Innovation Montessori High School

2022-23 Schoolwide Improvement Plan

Table of Contents

Innovation Montessori High School

1475 E SILVER STAR RD, Ocoee, FL 34761

https://innovationmontessori.com/

Demographics

Principal: Patrice Cherico   Start Date for this Principal: 7/1/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	40%
2021-22 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	2021-22: B (60%) 2018-19: A (84%) 2017-18: 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	ATSI
* 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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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	40%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	56%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

School Board Approval

N/A

SIP Authority

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Stewart, Jared	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.
Copeland, Lashae	Assistant Principal	Assists the Principal in carrying out their duties as defined as: 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

Name	Position Title	Job Duties and Responsibilities
		· 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.

Demographic Information

Principal start date
Friday 7/1/2022, Patrice Cherico

Number of teachers with a 2022 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 2022 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
12

Total number of students enrolled at the school
167

Identify the number of instructional staff who left the school during the 2021-22 school year.
2

Identify the number of instructional staff who joined the school during the 2022-23 school year.
4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	51	53	29	15	148
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	9	14	11	4	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	4	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	13	10	6	0	29
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	12	20	7	2	41
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	13	10	0	0	23

Using the table above, complete the table below with the number of students by current grade level who have 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	12	14	4	1	31

Using current year data, complete the table below with the number of students identified as being "retained.":

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
Monday 9/26/2022

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	0	0	0	0	0	0	0	0	0	54	42	13	0	109
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	5	2	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	4	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	4	6	2	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	11	8	4	3	26
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	4	6	2	0	12

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	3	4	2	0	9

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	

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	0	0	0	0	0	0	0	0	0	54	42	13	0	109
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	5	2	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	4	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	4	6	2	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	11	8	4	3	26
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	4	6	2	0	12

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	3	4	2	0	9

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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	56%	49%	51%				83%	55%	56%
ELA Learning Gains	35%						100%	53%	51%
ELA Lowest 25th Percentile	31%							40%	42%
Math Achievement	46%	36%	38%				68%	43%	51%
Math Learning Gains	68%							49%	48%
Math Lowest 25th Percentile	91%							46%	45%
Science Achievement	72%	31%	40%				84%	70%	68%
Social Studies Achievement	81%	43%	48%					73%	73%

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

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
2022					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	77%	67%	10%	67%	10%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	63%	-13%	61%	-11%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	53%	-53%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
BLK	18			33							
HSP	53	41		42	80		58				
WHT	69	35		59	50		95				
FRL	44	19		21	58		36				
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
HSP	57	50		33	17		58				
WHT	71	61		37	50		74				
FRL	67	60		30	30		64				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	480
Total Components for the Federal Index	8
Percent Tested	99%

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 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	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	62
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The 2021-2022 SY continued with problems due to pandemic. The beginning of the 2022-2023 SY's biggest challenge has been staffing as we are seeing teachers leaving their careers in historical numbers.

2. While the school's growth from a small cohort of 9th graders in 2018-2019 SY to 119 students in 2021-22 SY requires careful interpretation of data, for this discussion we will compare scores from 2021 and 2022. In 2021, ELA had no subgroups under 41% and three in Math.
a. In 2022, in ELA, BLK were under 41% and in Math, two subgroups are below 41%, BLK and FRL.
3. Overall ELA achievement scores went down in 2022, from 63% in 2021 to 56% in 2022. Grade 9 scores went down from 63% in 2021 to 56% in 2022. Grade 10 scores also went down slightly from 64% in 2021 to 63% in 2022.
4. For Math scores, Algebra achievement scores went up 19% from 37% in 2019 to 56% in 2022. Geometry had a slight down turn from 62% in 2019 to 59% in 2022.
5. Biology EOC scores increased 10% from 62% in 2019 to 72% in 2022.
6. US History EOC scores decreased 8% from 93% in 2021 to 81% in 2022.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data components shared above demonstrate the greatest need for improvement is in Tier I instruction. The school continues to grow and incorporate new teachers and students within the Montessori model. Focus on our mission and best practices called out within the Montessori model and Domain 3 of Charlotte Danielson Framework for Teaching will bring about positive results.

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

The data showed decreases in multiple areas including overall achievement in ELA, Geometry, and US History as well as overall and bottom quartile learning gains in ELA. To address these needs for improvement, an emphasis on coaching and mentorship with new and veteran teachers as well as an added focus on Tier 1 instructional best practices will be implemented.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Both Algebra and Biology saw strong gains.

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

We hired a tutor to provide support during the day and teachers provided intense tutoring after school.

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

Tutoring and focus on Domain 3 from Charlotte Danielson's Framework for Teaching.

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.

Montessori training will begin in October with a new cohort that will include the majority of the teachers. Additional monthly, staff-led professional development opportunities will be provided with a focus on implementation of educational technology, strengthening Social/Emotional Learning, and incorporation of interdisciplinary learning activities.

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

We will utilize the training provided by the Center for Guided Montessori Studies to support the implementation of Tier 1 best practices. We will also use resource materials from EL Education to maintain an emphasis on high quality student work and character development.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	1. Overall ELA scores went down in 2022, from 63% in 2021 to 56% in 2022. Grade levels in 9th went down from 63% in 2021 to 56% in 2022. 10th grade also went down slightly from 64% in 2021 to 63% in 2022.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Within the crosswalk that will be provided for the new B.E.S.T standards assessment for spring 2023, ELA scores in 9th and 10th grade levels that declined in 2022 will increase by at least 2%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Florida Assessment of Student Thinking (FAST) progress monitoring assessments in Reading will be examined in fall and winter to provide guidance for administration. Based on this data, trends will be identified and the needs of individual students will be addressed.
Person responsible for monitoring outcome:	Jared Stewart (jared.stewart@innovationmontessori.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Montessori instruction when delivered with fidelity as researched by Angeline Lillard shows students outperform their counterparts not only in ELA but Math as well. Our focus has been in hiring and training teachers who are then confident in delivering Montessori instruction. Overall the last few years with all things pandemic we continue to work to return to our focus on authentic Montessori classrooms. Focus will also be on evidence-based strategies under Domain 3 of Charlotte Danielson evaluation tool. Additionally, we have created a literacy intervention program which targets our lowest achieving students. For this program, students who have scored a level 1 on FSA for ELA will be pulled into a small group for intensive support once per week for one hour with a reading certified teacher.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Angeline Lillard Montessori instructional research has focused specifically on the outcomes of schools which have provided a 'hybrid' method of Montessori instruction compared to those who have provided a 'classic' instructional model in the public domain. The research has shown that when public Montessori schools stay within the 'classic' instructional model scores follow. Charlotte Danielson's evaluation is an evidence based evaluation tool chose and approved by the state of Florida Department of Education as a tool for teacher observations and evaluations.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Assuring that all teachers hired agree to be trained through a MACTE program (Montessori Accreditation Council for Teacher Education).

Person Responsible   Jared Stewart (jared.stewart@innovationmontessori.com)

Focus on level 4 of Domain 3 for Charlotte Danielson evaluation in classroom walk-throughs and observations.

Person Responsible   Jared Stewart (jared.stewart@innovationmontessori.com)

Montessori Adolescent training for teachers. Training provided by the Center for Guided Montessori Studies.

Person Responsible   Jared Stewart (jared.stewart@innovationmontessori.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Math scores, Algebra scores went up 19% from 2019, 37% to 2022, 56%. Geometry had a slight down turn from 62% in 2019 to 2022, 59%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Spring 2023 will see an increase of at least 2% in achievement levels for Algebra and Geometry. The subgroups of BLK and FRL will make significant gains of 5% in achievement.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will utilize classroom formative and summative assessment as well as IXL to determine levels of mastery for our students in math.
Person responsible for monitoring outcome:	Jared Stewart (jared.stewart@innovationmontessori.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Montessori instruction when delivered with fidelity as researched by Angeline Lillard shows students outperform their counterparts not only in ELA but Math as well. Our focus has been in hiring and training teachers who are then confident in delivering Montessori instruction. Overall the last few years with all things pandemic we continue to work to return to our focus on authentic Montessori classrooms. Focus will also be on evidence-based strategies under Domain 3 of Charlotte Danielson evaluation tool. Additionally, we will utilize IXL to provide opportunities for students to practice critical content in math. This will allow for greater classroom differentiation to meet individual student needs.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Angeline Lillard Montessori instructional research has focused specifically on the outcomes of schools which have provide a 'hybrid' method of Montessori instruction compared to those who have provided a 'classic' instructional model in the public domain. The research has shown that when public Montessori schools stay within the 'classic' instructional model, scores follow. Charlotte Danielson's evaluation is an evidence based evaluation tool chose and approved by the state of Florida Department of Education as a tool for teacher observations and evaluations.
Action Steps to Implement List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	

Assuring that all teachers hired agree to be trained through a MACTE program (Montessori Accreditation Council for Teacher Education).

Person Responsible   Jared Stewart (jared.stewart@innovationmontessori.com)

Focus on level 4 of Domain 3 for Charlotte Danielson evaluation in classroom walk-throughs and observations.

Person Responsible   Jared Stewart (jared.stewart@innovationmontessori.com)

Montessori Adolescent training for teachers. Training provided by the Center for Guided Montessori Studies.

Person Responsible   Jared Stewart (jared.stewart@innovationmontessori.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

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-IMHS 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 with Jonathan Wolff, the leadership team chose to work through IMO 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 had 50% of students and staff in remote learning and the rest at the building, has put community engagement and wellbeing front and centered while it has not been how we had imagined. These community agreements include:
1. Listen with compassion – seek to understand, not just to respond.
2. Be clear, be kind – "This is what I need." "What do you need?"
3. All are heard – everyone has a voice, everyone matters.
4. Dare greatly – it takes courage to engage in the hard conversations.
5. Give grace – assume good intentions.
6. Forge connections – build cross-campus relationships.
7. Celebrate others – appreciate their efforts, progress and accomplishments.
8. Rest without guilt – take time for self-care.
While the beginning of the 2021-2022 year was laden with quarantines and hiring problems that made for a difficult start and first quarter, the beginning of the second semester was also fraught with COVID cases increasing and a focus on health continued to a major concern. Due to the high rate of vaccinations the 2022-2023 School Year has begun with few incidences. Our agreements are an opportunity for all of us to circle back to 'the best of ourselves' when we are feeling the stress of these previous years, so we then can support students.
As we go back to the work of Jonathan Wolff in the 2022-2023 SY we will dig into the next steps for our 'constitution', which
include the following:
• Portrait of the IMO-IMHS Graduate
Mastery Transcript (complete onboarding for all high schoolers)
• IMO-IMHS Social Norms for adult the stakeholders: staff, parents, and school leaders
Development of best practices for building culture around community agreements
Develop plan for rolling out to parents
The second part in addressing school culture was adopting Panorama Education which surveys 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 rolled out a parent climate survey in spring 2021 as well and will provided it again in spring 2022.
These two data points will provide us with specific guidance in developing our program around parent needs for the 2022-2023 SY.

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

Patrice Cherico, Executive Director,
Jared Stewart, Principal for IMHS
Lashae Copeland, Assistant Principal for IMHS
Carol Perez, Social Worker
Staff at IMHS