

TITLE I SCHOOLWIDE PLAN FOR CHARTER SCHOOLS

Broward County Public Schools

ESEA Section 1114 (b) (1) requires a Title I schoolwide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

SCHOOL INFORMATION

School Name: South Broward Montessori Charter	District: Broward
Principal: Elaine Padron	Board Chairperson: Luis Parra
Date of Board Approval: January 12, 2018	

1. A COMPREHENSIVE NEEDS ASSESSMENT of the entire school

<p>A comprehensive needs assessment of the entire school (including the needs of migrant children) with information about the academic achievement of children in relation of the state academic content standards.</p>
<p>Describe the process utilized to conduct the comprehensive needs assessment for this school.</p> <p>South Broward Montessori Charter School is a Title 1 school effective 2017-2018. Because we are a Title 1 School there is a requirement to have a Comprehensive Needs Assessment in order to complete our school improvement. All staff and administration are involved in the needs assessment. This assessment will focus on the goals that have been implemented for the school 2017-2018.</p> <ul style="list-style-type: none"> • To facilitate a well-rounded, comprehensive curriculum that instills a sense of wonder about the universe and the child’s place within that universe. • To implement an individualized child-center curriculum that includes movement, manipulation and discovery within a multi-age classroom. • To extend the classroom out into the community, creating a web of exchange among community members, family, and teachers. <p>The South Broward Montessori Charter School serves grades K-5 offering students from the Broward County area a quality Montessori education and nurturing environment to the economically and culturally diverse families from the area.</p> <p>The following 4 areas of focus for school wide improvements are the following;</p> <ul style="list-style-type: none"> • Math • Reading • Writing • Parent Involvement

Math Deficiency Grade 3-5

Actual: 33% of students in grades 3 and 4 received a score of Level 3 or higher on FSA Math in spring 2016. Due to the low number of Grade 4 students, their scores were not calculated into the school grade. (No grade 5 students were enrolled in the school)

Goal: Math Proficiency (achievement) will increase for all students from Level 3-5.

School Goal: 40% of students in grades 3-5 will receive a score of Level 3 or higher on FSA Math in the Spring of 2017

Strategy 1A.1: We will continue to train our teachers on how to use math interventions that are in alignment with state standards. The core program for Math used at SBMCS will be an integration of curriculum using Curriculum Associates Ready Math and Montessori's scope and sequence curriculum chart. Concepts will be introduced with the use of concrete, didactic materials. Teachers will utilize the Mid-Chapter checkpoints and End of Lessons assessments to assess students' progress and proficiency.

Singapore Math concepts and strategies will be incorporated into the Core Math curriculum beginning in August 2017. To provide mental math strategies and model drawing strategy for problem-solving.

Strategy 1A.2: All students will complete one hour of online i-Ready Math assignments per week as homework.

Strategy 1A.3: Teachers will utilize the Instructional Grouping Profiles Report from i-Ready to provide differentiated instruction to students by identifying skill deficiencies and targeting these concepts to close the gap. Response to Intervention will be determined from the groupings and students. These students will receive tutoring.

Stakeholders: All data will be shared with staff through staff meetings and professional development. Parents will be notified through teacher conferences and parent meetings.

Reading Deficiency Grades 3-5

Actual: 37.5% of students in grades 3 and 4 received a score of Level 3 or higher on FSA Reading in spring 2016. Due to the low number of Grade 4 students, their scores were not calculated into the school grade. (No grade 5 students were enrolled in the school.)

Strategy 1A.1 We will continue to train our teachers on how to use math interventions that are in alignment with state standards. Based on a balanced literacy approach, SBMCS will utilize the Montessori Language curriculum Journeys, Literature studies, District reading portfolios (Grade 3 only), Grade-level specific reading passages, the SRA Reading Laboratory, Word Wisdom and Spelling Connections.

Teachers will administer End of Lesson/Unit assessments for Journeys and Literature Studies. Grade 3 students will take the Keystone Summative Assessments at the conclusion of each Portfolio.

Strategy 1A.2 Students will complete one hour of online i-Ready Reading assignments per week for homework.

Strategy 1A.3 Teachers will utilize the Instructional Grouping Profiles Report from i-Ready to provide differentiated instruction to students identifying skill deficiencies and targeting the concepts to close the gap. Response to Intervention will be determined from the groupings and students. These students will receive tutoring.

Stakeholders: All data will be shared with staff in staff meetings and well as professional development. Parents will be notified through teacher conferences and parent meetings.

Deficiency Writing FSA Scores Grades 4-5

Actual: Out of eight students in Grade 4, 12% (1 student) received a score of Level 3 or higher on the FSA ELA (which incorporates writing) in spring 2016. Due to the low number, their scores were not calculated into the school grade. (No grade 5 students were enrolled in the school.)

Goal: 40% of students in grades 4 and 5 will receive a score of Level 3 or higher on FSA ELA (which incorporates writing) in spring 2017.

Strategy 1.A1. The new Writing Steps program is the core writing instruction and provides the foundation and reinforcement of essay writing in all genres. Students will learn the use of text-based evidence and other techniques to support their ideas in their writing. Teachers will also infuse other writing lessons/activities into the curriculum such as teaching how to write book reports, simple reports, and research reports. In addition, writing is included across the curriculum and is integrated into all other subjects.

Stakeholders: All data will be shared with staff in staff meetings and well as professional development. Parents will be notified through teacher conferences and parent meetings.

Deficiency Parent Involvement

Actual: Low parent attendance and involvement.

Goal: To increase parental involvement. This will increase by 20% in the number of parents who attend parent meetings and comparing it our previous year.

Strategy 1.A1. Sponsoring parent meetings on math/reading to help increase achievement. Sponsoring parent workshops to educate parents on how to help with homework, understanding i-Ready student reports and why they are important.

Stakeholder: Collect feedback from parents through a survey after each parent meeting or workshop.

2. REFORM STRATEGIES

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.A. FSA: Students scoring at Achievement Level 3 or higher in reading.			1A.1 Based on a balanced literacy approach, SBMCS will utilize the Montessori Language curriculum, Journeys,	1A.1 Teachers will administer End of Lesson/Unit assessments for Journeys and Literature Studies. Grade 3 students will	1A.1 Student performance on End of Lesson/Unit assessments and Grade 3 Keystone Summative Assessments.
Reading Goal 1A:	Current Level of Performance:*	Expected Level of Performance:*			
School Goal:					

50% of students in grades 3-5 will receive a score of Level 3 or higher on FSA Reading in Spring 2018.	Gr 3 – 50% Gr 4 – 36% Gr 5 – 16%	50% for the entire school	Literature studies, District reading portfolios (Grade 3 ONLY), Grade-level specific reading passages, the SRA Reading Laboratory, Word Wisdom and Spelling Connections.	take the Keystone Summative Assessments at the conclusion of each Portfolio.	
			1A.2 All students will complete one hour of online I-Ready Reading assignments per week at home.	1A.2 Teachers will monitor their students' progress on the assigned I-Ready lessons, tracking their performance on individual skills and proficiency rates.	1A.2 Student Response to Instruction Report
			1A.3 Teachers will utilize the Instructional Grouping Profiles Report from I-Ready to provide differentiated instruction to students by identifying skill deficiencies and targeting these concepts to close the gap.	1A.3 Administration will monitor the implementation of this differentiated instruction through data chats, lesson plans and classroom observations.	1A.3 Data Chats, Lesson Plans, Observation Reports
FSA: Students scoring below level 3 in reading.			1B.1 Based on a balanced literacy approach, SBMCS will utilize the Montessori Language curriculum, Journeys, Literature studies, District reading portfolios (Grade 3 ONLY), Grade-level specific reading passages, the SRA Reading Laboratory, Word Wisdom and Spelling Connections.	1B.1 Teachers will administer End of Lesson/Unit assessments for Journeys and Literature Studies. Grade 3 students will take the Keystone Summative Assessments at the conclusion of each Portfolio.	1B.1 Student performance on End of Lesson/Unit assessments and Grade 3 Keystone Summative Assessments.
Reading Goal 1B:	Current Level of Performance:*	Expected Level of Performance:*			
School Goal:	Gr 3 – 50% Gr 4 – 63% Gr 5 – 83% School – 58%	50% for the entire school			

of Level 3 or higher on FSA Reading in Spring 2018.			<p>1B.2 All students will complete one hour of online I-Ready Reading assignments per week at home.</p> <p>Teachers will utilize the Instructional Grouping Profiles Report from I-Ready to provide differentiated instruction to students by identifying skill deficiencies and targeting these concepts to close the gap.</p>	<p>1B.2 Teachers will monitor their students' progress on the assigned I-Ready lessons, tracking their performance on individual skills and proficiency rates.</p> <p>Administration will monitor the implementation of this differentiated instruction through data chats, lesson plans and classroom observations.</p>	<p>1B.2 Student Response to Instruction Report</p> <p>Data Chats, Lesson Plans, Observation Reports</p>
			<p>1B.3 Student will attend an after school tutoring camp specifically teaching/reviewing FSA type questions.</p> <p>Students will receive supplemental instruction during the school day in the regular education classroom using interventions and strategies depending on which Tier is appropriate for the student after monitoring.</p>	<p>1B.3 Tutor will utilize the assessment data (Ready Reading and BSA) to implement a tutoring program.</p> <p>Teachers/Principal will monitor the students' progress through the RTI Documentation/Assessment process.</p>	<p>1B.3 Student performance on individual question types correlated to the standard(s).</p> <p>RTI Assessments</p>
<p>2B. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.</p>			<p>2B.1. Students will attend the Summer Academy.</p>	<p>2B.1. District personnel will facilitate the Summer Academy.</p>	<p>2B.1. Performance on the end of the summer assessment.</p>
<p>Reading Goal 2B:</p> <p>100% of the students will attend the Summer Academy with at least 50% demonstrating proficiency</p>	<p>Current Level of Performance:*</p>	<p>Expected Level of Performance:*</p>			
	<p><i>75% attended (4 students); 25% met proficiency</i></p>	<p><i>100% attendance; 50% proficiency</i></p>			

		2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.

Mathematics Goals

Mathematics Goals	Problem-Solving Process to Increase Student Achievement		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:	Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.A. FSA: Students scoring at Achievement Level 3 or higher in mathematics.	1A. 1 The core program for Math used at SBMCS will be an integration of curriculum using Curriculum Associates Ready Math and Montessori scope and sequence curriculum chart. Concepts will be introduced with the use of concrete, didactic materials. Teachers will utilize the End of Lesson quizzes to assess students' progress and proficiency. Singapore Math concepts and strategies are being incorporated into the Core Math	1A.1 Teachers will administer the End of Lesson quizzes.	1A.1 Student performance on the End of the Lesson quizzes.

			curriculum to provide mental math strategies and model drawing strategy for problem solving.			
Math Goal 1A: School Goal: 40% of students in grades 3-5 will receive a score of Level 3 or higher on FSA Math in Spring 2018.	<u>Current Level of Performance:*</u> 	<u>Expected Level of Performance:*</u> 				
	Gr 3 – 42% Gr 4 – 36% Gr 5 – 16% School – 37%	40% - entire school				
			1A.2 All students will complete one hour of online I-Ready Math assignments per week at home.	1A.2 Teachers will monitor their students’ progress on the assigned I-Ready lessons, tracking their performance on individual skills and proficiency rates.	1A.2 Student Response to Instruction Report	
		1A.3 Teachers will utilize the Instructional Grouping Profiles Report from I-Ready to provide differentiated instruction to students by identifying skill deficiencies and targeting these concepts to close the gap.	1A.3 Administration will monitor the implementation of this differentiated instruction through data chats, lesson plans and classroom observations.	1A.3 Data Chats, Lesson Plans, Observation Reports		
FSA: Students scoring below level 3 in mathematics.			1B. 1 The core program for Math used at SBMCS will be an integration of curriculum using Curriculum Associates Ready Math and Montessori scope and sequence curriculum	1B.1 Teachers will administer the End of Lesson quizzes.	1B.1 Student performance on the End of the Lesson quizzes.	
Math Goal 1B: <i>Enter narrative for</i>	<u>Current Level of Performance:*</u> 	<u>Expected Level of Performance:*</u> 				

<p><i>the goal in this box.</i></p>	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>	<p>chart. Concepts will be introduced with the use of concrete, didactic materials. Teachers will utilize the End of Lesson quizzes to assess students' progress and proficiency.</p> <p>Singapore Math concepts and strategies are being incorporated into the Core Math curriculum to provide mental math strategies and model drawing strategy for problem solving.</p>		
			<p>1B.2 All students will complete one hour of online I-Ready Math assignments per week at home.</p> <p>Teachers will utilize the Instructional Grouping Profiles Report from I-Ready to provide differentiated instruction to students by identifying skill deficiencies and targeting these concepts to close the gap.</p>	<p>1B.2 Teachers will monitor their students' progress on the assigned I-Ready lessons, tracking their performance on individual skills and proficiency rates.</p> <p>Administration will monitor the implementation of this differentiated instruction through data chats, lesson plans and classroom observations.</p>	<p>1B.2 Student Response to Instruction Report</p> <p>Data Chats, Lesson Plans, Observation Reports</p>
			<p>1B.3 Student will attend an after school tutoring camp specifically teaching/reviewing FSA type Math questions.</p> <p>Students will receive supplemental instruction during the school day in the regular education classroom using interventions and strategies depending on which Tier is appropriate for the student after monitoring.</p>	<p>1B.3 Tutor will utilize the assessment data (Ready Reading and BSA) to implement a tutoring program.</p> <p>Teachers/Principal will monitor the students' progress through the RTI Documentation/Assessment process.</p>	<p>1B.3 Student performance on individual question types correlated to the standard(s).</p> <p>RTI Assessments</p>
<p>2B. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.</p>			<p>2B.1.</p>	<p>2B.1.</p>	<p>2B.1.</p>

Math Goal 2B: The State does not offer an alternative assessment for Science.	Current Level of Performance:*	Expected Level of Performance:*			
	N/A	N/A			
			2B.2.	2B.2.	2B.2.
2B.3.			2B.3.	2B.3.	

Science Goal

Science Goals	Problem-Solving Process to Increase Student Achievement		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:	Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1.A. FSA: Students scoring at Achievement Level 3 or higher in science.			1A.1 The core program for Science used is an integration of curriculum using Studies Weekly Science and Montessori’s Cosmic Education scope and sequence curriculum chart and concrete materials. Teachers will encourage higher order thinking through the use of the Depth of Knowledge framework. All Florida Science Standards are taught with the integration of both curriculums.	1A.1 Teachers will teach/implement both curriculums with fidelity and will administer the end of week assessments for Studies Weekly.	1A.1 Student performance on the weekly assessments.
Science Goal 1A: 25% of students in Grade 5 will receive a score of Level 3 or higher on FSA Science in Spring 2018.	Current Level of Performance:*	Expected Level of Performance:*			
	Scores could not be located for Spring 2017.	25%			
			1A.2	1A.2	1A.2
		1A.3	1A.3	1A.3	
FSA: Students scoring below level 3 in science.			1B.1 The core program for Science used is an integration of curriculum using Studies Weekly Science and Montessori’s Cosmic	1B.1 Teachers will teach/implement both curriculums with fidelity and will administer the end of week assessments for	1B.1 Student performance on the weekly assessments.
Science Goal 1A: 25% of	Current Level of Performance:*	Expected Level of Performance:*			

students in Grade 5 will receive a score of Level 3 or higher on FSA Science in Spring 2018.	Scores could not be located for Spring 2017.		Education scope and sequence curriculum chart and concrete materials. Teachers will encourage higher order thinking through the use of the Depth of Knowledge framework. All Florida Science Standards are taught with the integration of both curriculums.	Studies Weekly.	
			1B.2	1B.2	1B.2
			1B.3	1B.3	1B.3
2B. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.			2B.1.	2B.1.	2B.1.
Science Goal 2B: The State does not offer an alternative assessment for Science.	Current Level of Performance:*	Expected Level of Performance:*			
	N/A	N/A			

		2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.

Writing Goal

Writing Goals			Problem-Solving Process to Increase Student Achievement		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.A. FSA: Students scoring at Achievement Level 3 or higher in writing.			1A.1 The core writing program that is being utilized for all grades (K-5) is WriteSteps. It is a standards based writing program with grammar lessons. It incorporates best practices of the 6 Traits of Writing, Writer's Workshop, Multiple Intelligences, and Bloom's Taxonomy. Lessons will be taught according to the program's pacing guide utilizing the daily lesson plans, visual aids, demonstration videos, student videos, and technology.	1A.1 Teachers will implement the program with fidelity and will monitor the students' progress through the daily writing assignments, end of the unit writing assessments, and response writing activities.	1A.1 Student writing samples and the provided rubric.
Writing Goal 1A: School Goal: 50% of students in grades 3-5 will receive a score of Level 3 or higher on FSA Reading in Spring 2018. <i>**This is the same goal as Reading since the Writing score is part of the overall ELA score.</i>	Current Level of Performance:* Gr 3 – 50% Gr 4 – 36% Gr 5 – 16% School– 41%	Expected Level of Performance:* 50% for the entire school	1A.2	1A.2	1A.2

		1A.3	1A.3	1A.3								
FSA: Students scoring below level 3 in writing.		1B.1 The core writing program that is being utilized for all grades (K-5) is WriteSteps. It is a standards based writing program with grammar lessons. It incorporates best practices of the 6 Traits of Writing, Writer’s Workshop, Multiple Intelligences, and Bloom’s Taxonomy. Lessons will be taught according to the program’s pacing guide utilizing the daily lesson plans, visual aids, demonstration videos, student videos, and technology.	1B.1 Teachers will implement the program with fidelity and will monitor the students’ progress through the daily writing assignments, end of the unit writing assessments, and response writing activities.	1B.1 Student writing samples and the provided rubric.								
Writing Goal 1B: School Goal: 50% of students in grades 3-5 will receive a score of Level 3 or higher on FSA Reading in Spring 2018.	<table border="1"> <tr> <td><u>Current Level of Performance:*</u></td> <td><u>Expected Level of Performance:*</u></td> </tr> <tr> <td>Gr 3 – 50%</td> <td rowspan="3">50% for the entire school</td> </tr> <tr> <td>Gr 4 – 36%</td> </tr> <tr> <td>Gr 5 – 16%</td> </tr> <tr> <td>School– 41%</td> <td></td> </tr> </table>	<u>Current Level of Performance:*</u>	<u>Expected Level of Performance:*</u>	Gr 3 – 50%	50% for the entire school	Gr 4 – 36%	Gr 5 – 16%	School– 41%				
<u>Current Level of Performance:*</u>	<u>Expected Level of Performance:*</u>											
Gr 3 – 50%	50% for the entire school											
Gr 4 – 36%												
Gr 5 – 16%												
School– 41%												
		1B.2	1B.2	1B.2								

			1B.3	1B.3	1B.3
Writing Goal 2B: Enter narrative for the goal in this box.	Current Level of Performance:*	Expected Level of Performance:*			
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>			
			2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.

2. Implementation of schoolwide **REFORM STRATEGIES**

Describe how the school will provide opportunities for all children to meet proficient and advanced levels of student academic achievement with information about the academic achievement of children in relation to the state academic content standards.

The school is implementing the core curriculum with fidelity. For below level students, the RTI Process is being utilized (for all Tier 2 and 3 students) and documentation is located in the RTI data binders/student portfolios. The school is offering afterschool tutoring in Reading and Math for Grades 3-5 to remediate and/or provide additional practice of FSA type questions. The classroom teachers are modifying instruction based on the I-Ready Diagnostic tests (administered 3x per year), and analyzing the data trends through data chats with the teachers and students. For the large ESOL population, accommodations are being provided; teachers are utilizing instructional strategies from the Matrix to enhance their teaching, and are using the WIDA Assessment data to increase their students language proficiency in each domain.

Describe how the school will use effective methods and instructional strategies that are based on scientifically based research that:

The core curriculum programs have been chosen because of the nature of their alignment with Montessori philosophy and principles and the fact that they specifically teach Florida standards. The class schedules have been designed to maximize teaching/learning time, while still educating the “whole child” and underlying premise in Montessori education. All students benefit from the core program due to the nature of the blended model of Montessori/state standards; however, the school also provides required services for ESOL/ESE students and a free and reduced lunch program.

Describe strategies the school will use to address the needs of all children, but particularly low-achieving children and those at risk of not meeting state standards.

Social services – the school offers free/reduced lunch program.

Academics – the school offers after school tutoring for grades 3 -5 in Reading and Math; the teachers implement the RTI process to assist below level students in closing the gap

Describe how the school will address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program. The services of such a program include:

- Counseling, pupil services, and mentoring services.
- College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.
- The integration of vocational and technical education programs.

The school does not offer these services.

3. Instruction by **STATE CERTIFIED TEACHERS** in all core content area classes

Provide instructional staff and paraprofessionals that are teaching NOT highly qualified (instructional staff only).

List instructional staff and paraprofessionals that are NOT qualified (instructional staff only).
<p><u>Instructional</u> Cintia Aguilar – Montessori certified Delia Boboc – Montessori certified Natalia Lopez – Montessori certified Olmary Rodriguez – Montessori certified Lindsley Juste – Montessori certified Melissa Jean Baptiste</p> <p><u>Paras</u> Sonia Gray Caron Engelbrecht</p>
Describe the support and professional development being planned and provided for these professionals
<p>Teachers have access to support and assistance at all times through the Curriculum Director/Principal. Specific PD activities are planned on the following days:</p> <ul style="list-style-type: none">• Staff Meetings (every Tuesday)• Early Release Days• Teacher Planning Days <p>The teachers also participate in a Weekly Reflection activity which involves the reading of an educational article and then the completion of a Reflection response sheet related to the article.</p>

4. High quality and ongoing **PROFESSIONAL DEVELOPMENT** for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.

Describe how the school will implement high quality and ongoing professional development for teachers, principals and paraprofessionals to enable all children in the school to meet state academic content standards.

The Curriculum Director is responsible for planning and teaching the Professional Development Seminars within the school. Topics are based on the needs of the school and the teachers' interests. At times, the school will also hire experts in a particular field to conduct the training (Singapore Math Training – August 2017). Teachers are also encouraged to attend the SBBC PD workshops, BVU classes, and professional seminars (outside the school/district).

Describe how the school will implement high quality and ongoing professional development for pupil services personnel, parents, and other staff to enable all children in the school to meet state academic content standards (if applicable).

The school offers many Parent Workshops/Engagement opportunities. See schedule below for the 2017-18 school year:

MONTH	After School	In-School
September	Back to School Night	
October	PTO Meeting	Trunk or Treat
November	Curriculum Seminar	Book Fair, Harvest Feast
December	Jewelry Fundraiser	
January	Open House 6:30pm	
February	SBMCS Math Night 6:30pm	
March	SBMCS Literacy Night 6:30pm	Book Fair, Jewelry Fundraiser
April		
May		Muffins with Mom, Field Day
June		Donuts with Dads, History Project Presentations

List Professional Development Activities

Include only school-based funded activities/materials and exclude district funded activities /materials.				
Professional Development Activities	Description of Resources	Dates of Activity	Funding Source	Budgeted Amount per activity
Standards Progression Training	Standards Progression Charts, Standards activity	August 2, 2017	School Funds	Curriculum Director Salary
ESOL/ELlevation	Matrix chart, ELlevation platform, WIDA Reports	August 3, 2017	School Funds	ESOL Contact Salary
Singapore Math	Manipulatives/charts for Model Drawing	August 4 and 11, 2017	School Funds	\$1400.00
I-Ready	I-Ready software	August 7, 2017	School Funds	School Funds
WriteSteps	WriteSteps website	August 8, 2017	School Funds	Curriculum Director salary/Purchase of WriteSteps Curriculum
Balanced Litercy	PowerPoint, Journeys, Reading Passages, SRA, Primary Phonics	August 9, 2017	School Funds	Curriculum Director Salary
Math/Studies Weekly	Ready Math Curriculum/Studies Weekly Curriculum	August 10, 2017	School Funds	Curriculum Director Salary
RTI	PowerPont, Documentation for the process	October 20, 2017	School Funds	Principal Salary
FSA Math Assessment	FSA Teacher Resources	October 24, 2017	School Funds	Curriculum Director Salary
Student Achievement and Assessment Data	I-Ready data, Ready Math data	November 28, 2017	School Funds	Curriculum Director Salary
Setting Healthy Boundaries	Presentation/Workshop	November 30, 2017	N/A (Parent Coach Presenter)	N/A
Art of Documentation Writing	PowerPoint, Articles	January 8, 2018	School Funds	Curriculum Director Salary
Conducting Data Chats with Students	Web resources	February 22, 2018	School Funds	Principal Salary
SBMCS Teacher Education Showcase	Teacher presentations on chosen topics	Jan 24 – Feb 27, 2018	School Funds	Teacher Salaries

5. Strategies to **ATTRACT HIGH-QUALITY, STATE CERIFIED TEACHERS** to the school

Describe strategies that will be used to attract high quality, highly qualified teachers.

- Employment agencies
- Job Fairs
- Montessori Teaching Conferences
- Universities

Describe the school's working environment, opportunities for professional growth, professional collaboration, hiring incentives, additional benefits, mentoring programs, etc.

The school operates based on the guiding principles of Dr. Maria Montessori: Respect, Peace, Prepared Environment, and Collaborative Problem Solving. As mentioned above, the teachers are provided with much support and have access to professional development on a frequent basis. They are encouraged to collaborate (K/1 teachers share the load of lesson planning) and share their knowledge and expertise with the staff.

All staff is eligible to receive a health insurance stipend (being the school does not offer an employee insurance plan), receive 5 personal/sick days, participate in a Teacher Inventive Program, and can contribute to a 403b account.

Based on teacher performance and administrative recommendations, teachers can be invited to participate in Montessori Teacher Training Certification (paid by the school with a 3-year working commitment).

6. Strategies to increase **PARENTAL INVOLVEMENT**

****Include a copy of the school's Parental Involvement Policy/Plan (PIP) for this section (Does not apply for schools new to Title I).**

Parent and Family Engagement Plan 2017-18 School Year

SBMCS recognizes the important role of parents, families, and caregivers in helping educate children. Research shows that when families are actively involved in the education process, both at home and school, students are more engaged in their academics, enjoy going to school, and have higher academic achievement.

Expectations

The Schools' Expectations of Parents: The following are some of the basic expectations we have of our parents:

- Acceptance of the Montessori Philosophy and a commitment to continuing its teachings at home.
- Adherence to the expectations, policies and procedures described in this handbook.
- Attendance at parent functions, workshops, and parent-teacher conferences.
- Timely communication to the teacher(s) and/or administration about your child's needs or any concerns you may have.
- Partnership with the teacher(s) and/or administration to set and reinforce goals for your child.
- A positive attitude towards school.

Families' Expectations of the School: As an organization, we commit to provide the following:

- A loving, secure, and safe environment.
- Care and respect for your child.
- Faculty and staff who live by the philosophy of the school and follow this handbook.
- Teachers who set rigorous – yet realistic – goals for your child.
- Teachers who provide information about your child's progress.
- Professionalism and integrity.
- Appreciation of your point of view.

Involvement of Parents

SBMCS will involve parents in an organized, ongoing and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118©(3), 1114(b)(2), and 1118(a)(2)(B)].

Previous Levels of Parent Engagement

The following data indicates percentage of parents who participated in parent involvement activities over the previous two years:

2015-2016 Level of Parent Involvement: **23 %** - of 119 total students

2016-2017 Level of Parent Involvement: **25%** - of 130 total students

Goal for Current Level of Parent Engagement

2017-2018 Level of Parent Involvement: 35% - of 140 total students

Coordination and Integration

SBMCS will coordinate and integrate parental involvement programs and activities that teach parents how to help their child at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the parents as Teachers Program, public preschool, Title I Part C, Title II, Title III, Title IV, and Title VI [Section 11118(e)(4)].

Parent Meetings

Activity	Person Responsible	Timeline	Evidence of Effectiveness	Description
Parent Orientation	Elaine Padron Amanda Adair	August 15, 2017	Parent Information Letter/Sign-in Sheet	Parents are invited to attend a mandatory meeting which outlines the policies and procedures of SBMCS as it pertains to parents and students. Information is communicated in English and Spanish (written). The meeting includes an overview and concludes with a Q&A session for parents. Parents are given the Annual Parent Contract and informed of the deadline for returning to school. Parents are informed that they can view the Parent Handbook on the school's website (copies also available in the Front Office in both English and Spanish).
Back to School	Classroom	September 5,	Class Sign-in sheets	Parents are invited to attend Back to School

Night	Teachers	2017		Night. Teachers share classroom specific information regarding policies, procedures, routine, and homework. Information is communicated in English and Spanish by bilingual teacher(s). The meeting is concluded with a Q&A session for parents.
District Title I Parent Training Academy	Title I Office	See scheduled dates		Parents are invited to attend the Title I Training Academy Workshops where they will learn skills and strategies for improving their parenting and literacy skills. Attendees share the information with the school community.

Annual Parent Meeting

SBMCS will take the following actions to conduct an annual meeting designed to inform the parents of participating children about the school's Title I program the nature of the Title I program (school wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline persons responsible, documentation to be maintained, and steps to ensure that all parents are invited and encouraged to attend [Section 1118(c)(1)].

Activity/Event	Person Responsible	Timeline	Evidence of Effectiveness	Description
Title I Annual Meeting	Elaine Padron	September 19, 2017 (Rescheduled for Oct. 17, 2017 – due to Hurricane Irma)	Meeting agenda/Sign-in sheet	Meeting is to inform parents of the Title I program, school choice, supplemental educational programs, and rights of parents.

Building Capacity

SBMCS will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement [Section 1118(s)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 111(e)(2)].

Activity/Event	Person Responsible	Timeline	Evidence of Effectiveness	Description
PTO Meetings	Crissy Abreu Elaine Padron Amanda Adair Caridad Ramos	Monthly meetings	Sign-in sheet/Parent Survey	Parents, school administration, and teachers are invited to attend monthly meetings to discuss fundraising opportunities for the school, to share educational information, discuss school improvement, and collaborate to identify other ways in which the parents, staff, and students can collaborate to support the school and its efforts.
Parent-Teacher Conferences	Classroom Teachers	As needed throughout the school year	Conference Documentation Form	Parents/Teachers schedule conferences throughout the year as needed to discuss students’ academic, social, emotional and behavioral successes and challenges within the classroom. Teachers share work samples, assessment data, and I-Ready performance.
Parent Education Seminars	Elaine Padron Amanda Adair	TBD – periodically throughout the school year	Sign-in sheet/Parent Survey	Parents are invited to attend a variety of Parent Education opportunities. Topics include: Curriculum Programs, Montessori Education (related to school and home), I-Ready, etc. Presentations are made by the Principal, Curriculum Director, and Teachers.
Trunk or Treat Festivities	PTO/Parents	October 31, 2017	Volunteer Sign-in sheet/Parent Survey	Parents are invited to attend our Annual Trunk or Treat Festivities; fall themed activities which include decorated trunks, treating or goodies,

				and craft projects.
Book Fair	Karina Lencina PTO/Parents	November 13 – 17, 2017 Mar 5 – 9, 2018	Volunteer Sign-in sheet	Parents are invited to attend/volunteer for our bi-annual Book Fairs. Parents are encouraged to purchase books for the home and classroom to support reading and literacy.
Family Night	Karina Lencina PTO/Parents	November 14, 2017	Sign-in sheet/Parent Survey	As a culminating event to our Fall Book Fair, parents are invited to participate in Family Night. Parents are encouraged to purchase books for the home and classroom to support reading and literacy.
Harvest Feast	PTO/Parents	November 17, 2017	Sign-in sheet/Parent Survey	Parents are invited to attend our Annual Harvest Feast, a community gathering of feasting, dancing, and student artwork display.
Math Night	Admin/ Teachers	February 13, 2018	Sign-in sheet/Parent Survey	Parents are invited to attend an evening of Math Education. They will learn about the Montessori Math curriculum, Florida Math Standards, and how we integrate the two at our school.
Literacy Night	Admin/ Teachers	March 2018	Sign-in sheet/Parent Survey	Parents are invited to attend an evening of Family Literacy. They will learn about the importance of early literacy at home, how we teach literacy in school, and the Florida ELA Standards.
Art Exhibition	Lisett Domenech	TBD - Spring	Sign-in sheet/Parent Survey	Parents are invited to attend the Art Exhibition which will showcase student artwork. Parents will have an opportunity to purchase items as a fundraiser for the school.

Staff Training

Activity	Person Responsible	Timeline	Evidence of Effectiveness	Description
Back to School Staff Meeting	Elaine Padron Amanda Adair	August 22, 2017	Sign-in sheet	Important information regarding policies, procedures and building relationships with parents are discussed. School staff signs an acknowledgement form stating they've read and understand the Staff and Parent Handbook.
Professional Development Workshops	Amanda Adair	Scheduled throughout the school year	Sign-in sheet/Teacher Survey	Teachers receive information on how to encourage involvement of parents in their student's education. Topics include conferencing, effective written communication to parents, effective verbal communication with parents, maintaining call logs, writing clear and concise report comments, and soliciting volunteers.

Communication

SBMCS will provide parents of participating children the following [Section 1118(c)(4)]: 1118(c)(4)(A);

- Timely information about the Title I programs [Section 1118(c)(4)(A);
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency level students are expected to meet [Section 11(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
- If the school wide program plan under Section 1114(b)(2) is not satisfactory to the parents of the participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

Activity/Event	Person Responsible	Timeline	Evidence of Effectiveness	Description
Title I Annual Meeting	Elaine Padron	September 19, 2017 (Rescheduled for Oct. 17, 2017 – due to Hurricane Irma)	Meeting agenda/Sign-in sheet	Meeting is to inform parents of the Title I program, school choice, supplemental educational programs, and rights of parents.
PTO Meeting – Curriculum and Assessment	Amanda Adair	November 6, 2017	Sign-in sheet/Parent Survey	Parents, school administration, and teachers are invited to attend a PTO Meeting that will include a discussion/conversation about the curriculum programs for the current school year and the school, district, and state assessments their children will complete as various points throughout the year.
Written Communication	All Staff/PTO	Throughout the school year	Samples/ Parent Survey	The school will send home written communication in English and Spanish. Parents whose home language is Russian will receive communication in English/Russian.
Verbal Communication	All Staff/PTO	Throughout the school year	Parent Survey	The school will communication verbally in English and provide Spanish translation when possible/appropriate (PTO Meetings, parent-teacher conferences, etc.)

Accessibility

SBMCS will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs,

meetings, school reports, and other activities in an understandable and inform format and to the extent practical, in a language parents can understand [Section 1118(5) and 1118(f)].

Activity/Event	Person Responsible	Timeline	Evidence of Effectiveness	Description
Full Parental Involvement/ Participation	All Staff	Throughout the school year	Parent Feedback/Survey	Full parental participation in our school programs is encouraged. Some examples of written communication which motivate involvement include PTO/Office communication about special events, letters, notices, parent links, progress reports, report cards, and conference documentation.

Describe how parents will be involved in the design, implementation, and evaluation of the schoolwide program.

Design

- Needs Assessment Meeting
- Parent Engagement Meetings

Implementation

- Working with their children at home
- Participating in meetings
- Attending school events
- Providing supplemental services/tutoring for their children if requested
- Attending Title I Workshops

Evaluation

- Completing a Survey
- Participating in the April Planning Meeting for the following school year

Describe how parents will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child's education.

Title I program information will be disseminated at the Parent Orientation/Title I Annual Meeting scheduled in August. Parents will be informed of the curriculum at Back to School Night in September. The Parent Engagement Meeting in September will involve them in the process of devising the Parent and Family Engagement Plan. The Curriculum and Assessment Parent Seminar scheduled in October will provide them with more detailed information of the various curriculum programs, assessment data from the 1st I-Ready Diagnostic Assessment and their role as parents in the education process. This meeting will also ask them for input in developing the School wide Plan. A second Parent Engagement Meeting in April will allow parents to offer input/discuss the School-Parent Compact for the upcoming school year.

Parents will receive their child's Student Profile Report for Reading and Math after the administration of each I-Ready Diagnostic Assessments. They will also receive quarterly progress reports and report cards indicating their child's progress. Parent/Teacher conferences can be scheduled any time by the school, teacher, or parent.

List specific training activities and decision making opportunities for parents. (Include meeting dates for the planning, implementation and evaluation of the Family Involvement Policy/Plan and School-Parent Compacts.)

The following schedule will be followed each school year:

- Parent Orientation/Title I Annual Meeting – August (dissemination of Title I paperwork)
- Back to School Night – September (information on curriculum programs)
- Parent Engagement Meeting – September (development of the Parent and Family Engagement Plan)
- Curriculum and Assessment Parent Seminar – October (development of the School wide Plan)
- Parent Engagement Meeting – April (development of the School-Parent Compact for the upcoming school year)

Describe the yearly parental evaluation of the schoolwide program and how this information is will be used to improve the plan.

Parents will be given a survey at the end of each school year asking or their feedback on the current plan and changes they'd like for the upcoming school year.

Describe volunteer and business community partnership programs.

The SBMCS board will formulate partnerships with local businesses and will engage with them for marketing and fundraising purposes.

List Parent Involvement Activities for Parents

Include only school-based funded activities/materials and exclude district funded activities /materials.				
Parental Involvement Activities	Description of Resources	Dates of Activity	Funding Source	Budgeted Amount per activity
Orientation Meeting/Title I Annual Meeting	Copies of Orientation packets/ Title I paperwork	August	SBMCS Budget	\$200.00
Back to School Night	N/A	September	N/A	\$0
Parent Engagement Meeting	N/A	September	N/A	\$0
Trunk or Treat	Parent donations	October		
Curriculum and Assessment Parent Seminar	N/A	October	N/A	\$0
Book Fair	Vendor provided	November	N/A	\$0
Harvest Feast	Food items, Volunteers	November	Parent Donations	\$500.00
Jewelry Fundraiser	Jewelry/Food Items	December	Parent Donations	\$150.00
Open House	Food items	January	SBMCS Board of Directors	\$100.00
Math Night	Curriculum materials	February	N/A	\$0
Cultural Night	Curriculum materials	March	N/A	\$0
Book Fair	Vendor provided	March	N/A	\$0
Parent Engagement Meeting	N/A	April	N/A	\$0
Muffins with Mom	Food items	May	Fundraiser Monies	\$200.00
Donuts with Dad	Food items	June	Fundraiser Monies	\$200.00
Total:				\$1350.00

7. Plans for assisting preschool children in the **TRANSITION FROM EARLY CHILDHOOD PROGRAMS TO ELEMENTARY SCHOOL**

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable. The following should be included:

The school offers a Kindergarten Orientation for all new Kinder students the week before the new school year begins. The students come in two Groups – Group A and B so only 6-7 students are in attendance on each day.

The school hosts an Open House in January inviting prospective students (including newly entering Kindergarteners) to hear about the school’s curriculum programs and readiness for entering in the Fall.

8. Describe measures for **TEACHERS TO BE INCLUDED IN THE DECISION MAKING** regarding the use of academic assessments (described in Section 1111[b][3]) to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Describe how administration and staff will collaborate to analyze data frequently to inform them of student needs.

The principal will facilitate data chats periodically with the teachers to discuss the data reports, analyze the trends and discuss modifications to the instructional program. Data analysis will include I-Ready, in-house FSA Practice testing, BSA, and state FSA Practice Tests.

Describe how administration and staff will collaborate to record and graph data is to drive instructional plan and group student appropriately.

I-Ready offers Instructional Grouping Profile Reports that the teachers/administration will utilize to identify the students' instructional needs and plan for modified/differentiated instruction. The RTI Process will be implemented with fidelity to ensure the students who are below level are receiving intervention services and those on or above level will be challenged.

Describe how administration and staff will collaborate to plan appropriate instructional lessons for diverse learners.

The Montessori approach/methodology already has many strategies built into it that assist diverse learners in learning content. The individualized approach allows students to work at their own pace and/or receive individualized instruction/attention from teachers and peers. The lessons have a visual component, concepts are introduced through the use of hands on materials, and for many lessons there is a kinesthetic module as well.

The administration and staff collaborate through teacher meetings, staff meetings, professional development seminars/workshops, data chats, etc.

Describe how a variety of assessments are administered and how administration and staff collaborate to examine student growth.

Teachers administer the following assessments. Discussion and collaboration occurs during meeting times and PD sessions.

ELA

- Journeys End of Lesson Tests
- Teacher-made: Literature Tests
- Sight Word Tests
- Spelling Tests
- Teacher-made: Quizzes
- WriteSteps Formal Writing Assessments
- FSA Practice Reading/Writing Tests

Math

- Teacher-made: Math Tests
- MAFS Ready Math: Lesson Quizzes; end of unit assessments
- FSA Practice Math Tests

Science/Social Studies

- Studies Weekly – Weekly Assessments
- NGSSS Practice Science Test

District/State ELA Assessments

- Grade 1 – BSA (EOY)
- Grade 2 – BSA (EOY)

- Grade 3 – Performance Portfolios, FSA ELA, Alternative Assessments
- Grade 4 – FSA ELA, FSA Writing
- Grade 5 – FSA ELA, FSA Writing

District/State Math Assessments

- Grade 1 – BSA (EOY)
- Grade 2 – BSA (EOY)
- Grade 3 – FSA Math
- Grade 4 – FSA Math
- Grade 5 – FSA Math

District/State Science Assessments

- Grade 5 – NGSSS Science

9. Effective, timely assistance for **STUDENTS HAVING DIFFICULTLY MASTERING PROFICIENT** or academic content standards.

Describe how the school provides effective and timely assistance to students having difficulty mastering proficiency.

The students who are presenting as below level students are first identified with the 1st I-Ready Diagnostic Assessment. Using the data available, teachers begin modifying instruction according to the Instructional Groupings Profile Reports and the individual Student Profile Reports, both of which provide detailed information as to the child's educational strengths and weaknesses. For students in Tier 2/3, the RTI process begins. Students' progress continues to be monitored throughout the remainder of the year with the Student Response to Instruction Reports, and the 2nd/3rd Diagnostic Tests. I-Ready growth monitoring assessments also provide the teachers/admin with important data.

I-Ready also offers a Florida Standards Report which the teachers/Admin can utilize to analyze the student's proficiency of the grade level standards. The school provides after school tutoring in Reading and Math for students in grades 3-5 specifically on FSA type questions. The planning for these tutoring sessions comes from the students' performance on the FSA Practice tests.

Describe how students are identified in a timely way to provide information on which to base effective assistance.

The students who are presenting as below level students are first identified with the 1st I-Ready Diagnostic Assessment. Using the data available, teachers begin modifying instruction according to the Instructional Groupings Profile Reports and the individual Student Profile Reports, both of which provide detailed information as to the child's educational strengths and weaknesses. For students in Tier 2/3, the RTI process begins. Students' progress continues to be monitored throughout the remainder of the year with the Student Response to Instruction Reports, and the 2nd/3rd Diagnostic Tests. I-Ready growth monitoring assessments also provide the teachers/admin with important data.

10. COORDINATION OF SERVICES of federal, state and local services and programs/funds.

Describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

All families will be encouraged each year to complete the free/reduced lunch application. The school utilizes the funds from Title I to support students' academic achievement by funding the Curriculum Director's position and providing after school tutoring in Reading and Math for grades 3-5.

<p>Title I, Part C- Migrant</p> <p>SBMCS does not have any migrant students.</p>
<p>Title I, Part D</p> <p>SBMCS does not receive Title I, Part D funds. However, all staff will participate in completing the district mandated online Child Abuse Training.</p>
<p>Title II</p> <p>SBMCS does not receive Title II funds; the school participates in District Title II activities.</p>
<p>Title III</p> <p>SBMCS does not currently receive Title III funds.</p>
<p>Title X- Homeless</p> <p>The school will implement the HEART program for any families in transition. The school's registrar will ensure that families in transition will be identified during the registration process and will refer them to the school-based homeless liaison.</p>
<p>Supplemental Academic Instruction (SAI)</p> <p>This instruction will be built-in to the existing school schedule to provide additional support to all students in all core subjects.</p>
<p>Violence Prevention Programs</p> <p>The school has not yet partnered with local community agencies to provide these programs. However, all staff will participate in completing the district mandated online Child Abuse Training.</p>
<p>Nutrition Programs</p> <p>The school participates in the National School Lunch Program.</p>

<p>Housing Programs</p> <p>The school does not currently have a school-based social worker; families in need are referred to outside agencies.</p>
<p>Head Start</p> <p>The school does not offer a Head Start program.</p>
<p>Adult Education</p> <p>The school does not offer Adult Education courses; Interested parents are referred to community agencies.</p>
<p>Career and Technical Education</p> <p>The school does not offer Career and Technical Education courses; Interested parents are referred to community agencies.</p>
<p>Job Training</p> <p>The school does not offer Adult Education courses; Interested parents are referred to community agencies.</p>
<p>Other</p> <p>None</p>
<p>Describe how the school will utilize services and agencies to promote business and community involvement.</p> <p>SBMCS will develop relationships and partner with local businesses and community agencies as a means to receive assistance in providing goods and services to the students, parents, and staff which will benefit the entire school community.</p>

REQUIRED SIGNATURES

Principal (print name): _____

Signature of principal: _____

Title I Liaison (print name): _____

Signature of Title I Liaison: _____

Board Chairperson (print name): _____

Signature of Board Chairperson: _____