

Clay County Schools

Montclair Elementary School



2016-17 Schoolwide Improvement Plan

Montclair Elementary School

2398 MOODY AVE, Orange Park, FL 32073

<http://mce.oneclay.net>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	No	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	C*	C	

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Montclair Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

b. Provide the school's vision statement.

The School District of Clay County exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Through various curriculum units, project based learning and teacher facilitated discussions, students are engaged in a wide variety of opportunities that focus on cultural differences and how these differences can impact their perception, empathize and associate with each other and how these relationships can find commonality.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Montclair's established school wide atmosphere that fosters mutual respect from the moment they enter our campus students are greeted and personal connections are being made. As students transition around our school clear and concise standard procedures are expected. These procedures, created by students promote a safe learning environment where all are respected.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

We have a program called MCE 101. At the beginning of the year every student is brought by grade level to meet with the Principal and the Assistant Principal for an introduction to our rules and expectations. The school's expectations are explained and the Code of Conduct is reviewed. All new students (and parents/guardians) enrolling after the 1st day of school receive an personal MCE 101 introduction to Montclair with a guided tour and walked to their classrooms by an administrator. The rules are reviewed every quarter with the students through additional MCE 101 activities. The principal visits each class and revisits the procedures and expectations through a personal narrative that encompasses collaboration and cooperation.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The new resources utilized county wide, Making Meaning and Being a Writer, have social and emotional components built into the programs. We have a guidance counselor on campus at all times who is available to meet with small groups, provide individual counseling and behavioral interventions.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or Mathematics
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

b. Provide the following data related to the school's early warning system

1. 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	
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	1	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Student attendance and behavior data is monitored through FOCUS. A school based attendance team consisting of the school's social worker, records secretary, and assistant principal convenes monthly to pull attendance reports from FOCUS. The team reviews reasons for absences and makes phone calls home to gain clarification from parents/guardians to the reasons for the absences. After every case is reviewed, the team determines which action letter needs to be sent home. The letters range from reminders to referral to the State's Attorney Office as outlined per the county's requirement.

School administration works with students, teachers, and parents to develop behavioral contracts,

plans, and incentives based on the individual needs of the students. MCE 101 is conducted quarterly by the school's principal to reinforce the daily expectations and procedures. When needed, the administration team will visit classrooms to intervene or provide proactive measures for student citizenship standards. The administration team may utilize the AIMS placement. AIMS is for students that need intensive support learning acceptable, social-emotional behaviors in an academic setting.

Student academic data is monitored quarterly through grade-level data meetings. FSA, Formative and Universal Assessments, as well as classroom grades are analyzed. For those students showing academic weaknesses or gaps, additional tiered interventions are introduced and monitored to improve student academic performance through the MTSS process.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Montclair has a rich history of parent involvement. It is fostered by activities that are part of our school culture. We meet monthly at the flag pole, have yearly bbq's, and encourage parent and staff involvement in our evening and summer activities. In addition to building these relationship, the Parent Portal is used for communication and current student progress.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

We have worked closely with the community to increase student achievement. Our partnerships have helped provide extra supplies and food for students in need. We have a free tutoring program, YReads for students in grades K-3 to help improve reading achievement. We are also the recipient of the 21st Century Grant. This brings in organizations from our community that will offer extra curricular activities for our students.

Montclair advertises upcoming events by maintaining two billboards in front of the school. We utilize the parent call system that sends pre-recorded messages to each of our families notifying them of upcoming events, schedule changes, and important messages. Teachers, staff and families are encouraged to follow us on our Facebook page and the school website is updated weekly.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Miller, William	Principal
Williams, Robbin	Teacher, K-12
Pugh, Melissa	Teacher, K-12
White, Michelle	Teacher, K-12
Weaver, Heather	Teacher, K-12
Frazier, Karen	Assistant Principal
Brown, Anita	Teacher, ESE
Schaudel, Megan	Teacher, K-12
Hill, Catherine	Teacher, K-12
Wright, Kathryn	Teacher, K-12
Dewald, April	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The School Based Leadership Team (SBLT) is comprised of a K-6 grade level representative and representatives from ESE, Resource, and the Administration Team. The SBLT meets monthly to review or discuss instructional strategies, instructional changes, and/or concerns based on acquired instructional data. The team works together to develop plans, trainings, and timelines for school wide initiatives. Each SBLT member then ensures that their grade level/content area teams are informed of monthly discussions and initiatives.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Grade levels meet quarterly with administration to review formative and summative data collected. Through the data collection and grade-level discussions, benchmarks are established and students' outcomes are analyzed.

Based on our findings, professional development is sought from Model Schools, county trainings, and curriculum specialists to provide teachers with insight into new strategies/frameworks to improve their professional practice. Schedules have been developed so para-professionals and ESE staff can push-in with classroom teachers to provide remediation and enrichment support to all grade levels. Resources have been purchased with the assistance of the Instructional Department to ensure that Montclair has a common tools to assess students' reading levels K-6th grade and researched based materials, curriculum, and software for remediation.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kathryn Wright	Teacher
Laurie Langley	Parent
A. Bilbray	Parent
Catherine Hill	Teacher
Karen Frazier	Principal
Clarence Bilbray	Teacher
Kristi Wilder	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The SAC committee reviewed and analyzed the 2015-16 SIP and three goals that were established.

Goal 1: Increase student proficiency in math by incorporating engagement and mathematical strategies was addressed during quarterly data meetings and monitored through classroom walk-throughs. This goal needs to be further addressed through specific and measurable goals.

Goal 2: Increase faculty and student collaboration within the classroom was addressed throughout the year. All teachers visited model schools and weekly PLC collaborations were centered around the County's Framework for Intentional Teaching. This goal needs to be further addressed through specific and measurable goals geared towards the collaborative principles.

Goal 3: Increase student writing skills by incorporating writing across the curriculum was addressed during the Literacy Block. PLCs discussed rubrics and scoring when formative assessment data was gathered. This goal needs to be further addressed through specific and measurable goals that further lead to conversations around writing opportunities beyond ELA and formative assessment windows.

b. Development of this school improvement plan

The SAC committee reviewed the 2015-16 SIP and student assessment data. The SIP will be developed and rewritten by the SAC Chair and Assistant Principal utilizing the existing goals addressing math, writing, and collaboration to include specific and measurable goals for 2016-17. The 2016-17 SIP will also include a goal that addresses students' reading proficiency.

c. Preparation of the school's annual budget and plan

The SAC Committee will meet monthly to develop business partnerships and organize/plan several fundraising opportunities:

Weekly "ReFuel" during Principal's Challenge Fitness Club
Breakfast with Santa
Father Daughter Dance
Mother's Day Flower Sale

During these meetings the committee will also analyze the needs of MCE's Focus Groups/ Committees and confer with the administration of the costs associated with the needed resources.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

For the 2015-16 school year, the SAC committee utilized their existing budget to develop of a leveled library for teachers that offered a variety of fiction and nonfiction texts ranging from Pre-K to 8th grade. The SAC committee did not raise any additional funds and projects were not initiated.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Frazier, Karen	Assistant Principal
Brown, Anita	Teacher, ESE
Williams, Robbin	Teacher, K-12
Pugh, Melissa	Teacher, K-12
White, Michelle	Teacher, K-12
Weaver, Heather	Teacher, K-12
Dewald, April	Teacher, K-12
Hill, Catherine	Teacher, K-12
Schaudel, Megan	Teacher, K-12
Wright, Kathryn	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

One of the chief initiatives of the LLT this year is the implementation of a collaborative classroom using The Framework for Intentional Teaching. The faculty receives continuous training and support in Being a Writer and Making Meaning to ensure the social, emotional, and academic needs of the students are being met.

The LLT will be reviewing the framework and it's components through the rubrics, notes, videos, and observations that are shared during the monthly Curriculum Council Meetings the administration attends.

The LLT will share and discuss various collaborative strategies to be implemented to increase student participation and understanding.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers are involved in weekly PLC/professional development meetings where they discuss standards and best practices that can be utilized across the curriculum. MCE's daily schedule allows each grade level a common planning and lunch time.

Each day a different grade level/content group meets for a common 30 minute planning where they discuss standards, county pacing guides and develop common assessments. This rotation allow for these groups to meet once every 10 days.

Each quarter teachers from across grade levels and content areas come together for a "Tribal Soup" gathering. This is an opportunity for teachers to share ideas, strategies, resources, and personal experiences with teachers and colleagues from departments and grades across the school.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Applicants are screened based on a criteria developed collaboratively by administrators. This criteria is used to interview and hire highly qualified personnel. Once hired, all faculty participates in Professional Development provided by the school administration, teacher leaders, and the county.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

All first year teachers take part in the BEST mentoring experience offered through the county. As new teachers join grade level teams, the team leaders and their PLC team will help them transition into the culture of MCE. There are opportunities for the Assistant Principal and/or County Curriculum Specialists to come out to classrooms and model lessons for teachers and provide follow-up discussions aimed towards their professional growth needs.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Teachers at Montclair utilize CPALMS, county curriculum maps, county adopted materials including Making Meaning, Being a Writer, Discovery Education, and PLC's to ensure that core instructional programs and practices are aligned to the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

All grade levels meet quarterly to analyze data to determine which students are in need of remediation or enrichment. Based on the various formative assessments such as DRA, Performance Matters, Clay Writes, Foundation Skills Assessments, and various grade level assessments, students' results are compared to established benchmarks and peer data. Based on the results, instructional plans are developed to address Tier 1/core instructional needs as well as develop small remediation and enrichment groups based on students with similar instructional needs. When needed MTSS tier 2 / tier 3 interventions are administered.

Some examples of supplemental instruction using the data gathered include, students K thru 2nd grade are grouped based on their phonics needs and receive 30 minutes of daily leveled instruction using the supplemental phonics curriculum, SIPPS. Students in grades 3rd -6th receive 30 minutes of remediation/enrichment using various supplemental curriculum. Additionally 3rd - 6th graders receives 90 minutes of Waggle, a computer program designed to remediate and enrich students in reading and math.

Teachers in grades K-6 facilitate a 10-30 minutes daily IDR time where individual student needs are met through authentic literature at the student's individual reading level.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 21,600

Montclair has two after school programs; YReads and The 21st Century Grant. YReads is a program funded by the YMCA that offers intensive reading tutoring for K-3. The 21st Century Grant provides students with a variety of extra curricular activities that align to our Florida Standards to support the social, emotional, and academic learning of our students in grades 3-6.

Strategy Rationale

The activities are developed to meet student interests and needs, increase knowledge, develop higher order thinking skills as well as increasing citizenship.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Frazier, Karen, karen.frazier@myoneclay.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The social, emotional, and academic improvement for The 21st Century Grant is tracked through biweekly journals, increased physical stamina, and classroom performance. YReads relies on formative test scores and placement tests.

Strategy: Summer Program

Minutes added to school year:

The library is opened for 5 Tuesdays every summer. It is staffed by teacher and parent volunteers. Programs are created to enrich and encourage student learning and reading throughout the summer months. Students also have the option of completing the program at home.

Strategy Rationale

The program encourages students to continue reading and researching throughout the summer months when traditionally students lose ground.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Miller, William, william.miller@myoneclay.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student participation is monitored by completed logs that are submitted when the students return to school in August.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The administration meets with all kindergartners when they begin school. The student code of conduct is explained to the students in language that the students can comprehend. Parents of kindergartners are encouraged to join the principal for a Kindergarten MCE 101 where parents receive an introduction to Montclair.

All kindergarten students begin with staggered enrollment, this allows them to adapt to the classroom environment more easily. They are given tours of the school and meet key personnel that they might not encounter on a daily basis so that they are more comfortable. Academically all children entering Kindergarten are screened and supported appropriately.

We have a guidance program that we begin at the end of the sixth grade school year. This program helps to transition their social and emotional maturity from elementary to junior high school. Students do a variety of activities including role playing and being introduced to the organizational skills needed for junior high.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 65% of students in grades 3rd-6th will demonstrate proficiency by scoring a level 3-5 on the Spring ELA portion of the FSA.
- G2.** 65% of students in grades 3rd-6th grade will demonstrate proficiency by scoring a level 3-5 on the Spring Math portion of the FSA.
- G3.** 65% of students in grades K-6th will increase their writing skills by incorporating writing across the curriculum and will demonstrate proficiency on the District's Spring Writing Assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. 65% of students in grades 3rd-6th will demonstrate proficiency by scoring a level 3-5 on the Spring ELA portion of the FSA. 1a

G086108

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Not understanding or fully implementing the county's Literacy Block.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Counties curriculum map
- Making Meaning curriculum
- Leveled book room

Plan to Monitor Progress Toward G1. 8

Students reading levels and comprehension will be assessed to determine progress.

Person Responsible

Karen Frazier

Schedule

Triannually, from 9/6/2016 to 5/31/2017

Evidence of Completion

DRA Reading Levels (K-6) Performance Matters (3-6) Foundational Skills Assessments (K-2) FSA (3-6)

G2. 65% of students in grades 3rd-6th grade will demonstrate proficiency by scoring a level 3-5 on the Spring Math portion of the FSA. 1a

G086109

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- Teachers not familiar with the scope and depth of the math standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- C-Palms
- County Instructional Coaches
- Formative Assessment Data

Plan to Monitor Progress Toward G2. 8

Students mastery of math standards will be assessed through formative assessments

Person Responsible

Karen Frazier

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Math Journals Exit tickets Unit/Chapter Assessments Performance Matters Assessments FSA Assessment

G3. 65% of students in grades K-6th will increase their writing skills by incorporating writing across the curriculum and will demonstrate proficiency on the District's Spring Writing Assessment. 1a

G086110

Targets Supported 1b

Indicator	Annual Target
Writing Gains District Assessment	65.0

Targeted Barriers to Achieving the Goal 3

- Not understanding where opportunities for writing can occur.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Being a Writer
- Integration of writing in math journals
- Responding to literature in Making Meaning

Plan to Monitor Progress Toward G3. 8

Student writing progress will be monitored through informal/formative writing opportunities

Person Responsible

Karen Frazier

Schedule

Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Student Journals Written response opportunities in all content areas Clay Writes Formative Assessments

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. 65% of students in grades 3rd-6th will demonstrate proficiency by scoring a level 3-5 on the Spring ELA portion of the FSA. **1**


 G086108

G1.B1 Not understanding or fully implementing the county's Literacy Block. **2**

 B228768

G1.B1.S4 Develop a cross-grade level reading focus group that analyzes the school's formative reading data to determine instructional needs, training opportunities and match them with available resources.

4

 S241233

Strategy Rationale

Common languages, strategies, and resources will be developed. Through collaboration trends and gaps can be identified and addressed.

Action Step 1 **5**

Develop a Reading Focus Group

Person Responsible

Karen Frazier

Schedule

On 11/4/2016

Evidence of Completion

A compiled list of teachers that will represent their grade level in the Reading Focus Group

Action Step 2 **5**

The Reading Focus Group will meet monthly

Person Responsible

Karen Frazier

Schedule

Monthly, from 11/1/2016 to 5/31/2017

Evidence of Completion

The Reading Focus Group will submit a summary of their collaboration and their next steps.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

The administration team will join the Reading Focus group and provide needed support

Person Responsible

William Miller

Schedule

Monthly, from 11/1/2016 to 5/31/2017

Evidence of Completion

Reading Focus Group Agendas Reading Data being discussed Discussions centered around Reading Assessment, opportunities Standards being shared w/ staff Additional resources/lessons being developed Informing Parent/Stakeholders about Reading needs Family Engagement Opportunities

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Focused administrative walk-throughs looking for evidence of County's Literacy Block

Person Responsible

Karen Frazier


Schedule

Monthly, from 11/1/2016 to 5/31/2017

Evidence of Completion

Lesson delivered using the Framework Appropriate time allocated to the components of the Literacy Block Teacher/Student Conversations Teacher/Student Conference Logs Anchor Charts of Students' Thinking/Learning


G2. 65% of students in grades 3rd-6th grade will demonstrate proficiency by scoring a level 3-5 on the Spring Math portion of the FSA. **1**

 G086109

G2.B1 Teachers not familiar with the scope and depth of the math standards **2**

 B228773

G2.B1.S1 Develop a cross-grade level math focus group that analyzes the school's formative math data to determine instructional needs, training opportunities and match them with available resources. **4**

 S241234

Strategy Rationale

Common languages, strategies, and resources will be developed. Through collaboration trends and gaps can be identified and addressed.

Action Step 1 **5**

Develop a Math Focus Group

Person Responsible

Karen Frazier

Schedule

On 11/4/2016

Evidence of Completion

A compiled list of teachers that will represent their grade level in the Math Focus Group

Action Step 2 **5**

The Math Focus Group will meet monthly

Person Responsible

Karen Frazier

Schedule

Monthly, from 11/1/2016 to 5/31/2017

Evidence of Completion

The Math Focus Group will submit a summary of their collaboration and their next steps.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The administration team will join the Math Focus Groups and provide needed support.

Person Responsible

William Miller

Schedule

Monthly, from 11/1/2016 to 5/31/2017

Evidence of Completion

Math Focus Group Agendas Math Data being discussed Discussions centered around Math Strategies Standards, Item Specs, resources being shared w/ staff Additional resources/ lessons being developed Informing Parent/Stakeholders about Math needs Provide Family Engagement Opportunities

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Focused administrative walk-throughs looking for standards-based math practices

Person Responsible

Karen Frazier


Schedule

Monthly, from 11/1/2016 to 5/31/2017

Evidence of Completion

Lesson delivered using the Framework Appropriate time allocated to math instruction Teacher/Student Conversations Student Math Journals Reflective conversations around the 8 math practices Anchor Charts of student developed math strategies


G3. 65% of students in grades K-6th will increase their writing skills by incorporating writing across the curriculum and will demonstrate proficiency on the District's Spring Writing Assessment. 1

 G086110

G3.B1 Not understanding where opportunities for writing can occur. 2

 B228777

G3.B1.S1 Develop a cross-grade level writing group that analyzes the school's formative writing data to determine instructional needs, training opportunities and match them with available resources. 4

 S241237

Strategy Rationale

Common languages, strategies, and resources will be developed. Through collaboration trends and gaps can be identified and addressed.

Action Step 1 5

Develop a Writing Focus Group

Person Responsible

Karen Frazier

Schedule

On 11/4/2016

Evidence of Completion

A compiled list of teachers that will represent their grade level in the Writing focus group

Action Step 2 5

The Writing Focus Groups will meet monthly

Person Responsible

Karen Frazier

Schedule

Monthly, from 11/1/2016 to 5/31/2017

Evidence of Completion

The Writing Focus Groups will submit a summary of their collaboration and their next steps

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

The administration team will join the Writing Focus Group and provide needed support.

Person Responsible

William Miller

Schedule

Monthly, from 11/1/2016 to 5/31/2017

Evidence of Completion

Writing Focus Group Agendas Writing Data being discussed Discussions centered around writing across the curriculum Standards/Rubrics being shared w/ staff Additional resources/ lessons being developed Informing Parent/Stakeholders about writing needs Provide Family Engagement Opportunities

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Focused administrative walk-throughs looking for evidence of writing across the curriculum

Person Responsible

Karen Frazier

Schedule

Weekly, from 11/1/2016 to 5/31/2017



Evidence of Completion

Lessons delivered using the framework Appropriate time allocated to writing in each content area Teacher/Student Conversations Writing Journals Student writing visible

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S1.A1 A312218	Develop a Math Focus Group	Frazier, Karen	11/2/2016	A compiled list of teachers that will represent their grade level in the Math Focus Group	11/4/2016 one-time
G3.B1.S1.A1 A312221	Develop a Writing Focus Group	Frazier, Karen	11/2/2016	A compiled list of teachers that will represent their grade level in the Writing focus group	11/4/2016 one-time
G1.B1.S4.A1 A312216	Develop a Reading Focus Group	Frazier, Karen	11/2/2016	A compiled list of teachers that will represent their grade level in the Reading Focus Group	11/4/2016 one-time
G1.MA1 M321416	Students reading levels and comprehension will be assessed to determine progress.	Frazier, Karen	9/6/2016	DRA Reading Levels (K-6) Performance Matters (3-6) Foundational Skills Assessments (K-2) FSA (3-6)	5/31/2017 triannually
G2.MA1 M321421	Students mastery of math standards will be assessed through formative assessments	Frazier, Karen	9/1/2016	Math Journals Exit tickets Unit/Chapter Assessments Performance Matters Assessments FSA Assessment	5/31/2017 weekly
G3.MA1 M321426	Student writing progress will be monitored through informal/formative writing opportunities	Frazier, Karen	9/6/2016	Student Journals Written response opportunities in all content areas Clay Writes Formative Assessments	5/31/2017 weekly
G2.B1.S1.MA1 M321417	Focused administrative walk-throughs looking for standards-based math practices	Frazier, Karen	11/1/2016	Lesson delivered using the Framework Appropriate time allocated to math instruction Teacher/Student Conversations Student Math Journals Reflective conversations around the 8 math practices Anchor Charts of student developed math strategies	5/31/2017 monthly
G2.B1.S1.MA1 M321418	The administration team will join the Math Focus Groups and provide needed support.	Miller, William	11/1/2016	Math Focus Group Agendas Math Data being discussed Discussions centered around Math Strategies Standards, Item Specs, resources being shared w/ staff Additional resources/lessons being developed Informing Parent/ Stakeholders about Math needs Provide Family Engagement Opportunities	5/31/2017 monthly
G2.B1.S1.A2 A312219	The Math Focus Group will meet monthly	Frazier, Karen	11/1/2016	The Math Focus Group will submit a summary of their collaboration and their next steps.	5/31/2017 monthly
G3.B1.S1.MA1 M321422	Focused administrative walk-throughs looking for evidence of writing across the curriculum	Frazier, Karen	11/1/2016	Lessons delivered using the framework Appropriate time allocated to writing in each content area Teacher/Student Conversations Writing Journals Student writing visible	5/31/2017 weekly
G3.B1.S1.MA1 M321423	The administration team will join the Writing Focus Group and provide needed support.	Miller, William	11/1/2016	Writing Focus Group Agendas Writing Data being discussed Discussions centered around writing across the curriculum Standards/Rubrics being shared w/ staff Additional resources/ lessons being developed Informing Parent/Stakeholders about writing needs Provide Family Engagement Opportunities	5/31/2017 monthly
G3.B1.S1.A2 A312222	The Writing Focus Groups will meet monthly	Frazier, Karen	11/1/2016	The Writing Focus Groups will submit a summary of their collaboration and their next steps	5/31/2017 monthly
G1.B1.S4.MA1 M321414	Focused administrative walk-throughs looking for evidence of County's Literacy Block	Frazier, Karen	11/1/2016	Lesson delivered using the Framework Appropriate time allocated to the components of the Literacy Block Teacher/Student Conversations Teacher/Student Conference Logs	5/31/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Anchor Charts of Students' Thinking/ Learning	
G1.B1.S4.MA1  M321415	The administration team will join the Reading Focus group and provide needed support	Miller, William	11/1/2016	Reading Focus Group Agendas Reading Data being discussed Discussions centered around Reading Assessment, opportunities Standards being shared w/ staff Additional resources/lessons being developed Informing Parent/Stakeholders about Reading needs Family Engagement Opportunities	5/31/2017 monthly
G1.B1.S4.A2  A312217	The Reading Focus Group will meet monthly	Frazier, Karen	11/1/2016	The Reading Focus Group will submit a summary of their collaboration and their next steps.	5/31/2017 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S4.A1	Develop a Reading Focus Group	\$0.00
2	G1.B1.S4.A2	The Reading Focus Group will meet monthly	\$0.00
3	G2.B1.S1.A1	Develop a Math Focus Group	\$0.00
4	G2.B1.S1.A2	The Math Focus Group will meet monthly	\$0.00
5	G3.B1.S1.A1	Develop a Writing Focus Group	\$0.00
6	G3.B1.S1.A2	The Writing Focus Groups will meet monthly	\$0.00
Total:			\$0.00