

Leon County Schools

William J Montford III Middle School



2020-21 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: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	29%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: A (73%) 2017-18: A (72%) 2016-17: A (72%) 2015-16: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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	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.
Thomas, Deborah	Assistant Principal	Dr. Thomas 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.
Shultz, Rebecca	Assistant Principal	Ms. Shultz is responsible for assisting the principal in the implementation of the process of laws and policies are followed in the best interest of the students and staff. She works also to intentionally shape our school vision for academic success for all students. 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.
Stallworth, Stacy	Assistant Principal	Mrs. Stallworth is responsible for assisting the principal in the implementation of the process of laws and policies are followed in the best interest of the students and staff. She works also to intentionally shape our school vision for academic success for all students. 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

Name	Title	Job Duties and Responsibilities
		<p>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>
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>
Hanna, Christy	Teacher, K-12	<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"> o Create a published agenda for all team/grade level meetings. o Distribute minutes from all team/grade level meetings to the entire faculty. <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.</p> <p>Organize (with the assistance of team members) all team activities, events, or planned programs:</p> <ul style="list-style-type: none"> o Awards (quarterly and annual) o Field Trips o Special Recognition's' o Interdisciplinary Units of Instruction o Team/Grade Level Plans o Team/Grade Level Policies o Team/Grade Level Newsletter Submissions <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>
Gitlin, Sonja	Guidance Counselor	<p>Mrs. Gitlin is our 8th /7th grades counselor. She is responsible for providing a comprehensive school counseling program that is preventative in design, developmental in implementation, and</p>

Name	Title	Job Duties and Responsibilities
		<p>supports students in the areas of academic achievement, career and college planning, and personal and social development.</p>
<p>Scott, Monica</p>	<p>Teacher, K-12</p>	<p>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.</p>
<p>Dietzen, Beth</p>	<p>Teacher, K-12</p>	<p>Mrs. Dietzen 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"> o Create a published agenda for all team/grade level meetings. o Distribute minutes from all team/grade level meetings to the entire faculty. <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.</p> <p>Organize (with the assistance of team members) all team activities, events, or planned programs:</p> <ul style="list-style-type: none"> o Awards (quarterly and annual) o Field Trips o Special Recognition's' o Interdisciplinary Units of Instruction o Team/Grade Level Plans o Team/Grade Level Policies o Team/Grade Level Newsletter Submissions <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>Allen, Katie</p>	<p>Teacher, ESE</p>	<p>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.).</p> <ul style="list-style-type: none"> o Create a published agenda for all team/grade level meetings. o Distribute minutes from all team/grade level meetings to the

Name	Title	Job Duties and Responsibilities
		<p>entire faculty. 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"> o Awards (quarterly and annual) o Field Trips o Special Recognition's' o Interdisciplinary Units of Instruction o Team/Grade Level Plans o Team/Grade Level Policies o Team/Grade Level Newsletter Submissions <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>

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"> o Create a published agenda for all team/grade level meetings. o Distribute minutes from all team/grade level meetings to the entire faculty. <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"> o Awards (quarterly and annual) o Field Trips o Special Recognition's' o Interdisciplinary Units of Instruction o Team/Grade Level Plans o Team/Grade Level Policies o Team/Grade Level Newsletter Submissions <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>
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Name	Title	Job Duties and Responsibilities
Hirst, Elizabeth	Guidance Counselor	<p>Ms. Hirst 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.</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"> o Create a published agenda for all team/grade level meetings. o Distribute minutes from all team/grade level meetings to the entire faculty. <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.</p> <p>Organize (with the assistance of team members) all team activities, events, or planned programs:</p> <ul style="list-style-type: none"> o Awards (quarterly and annual) o Field Trips o Special Recognition's' o Interdisciplinary Units of Instruction o Team/Grade Level Plans o Team/Grade Level Policies o Team/Grade Level Newsletter Submissions <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>
Thompson, Fred	Teacher, K-12	<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"> o Create a published agenda for all team/grade level meetings. o Distribute minutes from all team/grade level meetings to the entire faculty. <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.</p>

Name	Title	Job Duties and Responsibilities
		<p>Organize (with the assistance of team members) all team activities, events, or planned programs:</p> <ul style="list-style-type: none"> o Awards (quarterly and annual) o Field Trips o Special Recognition's' o Interdisciplinary Units of Instruction o Team/Grade Level Plans o Team/Grade Level Policies o Team/Grade Level Newsletter Submissions <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>
Thompson, Stacy	Teacher, K-12	<p>Mrs. Thompson is the 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"> o Create a published agenda for all team/grade level meetings. o Distribute minutes from all team/grade level meetings to the entire faculty. <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.</p> <p>Organize (with the assistance of team members) all team activities, events, or planned programs:</p> <ul style="list-style-type: none"> o Awards (quarterly and annual) o Field Trips o Special Recognition's' o Interdisciplinary Units of Instruction o Team/Grade Level Plans o Team/Grade Level Policies o Team/Grade Level Newsletter Submissions <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>
Ward, Tiffany	Teacher, K-12	<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</p>

Name	Title	Job Duties and Responsibilities
		<p>meetings, and team/grade specific topics (field trips, calendar, etc.).</p> <ul style="list-style-type: none"> o Create a published agenda for all team/grade level meetings. o Distribute minutes from all team/grade level meetings to the entire faculty. <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.</p> <p>Organize (with the assistance of team members) all team activities, events, or planned programs:</p> <ul style="list-style-type: none"> o Awards (quarterly and annual) o Field Trips o Special Recognition's' o Interdisciplinary Units of Instruction o Team/Grade Level Plans o Team/Grade Level Policies o Team/Grade Level Newsletter Submissions <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>Dr. Wood is the recorder of each curriculum leadership team meeting. She is responsible for the minutes of each meeting as well as assisting the administrative team in intentionally shaping our school vision for academic success for all students. Which 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. As a civics teacher she contributes by using best practices in instructional leadership strategies which involves setting clear goals, managing curriculum, and developing great lesson plans to promote student learning and growth.</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"> o Create a published agenda for all team/grade level meetings. o Distribute minutes from all team/grade level meetings to the entire faculty. <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
		<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"> o Awards (quarterly and annual) o Field Trips o Special Recognition's' o Interdisciplinary Units of Instruction o Team/Grade Level Plans o Team/Grade Level Policies o Team/Grade Level Newsletter Submissions <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>
Smith, Kristi	Teacher, K-12	<p>Mrs. Smith is the Math 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"> o Create a published agenda for all team/grade level meetings. o Distribute minutes from all team/grade level meetings to the entire faculty. <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"> o Awards (quarterly and annual) o Field Trips o Special Recognition's' o Interdisciplinary Units of Instruction o Team/Grade Level Plans o Team/Grade Level Policies o Team/Grade Level Newsletter Submissions <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>
Wilson, Camillia	Instructional Coach	<p>Ms. Wilson our reading coach participates in student data collection and evaluation of data, collaborates with</p>

Name	Title	Job Duties and Responsibilities
		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.

Demographic Information

Principal start date

Wednesday 7/1/2020, 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.*

2

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.*

0

Total number of teacher positions allocated to the school

2

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	29%
2018-19 ESSA Subgroups Represented (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

School Grades History	2018-19: A (73%) 2017-18: A (72%) 2016-17: A (72%) 2015-16: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Date this data was collected or last updated

Thursday 7/9/2020

Prior Year - 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	329	355	338	0	0	0	0	1022
Attendance below 90 percent	0	0	0	0	0	0	6	3	2	0	0	0	0	11
One or more suspensions	0	0	0	0	0	0	30	14	30	0	0	0	0	74
Course failure in ELA or Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	44	40	33	0	0	0	0	117

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

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	4	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - 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	329	355	338	0	0	0	0	1022
Attendance below 90 percent	0	0	0	0	0	0	6	3	2	0	0	0	0	11
One or more suspensions	0	0	0	0	0	0	30	14	30	0	0	0	0	74
Course failure in ELA or Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	44	40	33	0	0	0	0	117

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

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	4	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	77%	55%	54%	75%	56%	53%
ELA Learning Gains	65%	53%	54%	61%	54%	54%
ELA Lowest 25th Percentile	56%	42%	47%	49%	48%	47%
Math Achievement	85%	59%	58%	85%	59%	58%
Math Learning Gains	77%	58%	57%	73%	59%	57%
Math Lowest 25th Percentile	69%	47%	51%	71%	52%	51%
Science Achievement	72%	49%	51%	72%	53%	52%
Social Studies Achievement	93%	75%	72%	91%	72%	72%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

Grade Level Data

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	2019	74%	54%	20%	54%	20%
	2018	75%	57%	18%	52%	23%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2019	77%	56%	21%	52%	25%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	73%	54%	19%	51%	22%
Same Grade Comparison		4%				
Cohort Comparison		2%				
08	2019	79%	59%	20%	56%	23%
	2018	79%	62%	17%	58%	21%
Same Grade Comparison		0%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	77%	53%	24%	55%	22%
	2018	77%	59%	18%	52%	25%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	90%	60%	30%	54%	36%
	2018	88%	55%	33%	54%	34%
Same Grade Comparison		2%				
Cohort Comparison		13%				
08	2019	80%	45%	35%	46%	34%
	2018	75%	44%	31%	45%	30%
Same Grade Comparison		5%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	71%	44%	27%	48%	23%
	2018	72%	49%	23%	50%	22%
Same Grade Comparison		-1%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	70%	30%	67%	33%
2018	100%	69%	31%	65%	35%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	92%	75%	17%	71%	21%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	91%	73%	18%	71%	20%
Compare		1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	99%	69%	30%	61%	38%
2018	99%	71%	28%	62%	37%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	67%	33%	57%	43%
2018	100%	60%	40%	56%	44%
Compare		0%			

Subgroup Data

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 2016-17	C & C Accel 2016-17
SWD	32	52	42	42	58	51	35	73	10		
ELL	47	71	58	74	65						
ASN	59	58		81	80		50				
BLK	52	56	44	66	67	62	47	82	52		
HSP	71	62	59	79	58	53	62	85	76		
MUL	68	69	79	68	68	62	50	100	40		
WHT	83	67	58	90	81	75	79	96	62		
FRL	61	60	50	72	69	63	54	88	43		

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 2015-16	C & C Accel 2015-16
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		

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 2015-16	C & C Accel 2015-16
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

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
Asian Students	
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
Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO

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

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The ELA lowest 25th percentile is lowest data component. When compared to last year percentage the the number is up, but is still the lowest scoring component. Yes, it is moving in the direction of improving overtime when compared to the other components.

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

8th grade science is the data component with greatest decline from the prior year by 4 percentage. Almost a third of the 8th graders are assigned to a high school credit courses, which skewed the data for grade science.

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

Geometry EOC is the data component with the largest gap when compared to the state average by 44 percentage in a positive direction for Montford Middle School students. Outstanding performance by our students who scored 100 percent for level 3 or higher.

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

The Math lowest 25th percentile is the data component showing the most improvement. Yes, it is moving in this direction overtime. Faculty and staff mentoring and having one on one data discussions with students in lowest 35 percentile about their scores in this area to prepare them to become better test taker for the next assessment

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

After reflecting on the EWS data a potential areas of concern is the number of students who are not reading on grade level and getting more than one referral for discipline.

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

1. Student achievement will increase by 1% in ELA bottom 25% learning gains.
2. Student achievement will increase by 1% in Math bottom 25% learning gains.
3. Student achievement will increase by 1% in Science.
- 4.
- 5.

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.

Person responsible for monitoring outcome:

Lewis Blessing (blessingl@leonschools.net)

Evidence-based Strategy:

Analyze and use Achieve 3000 data. Teachers have a clear understanding of Achieve 3000 and use with fidelity. Teachers receive ongoing training/support in Achieve 3000 and best practices for what works in the classroom. In addition to on site monitoring, teachers will have opportunities to collaborate with other peers school wide, district wide, and across the state about mentor-ship and best practices for middle school students.

Rationale for Evidence-based Strategy:

Achieve 3000 Progress Monitoring Report, District Progress Monitoring/Leon Continuous Improvement evaluation tool through LEADS

Action Steps to Implement

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.

Person responsible for monitoring outcome: Lewis Blessing (blessingl@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 Deborah Thomas (thomasd3@leonschools.net)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	FCAT 2.0 Science- To increase the number of 8th grade students scoring at proficiency or above on state assessment in science. 8th grade science is the data component with greatest decline from the prior year by 4 percentage. We need to improve background knowledge and student's interest in science in each student.
Measurable Outcome:	75% of the students will score a 3 or above on the 2021 FCAT 2.0 Science by increasing the points earned in the content areas of Science.
Person responsible for monitoring outcome:	Lewis Blessing (blessingl@leonschools.net)
Evidence-based Strategy:	Common assessments aligned with The Florida Science Standards
Rationale for Evidence-based Strategy:	Science teachers will use LCS Progress Monitoring data and MMS Science Department Pre-Test to determine needs and weaknesses to group students accordingly for increasing performance. In addition to on site monitoring, teachers will have opportunities to collaborate with other peers school wide, district wide, and across the state about mentor-ship and best practices for middle school students.

Action Steps to Implement

Science teachers will facilitate science learning opportunities, growth, and performance outcomes in students.
 To increase the number of 8th grade students scoring at proficiency or above on state assessment in science. We need to improve background knowledge and student's interest in science in each student.

Person Responsible Lewis Blessing (blessingl@leonschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Our leadership team will focus on specific steps to take during defined periods, many recurring or continuously, so the process of reviewing early warning data and identifying appropriate support strategies and interventions is timely and responsive to individual student needs.

In order to minimize distractions and keep students engaged during instructional time, Montford Middle School implements behavior guidelines and consistently enforces them. At the beginning of the year, students receive their handbooks which outline the rules of Montford Middle School as well as Leon County Schools. Teachers post individual behavior rules in their classrooms. Students are then informed, in advance, of procedures if they are disruptive in the classroom. If students are continually disruptive, parents will be notified. If the behavior continues after the parent has been contacted, either a detention or referral will be issued.

The Positive Behavior Support Program is incorporated throughout our school which involves promoting values such as safety, respect, and responsibility. Signs are posted throughout the school (hallways, cafeteria, media center, etc.) to remind students about the importance of practicing safe, respectful, and responsible behaviors. In addition, we view student-made and/or professionally-made videos one time per month during morning announcements in order to make students more aware of how important it is to be respectful and responsible in their decision-making.

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 ensuring all stakeholders are involved.

Building a positive school culture and establishing a healthy environment for all stakeholders at Montford Middle during these unprecedented times means providing an environment where students feel safe and respected before, during, and after school. Before school, students congregate in a supervised area with their grade-level classmates where teachers are visible in all areas and attentive to student needs. During the school day, teachers are present during transitions to monitor the hallways to ensure safety and observe behavior. At the end of the school day, students are dismissed by transportation arrangements. Again, faculty and staff

are monitoring students in the hallways, at parent pick-up, and the bus ramp. In addition, behavioral expectations are taught at the beginning of the school year and enforced to ensure safety and respect throughout the school year.

The school's community learns about students' cultures and builds relationships between teachers, students and parents through our before school orientation, open house, distribution of teacher syllabi, web-page, written correspondence in student agenda books, partner share nights, informal visitation at sporting events, club events, parent/teacher conferences, progress reports, and report cards. MMS supports Asian culture activities and recognizes Black History month, which encourages conversation and curriculum activities among students and teachers. Drama and music classes conduct hands-on team building and sharing, which help teachers learn more about each student so relationships can be built and strengthened. ESE, 504, and ESOL accommodations are shared with teachers so lessons may be differentiated to meet the needs of individual students. During the summer, upcoming sixth graders have the opportunity to participate in the "Making of a Mustang" camp to meet sixth grade teachers and form relationships with fellow sixth graders, facilitating the transition to middle school.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget						
1	III.A.	Areas of Focus: Instructional Practice: ELA				\$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	2110	150-Aides	1201 - William J Montford III Middle School	School Improvement Funds		\$7,500.00
			<i>Notes: Additional time for one on one monitors (additional salary for instructional paraprofessional)</i>			
	1500	100-Salaries	1201 - William J Montford III Middle School	School Improvement Funds		\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3336	239-Other	1201 - William J Montford III Middle School	School Improvement Funds		\$2,000.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3336	239-Other	1201 - William J Montford III Middle School	School Improvement Funds		\$1,000.00
					Total:	\$10,500.00