



SUSSEX
MONTESSORI
PUBLIC CHARTER SCHOOL



2022-2023

Title I Annual Meeting

Ensuring Student Success

OCTOBER 25, 2022

LISA COLDIRON, HEAD OF SCHOOL

JORI MARTINEZ-WOODS, DIRECTOR TEACHING & LEARNING

KANEISHA SAVAGE, COMMUNITY ENGAGEMENT / TITLE 1



AGENDA

Welcome & Staff Introductions

Montessori Curriculum

TITLE 1 at Sussex Montessori School

Parent Engagement Opportunities and School Contacts

Prep for Goal Setting Conferences 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

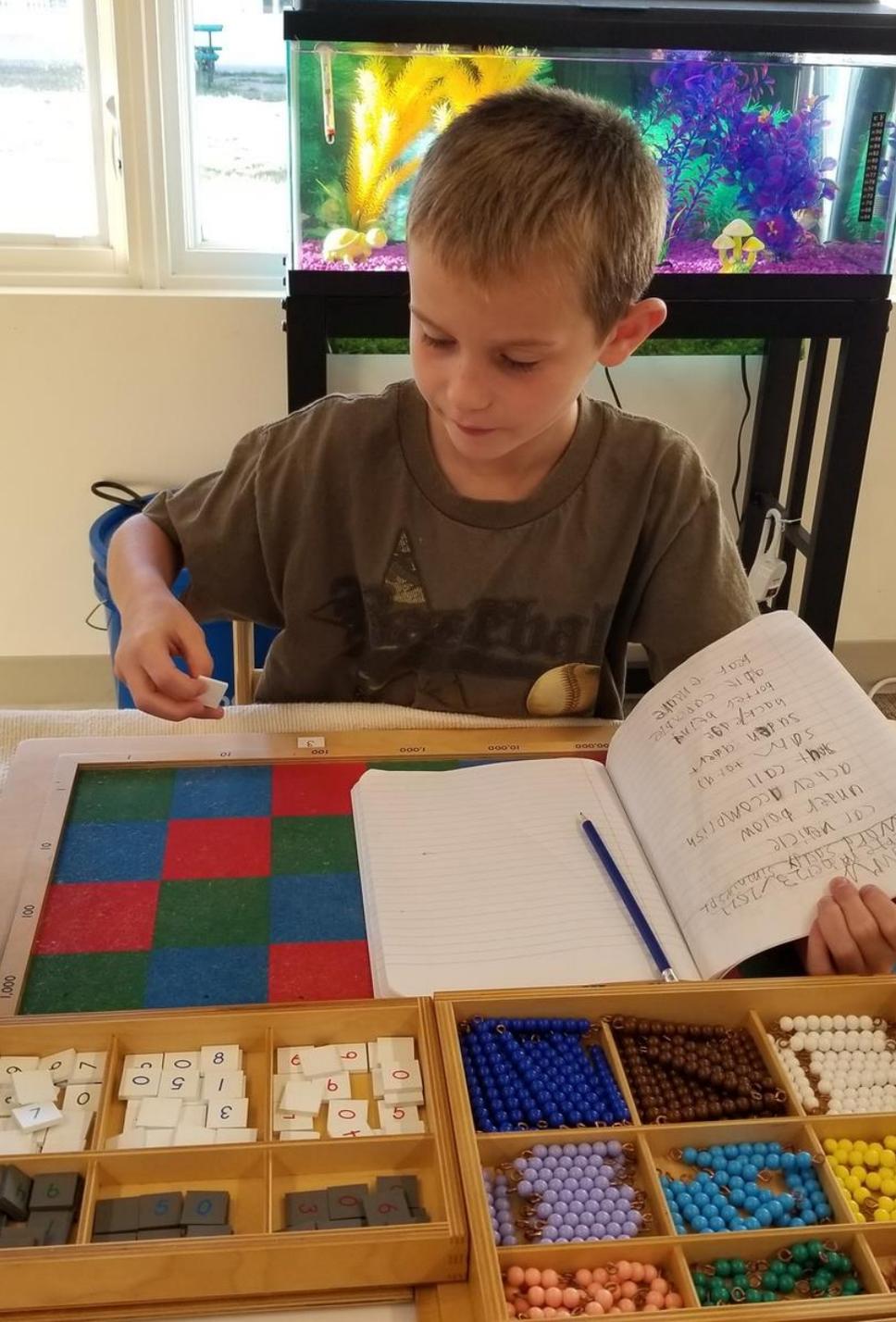




What curriculum does our school use?

- Montessori Curriculum in all subject areas is aligned with the Common Core Standards.
- The Common Core standards are aligned with the Delaware Department of Education's Academic Standards and Grade level educational outcomes.
- For more information about Delaware's academic standards, see:

<https://www.doe.k12.de.us/domain/374>



Montessori Curriculum

Develops the whole child--academic, social, emotional

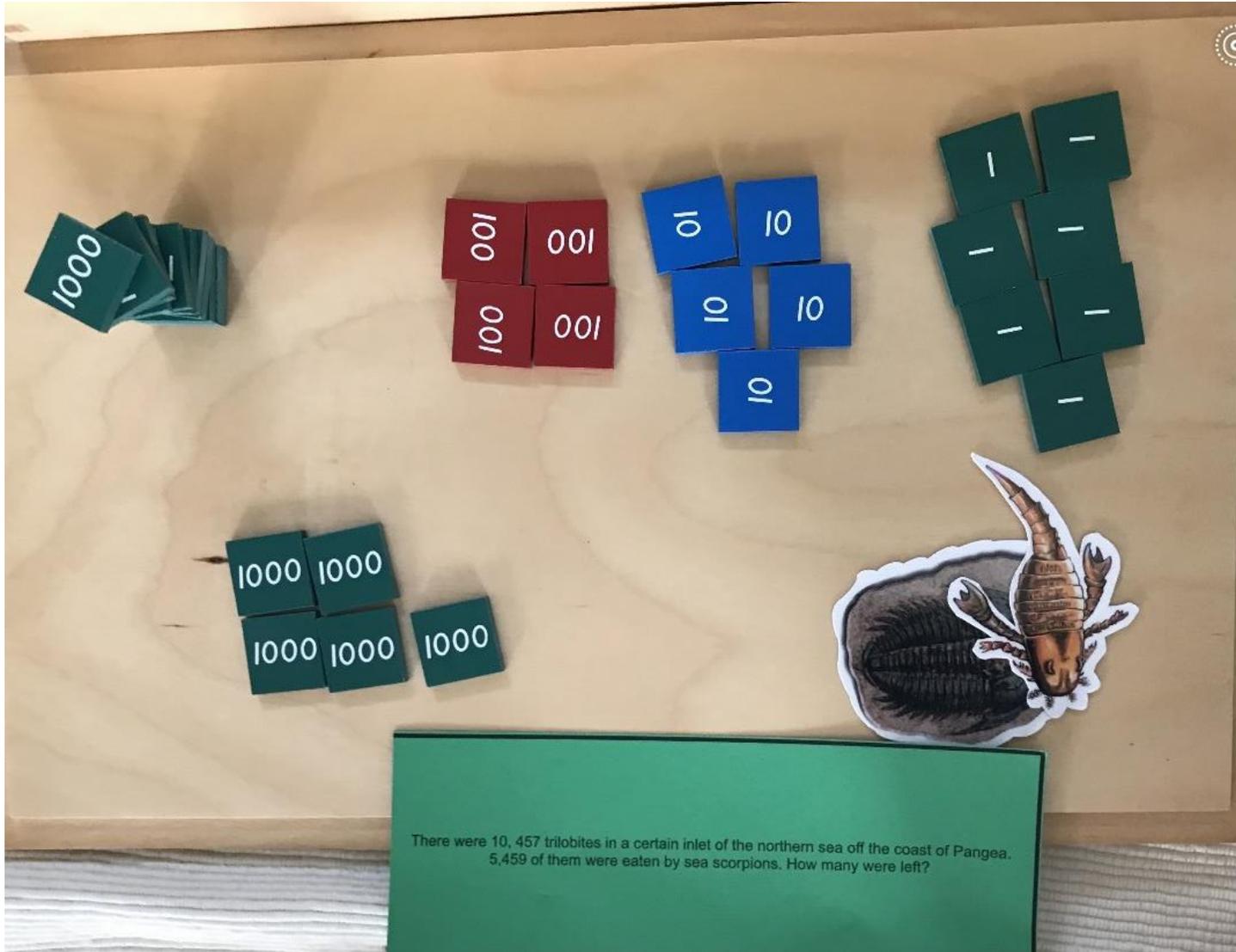
Utilizes hands-on learning materials in Multi-aged, child-centered classrooms

Affords personalized learning at the child's pace

Sets high standards without standardization

Integrates the school with our community





The Montessori Curriculum

- ❖ Language Arts
- ❖ Math/Geometry
- ❖ Cultural Studies:
- ❖ Geography, History, Physical Science,
- ❖ Botany and Zoology

The Montessori Method was developed by Dr. Maria Montessori in the early 1900s. It's a specific child-centered approach to education that involves child-initiated 'work', classrooms with multi-aged groupings, and Guides who design the lessons and environment to develop learners' independence and self-confidence.

The Montessori Environment

- ❖ Six Principles of the Prepared Environment:
- ❖ Freedom
- ❖ Structure and Order
- ❖ Beauty
- ❖ Nature and The Outdoors
- ❖ Social Environment
- ❖ Intellectual Environment

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 Cycle

Uninterrupted 3-hour block of time

Independent choice

Observations and lessons

The uninterrupted work period is fundamental to the Montessori Method, which recognizes and respects individual variations in the learning process. Within the Montessori prepared environment, the learners have the needed time to work through various tasks and responsibilities at their own pace. The Guide is also presenting lessons each day based on individualized learning plans.



Remember, engaging with your children is essential to their growth, development and sense of self-esteem.

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 in family life.

- ❖ Start a conversation with your child by sharing something about your day. Then follow up with a question, "Is there anything you would like to share about your 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 they are watching developmentally appropriate content.
- ❖ If you are looking to extend their academic activities, your teachers can provide you with links to online learning sites, such as Zearn and Readworks where Guides 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).

What assessments & 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

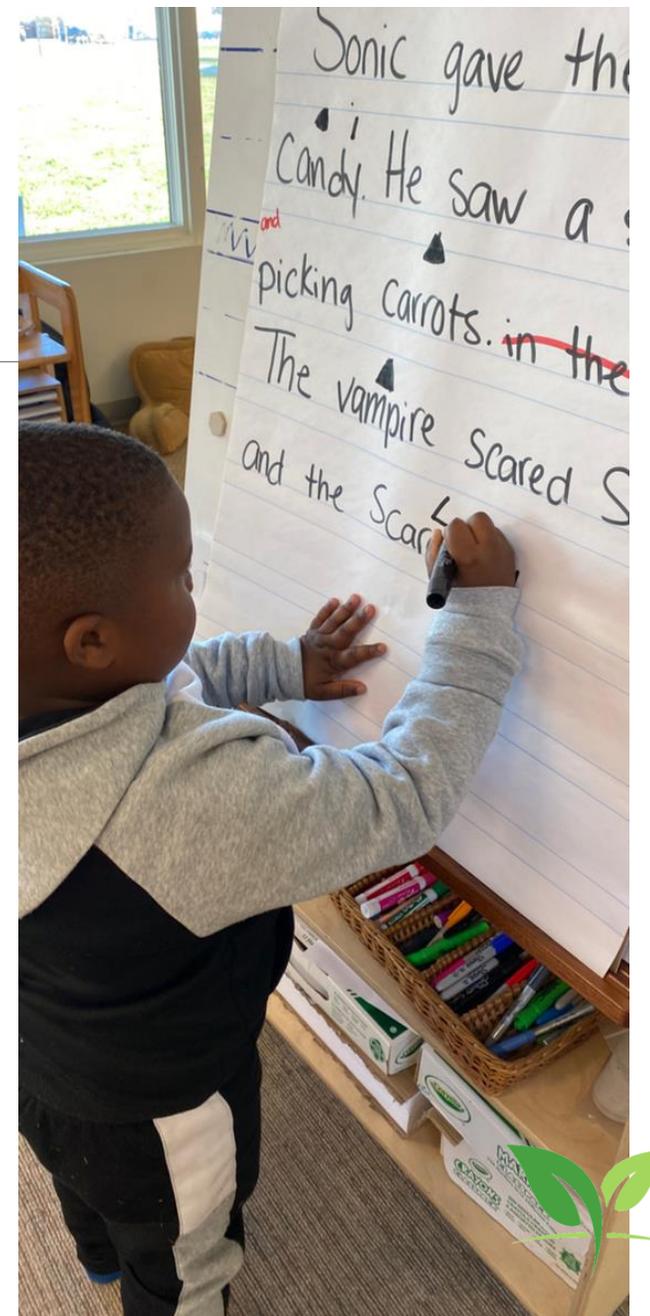
DRA [Reading inventory] – Done every 3-4 weeks

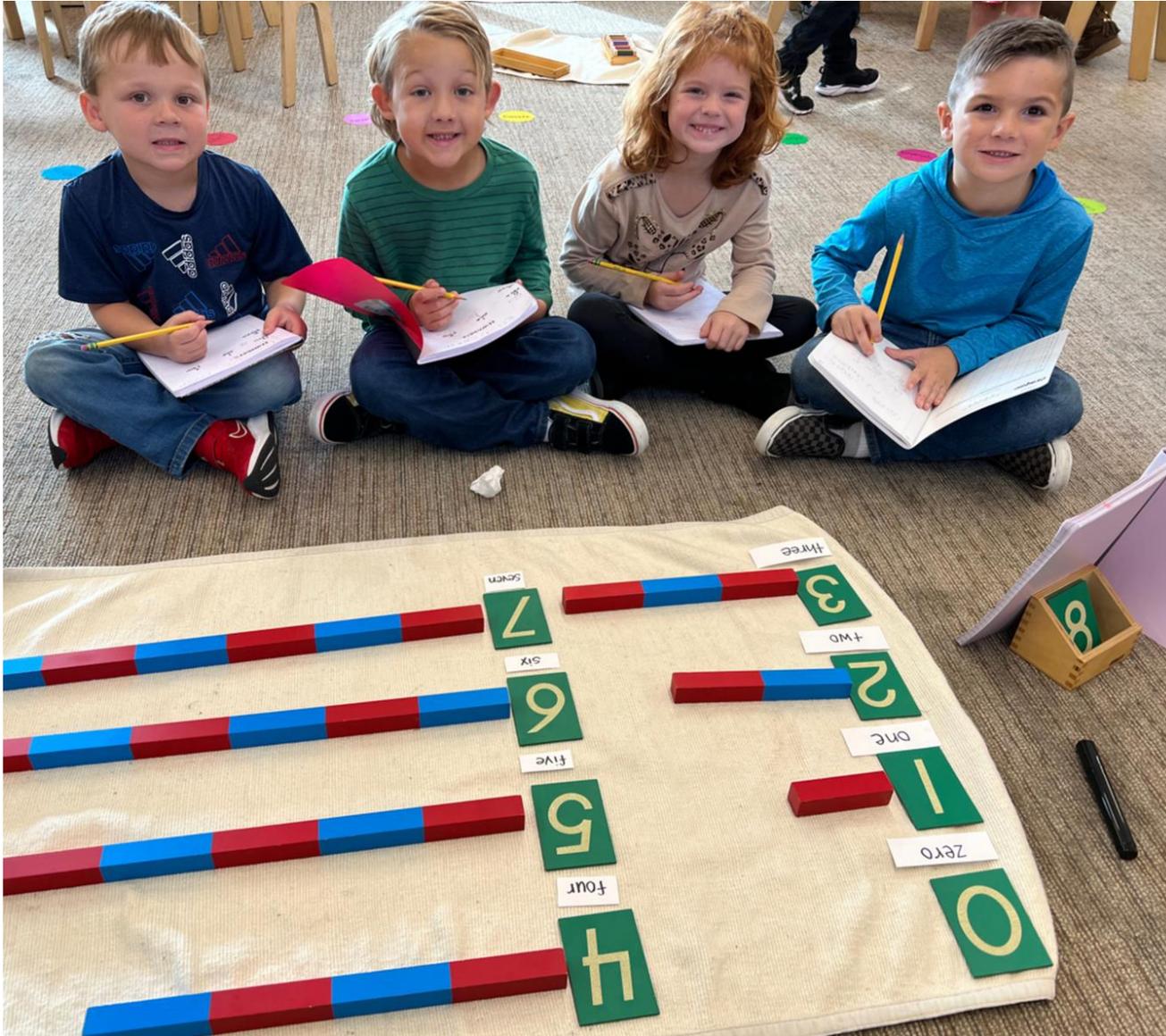
Acadience [Math] – All students three times a year.

“Smarter Balance” State Assessment [Math & Language Arts] All students Grades 3-6 (Spring) Social Studies 3 times a year for 4th and Science in the Spring for 5th.

The expectation is that each Learner meets the State’s common core standards at every grade level.

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



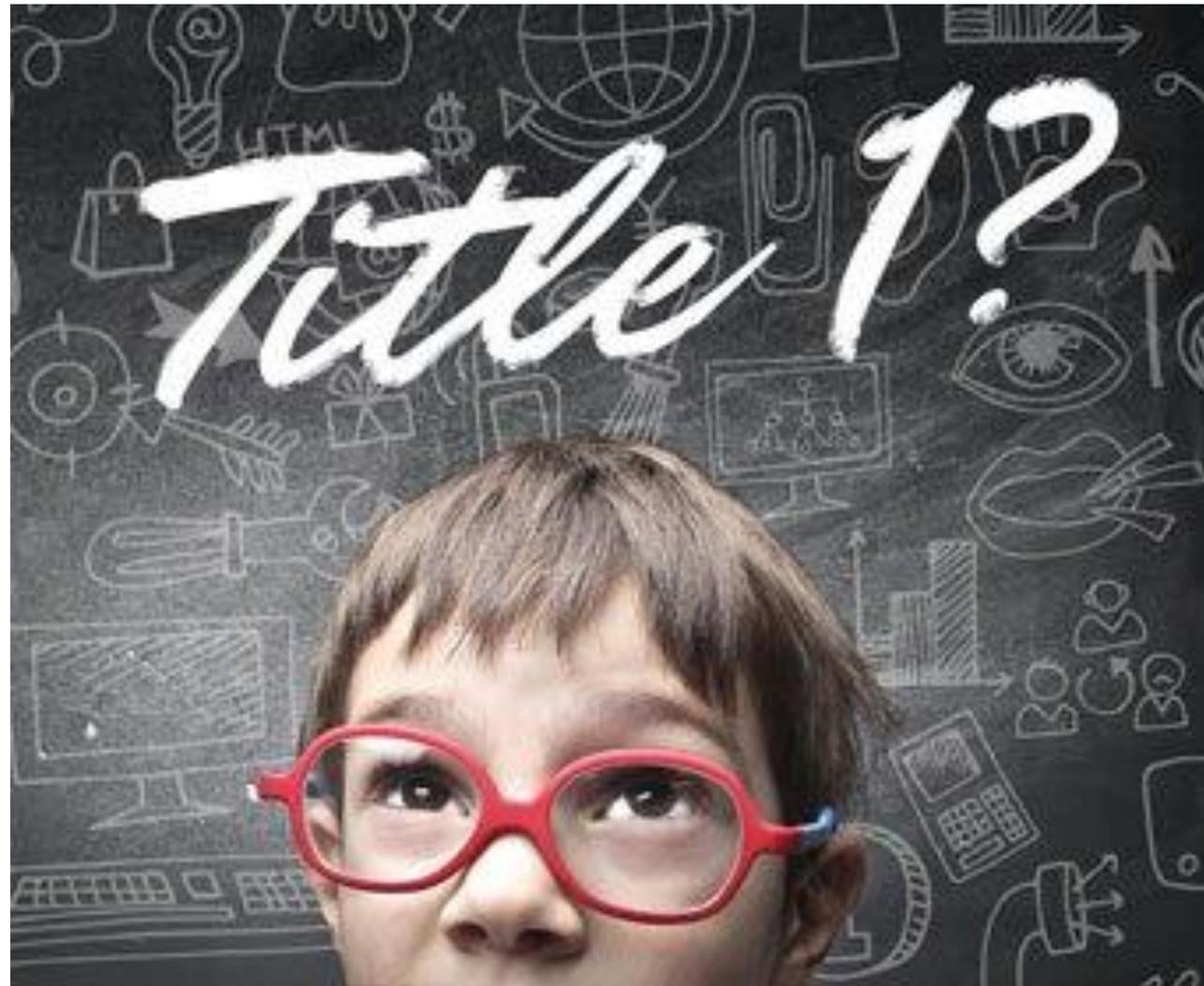


Goal Setting Conferences

WHAT CAN PARENTS EXPECT?

- PROGRESS REPORTS

Save the Date:
Goal Setting Conferences
October 31 & November 1



Presented by Kaneisha Savage

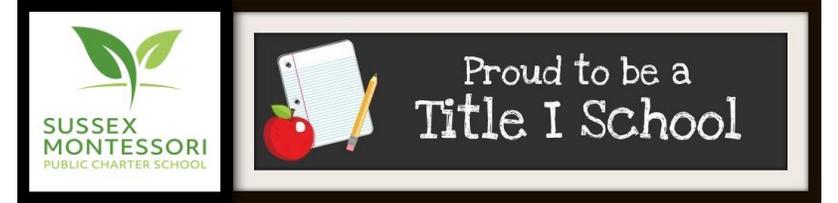
Why are we here?

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?

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?

For the 2022-2023 school year, our school was allotted **\$165,589** 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?

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; 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

Are you interested in being a part of Student Success Committee?





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?

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?

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.

As a student I promise to...	
<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: _____
As a parent I promise to...	
<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: _____
As a teacher I promise to...	
<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: _____
As a school, we promise to....	
<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 2022-2023 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?

- Plan/ Attend Parent Camps
- Student Success Committee
- Family Visitation Days
- Stop By Thursdays Leaders
- Classroom Volunteers and Mentors
- Share your Special Talents/Skills



For more information on how to volunteer, visit our volunteer webpage, email info@sussexms.k12.de.us or call the main office at 302-404-5367



How can I be involved?

- Fundraising, Parent engagement, and staff appreciation (Parent-Teacher Organization)
- Traffic Control Coordinator
- Lunch Captain (to deliver meals to classrooms)
- Recess Monitor
- Community Outreach & Special Event Helpers



For more information on how to volunteer, visit our volunteer webpage or email 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!

PLEASE COMPLETE OUR TITLE 1 FEEDBACK SURVEY

Access survey at:

<https://forms.gle/HiCgzarAd74h8WxKA>



Who can I contact for help?

- For general questions, contact the office at: **302-404-5367**
- To reach the Head of School, Lisa Coldiron: Lisa.Coldiron@sussexms.k12.de.us
- To reach Director of Teaching and Learning, Jori Martinez-Woods: Jori.Martinez@sussexms.k12.de.us
- To reach Community Engagement / Title 1 Coordinator, Kaneisha Savage: Kaneisha.Savage@sussexms.k12.de.us
- To reach the School Counselor/Social Worker, April Harmon: April.Albury-Harmon@sussexms.k12.de.us
- To reach our Special Education Coordinator, Megan Centineo: Megan.Centineo@sussexms.k12.de.us
- To reach our ELL Specialist, Sylvia Sanchez: Sylvia.Sanchez@sussexms.k12.de.us
- For general questions, please email info@sussexms.k12.de.us





WE JUST WANT TO SAY...
THANK YOU!

