

Putnam County School District

Interlachen Elementary School



2017-18 School Improvement Plan

Interlachen Elementary School

251 S STATE ROAD 315, Interlachen, FL 32148

ies.putnamschools.org

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	C*	C

**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 is pending approval by the Putnam County School Board.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Interlachen Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Our mission at Interlachen Elementary School is to provide engaging and effective standards-based instruction that will allow students to reach academic proficiency and develop student autonomy.

b. Provide the school's vision statement

Interlachen Elementary School is dedicated to educating and empowering all students by being committed to creating a community of respect, responsibility and readiness.

2. School Environment

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

Interlachen Elementary uses 5E teacher and student survey data along with Title I parent survey data to reflect upon and help improve relationships between teachers and students. We like to begin the year on a positive note by having an annual meet and greet where families can get to know their new teacher. In addition, the night we hold our Annual Title I meeting, parents and students are invited to stay for Open House to visit their child's classroom. IES is a school where challenges will be solved with team effort, and achievements will be recognized and celebrated. The culture at IES is friendly and there is an atmosphere of acceptance among teachers and students. IES invites guest speakers who promote varied cultural information. Teachers promote healthy relationships through the reading of literature, sharing of artifacts and celebrating a variety of holidays. Teachers also send weekly newsletters in order to maintain constant contact and bridge the gap between home and school. We have several things in place to ensure that parents are aware of what is going on in our school and classrooms including parent communication folders, planners and a district call out system called School Messenger. Our parent involvement events will build positive relationships, communicate the school's mission and values and keep parents informed of their child's progress. In addition to our academic family nights we have Family Movie Nights, which are free events, to further welcome families and reinforce the simple, but critical concept of spending time with family. When parents feel good about their child's school and teachers, it directly impacts children's perspectives, so we want to include parents in as many ways as possible.

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

IES has school-wide rules and procedures in place to promote a safe, healthy learning environment. There are expectations for all areas of the school including classrooms, special areas and common areas. Our discipline plan is based on established rituals and routines and positive behavioral support which provides the foundation for students to learn and exhibit respect. School rules are posted in each classroom and expectations for behavior are taught to students. At the beginning of the year, PBS expectations for each area are reviewed with students in a grade level assembly as well as on morning announcements. In class, our students are rewarded through a system of teacher versus student points. Many of the teachers at IES use Whole Brain Teaching to create a cohesive climate within their classrooms. Administration and our guidance counselor have open door policies and are available at any time to students for counseling or problem-solving. IES has a clear system implemented for arrival and dismissal with adult supervision at all times. The Raptor system tracks student tardies, visitors and volunteers. It also helps to ensure the adults are appropriately screened

to interact with students. The physical safety of students is maintained through the use of security cameras, a school-wide safety plan and adult supervision during arrival, dismissal and during the school day. Teachers and support staff have been trained in safety procedures for different situations.

c. 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

IES uses PBS as behavior system to reinforce school wide rules and procedures. We limit the use of the intercom to minimize distraction during school hours. Teachers also use T-charts, Class Dojo, clip charts and parent communication folders to track classroom behaviors. If the documentation reflects that these behaviors need further intervention, then our Behavior Intervention Teacher, guidance counselor and/or the MTSS coordinator help with behavioral plans. We also encourage parent-teacher relationships through family nights.

Our Behavior Intervention Teacher and Guidance Counselor co-chair our PBS Committee. This program recognizes and celebrates good behavior publicly. If a student does not exhibit positive classroom behaviors and has been warned, teachers may utilize district Behavior Intervention Forms to document specific behaviors. The intervention form is sent home to communicate concerns with parents. If a student is warned for the same type of behavior three times on an intervention form, the fourth incident is written on a Student Discipline Report and processed by our Behavior Intervention Teacher or an administrator. A severe clause exists for behaviors which need to be written up immediately. New teachers are trained on the process during pre-planning. Administration is Crisis Prevention Institute (CPI) trained if further assistance is needed to ensure safety of a student or those around them.

d. 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

A Guidance Counselor is available to all students if counseling is needed. Our Guidance Counselor and MTSS coordinator also assist with behavioral plans and teacher support through counseling with students, teachers, and families as needed. Guidance lessons are taught at each grade level at different times during the year to reinforce ways to handle conflict or other social hurdles. Each quarter IES has a family night to build parent-student-teacher relationships and promote the value of education. We have additional help from the district Mental Wellness Counselor who provides one on one counseling for specific students weekly. This year, during pre-planning, our entire staff received training on Trauma Informed Care and Compassion Fatigue. The training will help staff recognize and appropriately handle students who have experienced trauma which could affect different aspects of school day interactions. A Feed the Need food program is coordinated by our Guidance Counselor and parent volunteers. Each week, a bag of food is sent home with children who have been identified by teachers or other staff members as a family in need of assistance. Clothing can also be provided to those in need by the Guidance department, thanks to generous donations.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

We believe that in the elementary grades, it is critical for students to master key academic skills and to begin to develop good attendance habits. Students who have difficulties with key academic skills, including those not reading on grade level by third grade, and who have attendance issues are more likely to become at-risk. The early warning system for attendance is based on district policy and protocol for absenteeism. The dominant early warning indicators at IES are attendance below 90

percent, one or more suspensions, retentions and students who scored at a level 1 on ELA or Math. Even though it is not a state assessment, we also consider students in K-2 who scored a year or more below grade level on their final iReady diagnostic. We have also calculated our Bottom Quartile students at each grade level. These students will receive extra academic support through the LLI program implemented by Instructional Assistants.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	27	34	31	54	37	35	0	0	0	0	0	0	0	218
One or more suspensions	0	4	3	9	5	9	0	0	0	0	0	0	0	30
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	5	46	46	0	0	0	0	0	0	0	97

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	1	9	18	14	0	0	0	0	0	0	0	43

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

A variety of intervention strategies will be used to improve the academic performance of students identified by the early warning systems. In the case of attendance issues, our Data Clerk sends home nudge letters in accordance with our district policy and our Guidance Counselor assists at parent meetings that are held to address truancy. Our district Truancy Officer intervenes when needed in accordance with our policy which includes Civil Court proceedings. IES offers free breakfast to our students, which we hope will help increase morning on-time attendance. Our PBS committee will identify students who are habitually tardy or chronically absent. They will develop a system of support including mentoring and offer incentives to those who increase attendance rates. We are partnering with the district in our attendance campaign, "I'm Showing Up! #attendandachieve" to help educate parents in the importance of good attendance. We are using various signage around the school as well as school and classroom newsletters to help students and parents be aware of how the loss of instructional time has a negative effect on achievement. Our county Graduation Coach is available to support students who are identified by the PBS team as chronically absent. In order to support behavior and minimize suspensions, IES has adopted the Positive Behavior System as a school wide behavior program. Teachers have the opportunity to request support from parents and at times, our Behavior Intervention Teacher, by utilizing Behavior Communication forms. Our guidance counselor is also instrumental in providing support to teachers that have students that may need counseling for various reasons. Our MTSS Coordinator works with teachers on behavioral management systems tailored for tracking data on Tier 2 and Tier 3 behavior intervention students. This enables staff members to collaborate with the goal of meeting the behavioral needs of specific students. To improve academic performance of our students who are identified by the early warning system, we offer differentiated, small group instruction in Reading and Math as well as iii for Reading. We are targeting students from each grade level to participate in LLI (Leveled Literacy Intervention) to

intervene with struggling students in ELA. LLI will be taught by a team of school instructional assistants. Our ESE students are serviced by Resource Teachers according to the minutes required in their IEPs. When ESOL students are identified via the LEP survey, students are placed in classes taught by ESOL certified instructors.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/446451>.

2. Description

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

2. 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

At Interlachen Elementary School, we are very fortunate to have community members who support our school and student achievement. Our guidance counselor is integral in establishing new relationships and maintaining existing relationships with our supporters. Our partnerships include, but are not limited to our local churches, various people and businesses in the county including Vulcan, the Interlachen Lakes Area Rotary, the Azalea City Kiwanis, The United Way and Chef Tyson from IHS who contribute donations for support. Our school guidance counselor assists teachers in identifying families who may need food and clothing and distributes the items. Thanks to Denise Bramlitt and Feed the Need, we have a backpack program that supplies needy families with food each week. Parent volunteers sort the food and pack the backpacks, while members of our Safety Patrol distribute them each Friday. IES has several other approved volunteers who support our school and classroom teachers. The Stewart Marchman Act provides an intervention specialist who coordinates with our staff to help students who are struggling with emotional and/or mental issues.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Nelson, Beth	Principal
Drew, Diana	Assistant Principal
Redman, Lynn	Other
Farrar, Susan	Guidance Counselor
Taylor, Belinda	Instructional Coach
Purifoy, Lamar	Dean

b. Duties

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

The principal, Beth Nelson, is an instructional leader who sustains a shared vision for students' academic achievement with a focus on teamwork to achieve the goal. She ensures rigorous, standards-based instruction (Florida Standards) is taking place in classrooms and offers feedback on professional practices and Marzano's instructional framework through iObservation. She ensures that there are meaningful professional development opportunities for all teachers. She supports Positive Behavior Support and provides behavioral interventions as well. The principal oversees school wide safety and efficient operations. She includes the assistant principal in problem-solving and decision making. She also considers input from grade level teams in decisions.

The assistant principal, Diana Drew, supports all of the principal's initiatives and duties listed above. In addition, she is the lead for Title I documentation, the audit box, updating the EOP and coordinating summer school.

Beth Nelson, Diana Drew, Lynn Redman, Susan Farrar, Marie Ortiz and Belinda Taylor make up the MTSS team which will provide intervention support for teachers and assist in progress monitoring at risk students. The MTSS Coordinator, Lynn Redman, assists teachers in the implementation of progress monitoring for students in Tiers 2 and 3, data collection, and data analysis. She oversees the team as it works to ensure the process is done with fidelity along district guidelines.

The CRT (Curriculum Resource Teacher) is Belinda Taylor. She provides Professional Development on best practices and provides classroom coaching to teachers. She supports the teachers in locating and using instructional/supplemental materials that support best practices and Florida Standards. She delivers professional development during Professional Learning Communities (PLC)/common planning time to support our reading curricula, HMH Journeys and it's elements designed for intervention as well as enrichment. She is responsible for analyzing iReady data to support teachers in forming iii groups and to plan for differentiated instruction in each grade level. Mrs. Taylor supports teachers in MFAS, in conjunction with Engage NY math. Mrs. Taylor assists teachers in implementing effective instructional strategies through a coaching model. Support is given in planning for and teaching rigorous lessons for whole group math lessons, math centers and small group math interventions. She will also provide support for Writing and Science instruction. Mrs. Taylor's overall objective is to facilitate the implementation of programs, activities, and strategies designed to increase student achievement and to reach school improvement objectives.

Our guidance counselor, Susan Farrar, is a valuable resource to our school as a whole. She supports our teachers with students who have specific behavioral, social or emotional needs as well as provide attendance support to our Data Clerk. She can assist with behavioral plans and support teachers through counseling with students and families as needed. She coordinates and completes CELLA, FSA and EOC testing for our school. She serves as a coordinator between local social resources and

families who are in need of them and does so with kindness and efficiency.

Our TOSA (who serves as our Behavior Intervention Teacher), Lamar Purifoy, is our PBS coordinator and supports teachers with behavior interventions. In addition, he is included on the MTSS team meetings when a student reaches Tier 2 or Tier 3 behavior data collection.

2. 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

Grade level/department team meetings occur weekly to plan for quality standards based instruction, review student data and to identify students who are not proficient in order to brainstorm strategies for intervention and remediation. 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 due to deficiencies. Students who are not demonstrating growth towards proficiency are referred to the SBT team. SBT meetings are held to discuss 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. Data review meetings are held with the Principal or Assistant Principal, Teacher and/or CRT to review class data and discuss struggling students, particularly those in the MTSS process. Our CRT will schedule PLCs with grade levels and/or departments as often as weekly, but at a minimum, monthly.

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) DA schools classified as focus or priority 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Beth Nelson	Principal
Diana Drew	Education Support Employee
Belinda Taylor	Teacher
Michael Greenan	Education Support Employee
Lynn Redman	Parent
Tara Crews	Education Support Employee
Lamar Purifoy	Teacher
Carmen Henning	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the initial SAC meeting, we will give an overview of the growth our school achieved in each of our target areas as identified in the 2016-17 School Improvement Plan.

b. Development of this school improvement plan

At the initial SAC meeting, the current school improvement plan draft will be reviewed. The current academic targets for 2017-18 for achievement, growth and growth in bottom quartile will be communicated at the meeting as well. 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]. SAC member input will be discussed, considered and integrated into the "living document" as appropriate. 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.

c. Preparation of the school's annual budget and plan

At the initial meeting, the SAC will give assistance to the principal in the approval and/or additional planning of the upcoming year's budget. The projected school budget for the 2017-2018 school year will be shared with the SAC and input will be collected to be considered by the principal in the decision making process.

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

We no longer receive a school improvement budget.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Nelson, Beth	Principal
Drew, Diana	Assistant Principal
Farrar, Susan	Guidance Counselor
Redman, Lynn	Other
Taylor, Belinda	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The LLT will work to increase the number of students meeting grade level expectations and proficiency on the Florida Standards. Our committee and classroom teachers have rewards and activities in place to increase, promote and celebrate independent reading through the Accelerated Reader program. Since there is an expectation of small group instruction and centers during ELA, our students will have more opportunities to foster a love of reading. This year, we have a special area time called Camp AR dedicated to giving students time and flexible seating to read independently and take AR tests. Our targeted iii time will not only provide intervention for struggling students, but it will also offer enrichment for students above grade level in reading. Our CRT and a team of instructional assistants will be delivering LLI (Leveled Language Interventions) daily to a targeted group of students at each grade level. In addition, PLC/common planning meetings will provide time for teams/ departments to plan focused, standards-based instruction using HMH Journeys and supplemental curriculum. These materials contain both fiction and non-fiction reading instruction. This year, we will implement a new supplement to our ELA core called Article A Day by Read Works. It will promote reading comprehension, vocabulary development and writing across the grade levels daily.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

This year, PLC's are set up on a monthly schedule (or more when needed) with our Curriculum Resource Teacher. All grade level teachers have a 45 minute planning session each week allowing for collaboration on standards-based instruction. A focus on ELA standards, ELFAS and iReady data will occur. A focus on Math standards and our district Learning-focused Planning Template, MFAS and iReady data will be a focus. A leadership team representative attends and supports the PLC's, along with the CRT. Teachers are responsible for bringing Reading and Math iReady formative data to the meetings to discuss grouping and differentiation for specific student needs. IES supports new teachers through the Mentor program. New teachers receive support from a veteran teacher through this program. Teachers who are new to our school met during pre-planning to learn about our school and receive support from their team members as necessary.

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

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 Tonya Whitehurst and Sheri 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 in the future. Administration will also arrange

ongoing professional development opportunities for our faculty to address identified needs. One example of this is having new teachers (or teachers new to the district) conduct peer observations to see Marzano's framework of instruction in action. Administration uses the Marzano framework within iObservation to maintain a continuous feedback loop to develop best practices for teachers.

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

In the past, we have paired new teachers with experienced veteran teacher mentors to collaborate with and to learn from. By strategic pairing, new teachers will expand their repertoire with skills, strategies, and knowledge useful in different teaching situations and settings. Our rationale for pairing is that each new teacher is assigned a mentor who can give support with grade level benchmarks and planning for teaching those benchmarks, implementing new curriculum with fidelity, and classroom management. Mentoring activities will include completing the district mentoring packet, peer observations and collaborative planning. Mentoring is done by teachers who have successfully completed Clinical Educator training. Our weekly team/department meetings would be a crucial time for new teachers to spend time with their mentors, as well as other seasoned team members to deepen their understanding of the Florida Standards, best practices, differentiation, assessments, data-driven instruction and Marzano. This year, we do not have any brand new teachers. However, we have two teachers new to our county. They are receiving similar supports as a new teacher would with the exception of an official mentor and the district packet.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our district has put quite a lot of time and money into ensuring that instructional programs and materials are aligned to Florida's standards. HMH Journey's is our core curriculum used to teach Reading because it most closely aligned with the standards and contains the intervention materials we need for our iii time, which is imbedded in our master schedule. In conjunction with Journey's, we are using iReady for both Reading and Math, which is directly aligned with Florida's Standards. Teachers also use ELFAS tasks as formative assessments to determine mastery. We will continue using Engage NY modules and the use of MFAS to teach Florida Math Standards. We have used Title I funds to purchase Ready materials to supplement our core programs in both Reading and Math. This year, the district has adopted a new Social Studies curriculum called Social Studies Weekly, which has Science material also available. We will be utilizing Science A-Z and Fusion for our 5th grade teachers as a resource. All grade levels will have access to student-friendly science related periodicals and Stemsopes as a supplemental online tool. In an effort to support ambitious instruction and learning, the district has made IES a K-5 Cambridge site with one Cambridge class per grade level with the exception of fourth grade, which has two classes.

b. Instructional Strategies

1. 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

IES uses a data-driven approach to differentiated instruction in order to meet the diverse needs of our students. Math and Reading iReady diagnostic testing data will be used to differentiate instruction

based on specific needs outlined in individual student profiles. After the initial assessment, teachers will use the data to strategically plan for differentiated instruction through small groups to support student needs. They will give ongoing formative assessments to track students' growth based on specific standards-based learning targets. In addition, summative assessments will be given at the end of each unit to track students' growth related to the learning goal. Data gathered on instruction of standards will be discussed at grade level planning sessions each week and during monthly PLC's. Based on this data, instructional decisions are made. Small reading and math groups will address students' needs based on grade level expectations. Students who are performing below grade level proficiency in Reading will receive intervention specific to their needs during iii. Students on or above grade level will get instruction suited to their enrichment needs during this time as well. These iii groups will be fluid based on student need. Instructional assistants at each grade level are assigned students to tutor students who are not performing at the proficient level in Reading and/or Math. In 3rd through 5th grades, students in the bottom quartile are identified and will be targeted for small group instruction. We also have a team of instructional assistants using Fountas and Pinnell's LLI to remediate students in K-5 who are struggling with reading skills. Time for iReady is scheduled in student centers weekly in order to spend a sufficient amount of time on the program for students to make gains. Some teachers and lead team members will participate in professional development activities outside of their contracted time including iReady, Canvas, Coding, Stemsscopes and UDL.

2. 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: Summer Program

Minutes added to school year: 8,640

Summer Reading Camp for 3rd grade possible retentions
My Florida, My Future Summer Program

Strategy Rationale

Summer Reading Camp- To uphold good cause exemption #3
My Florida, My Future- Students in 4th and 5th grade were chosen to promote college and career readiness

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Nelson, Beth, bnelson@my.putnamschools.org

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

SAT-10 data, portfolios, retention data, FSA achievement data

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

IES holds a Kindergarten round up every summer to give parents the opportunity to have their child pre-screened. Our Kindergarten teachers and CRT rotated days on which they administered the screeners and met parents of incoming Kindergarteners. In addition, all current kindergarten students who participated in our Voluntary Prekindergarten Education Program (VPK) program took the PALS and DIAL3 assessments, which measured Kindergarten readiness. All current students are assessed using Florida Kindergarten Readiness test (FLKRS) within the first 20 days of school. In addition, our CRT administered screeners for Kindergarten children who applied for our Cambridge program. Each year, 5th grade students attend orientations at the middle schools they are zoned to attend to help ensure they are prepared for the expectations and requirements at the next level. Additionally, our ESE Staffing Specialist holds transition meetings at the end of the year to ensure smooth transitions for students with IEPs.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 the leadership team is consistent with expectations and provides resources for intervention, then teachers will be able to focus on standards based instruction with differentiation, reflect on progress and interpret student needs, so that students will be able to master critical content and make growth consistent with their abilities.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If the leadership team is consistent with expectations and provides resources for intervention, then teachers will be able to focus on standards based instruction with differentiation, reflect on progress and interpret student needs, so that students will be able to master critical content and make growth consistent with their abilities. **1a**

G097997

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	55.0
ELA/Reading Gains	55.0
Math Gains	65.0
ELA/Reading Lowest 25% Gains	55.0
Math Lowest 25% Gains	55.0
FSA ELA Achievement	50.0
FSA Mathematics Achievement	57.0

Targeted Barriers to Achieving the Goal **3**

- Lack of strategic interventions during iii instruction
- Students have chronic attendance issues that impede academic achievement

Resources Available to Help Reduce or Eliminate the Barriers **2**

- iReady program
- Ready print materials
- Fusion Science materials for 5th grade
- MFAS and ELFAS binders
- Journeys reading materials
- Engage NY materials
- District support staff
- Flocabulary
- Title I tutor
- Chrome Books for 1st through 5th
- Science A-Z for 4th and 5th grade
- Stemsopes Florida
- Reflex Math
- Code.org
- Read Works- Article A Day
- Social Studies Weekly
- Fountas and Pinnell Leveled Literacy Intervention (LLI)

Plan to Monitor Progress Toward G1. 8

FSA data, FCAT Science data, iReady diagnostic data and attendance data will be analyzed for growth.

Person Responsible

Beth Nelson

Schedule

Annually, from 5/25/2018 to 6/29/2018

Evidence of Completion

FSA data, FCAT Science data, end of the year iReady diagnostic data, Skyward attendance data, School grade monitoring spreadsheet

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 the leadership team is consistent with expectations and provides resources for intervention, then teachers will be able to focus on standards based instruction with differentiation, reflect on progress and interpret student needs, so that students will be able to master critical content and make growth consistent with their abilities. **1**

 G097997

G1.B3 Lack of strategic interventions during iii instruction **2**

 B263500

G1.B3.S1 Reconfigured teacher and instructional assistant responsibilities for targeted interventions. **4**

 S279061

Strategy Rationale

To serve more students in need of intervention in a small group setting

Action Step 1 **5**

Instructional Assistants will implement daily interventions using LLI.

Person Responsible

Belinda Taylor

Schedule

Daily, from 8/10/2017 to 5/18/2018

Evidence of Completion

LLI logs

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Meet monthly with IAs to view LLI logs.

Person Responsible

Belinda Taylor

Schedule

Monthly, from 8/24/2017 to 5/18/2018

Evidence of Completion

LLI logs, Sign-in sheet, Agenda

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Analyze iReady progress monitoring data and LLI data.

Person Responsible

Beth Nelson

Schedule

Quarterly, from 10/13/2017 to 5/25/2018

Evidence of Completion

iReady progress monitoring results, iReady standards mastery results, LLI results

G1.B3.S2 IES created an ELA intervention plan which has been submitted to the district and was approved. 4

S279062

Strategy Rationale

We created an intervention plan to make sure we had materials and human resources available to implement the plan.

Action Step 1 5

The leadership team will identify students who are in need of ELA intervention and what specific intervention is required.

Person Responsible

Lynn Redman

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

Evidence of Completion

ELA interventions list of students and their data, chosen LLI resources

Action Step 2 5

Teachers, IA's and the Title I tutor will implement prescribed interventions to the students on the intervention list.

Person Responsible

Lynn Redman

Schedule

Daily, from 8/10/2017 to 5/18/2018

Evidence of Completion

LLI logs, MTSS meeting documentation

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Administration will observe teachers during iii in the classrooms, Instructional Assistants in LLI sessions and the process of monitoring students' progress during MTSS meetings.

Person Responsible

Beth Nelson

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

MTSS meeting agenda, LLI logs. Marzano element for Organizing Students to Interact With New Content

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Analyze the LLI intervention data and compare it to iReady diagnostics, progress monitoring and/or standards mastery data.

Person Responsible

Beth Nelson

Schedule

Triannually, from 8/10/2017 to 5/18/2018

Evidence of Completion

iReady data, LLI data, Teacher data chat schedule/notes, Marzano report

G1.B5 Students have chronic attendance issues that impede academic achievement **2**

 B263502

G1.B5.S1 A PBS committee is in place to help make decisions regarding attendance and to develop incentives to increase attendance rates of chronically absent students. **4**

 S279064

Strategy Rationale

30% of IES students were Off Track (ie:missed 19 or more days as of March 2017).

Action Step 1 **5**

The PBS committee will determine what attendance incentives will be used to celebrate school-wide on-track attendance.

Person Responsible

Lamar Purifoy

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Meeting agenda and sign-in, Attendance plan

Action Step 2 **5**

The PBS committee will determine what attendance interventions will be used to address school-wide off-track attendance.

Person Responsible

Lamar Purifoy

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

Evidence of Completion

PBS Committee notes and agenda

Action Step 3 5

The data clerk will inform teachers of their students who had off-track (20+ absences) attendance during the 2016-17 school year for monitoring purposes and mentoring.

Person Responsible

Diana Drew

Schedule

On 8/7/2017

Evidence of Completion

Attendance report, attendance flyer for parent

Action Step 4 5

Students who miss fewer than three days per quarter are eligible to have their name entered for a gift card drawing.

Person Responsible

Diana Drew

Schedule

Quarterly, from 10/20/2017 to 5/18/2018

Evidence of Completion

Skyward attendance data

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Administration will meet with the committee chairperson to review attendance data.

Person Responsible

Beth Nelson

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

PBS Committee agenda and notes, Skyward attendance reports

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Analyze and compare 2017-18 attendance data to last year's data to determine whether we decreased our off-track attendance by 10%.

Person Responsible

Diana Drew

Schedule

Quarterly, from 10/13/2017 to 5/25/2018

Evidence of Completion

Skyward attendance data

G1.B5.S2 Create an awareness and educate parents about the importance of on- track attendance. 4

S279065

Strategy Rationale

To ensure that parents understand how absences negatively effect student achievement.

Action Step 1 5

Each parent of a 1st-5th grader will receive an attendance flyer at Meet the Teacher including their own child's 2016-17 attendance data and important attendance facts.

Person Responsible

Diana Drew

Schedule

On 8/8/2017

Evidence of Completion

Attendance flyer, parent sign-in sheet

Action Step 2 5

The data clerk will schedule daily call-outs to absent student's homes using School Messenger.

Person Responsible

Beth Nelson

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

School Messenger report

Action Step 3 5

Current attendance data will be shared at the Title I Annual Meeting including our daily average attendance rate, tardies and early check-outs.

Person Responsible

Diana Drew

Schedule

On 9/29/2017

Evidence of Completion

Skyward attendance data, parent sign-in sheets

Action Step 4 5

Use AttendanceWorks.org as a reference for presentations, signage, website and newsletters.

Person Responsible

Diana Drew

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Attendanceworks.org, newsletters, website

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Administration will distribute the flyers to teachers and include specific directions for giving them out to parents at Meet the Teacher night.

Person Responsible

Beth Nelson

Schedule

On 8/3/2017

Evidence of Completion

Administration observing classrooms during Meet the Teacher

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Administration will receive a copy of the call out report.

Person Responsible

Lamar Purifoy

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

School Messenger reports

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Administration will prepare current data to present to parents for the Title I Annual Meeting.

Person Responsible

Diana Drew

Schedule

Evidence of Completion

Agenda, Sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Administration will decide what information from Attendanceworks.org will be used in presentations, newsletters and on the school website.

Person Responsible

Diana Drew

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Newsletters, Screen shots

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Analyze and compare 2017-18 attendance data to last year's data to determine whether we decreased our off-track attendance by 10%.

Person Responsible

Beth Nelson

Schedule

Quarterly, from 10/13/2017 to 5/25/2018

Evidence of Completion

Skyward reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B5.S2.MA3 M406542	Administration will prepare current data to present to parents for the Title I Annual Meeting.	Drew, Diana	No Start Date	Agenda, Sign-in sheets	No End Date one-time
G1.B5.S2.MA1 M406540	Administration will distribute the flyers to teachers and include specific directions for giving...	Nelson, Beth	8/3/2017	Administration observing classrooms during Meet the Teacher	8/3/2017 one-time
G1.B5.S1.A3 A376001	The data clerk will inform teachers of their students who had off-track (20+ absences) attendance...	Drew, Diana	8/7/2017	Attendance report, attendance flyer for parent	8/7/2017 one-time
G1.B5.S2.A1 A376003	Each parent of a 1st-5th grader will receive an attendance flyer at Meet the Teacher including...	Drew, Diana	8/8/2017	Attendance flyer, parent sign-in sheet	8/8/2017 one-time
G1.B5.S2.A3 A376005	Current attendance data will be shared at the Title I Annual Meeting including our daily average...	Drew, Diana	9/29/2017	Skyward attendance data, parent sign-in sheets	9/29/2017 one-time
G1.B3.S2.A2 A375998	Teachers, IA's and the Title I tutor will implement prescribed interventions to the students on the...	Redman, Lynn	8/10/2017	LLI logs, MTSS meeting documentation	5/18/2018 daily
G1.B3.S1.A1 A375996	Instructional Assistants will implement daily interventions using LLI.	Taylor, Belinda	8/10/2017	LLI logs	5/18/2018 daily
G1.B5.S1.A2 A376000	The PBS committee will determine what attendance interventions will be used to address school-wide...	Purifoy, Lamar	8/10/2017	PBS Committee notes and agenda	5/18/2018 quarterly
G1.B3.S1.MA1 M406534	Meet monthly with IAs to view LLI logs.	Taylor, Belinda	8/24/2017	LLI logs, Sign-in sheet, Agenda	5/18/2018 monthly
G1.B5.S1.A4 A376002	Students who miss fewer than three days per quarter are eligible to have their name entered for a...	Drew, Diana	10/20/2017	Skyward attendance data	5/18/2018 quarterly
G1.B3.S2.A1 A375997	The leadership team will identify students who are in need of ELA intervention and what specific...	Redman, Lynn	8/10/2017	ELA interventions list of students and their data, chosen LLI resources	5/18/2018 quarterly
G1.B3.S2.MA1 M406536	Administration will observe teachers during iii in the classrooms, Instructional Assistants in LLI...	Nelson, Beth	8/10/2017	MTSS meeting agenda, LLI logs. Marzano element for Organizing Students to Interact With New Content	5/18/2018 weekly
G1.B3.S2.MA1 M406535	Analyze the LLI intervention data and compare it to iReady diagnostics, progress monitoring and/or...	Nelson, Beth	8/10/2017	iReady data, LLI data, Teacher data chat schedule/notes, Marzano report	5/18/2018 triannually
G1.B5.S1.A1 A375999	The PBS committee will determine what attendance incentives will be used to celebrate school-wide...	Purifoy, Lamar	8/10/2017	Meeting agenda and sign-in, Attendance plan	5/25/2018 quarterly
G1.B5.S2.MA1 M406539	Analyze and compare 2017-18 attendance data to last year's data to determine whether we decreased...	Nelson, Beth	10/13/2017	Skyward reports	5/25/2018 quarterly
G1.B5.S1.MA1 M406538	Administration will meet with the committee chairperson to review attendance data.	Nelson, Beth	8/10/2017	PBS Committee agenda and notes, Skyward attendance reports	5/25/2018 quarterly
G1.B5.S2.MA2 M406541	Administration will receive a copy of the call out report.	Purifoy, Lamar	8/10/2017	School Messenger reports	5/25/2018 quarterly
G1.B5.S1.MA1 M406537	Analyze and compare 2017-18 attendance data to last year's data to determine whether we decreased...	Drew, Diana	10/13/2017	Skyward attendance data	5/25/2018 quarterly
G1.B5.S2.MA4 M406543	Administration will decide what information from Attendanceworks.org will be used in presentations,...	Drew, Diana	8/10/2017	Newsletters, Screen shots	5/25/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1  M406533	Analyze iReady progress monitoring data and LLI data.	Nelson, Beth	10/13/2017	iReady progress monitoring results, iReady standards mastery results, LLI results	5/25/2018 quarterly
G1.B5.S2.A2  A376004	The data clerk will schedule daily call-outs to absent student's homes using School Messenger.	Nelson, Beth	8/10/2017	School Messenger report	5/25/2018 daily
G1.B5.S2.A4  A376006	Use AttendanceWorks.org as a reference for presentations, signage, website and newsletters.	Drew, Diana	8/10/2017	Attendanceworks.org, newsletters, website	5/25/2018 monthly
G1.MA1  M406544	FSA data, FCAT Science data, iReady diagnostic data and attendance data will be analyzed for growth.	Nelson, Beth	5/25/2018	FSA data, FCAT Science data, end of the year iReady diagnostic data, Skyward attendance data, School grade monitoring spreadsheet	6/29/2018 annually

V. Professional Development Opportunities

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

G1. If the leadership team is consistent with expectations and provides resources for intervention, then teachers will be able to focus on standards based instruction with differentiation, reflect on progress and interpret student needs, so that students will be able to master critical content and make growth consistent with their abilities.

G1.B3 Lack of strategic interventions during iii instruction

G1.B3.S1 Reconfigured teacher and instructional assistant responsibilities for targeted interventions.

PD Opportunity 1

Instructional Assistants will implement daily interventions using LLI.

Facilitator

Belinda Taylor, TOSA

Participants

Instructional Assistants, Title I Tutor

Schedule

Daily, from 8/10/2017 to 5/18/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Instructional Assistants will implement daily interventions using LLI.	\$0.00
2	G1.B3.S2.A1	The leadership team will identify students who are in need of ELA intervention and what specific intervention is required.	\$0.00
3	G1.B3.S2.A2	Teachers, IA's and the Title I tutor will implement prescribed interventions to the students on the intervention list.	\$0.00
4	G1.B5.S1.A1	The PBS committee will determine what attendance incentives will be used to celebrate school-wide on-track attendance.	\$0.00
5	G1.B5.S1.A2	The PBS committee will determine what attendance interventions will be used to address school-wide off-track attendance.	\$0.00
6	G1.B5.S1.A3	The data clerk will inform teachers of their students who had off-track (20+ absences) attendance during the 2016-17 school year for monitoring purposes and mentoring.	\$0.00
7	G1.B5.S1.A4	Students who miss fewer than three days per quarter are eligible to have their name entered for a gift card drawing.	\$0.00
8	G1.B5.S2.A1	Each parent of a 1st-5th grader will receive an attendance flyer at Meet the Teacher including their own child's 2016-17 attendance data and important attendance facts.	\$0.00
9	G1.B5.S2.A2	The data clerk will schedule daily call-outs to absent student's homes using School Messenger.	\$0.00
10	G1.B5.S2.A3	Current attendance data will be shared at the Title I Annual Meeting including our daily average attendance rate, tardies and early check-outs.	\$0.00
11	G1.B5.S2.A4	Use AttendanceWorks.org as a reference for presentations, signage, website and newsletters.	\$0.00
Total:			\$0.00