

Broward County Public Schools

South Broward Montessori Charter School



2023-24

Schoolwide Improvement Plan (SIP)

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South Broward Montessori Charter School

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SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Moreno, Livia	Principal	<p>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.</p> <p>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.</p>
Rodriguez, Olmary	Curriculum Resource Teacher	<p>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.</p>
Steed, Tremaine	Teacher, ESE	<p>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.</p>
Tye, Alexis	Instructional Coach	<p>It is the responsibility of the ELA Coach to identify the academic needs of the ELA teachers, provide professional development, and support teachers in the classroom to provide best practices to students. The facilitator is responsible for ensuring that ELA B.E.S.T. standards are being taught by teachers.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Under the supervision of the school leadership to continue utilizing the School Board, P.T.A., Behavior Threat Assessment Team (B.T.A. Team), Guidance Counselor, and 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 partnership with the school

Parent Liaison will make more effort to encourage community engagement and fun activities. Monthly meetings will be held to evaluate the S.I.P.'s success or to change strategies accordingly to the student's needs and data.

The steps to promoting focus and continuing school improvement are:

1. Follow up on the areas of concern and monitor areas of focus progress.
2. Set monthly goals and performance targets.
3. Continue updating, implementing, and developing strategies and action plans.
4. Constantly monitor progress in achieving goals.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school leadership will monitor the SIP (Principal, Literacy Coach, Curriculum Resource Teacher, ESE Specialist, ESOL Coordinator, and school counselor). There are people assigned to the specific areas of focus.

The School Leadership will:

1. Gather information as the improvement strategies are implemented and compare it to the same sources of information gathered to conduct need assessments (i-Ready, Diagnostic, PM 1, 2, and 3, Early Warning System). The school will track each student's progress toward attaining proficiency in different subjects. Also, to indicate whether the school is making sufficient progress toward the goals.
2. Monitor Progress: The leadership will build a series of checkpoints for formal evaluation of the SIP, developing milestones to evaluate students' progress and opportunities for review through regular monthly status updates.
3. The School Leadership will work on a weekly and monthly basis (Depending on the type of assessments, evaluation, and area of focus) on assessing, reflecting, and adjusting practice based on data indicating what is working to ensure that goals are met, and revising implementation strategies based on the same information as that used to determine the original goals, areas of focuses, strategy, and timeline.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	83%
2022-23 Economically Disadvantaged (FRL) Rate	65%
Charter School	Yes
RAISE School	No
ESSA Identification	CSI

*updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: F 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	20	11	8	14	11	8	0	0	0	72	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	6	12	8	6	12	7	0	0	0	51	
Level 1 on statewide Math assessment	0	5	9	8	10	6	0	0	0	38	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	27	17	13	14	16	13	0	0	0	100	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	14	13	11	14	14	11	0	0	0	77

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	16	13	15	6	8	4	0	0	0	62	
One or more suspensions	0	1	0	0	0	0	0	0	0	1	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	13	10	4	0	0	0	27	
Level 1 on statewide Math assessment	0	0	0	0	8	7	0	0	0	15	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	6	9	7	2	0	0	0	25	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	3	12	10	3	0	0	0	29

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	16	13	15	6	8	4	0	0	0	62	
One or more suspensions	0	1	0	0	0	0	0	0	0	1	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	13	10	4	0	0	0	27	
Level 1 on statewide Math assessment	0	0	0	0	8	7	0	0	0	15	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	6	9	7	2	0	0	0	25	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	3	12	10	3	0	0	0	29

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	42	56	53	43	58	56	57		
ELA Learning Gains				40			65		
ELA Lowest 25th Percentile									
Math Achievement*	37	62	59	28	54	50	42		
Math Learning Gains				28			6		
Math Lowest 25th Percentile									
Science Achievement*	38	48	54	11	59	59	29		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	68	59	59	51			71		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	248
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	201
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL	39	Yes	2	
AMI				
ASN				
BLK	34	Yes	2	
HSP	48			
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT				
FRL	51			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL	36	Yes	1	
AMI				
ASN				
BLK	32	Yes	1	
HSP	32	Yes	1	
MUL				
PAC				
WHT				
FRL	31	Yes	1	1

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	42			37			38					68
SWD												
ELL	32			28			15				5	68
AMI												
ASN												
BLK	42			25							2	
HSP	40			37			27				5	68

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT												
FRL	39			35			40				5	75

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	43	40		28	28		11					51
SWD												
ELL	41	35		27	26							51
AMI												
ASN												
BLK	46			17								
HSP	37	43		27	25		8					49
MUL												
PAC												
WHT												
FRL	40	39		26	33		0					48

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	57	65		42	6		29					71
SWD												
ELL	61			45			20					71
AMI												
ASN												
BLK	53			33								
HSP	56	58		38	0		23					74
MUL												
PAC												
WHT												

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	53	57		34	0		21					74

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	50%	56%	-6%	54%	-4%
04	2023 - Spring	29%	61%	-32%	58%	-29%
03	2023 - Spring	56%	53%	3%	50%	6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	38%	62%	-24%	59%	-21%
04	2023 - Spring	40%	65%	-25%	61%	-21%
05	2023 - Spring	33%	58%	-25%	55%	-22%

III. Planning for Improvement**Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Reading: The data component that showed the lowest performance from Kindergarten to 5th grade was vocabulary. We understand based on our data analysis the biggest trend the big population of ELL students in each grade level. A trend that has been identified is the progress these students make from when they start class however, due to their low English proficiency they do not end the year on 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. 2022-23 data showed a significant decline in the English language arts achievement progress in grade 1st and 4th, being 4th grade the grade with the lower proficiency.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Reading: A component that showed the greatest decline from the prior year was the comprehension domain. 1st grade and Fourth grade showed the greatest decline but this was an overall trend in all grades kindergarten through 5th grade. The factors contributing to this decline were below level understanding of grade level vocabulary which correlates to the comprehension of different types of texts. Teachers are not all reading endorsed and need more professional developments on how to not only introduce vocabulary but how to differentiate their instruction to meet all student needs.

Math: A component that showed the greatest decline from the prior year was geometry and measurement and data. 1st grade and Fourth grade showed the greatest decline but this was an overall trend in all grades kindergarten through 5th grade. The factors contributing to this decline were below level understanding of grade level math vocabulary and which correlates to the comprehension of word problems for grades 3 to 5. In grades K-2 the factors contributing to this decline were below level understanding of NO, GEO and MS. Teachers need more professional developments on how to not only introduce vocabulary but how to differentiate their instruction to meet all student needs.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Reading: The greatest gap when compared to the state average fell again on Vocabulary. The school has more than 50% of ELL students. Though student show progression they fall short from what is considered to be on grade level per state average.

Math: The greatest gap when compared to the state average fell again on Geometry and Measurement and Data. The school has more than 50% of ELL students. Though student show progression they fall short from what is considered to be on grade level per state average.

Which data component showed the most improvement? What new actions did your school take in this area?

The domains that need the most improvement are:

Reading: The data component that showed the most improvement was the foundational skills such as phonics and phonemic awareness. New actions that took place were rotations of center based interventions and more guided time with one on one teacher instruction. Students had an interventionist do a full data analysis providing teachers with monthly meetings and game plans for the students. Computer labs were put into each classroom to provide students time to work on independent lessons catered to the domains they are needing most assistance with. 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.

Math: The data component that showed the most improvement was Numbers and Operations, and

Algebra.

New actions that took place were rotations of center based interventions and more guided time with one on one teacher instruction. Students had an interventionist do a full data analysis providing teachers with monthly meetings and game plans for the students. Computer labs were put into each classroom to provide students time to work on independent lessons catered to the domains they are needing most assistance with. The recurring domains in math that need the most improvement are skills in NO, and Measurement for Kindergarten and 1st; Algebra for grade 2 students; GEO and NO for 3rd grade, GEO and MS 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. 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. 2022-23 data showed a significant decline in the English language arts achievement progress by 20 points.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS data two potential areas of concerns are attendance of students and the impact on vocabulary and comprehension due to the increased population of ELL students.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Catering to the students different strengths and finding different ways to close gaps
2. Focus on a good intervention plan that can be used all school year by our teachers and interventionist
3. Provide Professional developments that allow teachers to understand and use the skills learned in the classroom for their students
4. Teachers will be expected to take the courses needed to get ESOL and Reading Endorsed.
5. Work on a protocol that will stop the inconsistency in student attendance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Data reviewed showed critical need in the following domains:

HFW and PH showing 31% of K students below grade level

All domains (VOC the most) showing 56% of 1st grade students are one grade below grade level

Phonics and VOC showing 28% of 2nd grade students below grade level

VOC and INFO showing 34% of 3rd grade students below grade level

VOC and Comprehension showing 68% of 4th grade students below grade level

VOC and Comprehension showing 46% of 5th grade students below grade level

The ELA achievement for the school was 44% compared to the district and state performance levels of more than the 50%. The AP3 2022-23 data showed that students in K-5 had a 59% proficiency in Reading. Grades 1 and 4 had the largest percentage of students underperforming in Vocabulary at 53% and 68% 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 vocabulary and comprehension for grades 3-5. The ELL ACCESS assessment for 2022-23 showed a significant decline in the English language arts achievement.

Although data was not too low to gauge student performance of SWD and gifted students on the ELAFAST, AP3 IReady scores in reading in 2022-23 school year.

80% of SWD population tested near or below grade level in the phonics and vocabulary domain.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

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) and Progress Monitoring 1 (PM1), 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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. In addition to differentiated instruction, SWD will be provided one on one instruction and flexible scheduling.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Alexis Tye (atye@sbmontessoricharter.com)

By When: The ELA area of the focus action plan will be monitoring with weekly walkthroughs and monthly informal evaluations.

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Data reviewed showed critical need in the following domains:

Geometry showing 43% of kindergarten students below grade level

GEO and NO showing 41% of 1st grade students below grade level

Geometry 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 2022-23 FSA math for the school was 43%. The AP3 2022-23 data showed that students in K-5 had a 52% proficiency in math. The on or above grade-level student achievement in math per level was 71%, 48%, 53%, 57%, 48%, and 50% 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 43% of K students in geometry; 58% of 1st grade students in MS; 55% 2nd graders in GEO; 81% 3rd graders in GEO; 63% of 4th graders in GEO and NO; and 53% 5th graders in both GEO and MS. K-2 showed a recurring low performance in GEO and MS, while grades 3-5 showed significant underperformance in NO, MS, and GEO. Grade 4 showed the highest number of underperforming students in all of the four math domains. 58% 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.

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:

Livia Moreno (lmoreno@sbmontessoricharter.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Livia Moreno (lmoreno@sbmontessoricharter.com)

By When: The Math area of the focus action plan will be monitoring with weekly walkthroughs and monthly informal evaluations.

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Parental Involvement: South Broward Montessori Charter School will have a parent and family engagement plan to create academic and extracurricular activities to integrate the school community.

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.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

61% of SBMCS students have Reading Deficiency

In grades KG, 1, 3, 4 more than 10% have absentees.

50% of grades K students who demonstrate proficiency on the Renaissance STAR Literacy Reading and Math

for their grade

50% of grades 1st grade students who demonstrate proficiency on the Renaissance STAR Reading and Math

for their grade

50% of grades 2nd grade students who demonstrate proficiency on the Renaissance STAR Reading and Math for their grade

50% of grade 3 who demonstrate proficiency on the F.A.S.T. Reading and Math for their grade.

50% of grade 4 who demonstrate proficiency on the F.A.S.T. Reading and Math for their grade.

50% of grade 5 who demonstrate proficiency on the F.A.S.T. Reading and Math for their grade.

35% of ELLs who demonstrate proficiency on the State test Reading and Math

25% of SWD who demonstrate proficiency on the State test Reading and Math.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Attendance: In collaboration with the Student Services Coordinator, the student's guidance counselor will monitor students' attendance and start an informative campaign on the importance of attending school

daily.

The teacher will schedule parent-teacher conferences to address absentee issues and orientate parents on how the lack of attendance can affect the student's academic progress.

The Parent Liaison, in collaboration with the Parent and Teacher Association, volunteers, School Administration, and School Board will create a school calendar schedule monthly for academics, culture, and recreational activities to orientate, educate and foster active participation of parents and students to educational workshops, recreational, and mental health activities, etc.

Person responsible for monitoring outcome:

Olmary Rodriguez (orodriguez@sbmontessoricharter.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Measurable outcomes will be implemented through the Early Warning System Program (EWS) and i-Grade Plus.

EWS provides accurate data on attendance and Reading and Math students' deficiencies.

I-Grade Plus is an attendance, behavior, grades, calendar activities, and communication tool with parents and students platform. In many states, I-grade is an evidence-based resource to provide effective interaction between admin, teachers, parents, and students. Several studies demonstrating statistically significant effects found that it improved attendance and community active participation when used with fidelity.

Longitudinal research has found that achievement in reading and mathematics is hindered for students who are chronically absent as early as kindergarten, and chronic absence in elementary school is linked to an increased likelihood of dropout even if attendance improves over time (Romero & Lee, 2007; Schoeneberger, 2012).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

There are several reasons why parental involvement leads to positive outcomes for students:

When parents are involved in their child's education, the child is more likely to have positive attitudes towards school and learning.

Parental involvement provides support for the child both at home and at school. Studies have shown that children whose parents are involved in their education have higher grades and test scores and are more likely to complete their education.

Parental involvement can lead to increased communication and collaboration between families and schools.

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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Homework: Parents can help their children with homework by providing guidance, support, and encouragement.

Attendance:

1. Students attendance will be monitoring and parents will be contact to orientate them.
2. Parents can show their support for their children's education by attending school events such as open houses, parent-teacher conferences, and school plays.

Participation: Parents can have a voice in their children's education by participating in school decision-making processes, such as serving on a school committee or joining a parent-teacher organization.

Communication: Parents can stay informed about their children's education by communicating with the school regularly. This can be done through Facebook, email, phone calls, or in-person meetings.

Volunteering in the classroom: Parents can contribute to their children's education by volunteering in the classroom or on a school committee.

Supporting the school: Parents can show their support by participating in fundraisers, attending school events, or becoming a member of the school's Parent-Teacher Organization.

Person Responsible: Tremaine Steed (tsteed@sbmontessoricharter.com)

By When: This area of the focus action plan will have monthly activities to engage community participation. Attendance will be monitored daily (The counselor and teachers will follow up with parents).

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Through the improvement funding allocations SBMCS is able to ensure resources are allocated based on needs of the school , curriculum, and student demands.

ESSIR 3 funding gets allocated in the following areas:

1. Purchasing the Science curriculum for the school K-5 and sight licenses needed to be able to provide an inclusive and differentiated all around hands on approach to Science learning
2. Staff salary for interventionists to assist with intervention action plan, data analysis per grade level , and student pull out

Title 1 funding is allocated in the following areas:

1. Staff salary including curriculum facilitator - Through the curriculum facilitator the curriculum is organized by grade, professional developments are presented with targeted goals based on data analysis of the school as a whole, per grade level, and class.
2. Sight license and access to i-ready including teacher tool box where lessons are differentiated, students lessons and progression are tracked, and the student is able to practice lessons based on their level of proficiency.
3. Parental Involvement through out the school year such as parent nights, academic nights from ELA to Math nights that provide students better understanding of the curriculums

Unisig Funding:

Unisig funding funds the computers needed in the school to provide students better access to different programs such as i-ready and imagination learning. Through these programs the students are able to work on lessons that will assist in merging gaps and focus on different targeted skill. Imagination learning assists the ELL students with student catered lessons to promote learning English and be able to differentiate within the lessons to continue growth with foundational skills needed.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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**Grades 3-5: Instructional Practice specifically related to Reading/ELA****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 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 Measurable Outcomes**Grades 3-5 Measurable Outcomes****Monitoring****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 impact student achievement outcomes.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:

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?

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

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****Title I Requirements****Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school’s webpage* where the SIP is made publicly available.

There are various methods of dissemination that will take place in the school year to assure stakeholder have access to the SIP, UniSIG budget and SWP. Meetings are held at the school on different days and time blocks to provide families, staff, and students an opportunity to participate in the meeting. All information is discussed and translated if needed for everyone's understanding. Translations are not only done in writing but also orally through reading and presentations. Visuals and a page by page read is done in these meetings to open the floor for discussion or suggestions and to also continue tracking progression. The plans are posted on the website. Parent links are sent to the parents with the information of where to find these plans and the information of school representative they may contact for further information.

SBMCS Website: <https://www.sbmontessoricharter.com>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school plans to continue to build positive relationships by catering to the community within our school and the supportive community outside of the school. Academic events such as literacy night and math night assist with parents understanding academically student goals per grade level, understanding of what the materials are and what the students are doing in class, and promotes communication between families and the teachers. Annual events in the SWP such as winter fest and pumpkin patch are advertised and help bring in the community itself to be involved in the festivities. As part of the schools mission our classrooms extend into the community, creating a web of exchange among community members, families, and teachers.

Family Engagement Plan is made publicly available: <https://www.sbmontessoricharter.com>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The plan to strengthen the academic program continues to be analyzing our data and understanding our strengths and weaknesses as whole school, per grade, and per class room. It has been identified that our school struggles greatly in vocabulary due to our large population of ELL students. It is our understanding that the first place we need to start is with teacher professional development. Having teachers understand how to differentiate instruction, accommodations, and how to cater to the ELL students to ensure understanding of targeted skill. Most importantly we are focusing on how to bring vocabulary into every day lessons. SBMCS has placed a targeted intervention plan with the interventionist which will start on the very first day of school and will continue to be monitored, discussed, and updated with admin throughout the school year. A new computer lab has been created for the student classrooms and this will assist with having student work on lessons catered to the level of proficiency.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

SBMCS provides private one on one counseling through a virtual psychologist. Psychologist may be seen through a student request with parent consent, teacher referral with documented observation of concerns that support request, or a parent request with consent. Character education is built with in our curriculums to provide students guidance and strategies to support outside environmental circumstances. Grade level lessons are discussed with a different monthly theme such as kindness, honesty, meaning of friendship.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

SBMCS has developed a fair and consistent schoolwide multi-serviced tiered support system that addresses behavioral and early intervening services for all students including scholars placed in ESE and ESOL. A request for review is given to administration; a checklist is completed that details the infraction, it is collected and previewed by a designated team. The designated team and administration determine which tier the student is demonstrating appropriate functioning under and based on the results of the data review meeting, the team then meets and design an intervention plan for the student. As mentioned, with this model students are placed into one of three tiers: Tier I, Tier II, and Tier III. Students who are demonstrating appropriate grade or age level functioning are placed in Tier I and given appropriate plan. These plans under Tier I include minor infractions that can be addressed through level one responses such as a phone call home or restorative conversations. If the student continues to demonstrate tier 1 level functioning, they stay in Tier I; if not, assessments, checklist and data are collected, and student will be evaluated for Tier II. Under tier II, students will receive an appropriate plan which will include interventions such as detention, assistance in assignment completion (during student free time) and parent-teacher conferences. If student is responding appropriately to Tier II interventions they will continue to stay in Tier II, if the student is not responding to Tier II intervention, they are evaluated based on data collected and placed in Tier III. A behavioral intervention plan will be developed and written for tier III students and given to the parent and the instructor. Parents must participate in parent-teacher conference where the intervention plan is discussed. Tier III infractions are behaviors that severely disrupt the learning environment. Students who don't respond to Tier III interventions will then be considered for psychoeducational evaluation. Students who are protected under IDEA will have a manifestation determination meeting where the ESE team determines if the student's performance or functioning is a result of their disability. The degree to which the student will be evaluated is based on individual circumstances.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

SBMCS provides professional developments to teachers, para professionals, and other school personnel's in house that target specific data driven needs or challenges in the school. Based off teacher observations and class data teachers are assigned district professional learning classes they must complete and show proof of completion. All teachers are required to complete the Reading Endorsement and ESOL endorsement classes to better assist our students in these areas. To recruit and retain effective teachers SBMCS provides teachers with assistance in developing the skills required to become highly effective, a fair and safe community that relies heavily on teamwork and collaboration, a positive reinforcement system that caters to showing appreciation of all school personals contribution to success.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA				\$68,288.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	394	5717 - South Broward Montessori Charter School	UniSIG	1.0	\$47,500.00
			<i>Notes: Charter School will be reimbursed for one Certified ELA Teacher working 5 days a week with Fourth and Fifth Grade classes to address or remediate students learning gaps to plan and deliver the intervention instruction. The certified Teacher will work from August 2023 to June 2024. (Salary and Fringe)</i>			
	5100	394	5717 - South Broward Montessori Charter School	UniSIG	1.0	\$20,788.00
			<i>Notes: Charter School will be reimbursed for one High Qualified Paraprofessional working 5 days a week with Second and Third Grade Classes to address or remediate student learning gaps to plan and deliver the intervention instruction. The High Qualified Paraprofessional will work from August 2023 to June 2024. (Salary and Fringe).</i>			
2	III.B.	Area of Focus: Instructional Practice: Math				\$7,588.50
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	394	5717 - South Broward Montessori Charter School	UniSIG		\$7,588.50
			<i>Notes: Charter school will be reimbursed for the purchase of 31 Lenovo laptops at a cost of \$244.99 each to address or remediate students learning gaps. The total cost of the purchase is 7, 594.69. The school will pay for the difference.</i>			
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			5717 - South Broward Montessori Charter School			\$0.00
Total:						\$75,876.50

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes