

Leon County Schools

William J Montford III Middle School



2018-19 School Improvement Plan

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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)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Middle School 6-8	No	21%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

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 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>.

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 and position title for each member of the school leadership team.:

Name	Title
Blessing, Lewis	Principal
Thomas, Deborah	Assistant Principal
Shultz, Rebecca	Assistant Principal
Molinaro, Dan	Dean
Madsen, Joyce	Teacher, K-12
Hanna, Christy	Teacher, K-12
Taylor, Wendy	Teacher, K-12
Gitlin, Sonja	Guidance Counselor
Anderson, Monica	Teacher, K-12
Dietzen, Beth	Teacher, K-12
Allen, Katie	Teacher, ESE
Drew, Jodi	Teacher, K-12
Hirst, Elizabeth	Guidance Counselor
Loggins, Paige	Teacher, K-12
Thompson, Fred	Teacher, K-12
Thompson, Stacy	Teacher, K-12
Ward, Tiffany	Teacher, K-12
Wood, Robin	Teacher, K-12
Chrestensen, Gail	Teacher, K-12

Duties

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

The Montford Middle School Leadership Team is responsible for intentionally shaping our school vision for academic success for all students. Our 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.

Early Warning Systems

Year 2017-18

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	6	5	7	0	0	0	0	18
One or more suspensions	0	0	0	0	0	0	29	35	35	0	0	0	0	99
Course failure in ELA or Math	0	0	0	0	0	0	1	0	2	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	0	0	28	29	37	0	0	0	0	94

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	15	23	28	0	0	0	0	66

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	1	2	0	0	0	0	4
Retained Students: Previous Year(s)	0	0	0	0	0	0	2	0	1	0	0	0	0	3

Date this data was collected

Friday 8/10/2018

Year 2016-17 - 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	
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

Year 2016-17 - 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	
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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The ELA lowest 25th percentile is lowest data component. Yes, it is moving in this direction overtime when compared to the other components.

Which data component showed the greatest decline from prior year?

8th grade science is the data component with greatest decline from the prior year by 4 percentage.

Which data component had the biggest gap when compared to the state average?

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? Is this a trend?

The Math lowest 25th percentile is the data component showing the most improvement. Yes, it is moving in this direction overtime.

Describe the actions or changes that led to the improvement in this area

- Providing computer-assisted instruction through a yearlong remedial Math Lab (in addition to a regularly scheduled math class) to students at all grade levels who scored Level 1 or Level 2 on the 2017 Math FSA.
- Providing differentiated instruction through a yearlong math class for students at all grade levels that scored in the lowest 25 percent on the spring 2017 Math FSA.
- Progress Monitoring:
 - a. Bi-weekly gains reports from Success Maker Enterprise management system.
 - b. Textbook generated progress monitoring tool (grade-level specific)
 - c. Grades monitored through mid-nine week progress reports and report cards to identify additional interventions.
- Data Chats:
 - a. Faculty and staff mentoring and having one on one data discussions with students in lowest 35 percentile about their scores in each area to prepare them to become better test taker for the next assessment.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	75%	56%	53%	75%	53%	52%
ELA Learning Gains	61%	54%	54%	61%	53%	54%
ELA Lowest 25th Percentile	49%	48%	47%	50%	44%	44%
Math Achievement	85%	59%	58%	85%	58%	56%
Math Learning Gains	73%	59%	57%	73%	57%	57%
Math Lowest 25th Percentile	71%	52%	51%	67%	51%	50%
Science Achievement	72%	53%	52%	76%	53%	50%
Social Studies Achievement	91%	72%	72%	89%	71%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	6 (31)	5 (40)	7 (30)	18 (101)
One or more suspensions	29 (34)	35 (40)	35 (24)	99 (98)
Course failure in ELA or Math	1 (12)	0 (19)	2 (6)	3 (37)
Level 1 on statewide assessment	28 (22)	29 (30)	37 (36)	94 (88)

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	2018	75%	57%	18%	52%	23%
	2017	75%	54%	21%	52%	23%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	73%	54%	19%	51%	22%
	2017	72%	53%	19%	52%	20%
Same Grade Comparison		1%				
Cohort Comparison		-2%				
08	2018	79%	62%	17%	58%	21%
	2017	79%	59%	20%	55%	24%
Same Grade Comparison		0%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	77%	59%	18%	52%	25%
	2017	80%	53%	27%	51%	29%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2018	88%	55%	33%	54%	34%
	2017	87%	56%	31%	53%	34%
Same Grade Comparison		1%				
Cohort Comparison		8%				
08	2018	75%	44%	31%	45%	30%
	2017	75%	48%	27%	46%	29%
Same Grade Comparison		0%				
Cohort Comparison		-12%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	69%	31%	65%	35%
2017	100%	69%	31%	63%	37%
Compare		0%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	91%	73%	18%	71%	20%
2017	89%	71%	18%	69%	20%
Compare		2%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	99%	71%	28%	62%	37%
2017	100%	78%	22%	60%	40%
Compare		-1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	60%	40%	56%	44%
2017	100%	60%	40%	53%	47%
Compare		0%			

Subgroup Data

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

2017 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
WHT	82	63	53	91	76	76	84	94	72		
BLK	48	56	51	66	61	61	46	73	43		
HSP	64	54	31	75	70	50	67	79	58		
ASN	71	70		81	63			90	70		
MUL	68	57	25	78	69	57	50	88			
SWD	29	53	50	46	52	49	25	65			
FRL	51	54	46	69	62	55	57	71	40		
ELL	21	53	46	43	47						

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title ELA lowest 25th percentile

Rationale The rationale is to monitor and improve students reading ability. The needs assessment data for the 2018 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.

Intended 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 55% on the FSA ELA Assessment.

Point Person Gail Chrestensen (chrestenseng@leonschools.net)

Action Step

Description 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 mentorship and best practices for middle school students.

Person Responsible Gail Chrestensen (chrestenseng@leonschools.net)

Plan to Monitor Effectiveness

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

Person Responsible Lewis Blessing (blessingl@leonschools.net)

Activity #2

Title Math Lowest 25th percentile

Rationale The rationale is to monitor and improve students lack of skills and knowledge with math standards and motivation. The needs assessment data for the 2018 FSA Math is showing 69 percent of our students in the lowest 25 percent score a level 3 or higher.

Intended 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 75% on the FSA Math Assessment.

Point Person Wendy Taylor (taylorw@leonschools.net)

Action Step

Description 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.

Person Responsible Deborah Thomas (thomasd3@leonschools.net)

Plan to Monitor Effectiveness

Description District Progress Monitoring Tool
Common assessments aligned with The Florida Math Standards
iReady Progress Report

Person Responsible Rebecca Shultz (shultzr@leonschools.net)

Activity #3

Title	FCAT 2.0 Science
Rationale	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.
Intended Outcome	76% 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.
Point Person	Christy Hanna (hannac@leonschools.net)

Action Step

Description	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 mentorship and best practices for middle school students.
Person Responsible	Christy Hanna (hannac@leonschools.net)

Plan to Monitor Effectiveness

Description	LCS Middle Grades Science Progress Monitoring Tool and Before School Academic Tutorial
Person Responsible	Lewis Blessing (blessingl@leonschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

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, The majority 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.

PFEP Link

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

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.

Our guidance counselors also serve as liaisons for the special population students here at Montford. These special populations include ESOL/ELL, ESE, 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.

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.

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.

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.

Part V: Budget	
Total:	\$11,886.73