

School Improvement Plan



2016-2017

School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.

Draft Due: October 3, 2016	Final Copy Due: October 18, 2016
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2016-2017 Highland Mill Montessori School Improvement Plan Report

Highland Mill Montessori Contact Information

School:	Highland Mill Montessori	Courier Number:	413
Address:	3201 Clemson Ave.	Phone Number:	980-343-5525
	Charlotte, NC 28205	Fax Number:	980-343-5589
Learning Community	Central	School Website:	http://schools.cms.k12.nc.us/highlandmillES/Pages/Default.aspx
Principal:	Patricia Riska		
Learning Community Superintendent:	Tara Sullivan		

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Highland Mill Montessori School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name	Email Address	Date Elected
Principal	Patricia Riska	Patricia.riska@cms.k12.nc.us	8/22/16
Assistant Principal Representative	Melanie Francis	Melanie.francis@cms.k12.nc.us	8/22/16
Teacher Representative	Vicki High	Victoriaa.high@cms.k12.nc.us	8/22/16
Teacher Representative	Cheryl Smith	Cherylm.smith@cms.k12.nc.us	8/22/16
Teacher Representative	Sabrina Drummond	Sabrinaj.drummond@cms.k12.nc.us	8/22/16
Teacher Representative	Jennie Blackburn	Jenniferw.blackburn@cms.k12.nc.us	8/22/16
Inst. Support Representative	Beth Leo	Beth.leo@cms.k12.nc.us	8/22/16
Inst. Support Representative	Tianna LeGardye	Tianna.legardye@cms.k12.nc.us	8/22/16
Parent Representative	Mandy Norman	amnorman@carolina.rr.com	8/22/16
Parent Representative	Dana Monaghan	griggdr@gmail.com	8/22/16
Parent Representative	Jennifer Walker	Jwalke38@email.cpsc.edu	8/22/16
Parent Representative	Sarah Flohr	Sarahflohr7@gmail.com	8/22/16
Parent Representative	Aimee Marshall	akmackall@hotmail.com	8/22/16
Parent Representative	Denise Norris	Dgnorris98@gmail.com	8/22/16
Parent Representative	Deborah Wells	Deborah_awells@yahoo.com	8/22/16
Parent Representative	Suzanne Dornsmith	sdornsmith@me.com	8/22/16
Parent Representative	Alyse Bell	Alyseg.bell@gmail.com	8/22/16
Parent Representative	Daniel Jackson	Daniel.louis.jackson@gmail.com	8/22/16
Parent Representative	Tiffany Hughes	tifhighes@gmail.com	8/22/16
Parent Representative	Shavonne Clark	smcrvc@gmail.com	8/22/16

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Vision Statement

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School: At Highland Mill Montessori we will create a Montessori culture of high academic standards in a peaceful learning environment that emphasizes strong moral values, a passion for life-long learning, responsible independence, and positive contributions to the global community. We will build partnerships with families and the local community to extend our support network for students.

Mission Statement

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: Highland Mill Montessori School fosters a peaceful and caring environment by embedding elements of grace and courtesy throughout the curriculum. We provide individualized, rigorous instruction that addresses unique learning styles and encourages curiosity and creativity while focusing on the Montessori curriculum to prepare student leaders for a changing global community.

Highland Mill Montessori Shared Beliefs

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- All children can learn.
- Our children will learn at their highest level when family, staff, and community are in partnership.
- Our children will excel academically as a result of having well trained Montessori teachers in each classroom.
- Our students will be educated in a well prepared Montessori environment that is safe and orderly.

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Highland Mill Montessori SMART Goals

Goal 1: Provide a duty-free lunch period for every teacher on a daily basis.

Goal 2: Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.

Goal 3: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.

Goal 4: By the end of 2016-2017 school year, 90% of our students in grade 3 will demonstrate proficiency in Reading as determined by the North Carolina End of Grade test.

By the end of 2016-2017 school year, 90% of our students in grade 4 will demonstrate proficiency in Reading as determined by the North Carolina End of Grade test.

By the end of 2016-2017 school year, 90% of our students in grade 5 will demonstrate proficiency in Reading as determined by the North Carolina End of Grade test.

By the end of 2016-2017 school year, 80% of our students in grade 6 will demonstrate proficiency in Reading as determined by the North Carolina End of Grade test.

By the end of the 2016-2017 school year, we will reduce our achievement gap between white and African American students to no more than 10% in reading.

Goal 5: By the end of 2016-2017 school year, 90% of our students in grade 3 will demonstrate proficiency in Mathematics as determined by the North Carolina End of Grade test.

By the end of 2016-2017 school year 90% of our students in grade 4 will demonstrate proficiency in Mathematics as determined by the North Carolina End of Grade test

By the end of 2016-2017 school year, 90% of our students in grade 5 will demonstrate proficiency in Mathematics as determined by the North Carolina End of Grade test.

By the end of 2016-2017 school year, 85% of our students in grade 6 will demonstrate proficiency in Mathematics as determined by the North Carolina End of Grade test the North Carolina End of Grade test.

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By the end of the 2016-2017 school year, we will reduce our achievement gap between white and African American students to no more than 12.5% in math.

Goal 6: By the end of 2016-2017 school year, 90% of our students in grade 5 will demonstrate proficiency in Science as determined by the North Carolina End of Grade test.

Highland Mill Montessori Assessment Data Snapshot

Highland Mill Montessori Elementary School									
Assessment	Subgroup	2015-2016		2014-2015		2013-2014		2012-2013	
		% GLP	% CCR	% GLP	% CCR	% GLP	% CCR	% GLP	% CCR
Grade 03 EOG Composite	All	89.3	78.6	89.3	76.8	64.8	57.4		50
	All	89.3	78.6	89.3	76.8	64.8	57.4		50
Grade 03 EOG Math	All	89.3	78.6	89.3	67.9	59.3	55.6		47.1
Grade 03 EOG Reading	All	89.3	78.6	89.3	85.7	70.4	59.3		52.9
Grade 04 EOG Composite	All	94.2	80.8	78.8	63.5	69.4	59.7		52.4
Grade 04 EOG Math	All	96.2	80.8	80.8	65.4	71	64.5		47.6
Grade 04 EOG Reading	All	92.3	80.8	76.9	61.5	67.7	54.8		57.1
Grade 05 EOG Composite	All	75.4	65.2	61.9	54.8	71.9	58.3		57.3
Grade 05 EOG Math	All	82.6	78.3	64.3	60.7	62.5	50		60
Grade 05 EOG Reading	All	65.2	47.8	57.1	50	68.8	56.3		48
Grade 05 EOG Science	All	78.3	69.6	64.3	53.6	84.4	68.8		64
Grade 06 EOG Composite	All	78.9	73.7	54.8	50	70	53.3		43.8
Grade 06 EOG Math	All	73.7	63.2	33.3	33.3	60	40		25
Grade 06 EOG Reading	All	84.2	84.2	76.2	66.7	80	66.7		62.5
School EOG Reading Composite	All	83.3	72.9	74.8	66	70.5	58.1		54.1
School EOG Math Composite	All	86.5	76	68.9	58.3	63.8	54.3		48.6
School EOG Science Composite	All	78.3	69.6	64.3	53.6	84.4	68.8		64

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EOG Composite	All	84.2	74	70.9	61.1	69.4	57.9		52.7
School Composite	All	84.2	74	70.9	61.1	69.4	57.9		52.7

Highland Mill Montessori Profile

Student Demographics

Highland Mill Montessori is a Pre-Kindergarten through sixth grade school that has a population of 303 students. Highland Mill Montessori currently has 101 Pre-K/K students, 81 Lower Elementary students, 57 Middle Elementary students and 39 Upper Elementary students. The school has a diverse student population with a wide variety of cultural and socioeconomic backgrounds. The student population consists of 51.4% African-American, 32% White, 4% Multiracial/more than one, 9% Hispanic, and 3.6% Asian.

Staff

The staff consists of 14 classroom teachers, 14 teacher assistants, one EC resource teacher, and support personnel to include: art, music, physical education, technology facilitator, media specialist, speech and language specialist, a part-time talent development teacher, a school counselor, a literacy facilitator, and part time academic facilitator. All members of the staff are well-educated and highly qualified in the state of North Carolina, and work together to ensure the Common Core Standards and the Essential Standards are being met and fully integrated into the Montessori curriculum. All classroom teachers are certified to teach in the state of North Carolina, and are strong proponents of the Montessori Philosophy and pedagogy. The school employs 24 teaching and administrative staff members of which 8 have Advanced degrees and 4 teachers have National Board Certification. There are 14 teacher assistants with the majority having earned either a Bachelor of Arts or Bachelor of Science degree.

Cafeteria monitor, Teacher Assistants, and administrative team provide supervision in the cafeteria to ensure a duty-free lunch period for every teacher on a daily basis. The master schedule reflects a duty-free instructional planning of at least 5 hours per week.

Test Data (see attached)

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The school has earned a School Performance Grade “A”. The 2015-2016 EOG composite score for Highland Mill Montessori was 84.2%. The overall total score for reading was 83.3%, for math was 86.5% and science was 78.3%. Our school exceeded expected growth in Math and Reading and also met our AMO target goals.

Our staff recognizes challenges and is determined to help our students reach the district goals through collaborative planning, effective implementation of strategies, and monitoring the progress of every student. Teachers plan together with the support of the facilitators and administrative team to develop lessons and share strategies that will enable students to reach their full academic potential.

Safety

Highland Mill Montessori has an extremely high safety rating based on the safety audits throughout the school year. We practice drills to ensure a clear student and staff understanding of procedures in case of a real emergency. We attribute our high ratings to a strong crisis plan and our practice drills. Our school is a Safe School for Youth in Crisis which helps to provide a safe harbor for children in our community. In addition, our guidance counselor facilitates a Bullying Prevention committee, and conducts Bullying Prevention sessions for all students. Our students are also actively involved in several community service projects.

Character Education

Character education is a foundation of the Montessori philosophy at all grade levels. Respect for one’s self, others, and the environment is at the heart of everything we do, and we work on character education daily. Utilizing the Montessori Peace Curriculum and Positive Discipline, teachers implement strategies to help solve problems and build citizenship within the classrooms.

Parent Involvement

An acknowledgement of the necessity for families and staff to work together for the benefit of the overall growth and academic achievement of each child is an integral component of the Montessori philosophy and pedagogy. Based on this philosophy, parents are expected to attend conferences and PTA functions. Parents are encouraged to work in the classrooms to support the teachers and students in special activities and daily routines. There are many activities designed to be done at home to accommodate the working parents. Parent education related to the Montessori philosophy is provided each year.

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School Accomplishments

Our School performance grade increased from a “B” to an “A” for the 2015-16 school year and we exceeded our expected growth. Our EOG composite increased from 71.8% in 2014-15 to 84.9% in 2015-16. We also made great strides in regards to our achievement gap between African American students and White students we reduced the gap from 25 percentage points in 2014-15 to 12.9 percentage points in 2015-16. During the 2015-16 school year the school was awarded a “Field to Fork” grant from Fuel Pizza which enabled us to create a pizza garden.

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Strategic Plan 2018: For a Better Tomorrow

<p>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps 	<p>Goal 2: Recruit, develop, retain and reward a premier workforce</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Proactive recruitment II. Individualized professional development III. Retention/quality appraisals IV. Multiple career pathways V. Leadership development
<p>Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p>Three focus areas:</p> <ul style="list-style-type: none"> I. Family engagement II. Communication and outreach III. Partnership development 	<p>Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Physical safety II. Social and emotional health III. High engagement IV. Cultural competency V. Customer service
<p>Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Effective and efficient processes and systems II. Strategic use of district resources III. Data integrity and use IV. School performance improvement 	<p>Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Learning everywhere, all the time II. Innovation and entrepreneurship III. Strategic school redesign IV. Innovative new schools

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SMART Goal (1): <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.
Strategic Plan Goal:	Goal 2: Recruit, develop, retain and reward a premier workforce
Strategic Plan Focus Area:	Retention/quality appraisals
Data Used:	Teacher surveys, Master Calendar

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Use Teacher Assistants to help ensure duty free lunch for teachers.	• Principal	• Teachers Assistants are in the cafeteria daily providing coverage.	• State	• Teacher Assistants	Aug 2016 – June 2017 • Nov. 2016 • Jan. 2017 • April 2017 • May 2017
2. Hire a lunch monitor to ensure duty free lunch for teachers	• Principal	• Lunch Monitor is in the cafeteria assisting teacher assistants and students so that teachers can have duty free lunch.	• Local	• Lunch Monitor	Aug 2016 – June 2017 • Nov. 2016 • Jan. 2017 • April 2017 • May 2017

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SMART Goal (2): <i>Duty Free Instructional Planning Time</i>	Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready. Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems.
Strategic Plan Focus Area:	Academic growth/high academic achievement
Data Used:	Master Schedule

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. The master schedule was created to ensure teachers have an average of 5 hours planning time each week.	• Principal	• High student achievement based on thoroughly planned lessons.	• N/A	• Asst. Principal	Aug 2016 – June 2017 • Nov. 2016 • Jan. 2017 • April 2017 • May 2017
2. The master schedule includes a 90 block planning period each week.	• Principal	• High student achievement based on thoroughly planned lessons.	• N/A	• Asst. Principal	Aug 2016 – June 2017 • Nov. 2016 • Jan. 2017 • April 2017

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					• May 2017
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SMART Goal (3): <i>Anti-Bullying / Character Education</i>		Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.				
Strategic Plan Goal:		Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service				
Strategic Plan Focus Area:		Physical safety, Social and emotional health, High engagement				
Data Used:		Student surveys, discipline incidents				
Strategies (determined by what data) <ul style="list-style-type: none">• Task• Task• Task (PD)		Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) <ul style="list-style-type: none">• Interim Dates
1. Bully Liaison / Bully-prevention-Counselor will provide staff training on district wide bullying prevention policies and class bullying presentations.		<ul style="list-style-type: none">• Counselor• Principal• Asst. Principal	<ul style="list-style-type: none">• Students Surveys• Discipline Incidents• Class Presentation Schedule• Staff Training agenda• Bully free pledges.	<ul style="list-style-type: none">• N/A	<ul style="list-style-type: none">• All staff	Aug 2016 – June 2017 <ul style="list-style-type: none">• Nov. 2016• Jan. 2017• April 2017• May 2017
2. Character Education-Counselor will provide monthly character education and facilitate ongoing guidance lessons based on school discipline referrals and data.		<ul style="list-style-type: none">• Counselor• Principal• Asst. Principal	<ul style="list-style-type: none">• Character lesson plans• Counseling Log	<ul style="list-style-type: none">• N/A	<ul style="list-style-type: none">• All Staff	Aug 2016 – June 2017 <ul style="list-style-type: none">• Nov. 2016• Jan. 2017• April 2017• May 2017
3. Healthy Active Child 30 min-We will establish “Healthy Active Children” by providing 30 minutes of physical activity daily.		<ul style="list-style-type: none">• PE teacher	<ul style="list-style-type: none">• Recess schedules	<ul style="list-style-type: none">• N/A	<ul style="list-style-type: none">• Classroom teachers• PE teacher	Aug 2016 – June 2017 <ul style="list-style-type: none">• Nov. 2016• Jan. 2017• April 2017

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					• May 2017
4. School Health Team	• PE teacher	• Schedule of events for the year	• N/A	• All Staff	Aug 2016 – June 2017 • Nov. 2016 • Jan. 2017 • April 2017 • May 2017

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SMART Goal (4):	<p>By the end of the 2016-2017 school year, 90% of our students in grade 3 will demonstrate grade level proficiency in Reading as determined by the North Carolina End of Grade test.</p> <p>By the end of the 2016-2017 school year, 90% of our students in grade 4 will demonstrate grade level proficiency in Reading as determined by the North Carolina End of Grade test.</p> <p>By the end of the 2016-2017 school year, 90% of our students in grade 5 will demonstrate grade level proficiency in Reading as determined by the North Carolina End of Grade test.</p> <p>By the end of the 2016-2017 school year, 80% of our students in grade 6 will demonstrate grade level proficiency in Reading as determined by the North Carolina End of Grade test.</p> <p>By the end of the 2016-2017 school year, we will reduce our achievement gap between white and African American students to no more than 10% in reading.</p>				
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready				
Strategic Plan Focus Area:	I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps				
Data Used:	North Carolina End of Grade Tests				
Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. To increase reading proficiency, Instructional Leadership Team (ILT) will provide resources, data analysis tools and instructional	• Literacy Facilitator • Asst. Principal	<i>Growth noted in:</i> • Data Notebook • MAP Data • Reading 3D	• N/A	• Classroom Teachers • Support Staff	Aug 2016 – June 2017 • Nov. 2016 • Jan. 2017

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guidance during weekly block planning.	<ul style="list-style-type: none"> • Principal • Academic Facilitator 	<ul style="list-style-type: none"> • BOG to EOG • Montessori Planning Guides • Pacing Guides 			<ul style="list-style-type: none"> • April 2017 • May 2017
2. Utilize formal and informal assessments such as BOG, READING 3D, MAP, and common assessments to analyze data and plan instruction designed to meet specific student needs.	<ul style="list-style-type: none"> • Literacy Facilitator • Asst. Principal • Principal • Academic Facilitator 	<i>Growth noted in:</i> <ul style="list-style-type: none"> • Data Notebook • MAP Data • Reading 3D • BOG to EOG • Montessori Planning Guides • Pacing Guides 	• N/A	<ul style="list-style-type: none"> • Classroom • Teachers Support Staff 	Aug 2016 – June 2017 <ul style="list-style-type: none"> • Nov. 2016 • Jan. 2017 • April 2017 • May 2017
3. Provide ongoing professional development specific to CMS Literacy Initiatives.	<ul style="list-style-type: none"> • Literacy Facilitator • Asst. Principal • Principal 	<i>Growth noted in:</i> <ul style="list-style-type: none"> • Data Notebook • MAP Data • Reading 3D • BOG to EOG • Montessori Planning Guides • Pacing Guides 	• N/A	<ul style="list-style-type: none"> • Classroom • Teachers Support Staff 	Aug 2016 – June 2017 <ul style="list-style-type: none"> • Nov. 2016 • Jan. 2017 • April 2017 • May 2017

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SMART Goal (5):	<p>By the end of the 2016-2017 school year, 90% of our students in grade 3 will demonstrate grade level proficiency in Mathematics as determined by the North Carolina End of Grade test.</p> <p>By the end of the 2016-2017 school year, 90% of our students in grade 4 will demonstrate grade level proficiency in Mathematics as determined by the North Carolina End of Grade test.</p> <p>By the end of the 2016-2017 school year, 95% of our students in grade 5 will demonstrate grade level proficiency in Mathematics as determined by the North Carolina End of Grade test.</p> <p>By the end of the 2016-2017 school year, 85% of our students in grade 6 will demonstrate grade level proficiency in Mathematics as determined by the North Carolina End of Grade test.</p> <p>By the end of the 2016-2017 school year, we will reduce our achievement gap between white and African American students to no more than 12.5% in math.</p>				
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready				
Strategic Plan Focus Area:	I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps				
Data Used:	North Carolina End of Grade Tests				
Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates

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1. To increase math proficiency, Instructional Leadership Team (ILT) will provide resources, data analysis tools and instructional guidance during weekly block planning.	<ul style="list-style-type: none"> • Literacy Facilitator • Asst. Principal • Principal • Academic Facilitator 	<i>Growth noted in:</i> <ul style="list-style-type: none"> • Data Notebook • MAP Data • Common Assessments • Montessori Planning Guides • Pacing Guides 	• N/A	<ul style="list-style-type: none"> • Classroom Teachers • Support Staff 	Aug 2016 – June 2017 • Nov. 2016 • Jan. 2017 • April 2017 • May 2017
2. Utilize formal and informal assessments such as MAP and common assessments to analyze data and plan instruction designed to meet specific student needs.	<ul style="list-style-type: none"> • Literacy Facilitator • Asst. Principal • Principal • Academic Facilitator 	<i>Growth noted in:</i> <ul style="list-style-type: none"> • Data Notebook • MAP Data • Common Assessments • Montessori Planning Guides • Pacing Guides 	• N/A	<ul style="list-style-type: none"> • Classroom Teachers • Support Staff 	Aug 2016 – June 2017 • Nov. 2016 • Jan. 2017 • April 2017 • May 2017
3. Increase use of Montessori Math materials that align with Common Core standards by providing teachers with “Math Works” book.	<ul style="list-style-type: none"> • Literacy Facilitator • Academic Facilitator 	<ul style="list-style-type: none"> • Increased use of materials • Increased proficiency on assessments 	• N/A	<ul style="list-style-type: none"> • Classroom Teachers • Support Staff 	Aug 2016 – June 2017 • Nov. 2016 • Jan. 2017 • April 2017 • May 2017

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SMART Goal (6):	By the end of 2016-2017 school years, 90% of our students in grade 5 will demonstrate grade level proficiency in Science as determined by the North Carolina End of Grade test.				
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready				
Strategic Plan Focus Area:	I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps				
Data Used:	North Carolina End of Grade Science Test				
Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. To increase Science proficiency, Instructional Leaders will provide resources, data analysis tools and instructional guidance during weekly, block planning.	• Literacy Facilitator • Asst. Principal • Principal • Academic Facilitator	<i>Growth noted in:</i> • Data Notebook • Common Assessments • Montessori Planning Guides • Pacing Guides	• N/A	• Classroom Teachers • Support Staff	Aug 2016 – June 2017 • Nov. 2016 • Jan. 2017 • April 2017 • May 2017
2. Increase and expand science curriculum knowledge through weekly instructional sessions lab experiments with the Science Facilitator. This includes an additional instructional session with 5 th grade.	• Science Facilitator	<i>Growth noted in:</i> • Data Notebook • Common Assessments • Montessori Planning Guides • Pacing Guides	• N/A	• Classroom Teachers • Support Staff	Aug 2016 – June 2017 • Nov. 2016 • Jan. 2017 • April 2017 • May 2017

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Mastery Grading Procedures Plan – Required for All Schools					
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.				
Strategic Plan Focus Area:	Academic growth/high academic achievement				
Data Used:					
Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Common assessments • 4-5 common assessments will be created and administered to students in grades 3-6. • Common assessment data will be reviewed and monitored by administrators and facilitators. • Pacing guides/Scope and Sequence Cycles will be used to ensure all content areas are covered and assessed.	• Literacy Facilitator • Asst. Principal	• Students will demonstrate mastery and/or growth on common assessments. • Progress and or mastery evident in reassessment.	• N/A	• Lit. Facilitator • Asst. Principal • 3-6 teachers	October 2016- June 2017 • Nov. 2016 • Jan. 2017 • April 2017 • May 2017
2. Data disaggregation • Data Analysis support provided during staff meetings and grade level, instructional blocks. • Use of Data notebooks and Resource binders.	• Principal • Asst. Principal	• Teachers will collaborate with admin team and facilitators to utilize data notebooks to evaluate student needs. • Appropriate interventions will be put in place via Tier	• N/A	• Lit. Facilitator • Asst. Principal • 3-6 teachers	Sept 2016- June 2017 • Nov. 2016 • Jan. 2017 • April 2017 • May 2017

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		2 plans, Intervention team, etc...based on this data.			
3. Flexible grouping <ul style="list-style-type: none"> Teachers will use data to create fluid, flexible groups for small group instruction. Teachers will differentiate work plans to meet the needs of all students. 	<ul style="list-style-type: none"> Lit Facilitator 	<ul style="list-style-type: none"> Differentiated Work Plans Differentiated small group instruction. Flexible group movement 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> 3-6 teachers 	Sept 2016-June 2017 <ul style="list-style-type: none"> Nov. 2016 Jan. 2017 April 2017 May 2017
4. Late and make-up work <i>Make up Work:</i> <ul style="list-style-type: none"> Students who miss homework or other assignments or due dates because of an absence (excused or unexcused) must be allowed to make up the work. It is the student's responsibility to make arrangements with their teacher for completing the work upon their return from an absence. <i>Late Work:</i> <ul style="list-style-type: none"> Informal assignments will be accepted with point deductions for each day late. Formal projects and assignments will be accepted late with a penalty of dropping a letter grade per day. 	<ul style="list-style-type: none"> 3-6 Teachers Asst. Principal 	<ul style="list-style-type: none"> Greater student accountability to make up missed work. PowerSchool Gradebooks Completed assignments for missed instruction. 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> 3-6 teachers 	Sept 2016-June 2017 <ul style="list-style-type: none"> Nov. 2016 Jan. 2017 April 2017 May 2017

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Highland Mill Montessori- 600 Waiver Requests

Request for Waiver

1. Insert the waivers you are requesting

- *Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]*

2. Please identify the law, regulation or policy from which you are seeking an exemption.

- *115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]*

3. Please state how the waiver will be used.

- *Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.*

4. Please state how the waiver will promote achievement of performance goals.

- *This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.*

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Approval of Plan			
Committee Position	Name	Signature	Date
Principal			
Assistant Principal Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Inst. Support Representative			
Inst. Support Representative			
Teacher Assistant Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			

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Quarter 2 Review			
Committee Position	Name	Signature	Date
Principal			
Assistant Principal Representative			
Teacher Representative			
Inst. Support Representative			
Teacher Assistant Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			

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Quarter 3 Review			
Committee Position	Name	Signature	Date
Principal			
Assistant Principal Representative			
Teacher Representative			
Inst. Support Representative			
Teacher Assistant Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			

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Quarter 4 Review			
Committee Position	Name	Signature	Date
Principal			
Assistant Principal Representative			
Teacher Representative			
Inst. Support Representative			
Teacher Assistant Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			

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