

Lyman High School



2016-17 Schoolwide 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 and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	50%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	A*	A	A

**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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Lyman High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

Lyman High School will focus on:

1. Incorporating rigor and high-yield strategies into every lesson.
2. Celebrating shared values and creating flexible avenues of support for interpersonal and academic growth.
3. Encouraging students to "Get Involved" in the plethora of extra curricular activities that Lyman High School has to offer.

2. School Environment

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

The motto of Lyman High School this year is that "Everyone Matters". This revolves around the building of interpersonal relationships between students, parents, community members, faculty, staff, and administration. We will be focusing on conducting a team effort to implement all of the goals for the 2016-2017 school year.

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 through Marzano's Instructional Model. If there are teacher-student conflicts, administrators and/or student services 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.

ESE - All teachers receive specific training on strategies to use with students who have learning disabilities (i.e. Deaf/Hard of Hearing, Autism Spectrum Disorder, Specific Learning Disabled, etc.) by means of workshops given on and off campus, and by being able to work with teacher monitors assigned to certain students as well as staffing paraprofessionals located in various ESE direct instruction classrooms around campus. Each student is also assigned a case manager that monitors the student's academic progress as well as behavior issues and attendance concerns, and acts as the liaison between the student, the parents, and the other teacher on the student's schedule.

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.

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

Because of our "Everyone Matters" motto, Lyman is building an environment where students and staff should feel safe on campus. Also, Lyman has a great relationship with the Longwood Police Department, who has provided excellent coverage for the school throughout the 2016-2017 school year thus far. There has always been at least one, but for the most part two officers on campus at all times throughout the school day.

Lyman High School has instituted the Positive Behavior Support Program to recognize and reward exemplary student behavior. One of the areas of focus within this program this year is the "Positive Behavior Referral". Student are referred to administration or student services for showing positive attributes in the classroom or around campus in the areas of academics and behavior. These students are then rewarded and their parents are notified of the job well done.

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 may arise. Faculty, staff, and students are expected to report any incidences of mistreatment or disrespect of others on campus. All incidents are investigated immediately.

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

Lyman High School believes in Restorative Justice, or a set of disciplinary interventions that are designed to change certain behaviors rather than simply punish certain behaviors. With the help of parents, and under the disposition that "Everyone Matters", Lyman is implementing a variety of new interventions to help with the disciplinary process in the long term.

Lyman High School has instituted a classroom discipline protocol that allows flexibility and support for the teachers. Minor offenses (tardiness, improper use of electronic devices, etc.) may be dealt with by teachers by them giving a warning after the first offense, calling home after the second offense and writing and turning in a discipline referral form to the administrative office. Administration will then contact students and determine the appropriate interventions to put into place. Teachers review their classroom policies and procedures 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 (1 hour after school) or extended Wednesday detention (3 hours after school). If inappropriate behavior continues, they could be 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 some of the more severe incidents (fighting, drug use, substantial campus disruption) and are typically not administered unless required by the Student Code of Conduct.

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

Lyman High School has implemented a data crunch session every month to assess and discuss students who are struggling in a variety of different areas on our campus. This data crunch, known as

"Super Tuesday", is designed to act as an early warning indication system of struggling students. Administration, Student Services, and others meet each month to assess student data and make intervention decisions on these students.

Lyman High School houses the New Horizons program which serves at-risk students with various potential life issues, such as substance abuse, depression, family problems, anger management, truancy, poor grades, and/or 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 Student Services 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 .

3. Early Warning Systems

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

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

The school has a Multi-Tiered System of Supports (MTSS) core 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 conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	46	43	53	36	178
One or more suspensions	0	0	0	0	0	0	0	0	0	18	20	9	5	52
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	145	158	150	89	542
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	169	129	99	64	461

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	101	82	61	27	271

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

Administrators, counselors, behavior interventionists, and other key member of the school's leadership team, meet monthly to discuss early warning indicators of students who are struggling in school. This concept, known as the "Super Tuesday" concept, is designed to identify students early and put appropriate and relevant interventions in place to help them with their academic and behavioral goals. From there, students are potentially identified as candidates for the MTSS, or Multi-Tiered System of Support team to put further interventions into place to assist them with their academics.

B. Family and Community Engagement

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

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

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

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

No

1. PIP Link

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

2. 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 PTSA Boards, (6) inviting families to attend PTSA 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, and numerous other out-reach strategies developed by school staff. 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 Student Services 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 examples of potential events and/or groups: 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 including, but not limited to: Skyward, Remind 101 text messages, and the Synervoice call out system.

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

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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Rice, Mike	Principal
Skipper, Suzanne	Assistant Principal
Reyes, Patricia	Administrative Support
Williams, Russel	Other
Loyd, Cathy	Assistant Principal
Sanchez, Steve	Administrative Support
Blasewitz, Brian	Assistant Principal
Cumbe, Nathalie	Assistant Principal
Hanshaw, Brandon	Assistant Principal
Herro, Mariette	Instructional Coach

b. Duties

1. 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 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.

School Administration Manager: 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. 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.

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

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.

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

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 participates in certification testing to raise funds for their individual programs. Not only do their students gain a valuable and highly touted certification for their hard work in the course, but teachers receive funding for specific benchmarks of passing grades for students on these exams. The teachers can then use these funds to further build their programs with supplies and other essential items in the future.

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Mike Rice	Principal
Iris Hinson	Teacher
Paul Plyler	Teacher
Gayle Goodridge	Teacher
Denise Archibald	Teacher
Chelly Exum	Parent
Heather Siudak	Parent
Shavonia Edwards	Teacher
Suzanne Davis	Teacher
Christine Drosky	Parent
Greg Drosky	Parent
Marlene Nitsch	Parent
Nakia Taylor	Parent
Sean Doyle	Parent
Michael Sutton	Education Support Employee
Connor Kapoor	Student
Joni Fussel	Parent
Peri Goldberg	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

Last years goals addressing teachers use of high-yield strategies in the classroom was discussed at the October SAC meeting. Teachers that were on campus last year were exposed to specific trainings outlining the high-yield strategies identified by Marzano and his research.

Some items that needed more time built-in for the 2016-2017 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.

b. Development of this school improvement plan

Throughout our first three SAC meetings, the needs and goals for the school were addressed with SAC members. The focus during the first few meetings was geared towards building interpersonal relationships with the new leadership team and focusing on differentiated instruction in the classroom.

School and student data was discussed before the official school goals for the School Improvement Plan were established.

c. 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 2016-2017 school year and the way it will most effectively help students directly in the classroom and help increase student achievement. The final budget will be discussed and voted on on October 18th.

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

Lyman High School SAC 2015-2016 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 2016. \$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 2016-2017 school year (indicated in response # 1c).

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Rice, Mike	Principal
Pollard, Laura	Teacher, K-12
Herro, Mariette	Instructional Coach
Plyler, Paul	Teacher, K-12
Nichols, Shannon	Teacher, K-12
Hinson, Iris	Teacher, K-12
Bell, Faith	Teacher, ESE
Talopau, Kelley	Teacher, K-12
Skipper, Suzanne	Assistant Principal
Blasewitz, Brian	Assistant Principal

b. Duties

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

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.

D. Public and Collaborative Teaching

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

1. 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.

Before and after school meetings 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.

2. 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 a high performing school district brings 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, School Administration Managers, the 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.

3. 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 Instructional Coach, 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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.

b. Instructional Strategies

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

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 standards based 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 may include: Environmental Science, Reading, and Intensive Math. Students receive standard curriculum that pays particular attention to instructional pacing, appropriate and 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.

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

Strategy: After School Program

Minutes added to school year: 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 scored 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

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

Administrators, Instructional Coaches, and teachers all gather data from several sources - common assessments, PMAs, and quarter exams. FSA and EOC exams are also used to determine the effectiveness of the PLCs.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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

At-Risk students are chosen to participate in the Young Men of Excellence Program. These 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.

b. College and Career Readiness

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

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.

2. 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 - ServSafe testing. Students can also 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

3. 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.

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

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. Advanced Opportunities

Lyman is committed to identifying students who have the potential to challenge themselves with more rigorous coursework throughout their high school careers. Advanced Opportunities students are awarded the chance to earn college credit in AP or CTE courses of their choice.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Lyman High School will utilize best practices and high-yield strategies in order to reach all students and increase student achievement.

Strategic Goals Detail

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

G1. Lyman High School will utilize best practices and high-yield strategies in order to reach all students and increase student achievement. 1a

G086269

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	47.0
Math Lowest 25% Gains	41.0
Bio I EOC Pass	71.0
High School Acceleration	
5Es Score: Collaborative Teachers	
FSA ELA Achievement	64.0
ELA/Reading Gains	56.0
FSA Mathematics Achievement	49.0
Math Gains	47.0
U.S. History EOC Pass	82.0

Targeted Barriers to Achieving the Goal 3

- An unclear understanding of the Florida Standards and appropriate levels of cognitive complexity

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coach
- Professional Development Opportunities
- Common Planning time for English I, English II, and Algebra I
- Technology programs such as Achieve 3000, ALEKS, Kahn Academy, Algebra Nation, etc.
- Behavior Interventionist, Young Men of Excellence class, Support Personnel
- Positive Behavior Support team
- "Super Tuesday" Intervention team
- MTSS Team
- New Teacher Mentor Program
- Professional Learning Communities

Plan to Monitor Progress Toward G1. 8

Evaluations and feedback with a focus on standards based teaching and cognitive complexity

Person Responsible

Mike Rice

Schedule

Weekly, from 9/22/2016 to 5/31/2017

Evidence of Completion

When collecting data and providing feedback, the administrative team will focus their efforts on elements 43 & 44 of the SCPS Instructional Model. These elements focus on "Lessons Within Units" and "Attention to Established Content Standards". Each element has an area of focus on standards based teaching and cognitive complexity. The Principal and Assistant Principals will use iObservation to provide pertinent feedback to their teachers with regard to these goals.

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

 = Problem Solving Step  S123456 = Quick Key


G1. Lyman High School will utilize best practices and high-yield strategies in order to reach all students and increase student achievement. **1**

 G086269

G1.B2 An unclear understanding of the Florida Standards and appropriate levels of cognitive complexity **2**

 B229203

G1.B2.S2 Face to face trainings with the Lyman High School Biology, Algebra I and English/Language Arts teams supported by District Personnel **4**

 S241705

Strategy Rationale

To increase understanding of the Florida Standards for both students and teachers as well as the implementation of the appropriate levels of questioning toward each standard

Action Step 1 **5**

Focus on writing complex assessments

Person Responsible

Brandon Hanshaw

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Unit assessments, PLC meeting notes, other informal assessments

Action Step 2 **5**

Lead discussions on how to use appropriate levels of complexity to maximize student achievement

Person Responsible

Mike Rice

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

PLC minutes, Leadership team agendas, Curriculum Leaders minutes, Faculty meeting agendas

Action Step 3 5

Analyze data and use that data to drive instruction in the classroom

Person Responsible

Mike Rice

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plans, PLC meeting minutes

Action Step 4 5

Consistent classroom walk-throughs with a focus on content complexity

Person Responsible

Mike Rice

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

iObservation notes

Action Step 5 5

Tutoring of Students with a focus on the Florida Standards

Person Responsible

Suzanne Skipper

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Attendance Sheets, Assessment results, Student grades

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

Leadership Team Meetings

Person Responsible

Mike Rice

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Team will bring any and all pertinent data to Leadership Team Meetings and Super Tuesday crunch sessions and present this data to the other Assistant Principals as well as the Principal. Discussions will be had to determine the effectiveness of the face to face trainings with district personnel with regard to teachers building a clearer understanding of the Florida Standards and appropriate levels of cognitive complexity within those standards.

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

Formal and Informal Observations and Walk-throughs

Person Responsible

Mike Rice

Schedule

Weekly, from 9/22/2016 to 5/31/2017

Evidence of Completion

The Principal and Assistant Principals will collect data by doing weekly walk-throughs mixed in with formal and informal observations of their teachers. The Assistant Principals can also choose to do this with other members of the team.

G1.B2.S5 Implement a collaborative instruction Support Facilitation model focused on inclusion. 4

 S241708

Strategy Rationale

To support the needs of students with exceptionalities as we implement a more rigorous curriculum.

Action Step 1 5

Inclusion Model Professional Development

Person Responsible

Brian Blasewitz

Schedule

On 10/13/2016

Evidence of Completion

Teachers will meet together for a one day professional development to be trained on five different collaborative teaching strategies to be used in the classroom.

Plan to Monitor Fidelity of Implementation of G1.B2.S5 6

Formal and Informal Observations and Walk-Throughs

Person Responsible

Brian Blasewitz

Schedule

Daily, from 10/17/2016 to 5/31/2017

Evidence of Completion

Teachers and support facilitators will be evaluated and provided with feedback with their progress relative to the goals and expectations set forth with the collaborative teaching professional development.

Plan to Monitor Effectiveness of Implementation of G1.B2.S5 7

Compiling data of pertinent assessments

Person Responsible

Brian Blasewitz

Schedule

Monthly, from 10/17/2016 to 5/31/2017

Evidence of Completion

Data of formal and informal assessments will be provided as predictors of success on the Florida Standards Assessment

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S5.A1 A312802	Inclusion Model Professional Development	Blasewitz, Brian	10/13/2016	Teachers will meet together for a one day professional development to be trained on five different collaborative teaching strategies to be used in the classroom.	10/13/2016 one-time
G1.MA1 M322445	Evaluations and feedback with a focus on standards based teaching and cognitive complexity	Rice, Mike	9/22/2016	When collecting data and providing feedback, the administrative team will focus their efforts on elements 43 & 44 of the SCPS Instructional Model. These elements focus on "Lessons Within Units" and "Attention to Established Content Standards". Each element has an area of focus on standards based teaching and cognitive complexity. The Principal and Assistant Principals will use iObservation to provide pertinent feedback to their teachers with regard to these goals.	5/31/2017 weekly
G1.B2.S2.MA1 M322441	Formal and Informal Observations and Walk-throughs	Rice, Mike	9/22/2016	The Principal and Assistant Principals will collect data by doing weekly walk-throughs mixed in with formal and informal observations of their teachers. The Assistant Principals can also choose to do this with other members of the team.	5/31/2017 weekly
G1.B2.S2.MA1 M322442	Leadership Team Meetings	Rice, Mike	8/10/2016	Team will bring any and all pertinent data to Leadership Team Meetings and Super Tuesday crunch sessions and present this data to the other Assistant Principals as well as the Principal. Discussions will be had to determine the effectiveness of the face to face trainings with district personnel with regard to teachers building a clearer understanding of the Florida Standards and appropriate levels of cognitive complexity within those standards.	5/31/2017 weekly
G1.B2.S2.A1 A312797	Focus on writing complex assessments	Hanshaw, Brandon	8/10/2016	Unit assessments, PLC meeting notes, other informal assessments	5/31/2017 quarterly
G1.B2.S2.A2 A312798	Lead discussions on how to use appropriate levels of complexity to maximize student achievement	Rice, Mike	8/10/2016	PLC minutes, Leadership team agendas, Curriculum Leaders minutes, Faculty meeting agendas	5/31/2017 weekly
G1.B2.S2.A3 A312799	Analyze data and use that data to drive instruction in the classroom	Rice, Mike	8/10/2016	Lesson plans, PLC meeting minutes	5/31/2017 weekly
G1.B2.S2.A4 A312800	Consistent classroom walk-throughs with a focus on content complexity	Rice, Mike	8/10/2016	iObservation notes	5/31/2017 daily
G1.B2.S2.A5 A312801	Tutoring of Students with a focus on the Florida Standards	Skipper, Suzanne	8/10/2016	Attendance Sheets, Assessment results, Student grades	5/31/2017 weekly
G1.B2.S5.MA1 M322443	Compiling data of pertinent assessments	Blasewitz, Brian	10/17/2016	Data of formal and informal assessments will be provided as predictors of success on the Florida Standards Assessment	5/31/2017 monthly
G1.B2.S5.MA1 M322444	Formal and Informal Observations and Walk-Throughs	Blasewitz, Brian	10/17/2016	Teachers and support facilitators will be evaluated and provided with feedback with their progress relative to the goals and expectations set forth with the	5/31/2017 daily

Seminole - 0431 - Lyman High School - 2016-17 SIP
Lyman High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				collaborative teaching professional development.	

V. Professional Development Opportunities

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

G1. Lyman High School will utilize best practices and high-yield strategies in order to reach all students and increase student achievement.

G1.B2 An unclear understanding of the Florida Standards and appropriate levels of cognitive complexity

G1.B2.S2 Face to face trainings with the Lyman High School Biology, Algebra I and English/Language Arts teams supported by District Personnel

PD Opportunity 1

Focus on writing complex assessments

Facilitator

Brandon Hanshaw and Derek Jensen

Participants

Biology and Math Teachers

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

PD Opportunity 2

Lead discussions on how to use appropriate levels of complexity to maximize student achievement

Facilitator

Suzanne Skipper, Cathy Loyd, Brandon Hanshaw, Nathalie Cumbie, Brian Blasewitz

Participants

All Faculty

Schedule

Weekly, from 8/10/2016 to 5/31/2017

G1.B2.S5 Implement a collaborative instruction Support Facilitation model focused on inclusion.

PD Opportunity 1

Inclusion Model Professional Development

Facilitator

Brian Blasewitz

Participants

All Support Facilitation Teachers and Regular Education teachers whose classes are support facilitated

Schedule

On 10/13/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S2.A1	Focus on writing complex assessments				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0431 - Lyman High School	General Fund		\$10,000.00
2	G1.B2.S2.A2	Lead discussions on how to use appropriate levels of complexity to maximize student achievement				\$0.00
3	G1.B2.S2.A3	Analyze data and use that data to drive instruction in the classroom				\$0.00
4	G1.B2.S2.A4	Consistent classroom walk-throughs with a focus on content complexity				\$0.00
5	G1.B2.S2.A5	Tutoring of Students with a focus on the Florida Standards				\$5,584.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0431 - Lyman High School			\$5,584.00
			Notes: Money allotted from SAC			
6	G1.B2.S5.A1	Inclusion Model Professional Development				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0431 - Lyman High School	Other		\$2,000.00
			Notes: FIN Network Training with Support Facilitator and Regular Education Teacher.			
Total:						\$17,584.00