

Comprehensive Needs Assessment

Dibels Literacy assessment data demonstrated clear room for growth with the majority of our students testing at or below proficiency in the beginning of the school year. All students across the spectrum demonstrated clear growth in all areas but several need increased improvement to meet and exceed standards. Several mitigation strategies have been put in place to ensure continued and accelerated learning such as one on one daily intensive Orton Gillingham training, summer one on one tutoring and the hiring of a part-time Reading Specialist to assist and ensure on-going professional learning and development for all teachers. Several Associate teachers trained in Orton Gillingham over the summer.

Schoolwide reform strategies

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 the opportunity to repetition in the doing. During this time the One on one daily intensive tutoring will be on-going throughout the school year within the classroom for students not meeting proficiency as well as daily summer support. Special Education support is on-going within the three hour work period and provided in a separate classroom when required by individual IEP's 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 Dibels, DRA, and curriculum based measures 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 support for OT, PT, speech, etc as identified by IEPs.

Instruction by Highly Qualified Teachers

Teachers will be trained and certified in the Montessori Method. This is a 3 year process. Majority of our teachers have completed their second year of Montessori training as well as participated in four weekend seminars. First and Second year training for the existing and incoming cohort of teachers begin in the summer of 2022 and will continue throughout the upcoming school year. Additionally, teachers will continue with Responsive Classroom training and PLC's from Reading Assist Institute to ensure continued on-going professional support around literacy.

High-Quality, Ongoing Professional Development

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 12 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.

Recruitment and Retention of Highly Qualified Teachers

Sussex Montessori School has a partnership with the University of Delaware's Montessori Teacher Training Program to ensure the school has a direct pipeline to highly trained Montessori teachers as well as to provide on-going coaching support and professional development. The school covers the cost of the training for the teachers to attract and retain the very best Montessori trained educators.

Parent Involvement

SMS has a very engaged and active Parent engagement group that meets regularly throughout the school year. This group helped develop our Parent Compact that is signed by every parent, student and administration. Family Visitation Days, Coffees with the Head of School, student led conferences and Watch me Work days and ParentCamp events ensure a close parent/school relationship. Additionally, we hope to hold family discussion dinners hosted by our Social Worker and Counselor who will guide discussion around school success and support needed.

Coordination with Early Childhood Programs

Sussex Montessori School continues to have a partnership with local child care centers, Head Starts and Boys and Girls Clubs. We work closely together in areas as simple as shared bus hubs but also for the good of our students' academic growth. We have agreed to host the upcoming childcare annual conference at our school and to include workshops on Montessori philosophy and pedagogy for their staff.

Teacher involvement in assessments decisions

Teachers continue with weekly child-study and lesson study meetings to improve instruction, assure efficacy of the Montessori model and for continual improvement of the program. Additionally, we have a site-based decision making team of teachers who flesh out important school wide decisions as well as a student success committee that is made up of a contingent of teachers, parents, admin. and board. Grade level team meetings 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 also support teachers in identifying strategies and support systems to students who need intervention and enrichment. Dibels and DRA are administered at the beginning of the year and serve to provide benchmark data. These assessments are administered at least 2 other times during the year as a measure of progress. In addition, to these assessments curriculum based measures are reviewed weekly to assess student progress toward meeting the standards that were taught.

Additional Timely Assistance

Sussex Montessori complies 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 administer both the DIBELS Reading Assessments and the DIBELS Math Assessment during the first two 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. For those students who fall below proficiency, one on one daily tutoring will be provided for the entire year and/or until they meet proficiency and above. Dibels assessments will be done in the first two weeks of school to ensure support work begins immediately. Recognizing that children may fall behind at any point on the learning continuum, the

teachers at Sussex Montessori School continually monitor the progress of all children. This includes particular attention to the areas of reading and mathematics. For children who are identified at any time in the school year as needing additional support, Sussex Montessori School implements a more intensive and regularly scheduled progress monitoring program to ensure that the child is making progress.

Coordination with Federal, State and Local Services

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.

Title I-A Schoolwide Program Plan Development

See the response to question 1 above regarding parent and community participation. The input from the student success committee and the site based decision making team 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. On-going staff meetings and team meetings 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 revisions and/or additions to grant activities. Because we are a small school, it is important to involve and give all staff members a voice.

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.