

C. L. Overturf Jr 6 Th Grade Center

1100 S 18TH ST, Palatka, FL 32177

clo.putnamschools.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	48%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	F	D

**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
Monitoring Only	2	Wayne Green
Former F	Turnaround Status	
Yes		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To build a community that fosters the development of our 6th graders and leads to their continued success.

Provide the school's vision statement

We commit to construct and maintain a culture of shared responsibility for helping all students learn at high levels.

School Environment

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

Students are placed in an advisement class where students build a relationship with that teacher. Teacher discuss individual student's grades and helps students build goals for success. Character education is taught during advisement classes. Students and teachers are recognized for demonstrating characteristics such as respect.

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

No students are permitted on campus before 7:20 am.
All students are housed in the auditorium with supervision until 7:50 when released to go to their classes.
Students are supervised getting on and off the buses.
Students are supervised during transition times.
Video camera are installed throughout the campus.
Positive Behavior Support (PBS) is implemented.
Weekly advisement lessons focus on ASCA standards.

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

PBS is implemented rewarding students for positive behavior and working with students who are having difficulty adhering to said rules and expectations.
Character and Behavioral Expectations are taught through school-wide Advisement Framework.
School-wide Behavioral Matrix.
Tiger Pride 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

Weekly advisement lessons focus on ASCA standards: Understanding Self, Understanding Others, Service, Giving, Study Skills, Planning, Careers, & Transitions
Peer Mediation

Small group counseling is available based on needs (grief, anger management, etc.)
 One on one counseling as needed with school counselor

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 MTSS team will work to support and infrastructure that allows for a three-tiered model of delivery and supervise the implementation of the MTSS framework including data reviews, needs assessments, and monitoring of the plan. The team will compile and analyze evidenced-based student interventions, data collection, graphing, and assessment. MTSS team will meet monthly to review individual student's intervention data. On-going progress monitoring will be completed, graphed, and analyzed at monthly follow-up school based MTSS team meetings.

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	
	6	Total
Attendance below 90 percent	65	65
One or more suspensions	107	107
Course failure in ELA or Math	0	
Level 1 on statewide assessment	104	104

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

Indicator	Grade Level	
	6	Total
Students exhibiting two or more indicators	28	28

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

MTSS School Based Team & Response to Intervention
 PLC process
 Parent Teacher Conferences
 LEP/ 504 / IEP Meetings
 Attendance: Daily attendance call outs; Letters at 3 consecutive days or 5 days total excused or unexcused; Truancy Meetings; Sunshine Club
 Behavior: Check In Check Out Sheets; PBIS; mentor groups; small group counseling
 Academics: Remediation; iReady; Journeys; Differentiated Instruction

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/61922>.

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

School Advisory Council has partnered with local businesses; Musslewhites, Catholic Charities
Parent Support Network ensures volunteer opportunities
Partnership with St. Johns River State College for CROP (College Reach Out Program)
Mentoring program with Triple Threat offered through Mt. Olive AME Church
River City Players Community Theater and City of Palatka Mayor has partnered with CLO to help begin a drama program

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
Tucker, Mike	Principal
Fields, Sherri	Dean
Theobold, Jamila	Guidance Counselor
Hibbs, Melissa	Instructional Coach
Alford, Tamara	Instructional Coach
Baggs, Kim	Assistant Principal

Duties

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

The school based Leadership team may consist of the members as appropriate: Principal, Assistant Principal, Reading Coach, Math 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 instructional 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. The team will meet weekly to discuss instructional

processes, achievement and behavioral data, and other pertinent information concerning the infrastructures continued success.

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.

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

School leadership teams will bring prior year district and state assessment 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 district and state 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. Students will also take the diagnostic for Achieve 3000 throughout the year.

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.

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
Jamila Theobold	Teacher
Sandy Tilton	Parent
Catholic Charities	Business/Community
Musslewhite's	Business/Community
Mike Tucker	Principal
Teri Gautney	Parent
Wyatt Marx	Student

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

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

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

No budget funded for SAC

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

There are no funds available.

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
Tucker, Mike	Principal
Carver, Nicole	Teacher, K-12
Porch, Leigh	Instructional Media
Mcdowell, Trish	Teacher, K-12
Alford, Tamara	Instructional Coach
Baggs, Kim	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT will promote literacy within the school by using Reading and Writing across all Content Areas, Close Reading, Text Marking, Silent Sustained Reading, Summer Reading Projects, School Wide Read, AR incentives, and cross curricular connecting with Social Studies with current ELA standards taught. Our expectation is for them to analyze ELA data, compare it with the data for Achieve 3000 used by Social Studies teachers and plan for even more differentiation through remediation and enrichment based on that data. It is our expectation that the LLT make sure to disseminate the data and discuss it with their teams as it becomes available. It is also our expectation for them to celebrate increases (growth) in achievement through Achieve 3000, content areas, and AR.

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

PLC's for content teachers are scheduled for the 2nd and 4th Wednesday of each month. Team PLC's occur on the 3rd Wednesday of each month. Team leader meetings take place on the 2nd Monday of the month. Faculty meetings are scheduled for the 1st Wednesday of each month. Faculty meetings consist of socials and faculty members giving each other shout outs. We are also implementing the Mindset book study with all faculty members this year. Meeting norms and expectations are also established and shared for out PLC's.

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

Teachers are offered PD within each school year and at times during the summer. Teachers certificates are monitored for renewal and required courses/hours for in-field certification. Only highly qualified and in-field teachers are hired.

Describe the school's teacher mentoring program, including the rationale for pairings and 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. New teachers and mentor teachers are required to complete a new teacher packet for the district that is usually submitted around April.

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

All curriculum is aligned to the Florida Standards. Teachers were trained on how to unpack their standards and continue training as new information is available. Curriculum guides are provided through the district. Teachers have in-service days to plan together and also use their PLC time to plan instruction. All teachers attended our district's Standards Based Lesson Planning PD this

summer. This PD lasted from 3-5 days. Teachers will receive additional support with the standards and/or standards based lesson planning as needed.

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

Teachers meet weekly in PLC meetings to discuss student data and ways to differentiate and enrich instruction. Language Arts teachers are using the Journey's curriculum which provides time for differentiation and enrichment. Math teachers are using EngageNY. They are also using MFAS in which students complete tasks and are grouped based on a rubric. The students are then grouped and remediated/instructed/enriched based on their skill level.

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: Summer Program

Minutes added to school year: 1,350

The district provided all teachers with three days of summer professional development and planning using the Learning Focused Framework. Teachers were provided guidance on the components of the framework and then had time to collaborate and plan lessons aligned to Florida Standards.

Strategy Rationale

In an effort to strengthen core instruction, the district has adopted the research based Learning Focused Framework to guide teachers in planning standards-based instruction.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Tucker, Mike, mtucker@my.putnamschools.org

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

School administrators will monitor the implementation of the Learning Focused Framework using walkthroughs, lesson plan review, and teacher observations. This data will be collected in iObservation. School administrators will also engage in analysis of student achievement data with the school-based leadership team and teachers.

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

5th Grade Orientation

Camp Rise - summer day camp to build relationships and familiarize students with the school and

faculty
7th Grade Orientation

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

CROP
AVID elective
4 AVID Lite semester courses (Critical Thinking)
AVID strategies used school-wide-Cornell notes, Binders for organizational skills

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

N/A

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

N/A

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

N/A

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:

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.

The PLC process was in the beginning stages last year. We felt it necessary to continue to refine the mechanical processes started in order to ensure an established framework with expectations for digging even deeper into the data as well as into the conversations about that data with the content area and teams to provide the most effective problem solving for differentiation.

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.** If we implement a PLC process and continuously use formative assessment data to plan for instruction, remediation, and enrichment, then students will demonstrate growth on these assessments, increased engagement in the classroom, and ownership of their learning through the standards-based scales.

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. If we implement a PLC process and continuously use formative assessment data to plan for instruction, remediation, and enrichment, then students will demonstrate growth on these assessments, increased engagement in the classroom, and ownership of their learning through the standards-based scales. 1a

G060874

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	40.0
FSA Mathematics - Achievement	35.0
Students in sixth grade exhibiting two or more EWS indicators	5.0

Resources Available to Support the Goal 2

- Journeys Curriculum
- District support
- Master schedule to include common planning
- Formative assessment tools (MFAS, ELFAS, Performance Matters)
- Performance Matters
- Common assessment and progress monitoring
- Coaches
- MTSS Framework
- District wide curriculum maps all core subjects
- Built in remediation time
- Teachers collaborate during common planning
- PLC forms/ accountability
- Solid foundation
- 6 teachers being trained in Literacy Design Collaborative Model
- Teacher leaders
- Teacher leaders facilitated some PLCs
- AVID strategies
- Achieve 3000 (reading, science, social studies)
- Read180 (reading)
- Shmoop (math)
- IQWST (science)
- District Support
- All teachers trained in standards-based lesson planning

Targeted Barriers to Achieving the Goal 3

- Aligning the PLC process to implement standards-based lesson planning.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Melissa Hibbs

Schedule

Quarterly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Common/District assessment data

Plan to Monitor Progress Toward G1. 8

Increase in student performance on formative and summative assessments throughout the year

Person Responsible

Tamara Alford

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Quarterly Data Chats

Plan to Monitor Progress Toward G1. 8

Standards-based lesson planning through the PLC Process will be monitored through the PLC forms and individual student data tracking forms.

Person Responsible

Mike Tucker

Schedule

Daily, from 8/10/2015 to 6/3/2016

Evidence of Completion

PLC forms, Student data tracking forms

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. If we implement a PLC process and continuously use formative assessment data to plan for instruction, remediation, and enrichment, then students will demonstrate growth on these assessments, increased engagement in the classroom, and ownership of their learning through the standards-based scales. **1**

 G060874

G1.B43 Aligning the PLC process to implement standards-based lesson planning. **2**

 B162256

G1.B43.S1 Training teachers in standards-based lesson planning. **4**

 S173692

Strategy Rationale

Differentiated Instruction, students ownership of learning, increase of rigor, teachers break down standards to better understand and to be able to teach

Action Step 1 **5**

Attend the Standards-based lesson planning PD

Person Responsible

Kim Baggs

Schedule

Weekly, from 6/22/2015 to 8/14/2015

Evidence of Completion

Standards-based lesson plans, Agenda, Sign in sheets

Action Step 2 5

Align standards-based lesson planning to the PLC Process through the roadmap

Person Responsible

Tamara Alford

Schedule

Weekly, from 8/10/2015 to 6/3/2016

Evidence of Completion

Standards-based lesson plans, Agenda, Purposeful PLC forms

Action Step 3 5

Monitor the implementation (lesson plans and PLC process) using the Marzano Map

Person Responsible

Mike Tucker

Schedule

Weekly, from 8/10/2015 to 6/3/2016

Evidence of Completion

Feedback, observations

Action Step 4 5

Provide additional teacher planning time for each content area one full day per quarter.

Person Responsible

Mike Tucker

Schedule

Quarterly, from 10/5/2015 to 5/13/2016

Evidence of Completion

Sign-In Sheets, Lesson plans, Learning Walk Forms, and Summative Assessment Forms

Action Step 5 5

Social Studies implementing writing in their content to support ELA teachers

Person Responsible

Tamara Alford

Schedule

Weekly, from 12/9/2015 to 3/31/2016

Evidence of Completion

Walkthrough data is being used to monitor fidelity of the writing

Action Step 6 5

Science teachers doing 10-15 minutes of math instruction to support Math teachers

Person Responsible

Melissa Hibbs

Schedule

Daily, from 3/7/2016 to 3/31/2016

Evidence of Completion

Walkthrough data used to track fidelity

Plan to Monitor Fidelity of Implementation of G1.B43.S1 6

Registration for Standards-based lesson planning

Person Responsible

Kim Baggs

Schedule

On 8/14/2015

Evidence of Completion

Signature on roster for training, Agenda, Lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B43.S1 7

All teachers will be trained and implementing standards-based lesson planning by August 14, 2015.

Person Responsible

Kim Baggs

Schedule

Daily, from 6/22/2015 to 6/3/2016

Evidence of Completion

Training: District rosters Implementation: Lesson Plans, observations

Plan to Monitor Effectiveness of Implementation of G1.B43.S1 7

All teachers will be monitored for implementation of the planning process through walk-throughs and observations.

Person Responsible

Mike Tucker

Schedule

Weekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Marzano iObservation Data, scales, tracking of student progress, student engagement

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.B43.S1.A1	Attend the Standards-based lesson planning PD	Baggs, Kim	6/22/2015	Standards-based lesson plans, Agenda, Sign in sheets	8/14/2015 weekly
G1.B43.S1.A2	Align standards-based lesson planning to the PLC Process through the roadmap	Alford, Tamara	8/10/2015	Standards-based lesson plans, Agenda, Purposeful PLC forms	6/3/2016 weekly
G1.B43.S1.A3	Monitor the implementation (lesson plans and PLC process) using the Marzano Map	Tucker, Mike	8/10/2015	Feedback, observations	6/3/2016 weekly
G1.B43.S1.A4	Provide additional teacher planning time for each content area one full day per quarter.	Tucker, Mike	10/5/2015	Sign-In Sheets, Lesson plans, Learning Walk Forms, and Summative Assessment Forms	5/13/2016 quarterly
G1.B43.S1.A5	Social Studies implementing writing in their content to support ELA teachers	Alford, Tamara	12/9/2015	Walkthrough data is being used to monitor fidelity of the writing	3/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B43.S1.A6	Science teachers doing 10-15 minutes of math instruction to support Math teachers	Hibbs, Melissa	3/7/2016	Walkthrough data used to track fidelity	3/31/2016 daily
G1.MA1	District assessments & school based assessments will show an increase in students' proficiency and learning gains.	Hibbs, Melissa	8/18/2015	Common/District assessment data	6/3/2016 quarterly
G1.MA2	Increase in student performance on formative and summative assessments throughout the year	Alford, Tamara	8/18/2015	Quarterly Data Chats	6/3/2016 monthly
G1.MA3	Standards-based lesson planning through the PLC Process will be monitored through the PLC forms and individual student data tracking forms.	Tucker, Mike	8/10/2015	PLC forms, Student data tracking forms	6/3/2016 daily
G1.B43.S1.MA1	All teachers will be trained and implementing standards-based lesson planning by August 14, 2015.	Baggs, Kim	6/22/2015	Training: District rosters Implementation: Lesson Plans, observations	6/3/2016 daily
G1.B43.S1.MA3	All teachers will be monitored for implementation of the planning process through walk-throughs and observations.	Tucker, Mike	8/18/2015	Marzano iObservation Data, scales, tracking of student progress, student engagement	6/3/2016 weekly
G1.B43.S1.MA1	Registration for Standards-based lesson planning	Baggs, Kim	6/22/2015	Signature on roster for training, Agenda, Lesson plans	8/14/2015 one-time

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.

G1. If we implement a PLC process and continuously use formative assessment data to plan for instruction, remediation, and enrichment, then students will demonstrate growth on these assessments, increased engagement in the classroom, and ownership of their learning through the standards-based scales.

G1.B43 Aligning the PLC process to implement standards-based lesson planning.

G1.B43.S1 Training teachers in standards-based lesson planning.

PD Opportunity 1

Attend the Standards-based lesson planning PD

Facilitator

District

Participants

All instructional staff

Schedule

Weekly, from 6/22/2015 to 8/14/2015

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B43.S1.A1	Attend the Standards-based lesson planning PD	\$0.00
2	G1.B43.S1.A2	Align standards-based lesson planning to the PLC Process through the roadmap	\$0.00
3	G1.B43.S1.A3	Monitor the implementation (lesson plans and PLC process) using the Marzano Map	\$0.00
4	G1.B43.S1.A4	Provide additional teacher planning time for each content area one full day per quarter.	\$0.00
5	G1.B43.S1.A5	Social Studies implementing writing in their content to support ELA teachers	\$0.00
6	G1.B43.S1.A6	Science teachers doing 10-15 minutes of math instruction to support Math teachers	\$0.00
Total:			\$0.00