

Leon County Schools

William J Montford III Middle School



2022-23 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: 7/1/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	22%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (61%) 2018-19: A (73%) 2017-18: 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	ATSI
* 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

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	22%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
McQuade, Anthony	Principal	Mr. McQuade 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. .
Shultz, Rebecca	Assistant Principal	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.
Stallworth, Stacy	Assistant Principal	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.
Allen, Clyde	Dean	Mr. Allen 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).
Wilson, Camillia	Reading Coach	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.
Ward, Tiffany	Curriculum Resource Teacher	Mrs. Ward is the 8th Grade Team Leader- she provides leadership for all members of the team/grade. She helps to monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement.
Gaskin, Christi	Teacher, K-12	Mrs. Gaskin is the Language Arts Department Chair- she provides leadership for all members of the team/grade. She helps to monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement.
Hanna, Christy	Teacher, K-12	Mrs. Hanna is the Science Department Chair- she provides leadership for all members of the team/grade. She helps to monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement.
Wood, Robin	Teacher, K-12	She is the 7th Grade Team Leader- she provides leadership for all members of the team/grade. She helps to monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement.

Name	Position Title	Job Duties and Responsibilities
Scott, Monica	Teacher, K-12	Ms. Scott is our athletic director who generally assists the administrative team and oversees all aspects of the athletic program and club organizations, including hiring coaches and sponsors, scheduling, budget preparation, promotion, compliance, and facility management. She also works with coaches, sponsors, athletes, and students to help teams and clubs reach their potential goals.
Fowler, Susan	School Counselor	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.
Long, Alexandra	School Counselor	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.
Allen, Katie	Teacher, ESE	Mrs. Allen-Blair is the ESE Department Chair- she provides leadership for all members of the team/grade. She helps to monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement.
Drew, Jodi	Teacher, K-12	Mrs. Drew is the Fine Arts Department Chair- she provides leadership for all members of the team/grade. She helps to monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement.
Lowery, Darlene	Teacher, K-12	Social Studies Department Chair- she provides leadership for all members of the team/grade. She helps to monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement.
Loggins, Paige	Teacher, K-12	Mrs. Loggins is the 6th Grade Team Leader - she provides leadership for all members of the team/grade. She helps to monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement.
Thompson, Fred	Teacher, K-12	Mr. Thompson is the Physical Education Department Chair- he provides leadership for all members of the team/grade. He helps to monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement.

Name	Position Title	Job Duties and Responsibilities
Famularo, Hilary	Teacher, K-12	Mathematics Department Chair- she provides leadership for all members of the team/grade. She helps to monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement.

Demographic Information

Principal start date

Friday 7/1/2022, Anthony Mcquade

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

903

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

10

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

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	294	346	331	0	0	0	0	971	
Attendance below 90 percent	0	0	0	0	0	0	80	93	127	0	0	0	0	300	
One or more suspensions	0	0	0	0	0	0	25	27	39	0	0	0	0	91	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	25	37	50	0	0	0	0	112	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	45	35	33	0	0	0	0	113	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	25	37	50	0	0	0	0	112	

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

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

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 7/26/2022

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	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	

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	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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	66%	53%	50%				77%	55%	54%
ELA Learning Gains	54%						65%	53%	54%
ELA Lowest 25th Percentile	37%						56%	42%	47%
Math Achievement	74%	34%	36%				85%	59%	58%
Math Learning Gains	67%						77%	58%	57%
Math Lowest 25th Percentile	52%						69%	47%	51%
Science Achievement	57%	55%	53%				72%	49%	51%
Social Studies Achievement	83%	61%	58%				93%	75%	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	2022					
	2019	74%	54%	20%	54%	20%
Cohort Comparison						
07	2022					
	2019	77%	56%	21%	52%	25%
Cohort Comparison		-74%				
08	2022					
	2019	79%	59%	20%	56%	23%
Cohort Comparison		-77%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	77%	53%	24%	55%	22%
Cohort Comparison						
07	2022					
	2019	90%	60%	30%	54%	36%
Cohort Comparison		-77%				
08	2022					
	2019	80%	45%	35%	46%	34%
Cohort Comparison		-90%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	71%	44%	27%	48%	23%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	70%	30%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	92%	75%	17%	71%	21%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	69%	30%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	67%	33%	57%	43%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	26	25	15	37	42	30	19	44	43		
ELL	33	47		47	56						
ASN	81	85		90	75			92	100		
BLK	35	40	27	40	46	43	27	67	31		
HSP	60	47	29	68	68	43	46	65	50		
MUL	79	56		74	76		53	85	35		
WHT	71	56	44	82	71	58	64	87	58		
FRL	44	41	26	48	50	46	39	65	35		
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						
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	61
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	546
Total Components for the Federal Index	9
Percent Tested	99%
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%	1
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

In ELA, we decreased 3% for overall achievement and learning gains to 66% and 54% respectively, while we decreased 6% in our lowest 25th percentile to 37%. In Math, we increased 1% in overall achievement to 74%, increased 8% in learning gains to 67%, and increased 13% for our lowest 25th percentile to 52%. Science achievement decreased by 11% to 57%, while Civics achievement increased 5% to 83%. SWD dropped 6% in ELA achievement to 26% and 1% in Math achievement to 37%. ELL students increased 3% in ELA achievement to 33% and increased 4% in Math achievement to 47%.

Using our district progress monitoring assessment, only 42% of students scored 60% or higher on the end of year assessment for mathematics. 77% of students earned at least 60% on the Civics mid-year district progress monitoring assessment. 72% of 8th grade science students earned 60% or higher on

the district progress monitoring assessment, plus 96% of high school earth space students who take the 8th grade Science EOC. 46% of students scored at least 60% on our district end of year ELA progress monitoring. Our progress monitoring data shows a greater need to support math, in addition to language arts and science. Civics remains consistent with it's progress monitoring data aligning with state outcomes most closely. We do not feel our progress monitoring data accurately portrays our student's achievement and ability. Our state data aligns where we typically are when comparing to other middle schools in our district and state.

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

Based off the progress monitoring data and the 2022 state assessments, there is a need for improvement in math, ELA and science. SWD are of the greatest concern in both ELA and Math, followed by our ELL students. Science is demonstrating the biggest concern for improvement out of the subject areas tested, it took the largest decrease from last year and it has the lowest overall achievement. ELA is of second priority with the second lowest overall achievement and also showing a decrease from last school year according to state data, but our progress monitoring data also indicates a high need to focus on math.

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

Contributing factors to the needs for improvement include pandemic learning loss, student behavior and mental health, and lack of time to collaborate within content area departments. In addition, there was a gap year in materials as new state standards were adopted for ELA. To address the pandemic learning loss, there are two interventionist positions being added to our staffing. One interventionist position will be dedicated to the ELA department and one to the math department. Interventionist will analyze data, monitor student progress, assist teachers with lesson plan development and professional development, and work with students in small groups. To address the student behavior and mental health concerns, we will implement strategies using PBIS, and professional developments on de-escalation, classroom management, and how to support students that have experienced trauma, including book studies and attending conferences. There will also be collaborative planning opportunities for the content areas to collaborate together across grade level and content areas. New standards have been adopted for Math as well as new instructional materials for ELA.

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

Our Math content area overall showed the greatest improvement on state assessments and on progress monitoring data. Overall achievement went from 73% to 74%, students showing learning gains increased from 59% to 67%, and our lowest 25th percentile of students in math went up 13% to 52%. On district progress monitoring, there was an increase of 41% earning at least a 60% or higher from the baseline assessment to the end of year assessment. ELL ELA went up 3% to 33%, and in math went up 4% to 47% for overall achievements on state assessments. Multicultural students overall ELA went up 11% to 79% in overall achievement on state assessments.

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

These gains can be attributed to the use of implementing an inclusive model last school year with the math content classes being a focus. Last year, we also shifted around grade levels and subject areas in the math department and hired new faculty. We have a new staff member overseeing ELL students.

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

To accelerate learning, we plan to monitor the FAST progress monitoring data and use this data to drive instruction, as well as district progress monitoring data, Language Live, and Study Sync. We will identify benchmarks and standards students are not mastering and re-develop lesson plans using universal design learning strategies to implement in the classroom. Interventionist will push in to classrooms and pull students out in small groups to remediate. Students who continue to not show growth will be recommended to the problem solving team. 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 in addition to reaching out to FIN, FDLRS, FSU and FAMU. We will provide collaborative planning time to teachers to analyze data and plan for instruction. We will implement strategies to support positive behavior and students experiences trauma. We will conduct book studies on student behavior, classroom management, and teaching strategies.

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. We will allocate planning days for teachers to analyze data and make instructional decisions regarding their data, and allow for collaborative planning. We will reach out to District Developers to support teachers in ELA, Math, Science and Civics, and outside resources such as FIN and FDLRS for other professional development opportunities including learning strategies for SWD, and all students.. Additionally, we will provide professional development on de-escalation and how to support students that have experienced trauma by conducting book studies and attending conferences.

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

We will continue to identify school-wide areas to focus on and provide professional development opportunities aligned with our focus. We will design a schedule and allocate resources to provide time for teachers to analyze data, common plan, and collaborate across grade levels and content areas. Interventionists will constantly monitor data to not only identify standards which may need more focus, but students who may need to be referred to the problem-solving team.

Areas of Focus

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

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#1. Instructional Practice specifically relating to ELA**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

ELA took a decrease in overall achievement, students demonstrating learning gains, and students in the lowest 25th percentile. It also demonstrated a decrease across multiple subgroups of students. This subject also has new BEST standards, a new FAST assessment, and new adopted materials. With a lot of change in curriculum and assessments, as well as a decrease in student performance on state assessments, ELA is an area of focus school wide.

Measurable**Outcome:**

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

Overall student achievement will increase from 66% to 70% and students in the lowest 25th percentile will increase from 37% to 42% on the PM3 FAST Assessment.

Monitoring:

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

We will utilize scores from the 1st and 2nd FAST monitoring assessments, MobyMax, StudySync, and Language Live to use data to drive instructional decision making. We will identify benchmarks and standards for mastery and re-address as needed, as well as identify students who need support from the interventionist.

Person responsible for monitoring outcome:

Anthony McQuade (mcquadea@leonschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Language Live is an intervention program purchased by the district to be used for level 1 ELA students based on it's evidence based strategies demonstrating consistent improvements in comprehension. Level 1 FSA ELA students will be assigned a small group pull out provided by an interventionist to receive reading intervention twice a week for 30 minutes each session. This intervention is individualized and explicitly taught.

StudySync will be used for our FSA ELA Level 2 students. This program is also selected and vetted by district curriculum leaders as demonstrating consistent improvements in student learning while identifying areas of needs improvement for individual students. Classroom teachers will differentiate instruction to Tier 2 students using small group instruction and the identified lessons in StudySync.

A dedicated interventionist will monitor data to identify students to recommend for Tier 2 or Tier 3 intervention, as well as to the school problem solving team.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this

The district purchased Language Live and is a critical component of the district's reading intervention plan. Study Sync is our district's adopted curriculum and has built in differentiated activities and lessons for students. These resources have empirical evidence in showing growth for students deficient in reading comprehension and reading strategies. A dedicated interventionist to the ELA

specific strategy.

Describe the resources/criteria used for selecting this strategy.

department will allow for continuous data monitoring, support of teachers, and identification of students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Step 1 - The ELA and Social Studies Department will have a common planning days 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 MobyMax, Language Live, Study Sync. (administration)

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

Step 4- assign appropriate topics in MobyMax, StudySync, and Tier 2 interventions for each student for extra support and practice based on their individual needs (teachers)

Person

Responsible

Christi Gaskin (gaskinc@leonschools.net)

Teachers will integrate reading and comprehension 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)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

With a shift to new BEST Standards, and the use of the new FAST state assessments, it is critical we continue to focus on our math data to ensure growth in our overall achievement, learning gains, lowest 25th percentile, and subgroups.

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

Students in the lowest 25th percentile for Math will increase proficiency from 52% to 55%, overall math achievement will increase from 74% to 76%.

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

We will monitor data from FAST progress monitoring data, teacher assessments, MobyMax and IXL results in order to drive instruction and focus on areas which need improvement. We will have an assigned math interventionist monitoring data, identifying benchmarks and standards which still need mastery, support teachers in designing lesson plans, and work with small groups of identified students.

Person responsible for monitoring outcome:

Anthony McQuade (mcquadea@leonschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being

Teachers will be provided common planning days to have time to analyze data, and 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. A math interventionist will push in to general classes and also pull out small groups of identified students to deepen knowledge of critical mathematical skills.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-**

based

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

**Describe the
resources/
criteria used
for selecting
this
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. It is proven allowing time to analyze data to drive instructional decision making and to allow for collaborating between teachers increases student achievement. An interventionist monitoring data will help not only analyze data by standard, but also identify students who need small group attention and who may need to be recommended to the school's problem solving team.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Step 1- Provide the Math Department with collaborative planning time. Discuss data analysis, instructional strategies, and independent practice. (administration)

Step 2 - Provide teachers with supplemental resources such as MobyMax and IXL (administration)

Step 3- Analyze student data and determine areas of need to improve (teachers/intervention)

Step 4- assign students specific tasks in MobyMax and IXL as determined by individual student data and individual needs (teachers) and/or assign students to small group interventionist.

Step 5- continue to monitor data throughout the school year to drive instructional focus

Person

Responsible

Rebecca Shultz (shultzr@leonschools.net)

#3. Positive Culture and Environment specifically relating to Social and Emotional Learning**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

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:**

State the specific measurable

outcome the school plans to achieve.

This should be a data based, objective 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:

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

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:

Describe the evidence-based strategy being implemented for this Area of Focus.

We will utilize district-provided mental health 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 mental health 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.

We will provide opportunities for students to get involved in extra curriculars from sports, fine arts, technology, agriculture, foreign language, and any other student interest.

Rationale for Evidence-based Strategy: Explain the rationale for

It is important that mental health 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.

selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

It is support by research that students who get involved in an extra curricular at their school have higher achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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.

We will have a "Club/Sport Rush" event to advertise all extra curriculums to students. We will advertise club meetings, try-outs, etc.

Person

Responsible

Susan Fowler (fowlers@leonschools.net)

#4. Instructional Practice specifically relating to Science

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Science showed our biggest decrease, dropping 11% in overall achievement to 57%.

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

Student overall proficiency rate will increase from 57% to 62% on the FCAT Science Assessment.

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

We will monitor data from district progress monitoring, teacher assessments and IXL results (6th Grade only) in order to drive instruction and focus on areas which need improvement.

Person responsible for monitoring outcome:

Anthony McQuade (mcquadea@leonschools.net)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

To ensure all students are performing at the appropriate academic level and being provided the interventions they need to be successful. Teachers will be provided common planning time to collaborate and analyze data in order to share instructional strategies which are showing to increase student understanding based on data. Sixth Grade Teachers will utilize the IXL program for extra practice to close the learning gap for students based on their individual needs. All teachers will utilize the district created progress monitoring assessments and weekly questions.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/

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. District Progress Monitoring consists of questions aligned to standards and benchmarks, created using test item specs. Progress Monitoring questions closely reflect standards assessed on the FCAT and results can drive instruction.

criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Step 1- Provide the Science Department with collaborative planning time. Discuss data, modeling, facilitated support, and independent practice. (administration)

Step 2 - Provide teachers will supplemental resources such as IXL (administration)

Step 3- Analyze student data and determine areas of need to improve (teachers)

Step 4- assign students specific tasks in 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

Christy Hanna (hannac@leonschools.net)

Positive Culture & Environment

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

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

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, 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 school culture and environment.

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.