

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
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School Name: MONTCLAIR ELEMENTARY SCHOOL

District Name: Escambia

Principal: Jennifer Sewell

SAC Chair: Rev. Charles Mitchell

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/29/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Jennifer Sewell	BS: Physical Education/Elementary Education MS: Physical Education EdS: Ed. Leadership EdD: Currently finishing	1	2	In 2012, moved to an "A" school, as Assistant Principal  In 2011, as a Curriculum Coordinator, Brentwood Elementary was a B school.  In 2010, Montclair earned a school grade of F. In 2011, the grade increased to an A. Reading proficiency school wide was 45% and increased to 54%. Math proficiency schoolwide was 38% and increased to 68%. Writing proficiency increased as well, from 78% to 98%. Science proficiency increased from 10% to 35%.

### INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers

in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math/Science	Sunday Tindell	B.S.: Elementary Education M.S.: Ed Leadership National Board Certification-Early Childhood Generalist	2	2	In 2010, Montclair earned a school grade of F.  In 2011, the grade increased to an A. Reading proficiency school wide was 45% and increased to 54%. Math proficiency schoolwide was 38% and increased to 68%. Writing proficiency increased as well, from 78% to 98%. Science proficiency increased from 10% to 35%.  In 2012, the grade decreased to a "D", however the state ruling said that no school would drop more than 1 letter grade because of the new cut score requirements. Therefore, we were able to receive a grade of a "B".
Writing	Kathryn Lovely	B.S.: Elementary Education	4	1	In 2010, Montclair earned a school of F.  In 2011, the grade increased to an A. Reading proficiency school wide was 45% and increased to 54%. Math proficiency school wide was 38% and increased to 68%. Writing proficiency increased as well, from 78% to 98%. Science proficiency increased from 10% to 35%.  In 2012, the grade decreased to a "D", however the state ruling said that no school would drop more than 1 letter grade because of the new cut score requirements. Therefore, we were able to receive a grade of a "B".
Reading	Emily McMillan	B.S. Elementary Education M.S. Curriculum & Instruction	1		In 2010, Montclair earned a school of F.  In 2011, the grade increased to an A. Reading proficiency school wide was 45% and increased to 54%. Math proficiency school wide was 38% and increased to 68%. Writing proficiency increased as well, from 78% to 98%. Science proficiency increased from 10% to 35%.  In 2012, the grade decreased to a "D", however the state ruling said that no school would drop more than 1 letter grade because of the new cut score requirements. Therefore, we were able to receive a grade of a "B". Reading Emily McMillan B.S. Elementary Education M.S. Curriculum & Instruction

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	<ol style="list-style-type: none"> <li>1. Principal/Curriculum Coordinator/Coaches meet with new teachers</li> <li>2. Utilize District START Consulting teachers</li> <li>3. Teacher Development Institute</li> <li>4. Hire in-Field Teachers</li> <li>5. Assign veteran teachers to experienced teachers new to the school worksite (mentor/buddy).</li> </ol>	Jennifer Sewell Carla Thompson Sunday Tindell Emily McMillan Kathryn Lovely  Jamie Rickman  Dr. Robin Largue Dr. Janet Pilcher	on-going   June 2013	

## Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	

### Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*\*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).*

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
22	18.2%(4)	81.8%(18)	22.7%(5)	40.9%(9)	36.4%(8)	95.5%(21)	9.1%(2)	0.0%(0)	31.8%(7)

### Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
			<p>The faculty has begun professional development sessions to practice the Lesson Study Model applying a Student Engagement Framework. The PD includes teaching the following:</p> <ul style="list-style-type: none"> <li>• creating learning targets</li> <li>• scaffolding learning targets</li> <li>• aligning learning tasks to targets</li> <li>• aligning formative assessment strategies to learning tasks</li> <li>• developing quality summative assessment tools</li> <li>• applying teacher learning teams to apply the Lesson Study model.</li> </ul> <p>Each grade level will have a common planning time. The activities below occur during their common planning time. The team of teachers focus on one common standard and skill set they will teach that included a 30 day learning goal that targets a more complex skill such as analyzing, reasoning, problem-solving, evaluating, and creating. Each team creates weekly and daily plans with very specifically defined learning targets that scaffold student learning. Those targets are clearly communicated to students every day including how the daily target connects to the final goal. The team creates learning tasks aligned to targets for this particular instructional focus where</p>

<p>Dr. Janet Pilcher/StuderGroup Dr. Robin Largue/StuderGroup</p>	<p>All classroom teachers</p>	<p>All teachers are participating in a Teacher Development Institute that is led by two consultants from the Studer Education Foundation. All teachers are expected to participate in the activities.</p>	<p>students have an opportunity to practice. The team applies a common summative assessment tool each week to judge how well students mastered the learning targets weekly. Student Results and Teacher Reflection Tool to show the learning results of students and to determine how the teachers need to modify their instruction based on student learning results. Every nine weeks students will take a benchmark test on focused skills included in the Lesson Study and aligned to core standards. At the end of 30 days, teachers give students a common summative assessment tool to determine the mastery level of students on that particular skill set. At the end of the 30 days, the teacher completes a Student Results and Teacher Reflection Tool to show the cumulative learning results of students and to determine how the teachers need to modify their instruction based on student learning results. During each 30 day period, teachers video tape a lesson taught from this instructional segment. Teachers in the team review the lesson and have the Coaching Probe Tool that is used in a team meeting to discuss areas that worked well and areas where instruction could be improved. The 30 Day Plan is aligned to a Next Generation Sunshine State Standards. The weekly plans break down or unpack the benchmark so that scaffolds of learning occur from the knowledge to more complex levels. The 30 Day Plans for each teacher learning team for the Lesson Study will be submitted to the principal and Administrator on Special Assignment.</p>
<p>Betsy Freeman/1st Grade Diana Goble/Kdg Nichole West/5th Grade Lisa Branscomb/Pre-K</p>	<p>Jamila O'Neal/1st Kerri Pylant/Kdg Alan Turner/5th Monica Mack/Pre-K</p>	<p>They both work in same grade level and have same planning time to meet together.</p>	<p>Buddy Mentors will assist new teachers by acquainting them to personnel, school procedures, curriculum practices, and planning.</p>

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note:** For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

#### Title I, Part A

Montclair Elementary School receives support through Federal, State, and local programs. Title I funds are used to provide additional personnel at the school level to support the classroom. Services are provided to ensure students requiring additional remediation are assisted through after school programs or Summer Reading Camps. Montclair utilizes the funds from Title I to help purchase a technology coordinator/teacher, and a classroom teacher.

#### Title I, Part C- Migrant

Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange ( MSIX) system and our local student data base, we have determined that there are no migrant children at Montclair.

#### Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title1, Part D students.

#### Title II

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities (inservice education).

#### Title III

Services for English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Student who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is not an ESOL center, and we serve 0 ELL students in grades PreK-5.

#### Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. At Montclair, we have 17 homeless students and provide additional assistance to these students and their families.

#### Supplemental Academic Instruction (SAI)

SAI services were reduced and/or eliminated from our school's budget.

#### Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's Behavior Management Plan, we will provide training for faculty, staff and students regarding bullying. The Jeffrey Johnston Stand Up for All Students Act, requires our district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, beginning the 2011-2012 school year, our district will launch the " Bullying" Reporting website where bullies may be reported anonymously.

#### Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, a la carte items, and self serve options. This year, our district is providing extra breakfast and lunch entre items to students to allow for more choice. Our school is also a Healthier Generation Alliance School. Additional programs and staff will address the obesity issue, especially in elementary age children.

#### Housing Programs

This is offered at the district level and overseen by the Title I District Office.

#### Head Start

This program is offered at the district level and overseen by Title1 District office. This program is not applicable to our school.

#### Adult Education

Evening programs at all of our high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

#### Career and Technical Education

N/A

Job Training

N/A

Other

Montclair Elementary School received a School Improvement Grant. The grant will provide funds for personnel to work with students on their areas of weaknesses in reading, math, & science. Also, professional development and support will be provided through a partnership with Educator-Ready, Studer Group to our faculty. Progress monitoring will provide for continuous assessment of student academic progress. This will occur three times a year annually through the grant period and conclude each year with the Florida Comprehensive Assessment Test. Montclair will reduce faculty turnover and increase confidence in the instructional environment.

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal - Jennifer Sewell  
Curriculum Coordinator - Carla Thompson  
Guidance Counselor - Cheryl Jones  
Reading Coach - Emily McMillan  
Math/Science Coach - Sunday Tindell  
Writing Coach - Kathryn Lovely  
Exceptional Student Education (ESE) Teacher - Veronica O'Brien & June Perkins  
Staffing Specialist - Shenita Davis McCastler  
Speech Teacher - Shirley Harris  
Positive Behavior Coach (PBS)- Tonya Morris

Instructional Coach(es)  
Reading Coach - Jennifer Collins  
Math/Science Coach - Nancy Prout, Sunday Tindell  
Writing Coach - Kathryn Lovely  
Speech/Language Pathologist- Jan Foote

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The RtI Leadership Team will focus meetings around one question: How do we best meet the individual needs of students? The Leadership Team will engage in the following activities: Review screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI Leadership Team will meet to discuss test data and other data from the Tier 1, 2 and 3 meetings. Academic, behavioral, and social/emotional areas will be addressed and clear expectations for instruction will be made.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline Data: 2012 Florida Comprehensive Assessment Test (FCAT), Developmental Reading Assessment (DRA), Florida Assessments for Instruction in Reading (FAIR, Progress Monitoring and Reporting Network (PMRN), Go Math Assessment, FCAT Simulation for Science, Discovery Ed Assessment, and School Writing Prompts.

Progress Monitoring: FCAT Simulation for Science, Discovery Education Assessment, Florida Assessment for Instruction in Reading (FAIR), & Go Math Assessments

Mid-Year: Florida Assessments for Instruction in Reading (FAIR), Discovery Ed Assessment, and DRA Testing  
End of Year: DRA, FAIR, FCAT 2.0

Describe the plan to train staff on MTSS.

Professional development will be provided during teacher's common planning time and end of the day planning time. Coaches will meet with teachers during planning time to guide them through their planning. Coaches will assist and model staff in class on various instructional techniques. and small sessions will occur throughout the year on topics such as instructional strategies, graphing and appropriate documentation as the need arises. The RTI team will also evaluate additional staff Professional Development needs during the RTI Leadership Team meeting. Presenters will be brought in to train, instruct, and support teachers in professional development.

Describe the plan to support MTSS.

We will use our School Improvement Grant funds to provide continuous Professional Development for teachers and teacher assistants. Substitutes will be provided so teachers can visit and observe other successful schools and teachers using smae strategies. Teachers will model for each other within our school.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The Montclair Elementary Instructional Team consists of the following members:

Jennifer Sewell - Principal  
Carla Thompson - Curriculum Coordinator  
Emily McMillan - Reading Coach  
Inette Gardner - Media Specialist  
LaTris Sykes - Kindergarten Teacher  
Edelsa Chalenczuk - 1st Grade Teacher  
Kristen Guernsey - 2nd Grade Teacher  
Ryan Graber - 3rd Grade Teacher  
Lisa McMillian - 4th Grade Teacher  
Alan Turner - 5th Grade Teacher  
Veronica O'Brien - ESE Teacher

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership Team will meet once a month. They will look at FCAT, FAIR, Go Math, DRA, Discovery Ed, and other data to evaluate students progress. The team will use this data to assist teachers in differentiating instruction.

What will be the major initiatives of the LLT this year?

The major initiative of the LLT at Montclair will be the Beverly Tyner Model of Small Group Instruction and Differentiated Instruction Grades K-5.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/28/2012)

## \*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

At Montclair, all incoming Kindergarten students are assessed during the first thirty days of school using the FLKRS and the FAIR Assessment in order to determine individual and group needs and to assist in the development of valid, research based instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. In addition to academic/school readiness, all incoming Kindergarten students will be assessed in the area of social/emotional development.

Screening data will be collected and aggregated. Data will be used to plan daily academic instruction for all students and for groups of students who may need intervention beyond the core curriculum. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will be reinforced throughout the day through the use of a common language, re-teaching, and positive behavioral reinforcements.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Not applicable.

### \*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Not applicable.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Not applicable.

### Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

Not applicable.



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	Montclair Elementary will increase by 4 percentage points the number of students achieving proficiency (FCAT level 3).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In 2012, 18% of students achieved proficiency (Level 3) on the reading portion of FCAT	In 2013, 22% of students will achieve proficiency (Level 3) on the Reading portion of FCAT.
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#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Behavior/Classroom Management	School-wide behavior plan (Positive Behavior Support)  Teacher and student recognition  Community involvement	Principal Curriculum Coordinator Guidance Counselor Behavior Coach	Behavior data Observation Faculty and student attendance Parent/Volunteer/Community Sign-in	Student referrals Attendance records Volunteer Records
2	Authentic Engagement	Professional development including... Beverly Tyner Model of Small Group Instruction/Differentiated Instruction, Daily 5, Thinkcentral Prescriptive Resources  Step Up to Writing Strategies  Kagan Cooperative Group Strategies  Side by Side coaching model, gradual release coaching model, and professional development with instructional coaches.  Lesson planning with targeted teachers.  Hands-on / inquiry based experiences  Integrate technology	Classroom Teachers/ Instructional Coaches  Curriculum Coordinator  Technology Coordinator/Teacher  Principal	Classroom Observations  Reflective Conferences with teachers	FCAT  Curriculum Assessments  Observation Reflection Tool
3	Teacher Content Knowledge	Instructional coaches plan with grade levels and provide training.  Professional Development adopted subject-area curriculum	Instructional Coaches  Curriculum Coordinator  Principal	Classroom Observations	FCAT  Curriculum assessments

4	Integration of Literacy across the curriculum	Professional development of Tyner Model Small Group & Step Up to Writing Strategies across K-5. Increase availability of various types of text Use of Literature Circles. Build a leveled library based on lexile ranges. Open schedule library Use of leveled science readers Extended Day Activities	Instructional Coaches Classroom Teachers Media Specialist Curriculum Coordinator Principal	Teacher/Coach Reflection Conferences Observations	Library circulation reports DRA, FAIR, Discovery Ed, AR, & STAR reports
5	Differentiated Instruction	Teachers will pull small groups in math and reading based on data. Use of prescriptive technology based on individual data and needs Levelized, Content and standard based authentic centers Professional development and planning with the instructional coaches	Classroom Teacher Instructional Coaches Curriculum Coordinator Principal	Teacher/Coach Reflection Conferences Observations	Observation Reflection Tools DRA, FAIR, Discovery Ed, STAR, Thinkcentral reports
6	Teaching of skills before strategies	1. Co-planning with Reading Coach 2. Professional Development on Strategies	Reading Coach	Classroom Observations Reflective Conferences with teachers Lesson Plans	FCAT Curriculum Assessments Observation Reflection Tool

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	Montclair Elementary will increase by 2 percentage points the number of students scoring a level 4 and 5.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In 2012, 10% of students scored level 4 and 5 on the Reading portion of FCAT.	In 2013, 12% of students will score a level 4 or 5 on the Reading portion of FCAT.
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**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Authentic Engagement	Professional development including Kagan's Strategies.  Co-teaching with instructional coaches.  Lesson planning with targeted teachers.  Hands-on / inquiry based experiences  Integrate technology	Classroom Teachers  Instructional Coaches  Curriculum Coordinator  Technology Teacher	Classroom Observations  Reflective Conferences with teachers	FCAT  Curriculum Assessments  Observation Reflection Tool
2	Teacher Content Knowledge	Instructional coaches plan with grade levels using gradual release model.  Professional Development adopted subject-area curriculum	Instructional Coaches  Curriculum Coordinator	Classroom Observations	FCAT  Curriculum assessments
3	Lack of daily standards-based instruction in grades k-5	Master schedule  Grade level planning with instructional coaches to unpack and implement standards.  On-going monitoring of implementation	Instructional Coaches  Curriculum Coordinator  Principal	Classroom observations  Lesson Plans and grade-level meeting agendas	FCAT  Curriculum assessments
4	Integration of Literacy across the curriculum	Professional development of cross curricular Read Alouds  Implement a cross curricular daily read aloud  Increase availability of various types of text  Develop classroom libraries  Open schedule library	Instructional Coaches  Classroom Teachers  Media Specialist  Curriculum Coordinator  Principal	Teacher/Coach Reflection Conferences	Library Circulation  FAIR, DRA, AR Reports
	Lack of differentiated instruction	Implementation of all components of adopted subject-area curriculum, including differentiated instruction materials. (Tyner Model)	Classroom Teacher  Instructional Coaches  Curriculum	Data meetings with instructional coaches  Lesson Plans	FCAT, DRA Testing  Student work samples  Observation

5		We hired 2 Technical Assistants who work 19.5 hours per week to push-in with our academically struggling students.  Use formative and summative assessment data to drive instruction.	Coordinator Principal		reflection tool
6	Teaching of skills before strategies	1. Co-planning with Reading Coach  2. Professional Development on Strategies	Reading Coach	Classroom Observations  Reflective Conferences with teachers  Lesson Plans	FCAT  Curriculum Assessments  Observation Reflection Tool

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	Montclair Elementary will increase by 2 percentage points, the number of students making Learning Gains in reading, based on school grade criteria.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 56% of students made learning gains in reading.	In 2012, at least 58% of students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Authentic Engagement	Professional development including Kagan's Strategies, Tyner Small Group Model, Literature	Classroom Teachers  Instructional	Classroom Observations  Reflective Conferences with teachers	FCAT  Curriculum Assessments

1		<p>Circles, &amp; Step Up to Writing</p> <p>Co-teaching with instructional coaches.</p> <p>Lesson planning with targeted teachers.</p> <p>Hands-on / inquiry based experiences</p> <p>Integrate technology</p>	<p>Coaches</p> <p>Curriculum Coordinator</p> <p>Principal</p> <p>Techology Teacher</p>		<p>Observation</p> <p>Reflection Tool</p>
2	Teacher Content Knowledge	<p>Instructional coaches plan with grade levels using gradual release model.</p> <p>Professional Development adopted subject-area curriculum</p>	<p>Instructional Coaches</p> <p>Curriculum Coordinator</p> <p>Principal</p>	Classroom Observations	<p>FCAT</p> <p>Curriculum assessments</p>
3	Lack of daily standards-based instruction in grades k-5	<p>Instructional coaches plan with grade levels using gradual release model.</p> <p>Professional Development adopted subject-area curriculum</p>	<p>Instructional Coaches</p> <p>Curriculum Coordinator</p> <p>Principal</p>	Classroom Observations	<p>FCAT</p> <p>Curriculum assessments</p>
4	Integration of Literacy across the curriculum	<p>Professional development of cross curricular of Tyner Small Group Model, Step Up to Writing, &amp; Literature Circles.</p> <p>Implement a cross curricular daily read aloud</p> <p>Increase availability of various types of text</p> <p>Develop classroom libraries</p> <p>Open schedule library</p>	<p>Instructional Coaches</p> <p>Classroom Teachers</p> <p>Media Specialist</p>	<p>Teacher/Coaches</p> <p>Reflection Conferences</p>	<p>FCAT</p> <p>Library Circulation</p> <p>FAIR, STAR, DRA, Discovery Ed, &amp; AR Reports</p>
5	Lack of differentiated instruction	<p>Implementation of Tyner small group model, all components of adopted subject-area curriculum, including differentiated instruction materials.</p> <p>Use formative and summative assessment data to drive instruction.</p>	<p>Classroom Teacher</p> <p>Instructional Coaches</p> <p>Curriculum Coordinator</p> <p>Principal</p>	<p>Data meetings with instructional coaches</p> <p>Lesson Plans</p>	<p>FCAT</p> <p>Student work samples</p> <p>Observation reflection tool</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	Montclair Elementary will increase by 2 percentage points the number of students in the lowest 25% making learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 68% of students in the lowest quartile made learning gains in reading.	In 2012, 70% of students in the lowest quartile will make learning gains.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Authentic Engagement	Professional development including Beverly Tyner small group strategies, Literature Circles, Step Up to Writing Strategies, & Kagan's Strategies.  Co-teaching with instructional coaches.  Lesson planning with targeted teachers.  Hands-on / inquiry based experiences  Integrate technology	Classroom Teachers  Instructional Coaches  Curriculum Coordinator  Technology Teacher	Classroom Observations  Reflective Conferences with teachers	FCAT  Curriculum Assessments  Observation Reflection Tool
2	Teacher Content Knowledge	Instructional coaches plan with grade levels using gradual release model.  Professional Development adopted subject-area curriculum	Instructional Coaches  Curriculum Coordinator	Classroom Observations	FCAT  Curriculum assessments
3	Lack of daily standards-based instruction in grades k-5	Master schedule  Grade level planning with instructional coaches to unpack and implement standards.  On-going monitoring of implementation	Instructional Coaches  Curriculum Coordinator  Principal	Classroom observations  Lesson Plans and grade-level meeting agendas	FCAT  Curriculum assessments
	Integration of Literacy across the curriculum	Professional development of Tyner Small Group Instruction Model, Step Up to Writing, & Literature Circles	Instructional Coaches  Classroom Teachers	Teacher/Coach Reflection Conferences	Library Circulation  FCAT, FAIR, AR, STAR, DRA, & Discovery Ed

4		Increase availability of various types of text  Develop classroom libraries  Open schedule library	Media Specialist  Curriculum Coordinator  Principal		Reports
5	Lack of differentiated instruction	Implementation of Tyner Small Group Instruction Model, Literature Circles, & Step Up to Writing strategies.  All components of adopted subject-area curriculum, including differentiated instruction materials.  Use formative and summative assessment data to drive instruction.	Classroom Teacher  Instructional Coaches  Curriculum Coordinator  Principal	Data meetings with instructional coaches  Lesson Plans	FCAT  Student work samples  Observation reflection tool

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	In 2012, Montclair did not reduce their achievement gap by 50%.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	25	45	51	56	62	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	Areas of weakness for Black students not making satisfactory progress in reading were vocabulary and reading application. Percentage of Black students not making satisfactory progress in reading will decrease by 2% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 40% of black students at Montclair did not make satisfactory progress in reading.	In 2013, 58% of black students at Montclair will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School climate	School-wide behavior plan(Positive Behavior Support)  Teacher and student recognition  Community involvement	Principal Curriculum Coordinator Guidance Counselor PBS Behavior Coach	Behavior data Observation Faculty and student attendance Parent Sign-in	Student referrals Attendance records
	Authentic Engagement	Professional development including Kagan's Strategies.  Co-teaching with	Classroom Teachers Instructional Coaches	Classroom Observations  Reflective Conferences with teachers	FCAT  Curriculum Assesments

2		instructional coaches. Lesson planning with targeted teachers. Hands-on / inquiry based experiences Integrate technology	Curriculum Coordinator Technology Teacher		Observation Reflection Tool
3	Teacher Content Knowledge	Instructional coaches plan with grade levels using gradual release model. Professional Development adopted subject-area curriculum	Instructional Coaches Curriculum Coordinator Principal	Classroom Observations	FCAT Curriculum assessments
4	Lack of daily standards-based instruction in grades k-5	Master schedule Grade level planning with instructional coaches to unpack and implement standards. On-going monitoring of implementation	Instructional Coaches Curriculum Coordinator Principal	Classroom observations Lesson Plans and grade-level meeting agendas	FCAT Curriculum assessments
5	Integration of Literacy across the curriculum	Professional development of cross curricular Read Alouds Implement a cross curricular daily read aloud Increase availability of various types of text Develop classroom libraries Open schedule library	Instructional Coaches Classroom Teachers Media Specialist Curriculum Coordinator Principal	Teacher/Coach Reflection Conferences	Library Circulation FCAT, FAIR, STAR, AR, DRA, & Discovery Ed Reports
6	Ineffective implementation of the core reading program	1. Weekly fidelity checks with feedback. 2. Required Teacher Development Institute training for all instructional staff.	Reading Coach Administrator on Special Assignment Principal	Classroom Walkthroughs Weekly grade level meetings to discuss student progress / reflections	FAIR assessments / OPM Imagine It! weekly assessments Student Success Binders

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a



2	N/A	N/A	N/A	N/A	N/A
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Areas of weakness for SWD students not making satisfactory progress in reading were vocabulary and reading application.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 26% of SWD students did not make satisfactory progress in reading.	SWD students not making satisfactory progress in reading will decrease by 2%. In 2013, 76% of SWD students will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Authentic Engagement	Professional development including Tyner Small Group Instruction, Literature Circles, Step Up to Writing, & Kagan's Strategies. Co-teaching with instructional coaches. Lesson planning with targeted teachers. Hands-on / inquiry based experiences Integrate technology	Classroom Teachers Instructional Coaches Curriculum Coordinator Principal Technology Teacher	Classroom Observations Reflective Conferences with teachers	FCAT Curriculum Assessments Observation Reflection Tool
2	Lack of daily standards-based instruction in grades k-5	Master schedule Grade level planning with instructional coaches to unpack and implement standards. On-going monitoring of implementation	Instructional Coaches Curriculum Coordinator Principal	Classroom observations Lesson Plans and grade-level meeting agendas	FCAT Curriculum assessments
3	Integration of Literacy across the curriculum	Professional development of cross curricular Read Alouds Implement a cross curricular daily read aloud Increase availability of various types of text Develop classroom libraries Open schedule library	Instructional Coaches Classroom Teachers Media Specialist Curriculum Coordinator Principal	Teacher/Coach Reflection Conferences	Library Circulation FAIR, FCAT, AR, STAR, Discovery Ed, & DRA Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.	Areas of weakness for Economically Disadvantaged students not making satisfactory progress in reading were vocabulary and reading application. Percentage of Economically
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Reading Goal #5E:	Disadvantaged students not making satisfactory progress in reading will decrease by 2% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 40% of Economically Disadvantaged Students did not make satisfactory progress in reading.	In 2013, 62% of Economically Disadvantaged Students will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Authentic Engagement	Professional development including Tyner Small Group Instruction, Literature Circles, Step Up to Writing Strategies, & Kagan's Strategies.  Co-teaching with instructional coaches.  Lesson planning with targeted teachers.  Hands-on / inquiry based experiences  Integrate technology	Classroom Teachers Instructional Coaches  Curriculum Coordinator  Principal  Technology Teacher	Classroom Observations  Reflective Conferences with teachers	FCAT  Curriculum Assessments  Observation Reflection Tool
2	Lack of daily standards-based instruction in grades k-5	Master schedule  Grade level planning with instructional coaches to unpack and implement standards.  On-going monitoring of implementation	Instructional Coaches  Curriculum Coordinator  Principal	Classroom observations  Lesson Plans and grade-level meeting agendas	FCAT  Curriculum assessments
3	Integration of Literacy across the curriculum	Professional development of Tyner Small Group Instruction Model, Literacy Circles, & Step Up to Writing Strategies.  Increase availability of various types of text  Develop classroom libraries  Open schedule library	Instructional Coaches  Classroom Teachers  Media Specialist  Curriculum Coordinator  Principal	Teacher/Coach Reflection Conferences	Library Circulation  FCAT, FAIR, DRA, AR, STAR, & Discovery Ed Reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Grade Level Guided					Reading Coach will	

Planning with Reading Coach	K-5/Reading	Reading Coach	Individual Grade Levels K-5	Teacher Planning Day and Bi-Weekly Grade Level Guided Planning	model, side-by-side coach, debrief, and help develop action plans as needed	Reading Coach
Beverly Tyner training for small group instruction	K-5/Reading	Reading Coach	K-5 Classroom Teachers and ESE Teachers	Teacher Planning Day and Bi-Weekly Grade Level Guided Planning	Observations, modeling by Reading Coach, side-by-side coaching, debriefing	Curriculum Coordinator
Differentiated Instruction	K-5/Reading	Reading Coach	K-5 Classroom Teachers and ESE Teachers	Teacher Planning Day and Bi-Weekly Grade Level Guided Planning	Observations, modeling by Reading Coach, side-by-side coaching, debriefing	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Beverly Tyner Small Group Training	Tyner Materials for small groups and Tyner Books	SIG Grant	\$1,700.00
Beverly Tyner observations at other schools.	Subs	SIG Grant	\$700.00
			Subtotal: \$2,400.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Smartboard Training	N/A	N/A	\$0.00
Focus Training	N/A	N/A	\$0.00
School Loop Training	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Daily 5 Training	N/A	N/A	\$0.00
Kagan Training	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,400.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	N/A
2012 Current Percent of Students Proficient in listening/speaking:	

N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
N/A			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*End of CELLA Goals*

# Elementary School Mathematics Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	Students scoring Achievement Level 3 in mathematics will increase by 4 percentage points of students achieving proficiency in math based on school grade criteria.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 35% of Montclair students scored Level 3 or higher in mathematics.	In 2013, 39% of Montclair students will score Level 3 or higher in mathematics.

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Behavior/Classroom Management	School-wide behavior plan (Positive Behavior Support)  Teacher and student recognition  Community involvement	Principal Curriculum Coordinator Guidance Counselor Behavior Coach	Behavior data Observation Faculty and student attendance Parent/Volunteer/Community Sign-in	Student referrals Attendance records Volunteer Records Sign-in
2	Authentic Engagement	Professional development including... Beverly Tyner Model of Small Group Instruction/Differentiated Instruction, Daily 5, Thinkcentral Prescriptive Resources  Step Up to Writing Strategies  Kagan Cooperative Group Strategies  Side by Side coaching model, gradual release coaching model, and professional development with instructional coaches.  Lesson planning with targeted teachers.  Hands-on / inquiry based experiences  Integrate technology	Classroom Teachers/ Instructional Coaches  Curriculum Coordinator  Technology Coordinator/Teacher  Principal	Classroom Observations  Reflective Conferences with teachers	FCAT  Curriculum Assessments  Observation Reflection Tool
3	Teacher Content Knowledge	Instructional coaches plan with grade levels and provide training.  Professional Development adopted subject-area curriculum	Instructional Coaches  Curriculum Coordinator  Principal	Classroom Observations	FCAT  Curriculum assessments
	Integration of Literacy across the curriculum	Professional development of Tyner Model Small Group & Step Up to	Instructional Coaches	Teacher/Coach Reflection Conferences	Library circulation reports

4		<p>Writing Strategies across K-5.</p> <p>Increase availability of various types of text</p> <p>Use of Literature Circles.</p> <p>Build a leveled library based on lexile ranges.</p> <p>Open schedule library</p> <p>Use of leveled science readers</p> <p>Extended Day Activities</p>	<p>Classroom Teachers</p> <p>Media Specialist</p> <p>Curriculum Coordinator</p> <p>Principal</p>	<p>Observations</p>	<p>DRA, FAIR, Discovery Ed, AR, &amp; STAR reports</p>
5	Differentiated Instruction	<p>Teachers will pull small groups in math and reading based on data.</p> <p>Use of prescriptive technology based on individual data and needs</p> <p>Levelized, Content and standard based authentic centers</p> <p>Professional development and planning with the instructional coaches</p>	<p>Classroom Teacher</p> <p>Instructional Coaches</p> <p>Curriculum Coordinator</p> <p>Principal</p>	<p>Teacher/Coach Reflection Conferences</p> <p>Observations</p>	<p>Observation Refection Tools</p> <p>DRA, FAIR, Discovery Ed, STAR, Thinkcentral reports</p>
6	Implementation of Common Core Standards in first grade.	<p>Provide professional development</p> <p>Co-plan with teachers</p> <p>Co-teach</p>	<p>Math Coach</p>	<p>Observation of implementation of Lesson plans based on district pacing guide and Go Math Common Core lessons.</p>	<p>Assessment data</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.	Montclair Elementary will increase by 2% the percentage of
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Mathematics Goal #2a:	students achieving proficiency in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 16% of Montclair students achieved above proficiency (FCAT level 4 and 5) in mathematics	In 2013, 18% of students will achieve above proficiency (FCAT level 4 and 5) in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Authentic Engagement	Professional development including Kagan's Strategies. Co-teaching with instructional coaches. Lesson planning with targeted teachers. Hands-on / inquiry based experiences Integrate technology	Classroom Teachers Instructional Coaches Curriculum Coordinator Technology Teacher	Classroom Observations Reflective Conferences with teachers	FCAT Curriculum Assessments Observation Reflection Tool
2	Teacher Content Knowledge	Instructional coaches plan with grade levels using gradual release model. Professional Development adopted subject-area curriculum	Instructional Coaches Curriculum Coordinator	Classroom Observations	FCAT Curriculum assessments
3	Lack of daily standards-based instruction in grades k-5	Master schedule Grade level planning with instructional coaches to unpack and implement standards. On-going monitoring of implementation	Instructional Coaches Curriculum Coordinator Principal	Classroom observations Lesson Plans and grade-level meeting agendas	FCAT Curriculum assessments
4	Integration of Literacy across the curriculum	Professional development of cross curricular Read Alouds Implement a cross curricular daily read aloud Increase availability of various types of text Develop classrom libraries Open schedule library	Instructional Coaches Classroom Teachers Media Specialist Curriculum Coordinator Principal	Teacher/Coach Reflection Conferences	Library Circulation FAIR, DRA, AR Reports
5	Lack of differentiated instruction	Implementation of all components of adopted subject-area curriculum, including differentiated instruction materials. (Tyner Model) We hired 2 Technical Assistants who work 19.5 hours per week to push-in with our academically struggling students.	Classroom Teacher Instructional Coaches Curriculum Coordinator Principal	Data meetings with instructional coaches Lesson Plans	FCAT, DRA Testing Student work samples Observation reflection tool



	Use formative and summative assessment data to drive instruction.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	Montclair Elementary will increase the percentage of students making learning gains on the Math portion of FCAT by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 60% of students made learning gains on the Math portion of FCAT.	At least 62% of Montclair students will make learning gains on the Math portion of FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Authentic Engagement	Professional development including Kagan's Strategies, Tyner Small Group Model, Literature Circles, & Step Up to Writing  Co-teaching with instructional coaches.  Lesson planning with targeted teachers.  Hands-on / inquiry based experiences  Integrate technology	Classroom Teachers  Instructional Coaches  Curriculum Coordinator  Principal  Technology Teacher	Classroom Observations  Reflective Conferences with teachers	FCAT  Curriculum Assessments  Observation Reflection Tool

2	Teacher Content Knowledge	Instructional coaches plan with grade levels using gradual release model.  Professional Development adopted subject-area curriculum	Instructional Coaches  Curriculum Coordinator  Principal	Classroom Observations	FCAT  Curriculum assessments
3	Lack of daily standards-based instruction in grades k-5	Instructional coaches plan with grade levels using gradual release model.  Professional Development adopted subject-area curriculum	Instructional Coaches  Curriculum Coordinator  Principal	Classroom Observations	FCAT  Curriculum assessments
4	Integration of Literacy across the curriculum	Professional development of cross curricular of Tyner Small Group Model, Step Up to Writing, & Literature Circles.  Implement a cross curricular daily read aloud  Increase availability of various types of text  Develop classroom libraries  Open schedule library	Instructional Coaches  Classroom Teachers  Media Specialist	Teacher/Coaches  Reflection Conferences	FCAT  Library Circulation  FAIR, STAR, DRA, Discovery Ed, & AR Reports
5	Lack of differentiated instruction	Implementation of Tyner small group model, all components of adopted subject-area curriculum, including differentiated instruction materials.  Use formative and summative assessment data to drive instruction.	Classroom Teacher  Instructional Coaches  Curriculum Coordinator  Principal	Data meetings with instructional coaches  Lesson Plans	FCAT  Student work samples  Observation reflection tool

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	Montclair Elementary will increase by 2% the percentage of students in the lowest 25% making learning gains by 1% in math based on school grade criteria.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 72% of the lowest 25% made learning gains on the Math portion of FCAT.	At least 73% of students in the lowest 25% will make learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Authentic Engagement	Professional development including Beverly Tyner small group strategies, Literature Circles, Step Up to Writing Strategies, & Kagan's Strategies.  Co-teaching with instructional coaches.  Lesson planning with targeted teachers.  Hands-on / inquiry based experiences  Integrate technology	Classroom Teachers  Instructional Coaches  Curriculum Coordinator  Technology Teacher	Classroom Observations  Reflective Conferences with teachers	FCAT  Curriculum Assessments  Observation Reflection Tool
2	Teacher Content Knowledge	Instructional coaches plan with grade levels using gradual release model.  Professional Development adopted subject-area curriculum	Instructional Coaches  Curriculum Coordinator	Classroom Observations	FCAT  Curriculum assessments
3	Lack of daily standards-based instruction in grades k-5	Master schedule  Grade level planning with instructional coaches to unpack and implement standards.  On-going monitoring of implementation	Instructional Coaches  Curriculum Coordinator  Principal	Classroom observations  Lesson Plans and grade-level meeting agendas	FCAT  Curriculum assessments
4	Integration of Literacy across the curriculum	Professional development of Tyner Small Group Instruction Model, Step Up to Writing, & Literature Circles  Increase availability of various types of text  Develop classroom libraries  Open schedule library	Instructional Coaches  Classroom Teachers  Media Specialist  Curriculum Coordinator  Principal	Teacher/Coach Reflection Conferences	Library Circulation  FCAT, FAIR, AR, STAR, DRA, & Discovery Ed Reports
	Lack of differentiated instruction	Implementation of Tyner Small Group Instruction Model, Literature Circles, & Step Up to Writing strategies.	Classroom Teacher  Instructional Coaches  Curriculum	Data meetings with instructional coaches  Lesson Plans	FCAT  Student work samples  Observation

5		All components of adopted subject-area curriculum, including differentiated instruction materials.  Use formative and summative assessment data to drive instruction.	Coordinator  Principal		reflection tool
6	Familiarity with new Go Math! series	Additional Go Math! training to teach series with fidelity and utilize available assessment data to meet needs of all students	Principal, Assistant Principal, Math Coach, District Math Coach, Classroom Teacher	Classroom Walkthroughs	FCAT Math results
7	Varying educational needs of students in the classroom	1. Small group differentiated instruction using Go Math! centers, technology and other resources 2. Math Coach to model 3. Monthly data meetings to review Go Math! data and make curriculum decisions	Principal, Administrator on Special Assignment, Math Coach	Classroom Walkthroughs	Go Math Assessment data
8	Rigor of questioning is not aligned with the rigor and relevance of the NGSSS.	1. Post and discuss Essential Question before and after each lesson. 2. Provide PD on complexity levels of questions (per FCAT specifications) 3. Increase wait time. 4. Encourage classroom discussions through teacher and student lead questioning.	Math Coach	Classroom Walkthroughs, Teacher feedback	FCAT Math results

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal #				
5A :		<input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text" value="34"/>	<input type="text" value="49"/>	<input type="text" value="54"/>	<input type="text" value="59"/>	<input type="text" value="64"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	Area of weakness for Black Students not making satisfactory progress in mathematics is Base Ten and Fractions. Percentage of Black Students not making satisfactory progress in mathematics will decrease by 2% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the percentage of Black Students not making satisfactory progress in mathematics was 43%.	In 2013, 59% of Black Students will make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	School climate	School-wide behavior plan(Positive Behavior Support)  Teacher and student recognition  Community involvement	Principal Curriculum Coordinator Guidance Counselor PBS Behavior Coach	Behavior data Observation Faculty and student attendance Parent Sign-in	Student referrals Attendance records
2	Authentic Engagement	Professional development including Kagan's Strategies.  Co-teaching with instructional coaches.  Lesson planning with targeted teachers.  Hands-on / inquiry based experiences  Integrate technology	Classroom Teachers Instructional Coaches  Curriculum Coordinator  Technology Teacher	Classroom Observations  Reflective Conferences with teachers	FCAT  Curriculum Assessments  Observation Reflection Tool
3	Teacher Content Knowledge	Instructional coaches plan with grade levels using gradual release model.  Professional Development adopted subject-area curriculum	Instructional Coaches  Curriculum Coordinator  Principal	Classroom Observations	FCAT  Curriculum assessments
4	Lack of daily standards-based instruction in grades k-5	Master schedule  Grade level planning with instructional coaches to unpack and implement standards.  On-going monitoring of implementation	Instructional Coaches  Curriculum Coordinator  Principal	Classroom observations  Lesson Plans and grade-level meeting agendas	FCAT  Curriculum assessments
5	Integration of Literacy across the curriculum	Professional development of cross curricular Read Alouds  Implement a cross curricular daily read aloud  Increase availability of various types of text  Develop classroom libraries  Open schedule library	Instructional Coaches  Classroom Teachers Media Specialist  Curriculum Coordinator  Principal	Teacher/Coach Reflection Conferences	Library Circulation  FCAT, FAIR, STAR, AR, DRA, & Discovery Ed Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a
2	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Areas of weakness for SWD Students not making satisfactory progress in math were base ten and fractions. Percentage of SWD Students not making satisfactory progress in mathematics will decrease by 2% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 29% of SWD Students did not make satisfactory progress in math.	In 2013, 73% of SWD students will make satisfactory progress in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Authentic Engagement	Professional development including Tyner Small Group Instruction, Literature Circles, Step Up to Writing, & Kagan's Strategies.  Co-teaching with instructional coaches.  Lesson planning with targeted teachers.  Hands-on / inquiry based experiences  Integrate technology	Classroom Teachers Instructional Coaches  Curriculum Coordinator  Principal  Technology Teacher	Classroom Observations  Reflective Conferences with teachers	FCAT  Curriculum Assessments  Observation Reflection Tool
2	Lack of daily standards-based instruction in grades k-5	Master schedule  Grade level planning with instructional coaches to unpack and implement standards.  On-going monitoring of implementation	Instructional Coaches  Curriculum Coordinator  Principal	Classroom observations  Lesson Plans and grade-level meeting agendas	FCAT  Curriculum assessments
3	Integration of Literacy across the curriculum	Professional development of cross curricular Read Alouds  Implement a cross curricular daily read aloud  Increase availability of various types of text  Develop classroom libraries  Open schedule library	Instructional Coaches  Classroom Teachers  Media Specialist  Curriculum Coordinator  Principal	Teacher/Coach  Reflection Conferences	Library Circulation  FAIR, FCAT, AR, STAR, Discovery Ed, & DRA Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	Area of weakness for Economically Disadvantaged Students not making satisfactory progress in mathematics is Base Ten and Fractions. Percentage of Economically Disadvantaged Students not making satisfactory progress in mathematics will decrease by 2% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 44% of Economically Disadvantaged Students did not make satisfactory progress in mathematics.	In 2013, 58% of Economically Disadvantaged Students will make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Authentic Engagement	Professional development including Tyner Small Group Instruction, Literature Circles, Step Up to Writing Strategies, & Kagan's Strategies.  Co-teaching with instructional coaches.  Lesson planning with targeted teachers.  Hands-on / inquiry based experiences  Integrate technology	Classroom Teachers Instructional Coaches  Curriculum Coordinator  Principal  Technology Teacher	Classroom Observations  Reflective Conferences with teachers	FCAT  Curriculum Assessments  Observation Reflection Tool
2	Lack of daily standards-based instruction in grades k-5	Master schedule  Grade level planning with instructional coaches to unpack and implement standards.  On-going monitoring of implementation	Instructional Coaches  Curriculum Coordinator  Principal	Classroom observations  Lesson Plans and grade-level meeting agendas	FCAT  Curriculum assessments
3	Integration of Literacy across the curriculum	Professional development of Tyner Small Group Instruction Model, Literacy Circles, & Step Up to Writing Strategies.  Increase availability of various types of text  Develop classroom libraries  Open schedule library	Instructional Coaches  Classroom Teachers  Media Specialist  Curriculum Coordinator  Principal	Teacher/Coach Reflection Conferences	Library Circulation  FCAT, FAIR, DRA, AR, STAR, & Discovery Ed Reports

*End of Elementary School Mathematics Goals*

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Grade Level Guided Planning with Math Coach	k-5	Math Coach	Individual Grade Levels k-5	Bi-Weekly	Math Coach will model, side-by-side coach, debrief, and help develop action plans as needed	Math Coach Curriculum Coordinator Principal
Thinkcentral On-line components	k-5	Math Coach	K-5 Classroom Teachers and ESE Teachers	Teacher Planning Day and Grade Level Guided Planning	Observations, Modeling by Math Coach, side-by-side coaching, debriefing	
Small Group Instruction	K-5	Math Coach	K-5 Classroom Teachers and ESE Teachers	Teacher Planning Day and Grade Level Guided Planning	Observations, Modeling by Math Coach, side-by-side coaching, debriefing	
Differentiated Instruction	K-5	Math Coach	K-5 Classroom Teachers and ESE Teachers	Teacher Planning Day and Grade Level Guided Planning	Observations, Modeling by Math Coach, side-by-side coaching, debriefing	

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Small Group Instruction	Card stock, timers, & manipulatives	SIG Grant	\$300.00
			Subtotal: \$300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Think Central	Go Math	N/A	\$0.00
Gizmos	Gizmo's is STEM based on standards. Virtual learning.	SIG Grant	\$2,500.00
			Subtotal: \$2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,800.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement



Level 3 in science. Science Goal #1a:	Montclair Elementary will increase by 2% the number of students achieving proficiency (FCAT level 3) in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 10% of students achieved proficiency (FCAT level 3) in science	In 2013, 12% of students will achieve proficiency (FCAT level 3) in science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Vocabulary  Higher level thinking and problem solving	Daily use of Science Scramble Board (vocabulary); Integrate Pearson Technology; 5th Grade Teachers will attend District Science PLC and use strategies learned  Teachers will use Webb's Taxonomy to increase the level of rigor of questioning; 5th Grade Teachers will attend District Science PLC and use strategies learned	Math Coach  District Science Specialist  Curriculum Coordinator  Principal	Assessment scores  Rubrics  Learning Community Discussions	FCAT  Quarterly District Assessments  Alternative Chapter Tests (from moodle)

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	Montclair Elementary will increase by 2% the number of students scoring above proficiency (FCAT levels 4 and 5) in science.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 12% of students achieved above proficiency (FCAT levels 4 and 5) in science	In 2013, 14% of students will achieve above proficiency (FCAT levels 4 and 5) in science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Vocabulary  Higher level thinking and problem solving	Daily use of Science Scramble Board (vocabulary); Integrate Pearson Technology; 5th Grade Teachers will attend District Science PLC and use strategies learned  Teachers will use Webb's Taxonomy to increase the level of rigor of questioning; 5th Grade Teachers will attend District Science PLC and use strategies learned	Math Coach  District Science Specialist  Curriculum Coordinator  Principal	Assessment scores  Rubrics  Learning Community Discussions	FCAT  Quarterly District Assessments  Alternative Chapter Tests (from moodle)

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment:  
Students scoring at or above Achievement Level 7 in science.  
  
Science Goal #2b:

N/A

2012 Current Level of Performance:

2013 Expected Level of Performance:

N/A

N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District 5th Grade Science PLC on NGSSS	5	Nancy Stanley, District Science Specialist	5th Grade Teachers and Science Coach	Monthly	Observations by District Science Specialist and Science Coach	District Science Specialist
Guided Planning-Unpacking Standards	K-5	Science Coach	Individual grade levels k-5	Bi-weekly	Bi-weekly planning with Science Coach	Science Coach
PD on using Gizmos to meet standards	3-5	Science Coach	3-5	Teacher Planning Day		Principal Curriculum Coordinator

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hands on activities	online and district science dept for 5th grade.	N/A	\$0.00
Science Lab & Freedy Friday activities for Extended Day	online and district science dept ideas for 5th grade	SIG Grant	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Gizmos	virtual learning tool	SIG Grant	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,500.00

End of Science Goals

## Writing Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing will increase by 4 percentage points.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010, 73% of students made AYP in writing In 2011, 98% of students made AYP in writing In 2012, 69% of students made AYP in writing	In 2013, 73% of students will make AYP in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of a school-wide writing plan	Use Writing teacher to work with grades K- 5 on a consistent basis.	Writing Teacher Dr. McBride	Monthly Writing Prompts  Inservice with the writing teacher	2011-12 FCAT Writing Scores
2	Lack of consistency in method of teaching writing	Writing teacher will work with each grade level.	Dr. McBride Writing Teacher	Classroom Walkthroughs	2011-12 FCAT Writing Scores
3	Lack of Vocabulary	1. Word Walls 2. 30-day focus plans (TDI) 3. Montclair Words on School Television Program	Dr. McBride Dr. Robin Largue Dr. Janet Pilcher Deborah Roby	1. Classroom Walkthroughs 2. Observation of Morning Show	2011-12 FCAT Writing Scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Step Up to						

Writing Training	K-5th	Writing Coach Reading Coach	school-wide	Teacher Plan Days	classroom observations	Writing Coach
FCAT 2.0 Writing Rubrics	K-5th		school-wide	monthly		
Intensive writing support/teaching	4th	Writing Coach	4th grade	daily	side-by-side coaching, modeling, and debriefing	Curriculum Coordinator
Modeling of process writing	K-5th	Writing Coach	school-wide	daily		Principal
monthly writing prompts	K-5th	Writing Coach	school-wide			

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Step Up to Writing toolkit	Kit	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Step up to Writing training on Planning Day.	Smartboard, Step up to Writing kits, and activities.	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

## Attendance Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	The average daily attendance rate will remain the same or increase to 94%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.2 is the current attendance rate.	The expected average daily attendance rate will increase to 94% for 2013.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

2012 current number of students with Excessive Absences (10 or more) was 195.	The Expected Number of Students with Excessive Absences (10 or more) will decrease by 5.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
2012 current Number of Students with Excessive Tardies (10 or more) is 201.	2013 Expected Number of Students with Excessive Tardies (10 or more) will decrease by 5.

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental support with getting students to school on time.  The majority of Montclair's students walk to school.	1.Positive Attendance Plan  2.Use School Social Worker for excessive absences and tardies.	Cheryl Jones-Guidance Counselor  Jennifer Sewell-Principal  Carla Thompson-Curriculum Coordinator	Number of tardies and absences will decrease by 1%.	Attendance Reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

## Suspension Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal #1:	Montclair Elementary School, utilizing its Positive Behavior Support (PBS) school wide behavior plan & the RtI Process, will reduce the number of in and out of school suspensions.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
In 2010, there were 5 incidents of In-School Suspensions. In 2011, there were 36 incidents of In-School Suspensions. In 2012, there were 259 incidents of In-School Suspensions.	In 2013, we will reduce the number of in-school suspensions to 50.				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
In 2011, the total number of students suspended was 5. In 2012, the total number of students suspended was 106.	In 2013, The expected number of students suspended at Montclair will decrease.				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
In 2011, the total number of Out-of-School Suspensions was 62. In 2012, the total number of Out-of-School Suspensions was 93.	Montclair will maintain 62 or fewer Out-of- School Suspensions.				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
In 2011, the number of students suspended out of school was 45. In 2012, the number of students suspended out of school was 52.	Montclair will maintain the number of suspended out-of-school at 45 or less.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Behavior Attendance, number of duplicated referrals	Positive behavior plan implementation RtI Process & Attendance Meetings	Principal CC PBS Behavior Coach	Analyze referral by grade level and teacher monthly. Analyze citizenship grades and attendance quarterly.	Referrals, Citizenship grades, and Attendance

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of Suspension Goal(s)*

## Parent Involvement Goal(s)

*\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>Parental involvement will increase during the 2012-13 school year.</p>
<p>2012 Current Level of Parent Involvement:</p> <p>In 2011, there were a limited amount of opportunities for parental involvement. In 2012, there were more parent involvement opportunities at Montclair, however there is still need for more throughout the school year.</p>	<p>2013 Expected Level of Parent Involvement:</p> <p>In 2013, more opportunities will be provided for parental involvement and at least 50% of our families will participate in some school activity.</p>
<p>Problem-Solving Process to Increase Student Achievement</p>	



	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents generally want to attend meetings that are attached to student events.	Have more student events.	Principal and CC	Provide survey to parents regarding day and night events weekdays and times that are most convenient for parents.	Parent Survey
2	Lack of parental involvement	School programs Muffins and Math Read-a-Thon with parents. Family Wellness Night Open House Family Nights	Teachers Principal CC Coaches	Parent Sign-in	Compilation of teachers' parent sign-in sheets

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

## Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		10% (6) of fifth grade students scored a level 3 or above on FCAT Science in 2012 and 35% (55) of Montclair students scored a level 3 or above on FCAT Mathematics. Based on this data our science goals are for all students at Montclair Elementary to engage on hands-on science activities based on NGSSS and the scientific processes at least once a week. There will also be a school wide emphasis on vocabulary.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Budget	Using SIG monies to purchase materials for hands-on science activities for extended day Freaky Friday.	Math/Science Coach Principal	FCAT Scores Science Journals	FCAT Rubric

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Gizmos	3-5	Math/Science Coach	3-5 Grade Teachers and ESE teachers	Teacher Planning Day	Observations	Math/Science Coach Curriculum Coordinator Principal
STEM/CPalms Training	k-5	CPalm Reps. and Math/Science Coach	k-5 Teachers	2nd Semester	Evidence of Project Based Learning Activities based on STEM	

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
STEM Project Based Learning	Various	SIG Grant	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Gizmos	Virtual learning	SIG Grant	\$2,500.00
			Subtotal: \$2,500.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
STEM/C-Palms Training	Various	SIG Grant	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,000.00

End of STEM Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Beverly Tyner Small Group Training	Tyner Materials for small groups and Tyner Books	SIG Grant	\$1,700.00
Reading	Beverly Tyner observations at other schools.	Subs	SIG Grant	\$700.00
CELLA				\$0.00
CELLA	N/A			\$0.00
Mathematics	Small Group Instruction	Card stock, timers, & manipulatives	SIG Grant	\$300.00
Science	Hands on activities	online and district science dept for 5th grade.	N/A	\$0.00
Science	Science Lab & Freedy Friday activities for Extended Day	online and district science dept ideas for 5th grade	SIG Grant	\$1,500.00
Writing	Step Up to Writing toolkit	Kit	N/A	\$0.00
STEM	STEM Project Based Learning	Various	SIG Grant	\$500.00
				Subtotal: \$4,700.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Smartboard Training	N/A	N/A	\$0.00
Reading	Focus Training	N/A	N/A	\$0.00
Reading	School Loop Training	N/A	N/A	\$0.00
CELLA				\$0.00
Mathematics	Think Central	Go Math	N/A	\$0.00
Mathematics	Gizmos	Gizmo's is STEM based on standards. Virtual learning.	SIG Grant	\$2,500.00
Science	Gizmos	virtual learning tool	SIG Grant	\$0.00
STEM	Gizmos	Virtual learning	SIG Grant	\$2,500.00
				Subtotal: \$5,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Daily 5 Training	N/A	N/A	\$0.00
Reading	Kagan Training	N/A	N/A	\$0.00
CELLA				\$0.00
Writing	Step up to Writing training on Planning Day.	Smartboard, Step up to Writing kits, and activities.	N/A	\$0.00
STEM	STEM/C-Palms Training	Various	SIG Grant	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	N/A			\$0.00
				Subtotal: \$0.00
				Grand Total: \$9,700.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA
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Are you a reward school:  Yes  No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/15/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
At this time, no School Advisory Council funds are available for the 2012-13 school year.	\$0.00

Describe the activities of the School Advisory Council for the upcoming year

At Montclair Elementary, the school advisory council has four main functions:

1. Assist with the School Improvement Plan.
2. In the Spring, will assist with the budget.
3. Will consider school uniforms.
4. Would assist with school recognition money if appropriate.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Escambia School District MONTCLAIR ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	67%	98%	35%	254	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	71%			129	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	70% (YES)	77% (YES)			147	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					530	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Escambia School District MONTCLAIR ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	45%	38%	73%	10%	166	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	50%	44%			94	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	63% (YES)	52% (YES)			115	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					375	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					F	Grade based on total points, adequate progress, and % of students tested