



# 2021-2022 Annual Title I Montessori 101 Open House Meeting

SEPTEMBER 16 & 23, 2021

LISA COLDIRON, HEAD OF SCHOOL

PETER MCCLURE, DIRECTOR TEACHING & LEARNING

KANEISHA SAVAGE, COMMUNITY ENGAGEMENT / TITLE 1





# AGENDA

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Welcome & Staff Introductions

Montessori Curriculum 101

TITLE 1 at Sussex Montessori School

Important School & Family Updates

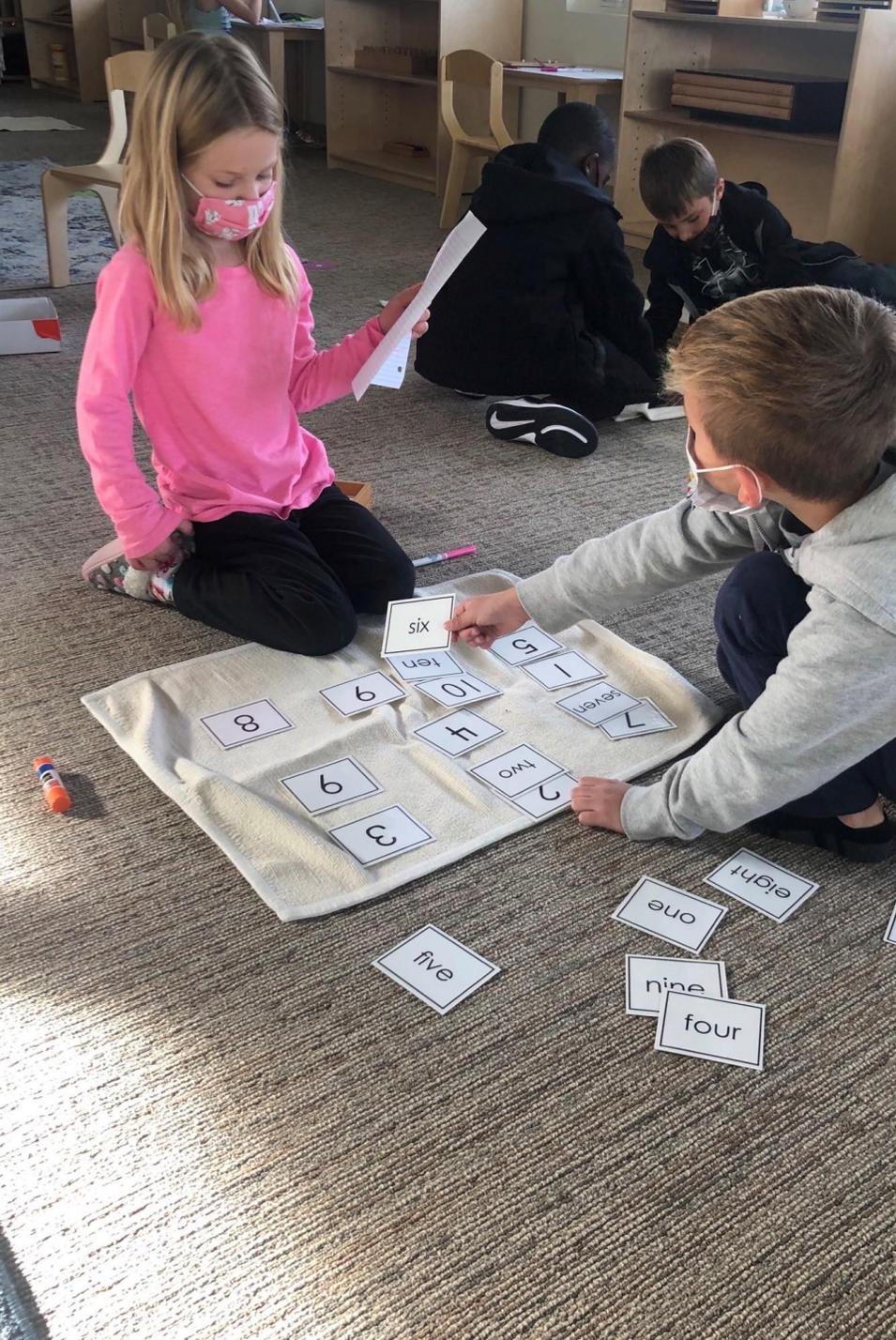
Open House with Teachers

***Please Sign-In in the Chat...***

*First name, Last name, Email, Role (i.e. parent, community member)*

***...and Complete Evaluation at End of Presentation***





# What curriculum does our school use?

- The Delaware Academic Standards provide a common set of expectations for what students will know and be able to do at the end of a grade for each subject area.
- For more information about Delaware's academic standards, see:  
<https://www.doe.k12.de.us/domain/374>
- The Montessori Philosophy/Instruction aligns with Delaware's Common Core Standards and forms the framework for everything taught at Sussex Montessori School.



# The Montessori 101

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Develops the whole child--academic, social, emotional

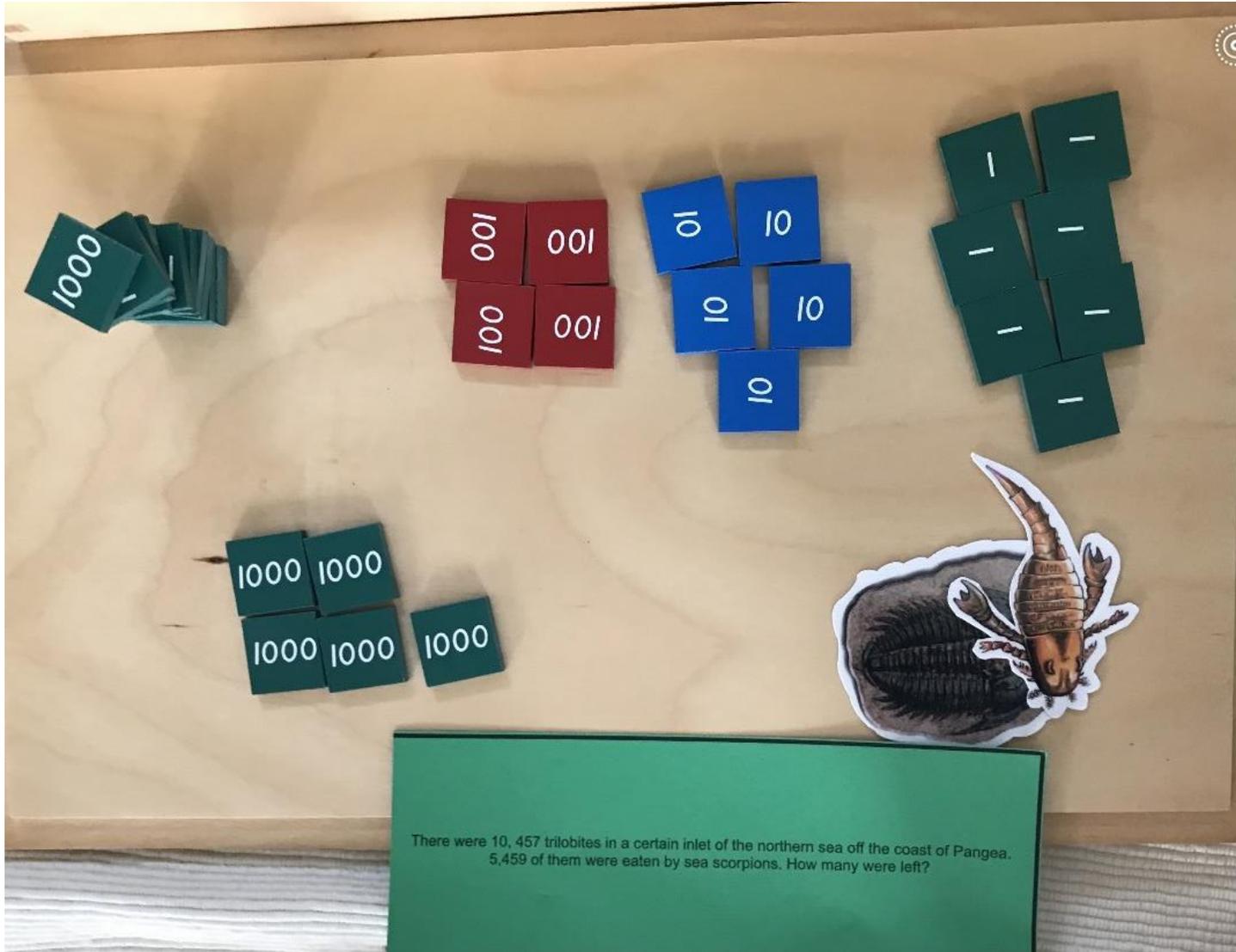
Utilizes hands-on learning materials in Multi-aged, child-centered classrooms

Affords personalized learning at the child's pace

Sets high standards without standardization

Integrates the school with our community





# The Montessori Curriculum

Language

Math

Cultural

A Montessori Education is an integrated, multi-approach, and multi-layered curriculum. Students do a “work” that can focus on one curricular skill, while also enhancing other areas of the curriculum.

# The Montessori Environment

Child focused

Purposeful

Orderly

We call the Montessori classroom a “prepared environment”. Every item on the shelves or on the walls has an understood purpose. The idea is not to over stimulate the child, but to allow them to explore on their own in order to manage their own learning.





# The Work Period

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Solid 2 ½ to 3-hour block of time

Independent choice

Observations and lessons

The foundation of the Montessori school day is the work period. A solid block of time, it allows for children to choose their learning opportunities at their own pace. Teachers use this time to observe, give individual and small group lessons and check in with students.

Save the Date:  
**Goal Setting Conferences**  
**October 11 & 12**

# Where's the Homework?

Assigned homework is not a core component of the Montessori Curriculum. The meaningful work that students do is done during their school day. But that doesn't mean that students stop learning! At home, the most important thing that you can do with your children is to engage with them.



- Ask focused questions (“What’s one thing you worked on in math today?”) and have conversations about their day.
- Involve children in everyday activities, such as housework, yard work, and food preparation.
- Make sure to limit their screen time, and when they are on screens, make sure that you are comfortable that what they are doing or watching is something that you are comfortable with and that is age appropriate.
- If you are looking to extend their academic activities, your teachers can provide you with links to online learning sites, such as Zearn or Readworks where teachers can monitor their progress.

Finally, the most **IMPORTANT** thing that you can do is read with your children every day. At home reading should involve a mixture of approaches (reading aloud to children, taking turns with children, and having children read to you) and can involve a mixture of books (picture books, chapter books, and appropriate books that children can read to you). If you are looking for appropriate books, your child’s classroom teacher has access to a vast library of online books that they can either email you an electronic link to or print a copy of and send home in the Thursday Folder.

Remember, engaging with your children is essential to their growth and development. The more time you spend with them is better for everyone, especially you!

# What tests will my child be taking?

Tools to measure progress:

- Classroom Evaluations
  - Observations / Progress Reports / Portfolios / Parent - Teacher Conferences
- Assessments

In Class – Teacher’s observations

- Student work is being collected for assessment and end-of-the-year portfolios.

Dibels [Literacy] – National Assessment done three times a year

DRA [Reading] – Usually done at beginning of the year.

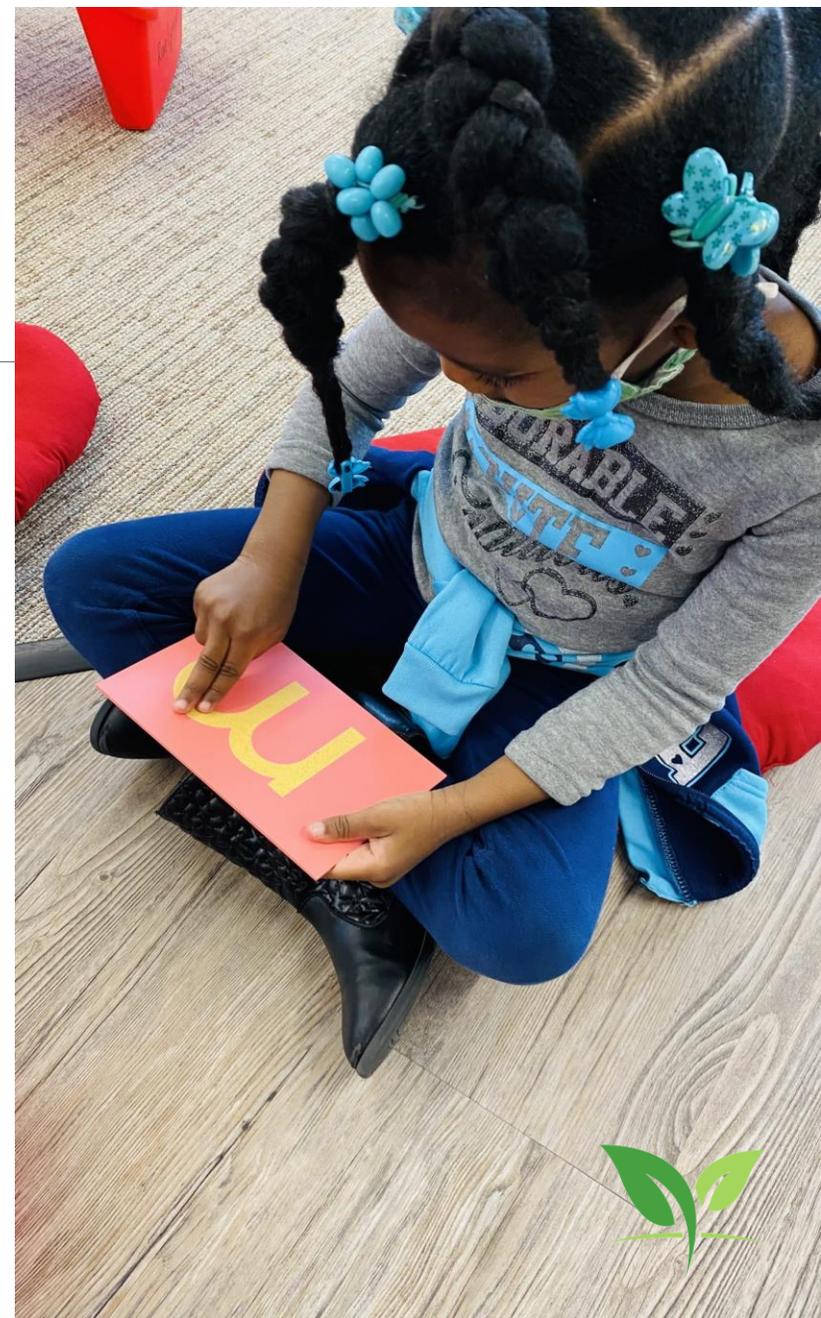
Acadience [Math] – All students three times a year.

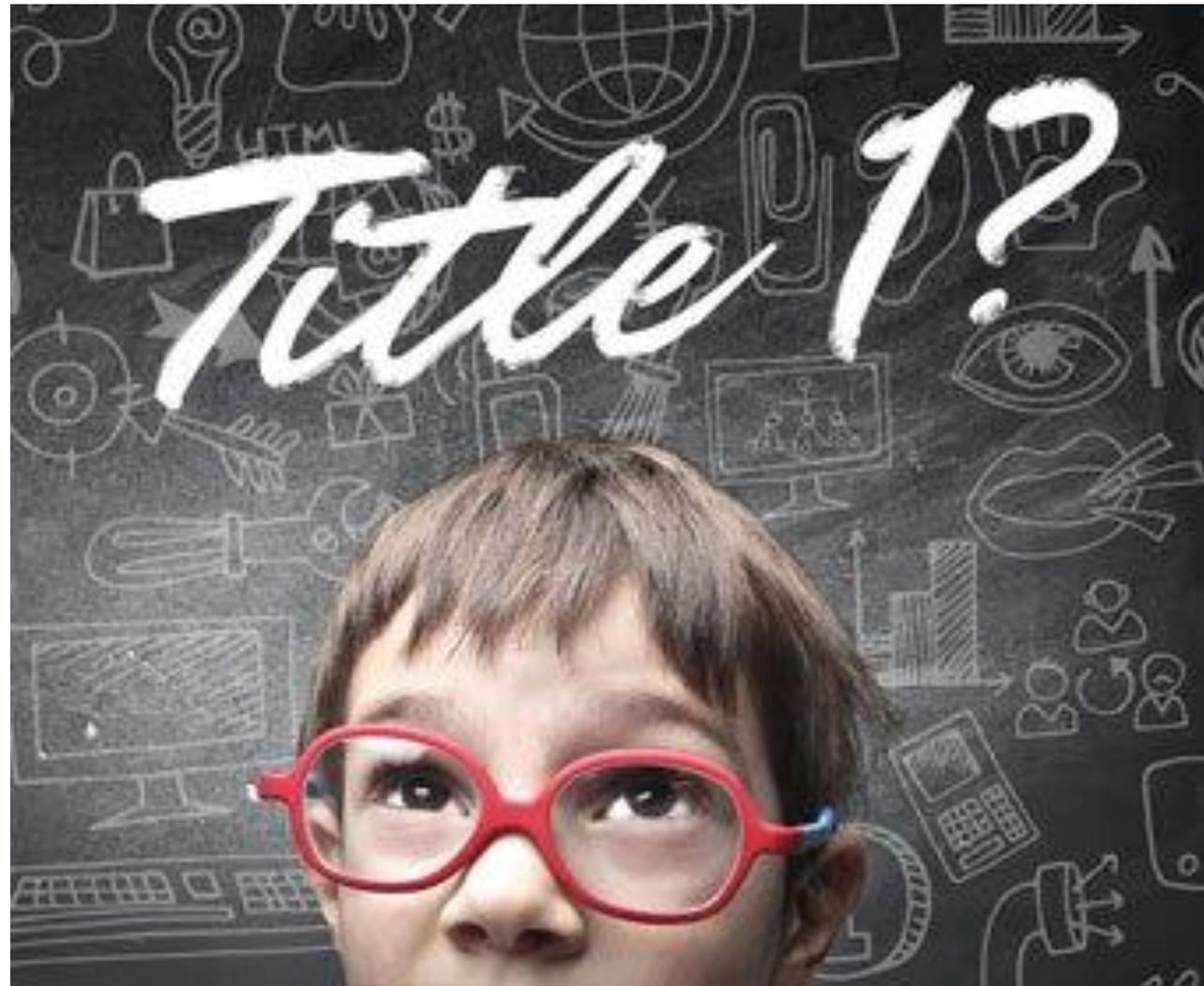
“Smarter Balance” State Assessment [Math & Language Arts] – All students Grades 3 and up. (Spring 2022)

The expectations are that students meet the State’s common core standards at every level (grade level).

- Because we have multi-aged classrooms and meet children where they are, we essentially have two years to get them where they need to be.

For more details about Delaware’s System of State Assessments, visit <https://www.doe.k12.de.us/Page/3814>





*Presented by Kaneisha Savage*

# Why are we here?

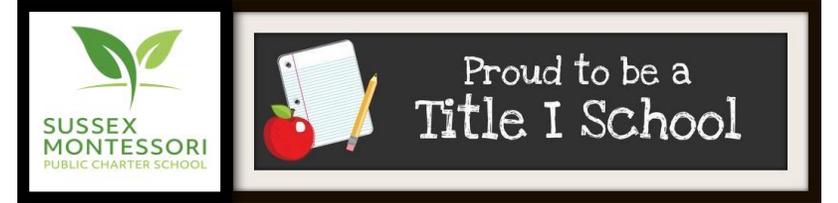
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The Every Student Succeeds Act (ESSA) requires that each Title I school hold an annual meeting of Title I families in order to:

- inform you of your school's participation in Title I,
- explain the requirements of Title I, and
- explain your rights as parents and family members to be involved.



# What is a Title I School?



Title I was passed in 1965 under the Elementary and Secondary Education Act (ESEA). It is the largest federal assistance program for our nation's schools.

- Congress designed the schoolwide program model recognizing that high-poverty schools face a variety of challenges, and they need the ability to use Title I funds to implement comprehensive improvements and initiatives to assist struggling students by improving the school as a whole.
- In Delaware, all Title I schools currently operate schoolwide programs.

Title I schools receive extra funding (Title I dollars) from the federal government to identify students experiencing academic difficulties and provide assistance to help these students.





# What can Title I funds be used for?

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In general, Title I funds may be used for:

- smaller class sizes,
- additional teachers and paraprofessionals,
- additional training for school staff,
- extra time for instruction (before and/or after school programs),
- parent and family engagement activities, trainings, events, and/or
- a variety of supplemental teaching materials, equipment, supplies and technology.

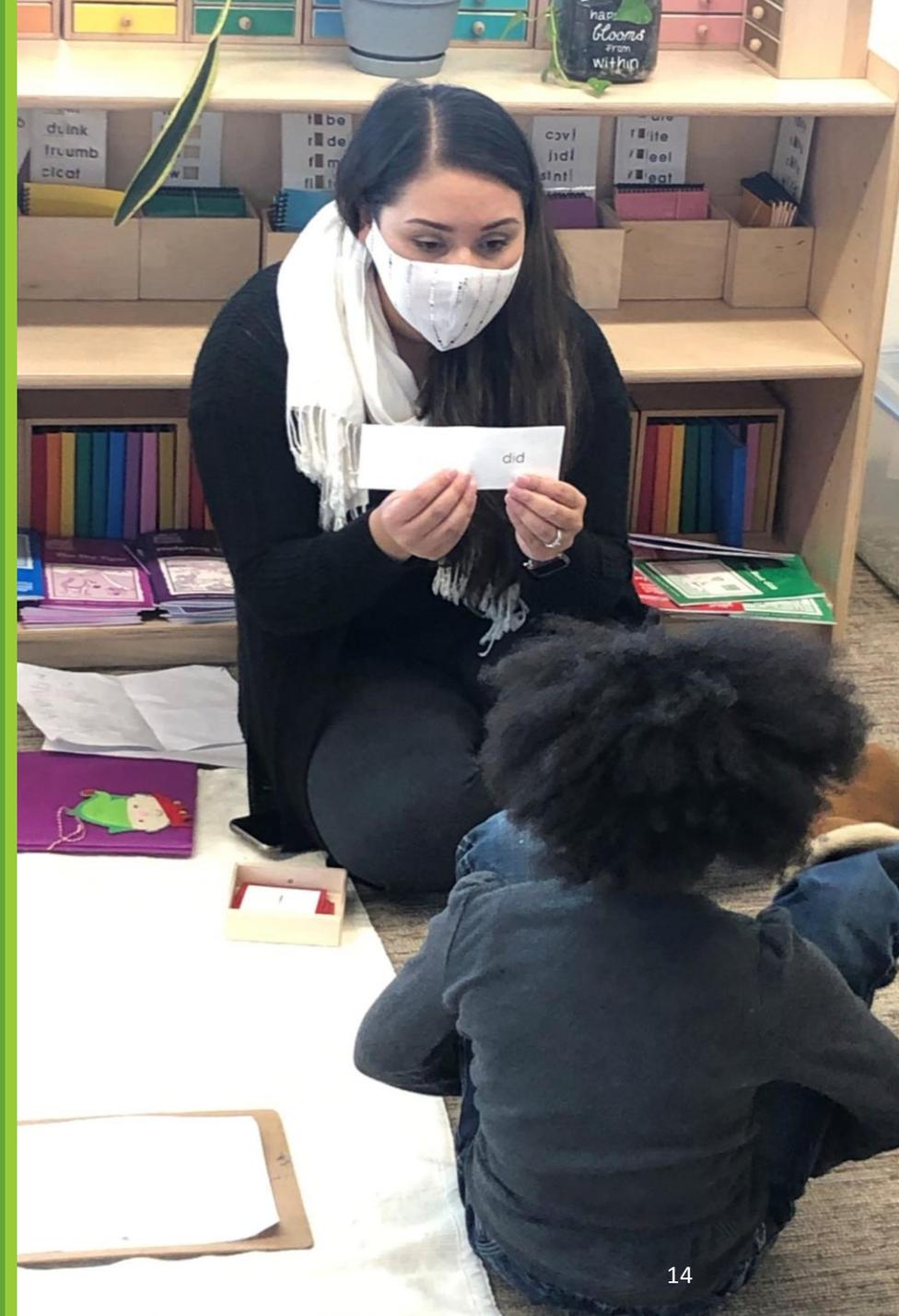


# How does our school use Title I funds?

In the 2021-2022 school year, our school was allotted approximately **\$136,000** in Title I funding.

We developed a **Schoolwide Program**, which means we plan to spend our funds on the following:

- Supplemental staff/ instructional support:
  - Portion of Salaries & OECs of several Associate Teachers (student support staff) and Special Education Coordinator.
  - Associates provide additional classroom support to ensure reduced student : teacher ratio and to support one-on-one learning.
  - These instructors also come with additional skillsets (multi-lingual, community connections and resources, counseling/professional training) that benefit all students.



# What are my rights?

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The families and parents of Title I students have a right, by law, to:

- be involved in decisions made at both the school and district level;
- be provided with information on your child's level of achievement on tests in reading/language arts, writing, mathematics, and science;
- request and receive information on the qualifications of your child's teacher and paraprofessionals who are working with your child. Families can request this information by calling the school or emailing Lisa Coldiron (Head of School) at [Lisa.Coldiron@sussexms.k12.de.us](mailto:Lisa.Coldiron@sussexms.k12.de.us); and
- request opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions about the education of your child. The school is required to respond to any such suggestions as soon as practicably possible.



# What is the SIP?

The SIP is the School Improvement Plan. It includes:

- the identification of the school planning team and how they will be engaged in the planning process;
- a needs assessment and summary of academic and non-academic data;
- prioritized goals, strategies, and action steps to help address the academic and non-academic needs of students;
- teacher and staff professional development needs; and
- budgets and the coordination of resources.

The school must include family representatives on our school planning team aka “*Student Success Committee.*”



# What are our schoolwide program goals?

Making sure 100% of our students meeting and/or exceed the state's standards proficiencies in Math, Language Arts (Reading/Writing), Science, and Social Studies.

- Reading Assistance
- Summer tutoring

Interested in developing our School Improvement Plan?





Source: *Parents on your Side: A Teacher's Guide to Creating Positive Relationships with Parents*

# What is parent and family engagement?

“Through effective communication with parents, teachers can have the greatest impact on their day-to-day success with students. With parents on their side, teachers can more effectively manage most academic and behavioral issues that arise. When the most important adults in a child’s life are working together, students benefit enormously.”

—Lee and Marleen Canter

Our current Parent and Family Engagement Policy can be found in our Montessori Family Handbook and the Title 1 webpage:

<https://sussexmontessoricharter.com/title1/>

# What are the benefits of family engagement?

## For students:

- Higher grades and test scores
- Better attendance
- More positive attitudes and better behavior
- Higher graduation rates
- Greater enrollment in postsecondary education

## For Parents and Families:

- More confidence and trust in the school
- Increased confidence in their parenting skills
- Creates a home environment that encourages learning
- Encourages families to form stronger relationships with teachers and other families

## For Schools and Teachers:

- Improved teacher and staff morale
- Higher ratings of schools and teachers by families
- More support from families
- Higher student achievement
- Increased and improved relationships within the community



# What is a Parent and Family Engagement Policy?

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These plans address how the district and school will implement the parent and family engagement requirements of ESSA. Components should include:

- how parents and families can be involved in decision-making and activities;
- how parent and family engagement funds are being used;
- how information and training will be provided to families; and
- how the school will build capacity in families and staff for strong parent and family engagement.

You, as a Title I parent or family member, have the right to be involved in the development of these plans.

# How is parent and family engagement funded?

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Any district with a Title I allocation exceeding \$500,000 is required by law to set aside 1% of its Title I allocation for parent and family engagement.

Of that 1%, 10% may be reserved at the district for system-wide initiatives related to parent and family engagement. The remaining 90% must be allocated to all Title I schools in the district.

You, as Title I parents and family members, have the right to be involved in how this money is spent.

## Parent & Family Engagement



# What is a School-Parent Compact?

A school-parent compact is a written commitment that outlines how the entire school community – teachers, families, and students will share the responsibility for improved academic achievement.

The compact must describe how the school will:

- provide high-quality curriculum and instruction;
- hold parent-teacher conferences, annually in elementary schools;
- provide parents with reports on their child’s progress;
- provide parents reasonable access to staff.
- provide parents opportunities to volunteer; and
- ensure regular two-way meaningful communication between family members and staff, to the extent practicable, in a language family members can understand.

You, as a Title I parent or family member, have the right to be involved in the development of the compact.

<b>As a student I promise to...</b>	
<input type="checkbox"/> Follow the School Wide Principles <input type="checkbox"/> Show Respect to all individuals <input type="checkbox"/> Act Responsibly, Do My Best <input type="checkbox"/> Ask questions to get help <input type="checkbox"/> Keep a home reading contract <input type="checkbox"/> Come to school prepared each day with all necessary supplies  _____ Signature of student	<input type="checkbox"/> Respect and cooperate with my teacher, Follow Directions <input type="checkbox"/> Participate in lessons <input type="checkbox"/> Do my class work <input type="checkbox"/> Do my homework <input type="checkbox"/> Complete class projects  _____ Date: _____
<b>As a parent I promise to...</b>	
<input type="checkbox"/> Attend and participate in Conferences <input type="checkbox"/> Monitor health/wellness of my child <input type="checkbox"/> Support the teachers <input type="checkbox"/> Make a time and place for home study <input type="checkbox"/> Communicate with the teacher <input type="checkbox"/> Encourage/Submit quality work on-time  _____ Signature of parent/guardian	<input type="checkbox"/> Control TV-Video time <input type="checkbox"/> Encourage Outdoor Play/Learning <input type="checkbox"/> Participate in Family Learning activities whenever possible <input type="checkbox"/> Make sure my child attends daily and is prepared for school  _____ Date: _____
<b>As a teacher I promise to...</b>	
<input type="checkbox"/> Report student progress frequently <input type="checkbox"/> Provide high quality lessons and materials in a supportive and effective learning environment <input type="checkbox"/> Respect my students and families <input type="checkbox"/> Provide activities and materials to support parent involvement <input type="checkbox"/> Communicate with parents  _____ Signature of teacher	<input type="checkbox"/> Notify parents of any change in behavior or academics <input type="checkbox"/> Be available to parents <input type="checkbox"/> Participate in Family Learning activities whenever possible <input type="checkbox"/> Hold conferences where student work, achievement, behavior, and social development are discussed at least annually  _____ Date: _____
<b>As a school, we promise to....</b>	
<input type="checkbox"/> Provide parents reasonable access to staff to discuss issues <input type="checkbox"/> Provide opportunities to become involved with the school and school decision-making <input type="checkbox"/> Share the Safety Plan with families  _____ Signature of Principal	<input type="checkbox"/> Provide a range of acceptable times when classes can be visited by parents <input type="checkbox"/> Provide a safe learning environment for all students <input type="checkbox"/> Coordinate access to resources to meet students' needs  _____ Date: _____

# What is a School-Parent Compact?

The school-parent compact will be shared/reviewed during the October goal setting conferences.

In addition, the compact will be uploaded to school website and included in the 2021-2022 Family handbook

<https://sussexmontessoric harter.com/title1/>



# How can I be involved?



- There are other ways families can be involved in the education of their student including, but not limited to:
  - Encouraging attendance;
  - Attending open houses, family events and meetings;
  - Observing or volunteering in classrooms;
  - Joining family groups and committees (e.g., PTO, advisory councils, etc.); and
  - Reading school/classroom newsletters or websites and that contain examples of learning activities families can do with students at home.

## Other ways families can support children's learning

- Ensuring your child is on time for school/classes and ready to learn.
- Ensure your child gets plenty of sleep/rest, exercise, nutrition (meals)
- Read together every day
- Read and Review report cards
- Assist students in homework activities and student work
- Volunteer (next slide)





## How can I be involved?

- Fundraising, Parent engagement, and staff appreciation (Parent-Teacher Organization)
- Stop By Thursdays Leaders
- Traffic Control Coordinator
- Lunch Captain (to deliver meals to classrooms)
- Classroom Volunteers and Mentors
- Community Outreach & Special Event Helpers



*For more information on how to volunteer, visit our volunteer webpage or email [info@sussexms.k12.de.us](mailto:info@sussexms.k12.de.us) or call office*



# Visit the Title 1 webpage

Meetings, documents, activities and other Title 1 resources

<https://sussexmontessoricharter.com/title1/>



Your feedback is important to us!

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# PLEASE COMPLETE OUR TITLE 1 FEEDBACK SURVEY

Access survey at:

<https://forms.gle/PjfSpUetEYuWHZ8D7>



# Who can I contact for help?

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- For general questions, contact the office at: **302-404-5367**
- To reach the Head of School, Lisa Coldiron: [Lisa.Coldiron@sussexms.k12.de.us](mailto:Lisa.Coldiron@sussexms.k12.de.us)
- To reach Director of Teaching and Learning, Peter McClure: [Peter.McClure@sussexms.k12.de.us](mailto:Peter.McClure@sussexms.k12.de.us)
- To reach Community Engagement / Title 1 Coordinator, Kaneisha Savage: [Kaneisha.Savage@sussexms.k12.de.us](mailto:Kaneisha.Savage@sussexms.k12.de.us)
- To reach the School Counselor/Social Worker, April Harmon: [April.Harmon@sussexms.k12.de.us](mailto:April.Harmon@sussexms.k12.de.us)
- To reach our Social Worker, Ciara Cox: [Ciara.Cox@sussexms.k12.de.us](mailto:Ciara.Cox@sussexms.k12.de.us)
- To reach our ELL Specialist, Anna Ornelas-Moore: [Anna.Ornelas-Moore@sussexms.k12.de.us](mailto:Anna.Ornelas-Moore@sussexms.k12.de.us)
- To reach your child's teacher, call the front office or view our staff directory at: [www.sussexmontessoricharter.com/learning-together/](http://www.sussexmontessoricharter.com/learning-together/)



A group of approximately ten children of diverse backgrounds are gathered in a classroom. They are all wearing face masks of various colors and patterns. Some are wearing festive holiday-themed clothing, such as a Grinch t-shirt and a Christmas sweater. The background shows typical classroom furniture like shelves and tables.

**WE JUST WANT TO SAY...**  
**THANK YOU!**

