

George C. Miller, Junior Intermediate



2014-15 School Improvement Plan

George C. Miller, Junior Intermediate

101 S PROSPECT ST, Crescent City, FL 32112

mis.putnamschools.org

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

96%

Alternative/ESE Center

No

Charter School

No

Minority

70%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	C

School Board Approval

This plan was approved by the Putnam County School Board on 2/17/2015.

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 with a grade of F within the prior two years. 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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

George C. Miller Intermediate School is dedicated to providing high quality educational opportunities for all students through 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 George C. Miller Intermediate School, we are, "Transforming children into Life Long Learners, Where Failure Is Not An Option!"

Provide the school's vision statement

George C. Miller Intermediate School will academically and socially prepare every student for success in the next grade level.

School Environment

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

The school staff takes an orientation tour of the school community and interacts with the diverse cultures that are represented by our learning environment. We build a bridge between school and community by interacting with the community in their environment. We open our campus to families on open house. We host a Novela Luncheon inviting parents and community to read to our students. The Novela students meet daily to discuss books, sharing their various cultures through books, and performances. We are hosting a holiday in a shoebox celebration in which students bring in a shoe box filled with toys. Parents are then invited in to wrap the gifts to be shared with needy children in the community via churches. Each classroom adopts and researches a country and has a festival culminating in a celebration of the various cultures researched.

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.

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 a behavioral expectations, within each class which are appropriate to that subject and setting. Training is provided regarding classroom management, analyzing student needs, learning styles, and following a tiered approach when dealing with student behavior.

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, or school wide events. Counseling is provided to individuals or small groups. Strategies to help students also occur through consultation with the student's family, teachers, educational support staff, and community agencies.

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).

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. 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. Diagnostic, screening, and formative assessments are used at the Tier 1 level. Strategic interventions are developed and implemented.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	4	5	6	
Attendance below 90 percent	10	15	18	43
One or more suspensions	0	0	0	
Course failure in ELA or Math	1	0	1	2
Level 1 on statewide assessment	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Attendance is addressed using a Tiered approach. There are school wide incentives using the Cougar Cash token economy, the 200 Club rewards system, awards for good attendance, and small group and individual counseling.

Family and Community Involvement

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).

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).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/174952>.

Description

A PIP has been uploaded for this school or district - see the link above.

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 Center Bank and the Kiwanis Club that support our Terrific Kids Program.

We will partner with our local churches that donate school supplies.

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).

School Leadership Team

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
Wilde, Nancy	Instructional Coach
Doughty, Rosa	Guidance Counselor

Duties

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

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

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 funds will be used by the school to provide a reduced student teacher ratio by employing three teachers and two instructional assistants. The remaining funds will be used to enhance state mandates toward the improvement of the technology at Miller Intermediate School.

Title I part C (migrant) will be used to supplement supplies for migrant students. Migrant students are invited to a summer school program each summer.

Title II funds are used to provide in-service activities to teachers. Funding is available to reimburse teachers for completing in-service for certification in the core subject areas. Teachers will be trained in the use of best practices such as CRISS, ESOL and Reading and Math Strategies to support the district's new curriculum that includes HMH Journeys and Engage NY.

Title III funding will be used to support the ESOL population. These funds are monitored at the district level. Additional funding is divided to allow additional ESOL support in the form of personnel at schools with high ELL populations.

Title X is used to provide materials and additional support to students and families that have been identified as homeless. Title X funding is used to provide an additional summer program to those students that qualify.

School Advisory Council (SAC)**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
Nancy Wilde	Education Support Employee
Rosa Doughty	Education Support Employee
Keith Wall	Teacher
Latina Cook	Parent
Vanessa Lara	Parent
Jennifer Chee	Parent
Trinisha Austin	Parent
Ronda Jara	Parent
Neomi Brown	Parent
Catherine Nahirny	Teacher
Vicki Forte	Teacher
Sharice Williams	Teacher
Virginia Berardi	Education Support Employee

Duties

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

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.

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.

Preparation of the school's annual budget and plan

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

The school improvement funds will be used to further enhance technology at Miller Intermediate School. Recommendations have been made for continuous upgrade of existing technology, including Mimeo Boards, and upgrading computers in labs and also adding additional Chromebooks and iPads that could be utilized for online testing.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
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Duties

Describe how the LLT promotes literacy within the school

Major Initiatives for the 2014-15 school year will include the transition to Florida State Standards. Miller Intermediate 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.

Other initiatives include Parent Literacy Nights, Book Fair, and School-wide Reads.

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).

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

Teacher collaboration occurs through common planning and weekly PLCs. Leadership meetings occur 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.

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 in an effort to attract and recruit new teachers. Teacher candidates are recruited from: St. Leo, Stetson, St. Johns River State College, Flager College. The administration also attends several local teach-ins to recruit new teachers. All advertisements list job descriptions and state that highly qualified teacher status are preferred.

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 Intermediate School, the administration assigns an experienced teacher to guide and answer questions for them and orient them to the established routines.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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 high quality lessons that will address the state standards and differentiated instruction.

Instructional Strategies

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 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.

Professional development is provided based on instructional needs derived from student data.

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: Extended School Day

Minutes added to school year: 6,500

The student day is extended by 35 minutes for additional reading instruction. A 60 minute block of time is allocated for strategic intervention.

Strategy Rationale

To provide individual intervention strategies for students at various levels.

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: FAIR, IReady, Journey's Reading diagnostic assessment, MFAS, Individual portfolios, and quarterly performance reviews.

Student Transition and Readiness

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).

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.

College and Career Readiness

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

A community partnership has been established with the "Boyz2Men" group for the male students and the ROPI for the female students. The group focuses on preparing and planning for the future. Career Day is organized by the 6th grade team. A leadership program is also coordinated and led by the local high school's student government members for outgoing 6th graders.

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.

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

An annual Career Day is held and sponsored through local businesses for all students.

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.

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.** Create a master schedule that will allow adequate time for PLC's and common planning which would allow adequate time for teachers to collaborate, analyze data, and plan strategic lessons that would address student deficiencies.

- G2.** Teacher planning sessions will be data driven, structured, and incorporate high expectations that focus on providing differentiated instruction for all students with added focus on students in the lower quartile.

- G3.** Instructional staff will strengthen Tier 1 teaching ultimately increasing student learning through self reflection and self monitoring.

Strategic Goals Detail

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

G1. Create a master schedule that will allow adequate time for PLC's and common planning which would allow adequate time for teachers to collaborate, analyze data, and plan strategic lessons that would address student deficiencies. 1a

G058755

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	20.0
FSA - Mathematics - Proficiency Rate	54.0
Teacher attendance rate	100.0

Resources Available to Support the Goal 2

- Obtained sample schedules from other schools within the district and received district level support in creating the schedule.

Targeted Barriers to Achieving the Goal 3

- Required additional 60 minute ELA instruction by state mandate.
- Union contract limitations and restrictions on amount of time that could be allocated to required PLC meetings and suggested common planning time.

Plan to Monitor Progress Toward G1. 8

Monitor successful implementation of PLCs, common planning and strategic intervention time.

Person Responsible

Regina Thomas

Schedule

Weekly, from 8/25/2014 to 6/2/2015

Evidence of Completion

Teachers, Reading and Math Coaches, Principal and Guidance Counselor will examine the data from FAIR, Florida State Assessment, iReady, MFAS and Journeys diagnostic assessment.

G2. Teacher planning sessions will be data driven, structured, and incorporate high expectations that focus on providing differentiated instruction for all students with added focus on students in the lower quartile. 1a

G058756

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	68.0

Resources Available to Support the Goal 2

- Coach supervisor personnel
- Books
- Model classrooms
- Lesson template
- Data access

Targeted Barriers to Achieving the Goal 3

- Resistance to change
- Reluctance to share data
- Resistance to share teacher best practices/ strategies

Plan to Monitor Progress Toward G2. 8

Data driven differentiated instruction

Person Responsible

Regina Thomas

Schedule

Weekly, from 8/19/2014 to 6/2/2015

Evidence of Completion

Lesson plans, quarterly review reports, diagnostic and assessment results.

G3. Instructional staff will strengthen Tier 1 teaching ultimately increasing student learning through self reflection and self monitoring. 1a

G058757

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	68.0

Resources Available to Support the Goal 2

- HMH Journeys Curriculum • Engage NY and MFAS • Scales and rubrics • District and state level support personnel

Targeted Barriers to Achieving the Goal 3

- New curriculum

Plan to Monitor Progress Toward G3. 8

Progression of students and teachers at the Tier 1 level of instruction/intervention.

Person Responsible

Regina Thomas

Schedule

Weekly, from 8/25/2014 to 6/2/2015

Evidence of Completion

Student data from progress monitoring tools to include FAIR, iReady, Florida State Assessment and Journeys diagnostic and MFAS.

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. Create a master schedule that will allow adequate time for PLC's and common planning which would allow adequate time for teachers to collaborate, analyze data, and plan strategic lessons that would address student deficiencies. **1**

 G058755

G1.B1 • Required additional 60 minute ELA instruction by state mandate. • Union contract limitations and restrictions on amount of time that could be allocated to required PLC meetings and suggested common planning time. **2**

 B149563

G1.B1.S1 Utilizing samples of master schedules from other schools within the district and with the assistance of district level personnel developed a master schedule that would encompass added 60 minute intervention time and PLC and common planning time. **4**

 S161450

Strategy Rationale

To afford teachers the opportunity to collaborate and analyze student data in an effort to plan strategically for high quality instruction within the classroom.

Action Step 1 **5**

Identify several stakeholders to participate in a committee to develop the master schedule.

Person Responsible

Regina Thomas

Schedule

Daily, from 5/2/2014 to 8/5/2014

Evidence of Completion

A completed Master Schedule that encompasses PLC, common planning, and strategic intervention time.

Action Step 2 5

Presented to Miller Intermediate School faculty, staff, and district personnel.

Person Responsible

Regina Thomas

Schedule

On 8/13/2014

Evidence of Completion

Completed master schedule and pre-planning agenda.

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

Master schedule

Person Responsible

Regina Thomas

Schedule

Weekly, from 8/19/2014 to 6/2/2015

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 8/19/2014 to 6/2/2015

Evidence of Completion

High quality lesson plans, instructional strategies and strategic interventions.

G2. Teacher planning sessions will be data driven, structured, and incorporate high expectations that focus on providing differentiated instruction for all students with added focus on students in the lower quartile. 1

G058756

G2.B1 • Resistance to change • Reluctance to share data • Resistance to share teacher best practices/ strategies 2

B149564

G2.B1.S1 Administrator will set clear expectation/non-negotiable 4

S161451

Strategy Rationale

To ensure implementation with fidelity.

Action Step 1 5

Presentation at pre-planning reflecting that participation in common planning and PLCs is non-negotiable.

Person Responsible

Regina Thomas

Schedule

Weekly, from 8/11/2014 to 6/2/2015

Evidence of Completion

PLC and common planning agendas and lesson plans that reflect strategic intervention.

Action Step 2 5

The initial three PLC meetings facilitated by district level personnel

Person Responsible

Regina Thomas

Schedule

Weekly, from 9/9/2014 to 9/23/2014

Evidence of Completion

PLC agenda

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

Clear expectations/non-negotiables

Person Responsible

Regina Thomas

Schedule

Weekly, from 8/11/2014 to 6/2/2015

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

Weekly, from 8/19/2014 to 6/2/2015

Evidence of Completion

Common lesson plans and data charts

G3. Instructional staff will strengthen Tier 1 teaching ultimately increasing student learning through self reflection and self monitoring. 1

G058757

G3.B1 New curriculum 2

B149565

G3.B1.S1 Professional development to facilitate mastery of the new curriculum 4

S161453

Strategy Rationale

To increase implementation fidelity.

Action Step 1 5

We will plan professional development for instructional staff with the assistance of district and state level personnel.

Person Responsible

Regina Thomas

Schedule

Monthly, from 8/11/2014 to 6/2/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Scheduled professional development sessions with feedback and follow-up

Person Responsible

Regina Thomas

Schedule

Monthly, from 8/11/2014 to 6/2/2015

Evidence of Completion

PLC agendas and in-service schedules

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Follow-up sessions

Person Responsible

Regina Thomas

Schedule

Monthly, from 8/19/2014 to 6/2/2015

Evidence of Completion

Observation of class structures and lesson plan reviews

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Identify several stakeholders to participate in a committee to develop the master schedule.	Thomas, Regina	5/2/2014	A completed Master Schedule that encompasses PLC, common planning, and strategic intervention time.	8/5/2014 daily
G2.B1.S1.A1	Presentation at pre-planning reflecting that participation in common planning and PLCs is non-negotiable.	Thomas, Regina	8/11/2014	PLC and common planning agendas and lesson plans that reflect strategic intervention.	6/2/2015 weekly
G3.B1.S1.A1	We will plan professional development for instructional staff with the assistance of district and state level personnel.	Thomas, Regina	8/11/2014		6/2/2015 monthly
G1.B1.S1.A2	Presented to Miller Intermediate School faculty, staff, and district personnel.	Thomas, Regina	8/13/2014	Completed master schedule and pre-planning agenda.	8/13/2014 one-time
G2.B1.S1.A2	The initial three PLC meetings facilitated by district level personnel	Thomas, Regina	9/9/2014	PLC agenda	9/23/2014 weekly
G1.MA1	Monitor successful implementation of PLCs, common planning and strategic intervention time.	Thomas, Regina	8/25/2014	Teachers, Reading and Math Coaches, Principal and Guidance Counselor will examine the data from FAIR, Florida State Assessment, iReady, MFAS and Journeys diagnostic assessment.	6/2/2015 weekly
G1.B1.S1.MA1	Common planning time and PLC implementation	Thomas, Regina	8/19/2014	High quality lesson plans, instructional strategies and strategic interventions.	6/2/2015 weekly
G1.B1.S1.MA1	Master schedule	Thomas, Regina	8/19/2014	PLC agenda and lesson plans	6/2/2015 weekly
G2.MA1	Data driven differentiated instruction	Thomas, Regina	8/19/2014	Lesson plans, quarterly review reports, diagnostic and assessment results.	6/2/2015 weekly
G2.B1.S1.MA1	The use of student data within PLCs and common planning time.	Thomas, Regina	8/19/2014	Common lesson plans and data charts	6/2/2015 weekly
G2.B1.S1.MA1	Clear expectations/non-negotiables	Thomas, Regina	8/11/2014	Formal and informal observations, classroom walkthroughs, pre-planning and data chat sessions with curriculum coaches.	6/2/2015 weekly
G3.MA1	Progression of students and teachers at the Tier 1 level of instruction/intervention.	Thomas, Regina	8/25/2014	Student data from progress monitoring tools to include FAIR, iReady, Florida State Assessment and Journeys diagnostic and MFAS.	6/2/2015 weekly
G3.B1.S1.MA1	Follow-up sessions	Thomas, Regina	8/19/2014	Observation of class structures and lesson plan reviews	6/2/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Scheduled professional development sessions with feedback and follow-up	Thomas, Regina	8/11/2014	PLC agendas and in-service schedules	6/2/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Teacher planning sessions will be data driven, structured, and incorporate high expectations that focus on providing differentiated instruction for all students with added focus on students in the lower quartile.

G2.B1 • Resistance to change • Reluctance to share data • Resistance to share teacher best practices/strategies

G2.B1.S1 Administrator will set clear expectation/non-negotiable

PD Opportunity 1

Presentation at pre-planning reflecting that participation in common planning and PLCs is non-negotiable.

Facilitator

Regina Thomas and Derrick Henry

Participants

Miller Intermediate School faculty and staff

Schedule

Weekly, from 8/11/2014 to 6/2/2015

PD Opportunity 2

The initial three PLC meetings facilitated by district level personnel

Facilitator

District level curriculum coaches

Participants

Miller Intermediate faculty

Schedule

Weekly, from 9/9/2014 to 9/23/2014

G3. Instructional staff will strengthen Tier 1 teaching ultimately increasing student learning through self reflection and self monitoring.

G3.B1 New curriculum

G3.B1.S1 Professional development to facilitate mastery of the new curriculum

PD Opportunity 1

We will plan professional development for instructional staff with the assistance of district and state level personnel.

Facilitator

School, district, and state level personnel

Participants

All instructional staff

Schedule

Monthly, from 8/11/2014 to 6/2/2015

Technical Assistance Items

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

G1. Create a master schedule that will allow adequate time for PLC's and common planning which would allow adequate time for teachers to collaborate, analyze data, and plan strategic lessons that would address student deficiencies.

G1.B1 • Required additional 60 minute ELA instruction by state mandate. • Union contract limitations and restrictions on amount of time that could be allocated to required PLC meetings and suggested common planning time.

G1.B1.S1 Utilizing samples of master schedules from other schools within the district and with the assistance of district level personnel developed a master schedule that would encompass added 60 minute intervention time and PLC and common planning time.

PD Opportunity 1

Identify several stakeholders to participate in a committee to develop the master schedule.

Facilitator

Thomas, Regina and Henry, Derrick

Participants

Thomas, Regina; Henry, Derrick; Clifton, Bonnie; Gilyard, Joanne; Wilde, Nancy; Doughty, Rosa; District level personnel.

Schedule

Daily, from 5/2/2014 to 8/5/2014

PD Opportunity 2

Presented to Miller Intermediate School faculty, staff, and district personnel.

Facilitator

Regina Thomas and Derrick Henry

Participants

All Miller Intermediate School faculty and staff.

Schedule

On 8/13/2014

Budget Rollup

Summary	
Description	Total
Grand Total	0