

George C. Miller Jr. Middle School

101 S PROSPECT ST, Crescent City, FL 32112

mis.putnamschools.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2017-18 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 George C. Miller Jr. Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	Comprehensive Support & Improvement - Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

George C. Miller Middle School is dedicated to providing high quality educational opportunities for all students through accelerated academic programs of study and collaborative structures that positively impacts student achievement. Highly qualified, professional and instructional personnel use prescriptive strategies to ensure student growth and stakeholders work collaboratively to create a respectful, positive learning environment where decisions are made in the best interest of students. At Miller Middle School, we are a community school creating lifelong learners.

b. Provide the school's vision statement

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

2. School Environment

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

Our instructional staff will continue to use the "Getting to Know You" culture building activities as well as "Character Counts" and "Positive Behavior Support" strategies. We have implemented an accelerated academic program within the school structure. We are committed to building a bridge between the school and community by reaching out to community organizations for support in school-wide initiatives. We will also foster collaboration with the Migrant Education Program to enhance our community connection. We will have open house, book fair, parent nights about our school goals, curriculum nights on ways in which parents can provide their children support to grow, Art Night's in which Miller will host our very own Painting with a Twist, intramural sporting events, and band concerts to offer opportunities for parent and community involvement. George C. Miller Jr. Middle School will also host the 21st Century After School Program. This program will support our students in nutrition, academic tutoring support for daily lessons, as well as STEAM enrichment activities to grow our students in activities that can help develop students' background knowledge. We also host the academic recognition program "BUGS" (Bringing Up Grades) sponsored by the Kiwanis Club. We also have a focus on increasing our attendance rate at George C. Miller Jr. Middle School. We will have Attendance Award Nights to recognize students who are at school for 90% of each nine weeks.

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

George C. Miller Jr. Middle School works very hard to create an environment in which students feel safe and are respected by their peers, parents, faculty, and staff. At the beginning of the year, we provide a school wide assembly to discuss bullying and ways to support one another if anything occurs toward bullying. We also go over the procedures as to how students can and should report bullying. We also conduct safety drills throughout the school year as to what to do during a Code Red, Code Yellow, and Code Black. Teachers and staff practice safe and respect routines within the class. The school also conducts grade level meetings to talk about our PAW expectations, as well as the overall school goal, which is to grow our students in all academic areas to achieve a letter grade of a C by the end of the 2017-2018 school year. The administration also is setting into play a Student Council in which all grades are represented to discuss student concerns, as well as incentives that they are interested in to make Miller Middle School an inviting place to feel welcome, safe, and

respected among one another. The administrative team has also made it a point to be available for student concerns/conversations during lunch periods, as well as in between class changes. Each day students and faculty are oriented for the school day with a morning assembly where the entire school participates in the pledge, a moment of silence, and the vision and mission are illustrated and highlighted. Staff is encouraged to expand upon student awareness of the various character development skills discussed by the administration in the morning. Student birthdays and positive shout outs are given to the student body every morning to recognize positive things that are taking place within the school and among classmates. Restrooms/hallways are monitored each class period to support any safety concerns that may arise.

The "Character Counts" and "Positive Behavior Support" strategies will encourage positive social skills and a safe environment. We have also implemented a mentoring program within the school day. Faculty and staff are paired with students based on compatibility and students' needs based upon social, emotional, or psychological needs.

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

Our school is focused in on the MTSS Process for both academic and behavioral needs. The school has hired a new guidance counselor who is supporting students' needs in both areas. Many times, students become frustrated academically, which results in poor behavioral decisions. The guidance counselor is establishing small group counseling sessions to provide student support towards the school and home setting. George C. Miller Jr. Middle School is also working with a community mentor program in Boys to Men. The administration has met with Mr. Watson to discuss school needs of mentoring young guys as well as young ladies and how this program can support our students. We also discuss during Pre-planning the use of the Behavioral Intervention Form. Students who have behavioral issues are given 3 opportunities for the same behavior before an Office Referral is written. Within the Behavioral Intervention Form, teachers and staff receive training as to what interventions they may take to support and train our students toward the expected outcomes that we want to observe in our classrooms. Our teachers also develop team and class support within the 1st 10 days of school. During this time, teachers build classroom and team support for students within their class. Teachers take the time to build family atmospheres which help to build an instructional learning capacity like no other. The students were strategically placed into classrooms in which the majority of the students move together from one teacher to the next. We have also double blocked many of our reading/math classrooms which helps the teacher and the students to better know one another and ways to support the academic success of the students. The administration also meets with the entire student body to discuss "Bullying". We discuss the definition of Bullying, what it looks like, how we can best support one another in our actions toward one another, and the procedures to report "Bullying" with the support of the faculty/staff. We also send home to every parent our Miller Middle School Student/Parent Handbook. In the handbook it discusses the set procedures for the school day, transportation requirements, parent/ teacher conferences, as well as our "Bullying" reporting system.

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

The Miller Middle School Guidance Department prides itself in providing as much social-emotional support as possible for our students. The primary goal of our guidance counselor is to assist students with their educational and personal development. This is carried out through classroom programs, individual and small group counseling with students, conferences with parents and teachers, supporting students/parents with accommodations and modification to curriculum, and helping to identify students in need of special programs. In addition, our counselor is also available for consultation with parents concerning student problems and needs. Our guidance counselor works

with our community partnerships to support our students' social-emotional needs. We work with Stewart-Marchman to support additional student needs through additional resources.

George C. Miller Jr Middle School's Guidance Department also supports students academic needs through monitoring their academic progress. The counselor meets with individual 8th grade students to determine their needs to successfully complete the 8th grade so they may be successful in starting their high school careers.

The administration is working closely with the ESE Department to provide unique life skills training for our students who are Alternatively Assessed. We are working to provide access to the high schools home economics department to teach students life basic skills in using a microwave, dishwasher, washer/dryer, ironing board, as well as stove/oven. The administration also is providing a Leadership technique course for the advanced 8th grade class. The areas of instruction include: budgets, leadership skills, interpersonal skills, organizational skills, conflict resolution, and self motivational skills.

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

- Contact parents reinforcing the district's attendance policy as well Miller Middle School's expectations for attendance.
- Develop attendance contracts with the students and parents
- Implement daily check-in and check-out with the student with student incentives.
- Refer to the School Based Team as a part of the early warning system.
- Student Advisement Time (2 times per month)
- Growth monitoring incentives as well as attendance incentives.
- Cambridge Acceleration Classes
- 21st Century After School Program to support STEAM activities and enhance students' background knowledge

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

Interventions for students who scored a Level 1 in FSA ELA include:

- Read 180
- LLI (Instructional Assistants providing support for 66 students)
- iReady
- Teengagement

Interventions for students who scored a Level 1 in FSA Mathematics include:

- iReady- students are grouped into intervention classes with added support by math intervention teacher.
- Reflex Math
- Khan Academy

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	33	34	49	0	0	0	0	116
One or more suspensions	0	0	0	0	0	0	15	34	33	0	0	0	0	82
Course failure in ELA or Math	0	0	0	0	0	0	6	6	10	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	0	0	0	107	75	86	0	0	0	0	268
Level 1 on Math FSA	0	0	0	0	0	0	82	48	63	0	0	0	0	193

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	27	25	22	0	0	0	0	74

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

Early warning indicator intervention strategies:

Academic intervention strategies currently in place at Miller Middle School include:

- Read 180
- 21st Century After School Tutoring/Enrichment
- Cambridge Acceleration Courses for 50 students in each grade level
- i-Ready(for both Mathematics and Reading)
- LLI
- Khan Academy
- Reflex Math
- Teengagement

-Reduced Intervention class sizes to allow for facilitation of differentiation.

Attendance intervention strategies currently in place at Miller Middle School include:

- Parents are contacted at the onset of a pattern of truancy
- Attendance is addressed using a Tiered approach.
- Daily checkin-in with the data clerk with incentives and rewards for improvements in attendance.
- Referral to a school-based mentor.

Discipline/Behavior intervention strategies currently in place at Miller Middle School include:

- A school-wide behavior plan
- Student Advisement Time twice per month with specific areas of focus for all students
- Positive Behavior Support
- Referrals to School Based Team
- Referrals to School-based Mentors
- Providing Classroom Management Training to faculty/staff members through the Tough Kids Professional Development.

For all early warning system indicators we have the following school-wide incentives:

- Cougar Cash token economy
- Awards for good attendance
- Small group and individual counseling
- High School Athletic Incentives
- B.U.G.S. (Bringing Up Grades)

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/445742>.

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

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

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

We will partner with the Moose Lodge, United Way, Lakewood Nursing Home, and the Dollar General to support student donations towards academic achievement.

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
Adams, Tim	Principal
Gilyard, Joanne	Dean
DeLuca, Christopher	Teacher, K-12
Glover, Veronica	Teacher, ESE
Graham, Melanie	Teacher, K-12
Lee, Chris	Assistant Principal
Groves, Constance	

b. Duties

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

The Principal and the Assistant Principal monitor the goals of the SIP, provide additional resources to teachers, staff, and students. The administration plans meetings, analyzes the data to determine the goals of the school. The administration is also a part of the MTSS team that helps to determine the individual needs of individual students in the multi-tiered system. The Instructional Coaches support the instructional practices and strategies for teachers to use to support their students in their classrooms. The Instructional Coaches also are a part of the MTSS and SIP teams to support specific instructional strategies that need to be put into place based upon the data analysis that is determined by the school administration. The Guidance Counselor, supports the teacher, students, and parents through the MTSS process by scheduling meetings, identifying tiered programs, and examining the results to support the needs of the individual students. The School Psychologist, Staffing Specialist, and the Behavioral Specialist identify specific needs based upon the data that is collected through the classroom teacher. The Support Facilitator/Resource ESE Teacher supports intervention small groups to better support students in the areas in which they are identified as being "weak" or "strong" in based upon the data analysis. Our Department Chairs at George C. Miller Jr. Middle School also provide school support as they are the leaders of each grade level. They discuss instructional practices, techniques, differentiation, small group intensive support, and MTSS to support the needs of their children. We also have grade level Reading and Math Cadre Leaders who help support the Reading Coach by facilitating grade level PLC's geared toward student data which in turn focuses in on high yield instructional strategies through our Learning Focus Lesson Plan Framework.

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

George C. Miller Jr. Middle School uses the following data systems to analyze and interpret the data for

differentiated instruction to support all of our students. We use Performance Matters, iReady Reading & Math diagnostic data, Classroom Benchmark Assessments, and our Florida State Assessment test results to determine levels of need or enrichment for our students. Teacher resources/allocations may change depending upon the data that is monitored on a quarterly basis within the leadership team as well as individual teachers per grade level. Other resources that are used to provide additional interventions or Tiers is iReady and Khan Academy which also supports individual student differentiated instruction of their learning. Teachers collect individual student data to support/monitor Tiered instruction and meet with the MTSS team to review student progress. The administrative team of George C. Miller Jr. Middle School shared the testing data from the 2016-2017 school year.

George C. Miller Jr. Middle School did improve, however we did not improve enough to become a "C" school. George C. Miller Jr. Middle School has been rated a "D" school for the 4th consecutive year in a row. Due to Miller's status, the school is now considered a Turn Around School (TOPS).

We have 2 areas of focus. One area is on our iReady Diagnostic Assessments. They are administered 3 times a year in August, December, and May, will be used to determine student gaps in skills for reading and mathematics and student growth over time. We will also administer one iReady Growth Monitoring Assessment in October. For the 2017-2018 school year, the district will require TOP Schools to use Standards Mastery Assessments in grades 6-8 for reading and math. These are single standard, formative assessments that expose students to technology enhanced test items and provide valuable feedback to teachers on the effectiveness of their core instruction. We will also use Performance Matters as the progress monitoring tool for science in grades 6-8 and EOC Courses including Algebra 1, Geometry, Biology, and Civics.

Our 2nd area of focus is on differentiated instruction to support growth of all students. We have

implemented intensive math and reading classes to support student growth as well as offer Cambridge accelerated coursework which will support 50 students per grade level for the first time this school year.

Supplemental Academic Instruction (SAI): Students will participate in I-Ready. I-Ready is a computerized reading and math lesson/standards based program. iReady is being used as a support for individualized instruction for all students in both remediation and enrichment. This program begins with a diagnostic assessment. This assessment is given every 12 weeks to track student growth/success. Teachers have the option to add more lessons for specific benchmark instruction. Students will have online access to this program at school and at home.

Violence Prevention Programs: Character Counts is our main Positive Behavior Support System. The Character Counts Program is used as a supplemental behavior support system at the teacher's discretion. We hold bi-weekly Student Advisory Sessions to support character building, attendance goals, academic goals, as well as discuss possible career choices during this time frame.

Anti-bullying curriculum is taught by the guidance counselor to individuals and classes on an "as needed" basis. The Putnam County Sheriff's Office also supports our Anti-Bullying Programs by providing assemblies to support student understanding of anti-bullying, meaning of words, and how to best support a family

first environment in the classroom. The administration holds assemblies at the beginning of the first and second semester to teach and review our PAW expectations. We have music classes that incorporates musical therapy as part of the curriculum. Our ESE Resource Teacher also supports some of our Check-In, Check-Out mentor (CICO). Some staff members are trained in CPI which uses de-escalation techniques. More staff members will be trained in CPI as a way to support our students here at George C. Miller Jr. Middle School.

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
Tim Adams	Principal
Joanne Gilyard	Education Support Employee
Latina Cook	Parent
Vanessa Lara	Parent
Trinisha Austin	Parent
Ronda Jara	Parent
Gerald Watson	Business/Community
Consuela Prevatt	Parent
Angel Duke	Business/Community
Trista Castro	Parent
Erin Delaney	Parent
Gerald Watson	Business/Community

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

The School Advisory Council reviewed last year's School Improvement Plan by researching the school goals, compared the actual test data, and determined that there was progression in both reading and math data. The School Advisory Council also was able to review the goals that we are implementing for the 2017-2018 school year. George C. Miller Jr. Middle School's goals for this school year is to raise student achievement as well as raise student attendance rates. Our goal is for each child to miss less than 18 days per school year.

The School Advisory Council also discussed our school's concerns with upgrading our technology, using the 21st Century After School Program to enhance student learning through STEAM Projects, as well as provide our teachers with job-embedded coaching to support their instructional practices through knowledge of their content areas. Job embedded coaching will include Classroom Management support through Tough Kids Professional Development as well as math/science training to support the use of manipulatives for hands on learning which will support student growth and help with the growth of student's background knowledge.

b. Development of this school improvement plan

The administrative team of George C. Miller Jr. Middle School shared the testing data from the 2016-2017 school year. George C. Miller Jr. Middle School did improve, however we did not improve enough to become a "C" school. George C. Miller Jr. Middle School has been rated a "D" school for the 4th consecutive year in a row. Due to Miller's status, the school is now considered a Turn Around School (TOPS).

We have 2 areas of focus. One area is on our iReady Diagnostic Assessments. They are administered 3 times a year in August, December, and May, will be used to determine student gaps in skills for reading and mathematics and student growth over time. We will also administer one iReady Growth Monitoring Assessment in October. For the 2017-2018 school year, the district will require TOP Schools to use Standards Mastery Assessments in grades 6-8 for reading and math. These are single standard, formative assessments that expose students to technology enhanced test items and provide valuable feedback to teachers on the effectiveness of their core instruction. We will also use Performance Matters as the progress monitoring tool for science in grades 6-8 and EOC Courses

including Algebra 1, Geometry, Biology, and Civics.

Our 2nd area of focus is on differentiated instruction to support growth of all students. We have implemented intensive math and reading classes to support student growth as well as offer Cambridge accelerated coursework which will support 50 students per grade level for the first time this school year.

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

As a TOPS School, the school's administration team meets with the district team to determine the goals and needs of the school. The annual budget and plan are apart of the DIAP Plan, which in turn aligns with the School Improvement Plan. The state then provides Uni-Sig money to provide supports within the Turn-Around Option Schools. The School Improvement Plan and it's budget is shared with all stakeholders to discuss what plans of action will take place to move George C. Miller Jr. Middle School out of TOPS status.

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

George C. Miller Jr. Middle School allocated funds to provide additional support through tutors to provide small group tutoring as well as purchase supplemental resources to provide our students with additional materials to use to support differentiated instruction.

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
Groves, Constance	Instructional Coach
Graham, Melanie	Teacher, K-12
Lee, Chris	Assistant Principal

b. Duties

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

1. Empower leaders and mentors within our school
2. Build instructional toolbox of best teaching practices
3. Focus on specific subgroups to increase student achievement and students reading on grade level
4. Fostering and promoting a Balanced Literacy approach during reading instruction
5. Continue to work with students on setting and reaching realistic goals
6. Focus in on analyzing individual class data, and individual student data through common formative assessments.
7. Quarterly Review Meetings with individual teachers to analyze individual student data through the use of student evident portfolios.
8. PLC's to support teacher instructional practices as well as provide opportunities for book study on the Daily Five.

The main job of the leadership team will be to help enable teachers to contribute by:

- Collecting and Analyzing student/subgroup/school data through Quarterly Review Meetings with individual teachers to focus in on individual students.
- Developing a plan of instruction that includes differentiated instruction to meet the needs of all students
- Helping students understand and set realistic goals regarding their data
- Creating small groups for early intervention of reading problems
- Progress monitoring and re-evaluating student/subgroup/school data
- Create parent awareness of goals, steps needed to reach the goals, and progress thus far through phone calls, texts, emails, parent conferences, planners, daily notes, and progress reports.

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

The teachers of George C. Miller Jr. Middle School are encouraged to work with their teams as well as with other grade levels within the school. The collaboration and positive working relationships are encouraged and set through the high expectations that are set by the administrative team. The collaboration between teachers takes place throughout the year through our Professional Development plans as well as are set PLC times during the instructional day as well as our PLC's that take place after school hours. All of our collaboration is based upon supporting the needs of our students to increase student achievement through all aspects of learning in all subject areas.

Collaboration also takes place amongst the Cambridge Acceleration Teachers as well as the general education teachers to discuss high yield instructional strategies that can best support all students as they grow based upon our formative/summative assessments.

Our teachers also take the opportunity to collaborate with other teachers who work the 21st Century Program. Collaboration will also take place amongst the faculty/staff to support Classroom Management Training through the Tough Kids Professional Development. We also plan to provide additional professional development to our math and science teachers by providing manipulatives that can help with our hands-on learning for our students and to help develop their background knowledge skills.

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

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers for KSES:

*District Schools participate in teacher recruitment efforts designed to help them grow on their own through NEFEC. (District)

*Teachers participate in a mentorship/beginning teacher program offered by the District. The school uses this information in conjunction with its Annual Teacher Professional Learning Community or PLC. (District/Principal and Assistant Principal)

*New teachers to the school and teachers that have been teaching less than four years participate in a Professional Learning Communities (PLCs). PLCs that occur help to create and maintain useful information towards classroom management, parent conferences and obtaining advanced degrees. (Principal/Assistant Principal)

*Teachers are offered intensive instruction through District and School-based Professional development in the Marzano Framework of Teaching, Florida State Standards, Differentiation, Learning Focus Lesson Plan Framework. (District/Principal/Assistant Principal/CRT)

*Teachers are offered a variety of opportunities to receive additional endorsements/coursework through

NEFEC which include but are not limited to ESOL, Reading, Leadership, Gifted, Exceptional Student Education, and Classroom Management. (Principal/Assistant Principal)

*Administration will maintain contact with universities for future teacher recruitment of applicants.
(Principal)

*Provide ongoing and continuous professional development of best practices and research-based strategies along with support for current curricular programs and technical program assistance (Iready, CRISS, Cambridge, 21st Century After School Program, Khan Academy, Reflex Math, Common Core).
(Principal/Assistant Principal)

* Provide Professional Development to Instructional Coaches, Assistant Principals, and Principals in targeted specific feedback to coach teachers to help improve teacher instruction.

* Provide ESOL Training to develop teacher understanding and development of strategies to support our ELL Learners.

* Provide Classroom Management Training through a Tough Kids Professional Development that will take place for 3 days as an early return to school for the 2018-2019 school year.

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

The mentor/mentee are responsible for completing the District level beginning teacher checklist and document all activities that are required to successfully complete the Beginning Teacher Program for PCSD. Mentor/mentee teachers will have several times throughout the year to be observed and observe in other classrooms. The mentor/mentee will meet throughout the year to discuss routines, procedures, curriculum and planning. The rationale for the pairing of the mentor/mentee was both are special area teachers with unique needs of various grade levels. The mentor/mentee may will also have opportunities throughout the year to observe other classrooms and discuss observations. Mentors/mentees participate in PLCs and lesson studies with their grade level team.

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

The school selects highly qualified teachers who demonstrate high quality instructional strategies along with high achieving scores to work closely with other teachers within the district to research and study the core instructional programs to determine how they are aligned to the standards of Florida. The district personnel also supports this process as the district leadership team massages this process in being sure that we are in compliance with the state initiatives in selecting core instructional programs. These actions take place with our reading, math, and science core instructional programs. We also work closely with Curriculum Associates who help us as they provide support and PD on using the instructional toolboxes to support teacher practices to support increasing student achievement.

ELA: Collections material; iReady Curriculum Associates print materials; iReady Teacher Toolbox; Khan Academy; Read 180 for 6th/7th grade students; Teengagement for 8th grade students
Math: Engage New York; iReady Curriculum Associates print materials; iReady Teacher Toolbox; Khan Academy

Science: Curriculum Pacing Guides to support Standards Based Instruction

Social Studies: World Geography; Civics; U.S History

Cambridge Acceleration classes for 50 students per grade level.

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

The administration and the grade level teachers review formative student data every other week in reading and math. We base our data on formative assessments as well as summative assessments. Grade level teachers and administration also monitor student evidence in the mastery of standards through our student portfolios. Teachers will also use Ready Print material in both reading and math to monitor student progress and understanding towards Florida Standards.

The administration and Instructional Coaches meet monthly to review individual student portfolios to determine student growth. Formative assessments are reviewed each week and summative assessments are reviewed at the end of each unit. Our weekly PLC's, which are based upon instructional skills and strategies that are taught to our students are a focus along with the formative data that is based upon the taught instructional skills.

Teachers then discuss and determine next steps in supporting their students to differentiate their instruction. Students are given diagnostic tests (i-Ready, Performance Matters, and/or MFAS tasks) to determine their academic levels and then placed in intervention groups to work on skills and strategies to address their deficits.

Interventions include small group and individual instruction where basic foundational skills support the standards covered during these intervention sessions. Intervention groups will utilize the READ 180 program, I-Ready and LLI program; Khan Academy; Reflex Math; and Cambridge Acceleration classes.

Professional development is provided based on instructional needs derived from student data. We will be using the Learning Focus Lesson Planning framework. Training for new instructional staff will be provided at the school level with added support from the CRT and school administrator.

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: Extended School Day

Minutes added to school year: 5,400

Extended the school day by 30 minutes each day.

Strategy Rationale

Adding more time to the school day can help support differentiated instruction within the classes through use of our core instruction and supplemental resources to support standards based instruction.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Adams, Tim, tadams@my.putnamschools.org

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

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

Strategy: After School Program

Minutes added to school year:

21st Century After School Program

Strategy Rationale

Support student enrichment through STEAM activities that can help to build student background knowledge.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Adams, Tim, tadams@my.putnamschools.org

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

Student Journalism of STEAM Activities;

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

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

Transition strategies include:

- Incoming 6th grade Parent/Student Night in May 2018
- Outgoing 8th graders visit CCHS in May 2018
- Cambridge Information Night in February/March of 2018

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

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

Not applicable at this level.

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

The CTE teacher will address careers within his or her Instructional Curriculum to support students in receiving Microsoft Word Certification. Cambridge Courses to support Algebra 1; Civics; Biology; and Geometry.

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 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.** The leadership team at George C. Miller Jr. Middle School will implement wrap-around services and academic support structures for students and professional learning for teachers to increase engagement in school, the quality of classroom instruction, and student achievement.

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. The leadership team at George C. Miller Jr. Middle School will implement wrap-around services and academic support structures for students and professional learning for teachers to increase engagement in school, the quality of classroom instruction, and student achievement. **1a**

G098143

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	32.0
ELA/Reading Gains	47.0
ELA/Reading Lowest 25% Gains	42.0
FSA Mathematics Achievement	41.0
Math Gains	42.0
Math Lowest 25% Gains	35.0
Statewide Science Assessment Achievement	30.0
Civics EOC Pass	50.0

Targeted Barriers to Achieving the Goal **3**

- Miller Middle has limited funding to purchase supplemental resources and personnel for academic intervention and acceleration.
- There is a need for professional development that focuses on increasing content knowledge and improving instructional practices required to achieve strong student performance.
- Miller Middle had 29% of our students who missed 19 or more days of school in 2016-17.
- Miller Middle has challenges retaining effective and highly effective teachers and staff to work in turnaround schools.

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

- i-Ready and Performance Matters
- District coaches and content specialists
- School improvement support
- School support staff such as guidance counselor, dean, etc.
- District purchased curriculum materials and resources for Core (Tier 1)

Plan to Monitor Progress Toward G1. 8

Analyze and reflect upon quarterly, mid-year, and end-of-year school performance and perception data.

Person Responsible

Tim Adams

Schedule

Quarterly, from 9/1/2017 to 7/31/2018

Evidence of Completion

Several pieces of data will be used to collect information towards how well we are reaching our goals. iReady data, Standards mastery, LLI diagnostics, and Florida Standards Assessments, classroom common assessments of Collections, discipline data, attendance data, and financial records will be used to determine our success towards reaching our goals. Individual student data/class data may include: iReady Diagnostic Data Standards Mastery Assessments LLI Diagnostics Florida Standards Assessments discipline referral data attendance data financial records 5Essentials

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. The leadership team at George C. Miller Jr. Middle School will implement wrap-around services and academic support structures for students and professional learning for teachers to increase engagement in school, the quality of classroom instruction, and student achievement. **1**

 G098143

G1.B1 Miller Middle has limited funding to purchase supplemental resources and personnel for academic intervention and acceleration. **2**

 B263980

G1.B1.S1 Implement supplemental resources and personnel to improve student access to intervention and acceleration curriculum and programs. **4**

 S279620

Strategy Rationale

The administration of George C. Miller Jr. Middle School work to provide as many opportunities as possible using our school FTE allocations for teachers and staff, but often are not able to provide as many intensive courses, accelerated courses, and low student: teacher ratios as they would like to better meet student needs. Additionally, the district funds a limited number of instructional resources and materials to support academic programming. UniSig funds will provide us with opportunities to better meet student needs.

Action Step 1 **5**

Purchase additional consumable supplies to support intervention in reading and math.

Person Responsible

Tim Adams

Schedule

On 8/31/2018

Evidence of Completion

Purchase orders to prove materials were purchased.

Action Step 2 5

Purchase supplemental math manipulatives and science lab materials to create concrete models and science labs for students to support their conceptual understanding of grade level standards.

Person Responsible

Tim Adams

Schedule

On 8/31/2018

Evidence of Completion

Purchase orders to prove materials were purchased.

Action Step 3 5

Post and hire one additional paraprofessional position to support intervention classes.

Person Responsible

Tim Adams

Schedule

On 11/30/2017

Evidence of Completion

C-13 paperwork to identify who was hired as the paraprofessional to support intervention classes.

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

Distribute iReady reading & math print materials to classrooms to use with students.

Person Responsible

Constance Groves

Schedule

Weekly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Discussion in PLC's how to best use the iReady materials for intervention support to increase student growth on FSA. PLC notes; walkthrough observations; coaching plans to support use of iReady materials.

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

Monitor teacher understanding on how to best use the math and science manipulatives to encourage hands-on learning activities and conceptual development.

Person Responsible

Tim Adams

Schedule

Weekly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Walkthroughs PLC notes that discuss how to use the science or math manipulatives to best support student hands-on learning. PD with the DA Team and District Coaches in math or science. Lesson plan checks that determine how science or math manipulatives are being used to support student hands-on learning.

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

Monitor paraprofessional to support student intervention

Person Responsible

Tim Adams

Schedule

Biweekly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Provide PD to support paraprofessional with the use of LLI lab materials. Monitor paraprofessional assigned daily schedule. Monitor student progress of intervention through LLI Diagnostic Assessments.

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

Use of iReady print materials to support reading and math interventions

Person Responsible

Tim Adams

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Walkthrough, Informal, or Formal Observation feedback of teacher instruction. iReady Diagnostic Assessments given in December and March iReady Standards Mastery Assessment results LLI Lab diagnostic results iReady Growth Monitoring Assessments

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

Monitoring of effective instructional practices with the use of science & math manipulatives to support hands-on conceptual learning in the classroom.

Person Responsible

Tim Adams

Schedule

Weekly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Walkthrough data, Informal & Formal Observation data. Lesson plan checks PD within PLC's to support teacher understanding of how to use the science and math materials.

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

Monitor/observation of paraprofessional to support interventions

Person Responsible

Tim Adams

Schedule

Biweekly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Observation/monitoring/feedback of Instructional Assistant's work. Student Diagnostics with LLI Materials. Student's iReady Diagnostic tests. Standards Mastery Assessments iReady Growth Monitoring Assessments

G1.B2 There is a need for professional development that focuses on increasing content knowledge and improving instructional practices required to achieve strong student performance. **2**

 B263981

G1.B2.S1 Provide additional job-embedded coaching support during the school year and increased time beyond the contract day/year for professional learning. **4**

 S279621

Strategy Rationale

The UniSig funds would provide more time outside the contracted day as well as outside the school year to provide professional learning for teachers. The professional learning will provide additional tools that teachers can use to support increasing student growth as well as student achievement.

Action Step 1 **5**

Provide increased time beyond the contract day for instructional staff to collaborate and plan.

Person Responsible

Tim Adams

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Sign-in Sheets; agendas to support teacher collaboration and planning.

Action Step 2 **5**

Develop and facilitate three days of Early Return prior to the contractual start of the 2018-19 school year.

Person Responsible

Tim Adams

Schedule

On 8/1/2018

Evidence of Completion

Tough Kids Workshop agenda; materials; training for all faculty/staff members to support Classroom Management and additional Positive Behavior Support Training.

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

Attend the after hours teacher collaboration/planning sessions.

Person Responsible

Chris Lee

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Collect planning/collaboration sheets; sign-in sheets. Observations of teachers based upon collaboration/planning sessions.

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

The lead team of Miller Middle School will collaborate with the teachers and observe classrooms for effectiveness of planning/collaboration sessions and collect student data in formative/summative assessments to determine next steps in sessions.

Person Responsible

Tim Adams

Schedule

Weekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Observations of teachers through effective educators website as well as individual student/classroom data to determine implementation of planning and effectiveness to support the teachers and the students.

G1.B3 Miller Middle had 29% of our students who missed 19 or more days of school in 2016-17. **2**

 B263982

G1.B3.S1 Develop and implement a student attendance plan that includes monitoring, recognition, awareness, and celebration. **4**

 S279622

Strategy Rationale

UniSig funds will help support George C. Miller Jr. Middle School in monitoring, recognizing, creating awareness, and celebrating students in reducing the amount of absences in school. The more the students are at school, the more instructional strategies they learn to utilize in mastering the Florida State Standards.

Action Step 1 **5**

Create a plan for recognition and celebration throughout the year.

Person Responsible

Chris Lee

Schedule

Biweekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Student attendance data

Action Step 2 **5**

Post and hire one additional paraprofessional to increase the focus on attendance monitoring and enhance communication with all stakeholders including students, parents, teachers, and leaders.

Person Responsible

Tim Adams

Schedule

On 8/31/2018

Evidence of Completion

Evidence of the C-13 as documentation of who was hired to the paraprofessional attendance position.

Action Step 3 5

Our district graduation coach will help work with students who have attendance issues to discuss the importance of attending school and it's effects on their academic status.

Person Responsible

Chris Lee

Schedule

Biweekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Sign in visitor sheets to show documentation that the Grad Coach visited the school. Other evidence will include a bi-weekly list of students she is working with along with their bi-weekly test data.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Plan school recognition opportunities to support our attendance initiatives.

Person Responsible

Chris Lee

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Planning meeting agendas to discuss topics to support student recognition to support our attendance initiatives.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Follow up to interview candidates to hire a paraprofessional who will help monitor and track student attendance based upon our attendance initiative.

Person Responsible

Tim Adams

Schedule

On 10/30/2017

Evidence of Completion

Interview schedule of possible candidates; the hiring of a candidate through the C-13 process.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administration of Miller Middle School will conduct meetings with the Grad Coach to determine the effectiveness of her meeting with students to discuss attendance and academic goals.

Person Responsible

Tim Adams

Schedule

Biweekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Individual student attendance data to determine if meetings/goal setting with individual students, and meetings with parents are working to support our student attendance initiative.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Monitor student attendance rates to determine a decrease of students who missed more than 19 days based upon our attendance initiatives.

Person Responsible

Chris Lee

Schedule

Weekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Student's attendance data.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Monitor and train the paraprofessional to track attendance data which will support the school's attendance initiative.

Person Responsible

Tim Adams

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Student's attendance data, paraprofessional schedule that identifies students who have missed 19 days or less, parent meeting agendas to discuss student attendance.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administration will meet with Grad Coach to review student attendance rates.

Person Responsible

Tim Adams

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Tier 2 or Tier 3 student's data based upon who the Grad Coach is working with to support our attendance initiative.

G1.B4 Miller Middle has challenges retaining effective and highly effective teachers and staff to work in turnaround schools. 2

 B263983

G1.B4.S1 Provide bonuses for instructional personnel for remaining at the school, achieving effective or highly effective ratings, and committing to the process of collaboration and professional development required in this plan. The first bonus will be paid this school year in November 2017 and another in August 2018. 4

 S279623

Strategy Rationale

If we can keep highly-motivated teachers at the school and working to improve their practices year-to-year, the cumulative improvement in instructional practices will mitigate the prevalence of poverty-related performance issues.

Action Step 1 5

Negotiate a memorandum of understanding with the PFT-U for George C. Miller Middle to provide contractual language outlining bonuses within the grant period.

Person Responsible

Tim Adams

Schedule

Semiannually, from 11/1/2017 to 8/31/2018

Evidence of Completion

A retention report would include evidence that employees were retained at the school from this year and next.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Review the payout lists and calculate retention rates.

Person Responsible

Tim Adams

Schedule

Semiannually, from 11/1/2017 to 8/31/2018

Evidence of Completion

Payout lists, allocation lists

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Analyze retention data along with student performance and teacher evaluations.

Person Responsible

Tim Adams

Schedule

On 8/31/2018

Evidence of Completion

Retention data and student/teacher performance reports

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.B3.S1.MA3 M407768	Follow up to interview candidates to hire a paraprofessional who will help monitor and track...	Adams, Tim	10/2/2017	Interview schedule of possible candidates; the hiring of a candidate through the C-13 process.	10/30/2017 one-time
G1.B1.S1.A3 A376870	Post and hire one additional paraprofessional position to support intervention classes.	Adams, Tim	10/2/2017	C-13 paperwork to identify who was hired as the paraprofessional to support intervention classes.	11/30/2017 one-time
G1.B1.S1.MA1 M407756	Use of iReady print materials to support reading and math interventions	Adams, Tim	10/2/2017	Walkthrough, Informal, or Formal Observation feedback of teacher instruction. iReady Diagnostic Assessments given in December and March iReady Standards Mastery Assessment results LLI Lab diagnostic results iReady Growth Monitoring Assessments	5/25/2018 monthly
G1.B1.S1.MA5 M407757	Monitoring of effective instructional practices with the use of science & math manipulatives to...	Adams, Tim	10/2/2017	Walkthrough data, Informal & Formal Observation data. Lesson plan checks PD within PLC's to support teacher understanding of how to use the science and math materials.	5/25/2018 weekly
G1.B1.S1.MA6 M407758	Monitor/observation of paraprofessional to support interventions	Adams, Tim	10/2/2017	Observation/monitoring/feedback of Instructional Assistant's work. Student Diagnostics with LLI Materials. Student's iReady Diagnostic tests. Standards Mastery Assessments iReady Growth Monitoring Assessments	5/25/2018 biweekly
G1.B1.S1.MA1 M407759	Distribute iReady reading & math print materials to classrooms to use with students.	Groves, Constance	10/2/2017	Discussion in PLC's how to best use the iReady materials for intervention support to increase student growth on FSA. PLC notes; walkthrough observations; coaching plans to support use of iReady materials.	5/25/2018 weekly
G1.B1.S1.MA2 M407760	Monitor teacher understanding on how to best use the math and science manipulatives to encourage...	Adams, Tim	10/2/2017	Walkthroughs PLC notes that discuss how to use the science or math manipulatives to best support student hands-on learning. PD with the DA Team and District Coaches in math or science. Lesson plan checks that determine how science or math manipulatives are being used to support student hands-on learning.	5/25/2018 weekly
G1.B1.S1.MA3 M407761	Monitor paraprofessional to support student intervention	Adams, Tim	10/2/2017	Provide PD to support paraprofessional with the use of LLI lab materials. Monitor paraprofessional assigned daily schedule. Monitor student progress of intervention through LLI Diagnostic Assessments.	5/25/2018 biweekly
G1.B2.S1.MA1 M407762	The lead team of Miller Middle School will collaborate with the teachers and observe classrooms for...	Adams, Tim	9/1/2017	Observations of teachers through effective educators website as well as individual student/classroom data to determine implementation of planning and effectiveness to support the teachers and the students.	5/25/2018 weekly
G1.B2.S1.MA1 M407763	Attend the after hours teacher collaboration/planning sessions.	Lee, Chris	9/1/2017	Collect planning/collaboration sheets; sign-in sheets. Observations of teachers based upon collaboration/ planning sessions.	5/25/2018 monthly
G1.B2.S1.A1 A376871	Provide increased time beyond the contract day for instructional staff to collaborate and plan.	Adams, Tim	9/1/2017	Sign-in Sheets; agendas to support teacher collaboration and planning.	5/25/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1 M407764	Monitor student attendance rates to determine a decrease of students who missed more than 19 days...	Lee, Chris	9/1/2017	Student's attendance data.	5/25/2018 weekly
G1.B3.S1.MA4 M407765	Monitor and train the paraprofessional to track attendance data which will support the school's...	Adams, Tim	10/2/2017	Student's attendance data, paraprofessional schedule that identifies students who have missed 19 days or less, parent meeting agendas to discuss student attendance.	5/25/2018 monthly
G1.B3.S1.MA6 M407766	Administration will meet with Grad Coach to review student attendance rates.	Adams, Tim	9/1/2017	Tier 2 or Tier 3 student's data based upon who the Grad Coach is working with to support our attendance initiative.	5/25/2018 monthly
G1.B3.S1.MA1 M407767	Plan school recognition opportunities to support our attendance initiatives.	Lee, Chris	9/1/2017	Planning meeting agendas to discuss topics to support student recognition to support our attendance initiatives.	5/25/2018 monthly
G1.B3.S1.MA5 M407769	Administration of Miller Middle School will conduct meetings with the Grad Coach to determine the...	Adams, Tim	9/1/2017	Individual student attendance data to determine if meetings/goal setting with individual students, and meetings with parents are working to support our student attendance initiative.	5/25/2018 biweekly
G1.B3.S1.A1 A376873	Create a plan for recognition and celebration throughout the year.	Lee, Chris	9/1/2017	Student attendance data	5/25/2018 biweekly
G1.B3.S1.A3 A376875	Our district graduation coach will help work with students who have attendance issues to discuss...	Lee, Chris	9/1/2017	Sign in visitor sheets to show documentation that the Grad Coach visited the school. Other evidence will include a bi-weekly list of students she is working with along with their bi-weekly test data.	5/25/2018 biweekly
G1.MA1 M407772	Analyze and reflect upon quarterly, mid-year, and end-of-year school performance and perception...	Adams, Tim	9/1/2017	Several pieces of data will be used to collect information towards how well we are reaching our goals. iReady data, Standards mastery, LLI diagnostics, and Florida Standards Assessments, classroom common assessments of Collections, discipline data, attendance data, and financial records will be used to determine our success towards reaching our goals. Individual student data/class data may include: iReady Diagnostic Data Standards Mastery Assessments LLI Diagnostics Florida Standards Assessments discipline referral data attendance data financial records 5Essentials	7/31/2018 quarterly
G1.B2.S1.A2 A376872	Develop and facilitate three days of Early Return prior to the contractual start of the 2018-19...	Adams, Tim	7/1/2018	Tough Kids Workshop agenda; materials; training for all faculty/staff members to support Classroom Management and additional Positive Behavior Support Training.	8/1/2018 one-time
G1.B1.S1.A1 A376868	Purchase additional consumable supplies to support intervention in reading and math.	Adams, Tim	10/2/2017	Purchase orders to prove materials were purchased.	8/31/2018 one-time
G1.B1.S1.A2 A376869	Purchase supplemental math manipulatives and science lab materials to create concrete models and...	Adams, Tim	10/2/2017	Purchase orders to prove materials were purchased.	8/31/2018 one-time
G1.B3.S1.A2 A376874	Post and hire one additional paraprofessional to increase the focus on attendance monitoring and...	Adams, Tim	10/1/2017	Evidence of the C-13 as documentation of who was hired to the paraprofessional attendance position.	8/31/2018 one-time
G1.B4.S1.MA1 M407770	Analyze retention data along with student performance and teacher evaluations.	Adams, Tim	7/1/2018	Retention data and student/teacher performance reports	8/31/2018 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.MA1  M407771	Review the payout lists and calculate retention rates.	Adams, Tim	11/1/2017	Payout lists, allocation lists	8/31/2018 semiannually
G1.B4.S1.A1  A376876	Negotiate a memorandum of understanding with the PFT-U for George C. Miller Middle to provide...	Adams, Tim	11/1/2017	A retention report would include evidence that employees were retained at the school from this year and next.	8/31/2018 semiannually

V. Professional Development Opportunities

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

G1. The leadership team at George C. Miller Jr. Middle School will implement wrap-around services and academic support structures for students and professional learning for teachers to increase engagement in school, the quality of classroom instruction, and student achievement.

G1.B2 There is a need for professional development that focuses on increasing content knowledge and improving instructional practices required to achieve strong student performance.

G1.B2.S1 Provide additional job-embedded coaching support during the school year and increased time beyond the contract day/year for professional learning.

PD Opportunity 1

Develop and facilitate three days of Early Return prior to the contractual start of the 2018-19 school year.

Facilitator

Tough Kids Facilitator

Participants

Miller Middle School's faculty/staff and administration.

Schedule

On 8/1/2018

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	Purchase additional consumable supplies to support intervention in reading and math.				\$33,472.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0231 - George C. Miller Jr. Middle School	UniSIG		\$20,000.00
			<i>Notes: Expenditures for consumable supplies to support intervention in reading and math including Ready print student workbooks and teacher manuals.</i>			
	7200	790-Miscellaneous Expenses	0231 - George C. Miller Jr. Middle School	UniSIG		\$13,472.00
			<i>Notes: Indirect cost rate is 7.28%</i>			
2	G1.B1.S1.A2	Purchase supplemental math manipulatives and science lab materials to create concrete models and science labs for students to support their conceptual understanding of grade level standards.				\$15,585.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	590-Other Materials and Supplies	0231 - George C. Miller Jr. Middle School	UniSIG		\$15,585.00
			<i>Notes: Expenditures at George C. Miller Middle for non-consumable supplies and materials including math manipulative kits and science lab materials.</i>			
3	G1.B1.S1.A3	Post and hire one additional paraprofessional position to support intervention classes.				\$33,444.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0231 - George C. Miller Jr. Middle School	UniSIG	1.0	\$25,000.00
			<i>Notes: Salary for paraprofessional to support interventions at George C. Miller Jr. Middle School.</i>			
	5100	210-Retirement	0231 - George C. Miller Jr. Middle School	UniSIG		\$1,980.00
			<i>Notes: Retirement for paraprofessional to support interventions at George C. Miller Jr. Middle School. Retirement rate is 7.92%.</i>			
	5100	220-Social Security	0231 - George C. Miller Jr. Middle School	UniSIG		\$1,913.00
			<i>Notes: Social Security/Medicare for paraprofessional to support interventions at George C. Miller Jr. Middle School. Benefit rate is 7.65%.</i>			
	5100	230-Group Insurance	0231 - George C. Miller Jr. Middle School	UniSIG		\$4,500.00
			<i>Notes: Group Insurance for paraprofessional to support interventions at George C. Miller Jr. Middle School. District share is \$4500 per employee.</i>			
	5100	232-Life Insurance	0231 - George C. Miller Jr. Middle School	UniSIG		\$51.00

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						<i>Notes: Life insurance for paraprofessional to support interventions at George C. Miller Jr. Middle School. Rate is \$0.203 per thousand up to \$50,000.</i>
4	G1.B2.S1.A1	Provide increased time beyond the contract day for instructional staff to collaborate and plan.				\$12,918.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	0231 - George C. Miller Jr. Middle School	UniSIG		\$12,000.00
						<i>Notes: Stipends for up to 32 instructional staff at George C. Miller Middle to collaborate and plan beyond the contract day. Instructional staff will be paid \$25 per hour of participation.</i>
	6300	220-Social Security	0231 - George C. Miller Jr. Middle School	UniSIG		\$918.00
						<i>Notes: Social Security/Medicare for instructional staff at George C. Miller Middle to collaborate and plan beyond the contract day. Benefit rate is 7.65%.</i>
5	G1.B2.S1.A2	Develop and facilitate three days of Early Return prior to the contractual start of the 2018-19 school year.				\$19,596.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0231 - George C. Miller Jr. Middle School	UniSIG		\$9,600.00
						<i>Notes: Stipends for up to 32 teachers at George C. Miller Middle to attend three days 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	150-Aides	0231 - George C. Miller Jr. Middle School	UniSIG		\$2,100.00
						<i>Notes: Stipends for up to 7 paraprofessionals at George C. Miller Middle to attend three days of Early Return professional learning prior to the contractual start of the 2018-19 school year. Paraprofessionals will be paid \$100 per day of attendance.</i>
	6400	220-Social Security	0231 - George C. Miller Jr. Middle School	UniSIG		\$896.00
						<i>Notes: Social Security/Medicare for teachers and paraprofessionals at George C. Miller Middle to attend three days of Early Return professional learning prior to the contractual start of the 2018-19 school year. Benefit rate is 7.65%.</i>
	6400	310-Professional and Technical Services	0231 - George C. Miller Jr. Middle School	UniSIG		\$7,000.00
						<i>Notes: Professional and technical services training including expenditures for the Tough Kids presenter to provide two days of training at George C. Miller Middle during Early Return prior to the contractual start of the 2018-19 school year.</i>
6	G1.B3.S1.A1	Create a plan for recognition and celebration throughout the year.				\$0.00
7	G1.B3.S1.A2	Post and hire one additional paraprofessional to increase the focus on attendance monitoring and enhance communication with all stakeholders including students, parents, teachers, and leaders.				\$33,444.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0231 - George C. Miller Jr. Middle School	UniSIG	1.0	\$25,000.00
						<i>Notes: Salary to hire one paraprofessional to support attendance monitoring and communication at George C. Miller Middle.</i>

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	5100	210-Retirement	0231 - George C. Miller Jr. Middle School	UniSIG		\$1,980.00
			<i>Notes: Retirement for one paraprofessional to support attendance monitoring and communication at George C. Miller Middle. Retirement rate is 7.92%.</i>			
	5100	220-Social Security	0231 - George C. Miller Jr. Middle School	UniSIG		\$1,913.00
			<i>Notes: Social Security/Medicare for one paraprofessional to support attendance monitoring and communication at George C. Miller Middle. Benefit rate is 7.65%.</i>			
	5100	230-Group Insurance	0231 - George C. Miller Jr. Middle School	UniSIG		\$4,500.00
			<i>Notes: Group insurance for one paraprofessional to support attendance monitoring and communication at George C. Miller Middle. District share is \$4500 per employee.</i>			
	5100	232-Life Insurance	0231 - George C. Miller Jr. Middle School	UniSIG		\$51.00
			<i>Notes: Life insurance for one paraprofessional to support attendance monitoring and communication at George C. Miller Middle. Rate is \$0.203 per thousand up to \$50,000.</i>			
8	G1.B3.S1.A3	Our district graduation coach will help work with students who have attendance issues to discuss the importance of attending school and it's effects on their academic status.				\$0.00
9	G1.B4.S1.A1	Negotiate a memorandum of understanding with the PFT-U for George C. Miller Middle to provide contractual language outlining bonuses within the grant period.				\$36,601.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0231 - George C. Miller Jr. Middle School	UniSIG		\$32,000.00
			<i>Notes: Provide a \$500 bonus at George C. Miller Middle paid in November 2017 for up to 32 teachers who are at the school for the 2017-18 school year. Provide another \$500 bonus paid in August 2018 for effective and highly effective teachers who remain at the school for the 2018-19 school year.</i>			
	5100	110-Administrators	0231 - George C. Miller Jr. Middle School	UniSIG		\$2,000.00
			<i>Notes: Provide a \$500 bonus at George C. Miller Middle paid in November 2017 for up to two administrators who are at the school for the 2017-18 school year. Provide another \$500 bonus paid in August 2018 for administrators who remain at the school for the 2018-19 school year.</i>			
	5100	220-Social Security	0231 - George C. Miller Jr. Middle School	UniSIG		\$2,601.00
			<i>Notes: Social Security/Medicare for the November 2017 and August 2018 bonuses for teachers and administrators at George C. Miller Middle. Benefit rate is 7.65%.</i>			
					Total:	\$185,060.00