



Charter School Accountability Plan

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Lakeland Montessori Schoolhouse
Accountability Plan
2007-2014

Mission Statement:

The mission of Lakeland Montessori Schoolhouse is to provide an enriched academic environment which also emphasizes the development of character, particularly the virtues of **Respect, Responsibility, and Resourcefulness**.

Vision as related to Respect, Responsibility, and Resourcefulness:

Children are encouraged to become **respectful** by being in an environment where children of mixed ages, abilities, and backgrounds work together, where adults model respectful behavior and where the manners and courtesies of our culture are presented and practiced.

Children become **responsible** by caring for themselves, their environment, and their community, and by experiencing the results of their choices.

Children become **resourceful** by directing the course of their day, making decisions and solving problems as they arise.

Background Information

Lakeland Montessori Schoolhouse, a charter school located in Lakeland, Florida, currently serves 73 students in kindergarten through fifth grade and 17 three and four year old preschool students for a total of 90 students. At the present time our K-5 demographics consist of 21% free and reduced lunch, 19% African American, 4% Hispanic, and 6% Asian students. The school opened in August 2004 to provide an educational alternative as the first public or private Montessori elementary program in Polk County, and is located near downtown Lakeland at 837 E. Parker Street.

Lakeland Montessori Schoolhouse started the first school year of 2004-05 as a small school in order to ensure the consistent quality and extensive Montessori teacher training required to properly implement an authentic Montessori program. We continue to define ourselves as a small, niche charter school serving our community with a quality Montessori preschool and elementary program. Implementation and enrollment during the developmental period from age three through six provides unmatched opportunities for both academic and personal development in the sensitive, crucial areas such as language development, self-discipline, and concentration. It is during this period that the foundation of the Montessori educational environment is built, the setting in which curiosity is sparked and the love of learning is nurtured along with teaching the essential skills to succeed academically.

Academically, children are encouraged to move ahead in a challenging curriculum that is supported by ingenious and time-tested materials designed by Dr. Maria Montessori and other Montessori trained educators. They work either in small groups or individually within a multi-age classroom that is developmentally based. Through being provided with spontaneous and creative opportunities as well as an organized curriculum, students are stimulated and encouraged to practice the self-discipline and responsibility necessary to become informed, creative citizens and leaders. While students are expected to master the same Sunshine State Standard reading, writing, and computation skills required of them in any public school curriculum, there is flexibility inherent in the system to accommodate each student's academic interests and potential. The aim is to encourage active, self-directed learning and to strike a balance of individual mastery with group collaboration.

Goals

Goal One: Lakeland Montessori Schoolhouse students will become proficient in Reading.

Indicators of Progress:

1. Beginning with the 2007-2008 testing data, Lakeland Montessori Schoolhouse's averaged* grade 3-5 students that are enrolled at LMS for Survey 2 and Survey 3 and take all portions of the spring FCAT Reading SSS, will, over the period of the contract, have an averaged score of 85% or higher. Additionally, in no year of testing will the averaged* grade 3-5 students score fall below 60%.

*The averaged grade 3-5 students is determined by calculating the average percentage of students by grade and then averaging those percentages.

It is vital to note that as we have such a small population various situations with individual students can have a large effect on our overall percentages as a result of having too few students to present a statistically significant sample. As a result, our progress may present a varied picture from year to year depending on the specific population for that school year.

Baseline data 2005, 2006, & 2007 :

Percentage of Students Scoring at Level 3 or above FCAT Reading SSS

READING SSS FCAT:	# of Students	% at Levels 3-5
Grade 3-2005	5	60%
Grade 3-2006	7	100%
Grade 3-2007	9	78%
Grade 4-2005	0	n/a
Grade 4-2006	6	100%
Grade 4-2007	7	100%
Grade 5-2005	0	n/a
Grade 5-2006	0	n/a
Grade 5-2007	4	100%
Average of all grades 2005	5	60%
Average of all grades 2006	13	100%
Average of all grades 2007	20	90%

2. More than 85% of our averaged K-3 students that are enrolled at LMS beginning with the first day of the school year will be at the Initial or Strategic Instructional Levels on the fourth assessment of the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) annually.

Baseline data 2007:

Grade level	Number of students	Percentage in each Instructional Level:
Kindergarten	19	Initial: 95%
		Strategic: 5%
		Intensive: 0%
First	12	Initial: 92%
		Strategic: 8%
		Intensive: 0%
Second	19	Initial: 89%
		Strategic: 11%
		Intensive: 0%
Third	9	Initial: 100%
		Strategic: 0%
		Intensive: 0%
Average of all grades:	59	Initial: 94%
		Strategic: 6%
		Intensive: 0%

3. 100% of our students in grades 3-5 that attend LMS for a minimum of three months will participate in the online FCATexplorer.com reading program in order to build increased reading skills, as documented by teacher’s record sheet and/or student performance reports.

Baseline data 2006-07: 100% of LMS grade 3-5 students referenced above participated in the FCATexplorer.com online reading program.

Goal Two: Lakeland Montessori Schoolhouse students will become proficient in Mathematics.

Indicators of progress:

1. Beginning with the 2007-2008 testing data, Lakeland Montessori Schoolhouse’s averaged* grade 3-5 students that are enrolled at LMS for Survey 2 and Survey 3 and take all portions of the spring FCAT Math SSS, will, over the period of the contract, have an averaged score of 85% or higher. Additionally, in no year of testing will the averaged* grade 3-5 students score fall below 60%.
*The averaged grade 3-5 students is determined by calculating the average percentage of students by grade and then averaging those percentages.

It is vital to note that as we have such a small population various situations with individual students can have a large effect on our overall percentages as a result of having too few students to present a statistically significant sample. As a result, our progress may present a varied picture from year to year depending on the specific population for that school year.

Baseline data 2005, 2006 & 2007:

Percentage of Students Scoring at Level 3 or above FCAT Math SSS

MATH SSS FCAT:	# of Students	% at Levels 3-5
Grade 3-2005	5	60%
Grade 3-2006	7	100%
Grade 3-2007	9	89%
Grade 4-2005	0	n/a
Grade 4-2006	6	100%
Grade 4-2007	7	86%
Grade 5-2005	0	n/a
Grade 5-2006	0	n/a
Grade 5-2007	4	75%
Average of all grades 2005	5	60%
Average of all grades 2006	13	100%
Average of all grades 2007	20	85%

2. More than 75% of Lakeland Montessori Schoolhouse students in grades 1-5 that are enrolled for Survey 2 and Survey 3 will show at least a 1% improvement using the pre and post test scores or demonstrate a passing score (70% or higher) on the post assessment of the Montessori Made Manageable Math portion, as documented by teacher's record sheets.

Baseline Data 2006-07: As this goal is a new requirement that will begin in 2007-08 data collection will begin at that time.

Goal Three: Lakeland Montessori Schoolhouse students will become proficient in Writing.

1. More than 80% of students in grades 3 – 5 that are enrolled at LMS for Survey 2 and Survey 3 will show at least 1 point improvement using the pre and post test scores or have a score of three or higher on the post assessment of the Montessori Made Manageable Test Pro Writing portion as documented by teacher's record sheets. The Florida Writes Rubric will be used for scoring.

Baseline Data 2006-07: 100% of LMS students in grades 2 – 4 accomplished the goal listed above.

Goal Four: Lakeland Montessori Schoolhouse students will become proficient in Science.

1. Because of the size of this school, LMS students in grade 5 that are enrolled at LMS for Survey 2 and Survey 3 and take the FCAT SSS Science will meet or exceed the State average

Baseline Data 2006-07: 50% of LMS students in grade 5 scored a level three, with only four students in fifth grade.

Goal Five: Lakeland Montessori Schoolhouse will provide a school environment which emphasizes the development of character, particularly the virtues of Respect, Responsibility, and Resourcefulness. The program will encourage active, self-directed learning while seeking to strike a balance of individual mastery with group collaboration. Group collaboration will stimulate and encourage the practice of the self-discipline and responsibility necessary to become informed, creative citizens and leaders. Group collaboration will result in applied knowledge through activities such as Service-Learning projects.

Indicators of progress:

1. More than 75% of LMS students that complete grades 4 & 5 at LMS will have completed a minimum of 10 hours of volunteer service prior to the completion of fifth grade, as documented by signed completion records.

Baseline Data 2006-07: Montessori education is designed to result in self-disciplined, responsible citizens that contribute to their society. As this is the first year for fifth grade at LMS, increased focus is being placed on service to the surrounding community and volunteer service hours will begin to be tracked in 2007-08.

2. More than 75% of students in grade 5 will show increased understanding of social justice issues through Service-Learning projects and classroom learning experiences, as documented by survey results completed at the beginning of fourth grade compared to survey results completed at the end of fifth grade.

Baseline Data 2006-07: An effort is currently underway to link Service Learning projects within our age 9-12 classroom. As this continues to develop surveys will be designed to track results beginning with the 2007-08 school year.

Goal Seven: Lakeland Montessori Schoolhouse will be recognized as a school in Polk County with desirability among parents for enrolling their children and as a program which emphasizes that excellence in education requires parental involvement and support of their child's learning needs and school environment.

Indicators of progress:

1. Annually, LMS will participate in the district Successful Schools Survey, if the district continues to provide the survey at no charge to LMS. If the district chooses not to provide the survey, LMS will create a similar survey. Annually, overall results will show a positive weighted average.

Baseline Data 2006-07: The 2006-07 Polk County School Board Successful Schools Survey showed a positive weighted average.

Goal Eight: Lakeland Montessori Schoolhouse will operate with sound financial principles and an active and supportive board of directors.

Indicators of Progress:

1. The results of an annual independent audit will show that the school is operating with an at least 3% unreserved/unrestricted positive fund balance.

Baseline Data 2006-07: The results of our independent audit showed that the school is operating with at least a 3% positive fund balance.

2. Annually, the board of directors will review the viability of the school, including but not limited to, the LMS Accountability Plan, financial statements, and the annual audit results as documented by meeting minutes.

Baseline Data 2006-07: Minutes from the board meetings show that the Board of Directors held a minimum of four meetings with a quorum present. The review of the above referenced documents will begin to be documented in the 2007-08 school year.