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# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ISLAND VILLAGE MONTESSORI SCHOOL

District Name: Sarasota

Principal: Becky Morris & Jennifer Ocana

SAC Chair: Kindra Muntz

Superintendent: Lori White

Date of School Board Approval:

Last Modified on: 11/3/2012



Gerard Robinson, Commissioner Florida Department of Education 325 West Gaines Street Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor K-12 Public Schools Florida Department of Education 325 West Gaines Street Tallahassee, Florida 32399

### PART I: CURRENT SCHOOL STATUS

#### STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

### **ADMINISTRATORS**

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Designated as a High Performing Charter School 2011 Florida  Merged Middle School with Elementary Program - K-8: 2010-2011: Grade: A, Reading proficiency: 86% and learning gains 72%, Math proficiency: 75% and learning gains 64%, Writing proficiency: 65%, and Science proficiency: 63%, Lowest 25% of school: reading 73%, math 65%, AYP = 87%, 100% total tested
Principal	Becky Morris	BA- Biology, Westminster College FL Elem Ed K-6 Montessori - Elementary I (6- 9)	10	6	Island Village Middle 2009-2010: Grade: A, Reading proficiency: 83% and learning gains 81%, Math proficiency: 72% and learning gains 76%, Writing proficiency: 98%, and Science proficiency: 40%, Lowest 25% of school: reading 87%, math 83%, AYP = 100%, 100% total tested  Island Village Middle 2008-2009: Grade: A, Reading Mastery 84%, Math Mastery, 67%,

					Science Mastery 60%, Writing Mastery 100%, AYP: 100%
					(Military Deployment: 2006-2007, 2007- 2008)
					Island Village Middle 2005-2006: Grade: B, Reading mastery: 71%, Math mastery: 64%, Writing mastery: 89%. AYP:100%
					Designated as a High Performing Charter School 2011 Florida
		BFA - Creative Writing, Minor in History			Merged Middle School with Elementary Program - K-8: 2010-2011: Grade: A, Reading proficiency: 86% and learning gains 72%, Math proficiency: 75% and learning gains 64%, Writing proficiency: 65%, and Science proficiency: 63%, Lowest 25% of school: reading 73%, math 65%, AYP = 87%, 100% total tested
Principal	Jennifer Ocana	FL Elem Ed K-6, ESE K-12 Montessori - Elementary I (6- 9)	8	3	Principal of Island Village Elementary 2009-2010: Grade: A, Reading proficiency: 87% and learning gains 79%, Math proficiency: 77% and learning gains 65%, Writing proficiency: 83%, and Science proficiency: 55%, Lowest 25% of school: reading 73%, math 73%, AYP = 97%, 100% total tested
					Asst. Principal of Island Village Elementary 2008-2009: Grade: A, Reading Mastery 84%, Math Mastery 67%, Science Mastery 60%, Writing Mastery 100%, AYP: 100%

#### **INSTRUCTIONAL COACHES**

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A			N/A

### EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Regular meetings with new teachers	Principal	Ongoing	
2	Partnering new teachers with veteran staff	Principal	Ongoing	
3	Provide online professional development in Montessori foundations, cultural awareness and subject disciplines.	Principal	Ongoing	

### Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out- of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	N/A

### Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers		% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed	% National Board Certified Teachers	% ESOL Endorsed Teachers
44	11.4%(5)	56.8%(25)	29.5%(13)	2.3%(1)	6.8%(3)	0.0%(0)	4.5%(2)	0.0%(0)	6.8%(3)

### Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee	Rationale	Planned Mentoring
	Assigned	for Pairing	Activities
Kym Elder & Stephanie	Candice	Mentee is partnered with experienced educator in a Montessori co-teaching model. Kym Elder provides additional support through Montessori Live programming and observations.	Montessori Live Courses
Welch	Grant		and Observation
Kym Elder	Mydahlia Glover	Mentee is partnered with experienced educator in a Montessori co-teaching model. Kym Elder provides additional support through Montessori Live programming and observations.	Montessori Live Courses and Observation
Kym Elder	Hind Hassanieh	Mentee is partnered with experienced educator in a Montessori co-teaching model. Kym Elder provides additional support through Montessori Live programming	Montessori Live Courses and Observation

		and observations.	
Kym Elder	Jill Wright	Mentee is partnered with experienced educator in a Montessori co-teaching model. Kym Elder provides additional support through Montessori Live programming and observations.	Montessori Live Courses and Observation
Kym Elder	Richelle Rucker	Mentee is partnered with experienced educator in a Montessori co-teaching model. Kym Elder provides additional support through Montessori Live programming and observations.	Montessori Live Courses and Observation

### ADDITIONAL REQUIREMENTS

Coordination and Integration

### Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
/iolence Prevention Programs
/iolence Prevention Programs

Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The School-Wide Support Team is comprised of general education personnel, ESE liaisons, and Speech/Language Pathologist that facilitate a MTSSS as a related but distinct process from the CARE eligibility determination process. At IVMS, the school-wide support team is comprised of:

The principal who provides a common vision for the use of data-based decision making and support in the RtI process. Select general education teachers provide information about core instruction and participate in student data collection. They also deliver instruction and intervention as well as provide information about mainstream student concerns.

ESE teachers and liaisons provide information about ESE student concerns and brainstorm interventions.

Speech/Language pathologist provide support and guidance for students with language concerns affecting reading.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The team meets once a week to engage in the following activities. The team will review summative and formative data to identify data to identify school, grade, team, and class level academics needs. Individual student information will be reviewed. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess further instructional interventions.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The school-wide support team will employ continuous improvement process to support the SIP as outlined in this document. Input will be gathered from the grade level teams and specialists in the areas of instructional need. On a monthly basis, the SWST will oversee the implementation of the SIP Plan.

#### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The school uses a variety of reports produced by the district Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. Disaggregated AYP subgroup data by reading, mathematics and Science assessments to

summarize data for students at Tier 1, 2, and 3. Additionally, data from educator assessments and observations help with gap analysis in determining tier 1, 2, and 3 interventions.

Describe the plan to train staff on MTSS.

The SWST begins with professional development training form the entire staff in August before the start of the school. The SWST attends trainings offered by the district and disseminates the information as needed. There is also a link on the school's Exceptional Student Education Website to the Florida Department of Education detailing the MTSS/Positive Behavioral Support model. Additionally, on the IVMS ESE website are resources for teachers in implementing interventions as well as ways to assist students in the general education model. Professional development is also available on Montessori methods of differentiated instruction through ongoing Montessori Live courses.

Describe the plan to support MTSS.

Integrated into regular planning of faculty.

### Literacy Leadership Team (LLT)

-School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The LLT is comprised of the principals, general educators, and ESE liaisons for each of the following levels: early elementary, upper elementary, 5th/6th, 7th/8th, and 9th grade teams.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT meets weekly as a part of the level staff meetings to review reading initiative by level, develop workplan/contracts to support reading goals throughout all content areas, and monitor student progress.

What will be the major initiatives of the LLT this year?

LLT will continue to monitor progress of the Comprehensive Reading Intervention Program, support educators through shared resources and collaboration on best practices across all content areas, and encourage special programs and activities (studios at middle level) that support literacy (book drives, parent education, reading buddles, publishing parties, book clubs, poetry cafes, Shakespeare studios, etc.)

#### Public School Choice

Supplemental Educational Services (SES) Notification No Attachment

\*Elementary Title | Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

\*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

IVMS insures reading strategies are implemented across the curriculum through integrated planning, lessons, resources, and assessments. Teams meets with principal and support staff on a weekly basis for progress monitoring and review of workplans/contracts and instruction. Integrated core subjects (language arts/social studies and math/science) provide further opportunity for implementing cross curricular strategies in working with students on reading.

### PART II: EXPECTED IMPROVEMENTS

### Reading Goals

N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across 1a. FCAT2.0: Students scoring at Achievement Level 3 in Levels 3,4,5). There will be a minimum of a two percentage reading. point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If Reading Goal #1a: 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup. 2012 Current Level of Performance: 2013 Expected Level of Performance: Level 3 - 27%(70) Level 3 - 31% Level 3,4,5 - 78%(204) Level 3,4,5 - 80% Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Modify student Reduced support due to Educator/Team Weekly follow up by Educator budget cuts workplan/contract to educator or advisor assessments and support individualized Principal (middle-level/9th) with online monitoring learning needs. student tools. Review progress reports Monitor student progress Each program using online assessment in each program. provides scaffolde learning paths for tools. Learning environment individualized Support cooperative observations progress learning groups and student-centered Use of authentic assessments activities (weekly) to help deepen understanding of key topics. Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. N/A Reading Goal #1b: 2012 Current Level of Performance: 2013 Expected Level of Performance:

> Problem-Solving Process to Increase Student Achievement Person or Process Used to

N/A

<sup>\*</sup> When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
	N/A	N/A	N/A	N/A	N/A
	d on the analysis of studer provement for the followin	t achievement data, and rog group:	eference to "Guiding	g Questions", identify and	define areas in nee
eve	CAT 2.0: Students scorir I 4 in reading. ling Goal #2a:	ng at or above Achievem	ent than 70% are of Levels 3,4,5). I point increase for currently demo 90% or more soor demonstrate overall proficier	13, there will be a minimunat increase for Level 4,5 sturrently demonstrating profere will be a minimum of for Level 4,5 students whe astrating proficiency (acrostudents are proficient, the an increase in the percent cy target will be less than arrany subgroup.	tudents, when less oficiency (across a one percentage re 70% or more ar ss Levels 3,4,5). I school can mainta t proficient. No
2012	Current Level of Perform	mance:	2013 Expected	d Level of Performance:	
	4,5 - 51%(134) 3,4,5 - 78%(204)		Level 4,5 - 55% Level 3,4,5 - 80		
	Pı	roblem-Solving Process	to Increase Studer	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Too
	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student	Educator assessments and online monitoring tools.
		Monitor student progress using online assessment tools.  Support cooperative learning groups and		Review progress reports in each program.  Learning environment observations	Each program provides scaffolde learning paths for individualized progress
		student-centered activities (weekly) to help deepen understanding of key topics.			Use of authentic assessments
	d on the analysis of studer provement for the following	nt achievement data, and reggrees	eference to "Guiding	g Questions", identify and	define areas in nee
	lorida Alternate Assessr ents scoring at or above ing.				
Read	ling Goal #2b:				
2012	? Current Level of Perform	mance:	2013 Expected	d Level of Performance:	

Problem-Solving Process to Increase Student Achievement

Antic	ipated Barrier	Strate	egy F	Person or Position Responsible for Monitoring	Det Effe	cess Used to ermine ectiveness of ategy	Eval	uation Tool
			No [	Data Submitted				
	on the analysis of sprovement for the fol		achievement data, and group:	reference to "G	uiding	g Questions", identify	and o	define areas in nee
3a. F(			udents making learnin	percentag less than gain. Ther increase for	e poir 70% a e will or all	3, there will be a mirnt increase for all stuare currently demonst be a minimum of a tractional tractions are tracting an annual le	dent s trating wo pe e 70%	subgroups when g an annual learnir ercentage point o or more are
2012	Current Level of Po	erform	nance:			d Level of Performa		9 9
72%(′	121)			74%				
		Pro	oblem-Solving Process	to Increase S	tuder	nt Achievement		
	Anticipated Bar	rier	Strategy	Person o Position Responsible Monitorin	e for	Process Used t Determine Effectiveness o Strategy		Evaluation Too
	Reduced support du budget cuts		Modify student workplan/contract to support individualized learning needs.	Educator/Tear Principal	m	Weekly follow up by educator or advisor (middle-level/9th) w student		Educator assessments and online monitoring tools.
1			Monitor student progress using online assessment tools.  Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	5		Review progress rep in each program.  Learning environmer observations		Each program provides scaffolde learning paths for individualized progress  Use of authentic assessments
Dood	on the englysis of s	atudo at	achievement data, and	reference to "C	idina	Ougations" identify	and	define erece in nec
of imp 3b. FI Perce readi Readi	orida Alternate As entage of students	ssessm makin	ent: g Learning Gains in			g Questions", identify		uerine areas in nee
		Pro	oblem-Solving Process	to Increase S	tuder	nt Achievement		

Anticipated Barrier	Strategy	Person Position Respon for Monitor	n Isible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
	No Data Submitted							
Based on the analysis o of improvement for the		ata, and referen	ce to "Gu	iding Questions", ident	ify and define areas in need			
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.								
Reading Goal #4:			quemonstrating a learning gain in the lowest quartile.					

### Problem-Solving Process to Increase Student Achievement

48%

2013 Expected Level of Performance:

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs.  Monitor student progress using online assessment tools.  Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student  Review progress reports in each program.  Learning environment observations	Educator assessments and online monitoring tools.  Each program provides scaffolde learning paths for individualized progress Use of authentic assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

Measurable Ol	but Achievable ojectives (AMO luce their achie	s). In six year	each year from SY 2012-1013 to 2016-1017 for this			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	81	83	84	86	88	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.

2012 Current Level of Performance:

44%(19)

Reading Goal #5B:

The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 i indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).

2012	2 Current Level of Perforr	mance:	2013 Expected	2013 Expected Level of Performance:			
	nic 45% e 83%(177)		Hispanic 38% E White 88%	xceeded AMO Target			
	Pr	roblem-Solving Process t	to Increase Studer	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student	Educator assessments and online monitoring tools.		
1		Monitor student progress using online assessment tools.		Review progress reports in each program.	Each program provides scaffolde learning paths for		
		Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.		Learning environment observations	individualized progress Use of authentic assessments		
					'		
satis	inglish Language Learne factory progress in read ling Goal #5C:		year from SY 20 The target for y indicated below above 95%, the school can also	identified the target goals 012-1013 to 2016-1017 for your this subpopulation(s). If your schools percent personal can maintain that achieve their goal by redivithin this population by 10	r this population. for SY 2012-2013 proficient is at or percentage. Your ucing the percent		
2012	2 Current Level of Perform	mance:	2013 Expected	Level of Performance:			
N/A			N/A				
	Pt	roblem-Solving Process t	to Increase Studer	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student	Educator assessments and online monitoring tools.		
1		Monitor student progress using online assessment tools.  Support cooperative		Review progress reports in each program.  Learning environment observations	Each program provides scaffolde learning paths for individualized progress		
		learning groups and student-centered activities (weekly) to			Use of authentic assessments		

	Mandanta (2015 D) 1990	(CMD)		identified the target goals			
	Students with Disabilities factory progress in read		The target for y	year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 i			
Read	ing Goal #5D:		above 95%, the school can also	If your schools percent percent percent percent and the school can maintain that achieve their goal by red within this population by 10 percent.	percentage. Your ucing the percent		
2012	Current Level of Perforr	mance:	2013 Expected	d Level of Performance:			
51%			63%				
	Pr	roblem-Solving Process	to Increase Stude	nt Achievement			
			Darson or	Process Used to	<u> </u>		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool		
	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student	Educator assessments and online monitoring tools.		
1		Monitor student progress using online assessment tools.  Support cooperative		Review progress reports in each program.  Learning environment observations	Each program provides scaffolde learning paths for individualized progress		
		learning groups and student-centered activities (weekly) to help deepen understanding of key topics.			Use of authentic assessments		
Dooo	d on the analysis of studen	nt achievement data, and r	oforonoo to "Cuiding	* Ougstians" identify and	define areas in no		
	provement for the following		ererence to Guiding	g Questions , identify and	define areas in fiee		
satis	conomically Disadvanta factory progress in read ling Goal #5E:	ged students not making ing.	year from SY 20 The target for y indicated below above 95%, the	identified the target goals 012-1013 to 2016-1017 fo your this subpopulation(s) v. If your schools percent perschools can maintain that	or this population. for SY 2012-2013 proficient is at or t percentage. Your		
	9			achieve their goal by red within this population by 10			
2012	Current Level of Perform	mance:	2013 Expected	d Level of Performance:			
69%			82%				
	Pi	roblem-Solving Process	to Increase Stude	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student	Educator assessments and online monitoring tools.		
1		Monitor student progress using online assessment tools.		Review progress reports in each program.  Learning environment observations	Each program provides scaffolde learning paths for individualized progress		

observations

progress

Support cooperative learning groups and

	student-centered activities (weekly) to help deepen understanding of key topics.			Use of authentic assessments
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible fo Monitoring
Montessori PD	Grade PreK-9	Kym Elder	School-wide	On-going	Online Assessments, observation, Montessori albums	Principals

### Reading Budget:

riol(a)		
• •	Funding Course	Available
Description of Resources	Funding Source	Amount
SRA, Read About Science, New Practice Reader, Novels for Literature Circles	Donations	\$3,000.00
	Subt	otal: \$3,000.00
Description of Resources	Funding Source	Available Amount
Online technology to develop and improve reading skills	Reserves, Fundraising	\$8,500.00
	Subt	otal: \$8,500.00
Description of Resources	Funding Source	Available Amount
Online/blended professional development for Montessori educators	Proprietary Service, No Cost to IVMS	\$0.00
		Subtotal: \$0.00
Description of Resources	Funding Source	Available Amount
Individual to provide small group instruction for struggling readers	A Plus Funding	\$20,000.00
	Subto	tal: \$20,000.00
	Grand To	tal: \$31,500.00
	Practice Reader, Novels for Literature Circles  Description of Resources  Online technology to develop and improve reading skills  Description of Resources  Online/blended professional development for Montessori educators  Description of Resources  Individual to provide small group	Description of Resources  SRA, Read About Science, New Practice Reader, Novels for Literature Circles  Description of Resources  Online technology to develop and improve reading skills  Description of Resources  Funding Source  Reserves, Fundraising  Subtraction of Resources  Funding Source  Proprietary Service, No Cost to IVMS  Description of Resources  Individual to provide small group instruction for struggling readers  Funding Source  A Plus Funding  Subtraction of Subtraction

End of Reading Goa

## Comprehensive English Language Learning Assessment (CELLA) Goals

<sup>\*</sup> When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in Engli	sh and understand spo	oken English at grade	level in a manner simila	r to non-ELL students.
1. Students scoring p	roficient in listening	/speaking.		
CELLA Goal #1:				
2012 Current Percent	of Students Proficie	ent in listening/spea	king:	
	Problem-Solving	Process to Increase	Student Achievement	t
	1	Person or	<u> </u>	
Anticipated Barrier	Strategy	Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Submitted	b	
Students read in Englis	h at grade level text ir	n a manner similar to r	non-ELL students.	
2. Students scoring p	roficient in reading.			
CELLA Goal #2:				
2012 Current Percent	of Students Proficie	ent in reading:		
	Problem-Solving	Process to Increase	Student Achievement	i .
		Person or Position	Process Used to	
Anticipated Barrier	Strategy	Responsible for	Determine Effectiveness of Strategy	Evaluation Tool
		Monitoring		
		No Data Submitted	d	
Students write in Englis	sh at grade level in a n	nanner similar to non-	ELL students.	
3. Students scoring p	roficient in writing.			
CELLA Goal #3:				
2012 Current Percent	of Students Proficie	ent in writing:		
	Dualitania Califoli	Dunnana ta Lucius	Charles As Island	
	Problem-Solving	PLOCESS TO INCREASE	Student Achievement	L

Anticipated Barrier	Strategy	Itor	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data Submitted		

### CELLA Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		•	Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
ELL online resource	Brainpop	Fundraising	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

### Elementary School Mathematics Goals

 $^{\star}$  When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

	d on the analysis of stoprovement for the follow	udent achievement data, and owing group:	d refe	rence to "Guic	ding	Questions", identify a	and (	define areas in nee
math	CAT2.0: Students sc nematics. ematics Goal #1a:	oring at Achievement Leve	el 3 ir	percentage part than 70% and Levels 3,4,5 point increase currently der 90% or more or demonstroverall profice.	point re cu f). Th se fo emons re stu rate a cience	B, there will be a minit increase for Level 3 arrently demonstrating the end of the control of t	g promotion of the section of the se	dents, when less officiency (across a two percentage 70% or more are ss Levels 3,4,5). I school can mainta t proficient. No
2012	Current Level of Per	rformance:		2013 Expec	cted	Level of Performan	ice:	
	3 - 32%(83) 3,4,5 - 62%(163)			Level 3 - 36 <sup>o</sup> Level 3,4,5 -		%		
		Problem-Solving Proces	s to I	Increase Stu	ident	t Achievement		
	Anticipated Barri	er Strategy	F	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy		Evaluation Too
1	Reduced support due budget cuts	Modify student workplan/contract to support individualized learning needs.  Monitor student progre using online assessmen tools.  Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Pri	lucator/Team incipal		Weekly follow up by educator or advisor (middle-level/9th) wistudent Review progress repoin each program.  Learning environment observations	orts	Educator assessments and online monitoring tools. Each program provides scaffold learning paths for individualized progress Use of authentic assessments
	d on the analysis of stoprovement for the follo	udent achievement data, and owing group:	d refe	rence to "Guic	ding	Questions", identify a	and (	define areas in nec
Stude	lorida Alternate Ass ents scoring at Leve ematics Goal #1b:	essment: Is 4, 5, and 6 in mathemat	ics.					
2012	Current Level of Per	rformance:		2013 Expec	cted	Level of Performan	ice:	
		Problem-Solving Proces	s to I	Increase Stu	ident	t Achievement		
Antio	cipated Barrier S	Strategy	Posi	tion	Dete	ess Used to rmine ctiveness of	Eval	uation Tool

for

Monitoring

Strategy

	provement for the follow	g group.			013, there will be a mi		
Leve	CAT 2.0: Students sco Il 4 in mathematics. nematics Goal #2a:	oring at or above Achieven	nent th Le pc cu 90 or ov	an 70% are vels 3,4,5).  int increase irrently dem  0% or more demonstrat verall proficie	contincrease for Level currently demonstrat. There will be a minime for Level 4,5 student onstrating proficiency students are proficient to an increase in the pency target will be less for any subgroup.	ing pround of a whe can be called a can be cal	oficiency (across a one percentage re 70% or more are ss Levels 3,4,5). If school can maintait proficient. No
2012	2 Current Level of Per	formance:	20	013 Expect	ed Level of Performa	ınce:	
	4,5 - 31%(80) 3,4,5 - 62%(163)			evel 4,5 - 33 evel 3,4,5 -			
		Problem-Solving Process	to Inci	rease Stude	ent Achievement		
	Anticipated Barrie	er Strategy	Res	Person or Position ponsible for onitoring	Process Used Determine Effectiveness Strategy		Evaluation Tool
	Reduced support due budget cuts	to Modify student workplan/contract to support individualized learning needs.	Educa Princip	itor/Team pal	Weekly follow up by educator or advisor (middle-level/9th) v student		Educator assessments and online monitoring tools.
1		Monitor student progress using online assessment tools.  Support cooperative learning groups and			Review progress repin each program.  Learning environme observations		Each program provides scaffolde learning paths for individualized progress
		student-centered activities (weekly) to help deepen understanding of key topics.					Use of authentic assessments
Base	d on the analysis of stu	dent achievement data, and	referenc	ce to "Guidir	ng Questions", identify	and o	define areas in nee
	provement for the follow Florida Alternate Asse	3 3 1					
	ents scoring at or abo nematics.	ove Achievement Level 7 ir	n n/	a			
Math	nematics Goal #2b:						
2012	2 Current Level of Per	formance:	20	013 Expect	ed Level of Performa	ince:	
n/a			n/	a			
		Problem-Solving Process	to Inci	rease Stude	ent Achievement		
Anti	cipated Barrier S	trategy F	Person Position Respon	Pr Sible De	ocess Used to etermine fectiveness of	Eval	luation Tool

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need

of imp	provement for the follo	wing group:							
gains	CAT 2.0: Percentage in mathematics. ematics Goal #3a:	of students making lear	ning	percentag less than gain. Ther increase for	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learnin gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.				
2012 Current Level of Performance:						d Level of Performan		, ,	
64% (	(106)			68%					
		Problem-Solving Proce	ess to	Increase S	tuder	nt Achievement			
	Anticipated Barrio	er Strategy		Person o Position Responsible Monitorin	ı e for	Process Used to Determine Effectiveness of Strategy		Evaluation Tool	
	Reduced support due budget cuts	to Modify student workplan/contract to support individualized learning needs.		ducator/Tear	m	Weekly follow up by educator or advisor (middle-level/9th) wi student	th	Educator assessments and online monitoring tools.	
Monitor student progress using online assessment tools.  Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.				Review progress reports in each program.  Learning environment observations		Each program provides scaffolde learning paths for individualized progress Use of authentic assessments			
	on the analysis of stu	udent achievement data, a	nd refe	erence to "G	uiding	g Questions", identify a	and d	lefine areas in nee	
3b. Fl Perce math	lorida Alternate Asse			n/a					
2012	Current Level of Per	formance:		2013 Exp	ected	d Level of Performan	ice:		
n/a				n/a					
		Problem-Solving Proce	ess to	Increase S	tuder	nt Achievement			
Antic	ipated Barrier S	itrategy	Pos Res for	son or sition sponsible nitoring	Dete Effe	cess Used to ermine ectiveness of ategy	Eval	uation Tool	
		N		a Submitted					

		analysis of stud nt for the follow		ent data, and re	efere	nce to "Guiding	g Quest	ions", identify and	define areas in nee
maki	ng learn	Percentage of ling gains in m Goal #4:		owest 25%	ķ	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lower quartile.			
2012	: Current	Level of Perf	ormance:		2	2013 Expected	d Level	of Performance:	
67%	(28)				7	71%			
			Problem-Sol	ving Process t	toIn	crease Studer	nt Achi	evement	
	Antic	sipated Barrie	r St	rategy		Person or Position sponsible for Monitoring		rocess Used to Determine fectiveness of Strategy	Evaluation Tool
	budget cuts workplan/contract to		Educ	cator/Team cipal	educa (middl studer		Educator assessments and online monitoring tools.		
1			Monitor student progressusing online assessment tools.  Support cooperative				in eacl	v progress reports n program. ng environment vations	Each program provides scaffolde learning paths for individualized progress
	learning groups and student-centered activities (weekly) help deepen understanding of ke topics.		entered weekly) to en					Use of authentic assessments	
2		d math support budget cuts.	Modify stu	dent work plan individualized eeds.	Educ	cator team	Weekl	y review.	Educator assessments and online assessments.
5A. A Measi	mbitious urable Ok ol will red	but Achievable bjectives (AMO: uce their achie	Annual s). In six year	Elementary Sc The FLDO: each yea: population	hool E haar fron.	Mathematics G s identified om SY 2012-10 The target b	oal# the ta 013 to for yo	eading and Math Pe arget goals for 2016-1017 for t ur school's tota r project ion (2	the AMOs his l population
	line data 0-2011	2011-2012	2012-2013	2013-2014	4	2014-201	5	2015-2016	2016-2017
		62	65	69		72		76	
of imp 5B. S Hispa satis Math	provement student s anic, Asi factory   ematics	subgroups by an, American orogress in m Goal #5B:	ving subgroup: ethnicity (What Indian) not nathematics.	nite, Black,	1 3 1 i 8 s r	The FLDOE has year from SY 20 The target for yndicated below above 95%, the school can also non-proficient y	identif 012-10 your thi y. If you e schoo achiev vithin th	ied the target goals 13 to 2016-1017 fo s subpopulation(s) ur schools percent p I can maintain that e their goal by red his population by 10	for SY 2012-2013 i proficient is at or percentage. Your ucing the percent
2012	! Current	Level of Perf	ormance:		2	2013 Expected	d Level	of Performance:	
	Hispanic 41% White 67%					Hispanic 44% White 67% Met AMO Target			

	An	ticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		ed support due to	Modify student workplan/contract to support individualized learning needs.  Monitor student progress using online assessment tools.  Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student  Review progress reports in each program.  Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolde learning paths for individualized progress Use of authentic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

satisfactory progress in mathematics. Mathematics Goal #5C:	year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 i indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs.  Monitor student progress using online assessment tools.  Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student  Review progress reports in each program.  Learning environment observations	Educator assessments and online monitoring tools.  Each program provides scaffolde learning paths for individualized progress  Use of authentic assessments
2	Reduced math support due to budget cuts.	Incorporate into general education teaching strategies.	Educator Team	Weekly review of student progress.	Educator assessments and online monitoring tools.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

satis	Students with Disabilities sfactory progress in mathematics Goal #5D:	_	year from SY 20 The target for y indicated below above 95%, the school can also	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 i indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).			
2012	2 Current Level of Perforr	mance:		d Level of Performance:	(ea.ea		
29%			38%				
	Pı	roblem-Solving Process	to Increase Stude	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student	Educator assessments and online monitoring tools.		
1		Monitor student progress using online assessment tools.  Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.		Review progress reports in each program.  Learning environment observations	Each program provides scaffolde learning paths for individualized progress Use of authentic assessments		
2	Reduced math support due to budget cuts.	Incorporate into general education teaching strategies.	Educator Team	Weekly review of student progress.	Educator assessments and online monitoring tools.		
of im  E. Ec satis  Math	d on the analysis of studer provement for the following conomically Disadvantag factory progress in mathematics Goal E:	g subgroup: ed students not making nematics.	The FLDOE has year from SY 20 The target for y indicated below above 95%, the school can also non-proficient v	identified the target goals 012-1013 to 2016-1017 for your this subpopulation(s) of the school can maintain that achieve their goal by red within this population by 10 d Level of Performance:	s for the AMOs each r this population. for SY 2012-2013 i proficient is at or percentage. Your ucing the percent		
56%			58%				
	Pı	roblem-Solving Process	to Increase Stude	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	Reduced support due to budget cuts	Modify student workplan/contract to support individualized	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with	Educator assessments and online monitoring		

Principal

(middle-level/9th) with

Review progress reports

in each program.

online monitoring

Each program

provides scaffolde

tools.

support individualized

Monitor student progress

using online assessment

learning needs.

1	tools.	Lograing environment	learning paths for individualized
		Learning environment	iiidividualized
	Support cooperative	observations	progress
	learning groups and		
	student-centered		Use of authentic
	activities (weekly) to		assessments
	help deepen		
	understanding of key		
	topics.		

End of Elementary School Mathematics Goa

* Whe	n using percentages, include	the number of students the p	percentage represents	(e.g., 70% (35)).	
	d on the analysis of studer provement for the followin	nt achievement data, and r g group:	eference to "Guiding	Questions", identify and	define areas in nee
math	nematics.	g at Achievement Level	3 in		
Math	nematics Goal #1a:				
2012	Current Level of Perform	mance:	2013 Expected	d Level of Performance:	
	Pi	roblem-Solving Process	to Increase Studer	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student	Educator assessments and online monitoring tools.
1		Monitor student progress using online assessment tools.  Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.		Review progress reports in each program.  Learning environment observations	Each program provides scaffolde learning paths for individualized progress Use of authentic assessments
of im 1b. F	provement for the following Torida Alternate Assessr			g Questions", identify and	define areas in nee
Math	ematics Goal #1b:				
2012	Current Level of Perform	mance:	2013 Expected	d Level of Performance:	

Antic	ipated Barrier	Strategy	Po Re fo	erson or osition esponsible or onitoring	Dete Effe	cess Used to ermine ctiveness of itegy	Eva	luation Tool
			No Da	ata Submitted				
	on the analysis of s rovement for the fol		nent data, and re	eference to "	Guiding	Questions", ident	ify and	define areas in nee
	CAT 2.0: Students: 4 in mathematics	_	oove Achievem	ent				
Mathe	ematics Goal #2a:							
2012	Current Level of P	erformance:		2013 Ex	pected	d Level of Perforr	mance:	
		Problem-Sc	olving Process t	o Increase	Studer	nt Achievement		
	Anticipated Bar	rier S	trategy	Person Position Responsib Monitor	on ole for	Process Use Determin Effectivenes Strategy	e ss of	Evaluation Tool
	Reduced support du budget cuts	workplan	/contract to ndividualized	Educator/Te Principal	am	Weekly follow up educator or advis (middle-level/9th) student	or	Educator assessments and online monitoring tools.
1		using onli tools.  Support of learning go student-of activities help deep	(weekly) to			Review progress in each program.  Learning environmobservations		Each program provides scaffolde learning paths for individualized progress Use of authentic assessments
	on the analysis of s		nent data, and re	eference to "	Guiding	Questions", ident	ify and	define areas in nee
Stude	orida Alternate As ents scoring at or a ematics.		nent Level 7 in					
Mathe	ematics Goal #2b:							
2012	Current Level of P	erformance:		2013 Ex	pected	d Level of Perforr	mance:	
		Problem-Sc	olving Process t	o Increase	Studer	nt Achievement		

Antio	cipated Barrier	Strat	egy	Posit Resp for	onsible	Dete Effe	cess Used to ermine ctiveness of tegy	Eval	uation Tool
			No	Data :	Submitted				
	on the analysis of sprovement for the fol		t achievement data, and group:	refer	ence to "Gu	iding	Questions", identify	and c	define areas in need
ı	CAT 2.0: Percentag s in mathematics.	e of s	tudents making learnir	ng					
Math	ematics Goal #3a:								
2012	Current Level of Po	erforn	nance:		2013 Ехре	ected	Level of Performar	nce:	
		Pr	oblem-Solving Process	s to I	ncrease Sti	uden	t Achievement		
	Anticipated Bar	rier	Strategy	R	Person or Position esponsible Monitoring	for	Process Used to Determine Effectiveness o Strategy		Evaluation Tool
	Reduced support du budget cuts	ue to	Modify student workplan/contract to support individualized learning needs.		ucator/Team ncipal	1	Weekly follow up by educator or advisor (middle-level/9th) wi student	ith	Educator assessments and online monitoring tools.
1			Monitor student progres using online assessment tools.  Support cooperative				Review progress repoin each program.  Learning environmen observations		Each program provides scaffolde learning paths for individualized progress
			learning groups and student-centered activities (weekly) to help deepen understanding of key topics.						Use of authentic assessments
Basec	I on the analysis of s	studen	t achievement data, and	refer	ence to "Gu	iding	Questions", identify	and c	define areas in need
of imp	provement for the follorida Alternate As	lowing	group:						
Perce			ng Learning Gains in						
Math	ematics Goal #3b:								
2012	Current Level of Pe	erforn	nance:		2013 Expe	ected	l Level of Performar	nce:	
		Pr	oblem-Solving Process	s to I	ncrease Sti	uden	t Achievement		
Antio	cipated Barrier	Strat	egy	Posit Resp for	on or ion onsible toring	Dete Effe	cess Used to ermine ctiveness of tegy	Eval	uation Tool

No	Data	Submitte	d

Pasad	l on tho	analysis of stud	Nont achiever	nont data and r	ofor	onco to "Cuidina	7. Ouos	stions" identify and	dofino areas in poo
		nt for the follow		neni data, and i	erer	ence to Guiding	g Que:	stions", identify and	define areas in neer
4. FC	AT 2.0: I	Percentage of	students in	Lowest 25%					
makii	ng learn	ing gains in m	nathematics						
Math	ematics	Goal #4:							
2012	Current	Level of Perf	ormance:			2013 Expected	d Lev	el of Performance:	
			Problem-So	olving Process	to I i	ncrease Studer	nt Ach	nievement	
	Antic	ipated Barrie	r S	itrategy	R	Person or Position esponsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Reduced budget	d support due t cuts	workplan	/contract to ndividualized		ucator/Team ncipal	educ	kly follow up by ator or advisor dle-level/9th) with	Educator assessments and online monitoring tools.
1			using onl tools.	tudent progress ine assessment			in ea	ew progress reports ach program.	Each program provides scaffolde learning paths for individualized
			learning ( student-				obse	rvations	Use of authentic
			help deep	(weekly) to ben nding of key					assessments
Based	on Amb	itious but Achie	evable Annua	l Measurable Ob	jecti	ives (AMOs), AM	10-2,	Reading and Math Pe	erformance Target
					Mat	hematics Goal #	Ļ		
Measu	ırable Ok	but Achievable ojectives (AMO: luce their achie	s). In six yea	r					<u> </u>
by 50	%.		3 1	5A :					▼
1	ine data 0-2011	2011-2012	2012-2013	2013-201	4	2014-201	5	2015-2016	2016-2017
		analysis of stud			efer	ence to "Guiding	g Que:	stions", identify and	define areas in nee
<u> </u>		subgroups by							
Hispa	nic, Asi	an, American progress in m	Indian) not	making					
Math	ematics	Goal #5B:							
2012	Current	Level of Perf	ormance:			2013 Expected	d Lev	el of Performance:	

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student	Educator assessments and online monitoring tools.
1		Monitor student progress using online assessment tools.  Support cooperative learning groups and		Review progress reports in each program.  Learning environment observations	Each program provides scaffolde learning paths for individualized progress
		student-centered activities (weekly) to help deepen understanding of key topics.			Use of authentic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Reduced support due to Modify student Educator/Team Weekly follow up by Educator budget cuts workplan/contract to educator or advisor assessments and support individualized Principal (middle-level/9th) with online monitoring learning needs. student tools. Monitor student progress Review progress reports Each program using online assessment in each program. provides scaffolde tools. learning paths for Learning environment individualized Support cooperative observations progress learning groups and student-centered Use of authentic activities (weekly) to assessments help deepen understanding of key

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.

Mathematics Goal #5D:

topics.

2012 Current Level of Performance:			2013 Expected	2013 Expected Level of Performance:			
	Pt	roblem-Solving Process	to Increase Studer	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student	Educator assessments and online monitoring tools.		
1		Monitor student progress using online assessment tools.		Review progress reports in each program.  Learning environment observations	Each program provides scaffolde learning paths for individualized		
		Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.		observations	Use of authentic assessments		
satist Math	onomically Disadvantage factory progress in math ematics Goal E:  Current Level of Perforr	nematics.	2013 Expected	d Level of Performance:			
	Pr	roblem-Solving Process	to Increase Studer	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student	Educator assessments and online monitoring tools.		
1		Monitor student progress using online assessment tools.  Support cooperative		Review progress reports in each program.  Learning environment observations	Each program provides scaffolde learning paths for individualized progress		
		learning groups and student-centered activities (weekly) to help deepen understanding of key topics.		observations	Use of authentic assessments		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency 1. Students scoring at Achievement Level 3 in (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where Algebra. 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are Algebra Goal #1: proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup. 2012 Current Level of Performance: 2013 Expected Level of Performance: Level 3 - 59%(10) Level 3 - 63% Level 3,4,5 - 77%(13) Level 3,4,5 - 79% Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier **Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy Reduced support due to Modify student Educator/Team Weekly follow up by Educator assessments and budget cuts workplan/contract to educator or advisor support individualized Principal (middle-level/9th) with online monitoring learning needs. student tools. Monitor student Review progress reports Each program in each program. progress using online provides assessment tools. scaffolded Learning environment learning paths for observations individualized Support cooperative learning groups and progress student-centered activities (weekly) to Use of authentic help deepen assessments understanding of key topics.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:						
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	By the year 2013, there will be a minimum of a t percentage point increase for Level 4,5 students less than 70% are currently demonstrating profic (across Levels 3,4,5). There will be a minimum of percentage point increase for Level 4,5 students 70% or more are currently demonstrating proficion (across Levels 3,4,5). If 90% or more students a proficient, the school can maintain or demonstrating increase in the percent proficient. No overall proficient will be less than 35% (across Levels 3,4,5) subgroup.	s, when ciency f a one s where ency are te an officiency				
2012 Current Level of Performance:	2013 Expected Level of Performance:					
Level 4,5 - 18%(3) Level 3,4,5 - 77%(13)	Level 4,5 - 22% Level 3,4,5 - 79%					
Problem-Solving Process to	Problem-Solving Process to Increase Student Achievement					
	Person or Process Used to					

<sup>\*</sup> When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1		workplan/contract to support individualized learning needs.  Monitor student progress using online assessment tools.  Support cooperative learning groups and student-centered activities (weekly) to help deepen	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools.  Each program provides scaffolded learning paths for individualized progress  Use of authentic assessments
		understanding of key topics.			

End of Algebra EOC Goals

### Geometry End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Reduced support due to Modify student Educator/Team Weekly follow up by Educator budget cuts workplan/contract to educator or advisor assessments and support individualized Principal (middle-level/9th) with online monitoring learning needs. student tools. Review progress reports Each program Monitor student progress using online in each program. provides assessment tools. scaffolded Learning environment learning paths for Support cooperative observations individualized learning groups and progress student-centered Use of authentic activities (weekly) to help deepen assessments understanding of key topics.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels4 and 5 in Geometry.

Geor	netry Goal #2:				
2012	2 Current Level of Perfo	rmance:	2013 Expecte	d Level of Performance	9:
	Prol	olem-Solving Process t	to Increase Stude	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student	Educator assessments and online monitoring tools.
1		Monitor student progress using online assessment tools.  Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.		Review progress reports in each program.  Learning environment observations	Each program provides scaffolded learning paths for individualized progress Use of authentic assessments

End of Geometry EOC Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade	and/or DI C	PD Participants (e.g. , PLC, subject, grade level, or school-wide)		Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Montessori PD	Grade PreK-9	Kym Elder	School-wide	on going	Online Assessments, observation, Montessori albums	Principals

### Mathematics Budget:

Evidence-based Program(s)/	Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
Montessori Method	Montessori Materials	Donations	\$800.00
			Subtotal: \$800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Study Island, Odyssey	Online technology to develop and improve math skills	Reserves, Fundraising	\$5,500.00
			Subtotal: \$5,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

Ongoing professional education through http://MontessoriLive.net	Online/blended professional develoment for Montessori educators	Proprietary Service, No cost to IVMS	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
		Grand <sup>1</sup>	Total: \$6,300.00

End of Mathematics Goals

### Elementary and Middle School Science Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

		dent achievement data, t for the following group		reference to "	Guiding Questions", ider	ntify and define
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:			p w p n s d s	percentage powhen less than proficiency (ac minimum of a student groups lemonstrating subgroup that lemonstrate a	113, there will be a mining int increase for all studen 70% are currently demonss. Levels 3,4,5). Therefore, two percentage point increase in the percentage in the percentage will be less than 35% subgroup.	ent subgroups nonstrating re will be a crease for all re currently els 3,4,5) Any aintain or nt proficient. No
2012	Current Level of Perf	ormance:	2	2013 Expecte	ed Level of Performand	ce:
Level 3 - 54% (44) Level 3,4,5 - 67% (55)				Level 3 - 58% Level 3,4,5 - 71%		
	Prob	olem-Solving Process t	to In	crease Stude	ent Achievement	
	Anticipated Barrier	Strategy	Res	Person or Position sponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs.	Educ	cator/Team cipal	Weekly follow up by educator or advisor (middle-level/9th) with student	Educator assessments and online monitoring tools.
1		Monitor student progress using online assessment tools.  Support cooperative learning groups and student-centered activities (weekly) to			Review progress reports in each program. Learning environment observations	Each program provides scaffolded learning paths for individualized progress
		help deepen understanding of key topics.				assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment:

Students scoring at Levels 4, 5, and 6 in science.

Science Goal #1b:

2012 Current Level of Performance:		2013 Exp	pected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier Strategy Posi for		on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

_						
		dent achievement data, t for the following group		'Guiding Questions", ider	ntity and define	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:			percentage powhen less that proficiency (a minimum of a student group demonstrating subgroup that demonstrate proficiency ta	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% ( across Levels 3,4,5) for any subgroup.		
2012	2 Current Level of Perf	ormance:	2013 Expect	ed Level of Performan	ce:	
	4,5 - 13% (11) 3,4,5 - 67% (55)			Level 4,5 - 17% Level 3,4,5 - 71%		
	Prob	olem-Solving Process t	to Increase Stud	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student	Educator assessments and online monitoring tools.	
1		Monitor student progress using online assessment tools.  Support cooperative learning groups and student-centered activities (weekly) to help deepen		Review progress reports in each program. Learning environment observations	Each program provides scaffolded learning paths for individualized progress Use of authentic assessments	
		understanding of key topics.			43303311101113	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment:

Students scoring at or above Achievement Level 7 in science.

Science Goal #2b:

2012 Current Level of Performance:		2013 Exp	pected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier Strategy Pos Res for			on or ion onsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

	PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school- wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
- 1	Montessori PD	Grade PreK-9	Kym Elder	School-wide	On-going	Online Assessments, observation, Montessori albums	Principals

### Science Budget:

Evidence-based Program(s)/Ma	terial(s)		
Strategy	Description of Resources	Funding Source	Available Amount
Experiments, project-based activities	Materials, Lab Supplies	Reserves, Fundraising	\$1,000.00
		Subt	otal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Online programs	Discovery Education, Brainpop, PHSuccessnet	Reserves, Fundraising	\$3,000.00
		Subt	otal: \$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Ongoing professional education	Online/blended professional development for Montessori educators through http://MontessoriLive.net	Proprietary service; no cost to IVMS	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<u></u>		Grand T	otal: \$4,000.00

### Writing Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when 1a. FCAT 2.0: Students scoring at Achievement Level less than 75% are currently demonstrating 3.0 or higher on the writing essay. There will be a minimum of a two 3.0 and higher in writing. percentage point increase for all student groups where 75% or more are currently demonstrating 3.0 or higher on Writing Goal #1a: the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup. 2012 Current Level of Performance: 2013 Expected Level of Performance: 69%(44) 73% Problem-Solving Process to Increase Student Achievement Process Used to Person or Determine Position Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Reduced support due to Modify student Educator/Team Weekly follow up by Educator budget cuts workplan/contract to educator or advisor assessments and support individualized Principal (middle-level/9th) with online monitoring learning needs. student tools. Monitor student Review progress reports Each program progress using online in each program. provides scaffolded assessment tools. Learning environment learning paths for Support cooperative observations individualized learning groups and progress student-centered activities (weekly) to Use of authentic assessments help deepen understanding of key topics.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	N/A				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					

<sup>\*</sup> When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data Submitted		

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school- wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Montessori PD & District PD	Grade PreK-9	Kym Elder & District Personnel	School-wide	On-going	Online Assessments, observation, Montessori albums	Principals

#### Writing Budget:

		Grand	Total: \$0.00
	_	Su	btotal: \$0.00
No Data	No Data	No Data	\$0.00
Strategy	Description of Resources	Funding Source	Available Amount
Other		Su	btotal: \$0.00
Ongoing professional education	Online/blended professional development for Montessori educators through http://MontessoriLive.net	Proprietary service; No cost to IVMS	\$0.00
Strategy	Description of Resources	Funding Source	Available Amount
Professional Development			
		Su	btotal: \$0.00
No Data	No Data	No Data	\$0.00
Strategy	Description of Resources	Funding Source	Available Amount
Technology			
		Su	btotal: \$0.00
No Data	No Data	No Data	\$0.00
Strategy	Description of Resources	Funding Source	Available Amount
Evidence-based Program(s)/Ma	terial(s)		

End of Writing Goals

### Civics End-of-Course (EOC) Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<sup>\*</sup> When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

1. Stu	udents scoring at Achie	evement Level 3 in Civ	ics.			
Civic	s Goal #1:					
2012	Current Level of Perfo	rmance:	2013 Ex	pecte	d Level of Performance	<b>)</b> :
	Prol	olem-Solving Process	o Increase	Stude	nt Achievement	
	Anticipated Barrier	Strategy	Person Positio Responsib Monitori	n le for	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs.  Monitor student progress using online assessment tools.  Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Te Principal	am	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools.  Each program provides scaffolded learning paths for individualized progress Use of authentic assessments
	d on the analysis of stude ed of improvement for the		nd reference	to "Gu	iding Questions", identify	y and define areas
	udents scoring at or ab	ove Achievement Leve	els			
4 and	d 5 in Civics.					
Civic	s Goal #2:					

n need of improvement for the following group:					
<ul><li>2. Students scoring at or above Achievement Levels</li><li>4 and 5 in Civics.</li><li>Civics Goal #2:</li></ul>					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement	
for			Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school- wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Montessori PD	Grade PreK-9	Kym Elder	School-wide	On-going	Online Assessments, observation, Montessori albums	Principals

#### Civics Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Civics Goals

#### Attendance Goal(s)

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement: ATTENDANCE GOAL - RATE For the attendance year 2012-2013, the attendance rate will increase. If the current attendance rate is less than 90%, there will be a minimum 4% increase. If the current percentage of attendance is 90% or greater, the school will maintain or increase the percentage. ATTENDANCE GOAL- ABSENCES By the year 2013, there will be a decrease of students who are absent ten or more days. When 40% or more of the students have ten or more absences annually, there will be a minimum of a 4 1. Attendance percentage point decrease. If less than 40% of the students have ten or more absences annually, there will be a minimum of a 2 Attendance Goal #1: percentage point decrease ATTENDANCE GOAL- TARDY By the year 2013, there will be a decrease of students who are Tardy ten or more days. When 30% or more of the students have ten or more Tardies annually, there will be a minimum of a 4 percentage point decrease. If less than 30% of the students have ten or more Tardies annually, there will be a minimum of a 2

<sup>\*</sup> When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

			Tardies is	e point decrease. If the 10% or less, the school the percentage.		
2012 Current Attenda	nce Rate:		2013 Exp	ected Attendance Rat	e:	
92.5% (477/516)			94.5%			
2012 Current Number Absences (10 or more	of Students with Excessiv )	е		pected Number of Stud s (10 or more)	lents with Excessive	
271	271			250		
2012 Current Number Tardies (10 or more)	of Students with Excessiv	е	2013 Expected Number of Students with Excessive Tardies (10 or more)			
68			58			
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	Posit Resp for	on or tion ponsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	Submitted					

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	(e.g. , PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

#### Attendance Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		-	Subtotal: \$0.00

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		•	Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

# Suspension Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:						
1. Suspension  Suspension Goal #1:			By the year 2013, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.			
2012 Total Number of I	In-School Suspensions		2013 Exp	ected Number of In-S	chool Suspensions	
11			11			
2012 Total Number of	Students Suspended In-So	chool	2013 Expected Number of Students Suspended In- School			
9			9			
2012 Number of Out-o	f-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
12			12			
2012 Total Number of School	Students Suspended Out-	of-	2013 Expected Number of Students Suspended Out- of-School			
10	10			10		
	Problem-Solving Process	s to I	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	Posit Resp for	on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	No Data Submitted					

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	(e.g. , PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

#### Suspension Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

### Parent Involvement Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:					
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:				

Problem-Solving Process to Increase Student Achievement						
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
No Data Submitted						

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	(e.g., PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Parent Involvement Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	ent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

## Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

Based on the analysis of school data, identify and define areas in need of improvement:

<sup>\*</sup> When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

1. STEM					
STEM Goal #1:					
	Problem-Solving Proces	s to Increase S	Student Achievement		
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	(e.g. , PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

#### STEM Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
	-	-	Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

### Career and Technical Education (CTE) Goal(s)

Based on the analysis of school data, identify and define areas in need of improvement:						
1. CTE						
CTE Goal #1:						
	Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person Positior Respon for Monitor	n Isible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted						

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	(e.g. , PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

#### CTE Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		-	Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

# Additional Goal(s)

No Additional Goal was submitted for this school

### FINAL BUDGET

	ogram(s)/Material(s)	Description of		
Goal	Strategy	Resources	Funding Source	Available Amour
Reading	Supplemental Classroom Reading Materials	SRA, Read About Science, New Practice Reader, Novels for Literature Circles	Donations	\$3,000.0
Mathematics	Montessori Method	Montessori Materials	Donations	\$800.0
Science	Experiments, project- based activities	Materials, Lab Supplies	Reserves, Fundraising	\$1,000.0
				Subtotal: \$4,800.0
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amoun
Reading	Reading Counts, ReadAbout, SRI, Odyssey, Study Island, Nettrekker, Discovery Education, Brainpop	Online technology to develop and improve reading skills	Reserves, Fundraising	\$8,500.00
CELLA	ELL online resource	Brainpop	Fundraising	\$0.00
Mathematics	Study Island, Odyssey	Online technology to develop and improve math skills	Reserves, Fundraising	\$5,500.00
Science	Online programs	Discovery Education, Brainpop, PHSuccessnet	Reserves, Fundraising	\$3,000.00
				Subtotal: \$17,000.0
Professional Develo	opment			
Goal	Strategy	Description of Resources	Funding Source	Available Amoun
Reading	Ongoing professional education through http://MontessoriLive.net	Online/blended professional development for Montessori educators	Proprietary Service, No Cost to IVMS	\$0.00
Mathematics	Ongoing professional education through http://MontessoriLive.net	Online/blended professional develoment for Montessori educators	Proprietary Service, No cost to IVMS	\$0.00
Science	Ongoing professional education	Online/blended professional development for Montessori educators through http://MontessoriLive.net	Proprietary service; no cost to IVMS	\$0.00
Writing	Ongoing professional education	Online/blended professional development for Montessori educators through http://MontessoriLive.net	Proprietary service; No cost to IVMS	\$0.0
				Subtotal: \$0.0
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amoun
Reading	Reading Specialist	Individual to provide small group instruction for struggling readers	A Plus Funding	\$20,000.00

# Differentiated Accountability

School-level Differentiated Accountability Compliance

	jn Priority	jn Focus	j∩ Prevent	<b>j</b> n NA	
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A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 9/19/2012)

### School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.



No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

The governing board and school administration of the charter school will serve as the SAC. They will continue to set policies related to the best use of resources and monitor the overall operations of the school.

Describe projected use of SAC funds	Amount
No data submitted	

Describe the activities of the School Advisory Council for the upcoming year

## AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012 Adequate Yearly Progress (AYP) Trend Data 2010-2011 Adequate Yearly Progress (AYP) Trend Data 2009-2010

### SCHOOL GRADE DATA

No Data Found

Sarasota School District ISLAND VILLAGE MONTESSORI SCHOOL 2010-2011									
	Reading	Math	Writing	Science	Grade Points Earned				
% Meeting High Standards (FCAT Level 3 and Above)	86%	75%	65%	63%	289	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.			
% of Students Making Learning Gains	72%	64%			136	3 ways to make gains:  Improve FCAT Levels  Maintain Level 3, 4, or 5  Improve more than one year within Level 1 or 2			
Adequate Progress of Lowest 25% in the School?	73% (YES)	65% (YES)			138	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.			
FCAT Points Earned					563				
Percent Tested = 100%						Percent of eligible students tested			
School Grade*					А	Grade based on total points, adequate progress, and % of students tested			

Sarasota School District ISLAND VILLAGE MONTESSORI SCHOOL 2009-2010									
	Reading	Math	Writing	Science	Grade Points Earned				
% Meeting High Standards (FCAT Level 3 and Above)	87%	77%	83%	55%	302	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.			
% of Students Making Learning Gains	79%	65%			144	3 ways to make gains:  Improve FCAT Levels  Maintain Level 3, 4, or 5  Improve more than one year within Level 1 or 2			
Adequate Progress of Lowest 25% in the School?	73% (YES)	73% (YES)			146	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.			
FCAT Points Earned					592				
Percent Tested = 100%						Percent of eligible students tested			
School Grade*					А	Grade based on total points, adequate progress, and % of students tested			