

TITLE I SCHOOLWIDE PLAN FOR CHARTER SCHOOLS



Broward County Public Schools

Math Deficiency Grade 3-5

Math Deficiency: 50% of Grades 3-5 showed significant underperformance in Number and Operations, Measurement and Data, and Geometry. Grade 3 showed the highest number of underperforming students in all of the four math domains.

Goal: All students will show improvement in their Math Proficiency over all.

School Goal: 60% of students in grades 3-5 will receive a passing FAST score (PM 3)

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 Montessori Math curriculum, Singapore Math strategies, and Curriculum Associates Ready Math curriculum. Concepts will first be introduced with the use of concrete, didactic materials and procedural fluency will be developed throughout the year. Teachers will utilize weekly concept assessments and quarterly fluency assessments to assess students' progress and proficiency.

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.

Strategy 1A.4: Students identified as Tier 2 and 3 in Math will be invited to attend weekly ELO Tutoring. Florida Performance Coach FSA will be utilized to remediate skills/standards to better prepare these students for the Spring FSA.

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

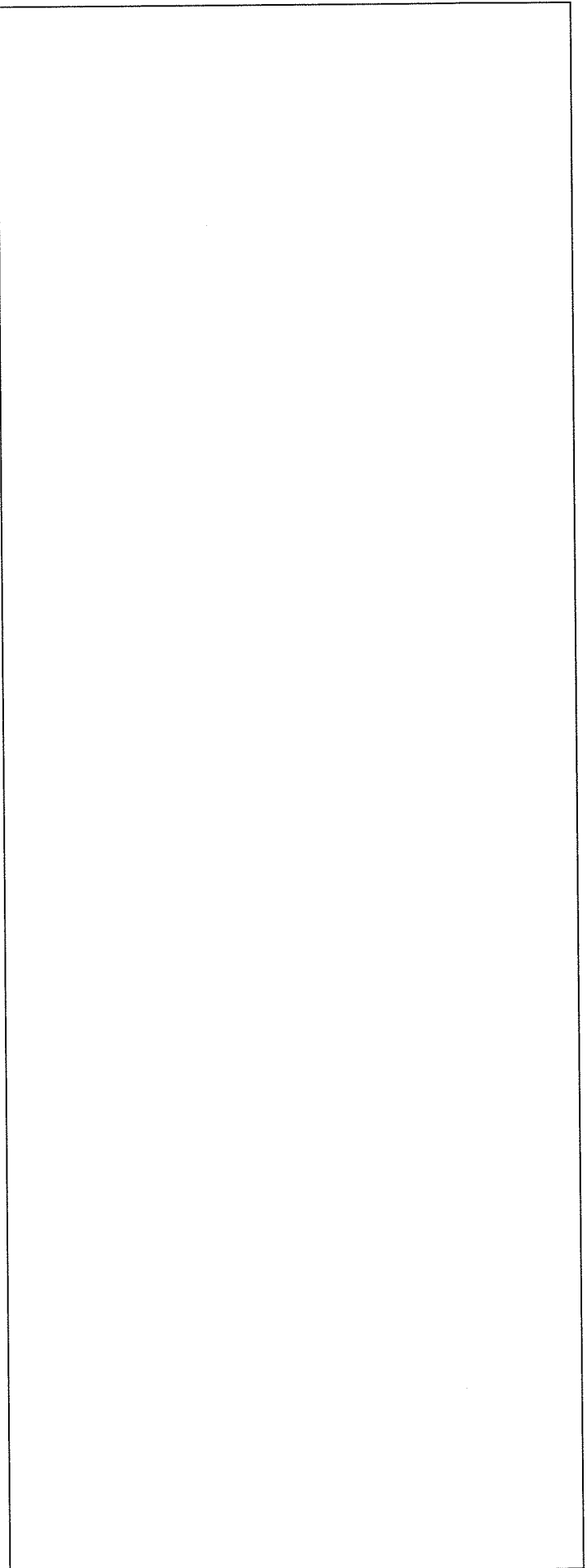
Reading Deficiency Grades 3-5

Actual: 60% of students in grades 3-5 received a score of Level 3 or higher on FSA Reading in spring 2022.

School Goal: 72% of students in grades 3-5 will receive a passing score on the FAST Reading in the PM 3, highlighting and mastering their specific grade level standards.

Strategy 1A.1 We will continue to train our teachers on how to use reading interventions that are in alignment with state standards. Based on a balanced literacy approach, SBMCS will utilize the Montessori Language curriculum, Benchmark Advance, and Literature studies. Grade-level specific reading passages, the SRA Reading Laboratory, and Standards-based Literature Studies. Teachers will administer End of Lesson/Unit assessments for Benchmark Advance and Teacher-made assessments for 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.



2. REFORM STRATEGIES

ELA-English/Language Art 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 2.0: Students scoring at Achievement Level 3 or higher.		1A.1 Based on a balanced literacy approach, SBMCS will utilize the Montessori Language curriculum, Benchmark Advance, Literature studies. Grade-	1A.1 Teachers will administer End of Lesson/Unit assessments for Benchmark Advance and Literature Studies.	1A.1 Student performance on End of Lesson/Unit assessments.
Reading Goal 1A:	Current Level of Performance:*	Expected Level of Performance:*		

<p>72% of students in grades 3-5 will receive a passing score on the FAST</p> <p>Gr 3 – 47% Gr 4 – 52% Gr 5 – 33%</p> <p>School – 44%</p>	<p>72% for the entire school</p>	<p>Advance, Literature studies. Grade-level specific reading passages, the SRA Reading Laboratory, Word Wisdom and Spelling Connections.</p>	<p>IB.2 Student Response to Instruction Report</p>
<p>Reading in the PM 3, highlighting and mastering their specific grade level standards</p>	<p>IB.2 All students will complete one hour of online I-Ready Reading assignments per week at home.</p> <p>IB.3 Teachers will attend an ELO tutoring specifically teaching/reviewing FSA/FAST type questions.</p>	<p>IB.2 Teachers will monitor their students' progress on the assigned I-Ready lessons, tracking their performance on individual skills and proficiency rates.</p> <p>IB.3 Tutors will utilize the Florida Performance Coach book to implement the tutoring program.</p>	<p>IB.2 Data Chats, Lesson Plans, Observation Reports</p> <p>IB.3 Student performance on individual question types correlated to the standard(s). RTI Assessments</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>Administration will monitor the implementation of this differentiated instruction through data chats, lesson plans and classroom observations.</p>	<p>Teachers/Principal will monitor the students' progress through the RTI Documentation/Assessment process</p>	
<p>English/Language Arts Goals</p>			
<p>Problem-Solving Process to Increase Student Achievement</p>			
<p>Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:</p> <p>IC. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.</p>	<p>Strategy</p> <p>IC.1. Students will attend the Summer Academy.</p>	<p>Process Used to Determine Effectiveness of Strategy</p> <p>IC.1. District personnel will facilitate the Summer Academy.</p>	<p>Evaluation Tool</p> <p>IC.1. Performance on the end of the summer assessment..</p>

Writing Goal 2A:	Current Level of Performance:*		Expected Level of Performance:*		The core writing program that is being utilized for all grades (K-5) is Writing City. 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. It 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. Lessons will be taught according to the program's pacing guide utilizing the daily lesson plans, visual aids	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.	Student writing samples and the provided rubric.
	Gr 4 - 62.5%	Gr 5 - 40%	65% for the entire school				
72% of students in grades 3-5 will receive a score of Level 3 or higher on FAST reading PM 3.					2A.2	2A.2	2A.2
**This is the same goal as Reading since the Writing score is part of the overall ELA score.					2A.2	2A.2	2A.2
					2A.3	2A.3	2A.3
ELA - Writing Goals					Problem-Solving Process to Increase Student Achievement		

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
		2B.3	2B.3	2B.3
2C. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment. Writing Goal 2C: The State does not offer an alternative assessment for Writing	Current Level of Performance: *	2C.1.	2C.1.	2C.1.
	Expected Level of Performance: *			
	N/A			
	N/A			
		2C.2.	2C.2.	2C.2.

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:					
FSA 2.0: Students scoring below level 3.					
Math Goal 3B:	Current Level of Performance:*	Expected Level of Performance:*	Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
60% of students in grades 3-5 will receive a passing score FAST, PM3.	Gr 3 – 52% Gr 4 – 33% Gr 5 – 33%	60% entire school	3B.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 curriculum to provide mental math strategies and model drawing strategy for problem solving.	3B.1 Teachers will administer the End of Lesson quizzes.	3B.1 Student performance on the End of the Lesson quizzes

assessment for Math.	NA	NA			
			3C.2.	3C.2.	3C.2.
		3C.3.	3C.3.	3C.3.	3C.3.

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. Statewide Science Assessment: Students scoring at Achievement Level 3 or higher.	4A.1 The core program for Science used is an integration of curriculum using STEM Scope and Montessori's	4A.1	4A.1	4A.1

49% of students in Grade 5 will receive a passing score in assessment	30%	49%	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.
	4B.2	4B.2	4B.2
	4B.3	4B.3	4B.3
Science Goals Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group: 4C. Florida Alternate Science Assessment: Students not meeting proficiency on an alternate assessment.	Problem-Solving Process to Increase Student Achievement		
	Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	4C.1.	4C.1.	4C.1.

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 weekly ELO after school 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 students. Administration is conducting class data chats with the teachers after each Diagnostic Assessment. 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:

- strengthen the core academic program;
- increase the amount of learning time;
- include strategies for serving underserved populations.

The core curriculum programs have been chosen because of the nature of their alignment with Montessori philosophy / 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.

Provide instructional staff that are not state certified and paraprofessionals that are NOT highly qualified (instructional staff only).

List instructional staff that are not state certified and paraprofessionals that are NOT highly qualified (instructional staff only).

Rachel Pulido – Montessori certified

Paras

Jorico Brooks

Leigh Ann Carracio

Zueseline Cintron

Describe the support and professional development being planned and provided for these professionals

Teachers have access to support and assistance at all times through the Curriculum Coordinator and Principal. Specific PD activities are planned on the following days:

- Staff Meetings (every Tuesday)
- Early Release Days
- Teacher Planning Days

The teachers also participate in a Broward Schools PD through LAB.

The school offers many Parent Workshops/Engagement opportunities. See schedule below for the 2022-23 school year:

MONTH	After School	In-School
September	Annual Title I Meeting/Back to School Night	
October	Title I Planning Meeting	Trunk or Treat, Read-a-thon
November	Scholastic Book Fair Night	Book Fair, Harvest Feast
December	Title 1 Planning Meeting / SBMCS Literacy Night	Winter Festival
January	Open House (Prospective Parents) / SBMCS Math Night	Read-a-thon
February	Title I Planning Meeting	Math-a-thon
March	Title I Planning Meeting / SBMCS Literacy Night	Online
April	Donuts with Dad	Field Day, SBMCS Annual Celebration
May	Muffins with Mom	Field and Health Day Activity Cultural Projects/Fair

List Professional Development Activities (Title I funds and Non-Title I should be included)

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
Montessori Cosmic Ed / Science Standards	Standards activity	August 3, 2022	School Funds	\$200.00
Montessori Cosmic Ed / Science Standards	Ready Math Curriculum/Studies Weekly Curriculum	August4-5, 2022	School Funds	\$200.00
Math/Science/Social Studies	Matrix chart, ELlevation platform, WIDA Reports	August 8, 2022	School Funds	\$200.00
ESOL/ELlevation	Documentation of the process, District Emergency Codes	August 9-10, 2022	School Funds	\$150.00
Safety and Emergency Training	PowerPoint, Benchmark Advance, Reading Passages, SRA, Primary Phonics	August 11 - 12, 2022	School Funds	\$200.00
Montessori Lenguaje / Florida ELA Standards	PowerPoint, Benchmark Advance, Reading Passages, SRA, Primary Phonics	August 17, 2022	School Funds	\$200.00
Effective Lesson Planning / I-Ready 1 st Diagnostic Assessment	I-Ready	September 28, 2022	School Funds	\$150.00

- 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 5 personal/sick days, participate in a Teacher Inventive Program, and participate in AFLAC.

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).

7. Strategies to increase PARENT AND FAMILY ENGAGEMENT

****Include a copy of the school's Parent and Family Engagement Policy/Plan (PFEF) for this section (The PFEF does not apply for schools new to Title I).**

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

K-2 Grade Title I Annual Meeting Monday, September 06, 2022- 1hr meeting Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs.

<https://files.eric.ed.gov/fulltext/EJ11076801.pdf>

<https://education.stateuniversity.com/pages/2309/Parental-Involvement-in-Education.html>

Meeting is to inform parents of the Title I program, school choice, supplemental educational programs, rights of parents, testing and grade level expectations. Parents are given the Annual School-Parent Compact and are informed of the deadline for returning to school.

Sign-in Sheet

3-5 Grade Title I Annual Meeting Tuesday, September 20, 2022 – 1 hr meeting Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs.

<https://files.eric.ed.gov/fulltext/EJ11076801.pdf>

<https://education.stateuniversity.com/pages/2309/Parental-Involvement-in-Education.html>

Meeting is to inform parents of the Title I program, school choice, supplemental educational programs, and rights of parents, testing and grade level expectations. Parents are given the Annual School-Parent Compact and are informed of the deadline for returning to school.

Sign-in Sheet

Describe volunteer and business community partnership programs.

Title I Planning Meeting	School Website, Current year's School-wide Plan, PFEIP, School-Parent Compact	February	SBMCS	\$0
Math Night	Curriculum materials	February	SBMCS	\$0
Literacy Night	Curriculum materials	March	SBMCS	\$0
Book Fair	Vendor provided	March	Scholastic	\$0
Art Exhibition	Student Artwork	June	SBMCS	\$200.00
Donuts with Dad	Food items	April	Fundraiser Monies	\$200.00
Muffins with Mom	Food items	May	Fundraiser Monies	\$200.00
Total:				\$800.00

8. Plans for assisting children in the Transition Early Childhood to Elementary or Transition Elementary to Middle or Transition from Middle school programs to high school.

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

- Inform parents of readiness skills during Kindergarten Round-Up
- Offer preschool programs and collaborate with kindergarten teachers regarding grade level expectations
- Offer programs and collaborate with elementary, middle and/or high schools regarding expectations
- Meet with local preschool programs to discuss readiness for transitioning students
- Implement a staggered start schedule during the first week of school
- Allow classroom visitations for transitioning students and their parents.

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.

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 occur during meeting times and PD sessions.

ELA

- Benchmark Advance End of Lesson Tests
- Teacher-made: Literature Tests
- Standards-based Literature Unit Assessments
- Sight Word Tests
- Spelling Tests
- Teacher-made: Quizzes
- Benchmark Advances and Writing City Formal Writing Assessments
- FSA Practice Reading/Writing Tests

Math

- Teacher-made: Math Tests
- MAFS Ready Math: Lesson Quizzes; end of unit assessments (Grades 2-5)
- FSA Practice Math Tests

Science/Social Studies

- Teacher-made Science Assessments
- Studies Weekly Assessments (Grades 4/5)
- HMMH Florida Science FSSA Assessments (Grades 4/5)
- NGSSS Practice Science Test

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 EL O after school tutoring in Reading and Math for students in grades 3-5 specifically on FSA type questions. The Florida Performance Coach books will be used for tutoring sessions. Students are invited to the tutoring based on their performance on the I-Ready Diagnostic Assessments.

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.

11. 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 and buying materials and academic program (Ready Math Curriculum)
Title I, Part C - Migrant	SBMCS does not have any migrant students.
Title I, Part D – Neglected and Delinquent	

None

Describe how the school will utilize services and agencies to promote business and community involvement.

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.

REQUIRED SIGNATURES

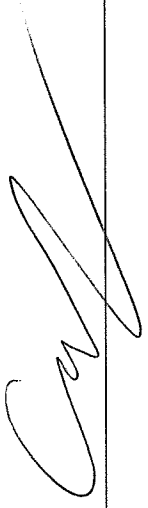
Principal (print name): Livia Morend

Signature of principal: *Livia Morend*

Title I Liaison (print name): Olmany Rodriguez

Signature of Title I Liaison: *Olmany*

Board Chairperson (print name): Sandra Sketnevskaya



Signature of Board Chairperson: _____