

St. Augustine Public Montessori School (Sapms)



2014-15 School Improvement Plan

St. Augustine Public Montessori School (Sapms)

7A WILLIAMS ST, St Augustine, FL 32084

<http://www.staugustinemontessori.com>

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

2%

Alternative/ESE Center

No

Charter School

Yes

Minority

15%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B			

School Board Approval

This plan is pending approval by the St. Johns County School Board.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The St. Augustine Public Montessori School mission 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 of a thriving, financially stable, authentic Montessori school whereby students are encouraged to see new challenges, explore their abilities, and satisfy innate curiosity. They are inspired towards deep questioning and peaceful action and fostered towards self-expression in a supportive environment that values critical thinking and strength of a diverse community. The school integrates academic and social experiences in an environment of civility and trust.

Children are encouraged to learn through physical exploration of their environment, repeating activities until achieving mastery. Teachers tailor the available activities according to the observed developmental needs of each child, with the result that each child remains focused and engaged in individual and group activities of their own developmental level and experience the freedom to progress at their individual pace. Instruction through scientific and practical learning and the arts provides relevant skills to meet the world with compassion and a sense of responsibility.

The Montessori Method fosters a lifelong commitment to society. Each student develops critical thinking skills to meet shared community goals and through collaborative problem-solving, an uncompromising respect for self, others, and the environment. An emphasis on inner discipline and encouragement to self-identify errors from the instructional materials promotes the development of confident, well-adjusted people ready to take their places as capable, informed leaders and meaningful contributors in an adult world.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At the beginning of the school year, each of our multi-age classrooms uses the first week for team building activities as well as informal academic assessment. Students complete projects which ask them to share information about themselves and their families. Throughout the school year, children and parents are invited to share foods, customs, artifacts from their individual cultural heritage.

Describe how the school creates an environment where students feel safe and respected before, during and after school

As a school founded on Montessori ideals, we believe that every person deserves respect. We expect students and adults to demonstrate kindness, respect, and courtesy toward all community members. Children are taught through modeling, role play, and discussion the core Montessori value of respect for self, respect for others, and respect for the environment. Children take part in establishing a set of ground rules for the classroom. These are printed and signed by all students and the teachers and posted in the classroom. These rules become the morals they guide themselves with in school. Social skills are taught through lessons in grace and courtesy.

Conflict resolution skills are actively taught to help children validate their feelings and give them tools to handle interpersonal problems. Adults or older students will act as mediators in these sessions. Students handle mild interpersonal conflicts by going to the "Peace Table".

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Montessori education is based on empowering students to make appropriate decisions about behavior in an atmosphere of mutual respect and trust. Students have freedom within the limits of very clear ground rules. Teachers redirect behavior that is disruptive to the group, unbecoming, or unproductive. Students who can not be redirected receive logical consequences for their actions. For instance, a student who mishandles a material will not be allowed to use that material for a period of time.

Children who disobey rules are acting against the common aim of the peer group. Consequently, they must leave the group. This could mean sitting alone, being moved to another classroom, or going to the office. Destructive or aggressive behavior will be reported to parents via an Incident Report. Repeated incidents will require a parent conference and the development of a behavior plan with the parent providing consequences at home.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Montessori materials for social-emotional development include lessons in grace and courtesy, classroom customs and procedures which illuminate how to balance individual and community needs, collaborative work in groups of mixed gender and age, along with the children's many interactions both joyful and challenging. The teacher uses the social frictions that naturally arise as teachable moments to observe and respond with support. Guidance given for values, character, and social-emotional development are woven throughout the curriculum. It is given not in the abstract but in the context of the children's real-life relationships. As in all aspects of Montessori education, adults at school are committed to helping children take as much ownership for their social-emotional learning as they are willing and able.

Teachers work with children on an individual basis and act as mentors and guides to all. Any student who demonstrates a need for extra support will receive it.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

All parents are required to contribute 20 hours of service to the school. Parents are involved in class projects, teaching enrichment classes, chaperoning field trips, and helping with small maintenance projects. Parents receive a weekly newsletter with essays regarding different aspects of Montessori education. The newsletter also keeps them informed of happenings around the school and volunteer opportunities.

Three times a year we have school wide Community Meetings where parents have a chance to interact with other parents and board members. There are also three Parent Education nights during

the school year.

Parents/student/teacher conferences are held in October and March. Parents receive interim progress reports at that time. Lengthy formal progress reports go home in January and May. Parents may request a conference with the teacher at any time.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

This is an area which has yet to be fully developed at our school. We have obtained some financial support from Publix and Home Depot for fundraising and class garden projects. Saltwater Realty provided a venue for our student art show last spring.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Dunlap, Judi	Principal
McDowell, Jean	SAC Member
Myers, Lorraine	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The team members meet to review data and assess progress toward goals. Deficits are identified and addressed to ensure grade level proficiency.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Objectives are defined in measurable terms and goals are identified. Identify possible reasons if goals are not being attained. Develop and implement a plan involving evidence based strategies to attain goals. Evaluate effectiveness of plan in relation to goals and Montessori best practice.

Our school does not receive any of these funds.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Judi Dunlap	Teacher
Roman Pytel	Business/Community
Irene Arriola	Business/Community
Nan Nutt	Business/Community
Gina O'Brien	Education Support Employee
Jean McDowell	Parent
Judi Dunlap	Principal

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

One of the primary reasons the SAC meets is to evaluate and discuss our evaluation of the SIP. Throughout the year we checked our SIP goals with our Strategic Planning goals and policy implementation to ensure that our identified priorities were being addressed.

Development of this school improvement plan

The primary objectives of the SAC are to help identify needs and recommend actions related to the School Improvement Plan. The SAC is one avenue for facilitation of community input for a Montessori learning environment, which sets high expectations and meets the diverse needs of the student body. The school community includes parents, local community and business people, students, professional educators, and other school staff. The SAC is a resource to the school and school principal. SAC functions include:

- A. To facilitate the development of the School Improvement Plan (SIP)
- B. To monitor implementation of the SIP
- C. To evaluate the effectiveness of the SIP
- D. To make recommendations as to the alignment of instructional staffing and instructional materials to support the SIP

Preparation of the school's annual budget and plan

Because the majority of our SAC members also serve on our Board of Trustees, the SAC is fully aware and has every opportunity to provide input on the annual budget planning process and implementation throughout the year. All parents and staff at our school are provided with the annual budget and asked for input.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The portion of school improvement funds does not amount to much for our small school. Funding Montessori teachers is our priority for seeing improved performance at our school. Therefore, if these funds are received, they will revert to the teachers.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Dunlap, Judi	Principal
Myers, Lorraine	Teacher, K-12
Lewis, Christian	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

Development of a core reading instruction program
Collaborate on strategies to overcome barriers to achieving satisfactory progress
Ongoing progress monitoring

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Since we are very small, our entire staff meets together as a team on a weekly basis. We talk about challenges and successes in our individual classroom. Our ESE/Remediation teacher is included in these meetings giving us an opportunity to discuss special needs students. We have a discussion group based on the book, "Together with Montessori, (The guide to help Montessori teachers, assistant teachers, resource teachers and administrators work in harmony to create great schools.) We take time to demonstrate key Montessori materials to ensure everyone is using them the same way. Our two Lower Elementary teachers plan lessons together and Upper Elementary teachers do the same.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Highly qualified teachers at SAPMS must hold dual certification, Florida and Montessori.
Advertise in national Montessori organizations - Judi Dunlap
Join national Montessori organizations to receive additional recruitment benefits
Develop a collegial, collaborative work environment - Judi Dunlap
Offer paid professional development opportunities for Montessori education - Jean McDowell
Offer competitive salary and benefits package - Jean McDowell

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our experienced upper elementary teacher is mentoring our first year upper elementary teacher. This is a cooperative arrangement with the mentor offering direct assistance to help the mentee focus on student learning through effective best teaching practices. The mentor will offer guidance and support on how to best accommodate special needs students and use data to guide instruction. The experienced teacher will use coaching, modeling, and demonstration of lessons and materials. The two teachers will work collaboratively on lesson planning. Additionally, the mentor will offer advice on parent interactions and sit in on parent conferences as needed.

The administrator, a highly experienced Montessori educator, observes and offers feedback and

guidance to all of the staff. The administrator is available to meet with teachers afterschool on an individual basis as needed.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our core instructional program is the Montessori curriculum. We use a online record keeping system that aligns Montessori to the standards. All teachers have copies of the standards for each grade taught. In our meetings we discuss standards that are not covered in the Montessori curriculum and devise lessons to cover the standard that are consistent with our Montessori philosophy.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Students who are unable to attain proficiency on state assessments or Discovery Education are given more individualized instruction during regular class time. Additionally, classroom teacher, director, and remediation teacher come up with a remediation plan for each student. Remediation teacher will meet with students in small groups to work on deficit areas. DAR will be used to progress monitor reading. Assessments provided in remediation materials will be used to progress monitor math and portfolio samples will be used to monitor writing.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Create a Montessori prepared learning environment that provides opportunities for success for youngest students. Set up mentoring system by matching an older student with younger in the Montessori multi-age classroom.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Decrease percentage of students absent 10% or more of available instructional time.
- G2.** Implement Montessori Method providing students with the opportunity to receive lessons from Montessori-trained/experienced teachers, choose challenging work and master appropriate skills.
- G3.** Increase student engagement in writing leading to improved writing skills especially in the upper elementary grades.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Decrease percentage of students absent 10% or more of available instructional time. 1a

G036142

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Newsletter to emphasize importance of attendance
- Community Meetings
- Hands on, interdisciplinary education
- Emphasized in parent classes, community handbook and policy

Targeted Barriers to Achieving the Goal 3

- Parents don't prioritize school over travel schedules

Plan to Monitor Progress Toward G1. 8

Contact home when student absent

Person Responsible

Judi Dunlap

Schedule

Daily, from 9/29/2014 to 5/29/2015

Evidence of Completion

Decreased absences

G2. Implement Montessori Method providing students with the opportunity to receive lessons from Montessori-trained/experienced teachers, choose challenging work and master appropriate skills. 1a

G036143

Targets Supported 1b

Indicator	Annual Target
Certified in Field	66.0

Resources Available to Support the Goal 2

- Currently 3 Montessori trained and experienced teachers plus one Montessori intern.
- Montessori prepared environment.
- Montessori materials and curriculum.
- Facility adequate for current number of students in 24/18 student class size.

Targeted Barriers to Achieving the Goal 3

- Need for additional Montessori teachers for future years.
- Current facility is maxed-out at less students that optimal for Lower Elementary Montessori classrooms (ideal size is 25 students per class).
- Director is burdened with District requirements and paperwork that takes time away from the school mission of Montessori.

Plan to Monitor Progress Toward G2. 8

Montessori teachers, Implementation of Montessori Method

Person Responsible

Judi Dunlap

Schedule

Evidence of Completion

Facility for 75, 3 Montessori teachers, students choose challenging work and show mastery of appropriate knowledge and skills

G3. Increase student engagement in writing leading to improved writing skills especially in the upper elementary grades. 1a

G036144

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	75.0

Resources Available to Support the Goal 2

- Montessori materials and lessons Modeling writing after favorite author's stories Invite children's author to school Create an engaged community through collaboration, choices, publishing. Packaged writing program

Targeted Barriers to Achieving the Goal 3

- poor basic writing skills such as handwriting, spelling, sentence construction, and mechanics

Plan to Monitor Progress Toward G3. 8

Student writing samples will be collected and rated on teacher and student developed rubrics

Person Responsible

Judi Dunlap

Schedule

Weekly, from 10/1/2014 to 5/29/2015

Evidence of Completion

increased writing fluency

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Decrease percentage of students absent 10% or more of available instructional time. **1**

 G036142

G1.B1 Parents don't prioritize school over travel schedules **2**

 B086488

G1.B1.S2 family mediation - counsel parents of chronic absentees **4**

 S097199

Strategy Rationale

Help parents understand the correlation between school attendance and achievement.

Action Step 1 **5**

Use the weekly newsletter and parent meetings to educate parents on the correlation between regular school attendance and school achievement.

Person Responsible

Judi Dunlap

Schedule

Weekly, from 9/24/2014 to 5/27/2015

Evidence of Completion

Log of parents reading newsletter and attendance at parent meetings.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Reports to SAPMS Board of Trustees

Person Responsible

Jean McDowell

Schedule

Weekly, from 9/24/2014 to 5/27/2015

Evidence of Completion

Monthly board minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Tracking student attendance especially those with excessive absences

Person Responsible

Judi Dunlap

Schedule

Monthly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Records of student attendance demonstrating a decrease in absences.

G2. Implement Montessori Method providing students with the opportunity to receive lessons from Montessori-trained/experienced teachers, choose challenging work and master appropriate skills. 1

G036143

G2.B1 Need for additional Montessori teachers for future years. 2

B086491

G2.B1.S1 Hire Montessori-trained and Montessori-experienced lead teachers. 4

S097201

Strategy Rationale

Our school will thrive and students learn best when all teachers are trained and experience in the class level they are teaching.

Action Step 1 5

Hire Montessori-trained and Montessori-experienced lead teachers.

Person Responsible

Judi Dunlap

Schedule

Annually, from 1/5/2015 to 5/29/2015

Evidence of Completion

Each classroom has a teacher trained and certified for the correct level (6-9 or 9-12) classroom in which they are teaching.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

1 - Recruitment of Montessori teachers through associations, advertisements and Montessori networks.

2 - Monitoring and assess student progress with Montessori.

Person Responsible

Judi Dunlap

Schedule

Every 6 Weeks, from 1/5/2015 to 5/29/2015

Evidence of Completion

1 - Quality resumes 2 - Montessori Compass recordkeeping correlated to Common Core standards.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Montessori teacher search
Implementation of Montessori Method by experienced teachers.

Person Responsible

Judi Dunlap


Schedule

On 5/29/2015


Evidence of Completion

Facility for 75 students and 3 classrooms 3 lead Montessori trained and experienced teachers students choose challenging work and show mastery of appropriate knowledge and skills

G2.B2 Current facility is maxed-out at less students than optimal for Lower Elementary Montessori classrooms (ideal size is 25 students per class). 2

 B086492

G2.B2.S1 Research, identify and locate facility that will allow for planned growth. 4

 S097202

Strategy Rationale

Action Step 1 5

Research, identify and locate facility that will allow for planned growth.

Person Responsible

Schedule

Evidence of Completion

Facility for 75 students in 3 large classrooms

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Person Responsible

Schedule

Evidence of Completion


Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

G2.B3 Director is burdened with District requirements and paperwork that takes time away from the school mission of Montessori. 2

 B086493

G2.B3.S1 Lessons are given using Montessori materials and method, teachers are guiding student to master their won work. 4

 S097203

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Person Responsible

Schedule

Evidence of Completion

G2.B3.S2 Director's prioritizes implementation of the Montessori Method and ensuring that all teaching staff, parent and students are working towards that shared mission. 4

 S097204

Strategy Rationale

Action Step 1 5

Director's priorities implementation of the Montessori Method and ensuring that all teaching staff, parent and students are working towards the shared mission.

Person Responsible

Schedule

Evidence of Completion

Teachers demonstrate Montessori Method, parents attend Montessori classes and use library materials, students choose challenging work and show mastery of appropriate skills.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Person Responsible

Schedule

Evidence of Completion

G3. Increase student engagement in writing leading to improved writing skills especially in the upper elementary grades. 1

G036144

G3.B1 poor basic writing skills such as handwriting, spelling, sentence construction, and mechanics 2

B086494

G3.B1.S1 Lower elementary teachers will focus on teaching correct and fluent handwriting. Implement school wide daily writing time. Write for variety of purposes & use written responses in all subject areas. Provide explicit instruction in effective writing techniques. Fully implement Montessori grammar & sentence analysis curriculum. use a packaged writing program with step by step instruction 4

S097205

Strategy Rationale

Students must be able to communicate clearly in writing.

Action Step 1 5

Write for a variety of purposes, narrative, expository, persuasive. Write in the context of all subjects. UE students work through a packaged writing program.

Person Responsible

Judi Dunlap

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Student work: well written research papers, stories, and arguments to persuade.

Action Step 2 5

Full implementation Montessori language arts curriculum with a focus on grammar, sentence analysis and sentence construction. These provide tools for growth in precision and ease with written language. This will free the child's attention making it more available for creative expression. This uses the Montessori concept of repetition as a tool for perfecting oneself.

Person Responsible

Judi Dunlap

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

student can produce creative and expository pieces . Student can produce concept maps about lessons in science and write paragraphs about them

Action Step 3 5

Handwriting - focus on correct pencil grip and correct letter formation

Person Responsible

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

Students will demonstrate fluent handwriting with correct letter formation

Action Step 4 5

Upper elementary students will use a packaged writing program providing step by step instruction in the writing and research process for opinion, informative/explanatory, and narrative compositions.

Person Responsible

Judi Dunlap

Schedule

Weekly, from 9/25/2014 to 5/29/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

weekly collaborative planning
formal/informal observation
peer assessment

Person Responsible

Judi Dunlap

Schedule

On 5/29/2015

Evidence of Completion

Students will compile a writing portfolio showing progress when writing for different purposes.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

student written work samples in their writing portfolios

Person Responsible

Judi Dunlap

Schedule

Weekly, from 9/23/2014 to 5/29/2015

Evidence of Completion

75% of students reach proficiency level on state writing assessments.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Hire Montessori-trained and Montessori-experienced lead teachers.	Dunlap, Judi	1/5/2015	Each classroom has a teacher trained and certified for the correct level (6-9 or 9-12) classroom in which they are teaching.	5/29/2015 annually
G2.B2.S1.A1	Research, identify and locate facility that will allow for planned growth.		Facility for 75 students in 3 large classrooms	one-time	
G2.B3.S2.A1	Director's priorities implementation of the Montessori Method and ensuring that all teaching staff, parent and students are working towards the shared mission.		Teachers demonstrate Montessori Method, parents attend Montessori classes and use library materials, students choose challenging work and show mastery of appropriate skills.	once	
G3.B1.S1.A1	Write for a variety of purposes, narrative, expository, persuasive. Write in the context of all subjects. UE students work through a packaged writing program.	Dunlap, Judi	9/22/2014	Student work: well written research papers, stories, and arguments to persuade.	5/29/2015 weekly
G2.B3.S1.A1	[no content entered]			one-time	
G1.B1.S2.A1	Use the weekly newsletter and parent meetings to educate parents on the correlation between regular school attendance and school achievement.	Dunlap, Judi	9/24/2014	Log of parents reading newsletter and attendance at parent meetings.	5/27/2015 weekly
G3.B1.S1.A2	Full implementation Montessori language arts curriculum with a focus	Dunlap, Judi	9/8/2014	student can produce creative and expository pieces . Student can	5/29/2015 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	on grammar, sentence analysis and sentence construction. These provide tools for growth in precision and ease with written language. This will free the child's attention making it more available for creative expression. This uses the Montessori concept of repetition as a tool for perfecting oneself.			produce concept maps about lessons in science and write paragraphs about them	
G3.B1.S1.A3	Handwriting - focus on correct pencil grip and correct letter formation		9/8/2014	Students will demonstrate fluent handwriting with correct letter formation	5/29/2015 daily
G3.B1.S1.A4	Upper elementary students will use a packaged writing program providing step by step instruction in the writing and research process for opinion, informative/explanatory, and narrative compositions.	Dunlap, Judi	9/25/2014		5/29/2015 weekly
G1.MA1	Contact home when student absent	Dunlap, Judi	9/29/2014	Decreased absences	5/29/2015 daily
G1.B1.S2.MA1	Tracking student attendance especially those with excessive absences	Dunlap, Judi	9/24/2014	Records of student attendance demonstrating a decrease in absences.	5/29/2015 monthly
G1.B1.S2.MA1	Reports to SAPMS Board of Trustees	McDowell, Jean	9/24/2014	Monthly board minutes	5/27/2015 weekly
G2.MA1	Montessori teachers, Implementation of Montessori Method	Dunlap, Judi	Facility for 75, 3 Montessori teachers, students choose challenging work and show mastery of appropriate knowledge and skills	one-time	
G2.B1.S1.MA1	Montessori teacher search Implementation of Montessori Method by experienced teachers.	Dunlap, Judi	1/5/2015	Facility for 75 students and 3 classrooms 3 lead Montessori trained and experienced teachers students choose challenging work and show mastery of appropriate knowledge and skills	5/29/2015 one-time
G2.B1.S1.MA1	1 - Recruitment of Montessori teachers through associations, advertisements and Montessori networks. 2 - Monitoring and assess student progress with Montessori.	Dunlap, Judi	1/5/2015	1 - Quality resumes 2 - Montessori Compass recordkeeping correlated to Common Core standards.	5/29/2015 every-6-weeks
G2.B2.S1.MA1	[no content entered]			one-time	
G2.B2.S1.MA1	[no content entered]			one-time	
G2.B3.S1.MA1	[no content entered]			one-time	
G2.B3.S1.MA1	[no content entered]			one-time	
G2.B3.S2.MA1	[no content entered]			once	
G2.B3.S2.MA1	[no content entered]			once	
G3.MA1	Student writing samples will be collected and rated on teacher and student developed rubrics	Dunlap, Judi	10/1/2014	increased writing fluency	5/29/2015 weekly
G3.B1.S1.MA1	student written work samples in their writing portfolios	Dunlap, Judi	9/23/2014	75% of students reach proficiency level on state writing assessments.	5/29/2015 weekly
G3.B1.S1.MA1	weekly collaborative planning formal/informal observation peer assessment	Dunlap, Judi	9/22/2014	Students will compile a writing portfolio showing progress when writing for different purposes.	5/29/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Implement Montessori Method providing students with the opportunity to receive lessons from Montessori-trained/experienced teachers, choose challenging work and master appropriate skills.

G2.B3 Director is burdened with District requirements and paperwork that takes time away from the school mission of Montessori.

G2.B3.S2 Director's prioritizes implementation of the Montessori Method and ensuring that all teaching staff, parent and students are working towards that shared mission.

PD Opportunity 1

Director's priorities implementation of the Montessori Method and ensuring that all teaching staff, parent and students are working towards the shared mission.

Facilitator

Director

Participants

SAPMS staff

Schedule

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0