



WALDEN GREEN
MONTESSORI

SCHOOL IMPROVEMENT PLAN 2018-2019

SIP GOAL 1:

ALL STUDENTS WILL IMPROVE THEIR PROFICIENCY IN READING.

OBJECTIVE A:

WALDEN GREEN STUDENTS WILL DEMONSTRATE AN OVERALL 5% GROWTH IN READING PROFICIENCY FROM FALL TO SPRING ON THE NORTHWEST EVALUATION ASSOCIATION (NWEA) STANDARDIZED READING ASSESSMENT BY JUNE 14, 2019.

STRATEGY 1: DATA SYSTEM FOR A THREE-TIERED MODEL OF INSTRUCTION

ADMINISTRATORS AND TEACHERS WILL IMPLEMENT A SYSTEM OF DATA COLLECTION AND ANALYSIS AND DATA-BASED DECISION-MAKING TO SUPPORT A THREE-TIERED MODEL OF INSTRUCTIONAL INTERVENTION.

RESEARCH TO SUPPORT THIS STRATEGY:

THE WHAT WORKS CLEARINGHOUSE STANDARDS AND THEIR RELEVANCE TO DATA-DRIVEN DECISION MAKING AT THE SCHOOL LEVEL:
[HTTP://WWW.NAESP.ORG/SITES/DEFAULT/FILES/STUDENT%20ACHIEVEMENT_BLUE.PDF](http://www.naesp.org/sites/default/files/student%20achievement_blue.pdf)

"JUST AS IT DOES NO GOOD TO FIND OUT THAT STUDENTS ARE STRUGGLING WITH ESSENTIAL CONTENT AND SKILLS AFTER INSTRUCTION IS OVER, IT MAKES NO SENSE TO CREATE RUBRICS AND USE FORMATIVE ASSESSMENT AND THEN IGNORE THE RESULTS. DELIBERATE, COLLECTIVE, FOCUSED TIMELY INTERVENTION IS ESSENTIAL ..." (WESTERBERG, 2009, P. 102)

GERSTEN, R., COMPTON, D., CONNOR, C.M., DIMINO, J., SANTORO, L., LINAN-THOMPSON, S., AND TILLY, W.D. (2008). ASSISTING STUDENTS STRUGGLING WITH READING: RESPONSE TO INTERVENTION AND MULTI-TIER INTERVENTION FOR READING IN THE PRIMARY GRADES. A PRACTICE GUIDE. (NCEE 2009-4045). WASHINGTON, DC: NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE, INSTITUTE OF EDUCATION SCIENCES, U.S. DEPARTMENT OF EDUCATION.

ACTIVITY 1: TIER 1 DATA COLLECTION, ANALYSIS, AND DIALOGUE - UNIVERSAL SCREENING

STAFF WILL CONDUCT PROFICIENCY SCREENING VIA NWEA AND STAR STANDARDIZED ASSESSMENTS. ALL STAFF RESPONSIBLE FOR LANGUAGE ARTS WILL MEET THREE TIMES A YEAR AS A TEAM AFTER EACH DATA COLLECTION CYCLE TO REVIEW AND ANALYZE THE DATA TO:

- INFORM AND MAKE DECISIONS ABOUT CORE INSTRUCTION
- IDENTIFY STUDENTS WHO NEED TIER II AND III SUPPORTS
- DECIDE WHICH STUDENTS REQUIRE ADDITIONAL DIAGNOSTICS AND SELECT APPROPRIATE INTERVENTIONS

STRATEGY 2: USE DATA FOR INSTRUCTIONAL DECISION MAKING

TEACHERS WILL USE NWEA AND STAR READING DATA TO MAKE INSTRUCTIONAL DECISIONS IN AN ONGOING AND SYSTEMATIC WAY - IDENTIFYING STANDARDS TO EMPHASIZE IN WHOLE GROUP INSTRUCTION AND IDENTIFYING STUDENTS TO RECEIVE TIER II AND TIER III SUPPORTS. TEACHERS (WHICH INCLUDES ALL ADULTS WHO PROVIDED INSTRUCTION FOR STUDENTS) WILL ASSIST STUDENTS WHO DID NOT MEET BENCHMARK ON READING READINESS STANDARDS AS IDENTIFIED BY THE NWEA READING ASSESSMENT AND FOUNTAS AND PINNELL DIAGNOSTIC

ASSESSMENT. TEACHERS WILL FOLLOW STRATEGIES PROVIDED IN THE “EVIDENCE-BASED READING INSTRUCTION FOR GRADES K-5” DOCUMENT RETRIEVED FROM UNIVERSITY OF FLORIDA.

RESEARCH TO SUPPORT THIS STRATEGY:

[HTTP://CEEDAR.EDUCATION.UFL.EDU/WP-CONTENT/UPLOADS/2014/12/IC-12_FINAL_12-15-14.PDF](http://ceedar.education.ufl.edu/wp-content/uploads/2014/12/IC-12_FINAL_12-15-14.pdf)

ACTIVITY 2: IMPLEMENTING READING RTI COMPONENTS (TIER 2)

THE ESSENTIAL (NON-NEGOTIABLE) COMPONENTS FOR READING RTI (TIER 2) ARE SUMMARIZED AS FOLLOWS:

- SCREEN ALL STUDENTS 3 TO 4 TIMES PER YEAR
- IDENTIFY STUDENTS BELOW BENCHMARK
- COMMUNICATE DATA
- PROVIDE TARGETED INTERVENTIONS
- MONITOR STUDENT PROGRESS DURING INTERVENTION
- PROVIDE ADDITIONAL SUPPORT FOR STUDENTS NOT RESPONDING
- ANALYZE PROGRAM IMPACT AND MODIFY AS NEEDED: *CONDUCT PEER AND ADMINISTRATOR WALK-THROUGH(S) AND PROVIDE ONGOING FEEDBACK ON THE ESSENTIAL (NON-NEGOTIABLE) COMPONENTS OF THE STRATEGY CHOSEN (INDIVIDUAL FEEDBACK AS WELL AS SCHOOL-WIDE FEEDBACK). ALSO MONITOR PROFESSIONAL LEARNING COMMUNITIES FOR DISCUSSION POINTS AND DECISIONS. COLLECT IMPACT DATA (STUDENT DATA) USING USING NWEA AND STAR ASSESSMENTS (ONGOING).*

OBJECTIVE B:

AT LEAST 65% OF ALL STUDENTS WILL MEET THEIR ANNUAL TARGET FOR READING GAINS BY JUNE 14, 2019 AS MEASURED BY THE NWEA READING GAIN ANALYSIS DATA (STUDENT PROGRESS FROM FALL TO SPRING TESTING WINDOWS).

STRATEGY 1: GUIDED READING

GUIDED READING IS SMALL-GROUP READING INSTRUCTION DESIGNED TO PROVIDE DIFFERENTIATED TEACHING THAT SUPPORTS STUDENTS IN DEVELOPING READING PROFICIENCY. THE SMALL GROUP MODEL ALLOWS CHILDREN TO BE TAUGHT IN A WAY THAT IS INTENDED TO BE MORE FOCUSED ON THEIR SPECIFIC NEEDS, ACCELERATING THEIR PROGRESS.

RESEARCH TO SUPPORT THIS STRATEGY:

RESEARCH BASE FOR GUIDED READING AS AN INSTRUCTIONAL APPROACH

[HTTP://EMEA.SCHOLASTIC.COM/SITES/DEFAULT/FILES/GR_RESEARCH_PAPER_2010_3.PDF](http://emea.scholastic.com/sites/default/files/gr_research_paper_2010_3.pdf)

GUIDED READING: A RESEARCH-BASED RESPONSE TO THE CHALLENGES OF EARLY READING INSTRUCTION

[HTTPS://WWW.MHEONLINE.COM/RESEARCH/ASSETS/PRODUCTS/03AFDBD66E7929B1/GUIDED_READING.PDF](https://www.mheonline.com/research/assets/products/03afdbd66e7929b1/guided_reading.pdf)

ACTIVITY 1: IMPLEMENT GUIDED READING INSTRUCTION (K-8TH GRADE)

- CREATE A MASTER SCHEDULE FOR K-8 OUTLINING GUIDED READING BLOCKS
- UTILIZE THE FOUNTAS & PINNELL LEVELED LIBRARY
- INCORPORATE EBLI (EVIDENCE BASED LITERACY INSTRUCTION) STRATEGIES
- INCORPORATE MONTESSORI MATERIALS AND TEACHER-MADE RESOURCES THAT AUGMENT THE FIVE ESSENTIAL COMPONENTS OF READING: PHONEMIC AWARENESS, PHONICS, READING FLUENCY, VOCABULARY DEVELOPMENT, AND READING COMPREHENSION STRATEGIES.

STRATEGY 2: WORDS THEIR WAY

WORDS THEIR WAY (WTW): WORD STUDY IN ACTION DEVELOPMENTAL MODEL USES THE RESEARCH-BASED DEVELOPMENTAL APPROACH TO WORD STUDY THAT IS STUDENT-CENTERED AND ASSESSMENT DRIVEN. THE GOAL OF THIS APPROACH IS THE PROGRESSION OF WORD KNOWLEDGE, INCLUDING THE DEVELOPMENT OF PHONICS, SPELLING, WORD RECOGNITION, AND VOCABULARY.

RESEARCH TO SUPPORT THIS STRATEGY:

[HTTP://WWW.FSD157C.ORG/DOCUMENTS/TEACHERFILES/WORDSTHEIRWAYRESEARCH_11_13_2013_9_45_53_AM.PDF](http://www.fsd157c.org/Documents/TeacherFiles/WordstheirWayResearch_11_13_2013_9_45_53_AM.pdf)

ACTIVITY 2: IMPLEMENT WORDS THEIR WAY (K-3RD GRADE)

- STUDENTS DEVELOP ESSENTIAL ELEMENTS OF READING INCLUDING PHONOLOGICAL AWARENESS, PHONICS AND WORD RECOGNITION, AND VOCABULARY.
- STUDENTS LEARN TO LOOK CLOSELY AT WORDS TO DISCOVER LETTERS, VOWEL PATTERNS, SYLLABLE STRUCTURES, AND SPELLING-MEANING CONNECTIONS IN ENGLISH ORTHOGRAPHY.

STRATEGY 3: PARTNER READING ACROSS THE CONTENT AREAS (SOCIAL STUDIES)

PARTNER READING IS A COOPERATIVE LEARNING STRATEGY IN WHICH TWO STUDENTS WORK TOGETHER TO READ AN ASSIGNED TEXT. THIS STRATEGY IS OFTEN USED AS PART OF THE PEER-ASSISTED LEARNING STRATEGIES (PALS). PALS IS A CLASS-WIDE PEER TUTORING PROGRAM IN WHICH TEACHERS CAREFULLY PARTNER A STUDENT WITH A CLASSMATE.

RESEARCH TO SUPPORT THIS STRATEGY:

[HTTP://WWW.READWRITETHINK.ORG/PROFESSIONAL-DEVELOPMENT/STRATEGY-GUIDES/USING-PAIRED-READING-INCREASE-30952.HTML](http://www.readwritethink.org/professional-development/strategy-guides/using-paired-reading-increase-30952.html)

ACTIVITY 3: PARTNER READING WITH INFORMATIONAL TEXTS

- USING THE PQ3R STRATEGY, STUDENTS READ ALOUD INFORMATIONAL TEXTS BASED ON SOCIAL STUDIES STANDARDS AND DEVELOP FLUENCY AS WELL AS COMPREHENSION.

WALDEN GREEN MONTESSORI ELA CURRICULUM RESOURCES K-8 SNAPSHOT:

K/1

MONTESSORI READING SERIES, MONTESSORI LANGUAGE CURRICULUM, SPIRAL LANGUAGE CURRICULUM, EVIDENCE-BASED LITERACY INSTRUCTION (EBLI), WORDS THEIR WAY CURRICULUM, GUIDED READING (FOUNTAS & PINNELL), DAILY INTERACTIVE READ ALOUD, WRITING A TO Z LESSONS, 4 SQUARE WRITING METHOD, EDUCATION THROUGH MUSIC (ETM), HANDWRITING WITHOUT TEARS

2ND/3RD

MONTESSORI READING SERIES, MONTESSORI LANGUAGE CURRICULUM, SPIRAL LANGUAGE CURRICULUM, EVIDENCE-BASED LITERACY INSTRUCTION (EBLI), WORDS THEIR WAY CURRICULUM, GUIDED READING (FOUNTAS & PINNELL), READER'S NOTEBOOK, INTERACTIVE READ ALOUD, CCSS WRITING LESSONS, 4 SQUARE WRITING METHOD, READ N QUIZ PROGRAM

4TH/5TH

MONTESSORI LANGUAGE CURRICULUM, SPIRAL LANGUAGE CURRICULUM, LITERATURE UNITS/NOVEL STUDIES, GUIDED READING (FOUNTAS & PINNELL), WRITING A TO Z LESSONS, 5 BOX WRITING METHOD, FRONT ROW READING, NEWSELA CURRENT EVENTS, VOCABULARY LEVELS

CAPSTONE PROGRAM: 6TH/7TH/8TH

LITERATURE UNITS/NOVEL STUDIES, SPIRAL LANGUAGE CURRICULUM, VOCABULARY LEVELS, GRAMMAR LEVELS, WRITING UNITS (MAISA), 5 BOX WRITING METHOD, NEWSELA CURRENT EVENTS

SIP GOAL 2:

ALL STUDENTS WILL IMPROVE THEIR PROFICIENCY IN MATH.

OBJECTIVE A:

WALDEN GREEN STUDENTS WILL DEMONSTRATE AN OVERALL 5% GROWTH IN MATH PROFICIENCY FROM FALL TO SPRING ON THE NORTHWEST EVALUATION ASSOCIATION (NWEA) STANDARDIZED MATH ASSESSMENT BY JUNE 14, 2019.

STRATEGY 1: GRADUAL RELEASE MODEL

TEACHERS WILL PROVIDE GUIDED PRACTICE (A COMPONENT OF DIRECT INSTRUCTION) USING “I DO”, “WE DO TOGETHER”, AND “YOU DO TOGETHER” WITH FREQUENT CHECKS FOR UNDERSTANDING USING THE MONTESSORI CURRICULUM AND SPIRAL MATH CURRICULUM MATERIALS. TEACHERS WILL ALSO USE A VARIETY OF INFORMAL ASSESSMENTS TO GUIDE STUDENTS THROUGH THE FIRST THREE PHASES. ONCE THE STUDENTS HAVE SHOWN PROFICIENCY BY MEETING THE LEARNING GOAL ON THREE CONSECUTIVE MEASURES, TEACHERS SHOULD PROVIDE DISTRIBUTIVE/SPIRAL-BASED PRACTICE THROUGHOUT THE YEAR.

RESEARCH TO SUPPORT THIS STRATEGY:

THE GRADUAL RELEASE OF RESPONSIBILITY MODEL OF INSTRUCTION REQUIRES THAT THE TEACHER SHIFT FROM ASSUMING “ALL THE RESPONSIBILITY FOR PERFORMING A TASK ... TO A SITUATION IN WHICH THE STUDENTS ASSUME ALL OF THE RESPONSIBILITY” (DUKE & PEARSON, 2002, P. 211). THIS GRADUAL RELEASE MAY OCCUR OVER A DAY, A WEEK, A MONTH, OR A YEAR. STATED ANOTHER WAY, THE GRADUAL RELEASE OF RESPONSIBILITY “... EMPHASIZES INSTRUCTION THAT MENTORS STUDENTS INTO BECOMING CAPABLE THINKERS AND LEARNERS WHEN HANDLING THE TASKS WITH WHICH THEY HAVE NOT YET DEVELOPED EXPERTISE” (BUEHL, 2005). THERE ARE FOUR INTERACTIVE (OR INTERRELATED) COMPONENTS OF A GRADUAL RELEASE OF RESPONSIBILITY MODEL: FOCUS LESSONS, GUIDED INSTRUCTION, COLLABORATIVE LEARNING AND INDEPENDENT WORK. (FISHER & FREY, 2008) BUEHL, D, “SCAFFOLDING,” READING ROOM, 2005, <WWW.WEAC.ORG/NEWS/2005-06/SEPT05/READINGROOMOCT05.HTM> (NOVEMBER 11, 2006).

DUKE, N. K. AND P. D. PEARSON, “EFFECTIVE PRACTICES FOR DEVELOPING READING COMPREHENSION,” IN A. E. FARSTUP & S. J. SAMUELS (EDS.), WHAT RESEARCH HAS TO SAY ABOUT READING INSTRUCTION, INTERNATIONAL READING ASSOCIATION, NEWARK, DELAWARE, 2002, PP. 205-242.

FISHER, D. AND N. FREY, BETTER LEARNING THROUGH STRUCTURED TEACHING: A FRAMEWORK FOR THE GRADUAL RELEASE OF RESPONSIBILITY, ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT, ALEXANDRIA, VIRGINIA, 2008.

ACTIVITY 1: USING THE GRADUAL RELEASE MODEL FOR INSTRUCTION

TEACHERS WILL IMPLEMENT THE GUIDED RELEASE MODEL OF INSTRUCTION ON A DAILY BASIS FOR MATH INSTRUCTION. TEACHERS HAVE BEEN TRAINED IN THE METHOD AND HAVE DEVELOPED SOME FORMATIVE ASSESSMENTS FOR USE. ESSENTIAL COMPONENTS ARE HIGHLIGHTED IN THE IMPLEMENTATION GUIDE:

- FOCUS LESSONS (I DO)
- GUIDED INSTRUCTION (WE DO TOGETHER)
- COLLABORATIVE LEARNING (YOU DO TOGETHER)
- INDEPENDENT PRACTICE (YOU DO)

THIS YEAR, TEACHERS WILL RECEIVE COACHING SUPPORT TO ENSURE THEY ARE ABLE TO IMPLEMENT THIS STRATEGY WITH FIDELITY. THE CURRICULUM COORDINATOR WILL WORK WITH TEACHERS ON AN INDIVIDUAL BASIS, USING COGNITIVE COACHING STRATEGIES. COACHING WILL INCLUDE ASSISTANCE WITH FORMATIVE ASSESSMENT DEVELOPMENT AND ANALYSIS STRATEGIES.

ACTIVITY 2: PEER AND/OR ADMINISTRATIVE WALK-THROUGHS

CONDUCT PEER AND ADMINISTRATOR WALK-THROUGH(S) AND PROVIDE ONGOING FEEDBACK ON THE NON-NEGOTIABLE COMPONENTS OF THE INSTRUCTIONAL STRATEGY. ALSO MONITOR PROFESSIONAL LEARNING COMMUNITIES FOR DISCUSSION POINTS AND DECISIONS. COLLECT IMPACT DATA (STUDENT DATA) USING NWEA AND STAR ASSESSMENTS (ONGOING).

ACTIVITY 3: IDENTIFY MATH STANDARDS FOR FOCUS IN CORE INSTRUCTION

USING THE PLC MODEL, TEACHERS IDENTIFY "WHAT DID WE EXPECT STUDENTS TO LEARN?" BY USING THE COMMON CORE MATH READINESS STANDARDS FROM THE SPRING (END OF THE YEAR "SNAPSHOT" REVIEW). NEXT, "HOW DO WE KNOW THEY LEARNED IT?" TEACHERS WILL THEN DIALOGUE TO ANSWER THE TWO KEY QUESTIONS "WHAT SHOULD WE DO IN RESPONSE TO THOSE STANDARDS THAT DID NOT MEET BENCHMARK?" AND "WHAT SHOULD WE CONTINUE TO DO WITH THOSE STANDARDS THAT DID?"

OBJECTIVE B:

AT LEAST 65% OF ALL STUDENTS WILL MEET THEIR ANNUAL TARGET FOR MATH GAINS BY JUNE 14, 2019 AS MEASURED BY THE NWEA MATH GAIN ANALYSIS DATA (STUDENT PROGRESS FROM FALL TO SPRING TESTING WINDOWS).

STRATEGY 1: USE DATA FOR INSTRUCTIONAL DECISION MAKING

TEACHERS WILL USE NWEA AND STAR MATH DATA TO MAKE INSTRUCTIONAL DECISIONS IN AN ONGOING AND SYSTEMATIC WAY - IDENTIFYING STANDARDS TO EMPHASIZE IN WHOLE GROUP INSTRUCTION AND IDENTIFYING STUDENTS TO RECEIVE TIER II AND TIER III SUPPORTS. TEACHERS (WHICH INCLUDES ALL ADULTS WHO PROVIDED INSTRUCTION FOR STUDENTS) WILL ASSIST STUDENTS WHO DID NOT MEET BENCHMARK ON MATH READINESS STANDARDS AS IDENTIFIED BY THE NWEA MATH FALL ASSESSMENT AND COMMON CORE READINESS SCREENER. TEACHERS WILL FOLLOW EVIDENCED BASED STRATEGIES PROVIDED IN THE IES PRACTICE GUIDE RECOMMENDATIONS FOR "ASSISTING STUDENTS STRUGGLING WITH MATHEMATICS." AN IMPLEMENTATION GUIDE, WHICH INCLUDES RESEARCH CITATIONS, WILL BE PROVIDED TO ALL TEACHERS AND THE FOLLOWING ACTIVITIES ARTICULATE THE ESSENTIAL IMPLEMENTATION COMPONENTS, GETTING READY, AND HOW TO MONITOR/EVALUATE IMPLEMENTATION (LOCATED IN "SHARED STAFF" RESOURCES).

RESEARCH TO SUPPORT THIS STRATEGY:

STUDENTS STRUGGLING WITH MATHEMATICS MAY BENEFIT FROM EARLY INTERVENTIONS AIMED AT IMPROVING THEIR MATHEMATICS ABILITY AND ULTIMATELY PREVENTING SUBSEQUENT FAILURE. THIS GUIDE PROVIDES EIGHT SPECIFIC RECOMMENDATIONS INTENDED TO HELP TEACHERS, PRINCIPALS, AND SCHOOL ADMINISTRATORS USE RESPONSE TO INTERVENTION (RTI) TO IDENTIFY STUDENTS WHO NEED ASSISTANCE IN MATHEMATICS AND TO ADDRESS THE NEEDS OF THESE STUDENTS THROUGH FOCUSED INTERVENTIONS. THE GUIDE PROVIDES SUGGESTIONS ON HOW TO CARRY OUT EACH RECOMMENDATION AND EXPLAINS HOW EDUCATORS CAN OVERCOME POTENTIAL ROADBLOCKS TO IMPLEMENTING THE RECOMMENDATIONS. GERSTEN, R., BECKMANN, S., CLARKE, B., FOEGEN, A., MARSH, L., STAR, J. R., & WITZEL, B. (2009). ASSISTING STUDENTS STRUGGLING WITH MATHEMATICS: RESPONSE TO INTERVENTION (RTI) FOR ELEMENTARY AND MIDDLE SCHOOLS (NCEE 2009-4060). WASHINGTON, DC: NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE, INSTITUTE OF EDUCATION SCIENCES, U.S. DEPARTMENT OF EDUCATION. RETRIEVED FROM [HTTP://IES.ED.GOV/NCEE/WWC/PUBLICATIONS/PRACTICEGUIDES/](http://ies.ed.gov/ncee/wwc/publications/practiceguides/).

ACTIVITY 1: IMPLEMENTING MATH RTI COMPONENTS (TIER 2)

THE ESSENTIAL (NON-NEGOTIABLE) COMPONENTS FOR MATH RTI (TIER 2) ARE SUMMARIZED AS FOLLOWED:

- SCREEN ALL STUDENTS 3 TO 4 TIMES PER YEAR
- IDENTIFY STUDENTS BELOW BENCHMARK
- COMMUNICATE DATA

- PROVIDE TARGETED INTERVENTIONS
- MONITOR STUDENT PROGRESS DURING INTERVENTION
- PROVIDE ADDITIONAL SUPPORT FOR STUDENTS NOT RESPONDING
- ANALYZE PROGRAM IMPACT AND MODIFY AS NEEDED

ACTIVITY 2: MONITORING MATH INTERVENTION

CONDUCT PEER AND ADMINISTRATOR WALK-THROUGH(S) AND PROVIDE ONGOING FEEDBACK ON THE ESSENTIAL (NON-NEGOTIABLE) COMPONENTS OF USING DATA FOR INSTRUCTIONAL DECISION MAKING. ALSO MONITOR PROFESSIONAL LEARNING COMMUNITIES FOR DISCUSSION POINTS AND DECISIONS. COLLECT IMPACT DATA (STUDENT DATA) USING USING NWEA AND STAR ASSESSMENTS (ONGOING).

WALDEN GREEN MONTESSORI MATH CURRICULUM RESOURCES K-8 SNAPSHOT:

K/1

MONTESSORI MATH CURRICULUM, SPIRAL MATH CURRICULUM, XTRA MATH, NUMBER OF THE DAY

2ND/3RD

MONTESSORI MATH CURRICULUM, SPIRAL MATH CURRICULUM, FRONT ROW MATH, MATH PERFORMANCE TASKS, XTRA MATH, NUMBER OF THE DAY

4TH/5TH

MONTESSORI MATH CURRICULUM/INTERACTIVE MATH NOTEBOOKS, SPIRAL MATH CURRICULUM, FRONT ROW MATH, ONLINE MATH ASSIGNMENTS, MATH PERFORMANCE TASKS, XTRA MATH

CAPSTONE PROGRAM: 6TH

MONTESSORI MATH CURRICULUM/INTERACTIVE MATH NOTEBOOKS, SPIRAL MATH CURRICULUM, FRONT ROW MATH, ONLINE MATH ASSIGNMENTS, MATH QUIZZES, CCSS MATH HOMEWORK

CAPSTONE PROGRAM: 7TH/8TH

CONNECTED MATHEMATICS PROBLEM-CENTERED/INQUIRY-BASED CURRICULUM (CCSS), SPIRAL MATH CURRICULUM, FRONT ROW MATH

SIP GOAL 3:

ALL STUDENTS WILL IMPROVE THEIR PROFICIENCY IN SCIENCE.

OBJECTIVE A:

AT LEAST 85% OF ALL STUDENTS WILL DEMONSTRATE A PROFICIENCY IN ALL SCIENCE STANDARDS BY 06/30/2022 AS MEASURED BY STATE LEVEL ASSESSMENT (CURRENTLY M-STEP).

STRATEGY 1: BLEND MONTESSORI AND NEXT GENERATION SCIENCE STANDARDS

RESEARCH SHOWS THAT THE BEST WAY TO LEARN SCIENCE IS BY DOING SCIENCE. BY COMBINING THE MONTESSORI SCIENCE CURRICULUM AND FOSS' NEXT GENERATION STEM UNITS WE WILL INTEGRATE THE DISCIPLINARY CORE IDEAS, INFUSE SCIENCE AND ENGINEERING PRACTICES, AND CROSSCUT CONCEPTS THAT LEAD TO DEEPER UNDERSTANDING OF THE NATURAL AND DESIGNED WORLD.

RESEARCH TO SUPPORT THIS STRATEGY:

[HTTPS://WWW.FOOSWEB.COM/RESEARCH-DATABASE](https://www.foosweb.com/research-database)

"MANY MONTESSORI MATERIALS ARE DESIGNED TO EXPOSE THE CHILD'S HAND TO ABSTRACT CONCEPTS, WHICH ARE THEN GRADUALLY REVEALED TO THE MIND." LILLARD, ANGELINE STOLL. MONTESSORI: THE SCIENCE BEHIND THE GENIUS, 2005. P. 56

"CHILDREN IN MONTESSORI CLASSROOMS HAVE AMPLE OPPORTUNITY FOR LEARNING BY IMITATING MODELS, THROUGH PEER TUTORING, AND IN COLLABORATION. RESEARCH IN SCHOOLS AND PSYCHOLOGY LABORATORIES HAS SHOWN THAT LEARNING OCCURS IN THESE SITUATIONS. FURTHERMORE, PEER TUTORING AND COLLABORATIVE ARRANGEMENTS ARE SUPERIOR TO TRADITIONAL WHOLE- CLASS TEACHING IN TERMS OF BOTH THE LEARNING AND THE SOCIAL CLIMATE THAT THEY SUPPORT." LILLARD, ANGELINE STOLL. MONTESSORI: THE SCIENCE BEHIND THE GENIUS, 2005. P. 223

ACTIVITY 1: IMPLEMENT FOSS' NEXT GENERATION STEM CURRICULUM

- ENGAGE ALL STUDENTS WITH MEANINGFUL ACTIVE LEARNING EXPERIENCES
- PREPARE ALL STUDENTS TO SUCCEED WITH THE NEXT GENERATION SCIENCE STANDARDS
- INTEGRATE LITERACY STRATEGIES WITHIN STEM TO SUPPORT COMMON CORE ELA GOALS FOR ALL STUDENTS
- UTILIZE TECHNOLOGY TO DELIVER LEARNING EXPERIENCES

SIP GOAL 4:

ALL STUDENTS WILL IMPROVE THEIR PROFICIENCY IN WRITING.

OBJECTIVE A:

AT LEAST 85% OF ALL STUDENTS WILL DEMONSTRATE A PROFICIENCY IN ALL WRITING STANDARDS BY 06/30/2022 AS MEASURED BY STATE LEVEL ASSESSMENT (CURRENTLY M-STEP).

STRATEGY 1: BLEND MONTESSORI CURRICULUM AND CCSS WRITING STANDARDS

STUDENTS WILL BE INSTRUCTED AND ASSESSED IN THE NARRATIVE, INFORMATIONAL, AND ARGUMENTATIVE WRITING STYLES. A COMBINATION OF THE MONTESSORI METHOD AND CCSS WRITING STANDARDS WILL BE FULLY IMPLEMENTED USING A WRITER'S WORKSHOP APPROACH.

RESEARCH TO SUPPORT THIS STRATEGY:

[HTTP://EDUCATION.JHU.EDU/PD/NEWHORIZONS/BETTER/ARTICLES/WINTER2011.HTML](http://education.jhu.edu/PD/newhorizons/better/articles/winter2011.html)

[HTTP://READINGANDWRITINGPROJECT.ORG/ABOUT/RESEARCH-BASE](http://readingandwritingproject.org/about/research-base)

[HTTPS://WWW.HEINEMANN.COM/SHARED/ONLINERESOURCES/E00871/UOS85X11RESEARCHBASE.PDF](https://www.heinemann.com/shared/onlineresources/e00871/uos85x11researchbase.pdf)

THE PROCESS APPROACH TO WRITING INSTRUCTION - PRITCHARD AND HONEYCUTT (2006)

"THE CURRENT LITERATURE REVEALS THAT MOST RESEARCHERS ASSERT THAT WRITING AND THE WRITING PROCESS ARE BEST UNDERSTOOD AS COMPLEX PHENOMENA THAT INCLUDE NOT ONLY PROCEDURAL STRATEGIES FOR GOING THROUGH THE WRITING PROCESS TO GENERATE TEXT BUT ALSO A MULTITUDE OF OTHER STRATEGIES TO DEVELOP SPECIFIC SCHEMATA. THESE INCLUDE STRATEGIES TO HELP WRITERS UNDERSTAND THE CONTEXT FOR WRITING, TO TAP GENERAL BACKGROUND KNOWLEDGE AND READING ABILITY, TO SHARPEN COGNITIVE PROCESSES FOR PROBLEM SOLVING, TO CREATE EMOTIONAL DISPOSITIONS AND ATTITUDES ABOUT WRITING, TO DEVELOP MICRO-LEVEL SKILLS SUCH AS SPELLING, TRANSCRIPTION, AND SENTENCE CONSTRUCTION, AS WELL AS MACRO-LEVEL UNDERSTANDING ABOUT ORGANIZATION, CONVENTIONS, COHESION, AUDIENCE, GENRE, AND TOPIC . . ."

ACTIVITY 1: IMPLEMENT BLEND OF MONTESSORI WRITING AND CCSS WRITING

- UTILIZE THE 4 SQUARE WRITING METHOD FOR GRADE K-3RD
- UTILIZE THE 5 BOX WRITING METHOD FOR GRADE 4TH-6TH
- UTILIZE THE MAISA WRITING UNITS FOR GRADE 7TH-8TH
- UTILIZE CCSS ALIGNED WRITING LESSONS FROM WRITING A TO Z FOR GRADES K-5TH
- TEACH STRATEGIES FOR PLANNING, REVISING, AND EDITING
- HAVE STUDENTS WRITE SUMMARIES OF TEXTS
- PERMIT STUDENTS TO WRITE COLLABORATIVELY WITH PEERS
- SET GOALS FOR STUDENT WRITING
- ALLOW STUDENTS TO USE A WORD PROCESSOR
- TEACH SENTENCE COMBINING SKILLS
- USE THE PROCESS WRITING APPROACH
- HAVE STUDENTS PARTICIPATE IN INQUIRY ACTIVITIES FOR WRITING
- INVOLVE STUDENTS IN PREWRITING ACTIVITIES
- PROVIDE MODELS OF GOOD WRITING

SUBMITTED ON JUNE 22, 2018

[HTTP://WWW.ADVANC-ED.ORG](http://www.advanc-ed.org)

Walden Green Montessori School Improvement Plan

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.

Vision Statement

VISION:

Love of Learning. Freedom to Fly.

MISSION:

- Develop curiosity, creativity and character.
- Foster independence and social responsibility within a community framework.
- Inspire the love of learning independently and collaboratively.
- Highlight global justice, fairness and peace.

VALUES:

- ▶ Compassion
- ▶ Curiosity
- ▶ Creativity
- ▶ Inclusive
- ▶ Integrity

BELIEFS

We believe the school's responsibility in education is to bring curiosity, challenge, pleasure and a sense of accomplishment into our students' lives. We believe it is through commitment and determination that students stretch the limits of their minds in the joy and celebration of learning.

We believe education must not be a race for the accumulation of facts, but should provide the basic tools and ideas for learning so that education will be an enriching end in itself.

We believe certain skills to be essential for all of our graduates: To read well, to write clearly and coherently, to study effectively, to reason soundly, and to question thoughtfully and creatively.

METHODS

Our teachers are academic coaches, providing academic leadership as well as guidance toward learning and personal growth. We embrace the Socratic method and experiential learning as primary pedagogical tools.

Students will acquire the knowledge and skills needed to make personal decisions leading toward physical and emotional well being.

There will be a clear disciplinary code for all students.

Everything taught at our school endeavors to be a life-long skill, whether it be literary, scientific, mathematical, historical, athletic, or artistic.

CURRICULUM

Our Core Curriculum will be reading, writing, mathematics, social studies, science, the arts and applied technology. All courses will be taught within an integrated curriculum, demonstrating relationships among the fields of study.

Students will experience a progression of learning based not on chronological age, but on understanding.

Our curriculum includes involvement with the local community and concern for worldwide issues, which aid in discovering an ability and a responsibility to make a difference in the world. Our students will participate in service and extra-curricular projects within the Tri-Cities communities.

CULTURE

To succeed in our mission we need the students' and parents' active partnership and agreement with the School Mission, which includes a personal commitment to serious academic challenge.

The atmosphere of the school is that of a safe place in which students feel free to develop individual ideas and styles. Our faculty stresses un-anxious expectations; making errors is a necessary part of the learning process.

The culture of our school is one of mutually respectful interaction between adults and students; we recognize the need of living enlightened and humane lives.

We encourage a student population of social, economic and racial diversity.

We will be an Elementary School of grades kindergarten, 1, 2, 3, 4, 5, and a Middle School of grades 6, 7 and 8; the school will strive for a small population of students of approximately 250 and classes will be targeted to be an average class size of 30 with two adults per room.