

Polk County Public Schools

Cypress Junction Montessori



2021-22 Schoolwide Improvement Plan

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Cypress Junction Montessori

220 5TH ST SW, Winter Haven, FL 33880

www.cypressjunction.org

Demographics

Principal: Kris Newman Lake

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students White Students
School Grades History	2018-19: C (44%) 2017-18: C (51%) 2016-17: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	0%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	30%

School Grades History

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

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SIP Authority

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<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.

Cypress Junction Montessori encourages the development of the whole child by providing a comprehensive Montessori education.

Provide the school's vision statement.

We do this through:

- Cultivating independent thought, foundational skills, awareness of their environment, empathy for others, social ease, and high self-esteem in every student.
- Establishing within each child the intellectual, emotional, and physical rigor needed to become a self directed learner, flexible thinker, and creative problem solver.
- Supporting each student's ever-increasing curiosity about the world in which they live.
- Instilling the values and skills necessary to help our students to grow up to be successful global citizens.
- Bringing academic standards and student passions together to fuel a desire to learn.
- Cypress Junction Montessori sets children on a path that embraces creativity, builds self awareness and helps them develop the academic skills, physical tools and personal confidence necessary for lifelong success.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Winningham, Karen	Title: Executive Director	Cypress Junction Montessori is operated by an Executive Director as well as a Principal who both report to the Board of Directors and are responsible for the daily operations of the school. The two fulfill the responsibility of the administrative staff and undergo an annual evaluation by the board. The Executive Director is responsible for the school from a financial/business perspective and ensures that the school runs and operates smoothly. The ED is responsible for the budget, all financial accounts, as well as overseeing the operation of the school.
Hollinger, Auri		Cypress Junction Montessori is operated by an Executive Director as well as a Principal who both report to the Board of Directors and are responsible for the daily operations of the school. The two fulfill the responsibility of the administrative staff and undergo an annual evaluation by the board. The Principal is responsible for the school from a curriculum/educational perspective and ensures that the school runs and operates smoothly.

Demographic Information

Principal start date

Wednesday 7/1/2020, Kris Newman Lake

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.*

6

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.*

4

Total number of teacher positions allocated to the school

10

Total number of students enrolled at the school

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

3

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

3

Demographic Data**Early Warning Systems****2021-22**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	1	4	0	2	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	6	7	3	1	0	0	0	0	0	19
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	3	0	3	1	1	0	0	0	0	0	0	0	8
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

Wednesday 6/30/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	20	22	25	21	20	25	23	21	19	0	0	0	0	196
Attendance below 90 percent	2	1	2	0	1	1	1	2	2	0	0	0	0	12
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	2	1	4	0	2	0	0	0	0	0	9
Level 1 on 2019 statewide Math assessment	0	0	0	2	6	7	3	1	0	0	0	0	0	19

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	0	0	0	0	

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	

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	20	22	25	21	20	25	23	21	19	0	0	0	0	196	
Attendance below 90 percent	2	1	2	0	1	1	1	2	2	0	0	0	0	12	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	2	1	4	0	2	0	0	0	0	0	9	
Level 1 on 2019 statewide Math assessment	0	0	0	2	6	7	3	1	0	0	0	0	0	19	

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	
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	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	3	0	3	1	1	0	0	0	0	0	0	0	8	
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 Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				59%	61%	61%	59%	54%	60%
ELA Learning Gains				57%	58%	59%	57%	52%	57%
ELA Lowest 25th Percentile				39%	49%	54%	56%	46%	52%
Math Achievement				43%	61%	62%	53%	55%	61%
Math Learning Gains				37%	56%	59%	49%	54%	58%
Math Lowest 25th Percentile				36%	52%	52%	56%	51%	52%
Science Achievement				37%	52%	56%	16%	48%	57%
Social Studies Achievement					79%	78%	58%	85%	77%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	47%	52%	-5%	58%	-11%
Cohort Comparison						
04	2021					
	2019	71%	48%	23%	58%	13%
Cohort Comparison		-47%				
05	2021					
	2019	43%	47%	-4%	56%	-13%
Cohort Comparison		-71%				
06	2021					
	2019	64%	48%	16%	54%	10%
Cohort Comparison		-43%				
07	2021					
	2019	68%	42%	26%	52%	16%
Cohort Comparison		-64%				
08	2021					
	2019	56%	48%	8%	56%	0%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	58%	56%	2%	62%	-4%
Cohort Comparison						
04	2021					
	2019	29%	56%	-27%	64%	-35%
Cohort Comparison		-58%				
05	2021					
	2019	39%	51%	-12%	60%	-21%
Cohort Comparison		-29%				
06	2021					
	2019	36%	47%	-11%	55%	-19%
Cohort Comparison		-39%				
07	2021					
	2019	74%	39%	35%	54%	20%
Cohort Comparison		-36%				
08	2021					
	2019	21%	35%	-14%	46%	-25%
Cohort Comparison		-74%				

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	43%	45%	-2%	53%	-10%
Cohort Comparison						
08	2021					
	2019	28%	41%	-13%	48%	-20%
Cohort Comparison		-43%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	70%	-70%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	50%	-50%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool that we used school wide as Star Early Literacy, Star Reading and Star Math.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

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

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

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

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	43			36							
BLK	50			50							
HSP	55	80		36	60						
WHT	69	60		65	69		67	73			
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	33										
BLK	27	30		20							
HSP	61	61		43	50						
WHT	61	59	40	45	38	50	37				
FRL	65	64		25	23						

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
BLK	46	64		46	73						
HSP	67	50		33	17						
WHT	57	57	55	55	51	50	15	55			

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	487
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Math is greatest Area of need, Reading, Science are on an upward trend.

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

The data component that showed the lowest performance was math.

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

Contributing factors were students with disabilities and minority students. During the 2020-21 school year our teaching team spent a lot of time tracking data for these subgroups as well as implementing RTI interventions for these subgroups.

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

Science/ EOC's

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

We showed the most improvement in our science EOC scores. We did this by enriching our science curriculum with SRA Science Laboratory, progress monitoring, and more teacher support and resource

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

We have established a DATA team. We will continue to hold monthly data meetings, along with our ESE teacher. We will continue Progress Monitoring and establish interventions as needed.

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

PD opportunities include ways to engage students and drive instruction.

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

Other services include the incorporation of two additional staff members (ESE Paras) to assist with the workload and demand of our high EE population of students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	We are a Montessori school , so we naturally differentiate instruction. Due to the uniqueness of our learning environment, it is our priority to make sure we service student with severe learning differences while keeping true to our Montessori process.
Measurable Outcome:	Our students with specific learning differences will make gains in all testing subgroups with the more direct instruction from teachers.
Monitoring:	This area of focus will be monitored by the Principal, whom will meet with these teachers on a month basis to make sure we are working toward the goals set forth at the start of the school year. Goals may be adjusted with input from the teacher, the parents and admin.
Person responsible for monitoring outcome:	Auri Hollinger (ahollinger@cypressjunction.org)
Evidence-based Strategy:	We will continue to use the Montessori materials for increased understanding. In addition, the teachers will target the lowest 30% and provide support as needed to increase their understanding. Finally, the students will be working on Freckle for extra support.
Rationale for Evidence-based Strategy:	As a Montessori school, it is important that we maintain fidelity to our curriculum. By targeting the lowest 30% and working with those specific students, we will reinforce what they have been taught as well as provide additional support in areas of defined gaps.

Action Steps to Implement

1. Identify each student's areas of needs.
2. Create and implement lesson plans that will target the areas of deficiency.
3. Make sure the student follows the Montessori lessons with fidelity.
4. Monitor the student's Freckle usage and adjust the lessons accordingly.
5. Monitor learning gains through multiple assessments that check for student's understanding and proficiency.

Person Responsible Auri Hollinger (ahollinger@cypressjunction.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Cypress Junction Montessori's scores were lower than the county and the state by , the goal for CJM is to increase the lowest 25th percentile. We will do this by offering multiple opportunities to receive on-site tutoring as well as implemented blended learning such as flipped classrooms for our secondary students.
Measurable Outcome:	CJM will increase the learning gains of the lowest 25th percentile from 36% to 45% as measured by the 2020-2021 math FSA. We will pay special attention to our students with disabilities as well as our minority students. It would be advantageous for these students to do "values-affirmation" exercises — fifteen-minute writing tasks in which the students were asked to expound on something that mattered deeply to them (family, religion, and extracurricular pursuit). Students that are of the minority, even those with disabilities aren't just worrying about the exam itself, but about what people might think of them and their ethnic group once the results come in.
Monitoring:	Through Monthly meetings with teachers to adjust goals as needed.
Person responsible for monitoring outcome:	Auri Hollinger (ahollinger@cypressjunction.org)
Evidence-based Strategy:	We will continue to use the Montessori materials for increased understanding. In addition, the teachers will target the lowest 30% and provide support as needed to increase their understanding. Finally, the students will be working on Freckle for extra support.
Rationale for Evidence-based Strategy:	As a Montessori school, it is important that we maintain fidelity to our curriculum. By targeting the lowest 30% and working with those specific students, we will reinforce what they have been taught as well as provide additional support in areas of defined gaps.

Action Steps to Implement

1. Identify each student's areas of needs.
2. Create and implement lesson plans that will target the areas of deficiency.
3. Make sure the student follows the Montessori lessons with fidelity.
4. Monitor the student's Freckle usage and adjust the lessons accordingly.
5. Monitor learning gains through multiple assessments that check for student's understanding and proficiency.

Person Responsible Auri Hollinger (ahollinger@cypressjunction.org)

Additional Schoolwide Improvement Priorities

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

We have an establish Discipline Team that meets quarterly. During the 2020-21 school year we put specific guidelines in place for discipline reporting including teacher protocol and appropriate office intervention. We had less discipline incidents than in years prior.

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.

Cypress Junction Montessori was founded and built by a group of local parents and community members whose vision was to make Montessori education available to students in the Greater Winter Haven community. Community support comes from parents, grandparents, guardians, community leaders, business professionals, and more. Cypress Junction Montessori has instituted a co-teaching environment for our various teaching levels. Teachers in our "lower elementary" classrooms for example (3 in total with 1 assistant), work collaboratively and meet on a weekly (daily if necessary) basis to discuss education direction, lesson planning, specific student needs, etc. In addition to the classroom level collaboration, teacher staff meetings are held monthly to foster positive communication regarding what's happening at the school overall. The small community and staff allow for visibility and transparency in education needs. It fosters a great team environment where sharing techniques and successes is evident and beneficial. Family participation is a key element of a Montessori education. We have created a Parent Involvement Group who meets regularly to assess school needs and assist where/as necessary. Our community of administrators and teachers work the car line and front lobby each morning to ensure face time is had with our entire family community on a daily basis. We also release a parent newsletter once a month on a school wide level, as a well as a classroom specific level to keep parents informed of the happenings at the school, and maintain the open line of communication. Parent conferences are scheduled school wide, as well as upon request.

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

Family and other stakeholder participation is a key element of a Montessori education. We have created a Parent Involvement Group who meets regularly to assess school needs and assist where/as necessary. Our community of administrators and teachers work the car line and front lobby each morning to ensure face time is had with our entire family community on a daily basis. We also release a parent newsletter once a month on a school wide level, as a well as a classroom specific level to keep parents informed of the happenings at the school, and maintain the open line of communication. Parent conferences are scheduled school wide, as well as upon request.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00