
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 FY27 achievement goals: The FY25 FAST Progress Monitoring 3 (5th, 4th, and 3rd grades) proficiency level is at 62%, 47%, and 50% respectively. FY26 5th, 4th, and 3rd grades proficiency level in FAST Progress Monitoring 1 report is 10%, 14%, and 26% respectively. FY26 3rd, 4th, and 5th grades proficiency level in FAST Progress Monitoring 2 report is 19%, 37%, and 29% respectively. FY26 3rd, 4th, and 5th ELL proficiency in FAST Progress Monitoring 2 is 5%, 6%, and 4% respectively. FY25 FAST Progress Monitoring 3 (2nd, 1st, Kindergarten) proficiency level is at 51%, 60%, and 73% respectively. FY26 2nd, 1st, and Kindergarten proficiency level in STAR Renaissance Progress Monitoring 1 report is 3%, 9%, and 4% respectively. FY26 2nd, 1st, and Kindergarten proficiency level in STAR Renaissance Progress Monitoring 2 report is 24%, 41%, and 8% respectively. FY26 2nd, 1st, and Kindergarten ELL proficiency in STAR Renaissance Progress Monitoring 2 is 0%, 3%, and 0% respectively.

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

Inconsistent implementation of small-group instruction and limited differentiated support for English Language Learners (ELLs) and struggling students. Limited opportunities to apply effective reading strategies and a lack of innovation in delivering high-quality educational experiences. Low vocabulary development and reading fluency, along with underdeveloped comprehension skills. Shortage of instructional staff to adequately support targeted students requiring remediation and accommodations. Insufficient professional development opportunities for teachers to model best practices, strengthen classroom management, and effectively utilize computer-aided programs. Limited parental involvement and lack of academic support at home. Attendance challenges negatively impacting student engagement and overall learning outcomes.

3. Share possible solutions that address the root causes.

We will encourage staff participation in ongoing professional development programs and training sessions to strengthen instructional skills, enhance classroom effectiveness, and foster a positive and supportive learning environment that promotes student success. To ensure all learners receive appropriate support, supplemental and intensive instructional services will be provided through targeted remediation and enrichment opportunities based on individual student needs and performance data. Saturday tutoring and after-school tutoring will be provided for struggling learners to help improve their reading skills and overall academic performance. Reading-focused, computer-based programs will be utilized to reinforce foundational skills, monitor student progress, and promote mastery of learning standards through personalized practice and immediate feedback. The school will maintain online subscriptions to programs such as Reading Plus, IXL Reading, Amira Learning, and Benchmark Advance to support student literacy development. Additionally, workshops and resources will be offered to parents to equip them with effective reading strategies they can implement at home, enabling them to actively support and monitor their child's academic growth and achievement. To support these efforts, instructional supplies will be provided for classrooms such as copy paper for printing work sheets and pencils, as well as materials for staff and parent training sessions. The school will purchase laptops and Chromebooks to ensure students have access to the necessary technology and learning materials. A Reading Resource Teacher will also provide targeted reading interventions and pull-out support for students who require additional assistance.

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

- Communication

The school will translate academic documents and correspondence for families to ensure clear communication. Teachers and staff will provide home language interpretation services during meetings, trainings, and conferences. We will conduct home visits to support parents and students as needed. Teachers will maintain call logs and email communication to regularly share important information with families. We will provide flexible times for parent trainings and conferences. The school will post invitations and updates in Google Classroom to keep families informed. The school will hold weekly data chats with parents to discuss curriculum and proficiency level expectation, review student progress and discuss next steps for support.

- Parent Training

The school will provide reading, literacy, and writing night to parents and families to provide strategies and instructional materials focuses on phonics for Kindergarten to second and comprehension skills for 3rd to 5th grades. Parents and families will be equipped with the information and skills in the navigation of reading-focused computer programs such as Amira Reading, IXL reading, Reading plus, and UFLI foundations and resources to support mastery of the lessons. They will be trained on different reading strategies that they can use at home to support and monitor their children. Literacy night focusing on reading foundational skills such as vocabulary and comprehension to help support reading at home.

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

• School

The FY27 ELA goal will be incorporated into the School–Parent Compact to ensure shared accountability and commitment to student achievement. The school will provide effective reading strategies, tools, and resources to support both students and families in meeting academic expectations and achieving success in English Language Arts. Through Parent Workshops, provide activities and resources for families to use at home supporting foundational skills (phonics, decoding, vocabulary, comprehension).

• Students

A student goal-planning sheet will be included in the School–Parent Compact to promote shared responsibility and accountability for academic progress. Students will continue to practice activities and strategies at home that support foundational skills (phonics, decoding, vocabulary, comprehension). Students will be encouraged to participate in after-school and Saturday tutoring sessions to receive additional instructional support. Student progress will be monitored weekly to ensure growth and to provide timely interventions as needed.

• Parents

Parents will monitor homework and classwork to support their child’s academic success. They will attend trainings, meetings, and parent–teacher conferences to remain informed about their child’s academic performance and progress. Additionally, parents will review and sign the daily reading log to help reinforce and strengthen their child’s reading skills at home. They will support the school tutoring programs to help their children achieve their goals. Parents will utilize the activities and resources provided during the parents training and conferences that focuses on foundational skills and comprehension.

• Staff Training

The school will implement strategies to ensure effective and meaningful Parent–Teacher Conferences that foster open communication and collaboration with families. Teachers and staff will be provided with hands-on training on how to utilize computer-based programs such as UFLI foundations, Benchmark Advance, and Reading plus to be shared to parents and families to better support their child’s learning at home. Teachers will be able to support parents through Parent trainings and conferences providing resources on literacy foundational skills (vocabulary development and reading comprehension).

- Accessibility

The school will conduct a parent survey at the beginning of the school year to assess the needs of families and determine appropriate supports. We will invite and encourage all parents—especially ESE and ELL families—to participate in meetings and trainings focused on goal-setting and academic planning for their students. The school will provide English–Spanish dictionaries and glossaries to support students’ language development. Additionally, we will ensure that all communications are distributed in multiple languages to effectively accommodate and engage our diverse families. We will work on strengthening how we provide support to all families as needed (Migrant and Homeless) to help them be more knowledgeable and engaged in their child's education.

Math

1. List prioritized needs statements.

Among the data sources, the following are our priorities that will help us maintain and improve our FY27 achievement goals: The FY25 FAST Progress Monitoring 3 (5th, 4th, and 3rd grades) proficiency level is at 45%, 37%, and 71% respectively. FY26 5th, 4th, and 3rd grades proficiency level in FAST Progress Monitoring 1 report is 0%, 9%, and 4% respectively. FY26 3rd, 4th, and 5th proficiency level in FAST Progress Monitoring 2 report is 0%, 23%, and 31% respectively. FY26 3rd, 4th, and 5th ELL proficiency level in FAST Progress Monitoring 2 report is 0%, 9%, and 9% respectively. The FY25 FAST Progress Monitoring 3 (2nd, 1st, and Kindergarten) proficiency level is at 73%, 90%, and 63% respectively. FY26 2nd, 1st, and Kindergarten proficiency level in STAR Renaissance Progress Monitoring 1 report is 15%, 0%, and 0% respectively. FY26 2nd, 1st, and Kindergarten proficiency level in STAR Renaissance Progress Monitoring 2 report is 50%, 37%, and 24% respectively. FY26 2nd, 1st, and Kindergarten ELL proficiency level in STAR Renaissance Progress Monitoring 2 report is 15%, 9%, and 4% respectively.

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

Inconsistent implementation of mathematics resources and small-group instruction, along with limited differentiated support for ELLs and struggling students. Ineffective instructional strategies aligned to standards-based assessments. Limited opportunities to apply effective math strategies and a lack of innovation in delivering high-quality educational experiences. Low vocabulary development, weak basic math fluency, and limited comprehension skills when solving real-world problems. Shortage of instructional staff to adequately support targeted students requiring remediation and accommodations. Insufficient professional development opportunities for teachers to model best practices, strengthen classroom management, and effectively utilize computer-aided programs. Limited parental involvement and lack of academic support at home. Attendance challenges negatively impacting student engagement and overall learning outcomes.

3. Share possible solutions that address the root causes.

To strengthen mathematics instruction and foster a positive school culture, we will provide ongoing, high-quality professional development programs and training for staff focused on research-based instructional strategies, Montessori-aligned practices, differentiated instruction, data-driven decision-making, and effective mathematics communication techniques. Through collaborative planning, professional learning communities, and continuous reflection, teachers and staff will build a strong foundation of math skills and instructional strategies that promote consistency and excellence across grade levels. Classrooms will maintain structured, engaging, and student-centered environments that encourage critical thinking, problem-solving, and productive struggle while using formative assessments to guide instruction. Supplemental and intensive instructional opportunities, including remediation and enrichment, will be provided to targeted students based on data analysis and ongoing progress monitoring to ensure individualized support and academic growth. Saturday and after-school tutoring will also be provided to support students who need additional assistance in strengthening their mathematics skills. Evidence-based, computer-based math programs will be utilized to personalize learning, reinforce mathematical concepts, provide immediate feedback, and track student mastery. The school will purchase and implement online subscriptions such as IXL Math, Amira Math, and Savvas Realize. Teachers and parents will receive training on how to effectively use these programs to support student learning both at school and at home. During staff and parent training sessions, special emphasis will be placed on strengthening foundational mathematics skills, including the four basic operations (addition, subtraction, multiplication, and division), problem-solving strategies, and the application of mathematics to real-life situations. These trainings will help teachers and parents guide students in developing strong numerical understanding and practical math skills that are relevant to everyday experiences. Additionally, parents will be offered workshops, resources, and training opportunities to learn effective mathematics strategies they can use at home to support and monitor their children's progress, thereby strengthening the partnership between school and family in promoting student success. To support instruction and professional learning, the school will provide classroom and training supplies, including copy paper, worksheets, pencils, and instructional materials. Supplies and materials will also be provided during professional development sessions for staff and during parent workshops. The school will purchase additional Chromebooks and laptops to ensure students have access to necessary technology for digital learning programs. In addition, Montessori mathematics materials will be purchased to support hands-on, concept-based learning experiences in the classroom.

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

- Communication

The school will translate academic documents and correspondence for families to ensure clear communication. Teachers and staff will provide home language interpretation services during meetings, trainings, and conferences. We will conduct home visits to support parents and students as needed. Teachers will maintain call logs and email communication to regularly share important information with families. The school will post invitations and updates in Google Classroom to keep families informed. The school will hold weekly data chats with parents to discuss curriculum and proficiency level expectations, review student progress and discuss next steps for support. We will offer flexible times for the parents training and conferences so that parents will have opportunities to participate.

- Parent Training

Math Night will be provided to parents and families with effective strategies and instructional materials that support student learning and reinforce key mathematical concepts focusing on basic math operations, fluency, and word problems that they can connect to real life situations. Parents will also receive guidance on navigating math-focused computer programs and digital resources such as IXL math, Savvas realize, and , enabling them to effectively support their child's progress and promote mastery of the lessons at home. Additionally, math training activities to support learning at home will focus on basic math fluency, and comprehension skills to solve word problems.

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

- School

The FY27 Math goal will be incorporated into the School-Parent Compact to ensure a shared commitment to student achievement and accountability. Effective math strategies and resources will be provided to support both students and families, empowering them to work collaboratively toward academic success and continuous improvement in mathematics. We will provide activities and resources for families focusing on basic math operations, fluency, and word problems.

- Students

A student goal-planning sheet will be included in the School-Parent Compact to promote shared responsibility and accountability for academic progress. Students will continue to practice activities and strategies at home that support basic math foundational skills (four operations), fluency, and word problems that they can connect with real life scenarios. Students will be encouraged to participate in after-school and Saturday tutoring sessions to receive additional instructional support. Student progress will be monitored weekly to ensure growth and to provide timely interventions as needed.

- Parents

Parents will monitor homework and classwork to support their child's academic success. They will attend trainings, meetings, and parent-teacher conferences to remain informed about their child's academic performance and progress. They will support the school tutoring programs to help their children achieve their goals. Parents will utilize the activities and resources provided during the parents training and conferences that focuses on math basic operational skills, fluency, and word problems.

- **Staff Training**

Strategies will be implemented to ensure effective and meaningful Parent-Teacher Conferences that promote open communication, collaborative goal-setting, and shared responsibility for student success. Moreover, hands-on training will be provided on the utilization of instructional computer programs to equip parents and families with the tools and knowledge needed to extend learning support at home. Teachers will be trained on how to build parent capacity during Math Night focusing on foundational skills (basic math fluency and comprehension skills when solve word problems, multiplication, and division).

- **Accessibility**

The school will conduct a parent survey at the beginning of the school year to assess the needs of families and determine appropriate supports. We will invite and encourage all parents—especially ESE and ELL families—to participate in meetings and trainings focused on goal-setting and academic planning for their students. The school will provide English-Spanish dictionaries and glossaries to support students’ language development. Additionally, we will ensure that all communications are distributed in multiple languages to effectively accommodate and engage our diverse families. We will work on strengthening how we provide support to all families as needed (Migrant and Homeless) to help them be more knowledgeable and engaged in their child's education.

Science

1. List prioritized needs statements.

Among the data sources, the following are our priorities that will help us maintain or exceed our FY27 achievement goals: The FY25 FAST Progress Monitoring 3 5th grade proficiency level is 45%. The FY25 FAST Progress Monitoring 3 5th grade ELL students proficiency level is 11%. The FY26 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 instructional resources, small-group instruction, and differentiated instruction for ELLs and struggling students. Ineffective strategies aligned to standards-based assessments. Limited opportunities to implement effective science strategies, along with a lack of innovation in delivering a high-quality educational experience. Low vocabulary development, limited science fluency, and weak comprehension skills. Shortage of instructional staff to support targeted students with remediation and accommodations. Insufficient professional development for teachers to model best practices, strengthen classroom management, and effectively utilize computer-aided instructional programs. Lack of parental involvement and academic support at home. Attendance challenges negatively impacting student engagement and learning.

3. Share possible solutions that address the root causes.

The school will provide effective professional development programs and training opportunities for staff to foster a positive school culture, strengthen communication, and build a strong foundation of science knowledge and instructional strategies. These efforts will ensure conducive classroom instruction and learning environments that support student engagement, inquiry, and academic achievement. Supplemental and intensive instructional support, including remediation and enrichment opportunities, will be offered to targeted students based on their academic needs. After-school tutoring in science will also be provided to support students who require additional assistance in strengthening their understanding of scientific concepts. The school will identify and implement effective computer-based science programs to support student progress and mastery of lessons. Online subscriptions such as IXL Science and STEMscopes will be utilized to provide interactive learning experiences, reinforce scientific concepts, and monitor student progress. Professional development and parent workshops will also focus on practical science learning. The school will invite consultants or science experts to train both staff and parents on simple science experiments and hands-on activities that can be conducted at school and at home. These experiences will help make science more engaging and accessible for students while encouraging family involvement in learning. Parents will be provided with opportunities to learn practical and effective science strategies they can use at home to support and monitor their child's academic progress. Classrooms will be equipped with appropriate science materials and equipment to promote hands-on experiments and exploration of scientific concepts through practical experiences. Additionally, the school will incorporate simple experiments that can be conducted both at school and at home and will provide enriching field trip opportunities to science museums and nature reserves to extend learning beyond the classroom and connect scientific concepts to real-world experiences. To support instruction and training activities, the school will purchase necessary supplies such as copy paper for worksheets and other classroom materials used in science instruction and learning activities.

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

- Communication

The school will translate academic documents and correspondence for families to ensure clear communication. Teachers and staff will provide home language interpretation services during meetings, trainings, and conferences. We will conduct home visits to support parents and students as needed. Teachers will maintain call logs and email communication to regularly share important information with families. The school will post invitations and updates in Google Classroom to keep families informed. The school will hold weekly data chats with parents to discuss curriculum and proficiency level expectations and review student progress and discuss next steps for support. We will offer flexible times for parents conference and trainings for the families will have greater opportunities to participate.

- Parent Training

Host a Science Night to provide families with instructional strategies and materials to support student learning. Offer guidance on navigating science-focused computer programs and digital resources to help students achieve mastery of the lessons. Science Night focusing on science foundational skills (science vocabulary, concept knowledge, and scientific method).

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

- School

FY27 Science goal will be included in the School-Parent Compact. Provide effective science strategies and resources to support both students and families in achieving academic success. We will focus on science vocabulary and scientific process in grades K-5 to increase student proficiency (parent trainings and materials).

- Students

A student goal-planning sheet will be included in the School-Parent Compact to promote shared responsibility and accountability for academic progress. Students will be encouraged to participate in after-school tutoring sessions to receive additional instructional science support. Student progress will be monitored weekly to ensure growth and to provide timely interventions as needed. They will focus on science vocabulary and scientific process in grades K-5 to increase student proficiency (strategies to work on at school and home).

- **Parents**

Parents will monitor homework and classwork to support their child's academic success. They will attend trainings, meetings, and parent-teacher conferences to remain informed about their child's academic performance and progress. They will support the school tutoring programs to help their children achieve their goals. Parents and families will focus on science vocabulary and scientific process in grades K-5 to increase student proficiency (strategies to implement at home).

- **Staff Training**

The school will implement strategies to ensure effective Parent-Teacher Conferences that promote clear communication, collaboration, and shared responsibility for student success. We will provide hands-on training for teachers and staff on how to effectively utilize computer programs to be shared to families to extend learning support at home. Teachers will be able to support parents through Parent trainings and conferences providing resources on literacy foundational skills (science vocabulary, scientific method, etc.).

- **Accessibility**

The school will conduct a parent survey at the beginning of the school year to assess the needs of families and determine appropriate supports. We will invite and encourage all parents—especially ESE and ELL families—to participate in meetings and trainings focused on goal-setting and academic planning for their students. The school will provide English-Spanish dictionaries and glossaries to support students' language development. Additionally, we will ensure that all communications are distributed in multiple languages to effectively accommodate and engage our diverse families. We will work on strengthening how we partner with all families (migrant and homeless) to help them be more knowledgeable and engaged in their child's education.

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: \$110,010.00

Acct Description	Description						
Computer HW; cap	Item		Quantity	Rate	Type	Total	
	Smart Boards for classroom instruction		2	\$2,250.00	Original	\$4,500.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total	
	Pencils	3	\$31.99	General Supplies	Original	\$95.97	
	Copy Paper	26	\$40.40	General Supplies	Original	\$1,050.40	
Online subscription	Item			Quantity	Rate	Type	Total
	Savvas EnVision Math program (from July 1, 2026 to June 30, 2027) to provide in class instruction for students Kindergarten (KG) through 5th Grades (roughly 205 students)			1	\$6,287.13	Original	\$6,287.13
	IXL Reading and Math online program (from July 1, 2026 to June 30, 2027) to provide reading intervention and support for students Kindergarten (KG) through 5th Grades (roughly 205 students)			205	\$23.50	Original	\$4,817.50
	Reading Plus online educational site license (from July 1, 2026 to June 30, 2027) to provide reading intervention and support for students 3rd grade through 5th Grades (roughly 90 students)			1	\$5,920.00	Original	\$5,920.00
	iReady Math & iReady Reading online educational site license (from July 1, 2026 to June 30, 2027) to provide math and reading intervention and support for 3rd Grade students (roughly 45 students)			1	\$3,200.00	Original	\$3,200.00
Resource Teacher	(UPDATED Job Description) Math Resource Teacher will provide pull-out instructional support in 2nd-5th grades to address math deficiencies due to underperformance and/or limited English language ability evidences by diagnostic and/or other assessments.						

Acct Description	Description								
Certified Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Teachers - Saturday - Reading & Math - Grades 3-5 - remediate classroom concepts. Will begin mid September and go through early January	4	\$45.00	1	3.5	10	Certified	Original	\$6,300.00
	Certified Teachers - Afterschool - Reading & Math - Grades 3-5 - remediate classroom concepts. Will begin February and go through early May	4	\$45.00	4	1	13	Certified	Original	\$9,360.00

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: **\$1,351.00**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type		Total
	Refreshments for Family Nights	106	\$3.00	Program Supplies		\$318.00

Acct Description	Description								
Non-Certified Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Parent Night Translators	3	\$40.00	1	2	4	Non-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 families and staff 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 Dativas	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 encouraged to participate in school-sponsored meetings. School leadership determines the number of staff members who will attend the Stakeholders Meeting to ensure meaningful collaboration and representation. At Montessori Academy of Early Enrichment, the Board serves as the governing body responsible for making key academic and financial decisions. This structure promotes transparency, supports effective governance, and ensures accountability in all school operations and initiatives.

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 that involved school leadership, faculty, families, parents, and community members. The process began with the Leadership Meeting on February 3, 2026, at 3:30 PM, during which key goals were established and potential challenges were identified. Next, the Staff Meeting was held on February 18, 2026, at 9:00 AM to analyze our strengths, challenges, and opportunities through a data-driven approach. Finally, the Stakeholders Meeting took place on March 2, 2026, at 6:00 PM. During this meeting, parents and community members actively shared their valuable input, which helped shape a comprehensive and strategic plan for the upcoming 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 thoughtfully documented using the Stakeholder Input Meeting Templates, ensuring inclusivity and transparency throughout the decision-making process. Collaboration and alignment toward meaningful initiatives were clearly reflected in the meeting minutes. A strong consensus emerged regarding the allocation of Title I funds, demonstrating our shared commitment to addressing the diverse needs of our school community. It was collectively agreed that Title I funds would be strategically invested in computer program training, as well as supplies to support parent communication and informational flyers. This approach is intended to strengthen student learning opportunities while enhancing parent engagement and fostering 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 October 1, 2026, at 6:00 PM. To ensure accessibility for all families and stakeholders, the meeting will be recorded and made available on our school website and through 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 parent engagement and participation, we utilize multiple communication channels, including email and text messaging, 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, consistent, 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, meeting minutes, and the PowerPoint presentation used during the session. In addition, we have included a copy of the FY27 Parent and Family Engagement Plan (PFEP) Summary, the FY27 School-Parent Compact, relevant handouts, parent evaluations, and the reflection notes template. These materials are intended to promote transparency, encourage meaningful stakeholder engagement, and provide a comprehensive record of the meeting and its outcomes.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Building Strong School-Home Partnerships: Effective Parent Meetings and Family Support Strategies

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

Staff will learn strategies and tools to effectively engage families in supporting student learning at home. Specific areas of training will include conducting productive and collaborative parent meetings; building positive school-home relationships through effective communication; teaching parents practical at-home learning strategies to support reading, math, and homework completion; and providing parents with strategies to improve student organization, study habits, and time management. Additionally, staff will be trained to guide parents in creating structured and supportive learning environments at home, implement parent engagement techniques that encourage active participation in their child’s academic progress, and support families through differentiated strategies that address the diverse academic and social-emotional needs of students.

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

The expected impact of this training includes increased parent participation in school meetings, workshops, and conferences; improved communication and collaboration between families and school staff; and a greater parent understanding of strategies and resources that support learning at home. Moreover, the training is expected to improve student homework completion, organization, and academic performance while enhancing parents' confidence in supporting their child's educational and social-emotional growth.

- What will teachers submit as evidence of implementation?

Teachers will submit multiple forms of evidence to demonstrate the implementation of family engagement strategies and parent support initiatives. Evidence may include parent meeting agendas and sign-in sheets; copies of parent call logs, emails, newsletters, or text messages; samples of instructional materials, handouts, or resources shared with families; parent feedback forms, surveys, or evaluations; lesson plans or activities that incorporate home-learning support strategies; and homework completion data and student progress monitoring reports.

- Month of Training

August 2026

- Responsible Person(s)

JE DADIVAS, MELISSA SPICER LARSON

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Partnering with Families: Leveraging Technology to Support Student Learning at Home

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

Staff will learn how to effectively partner with families by using technology-based strategies and digital learning tools to support student learning at home. Training will focus on guiding parents in the use of computer-aided instructional programs and online educational platforms, including iReady, Reading Plus, IXL, STEMscopes, and SAVvas Realize, to reinforce classroom instruction, strengthen academic skills, and improve homework completion. Staff will also learn the navigation of technology, monitoring student progress using digital tools, and providing parents with practical techniques to create structured and supportive learning environments at home. In addition, the training will emphasize methods for increasing parent engagement through virtual communication, online learning activities, and technology-based resources that support reading, math, science, and overall academic achievement.

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

The expected impact of this training is increased and more meaningful family engagement through the effective use of technology to support student learning at home. Parents will gain a better understanding of how to use educational programs such as Reading Plus, IXL, STEMscopes, and SAVVAS Realize to reinforce classroom instruction and monitor their child's academic progress. As a result of the training, we anticipate increased parent participation in school activities and workshops, improved communication and collaboration between families and school staff, and greater parent confidence in supporting learning at home. The training is also expected to improve student homework completion, academic performance, and engagement in reading, math, and science instruction through consistent use of digital learning tools.

- What will teachers submit as evidence of implementation?

Teachers will submit multiple forms of evidence to demonstrate the implementation of technology-based family engagement strategies. Evidence may include documentation reports showing usage of Reading Plus, IXL, STEMscopes, and SAVVAS Realize; samples of activities and assignments implemented through the computer programs; student usage reports; homework completion data; and progress monitoring reports generated from the digital learning platforms.

- Month of Training

Beginning of year August - September 2026

- Responsible Person(s)

JE DADIVAS, MICHAEL KING

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Reading Night

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

Parents will learn effective reading strategies and technology-based tools to support their child's literacy development at home. During Reading Night, families will be trained on how to read with their children using interactive questioning techniques, fluency practice, vocabulary-building activities, and comprehension strategies that strengthen reading skills and increase student confidence. Parents will also learn how to support learning through educational computer programs such as Reading Plus, IXL, Benchmark Advance, and iReady, including how to monitor assignments, track student progress, and encourage consistent program usage at home. In addition, families will receive guidance on creating positive reading routines, supporting homework completion, and fostering a home environment that promotes daily reading and academic success.

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

The interactive hands-on component of the training will provide parents with opportunities to actively practice the reading strategies and technology tools introduced during Reading Night. Parents and students will participate together in guided reading activities, model lessons, and collaborative exercises designed to strengthen literacy skills and encourage meaningful learning at home. During the session, teachers will demonstrate effective reading techniques such as questioning strategies, fluency practice, vocabulary development, and comprehension activities. Parents will then practice these strategies with their children using books, reading passages, and take-home materials. In addition, families will receive hands-on guidance in accessing and navigating educational programs such as Reading Plus, IXL, Benchmark Advance, and iReady. Parents will practice logging into the programs, reviewing assignments, monitoring student progress, and exploring activities that can be completed at home to reinforce classroom instruction. The training will also include interactive discussions, question-and-answer sessions, and opportunities for parents to share successful reading practices and home-learning strategies with one another.

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

The expected impact of this training on student achievement is improved reading proficiency, increased homework completion, and stronger overall academic performance. By equipping parents with effective reading strategies and training them to use educational programs such as Reading Plus, IXL, Benchmark Advance, and iReady, students will receive more consistent academic support at home. As a result, students are expected to demonstrate increased reading fluency, comprehension, vocabulary development, and engagement in learning activities. The training is also anticipated to strengthen students' independent learning habits, improve organization and study skills, and increase participation in technology-based learning programs. Additionally, stronger collaboration between families and teachers will help create consistent expectations between home and school, leading to increased student confidence, motivation, and academic growth.

- Date of Training

September 2026

- Responsible Person(s)

JE DADIVAS, Administrators, Teachers and Staff

- Resources and Materials

Resources and materials for the training may include: Reading books, passages, and literacy activities for guided practice, parent handouts and tip sheets on reading strategies and homework support, chrome books for hands-on technology training, presentation slides and instructional videos, parent feedback forms, surveys, and evaluation tools flyers and invitations.

- Amount (e.g. \$10.00)

\$100.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Math and Science Night

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

Parents will learn practical math and science strategies that they can implement at home to support their child's academic success. During Math and Science Night, families will be introduced to hands-on problem-solving techniques, math fluency activities, scientific inquiry practices, and interactive learning strategies that reinforce classroom instruction. Parents will also receive training on how to use educational programs such as IXL, STEMscopes, and SAVVAS Realize to support math and science learning at home. Families will learn how to access assignments, monitor student progress, practice standards-based skills, and engage students in interactive digital activities that strengthen critical thinking and academic achievement. Families and parents will learn ways to incorporate math and science into everyday activities through real-world applications, at-home experiments, games, and discussion strategies that encourage curiosity, reasoning, and problem-solving skills. The goal is to empower families with effective tools and strategies that promote student confidence, engagement, and success in math and science.

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

The interactive hands-on of the training will actively engage parents and students in collaborative math and science activities designed to reinforce classroom learning and promote problem-solving skills. Families will participate together in guided activities, demonstrations, and small-group learning stations that model strategies parents can continue using at home. During the session, teachers will demonstrate hands-on math activities focused on number sense, problem-solving, math fluency, and real-world applications. Parents and students will practice these strategies together using manipulatives, games, and interactive tasks that make math learning engaging and meaningful. For science, families will participate in simple experiments, STEM challenges, and inquiry-based activities that encourage observation, prediction, critical thinking, and discussion. Teachers will model questioning techniques and scientific thinking strategies that parents can use to support learning at home. Families will also receive hands-on guidance in accessing and navigating educational programs such as IXL, STEMscopes, and SAVVAS Realize. Families will practice logging into the programs, completing activities, monitoring student progress, and exploring digital resources that reinforce math and science standards. The training will include opportunities for parents to ask questions, share ideas, and collaborate with teachers and other families.

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

The expected impact of this training on student achievement is improved performance in math and science through increased family involvement and consistent academic support at home. By equipping parents with effective instructional strategies and training them to use educational programs such as IXL, STEMscopes, and SAVVAS Realize, students will have additional opportunities to practice and reinforce skills outside of the classroom. As a result, students are expected to demonstrate stronger problem-solving abilities, improved math fluency, increased scientific reasoning skills, and greater confidence in completing academic tasks. The training is also anticipated to increase student engagement, homework completion, and participation in technology-based learning activities. Moreover, stronger collaboration between families and teachers will help create a supportive learning environment that promotes consistency between home and school.

- Date of Training

October 2026

- Responsible Person(s)

JE DADIVAS, Administrators, Teachers and Staff

- Resources and Materials

Resources and materials to be utilized are math manipulatives, games, and problem-solving activities, science experiment supplies and STEM activity materials, handouts and activity packets, chrome books, presentation slides, parent feedback forms, surveys, and evaluation tools, flyers and invitations.

- Amount (e.g. \$10.00)

\$100.00

5. Parent and Family Capacity Building Training #3

- **Name of Training**

FAST Progress Monitoring for Families: Understanding Your Child's Academic Growth

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

Parents and families will learn how to interpret FAST Progress Monitoring results and use targeted strategies to support their child's academic growth at home. The training will help families understand student performance data, identify academic strengths and areas for improvement, and apply effective home-learning practices that reinforce classroom instruction. Then, parents and families will learn how to navigate the FAST testing portal to access important information, review practice tests, and become familiar with the testing platform and its features. The training will also emphasize goal-setting, creating structured study routines, and using progress monitoring reports to track growth and celebrate student achievement. The goal of the training is to empower parents and families with the knowledge, confidence, and tools needed to actively support their child's academic success at home.

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

The training will actively engage parents and families in exploring FAST Progress Monitoring tools, student data, and academic support strategies. During the session, families will participate in guided activities that demonstrate how to interpret FAST reports, identify student strengths and areas for growth, and use the information to support learning at home. Parents will receive hands-on practice navigating the FAST testing portal, accessing student information, reviewing practice tests, and becoming familiar with the online testing platform and question formats. Teachers and staff will model how to use the portal to monitor student progress and locate helpful academic resources.

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

The expected impact of this training on student achievement is improved academic performance through increased family understanding and support of student learning goals. By helping parents and families interpret FAST Progress Monitoring data and navigate the testing platform, students will benefit from more targeted and consistent academic support at home. As a result, students are expected to demonstrate increased confidence, improved test readiness, stronger reading and math skills, and greater engagement in learning activities. Families will be better equipped to identify areas where students need additional support and implement effective strategies that reinforce classroom instruction. The training will foster a stronger partnership between families and educators, leading to increased student growth, academic achievement, and success on FAST assessments.

- Date of Training

December 2026

- Responsible Person(s)

JE DADIVAS, Administrators, Teachers and Staff

- Resources and Materials

Resources and materials for the FAST Progress Monitoring for Families training may include: FAST Progress Monitoring reports and sample score reports, chrome books, handouts and activity packets, parent feedback forms, surveys, and evaluation tools, presentations, Flyers, and invitations.

- Amount (e.g. \$10.00)

\$100.00

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

McKinney Vento Program

- Describe how agency/organization supports families.

We will seek guidance and support from the McKinney-Vento Program to support our school by helping ensure that students experiencing homelessness or housing instability receive the educational services and resources needed to succeed academically and socially. The program can collaborate closely with school staff to identify and address barriers that may affect student attendance, enrollment, participation, and achievement. Through this partnership, the program helps create a supportive, inclusive, and stable learning environment that promotes student success and strengthens school-family-community connections.

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

We will submit a communication letter to the McKinney-Vento Program Department along with an email confirmation to verify that the letter was sent and received. We will provide handouts and information packets shared by the program.

- 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 effectively support families of exceptional students. This collaboration will help bridge gaps in understanding, strengthen communication with families, and promote 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 email confirmation verifying that the letter was sent and received. We will also provide handouts, information packets, and resources 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 coordinated and effective response that provides ongoing support to families, addresses their unique needs, and fosters an inclusive and supportive environment for all students and families.

- 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, information packets, and 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

The school will provide parents and families with timely information about Title I programs, meetings, and activities through multiple forms of communication to ensure accessibility and understanding for all families. Information regarding tutoring programs, mentoring opportunities, parent and family trainings, academic workshops, school events, and other Title I activities will be shared through emails, text messages, phone calls, flyers, newsletters, Google Classrooms, social media platforms, and the school website. To support effective communication, all information will be provided in a format and language that parents can understand. Translation and interpretation services, as well as bilingual materials, will be made available when needed to ensure that families have equal access to important information and resources. The school will maintain ongoing communication with families through parent meetings, conferences, and workshops that provide opportunities for questions, feedback, and collaboration. These efforts are designed to strengthen family engagement, increase participation in Title I programs and activities, and build strong partnerships that support student achievement and success.

- 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 and parents 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.

The following are the evidence that we will provide: parent conference notes, progress reports, grade level goals per content area and IEP and SBT meetings.

- Description

Families and parents 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, IXL Diagnostic Monthly reports, Benchmark Advance Reading Records, , etc.).

- Description

Families and parents are informed through various channels, including the Title I Annual Meeting, IEP meetings, board meetings, parent conferences, 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, parent conferences, and screenshots and IEP meeting notes

- Description

Parents will be provided with training and meeting schedules in advance, with sessions offered after school hours to better accommodate family availability. Parent-teacher conferences and IEP meetings will be scheduled at times that are convenient for families to ensure flexibility and increased participation. Home visits will be conducted when needed, and parent training sessions will be offered at various times, to provide families with multiple opportunities for involvement and engagement.

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

We will send 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 and effective communication for all families. Parent-teacher conference notes will be maintained for meetings where a translator is present, documenting key discussions and outcomes to ensure clarity and understanding. Additionally, call logs will be kept to document communication with parents, including calls conducted 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 and resources for families. We ensure that accessible handicap parking is available, and when necessary, we are prepared to conduct home visits or arrange virtual meetings to accommodate families and support their full participation in the educational process.

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

Formal request for assistance and communication to the ESE Department, email communications, information, handouts, flyers, and photos of handicapped parking.

- **Description**

After identifying families in need, we will collaborate with the Migrant Office to ensure a coordinated response and provide the necessary support services. This support may include providing school supplies, uniform shirts, and arranging home visits or virtual meetings to ensure families have the resources, guidance, and assistance needed to support their children's academic success.

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

Request letters, sample communication emails with the Migrant Office, website of programs they offer, flyer of services offered and translated letters, and/or Annual Meeting slides.

- **Description**

After identifying families in need, we will collaborate with McKinney-Vento specialists to ensure that appropriate support and assistance are provided. This support may include providing school supplies and uniform shirts to help meet the immediate needs of families and ensure that students have the necessary resources to support their academic 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, information packets, and website of the programs they offer, and/or Annual Meeting Slides, redacted Student Housing Questionnaires (SHQs).

Other Activities

1. Activity #1

- Name of Activity

Exempted - N/A

- Brief Description

Exempted - N/A

2. Activity #2

- Name of Activity

Exempted - N/A

- Brief Description

Exempted-N/A

3. Activity #3

- Name of Activity

Exempted-N/A

- Brief Description

Exempted - NA

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, assignments and projects, 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, SBT Leader Melissa Spicer-Larson, 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 and interventions 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 I-Ready, IXL, UFLI, 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 and parents—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, iReady, 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 Kick-off, where parents are invited to visit our classrooms, learn about our school, navigate materials, 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, UFLI program, and Benchmark Advance. In the past, some of the lessons we have covered include, phonics, 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, UFLI, and i-Ready. 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, 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 learning, 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 development and success.