

Escambia County School District

Montclair Elementary School



2017-18 Schoolwide Improvement Plan

Montclair Elementary School

820 MASSACHUSETTS AVE, Pensacola, FL 32505

www.escambiaschools.org

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2016-17 Title I School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">98%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	F	F*	F

**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 Escambia 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 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	31
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	32

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Montclair Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Montclair Elementary School is to create a school where parents want to send their children, students want to learn, teachers want to teach, and employees want to work.

b. Provide the school's vision statement.

Each year, after reflecting on the previous year, teachers submit and vote on a quote from an African American that embodies our vision for the school year. This year, the following quote from Harriet Tubman overwhelmingly received the majority of votes.

"Always remember, you have within you the strength, patience, and passion to reach for the stars to change the world." ~Harriet Tubman

At Montclair Elementary our vision is to educate and inspire students to reach their full potential and to improve their life through education. Ultimately, we hope to break the cycle of generational poverty through education. For our families, breaking that cycle is changing the world for them.

2. School Environment

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

1. Teachers review every students cumulative folder the first week of school and document all important information so they are aware of any family, health, custodial, and academic needs early on to provide the appropriate services to the each child.
2. Teachers have been provided with various Professional Developments that encourage teachers to create relationships with students and understand what challenges students may be facing. (Capturing Kids Hearts, Kagan, Whole Brain, and PBS).
3. Teachers contact all parents and introduce themselves before school starts to encourage and foster an early positive relationship.
4. Teachers make positive parent phone calls to share any good news about the child to help build relationships with both student and parent.
5. Teachers participated in a Poverty Simulation during preschool to help them better understand the daily struggles and pressure our families face. During the reflection piece of the simulation it was evident that this exercise opened the eyes and minds of many of the teachers thus promoting better understanding of our families at Montclair.

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

1. Principal greets all parents and students at the front door every morning to help set the tone for a great day and make relationships.
2. Teachers greet every student at the door of the classroom with a warm and welcoming smile and

hello.

3. Teachers review and practice the school wide PBS procedures with students throughout the school year (restroom, hallways, assemblies, lunchroom, recess, bus, and classroom).
4. Teachers create, post, and refer back to the social contracts with their students throughout the year. They post behavior expectations and consequences in the classrooms. Teachers create Kagan Cooperative groups in classrooms where students can have conversation within lessons, learn and teach each other.
5. Teachers provide students with a reflection area in the classroom where they can sit and calm down if upset so they can get back to the lesson and not have to leave room or go home.
6. Building is clean with quality work posted inside and outside of room.
7. Our school wide behavior plan involves communication with parents.
8. Guidance Counselor schedules times in the classrooms to meet with the students about character building lessons.
9. There is a 30 minute school-wide block of time devoted to teaching social skills. This year we are using the LEAPS social skills curriculum.
10. Behavior Coaches hold an orientation with each new student to discuss behavior expectations and rewards/consequences associated with compliance and noncompliance.
11. PBIS rewards is implemented school-wide to promote positive behavior.

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.

1. Teachers are trained in providing engaging lessons/structures using Kagan structures, Whole Brain strategies, and Marcia Tate ideas for student engagement.
2. School has a PBS Behavior Coach and behavior coach who coordinate our Schoolwide Behavior plan with teachers, students, and parents. They help students to redirect their behavior and work the RtIb process when appropriate. They also work with teachers to provide proactive, quality interventions to reduce negative behaviors.
3. Each teacher participated in 1.5 days of training before school started to learn the revised PBS plan as well as learn the function of behavior.
4. District behavior analyst, Marcia Storniolo, BCBA, consults with administration, teachers, and students on a weekly basis.
5. General Education behavior units were created to immerse students with the highest frequency of misbehavior in social skills and self regulation skills. Behavior modification is the focus of the behavior units.
6. PBS Coach organizes monthly PBS Students of the Month for students who are role models in each classroom. These students are showcased in the hallway for all to see. Parents receive a letter

that describes their child's achievement and how proud we are of their child and them as a parent.

7. All teachers have been trained in and implement Capturing Kid's Hearts strategies to promote positive relationships among all stakeholders.
8. PBS team trains the employees on the school wide behavior plan during pre-planning and they meet every month to tweak as needed during the year.
9. This year the PBS committee implemented "Panther Pride Paws," where specific behavior is targeted and rewarded for positive implementation.

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.

1. Teachers will refer a student to our Guidance Counselor for counseling. If the student requires more extensive services, she will place a referral into a local service who provides free family and group counseling.
2. Our Partner in Education, Gulf Power, provides mentors to various students each year. We also participate in the ECSD mentor program.
3. Teachers will refer students to our Guidance Counselor and Behavior Coach for help with personal, family issues that need to be addressed. (eyeglasses, dental care, clothes, food, furniture, etc)
4. We participate in the food back pack program through local churches and the school district.
5. Guidance Counselor will begin providing small group counseling to specific student groups with specific needs or commonalities. (ie., divorce, death of family member, etc)
6. A mental health counselor from CHS is available on site part-time for students and student families.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Our district provides early warning data that identifies students with attendance below 90%, one or more suspensions, course failure in ELA or math, or a level 1 on statewide, standardized assessments in ELA or math.

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	2	11	17	13	8	10	0	0	0	0	0	0	0	61
One or more suspensions	2	10	11	10	9	19	0	0	0	0	0	0	0	61
Course failure in ELA or Math	0	11	16	27	18	23	0	0	0	0	0	0	0	95
Level 1 on statewide assessment	0	0	0	11	16	44	0	0	0	0	0	0	0	71

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	12	12	18	20	31	0	0	0	0	0	0	0	93

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

Attendance: Monthly attendance meetings are held with the PBS committee to identify students with chronic absences so those may be addressed and interventions and assistance can be given to those families either through incentives or social worker involvement.

Suspensions: Positive Behavior Support team recognizes and rewards students with no behavior infractions by having a Student of the Month certificate and SOM bulletin board display. We have established a minor infraction process when students' behavior is interfering with the learning environment that includes contacting parent, receiving strategies, support, and/or modeling from the PBS coach. We have Panther Pride Paws to reward positive targeted behavior. This year we will be implemented "Breakout Bash" at the end of every 9 weeks for students that receive an A or B in citizenship.

Academics: The guidance counselor meets with teachers for their RtI meetings each week to review proper implementation of interventions and documentation. Instructional Coaches, Assistant Principal, and Principal hold data meetings during grade level planning to identify and propose interventions for students struggling academically. Grade levels meet regularly with Instructional Coaches and departmentalized teachers on special assignment to assure that pacing is on track and receive resources for lessons.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Montclair Elementary receives TITLE I, Part A funds and is developing a written Parent and family Engagement Plan (PFEP) that establishes our expectations for parent and family engagement. This plan will describe how we will carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA. This plan is developed jointly and agreed upon with the families of children participating in TITLE I, Part A programs.

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.

Principal and Assistant Principal will work together to build strong working relationships with all Partners in Education and Mentors. These partnerships provide various means of resources for our students, parents, and teachers such as furniture, clothes, food, school supplies, presentations, and special events.

We keep in close contact through email, text, and phone calls. Many of our partners have provided mentors, volunteers, and tutors for our students.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Wilkins, Hollie	Principal
Roche, Cathy	Teacher, K-12
LaMark, Quinna	Teacher, K-12
Chabot, Jacqueline	Teacher, K-12
McCreary, Brianna	Teacher, K-12
Kerkela, Jessica	Teacher, K-12
Sellars, Amy	Teacher, K-12
Cooper, Donald	Teacher, K-12
Joyner, Tammy	Teacher, K-12
Morgan, Kristyn	Other
Fell, Ryan	Teacher, PreK

b. Duties

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

1. Our SBLT meets regularly to discuss school wide plans regarding all processes in place. This includes our SIP & MTSS process.
2. Our instructional leaders from each grade level are included in the SBLT and bring their grade level ideas, concerns or questions to the SBLT meetings to share.
3. Our SBLT meets after each progress monitoring period to disaggregate data and discuss next steps.

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.

Montclair uses STAR testing for both reading and math five times a year for progress monitoring. This data allows teachers to identify which students are not making adequate progress and places them in a multi-tier process which provides teachers with specific interventions to help students make learning gains.

1. Title 1 provides us with various employees (Reading Intervention teacher, Remediation Teacher, Technology Coordinator, 2 Pre-K Teachers, and 2 Pre-K Teacher Assistants.)
2. We utilize the services of the Council on Agings (Foster Grandparent Program).
3. We have 2 State provided Pre-K classrooms in our school that can service up to 38 students to help support early literacy.
4. We have 13 West Florida HS seniors who come to our school and volunteer in the classrooms twice a month with the classes who do not have Foster Grandparents or other volunteers to help them.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Hollie Wilkins	Principal
Monica Mack	Teacher
Eric Pickett	Business/Community
Ashley Richardson	Parent
Donald Cooper	Teacher
Briana McCreary	Teacher
LaShundria Leggs	Parent
Camille Beverly	Parent
Torey Wright	Teacher
Lisa Wiggins	Parent
Angelica Clark	Parent
Mary Walker-Catia	Parent
Nick-o-leigh Thomas	Parent
Alvin Pope	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Principal and Assistant Principal met with SAC early in the school year to review and evaluate the previous year's SIP.

b. Development of this school improvement plan

The plan was developed by our School Based Leadership Team and was brought to the 1st SAC meeting for explaining, editing, and approval.

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

Principal and Assistant Principal meet with SAC at the end of the school year to seek input and approval for all budgets. Budgets are then reviewed with SAC at the beginning of the next school year.

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

School Improvement funds are used to buy curriculum materials that are used during small group tutoring.

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
Pollak, Stephanie	Teacher, K-12
Roche, Cathy	Teacher, K-12
Wilkins, Hollie	Principal
LaMark, Quinna	Teacher, K-12
Chabot, Jacqueline	Teacher, K-12
McCreary, Brianna	Teacher, K-12
Kerkela, Jessica	Teacher, K-12
Sellars, Amy	Teacher, K-12
Cooper, Donald	Teacher, K-12
Joyner, Tammy	Teacher, K-12
Morgan, Kristyn	Other
Fell, Ryan	Teacher, PreK

b. Duties

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

Major initiatives this year include...

1. Family Fun Reading Night
2. Participation in the Battle of the Books District Competition
3. Literacy Awareness to parents, community, and school
4. Read & Treat (Reading & PBS partnership activity)

5. #1 purpose is to review school-wide reading/writing data to make decisions.
6. Support AR committee to promote excitement in reading and participation in AR in all grades.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

1. Grade levels participate in weekly collaborative planning meetings and turn in a grade level meeting form to principal each week.
2. Principal went over employee handbook to review professional behaviors with colleagues and families.
3. All faculty have been trained in Capturing Kids Hearts (CKH). CKH school expectations were discussed during preplanning and included in school handbook. Administrators model these expectations during faculty meetings.

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

Recruiting:

1. Principal or Assistant Principal researches thoroughly through each applicant to check for correct certifications and calls references before calling applicants for an interview.
2. Principal created a hiring rubric to narrow down most highly qualified applicants.
3. Principal creates questions to fit the position and allows applicants to read the questions before the interview.
4. Principal identifies and requests subject and/or grade related employees with a positive attitude to be on hiring committee to best identify the most highly qualified applicant in the interview process. This also allows employees to feel part of the team in making our school stronger and take ownership in the process.
5. Principal, Assistant Principal, and other employees attend priority transfer and hiring events provided by the district.

Retaining:

1. Principal creates leadership roles/teams to help employees know they are important to our school's success.
2. Principal treats employees as professionals.
3. Principal supports hospitality committee and the activities planned throughout the school year.
4. Principal incorporate "Good News" at each faculty meeting that gives teachers a time to share great ideas/strategies being used in their classroom.
5. Principal seeks employee input on decisions affecting teachers and school.

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

1. Montclair does not have any first year teacher
2. Montclair has 5 new teachers to Montclair. Each new teacher to Montclair will have a school based mentor assigned to them.

New to Montclair Teacher Name of school based mentor

Tammy Joyner Jane Blessing
Beverly Cook Ryan Graber
Darcy Morgan Ashley Roache
Timberly Aymond Jessica Kerkela
Kristina Russell Jessica Kerkela

3. All of my Instructional Teachers have a Reading Intervention teacher and a Math/Science Instructional Coach who can support them as well.

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 are trained on how to locate and utilize the state standards within their planning and lessons and are trained on how to locate and implement quality subject area resources that support the learning of each standard. -Teachers are provided with a pacing guide/framework for each subject area to use as their guide for each week. -Our Reading and Math/Science Intervention Teachers/Coaches and Administrators will meet with the grade levels regularly to provide focus and support in making sure the teams are collaborating and in the right direction with planning and lessons. -Reading and Math/Science Intervention Teachers/Coaches will provide model instructional practices, observe, and provide feedback. -Administrators will do frequent walkthroughs and provide feedback. -Student work is progress monitored using probes for each subject area to direct instruction of each student.

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.

-Our K-2 teachers utilize STAR Assessments for both reading and math, SRA placement tests, and DRA assessment data to differentiate instruction based on students' needs. -Third-fifth grade teachers use STAR for Reading and Math, as well as Schoolnet progress monitoring probes to differentiate instruction based on student needs.

The data from all of the above is then used to group students for classroom Kagan seating, for small group reading and math instruction, to identify students needing iii instruction, and to identify students needing Rtl steps.

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: Extended School Day

Minutes added to school year: 10,800

We use SRA Reading Mastery for K-2 and SRA Corrective Reading for 3-5. Extended hour is spread throughout the day to allow for push in help from additional school personnel. We also have a big problem with tardies so we took the extended hour away from first hour of the day to increase student participation.

Strategy Rationale

SRA is a research based curriculum that focuses on building a strong foundational base for reading. Our students struggle with higher order concepts due to their struggle with automaticity and fluent reading.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Wilkins, Hollie, hwilkins@ecsdfi.us

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

SRA has built in progress monitoring assessments. We will also use STAR and Schoolnet to check for student growth.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Montclair Elementary School will provide a transition day in which Pre-K students from surrounding schools can visit our school. The Principal and Assistant Principal will take them on a tour through the school. They will visit the Kindergarten classrooms, cafeteria, media center, and multi-purpose gym.

Our ESE teacher meets with the middle school guidance counselor to discuss the incoming 5th graders and their needs. (IEP's, PBIP's, Rtl, etc)

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.

Montclair Elementary School invites our Partners in Education, Gulf Power, to bring their ACE senior high school students from West Florida HS to volunteer in each classroom. Gulf Power also provides STEM Science Activities for our grades 3-5. Montclair also partners with STRIDE, a community organization composed of African American male leaders in the Pensacola community, to develop leadership skills in our African American boy students.

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

n/a

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

n/a

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.

n/a

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student opportunities for small group systematic and explicit instruction for lower performing students.
- G2.** Decrease the number of discipline referrals through the revised Positive Behavior Management System (PBS) and creation of three general education behavior units.
- G3.** Improve teacher practices and effectiveness with increased academic rigor through professional development and appropriate differentiated instruction to ultimately increase student achievement.

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. Increase student opportunities for small group systematic and explicit instruction for lower performing students. 1a

G098294

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Large number of low performing students that need help

Resources Available to Help Reduce or Eliminate the Barriers 2

- Differentiated Curriculum
- Tutors
- Master Schedule
- Intentional Planning and Collaboration

Plan to Monitor Progress Toward G1. 8

Progress monitoring for low performing students participating in tutoring

Person Responsible

Hollie Wilkins

Schedule

Monthly, from 9/1/2017 to 5/23/2018

Evidence of Completion

STAR progress monitoring will be used to monitor the learning gains of low performing students

G2. Decrease the number of discipline referrals through the revised Positive Behavior Management System (PBS) and creation of three general education behavior units. 1a

G098295

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	250.0

Targeted Barriers to Achieving the Goal 3

- Understanding Poverty
- Additional teaching units needed to create small classes for behavior unit

Resources Available to Help Reduce or Eliminate the Barriers 2

- Marcia Storniolo, BCBA
- PBS Team
- Panther Pride Paws/Break Out Bash
- TEAM Shirts/Spirit Fridays
- Three General Education Behavior Units
- Capturing Kids Hearts

Plan to Monitor Progress Toward G2. 8

Discipline Data from FOCUS and RTIB

Person Responsible

Hollie Wilkins

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Discipline referral rate will be monitored to look for trends and patterns.

G3. Improve teacher practices and effectiveness with increased academic rigor through professional development and appropriate differentiated instruction to ultimately increase student achievement. 1a

G098296

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	30.0
FSA Mathematics Achievement	40.0
FCAT 2.0 Science Proficiency	33.0

Targeted Barriers to Achieving the Goal 3

- Lack of differentiated instruction
- Teacher knowledge of subject specific state standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Positive Behavior Support School Wide Behavior Plan.
- Guided Planning with Instructional Coaches, Intervention Teacher, and Teachers/Admin on Special Assignment
- Tutors
- Coaching and Modeling with Instructional Coaches
- Principal's informal observations and feedback
- Monthly attendance team meetings
- Standards Based Training from departmental Teachers on Special Assignment
- Multiple curriculum choices to address student needs

Plan to Monitor Progress Toward G3. 8

Progress Monitoring Data will be collected from STAR.

Person Responsible

Hollie Wilkins

Schedule

Every 6 Weeks, from 8/10/2017 to 5/23/2018

Evidence of Completion

Ongoing data from STAR progress monitoring

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase student opportunities for small group systematic and explicit instruction for lower performing students. **1**

 G098294

G1.B2 Large number of low performing students that need help **2**

 B264431

G1.B2.S1 Create a schedule that provides lower performing students maximum small group and one on one time with direct instruction using appropriate curriculum. **4**

 S280116

Strategy Rationale

Lower performing students need systematic and explicit direct instruction on and below their instructional level through out the school day to decrease the achievement gap.

Action Step 1 **5**

The instructional team will meet biweekly to discuss current student data and progress to best utilize school tutors and curriculum.

Person Responsible

Hollie Wilkins

Schedule

Biweekly, from 9/1/2017 to 5/23/2018

Evidence of Completion

Follow-up meetings with teachers, tutors, and subject area specialists.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Meetings with instructional team to monitor student growth and appropriate use of tutors

Person Responsible

Hollie Wilkins

Schedule

Biweekly, from 9/1/2017 to 5/23/2018

Evidence of Completion

Ongoing progress monitoring of student data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Observation of tutoring sessions

Person Responsible

Cathy Roche

Schedule

Weekly, from 9/1/2017 to 5/23/2018

Evidence of Completion

Classroom walk through to observe student progress

G2. Decrease the number of discipline referrals through the revised Positive Behavior Management System (PBS) and creation of three general education behavior units. 1

G098295

G2.B2 Understanding Poverty 2

B264437

G2.B2.S1 Ongoing staff training highlighting the significance poverty plays on student behavior, including participating in a Poverty Simulation. 4

S280117

Strategy Rationale

This will provide insight into the lives our students live outside of school and help teachers understand behavior occurring at school.

Action Step 1 5

Poverty Simulation

Person Responsible

Hollie Wilkins

Schedule

On 8/4/2017

Evidence of Completion

PD Sign-In Sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom walk throughs and monitoring of student discipline data through RTIB, FOCUS, and PBIS Rewards.

Person Responsible

Hollie Wilkins

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Monthly discipline data at PBS meetings and classroom observations

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Monthly discipline data will be collected

Person Responsible

Hollie Wilkins

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Data collected from FOCUS and RTIB

G2.B5 Additional teaching units needed to create small classes for behavior unit 2

B264440

G2.B5.S1 Use additional teaching units to create a general education behavior unit that can provide intensive academic remediation for students that act out due to academic frustrations, as well as provide explicit social skills instruction that will result in behavior modification. 4

S280118

Strategy Rationale

Montclair has historically had high teacher turnover both during the year and at the end of each year as a result of difficult student behaviors. An unstable and less experienced teaching staff has resulted in students not getting the exceptionally strong instruction needed to provide high student achievement from students who live in a high crime and high poverty neighborhood. Additionally, students are not able to learn if other students are a constant disruption to the learning environment thus resulting in low student achievement. Finally, the Advanced Ed student surveys clearly showed that students want to do better in school and that they want other students to "be good" so they can learn.

Action Step 1 5

Create General Education Behavior Unit

Person Responsible

Marcia Storniolo

Schedule

Evidence of Completion

Student discipline data of students participating in behavior unit

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Classroom observations of behavior unit and debrief with teacher

Person Responsible

Marcia Storniolo

Schedule

Biweekly, from 9/1/2017 to 5/23/2018

Evidence of Completion

Decrease in student discipline referrals and increase in student achievement.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Classroom observations and specific teacher feedback

Person Responsible

Marcia Storniolo

Schedule

Biweekly, from 9/1/2017 to 5/23/2018

Evidence of Completion

Decreased student discipline referrals and increased student achievement.

G3. Improve teacher practices and effectiveness with increased academic rigor through professional development and appropriate differentiated instruction to ultimately increase student achievement. 1

G098296

G3.B4 Lack of differentiated instruction 2

B264444

G3.B4.S1 Utilize subject specific curriculum that includes rigor and student engagement. 4

S280123

Strategy Rationale

Provide differentiated lessons/curriculum to increase individual student skills through rigor and student engagement.

Action Step 1 5

Jr. Great Books Reading Curriculum

Person Responsible

Cathy Roche

Schedule

Monthly, from 11/1/2017 to 5/23/2018

Evidence of Completion

Monthly calendar of lessons taught by specific grade levels

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Monthly calendar of scheduled Jr. Great Book lessons to be implemented

Person Responsible

Cathy Roche

Schedule

Monthly, from 11/1/2017 to 5/23/2018

Evidence of Completion

Monthly calendar of lessons taught

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Classroom walk throughs

Person Responsible

Cathy Roche

Schedule

Monthly, from 11/1/2016 to 5/23/2018

Evidence of Completion

observations and increased student achievement

G3.B4.S2 Create a STEM committee to create and help implement monthly STEM activities. 4

 S280124

Strategy Rationale

Students are highly engaged while participating in monthly STEM activities.

Action Step 1 5

STEM Committee

Person Responsible

dawn morris

Schedule

Monthly, from 10/2/2017 to 5/23/2018

Evidence of Completion

Calendar of monthly STEM activities

G3.B6 Teacher knowledge of subject specific state standards **2**

 B264446

G3.B6.S1 Teachers will participate in various professional development opportunities that unwrap the standards in each subject area through utilization of a math coach, reading intervention teacher, and/or administrator on special assignment. **4**

 S280126

Strategy Rationale

Teachers need to understand the standards with the end goal in mind in order to effectively plan for rigorous instruction.

Action Step 1 **5**

The school based math coach, subject area specialists, and Admin on special assignment will conduct subject area specific PD on the state standards/differentiated curriculum.

Person Responsible

Hollie Wilkins

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B6.S1 **6**

PD Sign In Sheets and Observation through PD participation

Person Responsible

Hollie Wilkins

Schedule

Monthly, from 8/2/2017 to 5/23/2018

Evidence of Completion

Sign in sheets and Administration/TSA Observations

Plan to Monitor Effectiveness of Implementation of G3.B6.S1 7

On Going Progress Monitoring

Person Responsible

Hollie Wilkins

Schedule

Every 2 Months, from 8/10/2017 to 5/23/2018

Evidence of Completion

STAR Data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B5.S1.A1 A377680	Create General Education Behavior Unit	Storniolo, Marcia	9/1/2017	Student discipline data of students participating in behavior unit	No End Date one-time
G2.B2.S1.A1 A377679	Poverty Simulation	Wilkins, Hollie	8/4/2017	PD Sign-In Sheets	8/4/2017 one-time
G1.MA1 M408780	Progress monitoring for low performing students participating in tutoring	Wilkins, Hollie	9/1/2017	STAR progress monitoring will be used to monitor the learning gains of low performing students	5/23/2018 monthly
G2.MA1 M408785	Discipline Data from FOCUS and RTIB	Wilkins, Hollie	8/10/2017	Discipline referral rate will be monitored to look for trends and patterns.	5/23/2018 monthly
G3.MA1 M408800	Progress Monitoring Data will be collected from STAR.	Wilkins, Hollie	8/10/2017	Ongoing data from STAR progress monitoring	5/23/2018 every-6-weeks
G1.B2.S1.MA1 M408778	Observation of tutoring sessions	Roche, Cathy	9/1/2017	Classroom walk through to observe student progress	5/23/2018 weekly
G1.B2.S1.MA1 M408779	Meetings with instructional team to monitor student growth and appropriate use of tutors	Wilkins, Hollie	9/1/2017	Ongoing progress monitoring of student data	5/23/2018 biweekly
G1.B2.S1.A1 A377678	The instructional team will meet biweekly to discuss current student data and progress to best...	Wilkins, Hollie	9/1/2017	Follow-up meetings with teachers, tutors, and subject area specialists.	5/23/2018 biweekly
G2.B2.S1.MA1 M408781	Monthly discipline data will be collected	Wilkins, Hollie	8/10/2017	Data collected from FOCUS and RTIB	5/23/2018 monthly
G2.B2.S1.MA1 M408782	Classroom walk throughs and monitoring of student discipline data through RTIB, FOCUS, and PBIS...	Wilkins, Hollie	8/10/2017	Monthly discipline data at PBS meetings and classroom observations	5/23/2018 weekly
G2.B5.S1.MA1 M408783	Classroom observations and specific teacher feedback	Storniolo, Marcia	9/1/2017	Decreased student discipline referrals and increased student achievement.	5/23/2018 biweekly
G2.B5.S1.MA1 M408784	Classroom observations of behavior unit and debrief with teacher	Storniolo, Marcia	9/1/2017	Decrease in student discipline referrals and increase in student achievement.	5/23/2018 biweekly
G3.B4.S1.MA1 M408794	Classroom walk throughs	Roche, Cathy	11/1/2016	observations and increased student achievement	5/23/2018 monthly
G3.B4.S1.MA1 M408795	Monthly calendar of scheduled Jr. Great Book lessons to be implemented	Roche, Cathy	11/1/2017	Monthly calendar of lessons taught	5/23/2018 monthly
G3.B4.S1.A1 A377683	Jr. Great Books Reading Curriculum	Roche, Cathy	11/1/2017	Monthly calendar of lessons taught by specific grade levels	5/23/2018 monthly
G3.B6.S1.MA1 M408798	On Going Progress Monitoring	Wilkins, Hollie	8/10/2017	STAR Data	5/23/2018 every-2-months
G3.B6.S1.MA1 M408799	PD Sign In Sheets and Observation through PD participation	Wilkins, Hollie	8/2/2017	Sign in sheets and Administration/TSA Observations	5/23/2018 monthly
G3.B6.S1.A1 A377686	The school based math coach, subject area specialists, and Admin on special assignment will conduct...	Wilkins, Hollie	8/10/2017		5/23/2018 monthly
G3.B4.S2.A1 A377684	STEM Committee	morris, dawn	10/2/2017	Calendar of monthly STEM activities	5/23/2018 monthly

V. Professional Development Opportunities

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

G2. Decrease the number of discipline referrals through the revised Positive Behavior Management System (PBS) and creation of three general education behavior units.

G2.B2 Understanding Poverty

G2.B2.S1 Ongoing staff training highlighting the significance poverty plays on student behavior, including participating in a Poverty Simulation.

PD Opportunity 1

Poverty Simulation

Facilitator

Leigh Ann South

Participants

K-5 Classroom Teachers

Schedule

On 8/4/2017

G3. Improve teacher practices and effectiveness with increased academic rigor through professional development and appropriate differentiated instruction to ultimately increase student achievement.

G3.B6 Teacher knowledge of subject specific state standards

G3.B6.S1 Teachers will participate in various professional development opportunities that unwrap the standards in each subject area through utilization of a math coach, reading intervention teacher, and/or administrator on special assignment.

PD Opportunity 1

The school based math coach, subject area specialists, and Admin on special assignment will conduct subject area specific PD on the state standards/differentiated curriculum.

Facilitator

Math coach and various Teachers on Special Assignment

Participants

K-5 Classroom Teachers

Schedule

Monthly, from 8/10/2017 to 5/23/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	The instructional team will meet biweekly to discuss current student data and progress to best utilize school tutors and curriculum.				\$14,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	310-Professional and Technical Services	0361 - Montclair Elementary School	UniSIG	1.0	\$14,000.00
			<i>Notes: "ES Montclair SIP GOAL G1.B2.S1.A1. Correlated to DIAP GOAL G1.B6.S1.A1. Contracted Service: Two retired teachers will work with low performing students 4 days a week, for three hours each day. The three hours will be split among third, fourth, and fifth grade students, with each grade receiving an hours worth of small group tutoring. Targeted start date is November with an ending date in April. "</i>			
2	G2.B2.S1.A1	Poverty Simulation				\$0.00
3	G2.B5.S1.A1	Create General Education Behavior Unit				\$53,074.91
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0361 - Montclair Elementary School	UniSIG	1.0	\$39,310.00
			<i>Notes: "ES Montclair SIP GOAL G2.B5.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Additional teaching unit that will be used to help create general education behavior units while keeping class sizes small. \$39,310.00 annual salary-->Salary"</i>			
	5100	210-Retirement	0361 - Montclair Elementary School	UniSIG	1.0	\$3,113.35
			<i>Notes: "ES Montclair SIP GOAL G2.B5.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Additional teaching unit that will be used to help create general education behavior units while keeping class sizes small. (\$39,310.00 annual salary x .0792 = \$3113.35) -->Retirement"</i>			
	5100	220-Social Security	0361 - Montclair Elementary School	UniSIG	1.0	\$3,007.22
			<i>Notes: "ES Montclair SIP GOAL G2.B5.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Additional teaching unit that will be used to help create general education behavior units while keeping class sizes small. (\$39,310.00 annual salary x .0765 = \$3007.22) -->Soc. Sec."</i>			
	5100	231-Health and Hospitalization	0361 - Montclair Elementary School	UniSIG	1.0	\$6,825.00
			<i>Notes: "ES Montclair SIP GOAL G2.B5.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Additional teaching unit that will be used to help create general education behavior units while keeping class sizes small. -->Health Ins."</i>			
	5100	232-Life Insurance	0361 - Montclair Elementary School	UniSIG	1.0	\$99.00
			<i>Notes: "ES Montclair SIP GOAL G2.B5.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Additional teaching unit that will be used to help create general education behavior units while keeping class sizes small. -->Life Ins."</i>			
	5100	230-Group Insurance	0361 - Montclair Elementary School	UniSIG	1.0	\$170.00

Escambia - 0361 - Montclair Elementary School - 2017-18 SIP
Montclair Elementary School

			<i>Notes: "ES Montclair SIP GOAL G2.B5.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Additional teaching unit that will be used to help create general education behavior units while keeping class sizes small. -->Dental Ins."</i>			
	5100	240-Workers Compensation	0361 - Montclair Elementary School	UniSIG	1.0	\$550.34
			<i>Notes: "ES Montclair SIP GOAL G2.B5.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Additional teaching unit that will be used to help create general education behavior units while keeping class sizes small. (\$39,310.00 annual salary x .014 = \$550.34) -->Workers' Comp."</i>			
4	G3.B4.S1.A1	Jr. Great Books Reading Curriculum				\$22,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0361 - Montclair Elementary School	UniSIG	1.0	\$22,500.00
			<i>Notes: "ES Montclair SIP GOAL G3.B4.S1.A1. Correlated to DIAP GOAL G2.B2.S1.A1. Additional reading curriculum used to increase student engagement through more rigorous instruction."</i>			
5	G3.B4.S2.A1	STEM Committee				\$3,403.39
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0361 - Montclair Elementary School	UniSIG	1.0	\$3,403.39
			<i>Notes: "ES Montclair SIP GOAL G3.B4.S2.A1. Correlated to DIAP GOAL G2.B2.S1.A1. Supplies and materials needed to implement monthly STEM activities school wide. Some materials may include 350 eggs for an egg drop, plastic bins for each classroom to put water in so students can build boats from various materials, and conduct experiments about whether certain items float or sink, popsicle sticks for all students to build bridges and houses, as well as various other materials needed to build and conduct STEM activities/experiments."</i>			
6	G3.B6.S1.A1	The school based math coach, subject area specialists, and Admin on special assignment will conduct subject area specific PD on the state standards/ differentiated curriculum.				\$31,337.29
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0361 - Montclair Elementary School	UniSIG	0.5	\$23,749.50
			<i>Notes: "ES Montclair SIP GOAL G3.B6.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A4. Funding for 50% of a supplemental math coach that is shared with O.J. Semmes Elementary School. (\$47499.00 annual salary x .5 = \$23,749.50) -->Salary"</i>			
	6400	210-Retirement	0361 - Montclair Elementary School	UniSIG	0.5	\$1,880.96
			<i>Notes: "ES Montclair SIP GOAL G3.B6.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A4. Funding for 50% of a supplemental math coach that is shared with O.J. Semmes Elementary School. (\$47499.00 annual salary x .5 x .0792 = \$1880.96)-->Retirement"</i>			
	5100	220-Social Security	0361 - Montclair Elementary School	UniSIG	0.5	\$1,816.84
			<i>Notes: "ES Montclair SIP GOAL G3.B6.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A4. Funding for 50% of a supplemental math coach that is shared with O.J. Semmes Elementary School. (\$47499.00 annual salary x .5 x .0765 = \$1816.84)-->Social Sec."</i>			
	6400	231-Health and Hospitalization	0361 - Montclair Elementary School	UniSIG	0.5	\$3,412.50

Escambia - 0361 - Montclair Elementary School - 2017-18 SIP
Montclair Elementary School

			<i>Notes: "ES Montclair SIP GOAL G3.B6.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A4. Funding for 50% of a math coach that is shared with O.J. Semmes Elementary School.-->Health Ins."</i>			
	6400	232-Life Insurance	0361 - Montclair Elementary School	UniSIG	0.5	\$60.00
			<i>Notes: "ES Montclair SIP GOAL G3.B6.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A4. Funding for 50% of a math coach that is shared with O.J. Semmes Elementary School.-->Life Ins."</i>			
	6400	230-Group Insurance	0361 - Montclair Elementary School	UniSIG	0.5	\$85.00
			<i>Notes: "ES Montclair SIP GOAL G3.B6.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A4. Funding for 50% of a math coach that is shared with O.J. Semmes Elementary School.-->Dental Ins."</i>			
	6400	240-Workers Compensation	0361 - Montclair Elementary School	UniSIG	0.5	\$332.49
			<i>Notes: "ES Montclair SIP GOAL G3.B6.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A4. Funding for 50% of a supplemental math coach that is shared with O.J. Semmes Elementary School. (\$47499.00 annual salary x .5 x .014 = \$332.49)-->Workers' Comp."</i>			
					Total:	\$124,315.59