

Seminole County Public Schools

Lyman High School



2015-16 School Improvement Plan

Lyman High School

865 S RONALD REAGAN BLVD, Longwood, FL 32750

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0431>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	49%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	47%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	B

**Preliminary 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 Seminole County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	30
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lyman is committed to providing educational opportunities that will prepare and empower students for an ever changing global society.

This mission statement was created by faculty, staff, students, parents and community.

Provide the school's vision statement

Lyman High School will focus on:

1. Incorporating rigor and high-yield strategies into every lesson.
2. Implementing authentic literacy in all content areas.
3. Being positive, encouraging, and supportive to everyone at all times.
4. Building relationships among faculty, staff, parents, and community.

School Environment

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

Lyman High School is very diverse with a large ESE population, an ESOL population, as well as many different races and ethnicities. Administrators and teachers work together to make the classroom a positive learning environment for students. Teachers have been trained and are also evaluated in Design Question 8 from Marzano's Instructional Model - Establishing and Maintaining Effective Relationships with Students. If there are teacher-student conflicts, administrators and/or guidance counselors hold conferences (administrator/counselor, student, parent, teacher) to address concerns, resolve issues, and find solutions. Lyman also has a social worker who works daily with teachers and students. She tracks the progress of students and observes behaviors in the classroom to help build, maintain and/or repair relationships. This year, Val Brown, former SCPS Teacher of the Year, will provide a 2 session workshop on Domain 4: Professionalism and Collegiality.

ESE - All teachers receive specific training on strategies to use with students who have learning disabilities (i.e. Deaf/Hard of Hearing, Aspergers, Speech) by means of workshops given on and off campus, and by being able to work with teacher monitors assigned to each student. This monitor keeps track of students' grades as well as interactions between student/teacher.

ESOL - All Lyman teachers are trained in ESOL strategies (with the exception of those new to education). The three ESOL teachers on campus monitor students' grades and help to intervene in any situations where there are extreme language/communication barriers or conflicts between student/teacher.

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

Lyman High School has instituted the Positive Behavior Support Program to recognize and reward exemplary student behavior. The two main character traits emphasized in this program are Responsibility and Respect. The expectation is that these traits are the standard for every student. If, or when, students do not adhere to the expectation, consequences are given.

Lyman High School is also a safe school to attend. At all times during the school day and at night time events, school personnel (administration, security guards, coaches, etc.) are there to supervise and deal with any issues that arise. Faculty, staff, and students are expected to report any incidences of mistreatment or disrespect of others on campus. All incidents are investigated immediately.

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

Lyman High School has instituted a classroom discipline protocol that allows flexibility and support for the teachers. Minor offenses (tardiness, dress code, improper use of electronic devices, etc.) may be dealt with by teachers turning in a discipline form to the administrative office. Administration will then contact students and issue consequences (most-likely lunch detention for minor infractions). This allows the student to remain in class and not lose instructional time, and allows the teacher to go on with teaching lessons due to minimal paperwork involved. Teachers review their classroom policies and procedure the first day of school so students understand the behavior that is expected of them. Rules are posted on the walls of classrooms, syllabi are sent home via email (Skyward System) or hard copy, and emails/ phone calls to parents are made often - especially when expectations are not being met.

If students continue to have incidents as noted above or ones that are more serious, they are expected to serve detention on Wednesdays after school (3 hours - complete homework), or do work detail after school. If inappropriate behavior continues, they are referred to Lyman's Social Worker. When students continue with repeated misconduct and the consequences above do not adjust the behavior, students serve in-school suspension (3 days or less) and complete the work they would be doing in the classroom. Out of school suspension is reserved for severe incidents (fighting, drug use, substantial campus disruption) and are not administered unless required by the Student Code of Conduct.

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

Lyman High School houses the New Horizons program which serves at-risk students with various presenting problems, such as substance abuse, depression, family problems, anger management, truancy, poor grades, and other school behavior problems. Students enrolled in the program will be assigned to groups that are scheduled on a rotating basis so students do not miss the same academic class more than once in a 6 to 9 week period of time. There may be times when individual appointments are necessary. The process of getting a student help from this program has been streamlined and made very simple: Students can request to see the New Horizon's counselor at any time, or teachers can also refer students at any time by filing out a form.

Lyman's Assistant Principal, Suzanne Skipper, has identified all At-Risk and Transition (ASPIRE) students and assigned them to adult as well as peer mentors. The adults are school personnel as well as community members. The peer mentors are National Honor Society students. Mentors are required to fill out communication logs that track the time and meeting dates, as well as progress and concerns.

Lyman's Guidance Department has a Counselor available everyday at lunch. Students can get information regarding courses, testing, transcripts, and any other issue or concern that a student has regarding their progress at school .

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

Any and all communication sent by the principal includes both the school's mission and vision statements. Parents were involved in creating the mission statement and students learn both the mission statement and alma mater in class. Grade reporting dates are posted on the website and parents can view their child's grade at any time, for any class, on Skyward Family Access. During Student Orientation and Open House, the Media Center is set up specifically to accommodate parents signing up for access. They can also come to the guidance office during school hours and a secretary will assist them in setting up their account. Administrators check grade books every 2 weeks to assure that grades are being entered into the system for parents to view. Teachers send frequent emails to parents, and make phone calls when students begin to show lack of progress (not turning in homework, grade falling below a certain point, etc.).

Parents are encouraged to participate in the following (but not limited to) events: PTSA, SAC, Field Trips, Open House, Advanced Placement Night, Athletic Events, Booster Clubs, Paw Preview (8th grade orientation) and any school event being held on Lyman's campus or in Lyman's name off-campus. Parents receive information through several methods of communication: Listserve, Skyward, Remind 101 text messages, Big Mouth Call-out System.

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

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

Lyman High School actively seeks out and maintains partnerships with local businesses to encourage a feeling of community support for the students and staff. Many local businesses donate valuable services and products to be used for "Welcome Back Staff" activities as well as the Positive Behavior Support Program for students. Items are donated throughout the summer and school year. As part of the PBS program, Lyman High School recognizes a "Student of the Week" for each grade level and awards the students with product or services donated by community business partners. Lyman High School's Institute for Engineering partners with several local engineering firms to provide internships, guest speakers, program overview, and in-field experience.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Urichko, Brian	Principal
Flory, Melissa	Assistant Principal
Andrews, Thomas	Assistant Principal
Cameron, Tanya	Assistant Principal
Skipper, Suzanne	Assistant Principal
Reyes, Patricia	Administrative Support
Gaudio, Stephanie	Instructional Coach
Gillilan, Mary	Administrative Support
Williams, Russel	Other
Loyd, Cathy	Assistant Principal
Sanchez, Steve	Administrative Support

Duties

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

Principal: Oversees the daily functions of everything of all campus events by delegating specific duties to school personnel. Brings all issues, concerns, and daily decision making to the administrative team and/or curriculum leaders. Meetings are held to determine resolutions/solutions to maintain a smooth running campus.

Assistant Principals: Oversee programs as well as supervision and evaluation of teachers. They work with curriculum leaders to ensure that teachers needs are met in the classroom and also share the responsibilities of running programs with school personnel.

Administrative Support (Reyes): Monitors At-Risk students in the STAR Program as well as the graduation/drop-out rate. Works with and supports teachers and parents daily to help students be successful.

School Administration Manager (Sanchez): Ensures that Lyman has a clean and well-maintained campus. Oversees Discipline and works with teachers and parents daily to help change inappropriate behavior and help students to be successful.

Instructional Coach: Provides instructional support/strategies for teachers/students (curriculum, incorporating high-effect strategies, using data to identify weaknesses and change instruction).

Master Scheduler: Makes sure all students are scheduled properly, schedules changes are carried out in a timely fashion. Involves parents in decision -making to ensure students are successful and on track for graduation.

Athletic Director: Coordinates all athletic events/games on and off campus. Assists parents and students with fulfilling the requirements to play sports. Assists coaches with student-related issues or concerns regarding their specific sport. Oversees the master activities scheduler calendar for all events on the Lyman campus.

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

Lyman High School annually reviews budgets and expenditures as well as student and teacher data to ensure the school is adequately staffed to meet student achievement needs. Data are reviewed and funds are primarily used to support improved instruction and interventions. Lyman High School

will coordinate Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

The Career and Technical Education (CTE) Department applies for the Federal Perkins Grant in the Spring so they can allocate the funds for the Fall. The CTE teachers at Lyman High School submit their request forms to the county, and based on Seminole County District protocol, the monies are dispersed the following year. Most of Lyman's teachers request new equipment and materials they can implement into their courses and instructional plans. The Perkins Grant also covers substitute teachers so the CTE teachers can attend necessary workshops and professional development over the course of the school year.

Lyman High School also earns extra funds through the State CAPE Academy funds. The CAPE programs are awarded bonus FTE money for each industry certification test passed. Monies received are then used to continue the program the following year and the remainder is spent on supplies, technology, and any other necessary item for the Career and Technical Education courses. Assistant Principal, Ms. Flory, creates a budget each year and no money is spent without :

- a. justification for the item.
- b. an explanation of how it will increase student achievement.
- c. how it will further the CTE program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Brian Urichko	Principal
Iris Hinson	Teacher
Paul Plyler	Teacher
Gayle Goodridge	Teacher
Denise Archibald	Teacher
Chelly Exum	Parent
Heather Siudak	Parent
Lisa Cioffi	Parent
Shavonia Edwards	Teacher
Mary Manipadam	Parent
Suzanne Davis	Teacher
Danielle Sandefur	Education Support Employee
Darren Zachary Vogel	Student
Christine Drosky	Parent
Greg Drosky	Parent
Marlene Nitsch	Parent
Nakia Taylor	Parent
Sean Doyle	Parent

Duties

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

Evaluation of last year's school improvement plan

Last year's Authentic Literacy and Math goals helped to get the Algebra teams back on track and following the Instruction plan, as well as all content areas incorporating relevant and higher level reading and writing strategies into their lessons at least twice a month. These 2 goals helped Lyman to maintain similar scores to the year before and Lyman hopes to see higher increases for the 2015-2016 school year.

Some items that needed more time built-in for the 2015-2016 school year :

1. PLC collaboration time - more time was added during pre-plan.
2. SCPS Timeline for observations and evaluation will cause an increase of visitations for new teachers. These visitations will include feedback that is informative, constructive, objective and actionable.
3. Professional development for eCampus, high-yield strategies, training on building relationships between all stakeholders.

Development of this school improvement plan

Throughout the past year, the Principal reviewed all school data with SAC and also sent out weekly emails throughout the summer to keep SAC members and parents abreast of the school grade and content area achievement.

In August 2015, SAC members reviewed the School Improvement Plans (new and old) as well as the new Professional Development Plan. They were asked to give suggestions and to propose any other specific school goal(s) they deemed necessary. For this year, Administration and SAC have determined that Lyman will simplify the School Improvement Plan with one goal that supports 2 main concepts in 2015-2016 Big Ideas: Rigor and High-Yield Strategies. PLC collaboration time was maintained from the previous year; specific times were assigned for PLCs to analyze assessments (PMAs, chapter tests, 9 week exams),

Financial matters were discussed in August 2015 as well. SAC reviewed what SIP funds were spent last year and if the items that were purchased (Technology for AP Art, Freshmen planners, etc.) were being utilized in classrooms and helping to increase achievement. It was determined that money was spent wisely and budgeted appropriately. SIP/SAC funds would be budgeted the same for the '15-'16 school year.

Preparation of the school's annual budget and plan

During the first SAC meeting of the year (August 2016), SAC members determine how much money needs to be appropriated for the 2015-2016 school year and the way it will most effectively help students directly in the classroom and help increase student achievement. Many agenda items were discussed due to the large increase of funds from the state. SAC began with a budget of \$13,788 and allocated the money to the following areas: SAC Initiatives - \$2730, Tutoring - \$7000, Teacher mini-grants - \$3000, Student Recognition - \$750. SAC Initiatives encompasses anything that is addressed in the School Improvement Plan. It was decided that all teacher mini-grants need to be reviewed and decided upon by the January 2016 meeting. The rationale for this is that the money needs to be spent on the current students during the 2015-2016 school year.

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

Lyman High School SAC 2014-2015 began with a budget of \$16,906. The money was assigned to several categories and agreed upon by all members. \$2000 was allotted for after-school tutoring, \$1000 for student recognition and \$2000 for individual teacher requests (mini-grants). \$1000 was spent from the mini-grant category to support Challenge Day. \$159 was used to purchase reading subscriptions for the ESE Reading Class and \$560 for 4 tablets to allow Portfolio/AP Art students

students to create digital artwork.

Lyman was given an FTE adjustment of \$ 2029 in April 2015. \$1725 of this money was spent at that time on planners for Freshmen students. The planners help to keep students organized with their daily tasks, homework, and appointments. The remainder rolled over to the 2015-2016 school year (indicated in response # 1c).

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Urichko, Brian	Principal
Gaudio, Stephanie	Instructional Coach
Boldin, Jennifer	Teacher, K-12
Pollard, Laura	Teacher, K-12
Juster, Mariette	Teacher, K-12
Plyler, Paul	Teacher, K-12
Nichols, Shannon	Teacher, K-12
Hinson, Iris	Teacher, K-12
Ihns, Barbara	Teacher, K-12
Bell, Faith	Teacher, ESE
Skipper, Suzanne	Assistant Principal
Talopau, Kelley	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

1. Incorporating Authentic Literacy into all content areas and stressing the importance of consistent use of high-yield strategies.
2. Infusing reading, writing, and discussion into all content areas.
3. Understanding text complexity - teachers understanding how to help students read the textbook.
4. Using the textbook as a resource to increase reading skills and higher order thinking.
5. Using multiple texts to incorporate close reading into all content areas.
6. Scaffolding the use of annotation in all content areas within PowerPoint notes, articles, literature, graphs, etc.
7. Professional Development for all teachers on rigor, high-yield strategies, high-level questioning.

Public and Collaborative Teaching

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

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

Lyman High School uses over 50% of the Wednesday in-service times for Professional Learning Communities. PLCs collaborate on strategies, analyze data, create common lesson plans, assessments, and reflect and revise instruction. Similar groups are also combined for Department Meetings so they can discuss items that are particular to their areas. Business and Applied Technology discuss CAPE funds and how to increase enrollment in CTE courses as well as increase pass rates on industry certification tests. Fine Arts, PE, and JROTC discuss ways to implement reading and writing into their content areas and how to create/use similar performance rubrics. This year, a 2 session workshop was added on Domain 4: Professionalism and Collegiality.

Before and after school socials were organized by the principal and assistant principals so the entire faculty could get to know one another better and enjoy spending time around each other in a stress-free environment.

Lyman's Staff Relations Organization (SRO) organizes holiday luncheons, retirement celebrations, and recognizes families who have had life-changing events.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with state and private colleges and universities. We welcome university and college interns and field study students to our district not only from the state of Florida university system but also out of state. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one-on-one mentor. This support is provided beyond the first year.

The positions responsible for recruiting and/or hiring highly-qualified teachers are: Principal, Assistant Principals, Deans, Athletic Director, and Curriculum Leaders. The staff at Lyman High School interviews a minimum of 10% of qualified candidates per position, or at least 5 candidates for positions who have a lower number of applicants. Experience in the teaching field and a Master's degree may be preferred depending upon the subject area and availability. Candidates are chosen based on 2 criteria - expertise/ experience in the content area and a love for students and teaching.

Lyman High School administration assigns each new staff member with a mentor who can assist them with all tasks they encounter throughout the school day. New teachers can also attend weekly meetings where extra help is available. Administrators observe classes weekly to ensure that students are receiving proper implementation of teaching strategies and an environment that is conducive to learning. Administrators are prompt with feedback and will assist any teacher who struggles in the classroom. Lyman's Instructional Coach is also available for assistance with lesson planning, implementation of strategies, and peer coaching and observations.

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

Lyman High School has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by the county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, Lyman's new teachers spent a day with Ms. Juster, Lyman's school-wide mentor, and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year.

Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follows an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

Instructional Strategies

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

The Administrative staff as well as teachers use EdInsight and Discovery Education (Biology) to retrieve data on the progress monitoring assessments (9 week exams) and EOCs. In Professional Learning Communities, teachers analyze results of chapter and unit tests to implement instructional changes and address areas of weakness. Through the use of EdInsight and Discovery Education, the administrative staff and teachers are able to analyze data by content area strands that are aligned to the standards. They also utilize strategic grouping based on the most recent data.

Over the summer, students are placed into their core appropriate academic courses based on the previous year's state assessment scores. These courses include: Environmental Science, Reading, and Intensive Math. Students receive standard curriculum that pays particular attention to instructional pacing, appropriate immediate feedback, academic vocabulary, graphic organizers, and adjustment to student response rates.

During the months of September and March, Lyman High School provides after-school intensive strategic instruction to prepare students (first time test takers as well as re-takers) for the Algebra End of Course exam. These Boot Camps review the standards and allow students guided as well as independent practice to achieve proficiency.

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: 6,360

The after-school tutoring program supports all students- Gifted/Honors,ESE, ESOL, and lower quartile students. Students receive assistance in Math, English and/or Science in the form of direct instruction or guided practice in small groups. Others work independently on homework and have certified teachers check their work.

Strategy Rationale

The additional interventions and support help students to perform better in class and on standardized tests.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Skipper, Suzanne, suzanne_skipper@scps.k12.fl.us

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

Attendance for after-school tutoring is taken at every session. Students who consistently attend are tracked and their PMA scores (3X a year) are analyzed for learning gains. Previous years data has shown learning gains for those students who attend regularly. Regularly is defined as one session per week.

Strategy: Weekend Program

Minutes added to school year: 1,440

Organize a test preparation course to help students taking the PSAT. Students receive instruction, guided and independent practice on math and reading skills that commonly appear on this exam. ACT Prep will be offered in January.

Strategy Rationale

1. Help students achieve high(er) scores than the previous year
2. Give exposure and practice for the SAT/ACT
3. Prepare students for college and have better opportunities for scholarships

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Skipper, Suzanne, suzanne_skipper@scps.k12.fl.us

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

Attendance is recorded. Participants scores are tracked to see if:

- a. students who participated in the PSAT Blitz scorer higher than those who didn't.
- b. 11th graders scores are higher than the previous year's scores.
- c. they could use ACT as a concordant score for FCAT/FSA.

Strategy: Extended School Day

Minutes added to school year: 1,590

Teachers use planning time to ensure that all students are given a guaranteed and viable curriculum. They set norms and goals at the beginning of the year, create common activities and assessments, analyze data, and discuss best practices.

Strategy Rationale

Guaranteed and viable curriculum for all students from common planning, grading and assessments, discover and implement best practices/strategies of others on the team.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Flory, Melissa, melissa_flory@scps.k12.fl.us

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

Administrators, Instructional Coaches, and teachers all gather data from several sources - common assessments, PMAs, and quarter exams. Test scores for all teachers should be within 5% of each other. FSA and EOC exams are also used to determine the effectiveness of the PLCs.

Student Transition and Readiness

PreK-12 Transition

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

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

At-Risk Program and Transition Program - These students are identified before coming to high school. They may one, some, or all of these traits: low standardized assessments scores, GPA below a 2.0, truancy and attendance issues, repeated misconduct and are MTSS-tiered. These students are placed into courses which teach study, organizational, behavioral and communication skills. Students are encouraged to attend after-school tutoring (bus available for transportation home) sessions.

At-Risk students are chosen to participate in the Young Men of Excellence Program. These African-American students are monitored/observed in class for attendance, academics, and behavior. They are also encouraged to attend after-school sessions where they not only receive tutoring in academics, but are taught etiquette, life skills, and conflict resolution. Students who were in the program the year before serve as mentors to the new inductees.

After-school tutoring sessions are available from the last week in August until the last week in April. Students can receive help in academic areas from certified teachers. Flyers are posted around the school, information is sent home via Skyward email, and transportation is available to students in 4 drop-off locations

Attendance Letters (3-day, 5-day) are sent out routinely to inform parents and students of absences before the students lose credit. Students under the age of 16 who have truancy issues are reported to the school social worker. Students who are 16 and over are reported to the New Horizons counselor for interventions and counseling.

The school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the

continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

MTSS members all receive training on implementing and monitoring students with academic and behavior concerns. Specific criteria, data, review of student records are utilized to support teachers to develop appropriate strategies and interventions to meet individual student needs.

College and Career Readiness

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

Career planning begins at the end of 8th grade when there is articulation between middle school and high school guidance counselors. Each registration form is checked thoroughly to ensure that students are placed in appropriate courses and electives. Students with high FSA and EOC scores are scheduled into Advanced Placement Human Geography so they can experience the rigor of a college course. Counselors also try to match the elective courses with students' interests such as marching band, art, cooking, etc.

When students begin registration for each new school year, all course selections are confirmed by teachers and guidance counselors. Students are always encouraged to enroll in courses that will challenge their academic experience at Lyman High School. They are also encouraged to remain in all levels of electives or careers they show an aptitude towards and may want to pursue after high school (i.e. automotive, carpentry, music, drama classes, etc.). Students who are enrolled in Honors, Advanced Placement, and Dual Enrollment courses are given a rigorous curriculum that mirrors college courses. The high-level of instruction prepares students for the intense coursework they will experience in college and prepares them to be successful readers and writers.

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

Lyman houses many Career and Technical Education programs which offer Industry Certification:
Automotive Program - Florida Automobile Dealers Association (FADA) Certified Technician and Auto Maintenance and Light Repair (G1)

Carpentry Program - Home Builders Institute (PACT)

Early Childhood Education - There is no industrial certification offered for this class at this time.

Students can, however, earn college credit by passing the Career Pathways test for early childhood related courses.

Digital Design - Adobe Indesign, Photoshop, Premiere Pro

Web Design - Adobe Dreamweaver, Flash, Premiere Pro, Photoshop

TV Production - Adobe Certified Associate (Premiere Pro, Flash, After Effects)

Marketing - Microsoft Office Suite, Photoshop

Institute for Engineering: Revit, Inventor

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

Students who are enrolled in Career and Technical Education courses learn skills that are appropriate and useful in the workforce. Many of their assignments are projects which require them to learn certain skill sets. The projects are graded using rubrics that are set at a professional standard. If students do not learn all the necessary skills, they are awarded extra time and practice to improve. Most of the career and technical education programs are also CAPE Programs. One requirement for each student is to complete a project that is decided by both the CTE teacher and the academic teacher. The most important elements of both courses involved (ex: Automotive and Social Studies)

drive the creation and requirements of the project. The student receives a grade in both courses. Lyman High School also houses the Institute for Engineering which uses the Project Lead The Way learning program. All of the courses, although technical in nature, require extreme levels of science, mathematics and computer skills incorporated in assignments, tests, and projects. Institute students receive tutoring after school to help them to integrate these skills for each course they are taking in the Institute.

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

1. Junior and Senior "credit checks" take place each Fall.

All students are encouraged as Juniors to take the ACT or SAT to ensure that they have a College Ready score in both Math and English. Course selections are re-checked for academic appropriateness. Guidance Counselors may suggest students move to honors or AP level courses for the following year. Juniors are advised on what courses they still need to pass to graduate the following year.

2. College Ready Math and English Courses to prepare students for ongoing education.

Students who are in the 12th grade and did not already receive a college-ready score will enroll in the courses so they will be better prepared for college. Students will take a test at the end of the year which will show students their progress.

3. Offer ACT/SAT Preparatory courses and after-school tutorials

Lyman offers school-day, after-school, summer and weekend prep courses so students can score well on these college ready tests. Higher scores help students get into the colleges of their choice.

4. Reading/Writing

Implement reading and writing strategies into all courses to help prepare students for FSA and all post high school academic and vocational experiences.

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.** All teachers will implement rigorous instruction through the consistent use of high-yield strategies.

Strategic Goals Detail

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

G1. All teachers will implement rigorous instruction through the consistent use of high-yield strategies. 1a

G074415

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	78.0
FCAT 2.0 Writing Proficiency	60.0
ELA/Reading Gains	85.0
ELA/Reading Lowest 25% Gains	65.0
Math Gains	70.0
Math Lowest 25% Gains	50.0
U.S. History EOC Pass	78.0

Resources Available to Support the Goal 2

- Support from Assistant Principals, Instructional Coaches, Literacy Team, Support Facilitators, ESOL Teachers, ESE Monitors
- Data from Discovery Education (Biology) and EdInsight for PMAs
- Continuous Professional Development
- Reading Blackboard site with resources
- Journeys, SOAR, other Reading Programs
- S.S. - Document Based-Question Kit
- English/Language Arts Resources Blackboard
- Graphic Organizers
- Science textbook and various Websites - Khan Academy, YouTube, Bozeman Science
- After-school Tutoring

Targeted Barriers to Achieving the Goal 3

- Teachers lack of knowledge - knowing the high yield strategies and how to implement them into their content area.

Plan to Monitor Progress Toward G1. 8

iObserve walk-throughs, any form of assessments analyzed by PLCs (PMAs, Chapter, 9-week tests)

Person Responsible

Melissa Flory

Schedule

Quarterly, from 8/17/2015 to 5/25/2016

Evidence of Completion

Implementation of high-yield strategies as noted in walk-throughs and peer observations, increase of DE and/or PMA scores by 25% (teacher averages within 5% of each other).

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. All teachers will implement rigorous instruction through the consistent use of high-yield strategies. **1**

 G074415

G1.B1 Teachers lack of knowledge - knowing the high yield strategies and how to implement them into their content area. **2**

 B194260

G1.B1.S1 Provide teachers with training and detailed feedback of walk-throughs and observations. **4**

 S205781

Strategy Rationale

In addition to using PLCs to discuss "Best Practices", administrator and peer feedback will help teachers adjust their lessons/activities and implement strategies more effectively and efficiently.

Action Step 1 **5**

All teachers will attend a 2 hour training on high-yield strategies and how to implement them into their content areas. PLCs will then continue to discuss in "Best Practices" and strategies that have been successful.

Person Responsible

Stephanie Gaudio

Schedule

On 9/22/2015

Evidence of Completion

Attendance sheets, Reflection Forms, PLC Focus Sheets on Best Practices

Action Step 2 5

All teachers will receive timely and frequent feedback regarding the implementation of strategies into their lessons.

Person Responsible

Melissa Flory

Schedule

Biweekly, from 9/23/2015 to 5/25/2016

Evidence of Completion

iObserve walk-through feedback, Instructional Coaches observation log, DE/PMA data, final observations in iObserve, walk-through charts turned into principal monthly (shows dates and use of authentic literacy)

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

Administrator attendance and participation in PLC meetings to discuss successful implementation of high yield strategies.

All (24) new teachers will receive weekly/biweekly visits from Instructional Coaches. New teachers will also attend after-school weekly meetings conducted by Lyman's Peer Mentor.

All teachers who have worked at Lyman for a year or more will receive the SCPS scheduled walk-throughs and observations.

Person Responsible

Mariette Juster

Schedule

Biweekly, from 8/17/2015 to 5/25/2016

Evidence of Completion

PLC attendance and Focus Sheets. For new teachers: Observations with actionable feedback from Instructional coaches and attendance sheets for weekly new teacher meetings. For veteran teachers: iObserve reports and feedback.

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

Pre/Post conferences with new teachers reviewing strategies and actionable feedback. Analyzing iObserve reports and feedback for teacher improvement and consistent use of strategies from DQ 2 and 3.

Person Responsible

Brian Urichko

Schedule

Monthly, from 8/17/2015 to 5/25/2016

Evidence of Completion

Pre-Conference feedback forms, iObserve reports and charts.

G1.B1.S2 Teachers will plan, develop, and implement high-yield strategies into their lessons within their content area. 4

 S205782

Strategy Rationale

The implementation of high-yield strategies supports the requirements for the following: Florida State Standards, Florida State Assessment, and End of Course Exams. The use of rigor will help to develop students who can read, write, think and speak in an age appropriate manner.

Action Step 1 5

Teachers will implement high-yield strategies through the use of the SCPS Instructional Model and other high yield strategies including but not limited to close reading (including graphs and charts), annotating, writing, technology integration, and student speaking in the classroom.

Person Responsible

Melissa Flory

Schedule

Daily, from 8/17/2015 to 5/25/2016

Evidence of Completion

1. Teachers will turn in examples of activities being implemented. 2. PLCs will collaborate on "Best Practices" and PLC Focus sheets will be turned in for every meeting. 3. Administrators and Instructional Coaches will have several "look-fors" while completing walk-throughs and observations. 4. Lessons observed will have a concentration of indicators in Design Questions 2,3.

Action Step 2 5

Biology teachers will consistently implement cooperative learning, compare/contrast activities, bell ringers and exit slips.

Person Responsible

Melissa Flory

Schedule

Daily, from 8/17/2015 to 5/25/2016

Evidence of Completion

Drop-bys, walk-throughs, observations, evaluations, PLC Focus Sheets, assessment results

Action Step 3 5

Biology Teachers will analyze Discovery Education and PMA (9 week exam) data, discuss results, implement changes in how the high-yield strategies are incorporated (if necessary).

Person Responsible

Melissa Flory

Schedule

Every 6 Weeks, from 9/30/2015 to 4/27/2016

Evidence of Completion

Assistant Principal in attendance all PLC meetings, PLC Focus Sheets, observations of implemented changes through walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Consistent and scheduled walk-throughs and observations as teachers implement the strategies.

Person Responsible

Melissa Flory

Schedule

Biweekly, from 8/17/2015 to 5/25/2016

Evidence of Completion

Observation data/feedback in iobserve, Lesson plans, student samples

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Analyze student growth data for content areas.

Person Responsible

Melissa Flory

Schedule

Quarterly, from 8/17/2015 to 5/25/2016

Evidence of Completion

PMA data from Discovery Education and EdInsight, PLC created assessments, Results from DBQs

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	All teachers will attend a 2 hour training on high-yield strategies and how to implement them into their content areas. PLCs will then continue to discuss in "Best Practices" and strategies that have been successful.	Gaudio, Stephanie	9/21/2015	Attendance sheets, Reflection Forms, PLC Focus Sheets on Best Practices	9/22/2015 one-time
G1.B1.S2.A1	Teachers will implement high-yield strategies through the use of the SCPS Instructional Model and other high yield strategies including but not limited to close reading (including graphs and charts), annotating, writing, technology integration, and student speaking in the classroom.	Flory, Melissa	8/17/2015	1. Teachers will turn in examples of activities being implemented. 2. PLCs will collaborate on "Best Practices" and PLC Focus sheets will be turned in for every meeting. 3. Administrators and Instructional Coaches will have several "look-fors" while completing walk-throughs and observations. 4. Lessons observed will have a concentration of indicators in Design Questions 2,3.	5/25/2016 daily
G1.B1.S1.A2	All teachers will receive timely and frequent feedback regarding the implementation of strategies into their lessons.	Flory, Melissa	9/23/2015	iObserve walk-through feedback, Instructional Coaches observation log, DE/PMA data, final observations in iObserve, walk-through charts turned into principal monthly (shows dates and use of authentic literacy)	5/25/2016 biweekly
G1.B1.S2.A2	Biology teachers will consistently implement cooperative learning, compare/contrast activities, bell ringers and exit slips.	Flory, Melissa	8/17/2015	Drop-bys, walk-throughs, observations, evaluations, PLC Focus Sheets, assessment results	5/25/2016 daily
G1.B1.S2.A3	Biology Teachers will analyze Discovery Education and PMA (9 week exam) data, discuss results, implement changes in how the high-yield strategies are incorporated (if necessary).	Flory, Melissa	9/30/2015	Assistant Principal in attendance all PLC meetings, PLC Focus Sheets, observations of implemented changes through walk-throughs	4/27/2016 every-6-weeks
G1.MA1	iObserve walk-throughs, any form of assessments analyzed by PLCs (PMAs, Chapter, 9-week tests)	Flory, Melissa	8/17/2015	Implementation of high-yield strategies as noted in walk-throughs and peer observations, increase of DE and/or PMA scores by 25% (teacher averages within 5% of each other).	5/25/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Pre/Post conferences with new teachers reviewing strategies and actionable feedback. Analyzing iObserve reports and feedback for teacher improvement and consistent use of strategies from DQ 2 and 3.	Urichko, Brian	8/17/2015	Pre-Conference feedback forms, iObserve reports and charts.	5/25/2016 monthly
G1.B1.S1.MA1	Administrator attendance and participation in PLC meetings to discuss successful implementation of high yield strategies. All (24) new teachers will receive weekly/biweekly visits from Instructional Coaches. New teachers will also attend after-school weekly meetings conducted by Lyman's Peer Mentor. All teachers who have worked at Lyman for a year or more will receive the SCPS scheduled walk-throughs and observations.	Juster, Mariette	8/17/2015	PLC attendance and Focus Sheets. For new teachers: Observations with actionable feedback from Instructional coaches and attendance sheets for weekly new teacher meetings. For veteran teachers: iObserve reports and feedback.	5/25/2016 biweekly
G1.B1.S2.MA1	Analyze student growth data for content areas.	Flory, Melissa	8/17/2015	PMA data from Discovery Education and EdInsight, PLC created assessments, Results from DBQs	5/25/2016 quarterly
G1.B1.S2.MA1	Consistent and scheduled walk-throughs and observations as teachers implement the strategies.	Flory, Melissa	8/17/2015	Observation data/feedback in iobserve, Lesson plans, student samples	5/25/2016 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All teachers will implement rigorous instruction through the consistent use of high-yield strategies.

G1.B1 Teachers lack of knowledge - knowing the high yield strategies and how to implement them into their content area.

G1.B1.S1 Provide teachers with training and detailed feedback of walk-throughs and observations.

PD Opportunity 1

All teachers will attend a 2 hour training on high-yield strategies and how to implement them into their content areas. PLCs will then continue to discuss in "Best Practices" and strategies that have been successful.

Facilitator

Melissa Flory and Stephanie Gaudio

Participants

All 9-12 Instructional (teachers), All administrators

Schedule

On 9/22/2015

G1.B1.S2 Teachers will plan, develop, and implement high-yield strategies into their lessons within their content area.

PD Opportunity 1

Teachers will implement high-yield strategies through the use of the SCPS Instructional Model and other high yield strategies including but not limited to close reading (including graphs and charts), annotating, writing, technology integration, and student speaking in the classroom.

Facilitator

Stephanie Gaudio/Digital Learning Leaders

Participants

All teachers

Schedule

Daily, from 8/17/2015 to 5/25/2016

Budget

Budget Data

1	G1.B1.S1.A1	All teachers will attend a 2 hour training on high-yield strategies and how to implement them into their content areas. PLCs will then continue to discuss in "Best Practices" and strategies that have been successful.				\$0.00
2	G1.B1.S1.A2	All teachers will receive timely and frequent feedback regarding the implementation of strategies into their lessons.				\$0.00
3	G1.B1.S2.A1	Teachers will implement high-yield strategies through the use of the SCPS Instructional Model and other high yield strategies including but not limited to close reading (including graphs and charts), annotating, writing, technology integration, and student speaking in the classroom.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		120-Classroom Teachers	0431 - Lyman High School	School Improvement Funds		\$3,000.00
Notes: \$3000 was allocated for teacher mini-grants. SIP funds support the goal by allowing teachers to purchase items for their classrooms that help implement rigorous instruction through high-yield strategies. Some recent purchases have been for graphing calculators and reading materials.						
		120-Classroom Teachers	0431 - Lyman High School	School Improvement Funds		\$7,000.00
Notes: \$7000 was allocated for the after-school tutoring of all levels students.						
4	G1.B1.S2.A2	Biology teachers will consistently implement cooperative learning, compare/contrast activities, bell ringers and exit slips.				\$0.00
5	G1.B1.S2.A3	Biology Teachers will analyze Discovery Education and PMA (9 week exam) data, discuss results, implement changes in how the high-yield strategies are incorporated (if necessary).				\$5,327.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3375		0431 - Lyman High School	General Fund		\$5,327.00
Notes: 701 Discovery Ed Licenses for Biology - ESE, Standard, Honors/Gifted						
					Total:	\$15,327.00