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

ELA

1. List prioritized needs statements.

Among the data sources, the following are our priorities that will help us maintain and improve our FY26 achievement goals: The FY24 FAST Progress Monitoring 3 (5th, 4th, and 3rd grades) proficiency level is at 48%, 61%, and 26% respectively. FY25 5th, 4th, and 3rd grades proficiency level in FAST Progress Monitoring 1 report is 42%, 11%, and 5% respectively. FY25 3rd, 4th, and 5th grades proficiency level in FAST Progress Monitoring 2 report is 54%, 5%, and 19% respectively. FY25 3rd, 4th, and 5th ELL proficiency in FAST Progress Monitoring 2 is 0%, 0%, and 10% respectively. FY24 FAST Progress Monitoring 3 (2nd, 1st, Kindergarten) proficiency level is at 40%, 40%, and 54% respectively. FY25 2nd, 1st, and Kindergarten proficiency level in STAR Renaissance Progress Monitoring 1 report is 40%, 37%, and 53% respectively. FY23 2nd, 1st, and Kindergarten proficiency level in STAR Renaissance Progress Monitoring 2 report is 51%, 43%, and 75% respectively. FY24 2nd, 1st, and Kindergarten ELL proficiency in STAR Renaissance Progress Monitoring 2 is 26%, 18%, and 44% 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. Limited opportunities for effective reading strategies and lack of innovation in providing quality education experience. Low vocabulary and reading fluency and underdeveloped comprehension skills. Shortage of instructional staff to support targeted students for remediation and accommodation. Insufficient professional development trainings opportunities for teachers to model best practices, classroom management and to utilize the computer-aided programs. Lack of parental involvement and support at home. Attendance challenges impacting student engagement and learning.

3. Share possible solutions that address the root causes.

Encourage staff participation in professional development programs and trainings to enhance their abilities and skills, fostering positive and effective classroom instructions and to provide conducive learning environment to students. Provide supplemental and intensive instructional support, offering remediation and enrichment classes to targeted students. Utilize reading-focused computer programs to support students' progress and mastery of the lessons. Offer opportunities for parents to learn effective and efficient reading strategies that they can implement 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. Posting of invitation in google classrooms and weekly data chats with parents.

- **Parent Training**

Reading, Literacy, and Writing Night to provide strategies and instructional materials. Navigation of reading-focused 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**

FY26 ELA goal will be included in the School-Parent Compact. Provide effective reading strategies and resources to support both students and families in achieving academic success.

- **Students**

A student goal planning sheet will be included in the School-parent compact. Students will be encouraged to attend after school and Saturday tutoring sessions. Progress will be monitored weekly.

- **Parents**

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

- **Staff Training**

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

- Accessibility

Conduct parents' survey at the beginning of the school year to assess the support for the families. Invite and encourage all parents (especially those ESE and ELL families) to attend meetings and trainings focused on planning students' goal. Provide English/Spanish dictionary and glossary to support students language development. Ensure all communications are sent multiple languages to accommodate diverse families.

Math

1. List prioritized needs statements.

Among the data sources, the following are our priorities that will help us maintain and improve our FY26 achievement goals: The FY24 FAST Progress Monitoring 3 (5th, 4th, and 3rd grades) proficiency level is at 38%, 57%, and 41% respectively. FY25 5th, 4th, and 3rd grades proficiency level in FAST Progress Monitoring 1 report is 11%, 0%, and 5% respectively. FY25 3rd, 4th, and 5th proficiency level in FAST Progress Monitoring 2 report is 25%, 0%, and 19% respectively. FY25 3rd, 4th, and 5th ELL proficiency level in FAST Progress Monitoring 2 report is 16%, 0%, and 7% respectively. The FY24 FAST Progress Monitoring 3 (2nd, 1st, and Kindergarten) proficiency level is at 67%, 68%, and 62% respectively. FY25 2nd, 1st, and Kindergarten proficiency level in STAR Renaissance Progress Monitoring 1 report is 49%, 47%, and 66% respectively. FY25 2nd, 1st, and Kindergarten proficiency level in STAR Renaissance Progress Monitoring 2 report is 70%, 77%, and 69% respectively. FY25 2nd, 1st, and Kindergarten ELL proficiency level in STAR Renaissance Progress Monitoring 2 report is 40%, 53%, and 47% 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. Limited opportunities for effective reading strategies and lack of innovation in providing quality education experience. Low vocabulary and basic math fluency and with lack of comprehension skills on real-world problems. Shortage of instructional staff to support targeted students for remediation and accommodation. Insufficient professional development trainings for teachers to model best practices, classroom management and to utilize the computer-aided programs. Lack of parental involvement and support at home. Attendance challenges impacting student engagement and learning.

3. Share possible solutions that address the root causes.

Offer 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. Provide supplemental and intensive instructional opportunities support, including 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 utilize 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. Posting of invitation in google classrooms and weekly data chats with parents.

- **Parent Training**

Math Night to provide strategies and instructional materials. Navigation of math-focused 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**

FY26 Math goal will be included in the School-Parent Compact. Provide effective reading strategies and resources to support both students and families in achieving academic success.

- **Students**

A student goal planning sheet will be included in the School-parent compact. Students will be encouraged to attend after school and Saturday tutoring sessions. Progress will be monitored weekly.

- **Parents**

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

- **Staff Training**

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

- **Accessibility**

Conduct parents' survey at the beginning of the school year to assess the support for the families. Invite and encourage all parents (especially those ESE and ELL families) to attend meetings and trainings focused on planning students' goal. Provide English/Spanish dictionary and glossary to support students language development. Ensure all communications are sent multiple languages to accommodate diverse families.

Science

1. List prioritized needs statements.

Among the data sources, the following are our priorities that will help us maintain or exceed our FY26 achievement goals: The FY24 FAST Progress Monitoring 3 5th grade proficiency level is 26%. The FY24 FAST Progress Monitoring 3 5th grade ELL students proficiency level is 12%. The FY25 NGSS Diagnostic 5th grade students proficiency level report is 0%.

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. Limited opportunities for effective reading/science 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. Insufficient professional development trainings for teachers to model best practices, classroom management and to utilize the computer-aided programs. Lack of parental involvement and support at home. Attendance challenges impacting student engagement and learning.

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. Find an effective 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. Provide science equipment so students can engage in hands on experiments and explore scientific concepts through practical experiences. 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. Posting of invitation in google classrooms and weekly data chats with parents.

- Parent Training

Science Night to provide strategies and instructional materials. Navigation of reading-focused 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

FY26 Science goal will be included in the School-Parent Compact. Provide effective reading strategies and resources to support both students and families in achieving academic success.

- **Students**

A student goal planning sheet will be included in the School-parent compact. Students will be encouraged to attend after school and Saturday tutoring sessions. Progress will be monitored weekly.

- **Parents**

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- **Accessibility**

Conduct parents' survey at the beginning of the school year to assess the support for the families. Invite and encourage all parents (especially those ESE and ELL families) to attend meetings and trainings focused on planning students' goal. Provide English/Spanish dictionary and glossary to support students language development. Ensure all communications are sent multiple languages to accommodate diverse families.

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: \$98,800.00

Acct Description	Description																																				
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="430 212 890 293">Item</th> <th data-bbox="890 212 1045 293">Quantity</th> <th data-bbox="1045 212 1178 293">Rate</th> <th data-bbox="1178 212 1283 293">Days</th> <th data-bbox="1283 212 1402 293">Hours</th> <th data-bbox="1402 212 1535 293">Weeks</th> <th data-bbox="1535 212 1692 293">Certified</th> <th data-bbox="1692 212 1892 293">Type</th> <th data-bbox="1892 212 2018 293">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 293 890 370">Afterschool Tutorial Seept-May</td> <td data-bbox="890 293 1045 370">3</td> <td data-bbox="1045 293 1178 370">\$45.00</td> <td data-bbox="1178 293 1283 370">2</td> <td data-bbox="1283 293 1402 370">1</td> <td data-bbox="1402 293 1535 370">36</td> <td data-bbox="1535 293 1692 370">Certified</td> <td data-bbox="1692 293 1892 370">Amendment</td> <td data-bbox="1892 293 2018 370">\$9,720.00</td> </tr> <tr> <td data-bbox="430 370 890 446">Saturday Oct-Dec</td> <td data-bbox="890 370 1045 446">4</td> <td data-bbox="1045 370 1178 446">\$45.00</td> <td data-bbox="1178 370 1283 446">1</td> <td data-bbox="1283 370 1402 446">3.5</td> <td data-bbox="1402 370 1535 446">10</td> <td data-bbox="1535 370 1692 446">Certified</td> <td data-bbox="1692 370 1892 446">Amendment</td> <td data-bbox="1892 370 2018 446">\$6,300.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Afterschool Tutorial Seept-May	3	\$45.00	2	1	36	Certified	Amendment	\$9,720.00	Saturday Oct-Dec	4	\$45.00	1	3.5	10	Certified	Amendment	\$6,300.00
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Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	Reading Plus online educational site license (from July 1, 2025 to June 30, 2026) to provide reading intervention and support for students 3rd grade through 5th Grades (roughly 90 students).	1	\$2,500.00	Original	\$2,500.00
	Savvas EnVision	1	\$6,278.26	Amendment	\$6,278.26

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: **\$1,377.50**

Acct Description	Description								
Supplies	Item	Quantity	Rate	Supply Type			Type	Total	
	Refreshments for Family Nights	1	\$344.50	General Supplies			Original	\$344.50	
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Parent Night Translators	3	\$40.00	1	2	4	Certified	Original	\$960.00

Action Step: Professional Learning

Need Action Step Verbiage

Budget Total: \$0.00

Acct Description	Description
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Mission Statement

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

Name	Title
Jean Ranck	Director
Michael King	Principal
Je Dadvivas	Title I Coordinator
Lucy Hernandez	Parent Liaison
Jameka Carey	Parent
Luz Rodriguez	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. The school leadership determines the number of staff members who will attend the Stakeholders Meeting. At MAEE, our Board serves as the governing body responsible for making key academic and financial decisions. This ensures transparency, fosters effective governance, and promotes accountability.

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

Our recent Stakeholders Meeting was a comprehensive and collaborative effort involving school leadership, faculty, and parents. The process began with the Leadership Meeting on March 6, 2025, at 4:00 PM, where we established key goals and identified potential obstacles. Next, we held the Staff Meeting on March 11, 2025, at 4:00 PM to examine our challenges and opportunities through a data-driven lens. Finally, the Stakeholders Meeting took place on March 19, 2025, at 4:00 PM. During this meeting, we engaged parents and community members to incorporate their valuable input into creating a well-rounded and strategic plan for the next school year.

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 input and recommendations from various stakeholders were carefully documented using the Stakeholder Input Meeting Templates. This ensured inclusivity and transparency in our decision-making processes. Collaboration and alignment toward impactful initiatives were clearly reflected in the meeting minutes. A strong consensus emerged around the allocation of Title I funds, demonstrating our shared commitment to addressing the diverse needs of our school community. It was collectively decided that Title I funds will be strategically invested in computer program training and supplies for parent communication and flyers. This approach aims to enhance both student learning and parent engagement, supporting a stronger school-home connection.

Name	Title
Jean Ranck	Director
Michael King	Principal
Je Dadvias	Title I Coordinator
Lucy Hernandez	Parent Liaison
Jameka Carey	Parent
Luz Rodriguez	Parent

Annual Parent Meeting

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

Our Annual Meeting will be held on August 21, 2025, at 6:00 PM. The meeting will be recorded and made available on our school website and Google Classrooms to ensure accessibility for all families and stakeholders.

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 parent engagement and participation, we are using multiple communication channels, including emails, Google Classrooms, the school website, physical invitations, and phone calls. These efforts are designed to ensure that all families receive important information in a timely and accessible manner.

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

The documentation for our Stakeholders/Annual Meeting includes the invitation, sign-in sheets, agenda, minutes of the meeting, and the PowerPoint presentation used during the session. Additionally, we have included a copy of the FY26 Parent and Family Engagement Plan (PFEP) summary, the FY26 School-Parent Compact, relevant handouts, parent evaluations, and the reflection notes template. These materials are intended to support transparency, encourage meaningful engagement, and provide a comprehensive record of the meeting.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Maximizing Google Classroom and Computer Aided-programs to Boost School and Homework Completion and Parent Communications

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

Teachers and staff will engage in professional learning focused on managing classwork and homework assignments, measure progress through assessments, enrich learning experiences. Post notices to parents and students for effective strategies for utilizing resources from various computer-aided programs that play a critical role in supporting homework completion and reinforcing student learning. By integrating tools such as learning management systems, online tutorials, educational software, and subject-specific platforms, educators and families can offer students interactive, accessible, and personalized academic support. These programs allow students to review lessons at their own pace, access supplemental materials, and receive immediate feedback on assignments. To maximize the impact of these tools, teachers will also provide training and workshops to parents and families, ensuring that everyone involved can effectively navigate and utilize the technology to enhance student success.

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

Teachers will be equipped to build stronger connections with families and provide coaching on how to support and guide their children's academic growth and development. By engaging families in the use of Google Classroom and other educational programs offered by the school, teachers will empower parents and families to monitor their children's progress and performance effectively, fostering a collaborative approach to student success.

- What will teachers submit as evidence of implementation?

Teachers will submit Google classroom classes, grades posted in google classroom, and teachers announcements and school updates posted in Google Classroom.

- Month of Training

August 2025

- Responsible Person(s)

JE DADIVAS and MICHAEL KING

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Family Involvement: A Foundation for Student Growth

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

Teachers will be equipped to effectively communicate with parents about various educational tools such as Benchmark Advance, IXL, Istation, enVision, Khan Academy, STEMscopes, and Reading Plus, all of which play a vital role in enhancing students' learning experiences. They will be able to share resources from these programs that support the development of key academic skills, including fluency, vocabulary, reading comprehension, writing, basic math, and numeracy. By guiding parents in understanding and utilizing these tools, teachers can help foster a stronger home-school connection that reinforces student achievement.

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

Parents will be effectively engaged in supporting their child's reading and math activities at home by establishing consistent learning routines that reinforce classroom instruction. They will be equipped to monitor their child's academic performance and growth, using available tools and data. Additionally, parents will gain the skills to navigate educational computer programs and access intervention resources, enabling them to provide targeted support in reading and math to help their child succeed.

- What will teachers submit as evidence of implementation?

Individual student data will be collected from multiple sources, including Benchmark Advance (Reading Records Levels), Istation (Monthly Diagnostics), IXL (Diagnostic Assessments), enVision (Unit Tests), Khan Academy, STEMscopes (Unit Tests), and Reading Plus (Levels). Teachers will provide evidence of the educational tools they have shared with parents through documentation such as emails, phone logs, and/or parent conference notes, ensuring transparency and collaboration in supporting student achievement.

- Month of Training

[This training is on-going] August - November 2025

- Responsible Person(s)

JE DADIVAS and MICHAEL KING

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Family Engagement in Literacy

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

Parents will have the opportunity to actively support and strengthen their child's reading and writing skills at home by utilizing specific, effective strategies through reading programs such as Benchmark Advance, IXL, and Reading Plus. With the help of these computer-based tools, parents can encourage regular independent reading and apply techniques such as modeling "think-alouds" to demonstrate comprehension, summarizing stories, making predictions, identifying key vocabulary, and creating mental images while reading. Additionally, parents will learn to use graphic organizers to help students structure their thoughts and reinforce sight word recognition, all of which contribute to a deeper understanding and improved literacy outcomes.

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

Parents will receive trainings and workshops on how to navigate various reading programs to effectively guide and support their children's literacy development at home. They will learn how to implement fun and engaging vocabulary drills and games, participate in interactive reading activities, and apply strategies for setting achievable reading goals. These tools will empower parents to create a positive and motivating reading environment that fosters their child's love for reading and supports continuous improvement in literacy skills.

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

Students' reading levels and writing scores are expected to increase with consistent support from parents at home. Growth will be evident through data collected during Progress Monitoring 1, 2, and 3, reflecting the positive impact of family engagement on student achievement.

- Date of Training

September 11, 2025

- **Responsible Person(s)**

JE DADIVAS, MICHAEL KING, Teachers and Staff

- **Resources and Materials**

Resources utilized to support student learning and family engagement include computers, Benchmark Advance, IXL, Reading Plus, Google Meet, Google Slides, instructional materials, and reading strategies packets.

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

N/A

3. Parent and Family Capacity Building Training #2

- **Name of Training**

STEM Night: Exploring Math and Science Together

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

Parents will leverage structured and accessible math programs like Khan Academy, Istation, enVision, and IXL to significantly impact their child's mathematical development. By incorporating specific strategies at home, parents can reinforce students' understanding of key math concepts. For example, parents can integrate math into everyday activities, such as asking children to calculate the total cost of items, compare prices, or determine discounts while grocery shopping. Cooking together offers opportunities to practice measurements and fractions, and parents can use flashcards, online games, or apps to make basic math fact practice more engaging. Short, focused practice sessions will help reinforce essential numeracy skills. Parents can also use mnemonics, like the acronym GEMDAS (Groupings, Exponents, Multiplication and Division, Addition and Subtraction), to help children remember mathematical procedures. Additionally, parents can provide physical objects, like blocks, beads, or buttons, to visualize mathematical concepts such as addition, subtraction, multiplication, and division. Platforms like Khan Academy offer video tutorials and practice exercises on a wide range of math topics, which parents can use to set up learning schedules, monitor progress, and even join in on the learning process. IXL offers personalized learning experiences with practice problems tailored to each child's skill level, providing instant feedback and explanations to support mastery of math concepts. To support student science skills at home, parents will learn effective science strategies and simple experiments using programs like STEMscopes, which provides experiment guides and interactive activities. Parents can access step-by-step instructions and videos to ensure they understand each experiment before guiding their child through it. Additionally, the program's built-in assessments will help parents monitor their child's progress. Interactive questions within STEMscopes encourage students to apply scientific concepts, and parents can review these questions with their children to reinforce their understanding.

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

Parents will be introduced to various math and science curricula and programs used in schools, with guidance on how to adapt these resources to suit their child's unique learning style and pace. They will receive training on how to navigate these programs effectively, enabling them to track their child's progress and growth. Additionally, parents will engage in hands-on activities to learn how to access and utilize intervention resources from the platforms, equipping them to provide supplemental support at home and reinforce their child's learning.

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

Students' math and science scores are expected to increase with the consistent support of parents at home. Growth will be visible through data collected during Progress Monitoring 1, 2, and 3, demonstrating the positive impact of family engagement on student achievement.

- Date of Training

November, 2025

- **Responsible Person(s)**

JE DADIVAS, MICHAEL KING, Teachers and Staff

- **Resources and Materials**

The resources used to support student learning include Khan Academy, enVision, STEMscopes, Istation, IXL, Google Meet, Google Slides, instructional materials, math strategies packets, simple experiments packets, and computers.

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

N/A

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Progress and Performance Assessment Night

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

This training aims to boost students' progress monitoring scores by actively involving parents in the assessment process and providing them with a comprehensive plan to support their child's academic growth. The School Assessment Coordinator will offer detailed guidance on how to navigate the district assessment portal, understand the various types of assessments, and interpret their child's scores effectively. To ensure parents have easy access to valuable resources, the school will post materials, videos, and articles on test-taking strategies and understanding assessment data on the school website. These resources will empower parents to support their child's learning journey effectively. Additionally, the school will establish regular communication channels, including newsletters, emails, and a dedicated section on the school website, to keep parents informed about upcoming assessments, provide tips for supporting their child's progress, and offer updates on progress monitoring results. This initiative fosters collaboration between school and home, ensuring that parents play an active role in their child's educational development.

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

Parents will have the opportunity to practice navigating the district assessment portal, greatly enhancing their ability to support their child's learning at home. They will be provided with access to practice tests and important details about upcoming assessments, allowing them to better understand their child's progress and identify areas for improvement. Additionally, parents will learn valuable test-taking strategies, equipping them with the tools necessary to help their children perform at their best during assessments.

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

Florida Assessment of Student Thinking (FAST) and STAR Renaissance scores and growth are expected to increase from Progress Monitoring 1, 2, and 3, due to the ongoing guidance and support provided by parents at home. This partnership between school and home will play a crucial role in fostering student achievement and academic growth.

- Date of Training

December 2025

- Responsible Person(s)

JE DADIVAS and MICHAEL KING

- Resources and Materials

Resources for supporting student learning and progress monitoring include Google Meet, the School District Assessment Portal, handouts, and computers.

- Amount (e.g. \$10.00)

N/A

Coordination and Integration

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

• Name of Agency

Multicultural Department

• Describe how agency/organization supports families.

We will seek guidance and support from the Multicultural Department to ensure that we can effectively support families through language programs, helping to bridge communication gaps and foster a more inclusive learning environment.

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

We will submit a communication letter to the Multicultural Department along with an email confirmation to verify that the letter was sent and received. We will provide meeting agendas, photos of events, handouts, and presentation slides that demonstrate the information shared by the Multicultural Department with both staff and parents.

• Frequency

Once per year.

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

• Name of Agency

ESE Department

• Describe how agency/organization supports families.

We will seek guidance and support from the ESE Department to ensure that we can effectively support families of exceptional students. This will help bridge any gaps in understanding and ensure a more inclusive and accessible learning environment for all students.

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

We will submit a communication letter to the ESE Department, along with an email confirmation to verify that the letter was sent and received. Additionally, we will provide meeting agendas, photos of events, handouts, and presentation slides that demonstrate the information shared by the ESE Department with both staff and parents.

- 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 collaborate with the Migrant Office to ensure a well-coordinated response and provide ongoing support to families, addressing their unique needs and fostering an inclusive environment.

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

We will submit a communication letter to the Migrant office, along with an email confirmation to verify that the letter was sent and received. Also we will provide handouts, flyers, registration forms that shared by the office.

- Frequency

Once per year.

Communication

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 multiple channels to ensure they receive important updates. Notifications are posted on the school website and Google Classroom, and invitations are sent home in student backpacks. Additionally, phone calls are made to keep parents informed and engaged.

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

Sample emails, screenshot of school website and google classrooms, invitation letters and call logs

- Description

Families are informed through parent conferences and data chats, where curriculum progress and student proficiency levels are discussed.

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

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

- Description

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

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

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

- Description

Families are informed through various channels, including the Title I Annual Meeting, IEP meetings, board meetings, and stakeholder meetings.

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

Board meeting schedules, agenda, and conference notes, emails, school website posting, Title I Annual meeting invitation and screenshots and IEP meeting notes

- Description

Parents will be provided with training and meeting schedules in advance, with options scheduled after school hours to accommodate their availability. Parent-teacher conferences and IEP meetings will be held at times that are convenient for families, ensuring flexibility. Additionally, home visits will be conducted when needed, and parent training sessions will be offered at various times, including both morning (a.m.) and evening (p.m.) sessions, to provide ample opportunities for involvement.

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

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

Accessibility

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**

An interpreter will be provided during parent-teacher conferences, parent training sessions, and IEP meetings to ensure that all information is clearly communicated and accessible. Additionally, all forms of communication will be translated as needed to ensure that every parent is fully informed and engaged in their child's educational journey.

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

Invitations and flyers will be provided in multiple languages to ensure accessibility for all families. Parent-teacher conference notes will be maintained for meetings where a translator was present, documenting key discussions and outcomes to ensure clarity. Additionally, call logs will be kept to track communication with parents, including calls made with the assistance of a translator.

- **Description**

Should there be a need or request, we will coordinate with the ESE Department to provide additional support. We ensure that handicap parking is available for families, and if necessary, we are also prepared to conduct home visits or arrange virtual meetings to accommodate all families and ensure their full participation in the educational process.

- **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, handouts, flyers, and photos of handicapped parking.

- **Description**

After identifying the families in need, we will collaborate with the Migrant Office to ensure a well-coordinated response and provide the necessary support. This support includes offering school supplies, uniform shirts, and arranging home visits or virtual meetings to ensure families have the resources and guidance they need for their children's academic success.

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

Sample communication with the Migrant Office, website of programs they offer, flyer of services offered and translated letters.

- **Description**

After identifying the families in need, we will collaborate with the McKinney-Vento specialists to ensure the appropriate support and assistance are provided. This includes offering school supplies and uniform shirts to help meet the immediate needs of the families and ensure their children have the resources necessary for success.

- **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, and website of the programs they offer.

Other 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

1. Building Students' Non-Academic Skills

The Montessori Academy is committed to providing a holistic education to all students by fostering both academic and non-academic skills through the use of Conscious Discipline. Each classroom follows a consistent set of rules, rewards, and consequences, and teachers focus on reinforcing positive behaviors while guiding students through their individual learning processes toward success. To further support academic growth, we offer an after-school care program that includes homework assistance, tutoring, and enrichment activities. During after-school care, staff assist students with homework and assignments, while also providing access to computers and educational programs that may not be available at home. Students also participate in arts and crafts projects that promote creativity and individuality. Music instruction is incorporated to help students develop additional skills and talents. Our school partners with counselors and community agencies to provide services such as anger management, academic monitoring, and social-emotional support in both individual and small group settings. These services extend beyond the classroom, as counselors also conduct home visits to support family needs. Students who attend after-school programs receive snacks, and tutoring is provided for all students in Kindergarten through Grade 5 in the areas of reading, math, and science. Instruction is aligned with Florida Standards and delivered through whole-group lessons. To document implementation, our school maintains sign-in sheets and teacher lesson plans as evidence. We remain dedicated to offering high-quality, in-person instruction and holistic support to ensure the success and well-being of every student.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

At The Montessori Academy, a collaborative support system is in place to address the academic, behavioral, and emotional needs of students. The School-Based Team (SBT), led by Principal Michael King, Director of Curriculum & Finance Jean Ranck, the District Psychologist, teachers, and parents, meets regularly to provide interventions and monitor progress. Referrals to the SBT may come from parents, teachers, support staff, or paraprofessionals. The SBT follows the three-tier model of support:

- Tier I: Core classroom instruction provided by teachers to all students. If Tier I strategies are not effective, a referral is made to the SBT.
- Tier II: Supplemental intervention, which includes 30 minutes of daily small-group instruction (3–4 students) with progress monitoring every 10 days.
- Tier III: Intensive intervention, which adds 15 minutes of individualized instructional support with progress monitoring every 5 days.

The team, headed by John Dawson, reviews classroom data bi-weekly with teachers to discuss student progress and determine effective strategies. Students who are not meeting benchmark standards are provided with targeted academic or behavioral interventions. Data is collected over a minimum of eight weeks (with at least eight data points) to document progress. All interventions and monitoring are documented using the EASY CBM tool. To ensure accountability and implementation fidelity, the school maintains RTI and SBT sign-in sheets as well as meeting agendas. Through this structured approach, students performing below grade level receive continuous, data-driven interventions tailored to their areas of need.

Provision of a Well-Rounded Education

1. Well-Rounded Education

At MAEE, we believe in a child-centered approach to education, grounded in scientific observations of children from birth through adulthood. Our school provides core academic classes along with supplemental and intensive supports to meet the diverse needs of our students. We also offer extended learning opportunities designed to strengthen both academic skills and personal growth. To determine instructional needs, the school uses a variety of data sources, including state assessments (S.T.A.R. Renaissance/F.A.S.T. Progress Monitoring), Florida Benchmark Unit assessments, progress monitoring tools through online programs (such as Istaion, IXL and Reading Plus), classroom-based assessments, and teacher observations. Data teams meet regularly to analyze this information, identify trends, and determine which students need additional support or enrichment. This process ensures that instruction is responsive to student performance and directly addresses gaps in learning. Instruction at MAEE is closely aligned with state academic standards. Teachers engage in collaborative planning sessions to design lessons and assessments that reflect grade-level expectations. Curriculum maps, pacing guides, and professional learning communities are utilized to maintain alignment, while administrators and instructional coaches monitor lessons and provide feedback to ensure fidelity to the standards. This systematic approach guarantees that all students receive rigorous, standards-based instruction that prepares them for academic success. Addition to our computer lab period (30 minutes each day), Students may participate in after-school programs that provide access to computers, homework assistance, and tutoring. In addition, our after-care program gives students a creative outlet and opportunities to express their individuality through arts, crafts, and enrichment activities. Physical Education is a required part of our curriculum, and all students are regularly exposed to the Arts and Sciences through experiments, outdoor learning experiences, and field trips that bring real-world concepts to life. Each year, we also host a Talent Show, giving students a platform to showcase their unique skills and creativity. In every activity, we prioritize student and staff safety by following all district safety guidelines. To document implementation, the school maintains sign-in sheets and lesson plans as evidence.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Montessori Academy is committed to preparing students for college and career readiness. To broaden their perspectives, we invite guest speakers—including dentists, firefighters, police officers, lawyers, politicians, and judges—to share their careers and experiences with our students. We also integrate a wide range of instructional programs and platforms, such as Benchmark Advance, iStation, Envision Math, Reading Plus, Khan Academy, IXL, Kahoot!, Nearpod, and KAMI, to help students master rigorous concepts and develop effective test-taking strategies. These tools provide valuable practice that equips students to succeed on competitive assessments and prepares them for both post-secondary education and future career opportunities. As part of our instructional approach, students engage in hands-on learning by completing math projects and conducting experiments, which deepen their understanding of real-world applications. To document implementation, our school collects evidence including partnership records, flyers, program reports, and photographs of student participation.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

MAEE partners with the Children's House of Montessori VPK Program, which now serves as our feeder school. We recently received approval from the Early Learning Coalition to host the VPK Program at our Greenacres site, further strengthening this collaboration. Each spring, we hold a Kindergarten Roundup, where parents are invited to visit our classrooms, learn about our school, and explore our Montessori programs. During these events, we provide families with an overview of what to expect in Kindergarten and share practical strategies and methods that parents can use at home to support their child's learning over the summer. In addition to these special events, we also offer daily on-site school tours for families who wish to learn more about our programs and community.

Professional Learning

1. Professional Learning

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

1. Recruitment and Retention

Our school administration is dedicated to recruiting and retaining certified, experienced, and effective educators. We actively seek applicants with Montessori training and experience to strengthen our instructional programs. Recruitment strategies include posting on Teachers-Teachers, Indeed, Google Jobs, local newspapers, job fairs, and through word of mouth referrals. We demonstrate a strong commitment to teacher retention by ensuring that all staff participate in the district's Educator Support Program, which provides professional growth opportunities and mentoring. Academic tutors are also utilized, often serving as a pathway to permanent teaching positions. For new teachers, we provide ongoing support through professional development, certification guidance, and district endorsement requirements such as ELL and ESE. Each year begins with a thorough orientation and teacher collaboration sessions, and our principal maintains an open-door policy to support professional growth and address staff needs. This year, all teachers are required to attend Active Shooter Training provided by the Palm Beach Sheriff's Department to ensure school safety. In addition, teachers are offered supplemental pay for Extended Learning Opportunities (ELO) with students, and stipends are awarded to teachers whose students demonstrate exemplary performance and growth on state assessments. Through these strategies, we strive to create a supportive and rewarding environment that attracts and retains high-quality educators committed to student success.