

Dr. Martin Luther King Montessori Academy



2015-16 School Improvement Plan

Dr. Martin Luther King Montessori Academy

591 NW 31ST AVE, Lauderdale, FL 33311

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

99%

Alternative/ESE Center

No

Charter School

No

Minority

99%

School Grades History

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

School Board Approval

This plan is pending approval by the Broward 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	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	23
Appendix 2: Professional Development and Technical Assistance Outlines	24
Professional Development Opportunities	25
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	0

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Vision: to educate students to achieve their maximum potential through the interdependent learning methods of the Montessori Academy educational system.

Provide the school's vision statement

Mission: we will create an atmosphere where certified Montessori teacher's, demonstrate, monitor, encourage and model the characteristics that prepare students for high academic achievement and positive peaceful relationships that impact their homes, peers, community and the world.

School Environment

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

Teachers utilize a Montessori practice known as Community Meetings to learn about students' cultures and build relationships. These structured meetings begin with acknowledgements, personal sharing, announcements, life skills, concerns and expressions of gratitude. These components allow teachers and students to share cultures and build relationship.

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

The school creates a safe and respectful environment before during and after school by ensuring that students and staff members use the Montessori Life Skills when interacting with others.

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

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

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

Interim Report Cards, conference forms (minimum of two per year), and the Broward Truancy Intervention Program are the components of the schools early warning system.

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
	K	1	2	3	4	5	
Attendance below 90 percent	10	14	3	6	5	3	41
One or more suspensions	5	3	3	4	3	1	19
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	6	39	11	56

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The intervention strategies used to improve academic performance are: the SRA Corrective Reading Program, Montessori math materials, calendar math, MTSS, Life Skills.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/70923>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

The school builds and sustains partnerships by:

1. Hosting several events such as an annual Partnership Breakfast, Family Night, the Art Expo, and All Male Read-In
2. Maintaining a comprehensive partnership database
3. Participating in community-based events such as Leadership Broward, Carry Out for Kids, Community Thanksgiving Turkey Give Away
4. Offering support services for community members

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:

Name	Title
Proctor, Cheryl	Principal
Isaac-Florence, Tamara	Assistant Principal
Hoolihan, John	Instructional Coach
Lindsay, Keith	Instructional Coach
Brown, Nicholas	Instructional Coach
Stella, Christopher	Instructional Coach
	Principal

Duties

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

The Response to Intervention Leadership Team (RtI) or the MTSS Leadership Team utilize a diagnostic and prescriptive process. Tier interventions are routinely inspected in the areas of reading, mathematics, writing, science and behavior. Data collected through various Tier 2 and Tier 3 interventions are used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. This formula is also used to screen at-risk students. All such students are referred to the MTSS team for consideration of how best to proceed. Following review and analysis of data, interventions are recommended for students who have been referred for academic, behavioral, emotional, and health related concerns. The case manager will follow up with the teacher bi-weekly to ensure that interventions are taking place. Students are progress monitored weekly. The RtI/MTSS team usually of administration, psychologist, ESE specialist, behavior specialist, school psychologist, social worker, guidance counselor, reading coach, math coach, ESOL coordinator, and classroom teachers. Parents are also invited to attend. Members of the The RTI Leadership team meets 2 times monthly (more often if necessary) to discuss, data analysis, make program/instructional focus adjustments based on data analysis, determine progress of current programs and look to future programs. Support Staff meets bi-weekly with administration and Grade Chairs to act as liaison to administration for questions and concerns. Grade level teams meet weekly to develop small group support programs for students. MTSS Team Members: Principal, Assistant Principal, ESE Specialist, Reading Coach, Math Coach, Science Coach, Speech/Language Pathologist, Guidance Counselor, and Area Office Personnel (School Psychologist & Social Worker)

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

All teachers participated in an MTSS training during pre-planning week. Additional trainings will be provided as needed. Each grade level has been assigned a support staff member to provide support and to monitor the implementation of the MTSS structure. Coaches will meet with grade level teams and reading intervention teachers to support planning, discuss data, and provide resources for teachers as well as students.

Title I, Part A: Title I funds will go towards staff development, classroom supplies, professional development, professional development supplies, and teacher salaries. We will host Title I Family Academic Nights as well.

Title I, Part C Migrant: N/A

Title I, Part D: N/A

Title II: N/A

Title III: N/A

Title VI, Part B: N/A

Title X Homeless: N/A

SAI: Identified students will receive additional services including but not limited to before and after school camps as well tutorial materials and supplies for the students. Supplemental materials will be provided based upon identified need.

Violence Prevention Programs: MLK builds a violence prevention culture through classroom instruction in anger management, conflict resolution, bullying prevention, and the Broward County adopted character traits through our guidance program. All teachers and staff members received training on the Anti-Bullying policy. MLK also participates in the Dr. Martin Luther King, Jr. Non-violence program, CHAMPs, and the Silence Hurts program.

Nutrition Programs: University of Florida Family Nutrition Program for First and Second Grades

Housing Programs: N/A

Adult Education: N/A

Head Start: Head Start is a national, federally funded program, providing comprehensive services to preschool children and their families. These services include educational, social, medical, vision, dental, nutritional, and mental health services.

CTE: N/A

Job Training: N/A

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Darryl Wilson	Teacher
John Hoolihan	Teacher
Cheryl Proctor	Principal
Tabitha Allan	Parent
Michelle Blair	Parent
Fred Lovell	Business/Community
Roger Grimes	Business/Community

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 evaluation of the SIP is ongoing. SIP barriers and strategies are reviewed during monthly SAC meetings.

Development of this school improvement plan

SAC is part of the process for developing and writing the SIP, but not the sole agent. The SAC is the approving agent at the school level. The primary role of SAC is to assist in the development of the SIP and to monitor the implementation of the SIP. The SAC meets monthly to hear subcommittee reports and make decisions as to whether modifications need to be made. If revisions are made to the SIP strategies or the SIP budget, they need to be discussed and noted in the minutes.

Preparation of the school's annual budget and plan

Budgetary information was presented, discussed and approved at the May SAC meeting.

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

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

No

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Brown, Nicholas	Instructional Coach
Hoolihan, John	Instructional Coach
Proctor, Cheryl	Principal
Isaac-Florence, Tamara	Assistant Principal
Lindsay, Keith	Instructional Coach
Stella, Christopher	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Literacy is promoted through Montessori teaching strategies and activities. Literacy interventions, such as the SRA, Super QAR, and Quick Reads will also be used to build literacy.

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

The school encourages positive working relationships by supporting teachers in professional learning communities, a two-year district sponsored Montessori training, grade level common planning periods and by providing mentors for teachers.

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

When a position becomes available, administration will follow Broward County procedures and contractual policies to hire new staff members. Administration will conduct classroom observations and provide immediate feedback to improve teaching. Administrators will also have an open-door policy to ensure all teachers are being heard and supported. The IT at the school will update and maintain the school websites to recruit new teachers. Weekly team meetings will occur to support all teachers. Support staff members are assigned to the faculty as a resource. Coaches will support instruction in the classroom and provide professional development opportunities for the staff. The Montessori Curriculum Coaches will support learning inside the classroom and work closely with teachers to effectively implement Montessori teaching strategies. Professional Learning Communities will occur weekly as

another support system provided to the staff. Also, the NESS Liaison will coordinate the NESS program for new teachers.

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

The NESS Liaison will coordinate the teacher mentoring program. The program will pair new teachers with a highly experienced educator to support the teacher throughout the year. The NESS Liaison will conduct monthly meetings with the new educators to help orient new teachers to the schools' procedures and provide support/mentoring in areas such as classroom management (class rules, routines, procedures, etc.), behavior management, and instructional delivery. Mentors will also attend monthly NESS support group meetings with their new educators. In addition to the NESS program the school will also participate in the Teacher Improvement Fund (TIF) mentoring program. This program provides support for teachers and teacher leaders.

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

The school has aligned Montessori materials and methods with the Florida Standards. Teachers have received training in Montessori education.

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

The Montessori philosophy embraces the idea of meeting the child at his or her individual level. The school uses academic and behavioral data to implement Montessori methods and differentiate instruction.

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

Strategy: Extended School Day

Minutes added to school year: 10,800

Students will receive differentiated reading instruction for an additional 60 minutes per day. The reading instruction will consist of reading intervention for phonemic awareness, phonics, fluency, vocabulary and reading comprehension. These targeted skill areas will be taught in conjunction with Florida Standards.

Strategy Rationale

This strategy was implemented to increase the amount of literacy instructional time.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Proctor, Cheryl, cheryl.proctor@browardschools.com

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

Data will be collected using skill area assessments that will be administered every three weeks. Data chats and student portfolios will be used to determine the effectiveness of the strategy.

Strategy: Extended School Day

Minutes added to school year: 5,850

Students will participate in an after school extended learning opportunity that will provide literacy, mathematics, and science instruction through interdisciplinary project-based learning. Florida Standards will be used to create data driven lessons and enrichment activities.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Weekly performance assessments and mock Florida Standards assessments will be used to determine the effectiveness of the strategy.

Student Transition and Readiness

PreK-12 Transition

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

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

The school has VPK and Head Start classes on campus, allowing students to become familiar with school layout and procedures at a young age. Transitioning into our traditional elementary programs is considerably easier for these students.

-Guidance Counselor conducts beginning of the year lessons on social/emotional skills for incoming Kindergarten students.

-Pre-school students upon registration may visit before beginning school. A campus tour is provided and a interested parties are able to schedule a meeting with the leadership team members.

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** If teachers implement high quality literacy strategies within the Montessori framework with fidelity, then students will become engaged independent self-assessing learners and demonstrate proficiency outcomes in all content areas.

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. If teachers implement high quality literacy strategies within the Montessori framework with fidelity, then students will become engaged independent self-assessing learners and demonstrate proficiency outcomes in all content areas. **1a**

G074665

Targets Supported **1b**

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	35.0
FCAT 2.0 Science Proficiency	30.0
FSA - English Language Arts - Proficiency Rate	40.0
Math Proficiency District Assessment	30.0
ELA Proficiency District Assessment	35.0

Resources Available to Support the Goal **2**

- Houghton Mifflin Journeys
- SRA - Reading Mastery/Corrective Reading
- Montessori Materials
- GO Math!
- Science Fusion
- Hands-On Science Kits
- Deconstructed Florida Standards
- Thinking Maps
- i-Ready
- Khan Academy
- CPALMS
- Science Studies Weekly

Targeted Barriers to Achieving the Goal **3**

- Teachers need support in effective facilitation of high quality Montessori lessons that incorporates standards-based instruction aligned to the Florida Standards.

Plan to Monitor Progress Toward G1. **8**

Data collected from various assessments and iObservation reports.

Person Responsible

Cheryl Proctor

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Monthly Assessment Checkpoint Data, and iObservation Data

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. If teachers implement high quality literacy strategies within the Montessori framework with fidelity, then students will become engaged independent self-assessing learners and demonstrate proficiency outcomes in all content areas. **1**

 G074665

G1.B1 Teachers need support in effective facilitation of high quality Montessori lessons that incorporates standards-based instruction aligned to the Florida Standards. **2**

 B194998

G1.B1.S1 All instructional staff will participate in ongoing professional learning communities to effectively develop high quality Montessori literacy lessons aligned with the Florida Standards in grades K-5 **4**

 S206586

Strategy Rationale

Through coaching cycles, mentoring, effective feedback, and curriculum resources the ongoing PLC's will increase teacher efficacy of Montessori lessons for all learners.

Action Step 1 **5**

Plan and develop high quality interdisciplinary units aligned to the Florida standards incorporating literacy strategies in all content areas.

Person Responsible

Cheryl Proctor

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student samples, sign in sheets to record teacher attendance, PLC Agenda, PLC minutes, lesson plans reflecting standards, coaching support logs, post observation conference forms, Florida standards integrated.

Action Step 2 5

On going coaching will occur towards instructional staff in the content areas.

Person Responsible

Tamara Isaac-Florence

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Targeted Coaching Support, Team Meetings, Post Observation Conference Forms, on-going performance data from formative and summative student results,

Action Step 3 5

Administrators and support staff will seek feedback from teachers to ensure the support is targeted to their needs

Person Responsible

Tamara Isaac-Florence

Schedule

Every 3 Weeks, from 8/24/2015 to 6/9/2016

Evidence of Completion

feedback forms

Action Step 4 5

Teachers will support Montessori framework with one another through instructional rounds and the sharing of student work samples

Person Responsible

Cheryl Proctor

Schedule

On 6/9/2016

Evidence of Completion

Peer notes and conferences, peer observation schedule, student samples

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor PLC's to ensure that they are data driven and that teachers work collaboratively. Model data chats for teachers.

Person Responsible

Tamara Isaac-Florence

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

PLC Agendas, Minutes, & Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Observe teachers to ensure the professional development practices are being implemented with fidelity

Person Responsible

Tamara Isaac-Florence

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Observation Data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor student work plans to ensure Montessori lessons are aligned to the Florida Standards

Person Responsible

Tamara Isaac-Florence

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Monitoring student work plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monthly Assessment Checkpoints (all content areas)

Person Responsible

Cheryl Proctor

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Monthly Assessment Checkpoint results

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor student DRA results to ensure effective reading instruction is occurring

Person Responsible

Keith Lindsay

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

DRA results

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Observe Montessori teaching practices with the Montessori Observation Checklist

Person Responsible

Tamara Isaac-Florence

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Montessori Observations Checklist

G1.B1.S2 All instructional staff will participate in ongoing Professional Learning Communities on integrating writing across all content areas to drive high quality instruction within the Montessori framework **4**

 S206587

Strategy Rationale

By increasing knowledge and ability through PLC's students critical thinking and writing skills will improve and it will allow increased time for descriptive feedback.

Action Step 1 **5**

Instructional coaches will support teachers with planning writing activities through professional development.

Person Responsible

Nicholas Brown

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

CWTs, Lesson Plans, PLC meeting minutes, Sign-in sheets, and Agendas

Action Step 2 **5**

Coaches will observe lessons to monitor the implementation of writing lessons.

Person Responsible

Nicholas Brown

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

CWTs

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

Coaches and Montessori Coach will model and support all teachers with implementation. Coaches and Montessori Coach will plan lessons and teach the writing process.

Person Responsible

Cheryl Proctor

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Informal CWTs, Lesson Plans, Team Meeting Minutes, Student Products

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

Teacher observations, Checkpoint Assessment data, and BSA data, CARE Package Data

Person Responsible

Cheryl Proctor

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data Chats CWTs Student Writing Samples

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	Plan and develop high quality interdisciplinary units aligned to the Florida standards incorporating literacy strategies in all content areas.	Proctor, Cheryl	8/24/2015	Student samples, sign in sheets to record teacher attendance, PLC Agenda, PLC minutes, lesson plans reflecting standards, coaching support logs, post observation conference forms, Florida standards integrated.	6/9/2016 monthly
G1.B1.S2.A1	Instructional coaches will support teachers with planning writing activities through professional development.	Brown, Nicholas	8/24/2015	CWTs, Lesson Plans, PLC meeting minutes, Sign-in sheets, and Agendas	6/9/2016 monthly
G1.B1.S1.A2	On going coaching will occur towards instructional staff in the content areas.	Isaac-Florence, Tamara	8/24/2015	Targeted Coaching Support, Team Meetings, Post Observation Conference Forms, on-going performance data from formative and summative student results,	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A2	Coaches will observe lessons to monitor the implementation of writing lessons.	Brown, Nicholas	8/24/2015	CWTs	6/9/2016 weekly
G1.B1.S1.A3	Administrators and support staff will seek feedback from teachers to ensure the support is targeted to their needs	Isaac-Florence, Tamara	8/24/2015	feedback forms	6/9/2016 every-3-weeks
G1.B1.S1.A4	Teachers will support Montessori framework with one another through instructional rounds and the sharing of student work samples	Proctor, Cheryl	9/14/2015	Peer notes and conferences, peer observation schedule, student samples	6/9/2016 one-time
G1.MA1	Data collected from various assessments and iObservation reports.	Proctor, Cheryl	8/24/2015	Monthly Assessment Checkpoint Data, and iObservation Data	6/9/2016 monthly
G1.B1.S1.MA1	Monthly Assessment Checkpoints (all content areas)	Proctor, Cheryl	8/24/2015	Monthly Assessment Checkpoint results	6/9/2016 monthly
G1.B1.S1.MA5	Monitor student DRA results to ensure effective reading instruction is occurring	Lindsay, Keith	8/24/2015	DRA results	6/9/2016 quarterly
G1.B1.S1.MA6	Observe Montessori teaching practices with the Montessori Observation Checklist	Isaac-Florence, Tamara	8/24/2015	Montessori Observations Checklist	6/9/2016 monthly
G1.B1.S1.MA1	Monitor PLC's to ensure that they are data driven and that teachers work collaboratively. Model data chats for teachers.	Isaac-Florence, Tamara	8/24/2015	PLC Agendas, Minutes, & Sign-in Sheets	6/9/2016 biweekly
G1.B1.S1.MA3	Observe teachers to ensure the professional development practices are being implemented with fidelity	Isaac-Florence, Tamara	8/24/2015	Observation Data	6/9/2016 biweekly
G1.B1.S1.MA4	Monitor student work plans to ensure Montessori lessons are aligned to the Florida Standards	Isaac-Florence, Tamara	8/24/2015	Monitoring student work plans	6/9/2016 biweekly
G1.B1.S2.MA1	Teacher observations, Checkpoint Assessment data, and BSA data, CARE Package Data	Proctor, Cheryl	8/24/2015	Data Chats CWTs Student Writing Samples	6/9/2016 monthly
G1.B1.S2.MA1	Coaches and Montessori Coach will model and support all teachers with implementation. Coaches and Montessori Coach will plan lessons and teach the writing process.	Proctor, Cheryl	8/24/2015	Informal CWTs, Lesson Plans, Team Meeting Minutes, Student Products	6/9/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If teachers implement high quality literacy strategies within the Montessori framework with fidelity, then students will become engaged independent self-assessing learners and demonstrate proficiency outcomes in all content areas.

G1.B1 Teachers need support in effective facilitation of high quality Montessori lessons that incorporates standards-based instruction aligned to the Florida Standards.

G1.B1.S1 All instructional staff will participate in ongoing professional learning communities to effectively develop high quality Montessori literacy lessons aligned with the Florida Standards in grades K-5

PD Opportunity 1

Plan and develop high quality interdisciplinary units aligned to the Florida standards incorporating literacy strategies in all content areas.

Facilitator

Cheryl Proctor, Tamara Florence

Participants

All Instructional Staff

Schedule

Monthly, from 8/24/2015 to 6/9/2016

G1.B1.S2 All instructional staff will participate in ongoing Professional Learning Communities on integrating writing across all content areas to drive high quality instruction within the Montessori framework

PD Opportunity 1

Instructional coaches will support teachers with planning writing activities through professional development.

Facilitator

Instructional Coaches

Participants

Instructional Coaches and teachers

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Plan and develop high quality interdisciplinary units aligned to the Florida standards incorporating literacy strategies in all content areas.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1611 - Dr. Martin Luther King Montessori Academy	School Improvement Funds		\$5,000.00
<i>Notes: Science Weekly and Social Studies Weekly purchases.</i>						
2	G1.B1.S1.A2	On going coaching will occur towards instructional staff in the content areas.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1611 - Dr. Martin Luther King Montessori Academy	Title I Part A		\$6,000.00
<i>Notes: Professional Development</i>						
3	G1.B1.S1.A3	Administrators and support staff will seek feedback from teachers to ensure the support is targeted to their needs				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1611 - Dr. Martin Luther King Montessori Academy	Title I Part A		\$2,000.00
4	G1.B1.S1.A4	Teachers will support Montessori framework with one another through instructional rounds and the sharing of student work samples				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1611 - Dr. Martin Luther King Montessori Academy	Title I Part A		\$5,000.00
<i>Notes: Teachers going to visit other Montessori schools in the district.</i>						
5	G1.B1.S2.A1	Instructional coaches will support teachers with planning writing activities through professional development.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1611 - Dr. Martin Luther King Montessori Academy	Other		\$4,000.00
<i>Notes: TIF grant</i>						

Budget Data						
6	G1.B1.S2.A2	Coaches will observe lessons to monitor the implementation of writing lessons.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1611 - Dr. Martin Luther King Montessori Academy	School Improvement Funds		\$3,000.00
					Total:	\$25,000.00