



## Interlachen High School

126 N STATE RD 315, Interlachen, FL 32148

ih.s.putnamschools.org

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
High	Yes	100%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	26%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	B

\*Preliminary Informational Baseline School Grade

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

### School Board Approval

This plan was approved by the Putnam County School Board on 12/8/2015.

### 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

To ensure that the academic program of Interlachen High School is rigorous, relevant, and provides the students with the tools needed to become life-long learners; to create a positive, safe and nurturing atmosphere that encourages regular attendance and provides the necessary skills for post secondary life.

##### Provide the school's vision statement

Interlachen High School focuses on excellence for all students through challenging the mind with rigorous and relevant curriculum and developing courage through positive relationships.

#### School Environment

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

We talk about diversity through our administration, guidance counselors, teachers, peer mediators, and the remaining faculty and staff that have not been fore mentioned.

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

We have teachers on both campuses that come in early for those students needing a place to stay until the teachers get here within their normal working hours.

##### 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

If students are being disruptive during class time - the teacher will use their class management skills to diffuse the situation. If that does not work, the student will be sent to the dean's office where further disciplinary actions will take place.

##### 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 students of Interlachen High School have motivated and caring guidance counselors who provide counseling and mentoring services to any student. Putnam County School District has incorporated outside services to help facilitate the mental growth of any student needing these services.

#### 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



Letters and telephone calls go out to parents when their child has missed a minimum of 10 days (initially) and subsequent days as time progresses. Once a student has reached two referrals the MTSS team is activated for that student along with any academic failures. Those students who have been tested using standardized testing (FCAT,EOC and FSA) and have received a "1" are normally put into Intensive Reading.

**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
	9	10	11	12	
Attendance below 90 percent	23	20	15	27	85
One or more suspensions	124	57	58	16	255
Course failure in ELA or Math	24	22	18	10	74
Level 1 on statewide assessment	44	46	4	0	94

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	15	11	18	9	53

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

The school administrator, CRT, guidance counselor, school psychologist, teachers and other appropriate personnel will provide intervention strategies such as MTSS and/or PBS to improve the academic performance of students identified by the early warning system.

**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?**

No

**PIP Link**

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

**Description**

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

**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**

IHS maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health to serve homeless and neglected and delinquent students by promoting health services. IHS also partners with the Department of Juvenile Justice and Putnam County Sheriff Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services.

## 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:

Name	Title
Bolling, Thomas	Principal

#### Duties

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

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.

Thomas Bolling- Principal  
Terri Channell- Assistant Principal  
Sharon Spell- Assistant Principal  
Joni Carnes- CRT (curriculum)  
Kelli Guilfoyle- Guidance  
Deborah Bishop- Math Department Head  
Methvin- Special Areas  
Liz Middleton- Social Studies Department Head  
Paul Stegall- Science Department Head  
Kris Wykoff- English Department Head

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

Title I. Part A. Programs are coordinated through the Curriculum/Instruction/Assessment department at the district level and include the Assistant Superintendent and personnel from ESE, MTSS, ESOL, PBS and School Improvement (Federal Programs). This team meets monthly (at a minimum) and establishes and monitors program evaluation for all schools to ensure entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. School sites have the responsibility of keeping an inventory of resources purchased with Title I. Communication throughout the year is ongoing with the building level administrators regarding progress toward the goals and objectives as stated in the grants.

Coordination of these services is done in the following ways:

(1) Principal and Assistant Principal meetings are scheduled monthly;

- (2) Progress monitoring assessments are completed during the year, with the results reported to each participating school for review. Revisions in objectives or instructional strategies are addressed and implemented to meet the needs of all students;
- (3) Email dissemination regarding school improvement, technical assistance, and data guidance are made available to school leaders;
- (4) All schools participate in an Instructional Review to identify individual school needs and desired support;
- (5) Support for schools is differentiated based on each school's current academic performance, teacher quality, leadership experience, and supportive environment;
- (6) Collaborative assistance is provided by consultants hired to address specific deficiencies demonstrated by participating schools through assessment analysis;
- (7) Professional development and support is coordinated with school leaders and provided by School Improvement Specialists and the Curriculum/Instruction/Assessment department on topics including lesson planning, instructional practices, resources, and problem solving.

Title I, Part C. In addition to the services provided by Title I, Part A, the district uses Part C funds to improve the academic achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the Curriculum/Instruction/Assessment department, Federal Programs, and Exceptional Student Education.

Title I, Part D. In addition to the services provided by Title I, Part A, the district maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health to serve homeless, neglected, and delinquent students by providing health services. The District partners with the Department of Juvenile Justice and Putnam County Sheriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's Solutions Center (Alternative Center).

Title II, Part A. The Title II Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title VI to ensure coordination and alignment of activities and fiscal support. At the district level, content coach positions in ELA, Math, and Science are funded as resource support for schools and teachers. Funds are also utilized to provide professional development for teachers and administrators at the district level. Funds are allocated at each school site to support professional development specific to the needs of the teachers as determined by the needs of their students.

Title III. The Title III Coordinator supports our English Language Learner (ELL) population by coordinating with schools to provide professional development opportunities for teachers, tutoring assistance for students based on need, after school programs for parents and students, and supplemental materials. In addition, a teaching assistant position is funded at Crescent City High School.

Title VI, Part B. The Title VI Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title II to ensure coordination and alignment of activities and fiscal support. Funds are utilized to provide professional development for teachers to improve standards-based instruction. At the secondary level, funds are also utilized to provide credit recovery and tutoring for students to pass Florida EOC exams.

Nutrition Programs. Each student in Putnam County is provided free breakfast and lunch through the Community Eligibility Provision Program (CEP).

Adult Education. Adult education is available at Saint Johns River State College through a collaboration with Workforce.

Housing Programs. The district has a working relationship with the Putnam County Public Housing Authority. The authority supports the district by encouraging parents to participate in parental involvement designed to increase student achievement.

Violence Prevention Programs. The district works collaboratively with the Department of Juvenile Justice to provide support to students in need of behavioral interventions within and/or outside the school day.

Career and Technical Education. The Career and Technical Education (CTE) department works

closely with students and business partners to provide each student the opportunity to leave high school as a highly skilled graduate with the skills necessary to thrive in current and future careers.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Thomas Bolling	Principal
Deborah Bishop	Teacher
Kathy Rodgers	Teacher
Joneal Porter	Student
Brennan Wykoff	Student
Cynthia Jones	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*

School Improvement Plan (SIP) was submitted to SAC committee. Upon reviewing the SIP, suggestions were made and were implemented into the SIP before submission to the district office.

*Development of this school improvement plan*

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

*Preparation of the school's annual budget and plan*

This procedure has not been completed as of yet.

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

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

**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:

Name	Title
Bolling, Thomas	Principal

#### Duties

**Describe how the LLT promotes literacy within the school**

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.

Thomas Bolling- Principal

Terri Channell- Assistant Principal

Sharon Spell- Assistant Principal

Joni Carnes- CRT

Cynthia Jones- Media Specialist

Kris Wykoff- English Department Head

**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**

The implementation of collaborative planning along with the required PLCs will encourage positive working relationships between teachers. Inter-collaborative planning exists between Interlachen High School and Palatka High School.

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

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.

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

Rationale: To strengthen and enhance pedagogy.

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

**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**

Textbooks and instructional programs have to be approved by the district thus ensuring alignment to Florida's standards.

**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**

EOC scores are used to determine the placement of students whether the student is placed in "intensive" classes such as reading or math, regular educational classes, or in honor classes/AP classes. Teachers may collaborate at the end of the year to make determinations of the placement of students. FAIR is also used as a determination for "intensive" or "remedial" classes.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** After School Program

**Minutes added to school year:**

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

***Strategy Rationale***

To expedite graduation for those students who have severely fallen behind in credits.

***Strategy Purpose(s)***

- Teacher collaboration, planning and professional development

***Person(s) responsible for monitoring implementation of the strategy***

Bolling, Thomas, [tbolling@my.putnamschools.org](mailto:tbolling@my.putnamschools.org)

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

**Strategy:** Summer Program

**Minutes added to school year:** 1,350

The district provided all teachers with three days of summer professional development and planning using the Learning Focused Framework. Teachers were provided guidance on the components of the framework and then had time to collaborate and plan lessons aligned to Florida Standards.

### **Strategy Rationale**

In an effort to strengthen core instruction, the district has adopted the research based Learning Focused Framework to guide teachers in planning standards-based instruction.

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

- Teacher collaboration, planning and professional development

### **Person(s) responsible for monitoring implementation of the strategy**

Bolling, Thomas, tbolling@my.putnamschools.org

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

School administrators will monitor the implementation of the Learning Focused Framework using walkthroughs, lesson plan review, and teacher observations. This data will be collected in iObservation. School administrators will also engage in analysis of student achievement data with the school-based leadership team and teachers.

## **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**

Students Athletes form a cooperative group and offer tours for the incoming students and parents on schedule distribution day.

### **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**

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.

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

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.



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

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.

**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**

For those students who have not acquired at least a 3 on their EOCs, intensive reading or math classes are available. After school tutoring enhances those skills lacking in all core subjects. The PSAT exam will be given this year to our ninth and tenth graders; this in turn, will offer a glimpse of a student's strengths and weaknesses as they prepare for college.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

High percentage of students are not passing the FSA Reading and some EOCs. Students need more exposure throughout the school day to reading and text-based writing and response to text.



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we incorporate intensive classes (reading and math) for students performing below proficiency then we will build foundational skills which will result in increased student performance.
  
- G2.** Our students will improve their writing performance in all areas of the school, including the ability to demonstrate knowledge of content material.

## 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.** If we incorporate intensive classes (reading and math) for students performing below proficiency then we will build foundational skills which will result in increased student performance. 1a

G072564

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	45.0
Algebra I EOC Pass Rate	55.0
FSA English Language Arts - Achievement	45.0

**Resources Available to Support the Goal** 2

- Media center - textbooks
- EOC boot camps
- Collaborations among staff
- Block Scheduling (8 periods)

**Targeted Barriers to Achieving the Goal** 3

- Resources

**Plan to Monitor Progress Toward G1.** 8

We will see an increase in student performance or pre/post MFAST, Common assessments, and FAIR

**Person Responsible**

Thomas Bolling

**Schedule**

Annually, from 8/18/2015 to 6/3/2016

**Evidence of Completion**

MFAST, Performance matters, and FAIR data.

**Plan to Monitor Progress Toward G1.** 8

In the 2015-2016 school year we will see an increase in % proficient on Algebra EOC.

**Person Responsible**

Thomas Bolling

**Schedule**

On 6/3/2016

**Evidence of Completion**

EOC data.

**Plan to Monitor Progress Toward G1. 8**

In the 2015-2016 school year we will see growth between 8th grade Math FCAT and Algebra 1 EOC.

**Person Responsible**

Thomas Bolling

**Schedule**

On 6/3/2016

**Evidence of Completion**

EOC data.

**G2.** Our students will improve their writing performance in all areas of the school, including the ability to demonstrate knowledge of content material. 1a

 G072565

**Targets Supported 1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0
FSA English Language Arts - Achievement	45.0
Teachers with advanced degrees	58.0

**Resources Available to Support the Goal 2**

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

**Targeted Barriers to Achieving the Goal 3**

- Limited background knowledge

**Plan to Monitor Progress Toward G2. 8**

Classrooms assessment

**Person Responsible**

**Schedule**

Quarterly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

FSA scores, Walkthroughs and assessments

**Plan to Monitor Progress Toward G2. 8**

Analyze district programs monitoring assessments (Reading, Writing, Math, Science) for improvement between assessment period 1,2 and 3).

**Person Responsible**

**Schedule**

Quarterly, from 9/1/2015 to 5/27/2016

**Evidence of Completion**

Data.

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If we incorporate intensive classes (reading and math) for students performing below proficiency then we will build foundational skills which will result in increased student performance. **1**

 G072564

**G1.B1** Resources **2**

 B189273

**G1.B1.S6** Structure for 82 minute intensive classes and double blocked. **4**

 S200655

#### Strategy Rationale

Low academic students to receive crucial intensive instruction

#### Action Step 1 **5**

Develop a team that will create structure (include teachers-reading and math).

#### Person Responsible

#### Schedule

On 8/10/2015

#### Evidence of Completion

Ms. Bishop's team leadership notes.

**Action Step 2** 5

Team will meet to create the guidelines for student placement in intensive courses.

**Person Responsible**

**Schedule**

On 8/10/2015

**Evidence of Completion**

Document outlining placement guidelines.

**Action Step 3** 5

Gather resources for curriculum and progress monitoring (via independent research w/ district support)

**Person Responsible**

**Schedule**

On 8/10/2015

**Evidence of Completion**

Compiled list of available resources.

**Action Step 4** 5

Create a list that will be used in intervention courses and get this list to principal for ordering. From this list create a curriculum map and progress monitoring schedule.

**Person Responsible**

**Schedule**

On 5/29/2015

**Evidence of Completion**

Order submitted to principal with curriculum map.

**Action Step 5** 5

Develop structure for the intensive block (including curriculum map and progress monitoring schedule).

**Person Responsible**

**Schedule**

On 6/8/2015

***Evidence of Completion***

Actual structure will be completed and laid out.

**Plan to Monitor Fidelity of Implementation of G1.B1.S6** 6

Check in to ensure team has been selected.

**Person Responsible**

Thomas Bolling

**Schedule**

On 5/7/2014

***Evidence of Completion***

E-mail

**Plan to Monitor Fidelity of Implementation of G1.B1.S6** 6

Check in with IT to ensure members are invited and space is identified.

**Person Responsible**

**Schedule**

On 5/19/2014

***Evidence of Completion***

E-mail

**Plan to Monitor Fidelity of Implementation of G1.B1.S6** 6

Work between teams and district to assist with compiling resource list.

**Person Responsible**

Thomas Bolling

**Schedule**

On 6/2/2014

***Evidence of Completion***

Purchase order.

**Plan to Monitor Fidelity of Implementation of G1.B1.S6** 6

Ensure curriculum map and progress monitoring schedule is published and turned in to administration.

**Person Responsible**

**Schedule**

On 8/7/2014

***Evidence of Completion***

E-mail

**Plan to Monitor Fidelity of Implementation of G1.B1.S6** 6

Check with IT to ensure structure is developed.

**Person Responsible**

**Schedule**

On 8/7/2014

***Evidence of Completion***

Email sent to IT members for follow up on structure

**Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7**

Use iObservation data to monitor effectiveness of the structure for the intervention classes.

**Person Responsible**

**Schedule**

On 5/27/2016

**Evidence of Completion**

Data collected with iObservation.


**G2.** Our students will improve their writing performance in all areas of the school, including the ability to demonstrate knowledge of content material. 1

 G072565

**G2.B1** Limited background knowledge 2

 B189278

**G2.B1.S1** Writing rubrics; Webb's dept of knowledge higher levels of learning; Marzano communicate learning goals, track student progress and celebrate success. 4

 S200656

**Strategy Rationale**

Increase student's success.

**Action Step 1 5**

Initial meeting with department heads to introduce the concept of writing in the content areas.

**Person Responsible**

**Schedule**

On 8/10/2015

**Evidence of Completion**

Agenda from leadership meeting that reflects that departmental chairs have been introduced to concept of focusing on specific writing strategies.



**Action Step 2** 5

Departmental heads will meet with the reading coach to discuss the various writing skills within their content area.

**Person Responsible**

**Schedule**

On 9/9/2015

***Evidence of Completion***

List of writing strategies for each department

**Action Step 3** 5

Each department will select 2-3 writing strategies from a list of strategies provided by the CRT.

**Person Responsible**

**Schedule**

On 9/9/2015

***Evidence of Completion***

Completed list of chosen strategies for each department.

**Action Step 4** 5

Department heads will have a finalized list of the writing strategies to be implemented.

**Person Responsible**

**Schedule**

On 8/10/2015

***Evidence of Completion***

Compiled list of chosen strategies for each department.

**Action Step 5** 5

PLC on writing strategies and standards

**Person Responsible**

**Schedule**

Monthly, from 9/2/2015 to 5/4/2016

**Evidence of Completion**

PLC documentation.

**Action Step 6** 5

Administration will check for identified writing strategies and follow up with teachers as needed.

**Person Responsible**

**Schedule**

Monthly, from 10/7/2015 to 6/3/2016

**Evidence of Completion**

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

Check with Mrs. Michael to ensure meeting is on agenda

**Person Responsible**

**Schedule**

On 6/1/2015

**Evidence of Completion**

E-mail

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

Support reading coach with list of writing strategies

**Person Responsible**

Thomas Bolling

**Schedule**

On 7/27/2015

***Evidence of Completion***

Conference call.

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

Check with departmental heads to ensure writing strategies are selected.

**Person Responsible**

Thomas Bolling

**Schedule**

On 8/10/2015

***Evidence of Completion***

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

Support departmental heads with designing of professional development for PLCs for each department.

**Person Responsible**

Thomas Bolling

**Schedule**

Weekly, from 8/10/2015 to 6/10/2016

***Evidence of Completion***

E-mail

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

FSA Reading scores and EOCs

**Person Responsible**

**Schedule**

On 9/28/2015

**Evidence of Completion**

Scores and assessments

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Team walk-throughs.

**Person Responsible**

**Schedule**

Quarterly, from 8/10/2015 to 5/27/2016

**Evidence of Completion**

Walk-throughs taking notes on writing.

**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.S6.A1	Develop a team that will create structure (include teachers-reading and math).		8/10/2015	Ms. Bishop's team leadership notes.	8/10/2015 one-time
G2.B1.S1.A1	Initial meeting with department heads to introduce the concept of writing in the content areas.		8/10/2015	Agenda from leadership meeting that reflects that departmental chairs have been introduced to concept of focusing on specific writing strategies.	8/10/2015 one-time
G1.B1.S6.A2	Team will meet to create the guidelines for student placement in intensive courses.		8/10/2015	Document outlining placement guidelines.	8/10/2015 one-time
G2.B1.S1.A2	Departmental heads will meet with the reading coach to discuss the various writing skills within their content area.		9/9/2015	List of writing strategies for each department	9/9/2015 one-time
G1.B1.S6.A3	Gather resources for curriculum and progress monitoring (via independent research w/ district support)		8/10/2015	Compiled list of available resources.	8/10/2015 one-time
G2.B1.S1.A3	Each department will select 2-3 writing strategies from a list of strategies provided by the CRT.		9/9/2015	Completed list of chosen strategies for each department.	9/9/2015 one-time
G1.B1.S6.A4	Create a list that will be used in intervention courses and get this list to		5/29/2015	Order submitted to principal with curriculum map.	5/29/2015 one-time

**Putnam - 0112 - Interlachen High School - 2015-16 SIP**  
*Interlachen High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	principal for ordering. From this list create a curriculum map and progress monitoring schedule.				
G2.B1.S1.A4	Department heads will have a finalized list of the writing strategies to be implemented.		8/10/2015	Compiled list of chosen strategies for each department.	8/10/2015 one-time
G1.B1.S6.A5	Develop structure for the intensive block (including curriculum map and progress monitoring schedule).		6/8/2015	Actual structure will be completed and laid out.	6/8/2015 one-time
G2.B1.S1.A5	PLC on writing strategies and standards		9/2/2015	PLC documentation.	5/4/2016 monthly
G2.B1.S1.A6	Administration will check for identified writing strategies and follow up with teachers as needed.		10/7/2015		6/3/2016 monthly
G1.MA1	We will see an increase in student performance or pre/post MFAST, Common assessments, and FAIR	Bolling, Thomas	8/18/2015	MFAST, Performance matters, and FAIR data.	6/3/2016 annually
G1.MA2	In the 2015-2016 school year we will see an increase in % proficient on Algebra EOC.	Bolling, Thomas	8/18/2015	EOC data.	6/3/2016 one-time
G1.MA3	In the 2015-2016 school year we will see growth between 8th grade Math FCAT and Algebra 1 EOC.	Bolling, Thomas	8/18/2015	EOC data.	6/3/2016 one-time
G1.B1.S6.MA1	Use iObservation data to monitor effectiveness of the structure for the intervention classes.		8/18/2015	Data collected with iObservation.	5/27/2016 one-time
G1.B1.S6.MA1	Check in to ensure team has been selected.	Bolling, Thomas	5/7/2014	E-mail	5/7/2014 one-time
G1.B1.S6.MA2	Check in with IT to ensure members are invited and space is identified.		5/19/2014	E-mail	5/19/2014 one-time
G1.B1.S6.MA3	Work between teams and district to assist with compiling resource list.	Bolling, Thomas	6/2/2014	Purchase order.	6/2/2014 one-time
G1.B1.S6.MA4	Ensure curriculum map and progress monitoring schedule is published and turned in to administration.		8/7/2014	E-mail	8/7/2014 one-time
G1.B1.S6.MA5	Check with IT to ensure structure is developed.		8/7/2014	Email sent to IT members for follow up on structure	8/7/2014 one-time
G2.MA1	Classrooms assessment		9/1/2015	FSA scores, Walkthroughs and assessments	6/3/2016 quarterly
G2.MA2	Analyze district programs monitoring assessments (Reading, Writing, Math, Science) for improvement between assessment period 1,2 and 3).		9/1/2015	Data.	5/27/2016 quarterly
G2.B1.S1.MA1	FSA Reading scores and EOCs		9/28/2015	Scores and assessments	9/28/2015 one-time
G2.B1.S1.MA6	Team walk-throughs.		8/10/2015	Walk-throughs taking notes on writing.	5/27/2016 quarterly
G2.B1.S1.MA1	Check with Mrs. Michael to ensure meeting is on agenda		6/1/2015	E-mail	6/1/2015 one-time
G2.B1.S1.MA3	Support reading coach with list of writing strategies	Bolling, Thomas	7/27/2015	Conference call.	7/27/2015 one-time
G2.B1.S1.MA4	Check with departmental heads to ensure writing strategies are selected.	Bolling, Thomas	8/10/2015		8/10/2015 one-time
G2.B1.S1.MA5	Support departmental heads with designing of professional development for PLCs for each department.	Bolling, Thomas	8/10/2015	E-mail	6/10/2016 weekly

## 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.*

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S6.A1	Develop a team that will create structure (include teachers-reading and math).				\$0.00
2	G1.B1.S6.A2	Team will meet to create the guidelines for student placement in intensive courses.				\$0.00
3	G1.B1.S6.A3	Gather resources for curriculum and progress monitoring (via independent research w/ district support)				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$1,000.00
			<i>Notes: Notes</i>			
4	G1.B1.S6.A4	Create a list that will be used in intervention courses and get this list to principal for ordering. From this list create a curriculum map and progress monitoring schedule.				\$0.00
5	G1.B1.S6.A5	Develop structure for the intensive block (including curriculum map and progress monitoring schedule).				\$0.00
6	G2.B1.S1.A1	Initial meeting with department heads to introduce the concept of writing in the content areas.				\$0.00
7	G2.B1.S1.A2	Departmental heads will meet with the reading coach to discuss the various writing skills within their content area.				\$0.00
8	G2.B1.S1.A3	Each department will select 2-3 writing strategies from a list of strategies provided by the CRT.				\$0.00
9	G2.B1.S1.A4	Department heads will have a finalized list of the writing strategies to be implemented.				\$0.00
10	G2.B1.S1.A5	PLC on writing strategies and standards				\$0.00
11	G2.B1.S1.A6	Administration will check for identified writing strategies and follow up with teachers as needed.				\$0.00
					<b>Total:</b>	<b>\$1,000.00</b>