

# Interlachen Elementary School



2014-15 School Improvement Plan

## Interlachen Elementary School

251 S STATE ROAD 315, Interlachen, FL 32148

ies.putnamschools.org

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
84%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
24%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	A

### School Board Approval

This plan was approved by the Putnam County School Board on 10/21/2014.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
<b>Appendix 1: Implementation Timeline</b>	<b>26</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>27</b>
Professional Development Opportunities	28
Technical Assistance Items	0
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

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





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Interlachen Elementary is on a quest to be the best!

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

Interlachen Elementary is a school where challenges will be solved with team effort and achievements will be recognized and celebrated.

#### School Environment

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

Interlachen Elementary uses parent survey information to help improve relationships between teachers and students. IES is a school where challenges will be solved with team effort, and achievements will be recognized and celebrated. The culture at IES is friendly and there is an atmosphere of acceptance among teachers and students. IES invites guest speakers who promote varied cultural information. Teachers promote healthy relationships through the reading of literature, sharing of artifacts, allowing for show and tell and celebrating a variety of holidays. Teachers also send weekly newsletters in order to maintain constant contact and bridge the gap between home and school. Our parent involvement events will build positive relationships, communicate the school's mission and values, and keep parents informed of their child's progress.

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

IES has school-wide rules and procedures in place to promote a safe, healthy learning environment. We employ PBS, which is a Positive Behavioral System. Our students are rewarded with "Caught Ya's" when they are seen following rules in various places on campus. Many of the teachers at IES use Whole Brain Teaching to create a cohesive climate within their classrooms. Instructional assistants and safety patrols work together as a team to ensure rules and procedures are followed and that all children stay safe before and after school. Administration and our guidance counselor have open door policies and are available at any time to students for counseling and/or problem-solving. IES has a clear system implemented for arrival and dismissal with adult supervision at all times. Emergency Operations Procedures are in place for all circumstances ie: code red, fire, severe weather, etc.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

IES embraces the theories of Whole Brain Teaching, including the school wide rules and procedures. We limit the use of the intercom to minimize distraction during school hours. This creates a focus on positive reinforcement and allows for minimal distractions. Teacher also use Class Dojo and clip charts to document and track behaviors. If the documentation reflects that these behaviors need further intervention then the guidance counselor and the MTSS coordinator help with behavioral plans. We also encourage parent - teacher relationships through family nights, have a mentoring

program in place and our guidance counselor also coordinates our PBS program including school wide "caught ya's", which can be traded for items on a menu. This program recognizes and celebrates good behavior publicly. If a student does not exhibit positive classroom behaviors and has been warned, teachers may utilize district Behavior Intervention Forms to document specific behaviors. The intervention form is sent home to communicate concerns with parents. If a student is warned for the same type of behavior three times on an intervention form, the fourth incident is written on a Student Discipline Report and processed by an administrator. A severe clause exists for behaviors which need to be written up immediately. New teachers are trained on the process during pre-planning. A tiered system helps teachers to determine the intervention necessary to deescalate situations that may arise. Administration is Crisis Prevention Institute (CPI) trained if further assistance is needed to ensure safety of a student or those around them.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

A guidance counselor is available to all students if counseling is needed. She has developed a mentoring program to assist and promote a healthy environment for students who lack social skills and emotional needs. Our guidance counselor and MTSS coordinator also assist with behavioral plans and teacher support through counseling with students, teachers, and families as needed. Each quarter IES has a family night to build parent-student-teacher relationships and promote the value of education. We have additional help from the district mental wellness counselor who provides one on one counseling for EBD students. On occasion high school students from our community will volunteer as mentors or tutors to help students with homework or any social and emotional needs.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

We believe that in the elementary grades, it is critical for students to master key academic skills and to begin to develop good attendance habits. Students who have difficulties with key academic skills, including those not reading on grade level by third grade, and have attendance issues are more likely to become at-risk. The early warning system for attendance is based on district policy and protocol for absenteeism. The dominant early warning indicators at IES are attendance below 90 percent, one or more suspensions, retentions (counting as course failures) and receiving a score of a Level 1 on statewide standardized assessments in Reading or Mathematics.

Note: b. 1. Attendance below 90 percent. We didn't have any attendance below 90 percent.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0	0	0	0	0	0	
One or more suspensions	4	1	3	1	8	4	21
Course failure in ELA or Math	20	13	1	9	1	1	45
Level 1 on statewide assessment	0	0	0	60	42	30	132

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

Indicator	Grade Level	Total
-----------	-------------	-------

Students exhibiting two or more indicators

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

A variety of intervention strategies will be used to improve the academic performance of students identified by the early warning systems. In order to support attendance, our Connect Five system does automatic call outs to students homes who are tardy or absent. Our Data Clerk sends home attendance letters in accordance with our district policy and our Guidance Counselor assists at parent meetings that are held. Our district Truancy Officer intervenes when needed in accordance with our district policy which includes Civil Court proceedings. IES offers free breakfast to our students, which helps increase morning on-time attendance.

In order to support behavior and minimize suspensions, IES has adopted the Positive Behavior System as a school wide behavior program. We have also implemented "Caught Being Good" in which students can earn tickets to cash in for a menu of rewards. Teachers have the opportunity to request support from parents and at times, Administration by using Behavior Intervention forms. Our guidance counselor is also instrumental in providing support to teachers that have students that may need counseling for various reasons. Our MTSS Coordinator works with teachers on behavioral management systems tailored for tracking data on Tier 2 and Tier 3 behavior intervention students. This enables staff members to collaborate with the goal of meeting the behavioral needs of specific students. To improve academic performance of our students who are identified by the early warning system, we offer small group instruction in Reading and Math as well as iii for Reading. Our ESE students are serviced resources according to the minutes required in their IEPs.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188806>.

**Description**

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

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

At Interlachen Elementary School, we are very fortunate to have community members who support our school and student achievement. Our guidance counselor is integral in establishing new relationships and maintaining existing relationships with our supporters. Our partnerships include, but are not limited to our local churches, various businesses in the county who contribute monetary donations for support and individuals from the community. Area churches donate food, clothing and school supplies. Our school guidance counselor assists teachers in identifying families who may need these items and distributes it to them. Our local Family Dollar recently donated snack items that were collected from

community members to distribute to our teachers to use for their students. Our Communities in Schools organization provides our Kindergarten classrooms with "foster grandparents" who assist teachers and tutor students to increase student achievement. The same organization screens volunteers and maintains an online database of approved volunteers. IES has several volunteers who support our school and classroom teachers. Our local Rotary Club coordinates a yearly event to give shoes to our needy students as well.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

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

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

#### Duties

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

The principal, Beth Nelson, is an instructional leader who sustains a shared vision for the students' academic achievement with a focus on teamwork to achieve the goal. She ensures rigorous, standards-based instruction (Florida's Common Core) is taking place in classrooms and offers feedback on professional practices and Marzano's instructional framework through iObservation. She ensures that there are meaningful professional development opportunities for all teachers. She supports Positive Behavior Support and provides behavioral interventions as well. The principal oversees school wide safety and efficient operations. She includes the assistant principal in problem-solving and decision making. She also considers input from grade level teams in decisions. The assistant principal, Diana Drew, supports all of the principal's initiatives and duties listed above. In addition, she is the lead for Title I documentation, the audit box, updating the EOP and coordinating summer school.

Our MTSS team: Beth Nelson, Diana Drew, Lynn Redman, Susan Farrar and Christina Flake make up the MTSS team which will provide intervention support for teachers and assist in progress monitoring at risk students. The MTSS Coordinator, Lynn Redman, assists teachers in the implementation of progress monitoring for students in Tiers 2 and 3, data collection, and data analysis. She ensures The team works in conjunction with Anne Mathews, the district MTSS Coordinator, to ensure the process is done with fidelity along district guidelines.

The CRT (Curriculum Resource Teacher) is Christina Flake. She provides Professional Development on best practices and provides classroom coaching to teachers. She supports the teachers in locating and using instructional materials that support best practices and Common Core. She is the school's testing coordinator, which includes FAIR, iReady and Journeys Screeners. She offers professional development during Professional Learning Communities (PLC)/common planning time to support the implementation of our new reading curricula, HMH Journeys and it's elements designed for intervention as well as enrichment. She is responsible for analyzing Journeys screening data to form iii groups in each grade level. Mrs. Flake supports teachers in the new district wide implementation of

MFAS in conjunction with Engage NY math. She coaches teachers who need support in planning for and teaching rigorous lesson plans for whole group math lessons, math centers and small group math interventions.

Our guidance counselor, Susan Farrar, is a valuable resource to our school as a whole as well as our teachers. She supports our teachers with students who have specific behavioral, social or emotional needs as well as provides attendance support to our Data Clerk. She can assist with behavioral plans and support teachers through counseling with students and families as needed. Mrs. Farrar oversees the mentor program at IES. She coordinates and completes CELLA testing and FSA and EOC testing for school with over 900 students. She is the lead for our PBS program and ensures that school wide rewards are offered or in place according to the PBS plan. She serves as a coordinator between local social resources and families who are in need of them and does so with kindness and efficiency.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

PLCs occur on Thursdays to review student data and identify students who are not proficient to brainstorm strategies for intervention, remediation, PMPs, and iii. The MTSS process is started by the teacher, selecting a skill to work on and recording student progress. The teacher will also initiate a PMP for the individual student that is targeted. Students who are not demonstrating growth towards proficiency are referred to the SBT team. SBT meetings are held to discuss, in detail, learning modalities, the variety of interventions that have been used and student progress or lack thereof. The team determines what the next steps should be to remediate the student and the next meeting is scheduled 6-12 weeks later to follow-up. Quarterly Data Review meetings are held with the Principal or Assistant Principal, Guidance Counselor, Teacher and/or CRT if needed to review class data and discuss in detail struggling students, particularly those in the MTSS process.

Title I, Part D

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.

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 and are monitored at the school level by the guidance counselor.

Title X- Homeless

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

Violence Prevention Programs

Red Ribbon Week, Safe and Drug Free Schools Program, School relationship with Putnam County School District Safety and Security Resource Officers

**Nutrition Programs**

The Carol White Grant supports nutrition in education in elementary and middle schools. Students participating in after school programs through SES or 21st Century are provided a nutritional snack. In addition, our school has Master Gardeners through the University of Florida who collaborate with our classes to build raised planters to grow vegetables. The goal of the program is to teach children how to plant and grow vegetables and to increase children’s vegetable consumption which will make a difference in children’s diets to impact their present and future health.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Beth Nelson	Principal
Diana Drew	Education Support Employee
LaTonya Connelly	Teacher
Lynn Redman	Education Support Employee
Chelsea Gilmore	Teacher
Suzanne Beck	Teacher
Kendra Coates	Teacher
Dev Stark	Teacher
Deborah Mendoza	Parent
Meghan Warman	Parent

**Duties**

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

*Evaluation of last year's school improvement plan*

At the initial SAC meeting, we will review last year's School Improvement Plan in conjunction with assessment results and survey results to ensure that the 2014-15 School Improvement Plan is aligned with the district and school missions.

*Development of this school improvement plan*

At the initial SAC meeting, the current school improvement plan draft will be reviewed. SAC’s primary role is to assist the principal in developing and evaluating the school improvement plan [Florida Statutes 1001.452, 1001.42(18), and 24.121]. SAC member input will be discussed, considered and integrated into the "living document" as appropriate. It is to the principal’s advantage to have the assistance of representatives from all areas of the school community in developing the plan to improve the school.

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

At the initial meeting, the SAC will give assistance to the principal in the approval and/or additional planning of the upcoming year’s budget. The projected school budget for the 2014-2015 school year will be shared with the SAC and input will be collected to be considered by the principal in the decision making process.

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

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

Yes

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

### Literacy Leadership Team (LLT)

#### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Nelson, Beth	Principal
Drew, Diana	Assistant Principal
Farrar, Susan	Guidance Counselor
Flake, Christina	Instructional Coach
Simmons, Esther	Instructional Media
Redman, Lynn	Other

#### Duties

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

The LLT will work to increase the number of students meeting grade level expectations and proficiency on Common Core standards. Our media specialist, Esther Simmons, has reward activities in place to increase, promote and celebrate independent reading. Since our students have extended learning time built into the schedule, our teachers will have more opportunities to foster a love of reading in our students. Our targeted iii time will not only provide intervention for struggling students, but it will also offer enrichment for students above grade level in reading. In addition, PLC/common planning meetings will provide time for teams and district/school based coaches to deconstruct the ELA Standards and implement the rigorous literacy instruction contained in HMH Journeys. Journeys contains BOTH fiction and non-fiction reading instruction. We also house several novel sets and will be updating the resources that accompany the sets to align with Florida's Common Core. One of our upcoming parent nights, Bingo for Books, promotes positive family interactions and taking time to read books with family members.

### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Interlachen Elementary invited members of the DOE Differentiated Instruction Team to lead a school based training on the topic of Professional Learning Communities on August 12, 2014. All grade level teachers have 45 minutes of common planning time each day allowing for collaboration. Each Thursday, grade level PLC's are held to focus on collaborative planning and standards-based instruction. A leadership team representative attends and supports the PLC's as needed. Each grade level has it's own set of norms to ensure that the meetings are productive and positive and formative data is turned in to administration. IES supports new teachers through the Mentor/Mentee program. Mentees receive

support from a veteran teacher through this program. Teachers who are new to our school met during pre-planning to learn about our school and ask questions to their team members as necessary.

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

Administration at IES makes every effort to ensure that high quality teachers are recruited when positions are available. These teachers are involved in the district beginning teacher program developed by human resources (facilitated by Debby Decubellis and Sherry Wilkinson) and are given a mentor teacher to help and support them through their first year of teaching to avoid attrition and to increase retention. In addition, we accept interns from local colleges to offer experience and learning opportunities to those who will be among possible hiring candidates. Administration will also arrange ongoing professional development opportunities for our faculty to address identified needs. One example of this is having new teachers conduct peer observations with a member of the leadership team present to discuss how what they see during an observation fits into the Marzano framework of instruction. The district ICC team will hold Math and ELA CCSS trainings with cadre teacher leaders who will present to teams in PLC's. In addition, the district ICC team will come to scheduled PLC's to train teachers to implement Engage NY Math curriculum as well as MFAS. Our school-based CRT will also be an integral part of this process.

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

We have paired new teachers with experienced veteran teacher mentors to learn from and to collaborate with. By strategic pairing, new teachers will expand their repertoire with skills, strategies, and knowledge useful in different teaching situations and settings. Our rationale for pairing is that each new teacher is assigned a mentor who can give new teachers support with grade level benchmarks, implementing new curriculum with fidelity, and classroom management. Mentoring activities will include completing the district mentoring packet, peer observations and planning together. Mentoring is done by teachers who have successfully completed Clinical Educator training.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

Our district has put quite a lot of time and money into ensuring that instructional programs and materials are aligned to Florida's standards. Last year, the district compiled a team of teachers (including some IES teachers) to review and evaluate different reading curricula. They chose HMH Journey's because it most closely aligned with the standards and contained the intervention materials we needed for our iii time which is imbedded in our master schedule. The District ICC team researched and chose the Engage NY modules and the use of MFAS to teach Florida Math Standards. We are getting ongoing support from Cathy Oyster, our district ICC Math representative. We are in need of better aligned Science and Social Studies materials. A lack of funding for a complete curriculum is a barrier at this time. However, we are supplementing Science and Social studies with materials purchased through Title I dollars including, but not limited to student-friendly periodicals, science equipment, math manipulatives and Science and Math supplemental materials. In an effort to support ambitious instruction and learning, the district has made IES a K-5 Cambridge site with one Cambridge class per grade level with the exception of first grade, which has two classes.

## Instructional Strategies

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

IES uses a data-driven approach to differentiated instruction in order to meet the diverse needs of our students. During the first weeks of school, all students are given a Reading screener and MFAS tasks in Math. The data provided from these assessments are used to differentiate instruction based on specific needs. After the initial assessment, teachers will give formative assessments to track students' growth based on specific standards-based learning targets. In addition, summative assessments will be given at the end of each unit to track students' growth related to the learning goal. The data is discussed at grade level PLC's each week and data driven instructional decisions are made. Small reading and math groups will address students' needs based on grade level expectations. Students who are performing below grade level proficiency in Reading will receive intervention specific to their needs during iii. Students on or above grade level will get instruction suited to their needs during this time as well. These iii groups will be fluid based on student need.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 5,400

Students in all grade levels receive an extra 30 minutes of instruction each day. Teachers use data to drive their instruction and meet with students in small groups. This enables the teachers to meet the needs of their students in order to improve students' Reading and/or Math proficiency. Teachers are also getting 45 minutes of uninterrupted common planning time daily to collaborate on best practices and to compare data.

### **Strategy Rationale**

As a result, students overall Reading and Math proficiency will increase due to the extra instructional time as well as the targeted PLC's that can take place during common planning time.

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

- Core Academic Instruction

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

Nelson, Beth, [bnelson@my.putnamschools.org](mailto:bnelson@my.putnamschools.org)

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

iReady data, FSA and EOC data

## Student Transition and Readiness

### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

IES holds a Kindergarten round up every summer to give parents the opportunity to come in and have their child pre-screened. Our Kindergarten teachers rotated days on which they would come

administer the screeners and meet parents of incoming Kindergarteners. In addition, all current kindergarten students who participated in our Voluntary Prekindergarten Education Program (VPK) program took the PALS and DIAL3 assessments, which measured Kindergarten readiness. All current students are assessed using Florida Kindergarten Readiness test (FLKRS) within the first 20 days of school. (FAIR has been suspended until further notice.) Each year, 5th grade students attend orientations at the middle schools they are zoned to attend to help ensure they are prepared for the expectations and requirements at the next level.

### College and Career Readiness

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

NA

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

NA

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

NA

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

NA

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** IES will implement multiple tiers of instruction with fidelity to meet the academic and behavioral needs of all students.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** IES will implement multiple tiers of instruction with fidelity to meet the academic and behavioral needs of all students. 1a

G056652

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	62.0
FSA - Mathematics - Proficiency Rate	45.0
FSA - English Language Arts - Proficiency Rate	50.0
Non-proficient Reading by Grade 03	50.0

**Resources Available to Support the Goal** 2

- ELT ( Extended Learning Time)
- Dedicated iii block
- Title I tutors
- District MTSS flow charts indicate what components are included in Tier I, Tier II and Tier III instruction. It also determines how a child moves forward through the Rtl process.
- Standardized curriculum for Reading and Math
- CRT
- MTSS Coordinator

**Targeted Barriers to Achieving the Goal** 3

- Inconsistent knowledge of appropriate and effective strategies at all levels of instruction that meets the needs of every student

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

Reduce the number of students referred to Tier 2 and Tier 3.

**Person Responsible**

Lynn Redman

**Schedule**

Semiannually, from 10/22/2014 to 6/5/2015

**Evidence of Completion**

Meeting notes and data analysis documents (spreadsheets)

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

Evaluate Student progress at all tiers using various progress monitoring data sources

**Person Responsible**

Beth Nelson

**Schedule**

Semiannually, from 10/22/2014 to 6/5/2015

***Evidence of Completion***

Data graphs

## Action Plan for Improvement

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

### Problem Solving Key

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

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

**G1.** IES will implement multiple tiers of instruction with fidelity to meet the academic and behavioral needs of all students. **1**

 G056652

**G1.B1** Inconsistent knowledge of appropriate and effective strategies at all levels of instruction that meets the needs of every student **2**

 B143239

**G1.B1.S3** Develop and deliver professional development on using data to plan for differentiated instruction. **4**

 S155324

### Strategy Rationale

This strategy will lead to instruction that will meet the needs of all students across content areas.

### Action Step 1 **5**

Employ a full-time school based MTSS coordinator.

#### Person Responsible

Beth Nelson

#### Schedule

On 8/15/2014

#### Evidence of Completion

## Action Step 2 5

Explore and gain access to all necessary grade level data.

### **Person Responsible**

Lynn Redman

### **Schedule**

On 7/18/2014

### ***Evidence of Completion***

Pre-Planning Powerpoint

## Action Step 3 5

Clarify roles and responsibilities for PLC PD to be delivered during pre-planning.

### **Person Responsible**

Beth Nelson

### **Schedule**

On 8/12/2014

### ***Evidence of Completion***

Agenda

## Action Step 4 5

Each grade level will develop a set of norms to be followed during formal PLC times, which are held each Thursday.

### **Person Responsible**

Diana Drew

### **Schedule**

On 9/25/2014

### ***Evidence of Completion***

Mrs. Drew will collect the PLC norms from each grade level.

**Action Step 5** 5

Grade level PLC's will utilize a standardized form to submit Reading and MFAS task data to administration.

**Person Responsible**

Beth Nelson

**Schedule**

Monthly, from 10/9/2014 to 5/28/2015

**Evidence of Completion**

Mrs. Nelson will collect and analyze data submitted by grade level PLCs.

**Action Step 6** 5

Conduct ongoing Journeys training to implement the curriculum with fidelity.

**Person Responsible**

Christina Flake

**Schedule**

Quarterly, from 7/21/2014 to 5/29/2015

**Evidence of Completion**

Agenda, roster

**Action Step 7** 5

The district ICC Math Coordinator will support PLC's in the implementation of MFAS tasks and Engage NY.

**Person Responsible**

Beth Nelson

**Schedule**

Weekly, from 9/4/2014 to 9/25/2014

**Evidence of Completion**

Agendas, Data collection forms required by Cathy Oyster, iReady data

**Action Step 8** 5

Faculty will receive training in Marzano goals and scales and use the knowledge to impact targeted instruction.

**Person Responsible**

Christina Flake

**Schedule**

On 10/3/2014

***Evidence of Completion***

Agendas, roster, iObservation data

**Action Step 9** 5

Six new teachers will work closely with the CRT to develop personalized coaching plans to improve instruction in Reading.

**Person Responsible**

Christina Flake

**Schedule**

Monthly, from 2/9/2015 to 5/29/2015

***Evidence of Completion***

iReady instructional grouping reports, Journeys assessments

**Action Step 10** 5

A representative from the DA Team facilitated a Common Core Writing Training for 3rd-5th grade teachers.

**Person Responsible**

Christina Flake

**Schedule**

On 1/22/2015

***Evidence of Completion***

Scored writing assessments, rubrics, sign-in sheets

**Action Step 11** 5

All grade levels participated in a district ICC training to Unpack Florida's Common Core Standards and create goals and scales.

**Person Responsible**

Christina Flake

**Schedule**

Daily, from 10/28/2014 to 10/30/2014

**Evidence of Completion**

Sign-in sheets, Unpacking the standard templates

**Action Step 12** 5

All grade levels participated in an ELA Backward Planning Model training.

**Person Responsible**

Christina Flake

**Schedule**

Daily, from 12/12/2014 to 12/12/2014

**Evidence of Completion**

Sign-in rosters, Backward Planning templates

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Administration will visit PLC's to monitor use of data to drive instructional decisions.

**Person Responsible**

Beth Nelson

**Schedule**

Monthly, from 10/2/2014 to 5/28/2015

**Evidence of Completion**

PLC Math and Reading data

**Plan to Monitor Fidelity of Implementation of G1.B1.S3 6**

Conduct frequent walkthroughs and/or informal observations using the iObservation tool.

**Person Responsible**

Beth Nelson

**Schedule**

Weekly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

iObservation reports and data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Collect and evaluate data from classroom observations, PLC observations and artifacts, teacher lesson plans.

**Person Responsible**

Beth Nelson

**Schedule**

Quarterly, from 10/22/2014 to 6/5/2015

**Evidence of Completion**

Meeting notes, and data evaluations (spreadsheet)

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A1	Employ a full-time school based MTSS coordinator.	Nelson, Beth	8/1/2014		8/15/2014 one-time
G1.B1.S3.A2	Explore and gain access to all necessary grade level data.	Redman, Lynn	4/30/2014	Pre-Planning Powerpoint	7/18/2014 one-time
G1.B1.S3.A3	Clarify roles and responsibilities for PLC PD to be delivered during pre-planning.	Nelson, Beth	5/5/2014	Agenda	8/12/2014 one-time
G1.B1.S3.A4	Each grade level will develop a set of norms to be followed during formal PLC times, which are held each Thursday.	Drew, Diana	9/25/2014	Mrs. Drew will collect the PLC norms from each grade level.	9/25/2014 one-time
G1.B1.S3.A5	Grade level PLC's will utilize a standardized form to submit Reading and MFAS task data to administration.	Nelson, Beth	10/9/2014	Mrs. Nelson will collect and analyze data submitted by grade level PLCs.	5/28/2015 monthly
G1.B1.S3.A6	Conduct ongoing Journeys training to implement the curriculum with fidelity.	Flake, Christina	7/21/2014	Agenda, roster	5/29/2015 quarterly

**Putnam - 0201 - Interlachen Elementary School - 2014-15 SIP**  
*Interlachen Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A7	The district ICC Math Coordinator will support PLC's in the implementation of MFAS tasks and Engage NY.	Nelson, Beth	9/4/2014	Agendas, Data collection forms required by Cathy Oyster, iReady data	9/25/2014 weekly
G1.B1.S3.A8	Faculty will receive training in Marzano goals and scales and use the knowledge to impact targeted instruction.	Flake, Christina	10/3/2014	Agendas, roster, iObservation data	10/3/2014 one-time
G1.B1.S3.A9	Six new teachers will work closely with the CRT to develop personalized coaching plans to improve instruction in Reading.	Flake, Christina	2/9/2015	iReady instructional grouping reports, Journeys assessments	5/29/2015 monthly
G1.B1.S3.A10	A representative from the DA Team facilitated a Common Core Writing Training for 3rd-5th grade teachers.	Flake, Christina	1/22/2015	Scored writing assessments, rubrics, sign-in sheets	1/22/2015 one-time
G1.B1.S3.A11	All grade levels participated in a district ICC training to Unpack Florida's Common Core Standards and create goals and scales.	Flake, Christina	10/28/2014	Sign-in sheets, Unpacking the standard templates	10/30/2014 daily
G1.B1.S3.A12	All grade levels participated in an ELA Backward Planning Model training.	Flake, Christina	12/12/2014	Sign-in rosters, Backward Planning templates	12/12/2014 daily
G1.MA1	Reduce the number of students referred to Tier 2 and Tier 3.	Redman, Lynn	10/22/2014	Meeting notes and data analysis documents (spreadsheets)	6/5/2015 semiannually
G1.MA1	Evaluate Student progress at all tiers using various progress monitoring data sources	Nelson, Beth	10/22/2014	Data graphs	6/5/2015 semiannually
G1.B1.S3.MA1	Collect and evaluate data from classroom observations, PLC observations and artifacts, teacher lesson plans.	Nelson, Beth	10/22/2014	Meeting notes, and data evaluations (spreadsheet)	6/5/2015 quarterly
G1.B1.S3.MA1	Administration will visit PLC's to monitor use of data to drive instructional decisions.	Nelson, Beth	10/2/2014	PLC Math and Reading data	5/28/2015 monthly
G1.B1.S3.MA3	Conduct frequent walkthroughs and/or informal observations using the iObservation tool.	Nelson, Beth	9/1/2014	iObservation reports and data	5/29/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** IES will implement multiple tiers of instruction with fidelity to meet the academic and behavioral needs of all students.

**G1.B1** Inconsistent knowledge of appropriate and effective strategies at all levels of instruction that meets the needs of every student

**G1.B1.S3** Develop and deliver professional development on using data to plan for differentiated instruction.

### **PD Opportunity 1**

Clarify roles and responsibilities for PLC PD to be delivered during pre-planning.

#### **Facilitator**

DA Team April Imperio and Karen Porter

#### **Participants**

All teachers

#### **Schedule**

On 8/12/2014

### **PD Opportunity 2**

Conduct ongoing Journeys training to implement the curriculum with fidelity.

#### **Facilitator**

Christina Flake

#### **Participants**

K-5 Teachers

#### **Schedule**

Quarterly, from 7/21/2014 to 5/29/2015

### **PD Opportunity 3**

The district ICC Math Coordinator will support PLC's in the implementation of MFAS tasks and Engage NY.

#### **Facilitator**

Cathy Oyster

#### **Participants**

K-5 Grade levels

#### **Schedule**

Weekly, from 9/4/2014 to 9/25/2014

### **PD Opportunity 4**

Faculty will receive training in Marzano goals and scales and use the knowledge to impact targeted instruction.

#### **Facilitator**

Christina Flake

#### **Participants**

K-5 teachers

#### **Schedule**

On 10/3/2014

### **PD Opportunity 5**

Six new teachers will work closely with the CRT to develop personalized coaching plans to improve instruction in Reading.

#### **Facilitator**

Christina Flake

#### **Participants**

Miwa Neal, Allison Smith, Cassie Wolfe, Arlene Schrock, Heather Kirby, Patti Kurtz

#### **Schedule**

Monthly, from 2/9/2015 to 5/29/2015

### **PD Opportunity 6**

A representative from the DA Team facilitated a Common Core Writing Training for 3rd-5th grade teachers.

#### **Facilitator**

April Imperio

#### **Participants**

3rd, 4th and 5th grade teachers, Beth Nelson, Christina Flake

#### **Schedule**

On 1/22/2015

### **PD Opportunity 7**

All grade levels participated in a district ICC training to Unpack Florida's Common Core Standards and create goals and scales.

#### **Facilitator**

Cathy Oyster, ICC and DA Team Representative

#### **Participants**

All grade level teachers, Director of Elementary Education, Diana Drew, Beth Nelson, Christian Flake

#### **Schedule**

Daily, from 10/28/2014 to 10/30/2014

### **PD Opportunity 8**

All grade levels participated in an ELA Backward Planning Model training.

#### **Facilitator**

Jessica McCool (ICC), Lucy Brosky (District Staff), DA Team Representative

#### **Participants**

#### **Schedule**

Daily, from 12/12/2014 to 12/12/2014