

Interlachen Jr Sr High School

126 N STATE RD 315, Interlachen, FL 32148

www.putnamschools.org/o/ihs

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 7-12	Yes	99%
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	2016-17	2015-16	2014-15	2013-14
Grade	D	D	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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Interlachen Jr Sr High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- 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 pushing students towards their individual full potential through challenging curriculum, positive relationships, and community involvement.

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 advisement block for all students focused on building relationships and academic success. Teachers are also required to reach out through phone calls, parent conferences, and emails with parents every four and half weeks.

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 and embraces diversity among students that is sponsored by a teacher. Mentorship programs are also utilized.

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 classroom 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. Training will also take place during pre-planning to help teachers know how to support ESE and provide a positive learning environment.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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. Phone calls go out daily and letters go out to students and parents when their child has missed a minimum of 5 days (initially) and subsequent days as time progresses. Once a student has reached three 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 and provided additional remedial support.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	50	42	47	34	173

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 advisement block specific to interceding with the early warning systems to help reduce the student count in each category. The school administrator, 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. Intensive math classes will be made available to students in math who have not been success on the 8th grade math FSA and Algebra 1 EOC. Appropriate course progressions will be utilized to ensure appropriate attainment of content in a scaffolded approach.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/437139>.

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

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
Eubanks, Joy	Assistant Principal
Stevens, Michael	School Counselor
Mikell, Michelle	School 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.
Joy Eubanks- As Assistant Principal, Ms. Eubanks conducts observations and provides follow up

support and assist with the Multi-Tiered System of Support. Mrs. Eubanks oversees all State testing and the monitoring.

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

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 and EWI.

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

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

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

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

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

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

Mr. Collini- As Tech Chair, Mr. Collini 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
Ron Whitehurst	Education Support Employee
Alyssa Chappel	Parent
Ashlyne Phillips	Student
Suzanne Beck	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 plan 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
Eubanks, Joy	Other
Helms, Bryan	Principal
Wilburn, Tisha	Instructional Coach

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

Joy Eubanks- Assistant Principal

Kris Wykoff- English Department Head

Tisha Wilburn- Instructional coach

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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, Palatka High School, and Crescent City 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 lead team. We meet 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. Interlachen High School will also be working to develop an MOU with the Union for the purpose of turnaround retention incentive.

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, review of appropriate procedure and protocol related to a school's functions.

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 and Teengagement.

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.

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: 10,800

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

Oyster, Cathy, coyster@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: Before School Program

Minutes added to school year: 2,160

Teachers will be provided a stipend to come an hour before school for teacher collaboration, planning, and professional development.

Strategy Rationale

Providing additional time to collaborate, plan, and receive professional development will increase pedagogy in the classroom which will result in more growth in our students.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Helms, Bryan, b2helms@my.putnamschools.org

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

Algebra 1 EOCs, FSA ELA 9th and 10th Grade, Biology EOC, US History EOC, Graduation Rate, Dual Enrollment and AP pass rate

Strategy: Extended School Day

Minutes added to school year: 5,400

IHS extended the instructional day for students by 30 minutes.

Strategy Rationale

By extending the instructional day by 30 minutes, it allows students the opportunity to have a seven periods schedule enabling classes to be recovered and allow for acceleration of courses.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Helms, Bryan, b2helms@my.putnamschools.org

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

Algebra 1 EOCs, FSA ELA 9th and 10th Grade, Biology EOC, US History EOC, Graduation Rate, Dual Enrollment rate

Strategy: Summer Program

Minutes added to school year: 3,000

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 and tenth 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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**

G097820

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	42.0
Algebra I EOC Pass Rate	42.0
Math Lowest 25% Gains	35.0
ELA/Reading Gains	45.0
ELA/Reading Lowest 25% Gains	42.0
Geometry EOC Pass Rate	52.0
Bio I EOC Pass	50.0
U.S. History EOC Pass	58.0
Math Gains	37.0
Chronic Absenteeism	35.0

Targeted Barriers to Achieving the Goal **3**

- There are challenges retaining effective and highly effective teachers to work at IHS due to it being a turnaround school.
- IHS has limited funding to purchase supplemental resources for academic interventions.
- There is a need for professional development that focuses on strengthening leadership skills and improving instructional practices required to achieve high academic standards.
- IHS struggles with student attendance and consistent communication with parents.
- Additional funding is needed to support activities related to the Graduation Initiative and increasing graduation rates.

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 10/5/2017 to 5/11/2018

Evidence of Completion

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

Plan to Monitor Progress Toward G1. 8

End of the Year Data Review

Person Responsible

Bryan Helms

Schedule

On 7/31/2018

Evidence of Completion

Graduation cohort data, EOC pass rates for Algebra 1, retake data, English 10 ELA scores, attendance data, chronic absenteeism rate, course failures, behavior referrals, and post secondary enrollment, etc.

Plan to Monitor Progress Toward G1. 8

iObservation Data

Person Responsible

Bryan Helms

Schedule

Monthly, from 8/18/2017 to 5/18/2018

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**

 G097820

G1.B1 There are challenges retaining effective and highly effective teachers to work at IHS due to it being a turnaround school. **2**

 B263018

G1.B1.S1 Provide teachers with a one time retention bonus for working in a hard to staff turnaround school. **4**

 S278494

Strategy Rationale

If teachers are provided with a one time bonus for teaching at a turnaround school, teachers will feel valued, school culture will remain positive, and teachers will continue to teach at Interlachen High School.

Action Step 1 **5**

Negotiate a memorandum of understanding with the PFT-U for Interlachen High School to provide contractual language outlining bonuses within the grant period.

Person Responsible

Bryan Helms

Schedule

On 8/31/2018

Evidence of Completion

List of bonus payouts

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

Collect the copy of the MOU for IHS.

Person Responsible

Bryan Helms

Schedule

On 12/1/2017

Evidence of Completion

Upload copy of MOU for IHS.

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

Person Responsible

Schedule

Evidence of Completion

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

Monitor teacher vacancies and teacher retention rate throughout the year.

Person Responsible

Bryan Helms


Schedule

On 8/31/2018

Evidence of Completion

Upload a list of teacher retention rate.

G1.B2 IHS has limited funding to purchase supplemental resources for academic interventions. **2**

 B263019

G1.B2.S1 Purchase a site license to be used for intervention purposes in our math classrooms that is research and standards-based. **4**

 S278495

Strategy Rationale

If students receive an intensive remedial math program, they will improve their overall proficiency in mathematics and show growth.

Action Step 1 **5**

Purchase and implement Imagine Math to support students in intervention and acceleration math courses.

Person Responsible

Cathy Oyster

Schedule

On 8/31/2018

Evidence of Completion

Purchase order

G1.B3 There is a need for professional development that focuses on strengthening leadership skills and improving instructional practices required to achieve high academic standards. 2

B263020

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

S278496

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 align instruction.

Action Step 1 5

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

Person Responsible

Bryan Helms

Schedule

Every 6 Weeks, from 8/1/2017 to 5/11/2018

Evidence of Completion

List of teachers, meeting notes

Action Step 2 5

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

Person Responsible

Tisha Wilburn

Schedule

Every 6 Weeks, from 8/15/2017 to 5/4/2018

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 8/1/2017 to 5/4/2018

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

Tisha Wilburn

Schedule

Every 6 Weeks, from 8/1/2017 to 5/4/2018

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

Biweekly, from 8/21/2017 to 5/4/2018

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 8/21/2017 to 5/4/2018

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 9/11/2017 to 5/25/2018

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 5/4/2018

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

Bryan Helms

Schedule

Weekly, from 8/21/2017 to 5/25/2018

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 coaching session and provided next steps for each teacher.

Person Responsible

Cathy Oyster

Schedule

Every 6 Weeks, from 9/15/2017 to 5/4/2018

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 8/4/2017 to 5/25/2018

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 coaching session.

Person Responsible

Bryan Helms

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Verbal communication and written notes.

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

Verify administration has met with CRT and provided a priority list for coaching and given areas of focus.

Person Responsible

Joy Eubanks

Schedule

Monthly, from 8/1/2017 to 4/30/2018

Evidence of Completion

List of teachers and areas of focus.

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

Administration will conduct walk-through observation

Person Responsible

Bryan Helms

Schedule

Weekly, from 8/11/2017 to 5/18/2018

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, and standards based lesson creation. 4

S278497

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

On 8/4/2017

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

Cathy Oyster

Schedule

Daily, from 8/1/2017 to 8/20/2018

Evidence of Completion

List of resources

Action Step 3 5

Create a schedule for PLCs by department

Person Responsible

Cathy Oyster

Schedule

On 8/3/2017

Evidence of Completion

Completed schedule

Action Step 4 5

Reach out to District Coaches to request support.

Person Responsible

Cathy Oyster

Schedule

On 8/9/2018

Evidence of Completion

Written documentation of request

Action Step 5 5

Teachers attend regularly planned PLC meetings.

Person Responsible

Joy Eubanks

Schedule

Weekly, from 8/15/2017 to 5/25/2018

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 8/15/2017

Evidence of Completion

Verbal and written communication

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

Joy 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

Joy Eubanks

Schedule

On 8/22/2017

Evidence of Completion

Verbal communication, confirmation dates

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

Monthly monitoring of PLCs

Person Responsible

Bryan Helms

Schedule

Weekly, from 8/22/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets

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

Quarterly data meetings

Person Responsible

Bryan Helms

Schedule

Quarterly, from 9/4/2017 to 4/27/2018

Evidence of Completion

Data collection, plans

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

Attend regularly planned PLCs with all departments.

Person Responsible

Bryan Helms

Schedule

Monthly, from 8/22/2017 to 5/25/2018

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 8/22/2017 to 5/26/2018

Evidence of Completion

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

G1.B3.S3 Each core content area, along with remedial courses, will utilize a consistent use of standards-based curriculum resources, pacing, and common formative assessments. 4

S278498

Strategy Rationale

If teachers are provided a standards-based curriculum, pacing, and common formative assessments to utilize for instruction, they will be able provide aligned instruction and progress monitor effectively and more frequently, which will result in student growth.

Action Step 1 5

Identify the core curriculum that will be utilized by each English class, remedial reading classes, math classes, Biology, and US History classes.

Person Responsible

Cathy Oyster

Schedule

On 7/28/2017

Evidence of Completion

List of resources

Action Step 2 5

Have departments create pacing guides during the summer and/or plan for the upcoming year using the District pacing guides.

Person Responsible

Cathy Oyster

Schedule

On 7/21/2017

Evidence of Completion

Pacing Guides and plans

Action Step 3 5

Departments will create common formative assessments and/or plan to implement the District's interim assessments.

Person Responsible

Bryan Helms

Schedule

On 7/21/2017

Evidence of Completion

Dates on calendar for implementation and common formative assessments.

Action Step 4 5

Create a school-wide interim and formative assessment calendar for all departments.

Person Responsible

Joy Eubanks

Schedule

On 7/21/2017

Evidence of Completion

Calendar

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Verify collection of the curriculum materials and resource list.

Person Responsible

Bryan Helms

Schedule

On 7/28/2017

Evidence of Completion

Resource list and materials

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Verify training is set up and teachers have been notified of planning session.

Person Responsible

Joy Eubanks

Schedule

On 6/9/2017

Evidence of Completion

Training materials and agenda

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Check in with administration to make sure training has been set up and access to item bank is available as well as other resources to create assessments.

Person Responsible

Joy Eubanks

Schedule

On 6/16/2017

Evidence of Completion

Username/passwords to item banks and sites needed for tests creation.

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Verify calendar has been set up for testing

Person Responsible

Bryan Helms

Schedule

On 7/21/2017

Evidence of Completion

Completed calendar

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Conduct walk throughs to monitor pacing and materials being utilized.

Person Responsible

Bryan Helms

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Implementation of pacing guide and resources, checklist

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Quarterly data chats with individual teachers.

Person Responsible

Bryan Helms

Schedule

Every 6 Weeks, from 9/4/2017 to 4/6/2018

Evidence of Completion

Collection of interim assessment and formative assessment data, current pacing, and feedback on implementation of resources.

G1.B3.S4 IHS teachers will integrate small group instruction coupled with best practices into their weekly routine focused on standards based instruction and remediation. 4

S278499

Strategy Rationale

If teachers implement small group instruction into their weekly routine, students will receive instruction based on their needs and have misconceptions clarified which will increase growth.

Action Step 1 5

SBLT set up clear expectations on what small group instruction should look like, the frequency, and use of resources.

Person Responsible

Bryan Helms

Schedule

On 7/6/2017

Evidence of Completion

List of expectations

Action Step 2 5

Create training for teachers on the implementation of small group instruction.

Person Responsible

Cathy Oyster

Schedule

On 7/27/2017

Evidence of Completion

Training Materials

Action Step 3 5

Train teachers on small group instruction.

Person Responsible

Cathy Oyster

Schedule

On 7/27/2017

Evidence of Completion

Sign-In Sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S4 6

Verify expectations for small group instruction have been created

Person Responsible

Joy Eubanks

Schedule

Weekly, from 6/5/2017 to 7/6/2017

Evidence of Completion

List of expectations

Plan to Monitor Fidelity of Implementation of G1.B3.S4 6

Check on the planning of PD for small group instruction.

Person Responsible

Bryan Helms

Schedule

Weekly, from 6/5/2017 to 7/14/2017

Evidence of Completion

PD materials

Plan to Monitor Fidelity of Implementation of G1.B3.S4 6

Verify training dates have been established and teachers contacted.

Person Responsible

Joy Eubanks

Schedule

Weekly, from 6/5/2017 to 7/21/2017

Evidence of Completion

Dates of training and emails to teachers

Plan to Monitor Effectiveness of Implementation of G1.B3.S4 7

Walk Throughs

Person Responsible

Bryan Helms

Schedule

Weekly, from 8/7/2017 to 5/18/2018

Evidence of Completion

Implementation of small group instruction

G1.B3.S5 Provide teachers with additional training opportunities outside of the contract day. 4

S278500

Strategy Rationale

In an effort to minimize loss of instructional time, we will provide opportunities for planning and professional learning outside of the contract day.

Action Step 1 5

Provide increased time beyond the contract day for instructional staff to collaborate and plan.

Person Responsible

Cathy Oyster

Schedule

Weekly, from 10/1/2017 to 9/30/2018

Evidence of Completion

Planning, sign in sheets, meeting notes.

Plan to Monitor Fidelity of Implementation of G1.B3.S5 6

Verify dates have been set for teachers to collaborate and plan together.

Person Responsible

Cathy Oyster

Schedule

Monthly, from 9/30/2017 to 9/30/2018

Evidence of Completion

Dates and time sheets

Plan to Monitor Effectiveness of Implementation of G1.B3.S5 7

Administration will conduct walk-through observations.

Person Responsible

Schedule

Evidence of Completion

Administration will verify the PD and collaborative planning plans are being implemented.

G1.B3.S6 Provide out of district and site based opportunities for instructional staff and leadership team to engage in professional learning that builds understanding of best practices, leadership skills, and/or content delivery. 4

S278501

Strategy Rationale

If the leadership team and instructional staff receive training in best practices, leadership skills, and/or content delivery, instruction will be more engaging, research and standards based, and follow an appropriate scaffolding of instruction which will result in more growth and proficiency.

Action Step 1 5

Provide professional learning opportunities for teachers and leaders at Interlachen High that support research-based instructional practices in mathematics.

Person Responsible

Bryan Helms

Schedule

Quarterly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Training Dates, Agenda, Contract

Action Step 2 5

Partner with Learning Sciences International to provide site-based professional training on the Marzano framework for the leadership team.

Person Responsible

Bryan Helms

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Signed contract

Action Step 3 5

Develop and facilitate a one day Marzano Summer Institute at Interlachen High to provide professional development for teachers and leaders on the Marzano framework.

Person Responsible

Bryan Helms

Schedule

On 8/31/2018

Evidence of Completion

Signed contract

Action Step 4 5

Provide an out of district opportunity for the administrative team to engage in professional learning that builds leadership skills by attending the International Center for Leadership in Education Model Schools Conference in June 2018.

Person Responsible

Bryan Helms

Schedule

On 7/31/2018

Evidence of Completion

Registration for event, travel forms

Plan to Monitor Fidelity of Implementation of G1.B3.S6 6

Collect the contracts for services from LSI/Marzano trainings.

Person Responsible

Bryan Helms

Schedule

Quarterly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Completed contracts

Plan to Monitor Fidelity of Implementation of G1.B3.S6 6

Collect the contract for Sarah Schaefer's Methodology trainings.

Person Responsible

Cathy Oyster

Schedule

On 8/31/2018

Evidence of Completion

Completed contracts

Plan to Monitor Fidelity of Implementation of G1.B3.S6 6

View completed registration for the International Leadership conference.

Person Responsible

Bryan Helms

Schedule

On 8/31/2018

Evidence of Completion

Completed Registration

Plan to Monitor Effectiveness of Implementation of G1.B3.S6 7

Collection of evaluation data and check for consistent use of instructional practices.

Person Responsible

Bryan Helms

Schedule

Quarterly, from 10/1/2017 to 8/31/2018


Evidence of Completion

Data Collection from iObservation

G1.B4 IHS struggles with student attendance and consistent communication with parents. 2

 B263021

G1.B4.S2 Assign and properly train personnel in school attendance policies and procedures. 4

 S278503

Strategy Rationale

We want to ensure accurate record keeping as well as better utilize staff to support and maintain increased awareness of absences throughout the school year.

Action Step 1 5

Post and hire for the position of attendance clerk.

Person Responsible

Bryan Helms

Schedule

On 7/1/2017

Evidence of Completion

Personnel allocation assignment

Action Step 2 5

Have the administrative team develop clear job expectations for roles and responsibilities of attendance clerk, graduation coach, and alternative placement teacher as it relates to the attendance focus.

Person Responsible

Cathy Oyster

Schedule

On 7/28/2017

Evidence of Completion

Document with roles and responsibilities

Action Step 3 5

Train new positions on their roles and responsibilities.

Person Responsible

Cathy Oyster

Schedule

Weekly, from 8/3/2017 to 8/31/2017

Evidence of Completion

Schedule of training dates and times.

Action Step 4 5

Collaborate with school nurse to support health awareness and promotion as Tier 2 and Tier 3 student interventions.

Person Responsible

Cathy Oyster

Schedule

Biweekly, from 9/5/2017 to 5/18/2018

Evidence of Completion

Meeting notes, lists of students

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Follow up with the school secretary to ensure postings have occurred, interviews conducted, and positions are filled.

Person Responsible

Bryan Helms

Schedule

On 6/1/2017

Evidence of Completion

Personnel Reports

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Review the expectations, roles, and responsibilities set forth by the SBLT for the Attendance Clerk, Graduation Coach, and Alternative Placement Teacher.

Person Responsible

Cathy Oyster

Schedule

On 7/28/2017

Evidence of Completion

Written documentation of roles and responsibilities.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Verify with trainer, the training dates and agenda for trainings.

Person Responsible

Joy Eubanks

Schedule

Biweekly, from 8/1/2017 to 9/29/2017

Evidence of Completion

Verbal and written documentation

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Ensure the nurse is meeting with the attendance clerk and students with health conditions.

Person Responsible

Sharon Spell

Schedule

Monthly, from 8/1/2017 to 5/18/2018

Evidence of Completion

Verbal and written documentation.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Leadership Meetings, Quarterly Reviews

Person Responsible

Cathy Oyster

Schedule

Monthly, from 9/25/2017 to 5/21/2018

Evidence of Completion

Meeting agenda, invitation for attendance clerk, alternative placement teacher, and school nurse to attend to provide monthly updates.

G1.B4.S3 Bring knowledge and awareness to our students on chronic absenteeism and how it is defined. 4

S278504

Strategy Rationale

If we bring awareness to our students on what is chronic absenteeism is and the impact it has on our students we will increase their awareness and attendance throughout the year.

Action Step 1 5

Pull data to show correlation between grades and attendance using the 2016-17 school year data.

Person Responsible

Joy Eubanks

Schedule

On 6/1/2017

Evidence of Completion

Reports pulled

Action Step 2 5

Create student friendly presentation 10 minutes in length to define chronic absenteeism and its impact on students, student sign-in sheet, and schedule for presentations.

Person Responsible

Joy Eubanks

Schedule

On 6/29/2017

Evidence of Completion

Completed presentation

Action Step 3 5

Complete individual class presentation on chronic absenteeism to the entire student body.

Person Responsible

Joy Eubanks

Schedule

Daily, from 8/7/2017 to 9/7/2017

Evidence of Completion

Student sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Verify schedule for presentations and completed presentation.

Person Responsible

Cathy Oyster

Schedule

On 8/3/2017

Evidence of Completion

Completed schedule and presentation.

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Review the data pulled for the correlation between grades and attendance.

Person Responsible

Cathy Oyster

Schedule

On 6/2/2017

Evidence of Completion

Data pulled

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Check in with presenter on the progress of the chronic absenteeism presentation.

Person Responsible

Cathy Oyster

Schedule

Weekly, from 8/11/2017 to 9/22/2017

Evidence of Completion

Verbal communication and sign-in sheets.

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Interview students through data chats and discuss their understanding of chronic absenteeism as well as discuss their current absenteeism rate.

Person Responsible

Joy Eubanks

Schedule

Daily, from 9/11/2017 to 9/29/2017

Evidence of Completion

Data chat forms

G1.B4.S4 Create a school-wide attendance goal and messaging campaign along with clear expectations. 4

 S278505

Strategy Rationale

By coupling our school wide attendance goal with a messaging campaign, we will bring awareness to our students, families, community, and school personnel to improve our attendance rate.

Action Step 1 5

Set a school-wide attendance goal for students.

Person Responsible

Bryan Helms

Schedule

On 6/19/2017

Evidence of Completion

School-wide goal

Action Step 2 5

Create a messaging campaign which includes the use of the marquee, robo calls, student reward system, family engagement activities, slogan, and social media.

Person Responsible

Cathy Oyster

Schedule

Monthly, from 7/10/2017 to 5/31/2018

Evidence of Completion

Messaging campaign detailing the use of marquee, robo calls, reward system, family engagement activities, slogan, and social media.

Action Step 3 5

Pull weekly data reports to track the percentage of students who are at 90% or higher attendance.

Person Responsible

Joy Eubanks

Schedule

Weekly, from 8/31/2017 to 5/25/2018

Evidence of Completion

Data reports

Action Step 4 5

Create clear expectations for attendance

Person Responsible

Bryan Helms

Schedule

On 7/14/2017

Evidence of Completion

Expectations listed

Action Step 5 5

Communicate goal and expectations to the students.

Person Responsible

Bryan Helms

Schedule

Daily, from 8/14/2017 to 8/18/2017

Evidence of Completion

Schedule for class meetings.

Action Step 6 5

Provide stipends for other support personnel to work beyond the contracted day to improve and promote student attendance.

Person Responsible

Cathy Oyster

Schedule

Weekly, from 9/1/2017 to 8/31/2018

Evidence of Completion

List of support personnel assigned to improve and promote student attendance.

Plan to Monitor Fidelity of Implementation of G1.B4.S4 6

Verify goal has been set and expectations listed.

Person Responsible

Joy Eubanks

Schedule

On 6/20/2017

Evidence of Completion

Goal

Plan to Monitor Fidelity of Implementation of G1.B4.S4 6

Check on the progress of messaging campaign which includes the use of the marquee, robo calls, reward system, slogan, and social media.

Person Responsible

Joy Eubanks

Schedule

On 8/1/2017

Evidence of Completion

Timeline with material to be released for the campaign.

Plan to Monitor Fidelity of Implementation of G1.B4.S4 6

Verify reports have been pulled and analyzed

Person Responsible

Cathy Oyster

Schedule

On 5/25/2018

Evidence of Completion

Report analysis

Plan to Monitor Fidelity of Implementation of G1.B4.S4 6

Ensure the schedule for class meetings is created and that Bryan is ready to present his expectations for student attendance.

Person Responsible

Cathy Oyster

Schedule

Daily, from 8/14/2017 to 8/18/2017

Evidence of Completion

Ask Bryan to email the class meeting schedule and his expectations for students.

Plan to Monitor Fidelity of Implementation of G1.B4.S4 6

Verify support personnel has been identified to serve in the role to improve and promote student attendance.

Person Responsible

Bryan Helms

Schedule

On 8/31/2018

Evidence of Completion

List of support staff

Plan to Monitor Effectiveness of Implementation of G1.B4.S4 7

Analyze attendance data and discuss messaging campaign events during School Leadership meetings.

Person Responsible

Bryan Helms

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Agendas, attendance data, and plans for upcoming messaging campaign events.

G1.B4.S5 We will work to create a supportive environment conducive of positive relationships through mentoring and the creation of clubs and activities. 4

S278506

Strategy Rationale

If we create a positive supportive environment, our students will want to come to school.

Action Step 1 5

Identify faculty and staff who can mentor students and build positive relationships.

Person Responsible

Bryan Helms

Schedule

On 9/30/2017

Evidence of Completion

List of mentors

Action Step 2 5

Identify students who can be apart of the mentee/mentor partnership.

Person Responsible

Michelle Mikell

Schedule

On 10/12/2017

Evidence of Completion

List of students.

Action Step 3 5

Train mentors on a mentorship program.

Person Responsible

Joy Eubanks

Schedule

On 8/10/2017

Evidence of Completion

Training Materials

Action Step 4 5

Create a list of after school clubs and in-school activities for students to participate in and find sponsors.

Person Responsible

Michelle Mikell

Schedule

On 10/12/2017

Evidence of Completion

List of activities and clubs.

Action Step 5 5

Advertise newly created clubs and activities and have students sign up.

Person Responsible

Michelle Mikell

Schedule

Daily, from 9/11/2017 to 10/27/2017

Evidence of Completion

Sign up sheet for club advertising.

Plan to Monitor Fidelity of Implementation of G1.B4.S5 6

Verify mentor/mentee list has been created.

Person Responsible

Cathy Oyster

Schedule

On 6/15/2017

Evidence of Completion

List of mentors/mentees

Plan to Monitor Fidelity of Implementation of G1.B4.S5 6

Ensure PD has taken place for mentors

Person Responsible

Cathy Oyster

Schedule

On 8/11/2017

Evidence of Completion

Sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B4.S5 6

Ensure clubs/activities have been created and sign up have taken place.

Person Responsible

Schedule

On 9/15/2017

Evidence of Completion

Sign up sheets

Plan to Monitor Effectiveness of Implementation of G1.B4.S5 7

Faculty PLCs, Leadership Meetings

Person Responsible

Bryan Helms


Schedule

Monthly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Club sponsors and mentors will attend meeting and provide feedback related to their attendance of mentees to clubs/activities and mentorship programs.

G1.B5 Additional funding is needed to support activities related to the Graduation Initiative and increasing graduation rates. **2**

 B263022

G1.B5.S1 Implement the Check and Connect Program. **4**

 S278507

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 7/7/2017

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

Joy Eubanks

Schedule

On 8/11/2017

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 7/18/2017

Evidence of Completion

Sign-In sheet, Agenda, Manuals

Action Step 4 5

Assign mentees to mentors

Person Responsible

Sharon Spell

Schedule

On 9/15/2017

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 9/19/2017

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 9/26/2017 to 5/25/2018

Evidence of Completion

Agendas and data collection sheets

Action Step 7 5

Implement Check and Connect

Person Responsible

Bryan Helms

Schedule

On 5/25/2018

Evidence of Completion

Data collection sheets

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Checking in with Mentors to monitor implementation.

Person Responsible

Cathy Oyster

Schedule

Weekly, from 9/25/2017 to 5/25/2018

Evidence of Completion

Verbal Communication and data collection sheets

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

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

Person Responsible

Cathy Oyster

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Data Entry online

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Verify lead team and mentors attended Check and Connect summer training.

Person Responsible

Michelle Mikell

Schedule

On 9/11/2017

Evidence of Completion

TDEs and training documents

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Verify mentee and mentor lists

Person Responsible

Bryan Helms

Schedule

On 9/18/2017

Evidence of Completion

Compiled lists

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Leadership meetings

Person Responsible

Bryan Helms

Schedule

Monthly, from 10/23/2017 to 5/25/2018

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.B5.S2 Implement Success 101 4

S278508

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 freshman student at IHS will take Success 101.

Person Responsible

Cathy Oyster

Schedule

Daily, from 7/3/2017 to 7/31/2017

Evidence of Completion

Completed Master Schedule

Action Step 2 5

Monitor EWI within the Success 101 classes alongside the freshman guidance counselor and district graduation coach.

Person Responsible

Cathy Oyster

Schedule

Monthly, from 8/1/2017 to 5/25/2018

Evidence of Completion

EWI data and monitoring sheets

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Check in to make sure EWI are being monitored in the Success 101 class and teacher is being supported by guidance and district graduation coach.

Person Responsible

Bryan Helms

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

EWI data, student chat forms

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Verify master schedule is created to support freshman having Success 101.

Person Responsible

Bryan Helms

Schedule

On 9/15/2017

Evidence of Completion

Completed master schedule

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Leadership Meetings

Person Responsible

Bryan Helms

Schedule

Monthly, from 8/29/2017 to 5/25/2018

Evidence of Completion

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

G1.B5.S3 Utilize the graduation coach to support students who are off track. 4

S278509

Strategy Rationale

With the use of a graduation coach, students will have individualized support to work towards getting back on track for graduation.

Action Step 1 5

Fund .25 FTE of a graduation coach position to support tracking, monitoring and support for students who are off-track to graduate on time.

Person Responsible

Bryan Helms

Schedule

Annually, from 9/1/2017 to 9/30/2018

Evidence of Completion

Personnel by position

Action Step 2 5

Create a list of expectations and job duties

Person Responsible

Bryan Helms

Schedule

On 6/30/2017

Evidence of Completion

List of job duties and expectations

Action Step 3 5

Meet with graduation coach and discuss expectations and duties.

Person Responsible

Bryan Helms

Schedule

On 7/6/2017

Evidence of Completion

Meeting Agenda

Action Step 4 5

Identify students who are off track and assign them to graduation coach.

Person Responsible

Cathy Oyster

Schedule

On 7/27/2017

Evidence of Completion

List of mentees

Action Step 5 5

Identify a list of field trips for graduation coach to take students on to explore post secondary options.

Person Responsible

Joy Eubanks

Schedule

On 9/30/2018

Evidence of Completion

List of field trips

Action Step 6 5

Post and hire for two intervention teachers to support interventions at IHS.

Person Responsible

Bryan Helms

Schedule

Annually, from 9/1/2017 to 8/30/2018

Evidence of Completion

Personnel by position

Action Step 7 5

Provide tutoring services after school by a certified teacher.

Person Responsible

Cathy Oyster

Schedule

Weekly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Teacher time sheets and student sign in sheets.

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

Follow up to ensure jobs has been posted and position filled.

Person Responsible

Cathy Oyster

Schedule

On 6/23/2017

Evidence of Completion

Personnel by position document

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

Ensure job duties and expectations have been created.

Person Responsible

Cathy Oyster

Schedule

On 6/30/2017

Evidence of Completion

Job duties and expectations listed.

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

Meet with principal to make sure meeting date with graduation coach has been scheduled.

Person Responsible

Cathy Oyster

Schedule

On 7/6/2017

Evidence of Completion

Date on calendar

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

Verify reports have been run on EWI to identify students who will work with graduation coach.

Person Responsible

Cathy Oyster

Schedule

On 7/27/2017

Evidence of Completion

EWI reports and list of students

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

Verify field trips have been identified and dates set.

Person Responsible

Cathy Oyster

Schedule

Weekly, from 10/15/2017 to 11/15/2017

Evidence of Completion

Field trips and dates

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

Verify personnel for afterschool tutoring

Person Responsible

Joy Eubanks

Schedule

On 8/31/2018

Evidence of Completion

List of after school tutors and schedule

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B5.S3 7

SBLT meetings

Person Responsible

Cathy Oyster

Schedule

Monthly, from 8/28/2017 to 5/4/2018

Evidence of Completion

Monthly debriefing from graduation coach on the progress made, agenda, student profiles.
Monthly data chats on progress of students in tutoring and those receiving intensive remedial services.

G1.B5.S4 Develop family partnerships to bring awareness and provide support. 4

S278510

Strategy Rationale

By including families of students in the decision making process of their educational pathways, we will gain a partnership that will yield more support resulting in an increase in graduation.

Action Step 1 5

Run 9424 reports and make individualized notes on all seniors.

Person Responsible

Cathy Oyster

Schedule

Daily, from 6/5/2017 to 6/15/2017

Evidence of Completion

Completed 9424s

Action Step 2 5

Create a parent meeting agenda

Person Responsible

Cathy Oyster

Schedule

On 6/15/2017

Evidence of Completion

Agenda

Action Step 3 5

Send out announcement on meetings using robo calls, letters, and marque.

Person Responsible

Joy Eubanks

Schedule

On 6/15/2017

Evidence of Completion

Call list, letters, and marque

Action Step 4 5

Set dates and identify individuals who will meet with the families.

Person Responsible

Bryan Helms

Schedule

On 6/15/2017

Evidence of Completion

Dates on calendar and list of employees who will attend meeting.

Action Step 5 5

Have week long meeting openings with families to discuss current status, graduation status, attendance, and create a plan of action for the 2017-2018 school year.

Person Responsible

Bryan Helms

Schedule

Daily, from 6/19/2017 to 6/22/2017

Evidence of Completion

Meeting notes and signatures on action plan

Action Step 6 5

Conduct home visits on any student whose family did not participate in the summer meetings

Person Responsible

Cathy Oyster

Schedule

Daily, from 6/26/2017 to 7/20/2017

Evidence of Completion

List of home visits needed and map routes

Plan to Monitor Fidelity of Implementation of G1.B5.S4 6

Verify 9424s have been run and notes made

Person Responsible

Bryan Helms

Schedule

Weekly, from 6/5/2017 to 6/5/2017

Evidence of Completion

Verbal and written acknowledgement of 9424s and notes

Plan to Monitor Fidelity of Implementation of G1.B5.S4 6

Verify parent meeting agenda had been made

Person Responsible

Joy Eubanks

Schedule

On 6/15/2017

Evidence of Completion

Completed agenda

Plan to Monitor Fidelity of Implementation of G1.B5.S4 6

Verify the announcement of meetings has been delivered using a variety of methods.

Person Responsible

Cathy Oyster

Schedule

On 6/15/2017

Evidence of Completion

Verbal and Written acknowledgement.

Plan to Monitor Fidelity of Implementation of G1.B5.S4 6

Ensure employees have been contacted and will attend family meetings.

Person Responsible

Joy Eubanks

Schedule

On 6/14/2017

Evidence of Completion

Emails

Plan to Monitor Fidelity of Implementation of G1.B5.S4 6

Ensure week long meets have taken place and action plans created.

Person Responsible

Cathy Oyster

Schedule

Daily, from 6/19/2017 to 6/22/2017

Evidence of Completion

Action plans

Plan to Monitor Fidelity of Implementation of G1.B5.S4 6

Verify home visits are occurring daily and action plans are being signed for those parents who did not attend the meeting at IHS.

Person Responsible

Joy Eubanks

Schedule

Daily, from 6/26/2017 to 7/20/2017

Evidence of Completion

Map routes and completed action plans.

Plan to Monitor Effectiveness of Implementation of G1.B5.S4 7

Weekly Leadership Meetings

Person Responsible

Bryan Helms

Schedule

Weekly, from 6/5/2017 to 7/21/2017

Evidence of Completion

Individuals will debrief the progress made within their assigned group of students in meeting with parents and getting signatures.

G1.B5.S5 Implement a school-wide reward system focused on improving the Early Warning Indicators.

4

S278511

Strategy Rationale

By providing rewards to students with no course failures, minimal absences, and no disciplinary referrals, students will be motivated to stay on track.

Action Step 1 5

Create and implement a bi-weekly PLC focused on improving the (Early Warning Indicators) EWI.

Person Responsible

Cathy Oyster

Schedule

Biweekly, from 7/3/2017 to 9/28/2018

Evidence of Completion

PLC notes, sign-in sheets, agenda

Action Step 2 5

Set criteria for each EWI and how students will be rewarded for reducing or not having any EWIs.

Person Responsible

Michelle Mikell

Schedule

Biweekly, from 9/30/2017 to 9/30/2018

Evidence of Completion

Criteria set and rewards established.

Action Step 3 5

Identify the reports and time frames used for rewards.

Person Responsible

Michelle Mikell

Schedule

Monthly, from 9/30/2017 to 9/30/2018

Evidence of Completion

List of reports and time frames.

Action Step 4 5

Create events to include families to bring awareness around the EWI.

Person Responsible

Michelle Mikell

Schedule

Monthly, from 9/30/2017 to 9/30/2018

Evidence of Completion

List of family engagement activities.

Plan to Monitor Fidelity of Implementation of G1.B5.S5 6

Check in to verify PLC members have been selected and PLC dates set.

Person Responsible

Joy Eubanks

Schedule

On 10/2/2017

Evidence of Completion

List of members and dates.

Plan to Monitor Fidelity of Implementation of G1.B5.S5 6

Verify criteria for rewarding students has been set.

Person Responsible

Bryan Helms

Schedule

On 10/5/2017

Evidence of Completion

Criteria and rewards listed.

Plan to Monitor Fidelity of Implementation of G1.B5.S5 6

Check in to see which reports will be run and time frames set for EWI rewards.

Person Responsible

Bryan Helms

Schedule

On 10/6/2017

Evidence of Completion

List of reports and dates.

Plan to Monitor Fidelity of Implementation of G1.B5.S5 6

Verify a list of family engagement activities have been created to bring awareness to EWI.

Person Responsible

Joy Eubanks

Schedule

Monthly, from 10/2/2017 to 9/30/2018

Evidence of Completion

List of family engagement activities and dates.

Plan to Monitor Effectiveness of Implementation of G1.B5.S5 7

School Based Leadership Team meetings

Person Responsible

Bryan Helms

Schedule

Weekly, from 9/30/2017 to 9/30/2018

Evidence of Completion

Meeting agenda, Guidance will be invited to provide monthly tracking of EWI tracking data.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.MA1 M405220	[no content entered]		No Start Date		No End Date one-time
G1.B5.S3.MA8 M405287	[no content entered]		No Start Date		No End Date one-time
G1.B3.S5.MA1 M405244	Administration will conduct walk-through observations.		No Start Date	Administration will verify the PD and collaborative planning plans are being implemented.	No End Date one-time
G1.B4.S2.MA1 M405254	Follow up with the school secretary to ensure postings have occurred, interviews conducted, and...	Helms, Bryan	6/1/2017	Personnel Reports	6/1/2017 one-time
G1.B4.S3.A1 A375191	Pull data to show correlation between grades and attendance using the 2016-17 school year data.	Eubanks, Joy	6/1/2017	Reports pulled	6/1/2017 one-time
G1.B4.S3.MA3 M405260	Review the data pulled for the correlation between grades and attendance.	Oyster, Cathy	6/2/2017	Data pulled	6/2/2017 one-time
G1.B5.S4.MA1 M405289	Verify 9424s have been run and notes made	Helms, Bryan	6/5/2017	Verbal and written acknowledgement of 9424s and notes	6/5/2017 weekly
G1.B3.S3.MA2 M405237	Verify training is set up and teachers have been notified of planning session.	Eubanks, Joy	6/5/2017	Training materials and agenda	6/9/2017 one-time
G1.B5.S4.MA4 M405292	Ensure employees have been contacted and will attend family meetings.	Eubanks, Joy	6/12/2017	Emails	6/14/2017 one-time
G1.B5.S4.MA2 M405290	Verify parent meeting agenda had been made	Eubanks, Joy	6/15/2017	Completed agenda	6/15/2017 one-time
G1.B5.S4.MA3 M405291	Verify the announcement of meetings has been delivered using a variety of methods.	Oyster, Cathy	6/12/2017	Verbal and Written acknowledgement.	6/15/2017 one-time
G1.B5.S4.A1 A375221	Run 9424 reports and make individualized notes on all seniors.	Oyster, Cathy	6/5/2017	Completed 9424s	6/15/2017 daily
G1.B5.S4.A2 A375222	Create a parent meeting agenda	Oyster, Cathy	6/12/2017	Agenda	6/15/2017 one-time
G1.B5.S4.A3 A375223	Send out announcement on meetings using robo calls, letters, and marquee.	Eubanks, Joy	6/12/2017	Call list, letters, and marquee	6/15/2017 one-time
G1.B5.S4.A4 A375224	Set dates and identify individuals who will meet with the families.	Helms, Bryan	6/12/2017	Dates on calendar and list of employees who will attend meeting.	6/15/2017 one-time
G1.B4.S5.MA1 M405269	Verify mentor/mentee list has been created.	Oyster, Cathy	6/15/2017	List of mentors/mentees	6/15/2017 one-time
G1.B3.S3.MA3 M405238	Check in with administration to make sure training has been set up and access to item bank is...	Eubanks, Joy	6/5/2017	Username/passwords to item banks and sites needed for tests creation.	6/16/2017 one-time
G1.B4.S4.A1 A375194	Set a school-wide attendance goal for students.	Helms, Bryan	6/19/2017	School-wide goal	6/19/2017 one-time
G1.B4.S4.MA1 M405263	Verify goal has been set and expectations listed.	Eubanks, Joy	6/20/2017	Goal	6/20/2017 one-time
G1.B5.S4.MA5 M405293	Ensure week long meets have taken place and action plans created.	Oyster, Cathy	6/19/2017	Action plans	6/22/2017 daily

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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.B5.S4.A5 A375225	Have week long meeting openings with families to discuss current status, graduation status,...	Helms, Bryan	6/19/2017	Meeting notes and signatures on action plan	6/22/2017 daily
G1.B5.S3.MA1 M405281	Follow up to ensure jobs has been posted and position filled.	Oyster, Cathy	5/29/2017	Personnel by position document	6/23/2017 one-time
G1.B4.S3.A2 A375192	Create student friendly presentation 10 minutes in length to define chronic absenteeism and its...	Eubanks, Joy	6/29/2017	Completed presentation	6/29/2017 one-time
G1.B5.S3.MA2 M405282	Ensure job duties and expectations have been created.	Oyster, Cathy	6/26/2017	Job duties and expectations listed.	6/30/2017 one-time
G1.B5.S3.A2 A375215	Create a list of expectations and job duties	Helms, Bryan	6/26/2017	List of job duties and expectations	6/30/2017 one-time
G1.B4.S2.A1 A375187	Post and hire for the position of attendance clerk.	Helms, Bryan	5/15/2017	Personnel allocation assignment	7/1/2017 one-time
G1.B5.S3.MA3 M405283	Meet with principal to make sure meeting date with graduation coach has been scheduled.	Oyster, Cathy	7/3/2017	Date on calendar	7/6/2017 one-time
G1.B5.S3.A3 A375216	Meet with graduation coach and discuss expectations and duties.	Helms, Bryan	7/3/2017	Meeting Agenda	7/6/2017 one-time
G1.B3.S4.MA1 M405241	Verify expectations for small group instruction have been created	Eubanks, Joy	6/5/2017	List of expectations	7/6/2017 weekly
G1.B3.S4.A1 A375175	SBLT set up clear expectations on what small group instruction should look like, the frequency, and...	Helms, Bryan	6/5/2017	List of expectations	7/6/2017 one-time
G1.B5.S1.A1 A375205	Lead team attends the Check and Connect facilitators training	Helms, Bryan	6/7/2017	Facilitators Manuals, Sign-In Sheet and Agenda	7/7/2017 one-time
G1.B3.S4.MA2 M405242	Check on the planning of PD for small group instruction.	Helms, Bryan	6/5/2017	PD materials	7/14/2017 weekly
G1.B4.S4.A4 A375197	Create clear expectations for attendance	Helms, Bryan	7/10/2017	Expectations listed	7/14/2017 one-time
G1.B5.S1.A3 A375207	Mentors will attend the Check and Connect Mentors Implementation Training	Helms, Bryan	7/17/2017	Sign-In sheet, Agenda, Manuals	7/18/2017 one-time
G1.B5.S4.MA6 M405294	Verify home visits are occurring daily and action plans are being signed for those parents who did...	Eubanks, Joy	6/26/2017	Map routes and completed action plans.	7/20/2017 daily
G1.B5.S4.A6 A375226	Conduct home visits on any student whose family did not participate in the summer meetings	Oyster, Cathy	6/26/2017	List of home visits needed and map routes	7/20/2017 daily
G1.B3.S3.MA4 M405239	Verify calendar has been set up for testing	Helms, Bryan	6/12/2017	Completed calendar	7/21/2017 one-time
G1.B3.S3.A2 A375172	Have departments create pacing guides during the summer and/or plan for the upcoming year using the...	Oyster, Cathy	6/1/2017	Pacing Guides and plans	7/21/2017 one-time
G1.B3.S3.A3 A375173	Departments will create common formative assessments and/or plan to implement the District's...	Helms, Bryan	6/1/2017	Dates on calendar for implementation and common formative assessments.	7/21/2017 one-time
G1.B3.S3.A4 A375174	Create a school-wide interim and formative assessment calendar for all departments.	Eubanks, Joy	6/1/2017	Calendar	7/21/2017 one-time
G1.B3.S4.MA3 M405243	Verify training dates have been established and teachers contacted.	Eubanks, Joy	6/5/2017	Dates of training and emails to teachers	7/21/2017 weekly
G1.B5.S4.MA1 M405288	Weekly Leadership Meetings	Helms, Bryan	6/5/2017	Individuals will debrief the progress made within their assigned group of	7/21/2017 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
				students in meeting with parents and getting signatures.	
G1.B5.S3.MA4 M405284	Verify reports have been run on EWI to identify students who will work with graduation coach.	Oyster, Cathy	7/17/2017	EWI reports and list of students	7/27/2017 one-time
G1.B5.S3.A4 A375217	Identify students who are off track and assign them to graduation coach.	Oyster, Cathy	7/17/2017	List of mentees	7/27/2017 one-time
G1.B3.S4.A2 A375176	Create training for teachers on the implementation of small group instruction.	Oyster, Cathy	6/1/2017	Training Materials	7/27/2017 one-time
G1.B3.S4.A3 A375177	Train teachers on small group instruction.	Oyster, Cathy	6/5/2017	Sign-In Sheets	7/27/2017 one-time
G1.B4.S2.MA2 M405255	Review the expectations, roles, and responsibilities set forth by the SBLT for the Attendance...	Oyster, Cathy	7/28/2017	Written documentation of roles and responsibilities.	7/28/2017 one-time
G1.B4.S2.A2 A375188	Have the administrative team develop clear job expectations for roles and responsibilities of...	Oyster, Cathy	6/1/2017	Document with roles and responsibilities	7/28/2017 one-time
G1.B3.S3.MA1 M405236	Verify collection of the curriculum materials and resource list.	Helms, Bryan	7/28/2017	Resource list and materials	7/28/2017 one-time
G1.B3.S3.A1 A375171	Identify the core curriculum that will be utilized by each English class, remedial reading classes,...	Oyster, Cathy	6/1/2017	List of resources	7/28/2017 one-time
G1.B5.S2.A1 A375212	Create a master schedule so that every freshman student at IHS will take Success 101.	Oyster, Cathy	7/3/2017	Completed Master Schedule	7/31/2017 daily
G1.B4.S4.MA2 M405264	Check on the progress of messaging campaign which includes the use of the marquee, robo calls,...	Eubanks, Joy	7/10/2017	Timeline with material to be released for the campaign.	8/1/2017 one-time
G1.B3.S2.A3 A375168	Create a schedule for PLCs by department	Oyster, Cathy	8/3/2017	Completed schedule	8/3/2017 one-time
G1.B4.S3.MA1 M405259	Verify schedule for presentations and completed presentation.	Oyster, Cathy	8/3/2017	Completed schedule and presentation.	8/3/2017 one-time
G1.B3.S2.A1 A375166	Create a set of expectations for the structures and protocol that will be used during the PLCs	Helms, Bryan	8/1/2017	Agendas, expectations, and structures for the PLCs.	8/4/2017 one-time
G1.B4.S5.A3 A375202	Train mentors on a mentorship program.	Eubanks, Joy	8/7/2017	Training Materials	8/10/2017 one-time
G1.B5.S1.A2 A375206	Select faculty/staff who will be Check and Connect mentors	Eubanks, Joy	7/3/2017	List of Mentors	8/11/2017 one-time
G1.B4.S5.MA2 M405270	Ensure PD has taken place for mentors	Oyster, Cathy	8/11/2017	Sign in sheets	8/11/2017 one-time
G1.B3.S2.MA1 M405230	Bryan will check in with CRT to verify PLC protocols, structures, resources, and schedules have...	Helms, Bryan	8/15/2017	Verbal and written communication	8/15/2017 one-time
G1.B4.S4.MA5 M405266	Ensure the schedule for class meetings is created and that Bryan is ready to present his...	Oyster, Cathy	8/14/2017	Ask Bryan to email the class meeting schedule and his expectations for students.	8/18/2017 daily
G1.B4.S4.A5 A375198	Communicate goal and expectations to the students.	Helms, Bryan	8/14/2017	Schedule for class meetings.	8/18/2017 daily
G1.B3.S2.MA2 M405231	Joy will check in with Cathy to verify she has reached out to District Coaches and received...	Eubanks, Joy	8/22/2017	Verbal communication, confirmation dates	8/22/2017 one-time
G1.B4.S2.A3 A375189	Train new positions on their roles and responsibilities.	Oyster, Cathy	8/3/2017	Schedule of training dates and times.	8/31/2017 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.B4.S3.A3 A375193	Complete individual class presentation on chronic absenteeism to the entire student body.	Eubanks, Joy	8/7/2017	Student sign-in sheets	9/7/2017 daily
G1.B5.S1.MA4 M405275	Verify lead team and mentors attended Check and Connect summer training.	Mikell, Michelle	7/3/2017	TDEs and training documents	9/11/2017 one-time
G1.B5.S1.A4 A375208	Assign mentees to mentors	Spell, Sharon	9/11/2017	List of mentee and mentors	9/15/2017 one-time
G1.B5.S2.MA3 M405279	Verify master schedule is created to support freshman having Success 101.	Helms, Bryan	7/3/2017	Completed master schedule	9/15/2017 one-time
G1.B4.S5.MA3 M405271	Ensure clubs/activities have been created and sign up have taken place.		9/15/2017	Sign up sheets	9/15/2017 one-time
G1.B5.S1.MA5 M405276	Verify mentee and mentor lists	Helms, Bryan	9/4/2017	Compiled lists	9/18/2017 one-time
G1.B5.S1.A5 A375209	Develop procedures and protocol for data collection sheets for data entry	Oyster, Cathy	9/18/2017	Procedure and protocol document	9/19/2017 one-time
G1.B4.S3.MA4 M405261	Check in with presenter on the progress of the chronic absenteeism presentation.	Oyster, Cathy	8/11/2017	Verbal communication and sign-in sheets.	9/22/2017 weekly
G1.B4.S2.MA3 M405256	Verify with trainer, the training dates and agenda for trainings.	Eubanks, Joy	8/1/2017	Verbal and written documentation	9/29/2017 biweekly
G1.B4.S3.MA1 M405258	Interview students through data chats and discuss their understanding of chronic absenteeism as...	Eubanks, Joy	9/11/2017	Data chat forms	9/29/2017 daily
G1.B4.S5.A1 A375200	Identify faculty and staff who can mentor students and build positive relationships.	Helms, Bryan	6/12/2017	List of mentors	9/30/2017 one-time
G1.B5.S5.MA1 M405296	Check in to verify PLC members have been selected and PLC dates set.	Eubanks, Joy	10/2/2017	List of members and dates.	10/2/2017 one-time
G1.B5.S5.MA2 M405297	Verify criteria for rewarding students has been set.	Helms, Bryan	10/2/2017	Criteria and rewards listed.	10/5/2017 one-time
G1.B5.S5.MA3 M405298	Check in to see which reports will be run and time frames set for EWI rewards.	Helms, Bryan	10/2/2017	List of reports and dates.	10/6/2017 one-time
G1.B4.S5.A2 A375201	Identify students who can be apart of the mentee/mentor partnership.	Mikell, Michelle	6/19/2017	List of students.	10/12/2017 one-time
G1.B4.S5.A4 A375203	Create a list of after school clubs and in-school activities for students to participate in and...	Mikell, Michelle	6/26/2017	List of activities and clubs.	10/12/2017 one-time
G1.B4.S5.A5 A375204	Advertise newly created clubs and activities and have students sign up.	Mikell, Michelle	9/11/2017	Sign up sheet for club advertising.	10/27/2017 daily
G1.B5.S3.MA6 M405285	Verify field trips have been identified and dates set.	Oyster, Cathy	10/15/2017	Field trips and dates	11/15/2017 weekly
G1.B1.S1.MA1 M405219	Collect the copy of the MOU for IHS.	Helms, Bryan	12/1/2017	Upload copy of MOU for IHS.	12/1/2017 one-time
G1.B3.S3.MA6 M405235	Quarterly data chats with individual teachers.	Helms, Bryan	9/4/2017	Collection of interim assessment and formative assessment data, current pacing, and feedback on implementation of resources.	4/6/2018 every-6-weeks
G1.B3.S2.MA6 M405233	Quarterly data meetings	Helms, Bryan	9/4/2017	Data collection, plans	4/27/2018 quarterly
G1.B3.S1.MA7 M405227	Verify administration has met with CRT and provided a priority list for coaching and given areas of...	Eubanks, Joy	8/1/2017	List of teachers and areas of focus.	4/30/2018 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.MA1 M405222	Checking in with CRT to ensure she has met with each teacher and developed a coaching plan.	Oyster, Cathy	8/21/2017	Coaching plans	5/4/2018 one-time
G1.B3.S1.MA3 M405224	Meet with Bryan to make sure he has completed a follow up meeting concluding the coaching session...	Oyster, Cathy	9/15/2017	Verbal communication	5/4/2018 every-6-weeks
G1.B3.S1.A2 A375160	District CRT will develop a coaching plan based on the teacher's specific need for improvement.	Wilburn, Tisha	8/15/2017	Coaching plans	5/4/2018 every-6-weeks
G1.B3.S1.A3 A375161	Administration will meet with each teacher who is being coached by CRT. Administration will...	Helms, Bryan	8/1/2017	Meeting notes	5/4/2018 every-6-weeks
G1.B3.S1.A4 A375162	CRT will meet with the teachers individually and modify the coaching plan and set the stage for how...	Wilburn, Tisha	8/1/2017	Coaching plans	5/4/2018 every-6-weeks
G1.B3.S1.A5 A375163	Administration will provide frequent walk-through observation utilizing iObservation and debrief...	Helms, Bryan	8/21/2017	iObservation and meeting notes	5/4/2018 biweekly
G1.B3.S1.A6 A375164	Administration will meet with CRT to debrief the progress and discuss next steps for coaching.	Helms, Bryan	8/21/2017	Meeting notes and revised coaching plans.	5/4/2018 weekly
G1.B5.S3.MA1 M405280	SBLT meetings	Oyster, Cathy	8/28/2017	Monthly debriefing from graduation coach on the progress made, agenda, student profiles. Monthly data chats on progress of students in tutoring and those receiving intensive remedial services.	5/4/2018 monthly
G1.MA1 M405300	Quarterly Curriculum Reviews	Helms, Bryan	10/5/2017	Pass rates, common formative data, performance matters progress monitoring, math nation reports, EWI reports, attendance reports.	5/11/2018 quarterly
G1.B3.S1.A1 A375159	Based on immediate need, the administration will provide a priority list to the District CRT for...	Helms, Bryan	8/1/2017	List of teachers, meeting notes	5/11/2018 every-6-weeks
G1.MA3 M405302	iObservation Data	Helms, Bryan	8/18/2017	iObservation data specific to elements of focus within the coaching plan.	5/18/2018 monthly
G1.B3.S1.MA1 M405221	Administration will conduct walk-through observation	Helms, Bryan	8/11/2017	Implementation of coaching plan	5/18/2018 weekly
G1.B4.S2.MA4 M405257	Ensure the nurse is meeting with the attendance clerk and students with health conditions.	Spell, Sharon	8/1/2017	Verbal and written documentation.	5/18/2018 monthly
G1.B4.S2.A4 A375190	Collaborate with school nurse to support health awareness and promotion as Tier 2 and Tier 3...	Oyster, Cathy	9/5/2017	Meeting notes, lists of students	5/18/2018 biweekly
G1.B3.S4.MA1 M405240	Walk Throughs	Helms, Bryan	8/7/2017	Implementation of small group instruction	5/18/2018 weekly
G1.B4.S5.MA1 M405268	Faculty PLCs, Leadership Meetings	Helms, Bryan	8/21/2017	Club sponsors and mentors will attend meeting and provide feedback related to their attendance of mentees to clubs/activities and mentorship programs.	5/18/2018 monthly
G1.B4.S2.MA1 M405253	Leadership Meetings, Quarterly Reviews	Oyster, Cathy	9/25/2017	Meeting agenda, invitation for attendance clerk, alternative placement teacher, and school nurse to attend to provide monthly updates.	5/21/2018 monthly
G1.B3.S1.MA2 M405223	Monitoring iObservation to ensure each teacher who is receiving coaching has at least one...	Helms, Bryan	8/21/2017	iObservation, verbal communication	5/25/2018 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.MA4 M405225	Meet with CRT to ensure she has revised and updated coaching plans and provided appropriate support.	Oyster, Cathy	8/4/2017	Verbal communication and written notes	5/25/2018 weekly
G1.B3.S1.MA5 M405226	Meet with the teachers being coached to ensure they are implementing next steps identified by CRT...	Helms, Bryan	8/21/2017	Verbal communication and written notes.	5/25/2018 weekly
G1.B3.S1.A7 A375165	Concluding the coaching plan/session (5 weeks), administration will meet with the coached teachers...	Helms, Bryan	9/11/2017	Meeting notes	5/25/2018 every-6-weeks
G1.B5.S1.MA1 M405272	Leadership meetings	Helms, Bryan	10/23/2017	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.	5/25/2018 monthly
G1.B5.S1.MA1 M405273	Checking in with Mentors to monitor implementation.	Oyster, Cathy	9/25/2017	Verbal Communication and data collection sheets	5/25/2018 weekly
G1.B5.S1.MA2 M405274	Checking in with Lead Mentor to ensure data is being entered online.	Oyster, Cathy	10/2/2017	Data Entry online	5/25/2018 monthly
G1.B5.S1.A6 A375210	Check and Connect meetings with all mentors for monitoring and reviewing data	Helms, Bryan	9/26/2017	Agendas and data collection sheets	5/25/2018 every-6-weeks
G1.B5.S1.A7 A375211	Implement Check and Connect	Helms, Bryan	9/25/2017	Data collection sheets	5/25/2018 one-time
G1.B3.S2.MA1 M405228	Attend regularly planned PLCs with all departments.	Helms, Bryan	8/22/2017	Meeting agendas, sign-in sheets.	5/25/2018 monthly
G1.B3.S2.MA3 M405232	Monthly monitoring of PLCs	Helms, Bryan	8/22/2017	Sign-in sheets	5/25/2018 weekly
G1.B3.S2.A5 A375170	Teachers attend regularly planned PLC meetings.	Eubanks, Joy	8/15/2017	Sign in sheets, agendas	5/25/2018 weekly
G1.B5.S2.MA1 M405277	Leadership Meetings	Helms, Bryan	8/29/2017	Meeting agenda, invite guidance to share information related to EWS and update on current graduation rate projections.	5/25/2018 monthly
G1.B5.S2.MA1 M405278	Check in to make sure EWI are being monitored in the Success 101 class and teacher is being...	Helms, Bryan	8/10/2017	EWI data, student chat forms	5/25/2018 daily
G1.B5.S2.A2 A375213	Monitor EWI within the Success 101 classes alongside the freshman guidance counselor and district...	Oyster, Cathy	8/1/2017	EWI data and monitoring sheets	5/25/2018 monthly
G1.B3.S3.MA1 M405234	Conduct walk throughs to monitor pacing and materials being utilized.	Helms, Bryan	8/14/2017	Implementation of pacing guide and resources, checklist	5/25/2018 weekly
G1.B4.S4.MA1 M405262	Analyze attendance data and discuss messaging campaign events during School Leadership meetings.	Helms, Bryan	8/14/2017	Agendas, attendance data, and plans for upcoming messaging campaign events.	5/25/2018 weekly
G1.B4.S4.MA3 M405265	Verify reports have been pulled and analyzed	Oyster, Cathy	8/25/2017	Report analysis	5/25/2018 one-time
G1.B4.S4.A3 A375196	Pull weekly data reports to track the percentage of students who are at 90% or higher attendance.	Eubanks, Joy	8/31/2017	Data reports	5/25/2018 weekly
G1.B3.S2.MA2 M405229	Walk-Throughs	Oyster, Cathy	8/22/2017	Implementation of common formative assessments, lesson plans, and PD.	5/26/2018 daily
G1.B4.S4.A2 A375195	Create a messaging campaign which includes the use of the marque, robo calls, student reward...	Oyster, Cathy	7/10/2017	Messaging campaign detailing the use of marque, robo calls, reward system, family engagement activities, slogan, and social media.	5/31/2018 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.MA2 M405301	End of the Year Data Review	Helms, Bryan	5/31/2018	Graduation cohort data, EOC pass rates for Algebra 1, retake data, English 10 ELA scores, attendance data, chronic absenteeism rate, course failures, behavior referrals, and post secondary enrollment, etc.	7/31/2018 one-time
G1.B3.S6.A4 A375182	Provide an out of district opportunity for the administrative team to engage in professional...	Helms, Bryan	2/1/2018	Registration for event, travel forms	7/31/2018 one-time
G1.B3.S2.A4 A375169	Reach out to District Coaches to request support.	Oyster, Cathy	8/9/2017	Written documentation of request	8/9/2018 one-time
G1.B3.S2.A2 A375167	Identify resources that will be utilized for common formative assessments, planning, and PD.	Oyster, Cathy	8/1/2017	List of resources	8/20/2018 daily
G1.B5.S3.A6 A375219	Post and hire for two intervention teachers to support interventions at IHS.	Helms, Bryan	9/1/2017	Personnel by position	8/30/2018 annually
G1.B1.S1.MA1 M405218	Monitor teacher vacancies and teacher retention rate throughout the year.	Helms, Bryan	9/1/2017	Upload a list of teacher retention rate.	8/31/2018 one-time
G1.B1.S1.A1 A375157	Negotiate a memorandum of understanding with the PFT-U for Interlachen High School to provide...	Helms, Bryan	11/1/2017	List of bonus payouts	8/31/2018 one-time
G1.B2.S1.A1 A375158	Purchase and implement Imagine Math to support students in intervention and acceleration math...	Oyster, Cathy	9/1/2017	Purchase order	8/31/2018 one-time
G1.B5.S3.MA7 M405286	Verify personnel for afterschool tutoring	Eubanks, Joy	9/1/2017	List of after school tutors and schedule	8/31/2018 one-time
G1.B5.S3.A7 A375220	Provide tutoring services after school by a certified teacher.	Oyster, Cathy	9/1/2017	Teacher time sheets and student sign in sheets.	8/31/2018 weekly
G1.B4.S4.MA6 M405267	Verify support personnel has been identified to serve in the role to improve and promote student...	Helms, Bryan	9/1/2017	List of support staff	8/31/2018 one-time
G1.B4.S4.A6 A375199	Provide stipends for other support personnel to work beyond the contracted day to improve and...	Oyster, Cathy	9/1/2017	List of support personnel assigned to improve and promote student attendance.	8/31/2018 weekly
G1.B3.S6.MA1 M405246	Collection of evaluation data and check for consistent use of instructional practices.	Helms, Bryan	10/1/2017	Data Collection from iObservation	8/31/2018 quarterly
G1.B3.S6.MA1 M405247	Collect the contracts for services from LSI/Marzano trainings.	Helms, Bryan	10/1/2017	Completed contracts	8/31/2018 quarterly
G1.B3.S6.MA3 M405248	Collect the contract for Sarah Schaefer's Methodology trainings.	Oyster, Cathy	9/1/2017	Completed contracts	8/31/2018 one-time
G1.B3.S6.MA4 M405249	View completed registration for the International Leadership conference.	Helms, Bryan	9/1/2017	Completed Registration	8/31/2018 one-time
G1.B3.S6.A1 A375179	Provide professional learning opportunities for teachers and leaders at Interlachen High that...	Helms, Bryan	10/1/2017	Training Dates, Agenda, Contract	8/31/2018 quarterly
G1.B3.S6.A2 A375180	Partner with Learning Sciences International to provide site-based professional training on the...	Helms, Bryan	9/1/2017	Signed contract	8/31/2018 quarterly
G1.B3.S6.A3 A375181	Develop and facilitate a one day Marzano Summer Institute at Interlachen High to provide...	Helms, Bryan	5/1/2018	Signed contract	8/31/2018 one-time
G1.B5.S5.A1 A375227	Create and implement a bi-weekly PLC focused on improving the (Early Warning Indicators) EWI.	Oyster, Cathy	7/3/2017	PLC notes, sign-in sheets, agenda	9/28/2018 biweekly

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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.B5.S3.A1 A375214	Fund .25 FTE of a graduation coach position to support tracking, monitoring and support for...	Helms, Bryan	9/1/2017	Personnel by position	9/30/2018 annually
G1.B5.S3.A5 A375218	Identify a list of field trips for graduation coach to take students on to explore post secondary...	Eubanks, Joy	9/30/2017	List of field trips	9/30/2018 one-time
G1.B3.S5.MA1 M405245	Verify dates have been set for teachers to collaborate and plan together.	Oyster, Cathy	9/30/2017	Dates and time sheets	9/30/2018 monthly
G1.B3.S5.A1 A375178	Provide increased time beyond the contract day for instructional staff to collaborate and plan.	Oyster, Cathy	10/1/2017	Planning, sign in sheets, meeting notes.	9/30/2018 weekly
G1.B5.S5.MA1 M405295	School Based Leadership Team meetings	Helms, Bryan	9/30/2017	Meeting agenda, Guidance will be invited to provide monthly tracking of EWI tracking data.	9/30/2018 weekly
G1.B5.S5.MA4 M405299	Verify a list of family engagement activities have been created to bring awareness to EWI.	Eubanks, Joy	10/2/2017	List of family engagement activities and dates.	9/30/2018 monthly
G1.B5.S5.A2 A375228	Set criteria for each EWI and how students will be rewarded for reducing or not having any EWIs.	Mikell, Michelle	9/30/2017	Criteria set and rewards established.	9/30/2018 biweekly
G1.B5.S5.A3 A375229	Identify the reports and time frames used for rewards.	Mikell, Michelle	9/30/2017	List of reports and time frames.	9/30/2018 monthly
G1.B5.S5.A4 A375230	Create events to include families to bring awareness around the EWI.	Mikell, Michelle	9/30/2017	List of family engagement activities.	9/30/2018 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.B3 There is a need for professional development that focuses on strengthening leadership skills and improving instructional practices required to achieve high academic standards.

G1.B3.S6 Provide out of district and site based opportunities for instructional staff and leadership team to engage in professional learning that builds understanding of best practices, leadership skills, and/or content delivery.

PD Opportunity 1

Provide professional learning opportunities for teachers and leaders at Interlachen High that support research-based instructional practices in mathematics.

Facilitator

Sarah Schaefer/Mathodology

Participants

SBLT and instructional staff

Schedule

Quarterly, from 10/1/2017 to 8/31/2018

PD Opportunity 2

Partner with Learning Sciences International to provide site-based professional training on the Marzano framework for the leadership team.

Facilitator

LSI Marzano

Participants

Leadership Team

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

PD Opportunity 3

Develop and facilitate a one day Marzano Summer Institute at Interlachen High to provide professional development for teachers and leaders on the Marzano framework.

Facilitator

LSI Marzano

Participants

Leadership Team

Schedule

On 8/31/2018

PD Opportunity 4

Provide an out of district opportunity for the administrative team to engage in professional learning that builds leadership skills by attending the International Center for Leadership in Education Model Schools Conference in June 2018.

Facilitator

International Center for Leadership in Education Model Schools Conference

Participants

Leadership team

Schedule

On 7/31/2018

G1.B5 Additional funding is needed to support activities related to the Graduation Initiative and increasing graduation rates.

G1.B5.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 7/7/2017

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 7/18/2017

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 There is a need for professional development that focuses on strengthening leadership skills and improving instructional practices required to achieve high academic standards.

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, and standards based lesson creation.

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 8/9/2018

VII. Budget

1	G1.B1.S1.A1	Negotiate a memorandum of understanding with the PFT-U for Interlachen High School to provide contractual language outlining bonuses within the grant period.				\$48,519.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0112 - Interlachen Jr Sr High School	UniSIG		\$42,000.00
			<i>Notes: Provide a \$1000 teacher retention bonus for up to 42 teachers paid in November 2017 for working in a turnaround school.</i>			
	5100	220-Social Security	0112 - Interlachen Jr Sr High School	UniSIG		\$3,519.00
			<i>Notes: Social Security/Medicare for the November 2017 bonuses for teachers and administrators at Interlachen High. Benefit rate is 7.65%.</i>			
	5100	110-Administrators	0112 - Interlachen Jr Sr High School	UniSIG		\$3,000.00
			<i>Notes: Provide a \$1000 administrator retention bonus for up to three administrators at Interlachen High paid in November 2017 for working in a turnaround school.</i>			

2	G1.B2.S1.A1	Purchase and implement Imagine Math to support students in intervention and acceleration math courses.				\$46,508.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0112 - Interlachen Jr Sr High School	UniSIG		\$20,000.00
			<i>Notes: Expenditures for Imagine Math online software licenses to support intervention and acceleration at Interlachen High School.</i>			
	7200	790-Miscellaneous Expenses	0112 - Interlachen Jr Sr High School	UniSIG		\$21,881.00
			<i>Notes: Indirect cost rate of 7.28%</i>			
	6400	310-Professional and Technical Services	0112 - Interlachen Jr Sr High School	UniSIG		\$3,000.00
			<i>Notes: Expenditures for professional contracted services from Imagine Math to provide professional development.</i>			
	6400	750-Other Personal Services	0112 - Interlachen Jr Sr High School	UniSIG		\$1,627.00
			<i>Notes: Expenditures for substitute teachers to cover classrooms at Interlachen High during teacher professional development.</i>			
3	G1.B3.S1.A1	Based on immediate need, the administration will provide a priority list to the District CRT for coaching purposes with specific detailed expectations for areas of improvement.				\$0.00
4	G1.B3.S1.A2	District CRT will develop a coaching plan based on the teacher's specific need for improvement.				\$0.00
5	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
6	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
7	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
8	G1.B3.S1.A6	Administration will meet with CRT to debrief the progress and discuss next steps for coaching.				\$0.00
9	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
10	G1.B3.S2.A1	Create a set of expectations for the structures and protocol that will be used during the PLCs				\$0.00
11	G1.B3.S2.A2	Identify resources that will be utilized for common formative assessments, planning, and PD.				\$0.00
12	G1.B3.S2.A3	Create a schedule for PLCs by department				\$0.00
13	G1.B3.S2.A4	Reach out to District Coaches to request support.				\$0.00
14	G1.B3.S2.A5	Teachers attend regularly planned PLC meetings.				\$0.00

15	G1.B3.S3.A1	Identify the core curriculum that will be utilized by each English class, remedial reading classes, math classes, Biology, and US History classes.				\$0.00
16	G1.B3.S3.A2	Have departments create pacing guides during the summer and/or plan for the upcoming year using the District pacing guides.				\$0.00
17	G1.B3.S3.A3	Departments will create common formative assessments and/or plan to implement the District's interim assessments.				\$0.00
18	G1.B3.S3.A4	Create a school-wide interim and formative assessment calendar for all departments.				\$0.00
19	G1.B3.S4.A1	SBLT set up clear expectations on what small group instruction should look like, the frequency, and use of resources.				\$0.00
20	G1.B3.S4.A2	Create training for teachers on the implementation of small group instruction.				\$0.00
21	G1.B3.S4.A3	Train teachers on small group instruction.				\$0.00
22	G1.B3.S5.A1	Provide increased time beyond the contract day for instructional staff to collaborate and plan.				\$20,992.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	0112 - Interlachen Jr Sr High School	UniSIG		\$19,500.00
			<i>Notes: Stipends for up to 39 instructional staff at Interlachen High to collaborate and plan beyond the contract day. The plan at Interlachen High involves twice monthly, one-hour PLCs focused on school culture and data driven instruction. Teachers will be paid \$25 per hour of participation.</i>			
	6300	220-Social Security	0112 - Interlachen Jr Sr High School	UniSIG		\$1,492.00
			<i>Notes: Social Security/Medicare for instructional staff at Interlachen High to collaborate and plan beyond the contract day. Benefit rate is 7.65%.</i>			
23	G1.B3.S6.A1	Provide professional learning opportunities for teachers and leaders at Interlachen High that support research-based instructional practices in mathematics.				\$34,733.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0112 - Interlachen Jr Sr High School	UniSIG		\$6,600.00
			<i>Notes: Expenditures for professional consultant, Sarah Schaefer, to provide Methodology Webinars. Twenty-two, one hour sessions will be scheduled.</i>			
	6400	120-Classroom Teachers	0112 - Interlachen Jr Sr High School	UniSIG		\$1,650.00
			<i>Notes: Stipends for up to three teachers to participate in 22, one hour webinars at Interlachen High School. Teachers will be paid \$25 per hour of participation.</i>			
	6400	310-Professional and Technical Services	0112 - Interlachen Jr Sr High School	UniSIG		\$17,024.00
			<i>Notes: Expenditures for professional consultant, Sarah Schaefer, to provide on-site professional development services for eight days at Interlachen High School.</i>			
	6400	120-Classroom Teachers	0112 - Interlachen Jr Sr High School	UniSIG		\$900.00

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			<i>Notes: Stipends for three teachers to attend a three day Methodology training with Sarah Schaefer in Jacksonville, Florida. Teachers will be paid \$100 per day of attendance.</i>			
	6400	330-Travel	0112 - Interlachen Jr Sr High School	UniSIG		\$8,364.00
			<i>Notes: Out of county travel costs for transportation and meals, hotel rooms, and registration fees for three teachers to participate in a three day Methodology training with Sarah Schaefer. All travel will be within the State of Florida.</i>			
	6400	220-Social Security	0112 - Interlachen Jr Sr High School	UniSIG		\$195.00
			<i>Notes: Social Security/Medicare for teachers to participate in Methodology webinars at Interlachen High and for teachers to attend a three day Methodology training with Sarah Schaefer in Jacksonville, Florida. Benefit rate is 7.65%.</i>			
24	G1.B3.S6.A2	Partner with Learning Sciences International to provide site-based professional training on the Marzano framework for the leadership team.				\$18,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0112 - Interlachen Jr Sr High School	UniSIG		\$18,000.00
			<i>Notes: Expenditures for professional and technical services for LSI presenters to provide four days of Marzano training at Interlachen High School during the school year.</i>			
25	G1.B3.S6.A3	Develop and facilitate a one day Marzano Summer Institute at Interlachen High to provide professional development for teachers and leaders on the Marzano framework.				\$8,375.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0112 - Interlachen Jr Sr High School	UniSIG		\$3,600.00
			<i>Notes: Stipends for up to 36 teachers to participate in a one day Marzano Summer Institute at Interlachen High. Teachers will be paid \$100 per day of attendance.</i>			
	6400	310-Professional and Technical Services	0112 - Interlachen Jr Sr High School	UniSIG		\$4,500.00
			<i>Notes: Expenditures for professional and technical services for Learning Sciences International to facilitate one day of Marzano Summer Institute training at Interlachen High.</i>			
	6400	220-Social Security	0112 - Interlachen Jr Sr High School	UniSIG		\$275.00
			<i>Notes: Social Security/Medicare for up to 36 teachers to participate in a one day Marzano Summer Institute at Interlachen High. Benefit rate is 7.65%.</i>			
26	G1.B3.S6.A4	Provide an out of district opportunity for the administrative team to engage in professional learning that builds leadership skills by attending the International Center for Leadership in Education Model Schools Conference in June 2018.				\$5,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	330-Travel	0112 - Interlachen Jr Sr High School	UniSIG		\$5,200.00
			<i>Notes: Out of county travel costs for transportation and meals, hotel rooms, and registration fees for the administrative team to attend the International Center for Leadership in Education Model Schools Conference in June 2018. All travel will be within the State of Florida.</i>			

27	G1.B4.S2.A1	Post and hire for the position of attendance clerk.				\$0.00
28	G1.B4.S2.A2	Have the administrative team develop clear job expectations for roles and responsibilities of attendance clerk, graduation coach, and alternative placement teacher as it relates to the attendance focus.				\$0.00
29	G1.B4.S2.A3	Train new positions on their roles and responsibilities.				\$0.00
30	G1.B4.S2.A4	Collaborate with school nurse to support health awareness and promotion as Tier 2 and Tier 3 student interventions.				\$0.00
31	G1.B4.S3.A1	Pull data to show correlation between grades and attendance using the 2016-17 school year data.				\$0.00
32	G1.B4.S3.A2	Create student friendly presentation 10 minutes in length to define chronic absenteeism and its impact on students, student sign-in sheet, and schedule for presentations.				\$0.00
33	G1.B4.S3.A3	Complete individual class presentation on chronic absenteeism to the entire student body.				\$0.00
34	G1.B4.S4.A1	Set a school-wide attendance goal for students.				\$0.00
35	G1.B4.S4.A2	Create a messaging campaign which includes the use of the marque, robo calls, student reward system, family engagement activities, slogan, and social media.				\$0.00
36	G1.B4.S4.A3	Pull weekly data reports to track the percentage of students who are at 90% or higher attendance.				\$0.00
37	G1.B4.S4.A4	Create clear expectations for attendance				\$0.00
38	G1.B4.S4.A5	Communicate goal and expectations to the students.				\$0.00
39	G1.B4.S4.A6	Provide stipends for other support personnel to work beyond the contracted day to improve and promote student attendance.				\$3,330.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	160-Other Support Personnel	0112 - Interlachen Jr Sr High School	UniSIG		\$3,000.00
			<i>Notes: Stipends of \$1,000 each for three support personnel at Interlachen High to promote and improve student attendance during the grant period.</i>			
	6150	220-Social Security	0112 - Interlachen Jr Sr High School	UniSIG		\$330.00
			<i>Notes: Social Security/Medicare for three support personnel at Interlachen High to promote and improve student attendance during the grant period. Benefit rate is 7.65%.</i>			
40	G1.B4.S5.A1	Identify faculty and staff who can mentor students and build positive relationships.				\$0.00
41	G1.B4.S5.A2	Identify students who can be apart of the mentee/mentor partnership.				\$0.00
42	G1.B4.S5.A3	Train mentors on a mentorship program.				\$0.00
43	G1.B4.S5.A4	Create a list of after school clubs and in-school activities for students to participate in and find sponsors.				\$0.00
44	G1.B4.S5.A5	Advertise newly created clubs and activities and have students sign up.				\$0.00

45	G1.B5.S1.A1	Lead team attends the Check and Connect facilitators training				\$0.00
46	G1.B5.S1.A2	Select faculty/staff who will be Check and Connect mentors				\$0.00
47	G1.B5.S1.A3	Mentors will attend the Check and Connect Mentors Implementation Training				\$0.00
48	G1.B5.S1.A4	Assign mentees to mentors				\$0.00
49	G1.B5.S1.A5	Develop procedures and protocol for data collection sheets for data entry				\$0.00
50	G1.B5.S1.A6	Check and Connect meetings with all mentors for monitoring and reviewing data				\$0.00
51	G1.B5.S1.A7	Implement Check and Connect				\$0.00
52	G1.B5.S2.A1	Create a master schedule so that every freshman student at IHS will take Success 101.				\$0.00
53	G1.B5.S2.A2	Monitor EWI within the Success 101 classes alongside the freshman guidance counselor and district graduation coach.				\$0.00
54	G1.B5.S3.A1	Fund .25 FTE of a graduation coach position to support tracking, monitoring and support for students who are off-track to graduate on time.				\$14,554.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	0112 - Interlachen Jr Sr High School	UniSIG	0.25	\$11,600.00
<i>Notes: Salary for .25 FTE of a graduation coach position at Interlachen High School.</i>						
	6300	210-Retirement	0112 - Interlachen Jr Sr High School	UniSIG		\$919.00
<i>Notes: Retirement for .25 FTE of a graduation coach position at Interlachen High School. Retirement rate is 7.92%.</i>						
	6300	220-Social Security	0112 - Interlachen Jr Sr High School	UniSIG		\$887.00
<i>Notes: Social Security for .25 FTE of a graduation coach position at Interlachen High School. Benefit rate is 7.65%</i>						
	6300	230-Group Insurance	0112 - Interlachen Jr Sr High School	UniSIG		\$1,125.00
<i>Notes: Group insurance for .25 FTE of a graduation coach position at Interlachen High School. District share is \$4500 per employee, per 1.0 FTE.</i>						
	6300	232-Life Insurance	0112 - Interlachen Jr Sr High School	UniSIG		\$23.00
<i>Notes: Life insurance for .25 FTE of a graduation coach position at Interlachen High School. Rate is \$0.203 per thousand up to \$50,000.</i>						
55	G1.B5.S3.A2	Create a list of expectations and job duties				\$0.00
56	G1.B5.S3.A3	Meet with graduation coach and discuss expectations and duties.				\$0.00
57	G1.B5.S3.A4	Identify students who are off track and assign them to graduation coach.				\$0.00
58	G1.B5.S3.A5	Identify a list of field trips for graduation coach to take students on to explore post secondary options.				\$0.00
59	G1.B5.S3.A6	Post and hire for two intervention teachers to support interventions at IHS.				\$92,356.00

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0112 - Interlachen Jr Sr High School	UniSIG	2.0	\$72,000.00
			<i>Notes: Salaries for two classroom teachers to support student interventions at Interlachen High.</i>			
	5100	210-Retirement	0112 - Interlachen Jr Sr High School	UniSIG		\$5,702.00
			<i>Notes: Retirement for two classroom teachers to support student interventions at Interlachen High. Retirement rate is 7.92%.</i>			
	5100	220-Social Security	0112 - Interlachen Jr Sr High School	UniSIG		\$5,508.00
			<i>Notes: Social Security/Medicare for two classroom teachers to support student interventions at Interlachen High. Benefit rate is 7.65%.</i>			
	5100	230-Group Insurance	0112 - Interlachen Jr Sr High School	UniSIG		\$9,000.00
			<i>Notes: Group insurance for two classroom teachers to support student interventions at Interlachen High. District share is \$4500 per employee.</i>			
	5100	232-Life Insurance	0112 - Interlachen Jr Sr High School	UniSIG		\$146.00
			<i>Notes: Life insurance for two classroom teachers to support student interventions at Interlachen High. Rate is \$0.203 per thousand up to \$50,000.</i>			
60	G1.B5.S3.A7	Provide tutoring services after school by a certified teacher.				\$7,993.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0112 - Interlachen Jr Sr High School	UniSIG		\$7,425.00
			<i>Notes: Stipends for three teachers to provide 1 hour of tutoring, three days a week for 33 weeks. Teachers will be paid a rate of \$25 per hour.</i>			
	5100	220-Social Security	0112 - Interlachen Jr Sr High School	UniSIG		\$568.00
			<i>Notes: Social Security/Medicare for three teachers to provide 1 hour of tutoring, three days a week for 33 weeks. Benefit rate is 7.65%.</i>			
61	G1.B5.S4.A1	Run 9424 reports and make individualized notes on all seniors.				\$0.00
62	G1.B5.S4.A2	Create a parent meeting agenda				\$0.00
63	G1.B5.S4.A3	Send out announcement on meetings using robo calls, letters, and marquee.				\$0.00
64	G1.B5.S4.A4	Set dates and identify individuals who will meet with the families.				\$0.00
65	G1.B5.S4.A5	Have week long meeting openings with families to discuss current status, graduation status, attendance, and create a plan of action for the 2017-2018 school year.				\$0.00
66	G1.B5.S4.A6	Conduct home visits on any student whose family did not participate in the summer meetings				\$0.00
67	G1.B5.S5.A1	Create and implement a bi-weekly PLC focused on improving the (Early Warning Indicators) EWI.				\$0.00

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68	G1.B5.S5.A2	Set criteria for each EWI and how students will be rewarded for reducing or not having any EWIs.	\$0.00
69	G1.B5.S5.A3	Identify the reports and time frames used for rewards.	\$0.00
70	G1.B5.S5.A4	Create events to include families to bring awareness around the EWI.	\$0.00
Total:			\$300,560.00