

Leon County Schools

William J Montford III Middle School



2017-18 School Improvement Plan

William J Montford III Middle School

5789 PIMLICO DR, Tallahassee, FL 32309

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Middle School 6-8	No	22%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for William J Montford III Middle School

DA Region and RED	DA Category and Turnaround Status
Northwest - Wallace Selph	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

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

The school learns about students' cultures and builds relationships between teachers and students through our before school orientation, open house, distribution of teacher syllabi, 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.

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

At Montford Middle School, the administration, faculty, and staff create an environment where students feel safe and respected before, during, and after school. Before school, students congregate in an indoor 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.

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

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.

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

Montford Middle School ensures the social/emotional needs of all students are being met in several ways. We introduce and advertise our guidance services on our school website as well as in a guidance brochure which is made available to parents and students in the Guidance Department. Near the end of each summer (during our annual summer camp for incoming 6th graders), we offer a workshop session for parents of these students to acclimate them to the procedures, expectations and social/emotional changes of their children during their middle school years. In addition, we introduce our guidance staff and services available to students via grade level assemblies that are held on the first Friday of school each year. We also receive continuous referrals from teachers, administration, school nurse, and other staff at the school who discover students who are in need of our services as they are working and/or talking with them.

For students who do need and/or use the guidance services, we offer individual counseling for students regarding academic and social/emotional concerns. This also sometimes involves group counseling, especially if the concern is a social one. (This offers a prime opportunity to teach conflict mediation and communication skills.) We hold parent teacher conferences three mornings each week for parents of students who have concerns about their child's academic and/or social/emotional progress. We also refer them to our school mentoring program if they are a student who might benefit from this service. For students who need short-term and/or long-term personal counseling, we offer various community referral services to them from which to choose.

Our guidance counselors also serve as liaisons for the special population students here at Montford. These special populations include ESOL/ELL, ESE, and 504 Plan students. This involves communicating with teachers, parents, administration, district personnel, and community personnel as well as coordinating meetings and services for these students. These students often need additional social/emotional support due to their disabilities or language barriers.

The Positive Behavior Intervention 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The EWS implementation process is aligned with the academic calendar and is implemented during the course of the school year. Specific steps are taken 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.

Early Warning Indicators: • Attendance below 90%

- One or more suspensions, in school or out of school
- Course failure in ELA or Math
- Level 1 on statewide, standardized assessments in ELA or Math
- Behavior

Number of students identified in the system as exhibiting two or more early warning indicators: 80

Grade 6: List the number of students exhibiting each early warning indicator. (31- 6th graders)

Attendance: 31-- Attendance below 90%:

Suspensions:34 -- One or more suspensions, in school or out of school:

Failures:3 -- Course failure in ELA or Math:

Level 1: 22-- Level 1 on statewide, standardized assessments in ELA or Math:

Grade 7: List the number of students exhibiting each early warning indicator. (38-7th graders)

Attendance: 29 -- Attendance below 90%:

Suspensions 40 -- One or more suspensions, in school or out of school.

Failures: 1 -- Course failure in ELA or Math:

Level 1: 30-- Level 1 on statewide, standardized assessments in ELA or Math:

Grade 8: List the number of students exhibiting each early warning indicator. (25-8th graders)

Attendance: 42 -- Attendance below 90%:

Suspensions:24 -- One or more suspensions, in school or out of school:

Failures: 1 -- Course failure in ELA or Math:

Level 1: 36 -- Level 1 on statewide, standardized assessments in ELA or Math:

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

1. 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
Attendance below 90 percent	0	0	0	0	0	0	31	40	30	0	0	0	0	101
One or more suspensions	0	0	0	0	0	0	34	40	24	0	0	0	0	98
Course failure in ELA or Math	0	0	0	0	0	0	12	19	6	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	0	0	0	22	30	36	0	0	0	0	88
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	25	30	25	0	0	0	0	80

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

Intervention Strategies:

Strategy-- Which Indicator does this remediate?

- A • Attendance Response Team-- Attendance
- B • Behavior--Suspensions
- C • Dual Remediation in Intensive Classes and Credit Recovery Core Classes--Level 1 Performers; Failures

1. Prior to the start of the school year

- Review and interpret student needs on the basis of data from the previous year.
- Identify interventions for incoming students on the basis of the identified needs.

2. At the beginning of the school year

- Reconvene the EWS team.
- Verify student information, especially enrollment status, and update the student roster to reflect new enrollees, transfers in and out, and other classifications .
- Review incoming risk indicators or previous year data, including any additional information to interpret student needs.
- Identify and implement student interventions or supports on the basis of incoming risk indicator information if available.

3. After the first 20 or 30 days of the school year

- Update the student roster to reflect new enrollees, transfers in and out, and other classifications.
- Import students' absences.
- Review and interpret student and schoollevel reports.
- Identify and implement student interventions.
- Monitor students' initial responses to interventions in which they are participating.
- Revise students' intervention assignments, as needed.

4. Each Grading Period

- Update the student roster to reflect new enrollees, transfers in and out, and other classifications.
- Import or enter students' absences, course failures, and behavior information.
- Review and interpret student and school level reports.
- Identify and implement student interventions.
- Monitor students' responses to interventions in which they are participating.
- Revise students' intervention assignments, as needed.

5. At the end of the school year

- Update the student roster to reflect new enrollees, transfers in and out, and other classifications.
- Import or enter students' absences, course failures, and behavior information.
- Review and interpret student and school-level data.
- Monitor students' responses to existing interventions in which they are participating.
- Revise students' intervention assignments for summer and for the next academic year.
- Evaluate the EWS process, using student and school-level reports, and revise as necessary.
- Export student data for the next school year.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

We involve parents/guardians/family and supporters in activities that celebrate and enhance student and school success through positive and effective relationship with our PTSO, SAC, Mentorship Program, and Volunteer Program. Parents and community members are updated with the most current school information via the school listserv, website, and newsletters. We also provide parent workshops, orientation, and open house to help parents understand the process of teaching and learning on our campus.

Based on the Parent Survey, 93% of parents agreed with the statement that the school communicates regularly with parents or guardians about students' needs. Our goal is to improve home communication to impact parental involvement for students in the lower 25% by providing opportunities for parents to volunteer in numerous capacities of student achievement and assist with ideas/information for learning at home.

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

A basic and fundamental process in how we build relationships with business partners is one company at a time in our school community. We send out our quarterly newsletter and keep the school website updated to help our school partners coordinator keep in touch with community partners, but by no means it is a substitute for getting to know the business leaders face to face. We rely on ensuring the friendship and making a connection, which is a key as well to sustaining partnership. Also, we are always extending an invitation to community and business partners to get involved in student achievement, school activities, and events. Most of all, having an attitude of genuinely enjoying people in our presence with a welcoming smile will always ensure a positive relationship and encourage people to extend their helping hand toward our campus. Below is list our community partners:

Partners for Excellence

- Arbor Works
- Awards 4 U
- Bannerman Landscape
- Benediction Music
- Blue Ribbon Cleaners
- C & A Landscaping
- Celebration Baptist Church
- Chick Fil A, Capital Circle NE & Bradfordville
- Costco
- Clark Orthodontics
- Cummings Scientific, LLC
- Domino's Pizza - Kerry Forest Parkway
- EGS
- Emerald Green Landscapes

- Fast Signs
- Firehouse Subs
- Florida Commerce Credit Union
- Florida Engineering Society - Big Bend Chapter
- Flying Bear - Great American Grill
- Four Oaks Community Church
- Fun Station
- Gaskin Contractors, Inc.
- Genivia, Inc.
- Harvest Printing & Copy Center
- Heather K. Burch, D.M.D, M.S.
- Jackson-Cook, LC
- Jersey Mike's Subs
- Lewis Digital, Inc.
- Loli & The Bean
- Lucky Goat Coffee
- M & M Monogramming
- M. Darrh Bryant, DMD
- Mainline Information Systems
- Marble Slab Creamery
- Marie Livingston's Steakhouse
- Melissa Wright, Licensed Massage Therapist
- My Office Products
- ND Designs TLH, Inc.
- Newks Express Cafe
- Nuberri Frozen Yogurt
- Office Depot
- Play It Again Sports
- PO Boys Creole Café
- Pro Bank
- Prudential
- Publix, Capital Circle Northeast
- Red Elephant
- Pepsi-Cola
- Robert Murrell, D.M.D.
- Rogers, Gunter, Vaughn Insurance
- Rowe Roofing
- Second Helpin' Catering, LLC
- Skate World
- SkinZen by Kim
- So Pure Salon & Spa
- Tallahassee Kiwanis Club
- Tallahassee Laser & Inkjet Cartridge
- Tallahassee Pulmonary Clinic
- Tasty Pastry Bakery
- Tallahassee Two Way Radio Systems
- Target
- Texas Roadhouse
- Trinity Community Church
- Tropical Smoothie Café Timberlane Rd.
- Ucompass.com
- Uncle Maddio's Pizza Joint
- Walmart

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Blessing, Lewis	Principal
Thomas, Deborah	Assistant Principal
Edwards, George Rusty	Assistant Principal
Shultz, Rebecca	Dean
Bell, Riley	Dean

b. Duties

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

The role of the leadership team is to review records and documentation, while providing expertise and guidance in developing strategies and interventions. The team will meet one time per month to address referrals. Referrals to the intervention team are for academic and behavioral concerns.

- The administrative team is responsible for overseeing the process to ensure the laws and policies are followed in the best interest of the students. Also, it provides vision, ensures the school-based team is implementing MTSS, implementation of intervention support, adequate professional development to support MTSS, and communication with outside stakeholders regarding school-based MTSS.
- Select General Education Teachers provide information about core instruction, participate in student data collection, and collaborate with other staff to ensure implementation of Tier 1, 2, and 3 instruction and support.
- Select ESE Teachers (varying exceptionalities, speech, gifted) provide information about intervention instruction, participate in student data collection, and collaborate with general education teachers.
- The 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.
- The Psychologist is the evaluation specialist who administers and scores a variety of assessments and completes a psychological or evaluation report. The psychologist is also a resource for interventions and strategies in working with students and is available to observe students.
- The School Social Worker conducts social assessments and follows up on attendance referrals. In lieu of a home visit, the social worker will first try to resolve the situation by phone calls or meeting the parent in a mutually convenient location. Home visits will only be made if it is a safe, reasonable, and

appropriate way to accomplish the objective, and if the parent agrees, the social worker can also assist parents in finding appropriate community resources.

- The ESE Program Specialist is a resource for interventions and strategies in working with all students and a programming resource for our ESE teachers. She monitors ESE paperwork and conducts manifestation conferences. She is available to observe students and attend select IEP conferences.
- The Attendance Officer is on call to join the intervention team to discuss students who have been deemed chronically absent. The attendance officer reviews the school attendance records and prints out monthly reports to identify those students with chronic attendance issues.
- The Referral Coordinator or (Guidance Counselor) drafts the agenda for meetings, invites the necessary participants, maintains a record of discussions, and coordinates the paperwork involved in referrals to student services.
- The Speech Language Pathologist educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design, assists in the selection of screening measures, and helps identify systemic patterns of students need with respect to language skills.

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

The role of the MTSS leadership team is to review records and documentation, while providing expertise and guidance in developing strategies and interventions for students who have been unsuccessful in the classroom. These students are often not meeting proficiency on the state assessments. Once specific strategies are identified and determined to be effective, the departments use these strategies to meet the goals of the School Improvement Plan.

Our school and district funds are used to support the goals of the School Improvement Plan and to meet the needs of all students as well as professional development for teachers and staff. Collaboration and cooperation are essential in providing an instructional program to assist all students with the development of skills and the knowledge needed to meet the challenging state academic standards and assessments.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lewis Blessing	Principal
SGA President	Student
Martha Cummings	Parent
Brooke Pautsch	Business/Community
Christy Hanna	Teacher
Peggy Benton	Business/Community
Elizabeth Bass	Parent
Tiffany Ward	Teacher
Jimmy Perkins	Education Support Employee
Jessica Boykin	Parent
Tara Jihad	Parent
Meredith Carter	Parent
Keisha McQueen	Parent
Mandy Schnittker	Parent
Shirley Washington	Parent
Libby Farmer	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC works with the administrative team and department chairs to review school data throughout the school year. At the end of each year, school data is reviewed by the leadership team to determine if the established goals were met. The team evaluates the SIP to determine what worked and what needs to be adjusted for the next year. The SAC then meets with parents and community members in a public hearing to present identified goals and strategies to support the school's continuous improvement model. The SAC has a review and approval process in September for the final draft to be submitted for district approval.

b. Development of this school improvement plan

The purpose of the Montford Middle SAC is to assist in the annual preparation of a school improvement plan that addresses funding, training, instructional materials, technology, staffing, student support services, and approves all school improvement fund expenditures.

c. Preparation of the school's annual budget and plan

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan.
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration

of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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

If funds are allocated it will be used for professional development however, Montford Middle used school and district allocated dollars to meet the goals stated in the school improvement plan.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Blessing, Lewis	Principal
Thomas, Deborah	Assistant Principal
Chrestensen, Gail	Teacher, K-12
Edwards, George Rusty	Assistant Principal
Madsen, Joyce	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional /student resources, materials, and other initiatives. This will result in a decreased percentage of students not reaching the proficiency level in all subgroups. The team provides opportunities for additional instructional practice and remediation. Students performing at the proficient or advanced proficiency level will be provided with enrichment reading to maintain or advance higher.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Collaborative learning affords students enormous advantages not available from more traditional instruction because a group--whether it be the whole class or a learning group within the class--can accomplish meaningful learning and solve problems better than any individual can alone. (Tinzemann, Jones, and Finnemore, 1990)

One strategy the school uses is to allow opportunities each month for teachers to meet with their

department members for support and team building. Teachers meet to discuss the needs of all students. Using pacing guides, teachers collaboratively plan their lessons to meet state and district assessment recommendations. In addition, teachers are encouraged to share and communicate effective learning strategies for best practices to help students understand and do daily learning goals.

Across grade level planning is another strategy the school uses through monthly grade level team meetings. This opportunity allows teachers to meet and discuss grade level events and activities to address the curriculum areas. Examples include educational field trips, celebration assemblies, and field day activities. All ideas and concerns are addressed to the grade level team leader for review during the monthly meeting.

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

Description of Strategy:

1. Leon County School District aggressively recruits highly qualified teachers by hosting recruitment fairs locally and at events throughout the nation.
2. William J. Montford III Middle School is one of the leading technology schools in the county which attracts qualified applicants.
3. Our administrative team reviews District County policies to ensure that highly qualified teachers are hired at William J. Montford III Middle School.
4. New teachers are mentored by veteran teachers.

Person Responsible:

1. District HR Department & Principal
2. Principal Administrative Team
3. Administrative Team
4. Administrative Team & Curriculum Leadership Team

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

William J. Montford III Middle School hired four instructors for the 2017-2018 school year. All new instructional staff members were given instructional packets which contained pertinent information about Montford Middle School. All new faculty members attended a training session during pre-planning designed to prepare them for the upcoming school year and were matched with seasoned instructors to formulate the building-wide mentoring program. Every mentor and mentee will meet on a bi-weekly basis for the first two months of school and then every month for the remaining of the school year to discuss instructional best practices. These practices will be evident across the curriculum. The teachers will be exposed to innovative ways to implement subject matter and gain feedback on best practices.

In addition, each teacher is observed by the Principal within the first 45 days of the school year using the Leon Continuous Improvement evaluation tool through LEADS. The resource team consists of a Curriculum Leadership Team member, mentor, and mentee. This team meets to create an action plan. The plan is reviewed quarterly by the mentor or Curriculum Leadership Team member. The Mentor provides resources and keeps a check list to insure the timeline is followed and that the induction process is completed for each new teacher. In addition, these pre-professional teachers create an extensive portfolio that documents mastery of the Twelve Accomplished Practices.

Mentor Name:

Curriculum Leadership Team

Rationale for Pairing

1. All new instructors will have the opportunity to participate in collegial conversations and training with teams and subject area persons to become aware of instructional practices and integrating technology
2. All beginning/new teachers will have the opportunity to participate in collegial conversations and training with teams and subject area persons to become aware of instructional practices and integrating technology.

Planned Mentoring Activities

1. Florida Educator Accomplished Practices will be the focus of bi-monthly meetings of the mentor and mentee.

Release time is provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences.

2. Ongoing observation of teacher, informal meetings to provide support, and assistance with Accomplished Practices.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Curriculum pacing guides and rubrics are in place that clearly define student levels of growth and performance on essential elements of state and district standards. Information is available in Performance Matters for examining the extent to which assessments accurately measure the written and taught curriculums. Each department or grade level team regularly analyzes the relationship between the written curriculum, taught curriculum, assessments, and for rigor and cultural relevance. The school Curriculum Leadership Team ensures the alignment of the curriculum and assessment measures in a manner that promotes rigor through Leon Continuous Improvement evaluation tool during monthly meetings.

b. Instructional Strategies

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

The school uses data to provide and differentiate instruction to meet the diverse needs of students by using "Progress Monitoring" for their initial standards assessment. These assessments are used to accurately measure their students' academic strengths, weaknesses, and provide a roadmap for the next steps in instruction. Informal and formal classroom-based assessments can be conducted throughout the year to track learning objectives and skills achievements. Assessment results are used to keep track of the findings and used to design instructional strategies tailored for the individual student. Data-driven curriculum and instruction is the norm for our school. The leadership team makes sure teachers are familiar with interpreting data to drive their planning and instruction. One of the indicators on our Deliberate Practice Plan for Leadership is to ensure that all faculty members understand the curriculum standards such as the Florida Sunshine State Standards for Science, The Florida State Standards, and The Florida Standards Assessment, along with effective feedback skills to benefit their students.

Examples of how instruction is modified or supplemented to assist students having difficulty attaining

the proficient or advanced level on state assessments are as follows:

- Presentation accommodations make it possible for students to gain access to information for instruction and assessments presented in text, graphic, or spoken formats
- Specialized presentation formats such as visual, tactile, audio, and multi-sensory formats for presentation display(visual-large print text, sign language interpreters, video recordings; tactile-braille, tactile graphic images, real objects students can touch; auditory- read text aloud; recorded/ audio books/text; screen readers)
- Audio and visual enhancement in the classrooms
- Assistive typing device such as laptops or word processors; portable scanning devices such as translators or electronic dictionaries; digital texts.
- Use of study guide notes; highlighting or summaries
- Voice recordings or video lessons
- Graphic organizers; use of wait time; use of visuals; task adaptations to use alternate ways of presenting
- Lessons presented in small, digestible bites for content knowledge
- Modified tests, lessons, or homework assignments

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

Strategy: Extended School Day

Minutes added to school year: 102

Students will be placed in pullout recovery reading and math programs during school day as well as before and after school based on their needs.

Strategy Rationale

To decrease the percentage of students' reading and math level (s) not reaching the proficiency level in all subgroups by providing opportunities for additional instructional practice and remediation.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Thomas, Deborah, thomasd3@leonschools.net

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

Appropriate benchmark assessments, classroom observation tools, various classroom assessments,
Achieve 3000, Pearson SuccessMaker, Plato Recovery Lab

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

b. College and Career Readiness

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

Our students and parents are given a course request guide which is also located on the school's website to guide parents and students with their course selections for the next school year. Each year our staff carefully reviews this material so we can provide our families with meaningful and accurate registration information. With the support and cooperation of staff, students, and parents, we are confident that a personal, challenging, and enriching academic program will be developed to teach and guide students so they will attain their maximum potential, including opportunities to take high school credit courses. The registration process is an important step in preparing our youth to lead productive, fulfilling, and successful lives in a rapidly changing world.

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

Our students have an opportunity to select elective courses in computer and career education that will develop concrete competencies relating to the world outside of school. Some of the instructional activities are applied and integrated in the curriculum framework used by each classroom teacher to help students use their knowledge and skills to complete real-world tasks.

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

Our school offers career academies and career and technical education programs. These programs are organized as programs of study attached to articulated credit with local post-secondary institutions as well as industry certifications. Students receive counseling in order to select the appropriate program as well as the correct course sequence to take.

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

- Prepares students for college, careers and life
- Encourages commitment to life-long learning, personal growth and career preparation
- Offers rigorous and relevant curriculum
- Provides opportunities to identify career interests and personal strengths
- Encourages commitment to good school attendance, academic achievement, and community service
- Promotes participation in student organizations and leadership development

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 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 50% to 52% on the FSA ELA Assessment.

- G2.** 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 67% to 69% on the FSA Math Assessment.

- G3.** 78% of the students will score a 3 or above on the 2018 FCAT 2.0 Science by increasing the points earned in the content areas of Science.

Strategic Goals Detail

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

G1. 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 50% to 52% on the FSA ELA Assessment. 1a

G090083

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	52.0

Targeted Barriers to Achieving the Goal 3

- Limited Vocabulary and time constraints

Resources Available to Help Reduce or Eliminate the Barriers 2

- Achieve3000
- Junior Great Books
- Pearson Reality Central

Plan to Monitor Progress Toward G1. 8

Analyze and use Acieve 3000 data

Person Responsible

Gail Chrestensen

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Achieve 3000 Progress Monitoring Report

G2. 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 67% to 69% on the FSA Math Assessment. 1a

G090084

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	69.0

Targeted Barriers to Achieving the Goal 3

- Lack of skills and knowledge with math standards and motivation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common assessments aligned with The Florida Standards
- Pearson SuccessMaker

Plan to Monitor Progress Toward G2. 8

Classroom learning walks and feedback from observations

Person Responsible

Lewis Blessing

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson Plan/ Gradebook Leon Continuous Improvement evaluation tool through LEADS.

G3. 78% of the students will score a 3 or above on the 2018 FCAT 2.0 Science by increasing the points earned in the content areas of Science. 1a

G090085

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	78.0

Targeted Barriers to Achieving the Goal 3

- Lack of background knowledge of the student and motivating the student's interest.

Resources Available to Help Reduce or Eliminate the Barriers 2

- LCS Middle Grades Science Progress Monitoring Tool and Achieve 3000
- Plato Recovery Lab and Before School Academic Tutorial

Plan to Monitor Progress Toward G3. 8

Monitoring progress toward the science goal

Person Responsible

Lewis Blessing

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Science Progress Monitoring Tool

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. 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 50% to 52% on the FSA ELA Assessment. **1**

 G090083

G1.B1 Limited Vocabulary and time constraints **2**

 B240388

G1.B1.S2 1. Use of Graphic Organizers 2. Identifying the Main Idea 3. Context Clues Think–Aloud 4. Visualization Prior–Knowledge Advantage 5. High-interest Reading Survey– Importance of Reading Practice 6. Timed Reading Races 7. Summarizing/Synthesizing **4**

 S253385

Strategy Rationale

To monitor and improve students reading ability

Action Step 1 **5**

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 mentorship and best practices for middle school students.

Person Responsible

Lewis Blessing

Schedule

Monthly, from 8/7/2017 to 5/31/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Achieve3000

Person Responsible

Deborah Thomas

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

1. Reading Coach monthly progress monitoring reports from Achieve 3000 2. Monthly Literacy Leadership Team Meeting Minutes 3. Leon Continuous Improvement evaluation tool through LEADS

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Increase students' comprehension of rigorous text through the use of reading for meaning strategies

Person Responsible

Gail Chrestensen

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

Achieve3000 Report

G2. 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 67% to 69% on the FSA Math Assessment. 1

G090084

G2.B1 Lack of skills and knowledge with math standards and motivation 2

B240389

G2.B1.S2 For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need. 4

S253387

Strategy Rationale

Ensure all students are performing at the appropriate academic level and being provided the interventions they need to be successful.

Action Step 1 5

Lesson plans reflecting strategies to improve critical thinking skills and classroom walk-throughs made by the leadership team. 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.

Person Responsible

Lewis Blessing

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson Plans posted in PinPoint/ Schoolwires/Leon Continuous Improvement evaluation tool through LEADS /Progress Monitoring tool in Performance Matters

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Review results of common assessment data during math department meetings to determine progress toward the goal.

Person Responsible

Deborah Thomas

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

Common assessments aligned with The Florida Math Standards

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Provide documentation in lesson plans to show evidence of meeting the math goal.

Person Responsible

Deborah Thomas

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Leon Continuous Improvement evaluation tool through LEADS; lesson plans

G3. 78% of the students will score a 3 or above on the 2018 FCAT 2.0 Science by increasing the points earned in the content areas of Science. **1**

 G090085

G3.B1 Lack of background knowledge of the student and motivating the student's interest. **2**

 B240390

G3.B1.S1 1. Teachers will provide clear learning goals and rubrics, track student progress, and celebrate success in reading for the content areas of science. **4**

 S253389

Strategy Rationale

To increase the number of 8th grade students scoring at proficiency or above on state assessment in science.

Action Step 1 **5**

Science teachers will use Achieve 3000 data and MMS Science Department Pre-Test to determine needs and weaknesses and to group students accordingly. 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.

Person Responsible

Lewis Blessing

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plan monitoring, Classroom observations, lists of groupings according to needs/ weaknesses, data chats with students in groups to develop student plans (portfolio documentation), progress monitoring data for groups to show growth

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitoring of progress toward the reading goals through learning walks and departmental science meetings.

Person Responsible

Deborah Thomas

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Appropriate benchmark assessments in science; classroom observation tools; various classroom assessments (Achieve 3000 and Leon Continuous Improvement evaluation tool through LEADS.)

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monitoring of progress toward the science goals through learning walks and reviewing Progress Monitoring data at departmental science meetings.

Person Responsible

Deborah Thomas













Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Science Progress Monitoring Tool, Achieve 3000, and Leon Continuous Improvement evaluation tool through LEADS.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M348735	Analyze and use Acieve 3000 data	Chrestensen, Gail	8/14/2017	Achieve 3000 Progress Monitoring Report	5/31/2018 weekly
G2.MA1  M348742	Classroom learning walks and feedback from observations	Blessing, Lewis	8/14/2017	Lesson Plan/ Gradebook Leon Continuous Improvement evaluation tool through LEADS.	5/31/2018 biweekly
G3.MA1  M348745	Monitoring progress toward the science goal	Blessing, Lewis	8/14/2017	Science Progress Monitoring Tool	5/31/2018 quarterly
G3.B1.S1.MA1  M348743	Monitoring of progress toward the science goals through learning walks and reviewing Progress...	Thomas, Deborah	8/14/2017	Science Progress Monitoring Tool, Achieve 3000, and Leon Continuous Improvement evaluation tool through LEADS.	5/31/2018 monthly
G3.B1.S1.MA1  M348744	Monitoring of progress toward the reading goals through learning walks and departmental science...	Thomas, Deborah	8/14/2017	Appropriate benchmark assessments in science; classroom observation tools; various classroom assessments (Achieve 3000 and Leon Continuous Improvement evaluation tool through LEADS.)	5/31/2018 monthly
G3.B1.S1.A1  A331538	Science teachers will use Achieve 3000 data and MMS Science Department Pre-Test to determine needs...	Blessing, Lewis	8/14/2017	Lesson plan monitoring, Classroom observations, lists of groupings according to needs/weaknesses, data chats with students in groups to develop student plans (portfolio documentation), progress monitoring data for groups to show growth	5/31/2018 monthly
G1.B1.S2.MA1  M348733	Increase students' comprehension of rigorous text through the use of reading for meaning strategies	Chrestensen, Gail	8/14/2017	Achieve3000 Report	5/31/2018 daily
G1.B1.S2.MA1  M348734	Achieve3000	Thomas, Deborah	8/14/2017	1. Reading Coach monthly progress monitoring reports from Achieve 3000 2. Monthly Literacy Leadership Team Meeting Minutes 3. Leon Continuous Improvement evaluation tool through LEADS	5/31/2018 monthly
G1.B1.S2.A1  A331536	Teachers have a clear understanding of Achieve 3000 and use with fidelity. Teachers receive ongoing...	Blessing, Lewis	8/7/2017	Achieve 3000, District Progress Monitoring/Leon Continuous Improvement evaluation tool through LEADS	5/31/2018 monthly
G2.B1.S2.MA1  M348738	Provide documentation in lesson plans to show evidence of meeting the math goal.	Thomas, Deborah	8/14/2017	Leon Continuous Improvement evaluation tool through LEADS; lesson plans	5/31/2018 biweekly
G2.B1.S2.MA1  M348739	Review results of common assessment data during math department meetings to determine progress...	Thomas, Deborah	8/14/2017	Common assessments aligned with The Florida Math Standards	5/31/2018 daily
G2.B1.S2.A1  A331537	Lesson plans reflecting strategies to improve critical thinking skills and classroom walk-throughs...	Blessing, Lewis	8/14/2017	Lesson Plans posted in PinPoint/ Schoolwires/Leon Continuous Improvement evaluation tool through LEADS /Progress Monitoring tool in Performance Matters	5/31/2018 monthly

V. Professional Development Opportunities

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

G1. 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 50% to 52% on the FSA ELA Assessment.

G1.B1 Limited Vocabulary and time constraints

G1.B1.S2 1. Use of Graphic Organizers 2. Identifying the Main Idea 3. Context Clues Think–Aloud 4. Visualization Prior–Knowledge Advantage 5. High-interest Reading Survey– Importance of Reading Practice 6. Timed Reading Races 7. Summarizing/Synthesizing

PD Opportunity 1

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 mentorship and best practices for middle school students.

Facilitator

1. District La/ Reading Developers and Reading Coach 2. State/district curriculum presenters for best practices

Participants

1. Reading and LA Teachers 2. All Teachers

Schedule

Monthly, from 8/7/2017 to 5/31/2018

G2. 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 67% to 69% on the FSA Math Assessment.

G2.B1 Lack of skills and knowledge with math standards and motivation

G2.B1.S2 For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.

PD Opportunity 1

Lesson plans reflecting strategies to improve critical thinking skills and classroom walk-throughs made by the leadership team. 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.

Facilitator

Wendy Taylor -Math Chair/Denise Williams District Math Developer and APC

Participants

MMS Math Teachers

Schedule

Monthly, from 8/14/2017 to 5/31/2018

G3. 78% of the students will score a 3 or above on the 2018 FCAT 2.0 Science by increasing the points earned in the content areas of Science.

G3.B1 Lack of background knowledge of the student and motivating the student's interest.

G3.B1.S1 1. Teachers will provide clear learning goals and rubrics, track student progress, and celebrate success in reading for the content areas of science.

PD Opportunity 1

Science teachers will use Achieve 3000 data and MMS Science Department Pre-Test to determine needs and weaknesses and to group students accordingly. 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.

Facilitator

Christy Hanna -Department Chair, Gail Chrestensen- Reading Coach, and LCS Science Developer

Participants

MMS Science Teachers, Science grade level leaders coordinate with Reading/LA teachers to provide support in reading and writing.

Schedule

Monthly, from 8/14/2017 to 5/31/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S2.A1	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 mentorship and best practices for middle school students.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1201 - William J Montford III Middle School	General Fund		\$1,000.00
			<i>Notes: 1. New headphones for 8 computer labs to accommodate for FSA 2018 2. PD-Instructional Best Practices for what works in the classroom with district/state workshops. 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. 3. Instructional material for PLC's.</i>			
2	G2.B1.S2.A1	Lesson plans reflecting strategies to improve critical thinking skills and classroom walk-throughs made by the leadership team. 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.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1201 - William J Montford III Middle School	Title II		\$1,500.00
			<i>Notes: 1. Instructional material for PLC's.</i>			
3	G3.B1.S1.A1	Science teachers will use Achieve 3000 data and MMS Science Department Pre-Test to determine needs and weaknesses and to group students accordingly. 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.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1201 - William J Montford III Middle School			\$0.00
			<i>Notes: 1. Instructional material for PLC's.</i>			
					Total:	\$2,500.00