Montessori Elementary School
Title I Plan
For FY19
for
Board Approval - June 26, 2018

Maria Montessori School   Title 1 Plan 2018-19

MISSION: Collaboratively engage students in an authentic, world-class Montessori education.
VISION: Nurturing the mind and spirit of the child so that each student becomes a self-actualized, compassionate member of society.

Maria Montessori School will serve approximately 570 students in grades pre-kindergarten through eighth for the 2018-19 school year. Entrance to our program at the prekindergarten level (age 4) is through lottery process. Each year, 69 pre-kindergarten students are enrolled. Outside of the lottery, admission is based on prior Montessori experience, sibling preference, and general interest in the program's individualized way of learning, matched with the learning style and independence level of the student. We believe that when students are enrolled at the age of 4 and exposed to the hands on materials and the philosophy of the program, they are at an advantage to those who enroll later in their educational career and are already at the abstract level of learning, meaning they can demonstrate mastery without materials.

Montessori School is a member of the American Montessori Society. We mirror their verbiage for the different multi-age classrooms which are as follows:
- Early Childhood - pre-kindergarten and kindergarten
- Elementary I- grades 1, 2, and 3
- Elementary II- grades 4, 5, and 6
- Middle School- grades 7 and 8

Class size for all grades pre-kindergarten through eighth grade is 23 students. Adult to student ratio at the Early Childhood level is 2:23, as each early childhood classroom has a curriculum paraprofessional. At the Elementary I and II and Middle School levels, the teacher to student ratio is 1:23.

Montessori School services 28 English Language Learners with six different home languages, including Spanish, Vietnamese, Slovak, Lao, Arabic, and Kannada. Twenty four of these students receive small group instruction in English by an English Language Learner teacher and participate in all District and State standardardized tests, including the Access test.

According to the Illinois Report Card, 2016-17, our student snapshot is the following:
- 1% homeless students
- 36% low income students
- 12% students with disabilities
- 6% English learners
- 3% student mobility

- 3% chronic tardy students

The following is a percentage breakdown of the racial/ethnic diversity of the students at Montessori (according to the 2016/17 IL report card).

Racial/Ethnic Diversity

Two or more 6.3%
Asian 4.3%
Hispanic 14.0%
Black 27.8%
White 47.4%
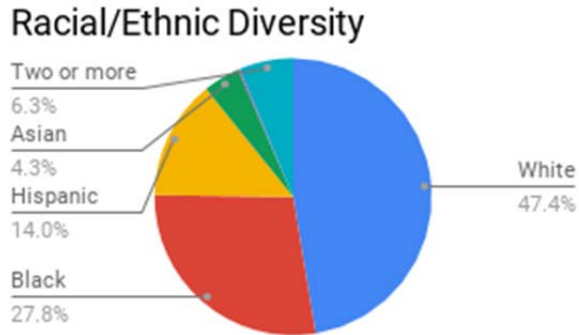
I.   **Comprehensive Needs Assessment based on current and historical data.**
A.   NWEA MAP Assessment
Beginning Fall 2016, students began taking the NWEA MAP assessment three times during the school year (Fall, Winter, Spring) in the areas of Math and Reading. Our school-wide goal is to have 70% of our students meeting or exceeding their individual projected RIT score by 2020.

Mathematics:

GRADE	Percentage of Students who Met Projection SPRING 2017	Percentage of Students Who Met Projection SPRING 2018
K	42%	45%
1	32%	61%
2	30%	43%
3	33%	44%
4	35%	16%
5	45%	24%
6	39%	46%
7	76%	69%
8	59%	85%

The MAP targeted Conditional Growth Index is 0.5. Below are the school comparisons to Rockford Public Schools for both reading and math.

Math - School Growth Compared to District Growth

According to the data from Spring 2018 MAP math assessment, the greatest area of need for each grade level in math is as follows:

Kindergarten: Measurement and Data
1st: Operations and Algebraic Thinking
2nd: Measurement and Data
3rd: Number and Operations
4th: Geometry
5th: Measurement and Data
6th: Operations and Algebraic Thinking
7th: Statistics and Probability
8th: Geometry

<u>Reading:</u>

GRADE	Percentage of Students who Met Projection SPRING 2017	Percentage of Students Who Met Projection SPRING 2018
K	48%	38%
1	31%	51%
2	42%	56%
3	28%	46%

4	43%	27%
5	61%	46%
6	48%	59%
7	50%	42%
8	70%	59%

Reading - School Growth Compared to District Growth

Based on current data from Spring 2018 MAP reading test, the greatest area of need is as follows for each grade level in reading:

Kindergarten: Language and Writing
1st: Foundational Skills
2nd: Foundational Skills
3rd: Informational Text
4th: Literature
5th: Vocabulary Acquisition and Use
6th: Vocabulary Acquisition and Use
7th: Literature
8th: Informational Text

  B. PARCC Assessment
MATHEMATICS:

Year	Subgroup	% Proficiency	% Exceeded	% Met	% Approached	% Partially Met	% Did Not Meet
2017	All	14.3	0	14.3	25.6	32.6	27.5
2016	All	17.8	1.3	16.5	23.5	33	25.7
2015	All	14.9	0	14.9	27.9	36.9	20.3

ELA:

Year	Subgroup	% Proficiency	% Exceeded	% Met	% Approached	% Partially Met	% Did Not Meet
2017	All	26	0.4	25.6	26.4	24.4	23.3
2016	All	37	1.3	35.7	26.5	17.8	18.7
2015	All	35.7	5.4	30.3	31.2	18.6	14.5

C. ACCESS Assessment

Student ID	Grade	Testing Gr	Overall Composite Proficiency Level	Home Language
523761004	01	01	3.0	ARABIC
862759169	01	01	3.9	VIETNAMESE
902006747	01	01	2.9	SPANISH
305608647	02	02	3.6	SPANISH
719129658	02	02	4.0	SPANISH
989493710	02	02	1.9	SPANISH

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989546692	02	02	3.2	SPANISH
149906380	03	03	4.5	SPANISH
172803645	03	03	4.8	SPANISH
347838404	03	03	4.0	SPANISH
485814396	03	03	3.7	SPANISH
531045783	03	03	4.3	SLOVAK
601270831	03	03	4.3	SPANISH
770392377	03	03	4.2	SPANISH
872004323	03	03	5.0	LAO
901430847	03	03	3.5	SPANISH
430212299	04	04	4.1	SPANISH
432158947	04	04	4.3	SPANISH
472825323	04	04	4.5	SPANISH
892497583	04	04	5.6	ARABIC
970339674	04	04	4.7	SPANISH
275775537	05	05	4.3	SPANISH
687114014	05	05	4.3	ARABIC
852867109	05	05	2.8	ARABIC

208404741   15   15   5.3   KANNADA

410161101   15   15   1.9   SPANISH

516794391   15   15   1.8   SPANISH

594838892   15   15   3.9   SPANISH

MATHEMATICS:

Below is our SMART tree for math for the 2018-19 school year. The supports listed below the tree will support our year end goal of having 60% of students meeting or exceeding their individual RIT score or increasing the conditional growth index by 0.5 by Spring, 2019 MAP math test. It is also aligned to the District goal of having 70% of students meet the aforementioned goals by Spring 2020.
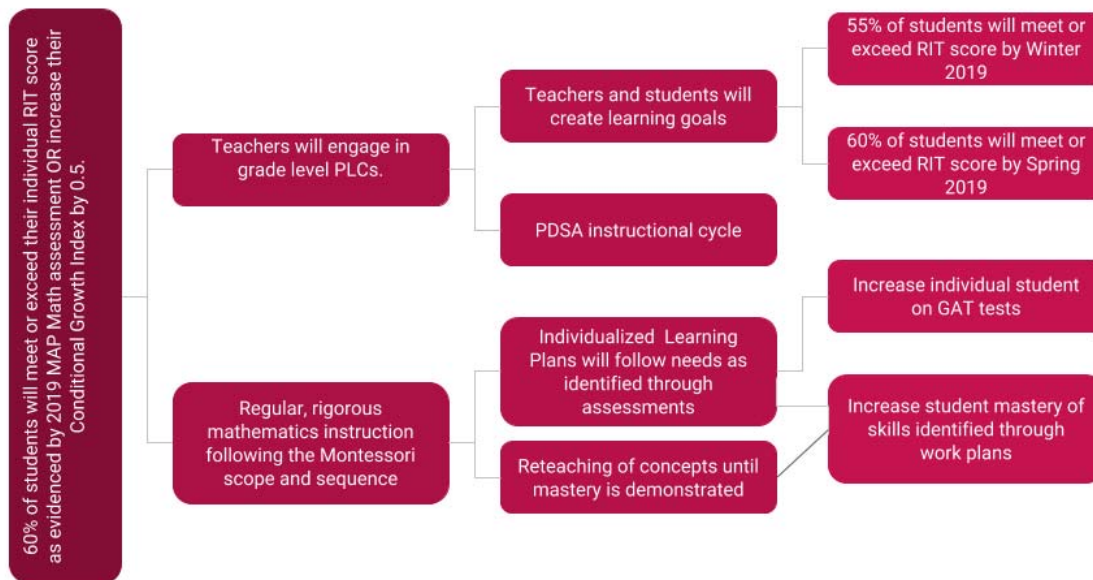
In order to meet the identified needs of our students, we intend to increase the learning time for students before and after school with small group tutoring focused on identified areas of need.

We will implement consistent use of Edgenuity software programs at the kindergarten through eighth grade level. Targeted students will have a goal of completing a minimum number of activities per subject area per week. An individual student report will be utilized to create goals

with students, monitor progress, and communicate progress to parent/guardian. Devices for such software and programs will be provided for students throughout the school day and during before and after school intervention time.

High quality Kindergarten and pre-kindergarten classrooms require mathematics instruction that encompasses time for exploration and social interaction. As identified by our greatest area of need, measurement and data, we hope to provide instruction combine "play" and academic rigor beginning at the pre-kindergarten level. We intend to complete this with the addition of outdoor equipment and classroom materials that have meet fundamental bases in math: fractions and measuring, constructing, counting, sequence, and problem solving. We hope to meet the needs of the classroom interventions and instruction through math-centered books, vocabulary activities, supplies for extension activities, software and devices.

Beginning at the elementary level and through middle school, we intend to provide students with math literature, classroom supplies and materials (i.e. to create visual models) and games and tools to reinforce the Montessori core curriculum. Hands-on manipulatives will support students who are not yet working to abstraction and who need more time with the didactic materials.

The purchase of devices and software will supplement and reinforce core instruction and will include professional development opportunities for teachers. In addition, professional development will be provided in areas of data teams and retreats so that a deeper understanding of data is gained.

Approximately six current teachers have taken the Stanford Math courses and we hope to increase this number as it aligns with the Montessori philosophy and best practices in math. We intend to provide professional development, course work, and/or books for training purposes.

Resources to be taken home for extension and practice and to educate parents will be another tool utilized to raise student achievement in math. This may include hands-on materials, take-home kits, books, and materials to supplement evening activities to educate parents.

Materials to address needs in measurement is an identified need, including measurement tools, real world practical application tools and supplies (i.e. cooking or completing an experiment), graphing paper or hands-on tools, etc.

Geometry related materials and resources is another area of need based on our data. Hands-on manipulatives, constructing tools, puzzles and kits, and materials for real world application would be areas to address for student achievement.

Supports to teach vocabulary for English Language Learners in math is an identified need. Also, providing manipulatives in a purposeful manner so that students can learn to represent their thinking. Journals will be needed to provide a resource for writing in math. Technology (i.e. calculators or devices and software) is another identified need to address student performance.

READING:

Below is our SMART tree for reading for the 2018-19 school year. The supports listed below the tree will support our year end goal of having 60% of students meeting or exceeding their individual RIT score or increasing the conditional growth index by 0.5 by Spring, 2019 MAP reading test. It is also aligned to the District goal of having 70% of students meet the aforementioned goals by Spring 2020.
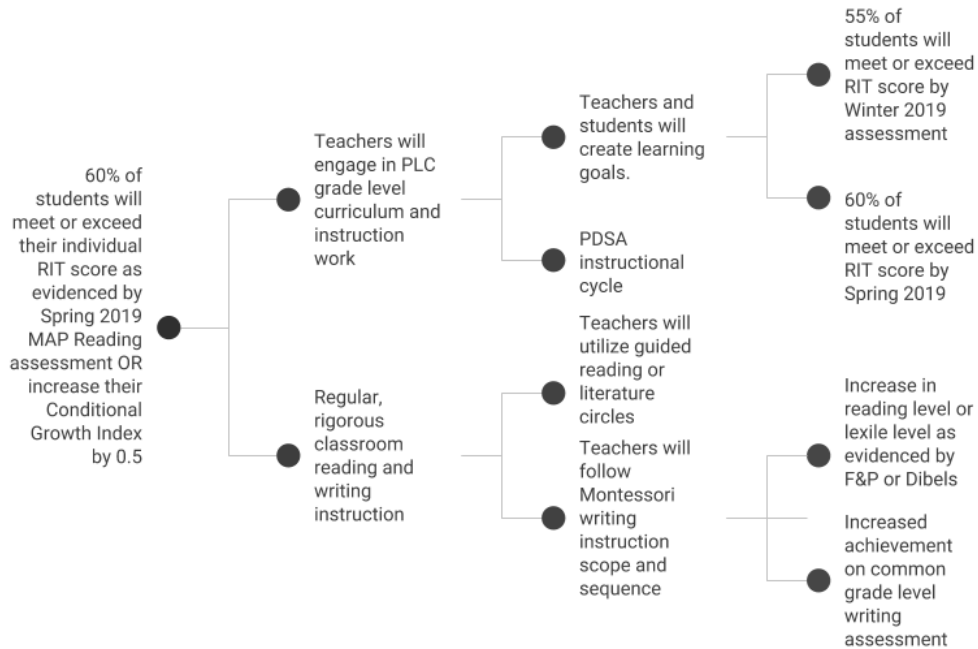
In order to meet the identified needs of our students, we intend to increase the learning time for students before and after school with small group tutoring focused on identified areas of need.

We will implement consistent use of Edgenuity programs at the kindergarten through eighth grade level. Students will have a goal of completing at least 5 activities per subject area per week. An individual student report will be utilized to create goals with students, monitor progress, and communicate progress to parent/guardian.

Professional Development during the school year will be utilized to support teachers in the area of literacy with a focus on small group reading instruction, literacy circles for the upper grades, and writing within the Montessori curriculum.

Materials and supplies in the area of literacy will be purchased to support instruction and tutoring services. These may include books, devices, software, classroom supplies, and materials for small group instruction.

High-quality kindergarten and pre-kindergarten instruction will be supported through activities that interest children, challenge their academic, motor, and social skills, and encourage deep thinking.

Materials and activities will support a focus on development and learning, experiences, and developing relationships with families, including communication with families.

At the upper elementary level, many common core concepts are taught through news and current events. This aligns with our curriculum focus of authentic learning. Students will utilize current magazines or online programs, such as Newsela.

School climate interventions will focus on Mindfulness for teachers and establishing a climate where students learn to regulate their emotions, thoughts, and behaviors. The purchase of needed items may include books for teachers or other stakeholders, professional development, and supplies for the students.

Supporting the English Language Learner students will be supported through the purchase of nonfiction and fiction books and materials, devices that provide audiobooks with headphones, games and hands-on activities, instructional leveled books, materials to label classroom objects, and paper and supplies to make student created games and materials for learning and graphic organizers. Letter-sound relationships will be supported through materials such as sound boxes, magnetic letters, and counters.

II. Comprehensive Needs Assessment based on Quality Peer Review and Strategic Plan:

During the Fall semester of 2016, Maria Montessori School participated in the Quality Peer Review process where all stakeholders completed surveys of the following areas: 1.) Focus on Collaboration, 2.) Focus on Results, and 3.) Focus on Learning.

Out of the 132 surveys completed by parents/guardians, the identified greatest area of need, was "Parent Communication". In order to address this need, we will develop a school-wide, shared vision, and commitment to parent education opportunities, and implement a consistent form of communication with all stakeholders.
During the 2016-17 school year, teachers were sent to various "alike" Montessori schools. During the site visits, it was observed that many classrooms had the help of trained teacher aides to assist in the learning of the students.

To address the identified need surrounding communication, teachers have committed to the following:
1. provide semi-monthly communication with parents concerning their child's academic growth and overall classroom performance,
2. Provide ongoing opportunities for parent education, and
3. Cultivate a strong school-parent association with volunteer opportunities.

These goals will be met through the use of technology programs/software (See Saw) as a method of communication, paper copies of student workplans, and an online Montessori record keeping

system which provides up to date information on student progress and achievement. Student folders and/or planners will be utilized to organize the school-home connection.

III. **Support Programs**

A. **Tutoring**

Montessori will offer before and after school tutoring as well as during non-instructional periods of time during the school day. Tutoring will be based on our universal screener tool, NWEA MAP, and will progress monitor growth for each student in an identified targeted area. A problem solving team will help monitor the tutoring services and interventions. Interventions may include programs like LLI, My Sidewalks, Zoom, Focus, Reflex Math, Moving with Math RtI, Fountas and Pinnell guided reading, Mondo, and small group and independent texts. Supplies and materials will be provided for tutoring instructors and student needs.

B. **Y-After Care**

Montessori partners with YMCA to provide after school care for our students. Through regular communication of student needs and resources (supplemental to the core curriculum) students will be afforded math and language opportunities within Y-Care. This may include the following:

- Use of technology to complete Edgenuity programs
- Use of technology to utilize online educational software (Mondo, ThinkStretch, Rigby Reflext math,etc.)
- Independent or group texts
- Lego Education kits

C. **Clubs**

During the school year, Montessori School offers a variety of clubs based on current interest of students. For the past two school years, we have offered Cheer Club, Student Council, and a Young Birders' Club. We would like to incorporate an Arts Integration Club through art workshops involving up to thirty students at any grade level.

During the summer months of 2018, we are piloting a summer reading club for all 4th-7th graders. It is a voluntary program for any students of these ages, but a requirement is that they must read the book and participate in the discussion. See below for the description.

Summer Reading Club

Summer is a time for enjoying family, being outdoors and a slower pace than the hustle-bustle of the school year where work, school, homework and extracurricular activities can cause stress. For students and teachers, summer is also a time for relaxing and doing the things we don't have time for during the school year.

Research shows that summer is also the time when some "students who don't read lose two to three months of reading proficiency and this loss is cumulative over the years for every summer a child goes without reading." (Willis, et. al.) "By the time children reach middle school, those who haven't read during the summers may have lost as much as two years' worth of achievement." (Julie M. Wood, Ed.D.)

Children need to engage with books every day so they can maintain, and ideally strengthen, all the literacy skills they learned during the previous school year. (Julie M. Wood, Ed.D.) We agree with Penny Kittle when she says in her book, *Book Love* that, "We need kids to read in the summer. We need books that can and will be read independently."

We propose a Summer Reading Book Club where teachers and kids are reading and discussing books together during the summer months. Teachers will post invitations to read high-interest books outside their door or in a central location (where we put the book bracket) and invite students entering 4th -6th grades to sign up for a book they would like to read. Teachers will choose dates & locations for the clubs to meet and participants will commit to

attending. Books will be acquired before the summer breaks begin and participants will read them during the summer. Books must be finished by the date of the Book Club meeting.

Teachers/Staff:

· Choose a book you want to read with kids

· Copy book cover onto chart paper with space below for kids to sign up if they are interested in reading the book with a teacher

· Choose dates/locations of meeting

· Agree to read the book and attend a one-hour book discussion

Students:

· Sign your name onto chart paper below the book you're interested in reading with a teacher

· Agree to read the book and attend a one-hour book discussion

· Bring the book, your notes and thinking to the agreed upon location, date & time
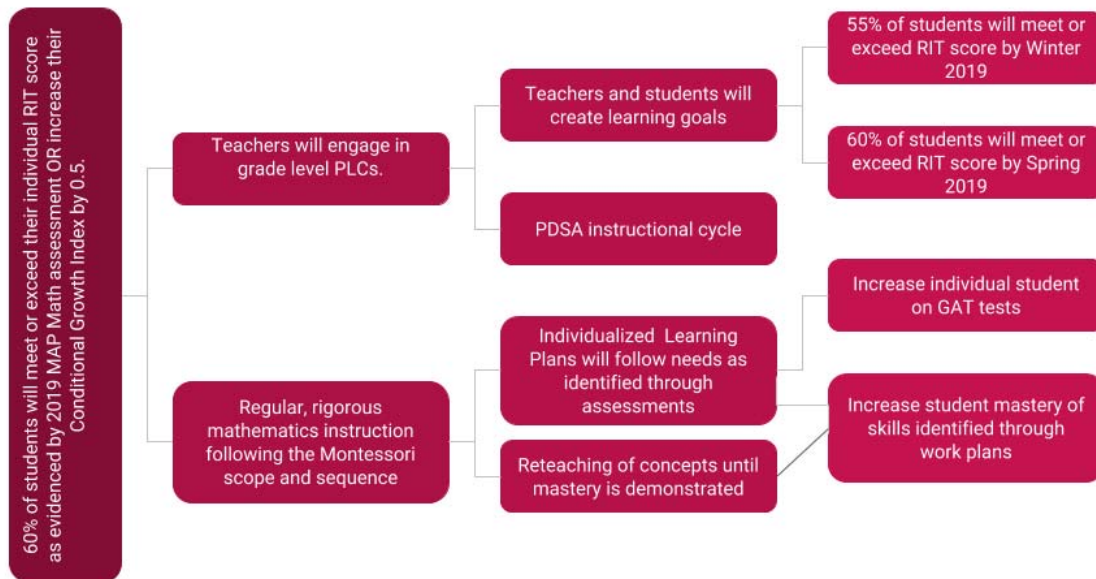
Parents:

· Provide time/place for your child to read the book(s) selected

· Listen to your child read, explain the chosen book

· Provide transportation to/from meeting site

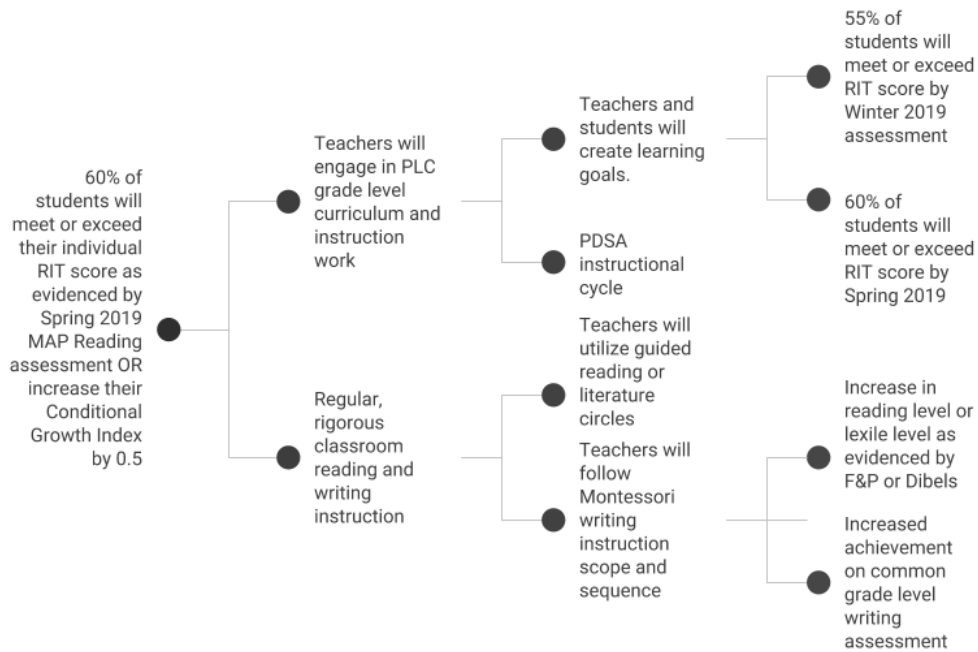· Visit the library/book store for more titles your child wants to read!

An ongoing need for this summer reading club to be sustained is the purchase of literature.

IV.   SMART Goals
Mathematics:

Reading:

The diagram shows a tree structure:

60% of students will meet or exceed their individual RIT score as evidenced by Spring 2019 MAP Reading assessment OR increase their Conditional Growth Index by 0.5

- Teachers will engage in PLC grade level curriculum and instruction work
  - Teachers and students will create learning goals.
  - PDSA instructional cycle
    - 55% of students will meet or exceed RIT score by Winter 2019 assessment
    - 60% of students will meet or exceed RIT score by Spring 2019

- Regular, rigorous classroom reading and writing instruction
  - Teachers will utilize guided reading or literature circles
  - Teachers will follow Montessori writing instruction scope and sequence
    - Increase in reading level or lexile level as evidenced by F&P or Dibels
    - Increased achievement on common grade level writing assessment

V.   Leadership Roles

Montessori students are engaged in leadership roles throughout the school year, including Student Ambassadors, mentors, student patrol, and morning meeting leaders. These leadership roles offer students the opportunity to involve themselves within the school and to learn to be role models who gain respect and responsibility.

VI.   College and Career Readiness

Our program relies heavily on "going out" experiences within the community. It is within the Montessori program philosophy to extend the learning into the larger communities of our society. Students at all grade levels go on field trips related to the curriculum and participate in in-house learnings from outside agencies.

Our middle school students participate in Inter-sessions twice per year. Inter-sessions are a time to break from the regular curriculum for two days and learn trades, hobbies, new interests, and participate in STEM activities that support sciences. Student groups of homeroom classes are intermixed for social development opportunities. Use of a career survey through technology indicates the interests of the current students.

Our 8th grade students participate in visits to District high schools as they learn about the Academy Pathways.

VII.   Professional Development

As mentioned above, opportunities for staff professional development will support academic needs of students, parent involvement, social/emotional needs of students, and learning opportunities as extensions of learning to support students outside of the regular school day.

VIII.   **Parent Involvement**
We plan to continue to educate our parents on the Montessori curriculum through our Parent Education Nights. We plan to continue to offer books to parents at these events that support Montessori learning as well as learning in math and reading. We believe these resources will be beneficial in providing home and school links and by educating parents on their roles at home and how they can help their child's learning experience. Another resource is to teach parents about the technology we utilize with their child so they better understand how to support at home. Technology will be a need for these Parent Education Nights so parents can learn by doing. Take-home bags will also be used, as appropriate, to extend learning to home. Such bags may contain children's literature, hands-on manipulatives, current research articles, notebooks or journals, etc.