Cypress Junction Montessori

2022-23 Schoolwide Improvement Plan

Table of Contents

Cypress Junction Montessori

220 5TH ST SW, Winter Haven, FL 33880

www.cypressjunction.org

Demographics

Principal: Kris Newman Lake

Start Date for this Principal: 7/1/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2021-22 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	2021-22: B (58%) 2018-19: C (44%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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.

Table of Contents

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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)
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	33%

School Grades History

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

School Board Approval

N/A

SIP Authority

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Purpose and Outline of the SIP

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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
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
Newman-Lake, Kris	Head of School/ Principal	Cypress Junction Montessori is operated by a Head of School/Principal who reports directly to the Board of Directors and are responsible for the daily operations of the school. The Head of School/Board of Directors undergoes a yearly evaluation from the Board. The Head of School/Principal is responsible for overseeing facilities operations as well as curriculum and instruction and he/se ensures that the school runs and operates smoothly. Specific job duties include but are not limited to teacher and staff management including training and development, academic integrity, Montessori principles and authenticity, District/Board relations, Teacher evaluations, Parent Communications, FTE compliance, supply ordering, on-boarding process, event coordination, and overseeing the VPK program.
Pospichal, Robyn		The Assistant Principal reports directly to the Head of School/Principal. This individual is responsible for assisting the Principal in school management. Specific job duties includes but is not limited to testing coordinator, parent volunteer management, attendance management and trcking, health contact oversight, discipline, drill/safety and management, and assisting with teacher and staff evaluations.
Winningham, Karen	Chief Financial Officer	The CFO reports directly to the Head of School/ Principal. Specific job duties include but are not limited to budget management, all financial accounts, business reports, bill payment and documentation, the audit process, payroll, the lottery process, procuring and managing grants, and contracts for outside vendors.
		Cypress Junction Montessori has a Leadership Team that is comprised of lead teachers for each instructional level, a school-wide Montessori coach, art and music teachers, and our facilities manager. Job duties include but are not limited to collaborative planning, management of grade level team, providing input regarding policies, instruction and curriculum. Leadership team: Kalani Schlenker - Primary Lead Natalie Helms - Lower Elementary Lead, Art teacher Kristin Martin - Upper Elementary Lead Kimberly-Jo Foster - Secondary Lead Jill Clark - Montessori Coach, Music teacher Kurt Weidner - Facilities Manager

Demographic Information

Principal start date
Friday 7/1/2022, Kris Newman Lake

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.*

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.*
195

Total number of teacher positions allocated to the school
11

Total number of students enrolled at the school
195

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
1

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	24	22	19	21	22	22	21	18	16	0	0	0	0	185
Attendance below 90 percent	9	2	3	5	3	0	2	6	2	0	0	0	0	32
One or more suspensions	0	0	0	0	0	1	0	0	1	0	0	0	0	2
Course failure in ELA	1	4	1	1	0	0	0	0	1	0	0	0	0	8
Course failure in Math	1	4	1	1	0	0	0	3	1	0	0	0	0	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	1	3	0	1	4	0	0	0	0	11
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	2	6	2	1	2	0	0	0	0	15
Number of students with a substantial reading deficiency	1	4	1	2	1	3	0	1	4	0	0	0	0	17

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	1	0	0	0	0	0	1	0	0	0	0	0	2

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	1	4	1	1	0	0	0	0	0	0	0	0	0	7
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

Friday 8/26/2022

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	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	

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	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	

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	73%	51%	55%				59%	61%	61%
ELA Learning Gains	58%						57%	58%	59%
ELA Lowest 25th Percentile	39%						39%	49%	54%
Math Achievement	65%	37%	42%				43%	61%	62%
Math Learning Gains	62%						37%	56%	59%
Math Lowest 25th Percentile	57%						36%	52%	52%
Science Achievement	35%	48%	54%				37%	52%	56%
Social Studies Achievement	88%	53%	59%					79%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	47%	52%	-5%	58%	-11%
Cohort Comparison		0%				
04	2022					
	2019	71%	48%	23%	58%	13%
Cohort Comparison		-47%				
05	2022					
	2019	43%	47%	-4%	56%	-13%
Cohort Comparison		-71%				
06	2022					
	2019	64%	48%	16%	54%	10%
Cohort Comparison		-43%				
07	2022					
	2019	68%	42%	26%	52%	16%
Cohort Comparison		-64%				
08	2022					
	2019	56%	48%	8%	56%	0%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	58%	56%	2%	62%	-4%
Cohort Comparison		0%				
04	2022					
	2019	29%	56%	-27%	64%	-35%
Cohort Comparison		-58%				
05	2022					
	2019	39%	51%	-12%	60%	-21%
Cohort Comparison		-29%				
06	2022					
	2019	36%	47%	-11%	55%	-19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-39%				
07	2022					
	2019	74%	39%	35%	54%	20%
Cohort Comparison		-36%				
08	2022					
	2019	21%	35%	-14%	46%	-25%
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	43%	45%	-2%	53%	-10%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-43%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	28%	41%	-13%	48%	-20%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	70%	-70%	71%	-71%
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	0%	50%	-50%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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
SWD	69	60		38	70						
BLK	36			45							
HSP	68	47		53	35						
WHT	79	68	62	72	71	67	35	82			
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						

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)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
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	522
Total Components for the Federal Index	9
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	59
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
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	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
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	67
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

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?

Across grade levels, math and science scores are lower than reading scores. This data is consistent amongst subgroups. Consistent collaborative planning efforts with instructional leader support is an opportunity to strengthen planning processes within the community for greater growth for students.

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

Based off progress monitoring for 2022 state assessments, our community's greatest needs for improvement academically are tied to Math & Science. In math, our school community achievement was 65%. While this was higher than Polk County Public School district which was 42%, we feel that a goal of raising math achievement is an important goal for student achievement. In the area of Science, our school community achievement was 35%, which is lower that the district Polk County Public School district which was 43%.

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 that led to the need for improvement is increased professional development in multi-sensory learning opportunities. Additionally, a review of administrative records indicated a need for increased teacher observations and increased administration presence in the classrooms.

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

Based off progress monitoring for 2022 state assessments, the Cypress Junction community demonstrated gains in all areas with the exception of Science. In the area of Social Studies Achievement our community showed the most improvement school wide with an achievement score increase of 21 (from 67% to 88%).

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

The actions the school took in this area were to utilize additional resources beyond the curriculum which incorporated components of evidenced practices including multi-sensory learning materials.

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

Taking the same strategies that proved successful in Social Studies achievement, Cypress Junction will need to implement additional multi-sensory learning opportunities in the Math and Science curricula and increase small group instruction. Additionally, administration has implemented a master schedule which allows for daily grade-level collaborative planning daily. Lastly, an increase in administrator presence in the classrooms with improved and increased frequency of classroom observations will be implemented to assist in accelerating learning.

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.

Cypress Junction Montessori will add a Montessori coach position to our school community. This position requires Montessori coach training, which the employee has already enrolled and began. This coach will provide professional learning opportunities in the community's weekly PLC's. The school is also implementing professional development opportunities related to positive behavior systems and positive discipline within the Montessori framework.

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

Additional services that will sustain improvement include the creation of the "Montessori Coach" leadership position, the master schedule which provides opportunities for daily grade-level collaborative planning, and the improved, targeted professional development opportunities for staff that are driven by assessment data.

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

:

#1. Positive Culture and Environment specifically relating to Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Data from the EWS reveals that an elevated level of absences are noted in our Kindergarten - 3rd grade classrooms. These same students are then entering the next grade level without the prerequisite reading skills they need in order to be successful. Specifically, there are a considerably higher number of students who were absent more than 10% of the school year in Kindergarten. We see a higher number of retentions in first and third grade. Additionally, we see an increased number of absences in 7th grade.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	After implementing a more intensive attendance monitoring and tracking program, the school will see a decreased number of students who are absent 10% of the school year or greater from ___ to ___,and in turn decreased retention in K-3 grade levels.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored through monthly attendance data checks and including attendance data in monthly MTSS grade level meetings
Person responsible for monitoring outcome:	Robyn Pospichal (rpospichal@cypressjunction.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Tiered interventions for absenteeism: Tier 1 - Attendance policy clearly included in family handbook and school-wide information provided to families through multiple formats (social media, email, classroom web pages, transparent classroom, etc). Tier 2 - Using "nudge letters" which go more in depth than traditional absence letters and compare the student's number of days absent with a percentage of the school year and compare with that of the classroom average. Tier 3 - Face-to-face problem solving meeting with family including community resource contacts when necessary to assist with transportation, emotional barriers to attendance, etc.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	This strategy is based on the MTSS which is an evidence based approach to addressing absenteeism. It also utilizes strategies from the resource "Attendance Works" which also utilizes an evidence based approach to problem solving absenteeism.

used for selecting this strategy.

Tier 1 - Provide attendance expectations to the community as a whole through the family handbook, and multiple modes of communication (social media, email, classroom web pages, transparent classroom, etc).

Person Responsible   Kris Newman-Lake (knewmanlake@cypressjunction.org)

Tier 2 - a) develop "nudge letters" with editable graph that can visually show families the level and impacts of chronic absenteeism.
b) Pull attendance data bi-monthly and send letters in multiple formats (sent home with student, email, and transparent classroom)

Person Responsible   Robyn Pospichal (rpospichal@cypressjunction.org)

Tier 3 - At 10 days of absences, schedule and meet with families face-to-face to develop a solution to attendance barriers.

Person Responsible   Robyn Pospichal (rpospichal@cypressjunction.org)

#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.	Based off progress monitoring for 2022 state assessments, Math achievement was 65%. While this was higher than Polk County Public School district which was 42%, we feel that a goal of raising math achievement is an important goal for student achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	After implementing targeted, high quality, Montessori professional learning opportunities in the area of Math paired with increased classroom observations, and collaborative planning, Math achievement scores will increase from 65% to 70%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Professional learning, classroom observations, and collaborative planning will all be monitored by the administration team.
Person responsible for monitoring outcome:	Kris Newman-Lake (knewmanlake@cypressjunction.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will receive professional learning opportunities for positive behavior supports and positive discipline within the Montessori framework. Administration will use teacher evaluation and observation tools from the Florida Consortium of Public Charter Schools which upholds Florida State statutes. During collaborative planning, lead teachers will assist their teams in aligning Montessori instruction with B.E.S.T. Standards.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	PBS and positive discipline is a research-based approach to improving behavior in classrooms and school communities. Decreasing challenging behaviors in the classroom will increase instruction time in classrooms. Utilizing a teacher evaluation tool that aligns with Florida state statues will ensure high-quality instruction is occurring in all classrooms. Collaborative planning will provide Montessori lessons that are targeted and aligned with Florida state standards.

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.

Summer curriculum planning to begin linking BEST standards to Montessori lessons.

Person Responsible Kris Newman-Lake (knewmanlake@cypressjunction.org)

Weekly collaborative planning with grade-level teams.

Person Responsible   Kris Newman-Lake (knewmanlake@cypressjunction.org)

Teacher evaluation schedule aligned with PCPS expectations

Person Responsible   Kris Newman-Lake (knewmanlake@cypressjunction.org)

Include all students who scored proficiency in 7th grade Math for Algebra 1 to improve student achievement.

Person Responsible   Kris Newman-Lake (knewmanlake@cypressjunction.org)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Newman, Kris, elizabeth.newman@polk-fl.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
N/A	Newman, Kris, elizabeth.newman@polk-fl.net

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.

Cypress Junction Montessori builds a positive school culture and environment through it's focus on the holistic education of its students. The school promotes peace education through teaching grace and courtesy in the classrooms. This expectation is infused throughout the school; starting with the board of directors and trickling down to the students and even to families and into students' home lives.
This cultural expectation of excellence and treating others with respect is felt in every classroom on campus. Students are expected to treat each other with kindness and respect. Expectations of a positive school culture which leads to a culture of excellence is in the classroom. This has a positive impact on the work CJM students produce.

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

All individuals who step foot on campus are stakeholders in promoting a positive school culture and environment. This includes the Board of Directors, administration, teachers, support staff, students, and families. Family stakeholder participation is vital to Montessori education. CJM has a high rate of parent and family volunteers that participate in events on and off campus ranging from clerical assistance and reading with students to participating in fundraising events and on campus parent education events. Frequent communication from school administration is key in promoting our school culture and the Principal/Head of School sends monthly newsletters to the entire community which focus on school information and Montessori parent education. These communications reach families, staff, and our Board of Directors. By communicating expectations of Montessori parenting at home, CJM aims to transfer the grace and courtesy taught in the classrooms into the home environment and community at large. Additionally, each classroom communicates to families on a weekly basis to families through private social media groups, Transparent Classroom (school portal) and/or email.