

**Directions:**

**Initial Setup (to be completed prior to Act 2, Event 6):**

**Step 1:** Enter your school-specific goals from your *School Performance Plan - A Roadmap to Success* under *School Goal 1, 2, and 3*. You can add or remove goals as needed. Select the NDE STIP Goal the school goal aligns with in the *Connects To...* drop-down menu.

**Step 2:** For each goal, add the *Improvement Strategies, Intended Outcomes, and dates* for each event from the *SPP Roadmap*.

*Note: The Goals, Improvement Strategies, Intended Outcomes, and dates you enter on this tab will auto-populate the subsequent tabs. Similarly, information you enter on tabs 2-5 will automatically populate this tab.*

School Goal		Select aligned STIP goal below:			Did we achieve our goal?
School Goal 1: By the next SBAC test (2022), High Desert Montessori will reduce the pass rate gap in mathematics by 10 percentage points.		Goal 3; All students will experience continued academic growth			
Improvement Strategies	Intended Outcomes	Event 6: Status Check 1 (Insert Date)	Event 7: Status Check 2 (Insert Date)	Event 8: Status Check 3 (Insert Date)	Were our improvement strategies successful?
Introduce methods of Tier II and Tier III interventions that more closely align with SBAC and MAP formats.	Students working with classroom teachers and interventionists will receive an extra 1.5 hours (TIER II) and 2.5 hours (TIER III) of support on using intervention materials in the area of reading and English literacy. These students will show larger than avg. growth on MAP Scores and SBAC.	Strong 12/17/21	At Risk 3/10/22	At Risk 6/7/22	
Add a focus on academic vocabulary that more closely aligns with testing vocabulary.	Students working independently on technology-based remediation programs in mathematics. These students will show larger than avg. growth on MAP Scores and SBAC.	At Risk 12/17/21	Strong 3/10/22	At Risk 6/7/22	
School Goal		Select aligned STIP goal below:			Did we achieve our goal?
School Goal 2: Teachers will identify holes in their practice and Montessori pedagogy that will increase the pass-rate on SBAC		"Goal 3; All students will experience continued academic			
Improvement Strategies	Intended Outcomes	Event 6: Status Check 1 (Insert Date)	Event 7: Status Check 2 (Insert Date)	Event 8: Status Check 3 (Insert Date)	Were our improvement strategies successful?
Teachers spend time with students to learn the routines of the school and grace and courtesy lessons appropriate to a Montessori environment.	Students able to work within the expectations and routines of a Montessori environment will be better able to focus on learning, freeing the teacher to focus on academics rather than discipline	Strong 12/17/21	At Risk 3.10.22	Strong 6/7/22	
Institute a program of vertical teaming to identify areas of need for children moving from level to level.	Teachers of lower grade children can better lay the groundwork for children graduating to higher-level classes; i.e. moving from lower elementary to upper elementary	Strong 12/17/21	Strong 3.10.22	Strong 6/7/22	
School Goal		Select aligned STIP goal below:			Did we achieve our goal?
School Goal 3: Students identified as needing behavior support by MTSS or PLC will be assigned to a group or individual		Goal 6: All students and adults learn and work together in safe			
Improvement Strategies	Intended Outcomes	Event 6: Status Check 1 (Insert Date)	Event 7: Status Check 2 (Insert Date)	Event 8: Status Check 3 (Insert Date)	Were our improvement strategies successful?
School will hire a school counselor or mental health professional to address the mental health needs of our students.	Children identified with a need will receive individual or group counseling to help improve mental health to improve their ability to be successful in school and in life.	Strong 12/17/21	Strong 3.10.22	Needs Immediate Attention 6/7/22	
School Goal		Select aligned STIP goal below:			Did we achieve our goal?
(insert goal here)					
Improvement Strategies	Intended Outcomes	Event 6: Status Check 1 (Insert Date)	Event 7: Status Check 2 (Insert Date)	Event 8: Status Check 3 (Insert Date)	Were our improvement strategies successful?
(insert improvement strategies here)	(insert intended outcomes here)				
School Goal		Select aligned STIP goal below:			Did we achieve our goal?
(insert goal here)					
Improvement Strategies	Intended Outcomes	Event 6: Status Check 1 (Insert Date)	Event 7: Status Check 2 (Insert Date)	Event 8: Status Check 3 (Insert Date)	Were our improvement strategies successful?
(insert improvement strategies here)	(insert intended outcomes here)				

**Directions:**

**As a team, for each goal:**

**Step 1:** Review the *Findings/Visualizations* slides within the *Events 6-8* slide deck. These will need to be updated prior to each event.

**Step 2:** Reflect on the *Now, Next, Need* questions noted in the slide deck.

**Step 3:** Fill in the appropriate calls for *Event 6*.

- Rate the overall status of the improvement strategy using one of the following: Strong - on track; At Risk - requires some refinement and/or support; or Needs Immediate Attention - requires immediate support

- Identify specific Lessons Learned (Now), Next Steps and Needs

*Note: The rating you enter for Step 3 will automatically update the accompanying cell on the Master Tracker (tab 1).*

**School Goal**

School Goal 1: By the next SBAC test (2022), High Desert Montessori will reduce the pass rate gap in mathematics by 10 percentage points.

Improvement Strategies	Intended Outcomes	Event 6: Status Check 1 (Insert Date)	Now (Lessons Learned)	Next (Next Steps)	Need
Introduce methods of Tier II and Tier III interventions that more closely align with SBAC and MAP formats.	Students working with classroom teachers and interventionists will receive an extra 1.5 hours (TIER II) and 2.5 hours (TIER III) of support on using intervention materials in the area of reading and English literacy. These students will show larger than avg. growth on MAP Scores and SBAC.	Strong 12/17/21	Difficulties in scheduling intervention times for students without affecting the protected 3 hour work period	Hire additional interventionist and bring in volunteer interventionists to meet with small groups.	Hire part-time interventionist
Add a focus on academic vocabulary that more closely aligns with testing vocabulary.	Students working independently on technology-based remediation programs in mathematics. These students will show larger than avg. growth on MAP Scores and SBAC.	At Risk 12/17/21	Need to increase the number of children using mathematics interventions, especially at the lower levels	study evidence based mathematics interventions that align with Montessori Principles	Field Test mathematics based interventions.

**School Goal**

School Goal 2: Teachers will identify holes in their practice and Montessori pedagogy that will increase the pass-rate on SBAC and Science CRT tests by 10%

Improvement Strategies	Intended Outcomes	Event 6: Status Check 1 (Insert Date)	Now (Lessons Learned)	Next (Next Steps)	Need
Teachers spend time with students to learn the routines of the school and grace and courtesy lessons appropriate to a Montessori environment.	Students able to work within the expectations and routines of a Montessori environment will be better able to focus on learning, freeing the teacher to focus on academics rather than discipline	Strong 12/17/21	Focus on a specific grace and courtesy standard on a weekly rotating basis	Add Grace and courtesy focus to weekly seminars in each class	
Institute a program of vertical teaming to identify areas of need for children moving from level to level.	Teachers of lower grade children can better lay the groundwork for children graduating to higher-level classes; i.e. moving from lower elementary to upper elementary	Strong 12/17/21	Add PLC time for different levels to look at instruction and how levels can support each other to improve outcomes.	Schedule verticle teaming time into early release and professional development days.	

**School Goal**

School Goal 3: Students identified as needing behavior support by MTSS or PLC will be assigned to a group or individual support with the school counselor.

Improvement Strategies	Intended Outcomes	Event 6: Status Check 1 (Insert Date)	Now (Lessons Learned)	Next (Next Steps)	Need
School will hire a school counselor or mental health professional to address the mental health needs of our students.	Children identified with a need will receive individual or group counseling to help improve mental health to improve their ability to be successful in school and in life.	Strong 12/17/21	Licensed clinical social worker hired to work with students on friendship groups, individual counseling needs, and 504 case management.	Refine identification and assignment process for children in need of counseling services	Look for and field test research-based SEL programs that fit within our Montessori methodology

**School Goal**

(insert goal here)

Improvement Strategies	Intended Outcomes	Event 6: Status Check 1 (Insert Date)	Now (Lessons Learned)	Next (Next Steps)	Need
(insert improvement strategies here)	(insert intended outcomes here)				

**School Goal**

(insert goal here)

Improvement Strategies	Intended Outcomes	Event 6: Status Check 1 (Insert Date)	Now (Lessons Learned)	Next (Next Steps)	Need
(insert improvement strategies here)	(insert intended outcomes here)				

**Directions:**

**As a team, for each goal:**

**Step 1:** Review the *Findings/Visualizations* slides within the *Events 6-8* slide deck. These will need to be updated prior to each Event.

**Step 2:** Reflect on the *Now, Next, Need* questions noted in the slide deck.

**Step 3:** Fill in the appropriate cells for *Event 7*.

- Rate the overall status of the improvement strategy using one of the following: Strong - on track; At Risk - requires some refinement and/or support; or Needs Immediate Attention - requires immediate support

- Identify specific Lessons Learned (Now), Next Steps and Needs

*Note: The rating you enter for Step 3 will automatically update the accompanying cell on the Master Tracker (tab 1).*

School Goal					
School Goal 1: By the next SBAC test (2022), High Desert Montessori will reduce the pass rate gap in mathematics by 10 percentage points.					
Improvement Strategies	Intended Outcomes	Event 7: Status Check 2 (Insert Date)	Now (Lessons Learned)	Next (Next Steps)	Need
Introduce methods of Tier II and Tier III interventions that more closely align with SBAC and MAP formats.	Students working with classroom teachers and interventionists will receive an extra 1.5 hours (TIER II) and 2.5 hours (TIER III) of support on using intervention materials in the area of reading and English literacy. These students will show larger than avg. growth on MAP Scores and SBAC.	At Risk 3/10/22	Interventionist and Volunteer trained along with some teacher assistants to deliver literacy interventions that allow better access to the math SBAC test.	Train all assistants to offer interventions in both ELA and mathematics	Find a research based mathematics intervention that can be used with younger children
Add a focus on academic vocabulary that more closely aligns with testing vocabulary.	Students working independently on technology-based remediation programs in mathematics. These students will show larger than avg. growth on MAP Scores and SBAC.	Strong 3/10/22	Math scores on winter MAP show growth at normal rates. Use of Khan MAP Accelerator showing improvement of math scores.	Create lessons on Math vocabulary that can integrate with Montessori Pedagogy	Find a research based mathematics intervention that can be used with younger children
School Goal					
School Goal 2: Teachers will identify holes in their practice and Montessori pedagogy that will increase the pass-rate on SBAC and Science CRT tests by 10%					
Improvement Strategies	Intended Outcomes	Event 7: Status Check 2 (Insert Date)	Now (Lessons Learned)	Next (Next Steps)	Need
Teachers spend time with students to learn the routines of the school and grace and courtesy lessons appropriate to a Montessori environment.	Students able to work within the expectations and routines of a Montessori environment will be better able to focus on learning, freeing the teacher to focus on academics rather than discipline	At Risk 3.10.22	Weekly grace and courtesy lessons integrated into school wide focus per the weekly bulletin.	Continue to emphasize grace and courtesy as part of teacher's weekly seminars	Find a research based SEL program that integrates with Montessori philosophy and pedagogy.
Institute a program of vertical teaming to identify areas of need for children moving from level to level.	Teachers of lower grade children can better lay the groundwork for children graduating to higher-level classes; i.e. moving from lower elementary to upper elementary	Strong 3.10.22	PLC groups using early-release Wednesdays to look at aligning Montessori lessons with NVACS standards	Analyze longitudinal data from prior years and compare to this year and beyond to determine the effectiveness of this work.	NCMPS Montessori/CCSS alignment study data.
School Goal					
School Goal 3: Students identified as needing behavior support by MTSS or PLC will be assigned to a group or individual support with the school counselor.					
Improvement Strategies	Intended Outcomes	Event 7: Status Check 2 (Insert Date)	Now (Lessons Learned)	Next (Next Steps)	Need
School will hire a school counselor or mental health professional to address the mental health needs of our students.	Children identified with a need will receive individual or group counseling to help improve mental health to improve their ability to be successful in school and in life.	Strong 3.10.22	School mental health professional (MHP) meeting with groups and individuals to tackle the mental health needs of the school.	School MHP looking at several researched based SEL programs to address the needs of tier I students and their mental/social needs.	Research based SEL program that aligns with Montessori theory of psychosocial development.
School Goal					
(insert goal here)					
Improvement Strategies	Intended Outcomes	Event 7: Status Check 2 (Insert Date)	Now (Lessons Learned)	Next (Next Steps)	Need
(insert improvement strategies here)	(insert intended outcomes here)				
School Goal					
(insert goal here)					
Improvement Strategies	Intended Outcomes	Event 7: Status Check 2 (Insert Date)	Now (Lessons Learned)	Next (Next Steps)	Need
(insert improvement strategies here)	(insert intended outcomes here)				

**Directions:**

**As a team, for each goal:**

**Step 1:** Review the *Findings/Visualizations* slides within the *Events 6-8* slide deck. These will need to be updated prior to each event.

**Step 2:** Reflect on the *Now, Next, Need* questions noted in the slide deck.

**Step 3:** Fill in the appropriate cells for *Event 8*.

- Rate the overall status of the improvement strategy using one of the following: Strong - on track; At Risk - requires some refinement and/or support; or Needs Immediate Attention - requires immediate support

- Identify specific Lessons Learned (Now), Next Steps and Needs

*Note: The rating you enter for Step 3 will automatically update the accompanying cell on the Master Tracker (tab 1).*

School Goal					
School Goal 1: By the next SBAC test (2022), High Desert Montessori will reduce the pass rate gap in mathematics by 10 percentage points.					
Improvement Strategies	Intended Outcomes	Event 8: Status Check 3 (Insert Date)	Now (Lessons Learned)	Next (Next Steps)	Need
Introduce methods of Tier II and Tier III interventions that more closely align with SBAC and MAP formats.	Students working with classroom teachers and interventionists will receive an extra 1.5 hours (TIER II) and 2.5 hours (TIER III) of support on using intervention materials in the area of reading and English literacy. These students will show larger than avg. growth on MAP Scores and SBAC.	At Risk 6/7/22	Interventionist, volunteer, and assistants are critical in improving scores of our most at-risk students. Math intervention through MAP Accelerator is very effective for grades 2 through 8 as long as the child is a strong reader.	New system for moving students through intervention programs on a 6 week rotating basis being implemented for the 22.23 school year.	Train all elementary assistants in the use of Phonics First, LLI, and Florida interventions. Identify research based math intervention for low level readers.
Add a focus on academic vocabulary that more closely aligns with testing vocabulary.	Students working independently on technology-based remediation programs in mathematics. These students will show larger than avg. growth on MAP Scores and SBAC.	At Risk 6/7/22	Math growth continues in a positive trajectory for children who can read well. For those who cannot, math scores remain stagnant.	Identify and impliment math interventions for low readers, specifically in grades 1-3.	Research based math intervention program.
School Goal					
School Goal 2: Teachers will identify holes in their practice and Montessori pedagogy that will increase the pass-rate on SBAC and Science CRT tests by 10%					
Improvement Strategies	Intended Outcomes	Event 8: Status Check 3 (Insert Date)	Now (Lessons Learned)	Next (Next Steps)	Need
Teachers spend time with students to learn the routines of the school and grace and courtesy lessons appropriate to a Montessori environment.	Students able to work within the expectations and routines of a Montessori environment will be better able to focus on learning, freeing the teacher to focus on academics rather than discipline	Strong 6/7/22	Teachers using grace and courtesy lessons in their weekly seminars, reinforced daily through routine.	More emphasis on school-wide grace and courtesy initiatives.	
Institute a program of vertical teaming to identify areas of need for children moving from level to level.	Teachers of lower grade children can better lay the groundwork for children graduating to higher-level classes; i.e. moving from lower elementary to upper elementary	Strong 6/7/22	Changed the way we did sorting for students moving fto a higher level/plane made the process of identifying need easier.	Cross level lesson study to improve how scaffolding of lessons from prior levels can be used in higher level classes.	
School Goal					
(insert goal here)					
Improvement Strategies	Intended Outcomes	Event 8: Status Check 3 (Insert Date)	Now (Lessons Learned)	Next (Next Steps)	Need
School will hire a school counselor or mental health professional to address the mental health needs of our students.	Children identified with a need will receive individual or group counseling to help improve mental health to improve their ability to be successful in school and in life.	Needs Immediate Attention 6/7/22	Losing MHP as an employee left many children's needs unmet. Systems need to be in place if there is an emergency vacancy in MHP position.	Train newly hired MHP (LCSW) in school culture and Montessori pedagogy. Put systems in place for identification and servicing children's needs.	Research based SEL program for use in Tier I instruction.
School Goal					
(insert goal here)					
Improvement Strategies	Intended Outcomes	Event 8: Status Check 3 (Insert Date)	Now (Lessons Learned)	Next (Next Steps)	Need
(insert improvement strategies here)	(insert intended outcomes here)				
School Goal					
(insert goal here)					
Improvement Strategies	Intended Outcomes	Event 8: Status Check 3 (Insert Date)	Now (Lessons Learned)	Next (Next Steps)	Need
(insert improvement strategies here)	(insert intended outcomes here)				

**Directions:**

**As a team, for each Goal:**

- Step 1: Review the *Findings/Visualizations* slides within the *Event 9* slide deck. These will need to be updated prior to each event.
- Step 2: Reflect on the *Now, Next, Need* questions noted in the slide deck.
- Step 3: Fill in the appropriate cells in the table below.

- Did we achieve our Goal/Intended Outcomes - Yes, No.
- Do we continue, correct, or cancel our goals/implementation strategies - Continue, Correct, Cancel.
- Identify specific Lessons Learned, Next Steps and Needs.

*Note: The rating you enter for Step 3 will automatically update the accompanying cell on the Master Tracker (tab 1).*

School Goal		Did we achieve our goal?				
School Goal 1: By the next SBAC test (2022), High Desert Montessori will reduce the pass rate gap in mathematics by 10 percentage points.						
Improvement Strategies	Intended Outcomes	Were our improvement strategies successful? (Select One)	Continue, Correct, or Cancel the Strategy? (Select One)	Now (Lessons Learned)	Next (Next Steps)	Need
Introduce methods of Tier II and Tier III interventions that more closely align with SBAC and MAP formats.	Students working with classroom teachers and interventionists will receive an extra 1.5 hours (TIER II) and 2.5 hours (TIER III) of support on using intervention materials in the area of reading and English literacy. These students will show larger than avg. growth on MAP Scores and SBAC.					
Add a focus on academic vocabulary that more closely aligns with testing vocabulary.	Students working independently on technology-based remediation programs in mathematics. These students will show larger than avg. growth on MAP Scores and SBAC.					
School Goal 2: Teachers will identify holes in their practice and Montessori pedagogy that will increase the pass-rate on SBAC and Science CRT tests by 10%						
Improvement Strategies	Intended Outcomes	Were our improvement strategies successful? (Select One)	Continue, Correct, or Cancel the Strategy? (Select One)	Now (Lessons Learned)	Next (Next Steps)	Need
Teachers spend time with students to learn the routines of the school and grace and courtesy lessons appropriate to a Montessori environment.	Students able to work within the expectations and routines of a Montessori environment will be better able to focus on learning, freeing the teacher to focus on academics rather than discipline.					
Institute a program of vertical learning to identify areas of need for children moving from level to level.	Teachers of lower grade children can better lay the groundwork for children graduating to higher-level classes; i.e. moving from lower elementary to upper elementary.					
School Goal 3: Students identified as needing behavior support by MTSS or PLC will be assigned to a group or individual support with the school counselor.						
Improvement Strategies	Intended Outcomes	Were our improvement strategies successful? (Select One)	Continue, Correct, or Cancel the Strategy? (Select One)	Now (Lessons Learned)	Next (Next Steps)	Need
School will hire a school counselor or mental health professional to address the mental health needs of our students.	Children identified with a need will receive individual or group counseling to help improve mental health to improve their ability to be successful in school and in life.					
School Goal (insert goal here)						
Improvement Strategies	Intended Outcomes	Were our improvement strategies successful? (Select One)	Continue, Correct, or Cancel the Strategy? (Select One)	Now (Lessons Learned)	Next (Next Steps)	Need
(insert improvement strategies here)	(insert intended outcomes here)					
School Goal (insert goal here)						
Improvement Strategies	Intended Outcomes	Were our improvement strategies successful? (Select One)	Continue, Correct, or Cancel the Strategy? (Select One)	Now (Lessons Learned)	Next (Next Steps)	Need
(insert improvement strategies here)	(insert intended outcomes here)					