

Leon County Schools

# William J Montford III Middle School



## 2021-22 Schoolwide Improvement Plan

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# William J Montford III Middle School

5789 PIMLICO DR, Tallahassee, FL 32309

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

## Demographics

**Principal: Lewis Blessing**

Start Date for this Principal: 7/21/2011

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: A (73%) 2017-18: A (72%) 2016-17: A (72%) 2015-16: A (67%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

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

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

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

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

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

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Blessing, Lewis	Principal	<p>Mr. Blessing is responsible for overseeing the process to ensure the laws and policies are followed in the best interest of the students and staff. He works to intentionally shape our school vision for academic success for all students. The vision in the decision making process is to be recognized as the highest performing middle school where students, staff, and families enjoy learning, take pride in contributing to the community, and enjoy the highest levels of success. We do this by using best practices in instructional leadership strategies which involves setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth.</p>
Shultz, Rebecca	Assistant Principal	<p>Ms. Shultz is responsible for assisting the principal in the implementation of the process of laws and policies are followed in the best interest of the students and staff. She works also to intentionally shape our school vision for academic success for all students. The vision in the decision making process is to be recognized as the highest performing middle school where students, staff, and families enjoy learning, take pride in contributing to the community, and enjoy the highest levels of success. We do this by using best practices in instructional leadership strategies which involves setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth.</p>
Stallworth, Stacy	Assistant Principal	<p>Mrs. Stallworth is responsible for assisting the principal in the implementation of the process of laws and policies are followed in the best interest of the students and staff. She works also to intentionally shape our school vision for academic success for all students. The vision in the decision making process is to be recognized as the highest performing middle school where students, staff, and families enjoy learning, take pride in contributing to the community, and enjoy the highest levels of success. We do this by using best practices</p>

Name	Title	Job Duties and Responsibilities
		<p>in instructional leadership strategies which involves setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth.</p>
Molinaro, Dan	Dean	<p>Mr. Molinaro generally assists the principal and assistant principals in fulfilling his/her chief responsibility of promoting the educational success and safety of each student in the school. He also assists the administration with discipline matters (e.g., in-school detention, OFI). Additionally, he develops and maintains a positive communication system with the community, teachers, staff and administration.</p>
Wilson, Camillia	Reading Coach	<p>Ms. Wilson our reading coach participates in student data collection and evaluation of data, collaborates with district personnel to identify appropriate, evidence-based intervention strategies, and assists with design and delivery of professional development relative to implementation of effective reading strategies.</p>
Ward, Tiffany	Curriculum Resource Teacher	<p>Mrs. Ward is the 8th Grade Team Leader- she provides leadership for all members of the team/grade. Be available and willing to answer questions from team/grade. Conduct meetings to update teachers of CLT decisions, district department meetings, and team/grade specific topics (field trips, calendar, etc.).</p> <ul style="list-style-type: none"> <li>o Create a published agenda for all team/grade level meetings.</li> <li>o Distribute minutes from all team/grade level meetings to the entire faculty.</li> </ul> <p>Oversee the implementation of the school vision and annual school improvement plan in regards to implementation and</p>

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



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

Name	Title	Job Duties and Responsibilities
		<p>members) all team activities, events, or planned programs:</p> <ul style="list-style-type: none"> <li>o Awards (quarterly and annual)</li> <li>o Field Trips</li> <li>o Special Recognition's'</li> <li>o Interdisciplinary Units of Instruction</li> <li>o Team/Grade Level Plans</li> <li>o Team/Grade Level Policies</li> <li>o Team/Grade Level Newsletter Submissions</li> </ul> <p>Monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement. Work with your team/department and administration to monitor and implement discipline and student behavior procedures. Finally, works with the administration to monitor and implement plans for student achievement.</p>

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

Name	Title	Job Duties and Responsibilities
		discipline and student behavior procedures. Finally, works with the administration to monitor and implement plans for student achievement.
Scott, Monica	Teacher, K-12	Ms. Scott is our athletic director who generally assist the administrative team and oversee all aspects of the athletic program and club organizations, including hiring coaches and sponsors, scheduling, budget preparation, promotion, compliance, and facility management. She also works with coaches, sponsors, athletes, and students to help teams and clubs reach their potential goals.
Fowler, Susan	Guidance Counselor	Ms. Fowler is our 6th /7th grades counselor. She is also responsible for providing a comprehensive school counseling program that is preventative in design, developmental in implementation, and supports students in the areas of academic achievement, career and college planning, and personal and social development.
Long, Alexandra	Guidance Counselor	Guidance Counselor, Referral Coordinator. She is responsible for providing a comprehensive school counseling program that is preventative in design, developmental in implementation, and supports students in the areas of academic achievement, career and college planning, and personal and social development.
Allen, Katie	Teacher, ESE	Mrs. Allen-Blair is the ESE Department Chair-she provides leadership for all members of the team/grade. Be available and willing to answer questions from team/grade. Conduct meetings to update teachers of CLT decisions, district department meetings, and team/grade specific topics (field trips, calendar, etc.). <ul style="list-style-type: none"> <li>o Create a published agenda for all team/ grade level meetings.</li> <li>o Distribute minutes from all team/grade level meetings to the entire faculty.</li> </ul> Oversee the implementation of the school vision and annual school improvement plan in regards to

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Drew, Jodi	Teacher, K-12	<p>Mrs. Drew is the Fine Arts Department Chair- she provides leadership for all members of the team/grade. Be available and willing to answer questions from team/grade. Conduct meetings to update teachers of CLT decisions, district department meetings, and team/grade specific topics (field trips, calendar, etc.).</p> <ul style="list-style-type: none"> <li>o Create a published agenda for all team/grade level meetings.</li> <li>o Distribute minutes from all team/grade level meetings to the entire faculty.</li> </ul> <p>Oversee the implementation of the school vision and annual school improvement plan in regards to implementation and development within the team/grade level. Serve on the monthly leadership committee (CLT) with the administration. Organize (with the assistance of team members) all team activities, events, or planned programs:</p>

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McCall, Joanne	Teacher, ESE	Speech and Language
		<p>Social Studies Department Chair- she provides leadership for all members of the team/grade. Be available and willing to answer questions from team/grade. Conduct meetings to update teachers of CLT decisions, district department meetings, and team/grade specific topics (field trips, calendar, etc.).</p> <ul style="list-style-type: none"> <li>o Create a published agenda for all team/grade level meetings.</li> <li>o Distribute minutes from all team/grade level meetings to the entire faculty.</li> </ul>
Lowery, Darlene	Teacher, K-12	<p>Oversee the implementation of the school vision and annual school improvement plan in regards to implementation and development within the team/grade level. Serve on the monthly leadership committee (CLT) with the administration. Organize (with the assistance of team members) all team activities, events, or planned programs:</p> <ul style="list-style-type: none"> <li>o Awards (quarterly and annual)</li> <li>o Field Trips</li> <li>o Special Recognition's'</li> <li>o Interdisciplinary Units of Instruction</li> <li>o Team/Grade Level Plans</li> </ul>

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

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

**Demographic Information**



**Principal start date**

Thursday 7/21/2011, Lewis Blessing

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

6

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

9

**Total number of teacher positions allocated to the school**

51

**Total number of students enrolled at the school**

925

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

5

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

4

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

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

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

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

Students with two or more indicators	0	0	0	0	0	0	11	16	19	0	0	0	0	46
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**The number of students identified as retainees:**

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

Retained Students: Current Year	0	0	0	0	0	0	1	1	2	0	0	0	0	4
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Students retained two or more times	0	0	0	0	0	0	0	1	6	0	0	0	0	7
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**Date this data was collected or last updated**

Friday 8/20/2021

**2020-21 - As Reported**

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

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

Number of students enrolled	0	0	0	0	0	0	328	314	348	0	0	0	0	990
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Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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One or more suspensions	0	0	0	0	0	0	18	18	30	0	0	0	0	66
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Course failure in ELA	0	0	0	0	0	0	1	0	1	0	0	0	0	2
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Course failure in Math	0	0	0	0	0	0	0	2	2	0	0	0	0	4
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Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	22	21	24	0	0	0	0	67
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Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	33	25	19	0	0	0	0	77
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**The number of students with two or more early warning indicators:**

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

Students with two or more indicators	0	0	0	0	0	0	11	13	6	0	0	0	0	30
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**The number of students identified as retainees:**

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

Retained Students: Current Year	0	0	0	0	0	0	0	0	2	0	0	0	0	2
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	
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**2020-21 - Updated**

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

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

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

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

**The number of students identified as retainees:**

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

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

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

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
	2019	79%	59%	20%	56%	23%
Cohort Comparison		-77%				

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

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

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	100%	70%	30%	67%	33%

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	92%	75%	17%	71%	21%

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	69%	30%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	67%	33%	57%	43%

**Grade Level Data Review - Progress Monitoring Assessments**

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

District created Progress Monitoring Assessments were used for Math and Civics. STAR data was used for ELA.

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

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

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

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	32	52	42	42	58	51	35	73	10		
ELL	47	71	58	74	65						
ASN	59	58		81	80		50				
BLK	52	56	44	66	67	62	47	82	52		
HSP	71	62	59	79	58	53	62	85	76		
MUL	68	69	79	68	68	62	50	100	40		
WHT	83	67	58	90	81	75	79	96	62		

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

### ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	73
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	656
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0



<b>Asian Students</b>	
Federal Index - Asian Students	66
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	77
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO

## Economically Disadvantaged Students

Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0
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### Analysis

#### Data Analysis

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

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

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

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

Our students with learning disabilities demonstrate the greatest need for improvement. Only 32% are proficient in ELA, 42% proficient in Math, 35% proficient in Science, and 73% proficient in Civics. Our Progress Monitoring data supports our state assessment data in areas needing improvement. Students with disabilities scored 25.8% proficiency for 6th grade and 14% for 7th grade on the end of the year PM test.

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

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

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

From 2018-2019, our students showing learning gains in Math and ELA both increased by 4% going from 73% to 77% and 61% to 65% respectively. Overall, students showing proficiency increased the most in ELA and Civics, both increasing by 2% going from 75% to 77% and 91% to 93% respectively.

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

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

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

We plan to monitor progress monitoring data and use data to drive instruction. This means stopping to re-teach. We plan to mentor and model for faculty and staff best practices to engage students in their own learning and monitoring of their progress. We will use Bloom's Taxonomy and brain development theories to hone in on our teaching strategies and pedagogy to link new information to existing knowledge, a proven method to build memory. We will use explicit instruction and guide instruction, and move to independent practice in order to ensure students are demonstrating understanding of concepts.

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

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

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

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

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**

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

**Measureable Outcome:**

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

**Monitoring:**

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

**Person responsible for monitoring outcome:**

Rebecca Shultz (shultzr@leonschools.net)

**Evidence-based Strategy:**

Language Live is a evidence based reading intervention program designed to bring students up to grade level within two years using best practices and progress monitoring.

**Rationale for Evidence-based Strategy:**

The district purchased Language Live and is a critical component of the district's reading intervention plan.

**Action Steps to Implement**

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

**Person Responsible**

Joyce Madsen (madsenj@leonschools.net)

Teachers will integrate ELA strategies across all core subjects in order to increase student achievement for all groups and specifically the lowest 25%. ELA teachers will continue increasing proficiency across the grade levels and raise the lowest 25% learning gains. Teachers will implement highly effective strategies of instruction/best teaching practices such as engagement activities, modeling, guided practice sessions, and reflection. The department will continue to collaborate to monitor rigor, proficiency and student growth.

**Person Responsible**

Rebecca Shultz (shultzr@leonschools.net)

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Math Lowest 25th percentile- The rationale is to monitor and improve students lack of skills and knowledge with math standards and motivation. The needs assessment data for the 2019 FSA Math is showing 69 percent of our students in the lowest 25 percent score a level 3 or higher.

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

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

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

**Evidence-based Strategy:** To ensure all students are performing at the appropriate academic level and being provided the interventions they need to be successful. Teachers will have lesson plans reflecting strategies to improve critical thinking and problem solving skills. In addition to on site monitoring, teachers will have opportunities to collaborate with other peers school wide, district wide, and across the state about mentorship and best practices for middle school students.

**Rationale for Evidence-based Strategy:** Common assessments aligned with The Florida Math Standards

**Action Steps to Implement**

Math teachers will implement highly effective strategies to deliver instruction based on math Florida Standards in order to increase student proficiency. In order to increase proficiency across grade levels and the lowest 25% learning gains specifically, teachers will implement highly effective strategies of instruction (Modeling, Reinforcement, Reflection, Engagement Activities) and work as a department to coach and collaborate to ensure data and assessments reflect growth.

**Person Responsible** David Rudenberg (rudenbergd@leonschools.net)

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

**Area of Focus Description and Rationale:** The number of students being reported to guidance with anxiety, poor coping strategies, needing risk assessments, etc. has increased with pandemic learning.

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

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

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

**Evidence-based Strategy:** We will utilize the School-Connect district-purchased social emotional curriculum to engage students in best practices in identifying and understanding social emotional learning and their own well-being. We will have a different bell schedule once a month to dedicate a one hour block of time to social emotional learning.

**Rationale for Evidence-based Strategy:** It is important that social emotional learning is integrated throughout the school year and not just one assembly. Many students are in distress and need to learn how to cope and navigate through their emotions.

**Action Steps to Implement**

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

**Person Responsible** Susan Fowler (fowlers@leonschools.net)

**#4. ESSA Subgroup specifically relating to Students with Disabilities**

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

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

**Monitoring:** We will use progress monitoring data to monitor and provide support to students with disabilities.

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

**Evidence-based Strategy:** We will implement a facilitated inclusion model this school year. Two teachers will be pushing in to core classes of students with learning disabilities who have been identified as needing extra support in the general curriculum classroom.

**Rationale for Evidence-based Strategy:** Two teachers will push in to general curriculum classrooms to support and facilitate students with learning disabilities achieve academic growth.

**Action Steps to Implement**

We will have two teachers who are full-time push-in support. They will provide facilitated support to the general curriculum classroom and teacher for students with learning disabilities.

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

**Additional Schoolwide Improvement Priorities**

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

**According to our data, our incidents of discipline are low. We are ranked #107 out of 553 middle schools in the state and #4 out of 8 in our district. We report an average of 1.5 incidents per 100 students. We will continue to reward positive behaviors through our PBIS program. We collect positive data through using Class Dojo and rewarding students with points for their positive behaviors.**

## Part IV: Positive Culture & Environment

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

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

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

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

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

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

Our PBIS program takes this data and offers school wide recognition through our Mighty Mustang Award of specific targeted positive behaviors we would like to focus on as a campus. Parents and business partners from our community are a part of this initiative as the monthly award recipients (5 per grade level) benefit from PTSO incentives such as the treat trolley, providing a store of treats for students to shop at with their treat trolley tickets. Consistent measures through programs like PBIS and our embedded SEL program, that provides for instructional activities during class time teaching our students important strategies to better support their emotional development and enable them to make positive decisions for themselves, is an anchor for our students' total well-being. Thus, providing an important



foundation for student academic growth and success.

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

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

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

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

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

also support community campaigns such as Relay for Life which raises money for our TMH Cancer Foundation. Finally, they are instrumental in organizing business partner contributions that directly impacts key programs and experiences for our students such as our agriculture class and classroom technology.

### Part V: Budget

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