

Putnam County School District

C. L. Overturf Jr 6th Grade Center



2018-19 School Improvement Plan

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C. L. Overturf Jr 6th Grade Center

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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	54%

School Grades History

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

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

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.

School Leadership Team

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
Thompson, John	Dean
Driggers, Tammie	Assistant Principal
Alford, Tamara	Instructional Coach

Duties

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

We have an established and collaborative leadership team. All team members assume additional responsibilities when needed. We have a leadership meeting every Monday morning to talk about the week's events and to make needed decisions as a group. Our leadership team also meets bi-weekly on Tuesday mornings with our department chairs. We share information and hear their concerns. We share some of our decision making in these meetings.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	119	0	0	0	0	0	0	119
One or more suspensions	0	0	0	0	0	0	68	0	0	0	0	0	0	68
Course failure in ELA or Math	0	0	0	0	0	0	58	0	0	0	0	0	0	58
Level 1 on statewide assessment	0	0	0	0	0	0	171	0	0	0	0	0	0	171

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	72	0	0	0	0	0	0	72

The number of students identified as retainees:

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

Date this data was collected

Monday 8/27/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	70	0	0	0	0	0	0	70
One or more suspensions	0	0	0	0	0	0	50	0	0	0	0	0	0	50
Course failure in ELA or Math	0	0	0	0	0	0	15	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	0	0	166	0	0	0	0	0	0	166

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	55	0	0	0	0	0	0	55

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	70	0	0	0	0	0	0	70
One or more suspensions	0	0	0	0	0	0	50	0	0	0	0	0	0	50
Course failure in ELA or Math	0	0	0	0	0	0	15	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	0	0	166	0	0	0	0	0	0	166

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	55	0	0	0	0	0	0	55

Part II: Needs Assessment/Analysis

Assessment & Analysis

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

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

ELA proficiency was 49% and math proficiency was 48%. Historically, ELA has been slightly lower than math, with the exception of last year.

Which data component showed the greatest decline from prior year?

None. All of our components increased significantly from the year before.

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

- Math proficiency
- School Average
48%
- District Average
41%
- State Average
58%

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

Math learning gains and bottom 25% learning gains. No this is not a trend.
 Math learning gains increased from 26% (2017) to 65% (2018).
 Math Lowest 25th Percentile increased from 21% (2017) to 68% (2018).

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

Blocking Math intensive classes as well as Math Cambridge classes to focus on interventions and enrichment. Also using iReady targeted lessons and Reflex Math helped contribute to the improvement in math.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	49%	40%	53%	37%	29%	52%
ELA Learning Gains	64%	51%	54%	43%	44%	54%
ELA Lowest 25th Percentile	58%	43%	47%	32%	36%	44%
Math Achievement	48%	41%	58%	37%	32%	56%
Math Learning Gains	65%	51%	57%	26%	34%	57%
Math Lowest 25th Percentile	68%	48%	51%	21%	31%	50%
Science Achievement	0%	32%	52%	0%	26%	50%
Social Studies Achievement	0%	60%	72%	0%	54%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)	Total
	6	
Attendance below 90 percent	119 (70)	119 (70)
One or more suspensions	68 (50)	68 (50)
Course failure in ELA or Math	58 (15)	58 (15)
Level 1 on statewide assessment	171 (166)	171 (166)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	44%	42%	2%	52%	-8%
	2017	36%	36%	0%	52%	-16%
Same Grade Comparison		8%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	42%	47%	-5%	52%	-10%
	2017	36%	38%	-2%	51%	-15%
Same Grade Comparison		6%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	59	65	52	57	64	54					
BLK	37	61	55	36	61	72					
HSP	40	79		52	92						
MUL	55	64		45	64						
SWD	39	65	63	41	66	63					
FRL	45	62	57	44	64	67					

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	48	49	45	45	26	20					

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	20	33	27	24	24	22					
HSP	48	55		33	30						
MUL	29	15		50	31						
SWD	8	29	27	11	12	4					
FRL	29	38	30	28	21	18					

Part III: Planning for Improvement

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

Areas of Focus:

Activity #1	
Title	Core Instruction and Interventions-We will focus on core instruction and interventions for all students, especially those in subgroups
Rationale	The school showed the following increases in the area of Math: Achievement: 37% (2017) to 48% (2018) Learning Gains: 26% (2017) to 65% (2018) Bottom Quartile Gains: 21% (2017) to 68% (2018) The school showed the following increases in the area of Reading: Achievement: 37% (2017) to 49% (2018) Learning Gains: 43% (2017) to 64% (2018) Bottom Quartile Gains: 32% (2017) to 58% (2018)
Intended Outcome	If we concentrate our efforts on implementing and monitoring quality core instruction and individualized (by need) student interventions, then we anticipate increases in all 6 areas.
Point Person	Mike Tucker (mtucker@my.putnamschools.org)
Action Step	
Description	*Conduct classroom observations with feedback by administration and instructional coach for all teachers *Block ELA classes for all students *Block Math Intensive and Cambridge classes *iReady intervention with reading and math one day per week in science and social studies *Daily Reflex Math for 10 minutes at the start of all science and social studies classes *iReady incentives for students including special events for quarterly growth, iReady Royals, and select individuals for meeting their goals *Data chats following all growth monitoring and diagnostic assessments with both teachers and students followed by identification of strategically targeted individuals *Share bottom quartile list of students with teachers and update list accordingly
Person Responsible	Tammie Driggers (tdriggers@my.putnamschools.org)
Plan to Monitor Effectiveness	
Description	iReady data review quarterly by lead team will be conducted and shared with staff through faculty meetings and PLC's. iReady data will include diagnostics, growth monitoring assessments, usage reports, etc.
Person Responsible	Mike Tucker (mtucker@my.putnamschools.org)

Activity #2

Title

School Culture-We will focus on improving school culture through increased communication and positive recognition of faculty and staff.

Rationale

The Five Essentials and Schultz Center school survey results indicate the need for better communication between administration and faculty/staff, as well as increased positive recognition.

Intended Outcome

If we concentrate our improvement efforts on quality communication and collaboration between all stakeholders and recognize them when appropriate, then we will see improved climate survey results at the conclusion of this school year.

Point Person

Mike Tucker (mtucker@my.putnamschools.org)

Action Step**Description**

- *Monthly Birthday Recognition and Staff Shout-outs
- *Bi-weekly Team Leader meetings where information is gathered by team leaders and shared with teachers on their teams (any questions/concerns from the team are brought back to the next team leader meetings)
- *Monthly Faculty meetings (teachers are given an opportunity to share concerns and/or ShoutOuts)
- *Email Weekly Reminders

Person Responsible

Tammie Driggers (tdriggers@my.putnamschools.org)

Plan to Monitor Effectiveness**Description**

Agendas, Follow-up survey will be given in May 2019.

Person Responsible

Mike Tucker (mtucker@my.putnamschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Hold quarterly parent events to increase the partnership between the school and home to at least 30% of our parents.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Bi-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

Second Step

Monthly Threat Assessment Meeting

District Mental Wellness Counseling for select students

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/Tours

5th Grade Parent Night

Camp Rise

Advisement/Team building activities

7th Grade Orientation/Tours

7th Grade Parent Night

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

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

In accordance with ESSA Section 118 (b) (2), the methodology used to allocate State and

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

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

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

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

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

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

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

NA