# Island Village Montessori School



## 2016-17 School 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 | 37% |

| Primary Service Type (per MSID File) | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | Yes | 19% |

## School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| Grade | B | 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 with a grade of F within the prior two years. 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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

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

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2016-17 DA Category and Statuses

| DA Category | Region | RED |
|---|---|---|
| Not In DA | Southwest | Jim Browder |

| Former F | Turnaround Status |
|---|---|
| No | None |

# 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. § 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 | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 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 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 (PIP), 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 | Guidance 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. § 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"? 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"), resources available to support movement toward the goal, barriers to achieving the goal, 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

🔍 G081539

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| Algebra I FSA 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 Support the Goal 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

🔑 G080985

### 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 Support the Goal 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`

🔍 G081543

### 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 Support the Goal `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`

`⚿ G081544`

### 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 Support the Goal `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`

🔑 G081539

**G1.B1** Challenge blending Montessori methods with Florida standards effectively. `2`

🔑 B215449

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

🔑 S227647

### 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]

🔑 S229836

### 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`

S229905

### 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

🔑 G080985

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

🔑 B213789

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

🔑 S227634

### 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`

🔑 B218275

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

🔑 S230584

### 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]

🔑 G081543

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

🔑 B215450

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

🔑 S227649

### 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`
🔑 G081544

**G4.B1** Students absent more than 10 days per semester. `2`
🔑 B215460

**G4.B1.S1** Identifying student absences and establishing interventions to involve all stakeholders in the improving of student attendance. `4`
🔑 S227657

### 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 |
|---|---|---|---|---|---|
| **2016** | | | | | |
| G2.MA1 🔍 M295314 | Progress monitoring, progress reports, and mandated testing | Hunter, Jason | 8/22/2016 | Increased academic achievement | 6/7/2017 monthly |
| G1.B1.S2.A1 🔍 A292995 | 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 |
| G1.MA1 🔍 M290122 | 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 |
| G3.B1.S1.A1 🔍 A293125 | 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 |
| G2.B1.S1.MA1 🔍 M295312 | 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 🔍 M295311 | 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 🔍 A289136 | 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 |
| G1.B1.S1.MA1 🔍 M290121 | 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 🔍 M290120 | 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 🔍 A289169 | 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 |
| G3.B1.S1.MA1 🔍 M295377 | 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 🔍 M295376 | Usage of Achieve 3000 by educators and students will be monitored | Hunter, Jason | 9/1/2016 | Usage reports | 5/12/2017 monthly |
| G4.MA1 🔍 M295214 | SIS attendance data reports will be reviewed. | Criswell, Megan | 9/1/2016 | The number of student absences will be reduced. | 5/12/2017 monthly |
| G4.B1.S1.MA1 🔍 M295385 | Tier III MTSS and SWST data on student attendance. | Criswell, Megan | 9/1/2016 | MTSS and SWST data | 5/12/2017 monthly |
| G3.MA1 🔍 M295378 | Student progress data will be reviewed | Hunter, Jason | 9/1/2016 | Achieve 3000 usage data and assessment data | 5/12/2017 monthly |
| G4.B1.S1.A1 🔍 A293133 | 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.S3.A1 🔍 A293107 | 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.S3.MA1 🔍 M295336 | 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.MA1 🔍 M295337 | 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 |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G1.B1.S2.MA1 🔑 M295292 | 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 🔑 M295291 | 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 |
| G4.B1.S1.MA1 🔑 M295384 | Identify attendance data at individual and school level | Criswell, Megan | 9/1/2016 | Increase in student attendance | 5/12/2017 monthly |
| G2.B2.S1.A1 🔑 A294189 | 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 |
| G2.B2.S1.MA1 🔑 M296785 | 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.MA1 🔑 M296786 | 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 |

## 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.*