

Magnolia Montessori Academy

1540 NEW JERSEY, Lakeland, FL 33803

[no web address on file]

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

14%

Alternative/ESE Center

No

Charter School

Yes

Minority

38%

School Grades History

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

School Board Approval

This plan is pending approval by the Polk 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	0
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	26

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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Guided by Maria Montessori's idea that "the secret of good teaching is to regard the child's intelligence as a fertile field in which seeds may be sown, to grow under the heat of flaming imagination. Our aim is not only to make the child understand, and still less to force him to memorize, but so to touch his imagination as to enthuse him to his innermost core."

Magnolia Montessori students in grades K-8 will develop a strong academic foundation and a love of learning. Students will draw upon the foundation to explore the world through project based learning and thematic studies in science, math, and the humanities. Magnolia Montessori seeks to cultivate students who are responsible citizens in the local and global community through service learning. In addition, Magnolia Montessori students will build relationships with community mentors to extend learning beyond their classroom.

Provide the school's vision statement

In keeping with Dr. Montessori's goal of making the world a better place for all humanity through education, it is incumbent upon us to prepare our students to be tomorrow's ethical leaders. Magnolia Montessori Academy students learn to be skilled communicators, innovative and creative thinkers, collaborative problem solvers and take responsibility for their actions. We promote a culture of high academic standards, strong moral and ethical values and a passion for learning and self-fulfillment. Magnolia Montessori Academy educates the human potential through a partnership between home and school that fosters intellectual growth, independence, responsibility, and a sense of self-worth.

School Environment

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

The study of cultures is an integral part of the Montessori curriculum and as such it open up discussions during group time. The Montessori Elementary curriculum expands this basic foundation of skills and knowledge to address broader philosophical questions and in-depth study of the origins of the universe, the nature of life, different cultures, and the fundamental needs of humans. Each school day begins with a classroom community meeting run by the students. Classroom community interaction is a vital part of building relationships between teachers and students. Students learn how to share concepts with others and how to work in groups. Classroom conflicts are also solved in community meetings, where students and teachers seek to solve concerns in a discussion-based format.

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

MMA works closely with the United Nations UNESCO tenets of peace education for its peace curriculum. Specifically:

- * Developing a climate that models peaceful and non-discrimination in administrative policies and practices
- * Demonstration of the principles of equality and non-discrimination in administrative policies and practices
- * Draw on the knowledge of peace-building that exists in the community, including means of dealing with conflict that are effective, non-violent, and rooted in local culture

- *Handling conflicts in a way that respects the rights and dignity of all involved
- *Integrating an understanding of peace, human rights, social justice and global issues throughout the curriculum whenever possible
- *Providing a forum for the explicit discussion of values of peace and social justice
- *Using teaching and learning methods that stress participation, problem solving and respect for differences
- *Enabling children to put peace-making into practice in the educational setting as well as in the wider community
- *Generating opportunities for continuous reflection and professional development of all educators in relation to issues of peace, justice and rights

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 the student to make appropriate decisions about behavior in an atmosphere of mutual respect and trust.

There is no place for corporal punishment or emotional intimidation in a Montessori environment. One goal of our school is for the children to be self-disciplined.

There is a wide age span within the range of "normal" for the development of self-discipline. To encourage self-monitoring of behavior by our students, we control the environment instead of the child as much as possible. We want it to be easy for the children to behave appropriately.

Appropriate behavior is taught when children are not in a stressful situation. Then children can learn by role-playing acceptable alternatives to hitting, screaming, biting, scratching, name-calling, etc.

These lessons are given individually and at group time throughout the year as needed. We use peer problem solving whenever possible when children have disagreements. Children who are out of control stay with a teacher or sit alone until they can control themselves. Whenever possible, children are allowed to experience the natural and/or logical consequences of their actions. For example, when you throw a puzzle, you pick it up and then find other work that can be handled more appropriately. For more serious situations such as hitting or refusal to cooperate - parents are called to pick up their child.

In keeping with Montessori philosophy, we redirect the following behavior patterns:

Unbecoming behavior (i.e. nose-picking)

Behavior destructive to the environment (i.e. throwing work)

Behavior destructive to others or their work (i.e. disturbing another's work)

Unproductive behavior (i.e. walking aimlessly through the room)

In a serious situation, such as a physical fight between children, the following steps are followed:

1 Address the serious behavior

2 Check that everyone is safe

3 Remove those not involved

4 Assess what is happening in a non-judgmental way

5 State the appropriate ground rule

6 Separate the child from the situation as gently as possible

7 Preserve self-dignity

8 A parent will be called to pick up the child.

Children may be required to sit at a table by themselves and work will be provided for them. They will lose their freedom of movement for a period of time according to their development. This could range from a short amount of time to an entire work period. If a child's behavior (for example: temper tantrum) is disruptive to the classroom the child will be taken out of the classroom. Parents will be notified of these situations either by email, phone call, and/or incident report.

If the student repeatedly needs office support to deal with his or her behavior, the parent will be called to take the student home. There will be a conference with the parent before the student returns to the

classroom.

If the situation cannot be rectified in a timely fashion, especially if the behavior presents a danger to other students or faculty members, our out of school suspension or dismissal procedures, consistent with the MMA Parent Contract and the Polk County Code of Student Conduct, will apply.

Magnolia Montessori will also utilize the Polk County School Board Code of Conduct to handle discipline matters that occur, and Magnolia Montessori also follows the PCSB bullying policy.

All of our Montessori teachers have been trained to promote this behavioral system as one of the components of their specialized Montessori credential.

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

Students are mentored by Montessori trained teachers who observe students and guide not only their learning through specifically designed lessons that emphasize individual achievement, but who also pay attention to the social and emotional needs of the children and place them in groups and in settings that promote their well being. They give them space to develop as independent thinkers and gives support to develop socially as active members of their community. Parents are strongly encouraged to stay involved in their children's education through conferences, emails and volunteering at the school. Since our school community is small, teachers and parents are in close proximity often, which encourages communication. This allows us to stay in close touch with what is going on with them at home as well as at school. If children are showing signs of being unsuccessful socially or are showing emotional stress, a conference is called with parents and teachers to address what the issues may be and how to address them. Plans are tailored to each child's needs.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 or 2 score on the statewide, standardized assessments in English Language Arts or mathematics
- *Failure to turn in assignments or complete work
- *Failure to participate in lessons
- *Failure to score 80% or above on grade level quizzes in any subject
- *An FCAT writing score below 3.5

Provide the following data related to the school's early warning system

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

Indicator	Grade Level					Total
	2	3	4	5	6	
Attendance below 90 percent	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	5	9	14
Level 1 on statewide assessment	1	1	0	5	9	16
Failure to turn in assignments	0	0	0	1	5	6
Failure to participate in lessons	2	1	2	2	0	7
Failure to score 80% on quizzes	2	1	0	3	5	11
FCAT writing score below 3.5	0	0	0	11	0	11

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	2	3	4	5	6	
Students exhibiting two or more indicators	2	1	2	5	9	19

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Students who scored a 1 or 2 in FCAT math become part of an Intensive Direct Instruction group that meets four days per week and follows the course curriculum outlined in the Support Coach Target Foundational Mathematics book from Triumph Learning. This group is in addition to their regular targeted math group.
 6th Grade - 19 total students, 13 with FCAT scores of 1 or 2
 5th Grade - 13 total students, 7 with FCAT scores 1 or 2
 4th Grade - 12 total students, 1 with FCAT scores of 1 or 2
- Students who scored 1 or 2 in FCAT reading become part of an Intensive Direct Instruction group for reading that meets three times a week and follows the course curriculum outlined in the Wordly Wise series from EPS Literacy and Intervention. This group is in addition to the 90 minute LA block.
 6th Grade - 19 total students, 5 with FCAT scores of 1 or 2
 5th Grade - 13 total students, 1 with FCAT scores 1 or 2
 4th Grade - 12 total students, 2 with FCAT scores of 1 or 2
- Students who scored 1 or 2 on FCAT attend an extended day study group/tutoring session twice a week to reinforce and practice new skills learned.
- Students who have difficulty working independently will be instructed next to a teacher or a para at all times.
- Parent conferences that include goal setting are scheduled within the first six weeks of the school year. Students work on Mobymax (online math curriculum) or Accelerated Reader during the school day or at home with encouraged parent support.
- Students practice writing everyday. They get a formal lesson at the beginning of the week; then build, practice, and extend paragraphs and details. They write rough drafts, and then receive a timed writing assignment at the end of each week to build writing endurance and practice.
- An additional writing coach meets with teachers for planning and assistance.
- Additional writing practice is integrated into other subjects. For example, students summarize science topics using the Lesson's Essential Question (LEQ). Students are also given guided questions in math, and must write to explain their mathematical answer. They must answer, "What do I know? What do I need to know? What operation do I use to solve 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

Parents are required to complete 20 hours of volunteer activities for the school. They are encouraged by this requirement to attend Parent Community organization meetings, field trips, classroom activities and weekend projects and fundraising.

The school further hosts many events that the parents are invited to attend. Last year this included a Historical timeline put on by the children, a pot luck Autumn harvest festival, a Holiday Chorus and dessert event, a celebration about Chinese New Year with outside performers as well as performances by the children, and an end of year festival. This year we are adding an Art show we are calling Magnolia Mayfair. In addition to the children going on field trips (plays, Florida Agrifest, etc), we also include several in-house "field trips" that come to our school (examples: the Mulberry phosphate museum, reptile shows, fire department, etc.) that parents are always invited and welcome to attend.

We also keep parents informed with a Parent portal on our website as well as direct emails. Teachers email the parents weekly newsletters and parents are always welcome to call, email or stop by with questions. We hold annual goal-setting conferences where the parents and students conference with their teachers. We hold an educational night for parents, so they can see the Montessori materials in action. The teachers discuss the Montessori materials and the rationale behind them.

We have an open door policy for parents/ guardians. They are an integral part to the success of their child.

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

Through contacts with the South Lakeland Rotary club we have increased knowledge of Montessori and exposure of our school. This has brought our school many benefits. The South Lakeland Rotary club has built shelves for us, donated books and sent us potential students.

Alignment with Sassakala farms have helped us with newspaper articles and volunteers to help build the organic garden on MMA's property with our students.

A grant from Impact Lakeland this year will be used to build a discovery lab at MMA.

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
SCOTT, KIM	Principal
Crotteau, Tammi	Principal

Duties

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

The directors of Magnolia Montessori Academy must be dynamic and competent leaders. The directors shall implement and uphold the school's mission and guiding principles. The Director of Finance looks at all responsibility's from a financial perspective and that the Director of Education reviews all decisions from an educational point of view. Then they work together to find the most optimal mix of the two perspectives. In addition, the directors shall be responsible for maintaining professionalism in the following areas:

Organization—The directors are responsible for creating an organized management team for the school. The directors seek to promote peaceful and effective communication for the staff in order to ensure smooth day to day running of the school. The directors work toward harmony in all relationships through a carefully prepared environment. Both directors are also responsible for working conditions, training and discipline of staff.

Planning and Analysis—Both directors will work closely together and with the board to strategize about school effectiveness and improvement. The Director of Education is responsible for analyzing student assessment, verifying the effectiveness of the curricular approach, and maintaining assessment-informed instruction. If either director discovers educational deficiencies in the school's program, he or she is responsible for changing it. Both directors are also responsible for planning the school calendar and implementing any board decisions.

Curriculum Development—The Director of Education works closely with the board and teachers to develop and implement curriculum to improve student learning. The Director of Education ensures that the Montessori method is being used appropriately and offers feedback when necessary. Both directors evaluate any suggestions for new materials or texts.

Personnel—The Director of Education is responsible for the on-site personnel who look to her as a resource for improving community and learning. The director assures that the staff fully understands the tenets of Montessori education and ensures adherence to Magnolia Montessori Academy's mission and vision.

Program and Service Support - Both directors shall work closely with staff, parents and students to develop curricular programs to enhance the learning community at Magnolia Montessori. Both directors are responsible for the safety of the students and the staff. The Director of Education oversees the assessment and evaluation of student progress and assists the teachers in developing standards for student achievement.

Finance—The Director of Finance is responsible for all monthly and annual reporting of revenue, expenditure and fund balances and reporting these to the board. The director shall maintain the daily finances of the school in an efficient and careful manner to ensure that the school is fiscally responsible. In addition, the Director of Finance is responsible for complying with the Polk County School Board requirements for financial documents and reports in the manner expected. In addition, the Director of Finance is responsible for keeping current in establishing and maintaining appropriate financial documentation as required by applicable Florida law.

Enrollment—Both directors are responsible for all aspects of enrollment for the school including applications, admissions, suspensions and dismissals and will share

responsibilities in the areas. In addition, the director must strategize with the board about effective community awareness techniques to increase interest in the school. Community Relationships—Both directors represent the school and must maintain a positive community image. MMA expects that the directors of the school will serve as spokespersons for the school to the larger community. To further this end, the directors must be passionate about the Montessori Method and be able to serve as envoy for Montessori education to the community. In addition, the directors must be at the forefront of parent/student relationships through positive and effective parent contact as well as a visible part of the Parent Community Organization meetings.

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
John Iskra	Parent
Alyssia Totten	Parent
Veronica Kerst	Business/Community
Cara Helpling	Teacher
Amanda Gasparly	Business/Community
Kim Scott	Principal
Tammi Crotteau	Principal
Kate Harris	Teacher
Heidi Reed	Teacher

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

The initial school improvement plan was part of our original charter. The budget was ratified by the board with all members present. The rest was written by the Directors of Education and Finance and was reviewed by the SAC. Since we were in our first year, we had to first make sure we had all of the basics (including curriculum, materials, furniture, credentialed staff, etc.)

Development of this school improvement plan

The initial school improvement plan was part of our original charter and was written in large part by Amanda Gasparly who is Secretary of the Board. The budget was ratified by the board with all members present.

The rest was written by the Directors of Education and Finance and was reviewed by the SAC on Sept 8th, 2014.

This years school improvement plan was developed by the Directors of Education and Finance in

conjunction with lead Montessori credential teachers: Cara Helpling, Heidi Reed and Kate Harris, after reviewing all of the individual students from the previous year and their needs.

Preparation of the school's annual budget and plan

The schools budget is prepared using the estimated funds for FTE, the estimated funds for preschool and a fund raising effort. MMA looked first at fixed expenses, such as payroll, building lease, software renewals (Discovery, Accelerated Reader, MRX, etc.), speech services, and materials needed for added 6th grade (computers, desks, chairs etc.). Then we look at the remaining funds, and through discussions with staff, we purchase the materials most needed by students for learning gains. In our Primary class, there were many hands on materials, in Lower Elementary, we purchased books targeted to many interests and additional hands on math materials, and in Upper Elementary we purchased intervention materials, science materials and additional reading materials, as well as some new hands on Math materials.

Magnolia Montessori Academy

Budget

2014 2015

2014-15

FUND BALANCE 7/1 30,000.00

FTE 92

REVENUE RED BOOK CODES OPERATING FUND

FL. EDUC. FINANCE PROGRAM 13310000 571,711.00

ARRA FUNDS 13210000 0.00

CAPITAL OUTLAY 13397000 0.00

INTEREST 13430000

GIFTS & DONATIONS 13440000 6,000.00

PRE-SCHOOL TUITION 13490000 106,000.00

TOTAL REVENUE 683,711.00

TOTAL FUNDS AVAILABLE 713,711.00

OPERATING EXPENSES

ACCOUNT NAME OPERATING FUND

Salaries-Teachers- 15000310 257,460.00

Salaries-Ast Teachers 15000410 141,432.00

Supplies-Instructional 15000510 8,000.00

Textbooks-Instructional 15000520 -

Equipment-Instructional 15000640 1,500.00

Software-Instructional 15000690 1,200.00

Salaries-Sub Teachers 15000750 11,716.00

INSTRUCTIONAL 421,308.00

Other Purchased Services 16100390 7,000.00

Supplies-Student Support 16100510 500.00

PUPIL PERSONNEL SVCS 7,500.00

Travel - Instructional 16400330 -

INSTR STAFF TRNG SVCS -

Contracted Services-Admin/Gov 17100310 -

Contracted Services-Audit 17100311 6,000.00

Contracted Services-Legal 17100312 -

Liability Insurance-Charter Board 17100320 3,000.00

Training & Development 17100330 -

BOARD 9,000.00

Salaries-Admin Dir of Education 17300310 55,650.00

Salaries-Admin- Dir of Finance 17300311 55,650.00

Admin secretary 12,430.00

Travel-Admin 17300330 200.00

Postage 17300370 315.00
 Advertising 17300390 250.00
 Supplies-Admin 17300510 2,000.00
 Equipment-Admin 17300640 1,000.00
 Dues & Fees-Admin 17300730 500.00
 Misc Expense 17300790 500.00
 PCSB Admin Fee 17300791 28,586.00
 SCHOOL ADM (OFFICE OF PRIN) 157,081.00
 Rent 17400360 54,000.00
 Cleaning 3,600.00
 FACILITIES 54,000.00
 CONTRACTED SERVICES - FISCAL 17500310 -
 Contracted Services-Transportation 17800390
 TRANSPORTATION -
 Bldg Insurance-Operations/GL 17900320 3,000.00
 Telephone & Cell 17900370 2,400.00
 Fire Alarm Equipment and monitoring 1,800.00
 Security System Equipment and monitoring 2,000.00
 Other Purchased Services - Montessori Compass 17900390 1,620.00
 Utilities 17900400
 Supplies-Operations 17900510 2,000.00
 OPERATION OF PLANT 12,820.00
 TOTAL OPERATING EXPENSES 661,709.00
 CURRENT YEAR NET INCOME(LOSS) 22,002.00
 ENDING FUND BALANCE 6/30 52,002.00
 FUND BAL. RESERVED FOR CAPITAL OUTLAY 0.00
 UNRESERVED FUND BALANCE 6/30 52,002.00
 UNRESERVED FUND BAL as % OF AVAIL FUNDS 7.29%
 RESERVED FUND BAL. AS % OF AVAIL FUNDS 0.00%

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

We have not received any school improvement funds.

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
Crotteau, Tammi	Principal
SCOTT, KIM	Principal

Duties

Describe how the LLT promotes literacy within the school

We promote literacy in many ways in our school. Among these are:

1. Our intensive reading groups meet three times per week in addition to their daily 90 minute language arts block and utilize the Wordly Wise series from EOS Literacy and intervention.
2. Through the use of the Accelerated Reader (AR) program, we promote reading. AR monitors comprehension, level and interest. This program is used by all teachers to check reading levels, comprehension, and ensure that their students are choosing challenging work. The teachers discuss each student's individual book choice, reading level and comprehension to help each student make appealing choices for the next level and to ensure that each student is progressing in between testing dates. This is an area that can show if students are below grade level by the quizzes that are given to test comprehension.
3. Through our festival called Books Day in April, students dress as, write about, and discuss their favorite book characters. The entire school participates in this day. Many studies show that when books are geared toward the child's interest they choose to read more often and at higher levels.
4. We have a special Reading ALL Day (RAD) festival the day before Spring Break.
5. We participate in the SSYRA (Sunshine State Young Readers Association) Festival. The students read all the books from the SSYRA list during the year and participate in creating visuals, skits, and take comprehension exams from these books. These projects are graded on a rubric with many components in which to achieve a superior score. We relate the idea of a rubric with our students by discussing rubrics during our daily writing lessons and interventions. The state-tested writing responses also follow a rubric to allow students to know what components are necessary to include in their writing for a certain score. The more practice students have with following a rubric, the better understanding they will have of the writing expectations to achieve mastery.
6. We have a Scholastic Book Fair at the end of the year to promote summer reading. We also send home summer packets of activities to practice reading and mathematics skills to ensure less academic regression.

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

Magnolia Montessori Academy is a small school with multi-age classrooms. We utilize two co-teachers in each classroom who collaborate daily on all items. We have weekly staff meetings where we round table discuss instructional strategies, results of test data (Fair-FS, Discovery, ARreader etc.), and the progress of our afterschool and school day interventions. Staff also are encouraged to eat in the lunch area together. Activities such as going to visit other Montessori schools, going to seminars, and attending conferences have participation from multiple classrooms.

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

Recruitment:

In order to hire the most qualified teachers, Magnolia Montessori Academy advertises teaching positions locally, as well as through Montessori resources. The board drafts an advertisement identifying the school and requesting the submission of both curriculum vitae and a cover letter explaining the applicant's intent. In addition, we utilize grassroots advertising like word-of-mouth, internet, community bulletin boards, etc.

Selection:

The curriculum vitae and cover letters are reviewed by the directors. The directors will then conduct in-person interviews. The ultimate decision on teaching staff will be made by the directors. Hiring the teaching team is a very important decision. The directors must be vigilant that the teachers are capable of fulfilling the mission and guiding principles of the school. All applicants must at least have a Statement of Eligibility from the Florida

Department of Education indicating that they are at least eligible for a temporary teaching certificate. In addition, all applicants must express a willingness to pursue Montessori training, but we prefer teachers who already have their Montessori credential.

Due to the nature of the Montessori method, Magnolia Montessori Academy teachers will be required to expand their education to include the basics of Montessori education and any other professional development necessary to keep current in the teacher's field of specialization. Teachers will also be trained in implementing service learning in and out of the classroom. In addition, any teacher trainings required to use software or computer resources will be conducted throughout the school year. For example, MMA expects that there will be professional development to assist reading teachers or administrators in administering the county and state assessments. Magnolia Montessori Academy is committed to having a staff whose education is current, relevant and varied.

Due to the nature of the Montessori classroom, trainings to assist with development of curriculum, classroom climate, peer interaction and potentially Montessori certification trainings may occur during the school year. Teachers will also be trained in appropriate and effective service learning techniques. Additional trainings may be encouraged outside the school year, during summers or holidays. In addition to Montessori based trainings, there will be additional in-service trainings sponsored by the PCSB or MMA to help provide information about current topics of interest to MMA teachers or administrators. Teachers will also be given opportunities to attend "trade" shows and visit other Montessori schools during the school sessions.

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

Because our school uses the Montessori teaching methodology, we have multi-age classrooms. This also means we have more than one teacher per classroom. New teachers are paired with experienced Montessori teachers. The experienced teacher will guide and/ or supervise large group lessons, as well as meet at least weekly to discuss progress and growth potential. The Director of Education, with her Masters degree in Montessori and 9 years of classroom experience, will also meet with the team monthly. All teachers will also be given at least one day per year to observe in another Montessori classroom, and will have an opportunity to reflect on observations gleaned from this other classroom.

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

Magnolia Montessori Academy has leased a program called MRX (Montessori Records Express) which ties all of the Montessori lessons and materials to the Common Core. We then double check the Florida Standards using information published by the Florida Department of Education on the CPALMs website.

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

Data from FCAT scores and Discovery testing data is analyzed for each individual student to see which areas the student requires further instruction. If for example, their Discovery math scores were low in the area of operations then that student would be given daily math drills.

Students who scored a 1 or 2 on FCAT the previous year are given additional one-on-one or small group support and asked to stay for a two-day a week After School Support Program.

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: After School Program

Minutes added to school year: 2,400

Specific targeted lessons for students who scored a 1 or 2 on FCAT math are given using direct instruction via the Support Coach Foundational Mathematics book from Triumph Learning on their grade level. They receive new lesson on Monday, expand on it on Tuesday and then practice Tuesday after school. Wednesday and Thursday is another lesson with additional practice on Thursday after school.

Strategy Rationale

Using this scaffolding technique will reinforce their skills and give them confidence to progress, and more opportunity to practice helps ingrain knowledge. The data from FCAT shows math as a needed area to target.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

SCOTT, KIM, kscott@magnoliamontessoriacademy.com

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

Discovery tests and classroom quizzes will be analyzed to check progress of these strategies.

Strategy: Weekend Program

Minutes added to school year: 500

Teacher Collaboration, Planning and Professional Development weekend

Strategy Rationale

To give teachers time to brain storm teaching and intervention strategies for students as a team. Magnolia Montessori is a small school and all the teachers work together, but often the teachers do not have time to truly collaborate on intervention ideas. Because of the school size, the teachers know all the students and can truly cater to each child's needs and talents.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Crotteau, Tammi, tcrotteau@magnoliamontessoriacademy.com

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

Teacher surveys on effectiveness of new strategies.

Discovery tests and quizzes to judge effectiveness of new strategies.

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

Magnolia Montessori Academy offers a preschool for children ages three and four. The children participate in a multi year classroom that transitions directly to Kindergarten in the same classroom. Children coming from Non-Montessori classrooms also have all of the preschool materials available to help fill in for any missing lessons.

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

By using the Montessori philosophy of Follow the Child we allow each child the freedom to make choices of things that interest them within the structured framework of our classroom and curriculum. Once the students reach fourth grade (beginning our Upper Elementary classroom), they decide on specific "going out" experiences where the student serves the community or learns about a specific job or career. We have established partnerships with the South Lakeland Rotary Club and Sassakala Farms.

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

We are offering a Robotics class for our sixth graders.

Robotics helps students:

1. Actively become involved in their own learning process.

2. Build engineering and science intuition.
3. Develop their interests in math and scientific technology.
4. Strengthen their research and problem solving skills, as well as reading, writing, presentation skills, and creativity.
5. Build self-thinkers and appreciate the value of self-motivation and being resourceful.
6. Build the ability to think through problems strategically with a focus on logical reasoning, analytical reasoning, and critical thinking. This ability is required not only in critical science fields, but a lot other professional areas as well.
7. Prepare students for the competitive workforce, especially in science technology; which is and will be in great demand.

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

Our students are taught to use computers for their research projects. Students are taught to use Microsoft Office Word and Power Point. Students also take Discovery assessments on the computer.

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

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. To achieve a school grade of C or above for the 2014 2015 school year.

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. To achieve a school grade of C or above for the 2014 2015 school year. 1a

G039858

Targets Supported 1b

Indicator	Annual Target
Math Gains	70.0
Math Lowest 25% Gains	60.0
ELA/Reading Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Intervention work books for Math and Reading
- Extra Para's to work with students
- Montessori materials and trained Montessori educators
- Science and writing lab
- Volunteers
- After school tutoring
- All classroom teachers working to support all students (regardless of classroom)
- Teachers focused on each individual student's needs
- Accelerated Reader
- Moby Max (online mathematics program)
-

Targeted Barriers to Achieving the Goal 3

- Remediating students with documented history of test scores at levels 1 and 2 for more than 1 year
- Lack of parental support on homework - Parent Apathy
- Lack of practice in writing for length and to a rubric

Plan to Monitor Progress Toward G1. 8

Discovery tests to check progress

Person Responsible

KIM SCOTT

Schedule

Every 2 Months, from 9/22/2014 to 4/6/2015

Evidence of Completion

Increased discovery scores showing progress in Math

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. To achieve a school grade of C or above for the 2014 2015 school year. **1**


 G039858

G1.B1 Remediating students with documented history of test scores at levels 1 and 2 for more than 1 year

2

 B098039

G1.B1.S1 Extra Math and reading lessons using intervention books and materials **4**

 S111011

Strategy Rationale

Have to start back several years to remediate years of missed lessons

Action Step 1 **5**

Purchase Support Coach Target Foundational Mathematics from Triumph Learning

Person Responsible

Tammi Crotteau

Schedule

On 9/1/2014

Evidence of Completion

Received book on August 24th, 2014

Action Step 2 5

Additional Paraprofessional to help with remediation

Person Responsible

Tammi Crotteau

Schedule

Daily, from 9/12/2014 to 9/12/2014

Evidence of Completion

Discovery test scores, Accelerated Reader quizzes, and classroom quizzes showing improvement

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
G1.B1.S1.A1	Purchase Support Coach Target Foundational Mathematics from Triumph Learning	Crotteau, Tammi	8/4/2014	Received book on August 24th, 2014	9/1/2014 one-time
G1.B1.S1.A2	Additional Paraprofessional to help with remediation	Crotteau, Tammi	9/12/2014	Discovery test scores, Accelerated Reader quizzes, and classroom quizzes showing improvement	9/12/2014 daily
G1.MA1	Discovery tests to check progress	SCOTT, KIM	9/22/2014	Increased discovery scores showing progress in Math	4/6/2015 every-2-months

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.

Budget Rollup

Summary

Description	Total
Goal 1: To achieve a school grade of C or above for the 2014 2015 school year.	18,000
Grand Total	18,000

Goal 1: To achieve a school grade of C or above for the 2014 2015 school year.

Description	Source	Total
B1.S1.A1 - Notes	General Fund	2,000
B1.S1.A1 - Notes		0
B1.S1.A2 - Notes	General Fund	16,000
Total Goal 1		18,000