
Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	10
Title I Requirements	12
Budget to Support Goals	13

Island Village Montessori School

2001 PINEBROOK RD, Venice, FL 34292

www.islandvillage.org

School Demographics

School Type and Grades Served (per MSID File) Combination School KG-11	2018-19 Title I School No	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) 45%
--	---	--

Primary Service Type (per MSID File) K-12 General Education	Charter School Yes	2018-19 Minority Rate (Reported as Non-white on Survey 2) 24%
--	----------------------------------	--

School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	A	A	B	A*

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 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
Hunter, Jason	Principal
Carter, Whitney	Assistant Principal
Criswell, Megan	Guidance Counselor
Heden, Aimee	Administrative Support
Hoffman, Cindy	Principal
Ocana, Jennifer	Other
Sessa, Jennifer	Administrative Support
Vitiello, Michelle	Administrative Support

Duties

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 and 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 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, Venice campus principal, coordinates all purchases of instructional materials with teachers. They also supervise and train 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, provides leadership to staff and students. 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 Mrs. Ocana to manage the school budget.

Early Warning Systems

Year 2017-18

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	9
One or more suspensions	0	1	2	3	4	0	2	2	1	0	0	0	0	1
Course failure in ELA or Math	0	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	7

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	1	2	10	5	2	0	3	0	0	0	2

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	0	3	0	0	0	0	0	0	0	0	0	4
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Tuesday 9/4/2018

Year 2016-17 - 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	23	16	25	17	18	11	4	11	8	4	2	3	0	14
One or more suspensions	0	1	3	0	0	1	1	0	1	0	0	0	0	7
Course failure in ELA or Math	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	28	24	32	13	6	7	3	1	2	0	11

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	7	7	9	3	1	2	1	0	0	0	3

Year 2016-17 - 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	23	16	25	17	18	11	4	11	8	4	2	3	0	14
One or more suspensions	0	1	3	0	0	1	1	0	1	0	0	0	0	7
Course failure in ELA or Math	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	28	24	32	13	6	7	3	1	2	0	11

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	7	7	9	3	1	2	1	0	0	0	3

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

4th grade performed the lowest in the indicator for Level 1 on statewide assessment.

Which data component showed the greatest decline from prior year?

5th grade showed the greatest decline from 2016-2017 school year for Level 1 on statewide assessment.

Which data component had the biggest gap when compared to the state average?

7th grade math had the biggest gap when compared to the state average.

Which data component showed the most improvement? Is this a trend?

Science Achievement showed the most improvement.

Describe the actions or changes that led to the improvement in this area

The actions that led to the improvements in science are hands on learning, note taking skills, organized planners, routine schedules, and freedom to explore.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	68%	68%	60%	72%	69%	57%
ELA Learning Gains	63%	60%	57%	59%	62%	57%
ELA Lowest 25th Percentile	47%	55%	52%	53%	58%	51%
Math Achievement	60%	70%	61%	54%	68%	58%
Math Learning Gains	61%	64%	58%	55%	64%	56%
Math Lowest 25th Percentile	58%	59%	52%	50%	57%	50%
Science Achievement	75%	66%	57%	59%	58%	53%
Social Studies Achievement	84%	84%	77%	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	9	10	11	
Attendance below 90 percent	11 (23)	12 (16)	12 (25)	10 (17)	16 (18)	12 (11)	11 (4)	1 (11)	13 (8)	0 (4)	0 (2)	0 (3)	9 (14)
One or more suspensions	0 (0)	1 (1)	2 (3)	3 (0)	4 (0)	0 (1)	2 (1)	2 (0)	1 (1)	0 (0)	0 (0)	0 (0)	15
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (2)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	19 (28)	29 (24)	12 (32)	4 (13)	6 (6)	9 (7)	0 (3)	0 (1)	0 (2)	7 (11)

Grade Level Data

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	2018	59%	68%	-9%	57%	2%
	2017	72%	71%	1%	58%	14%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2018	59%	67%	-8%	56%	3%
	2017	69%	69%	0%	56%	13%
Same Grade Comparison		-10%				
Cohort Comparison		-13%				
05	2018	75%	66%	9%	55%	20%
	2017	68%	66%	2%	53%	15%
Same Grade Comparison		7%				
Cohort Comparison		6%				
06	2018	65%	63%	2%	52%	13%

Sarasota - 0090 - Island Village Montessori Schl - 2018-19 SIP
Island Village Montessori School

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	64%	65%	-1%	52%	12%
Same Grade Comparison		1%				
Cohort Comparison		-3%				
07	2018	67%	62%	5%	51%	16%
	2017	85%	64%	21%	52%	33%
Same Grade Comparison		-18%				
Cohort Comparison		3%				
08	2018	84%	70%	14%	58%	26%
	2017	65%	65%	0%	55%	10%
Same Grade Comparison		19%				
Cohort Comparison		-1%				
09	2018					
	2017	0%	64%	-64%	52%	-52%
Cohort Comparison		-65%				
10	2018					
	2017	70%	62%	8%	50%	20%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	61%	72%	-11%	62%	-1%
	2017	47%	71%	-24%	62%	-15%
Same Grade Comparison		14%				
Cohort Comparison						
04	2018	48%	71%	-23%	62%	-14%
	2017	52%	73%	-21%	64%	-12%
Same Grade Comparison		-4%				
Cohort Comparison		1%				
05	2018	58%	72%	-14%	61%	-3%
	2017	39%	70%	-31%	57%	-18%
Same Grade Comparison		19%				
Cohort Comparison		6%				
06	2018	67%	66%	1%	52%	15%
	2017	53%	66%	-13%	51%	2%
Same Grade Comparison		14%				
Cohort Comparison		28%				
07	2018	28%	73%	-45%	54%	-26%
	2017	48%	54%	-6%	53%	-5%
Same Grade Comparison		-20%				
Cohort Comparison		-25%				
08	2018	49%	63%	-14%	45%	4%
	2017	74%	75%	-1%	46%	28%
Same Grade Comparison		-25%				
Cohort Comparison		1%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	82%	80%	2%	71%	11%
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	96%	76%	20%	68%	28%
2017	79%	73%	6%	67%	12%
Compare		17%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	89%	77%	12%	62%	27%
2017	81%	71%	10%	60%	21%
Compare		8%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	71%	-71%	56%	-56%
2017	90%	70%	20%	53%	37%
Compare		-90%			

Subgroup Data

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 & Acc 2016
WHT	70	64	50	62	63	57	77	85	80		
HSP	51	54	45	54	54	64	61				
MUL	79	53		37	47						
SWD	29	40	35	31	58	55	17				
FRL	60	56	45	54	54	51	67	75	60		
ELL	36			43							

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 & Acc 2015
WHT	75	62	59	56	56	52	64	93	88		
HSP	54	47	41	49	51	57	32				
MUL	67	57		35	54						
SWD	40	50	48	28	44	41					
FRL	65	52	48	49	53	54	46				
ELL	62	46		36	54						

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title

Students will demonstrate Math learning gains through standardized assessments.

Rationale

Based on the data reviewed we improved in the area of Math on the FSA and/or EOC from the previous year. However, current 5th and 8th graders will need to be an area of concentration for overall improvement.

Intended Outcome

By the year 2019, there will be a minimum increase from 61% to 63% for all students the demonstration of proficiency on the mathematics FSA and EOCs.

Point Person

Jason Hunter (jasonhunter@islandvillage.org)

Action Step

Description

Leadership team will monitor implementation through targeted classroom walk-throughs, direct instruction through intensive subject classes, and assess student progress via data chats with school wide support team.

Person Responsible

Jennifer Sessa (jennifersessa@islandvillage.org)

Plan to Monitor Effectiveness

Description

Monitor effective instructional practices through walk-throughs and formal observation. Review data from iReady and other class assessments during weekly level meetings and monthly school wide support team meetings.

Person Responsible

Jason Hunter (jasonhunter@islandvillage.org)

Activity #2

Title	Students will demonstrate ELA learning gains through standardized assessments.
Rationale	Based on the data reviewed we improved in the area of ELA on the FSA from the previous year. However, current 4th, 5th, and 8th graders will need to be an area of concentration for overall improvement.
Intended Outcome	By the year 2019, there will be a minimum increase from 63% to 65% for all students the demonstration of proficiency on FSA ELA.
Point Person	Jason Hunter (jasonhunter@islandvillage.org)

Action Step

Description	Leadership team will monitor implementation through targeted classroom walk-throughs, direct instruction through intensive subject classes, and assess student progress via data chats with school wide support team.
Person Responsible	Jennifer Sessa (jennifersessa@islandvillage.org)

Plan to Monitor Effectiveness

Description	Monitor effective instructional practices through walk-throughs and formal observations. Review data from iReady and other class assessments during weekly level meetings and monthly school wide support team meetings.
Person Responsible	Jason Hunter (jasonhunter@islandvillage.org)

Activity #3

Title	Students will demonstrate Science proficiency through the science SSA.
Rationale	Based on data collected we did very well on science achievement. Our area of focus will be on maintaining and/or improving for the current school year.
Intended Outcome	By the year 2019, there will be a minimum increase from 75% to 77% for all students achieving a level 3 or above on the 5th and 8th grade science SSA.
Point Person	Jason Hunter (jasonhunter@islandvillage.org)

Action Step

Description	Leadership team will monitor implementation through targeted classroom walk-throughs. Science teachers grades 5 through 8 will use Study Island to assist in reading informational text dealing with science content. 5th and 6th grade will also focus on Science Weekly newspapers that are directly correlated with the State Standards. Science teachers will also have the students complete the Bench Mark Assessments.
Person Responsible	Jason Hunter (jasonhunter@islandvillage.org)

Plan to Monitor Effectiveness

Description	Administration will review the assessment data and discuss with the science teachers.
Person Responsible	Jason Hunter (jasonhunter@islandvillage.org)

Activity #4

Title	Students will demonstrate Social Studies proficiency through EOC.
Rationale	Based on data collected we did very well on social studies achievement. Our area of focus will be on maintaining and/or improving for the current school year.
Intended Outcome	By the year 2019, there will be a minimum increase from 61% to 63% in the number of students achieving a level 3 or above on the EOC.
Point Person	Jason Hunter (jasonhunter@islandvillage.org)

Action Step

Description	Leadership team will monitor implementation through targeted classroom walk-throughs. The social studies teacher will use Study Island to assist in reading informational text dealing with history content. The social studies teacher will also have the students complete the Bench Mark Assessments.
Person Responsible	Jason Hunter (jasonhunter@islandvillage.org)

Plan to Monitor Effectiveness

Description	Administration will review the assessment data and discuss with the social studies teacher.
Person Responsible	Jason Hunter (jasonhunter@islandvillage.org)

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 Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 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 webpage that gives details of the current events in the classroom. The school has also created a Remind class for all parents to receive information as well as a designated Facebook page 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 quarterly reports every nine weeks and progress reports mid way through term. 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 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-8 receive annual presentations on bullying prevention. Anonymo reporting is set up through a bully box located in the health room. There is also a portal on the scho website to report bullying.

Describe the strategies the school employs to support incoming and outgoing cohorts o 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 event 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 resource 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 program 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 an 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 organizatio

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	
Total:	\$132,800