

# Montclair Elementary School



2014-15 School Improvement Plan

## Montclair Elementary School

820 MASSACHUSETTS AVE, Pensacola, FL 32505

www.escambia.k12.fl.us

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
100%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
97%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	A

### School Board Approval

This plan was approved by the Escambia County School Board on 11/18/2014.

### SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

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

##### Provide the school's vision statement

Every student.... Every day.... Whatever it takes.

#### School Environment

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

1. Teachers review every students cumulative folder the first week of school and document all important information so they are aware of any family, health, custodial, and academic needs early on to provide the appropriate services to the each child.
2. Teachers have been provided with various Professional Developments that encourage teachers to create relationships with students and understand what challenges students may be facing. (Kagan, Whole Brain, and Marcia Tate PD).
3. Teachers contact all parents and introduce themselves before orientation to create an early relationship.
4. Teachers make 2 positive parent phone calls per week to share any good news about the child to help build relationships with both student and parent.

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

1. Principal greets all parents and students at the front door every morning to help set the tone for a great day and make relationships.
2. Teachers greet every student at the door of the classroom with a warm and welcoming smile and hello.
3. Principal goes to every classroom the first day of school and introduces herself and explains the role of a principal.
4. Teachers review the schoolwide PBS procedures throughout the school year (restroom, hallways, assemblies, lunchroom, recess, bus, and classroom procedures for everything).
5. Teachers have expectations posted in the classrooms and create Kagan Cooperative groups in classrooms where students can have conversation within lessons and learn and teach each other.
6. Principal and Assistant Principal give behavior message to students on the afternoon WMES News Show to remind students of rules and being respectful.
7. Teachers provide students with a reflection area in the classroom where the can sit and calm down if upset so they can get back to the lesson and not have to leave room or go home.
8. Building is clean with quality work posted inside and outside of room.
9. Teachers are striving for effective classroom management techniques to decrease negative student behavior.
10. Our schoolwide behavior plan involves communication with parents.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

1. Teachers are trained in providing engaging lessons using Kagan structures, Whole Brain strategies, and Marcia Tate ideas for student engagement.
2. School has a PBS Behavior Coach who coordinates our Schoolwide Behavior plan with teachers, students, and parents. She helps students to redirect their behavior and works the RtIb process when appropriate. She also works with teachers to provide quality interventions to reduce negative behaviors.
3. PBS Coach has a PBS binder for teachers that includes various behavior strategies, forms, parent call logs, etc.
4. PBS Coach organizes monthly PBS Celebrations for students who are keeping a C on their citizenship grade. She also organizes an alternative behavior lesson for the students who do not get to attend the Celebration.
5. Students earn Panther Bucks throughout the week and are able to turn them in on Friday for a small prize in our Roar Store.
6. PBS Coach provides employees with bucket tickets to reward children in classes who are doing good things for others.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

1. Teachers will refer a student to our RtI Coach for counseling. RtI Coach will place a referral into a local service who provides free family and group counseling.
2. Our Partner in Education, Gulf Power, provides some mentors to various students each year. We also participate in the ECSD mentor program.
3. Teachers will refer students to our RtI Coach and Behavior Coach for help with personal, family issues that need to be addressed. (eyeglasses, dental care, clothes, food, furniture, etc)
4. We participate in the food back pack program through local churches and the school district.
5. Lower quartile students will be assigned a school-based adult buddy to monitor and encourage progress weekly.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	14	22	13	8	15	9	81
One or more suspensions	0	5	1	5	10	8	29
Course failure in ELA or Math	0	9	9	8	10	6	42
Level 1 on statewide assessment	0	0	0	6	34	27	67

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	5	6	5	20	14	50

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

Attendance: 4th and 5th grade students with no absences or tardies are invited to participate in an after-school Sports Club led by our Physical Education teacher. Monthly attendance meetings are held with the Assistant Principal, RtI Coach, and School Social Worker to identify students with chronic absences so those may be addressed and interventions and assistance can be given to those families.

Suspensions: Positive Behavior Support team recognizes and rewards students with no behavior infractions by having a Student of the Month pizza party for each classroom's SOM and a PBS celebration for all students earning a C or better in citizenship with no infraction forms. We have established a 4 step infraction process when students' behavior is interfering with the learning environment that includes contacting parent, receiving strategies, support, and/or modeling from the PBS coach.

ELA or Math course failure and Level 1 statewide assessment: After each Discovery Education assessment, students that demonstrate proficiency in Reading and/or Math or improve scores in both reading and math have the opportunity to attend a Tailgate Celebration. RtI, Assistant Principal, and Principal hold data meetings during grade level planning to identify and propose interventions for students struggling academically, our Lowest Quartile students and retained students.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

1. Creating more parent involvement daytime and evening events to help parents to feel the positivity in their child's school. (Literacy Night, Dr. Seuss Day, Wellness Family Night, Math & Muffin Da , and grade level performance.)

2. Send home monthly parent newsletters to keep parents informed of what is going on in their child's school.
3. Keep school website updated with school information for parents and community.
4. Utilize School Messenger call-out system for reminders for upcoming events.
5. Provide First Grade Retention Meetings to get parents on board of their child being successful during such a critical year.
6. Teachers make 2 positive parent phone calls per week regarding student academics and behavior.
7. Teachers send home 9 week progress reports and report cards.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

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

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Sewell, Jennifer	Principal
Danley, Kristen	Assistant Principal
Carroll, Laura	Instructional Coach
mcmillan, emily	Instructional Coach
Betsy, Freeman	Teacher, ESE
Bookheimer, Sarah	Teacher, K-12
Chalanczuk, Edelsa	Teacher, K-12
Duren, James	Teacher, K-12
Ezell, Holly	Teacher, K-12
Garrett, Jennifer	Teacher, K-12
Hartzog, Allison	Teacher, PreK
Hawks, Malinda	Teacher, K-12
Jason, Sarah	Teacher, K-12
Ladner, Stacey	Attendance/Social Work
Morris, Tonya	Dean

**Duties**

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

1. Our SBLT meets monthly to discuss school wide plans regarding all processes in place. This includes our SIP and MTSS process.
2. Our grade level chairs are included in the SBLT and bring their grade level ideas, concerns or questions to the SBLT meetings to share.
3. Our SBLT was trained on how to implement collaborative grade level data analysis by our DOE representative. Each grade level chair is responsible for holding weekly grade level meetings and turning in their agenda to the administration. One grade level monthly data analysis and reflection meeting during a grade level meeting.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

Montclair uses Discovery Ed Beginning of the Year (BOY) Assessments to address the academic needs of our students. This data allows teachers to identify which students are not making adequate progress and places them in a multi-tier process which provides teachers with specific interventions to help students make learning gains.

1. Title 1 provides us with various employees (.50 - Technology Coordinator), 2 Pre-K Teachers, & 2 Pre-K Teacher Assistants, 1 tech assistant to provide push-in and pull-out small group assistance for 19.5 hours/week, and 1 tech assistant/parent and community liaison for 19.5 hours/week.
2. We utilize the services of the Council on Agings (Foster Grandparent Program). We have 3 ladies who are scheduled to meet in small groups with specific children for catch-up growth in Kdg & 1st grades.
3. We have 2 State provided Pre-K classrooms in our school that can service up to 38 students to help support early literacy.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Jennifer Sewell	Principal
Kristen Danley	Principal
Suzanne Barnes	Education Support Employee
Diana Goble	Teacher
Jakera Cox	Teacher
Lisa McMillian	Teacher
Monica Mack	Teacher
Cheryl Baldwin	Teacher
Jeffrey George	Parent
Eric Pickett	Business/Community
Rhaschel Bickley	Parent
Rodney Jones	Parent
Gloria Lopez	Parent
Robert McDonald	Parent
Barbara Moultrie	Parent
Ashley Richardson	Parent
Lisa Wiggins	Parent
Dessie Atkins	Parent
Javon Richardson	Parent
Deloris Bedgood	Parent
Mary Singleton	Parent
Vershania Dukes	Parent

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

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

*Development of this school improvement plan*

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

*Preparation of the school's annual budget and plan*

Principal and Assistant Principal met with SAC early in the school year to review the school's budget and receive input and approval.

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

Montclair has been given a 3 year SIG by FDOE to help support the literacy success of our students and provide Professional Development for our teachers. We have purchased the following items to

help our students and teachers since 2011...

? Purchase of new technology...

- (a) Laptops
- (b) Desktops
- (c) Ipads

? Purchase of New Hires ...

- (a) 2 Time Instructional Coaches
- (b) Full Time Positive Behavior (PBS) Coach
- (c) Full Time Remediation Teacher
- (d) 1 extra day for Music Teacher
- (e) 1 extra day for Art Teacher
- (f) Teacher pay for after hour Professional Development trainings

? Student Events...

- (a) FCAT 2.0 Writing Fun Saturdays (4 Saturdays for 4th Grade students)
- (b) FCAT Saturday workshops (3 Saturdays for 3rd, 4th, and 5th grade students)

? Purchase of Professional Development for teachers...

- (a) Montclair Summer Institute during pre-school days for all staff with Dr. Beverly Tyner (Small Group Instruction) and Chris Biffle (Whole Brain Teaching Strategies)
- (b) Positive Behavior (PBS) Support Training materials for teachers and students
- (c) 4-day Kagan Cooperative Learning professional development for all staff

? Purchase of Resources...

- (a) Literacy materials for classrooms
- (b) Leveled Reader Library
- (c) Math materials for classrooms
- (d) Science materials for classrooms
- (e) PBS materials for classrooms
- (f) Basic classroom supplies
- (g) Books for Media Center
- (h) Large center time colored rugs for K&1 classrooms
- (i) Rolling easels for K-2 classrooms

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

### **Literacy Leadership Team (LLT)**

#### **Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Ezell, Holly	Teacher, K-12
Goble, Diana	Teacher, K-12
Bookheimer, Sarah	Teacher, K-12
Killette, Brenda	Teacher, K-12
Chabot, Jacqueline	Teacher, K-12
Rabon, Jessica	Teacher, K-12
Lovely, Kathryn	Teacher, K-12
Jason, Sarah	Teacher, K-12
Betsy, Freeman	Teacher, ESE
mcmillan, emily	Instructional Coach

## Duties

### ***Describe how the LLT promotes literacy within the school***

Major initiatives this year include...

1. Family Fun Reading Fun Night
2. Book Clubs
3. Participation in the Battle of the Books District Competition '
4. Literacy Awareness to parents, community, and school
5. Read & Treat (Reading & PBS partnership activity)
6. #1 purpose is to review schoolwide reading/writing data to make decisions.
7. Establish an AR committee to promote excitement in reading and participation in AR in all grades.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

1. Invited DOE representatives to attend 3 of our School Based Leadership Team meetings to provide professional development on how to have Collaborative planning meetings. The team will then take back to their grade levels to create more effective planning meetings.
2. Principal went over employee handbook to review profession behaviors with colleagues and families.
3. Principal and Assistant Principal utilize "manage up" and "Shout Out" strategies to highlight employees who demonstrate highly effective examples of professionalism in regards to colleagues, students, and parents.
4. Administrators model the behaviors throughout the day.

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

Recruiting:

1. Principal researched thoroughly through every applicant to check for correct certifications, and calls references on every applicant before calling applicants for an interview.
2. Principal created a hiring rubric to narrow down most highly qualified applicants
3. Principal creates new questions to fit each interview posting and allows applicants to read the questions before the interview so they are able to answer with clearer thinking and nerves under less stress.
4. Principal identifies and requests subject and/or grade related employees to be on each hiring

- committee to best identify the most highly qualified applicant in the interview process. This also allows employees to feel part of the team in making our school stronger and take ownership in the process.
5. Principal developed and integrates a score sheet for each interview committee member to use to tally their own points and then Principal places these onto one score sheet and has the committee sign the final score sheet that we submit.
  6. Principal sets up a small welcome table with welcome signs for applicants and the list of questions for them review while they wait.
  7. Principal always puts people on the hiring committee who have a positive attitude and will help make applicants feel comfortable and relax.

Retaining:

1. Principal makes personal relationships with each employee.
2. Principal creates leadership roles/teams to help employees know they are important to our school's success.
3. Principal trusts employees to do their jobs to their best ability.
4. Principal encourages fellowship activities among employees throughout the school year.
5. Principal puts "Shout Outs" in the weekly employee newsletter to share the good that others are doing.

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

1. All 4 of my first year teachers will have a START Consultant assigned to them through the school district who will guide them through the expectations of teaching (Effective Instruction, PD, Classroom Management, the Teacher Evaluation Process, etc)
2. All 4 of my first year teachers will have a Buddy Mentor assigned to them who is employed at the school, in the same grade level, and in close proximity to the new teacher so they can help them with basic school questions.

Name of First Year Teacher Name of school based mentor

Briana McCreary Holly Ezell

Robin Gray Sarah Bookheimer

Jennifer Garrett Ryan Graber

Catherine Gritsavage Ryan Graber

Donald Cooper Ryan Graber

3. All of my Instructional Teachers have Instructional Coaches who support them in all subject areas and instructional strategies.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Grade levels develop and submit 9-week pacing guides to administration and instructional coaches. Administrative and Instructional Coaches classroom walk-through and evaluations.

Teachers were trained in how to access and utilize the new Florida standards through district professional development and weekly guided planning meetings with Instructional Coaches.

Instructional Coaches evidence as indicated in VIBE for review and follow-up by administration.

#### **Instructional Strategies**

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

Our school/teachers utilize Discovery Education results and DRA assessment data to differentiate instruction based on students' needs. DE probes are also given on an ongoing basis to assess specific skills. The data from all of the above is then used to group students for classroom Kagan seating, group students for small group reading and math instruction, identify students needing iii instruction, identify students needing Rtl steps, and identify students that will be pulled for extra help with tech assistant.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

Our Extended Day Hour is held during the first hour of the day. the hour time is spent the following way: 20 minutes for Read Aloud/Think Aloud with K-3rd grade utilizing Text Talk and 4th-5th grades utilizing chapter books (all grades incorporating writing in response to reading); 20 minutes on a Mini-Lesson for focus skill or strategy using Reading Wonders and DE resources for 1st-5th grade and Reading A-Z/phonological awareness lessons for Kg; and 10 minutes of vocabulary awareness with the focus being explicit and systematic instruction of vocabulary strategies.

**Strategy Rationale**

We moved the extended hour time to the beginning of the day because we felt students are fresh and ready to learn. We wanted teachers to have resources to use that were different from the regular reading curriculum but still research based strategies that were proven to be successful. The previous year's data showed weaknesses in foundation skills in our lower grades and vocabulary in all grades. The vocabulary emphasis in our extended hour is designed to give students exposure to new vocabulary, the means to explore the vocabulary, and to give students opportunities to build and use strategies to help them uncover unfamiliar vocabulary they encounter in their reading.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

mcmillan, emily, emcmillan@escambia.k12.fl.us

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

We formulate our small groups by using our Discovery Ed data (including DE probe results) with K-5. We schedule frequent Discovery Ed data meetings to meet with our grade levels, Instructional Coaches, and Administration to pull data, read data, analyze data, and prescribe lessons for each group of students or specific students. We look for learning gains for each student. We have data chats with students so they are aware of their progress, know their weaknesses, can set personal goals for improvement, and become more engaged in their own learning and growth. We also share with the parents in conferences. We use the Reading Wonders Task Cards to analyze the phonological awareness lessons in Kg and 1st grade.

## Student Transition and Readiness

### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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

### College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

n/a

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

n/a

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

n/a

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

n/a

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Improve teacher practices and effectiveness through the use of student engagement professional development to ultimately increase student achievement.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Improve teacher practices and effectiveness through the use of student engagement professional development to ultimately increase student achievement.** 1a

G040798

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	10.0
AMO Reading - All Students	56.0
AMO Reading - All Students	56.0
FCAT 2.0 Science Proficiency	30.0
One or More Suspensions	10.0

**Resources Available to Support the Goal** 2

- Positive Behavior Support School Wide Behavior Plan.
- Guided Planning with Instructional Coaches, RtI Coach, and Administrators
- STEM Activities
- Newly hired Tech Assistant/Tutor for grades 3-5
- MTSS/RtI meetings
- Coaching and Modeling with Instructional Coaches
- Principal's informal observations and feedback
- Monthly Kagan Structure trainings
- Dr. Beverly Tyner Small Group Model Professional Development K-2
- Newly hired Parent & Community Liaison
- Visible Learning Professional Development K-5
- Monthly attendance team meetings

**Targeted Barriers to Achieving the Goal** 3

- Attendance/tardies
- Student/Teacher Relationships
- Small Group Instruction
- Student Engagement Strategies

**Plan to Monitor Progress Toward G1.** 8

Discovery Ed Assessments

**Person Responsible**

Jennifer Sewell

**Schedule**

Weekly, from 9/11/2014 to 5/29/2015

**Evidence of Completion**

End of Year DE assessment for K-2 and FCAT 2.0 for 3-5

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Improve teacher practices and effectiveness through the use of student engagement professional development to ultimately increase student achievement. **1**

 G040798

**G1.B1** Attendance/tardies **2**

 B098830

**G1.B1.S1** Created an attendance team to address issues each month **4**

 S110183

### Strategy Rationale

#### Action Step 1 **5**

A team consisting of an administrator, RtI Coach, and Truancy Officer will meet each month to review priority attendance cases and make a plan for each.

#### Person Responsible

Kristen Danley

#### Schedule

Monthly, from 9/15/2014 to 5/12/2015

#### Evidence of Completion

Truancy Officer will bring list of completed visits back to Principal and RtI Coach

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Team will record data and document actions taken and will address the results the next month.

**Person Responsible**

Kristen Danley

**Schedule**

Monthly, from 9/15/2014 to 5/12/2015

***Evidence of Completion***

Student will begin to show improvement on attendance

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Rtl Coach will pull weekly attendance reports from FOCUS

**Person Responsible**

Stacey Ladner

**Schedule**

Weekly, from 9/15/2014 to 5/25/2015

***Evidence of Completion***

Attendance improves

**G1.B6 Small Group Instruction** 2

 B098838

**G1.B6.S1 Provide training with Beverly Tyner's Small Group Model** 4

 S110191

**Strategy Rationale**

To provide differentiated lessons to build individual student skills

**Action Step 1** 5

Provide small group instruction professional development to staff

**Person Responsible**

emily mcmillan

**Schedule**

Weekly, from 8/11/2014 to 5/15/2015

**Evidence of Completion**

effective small group in classrooms and agenda

**Plan to Monitor Fidelity of Implementation of G1.B6.S1** 6

Effective small group instruction

**Person Responsible**

Jennifer Sewell

**Schedule**

Weekly, from 9/11/2014 to 5/22/2015

**Evidence of Completion**

catch-up growth for all students and scores rising on DE assessments and FCAT 2.0

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1** 7

Effective Small group instruction

**Person Responsible**

Jennifer Sewell

**Schedule**

Monthly, from 8/11/2014 to 5/15/2015

**Evidence of Completion**

through observations and assessments

**G1.B7 Student Engagement Strategies** 2

 B109608

**G1.B7.S1 Provide Student Engagement Professional Development throughout the year.** 4

 S121149

**Strategy Rationale**

To maintain fidelity to the practice

**Action Step 1** 5

Provided 4 day Kagan Cooperative Group Training to staff during the summer.

**Person Responsible**

Jennifer Sewell

**Schedule**

Daily, from 6/2/2014 to 6/5/2014

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G1.B7.S1 6**

Provide required monthly Kagan follow up trainings with staff

**Person Responsible**

Kristen Danley

**Schedule**

Monthly, from 9/24/2014 to 4/1/2015

**Evidence of Completion**

Track using inservice sheet logs and administrators and coaches doing classroom walkthroughs

**Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7**

Classroom observations with feedback

**Person Responsible**

Jennifer Sewell

**Schedule**

Weekly, from 9/11/2014 to 4/9/2015

**Evidence of Completion**

Teacher evaluation documentation collected through walkthroughs and observations

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	A team consisting of an administrator, Rtl Coach, and Truancy Officer will meet each month to review priority attendance cases and make a plan for each.	Danley, Kristen	9/15/2014	Truancy Officer will bring list of completed visits back to Principal and Rtl Coach	5/12/2015 monthly
G1.B6.S1.A1	Provide small group instruction professional development to staff	mcmillan, emily	8/11/2014	effective small group in classrooms and agenda	5/15/2015 weekly
G1.B7.S1.A1	Provided 4 day Kagan Cooperative Group Training to staff during the summer.	Sewell, Jennifer	6/2/2014		6/5/2014 daily
G1.MA1	Discovery Ed Assessments	Sewell, Jennifer	9/11/2014	End of Year DE assessment for K-2 and FCAT 2.0 for 3-5	5/29/2015 weekly
G1.B1.S1.MA1	Rtl Coach will pull weekly attendance reports from FOCUS	Ladner, Stacey	9/15/2014	Attendance improves	5/25/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Team will record data and document actions taken and will address the results the next month.	Danley, Kristen	9/15/2014	Student will begin to show improvement on attendance	5/12/2015 monthly
G1.B6.S1.MA1	Effective Small group instruction	Sewell, Jennifer	8/11/2014	through observations and assessments	5/15/2015 monthly
G1.B6.S1.MA1	Effective small group instruction	Sewell, Jennifer	9/11/2014	catch-up growth for all students and scores rising on DE assessments and FCAT 2.0	5/22/2015 weekly
G1.B7.S1.MA1	Classroom observations with feedback	Sewell, Jennifer	9/11/2014	Teacher evaluation documentation collected through walkthroughs and observations	4/9/2015 weekly
G1.B7.S1.MA1	Provide required monthly Kagan follow up trainings with staff	Danley, Kristen	9/24/2014	Track using inservice sheet logs and administrators and coaches doing classroom walkthroughs	4/1/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** Improve teacher practices and effectiveness through the use of student engagement professional development to ultimately increase student achievement.

### **G1.B6** Small Group Instruction

#### **G1.B6.S1** Provide training with Beverly Tyner's Small Group Model

##### **PD Opportunity 1**

Provide small group instruction professional development to staff

##### **Facilitator**

Emily McMillan and Laura Carroll

##### **Participants**

all staff

##### **Schedule**

Weekly, from 8/11/2014 to 5/15/2015

### **G1.B7** Student Engagement Strategies

#### **G1.B7.S1** Provide Student Engagement Professional Development throughout the year.

##### **PD Opportunity 1**

Provided 4 day Kagan Cooperative Group Training to staff during the summer.

##### **Facilitator**

Kagan trainer

##### **Participants**

all staff

##### **Schedule**

Daily, from 6/2/2014 to 6/5/2014