

Clay County Schools

Montclair Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

Montclair Elementary School

2398 MOODY AVE, Orange Park, FL 32073

<http://mce.oneclay.net>

Demographics

Principal: Bill Miller

Start Date for this Principal: 4/1/2005

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
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* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: B (58%) 2018-19: C (46%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 Clay 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Montclair Elementary School

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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)
Elementary School PK-6	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

(*Title I Schoolwide Plan/SIP/PFEP can be made available in most languages.)

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

Provide the school's vision statement.

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

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
Miller, William	Principal	Disciplining or advising students, and ensuring the school environment is safe for all students and staff members
Harrison , Kristen	Assistant Principal	Data collection and support for teachers, staff and scholars.
Nebesnyk, Heidi	Teacher, K-12	Title 1 Lead and support scholars with small group instruction.
Pugh, Melissa	Teacher, K-12	Supports small group instruction for scholars and Title 1 Parent involvement.
Brown, Anita	Teacher, ESE	ESE support for scholars and teachers in K-2.
Tison, Melissa	Instructional Media	collecting, organizing, and issuing library resources such as books, films, and audio files
Williams, Robbin	Teacher, K-12	Supports on Leadership Team for school initiatives.
Hartshorn, Brenda	Teacher, K-12	Supports on Leadership Team for school initiatives.
Hildebrandt, June	Teacher, K-12	Supports on Leadership Team for school initiatives.
Bilbray, Clarence	School Counselor	Support scholars with Life Skills training and testing administration.

Demographic Information

Principal start date

Friday 4/1/2005, Bill Miller

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.*

38

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.*

0

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

415

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

4

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

4

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	55	52	62	63	54	66	63	0	0	0	0	0	0	415
Attendance below 90 percent	11	14	12	12	11	10	13	0	0	0	0	0	0	83
One or more suspensions	8	3	0	3	5	10	8	0	0	0	0	0	0	37
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	8	18	14	17	0	0	0	0	0	0	57
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	1	0	2	5	9	11	0	0	0	0	0	0	29

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	1	1	0	2	1	1	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/27/2022

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	50	56	54	58	69	59	82	0	0	0	0	0	0	428
Attendance below 90 percent	4	8	6	13	14	12	20	0	0	0	0	0	0	77
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	3	0	0	0	0	1	0	0	0	0	0	0	0	4
Course failure in Math	3	0	0	0	0	1	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	15	21	14	18	0	0	0	0	0	0	68
Level 1 on 2019 statewide FSA Math assessment	0	0	0	18	22	23	24	0	0	0	0	0	0	87
Number of students with a substantial reading deficiency	0	0	0	15	21	14	18	0	0	0	0	0	0	68

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	1	0	0	0	0	0	0	0	1

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	3	1	0	0	0	1	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	50	56	54	58	69	59	82	0	0	0	0	0	0	428
Attendance below 90 percent	4	8	6	13	14	12	20	0	0	0	0	0	0	77
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA	3	0	0	1	0	1	0	0	0	0	0	0	0	5
Course failure in Math	3	0	0	0	0	1	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	15	21	14	18	0	0	0	0	0	0	68
Level 1 on 2019 statewide FSA Math assessment	0	0	0	18	22	23	24	0	0	0	0	0	0	87
Number of students with a substantial reading deficiency	0	0	0	15	21	14	18	0	0	0	0	0	0	68

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	1	0	0	0	0	0	0	0	1

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	3	1	0	2	1	1	0	0	0	0	0	0	0	8
Students retained two or more times	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	59%	63%	56%				46%	65%	57%
ELA Learning Gains	61%						54%	62%	58%
ELA Lowest 25th Percentile	46%						40%	54%	53%
Math Achievement	60%	51%	50%				51%	70%	63%
Math Learning Gains	62%						51%	66%	62%
Math Lowest 25th Percentile	47%						37%	56%	51%
Science Achievement	69%	69%	59%				44%	65%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	48%	68%	-20%	58%	-10%
Cohort Comparison		0%				
04	2022					
	2019	44%	64%	-20%	58%	-14%
Cohort Comparison		-48%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	37%	62%	-25%	56%	-19%
Cohort Comparison		-44%				
06	2022					
	2019	52%	64%	-12%	54%	-2%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	49%	71%	-22%	62%	-13%
Cohort Comparison		0%				
04	2022					
	2019	51%	69%	-18%	64%	-13%
Cohort Comparison		-49%				
05	2022					
	2019	39%	64%	-25%	60%	-21%
Cohort Comparison		-51%				
06	2022					
	2019	57%	70%	-13%	55%	2%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	41%	63%	-22%	53%	-12%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-41%				

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	31	47	46	32	49	29	40				
ELL	42	43	30	42	45	40					
BLK	40	48	27	43	45	18					
HSP	51	55	42	54	62	56					
WHT	64	65	55	67	70	59	80				
FRL	45	48	42	48	57	43	52				
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	26	40	25	24	37	36					
ELL	29	64		42	91						
BLK	40	50		31	50		50				
HSP	51	57		49	61		60				
MUL	61	71		56	57						
WHT	65	66	33	60	56	38	60				
FRL	39	53	47	38	45	59	48				
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	16	38	38	24	45	39	17				
ELL	23	44	50	45	50	50					
BLK	28	39	36	39	50	36	18				
HSP	32	51	55	40	49	50	44				
MUL	60	68		48	53						
WHT	55	56	35	57	51	25	48				
FRL	34	45	42	45	56	40	36				

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	56
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	44
Total Points Earned for the Federal Index	448
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	41
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	37
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	52
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	48
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?

Our progress monitoring data and state assessment data indicate an upward trend of proficiency in ELA, Math, and Science. Our Science data increased the most by 12%. Although we saw improvement in 4 out of 7 areas, our Students With Disabilities and Black/African American subgroups are still performing below 41% proficiency.

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

Based on progress monitoring data and 2022 state assessments, we need to improve in our proficiency of the Lower Quartile, SWD, and Black/African American subgroups.

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

The need for this improvement with our Lower Quartile, SWD, and Black/African American subgroups comes from various reasons. During the 2020-2021 we had a very low substitute pick up rate, this caused for a lot of small group instruction to be missed. The district granted us with two building substitutes towards the end of the school year. We have started the 2022-2023 with a much better sub pick up rate, this has ensured support facilitation and small groups from day one. Attendance is always a contributing factor of ours. Our attendance team meets monthly and is working diligently to send our monthly letters to students with attendance concerns. Title 1 and ESE worked with Florida Inclusion Network (FIN) over the summer to help best support our SWD. We received school based support on building schedules around student need. Our administration will continue to support the paraprofessionals in our PBS unit with our Emotionally Behavior Scholars as well.

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

Based on progress monitoring and state assessment data, our most improved area was Science at an increase of 12% proficiency. ELA proficiency, Math proficiency, and Math Learning Gains also all increased.

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

Across all content areas, teachers have focused on essential standards and the prerequisite skills needed to master these standards. Small groups were utilized to individualize instruction. Our 5th grade Science teacher focused a lot of time on vocabulary and targeting specific standards for her small groups. The 4th - 6th grade Science teachers meet together for PLC and worked closely together to vertically plan. PLCs are structured to analyze student learning and reflect on instructional practice in all content areas. Teachers also use PLC time to analyze diagnostic assessments and tailor interventions to meet student needs. Data meetings with administration afford teachers regular opportunities to collaborate, analyze student data, discuss behavioral and attendance concerns, and align tasks with standards. We have also been working for the past few years to strengthen our core instruction in all subject areas, especially ELA. We implemented evidenced based programs in the area of phonemic awareness and phonics in K-3 and believe this is starting to show in our upper grades. High expectations and grade appropriate instruction continue to be our focus to raise the rigor for scholars.

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

Strategies needed to accelerate learning -

- Implement small group instruction tailored to student needs in ELA, Math, and Science. We will track mastery of prerequisite skills for each subgroup to ensure equity for all students.
- Progress monitor Lowest Quartile and SWD
- Continue the implementation of trauma-informed approach to strengthen the school-home relationship, which will improve attendance, behavior and academics.
- Continue with PBIS Rewards program to increase the positive interactions with scholars and peers, which will strengthen the Montclair Family.
- Continue to have monthly grade level data meetings that support data driven instruction and collaborative practices.
- Provide professional development based on needs of scholars and teachers.

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.

K-6 Teachers -- Provide training on Lexia for new teachers and for all teacher to expand knowledge of resources Lexia has to offer.

K-3 Teachers -- Provide time to go through Heggerty backpack as a group

K-6 Reading Teachers -- Provide training on reading strategies from SAVVAS

All parents -- Provide reading and Life Skill strategies for parents and students as well as conferencing opportunities for parents to look at student data

K-6 Math Teachers -- Provide teachers with a better understanding of how to deliver the BEST Standards

K-6 Math Teachers -- Provide strategies and intervention for the classroom based on iReady and FAST assessment needs by grade level.

All Teachers -- Provide ongoing training with the PBIS App/ How to use the App to motivate students/ Set a schoolwide protocol for points

All Staff -- Parent and Family Engagement Activities

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

To ensure sustainability of improvement in the next school year we have added additional services, continuing some, and refining others already in place. Our school will continue to provide a professional learning plan for the school year. Grade level meetings, PLCs and other meetings are listed on a matrix as well as reminders in the weekly newsletter. Academic and behavioral progress will continue to be celebrated monthly with scholars and teachers. We are refining this by celebrating more scholars monthly and having students be more accountable for their behavior through student data notebooks. Student data notebooks have also been refined to be more uniform across all grade levels. Something new is that ESE and Title 1 Teachers met with the Florida Inclusion Network (FIN) over the summer to build a schedule based on SWD needs. This provided our SWD and teachers with the ultimate support. In addition, our school has granted a building substitute through Kelly Services, this ensures Title 1 teachers get to meet with their small groups (Lower Quartile students).

Areas of Focus

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

:

#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.

Our rationale for needing to address the instructional practice specifically relating to ELA is because we strive for all scholars to be proficient in Reading.

Measurable Outcome:

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

Based on FSA data, we have an opportunity for growth in Reading. We will increase our overall proficiency in Reading Comprehension in grades K-6 from 59% to 65% on the FAST Reading.

Monitoring:

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

Progress will be monitored through weekly PLCs as well as monthly grade level data meetings.

Person responsible for monitoring outcome:

Heidi Nebesnyk (heidi.nebesnyk@myoneclay.net)

**Evidence-based
Strategy:**

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

Evidence-Based Program that addresses the identified gaps aligned with the 5 Components of Reading.

Small group instruction

Explicit Comprehension Strategy Instruction

Progress Monitoring

Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction

Systematic-explicit-recursive and cumulative phonics instruction (ELA)

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Utilizing evidence-based programs that addresses the identified gaps, teaching explicit comprehension strategies in whole group and small group, ensuring adequate progress is being made through progress monitoring, and using explicit and systematic phonological and phonemic instruction will close the gaps and improve the proficiency rates amongst K-6 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.

Professional Learning Community (PLC) sessions that focus on district priorities: Engagement, Strong Instruction, High Expectations, and Grade-Appropriate Assignments

Person Responsible

William Miller (william.miller@myoneclay.net)

Teachers will align ELA curriculum with BEST standards through collaborative planning for Tier 1 instruction.

Person Responsible

Heidi Nebesnyk (heidi.nebesnyk@myoneclay.net)

The district decision tree will be used to determine intervention resources for tier 2 and tier 3 instruction based on individual needs of students. FAST will be used for K-6 students and Lexia will be implemented K-6 for individualized practice to close learning gaps. K-3 teachers will implement Heggerty and From Phonics to Reading to supplement SAVVAS instruction. 3-6 will also use Achieve 3000 as a supplemental resource.

Person Responsible Heidi Nebesnyk (heidi.nebesnyk@myoneclay.net)

Title I Staff and admin plan small grouping collaboratively with grade levels and monitor progress weekly.

Person Responsible Heidi Nebesnyk (heidi.nebesnyk@myoneclay.net)

PLC will focus on data-driven instruction and planning for priority standards and prerequisite skills.

Person Responsible William Miller (william.miller@myoneclay.net)

Students will work weekly in Lexia Core5 and Power Up to help close gaps and meet specific needs.

Person Responsible William Miller (william.miller@myoneclay.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.

Our rationale for needing to address the instructional practice specifically relating to Math is because we strive for all scholars to be successful.

Measurable Outcome:

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

By May 2023, the percentage of K-6 graders scoring at or above grade level on the FAST Math will increase from 60% to 65%.

Monitoring:

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

Progress will be monitored through weekly PLCs as well as monthly grade level data meetings.

Person responsible for monitoring outcome:

William Miller (william.miller@myoneclay.net)

Evidence-based Strategy:

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

Visual Representations
Integrate Math Instruction Throughout School Day
Small group instruction
Teacher Modeling
Frequent Student Practice

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Utilizing visual representations, integrating math instruction throughout school day, meeting student needs during small group, teacher modeling, and frequent student practice will close the gaps and improve the proficiency rates amongst K-6 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.

Continue building on strategies using Eureka and BEST Standards and Aleks for our 6th grade classes.

Person Responsible

William Miller (william.miller@myoneclay.net)

Monthly PLC and data meetings to collaborate and build capacity.

Person Responsible

William Miller (william.miller@myoneclay.net)

Target specific subgroups to increase proficiency amongst these scholars.

Person Responsible

Heidi Nebesnyk (heidi.nebesnyk@myoneclay.net)

Plan Professional Development specifically for Math Teachers.

Person Responsible

Heidi Nebesnyk (heidi.nebesnyk@myoneclay.net)

Teachers will use manipulatives for students to model.

Person Responsible

William Miller (william.miller@myoneclay.net)

Teachers, Title 1, and ESE will provide small group instruction to all students 4 to 5 days a week.

Person Responsible

Kristen Harrison (kristen.harrison@myoneclay.net)

No description entered

Person Responsible	[no one identified]
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#3. Positive Culture and Environment specifically relating to Referral Rate**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Our rationale for needing to address the referral rate is to increase our overall positive culture and environment of the school.

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

Based on Synergy data, we have an opportunity for growth in Student Life Skills. By using the strategies and action plan described below, we will decrease our overall Referral Rates from 150 to 113 by the end of the 2022-2023 school year.

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

Our Foundations Implementation Team will meet monthly to analyze and respond to discipline data.

Person responsible for monitoring outcome:

William Miller (william.miller@myoneclay.net)

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

Community collaboration: Involve community or business groups in education and schools to encourage family participation in the community
Teachers Having an Expectation of Success For All Students
Teachers Possess the Belief of the Importance of Engaging Families
Immediate Feedback
Foster Positive Relationships
Adhering to our PBIS plan

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

The rationale for these evidence-based strategies is for students to take ownerships of their behavior/ learning. This will be evidenced by a decrease in discipline referrals and an increase in attendance as students learn to self monitor and resolve their own conflicts. Increased student engagement will result in increased performance, which can be measured through ongoing assessments.

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.

Monthly attendance meetings

Person Responsible

Kristen Harrison (kristen.harrison@myoneclay.net)

Teacher and guidance counselor will utilize 7 mindsets to deliver SEL instruction daily.

Person Responsible

Clarence Bilbray (clarence.bilbray@myoneclay.net)

IAF will continue to provide teachers with professional development and monitor usage of PBIS Rewards App

Person Responsible Kristen Harrison (kristen.harrison@myoneclay.net)

PBIS Rewards will be used to award and monitor student behavior.

Person Responsible William Miller (william.miller@myoneclay.net)

After school opportunities provided through the Boys & Girls Club of America.

Person Responsible Kristen Harrison (kristen.harrison@myoneclay.net)

SEL strategies will be provided for parents to learn during Title I Events.

Person Responsible Melissa Pugh (mapugh@oneclay.net)

Purchase Parent/Teacher communication folders for all students. Folders will be used as a communication tool between parents and teachers every Tuesday for all students and daily for those who need it. This will help to reduce the referral rate by opening the lines of communication for behavior plans that will be put in this folder for those needing them. These folders will reflect the daily PBIS behavior goals and accomplishments.

Person Responsible William Miller (william.miller@myoneclay.net)

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus****Description and Rationale:**

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

Our rationale for needing to address the ESSA subgroups SWD, Black/African American Students, and ELL is due to the low proficiency rates for multiple years in a row. SWD has scored below 41% now for three consecutive years, Black/African American students have scored below the 41% for two years now, and our ELL subgroup is right at 41% proficiency so this shows an area of deficiency for each of these categories.

Measurable**Outcome:**

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

The FAST and STAR Early Literacy will show an increase from the 39% federal index for SWD, the 37% index for Black/African American students, and 41% for the ELL. We will show an overall increase of proficiency at least 10% in each of these subgroups; SWD, Black/African Americans, and ELL.

Monitoring:

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

Title 1 and ESE will progress monitor these subgroups using Dibels, CUBED, iReady, Lexia, and Aleks. Grade level teachers will collaborate with Title 1 and ESE to monitor success and administration will also monitor through monthly grade level meetings.

Person responsible for monitoring outcome:

William Miller (william.miller@myoneclay.net)

Evidence-based Strategy:

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

ELA Strategies - Evidence-Based Program that addresses the identified gaps aligned with the 5 Components of Reading. Small group instruction Explicit Comprehension Strategy Instruction Progress Monitoring Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction Systematic-explicit-recursive and cumulative phonics instruction (ELA) MATH Strategies -- Visual Representations Integrate Math Instruction Throughout School Day Small group instruction Teacher Modeling Frequent Student Practice

Rationale for**Evidence-based****Strategy:**

Explain the rationale for selecting this specific strategy.

Based on progress monitoring and FAST ELA and Math

Describe the resources/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.

Deliver benchmark assessments along with monthly progress monitoring on students that have been identified with a substantial reading deficiency.

Person Responsible Heidi Nebesnyk (heidi.nebesnyk@myoneclay.net)

Work with teachers to model effective teaching strategies

Person Responsible Melissa Pugh (mapugh@oneclay.net)

Facilitate monthly grade level meetings

Person Responsible William Miller (william.miller@myoneclay.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to Lexia, only 36% of our Kindergarteners are proficient. This indicates an area of need for this grade level.

According to Lexia, only 16% of our First graders are proficient. This indicates an area of need for this grade level.

According to Lexia, only 35% of our Second graders are proficient. This indicates an area of need for this grade level.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

According to the 2021-2022 English Language Arts (ELA) data, our 3rd grade students scored 49% proficient on the assessment. This indicates an area of need for this grade level.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By the end of the 2022-2023 school year, Kindergarten students will improve from 36% proficient to 65% proficient.

By the end of the 2022-2023 school year, 1st grade students will improve from 16% proficient to 65% proficient.

By the end of the 2022-2023 school year, 2nd grade students will improve from 35% proficient to 65% proficient.

Grades 3-5: Measureable Outcome(s)

By the end of the 2022-2023 school year, 3rd grade students will improve from 49% proficient to 65% proficient.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The school's area of focus consists of growing proficiency in Reading to ensure grades K-6 are at least 65-70 from K-6. To ensure desired outcomes, Title I staff will progress monitor all students that fall in the Lower Quartile from Grades K-6 using the Dibels assessment. Interventions will be used 4-5 days a week based on the grade level need. Teachers and Title I will progress monitor these students weekly. During monthly PLC time, we will look to see if these students are meeting goals. At each quarter, we will record the proficiency percentages per grade level. By monitoring frequently, we are using data-informed instructional decision-making.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Nebesnyk, Heidi, heidi.nebesnyk@myoneclay.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Achieve3000, Lexia, SAVVAS, Heggerty

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Our School Improvement Plan reflects the District Reading Plan. Therefore, our programs that we are utilizing to close gaps and bring up proficiency are all aligned with the district initiative. Our students have been assessed to find the appropriate intervention depending on their deficit. We will progress monitor to ensure effectiveness of the programs.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
We will have BEST ELA Standards Training with all teachers that teach Reading with a District Coach. KidLips Training for K-1 in Phonemic Awareness.	Nebesnyk, Heidi, heidi.nebesnyk@myoneclay.net
Our school will create a literacy team that will meet quarterly to discuss our reading data to check for successes and make changes as needed.	Nebesnyk, Heidi, heidi.nebesnyk@myoneclay.net
We will take part in webinars offered by the Florida DOE to help with implementation of Reading for the successful future of our students.	Harrison , Kristen, kristen.harrison@myoneclay.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.

Montclair has a rich history of parent involvement. It is fostered by activities that are part of our school culture. We hold many on campus and off campus events throughout the year to bring families together. During these on campus events we ask for feedback and use this information to plan and improve future events. The implementation of the Conscious Discipline approach continues to be communicated to all stakeholders through monthly professional development to strengthen the home family and school family. Rituals such as MCE101 indoctrinates new members into the Montclair Family and new rituals such as the "Well Wishes" board for scholars/ staff who are absent will strengthen the school culture. We will work to create a learning environment where adults understand that empathy helps children reach a higher brain state to better manage their own emotions and problem solve. Our SAC committee meets quarterly to promote communication, involvement and understanding within the school and community. In addition to building these relationships, Synergy, PBIS Rewards, data events, and parent conference nights are all used to relay information to parents on current student academic progress and behaviors. Our school has transitional activities for our 6th grade students going to Lakeside and Orange Park Junior High Schools. We also reach out to the upcoming kindergarteners by taking flyers to the nearby VPKs and apartments to make this transition an easier process. Our school is growing with ESOL families, we have several staff members who are fluent in Spanish who make these families feel welcomed within the school. Our school has partnered with nearby churches to provide backpacks and weekend meals to support many of our families. Montclair will utilize community collaboration to involve the community and/or business groups in education and schools to encourage family participation. By teachers providing immediate feedback and fostering positive relationships amongst all stakeholders we hope to decrease referral rates and increase attendance rates.

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

Administration - accountable for promoting a positive culture and environment and oversees all teams in this effort

Conscious Discipline Team - analyze and respond to data, conduct training for staff and parents

Title I Team - family engagement

PFA - promotes partnerships between school and community

Staff - promote PBIS Rewards, models positive interactions

SRO - responsible for maintaining safe campus

Community Partners- Celebration Church, Pastor Tarkington - First Baptist Church, Shannon Murray - Realtor