



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Interlachen High School

126 N STATE RD 315

Interlachen, FL 32148

904-684-2116

[ihs.putnamschools.org](http://ihs.putnamschools.org)

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## School Demographics

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<b>School Type</b> High School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 72%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 27%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> C	<b>2011-12</b> B	<b>2010-11</b> D
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## SIP Authority and Template

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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.

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## Purpose and Outline of the SIP

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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

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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

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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

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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

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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

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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
Not in DA	N/A	N/A

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Interlachen High School

##### Principal

Thomas Bolling

##### School Advisory Council chair

Deb Bishop

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

Name	Title
Sharon Spell	Assistant Principal
Terri Channell	Assistant Principal

#### District-Level Information

##### District

Putnam

##### Superintendent

Ms. Phyllis Criswell

##### Date of school board approval of SIP

10/15/2013

### 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

Interlachen High School's SAC consists of administrators (Thomas Bolling, Sharon Spell, and Terri Channell), teachers (Deb Bishop, Kathy Rodgers, John Harkey, Rebecca Harkey, Donna Pilling), reading coach (Patti McCoy), and numerous parents.

#### Involvement of the SAC in the development of the SIP

The SAC will meet to discuss all parts of the school improvement and make adjustments as the SAC deems necessary.

#### Activities of the SAC for the upcoming school year

The SAC will meet once a month to review critical needs of Interlachen High School. The SAC will review the improvement plan to ensure compliance with all goals. The SAC will also keep a running budget and support school wide goals as able.

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

The total amount of school improvement funds will be allocated technology equipment for students as well as to student vending.

**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**

**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**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Thomas Bolling**

Principal

Years as Administrator: 12

Years at Current School: 4

**Credentials**

Degree(s):  
 BS Special Education  
 MA Educational Leadership  
 Certificates(s)  
 ESE K-12  
 School Principal

**Performance Record**

Moseley Elementary School  
 A 2005-2006 AYP  
 C 2006-2007 AYP  
 F 2007-2008 No AYP  
 A 2008-2009 AYP  
 Miller Intermediate School  
 C 2009-2010 No AYP  
 Interlachen High School  
 D 2010-2011  
 B 2011-2012  
 2012-2013 Pending

**Terri Channell**

Asst Principal	Years as Administrator: 2	Years at Current School: 2
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**Credentials**

Bachelor's Degree - Business Administration  
 Master's Degree - Educational Leadership  
 Specialist Degree - Educational Leadership

**Performance Record**

2011 - 2012 Interlachen High School Grade B  
 2012 - 2013 Interlachen High School Grade "pending"

**Sharon Spell**

Asst Principal	Years as Administrator: 0	Years at Current School: 14
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**Credentials**

Degree(s):  
 Bachelor of Science - Biology  
 Master of Science - Educational Leadership  
 Certificate(s):  
 Middle Grade Math (5-9)  
 Educational Leadership (All levels)

**Performance Record****Instructional Coaches****# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:****Patti McCoy**

Full-time / School-based	Years as Coach: 0	Years at Current School: 4
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**Areas**

Reading/Literacy

**Credentials**

Degree(s):  
 Bachelor of Arts - English  
 Certificate(s):  
 English (6-12)

**Performance Record**

2010-2013 English Teacher  
 2013-2014 Reading Coach

**Classroom Teachers****# of classroom teachers**

40



**# receiving effective rating or higher**

37, 93%

**# Highly Qualified Teachers**

93%

**# certified in-field**

38, 95%

**# ESOL endorsed**

15, 38%

**# reading endorsed**

5, 13%

**# with advanced degrees**

12, 30%

**# National Board Certified**

2, 5%

**# first-year teachers**

2, 5%

**# with 1-5 years of experience**

11, 28%

**# with 6-14 years of experience**

12, 30%

**# with 15 or more years of experience**

14, 35%

**Education Paraprofessionals****# of paraprofessionals**

8

**# Highly Qualified**

8, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

Preparing, training, and recruiting high qualified , certified-in-field , and effective teachers to the school as well as principals include Part A; Teacher and Principal training and recruiting fund and Part

B; 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 and include the above mentioned personnel and the Directors of Staff Development, Elementary, Secondary, Exceptional Education and Federal Programs.

### **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**

Rationale: To strengthen and enhance pedagogy.

Activities: Frequent meetings minimum weekly; discussions and demonstrations on best teaching practices.

### **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**

The MTSS/RtI Leadership Team will work with the School Improvement Team to make sure that the processes are thoroughly integrated into the plan.

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

The school administrator, CRT, guidance counselor, school psychologist, teachers of the particular students and other personnel as appropriate such as staffing specialists (for students with IEPs), behavioral specialists, speech, language therapists and mental health counselors.

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

The MTSS Leadership Team will meet monthly to review individual student's intervention data; In order to comply with Federal Legislation (IDEA 2004) mandates as well as state regulations, the lead team decided to implement a standard protocol process for research-based academic interventions and a diagnostic-prescriptive process for research-based behavioral interventions. Teachers and MTSS/RtI tutors will be responsible for providing the intervention with fidelity and recording data. MTSS/RtI coaches/curriculum resource teachers will monitor, coach, and assist with professional development and graphing data as needed. SWIS data will be utilized to monitor the need for behavioral interventions. On-going progress monitoring will be completed graphed and analyzed at monthly follow-up school-based solutions team meetings. At these meetings, a decision to discontinue T2 support, continue and/or modify T2 interventions or provide additional T3 support will be made. The RtI team will coordinate with the ESE department, parents, and all stakeholders.

#### **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**

- SRI and STAR)
- District Interim Assessments (Performance Matters) for Reading & Math

- PMP via online DATA STAR system
- FAIR for Reading
- Skyward for tracing behavior patterns and trends
- Putnam Writes via online DATA STAR system

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

The Leadership Team will support teachers by providing "in-house" professional development as needed.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 60,000

Odyssey Ware and FLVS are programs designated for students who are in grade recovery or lacking credits.

#### **Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

#### **How is data collected and analyzed to determine the effectiveness of this strategy?**

Both programs are web-based. Teacher in charge of programs will be able to locate grades and determine the percentage of students who are passing their individual courses.

#### **Who is responsible for monitoring implementation of this strategy?**

The designated teacher for Odyssey Ware and FLVS.

### **Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Kris Wykoff	English Dept Head
Donna Johnson	Member
Sarah Shepherd	Member
Chad Walker	Member
Aaron Walker	Member

<b>Name</b>	<b>Title</b>
Terri Channell	Member
Paul Stegall	Member
Ron Whitehurst	Member
Mike Stevens	Guidance Counselor
Ann Hamilton	Member
Liz Middleton	Social Studies Dept Head
Anne Kanouse	Member
Clarrissa DeBose	Member
John Harkey	Member
Donna Pilling	Member
Doug Cooley	Member
Mindy Phillips	Member
Patty McCoy	CRT
Sharon Spell	Member
Ruth Amar	Member
Tom Pilling	Member
Willie Irizarry	Member

### **How the school-based LLT functions**

The Literacy focus team meets once monthly for one hour; and consists of faculty and staff from subject areas across the curriculum to discuss curriculum needs, literacy strategies and look at common assessments The major initiative: To master the cycle of effective instruction to ensure 20/60/20 complexity, discussion about text, and writing in response to text.

### **Major initiatives of the LLT**

There are three initiatives: to ensure 20/60/20 complexity items in all subject areas; to have discussion about text and writing in response to text; and close reading.

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

Faculty gained professional development in Reading strategies to provide current Reading interventions through a common language across the curriculum. Teachers will meet weekly/monthly in PLC to collaborate and plan effective instruction.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

Vocational CAPE Academies integrated core curriculum into vocational curriculum via projects and practice. By increased rigor in core courses to better prepare students for post-secondary readiness.

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

District wide all 8th and 9th grade students will take the explore test in the fall. The explore test includes an extensive career interest inventory which will be utilized for EPep planning and revisited annually. Improvement in ACT, SAT, & CPT by increasing the level of rigor and expectation in core classes based on Post-Secondary Readiness assessment standards and the number of students enrolled in remedial courses at the college level.

**Strategies for improving student readiness for the public postsecondary level**

Progress monitoring of students Reading and math skills in 9th and 10th with Performance Matters to ensure they are on track with skill mastery so a vertical increase in learning is on a continuum for 11th and 12th grade.

## 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	54%	44%	No	59%
American Indian				
Asian				
Black/African American	47%	17%	No	52%
Hispanic	40%	41%	Yes	46%
White	57%	48%	No	61%
English language learners				
Students with disabilities	34%	23%	No	41%
Economically disadvantaged	48%	40%	No	54%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	199	44%	46%
Students scoring at or above Achievement Level 4	59	16%	18%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		40%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		40%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	283	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	262	62%	65%

**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)	[data excluded for privacy reasons]		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	136	62%	70%

**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	120	47%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		70%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	59%	Yes	55%
American Indian				
Asian				
Black/African American	27%	43%	Yes	34%
Hispanic	53%	43%	No	58%
White	53%	63%	Yes	57%
English language learners				
Students with disabilities	53%	35%	No	58%
Economically disadvantaged	46%	54%	Yes	51%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		60%
Students scoring at or above Level 7	[data excluded for privacy reasons]		30%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	65	13%	20%
Students in lowest 25% making learning gains (EOC)	73	14%	21%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	38	8%	15%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	37%	45%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		11%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	27%	35%
Students scoring at or above Achievement Level 4	15	11%	20%

**Area 4: Science****High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		15%
Students scoring at or above Level 7	[data excluded for privacy reasons]		25%



**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	24%	35%
Students scoring at or above Achievement Level 4	20	11%	20%

**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)	10		15
Participation in STEM-related experiences provided for students	80	15%	25%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	50	7%	10%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		75%	80%
Students taking one or more advanced placement exams for STEM-related courses	50	7%	10%
CTE-STEM program concentrators	5		8
Students taking CTE-STEM industry certification exams	15	2%	5%
Passing rate (%) for students who take CTE-STEM industry certification exams		1%	3%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	60	8%	12%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	5	1%	3%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		40%	50%
Students taking CTE industry certification exams	0	0%	5%
Passing rate (%) for students who take CTE industry certification exams		0%	5%
CTE program concentrators	1	50%	60%
CTE teachers holding appropriate industry certifications	1	100%	100%

**Area 8: Early Warning Systems****High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	50	7%	4%
Students in ninth grade with one or more absences within the first 20 days	20	7%	3%
Students in ninth grade who fail two or more courses in any subject	60	20%	15%
Students with grade point average less than 2.0	100	14%	10%
Students who fail to progress on-time to tenth grade	30	10%	7%
Students who receive two or more behavior referrals	40	5%	2%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	22	3%	1%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	40	6%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	150	91%	95%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	65	33%	50%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	15	9%	12%

**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**

At least 10% of parents are in some way involved in school activities and/or functions that directly relates to student achievement.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Improve the lack of interest in student achievement.	75	10%	15%

**Area 10: Additional Targets**

**Additional targets for the school**

NA

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
NA	NA	NA%	NA%

## Goals Summary

- G1.** All teachers will incorporate writing strategies into their content area to enhance student learning,
- G2.** Increase parent participation by 15% by the end of the 2013-2014 school year.
- G3.** All teachers will implement effective reading strategies to increase student proficiency levels on Reading FCAT 2.0.

## Goals Detail

**G1. All teachers will incorporate writing strategies into their content area to enhance student learning,**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Additional Targets

**Resources Available to Support the Goal**

- Putnam Writes, teacher creative prompts, media center, classroom libraries

**Targeted Barriers to Achieving the Goal**

- Limited background knowledge

**Plan to Monitor Progress Toward the Goal**

Classrooms assessment

**Person or Persons Responsible**

Teacher, CRT, Administration and District

**Target Dates or Schedule:**

Throughout this school term 2013-2014

**Evidence of Completion:**

FCAT scores, Walkthroughs and assessments

**G2. Increase parent participation by 15% by the end of the 2013-2014 school year.**

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Administrative and Guidance Team members.

**Targeted Barriers to Achieving the Goal**

- Lack of interest in student achievement.

**Plan to Monitor Progress Toward the Goal**

Parent participation.

**Person or Persons Responsible**

Staff and Faculty of IHS.

**Target Dates or Schedule:**

Throughout the school year (2013-2014).

**Evidence of Completion:**

Parent conferences, increase of parent portal request and survey results.

**G3. All teachers will implement effective reading strategies to increase student proficiency levels on Reading FCAT 2.0.**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE

**Resources Available to Support the Goal**

- Administration Team, CRT, Teachers PLC groups and SREB/SFA coaches.

**Targeted Barriers to Achieving the Goal**

- Low comprehension skills, limited background knowledge (connections/references) and students struggle with moderate to high complexity reading passages or skills.

**Plan to Monitor Progress Toward the Goal**

Classroom assessments, FAIR and SRI assessments, and Performance Matters

**Person or Persons Responsible**

Administration team and CRT

**Target Dates or Schedule:**

2013-2014 school term

**Evidence of Completion:**

Critiquing results obtained from classwork, FAIR, FCAT and SRI testing.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** All teachers will incorporate writing strategies into their content area to enhance student learning,

**G1.B1** Limited background knowledge

**G1.B1.S1** Writing rubrics; Webb's dept of knowledge higher levels of learning; Marzano communicate learning goals, track student progress and celebrate success.

#### Action Step 1

Students will enhance learning through daily writing skills.

#### Person or Persons Responsible

Classroom teachers

#### Target Dates or Schedule

Throughout 2013-2014 school year

#### Evidence of Completion

Classroom assessments, FCAT practice writing, Putnam Writes

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

Classroom objectives

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Throughout the 2013-2014 school year.

#### Evidence of Completion

Classroom assessments



## Plan to Monitor Effectiveness of G1.B1.S1

FCAT scores and assessments

### Person or Persons Responsible

Teacher, Administration, CRT

### Target Dates or Schedule

Throughout the school year (2013-2014)

### Evidence of Completion

Scores and assessments

**G2.** Increase parent participation by 15% by the end of the 2013-2014 school year.

**G2.B1** Lack of interest in student achievement.

**G2.B1.S1** Use of parent portal, quarterly news letters and bring awareness to parents concerning student achievement and academic performances.

### Action Step 1

Implement parent portal workshops. Surveys will be utilized

### Person or Persons Responsible

Administrative team and school secretary.

### Target Dates or Schedule

From August 2013 to June 2013

### Evidence of Completion

Surveys will be obtained from parents and reports generated. Sign-in sheets

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

Bring awareness to parents through parent portal, news letters and massive telephone call-outs.

### Person or Persons Responsible

Administrative and Guidance Teams

### Target Dates or Schedule

Throughout the 2013-2014 school year

### Evidence of Completion

Parent portal sign up sheets. Logged telephone call outs which documents the information being sent out.

### Plan to Monitor Effectiveness of G2.B1.S1

Parents using the resources that are available to them through parent portal, school advisory committee and all facets of Interlachen High School.

#### Person or Persons Responsible

Administrative and Guidance teams along with any designee.

#### Target Dates or Schedule

During the 2013-2014 school year.

#### Evidence of Completion

A compilation of survey results and sign-in sheets (for all activities) can be tabulated at the end of the school year.

**G3.** All teachers will implement effective reading strategies to increase student proficiency levels on Reading FCAT 2.0.

**G3.B1** Low comprehension skills, limited background knowledge (connections/references) and students struggle with moderate to high complexity reading passages or skills.

**G3.B1.S1** Teachers will implement 20/60/20 process so that students are custom to seeing moderate to high level complexity questions at least 80% of the time.

#### Action Step 1

Teachers will use the strategies listed to obtain the desired results.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Entire school year (2013-2014)

#### Evidence of Completion

iObservation/Walk-throughs

### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Classroom walkthroughs; informal and formal observations; CRT coaching visits

#### **Person or Persons Responsible**

Administration and CRT

#### **Target Dates or Schedule**

Through-out the current school term

#### **Evidence of Completion**

FCAT, FAIR, SRI, ACT

### **Plan to Monitor Effectiveness of G3.B1.S1**

FCAT, FAIR, and SRI Assessments

#### **Person or Persons Responsible**

Teachers, Administration and CRT

#### **Target Dates or Schedule**

Through-out the current school term

#### **Evidence of Completion**

Results of classroom assessment, FAIR, SRI, FCAT, ACT

## 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 A

Improving the academic achievement of the disadvantage by improving basic programs operated by local educational agencies. Title I, part A programs coordinator through the District instructional team and includes the above-mentioned personnel and the directors of elementary, secondary, exceptional student education, and federal programs.

This team meets (at a minimum) monthly and establishes and monitors program evaluation for all schools to ensure all entitlement programs resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible.

Communication throughout the year is ongoing with the building level administrators regarding progress toward these goals and objectives as stated in the grants.

Coordination of these services is done in the following ways:

- (1) Principal meetings are scheduled monthly;
- (2) Periodic and scheduled validity assessments are completed during the year by the IT;
- (3) Email dissemination regarding technical assistance papers and guidance on made available to the school sites;
- (4) Training meetings are held targeting goals and objectives set by each participating school;
- (5) Collaborative assistance is provided by several consultants hard to address specific deficiencies demonstrated participating schools through the comprehensive district – wide assessments completed prior to and at the outset of the year;
- (6) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed.

#### Title I, Part C Migrant

In addition to the services provided by Title I, part A, the district uses part C funds to improve the academic achievement of the school's migratory children. Title I, part C initiatives or coordinated by the District instructional team and includes the above mentioned personnel at the school site and the coordinators for elementary and secondary education and exceptional student education.

#### Title I, Part D

See Title I, Part A. In addition, Putnam County district schools maintains collaborative and partner – like relationships the 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 Sheriffs department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district 's Solution Center (Alternative Center).

#### Title II

Preparing, training, and recruiting high-quality teachers and principals includes Part A, teacher and principal training and recruiting find and Part D, Enhancing Education Through Technology. Initiatives to improve the quality of instruction are directed by local educational agencies. These programs are directed to 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. This team meets (at a minimum) monthly and establishes and monitors program evaluation for all schools to ensure that services are aligned to specific school needs and are efficiently funded without duplication.

Articulation is ongoing regarding progress toward these goals and objectives as stated in the grants.

Coordination of these services is done in the following ways:

- (1) Principal meetings are scheduled monthly;
- (2) Periodic and scheduled validity assessments are completed during the year and by the IT;
- (3) Email dissemination regarding technical assistance papers and guidance are made available to the school sites;
- (4) Training meetings are held targeting goals and objectives set by each school;
- (5) Collaborative assistance is provided by several consultants hard to address specific deficiencies demonstrated by participating schools through the comprehensive district-wide assessments completed prior to and at the outset of the year;
- (6) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions and objectives or instructional are addressed. At the school level, teachers and administrators can access LEP and immigrant student's progress monitoring plan across multiple data sources.

Title X Homeless

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

Supplemental Academic Instruction

None

Violence Prevention Programs

Positive Behavioral Support Program

Nutrition Programs

None

Housing Programs

None

Head Start

None

Adult Education

G.E.D. exit option is offered to students as a part of dropout prevention

CTE

Proposals are submitted annually to enhance selected Vocational programs for regular disadvantaged and handicapped students

Job Training

Students are offered opportunities to participate I OJT (on-the-job training) through Vocational and Exceptional Student Education departments

Other

Title VI: Flexibility and Accountability includes Part B, Rural Education Initiative. These programs are administered by the Director of Professional Development.

## 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.*

## Appendix 2: Budget to Support School Improvement Goals