



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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George C. Miller, Junior Intermediate

101 S PROSPECT ST  
Crescent City, FL 32112  
386-698-1360  
[mis.putnamschools.org](http://mis.putnamschools.org)

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 96%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 70%

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## School Grades History

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<b>2013-14</b> D	<b>2012-13</b> C	<b>2011-12</b> B	<b>2010-11</b> C	<b>2009-10</b> C
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## SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

George C. Miller, Jr. Intrm.

##### Principal

Regina Gilyard-Thomas

##### School Advisory Council chair

William Arnold

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Regina Gilyard-Thomas	Principal
H.Dean Ellis	Asst. Principal
Kelly Riddle	Reading Coach
Rosa Doughty	Guidance Counselor
Joann Gilyard	Teacher
Sonya Moody	Teacher
Kim Miller	Teacher
Linda Arnold	Teacher
Keith Wall	Union/ teacher

#### District-Level Information

##### District

Putnam

##### Superintendent

Ms. Phyllis Criswell

##### Date of school board approval of SIP

10/15/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The membership of the SAC committee is composed of a chairperson, Union Steward, the administration of the school, an instructional assistant and parents and a community at large member. Efforts are made to have the SAC Committee to reflect the demographics of the school population.

#### Involvement of the SAC in the development of the SIP

The SAC Committee made recommendations to the administration for expenditures of the funds. The SAC Committee makes recommendations to follow new mandates established by the state such as to meet the needs of computer based testing.

### Activities of the SAC for the upcoming school year

The SAC Committee meets each nine weeks to progress monitor efforts to reach the established goals. They make recommendations to establish new priorities and direct work on new goals. Meetings can be established if they are deemed necessary.

### Projected use of school improvement funds, including the amount allocated to each project

The SAC funds will be used to enhance the technology at the school. Recommendations have been established to replace the old LCD projectors, purchase Smart Boards, and replace older computers to allow for online testing.

### Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

### If not in compliance, describe the measures being taken to comply with SAC requirements

The school is actively recruiting parents to the SAC Committee.

## Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Administrators

#### # of administrators

2

#### # receiving effective rating or higher

(not entered because basis is < 10)

#### Administrator Information:

#### Regina Gilyard-Thomas

Principal

Years as Administrator: 0

Years at Current School: 3

#### Credentials

Elementary Education  
Masters in Reading  
Masters in Science  
BS in Rehabilitative Counseling  
Education Leadership  
Certified in Elem Education K-6  
Education Leadership

#### Performance Record

Miller Intermedaite School 2013-C  
Miller Intermediate School 2012-B  
Miller Intermediate School 2011-C

**Horace Dean Ellis**

Asst Principal

Years as Administrator: 29

Years at Current School: 0

**Credentials**

B.A Degree  
 M.ED.Degree  
 Certified K-12 School Principal  
 Social Science 6-12  
 Middle Grades Endorsement

**Performance Record**

Middleton-Burney Elementary AYP 2 years  
 Miller Intermediate C 69% AYP  
 Miller Intermediate C 78% AYP  
 Miller Intermediate B 92% AYP  
 Middleton-Burney C  
 No additional information for last 5 years.

**Instructional Coaches****# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:****Kelly Riddle**

Full-time / District-based

Years as Coach: 2

Years at Current School: 0

**Areas**

Reading/Literacy

**Credentials**

BA in Elementary Education  
 Masters Degree in Elementary Education.  
 Certified in 1-6 Elementary Education

**Performance Record**

NA.

**Classroom Teachers****# of classroom teachers**

25

**# receiving effective rating or higher**

25, 100%

**# Highly Qualified Teachers**

80%

**# certified in-field**

20, 80%



**# ESOL endorsed**

14, 56%

**# reading endorsed**

6, 24%

**# with advanced degrees**

5, 20%

**# National Board Certified**

1, 4%

**# first-year teachers**

6, 24%

**# with 1-5 years of experience**

5, 20%

**# with 6-14 years of experience**

6, 24%

**# with 15 or more years of experience**

6, 24%

**Education Paraprofessionals****# of paraprofessionals**

9

**# Highly Qualified**

9, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

The Administration has established contacts in several local universities in an effort to attract and recruit new teachers. The following colleges are recruited by the administration: St. Leo, Stetson, St. Johns River State College, Flager College. The administration attends several local teach-ins to recruit new teachers. All advertisements list job descriptions and attachments. Advertisements and state that highly qualified teacher status are preferred. Teachers are acknowledged through the TIFT grant for above effective performance.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

The school administration assigns mentor teachers to all new hire first year teachers. In addition, the team leader has a roll to assist all new teachers that are assigned to the team. All mentor teachers for new hires have been trained in Clinical Education.

For experienced teachers that are new to Miller Intermediate School, the administration assigns an experienced teacher to guide and answer questions for experienced new hires. They work together to prepare the teachers with the established routines.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The MTSS team meets monthly to review individual student's intervention data. Skyward data is utilized to monitor the need for behavioral interventions. On going Progress monitoring is completed ,graphed and analyzed at monthly follow-up school-based MTSS team meetings. At these meetings, plans are reviewed to determine if Tier 2 support interventions should be discontinued and /or modified, and or to add Tier 3 interventions.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The CRT Coach will monitor, coach and assist in professional development and graphing data as needed. The school Guidance Counselor coordinates and monitors MTSS procedures according to the districts MTSS plan. The MTSS leadership team works with the School Improvement Team to make sure the MTSS process is thoroughly integrated into the SIP and goal setting process.

#### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The Leadership Team conducts ongoing training on MTSS strategies and monitor fidelity. They meet monthly with grade level teams to help assist with implementation clarification and addressing concerns. The team meets with teachers as needed to ensure MTSS implementation. District staff share professional development with school leadership as needed.

#### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

District Interim Assessments in Reading, Math, and Science , FAIR, Performance Matters and SRI for Reading are used to monitor Reading data. A District selected program is used for Writing. Skyward data is used to track behavioral and attendance trends.

#### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The MTSS and the Leadership Teams meet monthly to collaborate on the tiered interventions and approaches. The group meets to assist with student needs. Parents are contacted and kept informed as their children proceed through the MTSS process.

## Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students

**Minutes added to school year:** 15

The student day is extended by 15 minutes. Instruction occurs in additional reading instruction. In addition, the school day is extended for approximately 100 students through the 21st. Century program.

### Strategy Purpose(s)

- Instruction in core academic subjects

### How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected through the following: FAIR, Performance Matters, Skyward, Individual portfolios, and quarterly performance reviews.

21st. Century collects data on academic performance, attendance, fitness levels of the student.

### Who is responsible for monitoring implementation of this strategy?

Classroom teachers monitor the students during the extra 15 minutes daily.

The 21st Century Program is evaluated by the Site Coordinator, the Program Director, and independent evaluators.

## Literacy Leadership Team (LLT)

### Names and position titles of the members of the school-based LLT

Name	Title
Regina Thomas	Principal
H. Dean Ellis	Assistant Principal
Sonya Moody	4th grade teacher
Joann Gilyard	6th grade teacher
Kim Miller	5th grade teacher
Linda Arnold	5th grade teacher
Rosa Doughty	Guidance Counselor

### How the school-based LLT functions

The team meets on a bi-weekly basis. Data is reviewed and the progress from the previous meeting is reviewed. Strategies are discussed and any decline in student performance is brainstormed. The LLT will Recommend accommodations and recommendations for parent conferences and student intervention is planned. Plans for individual tutoring is discussed.

## **Major initiatives of the LLT**

Major Initiatives for the 2013-14 schools year will include the transition to Common Core. The development and the use of the teacher created center and the emphasis on data driven instruction. Great Leaps and other reading interventions ad strategies will be used.

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

Math and Science teachers are involved in a daily 30 minute joint planning time. This allows the teachers to develop units of instruction to assist in the reading improvement of each student. Math teachers reinforce reading due to fact that the FCAT Math test involves Reading comprehension and specialized vocabulary. All teachers use research based instructional practices to teach academic vocabulary that may be specific to their subject or area.

All teachers will participate in on-going school based professional development to include reading best practices, effective teaching strategies and Common Core instructional shifts. The Reading Coach will provide on-going modeling to ensure reading strategies are incorporated into daily lessons.

## **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Not applicable for this school grade configuration.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

The student is exposed to guidance classes that assist students in exploring future relationship and the the curriculum.

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

Each student is assigned to the Common Core subjects. Students are encouraged to explore career interests.

### **Strategies for improving student readiness for the public postsecondary level**

An annual Career Day is held and sponsored through local businesses for all 6th grade students.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	45%	No	64%
American Indian				
Asian				
Black/African American	51%	44%	No	56%
Hispanic	56%	31%	No	60%
White	71%	43%	No	74%
English language learners	48%	15%	No	53%
Students with disabilities	46%	3%	No	51%
Economically disadvantaged	59%	36%	No	63%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	19%	25%
Students scoring at or above Achievement Level 4	64	15%	29%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		30%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		80%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	337	77%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	25	66%	70%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	36	43%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	18	21%	25%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		0%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	54	41%	45%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**Area 3: Mathematics****Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	55%	No	64%
American Indian				
Asian				
Black/African American	48%	35%	No	53%
Hispanic	61%	59%	No	65%
White	67%	56%	No	70%
English language learners	54%	52%	No	59%
Students with disabilities	46%	39%	No	51%
Economically disadvantaged	60%	56%	No	64%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	140	63%	64%
Students scoring at or above Achievement Level 4	91	21%	25%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	80%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	30%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	364	70%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	25	70%	75%

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	22%	25%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	10%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	65%
Students scoring at or above Level 7		[data excluded for privacy reasons]	45%

**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		[data excluded for privacy reasons]	0%
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]	0%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	0%
Students scoring at or above Level 7		[data excluded for privacy reasons]	0%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		1
Participation in STEM-related experiences provided for students	0	0%	25%



**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	55	13%	10%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	0	0%	0%
Students who receive two or more behavior referrals	5	2%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	25	10%	10%

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	40	25%	20%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	2	1%	4%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	5	3%	10%

## Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Parental involvement targets for the school

Miller Intermediate has a high Hispanic population. Efforts are made to send parent communication home in both English and Spanish. The weekly "Watch for it Wednesday" is sent home in a bi-lingual format. Efforts are made to hold parent meetings at different times. In addition, bilingual assistance will be offered at parent events and meetings. By varying the times parents will have the opportunity to participate without the loss of employment opportunities. Many activities are designed to enhance the cultural backgrounds of the students and parents.

The following activities are planned for parent involvement:

Open House/ Annual Title I Meeting August 2013

Fall Festival October 2013

Science/STEM Night January 2014

FCAT Writes Night January/ February 2014

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Enhance parent attendance	0	0%	25%

## Area 10: Additional Targets

### Additional targets for the school

### Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Miller Intermediate will focus on the improvement of Reading proficiency, vocabulary and fluency. Miller will strive to make the goal established in the AMO for the 2013-14 school year of Reading 64 percent.
- G2.** By the end of the 2013-14 school year Miller Intermediate will show an increase of 5% increase in the number of students meeting high standards in writing.
- G3.** By the end of the 2013-14 school year there will be a 5% decrease in the number of students that are scoring below level 3 in Science.
- G4.** By the end of the 2013-14 school year there will be a 5% increase in the number of students that are scoring above level 3 in Science.
- G5.** By the end of the 2013-14 school year there will be 2 % increase in the number of students that score at Level 3 on the FCAT in Math. AMO will increase to 64%.

## Goals Detail

**G1.** Miller Intermediate will focus on the improvement of Reading proficiency, vocabulary and fluency. Miller will strive to make the goal established in the AMO for the 2013-14 school year of Reading 64 percent.

### **Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School

### **Resources Available to Support the Goal**

- Miller Intermediate will use the Common Core Standards for the 2013-14 school year. Great Leaps will be employed. Grade level Instructional assistants will be used to provide Great Leaps instruction and additional small group interventions. Teachers will employ Reading A to Z , Tumble Books, Education City, FCAT Explorer, and Accelerated Reader program. Each Reading teacher has a daily 30 minute duty free PE time to plan and collaborate with peers to enhance instruction.

### **Targeted Barriers to Achieving the Goal**

- Miller Intermediate has a high ESOL population. This creates a language barrier between the student and the teacher.

### **Plan to Monitor Progress Toward the Goal**

Great Leaps tutoring will take place on a daily basis. Tutors will report monthly to the administration

#### **Person or Persons Responsible**

The principal and the reading Coach will monitor the fidelity of the work of the instructional assistants.

#### **Target Dates or Schedule:**

Monthly, Quarterly and end of the school year.

#### **Evidence of Completion:**

Teachers, Reading Coach, Principal and Guidance Counselor will examine the data from FAIR, FCAT, Performance Matters and the SRI.

**G2.** By the end of the 2013-14 school year Miller Intermediate will show an increase of 5% increase in the number of students meeting high standards in writing.

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing

**Resources Available to Support the Goal**

- Miller Intermediate School Writes.and outside assessment and diagnosis from District Selected Assessment..

**Targeted Barriers to Achieving the Goal**

- Language barriers and poor reading skills.

**Plan to Monitor Progress Toward the Goal**

The teachers will use explicit instruction for writing. ESOL, ESE and 504 students will receive accommodations. District will provide progress monitoring tool.

**Person or Persons Responsible**

Teachers, Reading Coach and Assistant Principal

**Target Dates or Schedule:**

October, December and January

**Evidence of Completion:**

Student test data will be returned and the students will receive feed back on their progress.

**G3.** By the end of the 2013-14 school year there will be a 5% decrease in the number of students that are scoring below level 3 in Science.

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- Science
- Science - Elementary School
- Science - Middle School

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

## Plan to Monitor Progress Toward the Goal

### Person or Persons Responsible

### Target Dates or Schedule:

### Evidence of Completion:

**G4.** By the end of the 2013-14 school year there will be a 5% increase in the number of students that are scoring above level 3 in Science.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- Science
- Science - Elementary School
- Science - Middle School

### Resources Available to Support the Goal

- Discovery Science instruction, Training in Common Core Standards,
- Discovery Science instruction, Training in Common Core Standards,

### Targeted Barriers to Achieving the Goal

- Science materials, Emphasis on the rigor and relevance of Science to instruction.

## Plan to Monitor Progress Toward the Goal

Teachers will use explicit instruction and incorporate the Common Core standards.

### Person or Persons Responsible

Teachers and administration

### Target Dates or Schedule:

Weekly

### Evidence of Completion:

Data from the walk throughs and data from Performance Matters

**G5.** By the end of the 2013-14 school year there will be 2 % increase in the number of students that score at Level 3 on the FCAT in Math. AMO will increase to 64%.

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Updated Curriculum Guides, Common Core Standards, ongoing Professional development, Performance Matters, FCAT Explorer

**Targeted Barriers to Achieving the Goal**

- Language is a barrier and lack of specialized vocabulary
- Depth and rigor of instruction

**Plan to Monitor Progress Toward the Goal**

Students will show an increase in the Performance Matters and in teacher designed weekly assessments.

**Person or Persons Responsible**

Teachers, Administration, and Leadership Team

**Target Dates or Schedule:**

Weekly tests and Performance Matters will be assessed in September, December, and January.

**Evidence of Completion:**

Progress on the weekly assessments and on the Performance Matters assessment.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Miller Intermediate will focus on the improvement of Reading proficiency, vocabulary and fluency. Miller will strive to make the goal established in the AMO for the 2013-14 school year of Reading 64 percent.

**G1.B1** Miller Intermediate has a high ESOL population. This creates a language barrier between the student and the teacher.

**G1.B1.S1** We utilize Great Leaps, Tumble Books, Novela, FCAT Explorer, and a weekly media time to provide additional reading resources and instruction to our students.

#### Action Step 1

Novela

##### Person or Persons Responsible

Instructional Assistant

##### Target Dates or Schedule

Daily

##### Evidence of Completion

SRI and FAIR assessments

#### Action Step 2

Great Leaps

##### Person or Persons Responsible

Instructional assistants

##### Target Dates or Schedule

Daily

##### Evidence of Completion

Improve progress monitoring



### **Action Step 3**

Tumble Books

#### **Person or Persons Responsible**

Media

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Circulation records.

### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Great Leaps

#### **Person or Persons Responsible**

Administration and Reading Coach

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Students test to proficiency on progress monitoring tools.

### **Plan to Monitor Effectiveness of G1.B1.S1**

Great Leaps

#### **Person or Persons Responsible**

Para-professional instructional Assistants, and Administration and Reading Coach

#### **Target Dates or Schedule**

Weekly, Monthly

#### **Evidence of Completion**

Improvement on the progress monitoring gassesements

**G2.** By the end of the 2013-14 school year Miller Intermediate will show an increase of 5% increase in the number of students meeting high standards in writing.

**G2.B1** Language barriers and poor reading skills.

**G2.B1.S1** The teachers will use explicit instruction with accommodations for ELL and ESE, and 504 students. Student writing is incorporated in to all subject areas.

**Action Step 1**

Lesson plans will address the explicit instruction of all students.

**Person or Persons Responsible**

Writing teachers

**Target Dates or Schedule**

Assesements will occur in October, December and January

**Evidence of Completion**

Test results will be returned and data will be shared among the teachers and the each student will receive feed back.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1**

The teachers will use explicit instruction with accommodation of ESOL, ESE and 504 students.

**Person or Persons Responsible**

Teachers, Reading Coach and Assistant Principal

**Target Dates or Schedule**

In October, December and January

**Evidence of Completion**

Student data will be returned to the teachers and the data results will be shared with the students. Areas will be identified to target specific area needing growth.

### Plan to Monitor Effectiveness of G2.B1.S1

The teachers will use explicit instruction for Writing with accommodations for ESOL, ESE and 504 students.

#### Person or Persons Responsible

Teachers, Reading Coach and Assistant Principal

#### Target Dates or Schedule

October, December, and January

#### Evidence of Completion

Student data will be returned and the students will be informed of their progress.

**G4.** By the end of the 2013-14 school year there will be a 5% increase in the number of students that are scoring above level 3 in Science.

**G4.B1** Science materials, Emphasis on the rigor and relevance of Science to instruction.

**G4.B1.S1** Teachers will use "Hands on Science materials. Transmigration will do frequent walk-throughs. Teachers will use Common Core Standards.

#### Action Step 1

Teachers will use explicit instruction and incorporate the Common Core standards.

#### Person or Persons Responsible

Teachers, Administration

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Data from the walk throughs and data from Performance Matters

### **Plan to Monitor Fidelity of Implementation of G4.B1.S1**

Teachers will use explicit instruction and incorporate the Common Core standards.

#### **Person or Persons Responsible**

Teachers and Administration

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Data from the walk throughs and data from Performance Matters

### **Plan to Monitor Effectiveness of G4.B1.S1**

Teachers will use explicit instruction and incorporate the Common Core standards.

#### **Person or Persons Responsible**

Teachers and Administration

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Data from the walk throughs and data from Performance Matters

**G5.** By the end of the 2013-14 school year there will be 2 % increase in the number of students that score at Level 3 on the FCAT in Math. AMO will increase to 64%.

**G5.B2** Depth and rigor of instruction

**G5.B2.S1** Teacher training and monitoring. Updated curriculum maps, Common Core Standards, Math Manipulatives, Data from Performance matters will be used to assess progress and determine an instructional focus.

**Action Step 1**

Students will show an increase in the Performance Matters assessments and in teacher designed weekly assessments.

**Person or Persons Responsible**

Teachers and Administration, Leadership team

**Target Dates or Schedule**

October, December and February

**Evidence of Completion**

Progress on the weekly assessments and on the Performance Matters assessment.

**Facilitator:**

District CCI team

**Participants:**

Math teachers

**Action Step 2**

Students will show an increase in the Performance Matters and in teacher designed weekly assessments.

**Person or Persons Responsible**

Teachers and Administration, Leadership team

**Target Dates or Schedule**

October, December and February

**Evidence of Completion**

Progress on the weekly assessments and on the Performance Matters assessment.

### **Plan to Monitor Fidelity of Implementation of G5.B2.S1**

Students will show an increase in the Performance Matters and in teacher designed weekly assessments.

#### **Person or Persons Responsible**

Teachers , Administration and Leadership Team

#### **Target Dates or Schedule**

Weekly tests and Performance Matters will be assessed in September, December and January

#### **Evidence of Completion**

Progress on the weekly assessments and on the Performance Matters assessment.

### **Plan to Monitor Effectiveness of G5.B2.S1**

Students will show an increase in the Performance Matters and in teacher designed weekly assessments.

#### **Person or Persons Responsible**

Teachers, Administration and Leadership Team

#### **Target Dates or Schedule**

Weekly tests and Performance Matters will be administered in September, December, and January

#### **Evidence of Completion**

Progress on the weekly assessments and on the Performance Matters assessment.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I part A funds will be used by the school to provide a reduced student teacher ratio by the purchase of three teachers and one instructional assistant. The remaining funds will be used to enhance the state mandates toward the improvement of the technology base at the school.

Title I part C (migrant) will be used to supplement supplies for migrant students. Migrant students are invited to a summer school program each summer.

Title II funds are used to provide in-service activities to teachers. Funding is available to reimburse teachers for completing in-service for certification in the core subject matter. Teachers will be trained in the use of best practices such as CRISS, ESOL and Reading Strategies.

Title III funding will be used to support the ESOL population. These funds are monitored at the district level. Additional funding is divided to allow additional ESOL support in the form of personnel at the schools with high ELL populations.

Title X is used to provide materials and additional support to students and families that have been identified as homeless. Title X funding is used to provide additional a summer program to those students that qualify.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G5.** By the end of the 2013-14 school year there will be 2 % increase in the number of students that score at Level 3 on the FCAT in Math. AMO will increase to 64%.

### **G5.B2** Depth and rigor of instruction

**G5.B2.S1** Teacher training and monitoring. Updated curriculum maps, Common Core Standards, Math Manipulatives, Data from Performance matters will be used to assess progress and determine an instructional focus.

#### **PD Opportunity 1**

Students will show an increase in the Performance Matters assessments and in teacher designed weekly assessments.

##### **Facilitator**

District CCI team

##### **Participants**

Math teachers

##### **Target Dates or Schedule**

October, December and February

##### **Evidence of Completion**

Progress on the weekly assessments and on the Performance Matters assessment.



## Appendix 2: Budget to Support School Improvement Goals