Putnam County School District

George C. Miller Jr. Middle School

2016-17 School Improvement Plan

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)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

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

*Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Putnam County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non- charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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 three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for George C. Miller Jr. Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Dustin Sims	- N/A

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 activites 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, intramural sporting events, and band concerts to offer opportunities for parent and community involvement. We are hosting a holiday in a shoebox celebration in which students bring in a shoe box filled with toys. Parents are then invited to wrap the gifts to be shared with needy children in the community via local churches. We also host the academic recognition program "BUGS" (Bringing Up Grades) sponsored by the Kiwanis Club.

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

Students are greeted in the morning upon arrival with a "good morning" and a firm handshake. 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. 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.

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

The school has a strong emphasis on Tier 1 proactive preventative measures in place to address student behaviors. Instructional staff is encouraged and provided resources to assist students to quickly resolve any issues that arise through reflection activities. There are school wide rules established, as well as behavioral expectations, within each class which are appropriate to that subject and setting. Training is provided regarding classroom management, analyzing student needs, and following a tiered approach when dealing with student behavior. A dean has been appointed to our school as well to help enforce these expectations.

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 school ensures the social-emotional needs of all students are met through the provision of a developmental, systematic, and comprehensive program that assists all students in acquiring the skills, knowledge, and attitudes to become effective students, responsible citizens, productive workers, and lifelong learners. The program addresses the personal/social, educational, and career needs of all students. The social/emotional curriculum is delivered through classrooms, groups, and school wide events. Counseling is provided to individuals as well as small groups. The school also provides a mentoring program within the school utilizing faculty and staff as mentors. Strategies to help students also occur through consultation with the student's family, teachers, educational support staff, and community agencies.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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.
-Refer to a school-based mentor

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
-i-Ready

Interventions for students who scored a Level 1 in FSA Mathematics include:
-i-Ready- students are grouped into intervention classes with added support (instructional assistants).

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	16	35	35	0	0	0	0	86
One or more suspensions	0	0	0	0	0	0	22	25	41	0	0	0	0	88
Course failure in ELA or Math	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	0	0	109	95	112	0	0	0	0	316
Level 1 on Math FSA	0	0	0	0	0	0	52	40	40	0	0	0	0	132

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	16	20	29	0	0	0	0	65

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
-i-Ready(for both Mathematics and Reading)
-LLI
-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
-Positive Behavior Support
-Referrals to School Based Team
-Referrals to School-based Mentors

For all early warning system indicators we have the following school-wide incentives:
-Cougar Cash token economy
-The 200 Club rewards system
-Awards for good attendance

-Small group and individual counseling
-Character counts reward system.
-B.U.G.S. (Bringing Up Grades)

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

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

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

No

1. PIP Link

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

2. Description

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:
Monthly Newsletter
Open House September 2016/Parent Night November 2016
Information disseminated through the school's website
Telephone calls made to families with information using the AlertNow call system
Math Night January 2017

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 Rieter Insurance to donate school supplies for our children.

We also have parent volunteers to assist with student supervision during after school intra and intermural events.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

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

Name	Title
Thomas, Regina	Principal
Henry, Derrick	Assistant Principal
Doughty, Rosa	Guidance Counselor
Gilyard, Joanne	Dean
Alfiero, Toni	Instructional Media
DeLuca, Christopher	Teacher, K-12
Glover, Veronica	Teacher, ESE
Graham, Melanie	Teacher, K-12

b. Duties

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

The CRT and Math Coach will monitor, coach, and assist in professional development and graph and analyze data as needed. The school Guidance Counselor and Dean will coordinate and monitor SBT/MTSS/PBS procedures according to the districts MTSS plan. The SBT/MTSS/PBS leadership team works with the School Improvement Team to make sure the MTSS process is thoroughly integrated into the SIP and goal setting process.

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

The SBT/MTSS team meets regularly at least twice a month, and more often if needed, to review individual student's intervention data. Skyward data is utilized to monitor the need for academic and behavioral interventions. On going progress monitoring is completed, graphed, and analyzed at regularly scheduled follow-up school-based SBT/MTSS team meetings. At these meetings, plans are reviewed to determine if Tier 2 support interventions should be discontinued and /or modified, and/or Tier 3 interventions and progress monitoring tools should be added.

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
Regina Gilyard-Thomas	Principal
Derrick Henry	Principal
Joanne Gilyard	Education Support Employee
Rosa Doughty	Education Support Employee
Latina Cook	Parent
Vanessa Lara	Parent
Trinisha Austin	Parent
Ronda Jara	Parent
Neomi Brown	Parent
Vicki Forte	Teacher
Gerald Watson	Business/Community
Consuela Prevatt	Parent
Angel Duke	Business/Community
Trista Castro	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC members evaluate last year's goals to determine if they were met and to help guide goals for the current school year.

b. Development of this school improvement plan

The SAC Committee made recommendations to the administration for various events and professional development that would enhance instructional strategies used in the classroom. The SAC Committee makes recommendations to follow new mandates established by the state and district to meet the needs of all students.

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

N/A

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

N/A

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
	Instructional Media
Thomas, Regina	Principal
Henry, Derrick	Assistant Principal
Gilyard, Joanne	Instructional Coach
Doughty, Rosa	Guidance Counselor

b. Duties

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

Major Initiatives for the 2016-17 school year will continue the transition to Florida State Standards. Miller MIddle School supports the district's curriculum that encompasses interventions for Tier 1, 2, and 3 and embedded instructional differentiation. In addition, the school's PLCs and common planning times are used to analyze and interpret data that will be used to enhance classroom instruction. Miller Middle has transitioned from and elementary/intermediate to a middle school whereby creating and cultivating a middle school mindset.

Other initiatives include Parent Literacy Nights, Book Fair, Book give-away, school wide "Character Counts" and School-wide Reads.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Teacher collaboration occurs through some common planning and quarterly PLCs and data chats as a means for analyzing data with next steps in mind. Leadership meetings occur at least 2 times per month to address the concerns and needs of the teachers as it relates to student success and achievement and to develop a plan of action to address those needs. PLC's occur quarterly with the reading coach. We will also implement a book study with teacher groups as facilitators.

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

The Administration has established contacts in several local universities and current faculty members in an effort to attract and recruit new teachers. Teacher candidates are recruited from: St. Leo, Stetson, St. Johns River State College, UNF, Flagler College. All advertisements list job descriptions and state that highly qualified teacher status are preferred.

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

The school administration assigns mentor teachers to all new hire first year teachers. In addition, grade level team leaders assist all new teachers who are assigned to the team. All mentor teachers for new hires have been trained in Clinical Education.
For experienced teachers who are new to Miller Middle School, the administration assigns an experienced teacher and coach to guide and answer questions for them and orient them to the established routines.

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

Teachers have pacing guides, access to C-Palms, and continuous professional development in unpacking the Florida State Standards with assistance of district and state level personnel. PLCs are geared toward unpacking the standards, analyzing data, and creating learning focused lessons utilizing the district framework that will address the state standards and differentiated instruction. Journey's is the core curriculum reading program in 6th grade, while Collections is used in 7th and 8th. Read 180 is being utilized with 54 students each in 7th and 8th grades. Leveled Literacy Intervention (LLI) is also being utilized in grades 7 and 8 to differentiate literacy instruction. iReady is used for differentiating instruction in 6th, 7th, and 8th grade. We utilize the following vertically aligned and standards-based instructional materials for: Journeys, Collections, Engage New York, Algebra Nation, and Ready Math & Ready Reading.

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

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.

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. We will have book studies geared towards enhancing teacher capacity in changing the mindsets of their students as it relates to academics, attendance, and behavior. We will be using the book "Mindset" by Carol Dweck.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Thomas, Regina, rthomas@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, LLI, Journey's and Collections Reading diagnostic assessment, MFAS, Individual portfolios,and quarterly performance reviews.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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 2017
-Outgoing 8th graders visit CCHS in May 2017

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 instructional curriculum.

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

Not applicable.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

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.

Emphasis needs to be placed on more rigorous planning/instruction and authentic student engagement and high level questioning aligned to Florida state standards.

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. Administration will provide continued support through coaching and monitoring teachers planning and instructional delivery, as well as monitoring student data while providing relevant feedback to teachers in an effort to change the mindsets of the students and teachers as it relates to high expectations and achievement. Our focus being decreasing the number of students achieving a Level 1 on the FSA Reading, Mathematics, Science subtests, and EOC Civics.

G2. Quarterly data chats with core subject area teachers at each grade level. We will analyze data based on our district diagnostic and summative assessments using progress monitoring.We will calculate the number of students demonstrating growth as well as those students not demonstrating growth and provide additional support.

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. Administration will provide continued support through coaching and monitoring teachers planning and instructional delivery, as well as monitoring student data while providing relevant feedback to teachers in an effort to change the mindsets of the students and teachers as it relates to high expectations and achievement. Our focus being decreasing the number of students achieving a Level 1 on the FSA Reading, Mathematics, Science subtests, and EOC Civics. 1a

🔍 G084699

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
FSA Mathematics Achievement	60.0
Statewide Science Assessment Achievement	50.0
Algebra I EOC Pass Rate	45.0
Civics EOC Pass	45.0

Targeted Barriers to Achieving the Goal 3

- Students fail to connect to the relevance or purpose for learning.

- Teachers providing their students with clear goals and expectations and communicating effectively with them.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Promote the positive aspects of the community.

- Area universities, referrals from current staff, staff services

- Information sessions to facilitate the certification process.

Plan to Monitor Progress Toward G1. 8

Data from iObservations and quarterly data chats.

Person Responsible
Regina Thomas

Schedule
Weekly, from 8/15/2016 to 5/19/2017

Evidence of Completion
Data from iObervations.

G2. Quarterly data chats with core subject area teachers at each grade level. We will analyze data based on our district diagnostic and summative assessments using progress monitoring.We will calculate the number of students demonstrating growth as well as those students not demonstrating growth and provide additional support. `1a`

🔑 `G084700`

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	40.0
FSAA Mathematics Achievement	60.0
Algebra I EOC Pass Rate	50.0
Statewide Science Assessment Achievement	45.0
Civics EOC Pass	45.0

Targeted Barriers to Achieving the Goal `3`

- Teacher apprehension or reluctance to engage in the process of data analysis.

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

- District and school-based staff development professionals, i-Ready, Performance Matters, and MFAS.

Plan to Monitor Progress Toward G2. `8`

Classroom level and district interim assessments. As well as state mandated assessments.

Person Responsible
Regina Thomas

Schedule
Daily, from 8/2/2016 to 5/19/2017

Evidence of Completion
Lesson plans, quarterly review reports, diagnostic and assessment results.

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. Administration will provide continued support through coaching and monitoring teachers planning and instructional delivery, as well as monitoring student data while providing relevant feedback to teachers in an effort to change the mindsets of the students and teachers as it relates to high expectations and achievement. Our focus being decreasing the number of students achieving a Level 1 on the FSA Reading, Mathematics, Science subtests, and EOC Civics. `1`

🔑 G084699

G1.B1 Students fail to connect to the relevance or purpose for learning. `2`

🔑 B225191

G1.B1.S1 Administration and coach will provide teachers with coaching and professional development on creating and implementing rigorous and engaging learning activities/tasks within the classroom, making real world connections to enhance relevance. `4`

🔑 S237567

Strategy Rationale

To increase the probability of students making the connection between learning and achieving success.

Action Step 1 `5`

Learning focused professional development

Person Responsible

Regina Thomas

Schedule

On 11/4/2016

Evidence of Completion

Agenda, sign-in roster, lesson plan

Action Step 2 `5`

Mrs. Thomas, Mr. Henry, and Mrs. Groves will monitor successful implementation of strategies learned.

Person Responsible

Regina Thomas

Schedule

Weekly, from 11/14/2016 to 11/14/2016

Evidence of Completion

Standards-based lesson plans, increased student engagement and attendance

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

Master schedule

Person Responsible

Regina Thomas

Schedule

Weekly, from 8/19/2015 to 6/2/2016

Evidence of Completion

PLC agenda and lesson plans

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

Common planning time and PLC implementation

Person Responsible

Regina Thomas

Schedule

Weekly, from 8/19/2015 to 6/2/2016

Evidence of Completion

High quality lesson plans, instructional strategies and strategic interventions.

G1.B3 Teachers providing their students with clear goals and expectations and communicating effectively with them. 2

🔍 B225193

G1.B3.S1 -School-wide goals and expectations centered around early warning indicators 4

🔍 S237569

Strategy Rationale

The rationale is to ensure that expectations are communicated effectively and with purpose from both administrators and teachers.

Action Step 1 5

We will establish school wide goals and expectations.

Person Responsible

Regina Thomas

Schedule

Quarterly, from 8/4/2016 to 5/19/2017

Evidence of Completion

Number of teachers who are in compliance through monitoring (walk-throughs)

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

Frequent monitoring and coaching through walk-throughs and feedback through individual conversations.

Person Responsible

Regina Thomas

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Data based on information used in iObervation.

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

Administrative walk-throughs and monitoring.

Person Responsible

Regina Thomas

Schedule

Weekly, from 9/12/2016 to 5/19/2017

Evidence of Completion

Data from iObservation.

G2. Quarterly data chats with core subject area teachers at each grade level. We will analyze data based on our district diagnostic and summative assessments using progress monitoring.We will calculate the number of students demonstrating growth as well as those students not demonstrating growth and provide additional support. `1`

🔑 G084700

G2.B1 Teacher apprehension or reluctance to engage in the process of data analysis. `2`

🔑 B225194

G2.B1.S1 Implementing data analysis professional development opportunities. `4`

🔑 S237573

Strategy Rationale

To assist instructional staff in understanding the process and concepts involved in data analysis.

Action Step 1 `5`

Provide trainings on the process of analyzing and utilizing student assessment data

Person Responsible

Regina Thomas

Schedule

Quarterly, from 9/19/2016 to 5/19/2017

Evidence of Completion

PLC and common planning agendas and lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Professional development agenda and resource material

Person Responsible

Regina Thomas

Schedule

Quarterly, from 8/2/2016 to 5/19/2017

Evidence of Completion

Formal and informal observations, classroom walkthroughs, pre-planning and data chat sessions with curriculum coaches.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

The use of student data within PLCs and common planning time.

Person Responsible

Regina Thomas

Schedule

Monthly, from 8/2/2016 to 5/19/2017

Evidence of Completion

Common lesson plans and data charts

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.MA1 M313376	Common planning time and PLC implementation	Thomas, Regina	8/19/2015	High quality lesson plans, instructional strategies and strategic interventions.	6/2/2016 weekly
G1.B1.S1.MA1 M313377	Master schedule	Thomas, Regina	8/19/2015	PLC agenda and lesson plans	6/2/2016 weekly
G1.B1.S1.A1 A307134	Learning focused professional development	Thomas, Regina	11/3/2016	Agenda, sign-in roster, lesson plan	11/4/2016 one-time
G1.B1.S1.A2 A307135	Mrs. Thomas, Mr. Henry, and Mrs. Groves will monitor successful implementation of strategies...	Thomas, Regina	11/14/2016	Standards-based lesson plans, increased student engagement and attendance	11/14/2016 weekly
G1.MA1 M313382	Data from iObservations and quarterly data chats.	Thomas, Regina	8/15/2016	Data from iObervations.	5/19/2017 weekly
G2.MA1 M313390	Classroom level and district interim assessments. As well as state mandated assessments.	Thomas, Regina	8/2/2016	Lesson plans, quarterly review reports, diagnostic and assessment results.	5/19/2017 daily
G1.B3.S1.MA1 M313380	Administrative walk-throughs and monitoring.	Thomas, Regina	9/12/2016	Data from iObservation.	5/19/2017 weekly
G1.B3.S1.MA1 M313381	Frequent monitoring and coaching through walk-throughs and feedback through individual...	Thomas, Regina	8/10/2016	Data based on information used in iObervation.	5/19/2017 weekly
G1.B3.S1.A1 A307137	We will establish school wide goals and expectations.	Thomas, Regina	8/4/2016	Number of teachers who are in compliance through monitoring (walk-throughs)	5/19/2017 quarterly
G2.B1.S1.MA1 M313383	The use of student data within PLCs and common planning time.	Thomas, Regina	8/2/2016	Common lesson plans and data charts	5/19/2017 monthly
G2.B1.S1.MA1 M313384	Professional development agenda and resource material	Thomas, Regina	8/2/2016	Formal and informal observations, classroom walkthroughs, pre-planning and data chat sessions with curriculum coaches.	5/19/2017 quarterly
G2.B1.S1.A1 A307138	Provide trainings on the process of analyzing and utilizing student assessment data	Thomas, Regina	9/19/2016	PLC and common planning agendas and lesson plans.	5/19/2017 quarterly

V. Professional Development Opportunities

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

G1. Administration will provide continued support through coaching and monitoring teachers planning and instructional delivery, as well as monitoring student data while providing relevant feedback to teachers in an effort to change the mindsets of the students and teachers as it relates to high expectations and achievement. Our focus being decreasing the number of students achieving a Level 1 on the FSA Reading, Mathematics, Science subtests, and EOC Civics.

G1.B1 Students fail to connect to the relevance or purpose for learning.

G1.B1.S1 Administration and coach will provide teachers with coaching and professional development on creating and implementing rigorous and engaging learning activities/tasks within the classroom, making real world connections to enhance relevance.

PD Opportunity 1

Learning focused professional development

Facilitator

Curriculum Associates consultants

Participants

Instructional staff

Schedule

On 11/4/2016

G2. Quarterly data chats with core subject area teachers at each grade level. We will analyze data based on our district diagnostic and summative assessments using progress monitoring.We will calculate the number of students demonstrating growth as well as those students not demonstrating growth and provide additional support.

G2.B1 Teacher apprehension or reluctance to engage in the process of data analysis.

G2.B1.S1 Implementing data analysis professional development opportunities.

PD Opportunity 1

Provide trainings on the process of analyzing and utilizing student assessment data

Facilitator

Regina Thomas and Derrick Henry

Participants

Miller Middle School faculty

Schedule

Quarterly, from 9/19/2016 to 5/19/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Learning focused professional development	$0.00
2	G1.B1.S1.A2	Mrs. Thomas, Mr. Henry, and Mrs. Groves will monitor successful implementation of strategies learned.	$0.00
3	G1.B3.S1.A1	We will establish school wide goals and expectations.	$0.00
4	G2.B1.S1.A1	Provide trainings on the process of analyzing and utilizing student assessment data	$0.00
		Total:	**$0.00**