St. Augustine Public Montessori School (Sapms)

2022-23 Schoolwide Improvement Plan

Table of Contents

St. Augustine Public Montessori School (Sapms)

7A WILLIAMS ST, St Augustine, FL 32084

http://www.staugustinemontessori.com

Demographics

Principal: Diane Dodds

Start Date for this Principal: 6/7/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	6%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* White Students
School Grades History	2021-22: B (56%) 2018-19: B (55%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

N/A

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.

Table of Contents

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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-6	No	6%
Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	27%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

School Board Approval

N/A

SIP Authority

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of St. Augustine Public Montessori School is to provide students with a learning culture grounded in Montessori philosophy and practice that inspires a love of learning and respect for self, others and the environment.

Provide the school's vision statement.

The school's vision is to be a thriving, financially stable, authentic Montessori school whereby students are excited to see new challenges, explore their abilities, and satisfy innate curiosity. The school will foster self-expression, peaceful action, and good citizenship through a supportive environment that values critical thinking and the strength of a diverse community. Our Montessori teachers will tailor work according to the observed developmental needs of each child, with the goal that each child remains focused and engaged in individual and group activities, experiencing the freedom to progress at their own individual pace. Each student will share in community goals and through collaborative problem-solving, develop an uncompromising respect for self, others, and the environment. The school will promote the development of confident, well-adjusted students ready to take their places as capable, informed leaders and meaningful contributors in a global world.

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
Dodds, Diane M	Principal	
Andreu, Rebekah	Assistant Principal	Finance and Operations

Demographic Information

Principal start date
Tuesday 6/7/2022, Diane Dodds

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.*
0

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.*
0

Total number of teacher positions allocated to the school
14

Total number of students enrolled at the school

126

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

1

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	19	16	18	19	17	9	8	0	0	0	0	0	0	106
Attendance below 90 percent	8	6	9	9	5	5	2	0	0	0	0	0	0	44
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 2022 statewide FSA ELA assessment	0	0	0	4	3	2	0	0	0	0	0	0	0	9
Level 1 on 2022 statewide FSA Math assessment	0	0	0	10	7	4	0	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	2	2	0	0	0	0	0	0	0	0	0	6

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	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	

Date this data was collected or last updated

Thursday 9/1/2022

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	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	
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	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	
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	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	

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	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	
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	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	
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	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	
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	72%	74%	56%				73%	75%	57%
ELA Learning Gains	66%						46%	67%	58%
ELA Lowest 25th Percentile								59%	53%
Math Achievement	44%	50%	50%				45%	77%	63%
Math Learning Gains	46%						53%	69%	62%
Math Lowest 25th Percentile								59%	51%
Science Achievement	50%	77%	59%				57%	72%	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	80%	78%	2%	58%	22%
Cohort Comparison		0%				
04	2022					
	2019	71%	77%	-6%	58%	13%
Cohort Comparison		-80%				
05	2022					

				ELA			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	71%	76%	-5%	56%	15%
Cohort Comparison		-71%				
06	2022					
	2019	0%	74%	-74%	54%	-54%
Cohort Comparison		-71%				

				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	36%	82%	-46%	62%	-26%
Cohort Comparison		0%				
04	2022					
	2019	63%	82%	-19%	64%	-1%
Cohort Comparison		-36%				
05	2022					
	2019	36%	80%	-44%	60%	-24%
Cohort Comparison		-63%				
06	2022					
	2019	0%	74%	-74%	55%	-55%
Cohort Comparison		-36%				

				SCIENCE			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	57%	73%	-16%	53%	4%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-57%				

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
SWD	46			31							
WHT	74	62		43	45		50				

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
SWD	23			17							
WHT	69	67		50	67						

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
SWD	36										
WHT	71	45		48	50		58				

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)	ATSI
OVERALL Federal Index – All Students	55
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	
Total Points Earned for the Federal Index	274
Total Components for the Federal Index	5
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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?

Our recent FSA scores will allow us to set ELA and Math priorities among individual students as a starting point. The overall trend is low Math scores. Many low scores were not surprising since they were achieved by students receiving services from ESE program and our MTSS watch list. Our teachers will use observation, assessment tools such as Dibels, and differentiation using our Montessori Math materials to monitor student progress. We are anxious to use the new FAST assessment system tool launched this year.

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

Low state assessment scores were primarily received by our ESE students and MTSS watch list students. We will review IEPs and our responses to intervention. Surprisingly many non-ESE students who received 3s or 4s in ELA received 1s in Math.

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

Since experience with hands-on Montessori Math materials usually helps students easily understand and succeed in complex/abstract mathematical concepts, it is our belief that students returning to campus after distance learning did not have the expected amount of access to these materials at home and/or teachers did not use math materials frequently upon the return to campus. We expect these Math scores to improve.

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

The school experienced a complicated past year - coming back on to campus from 100% distance learning and no Director on campus for academic accountability. The 2022 spring FSAs did not get sent in for scoring on time and we are still waiting on our official school grade. With a new leadership team on site, we will continue to offer support services and differentiated learning environments to our students

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

With a new leadership team on site, we will continue to offer support services and differentiated learning environments to our students. We will focus on Montessori materials and training of teachers on extensions.

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

Montessori supports individualized/differentiated learning styles/curves using a variety of concrete materials and methods. Rather than "accelerating" learning, we "guide" and develop intrinsic curiosity and executive function so that children learn naturally at their own developmental pace. Montessori teachers meet students where they are and continually observe and assess before moving on in the curriculum.

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.

Our Montessori teachers will participate in professional development opportunities as a group and as individuals, primarily through the American Montessori Society and Association Montessori International. These trainings and professional development opportunities will complement the methods and philosophy of our classrooms.

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

We will continue to use our Montessori observation, assessment, and MTSS guidelines that ensure all student needs are met.

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

:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Montessori best practice implementation is an integrated thematic approach that ties the separate disciplines together into studies of the physical universe, the world of nature, and human experience. We use an integrated spiral of curriculum, one lesson leading to many others. The full benefit of the Montessori method is achieved when all staff share this common philosophy and Montessori trained and versed. The Montessori curriculum is designed to be differentiated and multi-disciplinary, therefore it should be implemented in its entirety with minimal interruptions from auxiliary classes and services.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Ensure each classroom has a Montessori trained teacher with a highly experienced Montessori assistant. Ensure that each classroom has an uninterrupted 3-hour work cycle (Great Period) for work flow and studies.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Keep track of Montessori trainings, certification and professional development topics. Follow through fall, winter, spring with each teacher regarding individually set professional development goals. Keep to classroom schedules with limited outside interruptions.
Person responsible for monitoring outcome:	Diane M Dodds (diane.dodds@stamontessori.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Our Charter and classrooms will be supported when teachers are allowed to provide students a multi-disciplinary curriculum with differentiation to meet the needs of individual students. The 3-hour work cycle (Great Period) permits teachers to give lessons in different multi-disciplinary studies and permits students to work independently on lessons they have received.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	Employing Montessori trained and experienced teachers in all of our programs supports the mission and vision of our Charter. It is important that all Montessori teachers and staff have continuing education as well.

Describe the resources/ criteria used for selecting this strategy.

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.

Identify staff needing basic Montessori training.

Decide individualized professional development/continuing education goals with teachers.

Include any costs for these above items in the school's budget.

Person Responsible   Diane M Dodds (diane.dodds@stamontessori.org)

#2. Transformational Leadership 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.	Our Montessori teachers are trained from many different accredited training centers across the United States. At times, presentations, extensions and enrichments in subject matter can vary greatly. It is important for horizontal fidelity and horizontal alignment to take place. It is also important to ensure that materials are in use frequently on a daily basis so that students receive an authentic similar Montessori experience. During the 21-22 school year, on campus classrooms were re-opened while the previous Director remained off campus. This created a lack of accountability and alignment since there was not daily feedback and walkthroughs.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The new Director will meet with teachers on a regular basis and walkthrough classroom 2-3 times per week. Faculty meetings will address horizontal alignment and vertical alignment. Recordkeeping will continue in Montessori Compass. Subject materials will be consistent in all classrooms within an age-group program level.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Individual, Team, and Group faculty meetings with the Director. Director Formal Observations (Fall, Winter, Spring) in each classroom.
Person responsible for monitoring outcome:	Diane M Dodds (diane.dodds@stamontessori.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Through alignment our practices horizontally and vertically, teachers will be able to share knowledge and experience and understand all school programs (below and above their age group level). Students will use materials frequently on a daily basis and receive an authentic similar Montessori experience.
Rationale for Evidence-based Strategy: Explain the rationale for	It is important for horizontal fidelity and horizontal alignment to take place. It is also important to ensure that materials are in use frequently on a daily basis so that students receive an authentic similar Montessori experience.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

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.

All classrooms using Montessori Compass for recordkeeping, lesson planning, and progress reports.
Ensure that minutes are kept during horizontal and vertical meetings.
Director follow-up with teachers after formal observations.

Person Responsible   Diane M Dodds (diane.dodds@stamontessori.org)

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.

Being a Montessori parent means being a connected, intentional parent, one whom is constantly aware of and respectful of the child. Our approach is to provide a positive culture and partner with families in the education of their child. Montessori programs represent not only educational theory and teaching methods, but an attitude toward the whole life of the child. It is important for parents to become familiar with the Montessori approach. Our teachers use Collaborative Problem Solving and Redirecting Children's Behavior for student behavior/issues at school and we encourage parents to become familiar with these disciplines.

Attendance at all parent education events, community meetings, board meetings and FRIENDS (our PTO) is strongly encouraged.

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

The entire administration (Director, Assistant Director, ESE Coordinator, and Office Coordinator) work hard to create a positive school culture and environment. All staff report to the Director, who is accountable for all day-to-day operations of the school. The Director supervises and manages the responsibilities of the administration, faculty, and staff. The Director communicates positively and is visibly present at arrival and dismissal each day, answers all parent emails within 48 hours, sends out a weekly email to parents (announcements with Montessori education topic), and a weekly email to staff (announcements and reminders).

The Director is hired and evaluated by the Board of Directors, whose primary responsibility is the preservation of our mission and vision with fiscal integrity. The Board is composed of parents, educators, and community members who put aside personal agendas to focus on the good of the school and speak as a whole. Monthly Board meetings and facilities committee meetings are announced to our community and include a virtual link to include those who are unable to attend in person. The Board respectfully listens to any comments from the community during these meetings.

FRIENDS (our PTO) also make efforts to maintain a positive environment by including any volunteers in fundraising, projects, and school beautification. This group of parents supports the school in any way possible.