Innovation Montessori High School

2020-21 Schoolwide Improvement Plan

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Innovation Montessori High School

1475 E SILVER STAR RD, Ocoee, FL 34761

https://innovationmontessori.com/

Demographics

Principal: Patrice Cherico

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Closed: 2023-06-30
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	40%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: A (84%) 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

N/A

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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1475 E SILVER STAR RD, Ocoee, FL 34761

https://innovationmontessori.com/

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	26%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	46%

School Grades History

Year	2019-20	2018-19
Grade	A	A

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide a game-changing High School education to cultivate independent, inspired and innovative leaders through purpose-driven Project-based Learning, a Montessori focus on a global perspective, and a four-year-long Innovation Incubator.

Provide the school's vision statement.

Vision: IMHS students master critical thinking, problem-solving, creativity, adaptability, a global perspective, purpose, and the ability to transfer knowledge and skills across subject matter lines in order to become the visionary creators of the fluid and fast-paced future.

The guiding principles of independence, inspiration, and innovation were forged from the latest research in preparing students for a successful post-high school future. Across the board, researchers, CEO's and leaders in education are calling for more critical thinking, greater adaptability, and more self-motivated young adults. Our young adults require more autonomy and respect for their individual strengths and weaknesses, inside of a supportive school culture, so they can flourish. Our students learn that they are responsible for their own success and the success of their peers. This responsibility leads to a strong culture that encourages students to find their purpose, take intellectual risks, and discover their joy.

Montessori philosophy is incorporated throughout the culture of Innovation Montessori High School (IMHS), which makes it particularly unique in a high school setting. Steeped in a collaborative environment that utilizes multiple styles of instruction, students shine. The start of the day is later than traditional high schools to match the circadian rhythms of this age group and demonstrate an awareness for the particular needs of the high schooler. Life skills seminars, a cooperative education where students work together to achieve their goals, and the true sense of community that develops when people come together to make the world a better place are hallmarks of a Montessori education and thrive at IMHS.

Project-based Learning affords students an opportunity to take a hands-on Montessori approach to mastering the core competencies and deepening their learning experience far beyond the basics. Each project will be backwards-designed from the standards and remain true to the Montessori philosophies of grace and courtesy with a global perspective and purpose-driven action.

The Innovation Incubator is the jewel of the individualized education. Students are taught creativity skills, and then launch into an ideation phase for a new business, a service organization, a non-profit, or even a new invention. Critical thinking intensives and seminars provide students tools to critically evaluate their work, along with input from students, faculty and advisors. Students learn business and practical operational management skills as well, as they prepare to launch their individual incubator project. Facilitating the cooperation and creation of student business co-ops is an internal student-created-and-managed banking system. This microcosm of the outside world further educates the students with a deep and hands-on approach. Each student will launch their individual initiative, and will experience the tough "first phase" of their business, non-profit, or initiative while receiving guidance and support from IMHS faculty, staff, mentors, parents, and fellow students. This critical first phase allows students to learn from what works and what doesn't work. Intensive analytical work and continual improvements will spur in-demand educational and intellectual growth, while refining the student's personal project. Some students will graduate with robust businesses. All students will leave with an unparalleled education.

IMHS will support differentiated student needs, provide the instructional support necessary, and the

flexible environment to ensure continued innovation from students and faculty alike. From internships to in-house professional seminars to a robust parent-involvement program, this school will become a community center. This community approach shines a light on the importance of education and supports the core Montessori goal of educating the whole child. Our high-achievers will earn college credits with dual enrollment and certifications as they matriculate, and all will graduate ready for college and career.

After four years at IMHS, our graduates will embody the guiding principles of independence, inspiration, and innovation. They will take that next step into adulthood, career, and college confidently prepared and ready to create their own futures.

In 2017-2018, our K-8 sister school, Innovation Montessori Ocoee moved into their new building and accepted a larger than usual number of older students and adolescents to the Upper El (4th-6th grade multi-age classrooms) and Middle School (7th-8th grade). Often in charter schools when parents move children into a charter school in older grades they do so because they are looking for alternatives to traditional school setting where their child is not thriving. We embrace these students while we do not hold anything magical in our toolbox, students are supported both emotionally and academically. This growth has meant that we have a higher than usual of students continuing to struggle academically in 2020-2021 school year.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Cherico, Patrice	Principal	The Principal carries out IMO/IMHS's educational mission and policies as established by the Board of Directors including: · Embrace and champion IMO/IMHS's mission · Maintain licensing and accreditation requirements and compliance with all regulating agencies (district, state and federal) · Lead and manage faculty and staff to continue nationally recognized standards of quality education and care · Cultivate effective relationships with all constituents, including students, families, faculty, staff, board of trustees, community members and key stakeholders · Demonstrate accountability for the operating budget and financial stability of IMO/IMHS · Drive enrollment growth and student retention in all programs · Foster a culturally and socio-economically diverse population · Manage day-to-day operations of IMO/IMHS 1. Maintains an effective relationship with the Board of Directors, reporting to the Board President. 2. Develops and leads the administrative team of IMO/IMHS in operation of the school. 3. Serves as a primary spokesperson for IMO/IMHS and promotes its programs to the public. 4. Effectively assess, manage and mitigate risks that will negatively impact the mission of the school. 5. Works closely with accountant in carrying out the following responsibilities. 6. Ensure IMO/IMHS meets and exceeds all federal, state, district and local regulatory requirements and pursues the highest level of quality care and Montessori education. 6. Defines faculty and staff positions needed to implement IMO/IMHS's programs, and recruits highly effective staff. 7. Works to promote constructive relationships between, students, faculty and administrators, recognizing the importance of developing each individual.
Tischer, Nicole	Assistant Principal	Assists the Principal in carrying out IMO's broad educational mission and policies as established by the Board of Directors in these ways: Embrace and champion IMO's mission Maintain licensing and accreditation requirements and compliance with all regulating agencies (district, state and federal) Lead and

Name	Title	Job Duties and Responsibilities
		manage faculty and staff to continue nationally recognized standards of quality education and care Cultivate effective relationships with all constituents, including students, families, faculty, staff, board of trustees, community members and key stakeholders Demonstrate accountability for the operating budget and financial stability of IMO Drive enrollment growth and student retention in all programs Foster a culturally and socio-economically diverse population Manage day-to-day operations of IMO Specific responsibilities and accountability for this position include assisting the Principal: 1. Maintaining an effective relationship with the Board of Directors, reporting to the Board President. 2. Developing and leading the administrative team of IMO in operation of the school. 3. Serving as a primary spokesperson for IMO and promotes its programs to the public. 4. Effectively assessing, managing and mitigating risks that will negatively impact the mission of the school.

Demographic Information

Principal start date
Sunday 7/1/2018, Patrice Cherico

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

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

Total number of teacher positions allocated to the school
7

Demographic Data

2020-21 Status (per MSID File)	Closed: 2023-06-30

School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	40%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: A (84%) 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	54	21	17	0	92
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	3	0	1	0	4
One or more suspensions	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	3	1	0	4
Course failure in Math	0	0	0	0	0	0	0	0	0	1	3	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	11	3	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	16	6	6	0	28

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	11	3	0	0	14

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 7/14/2020

Prior Year - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	83%	55%	56%	0%	51%	53%
ELA Learning Gains	100%	53%	51%	0%	46%	49%
ELA Lowest 25th Percentile	0%	40%	42%	0%	34%	41%
Math Achievement	68%	43%	51%	0%	34%	49%
Math Learning Gains	0%	49%	48%	0%	33%	44%
Math Lowest 25th Percentile	0%	46%	45%	0%	33%	39%
Science Achievement	84%	70%	68%	0%	64%	65%
Social Studies Achievement	0%	73%	73%	0%	67%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	76%	52%	24%	55%	21%
	2018					
Cohort Comparison						
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	77%	67%	10%	67%	10%
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	50%	63%	-13%	61%	-11%
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	53%	-53%	57%	-57%
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	100			70			100				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	84
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	335
Total Components for the Federal Index	4
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	90
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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

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

Due to COVID-19 Pandemic no data was available for 2019-2020 school year. The previous data was a small group of 9th graders so does not serve as the best baseline. In looking at our NWEA MAP data we see similar trends at IMHS that we see in our sister K-8 school, Innovation Montessori Ocoee. The trends show strong performance in ELA with lower performance in Math.

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

Due to COVID-19 Pandemic no data was available for 2019-2020 school year. The previous data was a small group of 9th graders so does not serve as the best baseline. In looking at our NWEA MAP data we see similar trends at IMHS that we see in our sister K-8 school, Innovation Montessori Ocoee. The trends show stronger performance in ELA with lower performance in Math.

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

Due to COVID-19 Pandemic no data was available for 2019-2020 school year. The previous data was a small group of 9th graders so does not serve as the best baseline. In looking at our NWEA MAP data we see similar trends at IMHS that we see in our sister K-8 school, Innovation Montessori Ocoee. The trends show strong performance in ELA with lower performance in Math.

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

See above. Due to the school's only state testing data set in 2018-2019 being comprised of a small group of 9th graders there are no improvement indicators.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Based on the EWS data, the concern that 20% of students in 9th grade and 14% of 10th grade students have two or more warning areas. The warning signs for most were within in Level 1 scores for Math and ELA.

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

1. Math
2. ELA
3. SEL

4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	No data for state testing in 2019-2020 due to COVID-19 Pandemic. With the focus to provide an authentic 'classic' Montessori opportunity we believe that a holistic approach to improve overall instruction will benefit all students, while we recognize Math scores continue to lag. As such, math was identified as a critical need area from the FSA data in 2019. While there were grade levels were improvement was shown in our sister school at IMO, IMHS wants to continue the path of improvement to meet and exceed proficiency at the state and district levels at each grade level.
Measurable Outcome:	No data for state testing in 2019-2020 due to COVID-19 Pandemic. The 2021 FSA and EOC results in Math will show an increase of 2% at Level 3 and above for those students who scored Level 1 and 2 in 2018-2019.
Person responsible for monitoring outcome:	Patrice Cherico (patrice@innovationmontessori.com)
Evidence-based Strategy:	The 2020-2021 school year during the COVID-19 Pandemic has presented many challenges for families. Many families, over 60%, continue to choose the remote environment for learning. Due to the school's small size and limited teachers, the brick and mortar offering at the school continues to have students online. The additional support at the building for 'evidence based strategies' includes a state certified teacher available for personal assistance, and the use of LAN software for monitoring on-task, and time-on-task behavior for remote learning. At the remote level, IMHS teachers also provide mentoring, private and group tutoring for students during the 90 minute block of instruction and remote office hours for additional assistance. After hours tutoring provided by teachers. The Assistant Principal and Career and College Readiness Counselor meet remotely with struggling students after Progress Reports and Report Cards come out. Parents are also invited to the meetings.
Rationale for Evidence-based Strategy:	The 2020-2021 school year during the COVID-19 Pandemic has presented many challenges for families. Many families, over 60% continue to choose the remote environment for learning. Due to the school's small size and limited teachers, the brick and mortar offering at the school continues to have students online. The additional support at the building for 'evidence based strategies' includes a state certified teacher available for personal assistance, and the use of LAN software for monitoring on-task, and time-on-task behavior for remote learning. At the remote level, IMHS teachers also provide mentoring, private and group tutoring for students during the 90 minute block of instruction and remote office hours for additional assistance. After hours tutoring provided by teachers. The Assistant Principal and Career and College Readiness Counselor meet remotely with struggling students after Progress Reports and Report Cards come out. Parents are also invited to the meetings.
Action Steps to Implement	

1. Hire state certified high school teacher for in-person assistance for students at the building, 'brick and mortar'.
2. Purchase of LAN software for monitoring on-task and time-on-task behaviors on laptops.

3. Schedule of 90 minute remote learning block allows for private and group tutoring for students.

4. Teacher office hours for student assistance.

5. Mentoring by teachers. Each student is assigned a teacher mentor.

6. After hours tutoring provided by teachers.

7. The Assistant Principal and Career and College Readiness Counselor meet remotely with struggling students after Progress Reports and Report Cards come out. Parents are also invited to the meetings.

Person Responsible   Nicole Tischer (nicolet@innovationmontessori.com)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	No data for state testing in 2019-2020 due to COVID-19 Pandemic. With the focus to provide an authentic 'classic' Montessori opportunity we believe that a holistic approach to improve overall instruction will benefit all students, while we recognize the EWS indicated that we had a higher percentage of students in our 9th and 10th grade cohorts with Level 1s in ELA.. As such, ELA was identified as a critical need area from the FSA data in 2019. IMHS wants to continue the path of improvement to meet and exceed proficiency for those struggling in ELA.
Measurable Outcome:	No data for state testing in 2019-2020 due to COVID-19 Pandemic. The 2021 FSA and EOC results in Math will show an increase of 2% at Level 3 and above for those students who scored Level 1 and 2 in 2018-2019.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	The 2020-2021 school year during the COVID-19 Pandemic has presented many challenges for families. Many families, over 60%, continue to choose the remote environment for learning. Due to the school's small size and limited teachers, the brick and mortar offering at the school continues to have students online. The additional support at the building for 'evidence based strategies' includes a state certified teacher available for personal assistance, and the use of LAN software for monitoring on-task, and time-on-task behavior for remote learning. At the remote level, IMHS teachers also provide mentoring, private and group tutoring for students during the 90 minute block of instruction and remote office hours for additional assistance. After hours tutoring provided by teachers. The Assistant Principal and Career and College Readiness Counselor meet remotely with struggling students after Progress Reports and Report Cards come out. Parents are also invited to the meetings.
Rationale for Evidence-based Strategy:	The 2020-2021 school year during the COVID-19 Pandemic has presented many challenges for families. Many families, over 60% continue to choose the remote environment for learning. Due to the school's small size and limited teachers, the brick and mortar offering at the school continues to have students online. The additional support at the building for 'evidence based strategies' includes a state certified teacher available for personal assistance, and the use of LAN software for monitoring on-task, and time-on-task behavior for remote learning. At the remote level, IMHS teachers also provide mentoring, private and group tutoring for students during the 90 minute block of instruction and remote office hours for additional assistance. After hours tutoring provided by teachers. The Assistant Principal and Career and College Readiness Counselor meet remotely with struggling students after Progress Reports and Report Cards come out. Parents are also invited to the meetings.

Action Steps to Implement

1. Hire state certified high school teacher for in-person assistance for students at the building, 'brick and mortar'.
2. Purchase of LAN software for monitoring on-task and time-on-task behaviors on laptops.

3. Schedule of 90 minute remote learning block allows for private and group tutoring for students.
4. Teacher office hours for student assistance.
5. Mentoring by teachers. Each student is assigned a teacher mentor.
6. After hours tutoring provided by teachers.
7. The Assistant Principal and Career and College Readiness Counselor meet remotely with struggling students after Progress Reports and Report Cards come out. Parents are also invited to the meetings.

Person Responsible   Nicole Tischer (nicolet@innovationmontessori.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Under the tracking of the Early Warning Signs, students with Level 1 in ELA and or Math, is an area of need. During the pandemic we have tightened up the child study process and have targeted this area for parent/student reach out. We have a school wide tracking sheet that all members of the Administration and Student Services teams use to track student's academic, mental health and attendance needs. We hold a monthly meeting where Administration and Student Services meet to compare notes, look at student needs and devise next steps. At the monthly meetings the Assistant Principal for IMHS and Career and College Counselor present their feedback from parent/student meetings that have taken place that month, particular emphasis is placed on the struggling students as identified in the EWS for credit completion.Additional meetings are held each month for students who have mental health needs. This will be factored in around next steps for students who are in that EWS group.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The first part in addressing school culture we hired a consultant. In 2019-2020 school year we hired Jonathan Wolff, Montessori consultant who specifically works with schools to facilitate community building. After several consultations a plan was made for a 3 day visit in February 2020. Jonathan met with leadership, staff, parents and board members. He then provided an Executive Summary in which he shared, "IMO/IMHS is a vibrant Montessori community, comprised of a team of dedicated and skilled Montessori educators and school leaders. Students are learning how to become respectful, responsible, and responsive life-long learners and global citizens. There is a strong sense of community in every classroom and across the IMO campus." He further shared about the challenges of rapid growth (students

and staff) which calls out for intentional work in re-establishing the community culture. This process benefits from the development of a "school constitution" which will include:
? Portrait of the IMO/IMHS Graduate
? IMO/IMHS Social Norms for adult the stakeholders: staff, parents, and school leaders
? Essential Elements of Fully Implemented Montessori Education, universal to the entire program, as well as specific to each IMO/IMHS program level
? Transition Benchmarks for students transitioning between program levels
? Vision of the IMO/IMHS Montessori Guide
? Vision of the IMO/IMHS Parent
? Vision of the IMO/IMHS Leader (a definition of leadership as applied to all members of the IMO community, not only school administrators)

In discussion the leadership team chose to work through IMO/IMHS Social Norms first. Further, Jonathan provided guidance for a work session with all staff to develop what is now called, "Community Agreements". We held a successful staff work day on March 13, 2020 where 10 groups came up with their 10 or less agreements. That very evening the state of Florida went on lockdown in response to the COVID-19 Pandemic.

In the coming months, a team of staff members continued to meet remotely. Their task was to compile the groups list, find the commonalities, word smith and share their results with all staff for continued revisions. In the preplanning days of the 2020-2021 school year these final "community agreements" were shared. No doubt the pandemic that has 50% of students and staff in remote learning and the rest at the building, has put community engagement and well-being front and centered while it has not been how we had imagined.

The second part in addressing school culture was adopting Panorama Education which surveys would allow the school to track student's social and emotional well-being as intersected with school engagement. The organization provides research based surveys and actionable data reports. The school will roll out a parent climate survey in spring 2021.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.