Putnam County School District

C. L. Overturf Jr 6th Grade Center

2016-17 School Improvement Plan

C. L. Overturf Jr 6th Grade Center

1100 S 18TH ST, Palatka, FL 32177

clo.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	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	47%

School Grades History

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

*Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for C. L. Overturf Jr 6th Grade Center

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

To build a community that fosters the development of our 6th graders and leads to their continued success.

b. Provide the school's vision statement

We commit to construct and maintain a culture of shared responsibility for helping all students learn at high levels.

2. School Environment

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

Students are placed in an advisement class where students build a relationship with that teacher.

Teacher discuss individual student's grades and helps students build goals for success.

Character education is taught during advisement classes. One day a week, students go to the auditorium for character lessons given by the counselor.

Students and teachers are recognized for demonstrating characteristics such as respect.

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

No students are permitted on campus before 7:20 am.

All students are housed in the auditorium with supervision until 7:50 when released to go to their classes.

Students are supervised getting on and off the buses.

Students are supervised during transition times.

Video cameras are installed throughout the campus.

Positive Behavior Support (PBS) is implemented.

Weekly advisement lessons focus on ASCA standards.

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

PBS is implemented rewarding students for positive behavior and working with students who are having difficulty adhering to said rules and expectations.

Character and Behavioral Expectations are taught through school-wide Advisement Framework.

School-wide Behavioral Matrix.

Tiger Pride Expectations.

Character Counts

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

Weekly advisement lessons focus on ASCA standards: Understanding Self, Understanding Others, Service, Giving, Study Skills, Planning, Careers, & Transitions

Peer Mediation

Small group counseling is available based on needs (grief, anger management, etc.)

One on one counseling as needed with school counselor

Character Counts

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 MTSS team will work to support and infrastructure that allows for a three-tiered model of delivery and supervise the implementation of the MTSS framework including data reviews, needs assessments, and monitoring of the plan. The team will compile and analyze evidenced-based student interventions, data collection, graphing, and assessment. MTSS team will meet monthly to review individual student's intervention data. On-going progress monitoring will be completed, graphed, and analyzed at monthly follow-up school based MTSS team meetings.

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	65	0	0	0	0	0	0	65
One or more suspensions	0	0	0	0	0	0	107	0	0	0	0	0	0	107
Course failure in ELA or Math	0	0	0	0	0	0	8	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	0	0	0	104	0	0	0	0	0	0	104

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	28	0	0	0	0	0	0	28

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

MTSS School Based Team & Response to Intervention

PLC process

Parent Teacher Conferences

LEP/ 504 / IEP Meetings

Attendance: Daily attendance call outs; Letters at 3 consecutive days or 5 days total excused or unexcused; Truancy Meetings; Sunshine Club

Behavior: Check In Check Out Sheets; PBIS; mentor groups; small group counseling

Academics: Remediation; iReady; Journeys; Differentiated Instruction; Read180

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

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

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

2. Description

To increase the partnership between the school and home to at least 30% of our parents for monthly parent events.

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

School Advisory Council has partnered with local businesses; Catholic Charities for Feed the Need.

Parent Support Network ensures volunteer opportunities

Partnership with St. Johns River State College for CROP (College Reach Out Program)

Mentoring program with Triple Threat offered through Mt. Olive AME Church

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
Tucker, Mike	Principal
Hibbs, Melissa	Guidance Counselor
Alford, Tamara	Instructional Coach
Channell, Terri	Assistant Principal
Thompson, John	Dean

b. Duties

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

The school based Leadership team may consist of the members as appropriate: Principal, Assistant Principal, Reading Coach, School Counselor, Dean of Students, School Resource Officer, Teachers of the particular students, and other personnel as appropriate such as a staffing specialist, behavior specialists, speech and language therapists and mental health counselors for students with exceptionalities.

The Leadership Team will work to support an infrastructure that allows for a three-tiered model of instructional delivery and supervise the implementation of the MTSS/RtI framework including data review, needs assessments (i.e. staff training, resources, etc.) and monitoring of the annual plan. The team will compile and analyze evidenced-based student interventions, data collection, graphing and assessment. The team investigate topics related to ESE, ELL and 504 evaluation and eligibility, IEP reviews/updates, and intervention methods. The team will meet weekly to discuss instructional processes, achievement and behavioral data, and other pertinent information concerning the infrastructures continued success.

MTSS Leadership Team will meet monthly to review individual student's intervention data. SWIS data will be utilized to monitor the need for behavioral interventions. On-going progress monitoring will be completed, graphed and analyzed at monthly follow-up school-based MTSS team meetings. At these meetings, a decision to discontinue T2 support, continue and/or modify T2 interventions or provide additional T3 support will be made. MTSS is a regular education initiative.

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

School leadership teams will bring prior year district and state assessment data to the staff at the beginning of the school year. Student data will be made visual and analyzed in weekly collaborative discussions with Reading, Math and Science Coaches so that teachers can go back to their teams and facilitate data meetings. Using a tiered model of delivery of instruction (core, supplemental and intensive) a structure of block scheduling allows for a collaboration block among teachers who share like students. This time allows for instructional problem-solving:

What is the problem? From the district and state data the leadership team will identify the number and which students are not meeting grade level expectations for proficiency. Students will also take Performance Matters in the fall, winter and spring for ongoing measurement of performance. Students will also take the diagnostic for Achieve 3000 throughout the year.

Why are these students not meeting the benchmarks? Through classroom assessments of core instructional delivery as well as additional relevant data, teams will identify the % of students not meeting the benchmark and then identify the area for intervention. This will be recorded on the student's data tracking sheet.

What can we do to help that child meet the benchmark? Once a problem has been identified and analyzed as to the cause, the teacher, along with the school support system, will decide how to intervene. Evidence-based interventions will be delivered for 9 weeks post assessment, through the classroom or during a student's elective period in small group or individual setting. Coaches will coordinate the intervention delivery by the classroom teacher as well as on-site academic tutors hired through Title I funds. Once an intervention has been delivered it will be recorded for fidelity. Intervention impact will be measured through the results of classroom assessments, school wide assessments and the district Performance Matters all of which have a percentage goal established for mastery.

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
Melissa Hibbs	Teacher
Sandy Tilton	Parent
Mike Tucker	Principal
Sarajean McDaniel	Parent
Terri Channell	Principal
John Thompson	Parent
Kelley Prince	Parent
Stone Thompson	Student

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

Approval of School Improvement Plan, To make recommendations, give input and approval for various school decisions throughout the year by SAC committee.

b. Development of this school improvement plan

Various members of the SAC committee took part in the different areas of the SIP, such as parent involvement goals, discipline and attendance goals, and also Rti. Our major school goal which impacts all curriculum areas was developed as a team.

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

No budget funded for SAC

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

There are no funds available.

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
Tucker, Mike	Principal
Carver, Nicole	Teacher, K-12
Porch, Leigh	Instructional Media
Alford, Tamara	Instructional Coach
Griffith, Samantha	Teacher, K-12
Carter, Carolyn	Teacher, K-12
Channell, Terri	Assistant Principal
Christian, Carolyn	Teacher, K-12
Ashford, Derek	Teacher, K-12

b. Duties

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

The LLT will promote literacy within the school by using Reading and Writing across all Content Areas, Close Reading, Text Marking, Silent Sustained Reading, Summer Reading Projects, School Wide Read, AR incentives, and cross curricular connecting with Social Studies with current ELA standards taught. Our expectation is for them to analyze ELA data (iReady), compare it with the data for Achieve 3000 used by Social Studies teachers and plan for even more differentiation through remediation and enrichment based on that data. It is our expectation that the LLT make sure to disseminate the data and discuss it with their teams as it becomes available. It is also our expectation for them to celebrate increases (growth) in achievement through Achieve 3000, iReady, content areas, and AR.

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

PLC's for content teachers are scheduled for the 2nd and 4th Wednesday of each month. The 3rd Wednesday of every month will be used for professional development as needed. Team leader meetings take place on the 2nd Monday of the month. Faculty meetings are scheduled for the 1st Wednesday of each month. Faculty meetings consist of socials and faculty members giving each other shout outs. Meeting norms and expectations are also established and shared for out PLC's.

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

Teachers are offered PD within each school year during the summer. Teachers certificates are monitored for renewal and required courses/hours for in-field certification. Only highly qualified and in-field teachers are hired.

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

New teachers are assigned a mentor teacher that is in their common subject area. Mentor teachers have experience with helping teachers getting oriented to the beginning teacher process. New teachers and mentor teachers are required to complete a new teacher packet for the district that is usually submitted around April.

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

All curriculum is aligned to the Florida Standards. Teachers were trained on how to unpack their standards and continue training as new information is available. Curriculum guides are provided through the district. Teachers have in-service (Title 2) days to plan together and also use their PLC time to plan instruction. Teachers will receive additional support with the standards and/or standards based lesson planning as needed.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers meet bi-weekly in PLC meetings to discuss student data and ways to differentiate and enrich instruction. Language Arts teachers are using the Journey's and Collections curriculum (Cambridge) which provides time for differentiation and enrichment. Math teachers are using EngageNY. They are also using MFAS in which students complete tasks and are grouped based on a rubric. The students are then grouped and remediated/instructed/enriched based on their skill level. iReady data is disaggregated during PLC meetings.

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

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

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

5th Grade Orientation

Advisement/Team building activities

7th Grade Orientation

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

CROP

AVID elective

AVID strategies used school-wide-Cornell notes, Binders for organizational skills

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

N/A

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

N/A

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

N/A

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.

The PLC process was in the beginning stages last year. We felt it necessary to continue to refine the mechanical processes started in order to ensure an established framework with expectations for digging even deeper into the data as well as into the conversations about that data with the content area and teams to provide the most effective problem solving for differentiation.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   If the School-Based Leadership Team proactively engages in MTSS, PLC's, and monitoring student data and provides supportive feedback to teachers, then the teachers will be able to meet the individual needs of each student so that students will be more independent through self monitoring and taking ownership of their learning.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If the School-Based Leadership Team proactively engages in MTSS, PLC's, and monitoring student data and provides supportive feedback to teachers, then the teachers will be able to meet the individual needs of each student so that students will be more independent through self monitoring and taking ownership of their learning. 1a

🔍 G084711

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	54.0
FSA Mathematics Achievement	54.0
Students in sixth grade exhibiting two or more EWS indicators	5.0

Targeted Barriers to Achieving the Goal 3

- Enough resources for remediation and enrichment (lack of knowing how to use)

- Progress monitoring for our lowest 25% in reading and math

Resources Available to Help Reduce or Eliminate the Barriers 2

- Journeys Curriculum

- District support

- Master schedule to include common planning

- Formative assessment tools (MFAS, ELFAS, Performance Matters)

- Performance Matters

- Common assessment and progress monitoring

- Coaches

- MTSS Framework

- District wide curriculum maps all core subjects

- Built in remediation time

- Teachers collaborate during common planning

- PLC forms/ accountability

- Solid foundation

- 6 teachers being trained in Literacy Design Collaborative Model

- Teacher leaders

- Teacher leaders facilitated some PLCs

- AVID strategies

- Achieve 3000 (reading, science, social studies)

- Read180 (reading)

- District Support

- All teachers trained in standards-based lesson planning

- iReady (reading/math)

- Discovery Education (science)

Plan to Monitor Progress Toward G1. [8]

DIstrict assessments & school based assessments will show an increase in students' proficiency and learning gains.

Person Responsible
Tamara Alford

Schedule
Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion
Progress monitoring (iReady, Standards Mastery) assessment data

Plan to Monitor Progress Toward G1. [8]

Increase in student performance on formative and summative assessments throughout the year

Person Responsible
Tamara Alford

Schedule
Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion
Quarterly Data Chats

Plan to Monitor Progress Toward G1. [8]

Standards-based lesson planning through the PLC Process will be monitored through the PLC forms and individual student data tracking forms.

Person Responsible
Mike Tucker

Schedule
Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion
PLC forms, Student data tracking forms

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If the School-Based Leadership Team proactively engages in MTSS, PLC's, and monitoring student data and provides supportive feedback to teachers, then the teachers will be able to meet the individual needs of each student so that students will be more independent through self monitoring and taking ownership of their learning. 1

🔑 G084711

G1.B7 Enough resources for remediation and enrichment (lack of knowing how to use) 2

🔑 B225225

G1.B7.S1 Intensive reading groups: iReady, Read180, Achieve3000 Intensive math groups: iReady 4

🔑 S237607

Strategy Rationale

The rationale of using intensive reading and math groups is to help differentiate and it is based on individual needs.

Action Step 1 5

Identified intensive reading/math groups over the summer using FSA Data

Person Responsible

Mike Tucker

Schedule

On 7/25/2016

Evidence of Completion

Student schedule, FSA Data

Plan to Monitor Fidelity of Implementation of G1.B7.S1 `6`

iReady Data from iReady Diagnostic/Standards Mastery in reading and math; Read180: SRI data in reading;
Achieve3000 data for level sets

Person Responsible

Tamara Alford

Schedule

Biweekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Student growth

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 `7`

Walk-throughs, Monitor PLC Data, Bottom Quartile Data

Person Responsible

Mike Tucker

Schedule

Weekly, from 8/24/2016 to 5/26/2017

Evidence of Completion

Marzano walk-through data, PLC Forms, Data Wall

G1.B7.S2 iReady Teacher Training throughout the year Read180 Teacher Training Achieve3000 Teacher Training 4

🔑 S237608

Strategy Rationale

The rationale for teacher trainings is for the teachers to utilize the programs to fidelity. The professional development will also help the teachers understand and use the data for student growth.

Action Step 1 5

Teachers will participate in professional development for each program throughout the year.

Person Responsible

Terri Channell

Schedule

Quarterly, from 8/2/2016 to 5/26/2017

Evidence of Completion

Sign in sheets, increased teacher fidelity,

Plan to Monitor Fidelity of Implementation of G1.B7.S2 6

Walk-through data, PLC Data, Usage reports

Person Responsible

Mike Tucker

Schedule

Weekly, from 8/2/2016 to 5/26/2017

Evidence of Completion

Marzano Walk-through data, Iready Data, Usage reports, PLC Forms, Sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B7.S2 `7`

Student Data and Teacher Fidelity

Person Responsible

Terri Channell

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Marzano Walk-through data, Iready Data, SRI Data, Achieve3000 Data, Usage reports, PLC Forms, Sign in sheets

G1.B43 Progress monitoring for our lowest 25% in reading and math `2`

🔍 B225261

G1.B43.S1 Every teacher has identified their bottom 25% in each class period. Teachers identified strategies to help the bottom 25% in each class. `4`

🔍 S237634

Strategy Rationale

The rationale for the teachers identifying their bottom 25% is for constant progress monitoring

Action Step 1 `5`

Teachers identified bottom 25% in each class and strategies to help increase student growth during the first faculty meeting.

Person Responsible

Terri Channell

Schedule

On 8/2/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B43.S1 `6`

Teachers will track lowest 25% data through PLCs and data chats/walls.

Person Responsible

Terri Channell

Schedule

Biweekly, from 8/24/2016 to 5/26/2017

Evidence of Completion

PLC Forms, Data wall, Standards Mastery Exams, iReady Data

Plan to Monitor Effectiveness of Implementation of G1.B43.S1 `7`

Administration will monitor through student data and growth. Admin/Teacher conferences.

Person Responsible

Schedule

Daily, from 8/24/2016 to 5/26/2017

Evidence of Completion

PLC Forms, Data wall, Standards Mastery Exams, iReady Data

G1.B43.S2 The leadership team has divided the bottom 25% into mentoring groups. 4

S237635

Strategy Rationale

The rationale for the division is for identifying the bottom 25% for constant progress monitoring: academics, attendance, behavior. This will allow the students to connect with someone other than the teachers.

Action Step 1 5

Leadership team divided the lowest 25% in reading and math into 5 groups.

Person Responsible

Terri Channell

Schedule

On 8/10/2016

Evidence of Completion

Bottom 25% list

Action Step 2 5

Leadership team will meet with the students to set goals, track student progress (academic, attendance, behavior).

Person Responsible

Mike Tucker

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Goal setting sheets, data documentation

Plan to Monitor Fidelity of Implementation of G1.B43.S2 6

Leadership team will monitor implementation at weekly leadership meetings.

Person Responsible

Terri Channell

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Student tracking log

Plan to Monitor Effectiveness of Implementation of G1.B43.S2 7

Leadership team will maintain current data for their assigned students to ensure growth is occurring.

Person Responsible

Terri Channell

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Leadership meeting notes

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.B7.S1.A1 A307193	Identified intensive reading/math groups over the summer using FSA Data	Tucker, Mike	7/11/2016	Student schedule, FSA Data	7/25/2016 one-time
G1.B43.S1.A1 A307215	Teachers identified bottom 25% in each class and strategies to help increase student growth during...	Channell, Terri	8/2/2016		8/2/2016 one-time
G1.B43.S2.A1 A307216	Leadership team divided the lowest 25% in reading and math into 5 groups.	Channell, Terri	8/10/2016	Bottom 25% list	8/10/2016 one-time
G1.MA1 M313489	DIstrict assessments & school based assessments will show an increase in students' proficiency and...	Alford, Tamara	8/10/2016	Progress monitoring (iReady, Standards Mastery) assessment data	5/26/2017 quarterly
G1.MA2 M313490	Increase in student performance on formative and summative assessments throughout the year	Alford, Tamara	8/10/2016	Quarterly Data Chats	5/26/2017 monthly
G1.MA3 M313491	Standards-based lesson planning through the PLC Process will be monitored through the PLC forms and...	Tucker, Mike	8/10/2016	PLC forms, Student data tracking forms	5/26/2017 daily
G1.B7.S1.MA1 M313463	Walk-throughs, Monitor PLC Data, Bottom Quartile Data	Tucker, Mike	8/24/2016	Marzano walk-through data, PLC Forms, Data Wall	5/26/2017 weekly
G1.B7.S1.MA1 M313464	iReady Data from iReady Diagnostic/ Standards Mastery in reading and math; Read180: SRI data in...	Alford, Tamara	8/29/2016	Student growth	5/26/2017 biweekly
G1.B43.S1.MA1 M313485	Administration will monitor through student data and growth. Admin/ Teacher conferences.		8/24/2016	PLC Forms, Data wall, Standards Mastery Exams, iReady Data	5/26/2017 daily
G1.B43.S1.MA1 M313486	Teachers will track lowest 25% data through PLCs and data chats/walls.	Channell, Terri	8/24/2016	PLC Forms, Data wall, Standards Mastery Exams, iReady Data	5/26/2017 biweekly
G1.B7.S2.MA1 M313465	Student Data and Teacher Fidelity	Channell, Terri	8/22/2016	Marzano Walk-through data, Iready Data, SRI Data, Achieve3000 Data, Usage reports, PLC Forms, Sign in sheets	5/26/2017 weekly
G1.B7.S2.MA1 M313466	Walk-through data, PLC Data, Usage reports	Tucker, Mike	8/2/2016	Marzano Walk-through data, Iready Data, Usage reports, PLC Forms, Sign in sheets	5/26/2017 weekly
G1.B7.S2.A1 A307194	Teachers will participate in professional development for each program throughout the year.	Channell, Terri	8/2/2016	Sign in sheets, increased teacher fidelity,	5/26/2017 quarterly
G1.B43.S2.MA1 M313487	Leadership team will maintain current data for their assigned students to ensure growth is...	Channell, Terri	8/10/2016	Leadership meeting notes	5/26/2017 weekly
G1.B43.S2.MA1 M313488	Leadership team will monitor implementation at weekly leadership meetings.	Channell, Terri	8/10/2016	Student tracking log	5/26/2017 weekly
G1.B43.S2.A2 A307217	Leadership team will meet with the students to set goals, track student progress (academic,...	Tucker, Mike	8/10/2016	Goal setting sheets, data documentation	5/26/2017 weekly

V. Professional Development Opportunities

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

G1. If the School-Based Leadership Team proactively engages in MTSS, PLC's, and monitoring student data and provides supportive feedback to teachers, then the teachers will be able to meet the individual needs of each student so that students will be more independent through self monitoring and taking ownership of their learning.

G1.B7 Enough resources for remediation and enrichment (lack of knowing how to use)

G1.B7.S2 iReady Teacher Training throughout the year Read180 Teacher Training Achieve3000 Teacher Training

PD Opportunity 1

Teachers will participate in professional development for each program throughout the year.

Facilitator

iReady, Read180, Achieve3000

Participants

Teachers, Administration

Schedule

Quarterly, from 8/2/2016 to 5/26/2017

G1.B43 Progress monitoring for our lowest 25% in reading and math

G1.B43.S1 Every teacher has identified their bottom 25% in each class period. Teachers identified strategies to help the bottom 25% in each class.

PD Opportunity 1

Teachers identified bottom 25% in each class and strategies to help increase student growth during the first faculty meeting.

Facilitator

Mike Tucker, Terri Channell

Participants

Teachers, Leadership Team

Schedule

On 8/2/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B43.S1.A1	Teachers identified bottom 25% in each class and strategies to help increase student growth during the first faculty meeting.	$0.00
2	G1.B43.S2.A1	Leadership team divided the lowest 25% in reading and math into 5 groups.	$0.00
3	G1.B43.S2.A2	Leadership team will meet with the students to set goals, track student progress (academic, attendance, behavior).	$0.00
4	G1.B7.S1.A1	Identified intensive reading/math groups over the summer using FSA Data	$0.00
5	G1.B7.S2.A1	Teachers will participate in professional development for each program throughout the year.	$0.00
		Total:	$0.00