

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 is pending approval by the Putnam County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
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 within the classroom through a system of teacher versus student points. When the students win ten times, a roll of the dice determines what the class reward will be. When students follow rules in the cafeteria, classes are given positive tickets that may be entered into a drawing for a special lunch location. School-wide PBS expectations are taught to our students. There are expectations for all areas of the school including classrooms, special areas, and common areas. 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 counselors 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: lock down, fire, severe weather, pre-evacuation or evacuation, missing or eloped student, 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. Teachers also use T-

charts, Class Dojo, clip charts and parent communication folders to track classroom behaviors. If the documentation reflects that these behaviors need further intervention then the guidance counselors 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 counselors also coordinate our PBS program. This program recognizes and celebrates good behavior publicly. If a student does not exhibit positive classroom behaviors and has been warned, teachers may utilize district Behavior Intervention Forms to document specific behaviors. The intervention form is sent home to communicate concerns with parents. If a student is warned for the same type of behavior three times on an intervention form, the fourth incident is written on a Student Discipline Report and processed by our Behavior Intervention Teacher or an administrator. A severe clause exists for behaviors which need to be written up immediately. New teachers are trained on the process during pre-planning. 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

Two guidance counselors are available to all students if counseling is needed. They have developed a mentoring program to assist and promote a healthy environment for students who lack social skills and emotional needs. Our guidance counselors and MTSS coordinator also assist with behavioral plans and teacher support through counseling with students, teachers, and families as needed. On Monday's, a Stuart Marchman Act counselor is here to serve students with counseling needs. 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. This year, our ESE department has a team providing a pro-active approach to behaviors who provide training and/or classroom support to teachers. On occasion, our 6th grade Cambridge students and/or 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 and retentions (counting as course failures).

* According to attendance reports, the overall attendance rate for each grade level was:

- K- 90.19
- 1-91.72
- 2-91.9
- 3-91.63
- 4-91.33
- 5-90.97

*At this time, we do not have statewide assessment results to report Level 1 occurrences.

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	73	58	51	53	52	52	339
One or more suspensions	0	3	6	3	3	0	15
Course failure in ELA or Math	3	0	2	9	0	0	14
Level 1 on statewide assessment	66	62	72	68	59	39	366

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

Indicator	Grade Level		Total
	K	3	
Students exhibiting two or more indicators	3	2	5

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

A variety of intervention strategies will be used to improve the academic performance of students identified by the early warning systems. In the case of attendance issues, our Data Clerk sends home letters in accordance with our district policy and our Guidance Counselors assist 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. Teachers have the opportunity to request support from parents and at times, Administration by using Behavior Intervention forms. Our guidance counselors are also instrumental in providing support to teachers that have students that may need counseling for various reasons. Our MTSS Coordinator works with teachers on behavioral management systems tailored for tracking data on Tier 2 and Tier 3 behavior intervention students. This enables staff members to collaborate with the goal of meeting the behavioral needs of specific students. To improve academic performance of our students who are identified by the early warning system, we offer differentiated, small group instruction in Reading and Math as well as iii for Reading. Our ESE students are serviced by Resource Teachers according to the minutes required in their IEPs. When ESOL students are identified via the LEP survey, students are placed in classes taught by ESOL certified instructors.

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 counselors are 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, the Interlachen Lakes Area Rotary, the Azalea City Kiwanis, The United Way, and Communities in Schools who contribute monetary donations for support as well as other individuals from the community. Our school guidance counselors assist teachers in identifying families who may need these items and distribute it to them. Our local Family Dollar donates snack items that are 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 Interlachen Lakes Area Rotary Club coordinates a yearly event called Happy Soles 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:

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

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 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, Teri Love and Barbara Dunham 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 Barbara Dunham. 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 (3-6), iReady, and FSA. 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 iReady data to form iii groups and to plan for differentiated instruction in each grade level. Mrs. Dunham supports teachers in MFAS, in conjunction with Engage NY math. She coaches teachers who need support in planning for and teaching rigorous lessons for whole group math lessons, math centers and small group math interventions.

Our guidance counselors, Susan Farrar and Teri Love, are valuable resources to our school as a whole as well as to our teachers. They support our teachers with students who have specific behavioral, social or emotional needs as well as provide attendance support to our Data Clerk. They can assist with behavioral plans and support teachers through counseling with students and families as needed. Both guidance counselors coordinate and complete CELLA testing, FSA and EOC testing for school with over 925 students. Our guidance counselors lead our PBS program and ensure that school wide rewards are in place according to the PBS plan. They serve 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 weekly (Mondays for K-1, Tuesdays for 2-3, and Wednesdays for 4-6) to review student data and to identify students who are not proficient in order 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 due to deficiencies. 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 A. Programs are coordinated through the Curriculum/Instruction/Assessment department at the district level and include the Assistant Superintendent and personnel from ESE, MTSS, ESOL, PBS and School Improvement (Federal Programs). This team meets monthly (at a minimum) and establishes and monitors program evaluation for all schools to ensure entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. School sites have the responsibility of keeping an inventory of resources purchased with Title I. Communication throughout the year is ongoing with the building level administrators regarding progress toward the goals and objectives as stated in the grants.

Coordination of these services is done in the following ways:

- (1) Principal and Assistant Principal meetings are scheduled monthly;
- (2) Progress monitoring assessments are completed during the year, with the results reported to each participating school for review. Revisions in objectives or instructional strategies are addressed and

implemented to meet the needs of all students;

(3) Email dissemination regarding school improvement, technical assistance, and data guidance are made available to school leaders;

(4) All schools participate in an Instructional Review to identify individual school needs and desired support;

(5) Support for schools is differentiated based on each school's current academic performance, teacher quality, leadership experience, and supportive environment;

(6) Collaborative assistance is provided by consultants hired to address specific deficiencies demonstrated by participating schools through assessment analysis;

(7) Professional development and support is coordinated with school leaders and provided by School Improvement Specialists and the Curriculum/Instruction/Assessment department on topics including lesson planning, instructional practices, resources, and problem solving.

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

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

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

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

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

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

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

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

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

Career and Technical Education. The Career and Technical Education (CTE) department works closely with students and business partners to provide each student the opportunity to leave high school as a highly skilled graduate with the skills necessary to thrive in current and future careers.

School Advisory Council (SAC)

Membership:

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

Duties

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

Evaluation of last year's school improvement plan

At the initial SAC meeting, we will review the goal(s) of the 2015-16 School Improvement Plan to ensure that it is aligned with the district and school missions. During this time, the members of the SAC will have the opportunity to provide input on the SIP.

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 2015-2016 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

We no longer receive school improvement funds.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

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

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 the Florida 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 Standards. 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

This year, PLC's are set up on a weekly schedule with our Curriculum Resource Teacher. All grade level teachers have a 45 minute PLC each week allowing for collaboration on standards-based instruction. A focus on ELA standards, ELFAS and iReady data will occur on the first and third weeks of the month. A focus on Math standards and our district Learning-focused Planning Template, MFAS and iReady data will be a focus on the second and fourth weeks of the month. A leadership team representative attends and supports the PLC's each week, along with the CRT. Teachers are responsible for bringing Reading and Math iReady formative data to the meetings to discuss grouping and differentiation for specific student needs. IES supports new teachers through the Mentor/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 in the future. Administration will also arrange

ongoing professional development opportunities for our faculty to address identified needs. One example of this is having new teachers 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. Administration uses the Marzano framework within iObservation to maintain a continuous feedback loop to develop best practices for teachers.

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 collaborate. By strategic pairing, new teachers will expand their repertoire with skills, strategies, and knowledge useful in different teaching situations and settings. Our rationale for pairing is that each new teacher is assigned a mentor who can give support with grade level benchmarks and planning for teaching those benchmarks, implementing new curriculum with fidelity, and classroom management. Mentoring activities will include completing the district mentoring packet, peer observations and collaborative planning. Mentoring is done by teachers who have successfully completed Clinical Educator training. Our weekly PLC meetings will be a crucial time for new teachers to spend time with their mentors, as well as other seasoned team members to deepen their understanding of the Florida Standards, best practices, differentiation, assessments and data-driven instruction.

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, we began using HMH Journey's to teach Reading 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. In conjunction with Journey's, we are using iReady for both Reading and Math, which is directly aligned with Florida's Standards. We will continue using Engage NY modules and the use of MFAS to teach Florida Math Standards. We have used Title I funds to purchase Ready materials to supplement our core programs in both Reading, Writing and Math. 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 and science equipment. In an effort to support ambitious instruction and learning, the district has made IES a K-6 Cambridge site with one Cambridge class per grade level with the exception of second grade, which has two classes.

This year, IES has the addition of one 6th grade Cambridge class. The core instructional programs used for this advanced class include Collections for ELA as well as novel sets that address Florida's Standards. These students are taught Florida's Math Standards through the use of Engage NY and supplemental material aligned with the standards. The 6th grade Cambridge students will be required to participate in project-based learning facilitated by their teacher. In addition, their elective each day is Research, which includes going to the computer lab daily to complete on-going projects. Their teacher collaborates with a teacher from Melrose Elementary School as well as Price Middle School teachers, to ensure she is addressing 6th grade standards with fidelity. This collaboration includes working on the Learning-focused Template for Math standards. Our plan is for her to continue to meet with other 6th grade teachers in the county throughout the year and to arrange peer observations with other 6th grade Cambridge 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. The second week of school, we will begin Math and Reading iReady diagnostic testing school-wide. The data provided from these assessments will be used to differentiate instruction based on specific needs. After the initial assessment, teachers will use the data to strategically plan for differentiated instruction through small groups to support student needs. They will give ongoing formative assessments to track students' growth based on specific standards-based learning targets. In addition, summative assessments will be given at the end of each unit to track students' growth related to the learning goal. This year, tracking student progress (element #2 on the Marzano Framework) is a school-wide goal. A focus on this element will ensure that students take more ownership of their learning and that the teachers will know who needs remediation or enrichment. 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 enrichment needs during this time as well. These iii groups will be fluid based on student need. Instructional Assistants at each grade level are assigned students to tutor who are not performing at the proficient level in Reading and/or Math. We also have Title I tutors using Fountas and Pinnell to remediate primary students who are struggling, most of whom are in the MTSS process. Time for iReady is scheduled in computer labs and student centers weekly in order to spend a sufficient amount of time on the program for students to make gains.

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

Strategy: Summer Program

Minutes added to school year: 1,350

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

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Nelson, Beth, bnelson@my.putnamschools.org

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

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.) In addition, our CRT administered screeners for Kindergarten children who applied for our Cambridge program. Each year, 5th grade students attend orientations at the middle schools they are zoned to attend to help ensure they are prepared for the expectations and requirements at the next level. Additionally, our ESE Staffing Specialist holds transition meetings at the end of the year to ensure smooth transitions for students with IEPs. This year, we have a 6th grade Cambridge class. The class was created to ensure a smoother transition to Q.I. Roberts Advanced Studies, instead of attending Price Middle School for one year before starting 7th grade at Q.I. In order to attend Q.I Roberts for 7th grade Cambridge, students will have to apply and be accepted by a review committee based on academic and behavioral criteria. Students wishing to attend Q.I. will have the opportunity to go to an orientation session at the end of the year.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

Our current goal is: If IES implements multiple tiers of instruction with fidelity in all content areas, then we will meet the academic and behavioral needs of all students and student achievement will increase. We are continuing to focus on this goal because we recognize that last year, our teachers were giving instruction from a new Reading and Math curriculum as well as many of them teaching new standards. We were also learning about a new progress monitoring program, iReady, and dealing with a lack of student computers to use it strategically. After having a year to dig into the standards and teach them using the new curriculum, we feel we can now make larger strides to implementing multiple tiers of instruction with fidelity. Our school now has two additional computer labs to help remedy the shortfall of student computers needed for

students to spend adequate time on iReady. We recognize that additional Professional Development in this area will have to be provided during PLCs in order to reach our goal. Teachers will be expected to make data-informed instructional decisions and will be guided by our CRT to do so.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If IES implements multiple tiers of instruction with fidelity in all content areas, then we will meet the academic and behavioral needs of all students and student achievement will increase.

Strategic Goals Detail

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

G1. If IES implements multiple tiers of instruction with fidelity in all content areas, then we will meet the academic and behavioral needs of all students and student achievement will increase. 1a

G063389

Targets Supported 1b

Indicator	Annual Target
Math Proficiency District Assessment	42.0
FCAT 2.0 Science Proficiency	60.0
ELA Proficiency District Assessment	40.0
ELA/Reading Gains District Assessment	80.0
Math Gains District Assessment	75.0
FSA - Mathematics - Proficiency Rate	45.0
FSA - English Language Arts - Proficiency Rate	50.0

Resources Available to Support the Goal 2

- iReady Teacher Toolbox
- 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
- Ready Supplementary Materials for Reading, Math and Writing

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 MTSS Tier 2 and Tier 3.

Person Responsible

Lynn Redman

Schedule

Semiannually, from 8/31/2015 to 6/6/2016

Evidence of Completion

Meeting notes and data analysis documents (spreadsheets)

Plan to Monitor Progress Toward G1. 8

Evaluate student progress at all tiers using iReady data.

Person Responsible

Beth Nelson

Schedule

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

Evidence of Completion

iReady reports

Plan to Monitor Progress Toward G1. 8

Analyze achievement levels of FSA and FCAT Science 2.0 data.

Person Responsible

Beth Nelson

Schedule

On 6/30/2016

Evidence of Completion

FSA and FCAT Science 2.0 reports

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. If IES implements multiple tiers of instruction with fidelity in all content areas, then we will meet the academic and behavioral needs of all students and student achievement will increase. **1**

 G063389

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

 B163120

G1.B1.S1 Develop and deliver professional development on using data to plan for differentiated instruction. **4**

 S174598

Strategy Rationale

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

Action Step 1 **5**

All grade levels participated in a district Learning Focused training to Unpack Florida's Common Core Math Standards, to create essential questions and to create goals, scales and activities.

Person Responsible

Beth Nelson

Schedule

On 7/15/2015

Evidence of Completion

Sign-in sheets, Learning-focused templates *(there were other dates that teachers attended due to additional sessions added)

Action Step 2 5

Teachers new to iReady participated in an iReady overview/orientation training.

Person Responsible

Beth Nelson

Schedule

On 8/3/2015

Evidence of Completion

agenda, rosters

Action Step 3 5

All grade levels participated in a training on iReady reports and data templates.

Person Responsible

Barbara Dunham

Schedule

On 8/11/2015

Evidence of Completion

Agenda, rosters, data templates

Action Step 4 5

All teachers attended a keynote speaker assembly introducing the Mindset book, by Carol Dweck.

Person Responsible

Beth Nelson

Schedule

On 8/10/2015

Evidence of Completion

Group artifacts

Action Step 5 5

Employ a full-time school based MTSS coordinator.

Person Responsible

Beth Nelson

Schedule

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

Evidence of Completion

MTSS Data, Spreadsheets, PMP's

Action Step 6 5

Grade level PLC's will utilize a standardized form to submit Reading and Math iReady data to be used during weekly PLCs.

Person Responsible

Barbara Dunham

Schedule

Weekly, from 8/31/2015 to 6/6/2016

Evidence of Completion

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

Action Step 7 5

PLCs will focus on Marzano's tracking student progress (element #2) and use the knowledge to impact targeted instruction.

Person Responsible

Beth Nelson

Schedule

Monthly, from 8/11/2015 to 6/6/2016

Evidence of Completion

PLC roster, iObservation data, iReady data

Action Step 8 5

Seven new teachers will work closely with the CRT to receive extra coaching according to their needs to improve instruction.

Person Responsible

Barbara Dunham

Schedule

Monthly, from 8/24/2015 to 6/6/2016

Evidence of Completion

iReady instructional grouping reports, Journeys assessments

Action Step 9 5

All teachers will attend additional iReady training to deepen understanding of reporting tabs, including differentiation using grouping reports and analyzing iReady data.

Person Responsible

Beth Nelson

Schedule

On 5/31/2016

Evidence of Completion

May include rosters, agenda

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

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

Person Responsible

Beth Nelson

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

PLC iReady Math and Reading data forms

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

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

Person Responsible

Beth Nelson

Schedule

Weekly, from 8/31/2015 to 6/6/2016

Evidence of Completion

iObservation reports and data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Collect and evaluate iReady data to monitor student growth.

Person Responsible

Beth Nelson

Schedule

Quarterly, from 10/5/2015 to 6/6/2016

Evidence of Completion

iReady Growth Reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Conduct walkthroughs, informal observations and formal observations with the Marzano framework focusing on instructional strategies that meet the needs of all students.

Person Responsible

Beth Nelson

Schedule

Weekly, from 8/31/2015 to 6/6/2016

Evidence of Completion

iObservation data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

In grades K-3, compare Standards-Based Report Cards from Semester 1 to Semester 2 to monitor growth

Person Responsible

Diana Drew

Schedule

Semiannually, from 1/15/2016 to 6/6/2016

Evidence of Completion

Standards-Based Report Cards K-3

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Lesson plans will be reviewed, specifically looking for the Learning-Focused Math templates to be used effectively.

Person Responsible

Beth Nelson

Schedule

Quarterly, from 9/14/2015 to 5/30/2016

Evidence of Completion

Teacher lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Each teacher will meet with administration, the CRT and MTSS Coordinator to review student iReady data. We will focus on student growth.

Person Responsible

Beth Nelson

Schedule

Semiannually, from 12/1/2015 to 6/3/2016

Evidence of Completion

Lesson plan books, iReady data, FAIR (for upper grades)

Appendix 1: Implementation Timeline

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

Putnam - 0201 - Interlachen Elementary School - 2015-16 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.S1.A1	All grade levels participated in a district Learning Focused training to Unpack Florida's Common Core Math Standards, to create essential questions and to create goals, scales and activities.	Nelson, Beth	7/13/2015	Sign-in sheets, Learning-focused templates *(there were other dates that teachers attended due to additional sessions added)	7/15/2015 one-time
G1.B1.S1.A2	Teachers new to iReady participated in an iReady overview/orientation training.	Nelson, Beth	8/3/2015	agenda, rosters	8/3/2015 one-time
G1.B1.S1.A3	All grade levels participated in a training on iReady reports and data templates.	Dunham, Barbara	8/11/2015	Agenda, rosters, data templates	8/11/2015 one-time
G1.B1.S1.A4	All teachers attended a keynote speaker assembly introducing the Mindset book, by Carol Dweck.	Nelson, Beth	8/10/2015	Group artifacts	8/10/2015 one-time
G1.B1.S1.A5	Employ a full-time school based MTSS coordinator.	Nelson, Beth	8/3/2015	MTSS Data, Spreadsheets, PMP's	6/6/2016 annually
G1.B1.S1.A6	Grade level PLC's will utilize a standardized form to submit Reading and Math iReady data to be used during weekly PLCs.	Dunham, Barbara	8/31/2015	Mrs. Dunham will collect and analyze data submitted by grade level PLCs.	6/6/2016 weekly
G1.B1.S1.A7	PLCs will focus on Marzano's tracking student progress (element #2) and use the knowledge to impact targeted instruction.	Nelson, Beth	8/11/2015	PLC roster, iObservation data, iReady data	6/6/2016 monthly
G1.B1.S1.A8	Seven new teachers will work closely with the CRT to receive extra coaching according to their needs to improve instruction.	Dunham, Barbara	8/24/2015	iReady instructional grouping reports, Journeys assessments	6/6/2016 monthly
G1.B1.S1.A9	All teachers will attend additional iReady training to deepen understanding of reporting tabs, including differentiation using grouping reports and analyzing iReady data.	Nelson, Beth	May include rosters, agenda	5/31/2016 one-time	
G1.MA1	Reduce the number of students referred to MTSS Tier 2 and Tier 3.	Redman, Lynn	8/31/2015	Meeting notes and data analysis documents (spreadsheets)	6/6/2016 semiannually
G1.MA1	Evaluate student progress at all tiers using iReady data.	Nelson, Beth	9/1/2015	iReady reports	6/1/2016 quarterly
G1.MA3	Analyze achievement levels of FSA and FCAT Science 2.0 data.	Nelson, Beth	6/27/2016	FSA and FCAT Science 2.0 reports	6/30/2016 one-time
G1.B1.S1.MA1	Collect and evaluate iReady data to monitor student growth.	Nelson, Beth	10/5/2015	iReady Growth Reports	6/6/2016 quarterly
G1.B1.S1.MA4	Conduct walkthroughs, informal observations and formal observations with the Marzano framework focusing on instructional strategies that meet the needs of all students.	Nelson, Beth	8/31/2015	iObservation data	6/6/2016 weekly
G1.B1.S1.MA5	In grades K-3, compare Standards-Based Report Cards from Semester 1 to Semester 2 to monitor growth	Drew, Diana	1/15/2016	Standards-Based Report Cards K-3	6/6/2016 semiannually
G1.B1.S1.MA6	Lesson plans will be reviewed, specifically looking for the Learning-Focused Math templates to be used effectively.	Nelson, Beth	9/14/2015	Teacher lesson plans	5/30/2016 quarterly
G1.B1.S1.MA7	Each teacher will meet with administration, the CRT and MTSS Coordinator to review student iReady data. We will focus on student growth.	Nelson, Beth	12/1/2015	Lesson plan books, iReady data, FAIR (for upper grades)	6/3/2016 semiannually
G1.B1.S1.MA1	Administration will attend PLC's to monitor use of data to drive instructional decisions.	Nelson, Beth	8/24/2015	PLC iReady Math and Reading data forms	6/6/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA3	Conduct frequent walkthroughs and/or informal observations using the iObservation tool.	Nelson, Beth	8/31/2015	iObservation reports and data	6/6/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If IES implements multiple tiers of instruction with fidelity in all content areas, then we will meet the academic and behavioral needs of all students and student achievement will increase.

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

G1.B1.S1 Develop and deliver professional development on using data to plan for differentiated instruction.

PD Opportunity 1

All grade levels participated in a district Learning Focused training to Unpack Florida's Common Core Math Standards, to create essential questions and to create goals, scales and activities.

Facilitator

Cathy Oyster, Michelle Tucker, Jessica McCool, Marybeth Hedstrom, Amber Symonds, Tammie Driggers

Participants

All grade level teachers, Diana Drew, Beth Nelson, Barbara Dunham

Schedule

On 7/15/2015

PD Opportunity 2

Teachers new to iReady participated in an iReady overview/orientation training.

Facilitator

Curriculum Associates Trainer

Participants

Teachers new to the district

Schedule

On 8/3/2015

PD Opportunity 3

All grade levels participated in a training on iReady reports and data templates.

Facilitator

Barbara Dunham, Curriculum Associates

Participants

All grade level teachers

Schedule

On 8/11/2015

PD Opportunity 4

All teachers attended a keynote speaker assembly introducing the Mindset book, by Carol Dweck.

Facilitator

Deputy Chancellor of Teacher Quality, Brian Dassler and Florida's Teacher of the Year, Diane McKee

Participants

All teachers, support staff, Helen Muir, Phyllis Criswell, Anne Matthews

Schedule

On 8/10/2015

PD Opportunity 5

Grade level PLC's will utilize a standardized form to submit Reading and Math iReady data to be used during weekly PLCs.

Facilitator

Mrs. Dunham

Participants

K-6 teachers

Schedule

Weekly, from 8/31/2015 to 6/6/2016

PD Opportunity 6

PLCs will focus on Marzano's tracking student progress (element #2) and use the knowledge to impact targeted instruction.

Facilitator

Barbara Dunham

Participants

K-6 teachers

Schedule

Monthly, from 8/11/2015 to 6/6/2016

PD Opportunity 7

Seven new teachers will work closely with the CRT to receive extra coaching according to their needs to improve instruction.

Facilitator

Barbara Dunham

Participants

Kristen Bock, Audra Hill, Ashley Thompson, Elizabeth Beauchamp, Daniel Geer, Kathryn Smersh and Marsha Salo

Schedule

Monthly, from 8/24/2015 to 6/6/2016

PD Opportunity 8

All teachers will attend additional iReady training to deepen understanding of reporting tabs, including differentiation using grouping reports and analyzing iReady data.

Facilitator

Curriculum Associates Trainer

Participants

All teachers, Beth Nelson, Diana Drew, Barbara Dunham

Schedule

On 5/31/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	All grade levels participated in a district Learning Focused training to Unpack Florida's Common Core Math Standards, to create essential questions and to create goals, scales and activities.	\$0.00
2	G1.B1.S1.A2	Teachers new to iReady participated in an iReady overview/orientation training.	\$0.00
3	G1.B1.S1.A3	All grade levels participated in a training on iReady reports and data templates.	\$0.00
4	G1.B1.S1.A4	All teachers attended a keynote speaker assembly introducing the Mindset book, by Carol Dweck.	\$0.00
5	G1.B1.S1.A5	Employ a full-time school based MTSS coordinator.	\$0.00
6	G1.B1.S1.A6	Grade level PLC's will utilize a standardized form to submit Reading and Math iReady data to be used during weekly PLCs.	\$0.00
7	G1.B1.S1.A7	PLCs will focus on Marzano's tracking student progress (element #2) and use the knowledge to impact targeted instruction.	\$0.00
8	G1.B1.S1.A8	Seven new teachers will work closely with the CRT to receive extra coaching according to their needs to improve instruction.	\$0.00
9	G1.B1.S1.A9	All teachers will attend additional iReady training to deepen understanding of reporting tabs, including differentiation using grouping reports and analyzing iReady data.	\$0.00
Total:			\$0.00