

Putnam County School District

Interlachen Jr Sr High School



2021-22 Schoolwide Improvement Plan

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Interlachen Jr Sr High School

126 N STATE RD 315, Interlachen, FL 32148

www.putnamschools.org/o/ihs

Demographics

Principal: Amber Symonds

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 7-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (47%) 2017-18: C (51%) 2016-17: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 7-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

To ensure the academic program of Interlachen Jr. Sr. High School is rigorous, relevant, and provides the students with the tools and necessary skills needed for post secondary life.

Provide the school's vision statement.

Interlachen Jr. Sr. High School focuses on pushing students towards their individual full potential through challenging curriculum, positive relationships, and community involvement.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Helms, Bryan	Principal	As principal, Mr. Helms oversees the schools' professional development needs, facilitates staff professional development, conducts observation and provides developmental support, oversees curricula, and resource implementation and needs. He is also responsible for monitoring all systems of the school including instructional and behavioral data.
Eubanks, Joy	Assistant Principal	As Assistant Principal, Mrs. Eubanks conducts observations and provides follow-up support. She also assists with the Multi-Tiered System of Support. She works along side the Guidance department to closely monitor our seniors and the course progression of all students. She performs monthly data on the Early Warning Systems (course failures) and coordinates professional learning communities for the CTE and ESE departments. She also ensures the safety of our students by assisting Ms. Reed with developing the Emergency Operations Plan and completing necessary drills for the school.
Reed, Stephanie	Assistant Principal	As Assistant Principal, Ms. Reed conducts observations and provides follow-up support. She performs monthly data on the Early Warning Systems (course failures). She coordinates professional learning communities for the Math department. She assists with the Multi-Tiered System of Support. She works along side the Jr. high Guidance department to closely monitor our students and their course progression. She also ensures the safety of our students by developing the Emergency Operations Plan and completing necessary drills for the school.
Thompson, John	Assistant Principal	As Assistant Principal, Mr. Thompson conducts observations and provides follow-up support. He performs monthly data on the Early Warning Systems (course failures and discipline) and coordinates professional learning communities for the English department. He also oversees the jr. high discipline process and dean of the school by monitoring behavior referrals and consequences. He creates schedules and verifies work completion for the jr. high custodial department, as well as assigns and monitors school paraprofessional duties.
Morris, Maeghan	Assistant Principal	As Assistant Principal, Mrs. Morris conducts observations and provides follow-up support. She performs monthly data on the Early Warning Systems (course failures, attendance, and discipline) and coordinates professional learning communities for the Social Science department. She oversees the Sr. high discipline process and dean of the school by monitoring behavior referrals and consequences. She also creates schedules and verifies work completion for the Sr. high custodial department, as well as assigns and monitors school paraprofessional duties.

Demographic Information

Principal start date

Friday 7/1/2016, Amber Symonds

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

64

Total number of students enrolled at the school

1,154

Identify the number of instructional staff who left the school during the 2020-21 school year.

22

Identify the number of instructional staff who joined the school during the 2021-22 school year.

12

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	241	172	173	198	186	129	1099	
Attendance below 90 percent	0	0	0	0	0	0	0	180	119	121	121	112	82	735	
One or more suspensions	0	0	0	0	0	0	0	84	57	48	51	64	30	334	
Course failure in ELA	0	0	0	0	0	0	0	122	57	74	86	88	54	481	
Course failure in Math	0	0	0	0	0	0	0	161	72	73	84	70	40	500	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	94	54	51	69	73	44	385	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	113	39	45	0	0	0	197	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	71	48	43	60	59	37	318

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	71	28	27	17	11	1	155
Students retained two or more times	0	0	0	0	0	0	0	32	16	17	16	8	0	89

Date this data was collected or last updated

Wednesday 9/15/2021

2020-21 - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	219	196	165	136	716
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	94	78	61	74	307
One or more suspensions	0	0	0	0	0	0	0	0	0	76	68	26	20	190
Course failure in ELA	0	0	0	0	0	0	0	0	0	21	20	4	3	48
Course failure in Math	0	0	0	0	0	0	0	0	0	23	17	6	1	47
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	89	52	38	30	209
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	85	0	0	0	85

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	98	63	30	35	226

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	9	4	2	1	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	21	9	3	4	37

2020-21 - Updated

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	219	196	165	136	716
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	94	78	61	74	307
One or more suspensions	0	0	0	0	0	0	0	0	0	76	68	26	20	190
Course failure in ELA	0	0	0	0	0	0	0	0	0	21	20	4	3	48
Course failure in Math	0	0	0	0	0	0	0	0	0	23	17	6	1	47
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	89	52	38	30	209
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	85	0	0	0	85

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	98	63	30	35	226

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	9	4	2	1	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	21	9	3	4	37

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				45%	31%	56%	42%	35%	56%
ELA Learning Gains				43%	34%	51%	53%	46%	53%
ELA Lowest 25th Percentile				33%	27%	42%	50%	41%	44%
Math Achievement				35%	25%	51%	40%	38%	51%
Math Learning Gains				50%	43%	48%	60%	48%	48%
Math Lowest 25th Percentile				48%	42%	45%	54%	44%	45%
Science Achievement				50%	39%	68%	52%	50%	67%
Social Studies Achievement				61%	49%	73%	52%	55%	71%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019	42%	41%	1%	55%	-13%
Cohort Comparison		0%				
10	2021					
	2019	42%	41%	1%	53%	-11%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	49%	54%	-5%	67%	-18%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	58%	51%	7%	70%	-12%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	25%	49%	-24%	61%	-36%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	31%	43%	-12%	57%	-26%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	16	24	24	21	15	4	44	35		90	8
BLK	22	31	20	4	11	14	29	36		88	60
HSP	30	33	23	11	29	40	15	56		90	58
MUL	33	21		19	25						
WHT	34	39	33	19	21	19	39	59		96	42
FRL	31	33	26	12	15	17	33	51		92	40
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	32	27	19	30	53		32	47		91	3
BLK	24	32	31	14			31	36		92	25
HSP	41	51	50	25	31		45	75		91	15
MUL	42	29		50				60			
WHT	50	45	29	40	56	45	56	61		89	21
FRL	41	42	35	32	45	52	55	60		89	15
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	51	41	20	42		60	37		70	
BLK	33	54	43	38	58			40		63	30
HSP	46	55		31	50		60	50		78	33
MUL	43	36									
WHT	43	54	54	41	63	59	50	56		77	29
FRL	40	52	48	41	58	50	50	49		74	19

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	379
Total Components for the Federal Index	10
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	25
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The most significant trend overall was a 10% or more decline in student achievement and learning gains. One major constant was attendance. 60-70% of the student population in the 20-21 school year were in the truant range for absences. Of the students that were in attendance majority of the school year, there was no decline academically.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our greatest need for improvement is Mathematics learning gains.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

One contributing factor for this decline is we did not have any highly effective Math teachers during the 20-21 school year, as well as failure to maintain longevity of teachers. One new action we have taken is we now have multiple certified Math teachers teaching Algebra and Geometry. Teacher longevity has also substantially improved.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

There were no data components that showed improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

N/A

What strategies will need to be implemented in order to accelerate learning?

We will be implementing the use of Academic Teaming to improve student engagement and behavior which will assist in establishing skills that accelerate learning for students. Along with that, teachers will focus on small group instruction while working towards creating a student centered classroom. Teachers will also teach standards based lessons with progress monitoring tools to monitor student learning. Teachers will use data from progress monitoring to conduct data chats with students. Teachers are also required to complete an AIMS (academic intervention monitoring) log for students making a failing grade.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers attended LSI's Academic Teaming 101 Training that focused on helping our classrooms become more engaging and student centered.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Strong leadership cohesiveness will be used to make data driven decisions for the school moving forward. Teachers will be provided with a continuum of academic teaming professional development through LSI. Student performance and school goals will continue to be shared and communicated with stakeholders.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Grade Level Appropriate Standard-Based Instruction

Area of Focus Description and Rationale:

Increase student achievement and learning gains in Math
 Increase student learning gains in ELA
 Increase student learning gains lowest 25th percentile ELA

Measurable Outcome:

Learning gains in ELA will improve from 36% to 45%
 Learning gains in lowest 25th percentile ELA will improve from 28% to 45%
 Math achievement will improve from 15% to 35%
 Math lowest 25th percentile will improve from 23% to 45%

Monitoring:

This area of focus will be monitored through weekly subject area walkthroughs and informal observations.

Person responsible for monitoring outcome:

Bryan Helms (b2helms@my.putnamschools.org)

Evidence-based Strategy:

Teachers will focus on grade level appropriate standard-based planning for all subjects.

Rationale for Evidence-based Strategy:

Standard-based planning will ensure appropriate grade level content is presented to all students daily during all core instruction.

Action Steps to Implement

1. Collaborative standard-based planning
2. Professional development focused on standard-based unit development
3. Professional Learning Communities focus on core instruction
4. Peer observation and coaching
5. New teacher support

Person Responsible

Bryan Helms (b2helms@my.putnamschools.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Our ESSA subgroup, Students with Disabilities FSA data fell below the Federal index threshold of 41%.

Measurable Outcome: ESSA subgroup, Students with Disabilities, will improve from 37% to 41%.

Monitoring: This area of focus will be monitored through weekly subject area walkthroughs and informal observations.

Person responsible for monitoring outcome: Bryan Helms (b2helms@my.putnamschools.org)

Evidence-based Strategy: Teachers will provide individual students with accommodations per the IEP along with grade level appropriate standard-based planning for all subjects.

Rationale for Evidence-based Strategy: Federal law requires teachers to provide appropriate accommodations set forth for success of students with disabilities. Standard-based planning will ensure appropriate grade level content is presented to all students daily during all core instruction.

Action Steps to Implement

1. Collaborative standard-based planning
2. Professional development focused on standard-based unit development
3. Professional Learning Communities focus on core instruction
4. Peer observation and coaching
5. New teacher support

Person Responsible Bryan Helms (b2helms@my.putnamschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.floridacims.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our school is ranked 478 out of 505 high schools in the state. This is considered very high for incident ranking. Our primary area of concern is drug/public order incidents. Our secondary concern is property incidents. Both areas fall into the very high ranking. Behavior and discipline data will be pulled monthly through our district program, BIP star, in order to focus on areas of top priority.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Maintaining clear and consistent structures is critical to promoting a positive school culture and environment. We do this in several ways: we celebrate achievements, recognize/encourage positive behavior, promote school norms, and provide consistent discipline. Both staff and students benefit from a wide variety of recognitions and professional developments to promote and encourage success in and out of the classroom.

Through our "Rams on the Rise" recognition program, we spotlight staff and students who have exhibited positive behaviors in school as well as in the community. These individuals are recognized school-wide during announcements as well as visually spotlighted via pictures on our "Rams on the Rise" bulletin board. Incentives to promote attendance, positive behavior, and academic achievements are also important tenants of our school culture. We recognize and encourage Perfect Attendance weekly with a shout-out on the announcements and a treat on behalf of the school. Behavioral and academic achievements are recognized in the same manner. For students who are enrolled in the OdysseyWare program, we meet with them weekly to discuss progress goals. A monthly in-class recognition event for those who have reached their goals is held.

Daily morning affirmations create a positive routine for students to follow and serve as a reminder of school-wide expectations. ("Rams are responsible and respectful. Rams are achieving their goals. Rams make smart choices. Rams are successful.") These affirmations are led by administrative staff and highlight key behaviors and promote positive attitudes for success. At the beginning of each school year, each student is led through an explicit overview of the school code of conduct. This is revisited several times per year as needed. School discipline is in line with what is laid out in the code of conduct. It is consistent across the board.

New teachers are involved in our New Teacher Mentor Program where they receive support and input from veteran teachers. This gives them access to not only a wealth of knowledge from someone who has been in their shoes but also provides another support system for the first years of teaching. The administrative staff is also always willing to share their expertise work with staff to find solutions to whatever problems may arise.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Stakeholders who work collectively in promoting positive school culture include, but are not limited to: teachers, non-instructional staff, families, and volunteers. Our teachers at IJSHS work diligently to prepare and provide instruction that is designed to reach all of our students by creating a positive learning environment where all students have an opportunity to succeed. Non-instructional staff provide support throughout our school by assisting in classrooms, mentoring students, monitoring during transitions, along with their normal job duties. We keep our families informed of our school wide initiatives through call outs, Facebook posts, handouts, as well as our Title I meeting. Feedback and input is requested and valued as we work together for the betterment of our school. This year, several of our parents have begun meeting to create a PTO group that will serve as an additional support to our students and school. Parent/guardian input is used to sculpt our campus environment and their supports at home lead to a more cohesive culture at school. The ongoing concerns related to COVID have led to our schools not being able to make use of many outside volunteer resources.