



Single Building District Improvement Plan

Charlevoix Montessori Academy for the Arts
Charlevoix Montessori Academy for the Arts

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TABLE OF CONTENTS

Introduction	1
--------------------	---

Executive Summary

Introduction	3
--------------------	---

Description of the School	4
---------------------------------	---

School's Purpose	5
------------------------	---

Notable Achievements and Areas of Improvement	6
---	---

Additional Information	7
------------------------------	---

Improvement Plan Stakeholder Involvement

Introduction	9
--------------------	---

Improvement Planning Process	10
------------------------------------	----

School Data Analysis

Introduction	12
--------------------	----

Demographic Data	13
------------------------	----

Process Data	15
--------------------	----

Achievement/Outcome Data	17
--------------------------------	----

Perception Data	21
-----------------------	----

Summary	24
---------------	----

Single Building District Additional Requirements Diagnostic

Introduction 26

Single Building District Additional Requirements Diagnostic 27

Title I Targeted Assistance Diagnostic

Introduction 32

Component 1: Needs Assessment 33

Component 2: Services to Eligible Students 34

Component 3: Incorporated Into Existing School Program Planning 35

Component 4: Instructional Strategies 36

Component 5: Title I and Regular Education Coordination 37

Component 6: Instruction by Highly Qualified Staff 38

Component 7: High Quality and Ongoing Professional Development/Learning 39

Component 8: Strategies to Increase Parental Involvement 40

Component 9: Coordination of Title I and Other Resources 42

Component 10: Ongoing Review of Student Progress 43

Evaluation 44

2016-2017 Plan

Overview 46

Goals Summary 47

 Goal 1: All students at Charlevoix Montessori Academy will become proficient writers 48

 Goal 2: All students at Charlevoix Montessori Academy for the Arts will become proficient in math 49

 Goal 3: All students at Northwest Academy will become proficient in reading 50

 Goal 4: All students at Northwest Academy will become proficient in science 52

Introduction

The Single Building District Improvement Plan is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the Single Building District Improvement Plan provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Charlevoix Montessori Academy for the Arts is a Pre-K=12th grade Montessori school with a focus on the Arts and arts integration. CMA serves approximately 75-90 students living in Charlevoix and surrounding counties. CMA has a small student to teacher ratio which allows teachers to offer an individualized education with project-based learning opportunities.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement

All graduates will have the tools they need to achieve their personal goals.

Mission Statement

The mission of Charlevoix Montessori Academy is to provide a personalized education that allows students to realize their full potential.

Beliefs Statement

1. Charlevoix Montessori Academy values acceptance of and respect for individual differences among students, staff, and volunteers at Charlevoix Montessori Academy.
2. Charlevoix Montessori Academy values the family atmosphere that is characteristic of the environment at Charlevoix Montessori Academy.
3. Charlevoix Montessori Academy values a commitment to class sizes that are measured by a teacher/student ratio of 1:15.
4. Charlevoix Montessori Academy values the fact that every individual has strengths to offer in service to others and believe that those strengths best become apparent through self-discovery.
5. Charlevoix Montessori Academy values the resourcefulness of our staff, our volunteers, and our student population.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Charlevoix Montessori Academy for the Arts has gone through a revisioning process and has implemented a fully authentic Montessori program that offers a free Montessori education for children in the Charlevoix Area through the 6th grade. Our 7-12th grade program relies on Montessori philosophy in its educational programs. In addition, CMA has built a full arts program that offers students an Arts education for PreK-12th grades.

The school will continue to build its Montessori and Arts programs to become the premiere educational institution in the Charlevoix area for children and families seeking an individualized education with an emphasis in the Arts.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Charlevoix Montessori Academy for the Arts offers a free Montessori education with an emphasis on the Arts for all students in the Charlevoix area.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Charlevoix Montessori Academy for the Arts staff and administration are involved in every step of the School Improvement Process. Board members, parents, and community members are invited to participate in monthly School Improvement meetings as well as participatory opportunities in sub-committee reviewing of data, identifying objectives, and assisting teachers in goal preparation.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Administration: Participated as member of School Improvement Team. Coordinates and presents assessment data as needed.

Faculty: Participated as members of School Improvement Team

Parents: Participated as members of School Improvement Team

Community: Participated as members of School Improvement Team

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

At the regular meeting of the School Board the School Improvement Plan was presented and shared with board members and community. The School Improvement Plan is also available online or upon request from the school office.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Decrease in enrollment in high school program; continued low enrollment in middle elementary grades.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Declining enrollment in high school - elementary program is growing from early grades, this needs to be continued to build the program.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

We have made significant improvements in this area over the past year. Need continued progress in this area.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Community engagement to share vision and mission; continue to build Montessori and Arts programs.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

We are a staff of educators with relatively fewer years of experience. Maintaining current staff and building experience within our unique program will be important for fidelity of the program and efficacy of staff.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Effectiveness of staff has been sufficient, continued professional development and experience will build this trend.

Single Building District Improvement Plan

Charlevoix Montessori Academy for the Arts

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Not an area of concern.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

There were few staff with more than 10 days out of the building, this could negatively impact student achievement.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

Teacher professional development should be limited to district provided 5 days of professional development.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Instruction - design, practices, learning environment are strengths - earning full implementation: in each indicator. Also, professional learning culture and professional learning system are strengths.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Curriculum alignment and cohesiveness and results-focus/data based decision making are a continuing challenge.

12. How might these challenges impact student achievement?

Too little reliance on data will not allow teachers to focus on identified areas of need in instruction, thereby not addressing potential concerns early.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Inclusion of set-aside planning time for review of data during staff meetings and professional development times. (We gather adequate data, the need is in the use of the data).

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Students with disabilities are fully included in general education classrooms, and services are provided in the same setting as general education needs. For students who are in need of Title or Section 31a services, students are identified through assessment data and referred through the same referral process as general education students. (Participation in NWEA assessments, review of data, referral based on data).

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Dual Enrollment is available to qualifying students in grades 9-12.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Students are identified based on assessment data and EDP credit completion. Parents are notified of these opportunities through the weekly school newsletter; students who are identified as potential candidates for dual enrollment are contacted via email and in-person contact with parents.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

NWEA assessment data shows student proficiency levels, teacher lesson plans and curriculum pacing guides, Walk-through and teacher observation data.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

n/a

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

NWEA data shows higher level of proficiency in reading across grades as compared to other academic areas. Students with IEPs attain approximately one year of growth.

19b. Reading- Challenges

Kindergarten-level reading scores were relatively low as compared to 2-12th grade scores. Unclear whether this is due to the computer-based assessment as this data did not align to one-to-one assessments, but this indicates at minimum a need for increased computer skills in Kindergarten.

19c. Reading- Trends

Trends in reading data over time indicate a stable area of growth.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on

tiered instruction if appropriate.

NA - continued Reading Tutoring program for students as needed, but not programmatically addressed.

20a. Writing- Strengths

Significant growth shown in NWEA data - not yet reaching full proficiency.

20b. Writing- Challenges

ACT writing scores show challenges in high school-level writing, particularly in areas of Organization.

20c. Writing- Trends

Data has not changed over the past three years, continued area of need.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Increase focus on Writing in the classroom, through Montessori implementation and expanded opportunities for writing across the curriculum. Also, Arts-Integration approach to increase engagement with writing.

21a. Math- Strengths

Computation skills are a strength.

21b. Math- Challenges

2014-2015 NWEA assessment data shows challenges in high school proficiency levels.

21c. Math- Trends

With the implementation of CCSS, trend data over two years shows a decrease in proficiency levels. This is an area of high need at this time.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Montessori-implementation of Math curriculum in elementary grades with specific attention paid to problem-solving and real world application of concepts taught. Increased use of projects and hands-on manipulatives in high school through more effective implementation of the Montessori method in high school grades.

22a. Science- Strengths

Science has historically been a significant area of concern, however we have shown significant improvement in 2014-2015 in NWEA scores.

22b. Science- Challenges

Single Building District Improvement Plan

Charlevoix Montessori Academy for the Arts

None from this year, but needs to be continually monitored to ensure continued growth.

22c. Science- Trends

As discussed previously.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Continue current SIP goal of Montessori-based implementation with Arts-Integration to show continued growth.

23a. Social Studies- Strengths

Assessment data available only through M-Step/ACT data. Adequate levels of proficiency are evident in these assessments across grade levels.

23b. Social Studies- Challenges

NA

23c. Social Studies- Trends

Continued growth in proficiency rates over time.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Student choice, engagement with teachers/staff.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Use of online software for lesson delivery in 9-12th grades.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

Modify presentation of math and science lessons to ensure hands-on, project learning opportunities.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Teacher responsiveness, family atmosphere.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Use of online software for lesson delivery.

25c. Parent/Guardian Perception Data

Single Building District Improvement Plan

Charlevoix Montessori Academy for the Arts

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Modify the math and science lesson presentations to increase hands-on, project learning opportunities.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Teacher autonomy, implementation of Montessori and Arts program.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Overload of assignments, limited teaching time due to extended assessments.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Schedule assessment times into shorter blocks of time overall, so more grades test at the same time - thereby limiting the amount of time testing impacts building-wide function.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

Implementation of Montessori method, Arts integration and program.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Lack of sports program - typically students who are interested in sports go to the traditional district.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Single Building District Improvement Plan

Charlevoix Montessori Academy for the Arts

It is not possible for CMA to offer sports - these families will be directed to the traditional school district where a full sports program is offered.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

The biggest challenge is the use of online support for course-work - it is necessary to offer in-building math and science teachers to present lessons and coursework in addition to the online system.

Implementation of the Montessori method and Arts Integration is a strength and should be continued.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

The math and science online lesson presentation could potentially impact student achievement, however the data shows growth in science scores.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Math and Science SIP goals address the inclusion of hands-on and project based learning opportunities through Montessori implementation.

Single Building District Additional Requirements Diagnostic

Introduction

This diagnostic tool contains certification requirements for single building districts. All single building districts must complete this diagnostic.

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this.) If yes, please provide a link to the report in the box below.	Yes	http://www.nwa.edu/annual-education-report.html	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Kai Kondrat, Director 115 W. Hurlbut Charlevoix, MI 49720	

Single Building District Improvement Plan

Charlevoix Montessori Academy for the Arts

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	The School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	CIMS data is used to prepare our Improvement Plan.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

Label	Assurance	Response	Comment	Attachment
13.	The district has a process to monitor adult and student use of the internet.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	The district has an Internet Safety Policy in place.	Yes		

Label	Assurance	Response	Comment	Attachment
15.	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Single Building District Improvement Plan

Charlevoix Montessori Academy for the Arts

Label	Assurance	Response	Comment	Attachment
16.	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	Yes	Current infrastructure meets all needs of school.	

Label	Assurance	Response	Comment	Attachment
19.	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes	Use of Edvance360 Course management software; Professional Development	

Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	High School virtual academy/blended learning. Use of Course Management Software in instruction.	

Single Building District Improvement Plan

Charlevoix Montessori Academy for the Arts

Label	Assurance	Response	Comment	Attachment
22.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Phoebe Gohs, School Leader 115 W. Hurlbut Charlevoix, MI 231-547-9000	

Label	Assurance	Response	Comment	Attachment
24.	The District has a District Board Policy that is related to Parent Involvement.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	The District has additional information necessary to support your improvement plan.	Yes		

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

In collaboration with all staff, the CMA was completed through a series of meetings wherein staff worked to find a consensus of appropriate responses.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

Homeroom or general ed classroom teachers are asked to refer students to Title I staff who review assessment data related to student's area of need; i.e. DRA assessments, MLPP assessments, QRI assessments, and NWEA data for Math, Science, and Social Studies.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Grades K-5 use DRA assessments to determine reading level and Literacy Progress is monitored via MLPP assessments for all students. Additionally, NWEA data is used as relevant. When need is identified, QRI assessments are used to identify specific areas of need in learning to read.

Grades 6-12 participated in NWEA assessments in reading; those students identified as at risk are subsequently given the QRI assessment to identify specific areas of need.

All grades K-12 are assessed three times per year with the NWEA assessment in Reading and Math. Students in grades 3-11 are also assessed in Science.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

K-2 students are referred to the Title I Coordinator by general ed teachers when assistance is deemed appropriate.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Title I services are generated by a team which includes the regular education teacher, Title I teacher, and Reading Specialist. The regular education teacher communicates the curricular goals for every student in his or her classroom while helping to identify specific areas of need. As a team, instructional strategies are developed to help the identified student succeed in the regular curriculum. The majority of Title I support occurs within the regular education setting, using materials that are used in the regular education setting with specific purposes and goals for the individual student.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Assessment data for the whole school is used for the school Comprehensive Needs Assessment. This data is then subdivided to analyze the efficacy of the Title I program with the School Improvement Team. As goals are developed for the SIP, individual strategies are developed and implemented to be a part of the Title I program, targeting at risk students as defined by Title I guidelines.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

Reading tutoring, Arts integration with core subject areas.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

Arts integration will increase student achievement through expanding student choice and expression. Teachers will participate in professional development in order to ensure implementation with fidelity.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

Charlevoix Montessori Academy for the Arts provides the majority of supplemental learning services within the regular education classroom. Teachers work alongside students providing individualized support and scaffolds as needed, determined by each student's individual assessment data.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

In our Montessori, choice based elementary classrooms, there is no need to remove a student from his or her work environment as the materials and space are readily available. Additionally, in a Montessori classroom, students and teachers work individually or in small groups at all times.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

Title I services are generated by a team which includes the regular education teacher, Title I teacher, and Reading Specialist. The regular education teacher communicates the curricular goals for every student in his or her classroom while helping to identify specific areas of need. As a team, instructional strategies are developed to help the identified student succeed in the regular curriculum. The majority of Title I support occurs within the regular education setting, using materials that are used in the regular education setting with specific purposes and goals for the individual student.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Not applicable.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Yes, our paraprofessional exceeds the NCLB requirement for highly qualified: she is a certified teacher.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Yes, all teachers meet the NCLB requirements for highly qualified.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Northwest Academy will conduct two book study groups to focus on implementing a personal education for each student: one book focuses on individualization of education - Montessori - The Science behind the genius, and the second book focuses on implementing Arts Integration.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

All staff participate in engagement strategies and area wide PD days throughout the year. Parents have had opportunities to participate in School Improvement teams and through activities coordinated by our parent group, Friends.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	Northwest Academy's Professional Learning plan is complete and attached.	

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Parents volunteer to help with projects based on parent area of interest or skills. Parents are included in decision making teams such as School Improvement Plan Team and behavior management support.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parent volunteers head up different committees following their area of interest. Committee chairpersons assign work details for the different responsibilities needed for different programs.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Success of our program is evaluated by the level of response from parents in our survey data and through parent input in the School Improvement Plan Team.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Northwest Academy is working with parents and staff to implement specific parent involvement activities for the 2014-2015 school year. One particular parent involvement activity that will be implemented is a Parent University - intended to be held on a monthly basis to address concerns brought up by parents and to teach parents about Arts Integration impact on student learning, the Montessori method, and to discuss issues in education as they arise. Also addressed will be how to help with homework, behavior strategies, etc.

5. Describe how the parent involvement activities are evaluated.

Success of our program is evaluated by the level of response from parents in our survey data and through input in the School Improvement Team.

6. Describe how the school-parent compact is developed.

The school-parent compact was developed with input from administration, faculty, and our parent group, Friends.

Single Building District Improvement Plan

Charlevoix Montessori Academy for the Arts

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	Yes, Northwest Academy has a Title I School-Parent Compact.	

8. How does the school provide individual student academic assessment results in a language parents can understand?

Staff are available daily before and after school, and student assessment results are presented to parents during parent teacher conferences, so that parents are aware of the meaning of assessment results.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

The parent compact is available for parents when signing in to parent teacher conferences. Teachers review the parent compact at the beginning of conferences, and are given an opportunity to discuss the compact with teachers if necessary.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

LSCI Training for all staff is provided through Char-Em ISD, Love and Logic parent and teacher book study program, Poverty Alliance and Housing assistance program through Char-Em ISD are coordinated through Northwest Academy and the local ISD to provide services for at-risk students.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

LSCI training for all staff and recertification provided through Char-Em ISD, Poverty Alliance and Housing assistance program through Char-Em ISD are coordinated through Northwest Academy and the local ISD to provide services for at-risk students.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

All students are assessed quarterly using DRA, DIBELS, and MLPP assessments, as well as NWEA math assessments. Students in the Title I program are reviewed by the teacher team to determine their continuation in the program.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

The program is reviewed and evaluated each year. At the beginning of each school year, the Title I program coordinator and Title I staff meet to review student assignments and data from prior years. Based on data gathered, modifications are made with respect to the anticipated needs of individual students in the coming year.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Teachers have been trained in assessment practices: DRA and NWEA. Additionally, teachers are provided professional development opportunities in assessing and monitoring student growth.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

At the end of each school year, Title I staff - Coordinator and Teachers - meet to review student achievement data from the school year. Strengths and weaknesses are identified, preliminary plans are made for the upcoming school year, and staff meet again prior to the beginning of the school year to review implementation plans for the upcoming year.

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

During the annual review, NWEA, MEAP, MME/ACT data are used to determine effectiveness.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

At the annual meeting review, student achievement is a factor in considering the success of the program.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Based upon input from Title I staff, Reading Specialist, and School Administrator, revisions are made to improve the effectiveness of the program. Research based best practices are used in all circumstances.

2016-2017 Plan

Overview

Plan Name

2016-2017 Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Charlevoix Montessori Academy will become proficient writers.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$750
2	All students at Charlevoix Montessori Academy for the Arts will become proficient in math.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$750
3	All students at Northwest Academy will become proficient in reading.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$22445
4	All students at Northwest Academy will become proficient in science.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$750

Goal 1: All students at Charlevoix Montessori Academy will become proficient writers.

Measurable Objective 1:

39% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Writing in English Language Arts by 06/05/2015 as measured by MEAP and MME assessments..

Strategy 1:

Integration of Arts and Writing - Teachers will integrate visual and performing arts into Writing course content.

Category:

Research Cited: According to Gullat (2008), 'arts-integrated programs are associated with academic gains across the curriculum as reflected in standardized test scores.' Rabkin & Redmond (as cited in Gullat, 2008) specifically addressed the 'powerful impact on the achievement of struggling students' that integrated arts can have on students. Arts integration is further supported by many educational theorists, including Gardner, Dewey, and Eisner.

Tier:

Activity - Arts Integration Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in a Professional Learning Community with speakers and presenters to learn how to integrate arts into writing.	Professional Learning		Getting Ready	09/01/2015	06/10/2016	\$300	Title II Part A	Phoebe Gohs, Director

Strategy 2:

Implement Montessori method and materials - All teachers will implement the Montessori method in writing instruction - with a focus on choice-based environments and the use of manipulatives.

Category:

Research Cited: Lillard, A.S. (2007). Montessori: The science behind the genius. New York, NY: Oxford University Press.

Zedlmayer, G. (2012). Why we need a fundamental shift in how we approach education. Skoll World Forum. Retrieved from <http://www.forbes.com/sites/skollworldforum/2012/11/12/why-we-need-a-fundamental-shift-in-how-we-approach-education/>.

Tier:

Activity - Montessori Classroom Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Single Building District Improvement Plan

Charlevoix Montessori Academy for the Arts

All teachers will visit local Montessori classrooms according to their grade level teaching to observe and learn about Montessori implementation. Teachers will build relationships with other Montessori educators and share their experiences with staff in weekly PD meetings after each observation.	Community Engagement, Teacher Collaboration, Curriculum Development			09/01/2015	06/10/2016	\$450	Title II Part A	Phoebe Gohs, School Leader
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Goal 2: All students at Charlevoix Montessori Academy for the Arts will become proficient in math.

Measurable Objective 1:

40% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Math in Mathematics by 06/05/2015 as measured by MEAP and MME/ACT.

Strategy 1:

Integration of Arts and Math - Teachers will integrate visual and performing arts into math lessons.

Category:

Research Cited: According to Gullat (2008), 'arts-integrated programs are associated with academic gains across the curriculum as reflected in standardized test scores.' Rabkin & Redmond (as cited in Gullat, 2008) specifically addressed the 'powerful impact on the achievement of struggling students' that integrated arts can have. Arts integration is further supported by many educational theorists, including Gardner, Dewey, and Eisner.

Tier:

Activity - Arts Integration Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in a Professional Learning Community with invited speakers and presenters to learn how to integrate arts into all subjects.	Professional Learning		Getting Ready	09/01/2015	06/10/2016	\$0	No Funding Required	Phoebe Gohs, Director

Strategy 2:

Implement Montessori Method - Implementation of Montessori materials and method in math instruction for grades K-8; use Montessori approach with CMA curriculum in math instruction grades 9-12.

Category:

Research Cited: Big Picture Learning (2004). The Big Picture: Schools tailored to student's individual needs. USA Today (150) 136.

Single Building District Improvement Plan

Charlevoix Montessori Academy for the Arts

Christensen, J. & Rainey, L. (2009). Custom tailored: Trends in charter school educational programs. National Charter School Research Project: Center of Reinventing Public Education. Retrieved from http://www.crpe.org/sites/default/files/brief_ics_prorgamguide_may09_0.pdf.

Huebner, T.A. (2010). What research says about differentiated learning. Educational Leadership: ASCD. (67)5. pp. 79-81. Retrieved from <http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Differentiated-Learning.aspx>

Lillard, A.S. (2007). Montessori: The science behind the genius. New York, NY: Oxford University Press.

The Center for Comprehensive School Reform and Improvement (2014). A teacher's guide to differentiating instruction. Retrieved from http://www.education.com/reference/article/Ref_Teacher_s_Guide/

Tomlinson, C.A., Brighton, C., Hertberg, H., Callahan, C.M., Moon, T.R., Brimijoin, K., Conover, L.A., Reynolds, T. (2003). Journal for the Education of the Gifted. (27)3. pp. 119-145.

Zedlmayer, G. (2012). Why we need a fundamental shift in how we approach education. Skoll World Forum. Retrieved from .

Tier: Tier 1

Activity - Montessori Classroom Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will observe Montessori classrooms and share their observations and learning in Professional Learning Community after each visit.	Professional Learning	Tier 1	Implement	09/01/2015	06/10/2016	\$750	Title II Part A	Phoebe Gohs, Director

Goal 3: All students at Northwest Academy will become proficient in reading.

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Reading in English Language Arts by 06/06/2014 as measured by NWEA Assessment.

Single Building District Improvement Plan

Charlevoix Montessori Academy for the Arts

Strategy 1:

Reading Tutoring - There will be a one-to-one and small group tutoring program, as appropriate, for grades K-12 to support students to achieve grade level expectations.

Category:

Research Cited: According to the National Reading Panel Report (2001), direct instruction in the five areas of reading: phonemic awareness, phonics, comprehension, fluency and vocabulary supports student reading success. This program will provide instruction in these five areas as appropriate for students.

Tier:

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Title I paraprofessional will gather assessment data and provide reading instruction as appropriate for identified students.	Direct Instruction			09/02/2013	06/06/2014	\$21695	Title I Part A	Phoebe Gohs, Title I Director; Title I Paraprofessional

Strategy 2:

Implement Montessori Method - Implementation of the Montessori Method and materials in K-8 classrooms.

Category:

Research Cited: Big Picture Learning (2004). The Big Picture: Schools tailored to student's individual needs. USA Today (150) 136.

Christensen, J. & Rainey, L. (2009). Custom tailored: Trends in charter school educational programs. National Charter School Research Project: Center of Reinventing Public Education. Retrieved from http://www.crpe.org/sites/default/files/brief_ics_progamguide_may09_0.pdf.

Huebner, T.A. (2010). What research says about differentiated learning. Educational Leadership: ASCD. (67)5. pp. 79-81. Retrieved from <http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Differentiated-Learning.aspx>

Lillard, A.S. (2007). Montessori: The science behind the genius. New York, NY: Oxford University Press.

The Center for Comprehensive School Reform and Improvement (2014). A teacher's guide to differentiating instruction. Retrieved from http://www.education.com/reference/article/Ref_

Single Building District Improvement Plan

Charlevoix Montessori Academy for the Arts

Teacher_s_Guide/

Tomlinson, C.A., Brighton, C., Hertberg, H., Callahan, C.M., Moon, T.R., Brimijoin, K., Conover, L.A., Reynolds, T. (2003). Journal for the Education of the Gifted. (27)3. pp. 119-145.

Zedlmayer, G. (2012). Why we need a fundamental shift in how we approach education. Skoll World Forum. Retrieved from <http://www.forbes.com/sites/skollworldforum/2012/11/12/why-we-need-a-fundamental-shift-in-how-we-approach-education/>.

Tier: Tier 1

Activity - Montessori Classroom Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will observe authentic Montessori classrooms and participate in Professional Learning Communities to share their learning and observations.	Professional Learning	Tier 1	Implement	09/01/2015	06/10/2016	\$750	Title II Part A	Phoebe Gohs, Director

Goal 4: All students at Northwest Academy will become proficient in science.

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Science in Science by 06/06/2014 as measured by NWEA Assessment.

Strategy 1:

Integration of Arts and Science - All teachers will integrate visual and performing arts into science instruction.

Category:

Research Cited: According to Gullat (2008), 'arts-integrated programs are associated with academic gains across the curriculum as reflected in standardized test scores.' Rabkin & Redmond (as cited in Gullat, 2008) specifically addressed the 'powerful impact on the achievement of struggling students' that integrated arts can have. Arts integration is further supported by many educational theorists, including Gardner, Dewey, and Eisner.

Tier:

Activity - Arts Integration Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

Charlevoix Montessori Academy for the Arts

All teachers will participate in a Professional Learning Community with speakers and presenters to learn how to integrate arts into writing.	Professional Learning		Getting Ready	09/01/2015	06/10/2016	\$0	No Funding Required	Phoebe Gohs, Director
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Strategy 2:

Implement Montessori Method - Implement Montessori Method in K-8 classroom; use Montessori philosophy in 9-12 classrooms while following current CMA curriculum.

Category:

Research Cited: Big Picture Learning (2004). The Big Picture: Schools tailored to student's individual needs. USA Today (150) 136.

Christensen, J. & Rainey, L. (2009). Custom tailored: Trends in charter school educational programs. National Charter School Research Project: Center of Reinventing Public Education. Retrieved from http://www.crpe.org/sites/default/files/brief_ics_prorgamguide_may09_0.pdf.

Huebner, T.A. (2010). What research says about differentiated learning. Educational Leadership: ASCD. (67)5. pp. 79-81. Retrieved from <http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Differentiated-Learning.aspx>

Lillard, A.S. (2007). Montessori: The science behind the genius. New York, NY: Oxford University Press.

The Center for Comprehensive School Reform and Improvement (2014). A teacher's guide to differentiating instruction. Retrieved from http://www.education.com/reference/article/Ref_Teacher_s_Guide/

Tomlinson, C.A., Brighton, C., Hertberg, H., Callahan, C.M., Moon, T.R., Brimijoin, K., Conover, L.A., Reynolds, T. (2003). Journal for the Education of the Gifted. (27)3. pp. 119-145.

Zedlmayer, G. (2012). Why we need a fundamental shift in how we approach education. Skoll World Forum. Retrieved from <http://www.forbes.com/sites/skollworldforum/2012/11/12/why-we-need-a-fundamental-shift-in-how-we-approach-education/>.

Tier: Tier 1

Single Building District Improvement Plan

Charlevoix Montessori Academy for the Arts

Activity - Montessori Classroom Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in observation of authentic Montessori classrooms and a Professional Learning Community to share learning and observations.	Professional Learning	Tier 1	Implement	09/01/2015	06/10/2016	\$750	Title II Part A	Phoebe Gohs, Director

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Arts Integration Professional Development	All teachers will participate in a Professional Learning Community with speakers and presenters to learn how to integrate arts into writing.	Professional Learning		Getting Ready	09/01/2015	06/10/2016	\$0	Phoebe Gohs, Director
Arts Integration Professional Development	All teachers will participate in a Professional Learning Community with invited speakers and presenters to learn how to integrate arts into all subjects.	Professional Learning		Getting Ready	09/01/2015	06/10/2016	\$0	Phoebe Gohs, Director

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tutoring	A Title I paraprofessional will gather assessment data and provide reading instruction as appropriate for identified students.	Direct Instruction			09/02/2013	06/06/2014	\$21695	Phoebe Gohs, Title I Director; Title I Paraprofessional

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Montessori Classroom Observations	All staff will observe authentic Montessori classrooms and participate in Professional Learning Communities to share their learning and observations.	Professional Learning	Tier 1	Implement	09/01/2015	06/10/2016	\$750	Phoebe Gohs, Director
Montessori Classroom Observations	All teachers will participate in observation of authentic Montessori classrooms and a Professional Learning Community to share learning and observations.	Professional Learning	Tier 1	Implement	09/01/2015	06/10/2016	\$750	Phoebe Gohs, Director

Single Building District Improvement Plan

Charlevoix Montessori Academy for the Arts

Montessori Classroom Observations	All teachers will visit local Montessori classrooms according to their grade level teaching to observe and learn about Montessori implementation. Teachers will build relationships with other Montessori educators and share their experiences with staff in weekly PD meetings after each observation.	Community Engagement, Teacher Collaboration, Curriculum Development			09/01/2015	06/10/2016	\$450	Phoebe Gohs, School Leader
Montessori Classroom Observations	All staff will observe Montessori classrooms and share their observations and learning in Professional Learning Community after each visit.	Professional Learning	Tier 1	Implement	09/01/2015	06/10/2016	\$750	Phoebe Gohs, Director
Arts Integration Professional Development	All teachers will participate in a Professional Learning Community with speakers and presenters to learn how to integrate arts into writing.	Professional Learning		Getting Ready	09/01/2015	06/10/2016	\$300	Phoebe Gohs, Director