Island Village Montessori School

2016-17 Schoolwide Improvement Plan

Island Village Montessori School

2001 PINEBROOK RD, Venice, FL 34292

www.islandvillage.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	No	41%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	21%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

N/A

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Island Village Montessori School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Island Village Montessori School community is dedicated to providing all families with the gift of a Montessori education through dynamic learning experiences where children flourish in a safe learning environment that fosters independence, self-direction, excellence, creativity, and responsibility, as well as to prepare students for the 21st Century through a balance of traditional Montessori methodology with a contemporary, technology-infused curriculum, providing the world a working model of school reform that integrates academic levels from early childhood through high school.

b. Provide the school's vision statement.

Today's School for Tomorrow's World™

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

To learn more about the students, educators are encouraged to speak with each student daily either individually or in small groups to learn more about the students and their learning needs and processes. The teachers encourage parent volunteers to assist in the classroom and share their cultural traditions with the students through lessons and celebrations. Our ESOL liaison reaches out to our ESOL families to host several meetings a year to address any specific concerns they may have.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

To ensure the feeling of safety and respect in the learning environment, the principal acknowledges all students as they enter campus, and lets each student know that there are multiple staff members on campus that care about them. Administration has an open door policy for all students and staff. They get involved in the classroom activities to show students that they are approachable when needed and allows for the students to also know that the administration is always looking out for them. Classrooms use circle time/class meetings to address individual classroom and community issues. School wide assemblies are held to address campus wide issues.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Montessori education is based on empowering the student to make appropriate decisions about behavior in an atmosphere of mutual respect and trust. There is no place for corporal punishment or emotional intimidation in a Montessori environment.

Students work with their educators to understand and define the boundaries of right and wrong consistent with the standards of the school community, i.e. the ground rules. If a student repeatedly breaks the ground ?rules and is not responsive to alternate suggestions and strategies, he or she will be removed from the learning environment. The student will have an opportunity to work out a solution

with the principal/director and may be returned to the learning environment to try again.

If the student repeatedly needs administrative support to manage behavior, the parent will be called to take the student home. There will be a conference with the parent before the student returns to the learning environment.

If the situation cannot be rectified in a reasonable amount of time, especially if the behavior presents a danger to other students or faculty members, suspension or expulsion procedures, consistent with the Sarasota County Code of Student Conduct, will apply. The final step is that the student may be dismissed from Island Village or recommended to the School Board administration for expulsion from the school district for the remainder of the year.

To ensure consistency among staff members, monthly staff meetings address issues as they arise, as are weekly meetings with the school wide support team.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school counselor provides monthly classroom guidance lessons to promote social-emotional growth. She is also available for individuals and small groups as needed for counseling services. A peer-mediation program is being developed to be implemented at the middle school and upper elementary grade levels. The counselor provides consultation and collaboration services to fellow educators and parents when needed to support the social-emotional needs of students. To help prevent bullying, all grade levels k-12 receive annual presentations on bullying prevention. Anonymous reporting is set up through a bully box located in the health room.

3. Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

School wide support team is set-up for teachers to bring students of concern. Concerns may be in academics, behavior or attendance and interventions are set up to help with these concerns. At the middle and high school levels, intensive math and intensive reading are used for students that earned a Level 1 in either ELA or mathematics in the previous year. If students earned a level 2, they are in classroom interventions to improve areas that were lacking. The school wide support team looks at the early warning signs brought up by educators as well as attendance below 90%, suspensions, course failure at the 6-12 levels, and level 1 scores on state wide assessments.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	21	16	24	19	10	12	4	3	0	0	2	0	0	111
One or more suspensions	1	0	3	1	1	0	3	2	0	1	0	0	0	12
Course failure in ELA or Math	0	0	0	2	0	0	0	1	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	32	26	38	13	15	4	2	1	0	0	131

The header of the table spans "Grade Level" over columns K–12.

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	6	1	1	2	1	0	0	1	0	0	12

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students identified in the early warning system are placed in interventions in the classroom for academic instruction. Students that earned a level 1 in ELA or mathematics in grades 6-12 have been placed in intensive reading and/or intensive math to work on their prior knowledge skills. Academic and behavior interventions are tracked and graphed by educators in the classroom environment to determine effectiveness and are re-evaluated through out the process to determine continued necessity or to see if adjustments should be made.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

To keep parents involved in the learning process and to build parent-school relationships, each learning environment keeps up a classroom webpage that gives details of the goings on in the classroom. These are required to be updated weekly. Some educators are also using the Remind app to communicate with their parents as well as weekly newsletters and/or emails. The school has also created a Remind class for all parents to hear what is going on at school as well as a designated Facebook page for parent interest. The community calendar on the website is kept up to ensure that parents are aware of what is going on with the school as well. Parents are always encouraged to become a classroom volunteer to show support for their child by participating in classroom activities and field trips as much as they are able to. Other forms of academic communication includes quarterly reports every nine weeks and progress reports mid way through term.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

As the need arises, the principal is expanding community outreach to build partnerships with the area to increase community involvement both financially and with volunteering. The various musical groups, including choir and harp ensemble perform in the community. Our students frequently visit local businesses that can teach our children valuable lessons or skills on field trips.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Hunter, Jason	Principal
Carter, Whitney	Assistant Principal
Criswell, Megan	School Counselor
Heden, Aimee	Administrative Support
Hoffman, Cindy	Principal
Marshall, Jaime	Administrative Support
Ocana, Jennifer	Other
Sessa, Jennifer	Administrative Support
Vitiello, Michelle	Administrative Support

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Teachers at each level meet weekly during a common planning time to review student
data and formulate plans for intervention. Student needs, identified by the classroom teacher, are brought to the grade level meeting then discussed. The RtI team member from each group then meets with the whole RtI team to respond to student academic or behavioral needs. At tiers 2 and 3, teachers will provide differentiated instruction within the classroom or in learning support sessions. The exceptional education and reading specialists will provide support on a push-in or pull-out basis for any student needing intervention, not only those with IEPs. This is done with the guidance of Mrs. Sessa, pupil support, and Mrs. Criswell, school guidance counselor and test coordinator.
Mr. Hunter, our principal, coordinates all purchases of instructional materials with teachers.
He also supervises and trains all staff.
Ms. Carter, Assistant Principal, assists Mr. Hunter in guiding the students and staff in following the mission of the school.
Ms. Hoffman,principal of the Sarasota campus, helps to guide the staff and students at the other campus directly with Mr. Jason.
Mr. Marshall, Secondary student adviser, works with the secondary students, parents, and staff to provide guidance.
Mrs. Ocana, is the Executive Director of the school. She works with all departments to guide the direction of the school mission.
Mrs. Vitiello and Mrs. Heden, our business managers, work with Mr. Hunter to manage the school's budget.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Island Village Montessori's RtI Team is comprised of IVMS Administration, ESE
liaisons, School Counselors, and General Education Teachers. The goal of
this team is to meet and/or exceed the district and state requirements for assisting in both the

identification of students and eligibility. The primary purpose of the Executive Director is to ensure that all participants are present and all options for intervention are explored within the ability of the services offered. The ESE liaisons give information about support and assist in the Intervention Plan, as well as, provides information as to the students' ability, if accessible, supports and assists in the Intervention Plan. The School Counselor gives information about support programs and assists in the Intervention Plan. The General Education Teachers provides the team with information regarding the identified student, the services that are currently being offered, interventions completed in the classroom, and parent communication.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Flee, Brandie	Teacher, ESE
Friend, Elizabeth	Teacher, ESE
Hoffman, Cindy	Principal
Hunter, Jason	Principal
Michiels, Kim	Teacher, ESE
Ocana, Jennifer	Other
Sessa, Jennifer	Administrative Support

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The literacy team meets to create intervention plans for students who are below in reading based on I-Ready diagnostics, Achieve 3000 or previous year's FSA assessment data. They work to create a plan to promote literacy and reading everyday in every classroom, and to promote the literacy goals of the school.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

To help with encouraging positive working relationships between teachers, our school holds weekly level meetings with the Assistant Principal and Principal. These meetings are agenda directed and are open for questions, comments, or concerns for each teacher. On the first Wednesday of each month we have an early dismissal day for the students so the teachers can have an all staff meeting and attend workshops and staff training.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Island Village Montessori has created an online accredited Montessori training program. This program is free to current staff and the pay scale is reflective for Montessori training and certified teachers. We also offer continuing professional development during and after school hours.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

In our K-6 classes, we use a co-teaching model. The teams are created to place an experienced Montessori teacher with a teacher with less experience or from a traditional background. In the 7th grade and above, teachers collaborate and create cross-curricular lessons and projects to deepen the knowledge and engagement of the students. Throughout the school year we hold teacher training opportunities during and after school hours. These opportunities provide the teachers with in service credits for professional development.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The teachers are required to submit weekly lesson plans to the Principal. These lesson plans show that State Standards are linked to the Montessori scope and sequence. In addition, during the weekly level meetings the Principal and the teachers discuss what standards need to be met and work together to plan out the main lessons. Each teaching team was provided with a ELA and Math Instructional calendar at the beginning of the year.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Classroom teachers use relevant data from benchmark test, i-Ready, or Achieve 3000 as a basis for differentiation.
Teachers meet regularly to share and analyze data from these resources.
The i-Ready scores are immediately provided to academic teachers so they can differentiate instruction
for their students. Teachers have planning time that they use to work with individual
students and/or small groups of students who scored below level on the benchmarks, i-Ready or Achieve 3000.
Benchmark tests throughout the school year provide additional information on student achievement.
In addition, students who had received grades lower than their potential during the 2015-2016 school year attend direct instruction groups.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day
Minutes added to school year: 900

Whole school meetings.

Strategy Rationale

Teacher collaboration, planning and professional development.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Hunter, Jason, jasonhunter@islandvillage.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance will be recorded.
Observation will be monitored by administration.
Minutes will be recorded and notes will be archived.

Strategy: Extended School Day
Minutes added to school year: 1,200

Multi-level team meetings.

Strategy Rationale

Teacher collaboration and planning.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Hunter, Jason, jasonhunter@islandvillage.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance will be recorded.
Observation will be monitored by administration.
Minutes will be recorded and notes will be archived.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Teachers meet regularly in K-4, 5-6, and 7-11 groups to coordinate curriculum, testing, special events, expectations, and standards from grade to grade through vertical planning.

All eighth grade students participate in a moving forward ceremony at the end of the school year. During the school year 2017-2018 we will have our first graduating senior class.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The high school students have the ability to meet with an outside counselor, during school hours, to discuss making choices for their future. This year we are providing numerous college nights for students and parents. The purpose of this event is to provide the parents and the students with the resources to guide them in starting to prepare for the college future.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

We are currently working with local colleges to create Dual Enrollment for our high school students.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

We require all 8th graders to participate in a career course. The students use Achieve 3000 to encourage career integration.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

We are growing in high school and next year we will be adding our first year of seniors.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1. By the year 2017, there will be a minimum of a three percentage point increase for all students in the demonstration of proficiency on the mathematics FSA and EOCs.

G2. By the year 2017, the overall percentage of level 3 and above on the FSA ELA will increase by a minimum of 4 percent.

G3. By the year 2017, there will be a minimum of a three percentage point increase in the number of students achieving a level 3 or above on the 5th and 8th grade science FCAT.

G4. Student attendance will improve from the 2015-2016 school year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. By the year 2017, there will be a minimum of a three percentage point increase for all students in the demonstration of proficiency on the mathematics FSA and EOCs. 1a

🔑 G085567

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	78.0
FSA Mathematics Achievement	55.0
Geometry EOC Pass Rate	93.0
Algebra II EOC Pass Rate	80.0

Targeted Barriers to Achieving the Goal 3

- Challenge blending Montessori methods with Florida standards effectively.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Online resources available to students; intensive math classes

Plan to Monitor Progress Toward G1. 8

All educators have access to the reports on iReady.

Person Responsible

Jason Hunter

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

There are numerous reports that can be created to give collected information to the school.

G2. By the year 2017, the overall percentage of level 3 and above on the FSA ELA will increase by a minimum of 4 percent. 1a

🔑 G085568

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	72.0

Targeted Barriers to Achieving the Goal 3

- High number of students do not read outside of school.

- Low writing proficiency

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading specialist; Professional development in teaching reading strategies

Plan to Monitor Progress Toward G2. 8

Progress monitoring, progress reports, and mandated testing

Person Responsible
Jason Hunter

Schedule
Monthly, from 8/22/2016 to 6/7/2017

Evidence of Completion
Increased academic achievement

G3. By the year 2017, there will be a minimum of a three percentage point increase in the number of students achieving a level 3 or above on the 5th and 8th grade science FCAT. `1a`

🔍 G085569

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	69.0

Targeted Barriers to Achieving the Goal `3`

- Inability of students to read, understand, and apply images, graphs, and charts.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Achieve 3000

Plan to Monitor Progress Toward G3. `8`

Student progress data will be reviewed

Person Responsible
Jason Hunter

Schedule
Monthly, from 9/1/2016 to 5/12/2017

Evidence of Completion
Achieve 3000 usage data and assessment data

G4. Student attendance will improve from the 2015-2016 school year. 1a

🔑 G085570

Targets Supported 1b

Indicator	Annual Target
Attendance rate	90.0

Targeted Barriers to Achieving the Goal 3

- Students absent more than 10 days per semester.

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G4. 8

SIS attendance data reports will be reviewed.

Person Responsible
Megan Criswell

Schedule
Monthly, from 9/1/2016 to 5/12/2017

Evidence of Completion
The number of student absences will be reduced.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

| 1 | = Problem Solving Step   🔑 S123456 = Quick Key

G1. By the year 2017, there will be a minimum of a three percentage point increase for all students in the demonstration of proficiency on the mathematics FSA and EOCs. 1
🔑 G085567

> **G1.B1** Challenge blending Montessori methods with Florida standards effectively. 2
> 🔑 B227450

> > **G1.B1.S1** Intensive math groups for low performing students at all levels. 4
> > 🔑 S239990

> > **Strategy Rationale**
> >
> > Focusing on the students who did not succeed last year will help them improve their scores.

> > **Action Step 1** 5

> > Leadership team will monitor implementation through targeted classroom walk-throughs and assess student progress via data chats with school wide support team.

> > > **Person Responsible**
> > >
> > > Jason Hunter
> > >
> > > **Schedule**
> > >
> > > Weekly, from 9/1/2016 to 5/12/2017
> > >
> > > ***Evidence of Completion***
> > >
> > > Data chat charts reviewed, SWST minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Documented observations and feedback from SWST will inform decision making.

Person Responsible

Jason Hunter

Schedule

Monthly, from 9/1/2016 to 5/12/2017

Evidence of Completion

On going observation forms, SWST minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Monitor effective instructional practices through walk-throughs and formal observations.

Person Responsible

Jason Hunter

Schedule

Monthly, from 9/1/2016 to 5/12/2017

Evidence of Completion

Observation data

G1.B1.S2 Math assessment and assignments on iReady computer program. 4

S239991

Strategy Rationale

The students will create learning paths based on the assessments completed to start the program.

Action Step 1 5

The students will take an iReady assessment to create learning paths for daily assignments.

Person Responsible

Jason Hunter

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Jason Hunter will look over weekly reports from the math iReady assignments.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Review and monitor available I-ready data reports

Person Responsible

Jason Hunter

Schedule

Monthly, from 9/1/2016 to 5/12/2017

Evidence of Completion

I-ready progress reports for student and classes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Student data will show improvement.

Person Responsible

Jason Hunter

Schedule

Monthly, from 9/1/2016 to 5/12/2017

Evidence of Completion

I-ready diagnostic and growth monitoring data

G1.B1.S3 Continued professional development on the use and implementation of Montessori materials. `4`

🔧 S239992

Strategy Rationale

The teachers will better understand which materials and Montessori lessons are useful in covering specific content standards.

Action Step 1 `5`

Teachers will participate in weekly level meetings to discuss and learn Montessori materials and how they are implemented and used in teaching specific content standards.

Person Responsible

Jason Hunter

Schedule

Weekly, from 9/1/2016 to 5/12/2017

Evidence of Completion

Meeting minutes, meeting attendance

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Minutes and attendance will be taken for all level meetings

Person Responsible

Jason Hunter

Schedule

Weekly, from 9/1/2016 to 5/12/2017

Evidence of Completion

Meeting minutes and meeting attendance

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

I-ready data will be reviewed to monitor student progress

Person Responsible

Jason Hunter

Schedule

Monthly, from 9/1/2016 to 5/12/2017

Evidence of Completion

I-ready diagnostic and growth monitoring data, as well as classroom assessment data

G2. By the year 2017, the overall percentage of level 3 and above on the FSA ELA will increase by a minimum of 4 percent. 1

🔑 G085568

G2.B1 High number of students do not read outside of school. 2

🔑 B227451

G2.B1.S1 Students will be required to keep weekly reading logs. 4

🔑 S239993

Strategy Rationale

To show educators that students are reading outside of school.

| Action Step 1 5 |

Teachers will assign and monitor at home reading

Person Responsible

Jason Hunter

Schedule

Weekly, from 9/1/2016 to 5/12/2017

Evidence of Completion

Administration will review lesson plans and teacher records.

| Plan to Monitor Fidelity of Implementation of G2.B1.S1 6 |

Administration will monitor lesson plans and teacher records for required reading.

Person Responsible

Jason Hunter

Schedule

Biweekly, from 9/1/2016 to 5/12/2017

Evidence of Completion

Teachers will document student completion of reading logs as well as book reports/projects completed at all age levels.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Teachers will monitor improvements shown through I-Ready grades K-4, and Achieve 3000 for students grades 5-12.

Person Responsible

Jason Hunter

Schedule

Monthly, from 9/1/2016 to 5/12/2017

Evidence of Completion

Student growth data.

G2.B2 Low writing proficiency `2`

🔑 B227452

G2.B2.S1 Practice writing assessments will be given and scored by Write Score to determine areas of weakness in students writing `4`

🔑 S239994

Strategy Rationale

Teachers do no know how FSA writing is scored or what specific areas students need to work on to make marked improvements

Action Step 1 `5`

Students will take at least 2 writing assessments to be scored by Write Score for teachers to receive feedback on areas that need for improvement.

Person Responsible

Jason Hunter

Schedule

Quarterly, from 9/19/2016 to 3/31/2017

Evidence of Completion

Student participation and completion of Write Score activities

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

School wide writing practice days will be held when students are to take Write Score assessments

Person Responsible

Megan Criswell

Schedule

Quarterly, from 9/19/2016 to 3/31/2017

Evidence of Completion

Attendance/participation data and Write Score analysis

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Write Score grades will be monitored from assessment to assessment for improvement

Person Responsible

Megan Criswell

Schedule

Quarterly, from 9/19/2016 to 3/31/2017

Evidence of Completion

Student assessment scores, teacher observation of lesson implementation

G3. By the year 2017, there will be a minimum of a three percentage point increase in the number of students achieving a level 3 or above on the 5th and 8th grade science FCAT. 1

🔑 G085569

G3.B1 Inability of students to read, understand, and apply images, graphs, and charts. 2

🔑 B227453

G3.B1.S1 Science teachers grades 5 through 12 will use Achieve 3000 to assist in reading informational text dealing with science content. 4

🔑 S239995

Strategy Rationale

Having students read more science based informational text allows for practice in reading and understanding charts and graphs related to science material.

Action Step 1 5

Science teachers will assign at least one science related article through Achieve 3000 each week.

Person Responsible

Jason Hunter

Schedule

Monthly, from 9/1/2016 to 5/12/2017

Evidence of Completion

Administration will review assigned tasks in the Achieve 3000 program.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Usage of Achieve 3000 by educators and students will be monitored

Person Responsible

Jason Hunter

Schedule

Monthly, from 9/1/2016 to 5/12/2017

Evidence of Completion

Usage reports

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Administration will review assessment data from Achieve 3000 program

Person Responsible

Jason Hunter

Schedule

Monthly, from 9/1/2016 to 5/12/2017

Evidence of Completion

Diagnostic and growth monitoring data from Achieve 3000

G4. Student attendance will improve from the 2015-2016 school year. `1`
🔑 G085570

G4.B1 Students absent more than 10 days per semester. `2`
🔑 B227455

G4.B1.S1 Identifying student absences and establishing interventions to involve all stakeholders in the improving of student attendance. `4`
🔑 S239996

Strategy Rationale

Combined efforts to increase student attendance need to include identification, communication, problem/solution steps, and interventions.

Action Step 1 `5`

Tier I, Tier II, Tier III Interventions with attendance.

Person Responsible

Jason Hunter

Schedule

Monthly, from 9/1/2016 to 5/12/2017

Evidence of Completion

Weekly and monthly attendance data

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Identify attendance data at individual and school level

> **Person Responsible**
>
> Megan Criswell
>
> **Schedule**
>
> Monthly, from 9/1/2016 to 5/12/2017
>
> ***Evidence of Completion***
>
> Increase in student attendance

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Tier III MTSS and SWST data on student attendance.

> **Person Responsible**
>
> Megan Criswell
>
> **Schedule**
>
> Monthly, from 9/1/2016 to 5/12/2017
>
> ***Evidence of Completion***
>
> MTSS and SWST data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B2.S1.MA1 M318702	Write Score grades will be monitored from assessment to assessment for improvement	Criswell, Megan	9/19/2016	Student assessment scores, teacher observation of lesson implementation	3/31/2017 quarterly
G2.B2.S1.MA1 M318703	School wide writing practice days will be held when students are to take Write Score assessments	Criswell, Megan	9/19/2016	Attendance/participation data and Write Score analysis	3/31/2017 quarterly
G2.B2.S1.A1 A310716	Students will take at least 2 writing assessments to be scored by Write Score for teachers to...	Hunter, Jason	9/19/2016	Student participation and completion of Write Score activities	3/31/2017 quarterly
G3.MA1 M318707	Student progress data will be reviewed	Hunter, Jason	9/1/2016	Achieve 3000 usage data and assessment data	5/12/2017 monthly
G4.MA1 M318710	SIS attendance data reports will be reviewed.	Criswell, Megan	9/1/2016	The number of student absences will be reduced.	5/12/2017 monthly
G1.B1.S1.MA1 M318693	Monitor effective instructional practices through walk-throughs and formal observations.	Hunter, Jason	9/1/2016	Observation data	5/12/2017 monthly
G1.B1.S1.MA1 M318694	Documented observations and feedback from SWST will inform decision making.	Hunter, Jason	9/1/2016	On going observation forms, SWST minutes	5/12/2017 monthly
G1.B1.S1.A1 A310712	Leadership team will monitor implementation through targeted classroom walk-throughs and assess...	Hunter, Jason	9/1/2016	Data chat charts reviewed, SWST minutes	5/12/2017 weekly
G2.B1.S1.MA1 M318700	Teachers will monitor improvements shown through I-Ready grades K-4, and Achieve 3000 for students...	Hunter, Jason	9/1/2016	Student growth data.	5/12/2017 monthly
G2.B1.S1.MA1 M318701	Administration will monitor lesson plans and teacher records for required reading.	Hunter, Jason	9/1/2016	Teachers will document student completion of reading logs as well as book reports/projects completed at all age levels.	5/12/2017 biweekly
G2.B1.S1.A1 A310715	Teachers will assign and monitor at home reading	Hunter, Jason	9/1/2016	Administration will review lesson plans and teacher records.	5/12/2017 weekly
G3.B1.S1.MA1 M318705	Administration will review assessment data from Achieve 3000 program	Hunter, Jason	9/1/2016	Diagnostic and growth monitoring data from Achieve 3000	5/12/2017 monthly
G3.B1.S1.MA1 M318706	Usage of Achieve 3000 by educators and students will be monitored	Hunter, Jason	9/1/2016	Usage reports	5/12/2017 monthly
G3.B1.S1.A1 A310717	Science teachers will assign at least one science related article through Achieve 3000 each week.	Hunter, Jason	9/1/2016	Administration will review assigned tasks in the Achieve 3000 program.	5/12/2017 monthly
G4.B1.S1.MA1 M318708	Tier III MTSS and SWST data on student attendance.	Criswell, Megan	9/1/2016	MTSS and SWST data	5/12/2017 monthly
G4.B1.S1.MA1 M318709	Identify attendance data at individual and school level	Criswell, Megan	9/1/2016	Increase in student attendance	5/12/2017 monthly
G4.B1.S1.A1 A310718	Tier I, Tier II, Tier III Interventions with attendance.	Hunter, Jason	9/1/2016	Weekly and monthly attendance data	5/12/2017 monthly
G1.B1.S2.MA1 M318695	Student data will show improvement.	Hunter, Jason	9/1/2016	I-ready diagnostic and growth monitoring data	5/12/2017 monthly
G1.B1.S2.MA1 M318696	Review and monitor available I-ready data reports	Hunter, Jason	9/1/2016	I-ready progress reports for student and classes.	5/12/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.MA1 M318697	I-ready data will be reviewed to monitor student progress	Hunter, Jason	9/1/2016	I-ready diagnostic and growth monitoring data, as well as classroom assessment data	5/12/2017 monthly
G1.B1.S3.MA1 M318698	Minutes and attendance will be taken for all level meetings	Hunter, Jason	9/1/2016	Meeting minutes and meeting attendance	5/12/2017 weekly
G1.B1.S3.A1 A310714	Teachers will participate in weekly level meetings to discuss and learn Montessori materials and...	Hunter, Jason	9/1/2016	Meeting minutes, meeting attendance	5/12/2017 weekly
G1.B1.S2.A1 A310713	The students will take an iReady assessment to create learning paths for daily assignments.	Hunter, Jason	8/29/2016	Jason Hunter will look over weekly reports from the math iReady assignments.	6/2/2017 weekly
G2.MA1 M318704	Progress monitoring, progress reports, and mandated testing	Hunter, Jason	8/22/2016	Increased academic achievement	6/7/2017 monthly
G1.MA1 M318699	All educators have access to the reports on iReady.	Hunter, Jason	8/29/2016	There are numerous reports that can be created to give collected information to the school.	6/9/2017 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.