

TITLE I-A SCHOOLWIDE PROGRAM PLAN – 10 Components

1. Comprehensive Needs Assessment

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

Provide the outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used, and the school, LEA staff and external stakeholders, such as families and community members, involved in the process. The results of the comprehensive needs assessment will serve as a rationale for the activities described in many of the other nine schoolwide requirements.

As a new charter school opening in the fall of 2020, the school has no current data to use to determine needs. We have however, held many coffees and focus groups with families whose students will be attending Sussex Montessori. The purpose of these meetings was to provide information about Montessori pedagogy, identify needs and concerns and to answer questions about operational functions of the school. Parents expressed a desire to see their child's innate joy for learning, to have them engaged in project based learning and to encourage their child's natural curiosity about learning. Parents want their children to be exposed to different cultures, activities, and strategies that may not be currently employed in the traditional public school system. Parents understand their children have different learning styles that a Montessori method addresses. The Montessori method encourages the development of the whole child through various modalities. The practical life component of Montessori is one that is of great interest to our parents. Sussex Montessori is located on farmland that provides a natural opportunity for teaching practical life and parents expressed that this was a draw for them to the program.

2. Schoolwide reform strategies

The Schoolwide plan must include schoolwide reform strategies that:

- (i) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);
- (ii) use effective methods and instructional strategies that are based on scientifically based research that —
 - (I) strengthen the core academic program in the school;
 - (II) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
 - (III) include strategies for meeting the educational needs of historically underserved populations;
- (iii) (I) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.

[1114(b)(1)(A),(B),(I)]

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Provide a description of how and when the reform strategies will be implemented. Be sure that these are linked back to identified needs in the comprehensive needs assessment.

Sussex Montessori will employ the Montessori method. The components within the method: every class begins with a 3 hour uninterrupted work period focused on the standards in the core content areas. Students are given opportunity to repetition in the doing. During this time the teacher is working in small groups focused on specific academic standards and needs of students. The associate teacher will also be working with small groups and assisting students who are working on independent work to ensure authentic engagement and to support classroom management and problem solving. After the 3 hour class work time, students will then participate in outdoor application of science activities as well as related arts activities such as physical education, music and art. Sussex Montessori will use Dibles, DRA, and curriculum based measure to monitor student progress in literacy and math. These will be administered several times per year. Students falling in the bottom 25% will receive additional support in the class during the 3 hour work time, meeting with the teacher in small group at a greater frequency and for a longer amount of time to provide intervention. Special education support will be provided by the special education coordinator and will be in the general classroom. Students will also receive additional supports for OT, PT, speech, etc as identified by IEPs.

3. Instruction by Highly Qualified Teachers

All core content teachers must be highly qualified. [1114(b)(1)(C)]

Describe the process used to ensure that only highly qualified staff are hired for core content areas. Paraprofessionals must also meet the highly qualified requirements.

Teachers will be trained and certified in the Montessori Method. This is a 3 year process. Sussex Montessori is hiring 10 teachers and 10 associates. Two of the newly hired teachers are Montessori certified and have several years of Montessori experience. The remaining teachers will begin the training and certification process this summer through coursework offered through the University of DE Montessori teacher residence program.

4. High-Quality, Ongoing Professional Development

In accordance with section 1119 and subsection (a)(4), identify the high-quality and ongoing professional development for teachers, principals, and paraprofessionals and if, appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards. (Section 1114(b)(1)(D))

Describe the professional development needed and link this back to identified needs in the comprehensive needs assessment.

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Teachers will be engaged in training through UD to earn their certification in Montessori education. The two teachers who already have their training will serve as coaches to the remaining 8 teachers. In addition, Sussex Montessori will be a Responsive Classroom school requiring that all of your instructional staff have on-going training and coaching in this model for creating a positive climate and culture. Instructional staff will be engaged in weekly lesson study. During this time teachers will be discussing Montessori materials to assist them in strengthening and broadening their planned lessons so that student learning can go deeper addressing higher level thinking. When appropriate new Montessori materials may be introduced to improve and enhance lessons.

5. Recruitment and Retention of Highly Qualified Teachers

Identify the school's strategies to attract and retain effective, highly qualified teachers in the Instructional program and in the school as a whole. [1114(b)(1)(E)]

Identify the practice the LEA maintains to assist schools in effectively recruiting and retaining highly qualified educators, including specialists in core academic subjects, principals, and pupil services personnel; for example: providing scholarships, signing bonuses, or other financial incentives, such as differential pay, for teachers to teach in academic subjects and schools in which there exists a shortage of highly qualified teachers. Describe the strategies used to attract and retain effective, highly qualified teachers. If this was identified in the comprehensive needs assessment, be sure to reference this need.

Sussex Montessori posted on national Montessori websites all open positions for the school. The Head of School has attended monthly national Montessori leader meetings. Teaching positions were also posted on Join Delaware Schools, Indeed, and Linked In. Currently teachers who have been hired come from California, Boston, Pennsylvania, Washington, DC, Delaware and New Jersey.

6. Parent Involvement

Strategies to increase parental involvement in accordance with section 1118, such as family literacy services. 1114(b)(1)(F)

- A schoolwide program must involve parents in the planning, review, and improvement of the schoolwide program plan.
- A schoolwide program must have a parental involvement policy, consistent with section 1118(b) of the ESEA, that—
 - Includes strategies, such as family literacy services, to increase parental involvement in accordance with sections 1118(c) through (f) and 9101(32) of the ESEA; and
 - Describes how the school will provide individual student academic assessment results, including an interpretation of those results, to the parents of students who participate in the academic assessments required by §200.2.

Describe how, when, and where this requirement is met.

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Sussex Montessori has a community engagement volunteer group. This is a group that is representative of the community from which Sussex Montessori draws their students. This group will form the Sussex Montessori parent group. Some of the planned activities for parent involvement include: Walk in Wednesdays 4 times per year where parents can come in after school and their students will show them what they are learning and introduce them to their class; Watch me work days several times per year during the day when parents can come into the classroom to observe their child and the classroom at work. This intent of this activity is for parents to understand more about Montessori and what their student day looks like.; There will be 2 student led conferences per year and 2 teacher led conference per year.; Parents are invited to eat lunch any day as lunch is served family style.; Family dinners, bonfires and other family activities will also be held to create a sense of community in the school. The parent involvement policy as required by Title I will be developed in the summer with the parent group.

7. Coordination with Early Childhood Programs

Identify how the program is coordinated with early childhood programs (Head Start, Even Start, Colorado Preschool Program), with an emphasis on the transition between early childhood programs and elementary school programs. [1114(b)(1)(G)]

Assessment data should facilitate the transition between early childhood programs and elementary school programs. The transfer of data and knowledge could be accessed and utilized by staff in designing an effective instructional program.

Describe the coordination that occurs between the elementary school and early childhood programs.

Sussex Montessori visited every Head Start program to talk about their program. Head Start programs will receive invites to various family events. There will be a continued presence with Head Start, but we are anticipating a transition in leadership with Head Start as coordinating agency in Sussex County for Head Start will be changing.

8. Teacher involvement in assessments decisions

Identify the measures the school has in place to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3), in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. [(1114(b)(1)(E)]

Include teachers in professional development activities regarding the use of academic assessments described in §200.2 to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

CFR 200.28

Describe how teachers are involved in decisions about the academic assessments used to inform and improve the instructional program.

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Through the child study team and weekly lesson study data will be reviewed and discussed. Grade level team meetings will meet regularly with the Director of Teaching and Learning to review data and plan for intervention with students in small group instruction during the morning work time. Coaches will also support teachers in identifying strategies and support systems to students who need intervention and enrichment. Dibels and DRA will be administered at the beginning of the year and will serve to provide benchmark data. These assessments will be administered at least 2 other times during the year as a measure of progress. In addition, to these assessments curriculum based measures will be reviewed weekly to assess student progress toward meeting the standards that were taught.

9. Additional Timely Assistance

A schoolwide program must include activities to ensure that students who experience difficulty attaining the proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to--

- (1) Ensure that those students' difficulties are identified on a timely basis; and
- (2) Provide sufficient information on which to base effective assistance to those students.

Describe the additional timely assistance for students not yet proficient, being sure to link this back to identified needs in the comprehensive needs assessment. For example, if the needs assessment identified a particular subgroup of students that continue to struggle, one would expect to see them identified here, along with the supports to be provided.

Sussex Montessori will comply with the guidance provided by the Delaware Department of Education for MTSS. The formal screening and progress monitoring assessments include but are not limited to: •DIBELS Reading Assessments •DIBELS CBM Mathematics Assessments •Curriculum Based Measurement in Reading •Observation Survey of Early Literacy Achievement. Of note, for children that are known to be at risk, Sussex Montessori School teachers will administer both the DIBELS Reading Assessments DIBELS Math Assessment during the first two weeks of the school year. It is anticipated that screening will be completed for all children during the first four weeks of the school year. Children identified as potentially having special education needs will be reviewed in September and a response to intervention plan then developed. Recognizing that children may fall behind at any point on the learning continuum, the teachers at Sussex Montessori School will continually monitor the progress of all children. This will include particular attention to the areas of reading and mathematics. For children who were identified at any time in the school year, as needing additional supports, Sussex Montessori School will implement a more intensive and regularly scheduled progress monitoring program to ensure that the child is making progress. This progress monitoring is further defined below in the discussion of the three Tiers. This progress monitoring may lead to the use of specific diagnostic tools in order to better understand why a child may not be making progress.

10. Coordination with Federal, State and Local Services

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Describe how the program is coordinated and aligned with federal, state and other local services and programs, with particular focus on other NCLB Title programs (e.g. Title I-A, Title I-C, Title II, Title III, and other competitive grant programs). [1114(b)(1)(J)]

Describe how this happens

Title programs funds are used to supplement, not supplant the programs and services delivered to Sussex Montessori students. All Title fund allocations are used to support the identified needs for improving teaching and learning using the Montessori method for the maximum benefit of each child.

This next section describes how the Title I Schoolwide Plan must be developed. The manner in which this must happen is covered both in statute and in regulations but is not required to be in the school's Title I Schoolwide plan. Rather, the school must maintain documentation that these occurred, and the matrix below is one way to do it.

Title I-A Schoolwide Program Plan Development *(Optional to include this section in the schoolwide plan, but activities are required.)*

A. Describe how the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school. [1114(b)(2)(B)(ii)]

See the response to question 1 above regarding parent and community participation. Because staff will continue to be hired throughout the summer, there was not much involvement in the creation of the 20-21 school plan. The input from the parent and community sessions as well as the needs for a new Montessori focused school informed the development of the current plan. Sussex Montessori will continue to engage the parents and the community in a variety of ways in order to get the greatest involvement from a variety of stakeholders through activities such as morning coffees, family engagement activities, etc. Once the school team is established regular on-going staff meetings and team meetings will have a portion of the meeting focused on needs and planning for any revisions to the school plan/consolidated grant as well as to assist in the planning for the following year's grant activities. Because we are a small school, it is important to involve and give all staff members a voice.

B. Describe how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. This evaluation will determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards,

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particularly for those students who had been furthest from achieving the standards; and the school should revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program. [34 CRF 200.26]

The assessments identified in question 9 will be reviewed regularly throughout the year. Curriculum based assessments will be key in helping the team to determine root causes for any identified needs. In addition to these data, the school community will review end of year SBAC, Access and DSTP data to determine needs for professional development and instructional changes for the following year. However, because Sussex Montessori will be reviewing and planning based upon regular data, the state level assessment results should come as no surprise, but should only serve to confirm what yearlong data is showing. These data will also be used to determine intervention needs for the coming year and grouping of students based on needs. Discipline and attendance data will be reviewed to assess how we are doing in developing a positive climate and culture. Interventions and professional development will be identified to address these needs. Surveys to families will also be used to provide feedback around parent satisfaction, student growth, and sense of school safety and comfort. Research in Montessori schools shows continual growth in student achievement particularly After the first few years in a Montessori environment. It would be important to keep this in mind when reviewing the data and making any recommendations for large scale changes.