

Putnam County School District

C. L. Overturf Jr 6th Grade Center



2017-18 School Improvement Plan

C. L. Overturf Jr 6th Grade Center

1100 S 18TH ST, Palatka, FL 32177

clo.putnamschools.org

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Middle School 6	Yes	100%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	C*	C

**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 is pending approval by the Putnam County School Board.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	40
Appendix 2: Professional Development and Technical Assistance Outlines	43
Professional Development Opportunities	43
Technical Assistance Items	44
Appendix 3: Budget to Support Goals	44

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for C. L. Overturf Jr 6th Grade Center

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. 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.

2. School Environment

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

Students have an advisement class twice a month where students build a relationship with their homeroom teachers.

Advisement teachers discuss current problems students may be having and brainstorm solutions to such problems with students. Likewise, teachers discuss individual student's grades and help students build goals for success.

Character education is taught during advisement classes as well following the schedule and lessons set forth by the guidance counselor

Students and teachers are recognized for demonstrating any of the 6 character traits.

In addition, select students (all students who fall into the bottom quartile in both ELA and Math) are assigned personal adult mentors who check on them (their grades, attendance, and behavior) to help set goals and foster relationships that may increase student success.

b. 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 8:40 am.

All students are housed in the auditorium with supervision until released to go to their classes.

Students are supervised getting on and off the buses.

Students are supervised during transition times.

Video cameras are installed throughout the campus.

Positive Behavior Support (PBS) is implemented and incentives are given such as Tiger Pride certificates, etc..

Bi-weekly advisement lessons focus on ASCA standards.

c. 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 faculty and staff work with students who are having difficulty adhering to CLO rules and expectations.

Character and Behavioral Expectations are taught through school-wide Advisement Framework.

School-wide Behavioral Matrix.

Tiger Pride Expectations.

Character Counts.

d. 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

Bi-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

Character Counts

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	70	0	0	0	0	0	0	70
One or more suspensions	0	0	0	0	0	0	50	0	0	0	0	0	0	50
Course failure in ELA or Math	0	0	0	0	0	0	15	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	0	0	166	0	0	0	0	0	0	166

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	55	0	0	0	0	0	0	55

c. 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 (with teacher collaboration across content areas to ensure team effort in assisting these particular students.)

Parent Teacher Conferences

LEP/504/IEP/MTSS Meetings

Attendance: Daily attendance call outs; Letters at 3 consecutive days or 5 days total excused or unexcused; Truancy Meetings; Monthly and Quarterly Administrative Incentive Plans; Department Incentive Plans

Behavior: Practical Magic Behavior Management System; Behavior Intervention Sheet usage; Check In Check Out Sheets; PBIS; mentor groups; small group counseling

Academics: Double-blocked classes for Intensive Students; Remediation and Intervention; iReady Intervention Program; Journeys and Collections Reading Programs; Differentiated Instruction

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/426537>.

2. Description

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

2. 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 such as Dr. Chapman (Orthodontist)

Catholic Charities for Feed the Need

Parent Support Network ensures volunteer opportunities

Partnership with St. Johns River State College for CROP (College Reach Out Program)

Pastor's Lunch with local youth pastor

School is seeking community mentors for individual students

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Tucker, Mike	Principal
Hibbs, Melissa	Guidance Counselor
Thompson, John	Dean
Driggers, Tammie	Assistant Principal

b. Duties

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

The school based Leadership (Management) team consists of the following members: Principal, Assistant Principal, School Counselor, and Dean of Students, Other Leadership Team members who may be involved in lead meetings as needed for particular interests include but are not limited to the following: 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, attendance, and behavioral data, and other pertinent information concerning the infrastructures for continued success.

MTSS Leadership 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. 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.

2. 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. Specific student data will be made visual and analyzed in weekly collaborative discussions with the Leadership Team and select teachers (AVID leaders) so that those teachers can go back to their teams and facilitate data meetings through PLCs.

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 3 iReady Diagnostics and 1 Growth Monitoring assessment (in the beginning of the year, fall, winter and spring) for ongoing measurement of performance/progress monitoring.

Through classroom assessments of core instructional delivery as well as additional relevant data, teams will identify the % of students not meeting the benchmark and will then identify the area for intervention. This will be recorded on the student's data tracking sheet. Likewise, in intensive classes, students are double-blocked and will receive interventions as needed through the extra instructional time given to them.

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. Administration and the guidance counselor will coordinate the intervention delivery by the classroom teacher as well as by on-site academic tutors hired through Title I funds, if available. 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 iReady assessments 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Melissa Hibbs	Teacher
Sandy Tilton	Parent
Mike Tucker	Principal
John Thompson	Parent
Jo Woodard	Parent
Whitley Woodard	Student
Penny Hutchinson	Parent
McKinney Hutchinson	Student
Joy Tincher	Parent
Katie Tincher	Student
Laura Rich	Parent
Jared Rich	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. 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.

b. 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, activities, discipline and attendance goals, and also Rti. Our major school goal which impacts all curriculum areas was developed as a team.

c. Preparation of the school's annual budget and plan

No budget funded for SAC

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

There are no funds available.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Tucker, Mike	Principal
Carver, Nicole	Teacher, K-12
Alford, Tamara	Instructional Coach
Carter, Carolyn	Teacher, K-12
Ashford, Derek	Teacher, K-12
Driggers, Tammie	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The LLT will promote literacy within the school by using AVID Strategies, 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 (iReady), compare it with assessment data 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 will 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 iReady, content areas, and AR.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

PLC's for content teachers are scheduled weekly, on Tuesdays. The 3rd Tuesday of every month will be used for professional development as needed. AVID Leadership Team will meet every Tuesday at 8:00a.m. Lead/Management Team will meet every Monday during 1st Period. Faculty meetings consist of socials and faculty members giving each other shout outs; these meetings occur monthly and are pre-scheduled during pre-planning and given to teachers. Meeting norms and expectations are also established and shared for out PLC's.

2. 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 during the summer and twice during the school year on in-service days. Teachers' certificates are monitored for renewal and required courses/hours for in-field certification. Only highly qualified and in-field teachers are hired.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 have been 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 (Title 2) days to plan together and also use their PLC time to plan instruction. Teachers will receive additional support with the standards and/or standards based lesson planning as needed.

b. Instructional Strategies

1. 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 bi-weekly in PLC meetings to discuss student data and ways to differentiate and enrich instruction. ELA teachers are using the Journey's and Collections curriculum (Cambridge) which provides resources for differentiation with intervention and enrichment; in addition, all ELA teachers are using iReady online instruction as well as Teacher Toolbox for differentiation. Likewise, Intensive and Cambridge classes all receive a double block of ELA to assist with extra instructional time needed for such.

Math teachers are using EngageNY as well as iReady online instruction with Teacher Toolbox for differentiation. They are also using MFAS in which students can complete tasks and can be grouped based on a rubric score. The students in this case are then grouped and remediated/instructed/enriched based on their skill level. Likewise, Intensive and Cambridge classes all receive a double block of Math to assist with extra instructional time needed for such.

2. 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: After School Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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/Tours

5th Grade Parent Night

Camp Rise

Advisement/Team building activities

7th Grade Orientation/Tours

7th Grade Parent Night

b. College and Career Readiness

1. 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

AVID strategies used school-wide

AVID Strategy of the Month explicitly taught through content-specific material in PLCs

Binders for organizational skills (developed in Camp Rise before school began for those who attended and developed in classes for those who did not after school started)

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 the School-Based Leadership Team proactively engages in MTSS, PLC's, and monitoring student data and provides supportive feedback to teachers and students, then the teachers will be able to meet the individual needs of each student so that students will be more independent through self monitoring and taking ownership of their learning.

Strategic Goals Detail

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

G1. If the School-Based Leadership Team proactively engages in MTSS, PLC's, and monitoring student data and provides supportive feedback to teachers and students, then the teachers will be able to meet the individual needs of each student so that students will be more independent through self monitoring and taking ownership of their learning. **1a**

G098142

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	41.0
FSA Mathematics Achievement	47.0
ELA/Reading Gains District Assessment	48.0
ELA/Reading Lowest 25% Gains	40.0
Math Gains	40.0
Math Lowest 25% Gains	40.0

Targeted Barriers to Achieving the Goal **3**

- Our school has limited funding to purchase supplemental resources and personnel for academic interventions and acceleration
- Student absenteeism is a barrier to student achievement

Resources Available to Help Reduce or Eliminate the Barriers **2**

- District support
- Master schedule to include common planning
- Formative assessment tools (MFAS, ELFAS, Performance Matters)
- Unify for Data Managing (Performance Matters)
- Common assessment and progress monitoring
- District Coaching Support
- MTSS Framework
- District wide curriculum maps all core subjects
- Built in remediation time
- Teachers collaborate during common planning
- PLC forms/ accountability
- Solid foundation
- Department leaders
- AVID strategies
- District Support
- All teachers trained in standards-based lesson planning
- iReady (reading/math)
- Discovery Education (science)
- Reflex Math

- AVID Elective Classes
- AVID Leadership Team delivering PD through PLC's twice a month

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Mike Tucker

Schedule

Quarterly, from 8/16/2017 to 5/4/2018

Evidence of Completion

Progress monitoring (iReady, Standards Mastery) assessment data

Plan to Monitor Progress Toward G1. 8

Lesson plans will be monitored as will PLC notes and Data Tracker Forms.

Person Responsible

Tammie Driggers

Schedule

Biweekly, from 9/5/2017 to 5/4/2018

Evidence of Completion

PLC's form and Student Data Tracking Forms

Plan to Monitor Progress Toward G1. 8

Review quarterly, mid-year, and end of year student performance data.

Person Responsible

Mike Tucker

Schedule

Quarterly, from 10/1/2017 to 7/31/2018

Evidence of Completion

Data reports and district presentations for District-Admin Data Conversations

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 the School-Based Leadership Team proactively engages in MTSS, PLC's, and monitoring student data and provides supportive feedback to teachers and students, then the teachers will be able to meet the individual needs of each student so that students will be more independent through self monitoring and taking ownership of their learning. 1

G098142

G1.B1 Our school has limited funding to purchase supplemental resources and personnel for academic interventions and acceleration 2

B263972

G1.B1.S1 Identify and double block the bottom quartile in ELA, as well as all proficient students. In math, the top 25% and the bottom 25% are double blocked as well. 4

S279602

Strategy Rationale

The rationale for double blocking these student is so that the teacher will have additional time to differentiate their instruction.

Likewise, in our 5-Essentials Survey, the data revealed that our performance indicator regarding "Ambitious Instruction-English Instruction" scored "Neutral" on this measure; we would like to see this increase to "Strong" or higher by the end of the year. Double blocking all ELA classes should allow teachers to have ample time to implement such rigorous instruction causing this score to increase.

Action Step 1 5

Administration will schedule targeted students with double blocks in both reading and math.

Person Responsible

Tammie Driggers

Schedule

On 8/10/2017

Evidence of Completion

Student schedules

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

Review completed schedules of double-blocked students.

Person Responsible

Mike Tucker

Schedule

On 7/20/2017

Evidence of Completion

Blocked-students schedules approved by principal will be given for Data Clerk to enter.

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

Principal will meet with Data Clerk before students get their schedule to ensure necessary changes have been made regarding double-blocked students.

Person Responsible

Mike Tucker

Schedule

On 8/4/2017

Evidence of Completion

Finalized student schedules of double-blocked students.

G1.B1.S2 Utilizing iReady's online differentiated instruction program with all of the targeted students in ELA and Math, which includes resources for small group tutoring. 4

S279603

Strategy Rationale

The rationale for using this program is that following the diagnostic assessment it creates an individualized instructional path for each student. The program also generates teacher-friendly reports for tracking student progress.

Likewise, in our 5-Essentials Survey, the data revealed that our performance indicator regarding "Supportive Environment-Academic Personalism" scored "Weak" on this measure; we would like to see this increase to "Strong" or higher by the end of the year. Utilizing this program which targets students in their areas of weakness and provides reporting to teachers that help them gauge their interventions by student need should cause this score to increase.

Action Step 1 5

Train all core teachers in iReady

Person Responsible

John Thompson

Schedule

On 8/4/2017

Evidence of Completion

Sign-in roster

Action Step 2 5

Data Chat PLC's

Person Responsible

Mike Tucker

Schedule

Monthly, from 9/5/2017 to 5/4/2018

Evidence of Completion

PLC Notes

Action Step 3 **5**

Students will use online iReady instruction once a week in Science (for Math) and once a week in Social Studies (for ELA), in addition to daily intervention time during Math and ELA.

Person Responsible

Mike Tucker

Schedule

Weekly, from 9/5/2017 to 5/4/2018

Evidence of Completion

Walk-throughs and iReady reports

Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

Administration will run data reports for monthly data meetings to ensure usage of the program.

Person Responsible

Tammie Driggers

Schedule

Monthly, from 9/5/2016 to 5/4/2018

Evidence of Completion

Monthly data reports from iReady

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 **7**

Administration and teachers will analyze iReady data monthly during the Data Chat PLC's.

Person Responsible

Mike Tucker

Schedule

Monthly, from 9/5/2017 to 5/4/2018

Evidence of Completion

Data Usage Report and PLC Notes/Sign-in sheets

G1.B1.S3 All Science and Social Studies teachers will support Math endeavors by having students use Reflex Math online (for Math fluency) for the first 10 minutes of their classes. 4

S279604

Strategy Rationale

Based on the significant number of students scoring a level 1 last year in math, students need extra practice in math fluency without taking away from Math class instructional time.

Action Step 1 5

Assuring Science and Social Studies teachers have login information for Reflex Math online program.

Person Responsible

Melissa Hibbs

Schedule

On 9/20/2017

Evidence of Completion

Login Rosters

Action Step 2 5

Administration will monitor student usage of Reflex Math program.

Person Responsible

Mike Tucker

Schedule

Biweekly, from 9/5/2017 to 5/4/2018

Evidence of Completion

Reflex usage report and Walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Administration will run Reflex Math usage report to ensure all students have at least 80 minutes of Reflex Math logged weekly. Administration will conference with teachers who are not meeting the required criteria for usage.

Person Responsible

Mike Tucker

Schedule

Monthly, from 9/5/2017 to 5/4/2018

Evidence of Completion

Reflex Math Data Usage Reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Math teachers will analyze Reflex Math data during PLC's to ensure students are making progress and completing the required usage minutes.

Person Responsible

Melissa Hibbs

Schedule

Biweekly, from 9/5/2017 to 5/4/2018

Evidence of Completion

PLC notes or agenda

G1.B1.S4 Monthly Data Chat PLC's with emphasis on school goals, adjusting data wall, and determining how close we are to our school goals will occur. Discussions will include: barriers preventing lack of growth toward school goals, rationale for success toward school goals, behavior/attendance concerns impacting progress toward school goals, etc. 4

S279605

Strategy Rationale

Focusing on monthly data school-wide will foster a sense of urgency among teachers and allow us to progress monitor and adjust our course of action.

Likewise, in our 5-Essentials Survey, under Teacher Measures, the data revealed that our performance indicator regarding "Reflective Dialogue" scored "Neutral" on this measure; we would like to see this increase to "Strong" or higher by the end of the year. Having monthly collaborative conversations as stated in the description above should result in an increase in this score.

Action Step 1 5

Create data wall based on first iReady ELA and Math diagnostics, specifically focusing on bottom quartile as well as proficient students, and adjust it monthly based on current data. (We will be tracking the entire school's progress as a lead team to share with faculty and staff.)

Person Responsible

Tammie Driggers

Schedule

Monthly, from 9/15/2017 to 5/4/2018

Evidence of Completion

Images of the data wall

Action Step 2 5

Create a schedule for Data PLC's and attend them with teachers having all stakeholders bring current data.

Person Responsible

Mike Tucker

Schedule

Monthly, from 9/5/2017 to 5/4/2018

Evidence of Completion

Schedule for PLC's and Ongoing data

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Administration will take pictures of the data wall each time the wall is adjusted and post the progression of pictures along with the progression with data.

Person Responsible

Mike Tucker

Schedule

Monthly, from 9/15/2017 to 5/4/2018

Evidence of Completion

Data Wall progression of images

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Through the positive progression of students moving from one data point to the next on our data wall.

Person Responsible

Tammie Driggers

Schedule

Monthly, from 9/15/2017 to 5/4/2018

Evidence of Completion

Data, Progression of Data on the wall

G1.B1.S5 All classes, especially our targeted students, will receive instruction on and practice AVID strategies. 4

 S279606

Strategy Rationale

AVID strategies, specifically WICOR, is research-based and proven to help students organize their thinking and increase learning.

Action Step 1 5

AVID Leadership Team will meet weekly to create an "AVID strategy of the month" schedule for the year and develop PD for delivering such on a monthly basis to departments.

Person Responsible

Melissa Hibbs

Schedule

Weekly, from 8/10/2017 to 5/4/2018

Evidence of Completion

AVID meeting notes/minutes and content developed by team.

Action Step 2 5

Minimally, in all four core content areas, AVID Strategies will be used, specifically the "AVID Strategy of the Month".

Person Responsible

Melissa Hibbs

Schedule

Monthly, from 8/10/2017 to 5/4/2018

Evidence of Completion

Walk-throughs, Observations, and possibly Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Administration will conduct walk-throughs to look for AVID strategy usage.

Person Responsible

Mike Tucker

Schedule

Weekly, from 9/5/2017 to 5/4/2018

Evidence of Completion

Student artifacts, AVID walk-through checklist

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Administration will compare the walk-through data with the student data to monitor the effectiveness of AVID Strategy use.

Person Responsible

Tammie Driggers

Schedule

Weekly, from 9/5/2017 to 5/4/2018

Evidence of Completion

Walk-through Data compared to Student Data

G1.B1.S6 Each quarter, the school will offer an incentive to ALL students who meet the benchmark growth target (from iReady) in both Reading and Math. Likewise, an additional incentive will be given to the top scoring students and the students who show the most growth in reading and math (iReady Royals). 4

S279607

Strategy Rationale

Providing such incentives motivates teachers to communicate data to students individually and motivates students to work toward their individual goals in reading and math.

Likewise, in our 5-Essentials Survey, the student data revealed that our performance indicator regarding "School Connectedness" scored "Weak"; we would like to see this increase to "Strong" or higher by the end of the year. If students feel that people in our school are acknowledging their strengths and progress, this score should easily increase.

Action Step 1 5

Data will be gathered following each diagnostic assessments and growth monitoring assessment. Lists will be made to determine who has met the growth target or other criteria for additional incentives. Incentives will be given based on those lists celebrating those accomplishments.

Person Responsible

Tammie Driggers

Schedule

Quarterly, from 10/31/2017 to 5/11/2018

Evidence of Completion

List of students who met growth targets.

Plan to Monitor Fidelity of Implementation of G1.B1.S6 6

Email will be sent as a reminder to compile growth lists.

Person Responsible

Mike Tucker

Schedule

Quarterly, from 10/20/2017 to 5/4/2018

Evidence of Completion

Email

Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7

There should be an increase each quarter in the number of students receiving incentives for meeting their growth targets.

Person Responsible

Mike Tucker


Schedule

Quarterly, from 1/19/2018 to 5/11/2018

Evidence of Completion

Increase in student growth lists from quarter 2 to 3 and from 3 to 4.

G1.B1.S7 Provide additional instructional support for students and teachers through intervention and coaching. 4

 S279608

Strategy Rationale

Providing additional interventionists gives students even more time and resources to target their specific deficits.

Action Step 1 5

Hire one intervention teacher at C. L. Overturf to support additional sections of intervention classes.

Person Responsible

Mike Tucker

Schedule

On 11/30/2017

Evidence of Completion

Personnel by position document

Action Step 2 5

Post and hire for contracted personnel to support the implementation of MTSS interventions at C. L. Overturf.

Person Responsible

Mike Tucker

Schedule

On 5/25/2018

Evidence of Completion

Board approval

Action Step 3 5

Post and hire one instructional coach for C. L. Overturf.

Person Responsible

Mike Tucker

Schedule

On 8/31/2018

Evidence of Completion

Personnel by position document

Plan to Monitor Fidelity of Implementation of G1.B1.S7 6

AP will have Secretary submit necessary paperwork to district office for hired individuals

Person Responsible

Tammie Driggers

Schedule

On 10/16/2017

Evidence of Completion

Contracts of hired individuals

Plan to Monitor Effectiveness of Implementation of G1.B1.S7 7

Review student progress monitoring for reading and math

Person Responsible

Mike Tucker

Schedule

On 10/23/2017

Evidence of Completion

iReady school report

G1.B1.S8 Provide all core teachers with collaborative planning days during the school year and the opportunity for Early Return prior to the 2018-19 school year. 4

S279609

Strategy Rationale

Teachers need an opportunity to collaborate and analyze most recent student data to determine deficit trends relative to state testing.

Action Step 1 5

Develop and facilitate one day of Early Return for teachers at C. L. Overturf prior to the contractual start of the 2018-19 school year.

Person Responsible

Mike Tucker

Schedule

On 8/31/2018

Evidence of Completion

Agenda and sign in roster

Action Step 2 5

Provide increased time within the contract day for teachers to collaborate and plan.

Person Responsible

Mike Tucker

Schedule

Monthly, from 10/2/2017 to 8/31/2018

Evidence of Completion

Agendas and TDE's

Plan to Monitor Fidelity of Implementation of G1.B1.S8 6

Collect agendas and planning documents from the additional time for teachers.

Person Responsible

Tammie Driggers

Schedule

Quarterly, from 10/2/2017 to 8/31/2018

Evidence of Completion

Agendas, documents and other evidence of analysis and planning

Plan to Monitor Effectiveness of Implementation of G1.B1.S8 7

Review progress monitoring data and conduct walkthroughs looking for evidence of planning.

Person Responsible

Mike Tucker

Schedule

Biweekly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Data reports and walkthrough notes

G1.B2 Student absenteeism is a barrier to student achievement 2

B263973

G1.B2.S1 Each department will develop and implement an attendance incentive for their departments.

4

S279610

Strategy Rationale

The rationale for this strategy is to increase student attendance.

Likewise, in our 5-Essentials Survey, the student data revealed that our performance indicator regarding "School Connectedness" scored "Weak"; we would like to see this increase to "Strong" or higher by the end of the year. If students feel that people in our school are acknowledging their attendance and they're able to be a part of special activities, this score should easily increase.

Action Step 1 5

Departments will each create and implement an attendance incentive plan for their students and provide a copy to administration.

Person Responsible

Mike Tucker

Schedule

On 8/16/2017

Evidence of Completion

Department attendance plan

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration will progress monitor the attendance of each department and discuss attendance data in department PLC's.

Person Responsible

Mike Tucker

Schedule

Monthly, from 9/5/2017 to 5/4/2018

Evidence of Completion

Attendance Data and PLC Notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administration will conduct a quarterly data analysis on attendance and share this information with teachers in PLCs to adjust plans as needed.

Person Responsible

Tammie Driggers

Schedule

Quarterly, from 9/5/2017 to 5/4/2018

Evidence of Completion

Attendance data

G1.B2.S2 Administration will create and share monthly and quarterly attendance incentives for individual students. 4

S279611

Strategy Rationale

The rationale for this strategy is to increase student attendance school-wide.

Likewise, in our 5-Essentials Survey, the student data revealed that our performance indicator regarding "School Connectedness" scored "Weak"; we would like to see this increase to "Strong" or higher by the end of the year. If students feel that people in our school are acknowledging their attendance and they're able to be a part of special activities, this score should easily increase.

Action Step 1 5

Administration will gather attendance data monthly to recognize students who have had no tardies or absences and reward them accordingly. Likewise, administration will do this quarterly and recognize those students with a local trip incentive.

Person Responsible

John Thompson

Schedule

Monthly, from 8/31/2017 to 5/11/2018

Evidence of Completion

Attendance Data Report, List of students who receive the incentive

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Administration will email Mr. Thompson to remind him when lists of students who need to be rewarded with the incentives monthly and quarterly are due.

Person Responsible

Mike Tucker

Schedule

Monthly, from 8/28/2017 to 5/7/2018

Evidence of Completion

Email reminders

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Administration will conduct a data analysis comparing each month to the previous month and each quarter to the previous quarter to determine if incentives are making an impact on student attendance.

Person Responsible

Tammie Driggers

Schedule

Monthly, from 9/8/2017 to 5/11/2018

Evidence of Completion

Increase in student attendance from month to month and quarter to quarter as shown on attendance data collected



IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA1 M407726	Review completed schedules of double-blocked students.	Tucker, Mike	7/20/2017	Blocked-students schedules approved by principal will be given for Data Clerk to enter.	7/20/2017 one-time
G1.B1.S2.A1 A376841	Train all core teachers in iReady	Thompson, John	8/4/2017	Sign-in roster	8/4/2017 one-time
G1.B1.S1.MA1 M407725	Principal will meet with Data Clerk before students get their schedule to ensure necessary changes...	Tucker, Mike	8/4/2017	Finalized student schedules of double-blocked students.	8/4/2017 one-time
G1.B1.S1.A1 A376840	Administration will schedule targeted students with double blocks in both reading and math.	Driggers, Tammie	7/10/2017	Student schedules	8/10/2017 one-time
G1.B2.S1.A1 A376856	Departments will each create and implement an attendance incentive plan for their students and...	Tucker, Mike	8/4/2017	Department attendance plan	8/16/2017 one-time
G1.B1.S3.A1 A376844	Assuring Science and Social Studies teachers have login information for Reflex Math online program.	Hibbs, Melissa	9/5/2017	Login Rosters	9/20/2017 one-time
G1.B1.S7.MA1 M407738	AP will have Secretary submit necessary paperwork to district office for hired individuals	Driggers, Tammie	10/16/2017	Contracts of hired individuals	10/16/2017 one-time
G1.B1.S7.MA1 M407737	Review student progress monitoring for reading and math	Tucker, Mike	10/23/2017	iReady school report	10/23/2017 one-time
G1.B1.S7.A1 A376851	Hire one intervention teacher at C. L. Overturf to support additional sections of intervention...	Tucker, Mike	10/16/2017	Personnel by position document	11/30/2017 one-time
G1.MA1 M407753	District assessments & school based assessments will show an increase in students' proficiency and...	Tucker, Mike	8/16/2017	Progress monitoring (iReady, Standards Mastery) assessment data	5/4/2018 quarterly
G1.B1.S2.MA1 M407728	Administration will run data reports for monthly data meetings to ensure usage of the program.	Driggers, Tammie	9/5/2016	Monthly data reports from iReady	5/4/2018 monthly
G1.B2.S1.MA1 M407742	Administration will progress monitor the attendance of each department and discuss attendance data...	Tucker, Mike	9/5/2017	Attendance Data and PLC Notes	5/4/2018 monthly
G1.B1.S2.A2 A376842	Data Chat PLC's	Tucker, Mike	9/5/2017	PLC Notes	5/4/2018 monthly
G1.B1.S2.A3 A376843	Students will use online iReady instruction once a week in Science (for Math) and once a week in...	Tucker, Mike	9/5/2017	Walk-throughs and iReady reports	5/4/2018 weekly
G1.B1.S2.MA1 M407727	Administration and teachers will analyze iReady data monthly during the Data Chat PLC's.	Tucker, Mike	9/5/2017	Data Usage Report and PLC Notes/ Sign-in sheets	5/4/2018 monthly
G1.B2.S1.MA1 M407741	Administration will conduct a quarterly data analysis on attendance and share this information with...	Driggers, Tammie	9/5/2017	Attendance data	5/4/2018 quarterly
G1.B1.S6.MA1 M407736	Email will be sent as a reminder to compile growth lists.	Tucker, Mike	10/20/2017	Email	5/4/2018 quarterly
G1.B1.S3.MA1 M407729	Math teachers will analyze Reflex Math data during PLC's to ensure students are making progress and...	Hibbs, Melissa	9/5/2017	PLC notes or agenda	5/4/2018 biweekly
G1.B1.S3.MA1 M407730	Administration will run Reflex Math usage report to ensure all students have at least 80 minutes of...	Tucker, Mike	9/5/2017	Reflex Math Data Usage Reports	5/4/2018 monthly

Putnam - 0041 - C. L. Overturf Jr 6th Grade Center - 2017-18 SIP
C. L. Overturf Jr 6th Grade Center

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA2 M407754	Lesson plans will be monitored as will PLC notes and Data Tracker Forms.	Driggers, Tammie	9/5/2017	PLC's form and Student Data Tracking Forms	5/4/2018 biweekly
G1.B1.S5.A2 A376849	Minimally, in all four core content areas, AVID Strategies will be used, specifically the "AVID..."	Hibbs, Melissa	8/10/2017	Walk-throughs, Observations, and possibly Lesson Plans	5/4/2018 monthly
G1.B1.S4.MA1 M407731	Through the positive progression of students moving from one data point to the next on our data...	Driggers, Tammie	9/15/2017	Data, Progression of Data on the wall	5/4/2018 monthly
G1.B1.S4.MA1 M407732	Administration will take pictures of the data wall each time the wall is adjusted and post the...	Tucker, Mike	9/15/2017	Data Wall progression of images	5/4/2018 monthly
G1.B1.S4.A1 A376846	Create data wall based on first iReady ELA and Math diagnostics, specifically focusing on bottom...	Driggers, Tammie	9/15/2017	Images of the data wall	5/4/2018 monthly
G1.B1.S4.A2 A376847	Create a schedule for Data PLC's and attend them with teachers having all stakeholders bring...	Tucker, Mike	9/5/2017	Schedule for PLC's and Ongoing data	5/4/2018 monthly
G1.B1.S5.MA1 M407733	Administration will compare the walk-through data with the student data to monitor the...	Driggers, Tammie	9/5/2017	Walk-through Data compared to Student Data	5/4/2018 weekly
G1.B1.S5.MA1 M407734	Administration will conduct walk-throughs to look for AVID strategy usage.	Tucker, Mike	9/5/2017	Student artifacts, AVID walk-through checklist	5/4/2018 weekly
G1.B1.S5.A1 A376848	AVID Leadership Team will meet weekly to create an "AVID strategy of the month" schedule for the...	Hibbs, Melissa	8/10/2017	AVID meeting notes/minutes and content developed by team.	5/4/2018 weekly
G1.B1.S3.A2 A376845	Administration will monitor student usage of Reflex Math program.	Tucker, Mike	9/5/2017	Reflex usage report and Walk-throughs	5/4/2018 biweekly
G1.B2.S2.MA1 M407744	Administration will email Mr. Thompson to remind him when lists of students who need to be rewarded...	Tucker, Mike	8/28/2017	Email reminders	5/7/2018 monthly
G1.B1.S6.A1 A376850	Data will be gathered following each diagnostic assessments and growth monitoring assessment...	Driggers, Tammie	10/31/2017	List of students who met growth targets.	5/11/2018 quarterly
G1.B2.S2.A1 A376857	Administration will gather attendance data monthly to recognize students who have had no tardies or...	Thompson, John	8/31/2017	Attendance Data Report, List of students who receive the incentive	5/11/2018 monthly
G1.B1.S6.MA1 M407735	There should be an increase each quarter in the number of students receiving incentives for meeting...	Tucker, Mike	1/19/2018	Increase in student growth lists from quarter 2 to 3 and from 3 to 4.	5/11/2018 quarterly
G1.B2.S2.MA1 M407743	Administration will conduct a data analysis comparing each month to the previous month and each...	Driggers, Tammie	9/8/2017	Increase in student attendance from month to month and quarter to quarter as shown on attendance data collected	5/11/2018 monthly
G1.B1.S7.A2 A376852	Post and hire for contracted personnel to support the implementation of MTSS interventions at C. L....	Tucker, Mike	10/1/2017	Board approval	5/25/2018 one-time
G1.MA3 M407755	Review quarterly, mid-year, and end of year student performance data.	Tucker, Mike	10/1/2017	Data reports and district presentations for District-Admin Data Conversations	7/31/2018 quarterly
G1.B1.S8.MA1 M407740	Collect agendas and planning documents from the additional time for teachers.	Driggers, Tammie	10/2/2017	Agendas, documents and other evidence of analysis and planning	8/31/2018 quarterly
G1.B1.S8.MA1 M407739	Review progress monitoring data and conduct walkthroughs looking for evidence of planning.	Tucker, Mike	9/1/2017	Data reports and walkthrough notes	8/31/2018 biweekly
G1.B1.S7.A3 A376853	Post and hire one instructional coach for C. L. Overturf.	Tucker, Mike	9/18/2017	Personnel by position document	8/31/2018 one-time

Putnam - 0041 - C. L. Overturf Jr 6th Grade Center - 2017-18 SIP
C. L. Overturf Jr 6th Grade Center

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S8.A1  A376854	Develop and facilitate one day of Early Return for teachers at C. L. Overturf prior to the...	Tucker, Mike	6/1/2018	Agenda and sign in roster	8/31/2018 one-time
G1.B1.S8.A2  A376855	Provide increased time within the contract day for teachers to collaborate and plan.	Tucker, Mike	10/2/2017	Agendas and TDE's	8/31/2018 monthly

V. Professional Development Opportunities

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

G1. If the School-Based Leadership Team proactively engages in MTSS, PLC's, and monitoring student data and provides supportive feedback to teachers and students, then the teachers will be able to meet the individual needs of each student so that students will be more independent through self monitoring and taking ownership of their learning.

G1.B1 Our school has limited funding to purchase supplemental resources and personnel for academic interventions and acceleration

G1.B1.S2 Utilizing iReady's online differentiated instruction program with all of the targeted students in ELA and Math, which includes resources for small group tutoring.

PD Opportunity 1

Train all core teachers in iReady

Facilitator

Chris Tincher

Participants

ELA and Math Teachers, as well as select Science and Social Studies teacher

Schedule

On 8/4/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Administration will schedule targeted students with double blocks in both reading and math.	\$0.00			
2	G1.B1.S2.A1	Train all core teachers in iReady	\$0.00			
3	G1.B1.S2.A2	Data Chat PLC's	\$0.00			
4	G1.B1.S2.A3	Students will use online iReady instruction once a week in Science (for Math) and once a week in Social Studies (for ELA), in addition to daily intervention time during Math and ELA.	\$0.00			
5	G1.B1.S3.A1	Assuring Science and Social Studies teachers have login information for Reflex Math online program.	\$0.00			
6	G1.B1.S3.A2	Administration will monitor student usage of Reflex Math program.	\$0.00			
7	G1.B1.S4.A1	Create data wall based on first iReady ELA and Math diagnostics, specifically focusing on bottom quartile as well as proficient students, and adjust it monthly based on current data. (We will be tracking the entire school's progress as a lead team to share with faculty and staff.)	\$0.00			
8	G1.B1.S4.A2	Create a schedule for Data PLC's and attend them with teachers having all stakeholders bring current data.	\$0.00			
9	G1.B1.S5.A1	AVID Leadership Team will meet weekly to create an "AVID strategy of the month" schedule for the year and develop PD for delivering such on a monthly basis to departments.	\$0.00			
10	G1.B1.S5.A2	Minimally, in all four core content areas, AVID Strategies will be used, specifically the "AVID Strategy of the Month".	\$0.00			
11	G1.B1.S6.A1	Data will be gathered following each diagnostic assessments and growth monitoring assessment. Lists will be made to determine who has met the growth target or other criteria for additional incentives. Incentives will be given based on those lists celebrating those accomplishments.	\$0.00			
12	G1.B1.S7.A1	Hire one intervention teacher at C. L. Overturf to support additional sections of intervention classes.	\$47,336.00			
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0041 - C. L. Overturf Jr 6th Grade Center	UniSIG	1.0	\$37,000.00
	<i>Notes: Salary for one intervention teacher to support additional sections of intervention classes at C. L. Overturf.</i>					
	5100	210-Retirement	0041 - C. L. Overturf Jr 6th Grade Center	UniSIG		\$2,930.00
	<i>Notes: Retirement for one intervention teacher to support additional sections of intervention classes at C. L. Overturf. Retirement rate is 7.92%.</i>					
	5100	220-Social Security	0041 - C. L. Overturf Jr 6th Grade Center	UniSIG		\$2,831.00

Putnam - 0041 - C. L. Overturf Jr 6th Grade Center - 2017-18 SIP
C. L. Overturf Jr 6th Grade Center

			<i>Notes: Social Security/Medicare for one intervention teacher to support additional sections of intervention classes at C. L. Overturf. Benefit rate is 7.65%.</i>			
	5100	230-Group Insurance	0041 - C. L. Overturf Jr 6th Grade Center	UniSIG		\$4,500.00
			<i>Notes: Group insurance for one intervention teacher to support additional sections of intervention classes at C. L. Overturf. District share is \$4500 per employee.</i>			
	5100	232-Life Insurance	0041 - C. L. Overturf Jr 6th Grade Center	UniSIG		\$75.00
			<i>Notes: Life insurance for one intervention teacher to support additional sections of intervention classes at C. L. Overturf. Rate is \$0.203 per thousand up to \$50,000.</i>			
13	G1.B1.S7.A2	Post and hire for contracted personnel to support the implementation of MTSS interventions at C. L. Overturf.				\$18,871.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	310-Professional and Technical Services	0041 - C. L. Overturf Jr 6th Grade Center	UniSIG		\$18,871.00
			<i>Notes: Compensation for a tutoring position through Remedy Intelligent Staffing to recruit, screen, and hire contracted personnel to support the implementation of MTSS interventions at C. L. Overturf. Remedy is a staffing service that provides hourly professional contracted services. This is not a sub-agreement. The tutor may qualify for maximum compensation per hour of \$32.50 based on qualifications.</i>			
14	G1.B1.S7.A3	Post and hire one instructional coach for C. L. Overturf.				\$64,698.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	0041 - C. L. Overturf Jr 6th Grade Center	UniSIG	1.0	\$52,000.00
			<i>Notes: Salary for one instructional coach at C. L. Overturf.</i>			
	6300	210-Retirement	0041 - C. L. Overturf Jr 6th Grade Center	UniSIG		\$4,118.00
			<i>Notes: Retirement for one instructional coach at C. L. Overturf. Retirement rate is 7.92%.</i>			
	6300	220-Social Security	0041 - C. L. Overturf Jr 6th Grade Center	UniSIG		\$3,978.00
			<i>Notes: Social Security/Medicare for one instructional coach at C. L. Overturf. Benefit rate is 7.65%.</i>			
	6300	230-Group Insurance	0041 - C. L. Overturf Jr 6th Grade Center	UniSIG		\$4,500.00
			<i>Notes: Group insurance for one instructional coach at C. L. Overturf. District share is \$4500 per employee.</i>			
	6300	232-Life Insurance	0041 - C. L. Overturf Jr 6th Grade Center	UniSIG		\$102.00
			<i>Notes: Life insurance for one instructional coach at C. L. Overturf. Rate is \$0.203 per thousand up to \$50,000.</i>			
15	G1.B1.S8.A1	Develop and facilitate one day of Early Return for teachers at C. L. Overturf prior to the contractual start of the 2018-19 school year.				\$2,692.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0041 - C. L. Overturf Jr 6th Grade Center	UniSIG		\$2,500.00

Putnam - 0041 - C. L. Overturf Jr 6th Grade Center - 2017-18 SIP
C. L. Overturf Jr 6th Grade Center

			<i>Notes: Stipends for up to 25 teachers at C. L. Overturf to attend one day of Early Return professional learning prior to the contractual start of the 2018-19 school year. Teachers will be paid \$100 per day of attendance.</i>			
	6400	220-Social Security	0041 - C. L. Overturf Jr 6th Grade Center	UniSIG		\$192.00
			<i>Notes: Social Security/Medicare for teachers at C. L. Overturf to attend one day of Early Return professional learning prior to the contractual start of the 2018-19 school year. Benefit rate is 7.65%.</i>			
16	G1.B1.S8.A2	Provide increased time within the contract day for teachers to collaborate and plan.				\$12,323.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	750-Other Personal Services	0041 - C. L. Overturf Jr 6th Grade Center	UniSIG		\$1,700.00
			<i>Notes: Expenditures for substitute teachers to cover classrooms during teacher collaboration and planning days.</i>			
	7200	790-Miscellaneous Expenses	0041 - C. L. Overturf Jr 6th Grade Center	UniSIG		\$10,623.00
			<i>Notes: Indirect cost rate is 7.28%</i>			
17	G1.B2.S1.A1	Departments will each create and implement an attendance incentive plan for their students and provide a copy to administration.				\$0.00
18	G1.B2.S2.A1	Administration will gather attendance data monthly to recognize students who have had no tardies or absences and reward them accordingly. Likewise, administration will do this quarterly and recognize those students with a local trip incentive.				\$0.00
					Total:	\$145,920.00