



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Interlachen Elementary School

251 S STATE ROAD 315

Interlachen, FL 32148

386-684-2130

ies.putnamschools.org

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 84%
Alternative/ESE Center No	Charter School No	Minority Rate 24%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 A	2009-10 A
---------------------	---------------------	---------------------	---------------------	---------------------

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	13
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
Part III: Coordination and Integration	26
Appendix 1: Professional Development Plan to Support Goals	27
Appendix 2: Budget to Support Goals	31

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	2	Wayne Green

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Interlachen Elementary School

Principal

Jason Reeves

School Advisory Council chair

Dev Stark

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jason Reeves	Principal
Diana Drew	Assistant Principal
Dev Stark	CRT
Susan Farrar	Guidance Counselor
Lynn Redman	MTSS Coordinator

District-Level Information

District

Putnam

Superintendent

Ms. Phyllis Criswell

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Jason Reeves, Principal
 Diana Drew, Assistant Principal
 Dev Stark, Curriculum Resource Teacher
 Larry Harvey- Business Partner/Community Member, Harvey Insurance
 Suzanne Beck- Teacher, Secretary
 Annette Gilbert- parent
 Cammie Foshee- parent

Involvement of the SAC in the development of the SIP

The SAC's primary role is to assist the principal in developing and evaluating the school improvement plan [Florida Statutes 1001.452, 1001.42(18), and 24.121]. The SAC also gives assistance to the principal in the planning of the upcoming year's budget. It is to the principal's advantage to have the

assistance of representatives from all areas of the school community in developing the plan to improve the school.

Activities of the SAC for the upcoming school year

Some of the activities planned include, but are not limited to:

- *Review of 2012 - 2013 School Grade and AMO data
- *Review of SAC committee roles and responsibilities and recruit new members, specifically, those who are not faculty or staff.
- *Review of School Improvement Plan for 2013 - 2014 school year;
- *Review of Title 1 budget and how it aligns with the School Improvement Plan
- *Review of Parent Involvement Plan
- *School Needs Assessment

Projected use of school improvement funds, including the amount allocated to each project

To implement programs which lead to an increase in the achievement of students scoring below proficiency in reading, mathematics, and/or writing on the Florida Comprehensive Assessment Test. Funds are being used to implement activities at IES to meet the progress goals in school improvement plans under section 1116(b)(3)(A)(v).

1. Write Score, AR Math, Computers for AR MathSupplies: \$20,000.00
2. Subs for teachers to participate in planning and PD: \$1116.98
3. Tutors: \$8,351.00
4. Faculty Book Study Materials: \$2,370.55
5. Parent Involvement: \$3,959.00
6. Faculty Professional Development: \$2,003.00
7. Teachers: \$117,250.00
8. Aide: \$19,796\

* After our first committee meeting, additional items may need to be added based on school needs.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

NA

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jason Reeves		
Principal	Years as Administrator: 10	Years at Current School: 6
Credentials	Masters in Educational Leadership (all levels) Middle Grades, Endorsement Social Science (grades 6-12)	
Performance Record	2012-2013: C 2011-2012: A 2010-2011: A, No AYP 2009-2010: A, No AYP 2008-2009: C, No AYP	

Diana Drew		
Asst Principal	Years as Administrator: 1	Years at Current School: 2
Credentials	Masters in Educational Leadership Educational Leadership Certification (all levels) Middle Grades English (grades 5-9) Reading Endorsed	
Performance Record	2012-13- School Grade from previous school, D	

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Dev Stark		
Full-time / School-based	Years as Coach: 3	Years at Current School: 10
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	Bachelor's in Pre-k Primary Education from University of North Florida, ESOL certified, working towards Reading Endorsement	
Performance Record	8 years as a Kindergarten teacher, 3 years as a Coach School Grades: 2010-11: A 2011-12: B 2012-13: C	

Classroom Teachers

of classroom teachers

45

receiving effective rating or higher

45, 100%

Highly Qualified Teachers

98%

certified in-field

44, 98%

ESOL endorsed

40, 89%

reading endorsed

6, 13%

with advanced degrees

7, 16%

National Board Certified

1, 2%

first-year teachers

3, 7%

with 1-5 years of experience

11, 24%

with 6-14 years of experience

26, 58%

with 15 or more years of experience

8, 18%

Education Paraprofessionals

of paraprofessionals

23

Highly Qualified

23, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Administration at IES makes every effort to ensure that high quality teachers are recruited when positions are available. These teachers are involved in the district beginning teacher program developed by human resources (facilitated by Debby Decubellis and Sherry Wilkinson) and are given a mentor teacher to help and support them through their first year of teaching to avoid attrition and to increase retention. In addition, we accept interns from local colleges to offer experience and learning opportunities to those who will be among possible hiring candidates. Administration will also arrange ongoing professional development opportunities for our faculty to address identified needs. The district ICC team will hold TIF PLC's on CCSS with teacher leaders who will present to our staff, NEFEC and Common Core state presenters will conduct Conceptual Math workshops, Accelerated Math representatives will train teachers using the program, and a CRISS trainer will provide our staff with professional development that will support the actions in our School Improvement Plan.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Our plan is to pair new teachers with experienced mentors to learn from and to collaborate with. By strategic pairing, new teachers will expand their repertoire with skills, strategies, and knowledge useful in different teaching situations and settings. Our rationale for the following pairs is that each new teacher is assigned a mentor from the same grade level to assure that the new teachers have proper support with grade level benchmarks. They also have common planning time to meet and collaborate. Mentoring activities will include completing the district mentoring packet, peer observations, team planning, and PLC's. The new teachers and mentors are:

Rebecca Wood- mentor: Barbara Bates

April Stanton- mentor: Monica Broadrick

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Grade level teams meet on a monthly basis to review student data and identify students who are not proficient to brainstorm strategies for intervention, remediation, PMPs, and iii. The MTSS process is started by the teacher, selecting a skill to work on and recording student progress. The teacher will also initiate a PMP for the individual student that is targeted. Students who are not demonstrating growth towards proficiency are referred to the SBT team. SBT meetings are held to discuss, in detail, learning modalities, the variety of interventions that have been used and student progress or lack thereof. The team determines what the next steps should be to remediate the student and the next meeting is scheduled 6-12 weeks later to follow-up. Quarterly Data Review meetings are held with the Principal or Assistant Principal, Guidance Counselor, Teacher, CRT if needed to review class data and discuss in detail struggling students, particularly those in the MTSS process.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

1. Grade Level Teams provide support and help one another brainstorm ideas to meet the learning modalities of each student.
2. Teachers and Para-professionals provide remediation and interventions with the teacher graphing the

students progress.

3. The School Based Team Leader who schedules MTSS meetings and ensures that the paperwork is completed.
4. The SBT provides feedback and support to teachers for interventions and student needs.
5. The CRT provides a variety of curriculum and strategies for remediation.
6. Translators bridge the communication gap between parents and staff, as well as providing strategies for the parents so they can work on whole language with their child.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Weekly MTSS meetings and Quarterly Data Reviews are opportunities for the Leadership Team to review student data toward the goals of the SIP.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Performance Matters, Skyward, FAIR, Individual Student Portfolios, Cum Folder Review Sessions, Focus, Grade Level Data Meetings, Quarterly Data Reviews.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional Development is provided at the beginning and end of each school year. Training will be held on how to write PMPs, graphing, and Performance Matters. Our MTSS District Coordinator plays an active role in training the staff and facilitating meetings.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Jason Reeves	Principal
Diana Drew	Assistant Principal
Dev Stark	CRT
Lynn Redman	MTSS Coordinator
Susan Farrar	Guidance Counselor

How the school-based LLT functions

A school wide literacy action plan is essential for improving student achievement. An effective plan requires the use of data about student performance, literacy needs and expectations in our school, supporting literacy development, current teaching practices, and effectiveness of the literacy program. The LLT meets once a month with team leaders and once a month with grade level PLC's. The role of the Principal and Assistant Principal is to facilitate discussion of best practices and desired outcomes of students and assisting teachers with using data to drive instruction. In addition, it is the role of all teachers to blend NGSSS with CCSS to prepare students for FCAT as well as the change to Common Core. The role of the CRT is to collect and evaluate data, lead PLC's, coordinate Reading materials, and to coach teachers in instructional practices.

Major initiatives of the LLT

The major initiative of the LLT this school year is focusing on Math instruction; specifically, Conceptual Math understanding. This area was chosen based on student performance on FCAT Math across grades 3-5. Two main components of this Math initiative are professional development in the area of Conceptual Math and Prescriptive Interventions including small group instruction within the classroom as well as tutoring and pull-outs by ESE Resource Teachers.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

This past summer, we held a Kindergarten round up every Wednesday to give parents the opportunity to come in and have their child pre-screened. Our Kindergarten teachers rotated days on which they would come administer the screeners and meet parents of incoming Kindergarteners.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	59%	No	69%
American Indian				
Asian				
Black/African American	54%	36%	No	58%
Hispanic	56%	51%	No	60%
White	69%	62%	No	72%
English language learners	31%	40%	Yes	38%
Students with disabilities	41%	31%	No	47%
Economically disadvantaged	63%	53%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	26%	36%
Students scoring at or above Achievement Level 4	113	33%	43%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	102	32%	42%
Students in lowest 25% making learning gains (FCAT 2.0)	66	76%	86%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	20	63%	73%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		32%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		20%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	45	42%	69%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	53%	No	76%
American Indian				
Asian				
Black/African American	45%	18%	No	50%
Hispanic	68%	49%	No	72%
White	77%	55%	No	79%
English language learners	38%	30%	No	44%
Students with disabilities	54%	40%	No	59%
Economically disadvantaged	71%	49%	No	74%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	26%	36%
Students scoring at or above Achievement Level 4	86	26%	36%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	91	54%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	44	51%	61%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	14%	24%
Students scoring at or above Achievement Level 4	32	32%	37%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]	[data excluded for privacy reasons]	0%
Students scoring at or above Level 7	[data excluded for privacy reasons]	[data excluded for privacy reasons]	90%

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	14%	20%
Students scoring at or above Achievement Level 4	32	32%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]	[data excluded for privacy reasons]	0%
Students scoring at or above Level 7	[data excluded for privacy reasons]	[data excluded for privacy reasons]	85%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		2
Participation in STEM-related experiences provided for students	13	2%	10%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	173	22%	17%
Students retained, pursuant to s. 1008.25, F.S.	52	6%	4%
Students who are not proficient in reading by third grade	40	31%	28%
Students who receive two or more behavior referrals	65	8%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	63	8%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parental involvement targets for IES is to include every parent in the development of their child's educational growth through many areas. We plan to utilize as many events and activities as possible to enable parents, together with IES staff, to help increase their child's academic achievements throughout their elementary school experience.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Family Night- Bingo for Books	68	4%	10%
Family Night- Math and Science Night	75	5%	10%
PTO	19	1%	10%

Goals Summary

- G1.** There will be an increased level of student knowledge in the areas of critical thinking and problem solving skills.
- G2.** All teachers will implement effective teaching instruction and the use of strategies that will increase conceptual understanding in Math for students.

Goals Detail

G1. There will be an increased level of student knowledge in the areas of critical thinking and problem solving skills.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- CRT
- Math Cadre Leaders
- District ICC Team
- Math PD/Title I dollars to purchase
- Moby Max
- AR Math

Targeted Barriers to Achieving the Goal

- Students struggle with pulling key words and important information vs ignoring extraneous information from directions or word problems

Plan to Monitor Progress Toward the Goal

Collect data from Performance Matters to determine if students are increasing by 10% each time they test. Teachers report benchmark assessments each nine weeks and differentiate instruction based on scores. Benchmark assessment criteria for differentiating: Non-proficient- 0-40%, Average 41-70%, Proficient 71-100%

Person or Persons Responsible

Administration, CRT, Teachers

Target Dates or Schedule:

Performance Matters data review- October, December, March. Benchmark assessment data- at the end of each nine weeks during Quarterly Data Reviews

Evidence of Completion:

Performance Matters data, student work, benchmark assessment data

G2. All teachers will implement effective teaching instruction and the use of strategies that will increase conceptual understanding in Math for students.

Targets Supported

Resources Available to Support the Goal

- CRT
- Professional Development planned on in-service or early release days
- Accelerated Math
- District ICC Team for support
- Math Cadre Leaders bringing back information
- 2013 FCAT Data
- Moby Math

Targeted Barriers to Achieving the Goal

- Lack of teacher knowledge of conceptual understanding
- Need for quality instruction aligned to standards

Plan to Monitor Progress Toward the Goal

Collect data from Performance Matters to determine if students are increasing by at least 10% each time they test. Teachers report benchmark assessments each nine weeks and differentiate instruction based on scores. Benchmarks assessment criteria for differentiating: Non-proficient- 0-40%, Moderate 41-70%, Proficient 71-100%

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule:

Performance Matters data review- October, December, March, Benchmark assessment data- at the end of each nine weeks

Evidence of Completion:

Increased student performance data, evidence of strategy use by teachers and students that result in understanding concepts in Math (student work samples, benchmark tests, Accelerated Math reports, Moby Max reports)

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. There will be an increased level of student knowledge in the areas of critical thinking and problem solving skills.

G1.B2 Students struggle with pulling key words and important information vs ignoring extraneous information from directions or word problems

G1.B2.S2 Give students multiple exposures to word problems and explicit teacher modeling used in the cycle of effective instruction.

Action Step 1

Teachers will receive professional development through PLC's and/or on site training on critical thinking and strategies that support it.

Person or Persons Responsible

CRT, Math Cadre Leaders, VennLogic, Inc., and a presenter from the State of Florida Bureau of Curriculum and Instruction (TBA)

Target Dates or Schedule

PLC's are held monthly, VennLogic, Inc.- Oct. 4th, Accelerated Math Training- Sept. 18th

Evidence of Completion

Classroom benchmark assessments, district progress monitoring (Performance Matters)

Facilitator:

Math Cadre Leaders in PLC's, VenLogic, Inc. trainer, Accelerated Math Training; Jonathan Pounds

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Administration and the CRT will conduct classroom walkthroughs focusing on instruction of critical thinking and problem solving.

Person or Persons Responsible

Administration/CRT

Target Dates or Schedule

Ongoing- weekly

Evidence of Completion

Student work samples, iObservation walkthrough data, Teacher lesson plans

Plan to Monitor Effectiveness of G1.B2.S2

Administration and the CRT will collect data on district progress monitoring (Performance Matters).

Person or Persons Responsible

CRT/Administration

Target Dates or Schedule

Data will be collected three times per year (September, December, March) on district progress monitoring (Performance Matters).

Evidence of Completion

Performance Matters data review October, December, March. Performance Matters is cumulative, so students will be expected to make a 10% gain on each assessment.

G1.B2.S4 Administration will schedule PD in the areas of critical thinking, problem-solving skills, and word problem "attack".

Action Step 1

Schedule and implement professional development opportunities on conceptual understanding, problem solving (word problem attack) and critical thinking skills

Person or Persons Responsible

Administration

Target Dates or Schedule

During in-service days. The first one is scheduled for October 4th. We are waiting for Ms. Debra Willacey, Mathematics Content Specialist from the Bureau of Curriculum and Instruction to contact us regarding scheduling an additional training.

Evidence of Completion

Sign-in sheets, Classroom walkthroughs (iObservation)

Facilitator:

VennLogic, Inc.

Participants:

Teachers, CRT, Administration, MTSS Coordinator

Plan to Monitor Fidelity of Implementation of G1.B2.S4

Administration and the CRT will conduct classroom walkthroughs focusing on instruction of critical thinking and problem solving. Administration and the CRT will hold Quarterly Data Reviews (QDR's) with each teacher. Administration and the CRT will analyze district progress monitoring (Performance Matters).

Person or Persons Responsible

Administration, CRT

Target Dates or Schedule

Walkthroughs are ongoing, QDR's will occur at the end of each nine weeks

Evidence of Completion

iObservation reports, Performance Matters data, Teacher feedback during PLC's and QDR's

Plan to Monitor Effectiveness of G1.B2.S4

Administration and the CRT will collect data on district progress monitoring (Performance Matters).

Person or Persons Responsible

Administration, CRT

Target Dates or Schedule

Data will be collected three times per year (September, December, March) on district progress monitoring (Performance Matters).

Evidence of Completion

Performance Matters data review October, December, March. Performance Matters is cumulative, so students will be expected to make a 10% gain on each assessment.

G2. All teachers will implement effective teaching instruction and the use of strategies that will increase conceptual understanding in Math for students.

G2.B1 Lack of teacher knowledge of conceptual understanding

G2.B1.S1 Schedule professional development that will increase teacher competence in conceptual understanding.

Action Step 1

Schedule and implement professional development opportunities on conceptual understanding, problem solving, and critical thinking skills for teachers.

Person or Persons Responsible

Administration/CRT

Target Dates or Schedule

During in-service days. The first one is scheduled for October 4th. We are waiting for Ms. Debra Willacey, Mathematics Content Specialist from the Bureau of Curriculum and Instruction to contact us with additional training dates.

Evidence of Completion

Sign-in sheets, Follow-up activity, Classroom walkthroughs (iObservation)

Facilitator:

VennLogic Inc. trainer Title I- Item 0420-6400-0310-0201-40114

Participants:

K-5 teachers, CRT, MTSS Coordinator, Guidance, Administration

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

Administration and the CRT will conduct classroom walkthroughs focusing on instruction of critical thinking and problem solving. Administration and the CRT will hold Quarterly Data Reviews (QDR's) with each teacher. Administration and the CRT will analyze district progress monitoring (Performance Matters).

Person or Persons Responsible

Administration/CRT

Target Dates or Schedule

Walkthroughs are ongoing, QDR's will occur at the end of each nine weeks

Evidence of Completion

IObservation reports, Performance Matters data, Teacher feedback during PLC's and QDR's

Plan to Monitor Effectiveness of G2.B1.S1

Administration and the CRT will collect data on district progress monitoring (Performance Matters)

Person or Persons Responsible

Administration and CRT

Target Dates or Schedule

Data will be collected three times per year (September, December, March) on district progress monitoring (Performance Matters)

Evidence of Completion

Performance Matters data review- October, December, March. Performance Matters is cumulative, so students will be expected to make a 10% gain on each assessment.

G2.B6 Need for quality instruction aligned to standards

G2.B6.S1 Math Cadre leaders will attend district trainings facilitated by the district ICC team and return to deliver PD to grade levels in PLC's.

Action Step 1

Math Cadre leaders will attend district trainings on quality instruction and aligning instruction to standards.

Person or Persons Responsible

Math Cadre Leaders/District ICC

Target Dates or Schedule

October 22nd-24th, December 2nd -5th

Evidence of Completion

Cadre leaders will have specific materials to deliver in the form of handouts or powerpoints, agendas, emails from the ICC team,

Facilitator:

District ICC team

Participants:

Cadre Lead Teachers

Plan to Monitor Fidelity of Implementation of G2.B6.S1

Administration and the CRT will attend site-based PLC's to assure that the cadre leaders are facilitating meetings on the material furnished by the district on quality instruction aligned to the standards.

Person or Persons Responsible

Administration, CRT

Target Dates or Schedule

Monthly (September 18th, October 17th, TBA)

Evidence of Completion

Agendas, district materials, calendar schedule

Plan to Monitor Effectiveness of G2.B6.S1

Administration and the CRT will look for evidence during classroom walkthroughs of implementation and/or use of the strategies and information brought back by Cadre Leaders.

Person or Persons Responsible

Administration/CRT

Target Dates or Schedule

Ongoing

Evidence of Completion

iObservation data (desired student outcomes), informal walkthrough notes

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part D

Putnam County District Schools maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health (Health services for students) to serve Homeless and Neglected and Delinquent students by providing health services. The District also 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.

Title II

Preparing, Training, and Recruiting High Quality Teachers and Principals includes Part A, Teacher and Principal Training and Recruiting Fund and Part D, Enhancing Education Through Technology. Initiatives to improve the quality of instruction are directed by Local Educational Agencies. These programs are directed through the district's Curriculum and Instruction Team (IT) and includes the above mentioned personnel and the Directors of Staff Development, Elementary, Secondary, Exceptional Education, and Federal Programs.

Title III

The school coordinates language Instruction for Limited English Proficient and Immigrant students to improve their academic achievement. LEP and Immigrant education initiatives are supervised by the Putnam Department of Curriculum and Instruction and are monitored at the school level by the guidance counselor.

Title X- Homeless

The McKinney-Vento Homeless Education Assistance Improvement Act provides additional services to our students classified as homeless.

Violence Prevention Programs

Red Ribbon Week, Safe and Drug Free Schools Program, School relationship with Putnam County School District Safety and Security Resource Officers

Nutrition Programs

The Carol White Grant supports nutrition in education in elementary and middle schools. Students participating in after school programs through SES or 21st Century are provided a nutritional snack. In addition, our school has Master Gardeners through the University of Florida who collaborate with our classes to build raised planters to grow vegetables. The goal of the program is to teach children how to plant and grow vegetables and to increase children's vegetable consumption which will make a difference in children's diets to impact their present and future health.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. There will be an increased level of student knowledge in the areas of critical thinking and problem solving skills.

G1.B2 Students struggle with pulling key words and important information vs ignoring extraneous information from directions or word problems

G1.B2.S2 Give students multiple exposures to word problems and explicit teacher modeling used in the cycle of effective instruction.

PD Opportunity 1

Teachers will receive professional development through PLC's and/or on site training on critical thinking and strategies that support it.

Facilitator

Math Cadre Leaders in PLC's, VenLogic, Inc. trainer, Accelerated Math Training; Jonathan Pounds

Participants

Teachers

Target Dates or Schedule

PLC's are held monthly, VennLogic, Inc.- Oct. 4th, Accelerated Math Training- Sept. 18th

Evidence of Completion

Classroom benchmark assessments, district progress monitoring (Performance Matters)

G1.B2.S4 Administration will schedule PD in the areas of critical thinking, problem-solving skills, and word problem "attack".

PD Opportunity 1

Schedule and implement professional development opportunities on conceptual understanding, problem solving (word problem attack) and critical thinking skills

Facilitator

VennLogic, Inc.

Participants

Teachers, CRT, Administration, MTSS Coordinator

Target Dates or Schedule

During in-service days. The first one is scheduled for October 4th. We are waiting for Ms. Debra Willacey, Mathematics Content Specialist from the Bureau of Curriculum and Instruction to contact us regarding scheduling an additional training.

Evidence of Completion

Sign-in sheets, Classroom walkthroughs (iObservation)

G2. All teachers will implement effective teaching instruction and the use of strategies that will increase conceptual understanding in Math for students.

G2.B1 Lack of teacher knowledge of conceptual understanding

G2.B1.S1 Schedule professional development that will increase teacher competence in conceptual understanding.

PD Opportunity 1

Schedule and implement professional development opportunities on conceptual understanding, problem solving, and critical thinking skills for teachers.

Facilitator

VennLogic Inc. trainer Title I- Item 0420-6400-0310-0201-40114

Participants

K-5 teachers, CRT, MTSS Coordinator, Guidance, Administration

Target Dates or Schedule

During in-service days. The first one is scheduled for October 4th. We are waiting for Ms. Debra Willacey, Mathematics Content Specialist from the Bureau of Curriculum and Instruction to contact us with additional training dates.

Evidence of Completion

Sign-in sheets, Follow-up activity, Classroom walkthroughs (iObservation)

G2.B6 Need for quality instruction aligned to standards

G2.B6.S1 Math Cadre leaders will attend district trainings facilitated by the district ICC team and return to deliver PD to grade levels in PLC's.

PD Opportunity 1

Math Cadre leaders will attend district trainings on quality instruction and aligning instruction to standards.

Facilitator

District ICC team

Participants

Cadre Lead Teachers

Target Dates or Schedule

October 22nd-24th, December 2nd -5th

Evidence of Completion

Cadre leaders will have specific materials to deliver in the form of handouts or powerpoints, agendas, emails from the ICC team,

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	All teachers will implement effective teaching instruction and the use of strategies that will increase conceptual understanding in Math for students.	\$1,000
Total		\$1,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title I	\$1,000	\$1,000
Total	\$1,000	\$1,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. All teachers will implement effective teaching instruction and the use of strategies that will increase conceptual understanding in Math for students.

G2.B1 Lack of teacher knowledge of conceptual understanding

G2.B1.S1 Schedule professional development that will increase teacher competence in conceptual understanding.

Action Step 1

Schedule and implement professional development opportunities on conceptual understanding, problem solving, and critical thinking skills for teachers.

Resource Type

Professional Development

Resource

PD in the areas of problem solving, critical thinking skills, and word problem "attack" strategies

Funding Source

Title I

Amount Needed

\$1,000