

Leon County Schools

William J Montford III Middle School



2021-22 Schoolwide Improvement Plan

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William J Montford III Middle School

5789 PIMLICO DR, Tallahassee, FL 32309

<https://www.leonschools.net/montford>

Demographics

Principal: Anthony Mcquade

Start Date for this Principal: 7/21/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	22%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (73%) 2017-18: A (72%) 2016-17: A (72%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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5789 PIMLICO DR, Tallahassee, FL 32309

<https://www.leonschools.net/montford>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>21%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>31%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of William J. Montford, III Middle School is to establish a culture of respect and responsibility; engage students in an active, emotionally, and physically safe learning environment; model enthusiasm for and love of learning; and prepare students to contribute and care for the community and the environment by providing opportunities to explore interests and creatively solve problems.

Provide the school's vision statement.

The school's vision is to be recognized as the highest performing middle school where students, staff, and families enjoy learning, take pride in contributing to the community, and enjoy the highest levels of success in all we do.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Blessing, Lewis	Principal	<p>Mr. Blessing is responsible for overseeing the process to ensure the laws and policies are followed in the best interest of the students and staff. He works to intentionally shape our school vision for academic success for all students. The vision in the decision making process is to be recognized as the highest performing middle school where students, staff, and families enjoy learning, take pride in contributing to the community, and enjoy the highest levels of success. We do this by using best practices in instructional leadership strategies which involves setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth.</p>
Shultz, Rebecca	Assistant Principal	<p>Ms. Shultz is responsible for assisting the principal in the implementation of the process of laws and policies are followed in the best interest of the students and staff. She works also to intentionally shape our school vision for academic success for all students. The vision in the decision making process is to be recognized as the highest performing middle school where students, staff, and families enjoy learning, take pride in contributing to the community, and enjoy the highest levels of success. We do this by using best practices in instructional leadership strategies which involves setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth.</p>
Stallworth, Stacy	Assistant Principal	<p>Mrs. Stallworth is responsible for assisting the principal in the implementation of the process of laws and policies are followed in the best interest of the students and staff. She works also to intentionally shape our school vision for academic success for all students. The vision in the decision making process is to be recognized as the highest performing middle school where students, staff, and families enjoy learning, take pride in contributing to the community, and enjoy the highest levels of success. We do this by using best practices in instructional leadership strategies which involves setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth.</p>
Molinaro, Dan	Dean	<p>Mr. Molinaro generally assists the principal and assistant principals in fulfilling his/her chief responsibility of promoting the educational success and safety of each student in the school. He also assists the administration with discipline matters (e.g., in-school detention, OFI). Additionally, he develops and maintains a positive communication system with the community, teachers, staff and administration.</p>
Wilson, Camillia	Reading Coach	<p>Ms. Wilson our reading coach participates in student data collection and evaluation of data, collaborates with district personnel to identify appropriate, evidence-based intervention strategies, and assists with design and delivery of professional development relative to implementation of effective reading strategies.</p>

Name	Position Title	Job Duties and Responsibilities
Ward, Tiffany	Curriculum Resource Teacher	<p>Mrs. Ward is the 8th Grade Team Leader- she provides leadership for all members of the team/grade. Be available and willing to answer questions from team/grade. Conduct meetings to update teachers of CLT decisions, district department meetings, and team/grade specific topics (field trips, calendar, etc.).</p> <ul style="list-style-type: none"> o Create a published agenda for all team/grade level meetings. o Distribute minutes from all team/grade level meetings to the entire faculty. <p>Oversee the implementation of the school vision and annual school improvement plan in regards to implementation and development within the team/grade level. Serve on the monthly leadership committee (CLT) with the administration.</p> <p>Organize (with the assistance of team members) all team activities, events, or planned programs:</p> <ul style="list-style-type: none"> o Awards (quarterly and annual) o Field Trips o Special Recognition's' o Interdisciplinary Units of Instruction o Team/Grade Level Plans o Team/Grade Level Policies o Team/Grade Level Newsletter Submissions <p>Monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement. Work with your team/department and administration to monitor and implement discipline and student behavior procedures. Finally, works with the administration to monitor and implement plans for student achievement.</p>

Rudenborg, David	Teacher, K-12	<p>Math Department Chair- he provides leadership for all members of the team/grade. Be available and willing to answer questions from team/grade. Conduct meetings to update teachers of CLT decisions, district department meetings, and team/grade specific topics (field trips, calendar, etc.).</p> <ul style="list-style-type: none"> o Create a published agenda for all team/grade level meetings. o Distribute minutes from all team/grade level meetings to the entire faculty. <p>Oversee the implementation of the school vision and annual school improvement plan in regards to implementation and development within the team/grade level. Serve on the monthly leadership committee (CLT) with the administration.</p> <p>Organize (with the assistance of team members) all team activities, events, or planned programs:</p> <ul style="list-style-type: none"> o Awards (quarterly and annual) o Field Trips o Special Recognition's' o Interdisciplinary Units of Instruction
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Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> o Team/Grade Level Plans o Team/Grade Level Policies o Team/Grade Level Newsletter Submissions <p>Monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement. Work with your team/department and administration to monitor and implement discipline and student behavior procedures. Finally, works with the administration to monitor and implement plans for student achievement.</p>
Madsen, Joyce	Teacher, K-12	<p>Mrs. Madsen is the Language Arts Department Chair- she provides leadership for all members of the team/grade. Be available and willing to answer questions from team/grade. Conduct meetings to update teachers of CLT decisions, district department meetings, and team/grade specific topics (field trips, calendar, etc.).</p> <ul style="list-style-type: none"> o Create a published agenda for all team/grade level meetings. o Distribute minutes from all team/grade level meetings to the entire faculty. <p>Oversee the implementation of the school vision and annual school improvement plan in regards to implementation and development within the team/grade level. Serve on the monthly leadership committee (CLT) with the administration.</p> <p>Organize (with the assistance of team members) all team activities, events, or planned programs:</p> <ul style="list-style-type: none"> o Awards (quarterly and annual) o Field Trips o Special Recognition's' o Interdisciplinary Units of Instruction o Team/Grade Level Plans o Team/Grade Level Policies o Team/Grade Level Newsletter Submissions <p>Monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement. Work with your team/department and administration to monitor and implement discipline and student behavior procedures. Finally, works with the administration to monitor and implement plans for student achievement.</p>
Hanna, Christy	Teacher, K-12	<p>Mrs. Hanna is the Science Department Chair- she provides leadership for all members of the team/grade. Be available and willing to answer questions from team/grade. Conduct meetings to update teachers of CLT decisions, district department meetings, and team/grade specific topics (field trips, calendar, etc.).</p> <ul style="list-style-type: none"> o Create a published agenda for all team/grade level meetings. o Distribute minutes from all team/grade level meetings to the entire faculty. <p>Oversee the implementation of the school vision and annual</p>

Name	Position Title	Job Duties and Responsibilities
		<p>school improvement plan in regards to implementation and development within the team/grade level. Serve on the monthly leadership committee (CLT) with the administration.</p> <p>Organize (with the assistance of team members) all team activities, events, or planned programs:</p> <ul style="list-style-type: none"> o Awards (quarterly and annual) o Field Trips o Special Recognition's' o Interdisciplinary Units of Instruction o Team/Grade Level Plans o Team/Grade Level Policies o Team/Grade Level Newsletter Submissions <p>Monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement. Work with your team/ department and administration to monitor and implement discipline and student behavior procedures. Finally, works with the administration to monitor and implement plans for student achievement.</p>
Wood, Robin	Teacher, K-12	<p>She is the 7th Grade Team Leader- she provides leadership for all members of the team/grade. Be available and willing to answer questions from team/ grade. Conduct meetings to update teachers of CLT decisions, district department meetings, and team/grade specific topics (field trips, calendar, etc.).</p> <ul style="list-style-type: none"> o Create a published agenda for all team/grade level meetings. o Distribute minutes from all team/grade level meetings to the entire faculty. <p>Oversee the implementation of the school vision and annual school improvement plan in regards to implementation and development within the team/grade level. Serve on the monthly leadership committee (CLT) with the administration.</p> <p>Organize (with the assistance of team members) all team activities, events, or planned programs:</p> <ul style="list-style-type: none"> o Awards (quarterly and annual) o Field Trips o Special Recognition's' o Interdisciplinary Units of Instruction o Team/Grade Level Plans o Team/Grade Level Policies o Team/Grade Level Newsletter Submissions <p>Monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement. Work with your team/ department and administration to monitor and implement discipline and student behavior procedures. Finally, works with the administration to monitor and implement plans for student achievement.</p>
Scott, Monica	Teacher, K-12	<p>Ms. Scott is our athletic director who generally assist the administrative team and oversee all aspects of the athletic program and club organizations, including hiring coaches and sponsors, scheduling, budget preparation,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>promotion, compliance, and facility management. She also works with coaches, sponsors, athletes, and students to help teams and clubs reach their potential goals.</p>
<p>Fowler, Susan</p>	<p>School Counselor</p>	<p>Ms. Fowler is our 6th /7th grades counselor. She is also responsible for providing a comprehensive school counseling program that is preventative in design, developmental in implementation, and supports students in the areas of academic achievement, career and college planning, and personal and social development.</p>
<p>Long, Alexandra</p>	<p>School Counselor</p>	<p>Guidance Counselor, Referral Coordinator. She is responsible for providing a comprehensive school counseling program that is preventative in design, developmental in implementation, and supports students in the areas of academic achievement, career and college planning, and personal and social development.</p>
<p>Allen, Katie</p>	<p>Teacher, ESE</p>	<p>Mrs. Allen-Blair is the ESE Department Chair- she provides leadership for all members of the team/grade. Be available and willing to answer questions from team/grade. Conduct meetings to update teachers of CLT decisions, district department meetings, and team/grade specific topics (field trips, calendar, etc.).</p> <ul style="list-style-type: none"> o Create a published agenda for all team/grade level meetings. o Distribute minutes from all team/grade level meetings to the entire faculty. <p>Oversee the implementation of the school vision and annual school improvement plan in regards to implementation and development within the team/grade level. Serve on the monthly leadership committee (CLT) with the administration.</p> <p>Organize (with the assistance of team members) all team activities, events, or planned programs:</p> <ul style="list-style-type: none"> o Awards (quarterly and annual) o Field Trips o Special Recognition's' o Interdisciplinary Units of Instruction o Team/Grade Level Plans o Team/Grade Level Policies o Team/Grade Level Newsletter Submissions <p>Monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement. Work with your team/ department and administration to monitor and implement discipline and student behavior procedures. Finally, works with the administration to monitor and implement plans for student achievement.</p>
<p>Drew, Jodi</p>	<p>Teacher, K-12</p>	<p>Mrs. Drew is the Fine Arts Department Chair- she provides leadership for all members of the team/grade. Be available and willing to answer questions from team/grade. Conduct meetings to update teachers of CLT decisions, district department meetings, and team/grade specific topics (field trips, calendar, etc.).</p>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> o Create a published agenda for all team/grade level meetings. o Distribute minutes from all team/grade level meetings to the entire faculty. Oversee the implementation of the school vision and annual school improvement plan in regards to implementation and development within the team/grade level. Serve on the monthly leadership committee (CLT) with the administration. Organize (with the assistance of team members) all team activities, events, or planned programs: <ul style="list-style-type: none"> o Awards (quarterly and annual) o Field Trips o Special Recognition's' o Interdisciplinary Units of Instruction o Team/Grade Level Plans o Team/Grade Level Policies o Team/Grade Level Newsletter Submissions Monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement. Work with your team/ department and administration to monitor and implement discipline and student behavior procedures. Finally, works with the administration to monitor and implement plans for student achievement.
<p>Lowery, Darlene</p>	<p>Teacher, K-12</p>	<p>Social Studies Department Chair- she provides leadership for all members of the team/grade. Be available and willing to answer questions from team/grade. Conduct meetings to update teachers of CLT decisions, district department meetings, and team/grade specific topics (field trips, calendar, etc.).</p> <ul style="list-style-type: none"> o Create a published agenda for all team/grade level meetings. o Distribute minutes from all team/grade level meetings to the entire faculty. Oversee the implementation of the school vision and annual school improvement plan in regards to implementation and development within the team/grade level. Serve on the monthly leadership committee (CLT) with the administration. Organize (with the assistance of team members) all team activities, events, or planned programs: <ul style="list-style-type: none"> o Awards (quarterly and annual) o Field Trips o Special Recognition's' o Interdisciplinary Units of Instruction o Team/Grade Level Plans o Team/Grade Level Policies o Team/Grade Level Newsletter Submissions Monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement. Work with your team/ department and administration to monitor and implement discipline and student behavior procedures. Finally, works with the administration to monitor and implement plans for student achievement.

Name	Position Title	Job Duties and Responsibilities
Loggins, Paige	Teacher, K-12	<p>Mrs. Loggins is the 6th Grade Team Leader - she provides leadership for all members of the team/grade. Be available and willing to answer questions from team/grade. Conduct meetings to update teachers of CLT decisions, district department meetings, and team/grade specific topics (field trips, calendar, etc.).</p> <ul style="list-style-type: none"> o Create a published agenda for all team/grade level meetings. o Distribute minutes from all team/grade level meetings to the entire faculty. <p>Oversee the implementation of the school vision and annual school improvement plan in regards to implementation and development within the team/grade level. Serve on the monthly leadership committee (CLT) with the administration.</p> <p>Organize (with the assistance of team members) all team activities, events, or planned programs:</p> <ul style="list-style-type: none"> o Awards (quarterly and annual) o Field Trips o Special Recognition's' o Interdisciplinary Units of Instruction o Team/Grade Level Plans o Team/Grade Level Policies o Team/Grade Level Newsletter Submissions <p>Monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement. Work with your team/ department and administration to monitor and implement discipline and student behavior procedures. Finally, works with the administration to monitor and implement plans for student achievement.</p>
Thompson, Fred	Teacher, K-12	<p>Mr. Thompson is the Physical Education Department Chair- he provides leadership for all members of the team/grade. Be available and willing to answer questions from team/grade. Conduct meetings to update teachers of CLT decisions, district department meetings, and team/grade specific topics (field trips, calendar, etc.).</p> <ul style="list-style-type: none"> o Create a published agenda for all team/grade level meetings. o Distribute minutes from all team/grade level meetings to the entire faculty. <p>Oversee the implementation of the school vision and annual school improvement plan in regards to implementation and development within the team/grade level. Serve on the monthly leadership committee (CLT) with the administration.</p> <p>Organize (with the assistance of team members) all team activities, events, or planned programs:</p> <ul style="list-style-type: none"> o Awards (quarterly and annual) o Field Trips o Special Recognition's' o Interdisciplinary Units of Instruction o Team/Grade Level Plans o Team/Grade Level Policies o Team/Grade Level Newsletter Submissions

Name	Position Title	Job Duties and Responsibilities
		Monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement. Work with your team/ department and administration to monitor and implement discipline and student behavior procedures. Finally, works with the administration to monitor and implement plans for student achievement.

Demographic Information

Principal start date

Thursday 7/21/2011, Anthony Mcquade

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

925

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

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

4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	278	328	317	0	0	0	0	923
Attendance below 90 percent	0	0	0	0	0	0	62	68	91	0	0	0	0	221
One or more suspensions	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	1	1	2	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	16	39	42	0	0	0	0	97
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	31	42	40	0	0	0	0	113
Number of students with a substantial reading deficiency	0	0	0	0	0	0	16	39	42	0	0	0	0	97

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	11	16	19	0	0	0	0	46

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	1	2	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	1	6	0	0	0	0	7

Date this data was collected or last updated

Friday 8/20/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	328	314	348	0	0	0	0	990
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	18	18	30	0	0	0	0	66
Course failure in ELA	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	2	2	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	22	21	24	0	0	0	0	67
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	33	25	19	0	0	0	0	77

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	11	13	6	0	0	0	0	30

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	328	314	348	0	0	0	0	990
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	18	18	30	0	0	0	0	66
Course failure in ELA	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	2	2	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	22	21	24	0	0	0	0	67
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	33	25	19	0	0	0	0	77

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	11	13	6	0	0	0	0	30

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				77%	55%	54%	75%	56%	53%
ELA Learning Gains				65%	53%	54%	61%	54%	54%
ELA Lowest 25th Percentile				56%	42%	47%	49%	48%	47%
Math Achievement				85%	59%	58%	85%	59%	58%
Math Learning Gains				77%	58%	57%	73%	59%	57%
Math Lowest 25th Percentile				69%	47%	51%	71%	52%	51%
Science Achievement				72%	49%	51%	72%	53%	52%
Social Studies Achievement				93%	75%	72%	91%	72%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	74%	54%	20%	54%	20%
Cohort Comparison						
07	2021					
	2019	77%	56%	21%	52%	25%
Cohort Comparison		-74%				
08	2021					
	2019	79%	59%	20%	56%	23%
Cohort Comparison		-77%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	77%	53%	24%	55%	22%
Cohort Comparison						
07	2021					
	2019	90%	60%	30%	54%	36%
Cohort Comparison		-77%				
08	2021					
	2019	80%	45%	35%	46%	34%
Cohort Comparison		-90%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	71%	44%	27%	48%	23%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	70%	30%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	92%	75%	17%	71%	21%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	69%	30%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	67%	33%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

District created Progress Monitoring Assessments were used for Math and Civics. STAR data was used for ELA, in addition to CommonLit and District created assessments.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	192/100%	183/100%	274/100%
	Economically Disadvantaged			
	Students With Disabilities	40/100%	26/100%	30/100%
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	267/10.8%	293/65.5%	298/59.7%
	Economically Disadvantaged			
	Students With Disabilities	25/4%	31/25.8%	21/25.8%
	English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	1/100%	19/100%	176/100%
	Economically Disadvantaged			
	Students With Disabilities		3/100%	36/100%
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	219/4% for Alg 14/7%	243/49% for Alg 19/100%	233/39.5% for Alg 20/90%
	Economically Disadvantaged			
	Students With Disabilities	25/4%	29/13.7%	28/14%
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	247/7%	272/64%	257/69%
	Economically Disadvantaged			
	Students With Disabilities	28/3.5%	31/35%	30/57%
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/0%	2/0%	2/0%
Science	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Number/% Proficiency	Fall	Winter	Spring	
All Students	29/62%	97/77%	25/84%	
Economically Disadvantaged				
Students With Disabilities	1/0%	5/40%	1/100%	
English Language Learners				

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	32	36	27	38	41	30	22	48	6		
ELL	30	60	67	43	50	54					
ASN	86	65		90	73				80		
BLK	40	43	37	38	40	33	41	57	16		
HSP	63	54	45	66	65	45	61	70	37		
MUL	68	65	50	65	51	40	43	93	22		
WHT	75	59	37	80	62	41	75	81	41		
FRL	49	43	31	50	42	32	47	64	15		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	32	52	42	42	58	51	35	73	10		
ELL	47	71	58	74	65						

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	59	58		81	80		50				
BLK	52	56	44	66	67	62	47	82	52		
HSP	71	62	59	79	58	53	62	85	76		
MUL	68	69	79	68	68	62	50	100	40		
WHT	83	67	58	90	81	75	79	96	62		
FRL	61	60	50	72	69	63	54	88	43		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	33	39	38	51	57	51	28	88	33		
ELL	25	25		75	58						
ASN	59	53	20	84	77		75	82	86		
BLK	55	52	54	63	66	64	40	81	58		
HSP	57	53	38	80	65	73	50	83	50		
MUL	68	53	10	86	82		73	70	78		
WHT	81	64	51	89	75	74	81	95	76		
FRL	54	48	41	68	71	72	32	82	40		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	520
Total Components for the Federal Index	9
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

There was a decrease in students with disabilities earning proficiency in Math and ELA. From 2018 to 2019, SWD earning proficiency dropped 1% from 33% to 32%, while the same group of students showing learning gains increased from 39% to 52% in ELA. From 2018 to 2019 in Math, SWD student's earning proficiency dropped from 51% to 42% and those same students showed an increase of 1% in showing learning gains from 57% to 58%. Our bottom 25% showed an increase in ELA going from 49% in 2018 to 56% in 2019. Math showed a decrease of 2% from 71% to 69% for our bottom 25%.

Progress monitoring data is not consistent due to the hybrid nature of the 2020-21 school year, as it was difficult to capture all student progress. The progress monitoring data we do have shows an even greater need to support mathematics, with Spring assessments only demonstrating 59% proficiency in 6th grade (showing a gain from 10% in the Fall), 39% proficiency in 7th grade (showing a 35% gain from the Fall), and 0% in 8th grade. As the analysts of all student data, I do not feel our reported progress monitoring data accurately portrays our student's learning.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our students with learning disabilities demonstrate the greatest need for improvement. Only 32% are proficient in ELA, 42% proficient in Math, 35% proficient in Science, and 73% proficient in Civics. Our Progress Monitoring data supports our state assessment data in areas needing improvement. While available progress monitoring data remained the same 100% all school year for SWD, that is not the case for math. In math, students with disabilities scored 25.8% proficiency for 6th grade (an increase from 4% in the Fall) and 14% for 7th grade (an increase from 4% in the Fall) on the end of the year PM test.

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

We will implement a facilitated inclusion model this school year to provide extra support to students with learning disabilities in the general curriculum classroom, in addition to ESE support services provided outside the general education classroom. Using the inclusion model allows students to spend as much time as possible in the general education curriculum, exposing them to Tier 1 level rigor which all students are exposed to. This model supports learning and helps bridge the gap for ESE students in general education classroom by having the extra inclusion teacher support ESE students during class to assist students, but also assist the general education teacher in planning lessons designed with supports for the ESE students in mind.

Additionally, implementing progress monitoring assessments with fidelity and ensuring it is properly documented in Unify is crucial in order to make data-driven decisions regarding instruction and student needs.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

From 2018-2019, our students showing learning gains in Math and ELA both increased by 4% going from 73% to 77% and 61% to 65% respectively. Overall, students showing proficiency increased the most in ELA and Civics, both increasing by 2% going from 75% to 77% and 91% to 93% respectively. Based on available progress monitoring data, 6th grade math showed the most improvement from 4% proficient in the Fall to 59% proficient in the Spring.

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

Certain staff leaving us and hiring new staff to the department have brought a positive change. We have encouraged collaborating and sharing of best practices by setting up planning opportunities for teachers to share ideas and plan together. We ask teachers to participate in district initiated professional developments.

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

We plan to monitor progress monitoring data and use data to drive instruction. This means stopping to re-teach. We plan to mentor and model for faculty and staff best practices to engage students in their own learning and monitoring of their progress. We will use Bloom's Taxonomy, Webb's Depth of Knowledge, and brain development theories to hone in on our teaching strategies and pedagogy to link new information to existing knowledge, a proven method to build memory. We will use explicit instruction and guide instruction, and move to independent practice in order to ensure students are demonstrating understanding of concepts. We will reach out to District Developers in the area of Math, ELA, Science and Civics to provide instructional support to teachers. We will purchase IXL for all subject areas to provide extra practice support for students, as well as advertise the use of the FEV tutor to families to use while at home.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will provide professional development opportunities for teachers regarding the student's brain, how the brain learns and builds memory and Bloom's Taxonomy. We will provide professional development in data analysis and putting the data to use regarding driving instruction and strategies used in the classroom. We will provide a multi-strategy reading comprehension professional development for use across all disciplines, which also provides an opportunity for teacher collaboration and planning. Additionally, we will provide professional development on facilitated support and the inclusion model.

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

We have worked our master schedule to allow for facilitated support in the general curriculum classrooms and will continue to work and amend IEP's to allow for staffing to continue this model. We will continue to identify school-wide areas to focus on and provide professional development opportunities and time for teachers to collaborate which align to the areas we identify to focus on.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

ELA lowest 25th percentile- The challenge of students reading far below grade level directly impacts student achievement. If students are unable to read at a satisfactory grade level they will not be able to score well on statewide assessments, or comprehend information that is presented in text. The rationale is to monitor and improve students reading ability. The needs assessment data for the 2019 FSA ELA is showing 49 percent of our students in the lowest 25 percent score a level 3 or higher. Disaggregated FSA ELA data shows that there is an achievement gap among our student subgroups.

Measurable Outcome:

Students in the lowest 25% for ELA will increase comprehension of rigorous complex text through the use of reading for meaning strategies; as a result, these students' proficiency rate will increase from 49% to 50% on the FSA ELA Assessment.

Monitoring:

We will utilize district progress monitoring assessments, MobyMax, IXL, CommonLit, STAR, and Language Live to use data to drive instructional decision making.

Person responsible for monitoring outcome:

Rebecca Shultz (shultzr@leonschools.net)

Evidence-based Strategy:

Language Live is an intervention program identified and purchased by the district to be used for our level 1 FSA ELA readers, it was selected based on it's evidence based strategies demonstrating consistent improvements in student learning. Level 1 FSA ELA students will be enrolled in the Intensive Reading course to receive reading intervention 50 minutes daily, 5 days a week.

Additionally, the use of STAR and CommonLit will be used for our FSA ELA Level 2 students. These programs are also selected and vetted by district curriculum leaders as demonstrating consistent improvements in student learning while identifying areas of needs improvement for individual students.

Rationale for Evidence-based Strategy:

The district purchased Language Live and is a critical component of the district's reading intervention plan, in additional to STAR and CommonLit. These resources have empirical evidence in showing growth for students deficient in reading comprehension and reading strategies.

Action Steps to Implement

Step 1 - The ELA Department will have a common planning period in order to get together collegially to analyze and interpret data being collected, share ideas and best practices, and work together to create engaging lessons and activities to increase student achievement. (administration)

Step 2- Provide supplemental resources for teachers to use to help bridge the achievement gap in areas identified for students needing improvement. Programs include IXL and MobyMax. (administration)

Step 3- Use data collected from STAR, Language Live, CommonLit, District Progress Monitoring, and teacher created assessments to identify areas of needs improvement for students (teachers)

Step 4- assign appropriate topics in MobyMax and IXL for each student for extra support and practice based on their individual needs (teachers)

Person Responsible

Joyce Madsen (madsenj@leonschools.net)

Teachers will integrate ELA strategies across all core subjects in order to increase student achievement for all groups and specifically the lowest 25%. ELA teachers will continue increasing proficiency across the grade levels and raise the lowest 25% learning gains.

Teachers will implement highly effective strategies of instruction/best teaching practices such as engagement activities, modeling, guided practice sessions, and reflection. The department will continue to collaborate to monitor rigor, proficiency and student growth.

Person Responsible Rebecca Shultz (shultzr@leonschools.net)

No description entered

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Math Lowest 25th percentile- The rationale is to monitor and improve students lack of skills and knowledge with math standards and motivation. Students are lacking basic numeric computation skills and number sense, which will lead to challenges understanding and performing more complex and abstract mathematical tasks. If students do not have a solid basic foundation, they will not score well on state assessments or progress monitoring assessments. The needs assessment data for the 2019 FSA Math is showing 69 percent of our students in the lowest 25 percent score a level 3 or higher. Disaggregated FSA Math data shows that there is an achievement gap among or student subgroups, particularly for students with learning disabilities only showing 42% at proficiency.

Measurable Outcome: Students in the lowest 25% for Math will increase critical thinking skills through the use of problem solving strategies; as a result, these students' proficiency rate will increase from 69% to 70% on the FSA Math Assessment.

Monitoring: Students in the lowest 25% for Math will increase critical thinking skills through the use of problem solving strategies; as a result, these students' proficiency rate will increase from 69% to 70% on the FSA Math Assessment. We will monitor data from district progress monitoring, teacher assessments, MobyMax and IXL results in order to drive instruction and focus on areas which need improvement.

Person responsible for monitoring outcome: Rebecca Shultz (shultzr@leonschools.net)

Evidence-based Strategy: To ensure all students are performing at the appropriate academic level and being provided the interventions they need to be successful. Teachers will have lesson plans reflecting strategies to improve critical thinking and problem solving skills. Teachers will have time to collaborate in order to share instructional strategies which are showing to increase student understanding based on data. Teachers will utilize the MobyMax program for struggling students, and IXL for extra practice, to close the learning gap for students based on their individual needs.

Rationale for Evidence-based Strategy: MobyMax is an evidence-based supplemental program purchased and vetted by the district office to assist students challenged with basic mathematical foundation skills. It provides an instructional component as well as extra practice. IXL is a supplemental program providing extra practice, as assigned by the teacher, based on each individual standard. Teachers are able to assign specific standards students still need to show mastery on and provide extra practice until the student reaches proficiency.

Action Steps to Implement

- Step 1- Provide the Math Department with collaborative planning time. Discuss modeling, facilitated support, and independent practice. (administration)
- Step 2 - Provide teachers will supplemental resources such as MobyMax and IXL (administration)
- Step 3- Analyze student data and determine areas of need to improve (teachers)
- Step 4- assign students specific tasks in MobyMax and IXL as determined by individual student data and individual needs (teachers)
- Step 5- continue to monitor data throughout the school year to drive instructional focus

Person Responsible David Rudenberg (rudenbergd@leonschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: The number of students being reported to guidance with anxiety, poor coping strategies, needing risk assessments, etc. has increased with pandemic learning. In general, middle school is a complex time for adolescents as their brains have not been developing as rapidly as they are right now since toddler years. Middle school is a time for students to learn how to cope and learn about healthy strategies to deal with regular anxiety, depression, and social situations with peers. Due to the pandemic and students not participating in a "typical" learning environment, there has been an increase in student needs regarding social emotional issues.

Measurable Outcome: We will educate students on self-care strategies, healthy coping options, and social emotional health in order to decrease the number of students reported to guidance who are in distress by 1%.

Monitoring: We will keep track of students who come to guidance in distress.

Person responsible for monitoring outcome: Susan Fowler (fowlers@leonschools.net)

Evidence-based Strategy: We will utilize the School-Connect district-purchased social emotional curriculum to engage students in best practices in identifying and understanding social emotional learning and their own well-being. We will have a different bell schedule once a month to dedicate a one hour block of time to social emotional learning. Guidance counselors will attend professional development conferences regarding social emotional learning, and instructional strategies for the classroom geared towards the anxious brain. Guidance counselors will share out information and strategies with staff at faculty meetings.

Rationale for Evidence-based Strategy: It is important that social emotional learning is integrated throughout the school year and not just one assembly. Many students are in distress and need to learn how to cope and navigate through their emotions. Before students can learn content, students must feel they are in a safe environment and supported social and emotionally.

Action Steps to Implement

We will implement a different bell schedule once a month to provide a one-hour block of time for a school-wide social emotional activity which engages students in best practices for dealing with stress, anxiety, trusted adults, healthy coping strategies, self-care, and helping others.

Person Responsible Susan Fowler (fowlers@leonschools.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: The percent of students with learning disabilities who score proficient on the FSA ELA and FSA Math have dropped from 2018.

Measurable Outcome: We would like to see an increase in the percentage of students with learning disabilities increase by 2% on state assessments.

Monitoring: We will use district progress monitoring, STAR, Language Live, Common lit, IXL, MobyMax, teacher created assessments, and observations to monitor and provide support to students with disabilities.

Person responsible for monitoring outcome: Rebecca Shultz (shultzr@leonschools.net)

Evidence-based Strategy: We will implement a facilitated inclusion model this school year. Two teachers will be pushing in to core classes of students with learning disabilities who have been identified as needing extra support in the general curriculum classroom. It is state law to provide an education in the least restrictive environment as much as possible for students with disabilities. Providing inclusion support allows students with disabilities to spend as much time as possible with general education students while still receiving ESE support in the general education classroom.

Rationale for Evidence-based Strategy: Two teachers will push in to general curriculum classrooms to support and facilitate students with learning disabilities achieve academic growth. This is a strategy suggested by Florida Inclusion Network in order to provide students with disabilities a least restrictive learning, providing students with learning disabilities the opportunity to be amongst general education peers as much as possible.

Action Steps to Implement

- Step 1- create a master schedule providing staffing for inclusion, and grouping students with needed supports together (administration)
- Step 2- provide training to the ESE teachers who will be facilitated support (administration)
- Step 3- provide training for all faculty regarding facilitated support inclusion model and collaborating (administration)

Person Responsible: Rebecca Shultz (shultzr@leonschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to our data, our incidents of discipline are low. We are ranked #107 out of 553 middle schools in the state and #4 out of 8 in our district. We report an average of 1.5 incidents per 100 students. We had 36 in-school suspensions, and 46 out-of-school suspensions. This ranks us #2 in the county, and #136 state-wide for suspensions. We will continue to reward positive behaviors through our PBIS program. We collect positive data through using Class Dojo and rewarding students with points for their positive behaviors.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Montford takes a whole team approach to create a positive school culture and environment, recognizing the many contributing facets that influence our philosophy of student-centered attitudes based on the norms, traditions and beliefs of our leadership team, faculty, staff and students.

First, through grade level teams working together, we are able to establish school norms that are clear and consistent across campus in regards to our expectations of routines, rules to follow, and ways of work for our students. Administration and faculty play a vital role supporting these norms through duty assignments before and after school and hall monitoring during transition times while also adhering to specific protocols during instructional time that provides for an academic focused climate, minimizing distractions for an optimal learning environment supporting student growth and achievement.

While discipline procedures are a part of the school norm, it is our philosophy that it is equally as important to provide an emphasis on good behaviors, celebrating our students' personal achievements. Through our PBIS program, faculty members participate through a digital application that allows for real time data allocation of rewards by points as positive behaviors by individual students and/or whole classes occurs. The notifications of points accumulated is not only accessible to the student in real time but also to the parents, allowing for teachers to customize their entries with the addition of personalized messages and/or pictures of the student's accomplishment.

Our PBIS program takes this data and offers school wide recognition through our Mighty Mustang Award of specific targeted positive behaviors we would like to focus on as a campus. Parents and business partners from our community are a part of this initiative as the monthly award recipients (5 per grade level) benefit

from PTSO incentives such as the treat trolley, providing a store of treats for students to shop at with their treat trolley tickets. Consistent measures through programs like PBIS and our embedded SEL program, that provides for instructional activities during class time teaching our students important strategies to better support their emotional development and enable them to make positive decisions for themselves, is an anchor for our students' total well-being. Thus, providing an important foundation for student academic growth and success.

Secondly, it is our philosophy that innovation in the classroom is another factor that contributes to our students' positive learning environment and overall experience in regards to academic achievement. At Montford we continue to take the whole team approach in regards to instructional planning and development of curriculum. Collaboration of teachers through both departments and grade level teams is an important part of our positive climate, making evident our common goal of growth for all students on campus, not just a specific sector of our student population. We accomplish this through innovative practices such as professional development opportunities that reinforces common strategies across all content areas such as literacy, common planning periods for all teachers within a department such as language arts, incorporation of CPALMS STEM lessons that are cross curricular, and special exhibits incorporating whole campus project submissions. This year there will be two such events, the 9/11 Expo and our Florida Museum in which students' exhibits will be displayed in the media center. This event encompasses an all-inclusiveness as it is open to all students, administration, faculty, staff and parents to tour and interact with via on campus or virtually through our website.

Finally, due to the special circumstances of last year with COVID-19 and having to teach in a hybrid system, we have shown tremendous innovation with the availability of student issued chrome books being a new and consistent resource for our students in our instructional planning. It has enabled us to explore and share with other colleagues' unique applications and instructional methods that enhance the classroom experience of learning activities and monitoring the process of our students' proficiency with learning objectives. Examples are new platforms such as Canvas and OneNote which enhances organization and communication for students and parents alike, programs like menti-meter for interactive polling and whole class participation boards, and intervention programs for our Tier 2 and 3 students such as Moby Max and IXL.

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

Our leadership team is of utmost importance in promoting the positive culture of the whole team approach with common goals that enables the success of campus wide school norms, programs and initiatives as mentioned above. Our leadership team has set forth the foundation in many ways to allow the formation and continued growth of positive relationships amongst faculty and staff, providing for a positive climate of collaboration. The leadership team allows for conversations, input and a chance to listen to others when it comes to school-based decisions. This is done through CLT, SITE, department and team meetings. In addition, the leadership team provides unique opportunities for faculty bonding and spirit building through games at faculty meetings, hall contests which incorporates faculty working with students, special individual recognitions by the accumulation of receiving little mustangs for positive contributions and submission of special shout outs during faculty meetings from one colleague to another.

Our parent involvement and support of the community is another factor of great attribution to our positive school climate. Through PTSO, administrators, teachers and parents come together to promote students' successes and campus experiences. PTSO financially supports and provides volunteers for student incentive programs like the Treat Trolley as previously mentioned. They provide volunteers for important fundraisers, for example, our campus book fair which also shows an advocacy for the fun of reading and importance of literacy. They also support community campaigns such as Relay for Life which raises money

for our TMH Cancer Foundation. Finally, they are instrumental in organizing business partner contributions that directly impacts key programs and experiences for our students such as our agriculture class and classroom technology.

Students promote a positive culture by earning positive behavior points using our Class Dojo PBIS monitoring system. They also participate in clubs, sports, and other school-wide activities. Students also participate in fundraiser and dress-up day opportunities to earn grade level points. The grade level with the most points at the end of the year will earn a field day that they can dunk the administration in a dunking booth.

Faculty and staff promote a positive school culture by using class Dojo and assigning points to students who demonstrate positive behaviors. Faculty also nominate students to earn awards for academics as well as positive behaviors. Faculty participate in team building activities as a faculty, and also implement team building activities within their classroom to build a positive and safe environment for learning. This helps boost morale not only among each other, but among students as well. Faculty and staff also take extra time to sponsor all sorts of clubs, sports, and activities based on our students interest which are not always paid for opportunities, which means teachers are volunteering their time to ensure students have a niche of their special interest.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00