

Directions for the Plan for School Improvement Template:

All Low Performing schools must submit a plan for school improvement to NCDPI for review. The following document is an optional template to record a school's plan for improvement.

Once completed, this document or the school's choice of a Plan for Improvement document must be uploaded to <https://www.rep.dpi.state.nc.us/dstplan/>.

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Please note: The following MS Excel Workbook includes cells that contain formulas in order to populate the information entered on corresponding sheets. Begin entering information on the School Info Mission Vision tab, and if the formulas remain in place, the District Name, School Name, School Code, and School Year will populate to all the following tabs.

On the Goals tab, each goal entered will populate to its corresponding tab.

To save the Excel file as a PDF, select File, Save As, and select PDF under Save as Type.

To save the entire Workbook as a PDF, use the Options button to select Publish What > Entire Workbook.

<b>District Name:</b>	<b>School Name:</b>	<b>School Code:</b>	<b>Year:</b>
[Enter District Name] N/A	Island Montessori Charter School	65D	2015-2016
<b>Principal Name (or Designee)</b>	Brian Corrigan	<b>Principal Name (or Designee) Email:</b>	<a href="mailto:briancorrigan@islandmontessorischool.org">briancorrigan@islandmontessorischool.org</a>
<b>School Mission</b>	<p>The mission of Island Montessori Charter School is to enable children of diverse backgrounds to learn and grow at their own pace by offering a developmentally appropriate and challenging academic Montessori environment that models grace and courtesy and fosters a peaceful community of lifelong learners.</p>		
<b>School Vision</b>	<p>IMCS was born from the sentiment that every child deserves a chance to flourish from a high-quality Montessori education. Montessori education has proven effective for over 100 years in developing young people who are adaptable, competent, confident, gracious, and serious about their roles as productive, compassionate stewards. Montessori students are capable of understanding and applying knowledge and skills in a multitude of careers and life paths. One of the biggest strengths of the Montessori method is that it produces independent, life-long learners. These are qualities that benefit children into high school and beyond. IMCS is committed to providing an educational experience that is consistent with the original tenets Dr. Maria Montessori set forth over a century ago.</p>		
<p>Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)</p>			

*After reviewing teacher credentials and retention, student attendance, retention, suspensions and student achievement passing percentages of EOGs, reviewing state average passing percentages, seeing our school met expected growth, and reviewing EVAAS trend data, we have set school improvement plan goals to focus on subject area growth.*

**Review of school profile:** *Strengths were found in employing fully certified staff with low turnover rate, low student retention percentage, high student attendance with 0% suspension.*

**EOG and School Report Card Data Analysis Review:** *Our school met expected growth but shows area of weakness in math and science therefore we made goals to improve our test scores. Language scores were close to the state average; however, we know that improved reading will support students with greater success on math and sciences tests as much of these tests are reading based. We've looked at classroom models and have made adjustments to vertical planning. Teachers are working together to bridge gaps in the Montessori curriculum while aligning to NC standards and developing assessments to track with student growth throughout the year. Though we did improve over first year, we know and understand we are not where we expect to be. We look forward to working to achieve those standards and goals set forth in our charter.*

## Island Montessori Charter School Profile

Island Montessori Charter School is located in Wilmington, NC. Our school is in its 3rd year of operation. Our school opened in August of 2013 with an enrollment of 144 students in grades K-5. In the 2014-2015 school year we added 6th grade which increased our enrollment to 164. This school year we added 7th grade and currently have 187 students enrolled in grades K-7. Next year we will add 8th grade as stated in our charter. We are an affiliate of the American Montessori Society (AMS).

See Student Demographics attached

### Student Discipline:

2013-2014 0 students suspended

2014-2015 0 students suspended

### Student Retention:

2013-2014 Retention: 1%

2014-2015 Retention: 2%

### Staff:

Our staff is comprised of 11 North Carolina licensed classroom teachers, 8 who are also Montessori-certified. 2 teachers are enrolled in Montessori training and will be fully certified by May 2018. 2 teachers have a Master's in Education. We have 2 full time EC teachers and one EC teacher at 25% time.

Each classroom has an assistant that has completed a Fundamentals of Montessori training. Our Art, P.E., Music, and Environmental Science Specialist teachers are employed at 75% time. Our Spanish teacher is part time.

### Teacher Retention:

2013-2014 8 out of 8 teachers returned

2014-2015 8 out of 9 teachers returned

## 2015-2016 School Year Student Demographics

<b>Grade Level</b>	<u>Total in Grade</u>	<u>Asian</u>	<u>Black or African American</u>	<u>Hispanic</u>	<u>American Indian/Alaskan Native</u>	<u>Two or More</u>	<u>Native Hawaiian/Pacific Islander</u>	<u>White</u>
<u>0</u>	<u>24</u> 12 / 12	<u>2</u> 2 / 0	<u>0</u> 0 / 0	<u>1</u> 0 / 1	<u>0</u> 0 / 0	<u>0</u> 0 / 0	<u>0</u> 0 / 0	<u>21</u> 10 / 11
<u>1</u>	<u>23</u> 12 / 11	<u>0</u> 0 / 0	<u>0</u> 0 / 0	<u>2</u> 1 / 1	<u>0</u> 0 / 0	<u>1</u> 0 / 1	<u>0</u> 0 / 0	<u>20</u> 11 / 9
<u>2</u>	<u>21</u> 9 / 12	<u>1</u> 0 / 1	<u>0</u> 0 / 0	<u>1</u> 0 / 1	<u>1</u> 1 / 0	<u>0</u> 0 / 0	<u>0</u> 0 / 0	<u>18</u> 8 / 10
<u>3</u>	<u>24</u> 11 / 13	<u>0</u> 0 / 0	<u>0</u> 0 / 0	<u>3</u> 2 / 1	<u>0</u> 0 / 0	<u>2</u> 0 / 2	<u>0</u> 0 / 0	<u>19</u> 9 / 10
<u>4</u>	<u>19</u> 12 / 7	<u>0</u> 0 / 0	<u>1</u> 0 / 1	<u>2</u> 1 / 1	<u>1</u> 1 / 0	<u>0</u> 0 / 0	<u>0</u> 0 / 0	<u>15</u> 10 / 5
<u>5</u>	<u>31</u> 17 / 14	<u>1</u> 1 / 0	<u>0</u> 0 / 0	<u>4</u> 2 / 2	<u>0</u> 0 / 0	<u>1</u> 1 / 0	<u>0</u> 0 / 0	<u>25</u> 13 / 12
<u>6</u>	<u>19</u> 9 / 10	<u>0</u> 0 / 0	<u>0</u> 0 / 0	<u>1</u> 0 / 1	<u>0</u> 0 / 0	<u>2</u> 0 / 2	<u>0</u> 0 / 0	<u>16</u> 9 / 7
<u>7</u>	<u>23</u> 10 / 13	<u>1</u> 1 / 0	<u>2</u> 1 / 1	<u>1</u> 1 / 0	<u>0</u> 0 / 0	<u>0</u> 0 / 0	<u>0</u> 0 / 0	<u>19</u> 7 / 12
<u>TOTAL</u>	<u>184</u> 92 / 92	<u>5</u> 4 / 1	<u>3</u> 1 / 2	<u>15</u> 7 / 8	<u>2</u> 2 / 0	<u>6</u> 1 / 5	<u>0</u> 0 / 0	<u>153</u> 77 / 76



2014/2015 School Year Attendance						
Grade Level	Total Enrollment	# Present	% Present	>10 Days Absent	% of days >10	>20 Days Absent
Kindergarten	25	0	0%	17	68%	7
First Grade	24	1	4%	21	88%	2
Second Grade	24	0	0%	18	75%	6
Third Grade	24	1	4%	17	71%	6
Fourth Grade	24	7	29%	15	63%	2
Fifth Grade	24	8	34%	14	58%	2
Sixth Grade	24	6	25%	16	67%	2
Percentage of attendance for school year	169		14%		70%	

2013/2014 School Year Attendance						
Grade Level	Total Enrollment	# Present		>10 Days Absent	% of days >10	>20 Days Absent
Kindergarten	25	0	0%	20	80%	5
First Grade	24	0	0%	18	75%	6
Second Grade	25	0	0%	21	84%	4
Third Grade	25	0	0%	20	80%	5
Fourth Grade	25	0	0%	19	76%	4
Fifth Grade	24	1	4%	16	67%	5
Percentage of attendance for school year	148				77%	

% of days >20	<20 Days Present	% of days <20
28%	1	4%
8%	0	0%
25%	0	0%
25%	0	0%
8%	0	0%
8%	0	0%
8%	0	0%
16%		

% of days >20	<20 Days Present	% of days <20
20%	0	0%
25%	0	0%
16%	0	0%
20%	0	0%
16%	2	8%
21%	2	8%
20%		



### NC End of Grade Tests

2013-2014	% scoring level 3 or higher
Math	
3rd grade	37.50%
4th grade	21.70%
5th grade	40%
Language Arts	
3rd grade	62.50%
4th grade	60.90%
5th grade	60%
Science	
5th grade	26%

2014-2015	% scoring level 3 or higher
Math	
3rd grade	57.10%
4th grade	45.80%
5th grade	13%
6th grade	20.80%
Language Arts	
3rd grade	76.20%
4th grade	58.30%
5th grade	60.90%
6th grade	54.20%
Science	
5th grade	39%

**Strategic Planning Process**

In early January 2014, the IMCS Executive Committee, which is comprised of Melinda Cummings (IMCS Board President), Brian Corrigan (IMCS Head of School), Jennifer Friend (IMCS Board Vice President), and Christina Dees (IMCS Board) began meeting twice a month to discuss the goals and strategies for the school's 2014—2017 Strategic Plan. Once the Executive Committee developed its draft, the committee asked the following groups to evaluate our Strategic Plan and provide further feedback: the IMCS Board of Directors, Family School Association, Academic Committee, IMCS faculty and staff, parents, and community members.

**Core Values**

Island Montessori Charter School aims to create a Montessori community that respects each student as an individual and fosters in each student respect for self and others, joy in discovery, independence, communal responsibility, and a peaceful approach to problem solving. Island Montessori School guides the growth and development of the whole child in an environment that:  
Fosters a love of learning

- Maximizes individual potential
- Promotes academic excellence
- Inspires creativity
- Celebrates diversity
- Encourages mutual respect
- Nurtures compassion and humanitarianism
- Advocates stewardship of the environment
- Graduates responsible, productive citizens of the world

## Areas of Focus

### I. Academic Excellence

Maximize individual potential and growth for all students.

**Goal A:** IMCS will nurture in its students a lifelong love of learning as well as respect for themselves and others in a peaceful and safe environment.

*Leads: Administration & Faculty, Academic Committee.*

Strategies	Measures	Timeline
1. IMCS will guide each of its students to toward developing into well---rounded, conscientious, curious, inventive, thoughtful, globally aware, productive citizens through a robust curriculum.	Student portfolios	Ongoing
2. IMCS will incorporate Maria Montessori's Cosmic Education, which integrates science, math, history, geography, art, writing, reading, and music in each of its academically rigorous lessons, to provide meaningful and challenging experiential learning opportunities for its students.	<ul style="list-style-type: none"><li>• Presentation of the Five Great Lessons</li><li>• Use of Cosmic Education</li></ul>	Ongoing
3. Faculty will guide students' natural curiosity in order to achieve a life---long love of learning guided by the needs of the whole child in a prepared environment.	<ul style="list-style-type: none"><li>• Carefully prepared classrooms</li><li>• Project-based portfolios</li></ul>	Ongoing
4. Faculty will follow the individual needs of children and each other while taking into account the needs of the whole community.	<ul style="list-style-type: none"><li>• Student portfolios</li><li>• Teacher evaluations</li></ul>	Ongoing
5. Parents will be educated on the principles and application of the Montessori Method,	<ul style="list-style-type: none"><li>• Completion of bi---monthly Parent Ed events</li></ul>	Ongoing

integrated into the educational process of their children, and invested in the principles of Montessori and their children's education.	<ul style="list-style-type: none"> <li>• Completion of Montessori articles and FAQs in monthly newsletters</li> </ul>	
6. In order to create a peaceful community, IMCS will consciously teach its students to be peaceful problem solvers. IMCS will develop a school---wide <u>peace</u> curriculum.	<ul style="list-style-type: none"> <li>• Use of peace education</li> <li>• Completion of peace curriculum</li> </ul>	Fall 2016

7. Classes are multi---aged in accordance with children's planes of development; offering students natural mentorship opportunities while building a community within the classroom.	Use of multi-age classrooms	Ongoing
8. IMCS will consciously teach its students to reach out to the local and global community through community service projects, field trips, Going Outs, and culturally---themed events and projects.	<ul style="list-style-type: none"> <li>• Completion of at least 2---5 field trips each year per class, two Going Outs, and one community service project per class.</li> <li>• Invite guest speakers to give presentations monthly in each classroom</li> </ul>	Starts 2014 Ongoing
9. IMCS will integrate health and nutrition into its curriculum and classrooms to help shape development of the whole child; IMCS will positively affect students' health and wellness as well as their educational achievements.	<ul style="list-style-type: none"> <li>• Completion of Healthy Nutrition trainings for students, staff, and parents</li> <li>• Completion of an IMCS Health/Nutrition Policy</li> </ul>	Fall 2015
10. IMCS will provide a robust specials curriculum to include Music, Art, Environmental Education, Spanish, and Physical Education to all its students.	Specials Classes and schedule	Fall 2016
11. By the completion of each school year, all students will demonstrate increasing levels of	Student portfolios	Ongoing

respect for self and others, concentration, self-motivation, self-reliance, compassion, and discipline.		
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**Goal B:** The philosophy of Maria Montessori and the school's mission will be the cornerstones of the educational programs at IMCS while complying with the requirements of the North Carolina Department of Public Instruction and Office of Charter Schools.

*Leads: Administration & Faculty, Academic Committee.*

Strategies	Measures	Timeline
1. 100% of IMCS lead teachers will hold a Montessori certification from an accredited Montessori training program or will be enrolled in an accredited Montessori teacher training.	Lead teacher Montessori certifications	Ongoing
2. IMCS will use the alignment of the Montessori curriculum to the Common Core standards as a guide to ensure students are prepared for state-required assessments.	Completion of a Montessori curriculum/Common Core document	Fall 2015
3. Establish baseline data at the beginning of each year for each student.	Completion of beginning of the year assessments	Ongoing
4. By the end of 2016, the percentage of students in grades 3 through 8 enrolled in their second year who will meet or exceed student proficiency levels in reading and math as demonstrated on the End-of-Grade assessment will be 5% above the state's average.	EOG results	2016 and beyond
5. Implement an integrated, streamlined assessment system to monitor student	<ul style="list-style-type: none"> <li>Use of assessment systems, such as <u>Albanesi</u></li> </ul>	Fall 2015

growth and inform instruction.	<ul style="list-style-type: none"> <li>Provide professional development to train teachers to use best practices for analyzing and utilizing assessment data</li> </ul>	
6. IMCS will instruct students to attain personal educational goals.	<ul style="list-style-type: none"> <li>Use of student work plans</li> <li>Record keeping</li> </ul>	Ongoing
7. IMCS is committed to continuous improvement in implementing the Montessori curriculum with integrity.	<ul style="list-style-type: none"> <li>Annual Montessori consultant evaluation</li> <li>Administration and lead teachers observe other Montessori schools annually</li> </ul>	Ongoing

<b>Goal C:</b> Parents and teachers will form effective partnerships to support students becoming life---long learners. <i>Leads: Administration &amp; Faculty, Academic Committee, Board of Directors.</i>		
Strategies	Measures	Timeline
1. IMCS will celebrate and respect parents' diverse backgrounds and experiences.	Maintain 75% satisfaction rating on annual parent survey conducted by an independent evaluator.	Spring 2016 and beyond
2. Parents will be informed about the principles and application of THE MONTESSORI METHOD through Parent Education Nights, monthly newsletters, guest speakers, Montessori and parenting webinars, a well---equipped Parent Resource Library, and a Parent Resource Sheet that lists recommended books, web sites, and videos about Montessori and parenting.	75% of IMCS parents will participate in Monthly Coffee with the Head of School or Parent Education Night and one volunteer activity (i.e., serve on the Family School Association or an Advisory Committee and/or provide feedback on the school's annual report).	Start 2014

**Goal D:** Eliminate achievement gaps by challenging students at all levels.

*Leads: Administration & Faculty, Academic Committee, Exceptional Children Coordinator.*

Strategies	Measures	Timeline
1. Provide high quality professional development on instructional and intervention strategies that work.	<ul style="list-style-type: none"> <li>Completion of professional development courses/workshops annually</li> <li>Teacher, faculty, and parent observations</li> <li>Normative assessments</li> <li>Student progress reports</li> <li>Portfolios</li> </ul>	Ongoing
2. Create, implement, and document an intervention process with fidelity.	<ul style="list-style-type: none"> <li>Completion of an intervention process</li> <li>Professional Development to train teachers in the use of the intervention process</li> <li>Discipline Data</li> </ul>	Spring 2015
3. Build support systems to foster the social and emotional health of students.	<ul style="list-style-type: none"> <li>Creation of support systems</li> <li>Teacher observations</li> <li>Student work samples</li> </ul>	Fall 2015
4. Build support systems and resources to meet the needs of high-achieving students.	<ul style="list-style-type: none"> <li>Creation of support system</li> <li>Teacher observations</li> <li>Student work samples</li> </ul>	Fall 2015
5. Identify students in at-risk subgroups and provide appropriate services and support personnel.	<ul style="list-style-type: none"> <li>Teacher observations</li> <li>Student work samples</li> <li>Use of intervention process</li> <li>Discipline Data</li> </ul>	Ongoing
6. Promote Positive Behavioral Interventions and	Completion of PBIS	Fall 2015

Support (PBIS) training in classrooms with discipline issues to aid in the enhancement of student achievement.		
7. Create a Student Support Team (SST). Committee to meet monthly or more often as needed to develop intervention strategies for students with behavior, academic, or developmental challenges to determine if the student needs to be referred for Special Education testing.	<ul style="list-style-type: none"> <li>Completion of a SST</li> <li>Teacher observations</li> </ul>	SST formed in 2014
8. IMCS will hire a part--time guidance counselor for the 2016/17 school year.	New guidance counselor hire	2016
9. Implement an integrated, streamlined assessment system to monitor student growth and determine areas where students need to be further challenged; given additional support; or possibly provided with intervention strategies.	<ul style="list-style-type: none"> <li>Use of assessment system</li> <li>Teacher observations</li> <li>Student work samples</li> </ul>	Fall 2015

**Goal E:** Recruit, train, retain and support highly effective teachers, administrators, specialists, and support staff.

*Leads: Administration & Faculty, Academic Committee, Board of Directors.*

Strategies	Measures	Timeline
1. Vacant teaching positions will be effectively advertised at local, state, and national Montessori organizations to attract qualified Montessori---certified teachers. Other employment opportunities will be effectively advertised locally.	<ul style="list-style-type: none"> <li>Teacher evaluations</li> <li>HOS Evaluation</li> <li>Annual Working Conditions Survey</li> </ul>	Ongoing



2. An orientation course will be available for all new employees, including support staff, to educate individuals who are joining IMCS about our school's mission, history, culture, and expectations for all employees.	Completion of new employee orientation documents and procedures	Fall 2015
3. Provide appropriate resources and opportunities for school staff to participate in professional development.	<ul style="list-style-type: none"> <li>Professional development log</li> <li>Teacher files</li> </ul>	Ongoing

4. Provide opportunities for teachers to collaborate and support each other through peer observations, departmental meetings, and IMCS teacher-led professional development. Develop a daily schedule that affords teachers a planning period so that they can prepare lessons, observe other classes, and think through any classroom or playground issues so that each student has an optimal learning experience. Every month during minimum days, teachers also have an afternoon to participate in development workshops and further strengthen their teaching skills by collaborating with each other.	<ul style="list-style-type: none"> <li>Planning period schedule</li> <li>Completion of professional development</li> <li>Peer observations</li> </ul>	Ongoing
5. Create a school culture that encourages IMCS teachers to strive to: <ol style="list-style-type: none"> <li>Make meaningful connections between our curriculum and the many aspects of a student's life.</li> <li>Identify the cause-and-effect relationship between environmental factors and student success and is able to use these factors to improve student outcomes.</li> <li>Proactively identify learning patterns and</li> </ol>	<ul style="list-style-type: none"> <li>Teacher observations and evaluations</li> <li>Student work samples and portfolios</li> <li>Assessment data</li> </ul>	Ongoing

<p>learning gaps before students become discouraged.</p> <ul style="list-style-type: none"> <li>d) Explore and experiment with instructional methods to discover best practices.</li> <li>e) Identify individual learning pathways for students, and tailor curriculum to serve the needs of the individual's needs and talents.</li> <li>f) Use assessment tools to not only gauge a student's performance, but to take remedial action and to continue to guide a students' individual learning plans.</li> <li>g) Identify and respond to signs a student is experiencing social or emotional difficulties that may impact their learning.</li> <li>h) Know students as individuals and creates a safe and supportive learning environment that respects diverse experiences, perspectives, and motivations.</li> </ul>		
<ul style="list-style-type: none"> <li>i) Understand that healthy classroom management promotes a safe and inclusive school for all children.</li> </ul>		

## II. Governance & Administration

IMCS Board of Directors and administrative staff will be guided by the school's charter and mission statement.

**GOAL A:** The IMCS Board of Directors will support a strong administrative team, led by the Head of School, which will create sound policies and procedures guided by the school's charter and mission statement.

*Leads: Board of Directors*

Strategies	Measures	Timeline
1. The IMCS Board and administrative staff will review and implement the school's charter, including the education plan, bylaws, business plan, and SMART Goals (see Charter Application).	<ul style="list-style-type: none"><li>▪ Charter School Consultant evaluations</li><li>▪ Membership of the Board of Directors</li><li>▪ Annual Parent Survey</li></ul>	Ongoing
1. The roles of the Board and the Head of School will be clearly defined and respected. The IMCS Board will act as the governing trustees of the school, focusing on policy and planning, in alignment with the mission of the school. The IMCS Board will entrust management of the daily operations of the school to the Head of School.	<ul style="list-style-type: none"><li>▪ Board of Directors Meeting Notes and Reports</li></ul>	Ongoing
2. The BOD, Head of School, and administrative team will ensure necessary resources are available to support all employees.	<ul style="list-style-type: none"><li>▪ Body of documented school policies and procedures</li></ul>	Ongoing
3. Sufficient and qualified employees will be in place to effectively administer the school.	<ul style="list-style-type: none"><li>▪ Administration and staff qualifications</li></ul>	Ongoing
4. The Head of School will create a unified team around the goals of Island Montessori School.	<ul style="list-style-type: none"><li>▪ Annual Working Conditions Survey</li></ul>	Ongoing
5. Definitions of roles and responsibilities of employees will be clear and in writing.	<ul style="list-style-type: none"><li>▪ Completed employee roles &amp; responsibilities</li></ul>	Ongoing
6. An employee evaluation system will be implemented and maintained.	<ul style="list-style-type: none"><li>▪ Completion of teacher and staff evaluations</li></ul>	Ongoing

7. Communication with the administrative team and all school employees will be open and reciprocal, in an atmosphere of trust.	▪ Annual Working Conditions Survey	Ongoing
8. Employee and Parent Handbooks will clearly outline expectations and will be	▪ Employee and Parent Handbooks	Ongoing

<u>disseminated.</u>		
9. The IMCS Board will ensure that policies are in place to support effective and efficient operations and successful administration of the school. Policies will be in compliance with the financial and governance policies of the NC State Board of Education.	▪ Annual Working Conditions Survey	Ongoing

**GOAL B:** IMCS will be committed to responsible growth driven by genuine Montessori practices, financial sustainability and the collective needs of the community.

*Leads: Administration & Faculty, Academic Committee, Board of Directors.*

STRATEGIES	MEASURES	TIMELINE
1. The IMCS Board will monitor the school's finances to ensure stability and longevity.	<ul style="list-style-type: none"> <li>▪ Head of School reports</li> <li>▪ Budget review</li> <li>▪ Finance Committee reports</li> <li>▪ Annual Fiscal Audit</li> </ul>	Ongoing
2. All governance decisions will be made proactively by monitoring the Average Daily Membership and its impact on budget and growth projections.	<ul style="list-style-type: none"> <li>▪ Head of School reports</li> <li>▪ Annual Fiscal Audit</li> </ul>	Ongoing
3. The IMCS Board will review its performance and the strategic plan annually. The membership will reflect the larger IMCS community, and the board will lead the community to achieve the strategic initiatives outlined in this plan.	<ul style="list-style-type: none"> <li>▪ Executive Committee reports</li> </ul>	Ongoing

<p>4. The IMCS Board and the IMCS administration will assure that necessary resources are available to support the strategic initiatives outlined in the 2014---2017 <u>Strategic Plan</u>.</p>	<ul style="list-style-type: none"> <li>▪ Executive Committee reports</li> <li>▪ Head of School reports</li> <li>▪ Annual Fiscal Audit</li> </ul>	<p>Ongoing</p>
<p>5. IMCS will re---evaluate its growth plan after Grade 8 is established in the 2017/18 school year.</p>	<ul style="list-style-type: none"> <li>▪ Head of School reports</li> <li>▪ Annual Fiscal Audit</li> </ul>	<p>Spring 2018</p>

### III. Facility

The IMCS campus will be artistically beautiful and will be an interactive extension of the classroom by offering a “prepared” and sustainable environment for students.

**GOAL A:** The current IMCS campus will be maintained to provide a safe and engaging learning environment for students in Grades 1 through 8.

*Leads: Administration & Faculty, Board of Directors.*

Strategies	Measures	Timeline
1. Interior spaces will be consistently functional by developmental level, artistically beautiful and thoughtfully maintained over time.	▪ Classroom evaluations	Ongoing
2. The artistically beautiful campus will reflect human diversity, appreciation of art and students’ creativity.	▪ Completion of outdoor classrooms and other outdoor features consistent with outdoor space wish list	Spring 2016
3. Educationally prepared outdoor environments will be created across campus that are engaging, enjoyable and encourage both physical and academic development.	▪ Completion of outdoor environments	Ongoing
4. All classrooms will have clearly defined “outside” classroom extension space balanced by the needs of the overall site plan.	▪ Completion of outdoor classrooms	Fall 2015
5. Principles of sustainable design will be used to attractively landscape the campus.	▪ Participate in <u>SurfRider</u> Foundation’s Ocean Friendly Garden Program	Fall 2015
6. Age appropriate multi-use athletic/activity spaces will be developed that are functionally safe, sustainable and highly available to the community.	▪ Completion of age appropriate multi-use athletic/activity spaces at both campuses	Fall 2015
7. Site plan improvements and new construction	▪ Completion of site plan	Ongoing

7. Site plan improvements and new construction and will create a sustainable “prepared” campus that brings existing elements together and forms a coherent campus.	<ul style="list-style-type: none"> <li>Completion of site plan improvements</li> </ul>	Ongoing
8. IMCS will gather feedback and input from its students to help guide the design of new construction.	<ul style="list-style-type: none"> <li>Student feedback through drawings, surveys, and discussions.</li> </ul>	2016/17 School Year

**GOAL B:** By the 2017/18 school year, IMCS will grow enough capital to build a new permanent structure that embodies the IMCS vision and serves all of our students’ academic needs in Primary through Grade 8.

*Leads: Administration & Faculty, Board of Directors, Family School Association.*

Strategies	Measures	Timeline
1. Establish the vision for the IMCS Master Plan and begin developing the plan by August 2015.	<ul style="list-style-type: none"> <li>Completion of IMCS Master Plan</li> <li>The IMCS Master Plan will be reviewed and revised by stakeholders by June 2016</li> <li>Establish the capital amount needed and create a capital building campaign by August 2016</li> <li>Hire a Project Manager by February 2017</li> <li>Create adequate and temporary classrooms until new facility is built</li> </ul>	2015-17
2. All building designs will encompass green principles that ensure sustainable construction.	Consult with a green building expert	Spring 2018



## IV. Community

IMCS will be a community where the voices of students, faculty and parents are valued equally and all members of the community are welcomed to actively participate.

**GOAL A:** (Internal/Staff to Parents) All staff at IMCS are accountable for engaging the school community as partners to support and sustain our school's mission.  
*Leads: Board of Directors, Administration & Faculty, Family School Association, Academic Committee, Communications Director.*

Strategies	Measures	Timeline
1. Create a Communications Director role to draft a comprehensive school---wide Communications Plan.	Completion of Communications Plan by Spring 2015	Ongoing
2. All IMCS employees promote positive and respectful interpersonal relationships with all members of the school community.	Bi---monthly staff training on best practices in communication	Ongoing
3. Communicate and educate core Montessori principles to all members of the school	<ul style="list-style-type: none"> <li>Staff meeting minutes</li> <li>Professional development</li> </ul>	Ongoing

<u>community.</u>	<ul style="list-style-type: none"> <li>Weekly administration newsletters to staff</li> </ul>	
4. All communication to parents and the community is easily accessible, timely, and accurate.	<ul style="list-style-type: none"> <li>Annual parent survey</li> <li>Streamlined communication across IMCS campuses</li> </ul>	Ongoing
5. Enhance our school's parent volunteer program, focusing on the best means (e.g. talents, time, <u>skills</u> ) for a parent to support IMCS and by which the parents also gain a better understanding of our school culture.	<ul style="list-style-type: none"> <li>Parent Volunteer Orientation</li> <li>Parent volunteer log</li> </ul>	Ongoing
6. Families feel welcome to participate in the life	Parent volunteer log	Ongoing



of the school and volunteer at least 20 hours per year.		
7. Activities that assist families with grade level transitions will be planned.	Complete student orientation and grade level scaffolding	Ongoing
8. Continue to build and nurture a community that values diversity, including diversity of thought, background, culture, and socioeconomic levels, believing that through our differences comes strength.	Well---established core values are shared with staff through newsletters and staff development	Ongoing
9. Community events will be held to develop relationships across the school, foster a school---wide community, and facilitate student, staff and parent interaction between classes and grade levels.	Completion of various community events each year	Ongoing
10. Create a parent development program that supports the understanding of Montessori philosophy by showcasing students and their work.	Completion of parent development program	Fall 2015
11. Support for the growth and vitality of the FSA as a key element for parental involvement in the life of the school, with members that are representative of our school community, welcoming of new families, and ambassadors for the school.	Well---established communication protocols between FSA and IMCS teachers, staff, and board	Ongoing
12. A freely elected student council will be organized and supported in order for all students to have a voice.	Creation of an IMCS Student Council	Fall 2015

**GOAL B:** (Internal/Staff and Board of Directors) Develop best practices for communication to create a streamlined, effective communication process so that the voices of all IMCS employees are valued equally.

*Leads: Board of Directors, Administration & Faculty, Family School Association, Academic Committee*

*Leads: Board of Directors, Administration & Faculty, Family School Association, Academic Committee, Communications Director.*

Strategies	Measures	Timeline
1. Montessori principles of teamwork and collaborative problem solving will guide interactions amongst faculty and amongst board members.	Well---established core values are shared with staff through newsletters and staff development	Ongoing
2. Clear and consistent messages will be delivered through diverse and effective communication tools.	<ul style="list-style-type: none"> <li>Streamlined communication across IMCS campuses</li> <li>Improved IMCS web site</li> <li>Effective social media</li> </ul>	Ongoing
3. School pride messages will be communicated in order to create and foster pride in IMCS among all members of the community.	<ul style="list-style-type: none"> <li>Streamlined communication across IMCS campuses</li> <li>Improved IMCS web site</li> <li>Effective social media</li> <li>Parent testimonials on our web site.</li> </ul>	Ongoing
4. Create opportunities, including structured plans, for students and faculty to work in meaningful ways across grade levels (and campuses) to enhance our school community and expand peer groups.	Streamlined communication across IMCS campuses	Ongoing

**GOAL C: (External/Marketing)** Create an effective marketing plan to promote and build recognition for IMCS through increased participation in local and national clubs/competitions/ events and through sponsorship of events geared toward the general community.

*Leads: Board of Directors, Administration & Faculty, Family School Association, Academic Committee, Communications Director.*

Strategies	Measures	Timeline
1. Evaluate and expand the IMCS web site.	Improved IMCS web site	Ongoing

2. Evaluate and expand IMCS' online presence using effective social media strategies.	Improved IMCS web site <ul style="list-style-type: none"> <li>▪ Effective social media</li> <li>▪ Parent testimonials on our web site.</li> </ul>	Ongoing
3. School-wide information is communicated in a	<ul style="list-style-type: none"> <li>▪ Streamlined communication</li> </ul>	Ongoing
<u>timely</u> and effective manner through the school's website, which is an effective tool for parents and faculty and for marketing the school.	across IMCS campuses <ul style="list-style-type: none"> <li>▪ Improved IMCS web site</li> </ul>	
4. Continue to promote and build recognition for the school through increased participation in local and national clubs/competitions/events, and through sponsorship of events geared toward the general community.	Completion of marketing events	Ongoing
5. Host Open Houses in various locations throughout the area to attract a diverse student population that is representative of our community's demographics as a whole.	Completion of Open Houses	Ongoing
6. Create an informational video that depicts our school culture and mission by highlighting our students' work as well teachers' explanations about Montessori and parent testimonials.	Completion of informational video	Spring 2015

District Name:		School Name:	School Code:	Year:
[Enter District Name] N/A		Island Montessori Charter School	65D	2015-2016
GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<b><i>Our school had a composite score of 62% passing the NC Language Arts End of Grade Test. Our school will increase to 65% passing the NC Language Arts End of Grade Test by the end of 2016-2017 school year.</i></b>			
	SBE Goal Alignment:	Future ready students - ready for the 21st century.		
	LEA Goal Alignment:	Implement an integrated, streamlined assessment system to monitor student growth and determine areas where students need to be further challenged, given additional support, or possibly provided with intervention strategies.		
	Indistar Indicator: (if applicable)			
Progress:	Progress Monitoring Status:	Compare data collected from previous years by grade level.		
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<b><i>Our school will increase from a 39% passage rate to at least a 50% passing on the NC Science End of Grade Test, grade 5, by the end of the 2016-2017 school year.</i></b>			
	SBE Goal Alignment:	Future ready students - ready for the 21st century		
	LEA Goal Alignment:	Implement an integrated, streamlined assessment system to monitor student growth and determine areas where students need to be further challenged, given additional support, or possibly provided with intervention strategies.		
	Indistar Indicator: (if applicable)			
Progress:	Progress Monitoring Status:	26% of students scored a 3 or higher on the Science EOG in our frist year (2013-2014). Last year (2014-2015) 39% of students scored a 3 or higher on NC Science EOG.		
GOAL #3: (SMART - Specific, Measurable	<b><i>By the end of the 2016-2017 school year, the percentile of students passing, scoring at least a level 3, on the NC Math End of Grade Test for grades 4, 5, and 6 will each increase by 10 percentage points compared to the passing percentiles of the 2014-2015 school year.</i></b>			
	SBE Goal Alignment:	Future ready students - ready for the 21st century		

Measurable, Attainable, Realistic, Time-Bound)	LEA Goal Alignment:	Implement an integrated, streamlined assessment system to monitor student growth and determine areas where students need to be further challenged, given additional support, or possibly provided with intervention strategies.
	Indistar Indicator: (if applicable)	
<b>Progress:</b>	Progress Monitoring Status:	Compare data collected from previous years by grade level.

District Name:		School Name:		School Code:		Year:	
[Enter District Name] N/A		Island Montessori Charter School		65D		2015-2016	
GOAL #1:		<b><i>Our school had a composite score of 62% passing the NC Language Arts End of Grade Test. Our school will increase to 65% passing the NC Language Arts End of Grade Test by the end of 2016-2017 school year.</i></b>					
<b>Strategy #1:</b> Describe the strategy that will support this goal		<b><i>Lead teachers will meet by grade level with curriculum coordinator to do collaborative planning which will include developing curriculum guides, Scope and Sequence, and share lessons that align Montessori curriculum with NC state standards.</i></b>					
Progress:		Progress Monitoring Status:		Developing			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.		<b><i>-Teachers will develop curriculum guides that align Montessori curriculum to NC state standards</i></b> <b><i>-Teachers will meet weekly during duty free planning to discuss Montessori lesson planning assuring the lessons meet each child's individual needs and make modifications to curriculum guides</i></b> <b><i>- During weekly collaborative planning teachers will meet once a month with EC teachers to plan and track progress of EC students</i></b>					
		Evidence: (Identify documents and artifacts)		Growth noted in : Minutes from weekly meeting, recorded teacher observations			
		Person(s) Responsible:		Instructional Coordinator: Samara Khun			
		Timeline:		August 2015-June 2017			
		Budget Amount: (if applicable)		N/A		Budget Source: (if applicable)	
<b>Strategy #2:</b> Describe the strategy that will support this goal		<b><i>Lead teachers will assess students throughout the year to track and measure growth.</i></b>					

<b>Progress:</b>	Progress Monitoring Status:	Developing		
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b>-NWEA student assessments will be adopted beginning spring of 2016</b> <b>-Read 3D Assessments will be given to grades K-3 in September, January, and May. Plans for student intervention will be made based on results.</b> <b>-MobyMax and/or SRA will be used as monthly Progress Monitoring for K-8</b> <b>Informal Assessments to include: Teacher observation, student portfolios, student-teacher conferences, Rubrics, Mountain Language assignments, Montessori's Three Period Lesson, work completed with after school volunteer tutor program</b>			
	Evidence: (Identify documents and artifacts)	Data will be collected and kept on file as reports are generated.		
	Person(s) Responsible:	Instructional Coordinator: Samara Khun		
	Timeline:	August 2015-June 2017		
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)	
<b>Strategy #3:</b> Describe the strategy that will support this goal	<b>Lead teachers will meet montly to collaboratively plan student intervention strategies.</b>			
<b>Progress:</b>	Progress Monitoring Status:	Developing		

Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<b><i>As part of MTSS teachers will meet montly to discuss problems with student achievement on assessments or specific skills being taught and will collaboratively share ideas of different teaching approaches. Once students are moved to Tier II, a parent meeting will be scheduled and classroom interventions will begin. Teachers will discuss where students are on each tier. Teachers will be given 6 weeks to implement interventions and report back what was achieved.</i></b> <b><i>-Dibels Assessments in grades 4-6 will be given to remediating students as a means to measure growth throughout the year, to help identify areas of weakness, and guide instruction</i></b>		
	Evidence: (Identify documents and artifacts)	Minutes from monthly meetings, Observations recorded by the teacher	
	Person(s) Responsible:	Lizz Quirk	
	Timeline:	August 2015-June 2017	
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)



District Name:		School Name:		School Code:		Year:	
[Enter District Name] N/A		Island Montessori Charter School		65D		2015-2016	
GOAL #2:		<b><i>By the end of the 2016-2017 school year, 50% of our students in grade 5 will achieve at least a level 3 score on the North Carolina Science End of Grade Test.</i></b>					
<b>Strategy #1:</b> Describe the strategy that		<b><i>Lead teachers will meet by grade level with curriculum coordinator to do collaborative planning which will include developing curriculum guides, Scope and Sequence, and share lessons that align Montessori curriculum with NC state standards.</i></b>					
Progress:		Progress Monitoring Status:		Developing			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.		<b><i>-Teachers will develop curriculum guides that align Montessori curriculum to NC state standards</i></b> <b><i>-Teachers will meet weekly during duty free planning to discuss Montessori lesson planning assuring the lessons meet each child's individual needs and make modifications to curriculum guides</i></b> <b><i>- During weekly collaborative planning teachers will meet once a month with EC teachers to plan and track progress of EC students</i></b> <b><i>Academic Committee will plan school wide Science Night in September and April</i></b>					
		Evidence: (Identify documents and artifacts)		Growth noted in : Minutes from weekly meeting, recorded Teacher Observations			
		Person(s) Responsible:		Instructional Coordinator: Samara Khun			
		Timeline:		September 2015-June 2017			
		Budget Amount: (if applicable)		N/A		Budget Source: (if applicable)	
<b>Strategy #2:</b> Describe the strategy that will support this goal		<b><i>Lead teachers will assess students throughout the year to track and measure growth.</i></b>					
Progress:		Progress Monitoring Status:		Developing			

Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Students will take NWEA assessments throughout the year to collect data on knowledge beginning spring of 2016 -Informal assessments to include: Teacher observation, portfolios, research projects, teacher-student conferences, Rubrics, Thinking Maps and Graphic Organizers, completion of hands on science experiements		
	Evidence: (Identify documents and artifacts)	Data will be collected and kept on file as reports are generated.	
	Person(s) Responsible:	Instructional Coordinator: Samara Khun	
	Timeline:	September 2015-June 2017	
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)
Strategy #3: Describe the strategy that will support this goal	Lead teachers will meet monthly to collaboratively plan student intervention strategies.		
Progress:	Progress Monitoring Status:	Developing	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	As part of MTSS teachers will meet montly to discuss problems with student achievement on assessments or specific skills being taught and will collaboratively share ideas of different teaching approaches. Once students are moved to Tier II, a parent meeting will be scheduled and classroom interventions will begin. Teachers will discuss where students are on each tier. Teachers will be given 6 weeks to implement interventions and report back what was achieved.		
	Evidence: (Identify documents and artifacts)	Minutes from monthly meetings, Teacher observation	
	Person(s) Responsible:	Lizz Quirk	
	Timeline:	August 2015-June 2017	

	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)	
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District Name:		School Name:		School Code:		Year:	
[Enter District Name] N/A		Island Montessori Charter School		65D		2015-2016	
GOAL #3:		<i>By the end of the 2016-2017 school year, the percentile of students passing, scoring at least a level 3, on the North Carolina Math End of Grade Test for grades 4 ,5, and 6 will each increase by 10 percentage points compared to the passing percentiles of the 2014-2015 school year.</i>					
Strategy #1: Describe the strategy that		<i>Lead teachers will meet by grade level with curriculum coordinator to do collaborative planning which will include developing Curriculum Guide and Scope and Sequence and share lessons that align Montessori curriculum with NC state standards.</i>					
Progress:		Progress Monitoring Status:		Developing			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.		<i>-Teachers will develop curriculum guides that align Montessori curriculum to NC state standards</i> <i>-Teachers will meet weekly during duty free planning to discuss Montessori lesson planning assuring the lessons meet each child's individual needs and make modifications to curriculum guides</i> <i>- During weekly collaborative planning teachers will meet once a month with EC teachers to plan and track progress of EC students</i>					
		Evidence: (Identify documents and artifacts)		Growth noted in : Minutes from weekly meeting, recorded Teacher Observations			
		Person(s) Responsible:		Instructional Coordinator: Samara Khun			
		Timeline:		September 2015-June 2017			
		Budget Amount: (if applicable)		N/A		Budget Source: (if applicable)	
Strategy #2: Describe the strategy that will support this goal		<i>Lead teachers will assess students throughout the year to track and measure growth.</i>					
Progress:		Progress Monitoring Status:		Developing			

Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<b><i>Students will take NWEA assessments throughout the year to collect data on knowledge beginning spring of 2016</i></b> <b><i>-Lead teachers will monthly review and interpret student IXL scores on assigned skills to provide follow up and remediation plans</i></b> <b><i>- Informal assessments to include: Teacher observation, portfolios, teacher-student conferences, Khan Academy, Mountain Math, Albanesi Math, Use of Innovators in Mathematics Education, Interactive journal for lessons and assessments, Mobymax-online program, Xtramath.org, work completed with after school volunteer tutor program</i></b>		
	Evidence: (Identify documents and artifacts)	Data will be collected and kept on file as reports are generated.	
	Person(s) Responsible:	Instructional Coordinator: Samara Khun	
	Timeline:	September 2015-June 2017	
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)
Strategy #3: Describe the strategy that will support this goal	<b><i>Lead teachers will meet monthly to collaboratively plan student intervention strategies.</i></b>		
Progress:	Progress Monitoring Status:	Developing	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy	<b><i>As part of MTSS teachers will meet montly to discuss problems with student achievement on assessments or specific skills being taught and will collaboratively share ideas of different teaching approaches. Once students are moved to Tier II, a parent meeting will be scheduled and classroom interventions will begin. Teachers will discuss where students are on each tier. Teachers will be given 6 weeks to implement interventions and report back what was achieved.</i></b>		
	Evidence: (Identify documents and artifacts)	Minutes from monthly meetings, Recorded observations of teacher	

	Person(s) Responsible:	Lizz Quirk		
	Timeline:	August 2015-June 2017		
	Budget Amount: (if applicable)	N/A	Budget Source: (if applicable)	