

Putnam County School District

Interlachen High School



2018-19 School Improvement Plan

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Interlachen High School

126 N STATE RD 315, Interlachen, FL 32148

ihs.putnamschools.org

School Demographics

School Type and Grades Served
(per MSID File)

High School
9-12

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
(As Reported on Survey 3)

99%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

27%

School Grades History

Year
Grade

2017-18
C

2016-17
D

2015-16
D

2014-15
C*

School Board Approval

This plan was approved by the Putnam County School Board on 11/6/2018.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement

To ensure the academic program of Interlachen High School is rigorous, relevant, and provides the students with the tools needed to become provides the necessary skills for post secondary life.

Provide the school's vision statement

Interlachen High School focuses on pushing students towards their individual full potential through challenging curriculum, positive relationships, and community involvement.

School Leadership Team

Membership

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

Name	Title
Helms, Bryan	Principal
Oyster, Cathy	Assistant Principal
Eubanks, Joy	Assistant Principal
Mikell, Michelle	Guidance Counselor
Wykoff, Kris	Teacher, K-12

Duties

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

Bryan Helms-As Principal, Mr. Helms oversees the schools professional development needs, facilitates the staff professional development, conducts observations and provides follow up support, oversees curricula and resource implementation and needs, Cathy Oyster- As Assistant Principal, Ms. Oyster performs monthly data analysis on the Early Warning Systems (attendance, course failures, and discipline), develops professional development for the staff, conducts observations and provides follow up support, works alongside the Guidance department to closely monitor our seniors and monitor the course progression of all students.

Joy Eubanks- As Assistant Principal, Ms. Eubanks conducts observations and provides follow up support and assist with the Multi-Tiered System of Support. Mrs. Eubanks oversees all State testing and the monitoring.

Tisha Wilburn- As the Curriculum Resource Teacher, Ms. Wilburn provides coaching and modeling support to improve instructional practices and use of and implementation of ELA curricula. She also helps facilitate Professional Learning Communities.

Michelle Mikell- As the eleventh and twelfth grade guidance counselor of IHS, Mr. Stevens provides counseling services, monitors graduation requirements, scheduling, and monitors students academic pathways and EWI.

Briana Kelley-As the ninth and tenth grade guidance counselor of IHS, Mrs. Mikell provides counseling services, monitors graduation requirements, scheduling, implementation of the Multi- Tiered System of Support (MTSS) and monitors students academic pathways and EWI.

Deborah Bishop- As the Math Department Chair Mrs. Phillips monitors curriculum choices, leads PLCs for her department and mentors new teachers.

Clarissa DeBose- As Special Areas Department Chair, Ms. Debose provides support to special areas teachers, monitors instructional resource needs and leads PLCs within his department. Mrs. DeBose also oversees our RAM PASS PLC which focuses on PBS, Attendance, and School Spirit.

Jessica Cole-As Social Studies Department Chair, Mrs. Cole monitors curriculum choices and leads PLCs for her department.

Paul Stegall- As Science Department Chair, Mr. Stegall monitors curriculum and resource choices and needs, as well as leads the department's PLCs.

Kris Wykoff- As English Department Chair, Mrs. Wykoff monitors curriculum choices, leads PLCs for her department and mentors new teachers.

Kim Troiano- As Tech Chair, Mr. Collini monitors the schools' technology needs and use of technology, and inventories all resources.

Early Warning Systems

Year 2017-18

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	0	0	0	0	0	0	0	0	0	74	76	99	73	322
One or more suspensions	0	0	0	0	0	0	0	0	0	70	63	47	37	217
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	80	56	35	34	205
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	75	47	31	36	189

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	0	0	0	0	0	0	0	0	50	39	36	25	150

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	3	8	0	2	13
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	6	15	8	12	41

Date this data was collected

Monday 8/27/2018

Year 2016-17 - As Reported

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	0	0	0	0	0	0	0	0	0	67	85	59	60	271
One or more suspensions	0	0	0	0	0	0	0	0	0	48	62	53	25	188
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	18	43	27	27	115
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	90	93	101	76	360

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	0	0	0	0	0	0	0	0	50	42	47	34	173

Year 2016-17 - Updated

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	0	0	0	0	0	0	0	0	0	67	85	59	60	271
One or more suspensions	0	0	0	0	0	0	0	0	0	48	62	53	25	188
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	18	43	27	27	115
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	90	93	101	76	360

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	0	0	0	0	0	0	0	0	50	42	47	34	173

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Acceleration points was our lowest category and it has been decreasing over the years.

Which data component showed the greatest decline from prior year?

Acceleration points dropped from 40 to 29 percent.

Which data component had the biggest gap when compared to the state average?

Acceleration points was well below the state average and one of the lowest in the state.

Which data component showed the most improvement? Is this a trend?

Math Learning gains had the most improvement going from 24% to 60%.

Describe the actions or changes that led to the improvement in this area

We monitored the progression of instructional courses and provided critical specific interventions based on student need.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	42%	35%	56%	36%	28%	53%
ELA Learning Gains	53%	46%	53%	45%	40%	49%
ELA Lowest 25th Percentile	50%	41%	44%	39%	41%	41%
Math Achievement	40%	38%	51%	35%	27%	49%
Math Learning Gains	60%	48%	48%	24%	27%	44%
Math Lowest 25th Percentile	54%	44%	45%	21%	28%	39%
Science Achievement	52%	50%	67%	46%	53%	65%
Social Studies Achievement	52%	55%	71%	52%	57%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	74 (67)	76 (85)	99 (59)	73 (60)	322 (271)
One or more suspensions	70 (48)	63 (62)	47 (53)	37 (25)	217 (188)
Course failure in ELA or Math	80 (18)	56 (43)	35 (27)	34 (27)	205 (115)
Level 1 on statewide assessment	75 (90)	47 (93)	31 (101)	36 (76)	189 (360)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	38%	38%	0%	53%	-15%
	2017	36%	33%	3%	52%	-16%
Same Grade Comparison		2%				
Cohort Comparison						
10	2018	42%	38%	4%	53%	-11%
	2017	36%	38%	-2%	50%	-14%
Same Grade Comparison		6%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	39%	58%	-19%	65%	-26%
2017	45%	58%	-13%	63%	-18%
Compare		-6%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	55%	53%	2%	68%	-13%
2017	51%	55%	-4%	67%	-16%
Compare		4%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	24%	43%	-19%	62%	-38%
2017	37%	49%	-12%	60%	-23%
Compare		-13%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	49%	50%	-1%	56%	-7%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2017	44%	38%	6%	53%	-9%
Compare		5%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	43	54	54	41	63	59	50	56		77	29
BLK	33	54	43	38	58			40		63	30
HSP	46	55		31	50		60	50		78	33
MUL	43	36									
SWD	27	51	41	20	42		60	37		70	
FRL	40	52	48	41	58	50	50	49		74	19

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	39	46	39	36	25	28	50	52		67	45
BLK	23	33	33	33	33		35	47		48	10
HSP	33	47	42	28	14		44	61		52	18
MUL	27	57									
SWD	9	24	19	29	47		25	24		36	10
FRL	31	42	38	36	20	23	43	52		59	39

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Graduation Rate

Rationale While the school has moved from 58% graduation rate to 90% this past year, we are setting the goal to improve to 92%.

Intended Outcome If the school continues to use a comprehensive focus on graduation requirements, the school will continue to improve.

Point Person Cathy Oyster (coyster@my.putnamschools.org)

Action Step

Description 1)Implementation of JFG
2) Home Visits
3) Data Entry
4) Senior Monitoring of Graduation Requirements
5) Ongoing Senior Chats
6) Post Secondary Focus
7) Credit Recovery
8) Tailored Intensive Reading focused to SAT
9) 1:1 tutoring for PERT

Person Responsible Bryan Helms (b2helms@my.putnamschools.org)

Plan to Monitor Effectiveness

Description Senior spreadsheet will be monitored monthly for graduation rate.
Home Visits will be documented.
JFG grant documentation will be monitored monthly.
Will monitor how many credits are being recovered per quarter.
Monitor the improvement of SAT and PERT scores quarterly.

Person Responsible Cathy Oyster (coyster@my.putnamschools.org)

Activity #2

Title Acceleration

Rationale Over the past 2 years, IHS has seen a decline in acceleration points going from 40% to 29%.

Intended Outcome If IHS has a focus around acceleration, then students will given more opportunities to excel and receive industrial certifications and college credits.

Point Person Joy Eubanks (jeubanks@my.putnamschools.org)

Action Step

Description

- 1) Increase courses offered (CTE, college courses on campus, dual enrollment)
- 2) Preparing to add a comp class next year.
- 3) Recruiting current staff to teach additional areas.
- 4) Hiring for longevity
- 5) Keep students in CTE classes- progression plan for course completion.

Person Responsible Cathy Oyster (coyster@my.putnamschools.org)

Plan to Monitor Effectiveness

Description

- 1) Master Schedule monitored
- 2) Monitor the results of certification and college courses earned.
- 3) The number of teachers certified to teach certified areas increasing.
- 4) Monitor the number of new hires returning the following year.
- 5) Monitor individual students courses and progressions within CTE.

Person Responsible Bryan Helms (b2helms@my.putnamschools.org)

Activity #3

Title Core Instruction (ELA, MATH, Science)

Rationale Increase student achievement Algebra 1 (38%, 30% to 40% this year) and Biology (54%, 46%, 39% to 45% this year).
Increase student gains in ELA (39%, 45%, 53% to 57% this year)
Increase student LPQ to ELA (41%, 39%, 50% to 55%).

Intended Outcome If IHS continues to focus on standards based planning for all subjects then student achievement and learning gains will improve.

Point Person Cathy Oyster (coyster@my.putnamschools.org)

Action Step

Algebra 1 and Biology

- 1) Professional Development focused on Standards Based Unit Development
- 2) Collaborative planning
- 3) District Coach support for planning and modeling
- 4) New teacher support

Description

ELA

- 1) Collaborative Standards Based Planning
- 2) Peer Observation and coaching

Geometry

- 1) Looping students with the same teacher from Informal Geometry to Geometry.

Person Responsible Joy Eubanks (jeubanks@my.putnamschools.org)

Plan to Monitor Effectiveness

Description Monitor Standards based assessments monthly for levels of proficiency.

Person Responsible Bryan Helms (b2helms@my.putnamschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

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

PFEP Link

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

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.

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

Students Athletes and Student Government form a cooperative group and offer tours for the incoming students and parents on schedule distribution day. The Guidance Department will work to create a smooth welcome and transition process for incoming freshman, as well as any new student entering the school.

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 U.S. Department of Education released proposed regulations to implement the requirements related to Federal spending in the Elementary and Secondary Education Act (ESEA), as recently revised by the Every Student Succeeds Act (ESSA) which states, Federal funds must supplement and may not supplant state and local funds. Regulations ensure that Federal funds are additive and do not take the place of state and local funds in low-income schools in keeping with the longstanding commitment under Title I that the nation's highest need students receive the additional financial resources necessary to help them succeed.

In accordance with ESSA Section 118 (b) (2), the methodology used to allocate State and local funds to each school receiving assistance under this part (Title I, Part A) ensures that the school receives all the State and local funds it would otherwise receive if it were not receiving Federal funds. The District has a methodology for support not supplant when allocating State and local funds to each school.

Each school year, the District's Chief Financial Officer assures State and local funds are distributed at an equal level by preparing a report showing comparability across all schools for the allocation of instructional staff. Staff allocations are based on a formula applied consistently so that all schools that are comparable receive allocations in a comparable manner. The report is audited by the State yearly to assure the District meets this mandate.

The funding formula is based on Florida Public Schools Full-time Equivalent (FTE) data. For the past several years, grades Kindergarten, first, second, and third grades have been allocated 1 teacher per 17 students. Grades four, five, six, seven, and eight are allocated 1 teacher per 21 students. Though the specific ratio may change year to year, this formula provides teachers for these grade levels at slightly below the ratio required to meet Florida's class size regulations.

Expenditures of titled funds at the school level are then monitored to ensure expenditures

supplement the general curriculum and fulfill the intent of grant funding. All expenditures are reviewed by the Federal Programs Office to ensure compliance with applicable Federal and State guidelines.

Additionally, the school leadership team conducts a district unified Comprehensive Needs Assessment (CNA) towards the end of each school year. The CNA reports on how resources including personnel, instruction, and curriculum are aligned to identified needs. Student programming outcomes are monitored both in the CNA and district school data report-outs conducted quarterly.

Federal funding projects are monitored for auditing purposes by the Office of Federal Programs. Audit boxes for each program are maintained and aligned to pertinent work papers and Federal and State guidance.

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. Seniors will the option to participate in the College Night hosted by the district. We also host a Financial Aid Night at IHS for juniors and seniors. Our Guidance Counselors also meet with students to talk with them regarding their pathway and promote each program. Students are provided with a Success 101 class in which they plan their post secondary pathway and research career paths beyond high school.