

Putnam County School District

Interlachen High School



2016-17 School Improvement Plan

Interlachen High School

126 N STATE RD 315, Interlachen, FL 32148

ih.s.putnamschools.org

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 9-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	C	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Putnam County School Board.

SIP Authority and Template

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

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Interlachen High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Dustin Sims	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

To ensure the academic program of Interlachen High School is rigorous, relevant, and provides the students with the tools needed to become life-long learners; to create a positive, safe, and nurturing atmosphere that encourages regular attendance and provides the necessary skills for post secondary life.

b. Provide the school's vision statement

Interlachen High School focuses on excellence for all students through challenging the mind with rigorous and relevant curriculum and developing courage through positive relationships.

2. School Environment

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

We talk about diversity through our administration, guidance counselors, teachers, peer mentors, and the remaining faculty and staff. We also will be implementing an 8th period block for all students focused on building relationships and academic success.

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

We have teachers that come in early for those students needing a place to stay until the teachers get here within their normal working hours. We also have a CODE club which celebrates embraces diversity among students that is sponsored by a teacher.

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

Teachers will use the beginning of the year to establish rules, routines, and procedures to ensure minimal loss of instructional time. If students are being disruptive during class time, then the teacher will use their class management skills to diffuse the situation. If that does not work, the student will be sent to the dean's office where further disciplinary actions will take place.

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

The students of Interlachen High School have motivated and caring guidance counselors who provide counseling and mentoring services to any student. Putnam County School District has incorporated outside services to help facilitate the mental growth of any student needing these services.

3. 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).

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

Interlachen High School will follow the Putnam County School District protocol for absences and truancy. Letters and phone calls go out to students and parents when their child has missed a minimum of 10 days (initially) and subsequent days as time progresses. Once a student has reached two referrals the MTSS team is activated for that student along with any academic failures. Those students who have been tested using standardized testing (FSA and EOC) and have received a "1" are provided additional support within their classes.

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

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

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	116	113	72	91	392
One or more suspensions	0	0	0	0	0	0	0	0	0	0	49	35	17	11	112
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	78	48	35	12	173
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	97	108	28	13	246

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

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	41	28	15	8	92

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

IHS will follow the PCSD truancy protocol to ensure students are monitored closely and parents are kept up to date with their child's attendance.

We will be implementing an 8th block specific to interceding with the early warning systems to help reduce the student count in each category. The eighth block will also work on interventions and remediation specific to students needs.

The school administrator, CRT, guidance counselors, school psychologist, teachers and other appropriate personnel will provide intervention strategies such as MTSS and/or PBS to improve the academic performance of students identify by the early warning systems.

Intensive reading classes will be offered at all grade levels. Intensive math will be offered to students in Algebra 1A who scored below proficiency on their FSA Mathematics assessment.

B. Family and Community Engagement

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).

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/304889>.

2. Description

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

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

IHS maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health to serve homeless and neglected and delinquent students by promoting health services. IHS also partners with the Department of Juveniles 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. Stewart-Marchman provides mental health services to our students.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Helms, Bryan	Principal
Oyster, Cathy	Assistant Principal
Spell, Sharon	Assistant Principal
Carroll, Kristin	Instructional Coach
Eubanks, Joy	Other
Guilfoyle, Kellie	Guidance Counselor
Stevens, Michael	Guidance Counselor

b. Duties

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

Bryan Helms-As Principal, Mr. Helms oversees the schools professional development needs, facilitates the staff professional development, conducts observations and provides follow up support, oversees curricula and resource implementation and needs,
Cathy Oyster- As Assistant Principal, Ms. Oyster performs monthly data analysis on the Early Warning Systems (attendance, course failures, and discipline), develops professional development for the staff, conducts observations and provides follow up support, works alongside the Guidance department to closely monitor our seniors and monitor the course progression of all students.
Sharon Spell- As Assistant Principal, Ms. Spell conducts observations and provides follow up support and assist with the Multi-Tierred System of Support.
Kristin Carrol- As the Curriculum Resource Teacher, Mrs. Carrol provides coaching and modeling support to improve instructional practices and use of and implementation of ELA curricula. She also helps facilitate Professional Learning Communities.
Joy Eubanks- As the TOSA, Mrs. Eubanks oversees all State testing and the monitoring and

implementation of the Multi-Tiered System of Support (MTSS).

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

Kelli Guilfoyle-As the ninth and tenth grade guidance counselor of IHS, Mrs. Guilfoyle provides counseling services, monitors graduation requirements, scheduling, and monitors students academic pathways.

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

Kenny Methvin- As Special Areas Department Chair, Mr. Methvin provides support to special areas teachers, monitors instructional resource needs and leads PLCs within his department.

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

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

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

Lynn Jones- As Tech Chair, Mrs. Jones monitors the schools' technology needs and use of technology, and inventories all resources.

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

The MTSS/Rtl Leadership Team will work with the School Improvement Team to make sure that the processes are thoroughly integrated into the plan.

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Bryan Helms	Principal
Deborah Bishop	Teacher
Joneal Porter	Student
Brennan Wykoff	Student
Cynthia Jones	Education Support Employee
Alyssa Chappel	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

School Improvement Plan (SIP) was submitted to SAC committee. Upon reviewing the SIP, suggestions were made and were implemented into the SIP before submission to the district office.

b. Development of this school improvement plan

The SAC will meet to discuss all parts of the school improvement and make adjustments as the SAC deems necessary.

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

This procedure has not been completed as of yet.

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Wykoff, Kris	Teacher, K-12
Oyster, Cathy	Assistant Principal
Spell, Sharon	Assistant Principal
Carroll, Kristin	Instructional Coach
Jones, Lynn	Teacher, K-12

b. Duties

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

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

Bryan Helms- Principal

Cathy Oyster- Assistant Principal

Sharon Spell- Assistant Principal

Kristin Carroll- CRT

Cynthia Jones- Media Specialist

Kris Wykoff- English Department Head

D. 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).

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

The implementation of collaborative planning along with the required PLCs will encourage positive working relationships between teachers. Inter-collaborative planning exists between Interlachen High School and Palatka High School.

New teachers are provided support from the District level once a month. They are also partnered with a mentor teacher and will complete the District's Mentor/Mentee packet. New teachers are also provided instructional and planning support through our Curriculum Resource Teacher, Kristin Carroll. She meets with each individual teacher and provides specific support based on the teacher's needs.

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

Preparing, training, and recruiting high qualified , certified-in-field , and effective teachers to the school as well as principals include Part A; Teacher and Principal training and recruiting fund and Part B; 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 and include the above mentioned personnel and the Directors of Staff Development, Elementary, Secondary, Exceptional Education and Federal Programs.

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

Rationale: To strengthen and enhance pedagogy.

Activities: Frequent meetings minimum weekly; discussions and demonstrations on best teaching practices.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Each Department is charged with identifying standard's based and aligned materials that are most appropriate for the needs of our students while ensuring the integrity of the standards are maintained. The Math Department utilizes Math Nation as their core instructional resource. The ELA department uses Collections, Read 180, and Achieve 3000.

b. Instructional Strategies

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

EOC and FSA scores are used to determine the placement of students whether the student is placed in "intensive" classes such as reading or math, regular educational classes, or in honor classes/AP classes. Teachers may collaborate at the end of the year to make determinations of the placement of students. FAIR is also used as a determination for "intensive" or "remedial" classes. Teachers will also use common formative assessments every 4 weeks to progress monitor and provide differentiated instruction within the core. An eighth block will be provided to every students to also allow for remediation, intervention, and/or academic support.

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

Strategy: After School Program

Minutes added to school year:

Odyssey Ware and FLVS are programs designated for students who are in grade recovery or lacking credits.

Strategy Rationale

To expedite graduation for those students who have severely fallen behind in credits.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Spell, Sharon, sspell@my.putnamschools.org

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

Both programs are web-based. Teacher in charge of programs will be able to locate grades and determine the percentage of students who are passing their individual courses.

Strategy: Summer Program

Minutes added to school year: 2

Students were provided with additional math instruction related to Algebra during the summer during the Summer Boot Camp hosted by one of our math teachers.

Strategy Rationale

Increased instructional time specific to limited domains prior to sitting for the EOC retake will increase proficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Oyster, Cathy, coyster@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 success of the Boot Camp once EOC Algebra Retake scores have been released.

2. Student Transition and Readiness

a. 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).

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

Students Athletes and Student Government form a cooperative group and offer tours for the incoming students and parents on schedule distribution day.

The Guidance Department will work to create a smooth welcome and transition process for incoming freshman, as well as any new student entering the school.

b. College and Career Readiness

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

District wide all 8th and 9th grade students will take the explore test in the fall.

The explore test includes an extensive career interest inventory which will be utilized for EPep planning and revisited annually.

Improvement in ACT, SAT, & CPT by increasing the level of rigor and expectation in core classes based on Post-Secondary Readiness assessment standards and the number of students enrolled in remedial courses at the college level. Seniors will the option to participate in the College Night hosted by the district. We also host a Financial Aid Night at IHS for juniors and seniors. Our Guidance Counselors also meet with students to talk with them regarding their pathway and promote each program. Students are provided with a Success 101 class in which they plan their post secondary pathway and research career paths beyond high school.

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

Vocational CAPE Academies integrated core curriculum into vocational curriculum via projects and practice. By increased rigor in core courses to better prepare students for post-secondary readiness. Health Science, Culinary Arts, Agriculture, Computer Science Technology., Information Technology, and Criminal Justice are programs all offered within Interlachen High School that allow for certification.

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

Within our career and technical education programs, teachers are expected to embed reading and math strategies within their content. Teachers are expected to integrate best practices that support academic achievement across all areas.

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

For those students who have not acquired at least a 3 on their EOCs, intensive reading or math classes are available. After school tutoring enhances those skills lacking in all core subjects. The PSAT exam will be given this year to our ninth, tenth, and eleventh graders; this in turn, will offer a glimpse of a student's strengths and weaknesses as they prepare for college. Our Senior Counselor will meet with each senior to help prepare them for post secondary

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

Our bottom quartile in ELA has maintained the same rate as the State (41%), however, only 32% of students have passed with a level 3. The Math scores show a 23% passing rate with only 27% showing learning gains and 23% of the bottom quartile showing learning gains. After debriefing with the math teachers and looking at the data, we have identified several root causes of what resulting in minimal growth

and success in math:

- 1) Core instructional materials were not aligned nor at the rigor of the standard.
- 2) Formative assessments were not utilized to monitor student learning and understanding and clarify misconceptions.
- 3). Remediation of standards was minimal.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If the school's lead team creates a comprehensive plan that promotes structures with aligned professional development for tracking, monitoring, analyzing, and goal setting, then teachers will be able to provide meaningful, differentiated support tailored to the specific needs of students so that all students will be able to maximize their full individual potential.

Strategic Goals Detail

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

G1. If the school's lead team creates a comprehensive plan that promotes structures with aligned professional development for tracking, monitoring, analyzing, and goal setting, then teachers will be able to provide meaningful, differentiated support tailored to the specific needs of students so that all students will be able to maximize their full individual potential. **1a**

G084757

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	42.0
Algebra I EOC Pass Rate	35.0
Math Lowest 25% Gains	35.0
ELA/Reading Gains	45.0
Attendance rate	95.0

Targeted Barriers to Achieving the Goal **3**

- IHS struggles with student attendance and consistent communication with parents.
- Low graduation rate
- We need to build consistent instructional practices and aligned instruction.

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

- Attendance clerk
- Attendance Policy
- Freshman Transition Course
- PCSD Personal Career and Skill Development Course
- TOSA
- Instructional Coach
- Planning opportunities for teachers within the school day and after school
- Common PLC planning
- Skyward
- Collections Online, Achieve 3000, Accelerated Reader, and Read 180 resources for ELA teachers
- Common Formatives
- Math Nation, Khan Academy, Engage NY, and MFAS available resources for Math teachers
- Performance Matters
- Check and Connect
- Deans (2)
- Guidance Counselors (2)
- District Content Coaches
- Marzano iObservation
- Graduation Coaches

- Book Study - The Fundamental 5
- Stewart-Marchman services
- Rotary Club support Interact
- District Attendance Officer

Plan to Monitor Progress Toward G1. 8

Quarterly Curriculum Reviews

Person Responsible

Bryan Helms

Schedule

Quarterly, from 10/12/2016 to 5/26/2017

Evidence of Completion

Pass rates, common formative data, performance matters progress monitoring, math nation reports

Plan to Monitor Progress Toward G1. 8

End of the Year Data Review

Person Responsible

Bryan Helms

Schedule

On 6/2/2017

Evidence of Completion

graduation cohort data, EOC pass rates for Algebra 1, retake data, English 10 ELA scores, attendance data

Plan to Monitor Progress Toward G1. 8

iObservation Data

Person Responsible

Bryan Helms

Schedule

On 5/26/2017

Evidence of Completion


iObservation data specific to elements of focus within the coaching plan

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If the school's lead team creates a comprehensive plan that promotes structures with aligned professional development for tracking, monitoring, analyzing, and goal setting, then teachers will be able to provide meaningful, differentiated support tailored to the specific needs of students so that all students will be able to maximize their full individual potential. 1

G084757

G1.B1 IHS struggles with student attendance and consistent communication with parents. 2

B225380

G1.B1.S1 Develop attendance procedures for IHS aligned with the district policies. 4

S237760

Strategy Rationale

This will ensure consistent implementation and communication to parents regarding student attendance, tardies, and early checkout.

Action Step 1 5

Develop the attendance procedures flow chart

Person Responsible

Cathy Oyster

Schedule

On 8/5/2016

Evidence of Completion

Document outlining attendance flow chart for IHS.

Action Step 2 5

Communicate Attendance Procedures to all Staff

Person Responsible

Bryan Helms

Schedule

On 8/9/2016

Evidence of Completion

Attendance flowchart, meeting agenda

Action Step 3 5

Train Attendance Clerk on procedures and expectations

Person Responsible

Sharon Spell

Schedule

On 8/8/2016

Evidence of Completion

Meeting Notes

Action Step 4 5

Implement Attendance Procedures flowchart

Person Responsible

Sharon Spell

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Skyward Documentation

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

Ensure the Assistant Principal trains the attendance clerk with the new procedures.

Person Responsible

Bryan Helms

Schedule

On 8/8/2016

Evidence of Completion

Written and verbal communication

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

Daily Monitoring of Attendance implementation

Person Responsible

Sharon Spell

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Verbal and written communication

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

Leadership Meeting

Person Responsible

Bryan Helms

Schedule

Monthly, from 8/29/2016 to 5/26/2017


Evidence of Completion

Meeting agenda, Invitation for Valerie to attend and provide an update

G1.B2 Low graduation rate **2**

 B225381

G1.B2.S1 Implement the Check and Connect Program. **4**

 S237761

Strategy Rationale

Implementing a mentor program to closely monitor at risk ESE students will increase graduation rates.

Action Step 1 **5**

Lead team attends the Check and Connect facilitators training

Person Responsible

Bryan Helms

Schedule

On 7/13/2016

Evidence of Completion

Facilitators Manuals, Sign-In Sheet and Agenda

Action Step 2 **5**

Select faculty/staff who will be Check and Connect mentors

Person Responsible

Sharon Spell

Schedule

On 7/13/2016

Evidence of Completion

List of Mentors

Action Step 3 5

Mentors will attend the Check and Connect Mentors Implementation Training

Person Responsible

Bryan Helms

Schedule

On 9/21/2016

Evidence of Completion

Sign-In sheet, Agenda, Manuals

Action Step 4 5

Assign mentees to mentors

Person Responsible

Sharon Spell

Schedule

On 9/12/2016

Evidence of Completion

List of mentee and mentors

Action Step 5 5

Develop procedures and protocol for data collection sheets for data entry

Person Responsible

Cathy Oyster

Schedule

On 9/12/2016

Evidence of Completion

Procedure and protocol document

Action Step 6 5

Check and Connect meetings with all mentors for monitoring and reviewing data

Person Responsible

Bryan Helms

Schedule

Every 6 Weeks, from 9/26/2016 to 5/26/2017

Evidence of Completion

Agendas and data collection sheets

Action Step 7 5

Implement Check and Connect

Person Responsible

Bryan Helms

Schedule

On 5/26/2017

Evidence of Completion

Data collection sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Checking in with Mentors to monitor implementation.

Person Responsible

Cathy Oyster

Schedule

Weekly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Verbal Communication and data collection sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Checking in with Lead Mentor to ensure data is being entered online.

Person Responsible

Cathy Oyster

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Data Entry online

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Leadership meetings

Person Responsible

Bryan Helms

Schedule

Monthly, from 10/24/2016 to 5/26/2017

Evidence of Completion

Meeting agenda, Invitation for Sandra (Lead Mentor) to attend and provide an update. Guidance will be invited to provide tracking of mentees' graduation data and the progress made towards graduation.

G1.B2.S2 Implement Success 101 4

S237762

Strategy Rationale

Implementing Success 101 courses in all grades will increase student awareness of graduation requirements, allow for close tracking of data, and enable a variety of academic support resulting in an increase in graduation rates.

Action Step 1 5

Create a master schedule so that every student at IHS will take Success 101.

Person Responsible

Cathy Oyster

Schedule

Daily, from 7/4/2016 to 8/1/2016

Evidence of Completion

Action Step 2 5

Attend Career Choices training

Person Responsible

Cathy Oyster

Schedule

On 8/3/2016

Evidence of Completion

Career Choices curriculum

Action Step 3 5

Develop the monthly focus for implementation in Success 101 classes

Person Responsible

Cathy Oyster

Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Monthly focus document and instructional materials

Action Step 4 5

Train all teachers in the monthly expectations and provide materials.

Person Responsible

Cathy Oyster

Schedule

Monthly, from 8/4/2016 to 5/3/2017

Evidence of Completion

Sign in Sheet and Agenda

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Check in with Cathy Oyster to ensure training has occurred each month

Person Responsible

Bryan Helms

Schedule

Monthly, from 8/8/2016 to 5/5/2017

Evidence of Completion

Training agenda, monthly focus document, and materials/resources.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Daily monitoring of Success 101 monthly focus.

Person Responsible

Bryan Helms

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Verbal and written communication

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Leadership Meetings

Person Responsible

Bryan Helms

Schedule

Monthly, from 8/29/2016 to 6/5/2017

Evidence of Completion

Meeting agenda, invite guidance to share information related to EWS and update on current graduation rate projections.

G1.B3 We need to build consistent instructional practices and aligned instruction. 2

B225382

G1.B3.S1 IHS will utilize the Curriculum Resource Teacher for coaching, mentoring, and modeling in classrooms with follow up administrative observation and feedback on implementation. 4

S237763

Strategy Rationale

If teachers are provided structured coaching, mentoring, and modeling of high yield instructional practices and standards-based instruction, it will improve pedagogy in our teachers and aligned instruction.

Action Step 1 5

Based on immediate need, the administration will provide a priority list to the CRT for coaching purposes with specific detailed expectations for areas of improvement.

Person Responsible

Bryan Helms

Schedule

Every 6 Weeks, from 8/1/2016 to 5/5/2017

Evidence of Completion

List of teachers, meeting notes

Action Step 2 5

CRT will develop a coaching plan based on the teacher's specific need for improvement.

Person Responsible

Kristin Carroll

Schedule

Every 6 Weeks, from 8/15/2016 to 5/5/2017

Evidence of Completion

Coaching plans

Action Step 3 5

Administration will meet with each teacher who is being coached by CRT. Administration will identify the purpose for the support and the expectation for the support and implementation.

Person Responsible

Bryan Helms

Schedule

Every 6 Weeks, from 8/15/2016 to 5/5/2017

Evidence of Completion

Meeting notes

Action Step 4 5

CRT will meet with the teachers individually and modify the coaching plan and set the stage for how the coaching support will be rolled out.

Person Responsible

Kristin Carroll

Schedule

Every 6 Weeks, from 8/15/2016 to 5/5/2017

Evidence of Completion

Coaching plans

Action Step 5 5

Administration will provide frequent walk-through observation utilizing iObservation and debrief the results and next steps with the teacher.

Person Responsible

Bryan Helms

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

iObservation and meeting notes

Action Step 6 5

Administration will meet with CRT to debrief the progress and discuss next steps for coaching.

Person Responsible

Bryan Helms

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Meeting notes and revised coaching plans.

Action Step 7 5

Concluding the coaching plan/session (5 weeks), administration will meet with the coached teachers and discuss next steps and debrief any additional support the teacher may think they need.

Person Responsible

Bryan Helms

Schedule

Every 6 Weeks, from 9/12/2016 to 5/26/2017

Evidence of Completion

Meeting notes

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

Checking in with CRT to ensure she has met with each teacher and developed a coaching plan.

Person Responsible

Cathy Oyster

Schedule

On 5/12/2017

Evidence of Completion

Coaching plans

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

Monitoring iObservation to ensure each teacher who is receiving coaching has at least one walk-through observation each week and has received feedback from the observation.

Person Responsible

Sharon Spell

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

iObservation, verbal communication

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

Meet with Bryan to make sure he has completed a follow up meeting concluding the five week coaching session and provided next steps for each teacher.

Person Responsible

Cathy Oyster

Schedule

Every 6 Weeks, from 9/16/2016 to 5/26/2017

Evidence of Completion

Verbal communication

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

Meet with CRT to ensure she has revised and updated coaching plans and provided appropriate support.

Person Responsible

Cathy Oyster

Schedule

Weekly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Verbal communication and written notes

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

Meet with the teachers being coached to ensure they are implementing next steps identified by CRT within the five week coaching session.

Person Responsible

Bryan Helms

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Verbal communication and written notes.

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

Administration will conduct walk-through observation

Person Responsible

Bryan Helms

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Implementation of coaching plan

G1.B3.S2 IHS will implement department professional learning communities supported by the CRT, leadership team, and district coaches focused on the use of common formative assessments, professional development, standards based lesson creation, and book study. 4

S237764

Strategy Rationale

If teachers collaborate alongside their colleagues and leadership members and focused on data driven instruction, alignment of resources and lessons, and professional development, it will increase consistent high yield instructional practices and aligned instruction.

Action Step 1 5

Create a set of expectations for the structures and protocol that will be used during the PLCs

Person Responsible

Bryan Helms

Schedule

Daily, from 8/1/2016 to 8/5/2016

Evidence of Completion

Agendas, expectations, and structures for the PLCs.

Action Step 2 5

Identify resources that will be utilized for common formative assessments, planning, and PD.

Person Responsible

Kristin Carroll

Schedule

Daily, from 8/1/2016 to 8/19/2016

Evidence of Completion

List of resources

Action Step 3 5

Create a schedule for PLCs by department

Person Responsible

Kristin Carroll

Schedule

On 8/3/2016

Evidence of Completion

Completed schedule

Action Step 4 5

Order the book Fundamental 5 to be used within the PLC.

Person Responsible

Bryan Helms

Schedule

On 8/1/2016

Evidence of Completion

Purchase order

Action Step 5 5

Reach out to District Coaches to request support.

Person Responsible

Cathy Oyster

Schedule

On 8/9/2016

Evidence of Completion

Written documentation of request

Action Step 6 5

Teachers attend regularly planned PLC meetings.

Person Responsible

Kristin Carroll

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Sign in sheets, agendas

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

Bryan will check in with CRT to verify PLC protocols, structures, resources, and schedules have been created.

Person Responsible

Bryan Helms

Schedule

On 8/15/2016

Evidence of Completion

Verbal and written communication

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

Sharon will check in with Cathy to verify she has reached out to District Coaches and received confirmation of their attendance to an upcoming PLC.

Person Responsible

Sharon Spell

Schedule

On 8/22/2016

Evidence of Completion

Verbal communication, confirmation dates

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

Cathy will verify with Book Keeper Bryan placed an order for the Fundamental 5 books.

Person Responsible

Cathy Oyster

Schedule

On 8/1/2016

Evidence of Completion

Purchase order

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

Weekly monitoring of PLCs

Person Responsible

Bryan Helms

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Sign-in sheets

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

Attend regularly planned PLCs with all departments.

Person Responsible

Bryan Helms

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Meeting agendas, sign-in sheets.

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

Walk-Throughs

Person Responsible

Cathy Oyster

Schedule

Daily, from 8/22/2016 to 5/26/2017

Evidence of Completion

Implementation of common formative assessments, lesson plans, and PD.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B2.S1.A1 A307477	Lead team attends the Check and Connect facilitators training	Helms, Bryan	7/13/2016	Facilitators Manuals, Sign-In Sheet and Agenda	7/13/2016 one-time
G1.B2.S1.A2 A307478	Select faculty/staff who will be Check and Connect mentors	Spell, Sharon	7/13/2016	List of Mentors	7/13/2016 one-time
G1.B2.S2.A1 A307484	Create a master schedule so that every student at IHS will take Success 101.	Oyster, Cathy	7/4/2016		8/1/2016 daily
G1.B3.S2.MA3 M313779	Cathy will verify with Book Keeper Bryan placed an order for the Fundamental 5 books.	Oyster, Cathy	8/1/2016	Purchase order	8/1/2016 one-time
G1.B3.S2.A4 A307498	Order the book Fundamental 5 to be used within the PLC.	Helms, Bryan	8/1/2016	Purchase order	8/1/2016 one-time
G1.B2.S2.A2 A307485	Attend Career Choices training	Oyster, Cathy	8/2/2016	Career Choices curriculum	8/3/2016 one-time
G1.B3.S2.A3 A307497	Create a schedule for PLCs by department	Carroll, Kristin	8/3/2016	Completed schedule	8/3/2016 one-time
G1.B1.S1.A1 A307473	Develop the attendance procedures flow chart	Oyster, Cathy	8/5/2016	Document outlining attendance flow chart for IHS.	8/5/2016 one-time
G1.B3.S2.A1 A307495	Create a set of expectations for the structures and protocol that will be used during the PLCs	Helms, Bryan	8/1/2016	Agendas, expectations, and structures for the PLCs.	8/5/2016 daily
G1.B1.S1.MA1 M313761	Ensure the Assistant Principal trains the attendance clerk with the new procedures.	Helms, Bryan	8/8/2016	Written and verbal communication	8/8/2016 one-time
G1.B1.S1.A3 A307475	Train Attendance Clerk on procedures and expectations	Spell, Sharon	8/8/2016	Meeting Notes	8/8/2016 one-time
G1.B1.S1.A2 A307474	Communicate Attendance Procedures to all Staff	Helms, Bryan	8/9/2016	Attendance flowchart, meeting agenda	8/9/2016 one-time
G1.B3.S2.A5 A307499	Reach out to District Coaches to request support.	Oyster, Cathy	8/9/2016	Written documentation of request	8/9/2016 one-time
G1.B3.S2.MA1 M313777	Bryan will check in with CRT to verify PLC protocols, structures, resources, and schedules have...	Helms, Bryan	8/15/2016	Verbal and written communication	8/15/2016 one-time
G1.B3.S2.A2 A307496	Identify resources that will be utilized for common formative assessments, planning, and PD.	Carroll, Kristin	8/1/2016	List of resources	8/19/2016 daily
G1.B3.S2.MA2 M313778	Sharon will check in with Cathy to verify she has reached out to District Coaches and received...	Spell, Sharon	8/22/2016	Verbal communication, confirmation dates	8/22/2016 one-time
G1.B2.S1.A4 A307480	Assign mentees to mentors	Spell, Sharon	9/12/2016	List of mentee and mentors	9/12/2016 one-time
G1.B2.S1.A5 A307481	Develop procedures and protocol for data collection sheets for data entry	Oyster, Cathy	9/12/2016	Procedure and protocol document	9/12/2016 one-time
G1.B2.S1.A3 A307479	Mentors will attend the Check and Connect Mentors Implementation Training	Helms, Bryan	9/20/2016	Sign-In sheet, Agenda, Manuals	9/21/2016 one-time
G1.B2.S2.A4 A307487	Train all teachers in the monthly expectations and provide materials.	Oyster, Cathy	8/4/2016	Sign in Sheet and Agenda	5/3/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1 A307488	Based on immediate need, the administration will provide a priority list to the CRT for coaching...	Helms, Bryan	8/1/2016	List of teachers, meeting notes	5/5/2017 every-6-weeks
G1.B3.S1.A2 A307489	CRT will develop a coaching plan based on the teacher's specific need for improvement.	Carroll, Kristin	8/15/2016	Coaching plans	5/5/2017 every-6-weeks
G1.B3.S1.A3 A307490	Administration will meet with each teacher who is being coached by CRT. Administration will...	Helms, Bryan	8/15/2016	Meeting notes	5/5/2017 every-6-weeks
G1.B3.S1.A4 A307491	CRT will meet with the teachers individually and modify the coaching plan and set the stage for how...	Carroll, Kristin	8/15/2016	Coaching plans	5/5/2017 every-6-weeks
G1.B2.S2.MA1 M313767	Check in with Cathy Oyster to ensure training has occurred each month	Helms, Bryan	8/8/2016	Training agenda, monthly focus document, and materials/resources.	5/5/2017 monthly
G1.B3.S1.MA1 M313770	Checking in with CRT to ensure she has met with each teacher and developed a coaching plan.	Oyster, Cathy	8/22/2016	Coaching plans	5/12/2017 one-time
G1.MA1 M313781	Quarterly Curriculum Reviews	Helms, Bryan	10/12/2016	Pass rates, common formative data, performance matters progress monitoring, math nation reports	5/26/2017 quarterly
G1.MA3 M313783	iObservation Data	Helms, Bryan	8/22/2016	iObservation data specific to elements of focus within the coaching plan	5/26/2017 one-time
G1.B1.S1.MA1 M313760	Leadership Meeting	Helms, Bryan	8/29/2016	Meeting agenda, Invitation for Valerie to attend and provide an update	5/26/2017 monthly
G1.B1.S1.MA3 M313762	Daily Monitoring of Attendance implementation	Spell, Sharon	8/10/2016	Verbal and written communication	5/26/2017 daily
G1.B1.S1.A4 A307476	Implement Attendance Procedures flowchart	Spell, Sharon	8/10/2016	Skyward Documentation	5/26/2017 daily
G1.B2.S1.MA1 M313763	Leadership meetings	Helms, Bryan	10/24/2016	Meeting agenda, Invitation for Sandra (Lead Mentor) to attend and provide an update. Guidance will be invited to provide tracking of mentees' graduation data and the progress made towards graduation.	5/26/2017 monthly
G1.B2.S1.MA1 M313764	Checking in with Mentors to monitor implementation.	Oyster, Cathy	9/26/2016	Verbal Communication and data collection sheets	5/26/2017 weekly
G1.B2.S1.MA2 M313765	Checking in with Lead Mentor to ensure data is being entered online.	Oyster, Cathy	10/3/2016	Data Entry online	5/26/2017 monthly
G1.B2.S1.A6 A307482	Check and Connect meetings with all mentors for monitoring and reviewing data	Helms, Bryan	9/26/2016	Agendas and data collection sheets	5/26/2017 every-6-weeks
G1.B2.S1.A7 A307483	Implement Check and Connect	Helms, Bryan	9/26/2016	Data collection sheets	5/26/2017 one-time
G1.B3.S1.MA2 M313771	Monitoring iObservation to ensure each teacher who is receiving coaching has at least one...	Spell, Sharon	8/22/2016	iObservation, verbal communication	5/26/2017 weekly
G1.B3.S1.MA3 M313772	Meet with Bryan to make sure he has completed a follow up meeting concluding the five week coaching...	Oyster, Cathy	9/16/2016	Verbal communication	5/26/2017 every-6-weeks
G1.B3.S1.MA4 M313773	Meet with CRT to ensure she has revised and updated coaching plans and provided appropriate support.	Oyster, Cathy	8/26/2016	Verbal communication and written notes	5/26/2017 weekly
G1.B3.S1.MA5 M313774	Meet with the teachers being coached to ensure they are implementing next steps identified by CRT...	Helms, Bryan	8/22/2016	Verbal communication and written notes.	5/26/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A5 A307492	Administration will provide frequent walk-through observation utilizing iObservation and debrief...	Helms, Bryan	8/22/2016	iObservation and meeting notes	5/26/2017 weekly
G1.B3.S1.A6 A307493	Administration will meet with CRT to debrief the progress and discuss next steps for coaching.	Helms, Bryan	8/22/2016	Meeting notes and revised coaching plans.	5/26/2017 weekly
G1.B3.S1.A7 A307494	Concluding the coaching plan/session (5 weeks), administration will meet with the coached teachers...	Helms, Bryan	9/12/2016	Meeting notes	5/26/2017 every-6-weeks
G1.B2.S2.MA2 M313768	Daily monitoring of Success 101 monthly focus.	Helms, Bryan	8/10/2016	Verbal and written communication	5/26/2017 daily
G1.B2.S2.A3 A307486	Develop the monthly focus for implementation in Success 101 classes	Oyster, Cathy	8/1/2016	Monthly focus document and instructional materials	5/26/2017 monthly
G1.B3.S2.MA1 M313775	Attend regularly planned PLCs with all departments.	Helms, Bryan	8/22/2016	Meeting agendas, sign-in sheets.	5/26/2017 weekly
G1.B3.S2.MA6 M313776	Walk-Throughs	Oyster, Cathy	8/22/2016	Implementation of common formative assessments, lesson plans, and PD.	5/26/2017 daily
G1.B3.S2.MA4 M313780	Weekly monitoring of PLCs	Helms, Bryan	8/22/2016	Sign-in sheets	5/26/2017 weekly
G1.B3.S2.A6 A307500	Teachers attend regularly planned PLC meetings.	Carroll, Kristin	8/15/2016	Sign in sheets, agendas	5/26/2017 weekly
G1.MA2 M313782	End of the Year Data Review	Helms, Bryan	6/2/2017	graduation cohort data, EOC pass rates for Algebra 1, retake data, English 10 ELA scores, attendance data	6/2/2017 one-time
G1.B3.S1.MA1 M313769	Administration will conduct walk-through observation	Helms, Bryan	8/22/2016	Implementation of coaching plan	6/2/2017 weekly
G1.B2.S2.MA1 M313766	Leadership Meetings	Helms, Bryan	8/29/2016	Meeting agenda, invite guidance to share information related to EWS and update on current graduation rate projections.	6/5/2017 monthly

V. Professional Development Opportunities

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

G1. If the school's lead team creates a comprehensive plan that promotes structures with aligned professional development for tracking, monitoring, analyzing, and goal setting, then teachers will be able to provide meaningful, differentiated support tailored to the specific needs of students so that all students will be able to maximize their full individual potential.

G1.B1 IHS struggles with student attendance and consistent communication with parents.

G1.B1.S1 Develop attendance procedures for IHS aligned with the district policies.

PD Opportunity 1

Communicate Attendance Procedures to all Staff

Facilitator

Bryan Helms

Participants

All faculty and staff

Schedule

On 8/9/2016

G1.B2 Low graduation rate

G1.B2.S1 Implement the Check and Connect Program.

PD Opportunity 1

Lead team attends the Check and Connect facilitators training

Facilitator

Check and Connect

Participants

Bryan Helms, Cathy Oyster, Sharon Spell, Joy Eubanks

Schedule

On 7/13/2016

PD Opportunity 2

Mentors will attend the Check and Connect Mentors Implementation Training

Facilitator

Check and Connect

Participants

All Check and Connect Mentors

Schedule

On 9/21/2016

G1.B2.S2 Implement Success 101

PD Opportunity 1

Attend Career Choices training

Facilitator

Career Choices

Participants

Cathy Oyster, Mindy Phillips, Ruth Amar, Eddie Mingle, Tonya Hays, Frances Lane

Schedule

On 8/3/2016

PD Opportunity 2

Train all teachers in the monthly expectations and provide materials.

Facilitator

Cathy Oyster

Participants

All faculty and staff

Schedule

Monthly, from 8/4/2016 to 5/3/2017

VI. Technical Assistance Items

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

G1. If the school's lead team creates a comprehensive plan that promotes structures with aligned professional development for tracking, monitoring, analyzing, and goal setting, then teachers will be able to provide meaningful, differentiated support tailored to the specific needs of students so that all students will be able to maximize their full individual potential.

G1.B3 We need to build consistent instructional practices and aligned instruction.

G1.B3.S2 IHS will implement department professional learning communities supported by the CRT, leadership team, and district coaches focused on the use of common formative assessments, professional development, standards based lesson creation, and book study.

TA Opportunity 1

Reach out to District Coaches to request support.

Facilitator

District Coaches (Ryan Zimmerman, Matthew Fuller, Juli Carter)

Participants

All science, math, and ELA teachers

Schedule

On 8/9/2016

VII. Budget

1	G1.B1.S1.A1	Develop the attendance procedures flow chart	\$0.00
2	G1.B1.S1.A2	Communicate Attendance Procedures to all Staff	\$0.00
3	G1.B1.S1.A3	Train Attendance Clerk on procedures and expectations	\$0.00
4	G1.B1.S1.A4	Implement Attendance Procedures flowchart	\$0.00
5	G1.B2.S1.A1	Lead team attends the Check and Connect facilitators training	\$0.00
6	G1.B2.S1.A2	Select faculty/staff who will be Check and Connect mentors	\$0.00
7	G1.B2.S1.A3	Mentors will attend the Check and Connect Mentors Implementation Training	\$0.00
8	G1.B2.S1.A4	Assign mentees to mentors	\$0.00
9	G1.B2.S1.A5	Develop procedures and protocol for data collection sheets for data entry	\$0.00
10	G1.B2.S1.A6	Check and Connect meetings with all mentors for monitoring and reviewing data	\$0.00
11	G1.B2.S1.A7	Implement Check and Connect	\$0.00
12	G1.B2.S2.A1	Create a master schedule so that every student at IHS will take Success 101.	\$0.00

13	G1.B2.S2.A2	Attend Career Choices training	\$0.00
14	G1.B2.S2.A3	Develop the monthly focus for implementation in Success 101 classes	\$0.00
15	G1.B2.S2.A4	Train all teachers in the monthly expectations and provide materials.	\$0.00
16	G1.B3.S1.A1	Based on immediate need, the administration will provide a priority list to the CRT for coaching purposes with specific detailed expectations for areas of improvement.	\$0.00
17	G1.B3.S1.A2	CRT will develop a coaching plan based on the teacher's specific need for improvement.	\$0.00
18	G1.B3.S1.A3	Administration will meet with each teacher who is being coached by CRT. Administration will identify the purpose for the support and the expectation for the support and implementation.	\$0.00
19	G1.B3.S1.A4	CRT will meet with the teachers individually and modify the coaching plan and set the stage for how the coaching support will be rolled out.	\$0.00
20	G1.B3.S1.A5	Administration will provide frequent walk-through observation utilizing iObservation and debrief the results and next steps with the teacher.	\$0.00
21	G1.B3.S1.A6	Administration will meet with CRT to debrief the progress and discuss next steps for coaching.	\$0.00
22	G1.B3.S1.A7	Concluding the coaching plan/session (5 weeks), administration will meet with the coached teachers and discuss next steps and debrief any additional support the teacher may think they need.	\$0.00
23	G1.B3.S2.A1	Create a set of expectations for the structures and protocol that will be used during the PLCs	\$0.00
24	G1.B3.S2.A2	Identify resources that will be utilized for common formative assessments, planning, and PD.	\$0.00
25	G1.B3.S2.A3	Create a schedule for PLCs by department	\$0.00
26	G1.B3.S2.A4	Order the book Fundamental 5 to be used within the PLC.	\$0.00
27	G1.B3.S2.A5	Reach out to District Coaches to request support.	\$0.00
28	G1.B3.S2.A6	Teachers attend regularly planned PLC meetings.	\$0.00
Total:			\$0.00