

Putnam County School District

Interlachen Jr Sr High School



2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (47%) 2018-19: C (47%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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)	2021-22 Title I School	2021-22 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	35%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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<https://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.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Helms, Bryan	Principal	School Leader and oversees the Vision, Mission, Goals, Values, and Culture of Interlachen Junior-Senior High School. Establishes the expectations for classroom instruction and student outcomes for teachers to meet school grade expectations increases each year. Establishes Leadership team and provides Transformational Leadership within his school and support his faculty and staff to grow in their daily craft. Sets the expectations for climate and culture for students, faculty, staff, and stakeholder and ensures he has the appropriate staff in charge of increased positive climate and culture each year.
Eubanks, Joy	Assistant Principal	Instructional Leader, Master Scheduling, PLC Leader, CTE Leadership, BTAT Team Leadership
Morris, Maeghan	Assistant Principal	Instructional Leader, Master Scheduling, PLC Leader, AVID Administrator
Haengel, Ted	Assistant Principal	
Thompson, John	Assistant Principal	
Misamore, Linsey	Other	
Debose, Clarrissa	Dean	
Phillips, Brittani	School Counselor	
Stout, Kristen	School Counselor	
Besley, Julie	School Counselor	

Demographic Information

Principal start date

Friday 7/1/2016, Amber Symonds

Number of teachers with a 2022 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.*

16

Number of teachers with a 2022 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.*

10

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

1,090

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

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	213	151	218	178	172	159	1091
Attendance below 90 percent	0	0	0	0	0	0	0	118	81	131	106	99	103	638
One or more suspensions	0	0	0	0	0	0	0	64	43	93	62	52	40	354
Course failure in ELA	0	0	0	0	0	0	0	51	30	60	65	46	62	314
Course failure in Math	0	0	0	0	0	0	0	80	30	83	65	36	41	335
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	98	53	95	65	41	45	397
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	85	37	70	0	0	0	192
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	98	53	95	65	41	45	397

Using the table above, complete the table below with the number of students by current grade level who have 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	49	31	59	38	41	52	270

Using current year data, complete the table below with the number of students identified as being "retained.":

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	43	6	18	11	3	0	81
Students retained two or more times	0	0	0	0	0	0	0	24	4	33	19	10	4	94

Date this data was collected or last updated

Wednesday 6/15/2022

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	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	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

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	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	94	54	51	69	73	44	385

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Students retained two or more times	0	0	0	0	0	0	0	32	16	17	16	8	0	89

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	33%	28%	51%				45%	31%	56%
ELA Learning Gains	41%						43%	34%	51%
ELA Lowest 25th Percentile	33%						33%	27%	42%
Math Achievement	29%		38%				35%	25%	51%
Math Learning Gains	43%						50%	43%	48%
Math Lowest 25th Percentile	45%						48%	42%	45%
Science Achievement	34%	7%	40%				50%	39%	68%
Social Studies Achievement	47%	8%	48%				61%	49%	73%

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	2022					
	2019					
Cohort Comparison						
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison						
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison						
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	49%	54%	-5%	67%	-18%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	58%	51%	7%	70%	-12%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	25%	49%	-24%	61%	-36%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	31%	43%	-12%	57%	-26%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	16	29	29	15	36	43	17	19		97	24
ELL	26	55		30	68			43			
BLK	20	31	32	11	36	44	8	23		92	50
HSP	33	43	30	24	36	47	28	43		94	53
MUL	34	54		29	55		36	44			
WHT	36	42	36	35	46	40	42	53	66	96	55
FRL	33	41	33	29	45	46	32	44	59	94	51
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

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
FRL	41	42	35	32	45	52	55	60		89	15

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	564
Total Components for the Federal Index	12
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0

Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	42
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Historical Data indicates our African American students have been the lowest scoring subgroup at IJSHS over the last four academic years, one of which was not tested. This subgroup has also increased in the

overall percentage of students enrolled at IJSHS within this timeline, which has a significant impact on the overall school grade. This subgroup also influences our SWD and FRL subgroups.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The state assessments in Reading and Math show that the percentage of students scoring proficient is below the district and state level. Our gains are significantly better than our proficiency scores. We need to improve our proficiency scores.

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

First, the Leadership Team will communicate the Area of Focus to our Faculty. As teachers analyze student data in PLC's, collaborative conversations will take place regarding the levels of success and/or struggles that exist in raising student mastery within this subgroup.

Leadership Team members will also monitor these conversations to ensure practices are in place to reach, motivate, and support our African American students.

Our district coaches will lead PLC's as well as coach teachers on the new standards and new state assessment.

Administrators will utilize the new "Trend Walks" rubric in order to monitor instructional trends in our ELA and Math classrooms.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our FRL students went from 15% showing math gains to 45% showing math gains.

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

We focused on smaller class sizes in our math classes. We school acquired 7th and 8th grade. These two grade levels helped our overall percentage of math gains.

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

Pre-planning inservice on the new ELA and Math standards was attended by our teachers.

AVID School-wide Instructional Strategies will be critical in all core content areas. Also, small group instruction will be an expectation in grades 7-12.

Administrators will complete weekly "Trend Walks" that focus on Learning Goals for students. The results will be shared with teachers.

PLC's will be conducted monthly to review data and plan collaboratively.

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.

AVID Training will be provided in Pre-planning and in monthly Professional Learning Communities. Also, Teaming 101 and general small group learning (driven by data analysis) will be a proven success and provided in Professional Learning Communities and individually by School Leaders, District Coaches, and the New Teacher Mentor as needed.

Data will be shared during our Early Release Days.

PLC's will be planned and run by teachers and district coaches.

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

iObservation will focus on Small Group learning throughout the school year, PLC collaborative conversations will exist in and out of the monthly meetings.

Best Practices will be part of our continued communication with teachers as a Leadership Team (monthly newsletter) This includes AVID strategies. One strategy will be modeled and discussed at each PLC.

Teachers will meet with administrators to discuss their data and needs they may have for their classroom.

Guidance Counselors meet with each senior to review credits, classes, and requirements for graduation. We also discuss plans for their life after high school.

Guidance Counselors meet with classes to discuss options for the students' future.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our SWD have scored below 41% for three years. Our Black/African American Students scored below 41% last year. These students influence our data in all other subgroups.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we implement pre-planning inservice, monthly PLC's, AVID School-wide Instructional Strategies in all core content areas, small group instruction in grades 7-12 and administrators complete weekly "Trend Walks" that focus on Learning Goals for students, then by Spring 2023, we will increase proficiency. Last year our SWD scored 33% proficient. Our goal is for 42% of our SWD students to score proficient.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Standards-based unit common assessments are analyzed through the SchoolCity platform. Our MTSS Coordinator monitors SWD progress monitoring reports and their grades. Teachers review student IEP's for accommodations.

Person responsible for monitoring outcome:

Linsey Misamore (lmisamore@my.putnamschools.org)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Provide accommodations to our SWD. Monitor and implement interventions when necessary. Class teacher using state adopted materials will differentiate instruction and provide appropriate scaffolds to meet the need of ESSA groups students.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

These strategies stem from accommodations outlined in Individual Education Plans. By providing the pre-planning inservice, monthly PLC's, AVID School-wide Instructional Strategies in all core content areas, small group instruction in grades 7-12 and administrators complete weekly "Trend Walks" that focus on Learning Goals for students, then students within our subgroups will make gains.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify those students with IEP's and insure that each teachers can identify those students.
2. Teachers need to become familiar with each ESE student he/she has and the accommodations outlined in each IEP.
3. Our MTSS Coordinator will monitor each student's progress and review each IEP to insure accommodations have been provided.

4. IEP's will be reviewed and revised as needed in order to meet the educational needs of each ESE student.

Person Responsible Linsey Misamore (lmisamore@my.putnamschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Principal sets the tone in Pre-Planning and the first week of school each year for the Faculty, Staff, Students, and Stakeholders.

The Master Schedule is created in a way that meets the needs of each teacher and the planning required to teach their subject matter.

The Administration Team has individual offices, however they do most of their work together in a conference room in the main hallway, easily accessible to all staff and students. This emphasizes an open door policy.

Pep Rallies are conducted before every home football game. All students are brought together to celebrate our football team and our school.

We allow our students to go outside to eat and socialize during lunch.

We are combining celebrations along with our PLC's during our early release days. We are spending the first part of our meeting socializing and collaborating as an entire group before going into our separate curriculum groups for our PLC's.

Mr. Helms is conducting a book study that focuses on "inspiring messages" and "strategies to become a better person and leader".

Our school chooses a theme for each football game. Students and staff participate in wearing specific colors or theme based clothing to support our team and our school.

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

The principal, Bryan Helms, monitors all of the activities in the school as well as the staff and student participation in school events. He adjusts schedules and activities to create the most positive school environment he can.

The assistant principals, Maeghan Morris, JD Thompson, Joy Eubanks, and Ted Haengel, lead PLC's during Early Release Days, monitor hallways and areas where students gather, supervise afterschool activities and sports events, and see students to counsel, advise, and change schedules.

An AVID strategy will be modeled and discussed at each PLC. This will help promote best practices and student ownership of learning.

Our guidance counselors, Kristen Stout and Julie Besley, visit classrooms to advise students on graduation requirements. They also meet individually with each student to discuss their progress towards graduation and options they have. They also meet with students that may have social emotional needs.