



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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C. L. Overturf Jr 6 Th Grade Center

1100 S 18TH ST

Palatka, FL 32177

386-329-0569

[clo.putnamschools.org](http://clo.putnamschools.org)

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## School Demographics

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**School Type**  
Middle School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
78%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
49%

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## School Grades History

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**2013-14**  
C

**2012-13**  
F

**2011-12**  
D

**2010-11**  
D

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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
Monitoring Only	2	Wayne Green

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

## Current School Status

### School Information

#### School-Level Information

##### School

C. L. Overturf Jr 6 Th Grade Center

##### Principal

Tonya Whitehurst

##### School Advisory Council chair

Jamila Theobold

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

Name	Title
Tonya Whitehurst	Principal
Mike Tucker	Assistant Principal
Stephanie Lyons	Reading Coach
Melissa Hibbs	Math Coach
Amy Getchell	Science Coach
Sherri Fields	Dean
Jamila Theobold	Guidance Counselor

#### District-Level Information

##### District

Putnam

##### Superintendent

Ms. Phyllis Criswell

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

Pending

### 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

Principal, Assistant Principal, School Counselor (SAC Chairperson), Teachers, Community members, Business Partner, Parents, Students

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

Various members of the SAC committee took part in the different areas of the SIP, such as parent involvement goals, discipline and attendance goals, and also RtI. Our major school goal which impacts all curriculum areas was developed as a team.

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

Approval of School Improvement Plan, To make recommendations, give input and approval for various school decisions throughout the year by SAC committee.

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

There are no funds available.

**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**

**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:**

**Tonya Whitehurst**

Principal

Years as Administrator: 9

Years at Current School: 0

**Credentials**

20 years in Education - 11 years as a classroom teacher / 1 year as a reading coach / 8 years as administrator  
 Bachelor's Degree in Mathematics Education  
 Middle School Endorsement  
 Master's of Art in Teaching - Integrated Learning with Educational Technology  
 Educational Leadership Certification

**Performance Record**

Interlachen High School  
 \*2006, 2007, 2008 - C  
 \*2009 - D  
 Jenkins Middle School  
 \*2010, 2011 & 2012 - B  
 \*2013 - C

<b>Mike Tucker</b>		
Asst Principal	Years as Administrator: 8	Years at Current School: 0
<b>Credentials</b>	BS in Health Science / Master's Degree in Educational Leadership 17 years in education / 8 years in administration	
<b>Performance Record</b>	Price Middle School: 2012-2013 - D 2011 - 2012 - C 2010 - 2011 - C 2009 - 2010 - C Crescent City Jr-Sr High School 2008 - 2009 - C 2007 - 2008 - B 2006 - 2007 - C	

**Instructional Coaches**

**# of instructional coaches**  
3

**# receiving effective rating or higher**  
(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Stephanie Lyons</b>		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Elementary Education, (grades K - 6) English For Speakers Of Other Languages (esol), Endorsement Exceptional Student Education, (grades K - 12) Reading, Endorsement	
<b>Performance Record</b>	Miller Intermediate 2010-1011-C Miller Intermediate 2011-2012-B Miller Intermediate 2012-2013-C	



<b>Amy Getchell</b>		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
<b>Areas</b>	Science	
<b>Credentials</b>	Elementary Education, (grades K - 6) English For Speakers Of Other Languages (esol), Endorsement	
<b>Performance Record</b>	Beasley Middle School 2010-2011-D Beasley Middle School 2011-2012-D Beasley Middle School 2012-2013-F	

<b>Melissa Hibbs</b>		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Elementary Education, (grades K - 6) English For Speakers Of Other Languages (esol), Endorsement Middle Grades Integrated Curriculum, (grades 5 - 9)	
<b>Performance Record</b>	Beasley Middle School 2010-2011-D Beasley Middle School 2011-2012-D Beasley Middle School 2012-2013-F	

**Classroom Teachers**

<b># of classroom teachers</b>	23
<b># receiving effective rating or higher</b>	23, 100%
<b># Highly Qualified Teachers</b>	96%
<b># certified in-field</b>	22, 96%
<b># ESOL endorsed</b>	7, 30%
<b># reading endorsed</b>	3, 13%
<b># with advanced degrees</b>	4, 17%
<b># National Board Certified</b>	0, 0%
<b># first-year teachers</b>	1, 4%

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

4, 17%

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

13, 57%

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

5, 22%

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

4

**# Highly Qualified**

4, 100%

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

4

**# 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**

Teachers who are hired will be required to be highly qualified and in-field.

**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**

New teachers are assigned a mentor teacher that is in their common subject area. Mentor teachers have experience with helping teachers getting oriented to the beginning teacher process.

**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**

1. School leadership teams will bring prior year AMO data to the staff at the beginning of the school year. Student data will be made visual and analyzed in weekly collaborative discussions with Reading, Math and Science Coaches so that teachers can go back to their teams and facilitate data meetings. Using a tiered model of delivery of instruction (core, supplemental and intensive) a structure of block scheduling allows for a collaboration block among teachers who share like students. This time allows for

instructional problem-solving:

What is the problem? From the AMO data the leadership team will identify the number and which students are not meeting grade level expectations for proficiency. Students will also take Performance Matters in the fall, winter and spring for ongoing measurement of performance.

Why are these students not meeting the benchmarks? Through classroom assessments of core instructional delivery as well as additional relevant data, teams will identify the % of students not meeting the benchmark and then identify the area for intervention. This will be recorded on the student's data tracking sheet.

What can we do to help that child meet the benchmark? Once a problem has been identified and analyzed as to the cause, the teacher, along with the school support system, will decide how to intervene. Evidence-based interventions will be delivered for 9 weeks post assessment, through the classroom or during a student's elective period in small group or individual setting. Coaches will coordinate the intervention delivery by the classroom teacher as well as on-site academic tutors hired through Title I funds. Once an intervention has been delivered it will be recorded for fidelity. Intervention impact will be measured through the results of classroom assessments, school wide assessments and the district Performance Matters all of which have a percentage goal established for mastery.

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

The school based Leadership team may consist of the members as appropriate: Principal, Assistant Principal, Reading Coach, Math Coach, Science Coach, School Counselor, Dean of Students, School Resource Officer, Teachers of the particular students, and other personnel as appropriate such as a staffing specialist, behavior specialists, speech and language therapists and mental health counselors for students with exceptionalities.

The Leadership Team will work to support an infrastructure that allows for a three-tiered model of delivery and supervise the implementation of the MTSS/RtI framework including data review, needs assessments (i.e. staff training, resources, etc.) and monitoring of the annual plan. The team will compile and analyze evidenced-based student interventions, data collection, graphing and assessment. The team investigate topics related to ESE, ELL and 504 evaluation and eligibility, IEP reviews/updates, and intervention methods.

MTSS Leadership Team will meet monthly to review individual student's intervention data. SWIS data will be utilized to monitor the need for behavioral interventions. On-going progress monitoring will be completed, graphed and analyzed at monthly follow-up school-based MTSS team meetings. At these meetings, a decision to discontinue T2 support, continue and/or modify T2 interventions or provide additional T3 support will be made. MTSS is a regular education initiative.

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

3. Teachers will document their delivery of interventions using multiple sources: observation notes, lesson plans, Performance Matters Grade book, Student work, Data Tracking Sheets, Remediation Schedule and Team Action Planning Template.

Fidelity will be achieved through common collaboration time allowing for sufficient time, adequate intervention intensity based on the identified need, qualified and trained staff, and through sufficient materials and resources contained in the Data Den.

Curriculum-based measurements, Performance Matters Benchmarks and the Annual Measurable Outcome data will be the tools for monitoring students' progress. The benchmarks are established based on grade-level expectations of proficiency.

### **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**

### Academics

Tier 1: Data related to student response to the core curriculum is managed by various software programs; SKYWARD Student Access System, Performance Matters, First Class

These systems maintain data collected from such sources as: Common Subject benchmark tests, FAIR, FCAT, SRI and Putnam Writes

Tier 2: In addition to the data systems described in Tier 1, Tier 2 includes specific program data (Read-Right 180) and those that are by individual teachers. Student progress is compared to others in the intervention group and progress toward core benchmarks.

Tier 3: Includes similar data management systems as Tiers 1 and 2 that are focused on responses to intense, individualized, research-based interventions.

### Behavior

Tier 1: Data related to student behavior and attendance is monitored by: SKYWARD Student Access System, Performance Matters and School-Wide Electronic Behavior Records thru First Class. These systems maintain data collected daily, weekly, monthly and annually. All students receive and sign for the Code of Conduct for behavior and attendance and copies of these are kept on file in the Student Services Office.

Tier 2: In addition to data systems described in Tier 1, Tier 2 includes specific data based on anecdotes and sign in sheets

Tier 3: Includes similar data management systems as Tiers 1 and 2 that are focused on responses to intense, individualized, research-based interventions through the use of Student Services Referrals for Support, Discipline Referrals and Behavior Tracking Sheets for behavior and attendance.

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

During weekly leadership team meetings, the MTSS process is discussed and monitored.

Monthly parent meetings to address needs of students based on various data.

For the staff Pre-school Leadership Team Meeting and Faculty meeting to cover the following:

Discuss data, the use of effective strategies for instruction, progress monitoring and staff development for data based decision making.

Ongoing: Weekly leadership team meetings, Team Collaboration and PLC, Data Analysis among Teachers and use of the MTSS/RTI Problem Solving Model for Interventions Technical Assistance Papers provided by USF and DOE

For the Parents:

Distribution of "Information for Parents" FL-MTSS Parent Resource via Open House, School Advisory Committee and Newsletters as well as Parent-Teacher Conferences.

### **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:** Before or After School Program

**Minutes added to school year:** 24,480

21st Century After School Program

### Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Attendance data is taken daily. Additionally, progress monitoring data is used to assess and use appropriate means for remediation and for enrichment activities.

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

After School Coordinator- Sherri Fields

## Literacy Leadership Team (LLT)

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

Name	Title
Tonya Whitehurst	Principal
Mike Tucker	Assistant Principal
Stephanie Lyons	Reading Coach
Trish McDowell	Teacher
Melissa Hibbs	Math Coach
Amy Getchell	Science Coach
Leigh Porch	Media Specialist
Chrissy Smith	Teacher

### How the school-based LLT functions

Meets monthly as part of the leadership team / develops plans for school wide reading programs and writing integration

### Major initiatives of the LLT

Reading and Writing across all Content Areas, Close Reading, Text Marking, Silent Sustained Reading, Summer Reading Projects, School Wide Read,

## Every Teacher Contributes to Reading Instruction

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

All of our teachers incorporate reading strategies in their daily lessons. Subject-specific vocabulary is taught across curriculums. Collaboration times ensure that all teachers are incorporating reading

strategies through the use of rigorous texts. Reading teachers support the science curriculum by using informational science texts. They also use novels through SFA. Language Arts teachers also support Social Studies teachers through the use of informational text. All reading and language arts teachers will be trained in the CIS model.

### 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**

N/A

### 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**

Master schedule has teachers integrating math & science and/or language arts & social studies. Our school is also a Cambridge school and we have almost 20% of our students enrolled in advanced courses.

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

Students complete a course request form during the spring of the 5th grade year.

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

N/A

## 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	46%	38%	No	51%
American Indian				
Asian				
Black/African American	40%	25%	No	46%
Hispanic	67%	72%	Yes	70%
White	56%	53%	No	60%
English language learners				
Students with disabilities	31%	16%	No	38%
Economically disadvantaged	44%	43%	No	50%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	110	34%	42%
Students scoring at or above Achievement Level 4	36	11%	20%

#### 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>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	171	62%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	35	43%	60%

### 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	38%	36%	No	44%
American Indian				
Asian				
Black/African American	34%	29%	No	41%
Hispanic	33%	58%	Yes	40%
White	45%	48%	Yes	51%
English language learners				
Students with disabilities	29%	5%	No	36%
Economically disadvantaged	36%	35%	No	42%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	116	36%	60%
Students scoring at or above Achievement Level 4	35	11%	20%

**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>	100%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	100%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	150	55%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	37	45%	60%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	25%	
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	



**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

**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		360
Participation in STEM-related experiences provided for students	0	0%	100%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	50	20%	50%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	50%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

**Area 8: Early Warning Systems**

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	44	14%	5%
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	81	26%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	56	18%	5%

**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**

To increase the partnership between the school and home to at least 30% of our parents for monthly parent events.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Monthly Parent Nights			30%
Monthly Newsletters			100%
Connect 5 (school wide parent phone alert system)			100%
School Website			100%
Skyward Parent Portal			75%
Quarterly Progress Reports			100%
Parent Teacher Conferences			30%

**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.** All students will show learning gains and/or proficiency in both reading and math through teachers integrating standards in interdisciplinary classrooms and projects.
- G2.** All teachers will implement effective teaching instruction aligned to standards through the gradual release model.
- G3.** To reduce the number of discipline referrals during the 2013-2014 school year by 15% from 420 occurrences to 357.

## Goals Detail

**G1.** All students will show learning gains and/or proficiency in both reading and math through teachers integrating standards in interdisciplinary classrooms and projects.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- 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)
- STEM
- STEM - All Levels

### Resources Available to Support the Goal

- Coaches District ICC team DA Team Common Collaboration Periods PLC's iObservation Lesson Study Math Tutor Reading Tutor Literacy Structures Small Groups Remediation

### Targeted Barriers to Achieving the Goal

- Lack of skills to integrate lessons

### Plan to Monitor Progress Toward the Goal

District assessments & school based assessments will show an increase in students' proficiency and learning gains.

### Person or Persons Responsible

SBLT / Coaches / Teachers

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Performance Matters Data / Common assessment data

**G2.** All teachers will implement effective teaching instruction aligned to standards through the gradual release model.

### **Targets Supported**

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

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

- Coaches, District ICC team, DA Team, Common Collaboration Periods, PLC's, iObservation, Lesson Study, Math Tutor, Reading Tutor, Literacy Structures, Small Groups, Remediation

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

- Integration of subjects through quality instruction \*No common assessments, \*Lack of fidelity (Gradual Release), \*Lack of PLC Structure

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

6th grade students will increase their scores on the Performance Matters's assessment & FCAT throughout the year based on effective teaching of standards through the gradual release model. The baseline will be given in September.

### **Person or Persons Responsible**

Administration and Coaches

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

Monitor progress monitoring data ongoing from September until May;

### **Evidence of Completion:**

Lesson Plans / PLC Minutes / iObservation data focused on gradual release / Performance Matters & FCAT data

**G3.** To reduce the number of discipline referrals during the 2013-2014 school year by 15% from 420 occurrences to 357.

### **Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- 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)
- EWS - Middle School

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

- (1) Dean, (1) SRO, School-wide discipline plan, cafeteria plan, peer counseling, CLFC working with students

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

- Lack of appropriate student social skills

## Plan to Monitor Progress Toward the Goal

Review referral rates and trends

**Person or Persons Responsible**

Dean, SRO, Administration, SBLT

**Target Dates or Schedule:**

Leadership meetings bi-weekly

**Evidence of Completion:**

Referral rates will decrease throughout the school year

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** All students will show learning gains and/or proficiency in both reading and math through teachers integrating standards in interdisciplinary classrooms and projects.

**G1.B1** Lack of skills to integrate lessons

**G1.B1.S9** CIS training for teachers

#### **Action Step 1**

CIS inservice. The DA team will be training our instructional coaches ongoing. The first step will be implemented October 4th, 2013 to teachers. The remaining steps will be given to teachers through content area meetings. Teachers will be required to use the CIS model

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

Coaches

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

Monthly

#### **Evidence of Completion**

PLC minutes, observation

#### **Plan to Monitor Fidelity of Implementation of G1.B1.S9**

All Language Arts and Reading teachers will be implementing the CIS model bi-weekly

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

Administration and Coaches

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

Ongoing

#### **Evidence of Completion**

Walkthroughs, lesson plans, student work

## Plan to Monitor Effectiveness of G1.B1.S9

Student common assessment scores will increase throughout the year

### Person or Persons Responsible

Administration, Coaches, Teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Test scores-Performance Matters, FAIR, SRI

**G2.** All teachers will implement effective teaching instruction aligned to standards through the gradual release model.

**G2.B1** Integration of subjects through quality instruction \*No common assessments, \*Lack of fidelity (Gradual Release), \*Lack of PLC Structure

**G2.B1.S1** 1. Strategies to reduce or eliminate the barrier -Design the Structure of PLC including Common Assessment Data to drive PLC Coaches. -Coaching/Modeling -Classroom Observation - Lesson Studies -Frequent Progress Monitoring through formal common assessments, as well as, informal assessments -Common Board Configuration -Gradual Release PD

### Action Step 1

Components for PLC's (Goal, Data, Leave with Action Steps) Model how to generate a topic for PLC- establish norms within teams All following agendas will be set by team leaders provided to SBLT two days prior. Meeting minutes will be taken at each meeting and provided to administration within 24 hours.

### Person or Persons Responsible

School Based Leadership Team/Mike Tucker

### Target Dates or Schedule

When: Thursday, September 5, 2013 Where: PLC Meetings

### Evidence of Completion

PLC Agendas & Sign-In Sheets / Classroom observations will show evidence of strategies learned in PLC's

### Facilitator:

School Based Leadership Team

### Participants:

All instructional staff

## **Action Step 2**

Prior to teaching a standard, teachers will select or create a common assessment that is aligned with the district curriculum map.

### **Person or Persons Responsible**

SBLT will monitor teacher fidelity Teachers will select and create common assessments (before standards are taught).

### **Target Dates or Schedule**

Created/Selected at least one week prior to administering. First common assessment will be given by September 27, 2013 When: First PLC Discussion October 3, 2013 First Semester once a month. Second Semester twice monthly. Where: Math and Language Arts

### **Evidence of Completion**

Common Assessments / FCAT Data / Performance Matters Data / Classroom Observations

## **Action Step 3**

Gradual Release PD

### **Person or Persons Responsible**

SBLT / District ICC Team / DA Team

### **Target Dates or Schedule**

2nd 9 Weeks

### **Evidence of Completion**

Lesson Plans / Classroom observation data / Performance Matters Data / FCAT Data

### **Facilitator:**

SBLT / DA Team / ICC Team

### **Participants:**

All Instructional Staff



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

Design and deliver PD in quality instruction, Data-based problem solving, Gradual Release, and differentiated instruction

**Person or Persons Responsible**

Administration and Coaches

**Target Dates or Schedule**

September 2013

**Evidence of Completion**

PLC Agendas and Minutes; classroom walkthrough data / lesson plans

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

Design and deliver PD in quality instruction, Data-based problem solving, Gradual Release, differentiated instruction.

**Person or Persons Responsible**

Administration and Coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

iObservation data / Performance Matters & FCAT Data

**G3.** To reduce the number of discipline referrals during the 2013-2014 school year by 15% from 420 occurrences to 357.

**G3.B2** Lack of appropriate student social skills

**G3.B2.S1** Student assemblies will be conducted throughout the year to discuss behavior and issues.

**Action Step 1**

Student assemblies during the peer counseling block will be conducted as needed.

**Person or Persons Responsible**

Administration, Dean, Guidance Counselor, Teachers

**Target Dates or Schedule**

Monthly, but more frequently as needed.

**Evidence of Completion**

Reduced referrals, recorded minutes

**Plan to Monitor Fidelity of Implementation of G3.B2.S1**

SBLT will conduct assemblies as needed to address specific behavior concerns as they come forward.

**Person or Persons Responsible**

SBLT

**Target Dates or Schedule**

Monthly, but more frequently as needed

**Evidence of Completion**

Documentation of meetings

**Plan to Monitor Effectiveness of G3.B2.S1**

Discipline referrals will steadily decline as the year progresses. There will be a stronger sense of a single school culture.

**Person or Persons Responsible**

SBLT

**Target Dates or Schedule**

Weekly at at SBLT meetings

**Evidence of Completion**

Reduction of referrals and incidents

**G3.B2.S3** Creating Lasting Family Connections through the Juvenile Crime Prevention Office work with all of our students one day per week during their electives. They talk about coping, choices, bullying, etc.

**Action Step 1**

CLFC Program

**Person or Persons Responsible**

CLFC

**Target Dates or Schedule**

All students attend a class through CLFC during there electives one day per week.

**Evidence of Completion**

Lesson plans, Sign-in sheets

**Plan to Monitor Fidelity of Implementation of G3.B2.S3**

CLFC program

**Person or Persons Responsible**

CLFC trainers, administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Monitoring, Lesson Plans, Meetings with CLFC trainers

**Plan to Monitor Effectiveness of G3.B2.S3**

Lower disciplinary referral rates will take place

**Person or Persons Responsible**

Administration, Dean, SBLT, SRO

**Target Dates or Schedule**

Each 9 weeks

**Evidence of Completion**

Student referral rates will decrease

## 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 1, Part A- Title 1 Part A programs are coordinated through the District Instructional Team and it includes the above mentioned personnel and the Directors of Elementary and Exceptional Student Education, and Federal Programs. This team meets at a minimum monthly and establishes and monitors program evaluation for all schools to ensure all entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible.

Title 1, Part C-Migrant-In addition to the services provided by Title 1, part A, the district uses Part C funds to improve the academic achievement of the school's migratory children. Part C initiatives are coordinated by the district IT team.

Title II-Preparing, training, and recruiting high quality teachers and principals. Initiatives to improve the quality of instruction are directed by the Local Educational Agencies. These programs are directed through the district's Curriculum and Instruction team.

Title III-The school coordinates language instruction for LEP and immigrant students to improve their academic achievement. These initiatives are supervised by the district's Curriculum and Instruction department and Federal Programs.

Title X-Homeless- The McKinney-Vento Homeless Education Assistance Improvement Act provides additional services to our students classified as Homeless. Our school also provides classroom materials to the students. We will also assist helping them with clothing to be in compliance with the dress code.

Violence Prevention Programs- Anti-bullying program, School Resource Officer, Guidance Counselor offer violence prevention/bullying lessons and presentations. CLFC works with the school two days/week for bullying/ social skills training.

Nutrition Programs- Students participating in after school programs through or 21st Century are provided a nutritional snack.

Career and Technical Education- A technology class and Agriculture class are both provided at C. L. Overturf Sixth Grade Center. Both classes are supported through the Career Education department.

Other- TitleXI- Flexibility and Accountability includes Part B, Rural Education Initiative. These programs are administered by the Director of Staff Development.

## 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.*

**G2.** All teachers will implement effective teaching instruction aligned to standards through the gradual release model.

**G2.B1** Integration of subjects through quality instruction \*No common assessments, \*Lack of fidelity (Gradual Release), \*Lack of PLC Structure

**G2.B1.S1** 1. Strategies to reduce or eliminate the barrier -Design the Structure of PLC including Common Assessment Data to drive PLC Coaches. -Coaching/Modeling -Classroom Observation - Lesson Studies -Frequent Progress Monitoring through formal common assessments, as well as, informal assessments -Common Board Configuration -Gradual Release PD

### PD Opportunity 1

Components for PLC's (Goal, Data, Leave with Action Steps) Model how to generate a topic for PLC- establish norms within teams All following agendas will be set by team leaders provided to SBLT two days prior. Meeting minutes will be taken at each meeting and provided to administration within 24 hours.

#### Facilitator

School Based Leadership Team

#### Participants

All instructional staff

#### Target Dates or Schedule

When: Thursday, September 5, 2013 Where: PLC Meetings

#### Evidence of Completion

PLC Agendas & Sign-In Sheets / Classroom observations will show evidence of strategies learned in PLC's

## **PD Opportunity 2**

Gradual Release PD

### **Facilitator**

SBLT / DA Team / ICC Team

### **Participants**

All Instructional Staff

### **Target Dates or Schedule**

2nd 9 Weeks

### **Evidence of Completion**

Lesson Plans / Classroom observation data / Performance Matters Data / FCAT Data

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	All teachers will implement effective teaching instruction aligned to standards through the gradual release model.	\$55,000
Total		\$55,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Total	Personnel
Total	\$55,000	\$55,000
District Funds	\$50,000	\$50,000
Title 1	\$5,000	\$5,000

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G2.** All teachers will implement effective teaching instruction aligned to standards through the gradual release model.

**G2.B1** Integration of subjects through quality instruction \*No common assessments, \*Lack of fidelity (Gradual Release), \*Lack of PLC Structure

**G2.B1.S1** 1. Strategies to reduce or eliminate the barrier -Design the Structure of PLC including Common Assessment Data to drive PLC Coaches. -Coaching/Modeling -Classroom Observation - Lesson Studies -Frequent Progress Monitoring through formal common assessments, as well as, informal assessments -Common Board Configuration -Gradual Release PD

#### Action Step 1

Components for PLC's (Goal, Data, Leave with Action Steps) Model how to generate a topic for PLC- establish norms within teams All following agendas will be set by team leaders provided to SBLT two days prior. Meeting minutes will be taken at each meeting and provided to administration within 24 hours.

#### Resource Type

Personnel

#### Resource

Additional personnel to support collaboration periods.

#### Funding Source

District Funds

#### Amount Needed

\$50,000

**Action Step 3**

Gradual Release PD

**Resource Type**

Personnel

**Resource**

Subs for additional PD time

**Funding Source**

Title 1

**Amount Needed**

\$5,000