with fidelity, Montessori reading materials improved reading achievement of primary to elementary-level students (Lillard and Heise, 2016).
Practices to support K-2 decoding skills will be provided through explicit instructions that target phonics skills like identifying short and long vowel sounds, segmenting, blending, reading word-phrase-sentences phonetically, among other examples. Explicit instructions and differentiation will also be utilized to support the use of morphological, semantic, and multiple-meaning strategies to develop and accelerate students' vocabulary knowledgebase.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Based on IReady and the FSA, students in K-5 will need systematic, evidence-based practices and programs to support them toward improving their reading skills. Given that K-2 students will need to improve their phonics skills and read HFW with automaticity, while 3-5 students focus on vocabulary acquisition, Benchmark Advance, the Montessori phonics reading series, and IReady Teachertoolbox will be utilized to enrich and support student learning.

Benchmark Advance uses a cross-disciplinary and vertical curriculum to provide strategies on scaffolding, student grouping, mini-lessons, differentiation strategies, leveled readers, intervention and assessment resources that can support students toward improving their reading skills. The Montessori phonics reading series and word study provide didactic materials that can concretely and systematically support students to improve their reading skills in phonics and vocabulary. The IReady Teachertoolbox provides a variety of reading resources that students can use to improve performance and grade-level skills.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership Classroom practices. Mini-lessons, differentiated and explicit instructions will be utilized to improve phonics and vocabulary acquisition. Effective collaborative strategies will include tiered, one-on-one, close reading, and small heterogeneous or homogenous student groupings. Teachers will use Ready Toolbox, Montessori Phonics Reading Series, and Benchmark Advance (BA) to address gaps in decoding skills and automaticity in HFW. Also, the Montessori word study and BA's vocabulary reading block, intervention, and enrichment resources will be used to develop strategies in affixes, multiple-meanings, compound words, and context clues in leveled readers to build grade level vocabulary. ELL support: ESOL matrix, ELLevation, and Imagine learning will be utilized to support ELLs to improve on the use of phonics and vocabulary through cognates, multiple-meanings and morphological strategies. SWD support: SWD will be provided one-on-one support along with multisensory resources to improve on their foundational reading skills.	Moreno, Livia, lmoreno@sbmontessoricharter.com
Literacy Coaching Professional Support to improve reading skills. The school has a literacy contact that is responsible for attending district meetings and PD sessions. The literacy contact will work with the teachers to analyze data and support them with evidence-based strategies for implementation in classrooms. The literacy contact will also research and provide guidance on best reading programs and practices for students. The contact will work with the instructional leadership team to provide mentoring to inexperienced teachers and enroll them in relevant professional development sessions. Classroom Support to improve reading skills. The literacy contact will work directly with students and intervention teachers to provide explicit instructions in decoding skills, word structure strategies, literacy-embedded vocabulary, and other evidence-based strategies to impact student performance.	Tye, Alexis, atye@sbmontessoricharter.com
Assessment Progress monitoring (PM) tools. The school will utilize IReady, the F.A.S.T. Progress Monitoring (PM) 1 and 2, and Benchmark Advance to monitor K-5 student growth in reading. Teachers will monitor the typical growth of students to ensure students are making adequate progress by the third diagnostic (AP3). Sustaining academic growth. The school leadership will conduct a data chat with teachers to guide them on personalized learning goals for students; teachers will in turn also discuss data chats with students to provide agency on improving their performance. Response to Intervention. Underperforming students will be monitored through the MTSS process to ensure student growth in their identified reading gaps. The school will utilize Imagine Learning and ELLevation to monitor the progress of ELLs. What else? SWD support: IReady growth monitoring and IEP related documentation will be used to monitor the progress of SWD in reading. What else?	Ramos, Caridad, cramos@sbmontessoricharter.com

Action Step	Person Responsible for Monitoring
Professional Learning Differentiation strategies-PDs: The school will provide teachers with PD sessions on how to differentiate content, process, and product to support students in phonetic reading and vocabulary development. Reading PDs: The school will provide PD sessions on the use of evidence-based resources to equip teachers deliver effective reading instructions. The instructional leadership will support teachers toward enrolling in reading PDs, conduct observations and use a triangulation of student sample, assessments, and classroom observations to identify and meet the professional needs of teachers. Teachers that are not reading certified or endorsed will need to enroll in a minimum of two courses, in every given SY. ESOL PDs: The instructional leadership will work with the ESOL teacher/coordinator to support teachers in finding and implementing best practices for ELLs. Teachers that are not ESOL endorsed will need to enroll in a minimum of one course in every given SY	Boboc, Delia, dboboc@sbmontessoricharter.com
English Language Learners (ELLs) Teachers use research-based strategies provided by I-Ready to teach, reinforce and remediate skills for ELLs. Also, Each ELL student receives an appropriate English-heritage language dictionary for use in the classroom. Students receive instruction in how to utilize the dictionary and will be encouraged by teachers to use them in their everyday work and during assessments. Moreover, ELLs receive support from bilingual staff will be available for translation assistance in class. Currently, the school offers bilingual language support in Spanish, as required by the large population of Spanish speaking ELLs in the school. It essential to high line that 75% of the classroom teachers are bilingual with 66% of them speaking Spanish. These teachers utilize scaffolding techniques to support their ELLs as they acquire the English language.	Ramos, Caridad, cramos@sbmontessoricharter.com

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

South Broward Montessori Charter School will have a parent and family engagement plan to create academic and extracurricular activities to integrate the school community (Parents, staff, and students). SBMCS affirm the aspirations of the national early childhood curriculum for children to grow up as competent and confident learners and communicators, healthy in mind, body, and spirit, secure in their sense of belonging, and in the knowledge that they make a valued contribution to society. SBMCS will

provide a flexible number of meetings, conferences, and events in the morning, evening, and/or weekends to guarantee flexibility for parents to attend. At the beginning of the school year, the parents will be invited to participate in the Orientation Night and the Back to School Night/Annual Title I meeting, where the school will prepare parents with Literacy strategies across content areas to improve their child's academic achievement. Parents workshops will be scheduled to notify parents and guardians about preparing for testing in all grade level (K-5). Furthermore, different strategies will be presented to parents to help with homework assignments. Literacy Nights will accentuate the integration of the English Language Arts and Social Studies standards during Fall, and the School will celebrate Math Nights to train parents across the curriculum. During the school year, the School will share information for parents of SWD regarding District and Title I-sponsored activities, workshops, and classes open to all stakeholders. In addition, the School will display and inform the parents and students about Special Needs and acceptance to positively interact with all students. SBMCS will spotlight culture awareness by creating educative activities and educating students regarding pertinent historical and current information. The SBMCS will conduct positive behavioral interventions and support to promote school safety, security, and positive behavior. Our behavioral and safety plan will consist of the following: school-wide SEL program, student-parent's workshops and extracurricular activities. Create parent's WhatsApp room chats, and the use of the agendas/work plans.

The agendas will be a communication tool between parents and teachers to inform the types of expectations the teacher uses to clarify the activity and transitions occurring in class. SBMCS will provide teachers with Professional Development to learn strategies for classroom management that support teachers with the skills associated with student success. These pieces of training will guide teachers in providing versatile classroom support that is likely to promote appropriate behavior and reduce interruptions while working in small groups and independently. SBMCS will also offer Social Emotional Learning (SEL) professional development for staff throughout the year. In addition, we will integrate SEL standards, competencies, and strategies for the school team and parents into the Classroom's Parent Newsletter. As part of our SEL initiatives, SBMCS will be adding support personnel and the School Parent Liaison to the staff to assist with parent conferences to meet the needs of our students and families. Also, SBMCS will celebrate multiple morning and evening events to encourage and build a strong community, like Scholastic night, Movie and Popcorn Night, Trunk and Treat, Fall and Winter Festivals, and more. Not only will this encourage the community to come together, but it will attract students to have a love for their School outside of the classroom. As a school, student artwork will be spotlighted in the Spring activities. There will be a range of student work from all grade levels and subgroups (ESE, ELL, Gifted).

On the other hand, the School will incorporate circle time (K-2) and community meetings (3-5) in the morning routines as part of the Montessori philosophy, announcements and engage students with implementing Character Education and practical life strategies. During these morning meetings and school activities, SBMCS will use strategies to connect with the ELL community. SBMCS will continue to provide school information in multiple languages in written and oral communication (translators). We will continue using content glossaries and bilingual dictionaries in the classroom. For our ESE students, the ESE Specialist will ensure that accommodation on IEP's and ESOL Strategies from the GO TO Matrix is used daily with each lesson. The ESOL Contact and ESE Specialist will also be available for parent nights to answer questions, help, and support. The school gifted students will participate in special projects and on the development of a project to promote the need of a healthy and strong environment by supporting and acting as classroom leaders to guide and support their classmates across the curriculum.

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

The school will continue utilizing the Behavior Threat Assessment Team (B.T.A. Team) and the resource officer to help prevent behavior issues through close contact and developing positive student relationships. In addition, the law enforcement officer assigned to the school shall conduct security inspections to identify possible threats and delinquent activities in collaboration with the B.T.A. team. They will work together to design behavior-prevention strategies. The Parent and Teacher Association, in collaboration with the school Parent Liaison, will make more of an effort to encourage community engagement and fun activities.

Activities like but not limited to Scholastics and Books Night, Movie and Popcorn Night, promoting the Book Fair, Festivals, and Parent-students academy. The school art teacher will exhibit, and display student work every four weeks around campus more frequently. Building family-school partnerships to encourage, cultivate, and motivate the school community will create unique connections and multiply the efforts, resulting in higher student achievement. The school will be encouraging community involvement with school-wide incentives. Attendance for these events will be taken, parents will receive volunteer hours, and students will be recognized for participation.

The celebrations will be but are not limited to an i-Ready Pizza Party, Dessert Party, Dance Party, ice cream day, etc. Upper-level students will have the opportunity to read a book to lower-elementary students. Negative behavior incidents decrease when positive, reliable connections are made to improve the school environment. Data on the number of incidents will serve as progress monitoring to identify specific problems that require intervention. The school will implement Safety Patrols. Safety Patrols are students selected with input from teachers, administrators, the school security team, parents, and administrative staff. The consideration for participation is based on student interest, academic achievement, dedication, sense of responsibility, and attitude toward others. In most cases, students dedicated to their schoolwork will be devoted to patrolling responsibilities. South Broward Montessori Charter School will celebrate parent academy sessions promoted by the teachers, ESOL Contact, and E.S.E. Specialist throughout the school year.

The parents will be allowed to ask questions and practice the skills being taught and utilized in the classrooms. ESOL Contact will review the Go to Matrix of ESOL strategies used in daily instruction. The E.S.E. Specialist will be available to answer questions and provide an overview of E.S.E. program. Students' products will be displayed throughout the school year. In addition, parents will be trained in reading and analyzing data from i-Grade Plus, i-Ready, Florida Benchmark Assessments, and Progress Monitoring Assessments. The school board and community members will be invited to conduct presentations for our whole school family throughout the school year. That way, the school will develop a relationship with the local entities to host weekly subject area activities with all grade levels.