FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ISLAND VILLAGE MONTESSORI SCHOOL

District Name: Sarasota

Principal: Becky Morris & Jennifer Ocana

SAC Chair: Kindra Muntz

Superintendent: Lori White

Date of School Board Approval:

Last Modified on: 11/3/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Becky Morris	BA- Biology, Westminster College FL Elem Ed K-6 Montessori - Elementary I (6-9)	10	6	Designated as a High Performing Charter School 2011 Florida Merged Middle School with Elementary Program - K-8: 2010-2011: Grade: A, Reading proficiency: 86% and learning gains 72%, Math proficiency: 75% and learning gains 64%, Writing proficiency: 65%, and Science proficiency: 63%, Lowest 25% of school: reading 73%, math 65%, AYP = 87%, 100% total tested Island Village Middle 2009-2010: Grade: A, Reading proficiency: 83% and learning gains 81%, Math proficiency: 72% and learning gains 76%, Writing proficiency: 98%, and Science proficiency: 40%, Lowest 25% of school: reading 87%, math 83%, AYP = 100%, 100% total tested Island Village Middle 2008-2009: Grade: A, Reading Mastery 84%, Math Mastery, 67%,

					Science Mastery 60%, Writing Mastery 100%, AYP: 100%
					(Military Deployment: 2006-2007, 2007-2008)
					Island Village Middle 2005-2006: Grade: B, Reading mastery: 71%, Math mastery: 64%, Writing mastery: 89%. AYP:100%
Principal	Jennifer Ocana	BFA - Creative Writing, Minor in History FL Elem Ed K-6, ESE K-12 Montessori - Elementary I (6-9)	8	3	Designated as a High Performing Charter School 2011 Florida Merged Middle School with Elementary Program - K-8: 2010-2011: Grade: A, Reading proficiency: 86% and learning gains 72%, Math proficiency: 75% and learning gains 64%, Writing proficiency: 65%, and Science proficiency: 63%, Lowest 25% of school: reading 73%, math 65%, AYP = 87%, 100% total tested Principal of Island Village Elementary 2009-2010: Grade: A, Reading proficiency: 87% and learning gains 79%, Math proficiency: 77% and learning gains 65%, Writing proficiency: 83%, and Science proficiency: 55%, Lowest 25% of school: reading 73%, math 73%, AYP = 97%, 100% total tested Asst. Principal of Island Village Elementary 2008-2009: Grade: A, Reading Mastery 84%, Math Mastery 67%, Science Mastery 60%, Writing Mastery 100%, AYP: 100%

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings with new teachers	Principal	Ongoing	
2	2. Partnering new teachers with veteran staff	Principal	Ongoing	
3	3. Provide online professional development in Montessori foundations, cultural awareness and subject disciplines.	Principal	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	N/A

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
44	11.4%(5)	56.8%(25)	29.5%(13)	2.3%(1)	6.8%(3)	0.0%(0)	4.5%(2)	0.0%(0)	6.8%(3)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Kym Elder & Stephanie Welch	Candice Grant	Mentee is partnered with experienced educator in a Montessori co-teaching model. Kym Elder provides additional support through Montessori Live programming and observations.	Montessori Live Courses and Observation
Kym Elder	Mydahlia Glover	Mentee is partnered with experienced educator in a Montessori co-teaching model. Kym Elder provides additional support through Montessori Live programming and observations.	Montessori Live Courses and Observation
Kym Elder	Hind Hassanieh	Mentee is partnered with experienced educator in a Montessori co-teaching model. Kym Elder provides additional support through Montessori Live programming	Montessori Live Courses and Observation

		and observations.	
Kym Elder	Jill Wright	Mentee is partnered with experienced educator in a Montessori co-teaching model. Kym Elder provides additional support through Montessori Live programming and observations.	Montessori Live Courses and Observation
Kym Elder	Richelle Rucker	Mentee is partnered with experienced educator in a Montessori co-teaching model. Kym Elder provides additional support through Montessori Live programming and observations.	Montessori Live Courses and Observation

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The School-Wide Support Team is comprised of general education personnel, ESE liaisons, and Speech/Language Pathologist that facilitate a MTSSS as a related but distinct process from the CARE eligibility determination process. At IVMS, the school-wide support team is comprised of:
The principal who provides a common vision for the use of data-based decision making and support in the RtI process.
Select general education teachers provide information about core instruction and participate in student data collection. They also deliver instruction and intervention as well as provide information about mainstream student concerns.
ESE teachers and liaisons provide information about ESE student concerns and brainstorm interventions.
Speech/Language pathologist provide support and guidance for students with language concerns affecting reading.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The team meets once a week to engage in the following activities. The team will review summative and formative data to identify data to identify school, grade, team, and class level academics needs. Individual student information will be reviewed. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess further instructional interventions.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The school-wide support team will employ continuous improvement process to support the SIP as outlined in this document. Input will be gathered from the grade level teams and specialists in the areas of instructional need. On a monthly basis, the SWST will oversee the implementation of the SIP Plan.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The school uses a variety of reports produced by the district Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. Disaggregated AYP subgroup data by reading, mathematics and Science assessments to

summarize data for students at Tier 1, 2, and 3. Additionally, data from educator assessments and observations help with gap analysis in determining tier 1, 2, and 3 interventions.

Describe the plan to train staff on MTSS.

The SWST begins with professional development training form the entire staff in August before the start of the school. The SWST attends trainings offered by the district and disseminates the information as needed. There is also a link on the school's Exceptional Student Education Website to the Florida Department of Education detailing the MTSS/Positive Behavioral Support model. Additionally, on the IVMS ESE website are resources for teachers in implementing interventions as well as ways to assist students in the general education model. Professional development is also available on Montessori methods of differentiated instruction through ongoing Montessori Live courses.

Describe the plan to support MTSS.

Integrated into regular planning of faculty.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The LLT is comprised of the principals, general educators, and ESE liaisons for each of the following levels: early elementary, upper elementary, 5th/6th, 7th/8th, and 9th grade teams.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT meets weekly as a part of the level staff meetings to review reading initiative by level, develop workplan/contracts to support reading goals throughout all content areas, and monitor student progress.

What will be the major initiatives of the LLT this year?

LLT will continue to monitor progress of the Comprehensive Reading Intervention Program, support educators through shared resources and collaboration on best practices across all content areas, and encourage special programs and activities (studios at middle level) that support literacy (book drives, parent education, reading buddies, publishing parties, book clubs, poetry cafes, Shakespeare studios, etc.)

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

IVMS insures reading strategies are implemented across the curriculum through integrated planning, lessons, resources, and assessments. Teams meets with principal and support staff on a weekly basis for progress monitoring and review of workplans/contracts and instruction. Integrated core subjects (language arts/social studies and math/science) provide further opportunity for implementing cross curricular strategies in working with students on reading.

*High Schools Only

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

```

```

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

```

```

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

```

```

PART II: EXPECTED IMPROVEMENTS

Reading Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 27%(70) Level 3,4,5 - 78%(204)	Level 3 - 31% Level 3,4,5 - 80%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolded learning paths for individualized progress Use of authentic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 51%(134) Level 3,4,5 - 78%(204)	Level 4,5 - 55% Level 3,4,5 - 80%

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolded learning paths for individualized progress Use of authentic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%(121)	74%

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolde learning paths for individualized progress Use of authentic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Submitted		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%(19)	48%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolde learning paths for individualized progress Use of authentic assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year project ion (2016-2017) is 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	81	83	84	86	88	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 i indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).

2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic 45% White 83%(177)	Hispanic 38% Exceeded AMO Target White 88%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolde learning paths for individualized progress Use of authentic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 i indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolde learning paths for individualized progress Use of authentic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need

of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 i indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%	63%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolde learning paths for individualized progress Use of authentic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 i indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%	82%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolde learning paths for individualized progress

		student-centered activities (weekly) to help deepen understanding of key topics.				Use of authentic assessments

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Montessori PD	Grade PreK-9	Kym Elder	School-wide	On-going	Online Assessments, observation, Montessori albums	Principals

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental Classroom Reading Materials	SRA, Read About Science, New Practice Reader, Novels for Literature Circles	Donations	$3,000.00
			Subtotal: $3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Counts, ReadAbout, SRI, Odyssey, Study Island, Nettrekker, Discovery Education, Brainpop	Online technology to develop and improve reading skills	Reserves, Fundraising	$8,500.00
			Subtotal: $8,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Ongoing professional education through http://MontessoriLive.net	Online/blended professional development for Montessori educators	Proprietary Service, No Cost to IVMS	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Specialist	Individual to provide small group instruction for struggling readers	A Plus Funding	$20,000.00
			Subtotal: $20,000.00
			Grand Total: $31,500.00

End of Reading Goal

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking. CELLA Goal #1:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading. CELLA Goal #2:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing. CELLA Goal #3:				
2012 Current Percent of Students Proficient in writing:				
Problem-Solving Process to Increase Student Achievement				

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
ELL online resource	Brainpop	Fundraising	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Level 3 - 32%(83) Level 3,4,5 - 62%(163)	Level 3 - 36% Level 3,4,5 - 66%

<div align="center">

Problem-Solving Process to Increase Student Achievement

</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolded learning paths for individualized progress Use of authentic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	**2013 Expected Level of Performance:**

<div align="center">

Problem-Solving Process to Increase Student Achievement

</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 31%(80) Level 3,4,5 - 62%(163)	Level 4,5 - 33% Level 3,4,5 - 64%

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Reduced support due to budget cuts</td><td>Modify student workplan/contract to support individualized learning needs.

Monitor student progress using online assessment tools.

Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.</td><td>Educator/Team

Principal</td><td>Weekly follow up by educator or advisor (middle-level/9th) with student

Review progress reports in each program.

Learning environment observations</td><td>Educator assessments and online monitoring tools.

Each program provides scaffolded learning paths for individualized progress

Use of authentic assessments</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
</table>

No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (106)	68%

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Reduced support due to budget cuts</td><td>Modify student workplan/contract to support individualized learning needs.

Monitor student progress using online assessment tools.

Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.</td><td>Educator/Team

Principal</td><td>Weekly follow up by educator or advisor (middle-level/9th) with student

Review progress reports in each program.

Learning environment observations</td><td>Educator assessments and online monitoring tools.

Each program provides scaffolde learning paths for individualized progress

Use of authentic assessments</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lower quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (28)	71%

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolde learning paths for individualized progress Use of authentic assessments
2	Reduced math support due to budget cuts.	Modify student work plan to support individualized learning needs.	Educator team	Weekly review.	Educator assessments and online assessments.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A : The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year project ion (2016-2017) is

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62	65	69	72	76	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 i indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic 41% White 67%	Hispanic 44% White 67% Met AMO Target

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolde learning paths for individualized progress Use of authentic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 i indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolde learning paths for individualized progress Use of authentic assessments
2	Reduced math support due to budget cuts.	Incorporate into general education teaching strategies.	Educator Team	Weekly review of student progress.	Educator assessments and online monitoring tools.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:

	5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 i indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	29%	38%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolde learning paths for individualized progress Use of authentic assessments
2	Reduced math support due to budget cuts.	Incorporate into general education teaching strategies.	Educator Team	Weekly review of student progress.	Educator assessments and online monitoring tools.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:		
	E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 i indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	56%	58%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program.	Educator assessments and online monitoring tools. Each program provides scaffolde

		tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.		Learning environment observations	learning paths for individualized progress Use of authentic assessments
1					

Middle School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolded learning paths for individualized progress Use of authentic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<center>Problem-Solving Process to Increase Student Achievement</center>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolde learning paths for individualized progress Use of authentic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<center>Problem-Solving Process to Increase Student Achievement</center>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolded learning paths for individualized progress Use of authentic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolde learning paths for individualized progress Use of authentic assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolde learning paths for individualized progress Use of authentic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolde learning paths for individualized progress Use of authentic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	

	2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolde learning paths for individualized progress Use of authentic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolde learning paths for individualized progress Use of authentic assessments

Algebra End-of-Course (EOC) Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 59%(10) Level 3,4,5 - 77%(13)	Level 3 - 63% Level 3,4,5 - 79%

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolded learning paths for individualized progress Use of authentic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 18%(3) Level 3,4,5 - 77%(13)	Level 4,5 - 22% Level 3,4,5 - 79%

Problem-Solving Process to Increase Student Achievement				

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolded learning paths for individualized progress Use of authentic assessments

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolded learning paths for individualized progress Use of authentic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	

	Geometry Goal #2:	
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolded learning paths for individualized progress Use of authentic assessments

End of Geometry EOC Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Montessori PD	Grade PreK-9	Kym Elder	School-wide	on going	Online Assessments, observation, Montessori albums	Principals

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Montessori Method	Montessori Materials	Donations	$800.00
			Subtotal: $800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Study Island, Odyssey	Online technology to develop and improve math skills	Reserves, Fundraising	$5,500.00
			Subtotal: $5,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

Ongoing professional education through http://MontessoriLive.net	Online/blended professional develoment for Montessori educators	Proprietary Service, No cost to IVMS	$0.00

Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

Subtotal: $0.00

Grand Total: $6,300.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 54% (44) Level 3,4,5 - 67% (55)	Level 3 - 58% Level 3,4,5 - 71%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolded learning paths for individualized progress Use of authentic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.

2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 13% (11) Level 3,4,5 - 67% (55)	Level 4,5 - 17% Level 3,4,5 - 71%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolded learning paths for individualized progress Use of authentic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Montessori PD	Grade PreK-9	Kym Elder	School-wide	On-going	Online Assessments, observation, Montessori albums	Principals

---

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Experiments, project-based activities	Materials, Lab Supplies	Reserves, Fundraising	$1,000.00
		Subtotal: $1,000.00	

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Online programs	Discovery Education, Brainpop, PHSuccessnet	Reserves, Fundraising	$3,000.00
		Subtotal: $3,000.00	

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Ongoing professional education	Online/blended professional development for Montessori educators through http://MontessoriLive.net	Proprietary service; no cost to IVMS	$0.00
		Subtotal: $0.00	

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
		Grand Total: $4,000.00	

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 3.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 3.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%(44)	73%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolded learning paths for individualized progress Use of authentic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Montessori PD & District PD	Grade PreK-9	Kym Elder & District Personnel	School-wide	On-going	Online Assessments, observation, Montessori albums	Principals

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Ongoing professional education	Online/blended professional development for Montessori educators through http://MontessoriLive.net	Proprietary service; No cost to IVMS	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

	1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced support due to budget cuts	Modify student workplan/contract to support individualized learning needs. Monitor student progress using online assessment tools. Support cooperative learning groups and student-centered activities (weekly) to help deepen understanding of key topics.	Educator/Team Principal	Weekly follow up by educator or advisor (middle-level/9th) with student Review progress reports in each program. Learning environment observations	Educator assessments and online monitoring tools. Each program provides scaffolded learning paths for individualized progress Use of authentic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Montessori PD	Grade PreK-9	Kym Elder	School-wide	On-going	Online Assessments, observation, Montessori albums	Principals

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Civics Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	ATTENDANCE GOAL – RATE For the attendance year 2012-2013, the attendance rate will increase. If the current attendance rate is less than 90%, there will be a minimum 4% increase. If the current percentage of attendance is 90% or greater, the school will maintain or increase the percentage. ATTENDANCE GOAL- ABSENCES By the year 2013, there will be a decrease of students who are absent ten or more days. When 40% or more of the students have ten or more absences annually, there will be a minimum of a 4 percentage point decrease. If less than 40% of the students have ten or more absences annually, there will be a minimum of a 2 percentage point decrease ATTENDANCE GOAL- TARDY By the year 2013, there will be a decrease of students who are Tardy ten or more days. When 30% or more of the students have ten or more Tardies annually, there will be a minimum of a 4 percentage point decrease. If less than 30% of the students have ten or more Tardies annually, there will be a minimum of a 2

	percentage point decrease. If the current percent of Tardies is 10% or less, the school can maintain or decrease the percentage.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
92.5% (477/516)	94.5%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
271	250
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
68	58

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By the year 2013, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
11	11
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
9	9
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
12	12
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
10	10

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

		Problem-Solving Process to Increase Student Achievement		
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM STEM Goal #1:	

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Supplemental Classroom Reading Materials	SRA, Read About Science, New Practice Reader, Novels for Literature Circles	Donations	$3,000.00
Mathematics	Montessori Method	Montessori Materials	Donations	$800.00
Science	Experiments, project-based activities	Materials, Lab Supplies	Reserves, Fundraising	$1,000.00
				Subtotal: $4,800.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Counts, ReadAbout, SRI, Odyssey, Study Island, Nettrekker, Discovery Education, Brainpop	Online technology to develop and improve reading skills	Reserves, Fundraising	$8,500.00
CELLA	ELL online resource	Brainpop	Fundraising	$0.00
Mathematics	Study Island, Odyssey	Online technology to develop and improve math skills	Reserves, Fundraising	$5,500.00
Science	Online programs	Discovery Education, Brainpop, PHSuccessnet	Reserves, Fundraising	$3,000.00
				Subtotal: $17,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Ongoing professional education through http://MontessoriLive.net	Online/blended professional development for Montessori educators	Proprietary Service, No Cost to IVMS	$0.00
Mathematics	Ongoing professional education through http://MontessoriLive.net	Online/blended professional develoment for Montessori educators	Proprietary Service, No cost to IVMS	$0.00
Science	Ongoing professional education	Online/blended professional development for Montessori educators through http://MontessoriLive.net	Proprietary service; no cost to IVMS	$0.00
Writing	Ongoing professional education	Online/blended professional develoment for Montessori educators through http://MontessoriLive.net	Proprietary service; No cost to IVMS	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Specialist	Individual to provide small group instruction for struggling readers	A Plus Funding	$20,000.00
				Subtotal: $20,000.00
				Grand Total: $41,800.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

A reward school is any school that improves their letter grade or any school graded A.

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

 No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

The governing board and school administration of the charter school will serve as the SAC. They will continue to set policies related to the best use of resources and monitor the overall operations of the school.

Describe projected use of SAC funds	Amount
No data submitted	

Describe the activities of the School Advisory Council for the upcoming year

AYP DATA

SCHOOL GRADE DATA

No Data Found

Sarasota School District ISLAND VILLAGE MONTESSORI SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	75%	65%	63%	289	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	64%			136	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	73% (YES)	65% (YES)			138	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					563	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Sarasota School District ISLAND VILLAGE MONTESSORI SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	77%	83%	55%	302	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	79%	65%			144	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	73% (YES)	73% (YES)			146	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					592	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested