

Escambia County School District

MONTCLAIR ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 6
 - D. Early Warning Systems 7
- II. Needs Assessment/Data Review 10
 - A. ESSA School, District, State Comparison 11
 - B. ESSA School-Level Data Review 12
 - C. ESSA Subgroup Data Review 13
 - D. Accountability Components by Subgroup..... 14
 - E. Grade Level Data Review 17
- III. Planning for Improvement..... 18
- IV. Positive Learning Environment 26
- V. Title I Requirements (optional)..... 30
- VI. ATSI, TSI and CSI Resource Review 36
- VII. Budget to Support Areas of Focus 37

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

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)

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

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

A. School Mission and Vision

Provide the school's mission statement

The mission of Montclair Elementary School is to provide learning opportunities that meet the unique needs of our students in a safe, nurturing environment to produce responsible citizens who respect all people. United for every student to succeed!

Provide the school's vision statement

Our vision Montclair Elementary is to be an environment that encourages the learning and development of the individual student in all phases of academic, physical, and emotional experiences by providing a positive school climate. Montclair will be a place where not only students learn, but educators learn and refine their skills, and where parents learn skills to help their child learn. A place where all stakeholders are involved in making a positive difference in the lives of students by preparing them for lifelong learning.

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

Elizabeth Greenberg

egreenberg@ecsdfl.us

Position Title

Principal

Job Duties and Responsibilities

The principal's role is to coordinate and align the leadership efforts and resources within the school to create a quality educational setting, and

thereby, increase student achievement. She consistently reviews student data and provides the necessary resources to teachers to ensure student mastery

Leadership Team Member #2

Employee's Name

Nichaka Tribbey

ntribbey@ecsdfl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal reviews curricula for all content areas. The assistant principal is responsible for reviewing data on a weekly basis to ensure students are mastering the standards set forth in pacing guides. In addition, she will monitor and model instructional programs and strategies for specifically K, 2, and 4th grade teachers. Also, she helps coordinate safety and security measures for the school site.

Leadership Team Member #3

Employee's Name

Shenika Johnson

sjohnson9@ecsdfl.us

Position Title

Curriculum Coordinator

Job Duties and Responsibilities

The instructional coach is responsible for making certain the core ELA, MATH, and Science program is implemented with fidelity. Also, she reviews data on a weekly basis to make sure all students' needs are being met. The instructional coach develops and provides inservice to all teachers, as well as TAS.

Leadership Team Member #4

Employee's Name

Rebecca Streb

rstreb@ecsdfl.us

Position Title

Resource Teacher: RTI / PBIS

Job Duties and Responsibilities

The instructional coach is responsible for making certain the MTSS program is implemented with fidelity. Also, she reviews data on a weekly basis to make sure all students' needs are being met. The instructional coach develops and provides inservice to all teachers specifically on intervention goals. Also, The PBIS Coach is responsible for monitoring and organizing behavior records, circulating in high visible areas during school hours, and overseeing student arrival, departure, and monitoring the cafeteria during breakfast and lunch.

Leadership Team Member #5**Employee's Name**

Stacy Ross

sross2@ecsdfl.us

Position Title

Media Specialist

Job Duties and Responsibilities

Leads literacy initiatives and incentive programs to increase school wide reading and performance.

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.

The SIP will be developed with input from the leadership team. The admin team will review and share the SIP with all teachers. The SIP will be published on the building website for families and community members. In addition, the SIP will be reviewed at the SAC meetings. All stakeholders will be advised of the progress toward meeting the SIP goals and any changes in the action plans during the school year.

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)).

The SIP will be monitored through classroom walkthroughs, student progress monitoring data, data meetings, common planning, grade level team meetings, and through parent and community input provided at SAC meetings. We will revise the plan based upon data meetings and walkthroughs with admin team and quarterly walkthroughs with STO office.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: C 2022-23: F 2021-22: D 2020-21:

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	31	52	53	50	57	59	0	0	0	302
Absent 10% or more school days	11	26	26	17	25	22	0	0	0	127
One or more suspensions	0	10	3	9	18	17	0	0	0	57
Course failure in English Language Arts (ELA)	5	20	12	9	4	4	0	0	0	54
Course failure in Math	3	6	9	6	4	5	0	0	0	33
Level 1 on statewide ELA assessment	5	14	6	15	18	13	0	0	0	71
Level 1 on statewide Math assessment	4	15	14	18	17	6	0	0	0	74
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	3	1	2	6	1				17
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	2	5	7	7	0				22

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	3	17	9	11	34	31	0	0	0	105

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	5	3	2	6	1	0	0	0	0	17
Students retained two or more times	0	0	0	1	4	8	0	0	0	13

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	16	24	21	29	20	27				137	
One or more suspensions		3	5	12	8	18				46	
Course failure in English Language Arts (ELA)		2	14	14	3	8				41	
Course failure in Math		1	10	7	2	4				24	
Level 1 on statewide ELA assessment				8	9	28				45	
Level 1 on statewide Math assessment				4	16	24				44	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	5	8	12						28	
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	5	2	7	3					18	

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		2	10	17	24	35				88

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	4	2		8	1					15
Students retained two or more times				3	7	4				14

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*	36	55	59	34	54	57	20	48	53
Grade 3 ELA Achievement	36	54	59	29	54	58	21	47	53
ELA Learning Gains	54	58	60	57	58	60			
ELA Lowest 25th Percentile	64	56	56	82	61	57			
Math Achievement*	58	58	64	38	55	62	25	50	59
Math Learning Gains	72	60	63	63	59	62			
Math Lowest 25th Percentile	84	50	51	55	57	52			
Science Achievement	41	57	58	39	61	57	15	52	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	69	63		62	61		62		59

*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	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	445
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
56%	50%	20%	38%	40%		56%

* 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	44%	No		
Black/African American Students	52%	No		
Hispanic Students	69%	No		
Economically Disadvantaged Students	54%	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	36%	36%	54%	64%	58%	72%	84%	41%					
Students With Disabilities	22%	25%	73%		36%	86%		20%					
Black/African American Students	31%	29%	55%	63%	50%	68%	84%	34%					
Hispanic Students	46%				92%								
Economically Disadvantaged Students	35%	35%	55%	64%	55%	70%	83%	37%					

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	34%	29%	57%	82%	38%	63%	55%	39%					
Students With Disabilities	5%		44%		28%	56%							
Black/African American Students	29%	23%	53%	81%	33%	62%	47%	36%					
Multiracial Students	20%				50%								
Economically Disadvantaged Students	34%	28%	59%	85%	37%	61%	53%	39%					

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	20%	21%			25%			15%					
Students With Disabilities	5%	17%			5%			6%					
Black/African American Students	17%	17%			19%			8%					
White Students	50%				60%								
Economically Disadvantaged Students	19%	21%			23%			11%					

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	3	36%	53%	-17%	57%	-21%
ELA	4	36%	55%	-19%	56%	-20%
ELA	5	35%	53%	-18%	56%	-21%
Math	3	48%	58%	-10%	63%	-15%
Math	4	72%	60%	12%	62%	10%
Math	5	48%	52%	-4%	57%	-9%
Science	5	37%	56%	-19%	55%	-18%

III. Planning for Improvement

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?

The data component that showed the most improvement was **student performance in math with increases in proficiency in 3-5 (58% +20, gains 60% +10%, and low quartile gains 84% +22%)**. This improvement was observed through increased scores on formative assessments, classroom performance tasks, and benchmark tests.

What new actions did your school take in this area? Focus on strengthening fact fluency and understanding of fractions

- **Dedicated instructional time** every Friday focused solely on fractions and Fact Fluency.
- **Hands-on activities** and **real-world problem-solving** to make fractions and other math concepts more engaging.
- **Small group instruction** to support students who needed additional help using iReady Practice and Problem Solving, and sStandards Mastery.
- **Computer Assisted Instruction and Progress tracking tools** to monitor student completion and growth in math standards-iReady, Reflex, FRAX
- **Cross-curricular integration**, using fractions in science and art projects.

As a result of this focused, consistent approach, students demonstrated a stronger conceptual understanding of fractions and improved their confidence in tackling fraction-related problems and fact fluency

Lowest Performance

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

Reading Comprehension – Areas of Concern: Proficiency in 3-5 (36.8 +3.8%) Proficiency in 3rd (37.3 +7.3%) Gains in 3-5 (54% -4%) Gains in LQ (64% -14%) Students with the lowest scores in reading comprehension appeared to struggle primarily due to a lack of **reading stamina**. Many found it difficult to stay focused and engaged during longer passages, which impacted their ability to retain and process key information. This led to difficulties in answering comprehension questions accurately, especially those requiring higher-order thinking or synthesis across multiple paragraphs. In addition to stamina, deficits in **reading fluency** and **vocabulary** also contributed to low performance. Some students read at a slow or inconsistent pace, which disrupted comprehension, while others lacked the vocabulary needed to fully understand more complex texts or make inferences. To address these concerns, the school is implementing several targeted strategies and initiatives. **Sustained silent reading, scaffolded reading sessions**, and the use of **engaging, level-appropriate texts** will help build reading endurance. **Fluency** will be supported through repeated reading, partner reading, and performance-based activities. **Vocabulary development** will be strengthened through explicit instruction, word walls, and opportunities for students to use new words in meaningful contexts. In addition, the school is utilizing programs such as **Accelerated Reader** to promote independent reading and track comprehension, and **i-Ready** to provide personalized reading instruction and progress monitoring. A schoolwide **Drop Everything and Read (DEAR)** initiative will also be launched to encourage daily reading habits and foster a culture of literacy across all grade levels. We will continue with Amira to build fluency in our Level 1 and LQ students.

Greatest Decline

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

The only group to show a decline would be Reading Comprehension

Gains in 3-5 (54% -4%) Gains in LQ (64% -14%)

In addition to the areas listed above we will partner with YMCA Reads and Boys and Girls Club to ensure students in the after school programs are strengthening their reading skills.

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 greatest gap is still with percentage of students reaching Reading Proficiency, and science

proficiency.

❖ **Reading Proficiency – Strategies for Improvement**

1.

Strengthen Implementation of Targeted Small-Group Instruction

- Use data to form groups based on specific reading needs (phonics, fluency, comprehension).
- Intervene early and frequently, especially for Tier 2 and Tier 3 students.

2. Increase Access to High-Quality Texts

- Add to already diverse and leveled classroom libraries.
- Encourage daily independent reading with student choice.(school wide)

3. Strengthen Foundational Literacy in All Grades

- Integrate structured phonics programs(Tyner) in K-1
- Use vocabulary and comprehension strategies explicitly across content areas.

4. Professional Development for Teachers

- Focus on science of reading, guided reading, and writing practices.

5. Family & Community Engagement----Host reading nights, book giveaways, or parent workshops on reading at home.

❖ **Science Proficiency – Strategies for Improvement**

1. Increase Instructional Time for Science

1. Ensure dedicated and protected time for science each week, not just reading and math.

2. Use Hands-On, Inquiry-Based Learning

1. Incorporate labs, experiments, and engineering challenges to make science active and engaging.

3. Integrate Science with Literacy

1. Use science texts for reading instruction (informational texts, diagrams, explanations).
2. Teach students how to read and write like scientists.

4. Invest in Teacher Support and Materials

1. Provide training on NGSS-aligned instruction.
2. Equip classrooms with updated kits, models, and technology tools.

5. Monitor Progress with Formative Assessments-Use quick, standards-based checks to identify gaps and adjust instruction accordingly.

EWS Areas of Concern

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

❖ Improving Early Warning Systems: Attendance & Tardiness

1. Enhance Data Monitoring Systems

Daily tracking of attendance and tardiness through FOCUS

- Set **automatic alerts** when a student hits 2-3 tardies in a week and 3 absences in a month.
- Use **dashboards** to give staff real-time access to attendance trends by student, grade, and subgroup.

2. Establish Clear Intervention Tiers

Tier 1: School-wide communication and routines to reinforce on-time attendance (assemblies, parent flyers, class incentives, call outs).

- **Tier 2:** Personalized outreach from a counselor, teacher, or attendance team when warning signs emerge.
- **Tier 3:** Family meetings, attendance contracts, and referrals to social work or external services for chronic cases.

3. Involve Teachers in Early Identification

Train teachers to notice and report patterns (frequent Monday/Friday absences, late arrivals to 1st period).

- Encourage teachers to build strong connections with students to better understand root causes.

4. Improve Communication with Families

Send **text or call reminders** when students are absent or late.

- Use **positive messaging** (e.g., "We missed you today!") rather than just punitive notices.
- Offer info about the impact of lost instructional time, even for "just a few minutes late."

5. Address Underlying Barriers

-

Partner with liaisons to support families facing transportation, health, or housing issues.

- Provide **incentives** for improved attendance (e.g., recognition, classroom rewards).

Create a weekly attendance report shared with grade-level teams, identifying students with 2+ absences or 3+ tardies in the last 2 weeks. Use it to trigger follow-up from teachers or support staff.

Highest Priorities

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

1. Reading Proficiency
2. Science Proficiency
3. GAINS in Reading and LQ Reading
4. Maintain Math Proficiency
5. Maintain GAINS in Math and LQ Math

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 ELA required by RAISE (specific questions)

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.

Students scoring below the 40th percentile on STAR Early Literacy or STAR Reading are not considered proficient. The number of students who were not considered proficient at the end of 2024-25 indicates a need to 1) improve core instruction and 2) identify student deficiencies and provide interventions immediately to close achievement gaps.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The following data was used to determine the critical need:

68% of Kindergarten ELA students scored below level 3 on the Spring 2025 STAR Early Literacy Assessment.

60% of Second-grade ELA students scored below level 3 on the Spring 2025 STAR Early Literacy Assessment.

Students scoring below the 40th percentile on STAR Early Literacy or STAR Reading are not considered proficient. The number of students who were not considered proficient at the end of 2024-25 indicates a need to 1) improve core instruction and 2) identify student deficiencies and provide interventions immediately to close achievement gaps.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

The following data was used to determine the critical need:

Third grade ELA students scoring below the proficiency rate was 63% on the Spring 2025 FAST.

Fourth grade ELA students scoring below the proficiency rate was 63% on the Spring 2025 FAST.

Fifth grade ELA students scoring below the proficiency rate was 65% on the Spring 2025 FAST.

Students scoring below the 40th percentile on STAR Early Literacy or STAR Reading are not considered proficient. The number of students who were not considered proficient at the end of 2024-25 indicates a need to 1) improve core instruction and 2) identify student deficiencies and provide interventions immediately to close achievement gaps.

Grades K-2: Measurable Outcome(s)

ELA proficiency as determined by those scoring at or above the 40th percentile on STAR Early Literacy or STAR Reading 2026 will increase for grades kindergarten through 2nd grade to 50% or higher on STAR PM3.

Grades 3-5: Measurable Outcome(s)

The ELA proficiency rate will increase for grades third through fifth to 50% or higher in each grade on the 2026 FAST PM3.

Monitoring

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

1. To monitor for desired outcomes, we will collect data, analyze, and track the percentage of students scoring proficient each quarter. We will identify students in need of intervention according to the intervention decision tree.
 - a. Kindergarten: STAR Early Literacy results and percent of students earning a proficient performance on the standards-based grading rubric.
 - b. First grade: STAR Early Literacy/Reading results and the percent of students meeting benchmark on the first-grade quarterly decoding probe per classroom. (See FOCUS report)
 - c. Second grade: STAR Reading results and the percent of students whose fluency rate is average per the time of year on the Hasbrouck and Tindal fluency norms chart. (See Amira)
 - d. Grades 3-5: analyze results by classroom of district module assessments.
2. The administration team will conduct weekly classroom walkthroughs to observe the delivery of Pre-K to Grade 5 literacy instruction and suggest improvements through the use of the Florida Literacy Practice Profiles.

Person responsible for monitoring outcome

Elizabeth Greenberg

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:

Montclair ES uses HMH Into Reading 2022 for its Comprehensive Core Reading/Language Arts Program (CCRP). The district's K-12 Comprehensive Evidence-based Reading Plan outlines in detail how Into Reading meets Florida's definition of evidence-based. The district ELA Department mapped B.E.S.T. and created curriculum frameworks to ensure that Tier I instruction is standards-aligned. To ensure the measurable outcomes are reached in K-5, our school will 1) focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 CERP and 2) provide intensive, systematic instruction on foundational reading skills according to the K-12 CERP Intervention Decision Trees. Tier 1 instruction is monitored by the school's administration team through weekly classroom walkthroughs and by being present during collaborative weekly lesson planning. Teachers and RtI teams monitor the effectiveness of interventions with individual students by collecting data and tracking student progress.

Rationale:

The use of Houghton Mifflin Into Reading 2022 as a Comprehensive Core Language Arts/Reading Program is supported by recommended practices in the The Institute of Education Sciences Practice Guides as described in the K-12 CERP. The core curriculum includes accommodations for students with a disability, and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning. A focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) with this comprehensive curriculum will increase the proficiency of our students in K-5. Furthermore, following the Institute of Education Sciences recommendations (strong evidence) for interventions, teachers follow the K-12 CERP Intervention Decision Trees to provide interventions in decoding and building fluency, matched to student needs during a dedicated intervention period daily.

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

Literacy Leadersip

Person Monitoring:

Elizabeth Greenberg

By When/Frequency:

Schedule set by August 30, 2024 and implemented throughout the year. The leadership team will meet monthly to determine the overall effectiveness of the action steps.

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

Develop a schoolwide reading plan to increase student academic achievement and monitor student reading growth. Provide professional development regarding the B.E.S.T. ELA Standards, including writing. Review grade-level data from core curriculum assessments and overall classroom walkthrough trends to problem solve.

Action Step #2

Literacy Coaching

Person Monitoring:

Elizabeth Greenberg

By When/Frequency:

Schedule set by August 30, 2024 and implemented throughout the year. The leadership team will meet monthly to determine the overall effectiveness of the action steps.

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

District coaches and/or school mentor teachers will facilitate the use of the literacy practice profiles in the delivery of instruction with B.E.S.T. ELA Standards, including writing. Administration seeks coaching support from district coaches and the State Regional Literacy Director for walkthroughs and intervention support.

Action Step #3

Professional Learning

Person Monitoring:

Elizabeth Greenberg

By When/Frequency:

Schedule set by August 30, 2024 and implemented throughout the year. The leadership team will meet monthly to determine the overall effectiveness of the action steps.

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

We will provide training to teachers at our school on the following: Use of STAR360 reports, core reading program data, and the intervention decision trees. Differentiation during the 90-minute block, and use of Tier 2 and Tier 3 interventions during the language arts intervention period. Five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 Comprehensive Evidence-Based Reading Plan The B.E.S.T. ELA standards and the science of reading.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

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.

 PBIS

In the 2024-25 school year, 572 referrals were documented, with 17% percent of referrals being repeated discipline incidents. SWD makes up 33% of office referrals, 123 students with ODRs, 53 students with OSS, and 11 students with ISS.

Attendance

10% of our student body received 10+ absences within 90 days. 26% of these students also received at least 1 discipline referral. Data trends show that as the percentage of students with 5+ absences increased, the percentage of ODRs increased. For example, in Q1, the percentage of students with 5+ absences was 31%, and the percentage of ODRs was 14%. In Q4, the percentage of students with 5+ absences was 43%, and the percentage of ODRs increased to 26%.

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.

PBIS

Office referrals will decrease by 50% in each discipline area, repeated discipline incidents, and the SWD subgroup referrals will decrease by 50%.

Attendance

Decrease the number of students with 5+ absences by 50%.

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.

PBIS

To monitor for desired outcomes, we will analyze and track discipline data according to time of day, incident areas, repeated student discipline referrals, and escalated events. We will use this data to identify students in need of behavioral interventions according to the PBIS tiered rubric, and recognize teachers in need of classroom management support.

Attendance

To monitor for desired outcomes, we will track weekly attendance data and identify at-risk students, follow the guidelines listed in the district's attendance flow chart to follow up with parents, starting with 3 unexcused absences, partner with the guidance counselor for attendance improvement plans, and implement incentives and recognition for improved or excellent attendance.

Person responsible for monitoring outcome

rstreb@ecsdfl.us

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:

PBIS 1.) Montclair will have a multitiered system in place that supports the behavior practices from school-wide to the individualized levels. 2.) Montclair will implement the Positive Behavior Intervention System (PBIS) with fidelity. This system ensures each student understands the guidelines and expectations of our school. 3) Teachers will attend professional development the week of preplanning based on the details of the PBIS tiered system and school-wide Positive Environment 4) Rubric. The week of August 11th, the PBIS Coach will teach students about the PBIS system, the expectations to receive rewards for positive behaviors, and consequence guidelines for disorderly behaviors. 5) Small group and individualized instruction will be a focus for SWD to decrease academic frustrations and address learning needs. Attendance 1) Timely intervention prevents chronic absenteeism. We will set thresholds for immediate interventions after 3 unexcused absences. 2) Montclair will utilize family engagement activities to ensure that families understand the academic impact of absenteeism. (Parent workshops, resources, attendance updates) 3) Student outreach - Pair at-risk students with a staff mentor. Provide at-risk students with leadership opportunities. 4) Montclair will have attendance incentive programs within grade levels and school-wide. 5) We will utilize CST meetings to address barriers to attendance for each student. We will offer support and resources to families to address their specific need.

Rationale:

PBIS According to the 10 Keys to Behavior Practice Guide from The Meadow Center, having a multitiered system in place that supports the behavior practices from the school-wide to the individualized levels shows a positive impact on student achievement, behavior, and attendance. (Tier 1) Attendance Chronic absenteeism also impacts students' social-emotional development, as consistent attendance helps children build strong peer relationships, adjust to classroom routines, and develop positive attitudes toward school. A positive school climate—where students feel safe, connected, and supported—is also linked to better attendance outcomes (CDC, 2014).

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

School Culture

Person Monitoring:

Rebecca Streb

By When/Frequency:

On-going through the 25-26 school year.

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

1) The leadership and PBIS team will establish school-wide protocols for behavior. 2) The team will create a positive culture and environment rubric to outline the protocols, metrics of what high, mid, and low-level implementation looks like from students, staff, and administration. 3) The rubric will be

utilized in class and school walks 4 times per year to monitor the implementation of the protocols and identify future professional development needs.

V. Title I Requirements (optional)

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.

The Title I Annual Meeting is held during the first quarter of the school year. All stakeholders (families, teachers, staff, and community members) are invited to attend. During this meeting the following information is shared: School Improvement Plan, Parent & Family Engagement Plan, Title I Budget, Parents' Right to Know (defined by Title I law), and the School-Family Compact.

Throughout the school year, SIP progress is regularly shared and discussed through the School Advisory Council. Regardless of membership status, all stakeholders are invited to attend School Advisory Council meetings.

Links to the school's SIP are posted on the school's homepage as well as the schools Our Title I Family page.

<https://www.escambiaschools.org/mes>

<https://www.escambiaschools.org/title1>

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)).

During the 25-26 school year, parent conferences will be held by all teachers to share the progress of each student. FAST data will be reviewed with families. Two academic Family Nights are scheduled to build the capacity of families in Language Arts and Math. Teachers will share strategies which can be used at home. Teachers send daily weekly information home to parents regarding their child's academic and social progress.

The Parent & Family Engagement Plan is shared with families during the Title I Annual Meeting, posted on our website, and messaged to families through the student information system FOCUS.

The Parent & Family Engagement Plan is accessible from our school's website.

<https://www.escambiaschools.org/mes>

<https://www.escambiaschools.org/title1>

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)).

We strategically are utilizing our teacher assistants, administrative team, and other instructional support staff members so that we can use small group instruction with targeted lessons based on students' needs.

Goals have been established for individual students, classes, and grade levels for unit assessments. Following unit assessments, progress is monitored and students receive incentives for reaching goals.

Goals have been established for individual students, classes, and grade levels for FAST. Following PM2, progress will be reviewed and students receive incentives for being on track (making adequate progress towards their PM3 goal).

Teachers will meet biweekly to analyze data and make adjustments for improvement. Student data will be reviewed for evidence and monitoring of learning and used to implement interventions.

Collaborative planning will occur weekly and will use backward design and start with ensuring an understanding of the benchmarks for the unit of instruction. Then focus on strategies for instructional delivery, how students will process the content, monitoring for understanding, and planning for intervention or remediation. The collaborative planning will be monitored through the use of an agenda, established norms, and participation roles.

Additionally, collaborative planning, targeted small group instruction, and goal setting, will be monitored through classroom walks conducted by the leadership team and through student assessment data.

Improvement plan includes areas of Focus in Math, ELA (RAISE), ESSA subgroups SWD, and MR, and Positive Culture through PBIS.

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)).

Voluntary Pre-Kindergarten: Title I Part A co-funds VPK services, by extending full day services in schools with our highest poverty. Family events provide guidance and modeling of emergent literacy development activities.

Title IV, Part A: Provides students with a well-rounded education, supports safe and healthy students, and supports the effective use of technology. Schools benefit through Capturing Kids' Hearts training and the services of the secondary schools guidance TSA.

Title IX, Part A: Provides hygiene items, school supplies, enrollment assistance, social work, and advocacy. Assistance for housing, food, clothing, and other emergency support are available for families referred under Title IX.

IDEA: Provides students with disabilities a Free Appropriate Public Education (FAPE) that is tailored to their individual needs including an Individualized Education Plan (IEP), placement in the Least Restrictive Environment (LRE), appropriate evaluation, parent and teacher participation, and procedural safeguards.

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)).

We are a PBIS school with use of trauma informed teaching practices to build class relationships and communities. Use of class meetings and Suite 360 to teach social skill lessons. Leadership meetings involve guidance, Navigator, RTI coordinator and PBIS Resource teacher to problem solve students with early warning systems. Referrals to mental health counselor on site and provide resources to families for off campus programs. Mentoring programs through YMCA Reads, Reading Pals, and Boys and Girls Club allow for community involvement for tutoring and mentoring support.

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)).

N/A

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)).

The school implements a comprehensive schoolwide tiered model to prevent and address problem behavior and provide early intervening services, coordinated with activities and services under the Individuals with Disabilities Education Act (IDEA). This model is designed to create a supportive and inclusive environment that addresses the diverse needs of all students, including those with disabilities. Here's how the school achieves this:

1. Tier 1: Universal Interventions
 -
 - Schoolwide Token Economy System: All students participate in a token economy system where they earn "Eagle Bucks" for positive behavior. These tokens can be spent

in the Eagle Store or used to attend activities centered on positive behavior, encouraging good conduct and creating a positive school climate.

- PBIS Coach: The school employs a PBIS coach who supports teachers in implementing Positive Behavioral Interventions and Supports (PBIS). The coach assists with addressing behavioral issues and promoting positive behavior across the school.

2. Tier 2: Targeted Interventions

- Small Group Support: For students requiring additional support, the school provides targeted interventions through small group sessions. These sessions focus on developing specific skills and addressing particular behavioral or emotional needs.

3. Tier 3: Intensive Interventions

- Individualized Support Plans: Students with significant behavioral or emotional needs receive intensive interventions through individualized support plans. These plans are developed in collaboration with the mental health counselor, guidance counselor, and other relevant staff to provide personalized support.

•

4. Trauma-Informed Practices:

•

- Quarterly Training : Regular training sessions and dedicated time for admin team to support their teachers reinforce trauma-informed practices throughout the school.

5. Coordination with IDEA Services:

- Inclusive Practices: The school's focus on students with disabilities aligns with the Individuals with Disabilities Education Act (IDEA). This includes providing individualized education plans (IEPs) and appropriate accommodations to support students with special needs.

•

By implementing this tiered model, the school effectively prevents and addresses problem behavior while providing early intervening services that are coordinated with IDEA activities. This approach fosters a supportive and inclusive environment, promoting the success and well-being of all students.

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)).

PLC on "TheEscambia County Learning Model"

The 'Escambia County Learning Module prioritizes student achievement, growth, and well-being. It is a standard of teaching excellence encompassing evidence-based educational best practices for the

success of all students. This framework integrates principles from the Universal Design for Learning (UDL) and strategies from Get Better Faster and Teach Like A Champion that have been proven effective through research and experience. It aims to meet the diverse needs of students and promote excellence in teaching. It allows us to tailor our methods in support of student learning and achievement across all subjects and grade levels. The ECPS Learning Model is designed to align with our vision, "United for every student to succeed." It is a commitment to fostering a supportive and inclusive educational environment where all students can thrive academically and personally.

Weekly common planning and biweekly PLC on Escambia Learning Model and book study incorporating the books *The Joy of Teaching* and *Teach Like a Champion*.

Biweekly data meetings with admin to review data and inform small group instruction.

Weekly Leadership Meetings to review needs of students focused on ESSA subgroups, attendance, behavior and academics.

Weekly paraprofessional meeting with learning strategy highlighted each week.

Walkthroughs with feedback to inform growth with instructional and ESP employees weekly.

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)).

Parents are given information including strategies to make transitions smoother and help them work with their children at parent/teacher conferences, in newsletters, and at school events. Teachers also share VPK assessment results with parents after each administration so that parents know their students' progress and where they fall in the expectation of being Kindergarten Ready.

Staff are provided with training opportunities online, at the individual schools, and at the district level. Training topics include procedural information, required parent involvement elements, curriculum & instruction, standards, safety, best practices, using assessments, and behavior.

VI. ATSI, TSI and CSI Resource Review

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.

N/A

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).

N/A

VII. Budget to Support Areas of Focus

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