

Sarasota County Schools

Island Village Montessori School



2021-22 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: 9/14/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	54%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: A (67%) 2017-18: A (66%) 2016-17: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Sarasota County School Board.

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.

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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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	46%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	30%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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

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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. Island Village encourages students to reach out into the community through service projects and performances. Parents are encouraged to be active participants in all aspects of their child's experience at Island Village by volunteering in the classrooms, organizing social events, and community service projects.

Provide the school's vision statement.

Today's School for Tomorrow's World™

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Ocana, Jennifer	Principal	Ms Ocana coordinates all purchases of instructional materials as well as supervises and supports staff. She promotes a positive culture of growth and wellness.
Gronland, Beth	Assistant Principal	Assistant principal provides behavior support for students in grades K to 8. She also is the ESE liaison for grades 6 to 8 and the ESOL liaison for all grades.
Sessa, Jennifer	Administrative Support	Ms Sessa is the ESE liaison for grades K to 5, co-leads the School Wide Support Team to assist teachers in identifying interventions and problem solving issues with students. She is the behavior specialist assisting teacher that have needs for behavior interventions for particular students in their classrooms. She is also co-leader in charge of the creation and implementation 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.
Criswell, Megan	School Counselor	School counselor co-leads the School Wide Support Team to assist teachers in identifying interventions and problem solving issues with students. The school counselor is the co-leader in charge of the creation and implementation of the of the mental health plan ensuring that all 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	Ms Heden is the financial manager. She works with Ms Ocana to manage the school's budget.
Vitiello, Michelle	Administrative Support	Mrs. Vitiello is the director of operations. She works with Mrs Ocana to maintain the school's budget, human resources, and certifications/ compliance issues.

Demographic Information

Principal start date

Tuesday 9/14/2010, Jennifer Ocana

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

24

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

574

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

9

Demographic Data

Early Warning Systems

2021-22

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	78	65	78	64	62	66	58	57	46	0	0	0	0	574
Attendance below 90 percent	1	6	6	5	5	6	6	5	1	0	0	0	0	41
One or more suspensions	1	0	0	0	0	1	2	2	1	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	4	5	6	5	0	0	0	0	22
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	6	8	15	4	0	0	0	0	34
Number of students with a substantial reading deficiency	5	2	21	16	0	0	0	0	0	0	0	0	0	44
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	0	0	1	2	5	7	9	4	0	0	0	0	29

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	2	4	1	3	1	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	1	0	1	0	0	0	0	2

Date this data was collected or last updated

Monday 9/13/2021

2020-21 - 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	
Number of students enrolled	51	69	50	65	69	72	62	48	44	0	0	0	0	530
Attendance below 90 percent	1	7	8	5	6	7	5	7	1	0	0	0	0	47
One or more suspensions	2	0	0	0	0	2	2	2	1	0	0	0	0	9
Course failure in ELA	0	0	0	0	0	1	0	1	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	4	6	6	5	0	0	0	0	24
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	7	7	15	4	0	0	0	0	35

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	1	1	1	0	3	6	6	10	4	0	0	0	0	32

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	2	4	1	0	1	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	1	0	1	0	0	0	0	0	2

2020-21 - 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		
Number of students enrolled	51	69	50	65	69	72	62	48	44	0	0	0	0	530	
Attendance below 90 percent	1	7	8	5	6	7	5	7	1	0	0	0	0	47	
One or more suspensions	2	0	0	0	0	2	2	2	1	0	0	0	0	9	
Course failure in ELA	0	0	0	0	0	1	0	1	0	0	0	0	0	2	
Course failure in Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	4	6	6	5	0	0	0	0	24	
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	7	7	15	4	0	0	0	0	35	

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	1	1	1	0	3	6	6	10	4	0	0	0	0	32

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	2	4	1	0	1	0	0	0	0	0	0	0	0	8	
Students retained two or more times	0	0	0	0	0	1	0	1	0	0	0	0	0	2	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				66%	67%	61%	68%	68%	60%
ELA Learning Gains				62%	60%	59%	63%	60%	57%
ELA Lowest 25th Percentile				61%	52%	54%	47%	55%	52%
Math Achievement				64%	70%	62%	60%	70%	61%
Math Learning Gains				67%	65%	59%	61%	64%	58%
Math Lowest 25th Percentile				55%	55%	52%	58%	59%	52%
Science Achievement				59%	63%	56%	75%	66%	57%
Social Studies Achievement				83%	88%	78%	84%	84%	77%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	65%	70%	-5%	58%	7%
Cohort Comparison						
04	2021					
	2019	68%	67%	1%	58%	10%
Cohort Comparison		-65%				
05	2021					
	2019	60%	68%	-8%	56%	4%
Cohort Comparison		-68%				
06	2021					
	2019	66%	63%	3%	54%	12%
Cohort Comparison		-60%				
07	2021					
	2019	73%	64%	9%	52%	21%
Cohort Comparison		-66%				
08	2021					
	2019	65%	66%	-1%	56%	9%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	60%	73%	-13%	62%	-2%
Cohort Comparison						
04	2021					
	2019	67%	72%	-5%	64%	3%
Cohort Comparison		-60%				
05	2021					
	2019	32%	70%	-38%	60%	-28%
Cohort Comparison		-67%				
06	2021					
	2019	78%	67%	11%	55%	23%
Cohort Comparison		-32%				
07	2021					
	2019	71%	73%	-2%	54%	17%
Cohort Comparison		-78%				
08	2021					
	2019	76%	65%	11%	46%	30%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	53%	65%	-12%	53%	0%
Cohort Comparison						
08	2021					
	2019	70%	62%	8%	48%	22%
Cohort Comparison		-53%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	85%	-2%	71%	12%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	77%	6%	70%	13%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	92%	73%	19%	61%	31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	69%	-69%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Diagnostic assessments

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45%	61%	96%
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29%	48%	92%
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23%	42%	62%
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16%	39%	64%
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	20%	39%	50%
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12%	37%	48%
	Economically Disadvantaged			
	Students With Disabilities			
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	63%	68%	71%
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16%	36%	48%
	Economically Disadvantaged			
	Students With Disabilities			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36%	54%	54%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24%	29%	40%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18%	53%	56%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24%	41%	44%
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	55%	68%	74%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36%	45%	48%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47%	32%	37%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11%	11%	25%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	19	32	22	19	48	53	8				
ELL	62	61		42	39		53				
HSP	68	66	43	52	41	60	40	80			
MUL	55			68							
WHT	63	52	47	52	52	47	63	82	61		
FRL	58	51	43	46	49	58	46	71	75		
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						

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	583
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	55
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	56
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	62
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	58
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	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Overall math achievement is substantially lower than that of ELA.
5th Grade science achievement is much lower than the 8th grade science achievement.
The SWD and lowest 25% need more learning gains.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Overall math achievement, learning gains in lowest 25% and SWD in both reading and math, 5th grade science achievement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

More math interventions, direct instruction in needed skills for the lowest 25% and SWD to meet learning needs.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

lowest 25% in ELA

What were the contributing factors to this improvement? What new actions did your school take in this area?

Different programs used/added to address student needs.

What strategies will need to be implemented in order to accelerate learning?

More direct instruction in math with targeted interventions for all students to make learning gains to approach proficiency.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

More training for direct interventions strategies in math.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

New intervention program is being implemented for mathematics intervention.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Students will demonstrate math achievement on the state standardized assessments.
Description and Rationale: Based on the data from the 2019 and 2021, there was a decrease in the overall math achievement from 64% to 53%. Which are both below the district average of 70%(2019).

Measurable Outcome: By the year 2022, there will be a minimum increase in math achievement from 53% to 56%.

Monitoring: iReady, iXL, and Achieve 3000 Math data will be used to monitor progress.

Person responsible for monitoring outcome: Beth Gronland (bethgronland@islandvillage.org)

Evidence-based Strategy: The iXL math and Achieve 3000 math programs will be used to focus on deficits in the areas of mathematics.

Rationale for Evidence-based Strategy: Both iXL and Achieve 3000 math have individualized learning paths to help students make gains in their specific deficit areas.

Action Steps to Implement

Leadership team will monitor implementation through weekly targeted classroom walk-thrus.

Person Responsible Beth Gronland (bethgronland@islandvillage.org)

Leadership team will monitor weekly direct instruction through intensive subject classes.

Person Responsible Monica Ribbe (monicaribbe@islandvillage.org)

Teachers will assess student progress through monthly data chats with the school wide support team.

Person Responsible Megan Criswell (megancriswell@islandvillage.org)

Intensive math/ESE support services 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.

Person Responsible Monica Ribbe (monicaribbe@islandvillage.org)

Leadership team will provide evidenced based professional development in differentiated math instruction for all teacher to improve overall math achievement.

Person Responsible Megan Criswell (megancriswell@islandvillage.org)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Students will demonstrate science proficiency through the State Science Assessment. Based on data our proficiency for science from 2019 and 2021, there is a significant difference between the grade 5 percentage of achievement at IVMS compared to the district.

Measurable Outcome: By the year 2022, there will be a minimum increase in science proficiency at the grade 5 level from 53% to at least 56%.

Monitoring: District bench marks will be implemented at the grade 3 and grade 4 levels to increase background knowledge. iXL science will supplement teacher instruction in the areas of need for the students.

Person responsible for monitoring outcome: Beth Gronland (bethgronland@islandvillage.org)

Evidence-based Strategy: iXL and district bench-mark assessments

Rationale for Evidence-based Strategy: Bench-mark assessments allow educators to predict which standards need more attention and re-address those topics. iXL has individualized learning paths to help students gain knowledge in their specific areas of deficit.

Action Steps to Implement

Leadership team will monitor implementation through weekly targeted classroom walk throughs.

Person Responsible Beth Gronland (bethgronland@islandvillage.org)

Science teachers in grades K to 3 will use the Montessori curriculum, direct instruction and Bench-mark assessment data (as applicable) to increase science discussion and learning.

Person Responsible Beth Gronland (bethgronland@islandvillage.org)

Science teachers in grades 4 to 8 will use iXL, targeted lessons, common unit assessments, district bench-mark assessments and classroom data to monitor student progress.

Person Responsible Monica Ribbe (monicaribbe@islandvillage.org)

STEM project based learning will be incorporated with our 4th to 8th grade science classes.

Person Responsible Monica Ribbe (monicaribbe@islandvillage.org)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Based on the data, the percentage of students with disabilities achieving level 3 or above in ELA is 29% compared to the school average of 66%. For mathematics, SWD achieving level 3 or above is 36% compared to the school average 53%.

Measurable Outcome: By the year 2022, students with disabilities will increase their overall achievement in ELA from 29% to at least 31% as well as increase from 36% to at least 38% in mathematics.

Monitoring: Progress will be monitored using iXL, iReady, Achieve 3000 Literacy, Achieve 3000 Mathematics, and classroom data as well as targeted-instruction on deficits from the ESE teacher.

Person responsible for monitoring outcome: Jennifer Sessa (jennifersessa@islandvillage.org)

Evidence-based Strategy: iXL, Achieve 3000 Literacy, Achieve 3000 Math

Rationale for Evidence-based Strategy: iXL, Achieve 3000 Literacy and Achieve 3000 Math create individualized learning paths to address gaps and deficiencies in the students learning in areas of math and reading.

Action Steps to Implement

Leadership team will work with ESE teachers and other support staff to provide assistance and support to classroom teachers with an SWD population to provide the students the best opportunities for improvement.

Person Responsible Jennifer Sessa (jennifersessa@islandvillage.org)

Leadership team will work with ESE teacher and other support staff to monitor implementation through weekly targeted classroom walk-throughs.

Person Responsible Beth Gronland (bethgronland@islandvillage.org)

Classroom teachers will work with ESE teachers and other support staff to monitor student progress through monthly data chats with the school wide support team.

Person Responsible Megan Criswell (megancriswell@islandvillage.org)

Leadership team will work to provide professional development courses focused on students with disabilities.

Person Responsible Megan Criswell (megancriswell@islandvillage.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Leadership team will work to provide professional development in the areas of inclusion, differentiated instruction, MTSS/interventions, and working with students with disabilities. The leadership team will also provide parents with workshops to assist with home learning and advocating for their student with a disability and their needs.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

In order to ensure that Island Village is building a positive school culture and environment, we have implemented two new programs to meet the needs of all students and to gain a larger feeling of community between students, faculty, administrators, and families. SPARK is our new PBIS program to promote community and continuity in our school. SPARK promotes a place for students to Be Safe, Prepared, Accountable, Responsible, and Kind. Students hear the same wording for expectations in every area of the school. Island Village has also implemented the Caring School Community social-emotional learning curriculum as part of the 2021-2022 Mental Health Plan. This is a classroom based, teacher led SEL curriculum that also incorporates communication with families of the SEL topics being taught and addressed in the weekly/monthly lessons.

To keep parents involved in the learning process and to build parent-school relationships, each learning environment also has a classroom web-page that gives the details of the current classroom and school events as well as informing the parents of curriculum and homework. The school also has a presence on social-media for parent interest and information.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration implements the programs and directs their application in the school to promote the safe, positive culture and school environment. Faculty and staff use the programs implemented in their daily classroom routines to teach the students their roles in promoting the positive culture and environment for the school. Families are incorporated in the programs by gaining the information from the school and actively discussing the topics with students at home. We also encourage families to participate in school wide events as possible with current pandemic climate.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$28,526.35
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	690-Computer Software	0090 - Island Village Montessori Schl	General Fund	580.0	\$5,350.00
			<i>Notes: IXL Learning</i>			
	5100	690-Computer Software	0090 - Island Village Montessori Schl	Other Federal	580.0	\$5,400.00
			<i>Notes: Achieve Math</i>			
	5100	690-Computer Software	0090 - Island Village Montessori Schl	General Fund	580.0	\$3,600.00
			<i>Notes: i-Ready</i>			
	5100	520-Textbooks	0090 - Island Village Montessori Schl	General Fund	580.0	\$2,827.35
			<i>Notes: Big Ideas textbook</i>			
	5100	510-Supplies	0090 - Island Village Montessori Schl	General Fund	580.0	\$1,500.00
			<i>Notes: GoMath workbooks</i>			
	5100	500-Materials and Supplies	0090 - Island Village Montessori Schl	Other Federal	580.0	\$7,129.00
			<i>Notes: Touch Math</i>			
	5100	690-Computer Software	0090 - Island Village Montessori Schl	General Fund	580.0	\$2,720.00
			<i>Notes: Big ideas online</i>			
2	III.A.	Areas of Focus: Instructional Practice: Science				\$4,282.75
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	530-Periodicals	0090 - Island Village Montessori Schl	General Fund	580.0	\$1,432.75
			<i>Notes: Studies Weekly, Science</i>			
	5100	690-Computer Software	0090 - Island Village Montessori Schl	General Fund	580.0	\$2,850.00
			<i>Notes: Study Island, Science</i>			
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$98,452.50
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	690-Computer Software	0090 - Island Village Montessori Schl	General Fund	580.0	\$16,777.50
			<i>Notes: Achieve 3000, improve reading scores</i>			

	5100	690-Computer Software	0090 - Island Village Montessori Schl	General Fund	580.0	\$5,300.00
			<i>Notes: IXL, Math</i>			
	5100	690-Computer Software	0090 - Island Village Montessori Schl	Other Federal	580.0	\$5,390.00
			<i>Notes: Achieve Math</i>			
	5100	100-Salaries	0090 - Island Village Montessori Schl	Other Federal	580.0	\$64,990.00
			<i>Notes: fulltime reading coach salary and benefits</i>			
	5100	500-Materials and Supplies	0090 - Island Village Montessori Schl	Other Federal	580.0	\$5,995.00
			<i>Notes: Phonics skills bag--spiral up</i>			
					Total:	\$131,261.60