

Putnam County School District

George C. Miller, Junior Intermediate



2015-16 School Improvement Plan

George C. Miller, Junior Intermediate

101 S PROSPECT ST, Crescent City, FL 32112

mis.putnamschools.org

School Demographics

School Type

Middle

2014-15 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

100%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

69%

School Grades History

Year
Grade

2014-15
D*

2013-14
D

2012-13
C

2011-12
B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Putnam County School Board on 12/8/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

George C. Miller Middle School is dedicated to providing high quality educational opportunities for all students through collaborative structures that positively impacts student achievement. Highly qualified, professional and instructional personnel use prescriptive strategies to ensure student growth and stakeholders work collaboratively to create a respectful, positive learning environment where decisions are made in the best interest of students. At Miller Middle School, we are a community school creating lifelong learners. Our mission is to transform children into life long learners, where failure is not an option.

Provide the school's vision statement

George C. Miller Middle School will academically and socially prepare every student for success in future endeavors as they transform into life long learners.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our instructional staff will continue to use the "Getting to Know You" culture building activities as well as "Character Counts" and "Positive Behavior Support" strategies. We are committed to building a bridge between school and community by reaching out to the community organizations for support in school-wide initiatives. We will also foster collaborate with the Migrant Education Program reaching out to the community. We will have open house, book fair and parent nights to offer opportunities for parent and community involvement. We host a Novela Luncheon inviting parents and community to read to our students. The Novela students meet daily to discuss books, sharing their various cultures through books, and performances. We are hosting a holiday in a shoebox celebration in which students bring in a shoe box filled with toys. Parents are then invited in to wrap the gifts to be shared with needy children in the community via churches. We will also host drama productions for the community at large. We will also have 5th grade terrific kid presentations.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Students are greeted in the morning upon arrival with a "good morning" and a firm handshake. Each day students and faculty are oriented for the school day with a morning assembly where the entire school participates in the pledge, a moment of silence, and the vision and mission are illustrated and highlighted. Staff is encouraged to expand upon student awareness of the various character development skills discussed by the administration in the morning. The "Character Counts" and "Positive Behavior Support" strategies will encourage positive social skills and a safe environment.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school has a strong emphasis on Tier 1 proactive preventative measures in place to address student behaviors. Instructional staff is encouraged and provided resources to assist students to

quickly resolve any issues that arise through reflection activities. There are school wide rules established, as well as a behavioral expectations, within each class which are appropriate to that subject and setting. Training is provided regarding classroom management, analyzing student needs, and following a tiered approach when dealing with student behavior. A dean has been appointed to our school as well to help enforce these expectations.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school ensures the social-emotional needs of all students are met through the provision of a developmental, systematic, and comprehensive program that assists all students in acquiring the skills, knowledge, and attitudes to become effective students, responsible citizens, productive workers, and lifelong learners. The program addresses the personal/social, educational, and career needs of all students. The social/emotional curriculum is delivered through classrooms, groups, or school wide events. Counseling is provided to individuals or small groups. Strategies to help students also occur through consultation with the student's family, teachers, educational support staff, and community agencies.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The data entry operator monitors attendance on a daily basis and follows the district truancy procedures.

Students who are suspended one or more times are referred to the MTSS school-based team to analyze the root cause of the problems and develop appropriate intervention strategies. The dean will contact parents about suspensions and initiate the MTSS procedure as needed.

Diagnostic, screening, and formative assessments are used at the Tier 1 level. Strategic interventions are developed and implemented.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	5	6	7	
Attendance below 90 percent	0	1	5	6
One or more suspensions	0	0	9	9
Course failure in ELA or Math	0	0	8	8
Level 1 on statewide assessment	20	25	30	75
	0	0	0	
	0	0	0	
	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators	7	17

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Attendance is addressed using a Tiered approach. There are school wide incentives using the Cougar Cash token economy, the 200 Club rewards system, awards for good attendance, and small group and individual counseling. We are also using a "character counts" reward system.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/174952>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We will partner with the local city commission in support of student's who demonstrate character and traits conducive to learning through our Student of the Month program.

We will develop and re-establishing partnerships with local business organizations such as the Rotary Club of Crescent City, Crescent City Boyz-II-Men and the Kiwanis Club that support our learning programs.

We will partner with the Moose Lodge, United Way, Lakewood Nursing Home and Rieter Insurance to donate school supplies for our children.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Thomas, Regina	Principal
Henry, Derrick	Assistant Principal
Wilde, Nancy	Instructional Coach
Doughty, Rosa	Guidance Counselor
Williams, Sharice	Dean
Gilyard, Joanne	Instructional Coach
Bacon, Kan Dee	Instructional Media

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The CRT Coach and Math Coach will monitor, coach, and assist in professional development and graph and analyze data as needed. The school Guidance Counselor and Dean will coordinate and monitor SBT/MTSS/PBS procedures according to the districts MTSS plan. The SBT/MTSS/PBS leadership team works with the School Improvement Team to make sure the MTSS process is thoroughly integrated into the SIP and goal setting process.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The SBT/MTSS team meets regularly at least twice a month, and more often if needed, to review individual student's intervention data. Skyward data is utilized to monitor the need for academic and behavioral interventions. On going progress monitoring is completed, graphed, and analyzed at regularly scheduled follow-up school-based SBT/MTSS team meetings. At these meetings, plans are reviewed to determine if Tier 2 support interventions should be discontinued and /or modified, and/or Tier 3 interventions and progress monitoring tools should be added.

Title I. Part A. Programs are coordinated through the Curriculum/Instruction/Assessment department at the district level and include the Assistant Superintendent and personnel from ESE, MTSS, ESOL, PBS and School Improvement (Federal Programs). This team meets monthly (at a minimum) and establishes and monitors program evaluation for all schools to ensure entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. School sites have the responsibility of keeping an inventory of resources purchased with Title I. Communication throughout the year is ongoing with the building level administrators regarding progress toward the goals and objectives as stated in the grants.

Coordination of these services is done in the following ways:

- (1) Principal and Assistant Principal meetings are scheduled monthly;
- (2) Progress monitoring assessments are completed during the year, with the results reported to each participating school for review. Revisions in objectives or instructional strategies are addressed and implemented to meet the needs of all students;
- (3) Email dissemination regarding school improvement, technical assistance, and data guidance are made available to school leaders;
- (4) All schools participate in an Instructional Review to identify individual school needs and desired support;
- (5) Support for schools is differentiated based on each school's current academic performance, teacher quality, leadership experience, and supportive environment;

(6) Collaborative assistance is provided by consultants hired to address specific deficiencies demonstrated by participating schools through assessment analysis;

(7) Professional development and support is coordinated with school leaders and provided by School Improvement Specialists and the Curriculum/Instruction/Assessment department on topics including lesson planning, instructional practices, resources, and problem solving.

Title I, Part C. In addition to the services provided by Title I, Part A, the district uses Part C funds to improve the academic achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the Curriculum/Instruction/Assessment department, Federal Programs, and Exceptional Student Education.

Title I, Part D. In addition to the services provided by Title I, Part A, the district maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health to serve homeless, neglected, and delinquent students by providing health services. The District partners with the Department of Juvenile Justice and Putnam County Sheriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's Solutions Center (Alternative Center).

Title II. Part A. The Title II Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title VI to ensure coordination and alignment of activities and fiscal support. At the district level, content coach positions in ELA, Math, and Science are funded as resource support for schools and teachers. Funds are also utilized to provide professional development for teachers and administrators at the district level. Funds are allocated at each school site to support professional development specific to the needs of the teachers as determined by the needs of their students.

Title III. The Title III Coordinator supports our English Language Learner (ELL) population by coordinating with schools to provide professional development opportunities for teachers, tutoring assistance for students based on need, after school programs for parents and students, and supplemental materials. In addition, a teaching assistant position is funded at Crescent City High School.

Title VI. Part B. The Title VI Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title II to ensure coordination and alignment of activities and fiscal support. Funds are utilized to provide professional development for teachers to improve standards-based instruction. At the secondary level, funds are also utilized to provide credit recovery and tutoring for students to pass Florida EOC exams.

Nutrition Programs. Each student in Putnam County is provided free breakfast and lunch through the Community Eligibility Provision Program (CEP).

Adult Education. Adult education is available at Saint Johns River State College through a collaboration with Workforce.

Housing Programs. The district has a working relationship with the Putnam County Public Housing Authority. The authority supports the district by encouraging parents to participate in parental involvement designed to increase student achievement.

Violence Prevention Programs. The district works collaboratively with the Department of Juvenile Justice to provide support to students in need of behavioral interventions within and/or outside the school day.

Career and Technical Education. The Career and Technical Education (CTE) department works closely with students and business partners to provide each student the opportunity to leave high school as a highly skilled graduate with the skills necessary to thrive in current and future careers.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Regina Gilyard-Thomas	Principal
Derrick Henry	Principal
Joanne Gilyard	Education Support Employee
Nancy Wilde	Education Support Employee
Rosa Doughty	Education Support Employee
Latina Cook	Parent
Vanessa Lara	Parent
Trinisha Austin	Parent
Ronda Jara	Parent
Neomi Brown	Parent
Catherine Nahirny	Teacher
Vicki Forte	Teacher
Sharice Williams	Teacher
Gerald Watson	Business/Community
Consuela Prevatt	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC members evaluate last year's goals to determine if they were met and to help guide goals for the current school year.

Development of this school improvement plan

The SAC Committee made recommendations to the administration for various events and professional development that would enhance instructional strategies used in the classroom. The SAC Committee makes recommendations to follow new mandates established by the state and district to meet the needs of all students.

Preparation of the school's annual budget and plan

N/A

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Bacon, Kan Dee	Instructional Media
Thomas, Regina	Principal
Henry, Derrick	Assistant Principal
Gilyard, Joanne	Instructional Coach
Wilde, Nancy	Instructional Coach
Williams, Sharice	Dean
Doughty, Rosa	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

Major Initiatives for the 2015-16 school year will continue the transition to Florida State Standards. Miller Middle School supports the district's curriculum that encompasses interventions for Tier 1, 2, and 3 and embedded instructional differentiation. In addition, the school's PLCs and common planning times are used to analyze and interpret data that will be used to enhance classroom instruction. Miller Middle will be transitioning from and elementary/intermediate to a middle school culture.

Other initiatives include Parent Literacy Nights, Book Fair, Book give-away, school wide "Character Counts" and School-wide Reads.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teacher collaboration occurs through some common planning and weekly PLCs. Leadership meetings occur at least 2 times per month to address the concerns and needs of the teachers as it relates to student success and achievement and to develop a plan of action to address those needs. PLC's occur weekly with the reading coach. We also have half day PLC's with the math coach once monthly.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The Administration has established contacts in several local universities in an effort to attract and recruit new teachers. Teacher candidates are recruited from: St. Leo, Stetson, St. Johns River State College, UNF, Flagler College. All advertisements list job descriptions and state that highly qualified teacher status are preferred.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The school administration assigns mentor teachers to all new hire first year teachers. In addition, grade level team leaders assist all new teachers who are assigned to the team. All mentor teachers for new hires have been trained in Clinical Education.

For experienced teachers who are new to Miller Middle School, the administration assigns an experienced teacher and coach to guide and answer questions for them and orient them to the established routines.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers have pacing guides, access to C-Palms, and continuous professional development in unpacking the Florida State Standards with assistance of district and state level personnel. PLCs are geared toward unpacking the standards, analyzing data, and creating learning focused lessons utilizing the district framework that will address the state standards and differentiated instruction. Journey's is the core curriculum reading program in 5 and 6, while Collections is used in 7th. Read 180 is being utilized with 54 students each in grades 6 and 7. Leveled Literacy Intervention (LLI) is also being utilized in grades 6 and 7 to differentiate literacy instruction. iReady is used for differentiating instruction in 5th grade. Engage New York is our Math curriculum. Advanced Math is being utilized to differentiate Math instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Students are given diagnostic tests and/or MFAS tasks to determine their academic levels and then placed in intervention groups to work on skills and strategies to address their deficits. Interventions include small group and individual instruction where basic foundational skills support the standards covered during these intervention sessions. Intervention groups will utilize the READ 180 program, I-Ready and LLI program. Professional development is provided based on instructional needs derived from student data. All teachers attended Learning Focus Lesson Planning sessions to concentrate on the district's lesson planning framework.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 6,300

The student day is extended by 35 minutes for additional reading instruction. A 60 minute block of time is allocated for strategic intervention.

Strategy Rationale

To provide individual intervention strategies for students at various levels.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Thomas, Regina, rthomas@my.putnamschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected through the following: FAIR, IReady, READ 180, LLI, Journey's Reading diagnostic assessment, MFAS, Individual portfolios, and quarterly performance reviews.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Student orientation programs are coordinated prior to each transition and support as needed is available to students throughout the school year utilizing school personnel and peer resources.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

A community partnership has been established with the "Boyz-II-Men" group for the male students and the ROPI for the female students. The group focuses on preparing and planning for the future. A leadership program is also coordinated and led by the student government members.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Not applicable at this level.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The CTE teacher will address careers within his instructional curriculum.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Not applicable.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Teachers surveyed indicated a desire for common planning and a need to strengthen teaching. Master schedule was creating to help with common planning and to help with the transition to a Middle School.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Create a master schedule that will allow adequate time for PLC's and common planning which would time for teachers to collaborate, analyze data, and plan strategic lessons that would address student deficiencies.

- G2.** Teacher planning sessions will be data driven, structured, and incorporate high expectations that focus on providing differentiated instruction for all students with added focus on students in the lower quartile. Strengthening Tier 1 instruction in all content areas will also be addressed during PLC's and common planning times.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Create a master schedule that will allow adequate time for PLC's and common planning which would time for teachers to collaborate, analyze data, and plan strategic lessons that would address student deficiencies. 1a

G072574

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Obtained sample schedules from other schools within the district and received district level support in creating the schedule.

Targeted Barriers to Achieving the Goal 3

- Required additional 60 minute ELA instruction by state mandate. • Union contract limitations and restrictions on amount of time that could be allocated to required PLC meetings and suggested common planning time.

Plan to Monitor Progress Toward G1. 8

Monitor successful implementation of PLCs, common planning and strategic intervention time.

Person Responsible

Regina Thomas

Schedule

Weekly, from 8/25/2015 to 6/2/2016

Evidence of Completion

Teachers, Reading and Math Coaches, Principal and Guidance Counselor will examine the data from FAIR, Florida State Assessment, iReady, MFAS and Journeys diagnostic assessment.

G2. Teacher planning sessions will be data driven, structured, and incorporate high expectations that focus on providing differentiated instruction for all students with added focus on students in the lower quartile. Strengthening Tier 1 instruction in all content areas will also be addressed during PLC's and common planning times. **1a**

 G072575

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics - Achievement	49.0
FSA English Language Arts - Achievement	13.0
FCAT 2.0 Science Proficiency	29.0
Civics EOC Pass	49.0

Resources Available to Support the Goal **2**

- Coach supervisor personnel
- Books
- Model classrooms
- Lesson template
- Data access

Targeted Barriers to Achieving the Goal **3**

- Resistance to change
- Reluctance to share data
- Resistance to share teacher best practices/ strategies

Plan to Monitor Progress Toward G2. **8**

Data driven differentiated instruction

Person Responsible

Regina Thomas

Schedule

Weekly, from 8/19/2015 to 6/2/2016

Evidence of Completion

Lesson plans, quarterly review reports, diagnostic and assessment results.

Plan to Monitor Progress Toward G2. **8**

Data - FSA/Civics EOC/FCAT 2.0 Science/FAIR/

Person Responsible

Regina Thomas

Schedule

Triannually, from 9/21/2015 to 5/24/2016

Evidence of Completion

Some are taken 3 times a year and some are taken annually. Scores are the evidence.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Create a master schedule that will allow adequate time for PLC's and common planning which would time for teachers to collaborate, analyze data, and plan strategic lessons that would address student deficiencies.

1

 G072574

G1.B1 • Required additional 60 minute ELA instruction by state mandate. • Union contract limitations and restrictions on amount of time that could be allocated to required PLC meetings and suggested common planning time. **2**

 B189322

G1.B1.S1 Utilizing samples of master schedules from other schools within the district and with the assistance of district level personnel developed a master schedule that would encompass added 60 minute intervention time and PLC and common planning time. **4**

 S200675

Strategy Rationale

To afford teachers the opportunity to collaborate and analyze student data in an effort to plan strategically for high quality instruction within the classroom.

Action Step 1 **5**

Identify several stakeholders to participate in a committee to develop the master schedule.

Person Responsible

Regina Thomas

Schedule

Daily, from 6/1/2015 to 8/18/2015

Evidence of Completion

A completed Master Schedule that encompasses PLC, common planning, and strategic intervention time.

Action Step 2 5

Presented to Miller Middle School faculty, staff, and district personnel.

Person Responsible

Regina Thomas

Schedule

On 8/18/2015

Evidence of Completion

Completed master schedule and pre-planning agenda.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Master schedule

Person Responsible

Regina Thomas

Schedule

Weekly, from 8/19/2015 to 6/2/2016

Evidence of Completion

PLC agenda and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Common planning time and PLC implementation

Person Responsible

Regina Thomas

Schedule

Weekly, from 8/19/2015 to 6/2/2016


Evidence of Completion

High quality lesson plans, instructional strategies and strategic interventions.


G2. Teacher planning sessions will be data driven, structured, and incorporate high expectations that focus on providing differentiated instruction for all students with added focus on students in the lower quartile. Strengthening Tier 1 instruction in all content areas will also be addressed during PLC's and common planning times. **1**

 G072575

G2.B1 • Resistance to change • Reluctance to share data • Resistance to share teacher best practices/ strategies **2**

 B189323

G2.B1.S1 Administrator will set clear expectations/non-negotiables **4**

 S200676

Strategy Rationale

To ensure implementation with fidelity.

Action Step 1 **5**

Presentation at pre-planning reflecting that participation in common planning and PLCs is non-negotiable.

Person Responsible

Regina Thomas

Schedule

On 8/18/2015

Evidence of Completion

PLC and common planning agendas and lesson plans that reflect strategic intervention.

Action Step 2 **5**

The initial three PLC meetings facilitated by district level personnel

Person Responsible

Regina Thomas

Schedule

On 8/18/2015

Evidence of Completion

PLC agenda

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Clear expectations/non-negotiables

Person Responsible

Regina Thomas

Schedule

Weekly, from 8/12/2015 to 6/2/2016

Evidence of Completion

Formal and informal observations, classroom walkthroughs, pre-planning and data chat sessions with curriculum coaches.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The use of student data within PLCs and common planning time.

Person Responsible

Regina Thomas

Schedule


Weekly, from 8/19/2015 to 6/2/2016

Evidence of Completion

Common lesson plans and data charts

G2.B1.S2 Staff development will provide initial training & ongoing support for data analysis and planning

4

 S200677

Strategy Rationale

To support implementation.

Action Step 1 5

Initial staff development days

Person Responsible

Nancy Wilde

Schedule

On 8/11/2015

Evidence of Completion

Agenda

Action Step 2 5

DA PD/iReady PD

Person Responsible

Nancy Wilde

Schedule

On 10/2/2015

Evidence of Completion

Agenda

Action Step 3 5

Student Engagement PD

Person Responsible

Derrick Henry

Schedule

On 10/2/2015

Evidence of Completion

Graphic Organizer and group definitions

Action Step 4 5

PLCs

Person Responsible

Nancy Wilde

Schedule

Weekly, from 8/25/2015 to 5/24/2016

Evidence of Completion

Agendas and data

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Emails

Person Responsible

Nancy Wilde

Schedule

Weekly, from 8/10/2015 to 5/24/2016

Evidence of Completion

Email document

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Agendas

Person Responsible

Nancy Wilde

Schedule

Weekly, from 8/10/2015 to 5/24/2016

Evidence of Completion

Agendas will be developed for all workshops and PLCs

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Walk-throughs

Person Responsible

Regina Thomas

Schedule

Monthly, from 9/1/2015 to 5/20/2016

Evidence of Completion

iObservations

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Coaching Sessions

Person Responsible

Nancy Wilde

Schedule

Weekly, from 8/25/2015 to 5/24/2016

Evidence of Completion

Agendas and data

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Leadership Meetings

Person Responsible

Regina Thomas

Schedule

Every 3 Weeks, from 9/4/2015 to 5/24/2016

Evidence of Completion

Agendas

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Identify several stakeholders to participate in a committee to develop the master schedule.	Thomas, Regina	6/1/2015	A completed Master Schedule that encompasses PLC, common planning, and strategic intervention time.	8/18/2015 daily
G2.B1.S1.A1	Presentation at pre-planning reflecting that participation in common planning and PLCs is non-negotiable.	Thomas, Regina	8/11/2015	PLC and common planning agendas and lesson plans that reflect strategic intervention.	8/18/2015 one-time
G2.B1.S2.A1	Initial staff development days	Wilde, Nancy	8/10/2015	Agenda	8/11/2015 one-time
G1.B1.S1.A2	Presented to Miller Middle School faculty, staff, and district personnel.	Thomas, Regina	6/16/2015	Completed master schedule and pre-planning agenda.	8/18/2015 one-time
G2.B1.S1.A2	The initial three PLC meetings facilitated by district level personnel	Thomas, Regina	8/10/2015	PLC agenda	8/18/2015 one-time
G2.B1.S2.A2	DA PD/iReady PD	Wilde, Nancy	10/2/2015	Agenda	10/2/2015 one-time
G2.B1.S2.A3	Student Engagement PD	Henry, Derrick	10/2/2015	Graphic Organizer and group definitions	10/2/2015 one-time
G2.B1.S2.A4	PLCs	Wilde, Nancy	8/25/2015	Agendas and data	5/24/2016 weekly
G1.MA1	Monitor successful implementation of PLCs, common planning and strategic intervention time.	Thomas, Regina	8/25/2015	Teachers, Reading and Math Coaches, Principal and Guidance Counselor will examine the data from FAIR, Florida State Assessment, iReady, MFAS and Journeys diagnostic assessment.	6/2/2016 weekly
G1.B1.S1.MA1	Common planning time and PLC implementation	Thomas, Regina	8/19/2015	High quality lesson plans, instructional strategies and strategic interventions.	6/2/2016 weekly
G1.B1.S1.MA1	Master schedule	Thomas, Regina	8/19/2015	PLC agenda and lesson plans	6/2/2016 weekly
G2.MA1	Data driven differentiated instruction	Thomas, Regina	8/19/2015	Lesson plans, quarterly review reports, diagnostic and assessment results.	6/2/2016 weekly
G2.MA2	Data - FSA/Civics EOC/FCAT 2.0 Science/FAIR/	Thomas, Regina	9/21/2015	Some are taken 3 times a year and some are taken annually. Scores are the evidence.	5/24/2016 triannually
G2.B1.S1.MA1	The use of student data within PLCs and common planning time.	Thomas, Regina	8/19/2015	Common lesson plans and data charts	6/2/2016 weekly
G2.B1.S1.MA1	Clear expectations/non-negotiables	Thomas, Regina	8/12/2015	Formal and informal observations, classroom walkthroughs, pre-planning and data chat sessions with curriculum coaches.	6/2/2016 weekly
G2.B1.S2.MA1	Walk-throughs	Thomas, Regina	9/1/2015	iObservations	5/20/2016 monthly
G2.B1.S2.MA4	Coaching Sessions	Wilde, Nancy	8/25/2015	Agendas and data	5/24/2016 weekly
G2.B1.S2.MA5	Leadership Meetings	Thomas, Regina	9/4/2015	Agendas	5/24/2016 every-3-weeks
G2.B1.S2.MA1	Emails	Wilde, Nancy	8/10/2015	Email document	5/24/2016 weekly
G2.B1.S2.MA3	Agendas	Wilde, Nancy	8/10/2015	Agendas will be developed for all workshops and PLCs	5/24/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G2. Teacher planning sessions will be data driven, structured, and incorporate high expectations that focus on providing differentiated instruction for all students with added focus on students in the lower quartile. Strengthening Tier 1 instruction in all content areas will also be addressed during PLC's and common planning times.

G2.B1 • Resistance to change • Reluctance to share data • Resistance to share teacher best practices/ strategies

G2.B1.S1 Administrator will set clear expectations/non-negotiables

PD Opportunity 1

Presentation at pre-planning reflecting that participation in common planning and PLCs is non-negotiable.

Facilitator

Regina Thomas and Derrick Henry

Participants

Miller Intermediate School faculty and staff

Schedule

On 8/18/2015

PD Opportunity 2

The initial three PLC meetings facilitated by district level personnel

Facilitator

District level curriculum coaches

Participants

Miller Intermediate faculty

Schedule

On 8/18/2015

G2.B1.S2 Staff development will provide initial training & ongoing support for data analysis and planning

PD Opportunity 1

Initial staff development days

Facilitator

Nancy Wilde

Participants

Entire Staff

Schedule

On 8/11/2015

PD Opportunity 2

DA PD/iReady PD

Facilitator

Sandy Brusca, DA team; iReady representative

Participants

All Staff

Schedule

On 10/2/2015

PD Opportunity 3

Student Engagement PD

Facilitator

Derrick Henry

Participants

All staff

Schedule

On 10/2/2015

PD Opportunity 4

PLCs

Facilitator

Nancy Wilde, Tina Gilyard

Participants

Staff

Schedule

Weekly, from 8/25/2015 to 5/24/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Create a master schedule that will allow adequate time for PLC's and common planning which would time for teachers to collaborate, analyze data, and plan strategic lessons that would address student deficiencies.

G1.B1 • Required additional 60 minute ELA instruction by state mandate. • Union contract limitations and restrictions on amount of time that could be allocated to required PLC meetings and suggested common planning time.

G1.B1.S1 Utilizing samples of master schedules from other schools within the district and with the assistance of district level personnel developed a master schedule that would encompass added 60 minute intervention time and PLC and common planning time.

PD Opportunity 1

Identify several stakeholders to participate in a committee to develop the master schedule.

Facilitator

Thomas, Regina and Henry, Derrick

Participants

Thomas, Regina; Henry, Derrick; Bacon, Kan Dee; Gilyard, Joanne; Hardy, Latina; Williams, Sharice; Getchell Amy; Wilde, Nancy; District level personnel.

Schedule

Daily, from 6/1/2015 to 8/18/2015

PD Opportunity 2

Presented to Miller Middle School faculty, staff, and district personnel.

Facilitator

Regina Thomas and Derrick Henry

Participants

All Miller Middle School faculty and staff.

Schedule

On 8/18/2015

Budget

Budget Data

1	G1.B1.S1.A1	Identify several stakeholders to participate in a committee to develop the master schedule.	\$0.00
2	G1.B1.S1.A2	Presented to Miller Middle School faculty, staff, and district personnel.	\$0.00
3	G2.B1.S1.A1	Presentation at pre-planning reflecting that participation in common planning and PLCs is non-negotiable.	\$0.00
4	G2.B1.S1.A2	The initial three PLC meetings facilitated by district level personnel	\$0.00
5	G2.B1.S2.A1	Initial staff development days	\$0.00
6	G2.B1.S2.A2	DA PD/iReady PD	\$0.00
7	G2.B1.S2.A3	Student Engagement PD	\$0.00
8	G2.B1.S2.A4	PLCs	\$0.00
Total:			\$0.00