

Sarasota County Schools

# Island Village Montessori School



## 2019-20 Schoolwide Improvement Plan

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# Island Village Montessori School

2001 PINEBROOK RD, Venice, FL 34292

www.islandvillage.org

## Demographics

Principal: Jennifer Ocana

Start Date for this Principal: 6/17/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	54%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (67%) 2017-18: A (66%) 2016-17: A (63%) 2015-16: B (57%) 2014-15: A (73%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

N/A

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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## Island Village Montessori School

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www.islandvillage.org

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	39%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	24%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	B

### School Board Approval

N/A

### SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

### 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. 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: School Information

### School Mission and Vision

#### **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 middle school.

#### **Provide the school's vision statement.**

Today's School for Tomorrow's World™

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Hunter, Jason	Principal	Mr. Hunter, Venice campus principal, coordinates all purchases of instructional materials with teachers. They also supervise and train all staff.
Criswell, Megan	School Counselor	School counselor co-leads the SWST to assist teachers in identifying interventions and problem solving issues with students. The school counselor is also co-leader in charge of the mental health plan ensuring that students are receiving education and services needed to ensure appropriate mental health awareness for all students and staff. She is also the test-coordinator.
Heden, Aimee	Administrative Support	Mrs. Heden, our financial manager, works with Mrs. Ocana to manage the school's budget.
Hoffman, Cindy	Principal	Ms. Hoffman, principal of the Sarasota campus, provides leadership to staff and students.
Ocana, Jennifer	Other	Mrs. Ocana is the Executive Director of the school. She works with all departments to guide the direction of the school mission.
Sessa, Jennifer	Administrative Support	ESE liaison co-leads the SWST team to assist teachers in identifying interventions and problem solving issues with students. She is the behavior specialist assisting teachers that have a need for behavior interventions for particular students in their classrooms. She is also co-leader in charge of the mental health plan ensuring that students are receiving education and services needed to ensure appropriate mental health awareness for all students and staff. She is in charge of the ESE department and ensuring that all students are properly identified, and given appropriate services and accommodations, as well as, servicing students when the case load deems necessary.
Vitiello, Michelle	Administrative Support	Mrs. Vitiello, our director of operations, works with Mrs. Ocana to manage the school's budget, human resources, and certifications/compliance issues.

## Early Warning Systems

### Current Year

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	77	84	77	95	83	84	57	54	41	0	0	0	0	652
Attendance below 90 percent	0	12	12	14	11	13	5	11	5	0	0	0	0	83
One or more suspensions	0	0	0	0	3	1	2	1	3	0	0	0	0	10
Course failure in ELA or Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	10	9	20	26	7	5	0	0	0	0	77

**The number of students with two or more early warning indicators:**

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

**The number of students identified as retainees:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	1	1	6	0	0	0	1	0	0	0	0	0	9	
Students retained two or more times	0	0	0	0	1	0	1	0	0	0	0	0	0	2	

**FTE units allocated to school (total number of teacher units)**

**Date this data was collected or last updated**

Tuesday 7/30/2019

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	11	12	12	10	16	12	11	1	13	0	0	0	0	98
One or more suspensions	0	1	2	3	4	0	2	2	1	0	0	0	0	15
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	19	29	12	4	6	9	0	0	0	0	79

**The number of students with two or more early warning indicators:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	1	2	10	5	2	0	3	0	0	0	0	23	

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	11	12	12	10	16	12	11	1	13	0	0	0	0	98
One or more suspensions	0	1	2	3	4	0	2	2	1	0	0	0	0	15
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	19	29	12	4	6	9	0	0	0	0	79

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	2	10	5	2	0	3	0	0	0	0	23

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	66%	67%	61%	72%	69%	57%
ELA Learning Gains	62%	60%	59%	59%	62%	57%
ELA Lowest 25th Percentile	61%	52%	54%	53%	58%	51%
Math Achievement	64%	70%	62%	54%	68%	58%
Math Learning Gains	67%	65%	59%	55%	64%	56%
Math Lowest 25th Percentile	55%	55%	52%	50%	57%	50%
Science Achievement	59%	63%	56%	59%	58%	53%
Social Studies Achievement	83%	88%	78%	83%	85%	75%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	77 (0)	84 (0)	77 (0)	95 (0)	83 (0)	84 (0)	57 (0)	54 (0)	41 (0)	652 (0)
Attendance below 90 percent	0 (11)	12 (12)	12 (12)	14 (10)	11 (16)	13 (12)	5 (11)	11 (1)	5 (13)	83 (98)
One or more suspensions	0 (0)	0 (1)	0 (2)	0 (3)	3 (4)	1 (0)	2 (2)	1 (2)	3 (1)	10 (15)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	10 (19)	9 (29)	20 (12)	26 (4)	7 (6)	5 (9)	77 (79)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	65%	70%	-5%	58%	7%
	2018	59%	68%	-9%	57%	2%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	68%	67%	1%	58%	10%
	2018	59%	67%	-8%	56%	3%
Same Grade Comparison		9%				
Cohort Comparison		9%				
05	2019	60%	68%	-8%	56%	4%
	2018	75%	66%	9%	55%	20%
Same Grade Comparison		-15%				
Cohort Comparison		1%				
06	2019	66%	63%	3%	54%	12%
	2018	65%	63%	2%	52%	13%
Same Grade Comparison		1%				
Cohort Comparison		-9%				
07	2019	73%	64%	9%	52%	21%
	2018	67%	62%	5%	51%	16%
Same Grade Comparison		6%				
Cohort Comparison		8%				
08	2019	65%	66%	-1%	56%	9%
	2018	84%	70%	14%	58%	26%
Same Grade Comparison		-19%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	60%	73%	-13%	62%	-2%
	2018	61%	72%	-11%	62%	-1%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	67%	72%	-5%	64%	3%
	2018	48%	71%	-23%	62%	-14%
Same Grade Comparison		19%				
Cohort Comparison		6%				
05	2019	32%	70%	-38%	60%	-28%
	2018	58%	72%	-14%	61%	-3%
Same Grade Comparison		-26%				
Cohort Comparison		-16%				
06	2019	78%	67%	11%	55%	23%
	2018	67%	66%	1%	52%	15%
Same Grade Comparison		11%				
Cohort Comparison		20%				
07	2019	71%	73%	-2%	54%	17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	28%	73%	-45%	54%	-26%
Same Grade Comparison		43%				
Cohort Comparison		4%				
08	2019	76%	65%	11%	46%	30%
	2018	49%	63%	-14%	45%	4%
Same Grade Comparison		27%				
Cohort Comparison		48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	53%	65%	-12%	53%	0%
	2018	75%	67%	8%	55%	20%
Same Grade Comparison		-22%				
Cohort Comparison						
08	2019	70%	62%	8%	48%	22%
	2018	73%	62%	11%	50%	23%
Same Grade Comparison		-3%				
Cohort Comparison		-5%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	83%	85%	-2%	71%	12%
2018	82%	80%	2%	71%	11%
Compare		1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	83%	77%	6%	70%	13%
2018	96%	76%	20%	68%	28%
Compare		-13%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	92%	73%	19%	61%	31%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	89%	77%	12%	62%	27%
Compare		3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	69%	-69%	57%	-57%
2018	0%	71%	-71%	56%	-56%
Compare		0%			

## Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	29	52	52	36	53	50	29				
ELL	46	69		54	62						
HSP	56	52	59	60	63	56	53				
MUL	60	67		70	73						
WHT	68	64	63	64	67	55	61	87	95		
FRL	60	61	60	59	63	56	47	79			
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	29	40	35	31	58	55	17				
ELL	36			43							
HSP	51	54	45	54	54	64	61				
MUL	79	53		37	47						
WHT	70	64	50	62	63	57	77	85	80		
FRL	60	56	45	54	54	51	67	75	60		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	40	50	48	28	44	41					
ELL	62	46		36	54						
HSP	54	47	41	49	51	57	32				
MUL	67	57		35	54						
WHT	75	62	59	56	56	52	64	93	88		
FRL	65	52	48	49	53	54	46				

## ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	676
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

5th grade math was the lowest performing group on the statewide assessment. Different math teachers with different schedule set up.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

5th grade math was the biggest decrease from 2018 to 2019, by same grade comparison and by cohort comparison. Different students with different math teachers.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

5th grade math had the lowest comparison to state and district average. It has been lower than average for a few years. State averages have gone up 4% in that time while our percentage has decreased 7%.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The ELA lowest quartile had an increase of 14%, from 47% to 61%. We put more emphasis on intervention and intensive instruction for the lowest quartile in reading.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

5th and 6th grade had the highest number of level 1s on statewide assessment, but our 6th grade achievement has increased in both reading and math. Attendance is also something that could be concerning with the number of students with greater than 90% absence. 5th grade science also had a large decline in achievement percentage.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Math achievement, particularly 5th grade
2. Learning gains by the lowest quartile in math
3. Science Achievement particularly 5th grade
4. Achievement by students with disabilities
5. Attendance

## Part III: Planning for Improvement

### Areas of Focus:



#1	
<b>Title</b>	Students will demonstrate math achievement on standardized assessments.
<b>Rationale</b>	Based on the data reviewed we had an overall increase in math achievement of 4%, however, we still fall below the district achievement of 70% and our 5th grade had a significant decrease of 26% from the previous year in achievement.
<b>State the measurable outcome the school plans to achieve</b>	By the year 2020, there will be a minimum increase of math achievement from 64% to 66%, with the 5th grade math achievement improving from 32% to at least 40%.
<b>Person responsible for monitoring outcome</b>	Jason Hunter (jasonhunter@islandvillage.org)
<b>Evidence-based Strategy</b>	iReady math program
<b>Rationale for Evidence-based Strategy</b>	iReady has individualized learning paths to help students make gains in their specific deficit areas.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Leadership team will monitor implementation through weekly targeted classroom walk-thrus.</li> <li>2. Leadership team will monitor weekly direct instruction through intensive subject classes.</li> <li>3. Teachers will assess student progress via monthly data chats with school wide support team.</li> <li>4. Leadership team will monitor weekly common planning time for all grade levels to review math standards.</li> <li>5. Intensive Math Instructor/ ESE support services for small group intervention and remediation for identified students based on their level of proficiency. Differentiated lessons will focus on the specific needs of the student.</li> </ol>
<b>Person Responsible</b>	Jennifer Sessa (jennifersessa@islandvillage.org)

#2	
<b>Title</b>	Students in the lowest quartile will show learning gains in math.
<b>Rationale</b>	Based on the data we had an increase in total learning gains made in mathematics, 61% to 67%, but the lowest quartile had a decrease in learning gains from 58% to 55%.
<b>State the measurable outcome the school plans to achieve</b>	By the year 2020, there will be a minimum increase from 55% to 57% for learning gains made by the lowest quartile.
<b>Person responsible for monitoring outcome</b>	Jason Hunter (jasonhunter@islandvillage.org)
<b>Evidence-based Strategy</b>	iReady math program
<b>Rationale for Evidence-based Strategy</b>	iReady has individualized learning paths to help students make gains in their specific deficit areas.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Leadership team will monitor implementation through weekly targeted classroom walk-thrus.</li> <li>2. Leadership team will monitor weekly direct instruction through intensive subject classes.</li> <li>3. Teachers will assess student progress via monthly data chats with school wide support team.</li> <li>4. Leadership team will monitor weekly common planning time for all grade levels to review math standards.</li> <li>5. Intensive Math Instructor/ ESE support services for small group intervention and remediation for identified students based on their level of proficiency. Differentiated lessons will focus on the specific needs of the student.</li> </ol>
<b>Person Responsible</b>	Jennifer Sessa (jennifersessa@islandvillage.org)

#3	
<b>Title</b>	Students will demonstrate science proficiency through the science SSA.
<b>Rationale</b>	Based on the data, our proficiency has declined significantly this year. We will work to increase our science achievement back to previous levels.
<b>State the measurable outcome the school plans to achieve</b>	By the year 2020, there will be a minimum increase in science proficiency from 53% to at least 55% proficiency in total for both grade 5 and grade 8.
<b>Person responsible for monitoring outcome</b>	Jason Hunter (jasonhunter@islandvillage.org)
<b>Evidence-based Strategy</b>	Study Island and bench mark assessments.
<b>Rationale for Evidence-based Strategy</b>	Study Island has individualized learning paths to help students make gains in their specific deficit areas. Bench mark assessments will allow educators to see what standards need more attention.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Leadership team will monitor implementation through weekly targeted classroom walk-throughs.</li> <li>2. Science teachers in grades K to 4 will use the Montessori cultural curriculum along with direct science instruction to increase science discussion and learning.</li> <li>3. Science teachers in grades 5 to 8 will use Study Island, targeted lessons, common unit assessments and district benchmarks to monitor student progress.</li> <li>4. Leadership team will monitor weekly common planning time for all grade levels to review science standards.</li> <li>5. STEM Project-Based Learning will be incorporated in with our 5 to 8 grade classes.</li> </ol>
<b>Person Responsible</b>	Jennifer Sessa (jennifersessa@islandvillage.org)

#4	
<b>Title</b>	Students with disabilities will demonstrate achievement on state standardized assessments.
<b>Rationale</b>	Based on the data, the percentage of SWD achieving level 3 or above on FSA ELA is 29% compared to the school average of 66%. For mathematics, SWD have a 36% achievement compared to the school's 64%.
<b>State the measurable outcome the school plans to achieve</b>	By the year 2020, SWD will show achievement in ELA with an increase from 29% to at least 31%, and for mathematics the achievement will increase from 36% to at least 38%.
<b>Person responsible for monitoring outcome</b>	Jennifer Sessa (jennifersessa@islandvillage.org)
<b>Evidence-based Strategy</b>	iReady, targeted instruction with their ESE teacher
<b>Rationale for Evidence-based Strategy</b>	iReady assists with gaps and deficiencies using their individual learning paths. The ESE teacher also works with students on content specific strategies to increase awareness and proficiency of the SWD population.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Leadership team will work with ESE teachers and other support staff to provide assistance and support to classroom teachers that have SWDs to provide the student the best opportunity for improvement and success.</li> <li>2. Leadership team will work with ESE teachers and other support staff to monitor implementation through weekly targeted classroom walk-thrus.</li> <li>3. Leadership team will work with ESE teachers and other support staff to monitor weekly direct instruction through intensive subject classes.</li> <li>4. Classroom teachers will work with ESE teachers and other support staff to assess student progress via monthly data chats with school wide support team.</li> <li>5. Leadership team will monitor weekly common planning time for all grade levels to review math and ELA standards.</li> </ol>
<b>Person Responsible</b>	Jennifer Sessa (jennifersessa@islandvillage.org)

#5	
<b>Title</b>	Students will demonstrate achievement in ELA on standardized assessments.
<b>Rationale</b>	Based on the data we reviewed, we had a slight decrease in overall ELA achievement but had gains at grade level comparison in grades 3, 4, 6, and 8.
<b>State the measurable outcome the school plans to achieve</b>	By the year 2020, there will be a minimum increase of overall ELA achievement from 66% to 68%, with grade 5 showing an increase from 60% to 62% and grade 8 showing an increase from 65% to 67%.
<b>Person responsible for monitoring outcome</b>	Jason Hunter (jasonhunter@islandvillage.org)
<b>Evidence-based Strategy</b>	iReady Reading, Reading Wonders
<b>Rationale for Evidence-based Strategy</b>	iReady uses the individual learning paths to help students in areas of need, and teachers use the Reading Wonders program supplemented with Montessori materials to close gaps in student learning.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Leadership team will monitor implementation through weekly targeted classroom walk-thrus.</li> <li>2. Leadership team will monitor weekly direct instruction through intensive subject classes.</li> <li>3. Teachers will assess student progress via monthly data chats with school wide support team.</li> <li>4. Leadership team will monitor weekly common planning time for all grade levels to review ELA standards.</li> <li>5. Intensive ELA Instructor/ ESE support services for small group intervention and remediation for identified students based on their level of proficiency. Differentiated lessons will focus on the specific needs of the student.</li> </ol>
<b>Person Responsible</b>	Jason Hunter (jasonhunter@islandvillage.org)

#### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

To keep parents involved in the learning process and to build parent-school relationships, each learning environment keeps up a classroom web page that gives details of the current events in the classroom. The school has also create a Remind class for all parents to receive information as well as a designated

Facebook page and Instagram account for parent interest. The community calendar on the website is maintained as an additional resource for families. 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 the quarterly report cards and progress reports. The elementary grades use Transparent Classroom as a way for parents to see current lessons, progress, updates and photos.

#### **PFEP Link**

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

#### **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 is being developed to be implemented in the upper elementary and middle school grade levels. The counselor provides consultation and collaboration services to fellow educators and parents when needed to support the social-emotional need of the students. To help prevent bullying, all grade levels receive annual lessons on bullying prevention. Anonymous reporting is set up through a bully box located in the health room. There is also an online portal on the school website to report bullying. The student support team works with outside mental health professionals to meet the needs of all students that maybe struggling with some form of mental health illness.

#### **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 7-8 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.

#### **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 provide 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. We are participating in the mental health plan which includes a counselor on site, mental health evaluations for all students in grades 3rd and up, and parent education on mental health.

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

Island Village Montessori works with the local high schools to provide the 8th graders with the opportunity to meet with their guidance counselors.

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Students will demonstrate math achievement on standardized assessments.</b>				<b>\$15,950.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	690-Computer Software	0090 - Island Village Montessori Schl	General Fund		\$7,000.00
<i>Notes: iReady</i>						
	5100	510-Supplies	0090 - Island Village Montessori Schl	General Fund		\$3,200.00
<i>Notes: Go Math Workbooks</i>						
	5100	520-Textbooks	0090 - Island Village Montessori Schl	General Fund		\$3,250.00
<i>Notes: Big Ideas Math</i>						
	5100	510-Supplies	0090 - Island Village Montessori Schl	General Fund		\$2,500.00
<i>Notes: Materials</i>						
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Students in the lowest quartile will show learning gains in math.</b>				<b>\$15,950.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	690-Computer Software	0090 - Island Village Montessori Schl	General Fund		\$7,000.00
<i>Notes: iReady</i>						
	5100	510-Supplies	0090 - Island Village Montessori Schl	General Fund		\$3,200.00
<i>Notes: Go Math Workbooks</i>						
	5100	520-Textbooks	0090 - Island Village Montessori Schl	General Fund		\$3,250.00
<i>Notes: Big Ideas Math</i>						
	5100	510-Supplies	0090 - Island Village Montessori Schl	General Fund		\$2,500.00
<i>Notes: Materials</i>						
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Students will demonstrate science proficiency through the science SSA.</b>				<b>\$3,850.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	690-Computer Software	0090 - Island Village Montessori Schl	General Fund		\$800.00
<i>Notes: Study Island</i>						

	5100	530-Periodicals	0090 - Island Village Montessori Schl	General Fund		\$550.00
			<i>Notes: Studies Weekly</i>			
	5100	510-Supplies	0090 - Island Village Montessori Schl	General Fund		\$2,500.00
			<i>Notes: Materials</i>			
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Students with disabilities will demonstrate achievement on state standardized assessments.</b>				<b>\$8,150.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	690-Computer Software	0090 - Island Village Montessori Schl	General Fund		\$150.00
			<i>Notes: I Know It</i>			
	5100	690-Computer Software	0090 - Island Village Montessori Schl	General Fund		\$3,000.00
			<i>Notes: iReady</i>			
	5100	510-Supplies	0090 - Island Village Montessori Schl	General Fund		\$5,000.00
			<i>Notes: Materials</i>			
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Students will demonstrate achievement in ELA on standardized assessments.</b>				<b>\$28,800.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	690-Computer Software	0090 - Island Village Montessori Schl	General Fund		\$14,000.00
			<i>Notes: iReady</i>			
	5100	690-Computer Software	0090 - Island Village Montessori Schl	General Fund		\$2,600.00
			<i>Notes: BrainPop</i>			
	5100	510-Supplies	0090 - Island Village Montessori Schl	General Fund		\$2,200.00
			<i>Notes: Vocabulary workbooks</i>			
	5100	390-Other Purchased Services	0090 - Island Village Montessori Schl	General Fund		\$5,000.00
			<i>Notes: WriteScore</i>			
	5100	510-Supplies	0090 - Island Village Montessori Schl	General Fund		\$5,000.00
			<i>Notes: Materials</i>			
					<b>Total:</b>	<b>\$142,700.00</b>