Montclair Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Montclair Elementary School

820 MASSACHUSETTS AVE, Pensacola, FL 32505

www.escambiaschools.org

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Montclair Elementary School is to create an atmosphere where students take ownership, teachers lead with compassion, and families are partners.

Provide the school's vision statement.

United for every student to succeed!

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Greenberg, Elizabeth	Principal	Staffing and Hiring Paperwork 3rd Grade Lead with STO Planning and Data review Monitor iReady, AR, weekly assessments, quarterly assessments, and PM assessments Purchasing & Request for Purchase Approver Facilities Usage Agreements School Advisory Council Evaluations - Split with Tribbey Instructional ESP Evaluations Academic Programs Support with Parent Concerns District/Departmental Questions/Concerns Discipline (SESIR Violations) School Messenger (Weekly Updates) Business & Community Partnerships Maintain Information Sheet Master Calendar Safety & Security Lead Threat Assessment Team Lead Room Assignments HR Documents Safety Drills & Records Student Awards Process (Cox Heroes, Shining Star & Student of the Year) LEA
Tribbey, Nichaka	Assistant Principal	School-Wide Student Support and Discipline Process Minor Referrals Schedules and FOCUS Lead AM/PM Duties/Supervision 4th Grade Lead- Planning and Data Review with STO Data Sheets-monitor iReady/AR/weekly assessments/and PM Evaluations -Split with Greenberg Weekly Walkthroughs Support with Parent Concerns Inservice Points Coordinator Testing Coordinator Transportation Issues Bus Tickets Custodial Concerns Textbook Coordinator Impact Aid Form Collection New World Reading Initiative Threat Assessment Team Member Safety & Security Team Member Buses for field trips Emergency Maps and Supply Kits LEA

Name	Position Title	Job Duties and Responsibilities
Johnson, Shenika	Instructional Coach	Curriculum Support Assessment Data Review 5th Grade Planning Lead with STO and BSI Facilitate & Support New Teacher Mentors & Mentees (Lead Orientation) iReady Monitoring AR Monitoring Support AP with Testing Support with Literacy Week TAS's Roles, Responsibilities, and Assignments Model Effective Teaching Practices, Guiding Planning & Coaching Support Volunteer & Mentor Coordinator Focus Administrator LEA back up 504 and FBA Coordinator Back Up Class Dojo Lead Mentor
Pryor, Faye	Behavior Specialist	Behavior Management Systems & Plans School-Wide Student Behavior Support and Behavior Interventions ESE Multi Grade Student Behavior Support and Behavior Interventions Mentor Students as Needed Safety & Security Team Member PBIS implementation & Monitoring Disciplinary Conferences with Families Behavior Coaching PBIS Handbook PBIS Walkthroughs ISS Lead Threat Assessment Team Member FBA & PBIP (Behavior) LEA Back Up Class Dojo Lead
Russell, Tanzileah	School Counselor	Support w/ Social & Emotional Learning Support w/ Student Learning Concerns Student Mediations Suite 360 Coordinator 504 Meetings & Accommodations Attendance Child Study Gifted Screening Threat Assessment Team Member Quarterly Award Management - Honor Roll Individual & Group Counseling Abuse & Neglect Reporting SS & Disability Paperwork Social Worker Referrals Lakeview Counseling Referrals (Intensive Counseling)

Name	Position Title	Job Duties and Responsibilities
		Self-Harm Situations Bullying Prevention Provide RTI small group support as needed Executive functioning skills groups Uniforms Support EASA Student of the Month
Pickett, Deidre	Teacher, K-12	
Ross, Stacy	Instructional Media	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Title I Annual Meeting is held during the first quarter of the school year. All stakeholders (families, teachers, staff, and community members) are invited to attend. During this meeting the following information is shared: School Improvement Plan, Parent & Family Engagement Plan, Title I Budget, Parents' Right to Know (defined by Title I law), and the School-Family Compact.

Throughout the school year, SIP progress is regularly shared and discussed through the School Advisory Council. Regardless of membership status, all stakeholders are invited to attend School Advisory Council meetings.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

We will review progress monthly while meeting with BSI and District STO. We will complete the mid year review.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No

RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Multiracial Students (MUL)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	16	28	28	33	25	16	0	0	0	146
One or more suspensions	0	6	7	12	10	9	0	0	0	44
Course failure in English Language Arts (ELA)	0	3	11	17	8	1	0	0	0	40
Course failure in Math	0	2	5	13	10	9	0	0	0	39
Level 1 on statewide ELA assessment	0	0	0	10	10	25	0	0	0	45
Level 1 on statewide Math assessment	0	0	0	8	9	27	0	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	16	8	18	4	1	0	0	0	47

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	9	23	8	8	0	0	0	54

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	3	3	18	1	0	0	0	0	26
Students retained two or more times	0	0	2	5	2	5	0	0	0	14

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	10	29	27	48	15	21	0	0	0	150
One or more suspensions	1	5	3	24	8	9	0	0	0	50
Course failure in ELA	0	3	8	19	1	6	0	0	0	37
Course failure in Math	0	2	5	7	1	11	0	0	0	26
Level 1 on statewide ELA assessment	0	0	0	18	9	26	0	0	0	53
Level 1 on statewide Math assessment	0	0	0	14	9	26	0	0	0	49
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	7	15	29	9	26	0	0	0	89

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	6	10	28	5	21	0	0	0	71

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	3	4	21	3	0	0	0	0	36
Students retained two or more times	0	0	0	7	2	2	0	0	0	11

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	10	29	27	48	15	21	0	0	0	150
One or more suspensions	1	5	3	24	8	9	0	0	0	50
Course failure in ELA	0	3	8	19	1	6	0	0	0	37
Course failure in Math	0	2	5	7	1	11	0	0	0	26
Level 1 on statewide ELA assessment	0	0	0	18	9	26	0	0	0	53
Level 1 on statewide Math assessment	0	0	0	14	9	26	0	0	0	49
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	7	15	29	9	26	0	0	0	89

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	6	10	28	5	21	0	0	0	71

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	3	4	21	3	0	0	0	0	36
Students retained two or more times	0	0	0	7	2	2	0	0	0	11

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	20	48	53	26	51	56	30		
ELA Learning Gains				40			49		
ELA Lowest 25th Percentile				46			29		
Math Achievement*	25	50	59	35	46	50	41		
Math Learning Gains				47			53		
Math Lowest 25th Percentile				48			53		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	15	52	54	23	52	59	27		
Social Studies Achievement*					55	64			
Middle School Acceleration					45	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress		62	59						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	20
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	81
Total Components for the Federal Index	4
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	265
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	8	Yes	2	1
ELL				
AMI				
ASN				
BLK	15	Yes	2	1
HSP				
MUL				
PAC				
WHT	55			
FRL	19	Yes	2	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	1	
ELL				
AMI				
ASN				
BLK	35	Yes	1	
HSP				
MUL	40	Yes	1	
PAC				
WHT				
FRL	37	Yes	1	

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	20			25			15					
SWD	5			5			6				4	
ELL												
AMI												
ASN												
BLK	17			19			8				4	
HSP												
MUL												
PAC												
WHT	50			60							2	
FRL	19			23			11				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	26	40	46	35	47	48	23					
SWD	18	35		33	54	50	7					
ELL												
AMI												
ASN												
BLK	22	37	50	30	45	44	15					
HSP												
MUL	30			50								
PAC												
WHT												
FRL	23	40	48	33	47	48	19					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	30	49	29	41	53	53	27					
SWD	9	29		30	41		13					
ELL												

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	29	46	25	40	53	50	28					
HSP												
MUL	8			31								
PAC												
WHT	54			54								
FRL	28	47	25	39	54	53	27					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	18%	49%	-31%	54%	-36%
04	2023 - Spring	32%	57%	-25%	58%	-26%
03	2023 - Spring	19%	44%	-25%	50%	-31%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	30%	51%	-21%	59%	-29%
04	2023 - Spring	18%	58%	-40%	61%	-43%
05	2023 - Spring	29%	47%	-18%	55%	-26%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	14%	51%	-37%	51%	-37%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Proficiency for Science in 5th grade is 14% showing a decrease from previous years (15%). Proficiency in ELA shows low performance. (3rd grade 19.5%, 4th grade is 32.6%, 5th grade 17.6%). Specifically, proficiency in the SWD subgroup performing the lowest in proficiency.

Declines in proficiency were connected to the number of teachers new to the grade level, out of field or long term subs in that role. Need for prioritized professional development for teachers on standards, curriculum, and pedagogy are necessary for all staff working in the classrooms. Attendance and tardies also impacted those scores.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science 14.0% 15.2% -35.8% -35.8%
ELA 21.6% 21.5% -28.3% -32.5%
Math 27.4% 28.2% -24.2% -29.8%

Although the decline was not too steep, there was only a slight increase of .1-all others showed a decrease. in the area of proficiency.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science has the largest gap when compared to state performance at -35.8%
ELA also had a substantial gap between state and school proficiency at -32.5%
Math had a gap of -29.8%.
Declines in proficiency were connected to the number of teachers new to the grade level, out of field or long term subs in that role. Need for prioritized professional development for teachers on standards, curriculum, and pedagogy are necessary for all staff working in the classrooms. Attendance and tardies also impacted those scores.

Which data component showed the most improvement? What new actions did your school take in this area?

Science 14.0% 15.2% -35.8% -35.8%
ELA 21.6% 21.5% -28.3% -32.5%
Math 27.4% 28.2% -24.2% -29.8%

ELA showed a slight improvement in proficiency overall at .1

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Areas of attendance with absences and tardies are of particular concern in all grade levels.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Science Proficiency
Math Proficiency and Learning Gains within Low Quartile
ELA Proficiency and Learning Gains within Low Quartile

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Data showed a gap of -32.5% between school reading proficiency and state reading proficiency.

Grades K-2: Instructional Practice specifically relating to Reading/ELA
The following data was used to determine the critical need:
Kindergarten ELA proficiency rate was 30.2% on the Spring 2023 STAR Early Literacy Assessment.
First grade ELA proficiency rate was 38.9% on the Spring 2023 STAR Early Literacy Assessment.
Second grade ELA proficiency rate was 34.4% on the Spring 2023 STAR Reading Assessment.

Students who score at the 40th percentile on STAR Early Literacy or STAR Reading are considered proficient. The number of students who were not considered proficient at the end of 2023-2024 indicates a need to 1) improve core instruction and 2) identify student deficiencies and provide interventions immediately in order to close achievement gaps.

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

The following data was used to determine the critical need:
Third grade ELA proficiency rate was 19.5% on the 2023 FAST.
Fourth grade ELA proficiency rate was 31.6% on the 2023 FAST.
Fifth grade ELA proficiency rate was 17.6% on the 2023 FAST.
Achievement in ELA for grades 3rd - 5th has (not) reached 41% proficiency in all subgroups:
Economically Disadvantaged (19.5%)
Students with Disabilities (6.1%)
African American (16.6%)

Proficiency Levels indicated for 22-23 are based on levels set as of July 2023.

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

ELA proficiency in STAR is determined by the 40th percentile.

ELA proficiency will increase from 19.5 to 42% in 3rd grade, 31.6 to 42% in 4th grade, and 17.6 to 42% in 5th grade on the 2023 FAST PM3 to 50% or higher in each grade on the 2024 FAST PM3.

The ELA Proficiency for all identified ESSA subgroups will increase by 50% or more on FAST PM3 2024.

Learning Gains in our lowest quartile will be at or above 60%.

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

To monitor for desired outcomes, we will collect data, analyze, and track the percent of students scoring satisfactorily each quarter. We will identify students in need of intervention according to the intervention decision tree.
a. Kindergarten: STAR Early Literacy results and percent of students earning satisfactory performance on the standards-based grading rubric.
b. First grade: STAR Early Literacy/Reading results and the percent of students meeting benchmark on the first grade quarterly decoding probe per classroom. (See FOCUS report)

c. Second grade: STAR Reading results and the percent of students whose fluency rate is average per the time of year on the Hasbrouck and Tindal fluency norms chart.
d. Grades 3-5: analyze results by classroom of district module assessments.

2. Administration will conduct weekly classroom walkthroughs to observe delivery of Pre-K to Grade 5 literacy instruction and suggest improvements through the use of the Literacy Practice Profile tool.We strategically scheduled students with reading intervention teachers and ESE teachers to provide meaningful and quality reading intervention. Their progress from level to level (mastery) will be collected and noted.

3.Goals have been established for individual students, classes, and grade levels for FAST. Following PM2, progress will be reviewed and students receive incentives for being on track (making adequate progress towards their PM3 goal).

4. Teachers will meet biweekly to analyze data and determine plans or adjustments for improvement.

Person responsible for monitoring outcome:

Elizabeth Greenberg (egreenberg@ecsdfl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Montclair uses HMH Into Reading 2022 for its Comprehensive Core Reading/Language Arts Program (CCRP)
The district's K-12 Comprehensive Evidence-based Reading Plan outlines in detail how the various components Into Reading meets Florida' s definition of evidence-based.The district ELA Department mapped B.E.S.T. and created curriculum frameworks to ensure that Tier I instruction is standards-aligned.

In order to ensure the measurable outcomes are reached in K-5, our school will 1) focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 CERP and 2) provide intensive, systematic instruction on foundational reading skills according to the K-12 CERP Intervention Decision Trees.

Tier 1 instruction is monitored by the school's administration team through weekly classroom walkthroughs and by being present during collaborative lesson planning. Teachers and RtI teams monitor the effectiveness of interventions with individual students by collecting data and tracking student progress.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The use of Houghton Mifflin Into Reading 2023 as a Comprehensive Core Language Arts/Reading Program is supported by recommended practices in the The Institute of Education Sciences Practice Guides as described in the K-12 CERP. The core curriculum includes accommodations for students with a disability, and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning. A focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) with this comprehensive curriculum will increase the proficiency of our students in K-5. Furthermore, following the Institute of Education Sciences recommendations (strong evidence) for interventions, teachers follow the K-12 CERP Intervention Decision Trees to provide interventions in decoding and building fluency, matched to student need during a dedicated intervention period daily.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Action Step 1: Literacy Leadership-
Develop a schoolwide reading plan to increase student academic achievement and monitor student reading growth.
Provide professional development regarding the B.E.S.T. ELA Standards, including writing.
Review grade-level data from core curriculum assessments and overall classroom walkthrough trends to problem solve.

Person Responsible: Elizabeth Greenberg (egreenberg@ecsdfl.us)

By When: Plan created by August 30, 2023 and implemented throughout the year. Literacy team meets monthly Plan checkpoints quarterly

Action Step 2: Literacy Coaching-
District coaches and/or school mentor teachers will facilitate use of the literacy practice profiles in the delivery of instruction with B.E.S.T. ELA Standards, including writing.
Administration seeks coaching support from district coaches and the State Regional Literacy Director for walkthroughs and intervention support.

Person Responsible: Nichaka Tribbey (ntribbey@ecsdfl.us)

By When: Coaching Cycles for tiered support will begin on October 9, 2023. The Coaching Cycle will be monitored and assessed every 3 weeks. Bi-weekly planning will occur throughout the 23-24 school year.

Action Step 3: Assessment
Our school utilizes the MTSS 4-step problem solving process to analyze data and determine need for differentiated instruction/ intervention.
Grade level teams will meet to discuss the use of formative assessment to guide differentiation in the classroom; analyze core reading material assessment results, and use STAR for screening, diagnostics, and progress monitoring.

Person Responsible: Elizabeth Greenberg (egreenberg@ecsdfl.us)

By When: on-going throughout the 23-24 school year

Action Step 4: Professional Learning -
We will provide training to teachers at our school on the following:
Use of STAR360 reports, core reading program data, and the intervention decision trees
Differentiation during the 90 minute block, and use of Tier 2 and Tier 3 interventions during the language arts intervention period.
Improve student engagement focusing on collaboration, Kagan Strategies, and learning styles that will enhance student engagement and increase high level activities and learning- strategies like utilizing UniSIG funds to purchase flexible seating, activities for movement, and increased written responses will be incorporated in trainings having a impact on small group instruction and learning output.
Five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 Comprehensive Evidence-Based Reading Plan
The B.E.S.T. ELA standards and the science of reading.

Person Responsible: Elizabeth Greenberg (egreenberg@ecsdfl.us)

By When: On-going during the 23-24 school year, student engagement workshop will be held in October, November and February focusing on collaboration, Kagan Strategies, and learning styles that will enhance

student engagement and rigor- strategies like flexible seating and activities for movement will be incorporated in trainings.

Action Step 5 -Increase parent knowledge of literacy activities that can be done at home to support students.
A. Make the FLDOE Read at Home Plan a regular part of parent communication
A Collaborate with Title I Family Involvement Office to hold literacy nights.
A Host Parent University
A. Assist eligible families in registering for the New Worlds Reading Initiative.

Person Responsible: Shenika Johnson (sjohnson9@ecsdfl.us)

By When: December 2023

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Data showed a gap of -24.2% between school Math proficiency and state Math proficiency.

Grades K-2: Instructional Practice specifically relating to Math

The following data was used to determine the critical need:
Kindergarten Math proficiency rate was 18.6% on the Spring 2023 STAR Math Assessment.
First grade Math proficiency rate was 42.6% on the Spring 2023 STAR Math Assessment.
Second grade Math proficiency rate was 37.3% on the Spring 2023 STAR Math Assessment.

Students who score at the 40th percentile on STAR Math are considered proficient. The number of students who were not considered proficient at the end of 2023-2024 indicates a need to 1) improve core instruction and 2) identify student deficiencies and provide interventions immediately in order to close achievement gaps.

Grades 3-5: Instructional Practice specifically relating to Math

The following data was used to determine the critical need:

Third grade Math proficiency* rate was 32.4% on the 2023 FAST.
Fourth grade Math proficiency* rate was 17.6% on the 2023 FAST.
Fifth grade Math proficiency* rate was 29.2% on the 2023 FAST.
Achievement in Math for grades 3rd - 5th has (not) reached 41% proficiency in all subgroups:
Economically Disadvantaged (26.8%)
Students with Disabilities (5.9%)
African American (23.3%)

*Proficiency Levels indicated for 22-23 are based on levels set as of July 2023.

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

Math proficiency in STAR is determined by the 40th percentile.

Math will increase from 32.4% to 42% in 3rd grade, 17.6% to 42% in 4th grade, and 29.2% to 42% in 5th grade on the 2024 FAST PM3. Learning gains will increase from (%) in 2021-22 to 50% or higher in each grade on the 2024 FAST PM3.

The Math Proficiency for all identified ESSA subgroups will increase by 50% or more on FAST PM3 2024.

Learning Gains in our lowest quartile will be at or above 60% compare to the (%) of lowest quartile learning gains in 2021-22 school year.

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

We strategically are utilizing our teacher assistants, remediation teachers, administrative team, and other instructional support staff members so that we are working with small groups of students with targeted lessons based on students' needs.

Goals have been established for individual students, classes, and grade levels for unit assessments. Following unit assessments, progress is monitored and students receive incentives for reaching goals.

Goals have been established for individual students, classes, and grade levels for FAST. Following PM2, progress will be reviewed and students receive incentives for being on track (making adequate progress towards their PM3 goal).

Teachers will meet biweekly to analyze data and determine plans or adjustments for improvement.

Person responsible for monitoring outcome:

Nichaka Tribbey (ntribbey@ecsdfl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1) Instruction during the intervention should be explicit and systematic.

2) Strengthen differentiated Tier I instructional delivery through use of the Math Frameworks and B1G-M Instructional Guides

3) Strengthen the multi-tiered system of supports for all students

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The evidence-based intervention for Math focuses on math foundational skills, and monitoring data to provide remediation for specific skills groups of students are lacking.

Evidence-based Practice for Rationale Using progress monitoring: By continually monitoring a child's progress, teachers can gather the information they need to match lessons to an individual child's knowledge level.

Provide explicit and systematic intervention instruction: Struggling students should receive explicit instruction to ensure that they have the foundational skills and conceptual knowledge necessary for understanding grade level content.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Action Step 1: Professional Development
Teachers will participate in Common-Planning for grade levels at least one time per week.

Teachers will participate in after-school extra planning two times per week to plan with subject area specialist and administrative team members.

Teachers will participate in at least one professional development each quarter that is focused on B.E.S.T.

Math standards and utilizing Tier II/Tier III math instructional resources that will be used for math interventions and remediation.

Person Responsible: Elizabeth Greenberg (egreenberg@ecsdfl.us)

By When: Plan created by August 30, 2023 and implemented throughout the year. The leadership team will meet monthly to discuss the overall effectiveness of the action steps.

Action Step 2: Progress Monitoring Data
The administrative and grade level teams will meet quarterly to review progress monitoring data to determine LQ and "Growth" students for Learning Gains, "Target" students for Proficiency, and establish goals for FAST and Unit Assessments.

3rd- 5th grade students will use data binders to document and track their progress. The teacher and students will review individual students data quarterly to engage in data chats to establish next steps.

Person Responsible: Nichaka Tribbey (ntribbey@ecsdfl.us)

By When: Plan created by August 30, 2023 and implemented throughout the year. The leadership team will meet monthly to discuss the overall effectiveness of the action steps.

Action Step 3: Monitor quality of instruction
The administrative team will complete at least 10 walkthroughs per week to identify tiered support and provide feedback for growth.

Person Responsible: Elizabeth Greenberg (egreenberg@ecsdfl.us)

By When: Plan created by August 30, 2023 and implemented throughout the year. The leadership team will meet monthly to discuss the overall effectiveness of the action steps.

Action Step 4: Instruction
Increase the use of math manipulatives for benchmark aligned small group instruction, and in connection with supplemental resources used for Tier II, and Tier III instruction. UniSIG funds will be used to purchase math manipulatives.

Teachers will utilize intervention and remediation resources; such as, Ready Math Books, Envision math practice books, Everglades or Measure Up purchased with UniSIG funds, and adjust groupings as needed.

Teachers will continue to utilize the Reflex Fluency Math program to increase proficiency in basic math operations.

I-Ready lesson pathways will be adjusted as needed and teacher-assigned lessons will be assigned as needed.

Person Responsible: Shenika Johnson (sjohnson9@ecsdfl.us)

By When: Daily

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Data showed a gap of -35% between school science proficiency and state science proficiency. Science proficiency scores have declined each year for the past 4 years.

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

Grade 5 Science proficiency on State Science Assessment will increase from 19.5% to 42%

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

1. To monitor for desired outcomes, we will collect data, analyze, and track the percent of students scoring satisfactorily each quarter on District Progress Monitoring Assessments.
a. Grades 3-5: analyze results by classroom of district module assessments.
2. Administration will conduct weekly classroom walkthroughs to observe delivery of Grade 3 to Grade 5 science instruction and suggest improvements through the use of the STO Frameworks and best practice in science instruction.
3. Teachers will meet biweekly to analyze data and determine plans or adjustments for improvement.

Person responsible for monitoring outcome:

Shenika Johnson (sjohnson9@ecsdfl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Increase student engagement in learning (tier 1)
2. Use assessment to enhance student learning, beyond just measuring it. (tier 1)
3. Science Vocabulary: Teach clear and concise science vocabulary specific to the grade level and science discipline to help students effectively communicate their understanding of scientific concepts. (Tier 3)
4. School leadership ensures that teachers have a shared understanding of the curriculum and standards across the grades. (tier 1)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. The rationale for this strategy is evidenced-based research by John Hattie and Robert Marzano that overt direct instruction, student engagement with the content, and teacher feedback have a high effect size.
2. According to 10 Key Practices for Assessment in Schools, the process of using data to drive instruction improves teachers' instruction by enhancing their focus on key concepts, thus resulting in a positive correlation to student achievement.
3. According to 10 Key Vocabulary Practices for All Schools, having a school-wide emphasis on vocabulary learning can be powerful in creating an environment that celebrates the importance of learning new words and has a positive result on student achievement.
4. According to 10 Key Practices for Assessment in Schools, understanding how content builds through the grades improves instruction. This vertical alignment of content and instruction throughout the grades leads to more effective communication among teachers and improved instruction school-wide.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Action Step 1-Literacy Leadership -Weekly planning by grade-level will be provided by the STO Team and/or School Leadership Team.

Person Responsible: Shenika Johnson (sjohnson9@ecsdfl.us)

By When: Planning will occur weekly throughout the 23-24 school year

Action Step 2- Assessments-Teachers will utilize reports generated from district quarterly tests, and the focus grade book. Teachers will review student assessment and progress monitoring to conduct student data chats, providing feedback to gain a high yield effect size.

Person Responsible: Shenika Johnson (sjohnson9@ecsdfl.us)

By When: On-going based on the district assessment calendar. Data meetings will be bi-weekly. Student data chats will take place bi-weekly and before and after quarterly assessments.

Action Step 3- Professional Learning-Teacher training on incorporating vocabulary into lesson planning and content delivery. Training will be provided by STO Coach and/or School Leadership Team, and will take place during weekly planning, with whole staff being trained in October and November Early Release. Training will be on how to incorporate science content and academic vocabulary into lessons, making vocabulary connections between music, art, and physical education activities. Students will spend time on Study Island to improve their vocabulary skills.

Person Responsible: Shenika Johnson (sjohnson9@ecsdfl.us)

By When: On-going during the 23-24 school year embedded in weekly STO planning with fifth grade. October training for special area teachers. Study Island training for 3-5 in September and reviewed again in October. Data from Study Island reviewed weekly. Follow up in November and February.

Action Step 4- Professional Learning-Teachers will utilize overt direct instruction, including ESE inclusion services, to increase student engagement.
Teachers will utilize specific engagement strategies such as "cold call", "turn and talk", and "calling on all students" to increase classroom engagement.
Teachers will incorporate labs and/or hands-on activities at least weekly into the curriculum. The STO Team will support this effort with example labs/activities and training on implementation.

Person Responsible: Shenika Johnson (sjohnson9@ecsdfl.us)

By When: On-going during the 23-24 school year, student engagement workshop will be held in October, November and February focusing on collaboration, Kagan Strategies, and learning styles that will enhance student engagement and rigor- strategies like flexible seating and activities for movement will be incorporated in trainings.

#4. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In 2022-23 school year there were 180 referrals documented with 37.7% of referrals being repeated discipline incidents. SWD make-up 25% of office referrals. (71 students with ODRs, 43 students with OSS, and 33 students with ISS)

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

Office referrals will decrease by 30% in each discipline area, repeated discipline incidents and the SWD subgroup referrals will decrease by 50%,

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

To monitor for desired outcomes, we will analyze and track discipline data according to time of day, incident areas, repeated student discipline referrals, and escalated events. We will us this data to identify students in need of behavioral interventions according to the PBIS Tiered rubric, and identify teachers in need of classroom management support.

Person responsible for monitoring outcome:

Faye Pryor (fpryor@ecsdfl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1) Montclair will have a multitiered system in place that supports the behavior practices from the school wide to the individualized levels.
2) Montclair will implement the Positive Behavior Intervention System (PBIS) with fidelity. This system ensures each student understands guidelines and expectations of our school.
3) Teachers will attend professional development the week of pre-planning based on the details of the PBIS tiered system and School-wide Positive Environment Rubric. The week of August 10th, the PBIS Coach will teach students about the PBIS system, the expectations to receive rewards for positive behaviors, and consequence guidelines for disorderly behaviors.
4) Small group and individualized instruction will be a focus for SWD in order to decrease academic frustrations and address learning needs.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

According to 10 Keys to Behavior Practice Guide from The Meadow Center, having a multitiered system in place that supports the behavior practices from the school wide to the individualized levels shows a positive impact on student achievement, behavior, and attendance. (Tier 1)

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1) The leadership and behavior team will establish school-wide protocols for attendance and behavior.
2) The team will create a positive culture and environment rubric to outline the protocols, metrics of what high, mid, and low level implementation looks like from students, staff, and administration.
3) The rubric will be utilized in class and school walks 4 times per year to monitor the implementation of the protocols and identify future professional development needs.

Person Responsible: Faye Pryor (fpryor@ecsdfl.us)

By When: On-going through the 23-24 school year.

Montclair is focused and determined to incorporate Trauma Informed Care practices in every classroom. Administrators, teachers, and staff will focus on building relationships with students, which creates a positive, predictable, and safe learning environment.

Person Responsible: Faye Pryor (fpryor@ecsdfl.us)

By When: Weekly with the classroom walks/visits; During the 4 times a year walks with the positive culture and environment rubric

Teachers and students will receive feedback about attendance and behavior on a monthly basis.

Person Responsible: Faye Pryor (fpryor@ecsdfl.us)

By When: monthly

Feedback about attendance and behavior will be provided to parents at the monthly school meetings and quarterly at the parent night meetings.

Person Responsible: Faye Pryor (fpryor@ecsdfl.us)

By When: monthly, quarterly

Teachers will utilize Class Dojo and calls home to provide feedback about attendance and behavior on a weekly basis.

Person Responsible: Faye Pryor (fpryor@ecsdfl.us)

By When: Weekly

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Funding allocations for Title I funds are based on survey 3 poverty data. Schools receive these allocations in the spring and work with Title I and the level directors to determine how those funds are utilized. Title I schools also receive additional funding for low income students to support parent involvement. UniSIG allocations are based on school grade and overall Federal Index rates and are received in late summer. The schools work with the School Transformation Office (STO) and level directors to determine the usage of these funds to maximize impact on student achievement. Both Title I and UniSIG are aligned so there are no resource duplications between these two main school improvement funding sources. The Human Resource Department works with Budgeting, Finance, Title I, STO, and Executive staff to review staffing to ensure schools in need have staffing that reflects the need of the school. Title I, UniSIG, Reading Allocation, ESSER, and SAI funding sources are utilized to add supplemental positions to meet the needs of schools and align to state and district goals. School Improvement funding allocations are also utilized to pay staff to attend planning sessions and

professional development sessions with the Professional Development Department and STO based on input from BSI and the district. The district identifies resources for coaching and planning support through the level directors, School Transformation Office, Title I, and Professional Development Department. Schools are tiered based on need including school grade, overall federal index, graduation rates, and ESSA subgroup data. Supplemental resources in addition to the district purchased core resources are reviewed based on the school need and approved for purchase utilizing school improvement funding and SAI funding. The district has also begun to utilize Canvas as the LMS to help support resource allocation to include benchmark aligned lessons, professional development, and content training for schools. Additional support that is identified by quarterly meetings with schools and monthly meetings with the BSI team will be supported through the LMS to ensure school needs and district resources are being appropriately allocated for the 2023-2024 school year.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

The following data was used to determine the critical need:
64% of Kindergarten ELA students scoring below the 40th percentile on the Spring 2023 STAR Early Literacy Assessment.
67% of First grade ELA students scoring below the 40th percentile on the Spring 2023 STAR Early Literacy Assessment.
60% of Second grade ELA students scoring below the 40th percentile on the Spring 2023 STAR Early Literacy Assessment.

Students who score below the 40th percentile on STAR Early Literacy or STAR Reading are not considered proficient. The number of students who were not considered proficient at the end of 2022-2023 indicates a need to 1) improve core instruction and 2) identify student deficiencies and provide interventions immediately in order to close achievement gaps.

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

The following data was used to determine the critical need:
Third grade ELA students scoring below proficiency rate was 81% on the 2023 FAST.
Fourth grade ELA students scoring below proficiency rate was 66% on the 2023 FAST.
Fifth grade ELA students scoring below proficiency rate was 84% on the 2023 FAST.

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 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 Measurable Outcomes

ELA proficiency as determined by those scoring at or above the 40th percentile on STAR Early Literacy or STAR Reading 2023 will increase for grades kindergarten through 2nd grade to 50% or higher on FAST-STAR PM3.

Grades 3-5 Measurable Outcomes

The ELA proficiency rate will increase for grades third through fifth to 50% or higher in each grade on the 2024 FAST PM3.

Monitoring

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 impact student achievement outcomes.

To monitor for desired outcomes, we will collect data, analyze, and track the percent of students scoring satisfactorily each quarter. We will identify students in need of intervention according to the intervention decision tree.
a. Kindergarten: STAR Early Literacy results and percent of students earning satisfactory performance on the standards-based grading rubric.
b. First grade: STAR Early Literacy/Reading results and the percent of students meeting benchmark on the first grade quarterly decoding probe per classroom. (See FOCUS report)
c. Second grade: STAR Reading results and the percent of students whose fluency rate is average per the time of year on the Hasbrouck and Tindal fluency norms chart. (See Amira)
d. Grades 3-5: analyze results by classroom of district module assessments.

2. Administration will conduct weekly classroom walkthroughs to observe delivery of Pre-K to Grade 5 literacy instruction and suggest improvements through the use of the Florida Literacy Practice Profiles.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Greenberg, Elizabeth, egreenberg@ecsdfl.us

Evidence-based Practices/Programs

Description:
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. §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?

Montclair ES uses HMH Into Reading 2022 for its Comprehensive Core Reading/Language Arts Program (CCRP)

The district's K-12 Comprehensive Evidence-based Reading Plan outlines in detail how Into Reading meets Florida' s definition of evidence-based.The district ELA Department mapped B.E.S.T. and created curriculum frameworks to ensure that Tier I instruction is standards-aligned.

In order to ensure the measurable outcomes are reached in K-5, our school will 1) focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 CERP and 2) provide intensive, systematic instruction on foundational reading skills according to the K-12 CERP Intervention Decision Trees.

Tier 1 instruction is monitored by the school's administration team through weekly classroom walkthroughs and by being present during collaborative lesson planning. Teachers and RtI teams monitor the effectiveness of interventions with individual students by collecting data and tracking student progress.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The use of Houghton Mifflin Into Reading 2022 as a Comprehensive Core Language Arts/Reading Program is supported by recommended practices in the The Institute of Education Sciences Practice Guides as described in the K-12 CERP. The core curriculum includes accommodations for students with a disability, and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning.
A focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) with this comprehensive curriculum will increase the proficiency of our students in K-5.
Furthermore, following the Institute of Education Sciences recommendations (strong evidence) for interventions, teachers follow the K-12 CERP Intervention Decision Trees to provide interventions in decoding and building fluency, matched to student need during a dedicated intervention period daily.

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
Action Step 1: Literacy Leadership- Develop a schoolwide reading plan to increase student academic achievement and monitor student reading growth. Provide professional development regarding the B.E.S.T. ELA Standards, including writing. Review grade-level data from core curriculum assessments and overall classroom walkthrough trends to problem solve. Action Step 2: Literacy Coaching- District coaches and/or school mentor teachers will facilitate use of the literacy practice profiles in the delivery of instruction with B.E.S.T. ELA Standards, including writing. Administration seeks coaching support from district coaches and the State Regional Literacy Director for walkthroughs and intervention support. Action Step 3: Assessment Our school utilizes the MTSS 4-step problem solving process to analyze data and determine need for differentiated instruction/ intervention. Grade level teams will meet to discuss the use of formative assessment to guide differentiation in the classroom; analyze core reading material assessment results, and use STAR for screening, diagnostics, and progress monitoring. Action Step 4: Professional Learning - We will provide training to teachers at our school on the following: Use of STAR360 reports, core reading program data, and the intervention decision trees Differentiation during the 90 minute block, and use of Tier 2 and Tier 3 interventions during the language arts intervention period. Five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 Comprehensive Evidence-Based Reading Plan The B.E.S.T. ELA standards and the science of reading.	Greenberg, Elizabeth, egreenberg@ecsdfl.us

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

How does Montclair communicate timely information about the Title I program?
The Title I Annual Meeting is held during the first quarter of the school year. All stakeholders (families, teachers, staff, and community members) are invited to attend. During this meeting the following information is shared: School Improvement Plan, Parent & Family Engagement Plan, Title I Budget, Parents' Right to Know (defined by Title I law), and the School-Family Compact.

Throughout the school year, SIP progress is regularly shared and discussed through the School Advisory Council. Regardless of membership status, all stakeholders are invited to attend School Advisory Council meetings.

Links to the school's SIP are posted on the school's homepage as well as the schools Our Title I Family page.

Title I Annual Parent Meeting:
Google Slides/Screenshot; Advertisement, Agenda, Minutes, Sign in Sheet
SAC:
Advertisement, Agenda, Minutes, Sign in Sheet
Electronic Communication
Email
Mail Out to Parents
Family Nights:
Flyer, newsletter, sign in, marquis, website, call out script, agenda, presentation, evals
School Website
Newsletter, calendar, pictures
School Messenger
Call outs
Flyers
Upcoming events

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

How does Montclair offer opportunities for regular meetings for families to participate in making decisions and give feedback?
During the 23-24 school year, parent conferences will be held by all teachers to share the progress of each student. FAST data will be reviewed with families. Two* academic Family Nights are scheduled to build the capacity of families in Language Arts* and Math*. Teachers will share strategies which can be used at home. Teachers send daily* and/or weekly* information home to parents regarding their child's academic and social progress. (add specific events and other activities from your Parent and Family Engagement plan)

The Parent & Family Engagement Plan is shared with families during the Title I Annual Meeting, posted on our website, and messaged to families through the student information system FOCUS.

SAC Meetings:
Advertisement, Agenda, Minutes, Sign in Sheet
PTA Meetings:
Advertisement, agenda, sign in, minutes
Conferences (elementary):
Conference sign in sheet, conference agenda with notes

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Montclair plans to strengthen academics in Reading, Math, and Science by implementing action steps outlined in SIP. We will focus on planning to improve student engagement in Tier 1 instruction, monitoring data and small group instruction for Tier 2 and Tier 3 students. We will also, have remedial teachers and Teacher Assistants work with small groups of students to provide support in areas of need.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA and Montclairs PFEP.
Voluntary Pre-Kindergarten: Title I Part A co-funds VPK services, by extending full day services in schools with our highest poverty. Family events provide guidance and modeling of emergent literacy development activities.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Montclair has a Guidance Counselor, and District Overlay Counselor that works with children in need of mental health strategies, and counseling. Our District utilizes a process for referring students in need-all teachers are trained in YMHFA and how to make referrals.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/a

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Montclair has a Behavior Couch trained in working with teachers to create FBA/PBIPs. Teachers utilize the Tier process for academics -RTI-a and behavior- RTI-b.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers will meet weekly to plan with District Coaches on enhancing Tier 1 instruction and reviewing class data. Teachers will have the opportunity for additional training related to core programs and computer based programs as well as strategies to enhance student engagement. Professional Development will be held on Early Release days, and District Professional Development Days.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Parents are given information including strategies to make transitions smoother and help them work with their children at parent/teacher conferences, in newsletters, and at school events. Teachers also share VPK assessment results with parents after each administration so that parents know their students' progress and where they fall in the expectation of being Kindergarten Ready.
Staff are provided with training opportunities online, at the individual schools, and at the district level. Training topics include procedural information, required parent involvement elements, curriculum & instruction, standards, safety, best practices, using assessments, and behavior.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA				$128,190.13
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	100	0361 - Montclair Elementary School	UniSIG		$36,640.00
			Notes: Montclair ES UniSIG: SIP Focus 1-3 Stipend for teachers to attend planning with administration, School Transformation Instructional Coaches. 30 teachers x 2 hour per week x 2 weeks x 9 months x $33 + 1K			
	6300	220	0361 - Montclair Elementary School	UniSIG		$2,726.46
			Notes: Montclair ES UniSIG: SIP Focus 1-3 Social Security for teachers to attend planning with administration, School Transformation Instructional Coaches. 34 teachers x 2 hour per week x 2 weeks x 9 months x $33 x .0765			
	6300	240	0361 - Montclair Elementary School	UniSIG		$427.68
			Notes: Montclair ES UniSIG: SIP Focus 1-3 Worker's Comp for teachers to attend planning with administration, School Transformation Instructional Coaches. 30 teachers x 2 hour per week x 2 weeks x 9 months x $33 x .012			
	5100	520	0361 - Montclair Elementary School	UniSIG		$3,497.45

			Notes: Montclair ES UniSIG: SIP Focus 1 Measure Up ELA supplemental workbooks to support small group instruction 190 student books x $14.95 per book = $2840.50 20 teacher editions x 16.95 = $339 10% shipping = $317,95			
	5100	519	0361 - Montclair Elementary School	UniSIG		$2,771.23
			Notes: Montclair ES UniSIG: SIP Focus 1-3 Ink/toner to support benchmark-aligned instruction.			
	5100	520	0361 - Montclair Elementary School	UniSIG		$4,263.00
			Notes: Montclair ES UniSIG: SIP Focus 1 Magnetic Reading ELA 200 student books x $17.85 per book = $3570 12 teacher editions x $25.50 = $306 shipping 10% = 306.05			
	5100	510	0361 - Montclair Elementary School	UniSIG		$5,231.68
			Notes: Montclair ES UniSIG: SIP Focus 1-3 Office supplies to support benchmark aligned instruction. (Paper, pencils, composition books, chart paper, staplers, staples, clipboards, sticky notes, paper fasteners, sticky flags, manual hole punch, post-it notes, binders, binder clips, folders, bookends)			
	5100	510	0361 - Montclair Elementary School	UniSIG		$14,706.61
			Notes: Montclair ES UniSIG: SIP Focus 1 Classroom Libraries and/or guided reading books Books for non-friction (Science & Social Studies Content) to support benchmark aligned instruction.			
	6200	612	0361 - Montclair Elementary School	UniSIG		$20,000.00
			Notes: Montclair ES UniSIG: SIP Focus 1 Media Center Books- Books to increase wide reading for accelerated reading to support benchmark aligned instruction			
	5100	642	0361 - Montclair Elementary School	UniSIG		$10,000.00
			Notes: Montclair ES UniSIG: SIP Focus 1-3 Flexible seating and movement throughout the classroom that best tailors to their learning and effective classroom routines. Such rotations can ensure we are meeting the needs of students' learning style which would decrease behaviors and assist with past trauma. (Eco Walker 12 inch flat square spot marker multi-color exercise kids floor playmate, American plastic scoop rockers, cushioned floor seats, classroom seating rug, surf portable lap desk (flexible seating), color stacking stools)			
	5100	510	0361 - Montclair Elementary School	UniSIG		$12,000.00
			Notes: Montclair ES SIP Focus 1 (K-2) Phonic manipulatives, decodable, and fluency practice activities to improve reading foundational skills. (Hands-on-Reading Skills Teaching Kits (complete set), Touch & Read Phonics Word Match (complete set), Splash! Reading Games, CVC Words Hands-On-Teaching Kit, Small-Group Reading Activity Cart, Word Building Tiles Student Packs (class set), Giant Alphabet Beads, Classroom Magnetic Letters Kit, Lakeshore Word Building Blocks)			
	6300	100	0361 - Montclair Elementary School	UniSIG		$7,425.00
			Notes: Montclair ES UniSIG: SIP Focus 1-3 Saturday After-school tutoring to support benchmark aligned instruction. 15 teachers x 3 hours per day x 5 weeks x 33 = $7425			
	6300	210	0361 - Montclair Elementary School	UniSIG		$1,007.57
			Notes: Montclair ES UniSIG: SIP Focus 1-3 Retirement - Saturday After-school tutoring to support benchmark aligned instruction. 15 teachers x 3 hours per day x 5 weeks x 33 x .1357			
	6300	220	0361 - Montclair Elementary School	UniSIG		$568.01

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			Notes: Montclair ES UniSIG: SIP Focus 1-3 Social Security - Saturday After-school tutoring to support benchmark aligned instruction. 15 teachers x 3 hours per day x 5 weeks x 33 x .0765			
	6300	240	0361 - Montclair Elementary School	UniSIG		$89.10
			Notes: Montclair ES SIP Focus 1-3 Worker's Comp - Saturday After-school tutoring to support benchmark aligned instruction. 15 teachers x 3 hours per day x 5 weeks x 33 x .012			
	5100	510	0361 - Montclair Elementary School	UniSIG		$1,000.00
			Notes: Montclair ES UniSIG: SIP Focus 1-3 Student Planner to support developing organizational skills to improve learning.			
	6300	210	0361 - Montclair Elementary School	UniSIG		$4,836.34
			Notes: Montclair ES UniSIG: SIP Focus 1-3 Retirement for teachers to attend planning with administration, School Transformation Instructional Coaches. 30 teachers x 2 hour per week x 2 weeks x 9 months x $33 x .1357			
	6300	750	0361 - Montclair Elementary School	UniSIG		$1,000.00
			Notes: Montclair ES UniSIG: SIP Focus 1-3 Planning for Long-term substitutes to attend planning with school based administration and School Transformational Instructional Coaches.			
2	**III.B.**	**Area of Focus: Instructional Practice: Math**				**$19,760.45**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	520	0361 - Montclair Elementary School	UniSIG		$3,497.45
			Notes: Montclair ES UniSIG: SIP Focus 2 Measure Up Math supplemental workbooks to support small group instruction 190 student books x $14.95 per book = $2840.50 20 teacher editions x 16.95 = $339 10% shipping = $317,95			
	5100	510	0361 - Montclair Elementary School	UniSIG		$12,000.00
			Notes: Montclair ES UniSIG: SIP Focus 2 Math manipulatives for benchmark aligned instruction. (3D figures, blank pictograph, connecting cubes, fractions of circles, rulers, centimeter grid, multiplication table, measuring cups, play bills, play coins, blank clock faces, math charts, fraction bars, GEO boards, color counters, Judy clocks).			
	5100	520	0361 - Montclair Elementary School	UniSIG		$4,263.00
			Notes: Montclair UniSIG: SIP Focus 2 Best Math Supplemental workbooks to support small group instruction during the math block 200 workbooks x $17.85 = $3,570 12 Teacher Editions x $25.50 = $306 10% Shipping			
3	**III.B.**	**Area of Focus: Instructional Practice: Science**				**$13,879.83**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0361 - Montclair Elementary School	UniSIG		$12,979.83
			Notes: Montclair ES UniSIG: SIP Focus 3 Science Supplies to support benchmark aligned instruction in K-5 classrooms. (Graduated cylinders, balance scales, planet models, clay, rulers, beakers sets, pan balance, spring scale, thermometers, meter sticks, foam bowls, paper plates, string/yarn, clear plastic cups, safety goggles, magnets, iron washers, gravel, quart bags, magnifying glasses, mineral kit)			
	5100	310	0361 - Montclair Elementary School	UniSIG		$900.00

			Notes: Montclair ES UniSIG: SIP Focus 3 In-School Field trip: Pensacola Mess Hall (In-school) Hands-on, interactive, and inquiry-based science activities to support benchmark-aligned instruction in 3-5 classrooms.			
4	**III.B.**	**Area of Focus: Positive Culture and Environment: Early Warning System**				**$5,530.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	369	0361 - Montclair Elementary School	UniSIG		$2,030.00
			Notes: Montclair ES UniSIG: Focus Area 1-4 Navigate 360 PBIS Rewards Subscription supports schoolwide PBIS plan through online PBIS points and store.			
	5100	310	0361 - Montclair Elementary School	UniSIG		$3,500.00
			Notes: Montclair ES UniSIG: Focus Area 1-4 Children's View service contract to work with 8-10 students identified, 1-2 days weekly from 9-11 am (excluding holidays, with a minimum of 25 days of service) by the administration team to improve student behavior and academic performance through mentoring, tutoring, and goal setting. Time and days are subject to change based on Administrator Approval.			
					Total:	$167,360.41

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No