**Nokomis Montessori North**

**SCIP Summary 2019-2020**

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| **Standards Based Instruction** | **Targeted Goal** |  |
| **Evidence Based Practice(s)**   * Standards Aligned Curriculum, Scope & Sequence--Mathematics * Guided Reading * English Language in the Mainstream (ELM)   Reading Goal = 41%  Math Goal = 33% | [We will focus on consistent special education attendance to increase from \_\_84% to \_\_90\_% by June 2020 by case managers communicating daily in the morning with parents of IEP students when students are absent and use of positive plans for attendance.](https://n-5hj3nxbr7qptlbdgtoovtvvoxpcdwunx2tquw4y-0lu-script.googleusercontent.com/userCodeAppPanel#) |  |

**Implementation Indicators and Action Step Expectations**

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| **Standards Based Instruction** |
| **Standards Aligned Curriculum, Scope & Sequence Implementation Indicator: 100 % of Montessori Teachers will implement Montessori Math Scope & Sequence as measured by ongoing team meetings by 06/06/2020.**   * E2 Montessori teachers will examine stanine strand data to adjust and refine scope and sequence and share instructional strategies to support implementation throughout the year. Quarterly assessments will be created and implemented to progress monitor student growth and inform instruction. E2 will continue to use planners for goal setting and supporting rigorous learning. * E1 Montessori teachers will continue implementing Montessori scope & sequence aligned with MN Math state standards. E1 Montessori teachers will increase sharing math instructional strategies (with prep E1 team members) including use of work plans and create math assessments to monitor individual student progress. * CH Montessori teachers will implement the Kindergarten Montessori Math scope and sequence by sharing instructional strategies at team meetings. CH teachers can use work plans to monitor and continue work rigor expectations for Kindergarten students.   **Implementation Indicator: 100 % of Montessori Teachers will provide daily direct small group guided reading instruction for students reading at or below grade level as measured by FAST reading assessment data by 06/01/2019.**   * During September 2019, Montessori teachers will collaborate with Literacy teacher to plan guided instructional reading groups, including targeting reading intervention for struggling students. EL teachers and relevant special education teachers will be included in the reading planning for students they serve. * Provide substitute teachers to provide job-embedded time for Montessori teachers to complete FAST reading assessments to inform instructional reading methods (1/2 day CH teachers, all day for E1 & E2). * Learning Lead will provide professional development guided by building needs, feedback and input, and teacher needs. Learning Lead will share best practices from district literacy lead meetings at staff meetings. We'd like to continue professional development of core components of guided reading. Learning Lead will provide job-embedded coaching support to licensed staff following a rotation schedule.   **Implementation Indicator: 100 % of Licensed Staff will utilize language objectives and explicitly teach academic language in the content areas to accelerate student learning as measured by walkthroughs by 05/01/2020.**   * ELM Coaches at Nokomis North and South will be provided with collaboration time to support ELM coaching and creation of differentiated professional development opportunities for staff. * ELM coaches will partner with licensed staff to increase use of academic language objectives and language supports. * All licensed staff completed 6 hours of ELM professional development in 18-19 to prepare for 19-20. We will continue ELM through differentiating professional development through 1:1 coaching, team meetings, joining grade level teams at prep, and staff meetings. |
| **Culture, Climate & Behavior** |
| * Student Behavior Map clarifying teacher managed and principal managed using progressive discipline steps including school-wide hallway, lunchroom and playground expectations. * We received Restorative Practices grant, Year 1. We use RP grant funds to hire a RP SCSP RP and RP EA to support implementation. We launched our RP grant with a two day training for all staff in August and continued with monthly RP focused staff meetings. * School Counselor teaches class lessons (Tier 1) in our CH, E1 and E2 classrooms following a Week A, Week B and Week C schedule. She meets with small groups to support friendship, problem solving, anger management, family change. * Social Worker provides support to our special education students. * Student Assistance Team is well established with core team. |