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George C. Miller Jr. Middle School

101 S PROSPECT ST, Crescent City, FL 32112

mis.putnamschools.org

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</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>
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<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>68%</p>
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School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	C	D	D	D*

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

Our mission at George C. Miller Jr. Middle School is to ensure that all of our students are afforded the opportunity to achieve academic success in a safe, clean, and healthy learning environment.

Provide the school's vision statement

At George C. Miller Jr. Middle School, all teachers and staff work together to plan for cognitively complex and relevant tasks and assessments through engaging student centered learning where all students are motivated and held responsible to a high level of autonomy.

School Leadership Team

Membership

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

Name	Title
Adams, Tim	Principal
DeLuca, Christopher	Teacher, K-12
Graham, Melanie	Teacher, K-12
Lee, Chris	Assistant Principal
Boden, Mercedes	Teacher, K-12
Bender, Susannah	Guidance Counselor

Duties

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

Members of the leadership team work together towards implementing the vision and mission of George C. Miller Jr. Middle School. School Leaders, are our Department Leaders who work with other teachers towards the implementation of /planning for cognitively complex and relevant tasks to engage students in a variety of engagement strategies. The members of the leadership team attend/support professional development, mentor other teachers within the school as well as the different members of their departments.

Members of the leadership team meet on a biweekly basis to discuss student test data, discipline issues, PBIS information, student attendance issues, as well as other grade level concerns. More often than not, the members come to the table with solutions to implement. The Leadership Team is a group of caring, compassionate, professional

teachers who want the best for our students, faculty, and staff. As we meet, decisions and shared to make appropriate decisions to better support our school.

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	0	0	0	0	0	0	40	38	45	0	0	0	0	123
One or more suspensions	0	0	0	0	0	0	9	44	48	0	0	0	0	101
Course failure in ELA or Math	0	0	0	0	0	0	50	8	6	0	0	0	0	64
Level 1 on statewide assessment	0	0	0	0	0	0	71	83	83	0	0	0	0	237

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	42	29	36	0	0	0	0	107

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	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	5	8	7	0	0	0	0	20

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	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

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	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

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?

George C. Miller Jr. Middle School's Science FCAT component performed the lowest for the 2018 school year. It is a trend, as for the 2018 school year, 30% of our 8th grade students were proficient in Science and in the 2017 school year, 20% of our 8th grade students were proficient. This is our lowest component, however we did grow 10%.

Which data component showed the greatest decline from prior year?

George C. Miller Jr. Middle School improved in all areas for the 2018 school year in comparison to the 2017 school year.

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

George C. Miller Jr. Middle School's Science Component had the biggest gap when compared to the state average. That gap when comparing the school to the state was at 22%. The other 2 components that closely followed Science was both our ELA and Math Achievement at a gap of 19% respectively.

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

Our Math Learning Gains showed the most improvement with a 15% increase from the prior year. Based upon the last 5 years worth of data, this has not been a trend for George C. Miller Jr. Middle School. When reviewing individual grade level Math Learning Gains, the greatest gains came from 6th grade.

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

Actions taken that led to the improvement of our Math Learning Gains were:

1. Double blocking all 6th grade math classes. Double blocking of Algebra classes.
2. Ability grouping all math classes.
3. The start of Cambridge Classes that focused in on enrichment for higher performing students.
4. Focus in on Intensive Math Classes with the support of individual student differentiation paths for all.
5. Before School Tutoring for individual students.

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	34%	40%	53%	27%	29%	52%
ELA Learning Gains	48%	51%	54%	44%	44%	54%
ELA Lowest 25th Percentile	44%	43%	47%	39%	36%	44%
Math Achievement	39%	41%	58%	36%	32%	56%
Math Learning Gains	50%	51%	57%	35%	34%	57%
Math Lowest 25th Percentile	39%	48%	51%	32%	31%	50%
Science Achievement	30%	32%	52%	20%	26%	50%
Social Studies Achievement	64%	60%	72%	50%	54%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	40 (33)	38 (34)	45 (49)	123 (116)
One or more suspensions	9 (15)	44 (34)	48 (33)	101 (82)
Course failure in ELA or Math	50 (6)	8 (6)	6 (10)	64 (22)
Level 1 on statewide assessment	71 (107)	83 (75)	83 (86)	237 (268)

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
06	2018	32%	42%	-10%	52%	-20%
	2017	30%	36%	-6%	52%	-22%
Same Grade Comparison		2%				
Cohort Comparison						
07	2018	29%	38%	-9%	51%	-22%
	2017	28%	34%	-6%	52%	-24%
Same Grade Comparison		1%				
Cohort Comparison		-1%				
08	2018	37%	47%	-10%	58%	-21%
	2017	22%	35%	-13%	55%	-33%
Same Grade Comparison		15%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	51%	47%	4%	52%	-1%
	2017	40%	38%	2%	51%	-11%
Same Grade Comparison		11%				
Cohort Comparison						
07	2018	22%	25%	-3%	54%	-32%
	2017	26%	27%	-1%	53%	-27%
Same Grade Comparison		-4%				
Cohort Comparison		-18%				
08	2018	17%	16%	1%	45%	-28%
	2017	12%	19%	-7%	46%	-34%
Same Grade Comparison		5%				
Cohort Comparison		-9%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	64%	58%	6%	65%	-1%
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	61%	60%	1%	71%	-10%
2017	51%	61%	-10%	69%	-18%
Compare		10%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	55%	43%	12%	62%	-7%
2017	60%	49%	11%	60%	0%
Compare		-5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	73%	50%	23%	56%	17%
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
WHT	39	54	52	40	50	40	42	66	72		
BLK	30	51	56	31	44	27	7	60			
HSP	30	43	36	40	52	44	28	62	69		
MUL	53	54		38	43						
SWD	9	33	38	32	50	51	10	61			
FRL	31	46	43	38	52	39	24	59	68		
ELL	17	42	47	26	41	36	16	46	64		

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
WHT	36	48	39	40	34	37	32	58	52		
BLK	15	26	16	28	33	20	25	29			
HSP	25	44	45	35	34	31	15	49	66		
MUL	33	73		50	55						
SWD	11	35	29	27	41	31		24			
FRL	24	42	39	33	34	31	20	47	59		
ELL	12	38	47	26	34	31	5	45	52		

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 Effective Instruction and intervention in core academic areas to increase achievement and learning gains for all students, especially those in subgroups with the greatest achievement gaps.

Rationale Even though Miller Middle School has improved and earned a School Letter Grade of "C", we still have underperformed in both achievement and learning gains in ELA, Math, and Science.

Intended Outcome With a focus on teacher professional development, coaching led planning, and increased core knowledge through the use of strong ELA, Math, and Science resources, Tier 1 instruction will improve. A strategic plan has been with our Intensive Reading and Math classes as well to yield improved and increased learning gains for all grade levels and all subgroups to increase our school letter grade.

Point Person Tim Adams (tadams@my.putnamschools.org)

Action Step

Intel Math Training: A team of math teachers from Miller Middle School will complete Intel Math training, a national program with 80 hours of content taught collaboratively by a math educator and a mathematician with a minimum of a master's degree in applied mathematics who is trained by the University of Arizona. Intel Math adopts a problem-solving approach and closes the gaps between the teacher inadequate math training and the rigor of math standards. (July 2018)

Description Learning Sciences International. George C. Miller Middle School has entered into a partnership with Learning Sciences International (LSI) to implement LSI's Demonstration School for Rigor model. The model includes intensive supports to transform the leadership, teaching, and learning within the school. The partnership will provide comprehensive, whole school services to teachers, leaders, and students. The goal is to build the school's capacity to provide and sustain high quality instructional practices aligned to Florida standards. LSI's Demonstration Schools for Rigor is an investment in growing the expertise of teachers and instructional leaders. The focus is on having teachers teach the standards, learning target/task alignment, students using the Success Criteria to monitor their own learning, use of Team Teaching Structures to engage all students in the learning, effective scaffolding of teacher instruction, and appropriate teacher monitoring/verifying of student learning through the use of the Standards Tracker. (2018-2019 school year)

Support for Accelerated Coursework: At Miller Middle School, the Cambridge Program will be offered again during the 2018-2019 school year. Professional development will be needed in order to support rigor in these classes.

Algebra Summer Bridge Program: Miller will provide an algebra summer bridge program with Khan Academy components. The Summer Bridge Program is designed to provide tutoring support for students in algebra as well as in ELA reading strategies, and an introduction to Biology to support the needs of students at Miller Middle School. (June 2019)

Master Teacher Apprenticeship Program: An apprenticeship program will be

developed through Partnership for Hope whereby a master teacher is paired with a person new to the field of education. The new and veteran educator work collaboratively throughout the year to build the new educator's craft. Through the design of the program, teacher expertise is shared and the newer educator gradually develops his or her craft, ultimately improving the content and pedagogy of the teaching staff at the school. Those teachers identified as successfully matriculating through the program can then be placed in an independent setting the following year, building institutional capacity. As an incentive to retain master teachers, master teachers successfully serving in the role in high needs areas for at least one year will receive a retention incentive bonus. (2018-2019 school year)

Department & Grade Level PLC's: Department and Grade level PLC's are every Wednesday to analyze standard specifications, discuss implementation of instructional practices with the focus on techniques provided through our LSI Partnership, development of common grade level assessments, as well as analyze student data to determine appropriate Return on Investment. (2018-2019 school year)

Mental Health Counseling. The school will contract for mental health counseling for students through a local agency such as Stewart Marchman in order to address student mental health needs and reduce barriers to student academic success. (2018-2019 school year)

Intensive Reading & Math Classes: Provide effective interventions based upon student needs through iReady; LLI Tutoring; Read 180; Systems 44; Imagine Learning for ELL students; Teengagement; Khan Academy. Student data is analyzed and students are given a pre-assessment to determine placement into the intensive reading or math classes. (2018-2019 school year)

Practical Magic Training: Provide Professional Development for teachers in teaching them how to build student relationships, develop self-managing classrooms, and effectively learn how to deal with conflict with students or other adults. (August 2018)

Before/After School Tutoring: Teachers will provide tutoring to students in areas of need to support growth and achievement. Students who are off-track based on EWS indicators and those in state assessed grade levels and content areas will be prioritized. (2018-2019 school year)

Person Responsible Tim Adams (tadams@my.putnamschools.org)

Plan to Monitor Effectiveness

Description

1. Classroom Walkthroughs, Formal Observations, Informal Observations. (Coaching and evaluating teachers in their instructional practices.)
2. LSI Learning Walks; LSI Rigor Diagnostics (trend/growth data into teacher instructional practices)
3. iReady Diagnostics (given 3 times per year)
4. iReady Growth Monitoring Assessments
5. iReady Standards Mastery Assessments
6. Quarterly Review Meetings with teachers to analyze individual student data.

7. Return On Investment Data towards interventions
8. Mental Health Referrals and treatments to support removing barriers that effect student academic areas.
9. State Assessment Data

Person Responsible Tim Adams (tadams@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

George C. Miller Jr. Middle School has a high Hispanic population. Efforts are made to send parent communication home in both English and Spanish. The weekly "Watch for it Wednesday" is sent home in a bi-lingual format. Efforts are made to hold parent meetings at different times, so parents will have the opportunity to participate without the loss of employment opportunities. In addition, bilingual assistance will be offered at parent events and meetings. Many activities are designed to enhance the cultural backgrounds of the students and parents.

The following activities are planned for parent involvement:

Hiring of a Parent Liaison to support the students, parents, and community of Miller Middle School.

Open House September 2018

21st Century After School Program to enrich student learning through STEAM Projects

Cambridge Acceleration Course Updates

Parent Reading Information Night November 2017

Band Nights 2018/2019 (Christmas/Spring Concerts)

Honor Roll Nights

Perfect Attendance & 90% Attendance Nights

SAC Committee Meetings

Parent Math Information Night

Student of the Month Nights

Parent Night with Dr. John Hodge

7th Grade Civics Trip to support both the students and parents to make connections with our academic work at school to how the government is ran in Tallahassee.

6th Grade Steam Activity to the Jacksonville Museum of Science to connect parents/ students to science work taking place at Miller Middle School.

8th Grade College Visits to St. John's State College as well as to the University of North Florida.

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

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.

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 2019
- Outgoing 8th graders visit CCHS in May 2019
- Cambridge Information Night in February/March of 2019
- Summer Bridge Academy (June 2019)

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

We establish connections with St. John's State College as well as with Stetson University, and the University of North Florida. We emphasize opportunities towards trade schools with the support of Georgia Pacific and Seminole Electric.