

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: INTERLACHEN HIGH SCHOOL

District Name: Putnam

Principal: Thomas D. Bolling, Sr.

SAC Chair: Deborah Bishop

Superintendent: Tom Townsend

Date of School Board Approval: Pending

Last Modified on: 11/8/2012

Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Thomas D. Bolling, Sr.	Degree(s) BS Special Edu. MA Ed. Leadership  Cert(s) ESE K-12 School Principal	3	11	Moseley Elementary School A 2005-2006 AYP C 2006-2007 AYP F 2007-2008 No AYP A 2008-2009 AYP  Miller Intermediate C 2009-2010 No AYP  Interlachen High School 2010-2011 D 2011-2012 Pending
Assis Principal	Rodney Symonds	Degree(s) BA Elementary Ed. MA Ed. Leadership  Cert(s) Ed. Leadership School Principal	2	8	Crescent City Jr. Sr. High C 2006-2007 No AYP B 2007-2008 No AYP C 2008-2009 No AYP  Kelly Smith A 2009-2010 No AYP A 2010-2011 No AYP  Interlachen High School 2011-2012 Pending

Assis Principal	Terri Channell	Degree(s) BA Elementary Ed. MA Ed. Leadership EdS Ed Leadership  Cert(s) Elementary Edu. K-6 ESE K-12 Reading Endorsement Ed. Leadership	2	2	Kelly Smith A 2004-2005 AYP A 2005-2006 Provisional A 2006-2007 AYP A 2007-2008 AYP A 2008-2009 AYP A 2009-2010 No AYP A 2010-2011 No AYP  Interlachen High School 2011-2012 Pending
-----------------	----------------	--	---	---	--

## INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Curriculum Resource Teacher	Julie Carter	Degree(s) Elementary Ed. K-6  Cert(s) Reading K-12 ESE K-12	4	8	Ochwilla Elementary School A 2005-2006 AYP Y B 2006-2007 AYP N A 2007-2008 AYP Y  Interlachen High School D 2008-2009 AYP N D 2009-2010 AYP N D 2010-2011 2011-2012 Pending

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Regular meetings of new teachers	Principal and Assistant Principals	Ongoing	
2	Partnering new teachers with veteran teachers	Principal and Assistant principals	Ongoing	
3	Participate in NEFEC job fair	Principal and Assistant Principal	June 2012	
4	Accept interns from local colleges	Principal and Assistant Principals	Ongoing	
5	Provide in-service support for Marzano, SFA, Power Teaching/Reading Edge, SREB, RtI/PBS	Principal and Assistant Principals	Ongoing	

## Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0% (0)	

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*\*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).*

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
40	2.5%(1)	27.5%(11)	30.0%(12)	40.0%(16)	30.0%(12)	90.0%(36)	12.5%(5)	5.0%(2)	15.0%(6)

## Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Kris Wykoff	Cedric Hall	To strengthen and enhance pedagogy	Frequent meetings- minimum weekly; discussions and demonstrations on best teaching practices.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

#### Title I, Part A

Improving the Academic Achievement of the Disadvantaged by Improving Basic Programs Operated by Local Educational Agencies. Title I, Part A programs are coordinated through the District Instructional Team (IT) and includes the above mentioned personnel and the Directors of Elementary, Secondary, Exceptional Student Education, and Federal Programs. This team meets (at a minimum) monthly and establishes and monitors program evaluation for all schools to ensure all entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. Communication throughout the year is ongoing with the building level administrators regarding progress toward these goals and objectives as stated in the grants. Coordination of these services is done in the following ways: (1) Principal meetings are scheduled monthly; (2) Periodic and scheduled validity assessments are completed during the year by the IT; (3) Email dissemination regarding technical assistance papers and guidance are made available to the school sites; (4) Training meetings are held targeting goals and objectives set by each participating school. (5) Collaborative assistance is provided by several consultants hired to address specific deficiencies demonstrated by participating schools through the comprehensive district-wide assessments completed prior to and at the outset of the year; (6) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed.

#### Title I, Part C- Migrant

In addition to the services provided by Title I, part A, the district uses Part C funds to Improve the Academic Achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the district Instructional Team (IT) and includes the above mentioned personnel at the school site and the Coordinators for Elementary and Secondary education and Exceptional Student Education.

#### Title I, Part D

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

Title II

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

Title III

The school coordinates language instruction for limited English proficient and immigrant students to improve their academic achievement. LEP and Immigrant education initiatives are supervised by the Putnam Department of Curriculum and Instruction. This team meets (at a minimum) monthly and establishes and monitors program evaluation for all schools to ensure that services are aligned to specific school needs and are efficiently funded without duplication.

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

Coordination of these services is done in the following ways:

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

None

Violence Prevention Programs

Positive Behavioral Support Program

Nutrition Programs

None

Housing Programs

None

Head Start

None

Adult Education

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

Career and Technical Education

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

Job Training

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

Other

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

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The School-based MTSS/RtI Leadership Team consists of: School administrator, CRT, guidance counselor, school psychologist, teachers of the particular students, and other personnel as appropriate such as staffing specialists (for students with (IEP's) behavior specialists, speech and language therapists and mental health counselors.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

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

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

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

### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

- SFA Members Center- online web-based data center for reading (which includes SRI and STAR)
- District Interim Assessments for Reading & Math
- PMP via online DATA STAR system
- FAIR for Reading
- Skyward for tracking behavior patterns and trends
- Putnam Writes via online DATA STAR system

Describe the plan to train staff on MTSS.

Putnam County School District utilize federal funds to provide professional development for employees.

Describe the plan to support MTSS.

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

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The content area team is the SREB focus group- Kris Wykoff, Donna Johnson, Sarah Shepard, Chad Walker, Aaron Walker, Terri Channell, Paul Stegall, Ron Whitehurst, Mike Stevens, Ann Hamilton, Liz Middleton, Anne Kanouse, Clarissa DeBose, John Harkey, Donna Pilling, Doug Cooley, Mindy Phillips, Patty McCoy, Rodney Symonds, Ruth Amar, Tom Pilling, Willie Dale, Willie Irizarry

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy focus team meets once monthly for 1 hour; and consists of faculty and staff from subject areas across the curriculum to discuss curriculum needs, literacy strategies, and look at common assessments. The major initiatives: To master the cycle of effective instruction, to ensure 20/60/20 complexity, Discussion about text, and writing in response to text.

What will be the major initiatives of the LLT this year?

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

## Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/1/2012)

## \*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

N/A

## \*Grades 6-12 Only

**Sec. 1003.413(b) F.S.**

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

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

## \*High Schools Only

**Note: Required for High School - Sec. 1003.413(g)(j) F.S.**

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Vocational CAPE Academies integrated core curriculum into their vocational curriculum via projects and practice.

By Increased Rigor in core courses to better prepare students for Post-Secondary Readiness.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

District wide, all 8th and 9th grade students will take the Explore Test in the fall. The Explore test includes an extensive Career Interest Inventory which will be utilized for EPep planning and revisited annually.

Improvement in ACT, SAT, & CPT by increasing the level of rigor and expectation in core classes based on Post-Secondary Readiness assessment standards and the number of students enrolled in remedial courses at the college level.

## Postsecondary Transition

**Note: Required for High School - Sec. 1008.37(4), F.S.**

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

Progress monitoring of student Reading and Math skills in 9th and 10th with District Interim Assessments to ensure they are on track with skill mastery so a vertical increase in learning is on a continuum for 11th and 12th grade.



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	By the end of the 2012-2013 school year students scoring level 3 or higher in Reading will increase by at least 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of students who scored a Level 3 in Reading is 24% (93 students) of the total testing population.	The expected level of performance for Reading by the end of the 2012-2013 school year is 2%increase .

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low comprehension skills	Text marking, note taking, questioning, discussion, pre and post writings.	Administration CRT	iObservation/Walk-throughs	FCAT FAIR District Assessments SRI Classroom Assessments
2	Limited background knowledge (connections/inferences)	SFA/Cooperative learning groups  Webb Depth of Knowledge higher levels of complexity  Marzano- Communicate learning goals, track student progress and celebrate success	Administrative Team CRT Teachers/Focus Groups SREB/SFACoaches	SFA/Reading Edge RTI SREB goals iObservation/Walk-throughs	FCAT FAIR District Interim Assessments SRI Class Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	By the end of the 2013 school year, 15% of the students will score a level 4,5, or 6 or higher on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (1 students) scored a level three or higher on the Reading portion of the Florida Alternate Assessment in 2012.	By the end of the 2013 school year, we expect 15% of the students will score a level 4,5, or 6 or higher on the FAA.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
--	---------------------	----------	------------------------------------	--	-----------------



			Monitoring	Strategy	
1	Lack of background knowledge.	Repeat instruction	Administration Teacher	Ongoing progress monitoring	AA classroom assessments
2	Reading skills Background knowledge Disabilities	Small groups Repeat instruction	Teacher Administration	Progress monitoring	FAA Classroom tools.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	By the end of the 2012-2013 school year at least 5% of students will score a level 4-5 in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance for students who scored a Level 4-5 in Reading is 20% (80 students).	The expected level of performance by the end of the 2012-2013 school year for Levels 4-5 in Reading will be at least a 5% increase.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited background knowledge	Text marking, note-taking, questioning, discussion pre and post writing	CRT	iObservation/Walk-throughs	FCAT FAIR District Interim Assessments SRI Class Assessments
2	Low comprehension	SFA/Cooperative Learning Groups  Webb's Depth of Knowledge higher levels of complexity  Marzano-Communicate learning goals, track student progress and celebrate success	Administrative Team  CRT  Teachers/Focus Teams  SFA/SREB Coaches	SFA /Reading Edge RtI SREB goals iObservation	FCAT SRI FAIR District Interim Assessments Walk-throughs Class Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	By the end of the 2012-2013 school year, we will have a 5% increase in the number of students scoring a Level 7 on the Reading Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (3 students) scored a Level 7 on the Florida Alternate Assessment Reading portion on the 2012 test.	By the end of the 2012-2013 school year, we expect to have a 5% increase in the number of students scoring a Level 7 on the Reading Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of background	Repeat instruction	Administration	iObservation	AA

1	knowledge	Small group	teacher	Classroom assessments
---	-----------	-------------	---------	-----------------------

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By the end of the 2012-2013 school year there will be at least a 5% increase in Reading learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance for students making learning gains in Reading is 56% (220 students).	The expected level of performance by the end of the 2012-2013 school year will be at least a 5% increase in Reading learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low comprehension skills	Text marking, note-taking, questioning, discussion, pre and post writing	CRT	iObservation/Walk-throughs	FCAT FAIR District Interim Assessments SRI Class Assessments
2	Low comprehension skills	SFA/Cooperative learning groups  Webb's Depth of Knowledge higher levels of complexity  Marzano-Communicate learning goals, track student progress and celebrate success	Administrative Team  CRT  Teachers/Focus Teams  SREB/SFA Coaches	SFA/Reading Edge  RtI  SREB goals  iObservation/Walk-throughs	FCAT SRI District Interim Assessments FAIR Class Assessments
3	Limited background knowledge	SFA/Cooperative learning groups  Webb's Depth of Knowledge higher levels of complexity  Marzano-Communicate learning goals, track student progress and celebrate success	Administrative Team  CRT  Teachers/Focus Teams  SREB/SFA Coaches	SFA/Reading Edge  RtI  SREB goals  iObservation/Walk-throughs	FCAT SRI District Interim Assessments FAIR Class Assessments
	Low levels of student engagement	SFA/Cooperative learning groups  Webb's Depth of Knowledge higher levels of complexity	Administrative Team  CRT  Teachers/Focus Teams	SFA/Reading Edge  RtI  SREB goals  iObservation/Walk-throughs	FCAT SRI District Interim Assessment FAIR Class Assessments

4		Marzano-Communicate learning goals, track student progress and celebrate success	SREB/SFA Coaches	throughs	
---	--	--	------------------	----------	--

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	n/a-not enough data
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a-not enough data	n/a-not enough data

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Comprehension Skills	Repeat instruction Small group	Administration Teacher	iObservation	AA Classroom assessments
2					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	By the end of the 2012-2013 school year there will be at least a 5% increase in the number of students in the lowest 25% making Reading learning gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of students in the lowest 25% of Reading learning gains is 63%.	The expected level of performance by the end of the 2012-2013 school year for students in the lowest 25% of Reading learning gains will increase by 5%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low comprehension skills	Text marking, note-taking, questioning, discussion, pre and post writing	CRT	iObservation/Walk-through	FCAT FAIR District Interim Assessment Class Assessments
	Low comprehension skills	SFA/Cooperative learning groups	Administrative Team	SFA/Reading Edge SREB goals	FCAT SRI FAIR

2		Webb's Depth of Knowledge higher levels of complexity  Marzano-Communicate learning goals, track student progress and celebrate success	CRT  Teachers/Focus Teams  SREB/SFA Coaches	iObservation/Walk-throughs	District Interim Assessments Class Assessments
3	Limited background knowledge	Cooperative learning groups  Webb's Depth of Knowledge higher levels of complexity  Marzano-Communicate learning goals, track student progress and celebrate success	Administrative Team  CRT  Teachers/Focus Groups  SREB/SFA Coaches	SFA/Reading Edge  SREB goals  iObservation/Walk-throughs	FCAT SRI FAIR District Interim Assessments Class Assessments
4	Low levels of student engagement	Cooperative learning groups  Webb's Depth of Knowledge higher levels of complexity  Marzano-Communicate learning goals, track student progress and celebrate success	Administrative Team  CRT  Teachers/Focus Groups  SREB/SFA Coaches	SFA/Reading Edge  SREB goals  iObservation/Walk-throughs	FCAT SRI FAIR District Interim Assessments Class Assessments
5	Lack of background knowledge	OdysseyWare computer program for credit recovery	Administration Teacher CRT Guidance	Gain of high school credits	OdysseyWare

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Based on the AMO report released by DOE in October 2012, the following goals have been set. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		54	59	63	68	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	By the end of the 2012-2013 school year, the percentage of students making learning gains in Reading will increase by at least (Subgroups) 6% Whites, 6% Economically Disadvantaged and 8% Students with Disabilities.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance for: Whites 40%, Economically Disadvantaged 31% and Students with Disabilities 21%.	The expected level of performance by the end of the 2011-2012 school year will increase by at least (subgroups) 6% Whites, 6% Economically Disadvantaged and 8% Students with Disabilities

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
--	---------------------	----------	---	---	-----------------

1	Low comprehension skills	Test marking, note-taking, questioning, discussion, pre and post writing	CRT	iObservation/Walk-throughs	FCAT FAIR District Interim Assessment SRI Class Assessments
2	Low comprehensive skills	SFA/Cooperative learning groups  Webb's Depth of Knowledge higher levels of complexity  Marzano-Communicate learning goals, track student progress and celebrate success	Administrative Team  CRT  Teachers/Focus Teams  SREB/SFA Coaches	SFA/Reading Edge  RtI  SREB goals  iObservation/Walk-throughs	FCAT SRI FAIR District Interim Assessments Class Assessments
3	Limited background knowledge	SFA/Cooperative learning groups  Webb's Depth of Knowledge higher levels of complexity  Marzano-Communicate learning goals, track student progress and celebrate success	Administrative Team  CRT  Teachers/Focus Teams  SREB/SFA Coaches	SFA/Reading Edge  RtI  SREB goals  iObservation/Walk-throughs	FCAT SRI FAIR District Interim Assessments Class Assessments
4	Low levels of student engagement	SFA/Cooperative learning groups  Webb's Depth of Knowledge higher levels of complexity  Marzano-Communicate learning goals, track student progress and celebrate success	Administrative Team  CRT  Teachers/Focus Teams  SREB/SFA Coaches	SFA/Reading Edge  RtI  SREB goals  iObservation/Walk-throughs	FCAT SRI FAIR District Interim Assessments Class Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	No ELL Subgroup
2012 Current Level of Performance:	2013 Expected Level of Performance:
No ELL Subgroup	NO ELL Subgroup

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No Subgroup	NO subgroup	No Subgroup	NO Subgroup	NO subgroup

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	By the end of the 2012-2013 school year Students with Learning Disabilities will increase learning gains in Reading by 7%
--	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance for Students with Disabilities in Reading is 21%.	The expected level of performance by the end of the 2012-2013 school year for Students with Disabilities will increase by at least 7%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low comprehension skills	Text marking, note-taking, questioning, discussion, pre and post writing	CRT	iObservation/Walk-throughs	FCAT FAIR District Interim Assessment SRI Class Assessments
2	Low comprehension skills	SFA/Cooperative learning groups  Webb's Depth of Knowledge higher levels of complexity  Marzano-Communicate learning goals, track student progress and celebrate success	Administrative Team  CRT  Teachers/Focus Teams  SREB/SFACoaches	SFA/Reading Edge  RtI  SREB goals  iObservation/Walk-throughs	FCAT SRI FAIR District Interim Assessment Class Assessments
3	Limited background knowledge	SFA/Cooperative learning groups  Webb's Depth of Knowledge higher levels of complexity  Marzano-Communicate learning goals, track student progress and celebrate success	Administrative Team  CRT  Teachers/Focus teams  SREB/SFACoaches	SFA/Reading Edge  RtI  SREB goals  iObservations/Walk-throughs	FCAT SRI FAIR District Interim Assessments Class Assessments
4	Low levels of student engagement	SFA/Cooperative learning groups  Webb's Depth of Knowledge-higher levels of complexity  Marzano-Communicate learning goals, track student progress and celebrate success	Administrative Team  CRT  Teachers/Focus teams  SREB/SFACoaches	SFA/Reading Edge  RtI  SREB goals  iObservations/Walk-throughs	FCAT SRI FAIR District Interim Assessments Class Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	By the end of the 2012-2013 school year students who are Economically Disadvantaged will increase learning gains in Reading by at least 6%.
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance for Economically Disadvantaged students is 31%.	The expected level of performance by the end of 2012-2013 for Economically Disadvantaged students will increase by at least 6%.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
--	--	--	-----------	-----------------	--

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Low Comprehension Skills	Text marking, note taking, questioning, discussion, pre and post writing	CRT	iObservation/Walk-throughs	FCAT FAIR District Interim Assessments SRI Class Assessments
2	Low comprehension skills	SFA/Cooperative learning groups  Webb's Depth of Knowledge higher levels of complexity  Marzano-Communicate learning goals, track student progress and celebrate success	Administrative Team  CRT Teachers/Focus Teams SREB/SFA Coaches	SFA/Reading Edge RtI SREB goals iObservation/Walk-throughs	FCAT SRI FAIR District Interim Assessments Class Assessments
3	Limited background knowledge	SFA/Cooperative learning groups  Webb's Depth of Knowledge higher levels of complexity  Marzano-Communicate learning goals, track student progress and celebrate success	Administrative Team  CRT Teachers/Focus Teams SREB/SFA Coaches	SFA/Reading Edge RtI SREB goals iObservation/Walk-throughs	FCAT SRI FAIR District Interim Assessments Class Assessments
4	Low level of student engagement	SFA/Cooperative learning groups  Webb's Depth of Knowledge higher levels of complexity  Marzano-Communicate learning goals, track student progress and celebrate success	Administrative Team  CRT Teachers/Focus Teams SREB/SFA Coaches	SFA/Reading Edge SREB goals iObservation/Walk-throughs	FCAT SRI FAIR District Interim Assessments Class Assessments

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
We have three school wide goals: Implement discussion in all content areas; implement close reading in all content areas; implement writing to text in all content areas. We are using Content	9-12	Juliette Carter, Crt We also have 14 teachers signed up as PLC leaders for this school year. Each leader will present a particular component of disciplinary literacy.	All teachers in our school must attend at least two PLC's per month	Our PLC's are held every Monday. The topic is presented two separate Monday's to facilitate scheduling.	Most PLC's have follow-up reading or activities. A sign-in sheet is kept for all PLC's. Make up sessions are offered to individuals.	Juliette Carter monitors, along with the principal, Thomas Bolling

Matters by Stephanie Mcconachie as a book study for our PLC's.						
--	--	--	--	--	--	--

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:			We will not have any students participating in the CELLA during the 2012-2013 school year.		
2012 Current Percent of Students Proficient in listening/speaking:					
100% (2 students) scored proficient in listening/speaking on the CELLA in 2012.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	na	na	na	na	na



Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*End of CELLA Goals*

# Florida Alternate Assessment High School Mathematics Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:		By the end of the 2013 school year, at least 60% of the tested population will score at least a 4 on the FAA math portion.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
55% (5 students) scored a level 4 or higher on the 2012 FAA math portion.		By the end of the 2013 school year we expect, at least 60% of the tested population will score at least a 4 on the FAA math portion.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of basic math facts/skills	Repeat instruction small group	Teacher Administration	Progress monitoring	FAA Classroom assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:		By the end of the 2012-2013 school year, we will have at least a 5% increase in students scoring a Level 7 or higher on the FAA math portion.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
33% (3 students) scored a Level 7 or higher on the 2012 Florida Alternate Assessment Math portion.		By the end of the 2012-2013 school year, we expect to have at least a 5% increase in students scoring a Level 7 or higher on the FAA math portion.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of basic math skills	Repeat instruction	Teacher Administration	Classroom tests Observations	FAA-Math

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:		n/a - not enough data			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
n/a - not enough data		n/a - not enough data			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

## High School Mathematics AMO Goals

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Mathematics Goal # Based on the AMO report released by DOE in October 2012, the following goals have been set. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		50	55	60	65	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The percentage of students scoring proficient in Math will meet or exceed the AMO established for each of the reported subgroups at Interlachen High School during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012-2013 AMO FCAT results, our subgroups performed as follows: White 69% proficient in Algebra 1 Black 47% proficient in Algebra 1 AMO for 2012-2013 was met in the area of Algebra 1	The percentage of students proficient in Algebra 1 will meet or exceed the AMO established for each of the reported subgroups during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge  Lack of basic math skills	Weekly practice Review DIA skills	Administration Teachers	DIA scores	DIA test FOCUS assessments Chapter test EOC
2	Differentiation for advanced students as well as rigor and enrichment	Online resources Critical thinking skills Intro to Common Core Standards Student projects	Administration Teachers CRT	Walkthroughs Online progress	DIA EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	n/a
--	-----

Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	During the 2012-2013 school year, we will have a 5% increase in the number of students with disabilities scoring in the Level 3 range on the Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (63 SWD students) scored a Level 3 on the Algebra 1 EOC.	During the 2012-2013 school year, we expect a 5% increase in the number of students with disabilities scoring in the Level 3 range on the Algebra 1 EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge Lack of basic math skills	Weekly practice Review DIA skills	Administration Teachers	DIA scores	DIA EOC Chapter test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	During the 2012-2013 school year, we will have a 5% increase in the number of students who are Economically Disadvantaged scoring in the Level 3 range on the Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 school year, we had 63% (70 Economically Disadvantaged Students) score in the Level 3 range on the Algebra 1 EOC.	During the 2012-2013 school year, we expect to have a 5% increase in the number of students who are Economically Disadvantaged scoring in the Level 3 range on the Algebra 1 EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge	Weekly practice Review DIA skills	Administration Teachers	DIA scores	DIA EOC Chapter test

## Algebra End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:		During the 2012-2013 school year, we will have a 5% increase in the students scoring in the level 3 category on the Algebra 1 EOC.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
46% (52 students) scored a level 3 on the Algebra 1 EOC during the 2011-2012 school year.		During the 2012-2013 school year, we expect a 5% increase in the students scoring in the level 3 category on the Algebra 1 EOC.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge Lack of basic math skills	practice review DIA review	Administration Algebra 1 teachers	DIA scores	DIA Chapter Test EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:		By the end of the 2012-2013, we will increase the number of students scoring in the level 4 category by 5%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
We had 0% of students score level 4 on the Algebra 1 EOC.		By the end of the 2012-2013, we expect to increase the number of students scoring in the level 4 category by 5%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge Lack of basic math skills	Repeat instruction tutoring DIA	Administration Algebra 1 teachers	monitor DIA scores	DIA EOC Tests

## Geometry End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:		By the end of the 2013 school year, we will have a 5% increase in the number of students scoring a level 3 on the Geometry EOC.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
32% (18 students) scored a level 3 on the 2011-2012 Geometry EOC>		By the end of the 2013 school year, we expect to have a 5% increase in the number of students scoring a level 3 on the Geometry EOC.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge Lack of basis math skill	Repeat instruction Tutoring Progress monitoring	Admin Geometry teachers	progress monitoring DIA scores	DIA EOC Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:		During the 2012-2013 school year, Interlachen High School will establish high expectations for students participating in the Geometry EOC.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
n/a		We expect at least 20% of our students to score in the Level 4 or 5 category on the Geometry EOC.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiation for advanced students  Rigorous instruction for all students	Online resources  Intro to Common Core Standards	Administration CRT Teachers	Common board configuration  iObservation  District pacing guides	EOC  DIA
2	Student motivation	Increase student motivation for high performance on EOC	Administration Guidance Teachers	DATA chats	EOC  DIA

*End of Geometry EOC Goals*

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
We have						

three school wide goals: Implement discussion in all content areas; implement close reading in all content areas; implement writing to text in all content areas. We are using Content Matters by Stephanie Mcconachie as a book study for our PLC's	9-12	Juliette Carter, Crt We also have 14 teachers signed up as PLC leaders for this school year. Each leader will present a particular component of disciplinary literacy.	All teachers in our school must attend at least two PLC's per month	Our PLC's are held every Monday. The topic is presented two separate Monday's to facilitate scheduling.	Most PLC's have follow-up reading or activities. A sign-in sheet is kept for all PLC's. Make up sessions are offered to individuals	Juliette Carter monitors, along with the principal, Thomas Bolling
Curriculum alignment, pacing guides, CCSS, TIF collaboration	Algebra 1, 2 Geometry	TIF mentors Administration CRT Teachers	Teachers	Monthly TIF sessions	Ongoing instructional coaching through TIF sessions	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

## Florida Alternate Assessment High School Science Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	By the end of the 2012-2013 school year, we will have a 5% increase in students scoring a level 6 on the FAA Science portion.
Science Goal #1:	



2012 Current Level of Performance:		2013 Expected Level of Performance:			
75% (3 students) scored a level 4, 5, or 6 on the 2012 FAA science portion.		By the end of the 2013 school year, we expect 5% to score in this category as all students scored higher than 6 in 2012			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reading Comprehension Lack of science background knowledge	Repeat instruction	Teacher Administration	Classroom tests Observation	FAA_Science

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.  Science Goal #2:		By the end of the 2012-2013 school year, we will have at least 25% of students scoring in the Level 7 or higher category on the FAA-Science assessment.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0% (0 students) scored in the Level 7 or above category on the FAA-Science assessment.		By the end of the 2012-2013 school year, we expect to have at least 25% of students scoring in the Level 7 or higher category on the FAA-Science assessment.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reading skills Comprehension skills Background knowledge	Repeat instruction	Teacher Administration	Classroom Tests Observations	FAA-Science

## Biology End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Biology.  Biology Goal #1:		By the end of the 2012-2013 school year there will be at least an 5% increase in the EOC passing rate for Biology.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
The current level of performance for students who scored a level 3 in Science is 29%.		The expected level of performance in Science by the end of the 2012-2013 school year will be at least an 5% increase for Biology.			
Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Varying Courses/Limited background knowledge	Enforce attendance policies	Administrative Team	SREB goals	EOC Exam
	Lack of equipment and funding	Webb's Depth of Knowledge higher levels of learning	Teachers/Focus Teams	Frequent monitoring of Skyward data	District Interim Assessments
	Poor attendance	Project Lead the Way		RtI	Classroom Assessments
	Limited Reading strategies/comprehension	Marzano- Communicate learning goals, track student progress and celebrate success		iObservation/ Walk-throughs	Skyward

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	By the end of the 2012-2013 school year, we will have at least a 5% increase in students scoring at above a Level 4 on the Biology EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	By the end of the 2012-2013 school year, we expect to have at least a 5% increase in students scoring at above a Level 4 on the Biology EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiation for high level students	Inquiry based learning Labs	Administration CRT Teachers	Data Chats TIF planning CCSS implementation	DIA EOC

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
We have three school wide goals: Implement discussion in all content						

areas; implement close reading in all content areas; implement writing to text in all content areas. We are using Content Matters by Stephanie Mcconachie as a book study for our PLC's	9-12	Juliette Carter, Crt We also have 14 teachers signed up as PLC leaders for this school year. Each leader will present a particular component of disciplinary literacy.	All teachers in our school must attend at least two PLC's per month	Our PLC's are held every Monday. The topic is presented two separate Monday's to facilitate scheduling.	Most PLC's have follow-up reading or activities. A sign-in sheet is kept for all PLC's. Make up sessions are offered to individuals.	Juliette Carter monitors, along with the principal, Thomas Bolling
TIF planning Pacing guides	Biology teachers	TIF Team	Science department	TIF sessions	Follow-up TIF sessions throughout the year	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

## Writing Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	By the end of the 2011-2012 school year there will be at least a 3% increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance for students with a level 3 or higher in Writing is 90+%.	The expected level of performance for students who score a level 3 or higher will increase by at least 3%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited background knowledge	Writing rubrics Webb's Dept of Knowledge higher levels of learning Marzano-Communicate learning goals, track student progress and celebrate success	Administrative Team CRT Teachers/Focus Teams SREB Coach	SREB goals Putnam Writes iObservation/Walk-throughs	FCAT Writes Putnam Writes Classroom assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	No growth needed. Must maintain 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (3 students) scored a level 4 or higher on the 2012 Writing portion of the FAA.	By the end of the 2013 school year, we expect 100% of the students to score a level 4 or higher on the FAA Writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
We have three school wide goals: Implement discussion in all content						

areas; implement close reading in all content areas; implement writing to text in all content areas. We are using Content Matters by Stephanie Mcconachie as a book study for our PLC's	9-12	Juliette Carter, Crt We also have 14 teachers signed up as PLC leaders for this school year. Each leader will present a particular component of disciplinary literacy.	All teachers in our school must attend at least two PLC's per month	Our PLC's are held every Monday. The topic is presented two separate Monday's to facilitate scheduling.	Most PLC's have follow-up reading or activities. A sign-in sheet is kept for all PLC's. Make up sessions are offered to individuals.	Juliette Carter monitors, along with the principal, Thomas Bolling
---	------	--	---	---	--	--

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

## U.S. History End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	During the 2012-2013 school year, Interlachen High School will have 40% of their students scoring in the middle range on the US History EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	During the 2012-2013 school year, Interlachen High School will expect to have 40% of their students scoring in the middle range on the US History EOC.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Unknown areas of focus and pacing to prepare students for the US History EOC	TIF sessions create pacing guides	DDI mentors	Analyze US History DIA scores	DIA EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
We have three school wide goals: Implement discussion in all content areas; implement close reading in all content areas; implement writing to text in all content areas. We are using Content Matters by Stephanie Mcconachie as a book study for our PLC's.	9-12	Juliette Carter, Crt We also have 14 teachers signed up as PLC leaders for this school year. Each leader will present a particular component of disciplinary literacy.	All teachers in our school must attend at least two PLC's per month	Our PLC's are held every Monday. The topic is presented two separate Monday's to facilitate scheduling.	Most PLC's have follow-up reading or activities. A sign-in sheet is kept for all PLC's. Make up sessions are offered to individuals.	Juliette Carter monitors, along with the principal, Thomas Bolling

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of U.S. History EOC Goals

## Attendance Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		By the end of the 2012-2013 school year there will be at least a 5% decrease in the number of students who have unexcused absences/tardies.			
Attendance Goal #1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
The current rate for attendance is 88%.		The expected rate for attendance by the end of the 2012-2013 school year is at least 93%.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
The current percentage of students with excessive absences is at least 25% or higher.		The expected percentage of students with excessive absences by the end of the school year will decrease by at least a 5% decrease.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
The current number of students with excessive tardies is at least 25% or higher.		The expected percentages of students with excessive tardies by the end of the school year will decrease by at least a 5% decrease.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Student engagement/lack of interest in education Not entering daily attendance	Four-Step Plan Monitor Skyward Monitor Discipline referrals Monitor attendance checkout Student surveys  Increase student/teacher morale	Administrative Team Data clerk Dean Teachers/Focus Team	Monthly Focus Team meetings	Skyward database/ Attendance reports
---	---	--	--	-----------------------------	---

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*End of Attendance Goal(s)*

## Suspension Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:



1. Suspension Suspension Goal #1:	By the end of the 2012-2013 school year there will be a 15% decrease in the number of suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
The total number of in-school suspensions was 259.	By the end of the 2012-2013 school year there will be at least a 15% decrease in the number of in-school suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
The total number of students suspended in school were 259 or at least 28% of the total population.	By the end of the 2012-2013 school year there will be at least a 15% decrease (39 infractions less than the previous year) of in school suspensions.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
The total number of out-of-school suspensions were 154.	By the end of the 2012-2013 school year there will be at least a 5% decrease in the number of out-of-school suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
The total number of students suspended out-of-school was 148 or at least 16% of the total population.	By the end of the 2012-2013 school year there will be at least a 5% decrease in out-of school suspensions.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor student-faculty/staff relationships	Build positive relationships between faculty/staff and all students	Administrative Team Dean	Ongoing monitoring of number of infractions processed. Review data every 9 weeks. Rtl	Skyward Database/discipline reports
2	Inconsistency in enforcing of school rules	Sanctions are applied fairly and immediately and are clear and tied to specific behavior	Administrative Team Dean	Ongoing monitoring of number of infractions processed. Review data every 9 weeks. Rtl	Skyward Database/Discipline reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

## Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Dropout Prevention		Interlachen High school will review the 2011-2012 data concerning dropout prevention once it is released and make recommendations on how to improve the percentage of students who seeks to graduate from high school in 4 years.			
Dropout Prevention Goal #1:					
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
Pending		Pending			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
Pending		Pending			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Full commitment to school goals.	Participation in the SREB review process and attend National	Administrative Team	Focus Teams	Graduation rates

1		SREB conferences Implementation of SREB focus groups  Academic Recovery  Grade Forgiveness  Failure Free Failure Free	Focus Team  SREB Coach		
2	Lack of background knowledge	OdysseyWare computer program for credit recovery	Administration Teacher CRT Guidance	Gain of high school credits	OdysseyWare

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Drop out prevention/Credit recovery	9-12	Mr. Skelton Various Instructors	School-Wide	Early release days	Reflection logs	Administration

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	To increase the percentage of active parent involvement by 15% before the end of 2012-2013 school term.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
At least 10% of parents are in some way involved in school activities and/or functions that directly relates to student achievement.	It is expected that active parent involvement will increase at least 15% by the end of the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of interest in student achievement.	Parent Portal  Quarterly news letters  Bring awareness to parents regarding student achievement and academic performance, and how parent involvement effects the outcome of learning.	Administrative Team Guidance Counselors	Surveys  SAC meetings	Sign-in sheets Survey reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Parent Involvement Goal(s)

## Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal # 1:		Enhance STEM options for students by increasing STEM courses and extracurricular activities. This includes PLTW classes and after-school STEM activities. STEM will also be incorporated into science and math classes.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student awareness in STEM classes. Eligible students	Increased PTLW awareness Increased PLC on incorporating STEM into math and science classes	Administration	PTLW enrollment Classroom observation	PTLW enrollment

## Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Incorporating STEM in classroom environment	9-12	CRT/Gifted Teacher	all	First Monday of December 2012	Lesson plan	Administration

STEM Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of STEM Goal(s)

## Career and Technical Education (CTE) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		By the end of the 2012-2013 school year, IHS will have an increase of at least 5% of CTE students receiving industry certification.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Certified instructors Lack of interest in CTE courses offered Scheduling	Hire certified teachers Create more CTE courses (business) Offer multiple classes	Administration	CTE pass rate	Industry certification exams

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CTE	9-12	Sandy Coulatta, SREB	CTE instructors	Monthly	Reflection log	Administration

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

## Additional Goal(s)

### School Safety Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. School Safety Goal School Safety Goal #1:		Areas of school safety based on Climate surveys that need to be addressed will be properly addressed with reasonable solutions by the end of the 2012-2013 school year.			
2012 Current level:		2013 Expected level:			
Based on climate surveys, although faculty/students generally feel safe, there are some areas of concern that need to be addressed		It is expected that areas of concern will be properly addressed by the end of the 2012-2013 school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge	Bring awareness through Information packets, brochures etc.	Administrative team	Surveys	Feedback from surveys

### Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

### Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			



Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of School Safety Goal(s)

## Technology Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Technology Goal Technology Goal #1:	Users of the Parent Portal will increase by at least 5% for the 2012-2013 school year to track student progress.
2012 Current level:	2013 Expected level:
There was less than 50% of Parent Portal users for the 2011-2012 school year to track student progress.	By the end of the 2012-2013 school year there will be at least a 5% increase in Parent Portal usage to track student progress.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited training/understanding	Online video tutorial	Data Clerk	Surveys	Skyward
2	No computer/internet access	Available Parent Resource Room with computer and internet accessibility located on campus	Data Clerk	Surveys	Skyward

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*End of Technology Goal(s)*

## FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA				\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA				\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA				\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA				\$0.00
				Subtotal: \$0.00
				Grand Total: \$0.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school:  Yes  No

A reward school is any school that improves their letter grade or any school graded A.

[View uploaded file](#) (Uploaded on 10/22/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

Describe the activities of the School Advisory Council for the upcoming year

The IHS SAC meets monthly on the second Tuesday of the month at 3:00 pm. The team strives to provide leadership, school goals, and motivational activities for all stakeholders. The SAC team will place an emphasis on parental involvement and increased student academic achievement for the 2012-2013 school year. School data and all SAC minutes are available at each meeting.



# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Putnam School District INTERLACHEN HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	40%	68%	73%	29%	210	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	43%	66%			109	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	29% (NO)	55% (YES)			84	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					413	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Putnam School District INTERLACHEN HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	39%	70%	82%	32%	223	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	44%	70%			114	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	34% (NO)	60% (YES)			94	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					431	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested