

Leon County Schools

# WILLIAM J MONTFORD III MIDDLE SCHOOL



## 2025-26 Schoolwide Improvement Plan

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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

# I. School Information

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## A. School Mission and Vision

### Provide the school's mission statement

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

### Provide the school's vision statement

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

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Kim Sims

kim.sims@leonschools.net

##### Position Title

Assistant Principal

##### Job Duties and Responsibilities

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Mrs. Sims is responsible for assisting the principal in the implementation of the process of laws and policies. She ensures they are followed in the best interest of the students and staff. She also works to intentionally shape our school vision for academic success for all students.

## Leadership Team Member #2

### Employee's Name

Stacy Stallworth

stacy.stallworth@leonschools.net

### Position Title

Assistant Principal

### Job Duties and Responsibilities

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Mrs. Stallworth is responsible for assisting the principal in the implementation of the process of laws and policies. She ensures they are followed in the best interest of the students and staff. She also works to intentionally shape our school vision for academic success for all students.

## Leadership Team Member #3

### Employee's Name

Camilia Wilson

camilia.wilson@leonschools.net

### Position Title

Reading Coach

### Job Duties and Responsibilities

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Ms. Wilson is our reading coach. She participates in student data collection and evaluation of data. She also collaborates with district personnel to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading strategies.

## Leadership Team Member #4

### Employee's Name

Christi Gaskin

christi.gaskin@leonschools.net

### Position Title

ELA Teacher

### Job Duties and Responsibilities

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Mrs. Gaskin is the Language Arts Department Chair. She provides leadership for all members of the team/grade. She helps to monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement.

## Leadership Team Member #5

### Employee's Name

Kelly Emerson

kelly.emerson@leonschools.net

### Position Title

Science Teacher

### Job Duties and Responsibilities

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Mrs. Emerson is the Science Department Chair. She provides leadership for all members of the team/grade. She helps to monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement.

## Leadership Team Member #6

### Employee's Name

Keith Cottrell

keith.cottrell@leonschools.net

### Position Title

Teacher

### Job Duties and Responsibilities

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Mr. Cottrell is our athletic director who generally assists the administrative team and oversees all aspects of the athletic program and club organizations, including hiring coaches and sponsors, scheduling, budget preparation, promotion, compliance, and facility management. He also works with coaches, sponsors, athletes, and students to help teams and clubs reach their potential goals.

## Leadership Team Member #7

### Employee's Name

Dr. Robin Wood

robin.wood@leonschools.net

### Position Title

Social Studies Teacher

### Job Duties and Responsibilities

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Dr. Wood is the 7th Grade Team Leader. She provides leadership for all members of the team/grade. She helps to monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement.

## **Leadership Team Member #8**

### **Employee's Name**

Susan Fowler

susan.fowler@leonschools.net

### **Position Title**

School Counselor

### **Job Duties and Responsibilities**

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Ms. Fowler is our 6th-8th grade counselor, 504 coordinator, as well as the Referral Coordinator. She is also responsible for providing a comprehensive school counseling program that is preventative in design, developmental in implementation, and supports students in the areas of academic achievement, career and college planning, and personal and social development

## **Leadership Team Member #9**

### **Employee's Name**

Stephanie Guanche

stephanie.guanche@leonschools.net

### **Position Title**

School Counselor

### **Job Duties and Responsibilities**

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Ms. Guanche is one of our 6-8th grade school counselors. She is responsible for providing a comprehensive school program that is preventative in design, developmental in implementation, and supports students in the areas of academic achievement, career and college planning, and personal and social development. She is also a licensed social worker.

## **Leadership Team Member #10**

### **Employee's Name**

Katie Allen-Blair

katie.allen@leonschools.net

### **Position Title**

ESE Teacher

### **Job Duties and Responsibilities**

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Mrs. Allen-Blair is the ESE Department Chair. She provides leadership for all members of the team/grade. She helps to monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement.

### **Leadership Team Member #11**

#### **Employee's Name**

Jodi Drew

jodi.drew@leonschools.net

#### **Position Title**

Teacher

### **Job Duties and Responsibilities**

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Mrs. Drew is the Fine Arts Department Chair. She provides leadership for all members of the team/grade. She helps to monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement.

### **Leadership Team Member #12**

#### **Employee's Name**

Darlene Lowery

darlene.lowery@leonschools.net

#### **Position Title**

Teacher

### **Job Duties and Responsibilities**

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Mrs. Lowery is the Social Studies Department Chair. She provides leadership for all members of the team/grade. She helps to monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement.

### **Leadership Team Member #13**

#### **Employee's Name**

Fred Thompson

fred.thompson@leonschools.net

#### **Position Title**



Teacher

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**Job Duties and Responsibilities**

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Mr. Thompson is the Physical Education Department Chair. He provides leadership for all members of the team/grade. He helps to monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement.

**Leadership Team Member #14****Employee's Name**

Christy Hanna

christy.hanna@leonschools.net

**Position Title**

Science Teacher

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**Job Duties and Responsibilities**

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Mrs. Hanna is the 6th Grade Team Leader. She provides leadership for all members of the team/grade. She helps to monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement.

**Leadership Team Member #15****Employee's Name**

Hilary Famularo

hilary.famularo@leonschools.net

**Position Title**

Math Teacher

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**Job Duties and Responsibilities**

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Mrs. Famularo is the Mathematics Department Chair. She provides leadership for all members of the team/grade. She helps to monitor and report trends occurring within the team in regards to discipline, safety, curriculum, and student achievement.

**Leadership Team Member #16****Employee's Name**

Tony McQuade

mcquadea@leonschools.net

**Position Title**

Principal

### **Job Duties and Responsibilities**

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Mr. McQuade is responsible for overseeing the process to ensure the laws and policies are followed in the best interest of the students and staff. He works to intentionally shape our school vision for academic success for all students.

## **2. Stakeholder Involvement**

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

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Meetings were held with stakeholders during the development process to not only discuss the prior year data and successes, but also areas for improvement. Goals were discussed and action steps were laid out in order to move Montford's students forward for the 25-26 school year. The previous year's SIP was shared, and the Areas of Focus were written with the group.

## **3. SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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Focusing on our goals for the 25-26 school year, the SIP will be reviewed each time a progress monitoring assessment is taken to see where each grade level is in relation to the overall goals in Civics. Proficiency and growth will also be monitored for the subgroups, SWD, and African American. As necessary, the plan will be revised, and action steps can be added in order to meet the goals set for the 25-26 school year.

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>MIDDLE/JR. HIGH</b> <b>6-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>20.6%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>ASIAN STUDENTS (ASN)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>MULTIRACIAL STUDENTS (MUL)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: A</b> <b>2023-24: A</b> <b>2022-23: A</b> <b>2021-22: B</b> <b>2020-21:</b>

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							348	384	336	1,068
Absent 10% or more school days							26	66	87	179
One or more suspensions							22	60	71	153
Course failure in English Language Arts (ELA)							0	5	3	8
Course failure in Math							0	2	2	4
Level 1 on statewide ELA assessment							31	37	32	100
Level 1 on statewide Math assessment							26	15	22	63
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							29	10	11	50
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							0	0	0	0

#### Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							11	28	46	85

#### Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							0	0	0	0
Students retained two or more times							1	0	1	2

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							43	64	66	173
One or more suspensions							32	55	51	138
Course failure in English Language Arts (ELA)								6		6
Course failure in Math								1	2	3
Level 1 on statewide ELA assessment							19	24	21	64
Level 1 on statewide Math assessment							31	36	42	109
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							21	33	33	87

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times								1	1	2

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	73	57	58	70	54	53	67	52	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	66	58	59	62	56	56			
ELA Lowest 25th Percentile	51	51	52	51	52	50			
Math Achievement*	87	64	63	86	63	60	83	58	56
Math Learning Gains	80	65	62	79	69	62			
Math Lowest 25th Percentile	78	55	57	76	61	60			
Science Achievement	67	56	54	63	52	51	67	51	49
Social Studies Achievement*	82	80	73	85	77	70	79	75	68
Graduation Rate									
Middle School Acceleration	81	74	77	78	77	74	49	67	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	47	53		46	49	68	42	40	

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.



## B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	74%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	665
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
74%	72%	69%	61%	58%		73%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	49%	No		
English Language Learners	66%	No		
Asian Students	90%	No		
Black/African American Students	57%	No		
Hispanic Students	76%	No		
Multiracial Students	68%	No		
White Students	76%	No		
Economically Disadvantaged Students	61%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	73%		66%	51%	87%	80%	78%	67%	82%	81%			
Students With Disabilities	33%		51%	41%	53%	72%	66%	24%	55%	45%			
English Language Learners	47%		60%	64%	56%	88%	80%						
Asian Students	88%		72%		100%	88%				100%			
Black/African American Students	51%		54%	41%	67%	77%	68%	34%	66%	59%			
Hispanic Students	71%		65%	65%	90%	82%	90%	78%	67%	72%			
Multiracial Students	69%		58%	24%	81%	82%	81%	59%	86%	71%			
White Students	76%		69%	55%	90%	80%	78%	71%	85%	84%			
Economically Disadvantaged Students	56%		57%	50%	78%	78%	71%	36%	68%	56%			

03/2025

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	70%		62%	51%	86%	79%	76%	63%	85%	78%			
Students With Disabilities	31%		44%	38%	53%	74%	65%	20%	48%	65%			
English Language Learners	62%		60%	70%	85%	70%							
Asian Students	89%		67%		94%	89%				92%			
Black/African American Students	45%		48%	42%	56%	66%	62%	35%	65%	56%			
Hispanic Students	67%		64%	57%	95%	80%	84%	64%	95%	79%			
Multiracial Students	65%		61%	35%	83%	87%	88%	64%	70%	87%			
White Students	75%		65%	55%	91%	81%	81%	70%	87%	80%			
Economically Disadvantaged Students	51%		55%	44%	69%	74%	66%	36%	70%	64%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	67%				83%			67%	79%	49%			68%
Students With Disabilities	37%				51%			40%	30%	16%			
English Language Learners	64%				71%								
Asian Students	85%				96%			85%		82%			
Black/African American Students	43%				59%			41%	56%	27%			
Hispanic Students	70%				84%			50%	85%	49%			
Multiracial Students	65%				79%			50%	75%	32%			
White Students	71%				87%			73%	85%	51%			
Economically Disadvantaged Students	47%				64%			46%	58%	26%			

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	74%	58%	16%	60%	14%
ELA	7	71%	55%	16%	57%	14%
ELA	8	70%	54%	16%	55%	15%
Math	6	87%	59%	28%	60%	27%
Math	7	81%	55%	26%	50%	31%
Math	8	72%	46%	26%	57%	15%
Science	8	56%	41%	15%	49%	7%
Civics		80%	77%	3%	71%	9%
Biology		100%	75%	25%	71%	29%
Algebra		98%	55%	43%	54%	44%
Geometry		99%	54%	45%	54%	45%

### III. Planning for Improvement

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#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### **Most Improvement**

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

---

ELA learning gains showed the greatest improvement on state assessments. Overall achievement went from 62% in 23-24 school year to 66% in the 24-25 school year. These gains can be attributed to the implementation of STAR reading for progress monitoring to help determine student needs.

##### **Lowest Performance**

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

---

The overall lowest performance was bottom 25% learning gains in ELA. 51% percent of these students showed learning gains which continued to remain the same as the previous year. The factors that may have contributed to the lower performance in the bottom 25% included an increased number of 6th graders enrolled at a level 1 in reading.

##### **Greatest Decline**

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

---

In Civics, 82% of our students were proficient. This was a 3% decrease from the 23-24 school year. During the 23-24 school year a newly adopted civics curriculum was implemented county wide contributing to the slight decline in scores.

##### **Greatest Gap**

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

---

The data component with the greatest gap when compared to the state average was math. 87% of math students were proficient compared to 59% at the state level. Contributing factors that helped increase these scores were the implementation of an inclusive model with math and science being a large focus at Montford.

##### **EWS Areas of Concern**

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

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One area of concern from the EWS data is Students with Disabilities. 49% of students with disabilities were proficient in the 2024-2025 school year. This is the same score from the previous year. We would like to continue to make gains with our students with disabilities.

### **Highest Priorities**

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

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1. The first priority is to improve the Civics proficiency scores. .
2. The second priority is to improve learning gains in ELA lowest 25%.



## B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Intervention

#### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

51% of our bottom 25% of students made learning gains in reading. It is imperative to increase the learning gains among this group of students. Ultimately, we would like this group to become proficient in FAST reading and decrease the learning gap between proficient and non-proficient students.

#### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

51% of students in the bottom 25% made learning gains. Montford Middle School plans to increase the learning gains for the bottom 25% to 52% in the 25-26 school year.

#### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Through the use of STAR reading, Montford will monitor the progress of these students monthly to determine growth and areas of weakness.

#### Person responsible for monitoring outcome

Tony McQuade- Principal

#### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### Description of Intervention #1:

Language Live is a daily intervention program purchased by the district to be used for level 1 ELA students based on its evidence-based strategies demonstrating consistent improvements in comprehension. Students below the 10th percentile in ELA are scheduled into an intensive reading

course. This intervention is individualized and explicitly taught daily.

**Rationale:**

The district purchased Language Live and is a critical component of the district's reading intervention plan. Study Sync is our district's adopted curriculum and has built-in differentiated activities and lessons for students. These resources have empirical evidence in showing growth for students deficient in reading comprehension and reading strategies. A dedicated interventionist to the ELA department will allow for continuous data monitoring, support of teachers, and identification of students.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Progress Monitoring

**Person Monitoring:**

Kim Sims

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

STAR data will be used to determine growth among the bottom 25% in reading. An action plan will be developed with the ELA teachers who meet monthly to determine areas of focus with these students. We will utilize school improvement funds to provide in-service professional development days quarterly for our ELA and Social Studies departments. They will analyze progress monitoring data, collaborate as a team, and implement interventions across curriculums.

## IV. Positive Learning Environment

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**Area of Focus #1**

Multiple Early Warning Signs

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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The number of students being reported to guidance with anxiety, poor coping strategies, needing risk assessments, etc. has increased with pandemic learning. In general, middle school is a complex time for adolescents as their brains have not been developing as rapidly as they are right now since toddler years. Middle school is a time for students to learn how to cope and learn about healthy strategies to deal with regular

anxiety, depression, and social situations with peers. Due to the pandemic and students not participating in a "typical" learning environment, there has been an increase in student needs regarding social emotional issues.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

### **Person responsible for monitoring outcome**

Susan Fowler and Stephanie Guanche

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

We will utilize district-provided mental health curriculum to engage students in best practices in identifying and understanding social emotional learning and their own wellbeing. We will have a different bell schedule once a month to dedicate a one hour block of time to mental health learning. Guidance counselors will attend professional development conferences regarding social emotional learning, and instructional strategies for the classroom geared towards the anxious brain. Guidance counselors will share information and strategies with staff at faculty meetings.

#### **Rationale:**

It is important that mental health is integrated throughout the school year and not just one assembly. Many students are in distress and need to learn how to cope and navigate through their emotions. Before students can learn content, students must feel they are in a safe environment and supported socially and emotionally.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Progress Monitoring

**Person Monitoring:**

Susan Fowler and Stephanie Guanche

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The guidance team will meet monthly to determine if changes need to be made in order to better meet the needs of our students.

## V. Title I Requirements (optional)

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### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

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No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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No Answer Entered

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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No Answer Entered

#### How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

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No Answer Entered

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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No Answer Entered

#### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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No Answer Entered

#### Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

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This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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No Answer Entered



## VII. Budget to Support Areas of Focus

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Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00