

Putnam County School District

C. H. Price Middle School



2016-17 School Improvement Plan

C. H. Price Middle School

140 N COUNTY ROAD 315, Interlachen, FL 32148

price.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 6-8	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	33%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	C	D

**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.

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 a monitoring status of "Former F" (see page 4). 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>.

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	13
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	26
Technical Assistance Items	28
Appendix 3: Budget to Support Goals	28

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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for C. H. Price Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The mission statement at C.H. Price Middle School is: As a Razorback community, we will inspire and challenge every student to think, learn, achieve, care, and become a successful and responsible citizen.

b. Provide the school's vision statement

Our vision at C.H. Price Middle School is to provide a safe, caring, and stimulating learning environment for all students that is nurtured by a clearly communicated professional culture that is based on high expectations for our personal and professional behaviors.

2. School Environment

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

This year we are sharing demographical data with all of our faculty and staff regarding our students. We will also share research associated with students that fall under the categories discussed. We offer parent nights and open house where we can meet our parents and our students. Some teachers do student interest surveys to gather information to become more familiar with their students. Student cum folders provide a wealth of information to the teachers. We do gather information and learn about students that may be in project praise. Many teachers learn about the students and build those relationships through all the after school clubs and activities we provide. Our guidance counselor will communicate the needs of specific students in a timely manner so teachers can differentiate their instruction to meet the needs of each student. These opportunities offer the chance for teachers and students to build relationships outside of the classroom. We have incorporated a "mentoring" time during our first period. Teachers discuss topics of interest with students and are available to help students with grades, behavior issues, and problems.

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

Teachers supervise before, during, and after school while students are transitioning. We have a SRO who provides a feeling of security to our students. The SRO is available for students to come to at any time. Teachers are in the hallways between classes to not only supervise but to be available to students. . Students feel that they can come to the office or to any adult and share concerns that will be delivered to the correct person. We do a school wide review of rules and procedures. We practice all of the different procedures for different code drills. Students have a counselor that they can come and talk with and an adult in the clinic if they are sick. Muster stations are set up so if there is a fire during lunches, students and teachers know where to go so that everyone is accounted for that class. There are cameras on buses and on site to help monitor what is happening around the school. We put in gates by the front office that help ensure that all visitors have to come through the front office instead of just walking onto campus. We have also assigned each student a "mentor" he or she meets with daily to discuss any issues or problems.

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

We use the MTSS process

School wide review of norms, rules and procedures.

School wide Behavior intervention form that is used and has steps for each teacher to follow when a student is not adhering to school wide behavior expectations.

We have a school wide list of basic rules that are to be followed campus wide.

Our PBIS plan focused on motivation and rewarding positive behavior.

We offer special programs and dances as a reward to those students that are successful academically and behaviorally.

We have an in-school suspension class that students are assigned to. This is an alternative to out of school suspension in order to allow students the opportunity to complete their work.

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

Afterschool clubs and activities are offered to allow that social growth that students need. Counseling is provided from our school counselor and outside counselors come when needed. We have a school psychologist that serves our school. Project Praise is a program that helps students that may need additional social/emotional needs.

We have built a "mentoring" session into our daily schedule when students meet with their mentors to learn about conflict resolution and/or character. They can also confide in their mentor when needed.

We have a very active FFA club. This club builds leadership and responsibility in students.

We have started a "Check and Connect" program. Mentors receive training and work one on one with students that may need extra support in order to be successful.

3. 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).

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

When a student hits 3 days absent from school, we send a parent letter home. Students that are more than 5 days absent are required to bring in a doctor's note. As the days missed increases, we make phone calls and schedule meetings with parents and students to develop a plan to help the students attendance improve. The truancy officer is called to meet with parents when a student has 6 unexcused absences in a nine week period. For students who are having behavior issues, we have instituted a PBIS plan in which there are school wide expectations and consequences/rewards attached to specific behaviors. We have an incentive program where students can earn "Razorbucks" to use to buy items and/or buy entrance into school events. Students who failed a course the previous year are provided the opportunity to do academic recovery and some retake a course with a different teacher. We have consulted with our county MTSS coordinator to provide resources for our math teachers who remediate their below grade level math students. Students who have scored below grade level on the FSA and/or language arts classes are provided remediation through the Reading 180 program or I-Ready Intervention Class.

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	18	23	16	0	0	0	0	57
One or more suspensions	0	0	0	0	0	0	15	31	28	0	0	0	0	74
Course failure in ELA or Math	0	0	0	0	0	0	8	18	8	0	0	0	0	34
Level 1 on statewide assessment	0	0	0	0	0	0	74	76	57	0	0	0	0	207

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	17	29	24	0	0	0	0	70

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

We offer Intensive Reading (READ 180) to all of our below grade level students according to FSA results and I-ready diagnostic results, fluency, and classroom assessment data. We also offer the I-Ready Intervention reading class for the students scoring in the lowest quartile on the Language Arts FSA .

We are offering the I-Ready Math Remediation Program to all students that are not successful in their regular math classes.

We offer the opportunity for students to use Odyssey, an academic recovery program to re-do a course to earn the credit for that class.

Students are put on behavior intervention plans to help decrease the amount of referrals and discipline issues students have.

CH Price Middle School has implemented a Positive Behavior Support program to help students understand their expectations, rewards, and consequences for behaviors exhibited.

We have an "Opportunity Class" for students that need an alternate location to do their work due to their behavior.

We have created a 15 minute "mentoring" time within the schedule. Students meet with their "mentor" for 15 minutes every day to learn conflict resolution. Mentors are also available to help students with problems and academic progress.

We meet with parents and determine a plan to encourage/help increase students' attendance.

C.H. Price has received a grant program entitled Check and Connect that incorporates one on one mentoring with students that would benefit from social emotional support in order to be successful.

B. Family and Community Engagement

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).

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP 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/309973>.

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

Price Middle School works diligently to work with our business partners. There are many groups that help our school. The Kiwanis provide school supplies as well as food for our BUGS dinners. The Interlachen Town Council offers a Student of the Month Program. Interlachen First Baptist Church provides school supplies to needy students. The Health dept. provided flu mist for students whose parents were interested. The University of Florida Master Gardener's donate a large portion of time and labor to our Ag/FFA program. Several other businesses have donated to our school, Wiley's Nursery, ACE hardware, Hitchcock's, Cowart's food market and Walmart. Hitchcock allows our students to sell items in front of the store to raise money for various clubs and organizations.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Lundy, Leah	Principal
Stout, Kristen	Guidance Counselor
Williams, Tammie	Dean
Haengel, Ted	Assistant Principal
Hollingsworth, Paula	Instructional Coach
Buquo, Melissa	Guidance Counselor
Carnes, Joanie	Dean

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 leadership team consist of the administration (Principal and Asst. Principal), guidance counselor, deans, CRT, and teachers from each grade level and content area. We also have representation from our instructional assistance. This team works closely together to address all academic, behavioral, and emotional needs of our students. The team is constantly looking at data to determine the best strategies/plans to ensure success with all of our students. Each person on this team works with teachers and staff to provide all of the help they need. This team also meets regularly with the grade level and content area teachers in small groups to discuss the needs of the students and the school. Decisions are then made based on the information collected from all faculty and staff.

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

Price Middle School will use the following data to gather information for implementation and monitoring of the MTSS and SIP: FSA, Performance Matters, I-Ready diagnostic data, and classroom data. We will also use Read 180 data and I-Ready data to monitor our below grade level reading students. Our Math students will use IXL online and I-Ready Math in order for us to monitor their Math skills. The District MTSS coordinator as well as Ms. Carnes, our dean, has provided training to all teachers to help ensure that they understand the MTSS process.

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, PBIS 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
Katie Barnard	Teacher
Jan Plym	Teacher
Kristen Stout	Teacher
Irene Koenig	Business/Community
Christopher Carpenter	Parent
Bonita Coleman	Parent
Leah Lundy	Principal

b. Duties

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

a. Evaluation of last year's school improvement plan

Last year's School Improvement Plan was reviewed. Our data was discussed. We also discussed our new goal for this year.

b. Development of this school improvement plan

The SAC team reviewed the plan and provided input and comments on areas that they felt needed to be addressed. A team of administrators and teachers worked together to develop this year's plan. The plan was based on data from each content area that was represented on the FSA and/or EOC exams.

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

The principal and assistant principal sit down with the school bookkeeper to review the budget and determine the best use of money for the current school year. We also looked at our Title 1 funds to assure that they are used for student achievement.

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

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

At this time, the SAC team does not always meet compliance because many times we do not have enough people in attendance to meet a quorum. We also do not always have the correct members present, although we have the correct people on the SAC team, they are not always in attendance.

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
Hollingsworth, Paula	Instructional Coach
Haengel, Ted	Assistant Principal
Carnes, Joanie	Dean
Lundy, Leah	Principal
Williams, Tammie	Dean

b. Duties

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

Literacy is promoted throughout the school by the following methods:

We offer rewards for students who read all of the Sunshine State books. We also have an end of the year luncheon to honor and recognize all students who have read more than 1 million words (teachers are also honored). Students who reach certain goals on AR are rewarded throughout the year for reaching certain goals. We offer a Bingo for Books night so families can come and play bingo

and win books for the whole family. All teachers have classroom libraries so books are readily available to students on a daily basis. All Language Arts teachers have a class set of Sunshine State Readers. We also offer class sets of books to teachers to do book studies in their classes. We also participate in Celebrate Literacy Week (activities are still being planned). All students take an I-Ready diagnostic exam that allows teachers to target instruction to their specific needs.

D. 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).

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

We have scheduled a common planning time for the faculty and staff at the end of the day. We have also scheduled all of our meetings on Tuesday so that teachers can plan their time effectively. We have weekly and monthly PLC's that are based on data and teacher needs. PLC's are divided by grade level and content. The reading coach offers monthly professional development in areas that are directly linked to issues teachers are having. We have created a system that gives teachers planning time during student contact time.

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

When positions are available they are posted through Human Resources and then the school goes through a selection process to screen the applicants. The school strives to only interview and consider teachers/staff that are Highly Qualified. In order to retain highly qualified teachers, we provide mentorships with new teachers and offer support to teachers. We provide professional development relevant to the teachers to ensure that they are receiving the development they need in their content areas.

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

New teachers are paired with a Highly Qualified teacher in the same or similar field of education. The mentors work diligently in providing school and academic information to the new teacher. They help with lesson plans, best practices, instructional strategies and classroom management. Although all teachers are not chosen to be a mentor or do not have the training to be a mentor, many teachers work to assist the new teacher in any way he/she can. Mentors are equipped with a plan and checklist that hold both the mentor and teacher accountable for implementing the program effectively.

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

Textbooks are selected from the statewide list. We are providing standards based instruction and teachers refer to CPalms and use the Florida State Standards to drive the instruction in their classes. Marzano (iobservation) is used to monitor the instruction in classes. An emphasis is being placed on rigorous lessons that are on grade level. We use district pacing guides and monitor lesson plans. Teachers refer to Florida item specs to help create assessments for their students. Teachers are using Engage NY as a resource to instruct the math Florida State Standards. Formative assessments

are used to evaluate the effectiveness of the instruction. Teachers also use technology to increase engagement and rigor in their lessons. We are focusing on Maranzo's Element 6, Identifying Critical Information, as a goal for all instructors this year. Science teachers are using Performance Matters assessments to collect data on their students proficiency of standards taught.

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 are beginning to use common formative assessments to determine where students are at and how to differentiate instruction in the classroom. Content Area PLC's are scheduled monthly that give the teachers the opportunity to collaborate on both the assessments given and the results. Teachers are using Learning Focused to create lesson plans that are focused on Florida State Standards and the scaffolding of information to meet the needs of the students. Teachers will formatively assess students to see how much background knowledge students have. These will allow teachers to make their lessons more productive and meaningful. Teachers are looking for the mastery of standards. Weekly PLC's are being held that offer teachers a set time to look at their data and their teaching strategies to determine how they should remediate or offer enrichment to their students. Teachers use I-Ready diagnostic data and performance matters as a tool to analyze FSA data. They are able to analyze content strands, look at student growth, and progress monitor. Common planning time is used to discuss remediation of students and strategies to help with remediation. Our Math teachers are using MFAS task to monitor where their students are and also to determine groups in their classes. Below grade level students are put in Intensive reading classes to get additional instruction. Below grade level math students are placed on the I-Ready math remediation computer program.

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: Summer Program

Minutes added to school year:

The district provided all teachers with two days of summer professional development and planning. Teachers met in content area meetings both in school and district wide. They were able to collaborate on lesson plans as well as disaggregate last year's FSA/EOC data. Teachers new to this district were given a three days of professional development to prepare them for a successful year of teaching in Putnam County.

Strategy Rationale

In an effort to strengthen core instruction and focus on teaching, these teachers were provided with resources and training that would help build both rigor and engagement in their classrooms.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Lundy, Leah, llundy@my.putnamschools.org

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

FCAT, FSA, EOC, I-Ready, and Performance Matters data will be used to determine student growth. Classroom grades will also be used as well as mid-term and report card grades. School administrators will monitor the implementation of the Learning Focused Framework using observational data. Student achievement data will also be used to determine effectiveness. The number of students showing progress and/or showing deficits will be calculated on a quarterly basis.

2. Student Transition and Readiness

a. 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).

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

We provide 5th/6th grade articulation meetings for teachers. All of our incoming 5th graders are provided the opportunity to come and tour the school and learn about the school prior to the end of their 5th grade year. 6th graders are also invited to an Open House before school starts to learn about our school and become familiar with our campus and teachers. We also provide a first parent night in the spring for our incoming 5th graders to learn about the school. Our 8th graders complete the epep. The high school counselors come and work with the 8th graders on their schedules. Different clubs and coaches come from the high school to share information with the 8th graders. The 8th graders also have the opportunity to attend a parent night at the high school to get information about their new school.

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

Students are able to choose electives when they register for classes based on their interest. The ePep is completed by the students. We encourage 8th graders to participate in classes that will

provide a high school credit. Some students take FLVS classes which helps them to advance in their credits. Our standards based instruction follows the plan for college and career readiness. Students are placed in classes by hand scheduling each student. Each student's data is reviewed. Their interest in electives is also reviewed before scheduling him or her. Each schedule is created for each student and his or her individual needs and interests.

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

Interest inventories are conducted in business classes to help students determine their high school track. We provide business and Ag. courses that are a high school credit for 8th graders. We offer Algebra 1 and Language Arts 1 (ninth grade). Although it is not a technical or career class, we also offer Personal Fitness which is a high school credit to some 8th grade students. We also offer keyboarding classes for our sixth graders.

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

Our Read 180 classes include a career spotlight where students learn about real life experiences. Our Agriculture class introduces students to Agriscience and the various occupations related to agriculture and farming.

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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

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.

Our lowest quartile students did not make adequate growth. Also, our students with IEP's need accommodations in order to be successful.

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 principal gives direct, targeted feedback based on increased observations and provides specific professional support, then teachers will be able to effectively facilitate learning so that students will be able to demonstrate accountability through evidence and ownership of academic performance.

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 principal gives direct, targeted feedback based on increased observations and provides specific professional support, then teachers will be able to effectively facilitate learning so that students will be able to demonstrate accountability through evidence and ownership of academic performance. 1a

G084678

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	50.0
Statewide Science Assessment Achievement	50.0
Civics EOC Pass	70.0

Targeted Barriers to Achieving the Goal 3

- We have had a lack of resources for our lowest quartile students.
- Our students with IEP's were not placed in a classroom with the person in charge of writing the IEP.

Resources Available to Help Reduce or Eliminate the Barriers 2

- We have acquired a second dean. She will be in charge of MTSS and monitor attendance. We will be able to target specific students and counsel them on a regular basis.
- We have scheduled our lowest readers into the I-Ready Reading Intervention class. This class will target their specific deficiencies in order to give these students the the ability to "fill in the gaps" in their reading skills.
- We have created an incentive program that offers both tangible and intangible rewards. We have programs such as dances, dinners, and parties for students that achieve a specific goal. We also offer "Razorbucks" that students can use to purchase items and/or put towards their entrance into dances/sports events.
- We are implementing a grant program entitled Check and Connect. This program matches a student with a mentor. We will target our at risk students in hopes that a mentor will help each student reach his or her potential.
- Each student with an IEP is placed in a classroom with the teacher responsible for writing the IEP.

Plan to Monitor Progress Toward G1. 8

We have baseline data that shows where each of our lowest quartile students are at academically. We will determine how much growth each student needs in order to show growth according to the state's criteria.

We will monitor each student on a bi-quarterly basis. Through MTSS and I-Ready data we will determine if our interventions are successful. We will also be able to revise our plan if the interventions are not successful.

Person Responsible

Paula Hollingsworth

Schedule

Monthly, from 8/31/2016 to 5/26/2017

Evidence of Completion

I-Ready data on a weekly basis. I-ready diagnostic data. Language Arts Performance Matters data. Classroom grades.

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 principal gives direct, targeted feedback based on increased observations and provides specific professional support, then teachers will be able to effectively facilitate learning so that students will be able to demonstrate accountability through evidence and ownership of academic performance. **1**

 G084678

G1.B2 We have had a lack of resources for our lowest quartile students. **2**

 B225115

G1.B2.S1 We have implemented an I-Ready class. This class will teach our lowest quartile students reading skills that are individually targeted to each student's specific needs. **4**

 S237487

Strategy Rationale

Our lowest students have not been targeted due to a lack of resources. They have been placed in a reading intervention class with our level two students. By focusing on the needs of our lowest students we will be able to "fill in the gaps" and help our lowest students show growth.

Action Step 1 **5**

Analyze I Ready data monthly to determine if students are progressing

Person Responsible

Paula Hollingsworth

Schedule

Monthly, from 9/1/2016 to 5/1/2017

Evidence of Completion

Mrs. Hollingsworth will meet with Language Arts teachers monthly to review data and high impact strategies

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

The Leadership Team will meet monthly to review data and plan a course of action.

Person Responsible

Leah Lundy

Schedule

Monthly, from 9/15/2016 to 5/1/2017

Evidence of Completion

Team notes and program alterations will show how effective the data analysis is.

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

The Leadership Team will analyze data from EOC exams and FSA exams to determine the effectiveness of the I Ready Program.

Person Responsible

Leah Lundy

Schedule

On 6/29/2017

Evidence of Completion

Data from state assessments will help us determine if our lowest quartile students have made adequate growth due to their remediation using the I Ready program.

G1.B5 Our students with IEP's were not placed in a classroom with the person in charge of writing the IEP.

2

B225118

G1.B5.S1 Teachers in charge of specific IEP's will have the children placed in their classroom. 4

S237488

Strategy Rationale

Teachers can get to know the students with IEP's and build a relationship with them as well as acknowledge the accommodations that are effective in helping them become successful.

Action Step 1 5

Place students with IEP's in a classroom with the teacher assigned to write their IEP's.

Person Responsible

Leah Lundy

Schedule

On 5/26/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Students with IEP's will have their data analyzed monthly to determine if accommodations on their IEP's are being implemented and are effective.

Person Responsible

Leah Lundy

Schedule

Monthly, from 9/15/2016 to 5/26/2017

Evidence of Completion

Students with IEP's will show growth throughout the year and meet their individual goals as set on their IEP's.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Mrs. Meiselman and Mrs. Williams will meet with teachers to resolve issues and analyze data to determine if the students' needs are being met.

Person Responsible

Tammie Williams

Schedule

Monthly, from 9/15/2016 to 5/1/2017

Evidence of Completion

Students with IEP's will show growth and lesson plans will show implementation of accommodations.

G1.B5.S2 All teachers will receive professional development that addresses accommodations and how they should be used in each classroom as well as strategies to use when working with students with disabilities. 4

 S237489

Strategy Rationale

If students with disabilities are truly receiving the accommodations that they are entitled to, we should see better growth as well as performance from those students. Teachers can not provide instruction needed if they are unaware of the required accommodations or if they do not know what those accommodations should look like in the classroom.

Action Step 1 5

Professional Development on Accommodations

Person Responsible

Melissa Buquo

Schedule

Semiannually, from 8/4/2016 to 5/26/2017

Evidence of Completion

Sign in Sheets, teacher documentation of accommodations, agenda

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.MA1 M313239	The Leadership Team will meet monthly to review data and plan a course of action.	Lundy, Leah	9/15/2016	Team notes and program alterations will show how effective the data analysis is.	5/1/2017 monthly
G1.B2.S1.A1 A307010	Analyze I Ready data monthly to determine if students are progressing	Hollingsworth, Paula	9/1/2016	Mrs. Hollingsworth will meet with Language Arts teachers monthly to review data and high impact strategies	5/1/2017 monthly
G1.B5.S1.MA1 M313240	Mrs. Meiselman and Mrs. Williams will meet with teachers to resolve issues and analyze data to...	Williams, Tammie	9/15/2016	Students with IEP's will show growth and lesson plans will show implementation of accommodations.	5/1/2017 monthly
G1.MA1 M313242	We have baseline data that shows where each of our lowest quartile students are at academically....	Hollingsworth, Paula	8/31/2016	I-Ready data on a weekly basis. I-ready diagnostic data. Language Arts Performance Matters data. Classroom grades.	5/26/2017 monthly
G1.B5.S1.MA1 M313241	Students with IEP's will have their data analyzed monthly to determine if accommodations on their...	Lundy, Leah	9/15/2016	Students with IEP's will show growth throughout the year and meet their individual goals as set on their IEP's.	5/26/2017 monthly
G1.B5.S1.A1 A307011	Place students with IEP's in a classroom with the teacher assigned to write their IEP's.	Lundy, Leah	8/10/2016		5/26/2017 one-time
G1.B5.S2.A1 A307012	Professional Development on Accommodations	Buquo, Melissa	8/4/2016	Sign in Sheets, teacher documentation of accommodations, agenda	5/26/2017 semiannually
G1.B2.S1.MA1 M313238	The Leadership Team will analyze data from EOC exams and FSA exams to determine the effectiveness...	Lundy, Leah	6/1/2017	Data from state assessments will help us determine if our lowest quartile students have made adequate growth due to their remediation using the I Ready program.	6/29/2017 one-time

V. Professional Development Opportunities

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

G1. If the principal gives direct, targeted feedback based on increased observations and provides specific professional support, then teachers will be able to effectively facilitate learning so that students will be able to demonstrate accountability through evidence and ownership of academic performance.

G1.B2 We have had a lack of resources for our lowest quartile students.

G1.B2.S1 We have implemented an I-Ready class. This class will teach our lowest quartile students reading skills that are individually targeted to each student's specific needs.

PD Opportunity 1

Analyze I Ready data monthly to determine if students are progressing

Facilitator

Paula Hollingsworth

Participants

Language Arts/Reading teachers

Schedule

Monthly, from 9/1/2016 to 5/1/2017

G1.B5 Our students with IEP's were not placed in a classroom with the person in charge of writing the IEP.

G1.B5.S1 Teachers in charge of specific IEP's will have the children placed in their classroom.

PD Opportunity 1

Place students with IEP's in a classroom with the teacher assigned to write their IEP's.

Facilitator

Mrs. Lundy

Participants

All teachers assigned IEP's, Mrs. Meiselman, Mrs. Williams, Mrs. Stout, Mrs. Buquo

Schedule

On 5/26/2017

G1.B5.S2 All teachers will receive professional development that addresses accommodations and how they should be used in each classroom as well as strategies to use when working with students with disabilities.

PD Opportunity 1

Professional Development on Accommodations

Facilitator

Melissa Buquo

Participants

All teachers

Schedule

Semiannually, from 8/4/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Analyze I Ready data monthly to determine if students are progressing	\$0.00
2	G1.B5.S1.A1	Place students with IEP's in a classroom with the teacher assigned to write their IEP's.	\$0.00
3	G1.B5.S2.A1	Professional Development on Accommodations	\$0.00
			Total: \$0.00