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**Title I Comprehensive Schoolwide Plan**  
**MONTESSORI ACADEMY OF EARLY ENRICHMENT, INC (3394)**

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# ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

## 1. List prioritized needs statements.

Among the data sources, the following are our priorities that will help us maintain and improve our FY24 achievement goals: The FY23 FAST Progress Monitoring 3 (5th, 4th, and 3rd grades) proficiency level is at 41%, 47%, and 52% respectively. FY23 5th, 4th, and 3rd grades proficiency level in FAST Progress Monitoring 1 report is 38%, 29%, and 4% respectively. FY23 3rd, 4th, and 5th grades proficiency level in FAST Progress Monitoring 2 report is 50%, 45%, and 14% respectively. FY23 3rd, 4th, and 5th ELL proficiency in FAST Progress Monitoring 2 is 3%, 43%, and 9% respectively. FY23 2nd, 1st, and Kindergarten proficiency level in STAR Renaissance Progress Monitoring 1 report is 29%, 41%, and 34% respectively. FY23 2nd, 1st, and Kindergarten proficiency level in STAR Renaissance Progress Monitoring 2 report is 27%, 36%, and 41% respectively. FY23 2nd, 1st, and Kindergarten ELL proficiency in STAR Renaissance Progress Monitoring 2 is 6%, 13%, and 8% respectively.

## 2. List the root causes for the needs assessment statements you prioritized.

Inconsistent implementation of small groups and lack of differentiated instructions to ELLs and struggling students. Inadequate opportunity of reading programs strategies and lack of innovation in providing quality education experience. Low vocabulary and reading fluency and lack of comprehension skills. Shortage of instructional staff to support targeted students for remediation and accommodation. Not enough professional development trainings for teachers to model best practices, classroom management and to utilize the computer-aided programs. Lack of parents involvement and support at home Attendance

## 3. Share possible solutions that address the root causes.

Encourage staff to attend the professional development programs and trainings designed to empower their abilities and skills to promote positive and effective classroom instructions and to provide conducive learning environment to students. Supplemental and intensive instructional opportunities support to lay out remediation and enrichment classes to targeted students. Utilization of reading computer programs to aid students' progress and mastery of the lessons. Provide opportunities for parents to learn effective and efficient reading strategies that they can use at home to support and monitor students' progress.

## 4. How will school strengthen the PFEP to support ELA?

- **Communication**

Translated academic/letters to families. Home language translator during meetings, trainings, and conferences. Home visitation to support parents and students. Call logs and emails to share information.

- **Parent Training**

Reading, Literacy, and Writing Night to provide strategies and instructional materials. Hands on training on the utilization of reading computer programs and resources to support mastery of the lessons.

## 5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

FY24 ELA goal will be included in the School-Parent Compact. Provide effective reading strategies and resources to support students and families.

- **Students**

Students' goal planning sheet will be provided and included in School-parent Compact. Students will be encouraged to attend after-school and Saturday tutoring. Monitor progress every week.

- **Parents**

Parents will monitor homework and class work to ensure academic success. Attend training, meetings, and conferences to be updated with students' performance. Parents will sign the daily reading log to support and develop students' reading abilities at home.

- **Staff Training**

Strategies to have an effective Parent- Teacher Conference. Hands on training on the navigation of the computer programs to extend support to parents and families.

- Accessibility

Parents survey on what support the families need at the beginning of the school year. Invite and encourage all parents (especially those ESE and ELL families) to attend meetings and trainings to help in planning students' goal. Provide English/Spanish dictionary and glossary. Send correspondences in multiple languages.

## Math

Using your recording templates from your CNA discussions respond to each item in detailed.

### 1. List prioritized needs statements.

Among the data sources, the following are our priorities that will help us maintain and improve our FY24 achievement goals: The FY23 FAST Progress Monitoring 3 (5th, 4th, and 3rd grades) proficiency level is at 38%, 41%, and 64% respectively. FY23 5th, 4th, and 3rd grades proficiency level in FAST Progress Monitoring 1 report is 12%, 13%, and 4% respectively. FY23 3rd, 4th, and 5th proficiency level in FAST Progress Monitoring 2 report is 3%, 29%, and 9% respectively. FY23 3rd, 4th, and 5th ELL proficiency level in FAST Progress Monitoring 2 report is 15%, 23%, and 14% respectively. FY23 2nd, 1st, and Kindergarten proficiency level in STAR Renaissance Progress Monitoring 1 report is 56%, 67%, and 52% respectively. FY23 2nd, 1st, and Kindergarten proficiency level in STAR Renaissance Progress Monitoring 2 report is 54%, 77%, and 47% respectively. FY23 2nd, 1st, and Kindergarten ELL proficiency level in STAR Renaissance Progress Monitoring 2 report is 33%, 52%, and 23% respectively.

### 2. List the root causes for the needs assessment statements you prioritized.

Inconsistent implementation of mathematics resources, small groups and lack of differentiated instructions to ELLs and struggling students. Ineffective strategies in standardized-based assessments. Inadequate opportunity of basic math programs strategies and lack of innovation in providing quality education experience. Low vocabulary and basic math fluency and lack of comprehension skills on real-world problems. Shortage of instructional staff to support targeted students for remediation and accommodation. Not enough professional development trainings for teachers to model best practices, classroom management and to utilize the computer-aided programs. Lack of parents involvement and support at home  
Attendance

### 3. Share possible solutions that address the root causes.

Effective professional development programs and trainings to staff to foster positive school culture, bridge communications to build a strong foundation of math skills and strategies. Provide a conducive classroom instructions and environment to students. Supplemental and intensive instructional opportunities support to lay out remediation and enrichment classes to targeted students. Utilization of math computer programs to aid students' progress and mastery of the lessons. Provide opportunities for parents to learn effective and efficient math strategies that they can use at home to support and monitor students' progress.

### 4. How will school strengthen the PFEP to support Math?

- Communication

Translated academic/letters to families. Home language translator during meetings, trainings, and conferences. Home visitation to support parents and students. Call logs and emails to share information

- Parent Training

Math Night to provide strategies and instructional materials. Hands on training on the utilization of math computer programs and resources to support mastery of the lessons.

### 5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- School

FY24 ELA goal will be included in the School-Parent Compact. Provide effective reading strategies and resources to support students and families.

- Students

Students' goal planning sheet will be provided and included in School-parent Compact. Students will be encouraged to attend after-school and Saturday tutoring. Monitor progress every week.

- **Parents**

Parents will monitor homework and class work to ensure academic success. Attend training, meetings, and conferences to be updated with students' performance. Parents will sign the daily math log to support and develop students' math problem solving and critical thinking skills at home.

- **Staff Training**

Strategies to have an effective Parent- Teacher Conference. Hands on training on the navigation of the computer programs to extend support to parents and families.

- **Accessibility**

Parents survey on what support the families need at the beginning of the school year. Invite and encourage all parents (especially those ESE and ELL families) to attend meetings and trainings to help in planning students' goal. Provide English/Spanish dictionary and glossary. Send correspondences in multiple languages.

## Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Among the data sources, the following are our priorities that will help us maintain or exceed our FY24 achievement goals: The FY23 FSA 5th grade proficiency level is 23%. The FY23 FSA 5th grade ELL students proficiency level is 20%. FY24 5th, 4th, and 3rd grades proficiency level in Science Diagnostic report is 11%, 13%, and 4% respectively.

**2. List the root causes for the needs assessment statements you prioritized.**

Inconsistent implementation of science resources, small groups and lack of differentiated instructions to ELLs and struggling students. Ineffective strategies in standardized-based assessments. Inadequate opportunity of science programs strategies and lack of innovation in providing quality education experience. Low vocabulary and science fluency and lack of comprehension skills. Shortage of instructional staff to support targeted students for remediation and accommodation. Not enough professional development trainings for teachers to model best practices, classroom management and to utilize the computer-aided programs. Lack of parents involvement and support at home Attendance

**3. Share possible solutions that address the root causes.**

Effective professional development programs and trainings to staff to foster positive school culture, bridge communications to build a strong foundation of science skills and strategies. Provide a conducive classroom instructions and environment to students. Supplemental and intensive instructional opportunities support to lay out remediation and enrichment classes to targeted students. Utilization of science computer programs to aid students' progress and mastery of the lessons. Provide opportunities for parents to learn effective and efficient science strategies that they can use at home to support and monitor students' progress. Offer simple experiments that can be both experience in school and at home. Provide field trips to science museums and nature reserve parks.

**4. How will school strengthen the PFEP to support Science?**

**• Communication**

Translated academic/letters to families. Home language translator during meetings, trainings, and conferences. Home visitation to support parents and students. Call logs and emails to share information

**• Parent Training**

Science Night to provide strategies and instructional materials. Hands on training on the utilization of science computer programs and resources to support mastery of the lessons.

**5. How will each stakeholder group strengthen the School-Parent Compact to support Science?**

- **School**

FY24 Science goal will be included in the School-Parent Compact. Provide effective science strategies and resources to support students and families.

- **Students**

Students' goal planning sheet will be provided and included in School-parent Compact. Students will be encouraged to participate in experiments and field trips. Monitor progress every week.

- **Parents**

Parents will monitor homework and class work to ensure academic success. Attend training, meetings, and conferences to be updated with students' performance. Parents will sign the weekly science log to support and develop students' discovery skills at home.

- **Staff Training**

Strategies to have an effective Parent- Teacher Conference. Hands on training on the navigation of the computer programs to extend support to parents and families. Simple experiments

- **Accessibility**

Parents survey on what support the families need at the beginning of the school year. Invite and encourage all parents (especially those ESE and ELL families) to attend meetings and trainings to help in planning students' goal. Provide English/Spanish dictionary and glossary. Send correspondences in multiple languages.

## **Action Step: Classroom Instruction**

Demonstrate growth in student achievement through rigorous standards-based instruction, hands-on and experiential learning, extended learning opportunities, and utilization of technology-based programming.



Budget Total: \$113,429.75

Acct Description	Description								
Resource Teacher	Literacy Resource teacher will provide pull-out instructional support in Kindergarten - 4th grade to address language and reading comprehension deficiencies due to underperformance and/or limited English language ability evidences by diagnostic and/or summative reading assessments.								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will provide afterschool tutorial to be provided for Level 1 students in grades 1-5 based on various data sources including adaptive technology programs. Starting February 2025 through April 2025.	2	\$38.00	3	1	10	Certified	Original	\$2,280.00
	Certified teachers will provide Saturday tutorial to be provided for Level 1 students in grades 1-5 based on various data sources including adaptive technology programs. Starting mid-October 2024 through November 2024.	4	\$40.00	1	3.5	10	Certified	Original	\$5,600.00
Resource Teacher	Literacy Resource teacher will provide pull-out instructional support in Kindergarten - 4th grade to address language and reading comprehension deficiencies due to underperformance and/or limited English language ability evidences by diagnostic and/or summative reading assessments.								
Supplies	Item	Quantity	Rate	Supply Type		Type		Total	
	Anchor Charts	19	\$34.22	General Supplies		Original		\$650.18	

Acct Description	Description						
	Item	Quantity	Rate	Supply Type	Type	Total	
	Copy Paper	26	\$40.40	General Supplies	Original	\$1,050.40	
Online subscription	Item			Quantity	Rate	Type	Total
	Reading Plus online educational site license (from July 1, 2024 to June 30, 2025) to provide reading intervention and support for students 3rd grade through 5th Grades (roughly 90 students).			1	\$4,899.00	Original	\$4,899.00
	IXL Reading and Math online program (from July 1, 2024 to June 30, 2025) to provide reading intervention and support for students Kindergarten (KG) through 5th Grades (roughly 205 students).			205	\$23.50	Original	\$4,817.50
	Istation Math & Istation Reading online educational site license (from July 1, 2024 to June 30, 2025) to provide math intervention and support for students Kindergarten (KG) through 5th Grades (roughly 205 students).			1	\$5,256.67	Original	\$5,256.67

## Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: **\$1,443.00**

Acct Description	Description									
Supplies	Item		Quantity	Rate	Supply Type			Type	Total	
	Refreshments for Title I Family Nights		125	\$3.00	Program Supplies			Original	\$375.00	
	Pens and pencils		1	\$35.00	General Supplies			Original	\$35.00	
Parent Support by School Staff	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Non-certified staff members will translate during Parent Nights		4	\$30.00	2	1	4	Non- Certified	Original	\$960.00

Action Step: Professional Development

Need Action Step Verbiage

Budget Total: \$0.00

Acct Description	Description
Supplies	

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;

- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

The Montessori Academy of Early Enrichment is committed to provide a supportive environment where both children and families feel valued and involved in the educational process through engaging them to the overall development and success by fostering open communication, setting clear instructional goals, and providing training opportunities to ensure that each child can thrive and progress at their own pace supported by the school community that is dedicated to their growth and well-being.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Jean Ranck	Director
Michael King	Principal
Je Dadivas	Title I Coordinator
Lucy Hernandez	Parent
Jovita Hochdanner	Parent

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

All parents and community members are invited to participate in school sponsored meetings. School leadership decides on the number of staff who attend the Stakeholders Meeting. Our Board is the governing entity at MAEE that decides academic and financial issues at hand to ensure transparency and to foster effective governance and and accountability.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Our Stakeholders Meeting was comprehensive and collaborative effort. We started with the Leadership Meeting where we establish goals and identify obstacles. Then, we had our Faculty Meeting where we delve into our challenges and opportunities based on data. Finally, we had our Stakeholder Meeting where we incorporate parents' inputs in creating a well rounded plan. Leadership meeting was held on February 16, 2024 at 4 pm, Staff Meeting was held on February 19, 2024 at 10:00 am and the Stakeholders Meeting was held on February 28 at 4:00 pm

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

With the guidance and support of our Title I Specialist, all inputs and recommendations from various stakeholders were recorded in the Stakeholder input meeting templates to ensure inclusivity and transparency in decision- making processes. Collaboration and alignment towards impactful initiatives were evident in the minutes of the meeting. Consensus on how to allocate Title I funds showed a commitment to address the diverse needs of school community. It was decided that we are going to invest in computer programs' training and supplies for parent communication and flyers as a strategic use of resources to enhance both student learning and parent engagement.

Name	Title
Jean Ranck	Director
Michael King	Principal
Je Dadvias	Title I Coordinator
Lucy Hernandez	Parent
Jovita Hochdanner	Parent

# Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

Our Annual Meeting is on August 22, 2024 at 6:00 p.m. and it will be recorded and uploaded to our school website and google classrooms.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

To increase the likelihood of engagement and participation, we are utilizing various channels such as emails, google classrooms, the school website, physical invitation, and phone calls to ensure that the parents receive the information.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Invitation, Sign-In Sheets, Agenda, minutes of the meeting, PPT, copy of FY25 PFEP summary, copy of FY25 Compact, handouts, parent evaluations, and reflection notes template.

## Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Effective Strategies in Utilizing Resources from Various Computer Aided-Programs to Support Homework Completion

• What specific strategy, skill or program will staff learn to implement with families?

Teachers will integrate computer programs into educational framework to enhance homework completion and train parents to increase parental involvement because it is vital to students' academic success. Teachers will be able to learn effective and specific strategies in utilizing computer programs to be used at home to ensure students' homework completion. They will be trained to share awareness to parents about the importance of their role as a support to students' at home to complete their homework. Teacher will be able to demonstrate to families how to utilize computer programs resources for them to be able to bridge the gap of the students' learning and development. Through computer aided-educational programs such as: Benchmark Advance, Reading Plus, Khan Academy, IXL and Istation parents will have the opportunity to identify the skills needed support to check homework, assignments, projects, and deadlines.

• What is the expected impact of this training on family engagement?

Teachers will be able to build stronger connection with families and provide coaching to families on how to support and guide students' academic growth and development through engaging them in the utilization of the google classroom and other educational programs to monitor the progress and performance of their children.

• What will teachers submit as evidence of implementation?

Teachers will submit parent communication logs and conference notes and sample homework certificates.

• Month of Training

August 2024

- Responsible Person(s)

Je Dadivas and Michael King

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

## 3. Staff Training for Parent and Family Engagement #2



- Name of Training

The Importance of Parent's Involvement

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will be able to communicate effectively with parents the educational tools like Benchmark Advance, IXL, Istation, eNvision, STEMscopes, and Reading Plus to significantly enhance student's learning experiences. The teachers will be able to share to parents different resources from the programs that will develop and improve student's fluency, vocabulary, reading, comprehension, writing skills, basic math, and numeracy skills.

- What is the expected impact of this training on family engagement?

Parents will be effectively engage in student's reading and math activities at home. They will establish reading and math routines at home to support student's learning. Parents will be able to monitor student's performance and growth. Parents will be able to navigate the computer programs and pull intervention resources to help student's reading and math.

- What will teachers submit as evidence of implementation?

Individual student data from Benchmark Advance (Reading Records Level), Istation (Monthly Diagnostic), IXL (Diagnostic Assessments), Envision (Unit Tests), Stemscores (Unit Tests), and Reading Plus (Levels). Teachers will provide evidence of the educational tools they shared with parents (emails, phone logs and/or parent conference notes).

- Month of Training

August 2024

- Responsible Person(s)

Je Dadivas and Michael King

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Parent Reading Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will have an opportunity to support and develop student reading and writing skills at home, they will be able to utilize specific and effective reading strategies at home using different reading programs such as Benchmark Advance, IXL, and Reading Plus. With the aid of computer programs, the parents will be able to encourage regular independent reading, model thinking aloud while reading to demonstrate comprehension processes, summarize the story, make predictions, identify and understand key words in a text, create a mental images of what they are reading, use graphic organizers to help structure thoughts and ideas, and reinforce sight words recognition.

- Describe the interactive hands-on component of the training.

Parents will be trained to navigate different reading programs to effectively guide their children at home. They will learn interesting and engaging vocabulary drills and games, exciting reading activities, and strategies for setting reading goals to support and improve their children's literacy.

- What is the expected impact of this training on student achievement?

Students' Reading Levels and writing score will increase. Students growth will be visible from Progress Monitoring 1, 2, and 3 with the support of the parents at home.

- Date of Training

September 5, 2024

- Responsible Person(s)

Je Dativas, Michael King, Teachers

- **Resources and Materials**

Computers, Benchmark Advance, IXL, Reading Plus, Google Meet, Google Slides, Instructional Materials, and Reading Strategies Packets.

- **Amount (e.g. \$10.00)**

NA

### 3. Parent and Family Capacity Building Training #2

- **Name of Training**

Parent Math and Science Night.

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will use structured and accessible math programs like Khan Academy, Istation, Envision, and IXL. Parents will make a significant impact on their child's mathematical development through leveraging resources and incorporating specific strategies at home. Parents will integrate math into everyday activities to help children understand the practical applications of mathematical concepts. For example, while grocery shopping, parents can ask their children to calculate the total cost of items, compare prices, or determine discounts. Cooking together offers opportunities to practice measurements and fractions. Parents can use flashcards, online games, or apps to make basic math facts (addition, subtraction, multiplication, and division) practice engaging. Parents will utilize short practice sessions to help reinforce numeracy skills essential skills. Parents will use Mnemonics to help children remember mathematical concepts and procedures. For instance, the acronym PEMDAS (Parentheses, Exponents, Multiplication and Division, Addition and Subtraction) helps students remember the order of operation. Families will provide physical objects to represent mathematical concepts can make abstract ideas more concrete. Items like blocks, beads, or even household items like buttons can help children visualize addition, subtraction, multiplication, and division. Parents will navigate Khan Academy, this platform offers comprehensive video tutorials and practice exercises on a wide range of math topics. Parents can set up a learning schedule, monitor their child's progress, and even join in on the learning process. The videos explain concepts in a simple, clear manner, which can be very helpful for both parents and children. They can also utilize IXL because it provides a personalized learning experience, offering practice problems tailored to the student's skill level. Parents will use IXL to identify areas where their child needs improvement and focus their practice on those areas. The instant feedback and explanations help students learn from their mistakes and understand the correct methods. To support and develop student science skills at home, parents will be able to learn effective and specific science strategies and simple experiments. They will utilize STEMscopes because it provides experiment guides and interactive activities. Parents will access these to understand what their child is learning and find suitable experiments to do at home. The program includes step-by-step instructions and videos. Parents will use these to ensure they understand the experiment before guiding their child through it. They will use built-in assessment tools to monitor progress. The platform provides interactive questions that help students apply scientific concepts. Parents will review these questions with their children to ensure they understand the material. S

- Describe the interactive hands-on component of the training.

Parents will be introduced to various math curricula and programs used in schools. They will be trained how to adapt these programs to suit their child's learning style and pace. They will be guided on navigating the programs for them to check student's progress and growth. They will have a hands-on activities on pulling intervention resources from the platforms to be used to provide supplemental support at home.

- What is the expected impact of this training on student achievement?

Students' math and science scores will increase. Students growth will be visible from Progress Monitoring 1, 2, and 3 with the support of the parents at home.

- Date of Training

October 10, 2024

- Responsible Person(s)

Je Dadvivas, Michael King, Teachers

- Resources and Materials

Khan Academy, Envision, STEMscopes, Istation, IXL, Google Meet, Google Slides, Instructional Material, Math Strategies Packets, Simple Experiments Packets, Computers

- Amount (e.g. \$10.00)

NA

## 5. Parent and Family Capacity Building Training #3

- Name of Training

Progress Monitoring Assessment Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Creating a program to increase students' progress monitoring scores through parental involvement and providing comprehensive plan to achieve goals. School Assessment Coordinator will provide specific guidance on how to navigate the district assessment portal, understand different types of assessments, and interpret their child's scores. Post on school website the resources so that parents can access materials, videos, and articles on test-taking strategies and understanding assessment data. School will establish regular communication channels such as newsletters, emails, or a dedicated section on the school website to keep parents informed about upcoming assessments, tips for supporting their child, and updates on progress monitoring.

- Describe the interactive hands-on component of the training.

Parents will practice navigating the district assessment portal so it will greatly enhance their ability to support their children's learning at home. They will be provided with access to practice tests and important details about the assessments that will empower them to better understand their child's progress and areas of improvement. Parents will learn test-taking strategies as it equips them with tools to help their children perform their best during assessments.

- What is the expected impact of this training on student achievement?

Florida Assessment of Student Thinking and STAR Renaissance scores/growth will increase from progress monitoring 1, 2, and 3 as a result of parents guidance and support at home.

- Date of Training

November 14, 2024

- Responsible Person(s)

Je Dadivas, Michael King, Teachers

- Resources and Materials

Google Meet, School District Assessment Portal, hand outs computers.

- Amount (e.g. \$10.00)

NA

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

We will seek information and guidance from multicultural department to support families through language programs

- Based on the description list the documentation you will provide to showcase this partnership.

We will provide our communication letter to that we submit to the Multicultural Department as well as the email to prove that the letter was sent to the department. We will submit meeting agendas, photos of events, handouts and presentation slides that show what information from the Multicultural Department was shared with staff and parents.

- Frequency

Once per year.

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

PBC Sherriff Department.

- Describe how agency/organization supports families.

Provide safety training to families and provide holiday treats



- Based on the description list the documentation you will provide to showcase this partnership.

Thank you note, email, invitation letter.

- Frequency

Once per year.

### 3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Migrant Education.

- Describe how agency/organization supports families.

We will work with the Migrant Office for a well coordinated response and support to families

- Based on the description list the documentation you will provide to showcase this partnership.

Sample communication letter to Migrant Office, email.

- Frequency

Once per year.

## Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

Families are notified through school website and google classrooms postings as well as sending invitations through student backpacks, and notifying parents through calls

- List evidence that you will upload based on your description.

Sample email, screenshot of websites, invitation letters and call logs

- Description

Families are informed through parent conferences and data chats. Curriculum and proficiency levels of students are discussed with parents during the meeting

- List evidence that you will upload based on your description.

Parent conference notes, grade level goals per content area and IEP meetings.

- Description

Families are notified about the academic assessments used to measure student progress and achievement levels of State academic standards through parent conferences, Title I Annual Meeting, IEP meetings, and calls

- List evidence that you will upload based on your description.

Flyer/conference notes, report cards, assessment results (FAST, STAR Renaissance, Diagnostic, Benchmark Advance OR, , etc.).

- Description

Families are informed through Title I Annual Meeting, IEP meetings, board meeting and stakeholder's meeting

- List evidence that you will upload based on your description.

Board meeting schedules, agenda, and conference notes, Title I Annual meeting invitation and screenshots and IEP meeting notes

- Description

Parents will be given training and meeting schedules in advance, after school hours. Parent-teacher conferences at times convenient to families, IEP meetings at times convenient to families, home visits, parent trainings offered at different times (a.m. and p.m.)

- List evidence that you will upload based on your description.

Letters asking parents to choose a time that is more convenient (parent-teacher conferences, IEP meetings), parent training invitations and agendas at different times.

## Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school

meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

Interpreter will be provided during parent teacher conferences, parent trainings, IEP meetings to translate the information. Translation of all forms of communication is being observed

- List evidence that you will upload based on your description.

Invitations/flyers in multiple languages, parent-teacher conference notes when translator attended, call logs.

- Description

Should there be a need/request, we coordinate the request to the ESE Dept. for support. We provide handicap parking and if the need arise we can do a home visit or virtual meeting

- List evidence that you will upload based on your description.

Formal request for assistance and communication request for support to the ESE Dept., email communications and photos of handicapped parking.

- Description

After the families are identified, we will work with the Migrant Office for a well coordinated response and support to families. We provide school supplies, uniform shirts and can do a home visit or virtual meeting

- List evidence that you will upload based on your description.

Sample communication with the Migrant Office, flyer of services offered and translated letters.

- Description

After the families are identified, we will work with the McKinney Vento specialists for the appropriate support and assistance. We will provide school supplies and uniform shirts

- List evidence that you will upload based on your description.

McKinney-Vento program flyer of services offered, sample communication letter and emails seeking support for families.

## Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

### 1. Activity #1

- Name of Activity

N/A

- Brief Description

N/A

## 2. Activity #2

- Name of Activity

N/A

- Brief Description

N/A

## 3. Activity #3

- Name of Activity

N/A

- Brief Description

N/A

## Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Promote positive behavior;
- Address social/emotional needs;
- Develop students organizational skills;

- Foster a growth mindset;
- Build strong study habits;
- Teach resilience and persistence;
- Build character; and/or
- Promote healthy habits;
- Develop a sense of service for others.

## 1. Building Students' Non-Academic Skills

The Montessori Academy is committed to provide holistic education to all our students through building students' non-academic skills using Conscious Discipline. Each classroom has a set of rules, rewards and consequences that are followed consistently. Each teacher focuses on the positive behaviors and worked on students learning process towards success. We also provide an after-school care program, homework assistance, after-school tutoring, and after-school activities to support students academic performance. In after-school care, our staff helps students with homework and assignments, and students have access to computers and computer programs that many students do not have at home. Our students also participate in arts and crafts during after care to promote creativity and individuality. Music were introduced to students to enhance their abilities and skills. Counselors come to our school along with various other agencies to work with some of our students. These students receive anger management, academic monitoring, and someone to listen to them in an individual or small group setting. Counselors focus on students' needs and also support family needs through home visits. Students who come to after-school activities receive a snack. Tutoring is provided to all students in Kindergarten to grade five in the areas of reading, math, and science. Students come in and receive whole group instruction on the Florida Standards. To document implementation, our school will collect sign in sheets and teacher plans as evidence. We will continue to provide brick and mortar instruction to all students.

## SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

## 1. SBT/MTSS Implementation

Michael King (Principal), Jean Ranck (Director of Curriculum & Finance), District Psychologist, teachers and parents provide School Based Team (SBT) meetings and support. These personnel follow the three tiers of support when needed by students as determined by referral from parents, teachers, support staff, and/or paraprofessionals. These support teachers meet Bi-weekly with teachers to discuss students and effective strategies. John Dawson, who heads up the School-Based Team or Response to Intervention (RTI), meet to review and discuss the gathered data of classroom progress of students - whether academic, behavioral, or emotional. The team meets to provide interventions to the teacher. Based on student data, the team identifies strategies and support for struggling students. Teachers provide Tier I instruction to students and it is always in place. When Tier I instruction is not effective, a referral is made to SBT. The team identifies students who have been struggling and are not meeting benchmark standards. The identified students are offered additional academic and behavioral interventions and data is collected for a minimum of eight weeks to document gains after eight data points. Our Tier 2 supplemental intervention is 30 minutes of daily small group instruction with progress monitoring once every 10 days for the group of 3-4. interventions. Tier 3, intensive intervention is additional 15 minutes of small instructional support, it will be monitored once every 5 days. After collecting all data points, SBT team will review the data, the team identifies students who are in need of additional academic and/or behavioral support, which are supplemental or intensive. The students who are performing below grade level will continuously provided with interventions based on specific areas of weakness. Monitoring tool that will be utilized is EASY CBM. To document implementation, our school will collect RTI, SBT sign in sheets and agendas.

## Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

*\*The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*



## 1. Well-Rounded Education

At MAEE we believe in a child-centered educational approach based on scientific observations of children from birth to adulthood. Our school offers core classes, as well as supplemental and intensive support for students. We offer extended learning opportunities for all students. Students can also stay after school to have access to computers, get homework assistance and tutoring. After care also gives students a creative outlet, and the opportunity to express their individuality. We have mandatory PE and expose all our students to the Arts and Sciences through experiments and outdoor activities. We also provide field trips for students to have hands on experience and makes real life concepts memorable. Finally, we encourage our students to show specific talents/creativity through yearly "Talent Show". In all activities, we make sure that we follow the district's safety guidelines to ensure safety of students and staff. To document implementation we collect sign in sheets and lesson plans.

## Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

## 1. Post-Secondary Opportunities and Workforce Readiness

Montessori Academy is committed to building college and career readiness. We have guest speakers (i.e. dentists, fire fighters, police men, lawyer, politician, judge) come and share their careers and experiences with our students. We also utilize Benchmark Advance, I station, Envision Math, Reading Plus, Khan Academy, IXL, Kahoots, Nearpod and KAMI, and other online programs to train our students in learning rigorous concepts and effective test taking strategies that will prepare them in taking and passing competitive assessment both for post-secondary and career options. To document implementation, our school will collect partnership, flyers, program reports and pictures as evidences. Students are given a task to make a math projects and perform experiments.

## Transition From Early Childhood to Elementary School

**Elementary Schools:** Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

**Secondary Schools:** Click on the Exemption button above if this is not applicable to you.

## 1. Transition to Elementary School

MAEE has a collaboration with the Children's House of Montessori VPK program. Recently we received approval from Early Learning Coalition to house the VPK Program in our Greenacres site. This program serves as our feeder school. We have a Kindergarten Roundup in the spring of each year, and we invite parents in to visit our classrooms. At these events we talk about our school and our Montessori Programs. We also explain to parents what they should expect in Kindergarten, we also shared some strategies and methods that can be utilized at home to help students over the summer. We also offer on-site school tours for families daily. We host several parent nights during the school year, and parents are encouraged to meet their child's teacher at the annual "Meet the Teacher" meeting prior to the start of the school year to make the first day easier. We will document implementation, our school will collect VPK program flyer, sign in sheets, agendas and handouts.

## Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

## 1. Professional Development

We host Montessori workshops to train our staff on using Montessori lessons and Benchmark Advance. In the past, some of the lessons we have covered include, stamp game, hands-on math lessons, golden beads, Bank Game, Practical Life, Philosophy, and Sensory Lessons. We have also provided teachers with Professional Development to create Higher-order thinking in children with a workshop called Project CRISS which is "Creating Independence through Student-Owned Strategies." Teachers have been trained on ways of analyzing data, determining the greatest area of need (GAN), discussing findings, causes and solutions, developing SMART goals, exploring the 90 minute block and determining future PD needs. We teach students strategies and methods that they can use independently, so they can become responsible for their own learning. We have trained our teachers on how to use the Benchmark Advance, Khan Academy online program, Reading Plus, IXL, and i-Station. Teachers were taught how to pull reports, analyze data, use data to form group and to set goals. We also provide monthly data analysis to drive instruction and make modification to the lessons and provide target-based instruction to meet student needs. Teachers have the opportunity to navigate the computer programs to deepen understanding on data analysis and data driven intervention. We also encourage our staff to attend district meetings, trainings, and workshops, for example, Running Reading Records, LLI, School-Based Team(SBT), Reading Endorsement, LEA training, and ESOL Certification. To document implementation, our school will collect PD sign in sheets, agendas and TDE's as evidences.

## Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

### Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

### Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development

- Open Door Policy
- Opportunities for part-time pay such as tutoring

## 1. Recruitment and Retention

Our school's administration aims to recruit and retain certified, experienced and effective educators. We welcome applicants with Montessori backgrounds and experiences. Some of the strategies that we used for recruitment include: Teachers-Teachers, INDEED, Google Jobs, the local newspaper, word of mouth, and job fairs. We have a strong commitment to recruiting and retaining Certified and Effective teachers by ensuring they participate in the district's educator support program. We also use academic tutors which is sometimes a gateway to permanent hiring. For new teachers, we offer educator support program to ensure the teachers continuous development to include teacher certification and district endorsement requirements (ELL and ESE). We do orientation every year and teacher collaboration. The principal has an open door policy to discuss PD growth and other issues that will be helpful for staff to achieve their professional goal. For this year, our teachers are required to attend the "Active Shooter" training provided by Palm Beach Sheriff Department. Teachers are offered supplemental pay for ELO with the students. Stipends are given to teachers with exemplary students performance and results based on state's assessment.