



## Washoe County School District

# High Desert Montessori Charter School

## School Performance Plan: A Roadmap to Success

*High Desert Montessori Charter School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.*

**Principal:** Eric S. Perez

**School Website:** [www.hdmsreno.com](http://www.hdmsreno.com)

**Email:** Eric@hdmsreno.com

**Phone:** 775-624-2800

**School Designations:**  Title I  CSI  TSI  TSI/ATSI

*Our SPP was last updated on October 21, 2022*



# School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Eric S. Perez	<b>Principal(s)</b> <i>(required)</i>
Kaleigh Richards	<b>Other School Administrator(s)</b> <i>(required)</i>
Lisa Kapellas	<b>Teacher(s)</b> <i>(required)</i>
Larry Adams	<b>Teacher</b>
Jamie Berfield	<b>Teacher</b>
Monica Jennings	<b>Paraprofessional(s)</b> <i>(required)</i>
Stacey Hart	<b>Parent(s)</b> <i>(required)</i>
Brigitte Frost	<b>HDMS Board Member</b>

# School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at [Nevada Reportcard](#)



# School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

## Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>● ELA Grade 3 At or Above Standard percentage increased by 1%</li> <li>● ELA Grade 5 At or Above Standard percentage increased 3%</li> <li>● ELA Grade 6 At or Above Standard percentage increased 5%</li> <li>● ELA Grade 7 At or Above Standard percentage increased 10%</li> <li>● Math Grade 3 At or Above Standard percentage increased 4%</li> <li>● Math Grade 4 At or Above Standard percentage increased 11%</li> <li>● Math Grade 7 At or Above Standard percentage increased 7%</li> </ul>	<ul style="list-style-type: none"> <li>● ELA Grade 4 At or Above Standard Percentage decrease by 12%</li> <li>● ELA Grade 8 At or Above Standard Percentage decrease by 9%</li> <li>● Math Grade 5 At or Above Standard Percentage decrease by 6%</li> <li>● Math Grade 6 At or Above Standard Percentage decrease by 16%</li> <li>● Math Grade 8 At or Above Standard Percentage decrease by 21%</li> </ul>
<p><b>Problem Statement:</b> Various grades show significant decreases in the percentage of students at or above grade level as measured by SBAC</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>● Thinking about thinking (metacognition). Students have difficulty explaining their thinking on high stakes tests due to the Montessori Method's reliance on Concrete vs. Abstract instructional methods.</li> </ul>	

Student Success



<p><b>School Goal:</b> For the SBAC testing season 2022-2023, HDMS will increase the number of students at or above grade level by 10% points in all grades and in both Math and ELA.</p> <p><b>Formative Measures:</b></p> <ul style="list-style-type: none"><li>● Walk-through observation data</li><li>● Montessori DERS data</li><li>● MAP data and assessments from interventions</li></ul>	<p><b>Aligned to Nevada’s STIP Goal:</b></p> <p><input type="checkbox"/> STIP Goal 3</p>
<p><b>Improvement Strategy:</b></p> <ul style="list-style-type: none"><li>● <b>Improvement Strategy:</b></li><li>● -Introduce methods of Tier II and Tier III interventions that more closely align with SBAC and MAP formats. <b>Evidence Level 1 - Strong</b></li><li>● -Add a focus on academic vocabulary that more closely aligns with testing vocabulary. <b>Evidence Level 1 - Strong</b></li></ul> <p><b>Action Steps:</b> <i>What steps do you need to take to implement this improvement strategy?</i></p> <ul style="list-style-type: none"><li>● Determine what resources are already available to the school and what needs to be purchased.</li><li>● Determine what financial resources are available.</li><li>● Identify the timeline for hiring resource teachers in time for new teacher orientation.</li><li>● Connect with the school HR department for recruitment and hiring support.</li><li>● Identify specific students needing support.</li><li>● Work with teachers and interventionists to schedule and monitor student growth.</li></ul> <p><b>Resources Needed:</b> <i>What resources do you need to implement this improvement strategy?</i></p> <ul style="list-style-type: none"><li>● Budget for interventionist</li><li>● Recruitment and hiring plan</li><li>● Differentiated math, phonics, and literacy materials.</li></ul>	<p><b>Lead:</b> <i>Who is responsible for implementing this strategy?</i></p> <ul style="list-style-type: none"><li>● HDMS Principal</li><li>● HDMS Montessori Advisor</li><li>● HDMS Academic Team</li><li>● Individual level PLC’s</li><li>● HDMS MTSS Team</li></ul>



**Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?*

- Finding financial resources given a limited budget - Grant funding and redirecting other funding to meet this need
- Hiring a quality candidate on a short timeline
- Onboarding new staff member
- Teacher working relationship

**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- DSA Funding from the State of Nevada
- Special Education funding through state and federal sources
- Grant funding from various sources including ESSER II, ESSER III, and other grants

**Resource Equity Supports<sup>1</sup>:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

#### **English Learners**

- Challenge: No ELL teacher is available at our school. Parents have opted out of specific ELL support. N=24
- Support:
  - EL Learners at HDMS will receive additional support through research-based literacy supports including Phonics First and Leveled Literacy.
  - Math Supports for grades 3 through 8 will be delivered through NWEA MAP Accelerator's Khan academy.
  - Specific instruction in Cognitive testing verbs within intervention groups and in Tier I instruction in small group classroom setting.
  - Review of ELL student progress revisited periodically through MTSS team.

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<sup>1</sup> "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



**Foster/Homeless:** No specific supports beyond the general plan due to low N size

- Challenge:
- Support:

**Free and Reduced Lunch:** No specific supports beyond the general plan

- Challenge:
- Support:

**Migrant:** No specific supports beyond the general plan due to low N size

- Challenge:
- Support:

**Racial/Ethnic Groups:**

- Challenge: Parent support for children with diverse backgrounds in Montessori specific instruction
- Support:
  - Track formative data across racial groups to measure if any disparities exist during the intervention.
  - Parent involvement facilitator and bilingual parent education nights to elicit help with learning strategies at home.

**Students with IEPs:**

- Challenge: Students needing extra support for disabilities beyond the classroom.
- Support: Students assigned to small group interventions by highly qualified special education teachers and also receiving Tier II and Tier III interventions as needed.

## Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>● All faculty at our school have completed, are in the process of, or committed to complete Montessori training.</li> <li>● Strong focus on improving instruction while not sacrificing Montessori Ideals</li> <li>● Robust PLC process that includes lesson study, child study, and book study.</li> </ul>	<ul style="list-style-type: none"> <li>● Streamline our Montessori practice as it relates to CCSS and NGSS standards</li> <li>● Improve the usage of CCSS and NGSS cognitive verbage in every day instruction.</li> </ul>
<p><b>Problem Statement:</b></p>	



- Teachers need intervention supports to supplement Montessori practices
- Teachers are spending too much time with behavioral and SEL issues that time away from instruction

**Critical Root Causes of the Problem:**

- Students continue having difficulty with school routines and social interaction affecting academic achievement.
- Need for a Tier III/early childhood mathematics intervention program.

**Adult Learning Culture**

**School Goal:** Teachers will identify holes in their practice and Montessori pedagogy that will increase the pass-rate on SBAC and Science CRT tests by 10%

**Formative Measures:**

- Walk-through observation data
- Montessori DERS data
- MAP data and assessments from interventions
- Teacher feedback

**Aligned to Nevada's STIP Goal:**

- STIP Goal 2
- STIP Goal 5





**Improvement Strategy:**

- School-wide focus on Grace and Courtesy lessons as developed by the American Montessori Society and the Association Montessori international. **Evidence Level: 2-Moderate**
- School Licensed Clinical Social Worker identifies individuals and groups for social interventions to improve mental health and behavior for improved educational outcomes. **Evidence Level 1 - Strong**
- Implement intervention and instruction in Numeracy and Fractional Reasoning through Numeracy Consultants.net. **Evidence Level 1 - Strong**

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- Create a rotating Grace and Courtesy schoolwide focus with expectations for writing and reflection in classes.
- Licensed Clinical Social Worker hired to create groups and individual counseling sessions.
- Licensed Clinical Social Worker will develop and implement a school-wide SEL program that is aligned to Montessori ideals.
- Train the trainer model of instruction in numeracy and fractional reasoning with school academic coach attending training.

**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- Licensed clinical social worker
- Montessori Academic coach time to attend training in mathematics fluency.

**Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:*
  - Scheduling challenges for social worker
  - Time for coach to attend training
- *Potential Solution:*
  - Time for children to attend sessions with clinical social worker built in to daily schedule and time is sacred and protected
  - Allow Montessori coach time off as paid PD time to attend training sessions where needed.

**Lead:** *Who is responsible for implementing this strategy?*

- HDMS Principal
- HDMS Montessori Advisor
- HDMS Licensed Clinical Social Worker
- Individual level PLC's
- HDMS MTSS Team



**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- DSA Funding from the State of Nevada
- Special Education funding through state and federal sources
- Grant funding from various sources including ESSER II, ESSER III, and other grants

**Resource Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

**English Learners**

- Challenge: No ELL teacher is available at our school. Social worker is not bilingual
- Support:
  - EL Learners with severe language deficits can have a bilingual interpreter for counseling sessions.
  - Social worker will refer students to outside resources when language deficits cannot be mitigated through interpreter.
  - Review of ELL student progress revisited periodically through MTSS team.

**Foster/Homeless:** No specific supports beyond the general plan due to low N size

- Challenge:
- Support:

**Free and Reduced Lunch:** No specific supports beyond the general plan

- Challenge:
- Support:

**Migrant:** No specific supports beyond the general plan due to low N size

- Challenge:
- Support:

**Racial/Ethnic Groups:**

- Challenge: Parent support for children with diverse backgrounds in Montessori specific instruction
- Support:
  - Track formative data across racial groups to measure if any disparities exist during the intervention.



- Parent involvement facilitator and bilingual parent education nights to elicit help with learning strategies at home.

**Students with IEPs:**

- Challenge: Students needing extra support for disabilities beyond the classroom.
- Support: Students assigned to small group interventions by highly qualified special education teachers and also receiving Tier II and Tier III interventions as needed.

### Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>● Strong social/emotional focus through Montessori education</li> <li>● Strong Mental health professional (Licensed Clinical Socialworker) on staff to help children and families in need.</li> <li>● Strong culture of community to support families, faculty, and students.</li> </ul>	<ul style="list-style-type: none"> <li>● Increase parent involvement through parent education and community activities</li> </ul>
<p><b>Problem Statement:</b> Many parents still do not know how to support their children both in school and at home.</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>● Outreach to parents of diverse backgrounds needs to increase so they understand the needs of a public Montessori school and how to help their children at home.</li> </ul>	

Connectedness	
<p><b>School Goal:</b></p> <ul style="list-style-type: none"> <li>● Increase Parent awareness through community events and parent education nights as measured through exit survey data</li> </ul>	<p><b>Aligned to Nevada's STIP Goal:</b></p> <p><input type="checkbox"/> STIP Goal 6</p>



- Increase advertising for these events to maximize parent attendance. Results measured through attendance tracking of event participation.

**Formative Measures:**

- Exit survey data from community events
- Qualitative data from parent focus groups and quantitative data from exit surveys
- Family Attendance at events

**Improvement Strategy:**

- Offer parent university events to improve parent involvement in their children’s education targeting Montessori in the home, curriculum support, and SEL support, **Evidence Level 1- Strong**

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- Plan an organize Parent Education Nights and schedule them throughout the school year
- Academic team to develop a parent curriculum aligned to standards and Montessori curriculum
- Parent Involvement Facilitator to take parent education curriculum and make it accessible to bilingual families.
- Advertising in school newsletter, social media posts, and paper posters.
- Create exit surveys for feedback from families that is measurable and quantitive

**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- Human capital in the form of extra duty pay for teachers and parent involvement facilitator.
- Office supplies and snacks for the actual event
- Aftercare staff to provide childcare.
- Use of Google Forms to conduct surveys for data collection.

**Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Attendance by busy families and childcare.
- *Potential Solution:* Effective advertismen in both class and school newsletters.

**Lead:** *Who is responsible for implementing this strategy?*

- HDMS Principal
- HDMS Montessori Advisor
- HDMS Academic Team
- HDMS Parent Involvement Facilitator



**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- DSA Funding from the State of Nevada
- Special Education funding through state and federal sources
- Grant funding from various sources including ESSER II, ESSER III, and other grants

**Resource Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

**English Learners**

- Challenge: No ELL teacher is available at our school. Social worker is not bilingual
- Support:
  - Parent involvement facilitator and other bilingual staff can help translate and produce material.

**Foster/Homeless:** No specific supports beyond the general plan due to low N size

- Challenge:
- Support:

**Free and Reduced Lunch:** No specific supports beyond the general plan

- Challenge:
- Support:

**Migrant:** No specific supports beyond the general plan due to low N size

- Challenge:
- Support:

**Racial/Ethnic Groups:**

- Challenge: Parent support for children with diverse backgrounds in Montessori specific instruction
- Support:
  - Parent involvement facilitator and other bilingual staff to help with advertising and curriculum development

**Students with IEPs:**



- No specific supports beyond the general plan

## School Community Outreach

*This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.*

Outreach Activity	Date	Lessons Learned from the School Community
Nevada Montessori Week	August 9-12,	<ul style="list-style-type: none"> <li>• Celebration of opening new campus and 20th anniversary of our school</li> <li>• Tour of new building and chance to discuss classes, schedules, and concerns of parents</li> </ul>
Back to School Nights	August 23, and August 30,	<ul style="list-style-type: none"> <li>• Classroom specific introduction and discussion of policies and procedures</li> <li>• Discussion of Montessori philosophy and its relation to public charter schools</li> </ul>
Second Cup of Coffee	September 9, November 18, January 27, February 24, April 21, May 26	<ul style="list-style-type: none"> <li>• Open agenda discussion with parents and principal</li> <li>• Discussion of parent concerns, school climate, and instruction</li> </ul>
Parent Education Nights	Septemer 21 and April 19	<ul style="list-style-type: none"> <li>• How to help parents navigate Montessori philosophy</li> <li>• How parents can help children in the home</li> <li>• How to support Montessori education for their children</li> </ul>
Montessori Throgh My Eyes	November 9, November 16, February 8, February 16	<ul style="list-style-type: none"> <li>• Child-specific introduction to Montessori methods to teach individual lessons</li> </ul>



Parent involvement in school-wide improvement committees <ul style="list-style-type: none"><li>● Safety</li><li>● Green team</li><li>● PTO</li><li>● Academic</li></ul>	Montly throughout the year	<ul style="list-style-type: none"><li>● Fundraising</li><li>● Environmental support</li><li>● Overall school safety</li><li>● Academic analysis and planning</li></ul>
Fantastic Faire	October 22	<ul style="list-style-type: none"><li>● Community building and elementary fundraiser</li></ul>
Celebration of Diversity	December 20 and December 21	<ul style="list-style-type: none"><li>● Semester 1 culminating event to showcase student projects</li><li>● End of semester/winter celebration</li></ul>
Fall Student-led Conferences	October 17 through October 21	<ul style="list-style-type: none"><li>● Review of progress, goal setting, assessment review</li></ul>
Spring Student-led Conferences	March 13 through March 17	<ul style="list-style-type: none"><li>● Review of progress, goal setting, assessment review</li></ul>



Measuring the progress of a school's strategies directly impacts the likelihood of reaching goals. It is important to assemble the CI Team regularly to assess the status and quality of implementation and, in turn, adjust daily work in response to this assessment to achieve the intended outcomes.

**Purpose:** Status Checks provide the space for the CI Team to reflect on the data and progress related to the Improvement Strategies noted in the SPP Roadmap across the three Inquiry Areas and develop the next steps according to the analysis and needs.

## **Glossary Terms**

Status check - focused dialogue that takes place across the Status Checks where teams use data to understand the impact of the Improvement Strategies, monitor progress toward school goals, and make adjustments/decisions based on learnings and challenges.





## Navigating Our Course At A Glance

Student Success			
<b>School Goal 1:</b> For the SBAC testing season 2022-2023, HDMS will increase the number of students at or above grade level by 10% points in all grades and in both Math and ELA.			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
Introduce methods of Tier II and Tier III interventions that more closely align with SBAC and MAP formats.	Improve student achievement and growth among underperforming students. To move those students closer to proficiency	Strong	Strong
Add a focus on academic vocabulary that more closely aligns with testing vocabulary.	Improve overall scores on high-stakes tests that may not align to Montessori methods and pedagogy	Strong	Strong

Adult Learning Culture			
<b>School Goal 2:</b> Teachers will identify holes in their practice and Montessori pedagogy that will increase the pass rate on SBAC and Science CRT tests by 10%			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
School-wide focus on Grace and Courtesy lessons as developed by the American Montessori Society and the Association Montessori International.	Improve School climate and respect for students and staff by improving this important Montessori tenant.	Strong	Strong
School Licensed Clinical Social Worker identifies individuals and groups for social interventions to improve mental health and behavior for improved educational outcomes.	Improve SEL outcomes for students experiencing trauma	Strong	Strong

Connectedness			
<b>School Goal 3:</b> Increase Parent awareness through community events and parent education nights as measured through exit survey data			
Improvement Strategies	Intended Outcomes	Status Check 1	Status Check 2



		Status	Status
Offer parent university events to improve parent involvement in their children’s education targeting Montessori in the home, curriculum support, and SEL support,	Increase parent involvement and engagement	Strong	Strong

## Status Check 1

Student Success		
<b>School Goal 1:</b> For the SBAC testing season 2022-2023, HDMS will increase the number of students at or above grade level by 10% points in all grades and in both Math and ELA.		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
Introduce methods of Tier II and Tier III interventions that more closely align with SBAC and MAP formats.	Improve student achievement and growth among underperforming students. To move those students closer to proficiency	Strong
Add a focus on academic vocabulary that more closely aligns with testing vocabulary.	Improve overall scores on high-stakes tests that may not align with Montessori methods and pedagogy	Strong
Lessons Learned (Now)		
<b>Strategy 1:</b> Need to refine the system used for child study and MTSS to target specific needs and assign interventions tailored to a child’s specific needs more effectively.		
<b>Strategy 2:</b> Academic vocabulary is introduced, and teachers are currently implementing the use of this vocabulary in their lessons.		
Next Steps:		
<b>Strategy 1:</b> Study the results of MAP testing among tiered students in comparison to non-tiered peers and the school to examine the effectiveness of interventions.		
<b>Strategy 2:</b> Study the MCSA (Montessori Curriculum to Standards Alignment) to determine which Montessori lessons would be most effective for introducing and studying which testing vocabulary.		
Need:		
<b>Strategy 1:</b> Time and data to evaluate the scores to plan more effective interventions.		
<b>Strategy 2:</b> Time for PLC’s and vertical teams to look at the MCSA and lesson study to refine Montessori pedagogy within the classrooms.		



Adult Learning Culture		
<b>School Goal 2:</b> Teachers will identify holes in their practice and Montessori pedagogy that will increase the pass rate on SBAC and Science CRT tests by 10%		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
School-wide focus on Grace and Courtesy lessons as developed by the American Montessori Society and the Association Montessori International.	Improve School climate and respect for students and staff by improving this important Montessori tenant.	Strong
School Licensed Clinical Social Worker identifies individuals and groups for social interventions to improve mental health and behavior for improved educational outcomes.	Improve SEL outcomes for students experiencing trauma	Strong
Lessons Learned (Now)		
<p><b>Strategy 1:</b> There is a wide range of approaches to targeting Grace and Courtesy lessons among trained Montessori teachers from differing training centers. There is a need to align the work of the different teachers in a system that is similar across classrooms and levels. Strategy</p> <p><b>2:</b> Mary Smith was hired as our school clinical social worker and her presence and unique abilities have helped numerous children, families, and even staff members deal with issues that affect their ability to succeed.</p>		
Next Steps:		
<p><b>Strategy 1:</b> Assemble a group to come up with level and school-aligned methods for delivering grace and courtesy lessons.</p> <p><b>Strategy 2:</b> Mary will continue to refine her practice by attending professional development workshops and create partnerships with local agencies to provide care for the mental health needs of our community.</p>		
Need:		
<p><b>Strategy 1:</b> Time for Mary to complete these tasks</p>		

Connectedness		
<b>School Goal 3:</b> Increase Parent awareness through community events and parent education nights as measured through exit survey data		
Improvement Strategies	Intended Outcomes	Status Check 1 Status



Offer parent university events to improve parent involvement in their children’s education targeting Montessori in the home, curriculum support, and SEL support,	Increase parent involvement and engagement	Strong
<b>Lessons Learned (Now)</b>		
Strategy 1: Advertising for these events is crucial to good attendance by families.		
Strategy 2: Providing childcare for parents increases parent attendance at events.		
<b>Next Steps:</b>		
Strategy 1: Continue to offer parent university events.		
Strategy 2: Expand offerings by reaching out to local agencies for topics of interest and experts to help deliver high-quality parent instruction.		
<b>Need</b>		
Strategy 1: Space and logistics provided to offer events		
Strategy 2: Advertising in the school newsletter, email, and text blasts		

## Status Check 2

Student Success		
<b>School Goal 1:</b> For the SBAC testing season 2022-2023, HDMS will increase the number of students at or above grade level by 10% points in all grades and in both Math and ELA..		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
Introduce methods of Tier II and Tier III interventions that more closely align with SBAC and MAP formats.	Improve student achievement and growth among underperforming students. To move those students closer to proficiency	Strong
Add a focus on academic vocabulary that more closely aligns with testing vocabulary.	Improve overall scores on high-stakes tests that may not align with Montessori methods and pedagogy	Strong



Lessons Learned (Now)
<p><b>Strategy 1: Need to refine the system used for child study and MTSS to target specific needs and assign interventions tailored to a child's specific needs more effectively.</b></p> <p><b>Strategy 2: Academic vocabulary is introduced, and teachers are currently implementing the use of this vocabulary in their lessons.</b></p>
Next Steps:
<p><b>Strategy 1: Study the results of MAP testing among tiered students in comparison to non-tiered peers and the school to examine the effectiveness of interventions.</b></p> <p><b>Strategy 2: Study the MCSA (Montessori Curriculum to Standards Alignment) to determine which Montessori lessons would be most effective for introducing and studying which testing vocabulary.</b></p>
Need:
<p><b>Strategy 1: Time and data to evaluate the scores to plan more effective interventions.</b></p> <p><b>Strategy 2: Time for PLC's and vertical teams to look at the MCSA and lesson study to refine Montessori pedagogy within the classrooms.</b></p>

Adult Learning Culture		
<p><b>School Goal 2:</b> Teachers will identify holes in their practice and Montessori pedagogy that will increase the pass rate on SBAC and Science CRT tests by 10%</p>		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
School-wide focus on Grace and Courtesy lessons as developed by the American Montessori Society and the Association Montessori International.	Improve School climate and respect for students and staff by improving this important Montessori tenant.	Strong
School Licensed Clinical Social Worker identifies individuals and groups for social interventions to improve mental health and behavior for improved educational outcomes.	Improve SEL outcomes for students experiencing trauma	Strong
Lessons Learned (Now)		
<p><b>Strategy 1: There is a wide range of approaches to targeting Grace and Courtesy lessons among trained Montessori teachers from differing training centers. There is a need to align the work of the different teachers in a system that is similar across classrooms and levels. Strategy</b></p>		



<p><b>2: Mary Smith was hired as our school clinical social worker and her presence and unique abilities have helped numerous children, families, and even staff members deal with issues that affect their ability to succeed.</b></p>
<p><b>Next Steps:</b></p>
<p><b>Strategy 1: Assemble a group to come up with level and school-aligned methods for delivering grace and courtesy lessons.</b></p> <p><b>Strategy 2: Mary will continue to refine her practice by attending professional development workshops and create partnerships with local agencies to provide care for the mental health needs of our community.</b></p>
<p><b>Need:</b></p>
<p><b>Strategy 1: Time for Mary to complete these tasks</b></p>

Connectedness		
<p><b>School Goal 3: Increase Parent awareness through community events and parent education nights as measured through exit survey data</b></p>		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
<p>Offer parent university events to improve parent involvement in their children’s education targeting Montessori in the home, curriculum support, and SEL support,</p>	<p>Increase parent involvement and engagement</p>	<p style="background-color: #d9ead3; padding: 5px;">Strong</p>
Lessons Learned (Now)		
<p><b>Strategy 1: Advertising for these events is crucial to good attendance by families.</b></p> <p><b>Strategy 2: Providing childcare for parents increases parent attendance at events.</b></p>		
<p><b>Next Steps:</b></p>		
<p><b>Strategy 1: Continue to offer parent university events.</b></p> <p><b>Strategy 2: Expand offerings by reaching out to local agencies for topics of interest and experts to help deliver high-quality parent instruction.</b></p>		
<p><b>Need</b></p>		



**Strategy 1: Space and logistics provided to offer events**

**Strategy 2: Advertising in the school newsletter, email, and text blasts**