Innovation Montessori Ocoee

2022-23 Schoolwide Improvement Plan

Table of Contents

Innovation Montessori Ocoee

1644 N LAKEWOOD AVE, Ocoee, FL 34761

http://www.montessoriwgc.com/

Demographics

Principal: Cathy Tobin

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-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)	24%
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* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (60%) 2018-19: A (63%) 2017-18: C (53%)
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)
Combination School KG-12	No	24%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	57%

School Grades History

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

School Board Approval

N/A

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide an authentic Montessori education in a public school setting for kindergarten through high school.

Core Values:
i. *Individuality/Diversity, we value each individual's diversity and unique perspective from an educational, cultural and intellectual standpoint in balance with the needs of the community.
ii. *Lifelong Learning, we value a lifelong love of learning. We do this by providing a rich intellectually demanding academic experience in a well-prepared child-centered environment.
iii. *Respect, we value self-respect, mutual respect, respect for others, and respect for our environment with integrity.
iv. Work Ethic with a sense of Mission and Passion. Being prepared. Being joyfully dedicated. Being dependable and responsible. Demonstrating initiative. Professionalism.
v. Demonstrate Grace and Courtesy with Adults and Children. Being peaceful. Being present. Being empathetic, compassionate and understanding
vi. Build a Positive Team, Community and Family Spirit. Building open and honest relationships with communication.
vii. Love, Respect and Belief in the Child…in the Adult…in Humanity

Community Agreements:
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.

Provide the school's vision statement.

Our vision is to provide a strong Montessori foundation that enables our students to achieve their full potential,
develop curiosity, creativity, imagination, and to become responsible citizens of the world.

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
Tobin, Cathy	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.
Mubarak, Liana	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 · Demonstrate accountability for the operating budget and financial stability of IMO/IMHS

Name	Position Title	Job Duties and Responsibilities
		· 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.
Costello, Ilene	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 · 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

Name	Position Title	Job Duties and Responsibilities
		regulatory requirements and pursues the highest level of quality care and Montessori education. 6. Defines faculty and staff positions needed to implement IMO/IMHS's programs, and recruits highly effective staff. 7. Works to promote constructive relationships between, students, faculty and administrators, recognizing the importance of developing each individual.
Tischer, Nicole	Assistant Principal	Assists the Principal in carrying out 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 · 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
Thursday 7/1/2021, Cathy Tobin

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.*

1

Total number of teacher positions allocated to the school

59

Total number of students enrolled at the school

716

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

11

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

16

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	71	84	86	84	76	74	75	81	82	0	0	0	0	713
Attendance below 90 percent	0	16	10	19	18	16	16	3	12	0	0	0	0	110
One or more suspensions	0	0	1	0	1	0	0	2	1	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	7	8	10	7	12	0	0	0	0	44
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	5	6	7	7	9	0	0	0	0	34
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	10	10	14	7	11	0	0	0	0	52

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

Sunday 9/18/2022

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	90	73	76	78	73	67	64	66	70	0	0	0	0	657
Attendance below 90 percent	0	7	6	1	7	3	14	1	0	0	0	0	0	39
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	1	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	5	6	6	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	15	0	18	0	0	0	0	35
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	2	9	4	7	0	0	0	0	22

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	90	73	76	78	73	67	64	66	70	0	0	0	0	657
Attendance below 90 percent	0	7	6	1	7	3	14	1	0	0	0	0	0	39
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	1	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	5	6	6	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	15	0	18	0	0	0	0	35
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	2	9	4	7	0	0	0	0	22

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	65%	57%	55%				71%	62%	61%
ELA Learning Gains	51%						69%	60%	59%
ELA Lowest 25th Percentile	38%						66%	55%	54%
Math Achievement	54%	41%	42%				51%	61%	62%
Math Learning Gains	65%						53%	60%	59%
Math Lowest 25th Percentile	64%						42%	54%	52%
Science Achievement	42%	57%	54%				58%	56%	56%
Social Studies Achievement	91%	63%	59%				90%	74%	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	63%	55%	8%	58%	5%
Cohort Comparison		0%				
04	2022					
	2019	69%	57%	12%	58%	11%
Cohort Comparison		-63%				
05	2022					
	2019	81%	54%	27%	56%	25%
Cohort Comparison		-69%				
06	2022					
	2019	84%	52%	32%	54%	30%
Cohort Comparison		-81%				
07	2022					
	2019	66%	48%	18%	52%	14%
Cohort Comparison		-84%				
08	2022					
	2019	61%	54%	7%	56%	5%
Cohort Comparison		-66%				

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	44%	62%	-18%	62%	-18%
Cohort Comparison		0%				
04	2022					
	2019	39%	63%	-24%	64%	-25%
Cohort Comparison		-44%				
05	2022					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	48%	57%	-9%	60%	-12%
Cohort Comparison		-39%				
06	2022					
	2019	70%	43%	27%	55%	15%
Cohort Comparison		-48%				
07	2022					
	2019	48%	49%	-1%	54%	-6%
Cohort Comparison		-70%				
08	2022					
	2019	27%	36%	-9%	46%	-19%
Cohort Comparison		-48%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	60%	54%	6%	53%	7%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-60%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	51%	49%	2%	48%	3%
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	89%	66%	23%	71%	18%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	69%	63%	6%	61%	8%

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
SWD	43	43		28	53	60	13				
ELL	37	52	40	24	45	58	13				
ASN	61	40		55	60						
BLK	34	32	15	33	62	75	38				
HSP	63	49	42	49	63	55	28	90			
MUL	57	50		50	58						
WHT	74	61	54	63	69	67	52	89	67		
FRL	56	41	35	48	56	56	32	80			
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	50			24							
ELL	33	50			42	45					
ASN	67			55							
BLK	61	70		23	36		43				
HSP	61	44	27	38	50	50	42	78	58		
MUL	58			42							
WHT	75	62	64	57	52	31	65	95	71		
FRL	54	70	68	35	40	47	36				
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	44	60		14							
ELL	27	53	58	15	47	45					
ASN	100			92							

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
BLK	37	56	45	22	32	18	20				
HSP	64	73	68	46	54	53	63				
MUL	80			70							
WHT	80	69	67	56	54	42	60	95	74		
FRL	37	44	40	26	19		36				

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	59
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	55
Total Points Earned for the Federal Index	594
Total Components for the Federal Index	10
Percent Tested	96%

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%	0
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	54
Asian Students Subgroup Below 41% in the Current Year?	NO
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	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	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	66
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	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

1. 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. We look at 2019 as a baseline for data while understanding the dynamics of the past two & a quarter school years under a pandemic. In 2019, three subgroups fell below 41% in ELA, groups ELL, BLK % FRL, while four subgroups in Math, SWD, ELL, BLK & FRL. In 2021, ELA had one subgroup, ELL and four subgroups in Math below 41%, HSP, SWD, BLK & FRL.
a. Spring 2022, IMO had two groups in ELA that fell below 41% achievement, ELL & BLK. In Math, improved four groups to three groups falling below 41% achievement, SWD, ELL & BLK. Learning gains for 2022, BLK subgroup in Lower 25% had (LG) of 75%.
3. ELA scores went down in 2022. In 2019, 71% achievement, 2020, 68%, 2022, 65%. Increases in 3rd and 4th grade ELA, declines in 5th--24%, 6th – 11%, 7th – 3%, 8th -5%.
4. Math scores increased 2022. In 2019, 51% achievement, 2019 , 47% &, 2022, 54%. From 2019-2022, scores increase, 3rd grade- 12%, 4th grade-9% , 5th grade-14%, 7th grade-13% and 8th grade-16% and a decrease in 6th, 3%.
5. Science, 5th grade dropped. 2019, 60%, 2021. 8th grade, dropped from 2019, 51%, 2021, 59% amd 2022, 48%.
6. Civics EOC scores increased, 2019, 90% to 86%, 2021 & 91%, 2022.

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

1. Data components as shared above which demonstrate the greatest need for improvement is ELA in establishing the higher levels of achievement prior to the pandemic. While we continue our focus on Math instruction to achieve 70% achievement in the next 5 years. We will also need to return to practices that saw science scores increase through the years prior to 2019.

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

Largest contributing factor was continual pandemic disruption. While we saw return to the classroom, 2021-2022 SY was laden with Covid surges in quarter one through late November when we began to think we were out from under the health crisis. When we returned in January there was another surge of cases. Staff continued to take on more of the social-emotional-mental health needs of students while working tirelessly to guide students back into the Montessori environment. The renormalization of students to the environment required focus attention.

We will return to best practices for Tier 1 in engaging in meaningful instruction with a focus on Domain 3 of The Danielson evaluation tool:
1. Using a variety-series of questions to challenge students cognitively, advance high- level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion;
2. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary;

3. Teacher provides suitable scaffolding and challenges students to explain their thinking. Evidence of some student initiation of inquiry and student contributions to the exploration of important content;
4. Teacher successfully differentiates instruction to address individual students' misunderstandings.

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

As noted above in #1, Math data showed significant increases.

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

Math has been a focus of attention for several years including development of summer Math committees. Data review by the committee and administration walk-throughs showed a need for focus on lesson delivery. Upper El (4th-6th grade) teachers began a focus practice of observing one another lessons with the intent and goal to improve instruction. We will expand the practice school-wide.

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

We will return to best practices for Tier 1 in engaging in meaningful instruction with a focus on Domain 3 of The Danielson evaluation tool:
1. Using a variety-series of questions to challenge students cognitively, advance high- level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion;
2. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary;
3. Teacher provides suitable scaffolding and challenges students to explain their thinking. Evidence of some student initiation of inquiry and student contributions to the exploration of important content;
4. Teacher successfully differentiates instruction to address individual students' misunderstandings.

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.

Training in the Charlotte Danielson Framework, horizontal and vertical observations, PLCs, redirecting children's behavior, Restorative Justice and Montessori training.

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

We will offer during school, after school, and summer tutoring using federal funds which follow research best practices.

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

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#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.	ELA scores went down in 2022. In 2019, 71% achievement, 2020, 68%, 2022, 65%. Increases in 3rd and 4th grade ELA, declines in 5th--24%, 6th – 11%, 7th – 3%, 8th -5%.
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 all 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 as they monitored classrooms in need of specific needs. The data is also examined for
Person responsible for monitoring outcome:	Cathy Tobin (cathy@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.
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 are trained through a MACTE program (Montessori Accreditation Council for Teacher Education).

Person Responsible   Cathy Tobin (cathy@innovationmontessori.com)

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

Person Responsible   Cathy Tobin (cathy@innovationmontessori.com)

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

Person Responsible   Cathy Tobin (cathy@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 increased 2022. In 2019, 51% achievement, 2019 , 47% &, 2022, 54%. From 2019-2022, scores increase, 3rd grade- 12%, 4th grade-9% , 5th grade-14%, 7th grade-13% and 8th grade-16% and a decrease in 6th, 3%. Math continues to be an area we need to continue to see achievement levels rise.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Spring 2023 crosswalk of B.E.S.T spring assessments will see an increase of at least 2% increase in achievement levels for Math within each grade level 3rd-8th grade.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	F.A.S.T. progress monitoring data in the fall and winter will be used to inform areas that classrooms need support, along with schoolwide focus.
Person responsible for monitoring outcome:	Cathy Tobin (cathy@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.
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 are trained through a MACTE program (Montessori Accreditation Council for Teacher Education).

Person Responsible	Cathy Tobin (cathy@innovationmontessori.com)

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

Person Responsible   Cathy Tobin (cathy@innovationmontessori.com)

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

Person Responsible   Cathy Tobin (cathy@innovationmontessori.com)

Continue to follow Math committee recommendation for focusing on 'lesson study' between teachers with collegial observations of lesson delivery of Math lessons. Includes feedback for teachers.

Person Responsible   Cathy Tobin (cathy@innovationmontessori.com)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Science, 5th grade dropped. 2019, 60%, 2021. 8th grade, dropped from 2019, 51%, 2021, 59% amd 2022, 48%.
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, Science scores in th and 8thl grade will increase by at least 2%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The school will invest in ways of evaluating progress in Science.
Person responsible for monitoring outcome:	Cathy Tobin (cathy@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. Return to Oakland Nature Center for hands on experiential experiences in Science that focus on state standards.
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 are trained through a MACTE program (Montessori Accreditation Council for Teacher Education).

Person Responsible   Cathy Tobin (cathy@innovationmontessori.com)

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

Person Responsible   Cathy Tobin (cathy@innovationmontessori.com)

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

Person Responsible   Cathy Tobin (cathy@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

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

Patrice Cherico, Executive Director,
Cathy Tobin, Principal for IMO
Ilene Costello, Assistant Principal for IMO
Liana Mubarak, Assistant Principal for IMO
Nicole Tischer, Assistant Principal for IMO
Yashoda Dwarkanauth, Social Worker
Janette Marquez, Social Worker
Staff at IMO