

Orange County Public Schools

Innovation Montessori Ocoee School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	13
III. Planning for Improvement	19
IV. ATSI, TSI and CSI Resource Review	22
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	0
VII. Budget to Support Areas of Focus	0

Innovation Montessori Ocoee

1644 N LAKEWOOD AVE, Ocoee, FL 34761

<http://www.montessoriwgc.com/>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Stewart, Jared	Principal	<p>The principal carries out IMO/IMHS's educational mission and policies as established by the Board of Directors including:</p> <p>Embrace and champion IMO/IMHS's mission.</p> <p>Maintain licensing and accreditation requirements and compliance with all regulating agencies (district, state and federal).</p> <p>Lead and manage faculty and staff to continue nationally recognized standards of quality education and care.</p> <p>Cultivate effective relationships with all constituents, including students, families, faculty, staff, board of trustees, community members and key stakeholders.</p> <p>Demonstrate accountability for the operating budget and financial stability of IMO/IMHS.</p> <p>Drive enrollment growth and student retention in all programs.</p> <p>Foster a culturally and socio-economically diverse population.</p> <p>Manage day-to-day operations of IMO/IMHS.</p> <ul style="list-style-type: none"> - Maintains an effective relationship with the Board of Directors, reporting to the Board President. - Develops and leads the administrative team of IMO/IMHS in operation of the school. - Serves as a primary spokesperson for IMO/IMHS and promotes its programs to the public. - Effectively assess, manage and mitigate risks that will negatively impact the mission of the school. - Works closely with accountant in carrying out the following responsibilities. - 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. - Defines faculty and staff positions needed to implement IMO/IMHS's programs, and recruits highly effective staff. - Works to promote constructive relationships between, students, faculty and administrators, recognizing the importance of developing each individual.
Tobin, Cathy	Principal	<p>The principal carries out IMO/IMHS's educational mission and policies as established by the Board of Directors including:</p> <p>Embrace and champion IMO/IMHS's mission.</p> <p>Maintain licensing and accreditation requirements and compliance with all regulating agencies (district, state and federal).</p> <p>Lead and manage faculty and staff to continue nationally recognized standards of quality education and care.</p> <p>Cultivate effective relationships with all constituents, including students, families, faculty, staff, board of trustees, community members and key stakeholders.</p> <p>Demonstrate accountability for the operating budget and financial stability of IMO/IMHS.</p> <p>Drive enrollment growth and student retention in all programs.</p> <p>Foster a culturally and socio-economically diverse population.</p> <p>Manage day-to-day operations of IMO/IMHS.</p> <ul style="list-style-type: none"> - Maintains an effective relationship with the Board of Directors, reporting to the

Name	Position Title	Job Duties and Responsibilities
		<p>Board President.</p> <ul style="list-style-type: none"> - Develops and leads the administrative team of IMO/IMHS in operation of the school. - Serves as a primary spokesperson for IMO/IMHS and promotes its programs to the public. - Effectively assess, manage and mitigate risks that will negatively impact the mission of the school. - Works closely with accountant in carrying out the following responsibilities. - 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. - Defines faculty and staff positions needed to implement IMO/IMHS's programs, and recruits highly effective staff. - Works to promote constructive relationships between, students, faculty and administrators, recognizing the importance of developing each individual.
Mubarak, Liana	Assistant Principal	<p>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.</p> <ul style="list-style-type: none"> * Maintains an effective relationship with the Board of Directors, reporting to the Board President. * Develops and leads the administrative team of IMO/IMHS in operation of the school. * Serves as a primary spokesperson for IMO/IMHS and promotes its programs to the public. * Effectively assess, manage and mitigate risks that will negatively impact the mission of the school. * Works closely with accountant in carrying out the following responsibilities. * 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. * Defines faculty and staff positions needed to implement IMO/IMHS's programs, and recruits highly effective staff.

Name	Position Title	Job Duties and Responsibilities
		<p>* Works to promote constructive relationships between, students, faculty and administrators, recognizing the importance of developing each individual.</p>
Costello, Ilene	Assistant Principal	<p>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.</p> <p>* Maintains an effective relationship with the Board of Directors, reporting to the Board President. * Develops and leads the administrative team of IMO/IMHS in operation of the school. * Serves as a primary spokesperson for IMO/IMHS and promotes its programs to the public. * Effectively assess, manage and mitigate risks that will negatively impact the mission of the school. * Works closely with accountant in carrying out the following responsibilities. * 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. * Defines faculty and staff positions needed to implement IMO/IMHS's programs, and recruits highly effective staff. * Works to promote constructive relationships between, students, faculty and administrators, recognizing the importance of developing each individual.</p>
Tischer, Nicole	Assistant Principal	<p>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.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Cultivate effective relationships with all constituents, including students, families, faculty, staff, board of trustees, community members and key stakeholders.</p> <p>Demonstrate accountability for the operating budget and financial stability of IMO/IMHS.</p> <p>Drive enrollment growth and student retention in all programs</p> <p>Foster a culturally and socio-economically diverse population.</p> <p>Manage day-to-day operations of IMO/IMHS.</p> <ul style="list-style-type: none"> * Maintains an effective relationship with the Board of Directors, reporting to the Board President. * Develops and leads the administrative team of IMO/IMHS in operation of the school. * Serves as a primary spokesperson for IMO/IMHS and promotes its programs to the public. * Effectively assess, manage and mitigate risks that will negatively impact the mission of the school. * Works closely with accountant in carrying out the following responsibilities. * 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. * Defines faculty and staff positions needed to implement IMO/IMHS's programs, and recruits highly effective staff. * Works to promote constructive relationships between, students, faculty and administrators, recognizing the importance of developing each individual.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Leadership team developed the SIP by using feedback from parent, community, student, and teacher surveys. These surveys asked for input in regard to instructional, community involvement, and mental health. Upon completion of surveys, the leadership team used main categories to identify big rocks to focus on throughout the year. The big rocks have a 30, 60, 90 action plan to address each area. This plan will be shared at the board meeting as well at lead group meetings.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Upon identifying the greatest needs, a 30, 60, 90-day plan was created. The leads will meeting monthly to discuss needs as well as revise the plan. Within the plan, areas such as ESE and MTSS will be

addressed to ensure we are targeting closing the achievement gap while staying true to our Montessori mission.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	57%
2022-23 Economically Disadvantaged (FRL) Rate	24%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	2	10	12	14	11	8	13	0	11	81	
One or more suspensions	0	0	0	0	1	1	4	1	5	12	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	2	0	2	
Course failure in Math	0	0	0	0	0	0	0	2	5	7	
Level 1 on statewide ELA assessment	0	0	0	1	13	12	7	13	10	56	
Level 1 on statewide Math assessment	0	0	0	1	24	18	23	16	11	93	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	8	5	12	0	0	0	0	26	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	1	16	6	13	10	14	62

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	1	1	1	1	0	2	2	2	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	16	10	19	18	16	16	3	12	110	
One or more suspensions	0	0	1	0	1	0	0	2	1	5	
Course failure in ELA	0	0	0	0	0	0	0	1	0	1	
Course failure in Math	0	0	0	0	0	0	0	1	0	1	
Level 1 on statewide ELA assessment	0	0	0	0	7	8	10	7	12	44	
Level 1 on statewide Math assessment	0	0	0	0	5	6	7	7	9	34	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	10	10	14	7	11	52

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	16	10	19	18	16	16	3	12	110
One or more suspensions	0	0	1	0	1	0	0	2	1	5
Course failure in ELA	0	0	0	0	0	0	0	1	0	1
Course failure in Math	0	0	0	0	0	0	0	1	0	1
Level 1 on statewide ELA assessment	0	0	0	0	7	8	10	7	12	44
Level 1 on statewide Math assessment	0	0	0	0	5	6	7	7	9	34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	10	10	14	7	11	52

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	59	56	53	65	57	55	68		
ELA Learning Gains				51			58		
ELA Lowest 25th Percentile				38			49		
Math Achievement*	48	59	55	54	41	42	47		
Math Learning Gains				65			50		
Math Lowest 25th Percentile				64			42		
Science Achievement*	48	56	52	42	57	54	53		
Social Studies Achievement*	90	68	68	91	63	59	86		
Middle School Acceleration	53	74	70	69	52	51	68		
Graduation Rate		82	74		52	50			
College and Career Acceleration		46	53		71	70			
ELP Progress	76	55	55	55	73	70			

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	438
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	594
Total Components for the Federal Index	10
Percent Tested	96
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	4	
ELL	40	Yes	1	
AMI				
ASN	56			
BLK	30	Yes	1	1
HSP	58			
MUL	50			
PAC				
WHT	69			
FRL	57			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	3	
ELL	41			
AMI				
ASN	54			
BLK	41			
HSP	55			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	54			
PAC				
WHT	66			
FRL	51			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	59			48			48	90	53			76
SWD	36			34			27				3	
ELL	28			16							3	76
AMI												
ASN	58			54							2	
BLK	47			26			17				3	
HSP	55			39			41	79	56		7	80
MUL	54			46							2	
PAC												
WHT	67			60			62	100	48		6	
FRL	51			41			45	93	50		7	60

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	65	51	38	54	65	64	42	91	69			55
SWD	43	43		28	53	60	13					
ELL	37	52	40	24	45	58	13					55
AMI												
ASN	61	40		55	60							

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	34	32	15	33	62	75	38					
HSP	63	49	42	49	63	55	28	90				
MUL	57	50		50	58							
PAC												
WHT	74	61	54	63	69	67	52	89	67			
FRL	56	41	35	48	56	56	32	80				

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	68	58	49	47	50	42	53	86	68			
SWD	50			24								
ELL	33	50		0	42	45						
AMI												
ASN	67			55								
BLK	61	70		23	36		43					
HSP	61	44	27	38	50	50	42	78	58			
MUL	58			42								
PAC												
WHT	75	62	64	57	52	31	65	95	71			
FRL	54	70	68	35	40	47	36					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	65%	54%	11%	54%	11%
07	2023 - Spring	51%	45%	6%	47%	4%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	56%	46%	10%	47%	9%
04	2023 - Spring	62%	60%	2%	58%	4%
06	2023 - Spring	55%	44%	11%	47%	8%
03	2023 - Spring	64%	52%	12%	50%	14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	59%	53%	6%	54%	5%
07	2023 - Spring	58%	38%	20%	48%	10%
03	2023 - Spring	35%	59%	-24%	59%	-24%
04	2023 - Spring	53%	62%	-9%	61%	-8%
08	2023 - Spring	60%	58%	2%	55%	5%
05	2023 - Spring	40%	55%	-15%	55%	-15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	58%	50%	8%	44%	14%
05	2023 - Spring	39%	59%	-20%	51%	-12%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	47%	53%	50%	50%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	45%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	89%	61%	28%	66%	23%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Students with disabilities is an area of lower performance as compared to all students. We are continuing to see the impact of COVID-19 for our students. This impact only widened the gap for students who continuously struggle. We also continue to see an increase in behavioral and mental health needs from students. This impacted our academic performance as well.

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

The greatest decline from the past year would be in the area of ELA. However, the State of Florida instituted new academic standards for the 22-23 school year as well as a new test, we are not comparing test data between spring 2022 and spring 2023. To gain a clearer picture of where we performed, we compared growth for PM1 testing in the fall and PM3 testing in the spring, as well as district and state scores for the same period.

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

While our scores were at or above the state and district average in all areas, we continue to see a small gap in the area of math. The impacts of COVID-19, increase in mental health & behavior needs, and change in state standards all contributed to the decline. Our greatest gap continues to be our students with a disability.

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

Due to not having accurate data that aligns the 2021-2022 school year to 2022-2023, this is hard to compare accurately. As a school, we continued to focus on ensuring teachers are Montessori trained. We continued to focus on the scope and sequence of state standards while keeping the Montessori pedagogy.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Upon reviewing data from EWS, a couple of areas of concern are around math in the upper Elementary grade levels. We had a total of 59 students who flagged in two or more categories.

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

1. Increase students with a disability performance. 2. Continue to focus on tier 1 instruction within all classrooms. 3. Continue to ensure all staff are Montessori trained. 4. Clearly define and communicate an effective MTSS system.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Increase growth in performance for students with disability.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

All students identified as ESE will grow in the area of ELA by 2% points.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students' performance as measured by progress monitoring according to their IEP. Teachers will use the PLC process to determine growth and next steps. The district will use the 30, 60, 90 action plan as a model for checking progress.

Person responsible for monitoring outcome:

Cathy Tobin (cathy@innovationmontessori.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The student will receive interventions per their IEP. Teachers will be trained in Montessori pedagogy. Their 1 instruction will be given to all students that aligns to state and Montessori curriculum.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

ESE students have a specific plan designed by a team of specialist that ensure interventions are researched based and appropriate for students. Montessori education has proven to be effective as students typically outperform all district and state tested students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Development of specific IEP for each student: ESE team

Training on Montessori education: Principal and Assistant Principal

Monitoring of student progress: Principal, Assistant Principal, Teacher

Person Responsible: Cathy Tobin (cathy@innovationmontessori.com)

By When: End of the 2023-2024 school year

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Retaining Montessori qualified teachers

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

95% of all instructional staff will return to IMO for the 2024-2025 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

30, 60, 90-day action planning, Teacher support using the Danielson Framework, Administrator walkthroughs/observations, and weekly/monthly meetings to offer PD to staff.

Person responsible for monitoring outcome:

Heather Clay (heather.clay@innovationmontessori.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Montessori training, Danielson Framework. PLC's

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Montessori training will ensure all staff have the foundational skills to implement Montessori education. The Danielson Framework is researched-based and aimed to increase the staff members instructional skills. PLC's is teacher directed on designed to support staff through instructional and behavior needs of students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

90% of K-12th grade teachers will be fully trained in Montessori education.

Person Responsible: Cathy Tobin (cathy@innovationmontessori.com)

By When: May 2024

All teachers will be evaluated using the Danielson Framework through formal and informal observations.

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

By When: May 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School funding allocations are reviewed monthly by the finance committee and administrative team. ESER funding provides additional resources such as staffing and intervention materials. These items were reviewed by the administrative team and lead teachers.