



TITLE I SCHOOLWIDE PLAN FOR CHARTER SCHOOLS

Broward County Public Schools

ESEA Section 1114 (b) (1) requires a Title I school-wide 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: Elizabeth Kpenkaan	Board Chairperson: Vanessa Haven, President
Date of Board Approval: October 18, 2021	

1. A COMPREHENSIVE NEEDS ASSESSMENT of the entire school

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.

Describe the process utilized to conduct the comprehensive needs assessment for this school.

South Broward Montessori Charter School was 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 2021-2022 school year.

- 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.

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.

The following 4 areas of focus for school wide improvements are the following;

- Math
- Reading
- Writing
- Parent Involvement

Math Deficiency Grade 3-5

Actual: 54% of students in grades 3-5 received a score of Level 3 or higher on FSA Math in spring 2021.

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

School Goal: 59% of students in grades 3-5 will receive a score of Level 3 or higher on the FSA Math in the Spring of 2022.

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: 67% of students in grades 3-5 received a score of Level 3 or higher on FSA Reading in spring 2021.

School Goal: 72% of students in grades 3-5 will receive a score of Level 3 or higher on the FSA Reading in the Spring of 2022.

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.

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.

Strategy 1A.4: Students identified as Tier 2 and 3 in Reading 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 in staff meetings as well as professional development. Parents will be notified through teacher conferences and parent meetings.

Deficiency Writing FSA Scores Grades 4-5

Actual: 76% of the students in Grade 4-5 received 6/10 or higher, possible points on the Spring 2021 Writing Assessment.

School Goal: 65% of students in grades Grade 4-5 will receive 6/10 or higher, possible points on the Spring 2022 Writing Assessment.

Strategy 1.A1. The school is implementing Benchmark advance as the core writing instruction and continuing to implement the Writing City program as supplemental program. 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. 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: 42% of the parents participated in school events, meetings, and seminars.

School Goal: This will increase to 45% by the end of the 2021-22 school year.

Strategy 1.A.1 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.

Strategy 1.A.2 Sponsoring a raffle at each meeting/event to increase participation.

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

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
1A. 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, Benchmark Advance, Literature studies. Grade-level specific reading passages, the SRA	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 Laboratory, and Standards-based Literature units.		
Reading Goal 1A: School Goal: 72% of students in grades 3-5 will receive a score of Level 3 or higher on FSA Reading in Spring 2022.	Current Level of Performance: *	Expected Level of Performance: *			
		*			
	Gr 3 – 53%	72% for the entire school			
	Gr 4 – 48%				
	Gr 5 – 67%				
	School– 56%				
			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, Benchmark Advance, Literature studies. Grade-level	1B.1 Teachers will administer End of Lesson/Unit assessments for Benchmark Advance and Literature Studies.	1B.1 Student performance on End of Lesson/Unit assessments.
Reading Goal 1B:	Current Level of Performance: *	Expected Level of Performance: *			

School Goal: 72% of students in grades 3-5 will receive a score of Level 3 or higher on FSA Reading in Spring 2021.	Gr 3 – 47% Gr 4 – 52% Gr 5 – 33%	72% for the entire school	specific reading passages, the SRA Reading Laboratory, Word Wisdom and Spelling Connections.		
	School – 44%		1B.2 All students will complete one hour of online I-Ready Reading assignments per week at home. 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.	1B.2 Teachers will monitor their students’ progress on the assigned I-Ready lessons, tracking their performance on individual skills and proficiency rates. Administration will monitor the implementation of this differentiated instruction through data chats, lesson plans and classroom observations.	1B.2 Student Response to Instruction Report Data Chats, Lesson Plans, Observation Reports
			1B.3 Student will attend an ELO tutoring specifically teaching/reviewing FSA type questions. 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.	1B.3 Tutors will utilize the Florida Performance Coach book to implement the tutoring program. Teachers/Principal will monitor the students’ progress through the RTI Documentation/Assessment process.	1B.3 Student performance on individual question types correlated to the standard(s). RTI Assessments
			2B. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.		
Reading Goal 2B: 100% of the students will attend the Summer Academy with at	Current Level of Performance:*	Expected Level of Performance:*			
	100%	100%			

least 50% demonstrating proficiency	attended (5 students); 80% promoted on Good Cause	attendance;			
			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 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	1A.1 Teachers will administer the End of Lesson quizzes and Teacher-made assessments.	1A.1 Student performance on the End of the Lesson quizzes and Teacher-made assessments.

			procedural fluency will be developed throughout the year.		
Math Goal 1A: School Goal: 59% of students in grades 3-5 will receive a score of Level 3 or higher on FSA Math in Spring 2022.	Current Level of Performance:*	Expected Level of Performance:*			
	Gr 3 – 52%	59% -			
	Gr 4 – 33%	entire			
	Gr 5 – 33%	school			
	School – 39%				
			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: School Goal:	Current Level of Performance:*	Expected Level of Performance:*			

59% of students in grades 3-5 will receive a score of Level 3 or higher on FSA Math in Spring 2022.	Gr 3 – 48% Gr 4 – 67% Gr 5 – 67%	59% - entire school	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.		
			1B.2 All students will complete one hour of online I-Ready Math assignments per week at home. 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.	1B.2 Teachers will monitor their students’ progress on the assigned I-Ready lessons, tracking their performance on individual skills and proficiency rates. Administration will monitor the implementation of this differentiated instruction through data chats, lesson plans and classroom observations.	1B.2 Student Response to Instruction Report Data Chats, Lesson Plans, Observation Reports
			1B.3 Student will attend an ELO after school tutoring camp specifically teaching/reviewing FSA type Math questions. 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.	1B.3 Tutors will utilize the Florida Performance Coach book to implement the tutoring program. Teachers/Principal will monitor the students’ progress through the RTI Documentation/Assessment process.	1B.3 Student performance on individual question types correlated to the standard(s). RTI Assessments
			2B.1.	2B.1.	2B.1.
2B. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.					

<u>Math Goal 2B:</u> The State does not offer an alternative assessment for Math.	<u>Current Level of Performance:*</u>	<u>Expected Level of Performance:*</u>			
	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
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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/Biology 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 either the end of week assessment for Studies Weekly or the HMH Florida Science FSSA Assessments.	1A.1 Student performance on the named weekly assessments.
Science Goal 1A: 49% of students in Grade 5 will receive a score of Level 3 or higher on FSA Science in Spring 2021.	Current Level of Performance:*	Expected Level of Performance:*			
	33% (18 students)	49%			
			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 either the end of week	1B.1 Student performance on the named weekly assessments.
Science Goal 1A: 49% 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 2022.	67% (18 students)	49%	Education/Biology 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.	assessment for Studies Weekly or the HMH Florida Science FSSA Assessments.	
			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 (6/10 or more). Writing Goal 1A: School Goal: 65% of students in grades 3-5 will receive a score of Level 3 or			1A.1 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	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.
	Current Level of Performance:*	Expected Level of Performance:*			
	Gr 4 – 62.5%	65% for the entire school			
	Gr 5 – 40%				

higher on FSA Reading in Spring 2022. **This is the same goal as Reading since the Writing score is part of the overall ELA score.			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, demonstration videos, student videos, and technology.		
			1A.2	1A.2	1A.2
			1A.3	1A.3	1A.3
FSA: Students scoring below level 3 in writing (4/10 and below).			1B.1 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	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: 65% of students in grades 3-5 will receive a score of Level 3 or	Current Level of Performance:*	Expected Level of Performance:*			
	Gr 4 – 37.5% Gr 5 – 20%	65% for the entire school			

higher on FSA Reading in Spring 2022.			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, demonstration videos, student videos, and technology.		
			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:*			
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.			
			2B.2.	2B.2.	2B.2.

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

3. Implementation of school-wide **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 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:
<p>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.</p>
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.
<p>Social services – the school offers free/reduced lunch program.</p> <p>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.</p>
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 school-wide program. The services of such a program include:
<ul style="list-style-type: none"> • 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. <p>The school does not offer these services.</p>

4. 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></p> <p>Olmary Rodriguez – Montessori certified Rachel Pulido – Montessori certified</p> <p><u>Paras</u></p> <p>Jorico Brooks</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 Coordinator and 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 Broward Schools PD through LAB.</p>

5. 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 Coordinator 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. Teachers are also encouraged to attend the SBBC PD workshops, BVU classes, and professional seminars (outside the school/district). All teachers hold certification in CPR/ First Aid and Identifying Child Abuse and Neglect.

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 2021-22 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

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, 2021	School Funds	\$200.00
Math/Science/Social Studies	Ready Math Curriculum/Studies Weekly Curriculum	August 4-5, 2021	School Funds	\$200.00
ESOL/ELlevation	Matrix chart, ELlevation platform, WIDA Reports	August 6, 2021	School Funds	\$200.00
Safety and Emergency Training	Documentation of the process, District Emergency Codes	August 9-10, 2021	School funds	\$150.00
Montessori Language / Florida ELA Standards	PowerPoint, Benchmark Advance, Reading Passages, SRA, Primary Phonics	August 11 - 12, 2021	School Funds	\$200.00
Effective Lesson Planning / I-Ready 1 st Diagnostic Assessment	I-Ready	August 17, 2021	School Funds	\$200.00
I-Ready Interpreting Data	I-Ready	September 28, 2021	School Funds	\$200.00
Student Achievement and Assessment Data	I-Ready data, Ready Math data	October 12, 2021	School Funds	\$150.00
Math/Singapore Math	Ready Math Curriculum/ Manipulatives/charts for Model Drawing	October 19, 2021	School Funds	\$700.00
RTI Process / Documentation	RTI Charts, Info Brochure	October 20, 2021	School Funds	\$200.00
I-Ready Data Chats	I-Ready	October 26, 2021	School Funds	\$150.00
Math / Science	FSA Teacher Resources	November 9, 2021	School Funds	\$200.00
I-Ready 2 nd Diagnostic Assessment	I-Ready	December 6, 2021	School Funds	\$200.00
Benchmark Advance Writing/Writing City	Writing City website, PD facilitator	January 11, 2021	School Funds	\$200.00
Balanced Literacy/Benchmark Advance	PowerPoint	January 18, 2021	School Funds	\$150.00

Building Parent Trust – Effective Communication	Handouts/Articles	February 2021	School Funds	\$500.00
I-Ready 3 rd Diagnostic Assessment	I-Ready	April 2021	School Funds	\$150.00
Total:				\$3,950.00

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

<p>Describe strategies that will be used to attract high quality, highly qualified teachers.</p> <ul style="list-style-type: none"> • Employment agencies • Job Fairs • Montessori Teaching Conferences • Universities
<p>Describe the school’s working environment, opportunities for professional growth, professional collaboration, hiring incentives, additional benefits, mentoring programs, etc.</p> <p>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.</p> <p>All staff is eligible to receive 5 personal/sick days, participate in a Teacher Inventive Program, and participate in AFLAC.</p> <p>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).</p>

7. 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).**



**South Broward Montessori Charter School (SBMCS)
School-Level Parent and Family Engagement Plan (PFEP)
2021-2022**

Mission Statement

We affirm the aspirations of the national early childhood curriculum, for children to grow up as competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.

Engagement of Parents and Families

South Broward Montessori Charter (SBMCS) will engage parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of programs in this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school's program is exempt from statutory or regulatory provisions, the school may use that process, if such process includes an adequate representation of parents of participating children [Sections 1116(c)(3), 1114(b)(2), and 1116(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:
2019–20 Level of Parental Involvement: 40% - 161 students
2020-21 Level of Parent Involvement: 42% - 166 students

Goal for Current Level of Parent Engagement

2021-22 Level of Parent Involvement: **45%** - total student population

Coordination and Integration

SBMCS will coordinate and integrate parental involvement programs and activities that teach parents how to help their children 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 (HIPPY); the Parents as Teachers Program; Voluntary Pre-Kindergarten; public preschool; Title I, Part C; Title I, Part D; Title III; Title IV; and Title VI [Section 1116(e)(4)].

Count	Program	Coordination
1	<i>K/1 Parent Orientation - Monday, August 12, 2021 2/5 Parent Orientation - Tuesday, August 13, 2021</i>	<i>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 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).</i>
2	<i>K-1 Back to School Night – Monday, September 13, 2021 Classroom Teachers 2-5 Back to School Night- Tuesday, September 14, 2021 Classroom Teachers</i>	<i>Parents are invited to attend Back to School Night. Teachers share classroom specific information regarding policies, procedures, routine, and homework and explain how parents can engage in their child's academic learning and participate in fun school events. Information is communicated in English and Spanish by bilingual teacher(s). The meeting is concluded with a Q&A session for parents.</i>

3	<i>District Title I Parent Training Academy – Title I Office (See schedule dates).</i>	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.
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Annual Parent Meeting

SBMCS will take the following actions to convene an annual meeting, to which all parents and guardians of participating children shall be invited and encouraged to attend, to inform parents and guardians of their school's participation under this part and to explain the requirements of this part, and the right of the parents and guardians engaged. Include the specific activity and/or activities, frequency and duration, evidence-based research on effective implementation and maintain documentation, ensuring that all parents and guardians are invited and encouraged to attend [Section 1116(c)(1)].

Specific Activity	Frequency and Duration	Evidence-Based Research	Evaluation of Implementation and Effectiveness
<i>K-2 Grade Title I Annual Meeting</i>	<i>Monday, September 14, 2021- 1hr meeting</i>	<p><i>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.</i></p> <p>https://files.eric.ed.gov/fulltext/EJ1076801.pdf</p> <p>https://education.stateuniversity.com/pages/2309/Parental-Involvement-in-Education.html</p>	<p><i>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.</i></p> <p><i>Sig-in Sheet</i></p>

3-5 Grade Title I Annual Meeting	Tuesday, September 21, 2021 – 1 hr meeting	<p>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.</p> <p>https://files.eric.ed.gov/fulltext/EJ1076801.pdf</p> <p>https://education.stateuniversity.com/pages/2309/Parental-Involvement-in-Education.html</p>	<p>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.</p> <p>Sign-in Sheet</p>

Flexible Parent Meetings

SBMCS will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with funds under this part, transportation, childcare, or home visits, as such services relate to parental involvement [Section 1116(c)(2)].

SBMCS flexible meetings will be provided to ensure parental involvement in meetings such as: PTO meetings, ELLs Committees, Teacher-Parent Conference, and IEP Meeting. As well as activities like the Scholastic Book fair where parents will volunteer during arrival in the mornings and during dismissal. SBMCS will provide students supervision during meetings as requested by the parent.

Building Capacity

SBMCS will implement activities that will build the capacity for effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, each school and local educational agency assisted under this part – [Section 1116(e)]. Describe the actions the school will take to provide materials and training to help parents to work with their child to improve their child’s academic achievement, such as literacy training and using technology [Section 1116(e)(2)].

Specific Activity	Frequency and Duration	Evidence-Based Research	Evaluation of Implementation and Effectiveness
Parent-Teacher Conferences	As needed throughout the school year	<p>Students whose parents attend parent teacher Conferences perform better on the next assessment they undergo in regular education.</p> <p>https://www.nwmissouri.edu/library/researchpapers/2014/Single,%20Hayley.pdf</p> <p>The best predictor of student success is the extent to which families encourage learning at home and involve themselves in their child’s education.</p> <p>https://www.waterford.org/education/how-parent-involvement-leads-to-student-success/</p>	Conference Documentation Form
Parent Education Workshops/Seminars	TBD – periodically throughout the school year	The Principal presents school wide data to parents regarding school grade, reading and math FSA scores and i-Ready scores and	Sign-in sheet/Parent Survey

		<p>growth from the 2018-2019 school year, and informs parents of the school's progress over the past three years. The Principal presents the school wide growth and goals for learning gains to parents in an informative visual presentation. Moreover, the Principal introduces Florida Standards that will be taught during the school year. The Curriculum Coordinator informs parents of progress</p> <p>Monitoring data from i-Ready Reading and Math Diagnostic Assessments. Teachers introduce Montessori Education teaching and learning strategies to inform parents of classroom instruction.</p>	
Read-a-thon	October 25 – November 05, 2021	<p>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</p>	Family participation (tracked online)

		<p>higher level programs. http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf</p> <p>https://www.read-a-thon.com/what-do-readers-read.php</p>	
Title I Planning and development Meeting for the 2021-22 School-wide Plan	Monday, October 19, 2021	<p>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.</p>	Sign-in Sheet
Trunk or Treat	Friday, October 29, 2021	<p>Get parents engaged in education empower families, strengthen communities, and help schools succeed. Research based. Evidence based. U.S. International. https://www.familiesandschools.org/blog/the-importance-of-parent-engagement/</p> <p>http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf</p>	Volunteer Sign-in sheet/Parent Survey

Book Fairs	November 8 – 19, 2021 March 4 – 17, 2022	Get parents engaged in education empower families, strengthen communities, and help schools succeed. Research based. Evidence based. U.S. International. https://www.familiesandschools.org/blog/the-importance-of-parent-engagement/ http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf	Volunteer Sign-in sheet
Harvest Feast	Thursday, November 18, 2021	Get parents engaged in education empower families, strengthen communities, and help schools succeed. Research based. Evidence based. U.S. International. https://www.familiesandschools.org/blog/the-importance-of-parent-engagement/ http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf	Sign-in sheet/Parent Survey
Science Fair	Thursday, December 17, 2021	Get parents engaged in education empower families, strengthen communities, and help schools succeed. Research based. Evidence based. U.S. International. https://www.familiesandschools.org/blog/the-importance-of-parent-engagement/	Sign-in sheet (within each classroom)

		ls.org/blog/the-importance-of-parent-engagement/ http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf	
Math-a-thon	January 24– February 11, 2022	<p>Get parents engaged in education empower families, strengthen communities, and help schools succeed. Research based. Evidence based. U.S. International.</p> <p>https://www.familiesandschools.org/blog/the-importance-of-parent-engagement/</p> <p>http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf</p>	Family participation (tracked online)
Open House	Tuesday, January 28, 2021	<p>Get parents engaged in education empower families, strengthen communities, and help schools succeed. Research based. Evidence based. U.S. International.</p> <p>https://www.familiesandschools.org/blog/the-importance-of-parent-engagement/</p> <p>http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf</p>	Sign-in Sheet

Title I Planning and Development Meeting for the 2022-23 School-wide Plan and PFEP	Monday, February 28, 2022	<p>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.</p> <p>http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf</p>	Sign-in Sheet
School Performance	Thursday, February 25, 2022	<p>Get parents engaged in education empower families, strengthen communities, and help schools succeed. Research based. Evidence based. U.S. International.</p> <p>https://www.familiesandschools.org/blog/the-importance-of-parent-engagement/</p> <p>http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf</p>	Sign-in Sheet
Title I Planning and Development Meeting for the 2022-23 PFEP, Parent	Thursday, March 29, 2022	<p>Parent, family, and community involvement in education correlates with</p>	Sign-in Sheet

Engagement Allocation and School-Parent Compact		<p>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.</p> <p>http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf</p>	
Art Exhibition	Thursday, March 29, 2022	<p>Get parents engaged in education empower families, strengthen communities, and help schools succeed. Research based. Evidence based. U.S. International.</p> <p>https://www.familiesandschools.org/blog/the-importance-of-parent-engagement/</p> <p>http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf</p>	Sign-in sheet
Field Day	Thursday, May 27, 2022	<p>Get parents engaged in education empower families, strengthen communities, and help schools succeed. Research based. Evidence based. U.S. International.</p> <p>https://www.familiesandschools.org/blog/the-importance-of-parent-engagement/</p>	Sign-in sheet

		Is.org/blog/the-importance-of-parent-engagement/ http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf	
Donuts with Dad/Father's Day Event	Friday, April 29, 2022	<p>Get parents engaged in education empower families, strengthen communities, and help schools succeed. Research based. Evidence based. U.S. International.</p> <p>https://www.familiesandschools.org/blog/the-importance-of-parent-engagement/</p> <p>http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf</p>	Sign-in sheet
Muffins with Mom/Mother's Day Event	Friday, May 6, 2022	<p>Get parents engaged in education empower families, strengthen communities, and help schools succeed. Research based. Evidence based. U.S. International.</p> <p>https://www.familiesandschools.org/blog/the-importance-of-parent-engagement/</p> <p>http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf</p>	

Cultural Fair	Monday, June 3, 2022	<p>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.</p> <p>http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf</p> <p>https://www.familiesandschools.org/blog/the-importance-of-parent-engagement/</p>	Sign-in sheet (within each classroom)

Staff Training

SBMCS will offer the following training to educate teachers, specialized instructional support personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools [Section 1116(e)(3)].

Specific Activity	Frequency and Duration	Evidence-Based Research	Evaluation of Implementation and Effectiveness
Summer Training Academy	July 2022	Teacher professional learning	Sign-in sheet/Evaluations/

		<p><i>is of increasing interest as a critical way to support the increasingly complex skills students need to learn in order to succeed in the 21st century.</i></p> <p>https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf</p> <p>https://www.edutopia.org/teacher-development-research-keys-success</p> <p>https://www.citejournal.org/volume-17/issue-3-17/general/a-design-based-research-approach-to-improving-professional-development-and-teacher-knowledge-the-case-of-the-smithsonian-learning-lab/</p>	Survey Feedback
Welcome Back Breakfast/ Staff Meeting	August 11, 2022	<p>Making staff meeting a true learning opportunity is a simple and practical way to help teachers improve their practice. A planned, systematic, and consistent method for on-site professional development can produce changes in practice and create models of</p>	Sign-in sheet

		<p>teachers as learners. https://learningforward.org/docs/jsd-fall-2004/angelides254.pdf?sfvrsn=2 https://www.edutopia.org/teacher-development-research-keys-success</p>	
Professional Development Workshops	Scheduled throughout the school year	<p>Teacher professional learning is of increasing interest as a critical way to support the increasingly complex skills students need to learn in order to succeed in the 21st century. https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf https://www.edutopia.org/teacher-development-research-keys-success https://www.citejournal.org/volume-17/issue-3-17/general/a-design-based-research-approach-to-improving-professional-development-and-teacher-knowledge-the-case-of-the-smithsonian-learning-lab/</p>	Sign-in sheet/Teacher Survey

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Other Activities

SBMCS will develop appropriate roles for community-based organizations and businesses in parent involvement activities; and conduct other activities, such as parent resource centers, the school will conduct these activities to encourage and support parent participation in the education of their children; and shall provide such other reasonable support for parental involvement activities under this section as parents may request [Sections 1116(e)(4), 1116(e)(13) and 1116(e)(14)].

Professional Learning Communities (PLC's)	Curriculum Director/ Teachers	Teachers share information on how to encourage involvement of parents in their students' education.	Scheduled throughout the school year	Sign-in sheet/Teacher Survey	
Book Fair – Arrival and Dismissal	Ms. Nancy Monroe/ Parent Volunteers	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.	November 8 – 19, 2021 March 4 – 17, 2022	Volunteer Sign-in sheet	

Communication

South Broward Montessori Charter School will provide parents of participating children the following [Section 1116(c)(4)]:

- ☐ *Timely information about programs under this part [Section 1116(c)(4)(A)];*
- ☐ *A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standard; and [Section 1116(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, and respond to any such suggestions as soon as practicably possible [Section 1116(c)(4)(C)]; and*
- ☐ *If the school-wide program plan under Section 1114 (b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local education agency [Section 1116(c)(5)].*

Activity/Event	Person Responsible	Timeline	Evidence of Effectiveness	Description
Title I Annual Meeting	Elizabeth Kpenkaan	September 13/14, 2021	Meeting agenda/Sign-in sheet	Meeting is to inform parents of the Title I program, school choice, supplemental educational programs, and rights of parents.
Curriculum and Assessment Seminar	Principal/ Curriculum Director	September 2021	Sign-in sheet/Parent Survey	Parents, school administration, and teachers are invited to attend a seminar 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 at various points throughout the year.
Parent-Teacher Conferences	Classroom Teachers/ Admin (when necessary)	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.
Written Communication	All Staff	Throughout the school year	Title I Annual Evaluation	The school will send home written communication in English and Spanish.
Verbal Communication	All Staff	Throughout the school year	Title I Annual Evaluation	The school will communicate verbally in English and provide Spanish translation when possible/appropriate (Parent Meetings/Seminars, parent-teacher conferences, etc.)

Accessibility

SBMCS will provide full opportunities for participation in parental involvement activities for all parents and family members (including parents and family members with limited English proficiency, disabilities, and parents and family members of migratory children). Including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand [Section 1116(f)].

<u>Activity/Event</u>	<u>Person Responsible</u>	<u>Timeline</u>	<u>Evidence of Effectiveness</u>	<u>Description</u>
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 promote parental engagement include: School communication about special events, letters, notices, phone calls, parent links, progress reports, report cards, and conference documentation. Teachers promote engagement through verbal and written communication and parent/teacher conferences.

School-Parent Compact

As a component of the school-level parent involvement plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact, that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement [Section 1116(d)].

Provide the LEA electronically the School-Parent Compact and evidence of parent input in the development of the compact.

Adoption

This School Parent Involvement Plan has been developed jointly with, and in agreement with, parents of children participating in Title I, Part A programs, as evidenced by the School Advisory Council's meeting minutes.

This plan was adopted by the school on 04/26/2021 and will be in effect during the 2021-2022 school year. The school will make this plan available to all parents of participating Title I, Part A children on or before September 30, 2021.

Elizabeth Kpenkaan
Signature of Principal

04/30/2021

Date

Margot Luque
SAC Chairperson

04/30/2021

Date

Describe how parents will be involved in the design, implementation, and evaluation of the school-wide 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 Title I Planning Meeting in October will involve them in the process of devising the School-wide Plan and will provide them with more detailed information of the various curriculum programs, assessment data, and their role as parents in the education process. This meeting will also ask them for input in developing the School wide Plan. The title I Planning Meeting in February will allow parents to offer input/discuss the upcoming school year's School-wide plan, PFEP, Parent Allocation Funds, and School-Parent Compact.

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 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– August

Title I Annual Meeting/Back to School Night – September (dissemination of Title I paperwork)

Title I Planning Meeting – October (development of the School-wide Plan, information on curriculum programs, assessments, and parent involvement opportunities)

Title I Planning Meeting – February (development of the upcoming school year's School-wide Plan, PFEP, and School-Parent Compact)

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

Parents will be given an Annual Parent Survey asking for their feedback on the current plan and suggestions for 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	Parent Letter/School Info	August	SBMCS	\$0
Title I Annual Meeting/Back to School Night	Copies of Orientation packets/ Title I paperwork	September	SBMCS	\$0
Title I Planning Meeting	School Website, Previous year's School-wide Plan	October	SBMCS	\$0
Trunk or Treat	Parent donations	October	Parent donations	\$0
Book Fair	Vendor provided	November	Scholastic	\$0
Harvest Feast	Food items, Volunteers	November	Parent Donations	\$0
Winter Festival	Food Items, Volunteers	December	Parent Donations	\$0
Science Week – Parent Visitation Day	Teacher Resources	December	Parent Donations	\$0
Open House (Prospective Families)	Food items	January	SBMCS Board of Directors	\$200.00
Title I Planning Meeting	School Website, Current year's School- wide Plan, PFEP, 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
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8. 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.

9. 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/Curriculum Coordinator 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, 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 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)
- HMH Florida Science FSSA Assessments (Grades 4/5)
- NGSSS Practice Science Test

District/State ELA Assessments

- Grade 1 – BSA (EOY)
- Grade 2 – BSA (EOY)
- Grade 3 –FSA ELA, Alternative Assessments
- Grade 4 – FSA ELA, FSA Writing
- Grade 5 – FSA ELA, FSA Writing

District/State Math Assessments

- Grade 3 – FSA Math
- Grade 4 – FSA Math
- Grade 5 – FSA Math

District/State Science Assessments

- Grade 5 – NGSSS Science

10. 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 ELO 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.

<p>Title I, Part A</p> <p>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)</p>
<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 will purchase approved ELL materials from Lakeshore Learning to support the teaching in the classroom through the use of hands-on, engaging learning activities.</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): Elizabeth Kpenkaan

Signature of Principal: *Elizabeth Kpenkaan*

Title I Liaison (print name): Livia Moreno

Signature of Title I Liaison: *Livia Moreno*

Board Chairperson (print name): Margot Luque

Signature of Board Chairperson: *Margot Luque*