

Putnam County School District

Eleanor H. Miller School



2018-19 School Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	10
Title I Requirements	10
Budget to Support Goals	0

Eleanor H. Miller School

156 HORSEMAN CLUB RD, Palatka, FL 32177

ehmiller.putnamschools.org

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-12</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>Special Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>46%</p>

School Grades History

<p>Year</p> <p>Grade</p>	<p>2017-18</p>
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School Board Approval

This plan was approved by the Putnam County School Board on 11/6/2018.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement

The mission of Eleanor H. Miller School is to foster an atmosphere of mutual respect among all stakeholders and create a positive learning environment in which students experience success.

Provide the school's vision statement

Special needs students should receive planned, varied, quality learning opportunities including functional skills instruction, which enable each student to reach their individual highest potential in achievement and self sufficiency.

Every student should be provided with opportunities to gain confidence and self-advocacy skills while acquiring the communication and social skills necessary for appropriate and responsible social behavior.

Families should be welcomed as partners in the educational process. They should be provided with information about their children as well opportunities to participate in school activities.

School Leadership Team

Membership

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

Name	Title
Symonds, Rodney	Principal
Mills, Georgette	Other
Becker, Linda	Teacher, ESE
Godfrey, Leither	Teacher, ESE

Duties

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

Conferences are held with these teachers to discuss instructional practices for EBD and InD students. Input from these teachers help guide the focus and implementation of strategies of content to be taught. Data is reviewed to monitor progress of all students.

Early Warning Systems

Year 2017-18

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	3	1	3	5	9	10	8	6	4	6	11	3	6	75
One or more suspensions	0	1	1	1	1	3	5	4	2	2	2	0	0	22
Course failure in ELA or Math	0	1	0	1	1	1	3	4	2	2	5	0	1	21
Level 1 on statewide assessment	0	0	0	2	2	3	5	3	2	1	1	0	0	19

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	1	1	1	0	2	1	0	0	2	0	1	9

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	1	0	0	2	1	1	1	3	1	6	16
Retained Students: Previous Year(s)	0	0	0	0	0	1	1	1	0	1	3	1	2	10

Date this data was collected

Monday 8/27/2018

Year 2016-17 - As Reported

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	2	2	6	8	5	3	7	7	5	5	6	3	4	63
One or more suspensions	0	0	1	2	3	4	4	3	4	2	2	1	0	26
Course failure in ELA or Math	0	0	0	0	1	0	0	3	1	1	3	0	2	11
Level 1 on statewide assessment	0	0	0	1	2	1	4	2	3	1	7	1	0	22
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	2	1	3	3	0	1	0	3	1	2	17

Year 2016-17 - Updated

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	2	2	6	8	5	3	7	7	5	5	6	3	4	63
One or more suspensions	0	0	1	2	3	4	4	3	4	2	2	1	0	26
Course failure in ELA or Math	0	0	0	0	1	0	0	3	1	1	3	0	2	11
Level 1 on statewide assessment	0	0	0	1	2	1	4	2	3	1	7	1	0	22
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	2	1	3	3	0	1	0	3	1	2	17

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Learning gains of lowest 25%

Which data component showed the greatest decline from prior year?

No comparison available.

Which data component had the biggest gap when compared to the state average?

Math Achievement

Which data component showed the most improvement? Is this a trend?

No comparative data

Describe the actions or changes that led to the improvement in this area

No comparative data

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	57%	60%	0%	73%	57%
ELA Learning Gains	0%	53%	57%	0%	64%	57%
ELA Lowest 25th Percentile	0%	62%	52%	0%	48%	51%
Math Achievement	0%	51%	61%	0%	47%	58%
Math Learning Gains	0%	33%	58%	0%	33%	56%
Math Lowest 25th Percentile	0%	64%	52%	0%	36%	50%
Science Achievement	0%	93%	57%	0%	89%	53%
Social Studies Achievement	0%	92%	77%	0%	98%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3 (2)	1 (2)	3 (6)	5 (8)	9 (5)	10 (3)	8 (7)	6 (7)	4 (5)	6 (5)	11 (6)	3 (3)	6 (4)	75 (63)
One or more suspensions	0 (0)	1 (0)	1 (1)	1 (2)	1 (3)	3 (4)	5 (4)	4 (3)	2 (4)	2 (2)	2 (2)	0 (1)	0 (0)	22 (26)
Course failure in ELA or Math	0 (0)	1 (0)	0 (0)	1 (0)	1 (1)	1 (0)	3 (0)	4 (3)	2 (1)	2 (1)	5 (3)	0 (0)	1 (2)	21 (11)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	2 (1)	2 (2)	3 (1)	5 (4)	3 (2)	2 (3)	1 (1)	1 (7)	0 (1)	0 (0)	19 (22)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	0%	40%	-40%	57%	-57%
	2017	0%	42%	-42%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	0%	38%	-38%	56%	-56%
	2017	0%	42%	-42%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2018	0%	39%	-39%	55%	-55%
	2017	0%	38%	-38%	53%	-53%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2018	0%	42%	-42%	52%	-52%
	2017	0%	36%	-36%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2018	0%	38%	-38%	51%	-51%
	2017	0%	34%	-34%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	0%	47%	-47%	58%	-58%
	2017	0%	35%	-35%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2018	0%	38%	-38%	53%	-53%
	2017	0%	33%	-33%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2018	0%	38%	-38%	53%	-53%
	2017	0%	38%	-38%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	0%	48%	-48%	62%	-62%
	2017	0%	48%	-48%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	0%	50%	-50%	62%	-62%
	2017	0%	53%	-53%	64%	-64%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2018	0%	48%	-48%	61%	-61%
	2017	0%	45%	-45%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2018	0%	47%	-47%	52%	-52%
	2017	0%	38%	-38%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2018	0%	25%	-25%	54%	-54%
	2017	0%	27%	-27%	53%	-53%
Same Grade Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
08	2018	0%	16%	-16%	45%	-45%
	2017	0%	19%	-19%	46%	-46%
Same Grade Comparison		0%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	0%	61%	-61%	69%	-69%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	0%	55%	-55%	67%	-67%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	43%	-43%	62%	-62%
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	50%	-50%	56%	-56%
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Improve test scores on state assessments.

Rationale With improved test scores, students will gain more knowledge that will result in academic success and a greater feeling of self confidence.

Intended Outcome All students will show learning gains on the state assessment.

Point Person Rodney Symonds (rsymonds@my.putnamschools.org)

Action Step

Description Focus on mastery of state standards and data analysis.

Person Responsible Rodney Symonds (rsymonds@my.putnamschools.org)

Plan to Monitor Effectiveness

Description Teachers will collect data monthly and data will be reviewed quarterly with administration.

Person Responsible Rodney Symonds (rsymonds@my.putnamschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Since we are a separate day school serving students with significant disabilities, family support and trust is critical. The process of building a positive relationship begins with our PK students and parents. Each year, we hold a "meet and greet" day during pre-planning so parents can come out with their child and get acclimated. We recognize that if the parents feel welcome and perceive that their child is safe at our school, they unconsciously and

consciously convey this to their child. Parent and care giver perceptions are critical to our success. For all our families we do outreach, welcome letters, and phone calls periodically prior to the students starting a school year to build a positive, comfortable relationship.

We keep parents informed of their child's progress in various ways. Every child on our campus takes home a daily report for parents. Since we are a special needs school, the report content varies by student. The EBD point sheet reflects both academic and behavioral aspects on a 100 point scale. Our IND students, many of whom are non-verbal, take home a simple form that lets parents know what type of day the student experienced and gives feedback on the students progress on our school wide expectations.

We recognize the burden on our parents as evening care givers of handicapped children. We allow them to be involved in alternate ways. Just reading their child's daily reports and sending notes or responses back is a great form of participation for us. We know it's difficult for many of our families to come out to additional meetings and events as would be viewed as traditional parent involvement. We do highly encourage our parent's attendance at IEP meetings and parent conferences.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

Social emotional health is very important to independent functioning. Our IND population classrooms all foster high self esteem and focus on practicing social skills. Positive social interaction is explicitly taught and practiced.

Our EBD population has access to a full time mental wellness counselor and a school psychologist.

We partner with outside agencies (CDS, SMA, etc) to coordinate services and to utilize outside agency programs such as Anger Management and Lasting Family Connections.

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

Prior to a student entering our school, a staffing "change of placement" meeting is held with parents and representatives from our school. Once the child arrives, schools staff meets with the parents or caregivers, gives a tour, and introduces the child to their new teacher. Within a couple weeks of enrolling from another school, we have an IEP meeting to review and update the IEP.

When we are considering mainstreaming a student, we follow a set process that starts with a "consideration for change of placement meeting" followed by a "change of placement meeting." To ensure a positive transition, we incrementally progress with mainstreaming, adding just a couple classes at a time. The staffing specialist usually meets the student on the new campus to introduce them to staff and the new teachers. Progress is monitored so we can intervene when necessary to ensure the best transition.

Students who have met graduation requirements and are interested in extended services, we provide a transition for job skills or functional learning in social settings like the ARC.

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

The U.S. Department of Education released proposed regulations to implement the requirements related to Federal spending in the Elementary and Secondary Education Act (ESEA), as recently revised by the Every Student Succeeds Act (ESSA) which states, Federal funds must supplement and may not supplant state and local funds. Regulations ensure that Federal funds are additive and do not take the place of state and local funds in low-income schools in keeping with the longstanding commitment under Title I that the nation's highest need students receive the additional financial resources necessary to help them succeed.

In accordance with ESSA Section 118 (b) (2), the methodology used to allocate State and local funds to each school receiving assistance under this part (Title I, Part A) ensures that the school receives all the State and local funds it would otherwise receive if it were not receiving Federal funds. The District has a methodology for support not supplant when allocating State and local funds to each school.

Each school year, the District's Chief Financial Officer assures State and local funds are distributed at an equal level by preparing a report showing comparability across all schools for the allocation of instructional staff. Staff allocations are based on a formula applied consistently so that all schools that are comparable receive allocations in a comparable manner. The report is audited by the State yearly to assure the District meets this mandate.

The funding formula is based on Florida Public Schools Full-time Equivalent (FTE) data. For the past several years, grades Kindergarten, first, second, and third grades have been allocated 1 teacher per 17 students. Grades four, five, six, seven, and eight are allocated 1 teacher per 21 students. Though the specific ratio may change year to year, this formula provides teachers for these grade levels at slightly below the ratio required to meet Florida's class size regulations.

Expenditures of titled funds at the school level are then monitored to ensure expenditures supplement the general curriculum and fulfill the intent of grant funding. All expenditures are reviewed by the Federal Programs Office to ensure compliance with applicable Federal and State guidelines.

Additionally, the school leadership team conducts a district unified Comprehensive Needs Assessment (CNA) towards the end of each school year. The CNA reports on how resources including personnel, instruction, and curriculum are aligned to identified needs. Student programming outcomes are monitored both in the CNA and district school data report-outs conducted quarterly.

Federal funding projects are monitored for auditing purposes by the Office of Federal Programs. Audit boxes for each program are maintained and aligned to pertinent work papers and Federal and State guidance.

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

Our goal is for our students to be as self-sufficient as possible. For some, post-graduation may mean getting assistance through APD (Association for Persons with Disabilities) or VR Vocational Rehabilitation. These agencies can assist special needs students with transportation and tuition to attend post-secondary education. In addition, Vocational Rehab offers career readiness classes designed to equip students with the soft skills necessary to become successful employees. Our district also has a transition coordinator who meets with parents, students and teachers and creates an individual transition plan when students turn age 14. This plan is re-assessed through high school and adjusted as needed.