

Seminole County Public Schools

Lake Brantley High School



2016-17 Schoolwide Improvement Plan

Lake Brantley High School

991 SAND LAKE RD, Altamonte Springs, FL 32714

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0491>

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 9-12	No	43%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

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 Lake Brantley 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.

The mission of Lake Brantley High School is to ensure that all students acquire the knowledge, skills, and attitudes necessary to be successful in adult life.

b. Provide the school's vision statement.

The Vision of Lake Brantley is to empower its students to achieve individual success through Respect, Responsibility and a Readiness to Learn.

2. School Environment

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

Lake Brantley High School is committed to increasing student and staff involvement in all activities. Through student involvement and student engagement in the classroom, our students can work together to build relationships and experience a variety of cultures. One specific opportunity is two days of the Challenge Day experience, in which students and staff work to break down barriers. Our World Languages department and our ESOL department also work to provide a variety of experiences for our students, sometimes through events and our school-wide television production broadcast. Some examples of this includes our Black History Month and Hispanic Heritage segments on the Morning Show. We also provide a Spanish version of the morning announcements that is posted on-line for our Spanish speaking parents and community. The Sunshine Club works to provide campus-wide support in the form of posted messages and random acts of kindness, such as holding doors open for students and delivering balloons with thoughtful messages.

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

Lake Brantley High School has an open door policy to welcome all students with any concerns to meet with teachers and administrators. Administrators immediately investigate any concerns involving safety, security, and self-worth to make students feel secure and a part of the school. We have security guards on campus who are assigned to different areas on campus before and after school and during lunches. All administrators are required to be on duty to supervise students before and after school, during lunches and between classes; they have designated areas to supervise. This year we earned a \$22,000.00 grant from ASIS, which included a the installation of 18 new security cameras that download to an app for surveillance at all times. Our Positive Behavior Support (PBS) Team works to assist in supporting the school by monitoring the statistical data surrounding incidents on campus. The Sunshine Club works to provide campus-wide support in the form of posted messages and random acts of kindness, such as holding doors open for students and delivering balloons with thoughtful messages. In addition, students are recognized by teachers through "Brantley's Best", and the principal recognizes students on the morning show who have exceeded being a "patriot who meets the challenge."

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.

Lake Brantley is once again a Golden Model PBS School. Our PBS team encourages positive behavioral enforcement through the use of positive referrals and Brantley Bucks, an incentive used to reinforce positive actions. Administration follows the discipline procedures and guidelines set forth in the Seminole County Public School's Code of Conduct, and has also set forth internal guidelines for ensuring fairness and equity in discipline. The discipline administrators are housed together in building 6 to improve consistency. Teachers have been instructed on how to write referrals, and teachers have been empowered to assign detentions for basic classroom incidents, such as tardy, dress code, and electronic device misuse. Any student with struggling behavior issues is referred to MTSS for further services and support.

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.

Lake Brantley High School students are assigned to one counselor for all four years of high school. This allows the counselors to get to know the students better. We also offer New Horizons counseling services, in which students can meet with the counselor one-on-one or in group on a regular basis, or just as needed. Faculty and staff can make referrals for students to participate in this program. Some incoming ninth grade students are invited to participate in our Transition program, in which they are provided a mentor to monitor their academic progress and assist with other needs as they arise. Our Peering counseling and New Horizons programs also work with the transition students weekly to ensure success and support. The counselors and administrators also monitor our at-risk students to support them through Credit Recovery and through counseling. Students who are significantly behind on credits for various reasons are selected for our R.I.S.E. program (Reaching Individual Students Everyday), which serves as not only credit recovery but for academic and emotional support and life skills preparation. We have a teacher-sponsored club, The Sunshine Club, which works to provide students with social and peer support. Our Leadership students support the To Be Kind (TBK) initiative, an anti-bullying program encouraging students to accept each other for their differences. Many of our students and some faculty participate in two Challenge Days each year, another initiative which encourages students to remove barriers and accept each other. The administration team mentors seniors who are at risk for graduation. The administration team meets with mentees after progress reports and report cards in order to discuss both academic and social emotional needs. ESOL students are also tracked with administrations and Dr. Claribel Perez, the ESOL compliance specialist.

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).

To identify at-risk students in compliance with 1001.42, F.S., middle schools utilize an early warning identification report. This report specifically identifies students who meet two or more at-risk indicators

(attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	

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

N/A

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 Portal, (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, (9) and numerous other out-reach strategies developed by school staff.

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.

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Lake Brantley has a designated Business Partner Administrator/Liaison to the community. 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. PTSA, SAC, and the Booster programs help to facilitate these relationships.

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
Riether, Anna	School Counselor
Delfiaccio, MaryBeth	Assistant Principal
McDonald, Juliene	Assistant Principal
McIntyre, Jeralee	Other
Shafer, Brian	Other
Icardi, Mike	Assistant Principal
Cunningham, Cathy	Other
Daniel, Trent	Principal
Sanchez, Jose	Assistant Principal
Swander, Ashley	Other

b. Duties

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

The school leadership team works with the faculty, staff, students, parents, and community of Lake Brantley High School to produce College and Career Ready students. The leadership team serves as academic leaders for our teachers and departments. We work with students and parents to support academics and discipline when necessary. We analyze data to determine current needs and redirect attention to those needs as necessary. We work with department chairs and other teacher leaders to provide trainings and professional development for faculty and staff, as well as providing support for our new teachers.

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.

Lake Brantley High School will coordinate Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. This funding source is 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Trent Daniel	Principal
Jennifer Helm	Parent
Lisa McIntosh	Parent
Vicki O'Brien	Parent
Denise Pope	Parent
Laurie Bartlett	Education Support Employee
Monique Eyal	Parent
Jennifer Gorrell	Teacher
Debbie Brownrigg	Teacher
Bernard Carter	Parent
Patricia Clunis	Education Support Employee
Kent Kersten	Teacher
Chloe Mills	Student
Gaynell Riddick	Parent
Sylvia Whilby	Parent
Vinette young	Teacher

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

Our SAC is provided with data updates annually on how our school performed in the different high-stakes area which correlates to our SIP and school grade. Every month, our SAC addresses any needs requested from our faculty, staff, and students to ensure that at all times academic achievement is kept at the forefront. Our SAC committee addresses any weaknesses and/or strengths from our school data to ensure that we maintain our focus with our SIP.

b. Development of this school improvement plan

SAC assists in the evaluation of the school improvement plan after administration has reviewed statistical data with respect to student achievements and satisfaction of prior SIP goals. SAC

participates in the review of the annual climate surveys, results of student performance, and helps to target areas of needed improvement postulating corrective actions.

c. Preparation of the school's annual budget and plan

The SAC meets at the start of the school year to review the budget status and inform the members of the availability of funds. SAC then meets monthly to review any requests from faculty and staff to support the goals outlined in the SIP to support academic achievement.

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

SAC has determined that all budget requests for allocation of funds should support the School Improvement Plan. We strive to divide those funds between academia, the arts, and extracurricular activities.

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
Tomlinson, Katie	Teacher, ESE
Delfiacco, MaryBeth	Assistant Principal
Sully, Stephanie	Instructional Coach
Sanchez, Jose	Assistant Principal
McDonald, Juliene	Assistant Principal
Icardi, Mike	Assistant Principal
Adams, Jill	Teacher, K-12
Foster, Carrie	Teacher, K-12

b. Duties

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

Lake Brantley's LLT has developed a plan to promote literacy by including reading and writing across the content areas working to prepare students to be College and Career Ready in reading, writing, speaking, listening, and language. We have implemented a non-fiction based literacy program, Achieve 3000, in all grade 9 and 10 classes through ELA, History and Science. In order to follow this program to fidelity, we have provided every teacher using the program with training during the summer and our teachers will continue to receive additional training throughout the year. All ELA/reading teachers have access to either laptops or desktops to implement Achieve effectively. In addition, we have implemented CARPD in each ELA grade level to give students who have just below passing FSA scores the opportunity for reading intervention without having to enroll in a double block intensive reading course. The CARPD classes are offered for both standard and honors level students. We will provide Reading Comp 2 of the reading endorsement training to teachers in Biology

and World History preparing them for CARPD training. By doing this we can implement more CARPD courses in those disciplines in the future, allowing our content area teachers to provide reading strategies and interventions within their content. Our grade 11 and 12 students use a reading program called Newsela to provide additional reading support and progress monitoring, as well as Khan Academy to help provide extra instruction as those students are preparing for SAT and ACT.

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.

Lake Brantley teachers participate in Professional Learning Communities, which meet a minimum of once a month. As needed, PLCs are given PD days to collaborate. Usually these days are used to analyze data and develop lesson plans that follow the instructional plans. Additionally, some teachers participate in support facilitation. Teachers have been trained to work together and are encouraged to collaborate whenever possible. Teachers can also participate in school-based committees, such as C.I.T., department chair meetings, and SAC. Administrators and other school personnel are available to support the teacher groups. New teacher support is provided on a monthly basis to provide guidance and professional development on areas such as the evaluation process, effective classroom teaching strategies, and classroom management.

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 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.

The district supports all teachers, 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.

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

Lake Brantley High School has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's new teacher facilitator and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year.

Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. 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.

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.

Lake Brantley High School examines data from a variety of sources. We use our student management system, Skyward, to track the majority of information. EdInsight is a user-friendly system that allows all teachers and administrators to track information in the form of reports. Teachers can see grades, attendance, at-risk information, progress monitoring data, scores, and MTSS information in various reports. Teachers can then use this information to generate appropriate lesson plans or accommodations for students. For example, a teacher can view a report with recent progress monitoring data.

Lake Brantley High School offers all students who have exhibited a deficiency in reading, a block of reading and English classes to focus on the addressed deficiencies in state standards. This year, students also have the option of receiving reading support through an English class infused with reading strategies and support. Grade nine and ten students are given differentiated instruction through Achieve since the student work is Lexile specific. For each article, there are 12 different Lexile levels enabling the teacher to reach every student at his/her Lexile regardless of reading ability. Algebra I students who need additional support in mathematics are likewise placed in an intensive math course. For students who struggle in both reading and math, students are given the opportunity to take the Environmental Science course prior to enrolling in standard Biology. Student data is closely examined prior to completing master scheduling to ensure that the diverse needs of the students are being provided for during the school year, thus supporting academic achievement. Common assessments are used for all subject areas with an EOC or FSA. Teachers meet to discuss the results of the data at the end of each quarter. In addition, Biology uses DE progress monitoring data to determine mastery of standards. For areas students don't master, the standards are retaught through daily bell work or complete reteaching.

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: 4,080

Two days a week, our Mu Alpha Theta Math Honorary Society offers tutoring in all math courses to the entire student population. Students are encouraged to utilize this resource to increase academic performance.

Strategy Rationale

By providing students the opportunity to work in a smaller, more individualized setting and with additional personnel and peers than the regular classroom teacher, this will increase the likelihood of success in math coursework and mastery of standards and exams.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sanchez, Jose, jose_sanchez@scps.k12.fl.us

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

Progress will be analyzed through student grades and standards mastery through EOC results.

Strategy: Weekend Program

Minutes added to school year: 900

For one week prior to the Algebra 1, Algebra 2, Geometry and Biology EOCs, we offer "Boot Camp" to students providing additional instruction for the EOC to increase the amount of learning time.

Strategy Rationale

By providing students the opportunity to work in a smaller, more individualized setting and with additional personnel than the regular classroom teacher, this will increase the likelihood of success in math coursework and mastery of standards and exams.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sanchez, Jose, jose_sanchez@scps.k12.fl.us

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

Progress will be analyzed through student grades and standards mastery through EOC results.

Strategy: Summer Program

Minutes added to school year: 900

For one weeks prior to the Algebra 1, Algebra 2, Geometry and Biology EOCs, we offer "Boot Camp" to students providing additional instruction for the EOC to increase the amount of learning time.

Strategy Rationale

By providing students the opportunity to work in a smaller, more individualized setting and with additional personnel than the regular classroom teacher, this will increase the likelihood of success in math coursework and mastery of standards and exams.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sanchez, Jose, jose_sanchez@scps.k12.fl.us

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

Progress will be analyzed through student grades and standards mastery through EOC results.

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.

Students transitioning from middle school to Lake Brantley are encouraged to attend our several events on campus to help them be prepared to enter high school, such as 8th Grade Parent Night, in which students can speak with teachers representing various core subjects and electives. AP Night (Advanced Placement) affords incoming and current students the opportunity to discover the myriad of AP courses Lake Brantley High School offers, and to ask questions about enrolling in AP courses. This year, Lake Brantley has implemented an Advanced Opportunity program where our AP teachers mentor the middle school AO students to encourage and motivate them to enroll in one or more advanced courses in high school. They meet once a week for one hour working on team building and collaborative research projects. Our current high school students are also encouraged to transition from standard and honors classes into AP classes. In the spring, Lake Brantley's Peer Counseling group provides an ice cream social to encourage soon-to-be rising 8th graders to meet future teachers, counselors, administrators. In August, they attend a freshmen orientation where they tour our campus and become acclimated to the school. A group of at-risk students are identified and invited to participate in a summer school course to reinforce academic skills, provide social and emotional supports, and to help them acclimate to high school. Students who participate in this Transition program have the opportunity to earn elective credit in the summer school class.

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.

Lake Brantley High School provides incoming freshmen and parents a curriculum fair with information about electives, Advanced Placement (AP) courses, and academic subjects. We also offer opportunities for all students and parents to gather specific information about advanced level courses, such as AP Biology, AP Human Geography, and AP Computer Science, to encourage students to enroll in higher level classes. Lake Brantley High School counselors host a College Information Night, a Financial Aid Night, and a Career Fest to highlight careers and not just programs of study. Counselors will introduce a quarterly event in which parents and guardians can have "Coffee with the Counselors," receiving useful information about academics and graduation requirements, as well as having an opportunity to ask questions. Various courses assist students in college and career readiness, such as resume writing, job shadowing, and internship opportunities that are often available through business and community partnerships.

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

Lake Brantley High School offers Cosmetology, Early Childcare Education, Construction, Drafting, Web Design, Interior Design, TV Production, Journalism and Finance. Our students can also earn computer program certification through a variety of Business courses and through our TV Production classes, such as InDesign and QuickBooks, Photoshop, and Microsoft. We have the Institute of Finance as a program of emphasis in Seminole County, and, through a partnership with the Central Florida Educators Credit Union, our students staff the branch on campus.

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

Through our school's literacy plan, all courses are integrating reading and writing to prepare students to be College and Career ready. Our teachers work to form relationships and make cross-curricular connections to support skills needed in career and technical education, such as mathematical concepts, resume writing, and the ability to read non-fiction technical items such as instructions, charts, and maps.

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.

Lake Brantley High School has realigned its counselor-student structure so that students will have the same guidance counselor all four years at Lake Brantley. This will give the counselor time to get to know the student and to be able to determine how to support the student based on the student's needs, high school history, and future plans. Based on the 2014 data that is available in the High School Feedback Report, 61.2% of the 2014 graduates enrolled in a post secondary college and 0% enrolled in a technical education center. Many students are not enrolling in academic programs after high school, and may be best served in a career track or technical school. The counselors at Lake Brantley will be hosting a Career Fest to try to reach out to all juniors and seniors, not just those who are college bound. By supporting a variety of post-secondary options, we hope to encourage students to enroll in all types of career or college programs. Lake Brantley offers Cosmetology and Interior Design courses where students are able to earn high school credits and service hours towards coursework in many technical schools or community college credit, respectively. Field trips to technical schools are also offered to juniors and seniors to expose them to many different careers.

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" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** We will seek to build relationships with students and parents, implement research-based best practices for standards instruction with rigor, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA, math and science, and increase advanced opportunities participation.

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. We will seek to build relationships with students and parents, implement research-based best practices for standards instruction with rigor, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA, math and science, and increase advanced opportunities participation. **1a**

 G086328

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	70.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	62.0
Math Gains	65.0
Math Lowest 25% Gains	62.0
FSA Mathematics Achievement	62.0
Bio I EOC Pass	70.0
U.S. History EOC Pass	77.0
5Es Score: Collaborative Teachers	75.0

Targeted Barriers to Achieving the Goal **3**

- Biology EOC, FSA Algebra1 Exam proficiency rates; learning gains on EOCs and FSA, and AO participation.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Data systems
- Curriculum Review and Revision
- Boostcamps and Tutoring
- Multi-Tiered Systems of Support (MTSS)
- Achieve 3000
- Professional Development/Trainings
- After School Program
- Write Score

Plan to Monitor Progress Toward G1. 8

Teachers will collect data based on their action plans and then the principal and administrators will monitor all data included in every target area to ensure that progress toward the goal is being met.

Person Responsible

Trent Daniel

Schedule

Weekly, from 8/15/2016 to 5/8/2017

Evidence of Completion

Data from Achieve, progress monitoring of standards, Discovery Education, common assessments, 9 weeks exams, progress and report cards, and lesson plans will be collected and used to demonstrate that the goal is being monitored and progress is being made toward the goal.

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. We will seek to build relationships with students and parents, implement research-based best practices for standards instruction with rigor, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA, math and science, and increase advanced opportunities participation. 1

G086328

G1.B1 Biology EOC, FSA Agebra1 Exam proficiency rates; learning gains on EOCs and FSA, and AO participation. 2

B229395

G1.B1.S1 Create an action plan, review and realign the Biology instructional plans 4

S241961

Strategy Rationale

The number of students who were proficient on the Biology EOC decreased within the last two years. A review of the standards and the instructional plans will help to connect material for students and eliminate unnecessary labs and instruction in order to focus on more standards-based instruction. We created a school action plan aligned to the district action plan. Biology teachers have had district rigor training. We also provided training by the district science specialist to implement collaborative classroom strategies, PDs and follow ups training and modeling.

Action Step 1 5

During preplaning teachers attended a district training focusing on instructional planning and instructional plans and data.

Person Responsible

Jose Sanchez

Schedule

On 8/1/2016

Evidence of Completion

Teachers' lesson plans, PLC notes, Discovery Education data, common assessments and syllabi will be used as evidence to demonstrate completion of the activity.

Action Step 2 5

Teachers will implement four common Biology Discovery Education assessments.

Person Responsible

Jose Sanchez

Schedule

Quarterly, from 10/3/2016 to 5/1/2017

Evidence of Completion

Data from the four Discovery Education assessments will be used to demonstrate completion of the activity.

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

The administrator will conduct walkthrough observations, attend PLC meetings regularly, and meet with biology teachers to ensure fidelity of implementation.

Person Responsible

Jose Sanchez

Schedule

Weekly, from 8/15/2016 to 5/12/2017

Evidence of Completion

Observation walkthrough, formal and informal observations, PLC notes, and meeting notes and Discovery Education data will be used as evidence to demonstrate that the action plan for the strategy was monitored to fidelity.

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

Teachers will review data from formative, summative, and 9 weeks exams, PLC notes, and Discovery Education to monitor and support the effectiveness of implementation.

Person Responsible

Jose Sanchez

Schedule

Weekly, from 8/10/2016 to 5/12/2017

Evidence of Completion

Review and analysis of district 9 week exam results, PLC notes, common exams and Discovery Education results will be used to monitor effectiveness of implementation.

G1.B1.S2 Teachers will align lesson plans and standards with rigor and high yield strategies to ensure that the standards are being taught to the level of complexity. 4

S241962

Strategy Rationale

When teachers align instructional plans with the standard's level of complexity and rigor, students will be more engaged in higher level thinking and a deeper understanding of the standards across the disciplines.

Action Step 1 5

Teachers attend a district rigor training, for instructional plans and data. They will also attend a follow up rigor training during the school year.

Person Responsible

Jose Sanchez

Schedule

Quarterly, from 8/5/2016 to 5/12/2017

Evidence of Completion

The district TOA specialist will demonstrate strategies for infusing rigor into the curriculum. The teachers will work in their PLCs to plan lessons incorporating the new strategies with complexity. Teachers will demonstrate use of the strategies through their lesson planning, use in the classroom, student work, and follow up reflections in PLC meetings.

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

The administrators will monitor instructional practices through walkthroughs, informal and formal observations, attend PLC meetings to monitor fidelity of implementation.

Person Responsible

Jose Sanchez

Schedule

Weekly, from 8/10/2016 to 5/12/2017

Evidence of Completion

The administrators will monitor instructional practices, including the use of high yield strategies and levels of complexity, during walkthroughs and Professional Learning Community (PLC) meetings. The administrators will engage teachers in reflective dialogue to analyze the use and effectiveness of the strategies. Data will be incorporated in order to support the results of the use of the high yield strategies and rigor.

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

Teachers will reflect on infusing rigor into their instructional plans with an administrator and analyze student data to support the effectiveness of implementation.

Person Responsible

Jose Sanchez

Schedule

Monthly, from 10/3/2016 to 5/12/2017

Evidence of Completion

The administrator will engage teachers in reflective dialogue to analyze the use and effectiveness of the strategies and complexity. Data will be incorporated in order support the results of the use of the high yield strategies. Progress monitoring reports, 9 weeks grades, and smaller assessments administered by teachers will be analyzed to monitor whether students have acquired the concepts needed to meet the standards being taught and tested on the EOC/FSA.

G1.B1.S3 Teachers and administrators will monitor progress of the lowest 30% of our school's population. 4

 S241963

Strategy Rationale

By monitoring the lowest 30%, we will ensure that our students are receiving the interventions necessary to show proficiency on state assessments, increase learning gains, which should reduce the number of students in remedial classes.

Action Step 1 5

Teachers will use Edinsight to track their students, monitor their progress, and meet in PLCs to drive instruction based on the data collected.

Person Responsible

MaryBeth Delfiaccio

Schedule

Weekly, from 8/10/2016 to 5/12/2017

Evidence of Completion

Teacher will use data sheets, Achieve results, common assessments, FPMAs/Write Score, 9 week exams, PLC notes, Khan Academy data, and DBQs as evidence to demonstrate completion.

Action Step 2 5

Administrators will meet with their departments and attend PLC meetings to review teacher collected data.

Person Responsible

Trent Daniel

Schedule

Biweekly, from 8/17/2016 to 5/10/2017

Evidence of Completion

Data sheets for standards, PSAT and ACT; Achieve data; PLC notes, lesson plans; common assessments; FPMAs/Write Score; 9 week exams; Khan Academy data, and DBQs will be reviewed and used to demonstrate completion.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Teachers and administrators will monitor the data collected to ensure fidelity of implementation.

Person Responsible

MaryBeth Delfiaccio

Schedule

Biweekly, from 8/17/2016 to 5/10/2017

Evidence of Completion

Teachers and administrators will use data sheets, Achieve results, common assessments, FPMAs, Write Score, 9 week exams, PLC notes, Khan Academy data, and DBQs as evidence to demonstrate fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Once teachers collect the data, they will use it to drive instruction to ensure that students are reaching proficiency of the standards.

Person Responsible

MaryBeth Delfiaccio

Schedule

Biweekly, from 8/17/2016 to 5/10/2017

Evidence of Completion

Administrators will conduct walkthrough observations and have conversations with teachers as evidence that differentiated instruction is taking place and proficiency of the standards are being met to ensure effective implementation of the action plan.

G1.B1.S4 Math Teachers will implement collaborative learning strategies into lesson plans and will monitor student data. 4

 S241964

Strategy Rationale

By implementing collaborative learning techniques/strategies, and continuous monitoring of student data, students will show learning gains in Algebra 1, Geometry, and Algebra 2.

Action Step 1 5

Math teachers will implement collaborative learning.

Person Responsible

Jose Sanchez

Schedule

Weekly, from 8/10/2016 to 5/12/2017

Evidence of Completion

Lesson plans, PLC notes, and discussions with teachers.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Administrator will conduct walkthrough, informal and formal observations, review PLC notes, and attend PLC meetings or monitoring of fidelity of implementation.

Person Responsible

Jose Sanchez

Schedule

Monthly, from 8/10/2016 to 5/12/2017

Evidence of Completion

PLC notes, observation entries.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Formal and informal classroom assessments, district 9 weeks exam and EOCs.

Person Responsible

Jose Sanchez

Schedule

Monthly, from 8/10/2016 to 5/12/2017

Evidence of Completion

Data from formal and informal assessments, 9 weeks exam, PLC notes and EOCs will be analyzed to monitor for increased student proficiency and understanding of standards.

G1.B1.S5 Monitor AO students at each report period, and implement an AO program at the middle school level to increase the number of AO students enrolling in 9th grade honors and AP courses. 4

S241965

Strategy Rationale

By monitoring our AO students at each report period, we can help ensure that students are getting the additional help they need to be successful in the high level courses. By implementing a middle school AO program where our AP teachers guide and instruct middle school AO students once a week, the number of minority and FRL students enrolling in honors and AP classes will increase.

Action Step 1 5

AO students will be monitored to ensure success in honors and AP courses.

Person Responsible

MaryBeth Delfiaccio

Schedule

Every 6 Weeks, from 9/7/2016 to 5/26/2017

Evidence of Completion

Data from the ecampus dashboard and progress reports and report cards will be used as evidence.

Action Step 2 5

AP teachers will instruct middle school AO students during an after school program.

Person Responsible

MaryBeth Delfiaccio

Schedule

Weekly, from 10/5/2016 to 5/26/2017

Evidence of Completion

Students' collaborative projects, and 8th grade AO student enrollment in high school honors and AP classes will be used as evidence of completion.

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

The administrator will meet with the instructors weekly, and conduct a monthly visit/observation.

Person Responsible

MaryBeth Delfiaccio

Schedule

Monthly, from 10/26/2016 to 5/17/2017

Evidence of Completion

During course selection, the administrator, along with the teachers, will work with students to choose appropriate high school courses; their course selection cards will be used as evidence, as will their collaborative projects.

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

The administrator and the teachers will look closely at groups during collaboration, and project outcomes to monitor effectiveness of implementation.

Person Responsible

MaryBeth Delfiaccio

Schedule

Monthly, from 10/26/2016 to 5/17/2017

Evidence of Completion

Collaborative observations, video tapes of collaboration and instruction. Notes from weekly meetings with teachers and the administrator will be analyzed to ensure the action plan has been implemented effectively.

G1.B1.S6 Implement a non-fiction based reading program, Achieve 3000, in all grade 9 and 10 classes from intensive reading to gifted. 4

 S241966

Strategy Rationale

By implementing this program to fidelity, grade 9 and 10 students will increase their fluency and Lexile levels in order to see learning gains on the FSA.

Action Step 1 5

Implementation of Achieve 3000 in the ELA and reading classes at all levels,

Person Responsible

Stephanie Sully

Schedule

Weekly, from 8/22/2016 to 5/12/2017

Evidence of Completion

Students complete two activities per week. Teachers will Analyze Achieve reports/data.

Action Step 2 5

Additional implementation through history and science.

Person Responsible

Stephanie Sully

Schedule

Biweekly, from 9/6/2016 to 5/12/2017

Evidence of Completion

Students will complete two activities per month in science and two activities per month in history. Teachers will analyze Achieve reports/data.

Plan to Monitor Fidelity of Implementation of G1.B1.S6 6

Teachers and administrators track students' data for completion of activities and Lexile gains.

Person Responsible

Stephanie Sully

Schedule

Monthly, from 8/22/2016 to 5/12/2017

Evidence of Completion

The data collected will show that students met the requirements to improve their Lexile to the next level for the following month. Students must score a 75% or higher on the first attempt at the multiple choice questions on four activities per month in order to increase to the next Lexile for the following month.

Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7

Students track their activities completed and their Lexile level for each month on a tracking sheet. Teachers are looking at this data to drive instruction.

Person Responsible

Stephanie Sully

Schedule

Monthly, from 8/22/2016 to 5/12/2017

Evidence of Completion

Administrators will collect data monthly as will PLCs to help discuss what standards they need to focus on more the next month.





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.B1.S1.A1 A313200	During preplanning teachers attended a district training focusing on instructional planning and...	Sanchez, Jose	8/1/2016	Teachers' lesson plans, PLC notes, Discovery Education data, common assessments and syllabi will be used as evidence to demonstrate completion of the activity.	8/1/2016 one-time
G1.B1.S1.A2 A313201	Teachers will implement four common Biology Discovery Education assessments.	Sanchez, Jose	10/3/2016	Data from the four Discovery Education assessments will be used to demonstrate completion of the activity.	5/1/2017 quarterly
G1.MA1 M323025	Teachers will collect data based on their action plans and then the principal and administrators...	Daniel, Trent	8/15/2016	Data from Achieve, progress monitoring of standards, Discovery Education, common assessments, 9 weeks exams, progress and report cards, and lesson plans will be collected and used to demonstrate that the goal is being monitored and progress is being made toward the goal.	5/8/2017 weekly
G1.B1.S3.MA1 M323017	Once teachers collect the data, they will use it to drive instruction to ensure that students are...	Delfiaccio, MaryBeth	8/17/2016	Administrators will conduct walkthrough observations and have conversations with teachers as evidence that differentiated instruction is taking place and proficiency of the standards are being met to ensure effective implementation of the action plan.	5/10/2017 biweekly
G1.B1.S3.MA1 M323018	Teachers and administrators will monitor the data collected to ensure fidelity of implementation.	Delfiaccio, MaryBeth	8/17/2016	Teachers and administrators will use data sheets, Achieve results, common assessments, FPMAs/Write Score, 9 week exams, PLC notes, Khan Academy data, and DBQs as evidence to demonstrate fidelity.	5/10/2017 biweekly
G1.B1.S3.A2 A313204	Administrators will meet with their departments and attend PLC meetings to review teacher...	Daniel, Trent	8/17/2016	Data sheets for standards, PSAT and ACT; Achieve data; PLC notes, lesson plans; common assessments; FPMAs/Write Score; 9 week exams; Khan Academy data, and DBQs will be reviewed and used to demonstrate completion.	5/10/2017 biweekly
G1.B1.S1.MA1 M323013	Teachers will review data from formative, summative, and 9 weeks exams, PLC notes, and Discovery...	Sanchez, Jose	8/10/2016	Review and analysis of district 9 week exam results, PLC notes, common exams and Discovery Education results will be used to monitor effectiveness of implementation.	5/12/2017 weekly
G1.B1.S1.MA1 M323014	The administrator will conduct walkthrough observations, attend PLC meetings regularly, and meet...	Sanchez, Jose	8/15/2016	Observation walkthrough, formal and informal observations, PLC notes, and meeting notes and Discovery Education data will be used as evidence to demonstrate that the action plan for the strategy was monitored to fidelity.	5/12/2017 weekly
G1.B1.S2.MA1 M323015	Teachers will reflect on infusing rigor into their instructional plans with an administrator and...	Sanchez, Jose	10/3/2016	The administrator will engage teachers in reflective dialogue to analyze the use and effectiveness of the strategies and complexity. Data will be incorporated in order support the results of the use of the high yield strategies. Progress monitoring reports, 9 weeks grades, and smaller assessments administered by teachers will be analyzed to monitor whether	5/12/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				students have acquired the concepts needed to meet the standards being taught and tested on the EOC/FSA.	
G1.B1.S2.MA1 M323016	The administrators will monitor instructional practices through walkthroughs, informal and formal...	Sanchez, Jose	8/10/2016	The administrators will monitor instructional practices, including the use of high yield strategies and levels of complexity, during walkthroughs and Professional Learning Community (PLC) meetings. The administrators will engage teachers in reflective dialogue to analyze the use and effectiveness of the strategies. Data will be incorporated in order to support the results of the use of the high yield strategies and rigor.	5/12/2017 weekly
G1.B1.S2.A1 A313202	Teachers attend a district rigor training, for instructional plans and data. They will also attend...	Sanchez, Jose	8/5/2016	The district TOA specialist will demonstrate strategies for infusing rigor into the curriculum. The teachers will work in their PLCs to plan lessons incorporating the new strategies with complexity. Teachers will demonstrate use of the strategies through their lesson planning, use in the classroom, student work, and follow up reflections in PLC meetings.	5/12/2017 quarterly
G1.B1.S3.A1 A313203	Teachers will use Edinsight to track their students, monitor their progress, and meet in PLCs to...	Delfiacco, MaryBeth	8/10/2016	Teacher will use data sheets, Achieve results, common assessments, FPMAs/Write Score, 9 week exams, PLC notes, Khan Academy data, and DBQs as evidence to demonstrate completion.	5/12/2017 weekly
G1.B1.S4.MA1 M323019	Formal and informal classroom assessments, district 9 weeks exam and EOCs.	Sanchez, Jose	8/10/2016	Data from formal and informal assessments, 9 weeks exam, PLC notes and EOCs will be analyzed to monitor for increased student proficiency and understanding of standards.	5/12/2017 monthly
G1.B1.S4.MA1 M323020	Administrator will conduct walkthrough, informal and formal observations, review PLC notes, and...	Sanchez, Jose	8/10/2016	PLC notes, job observation entries.	5/12/2017 monthly
G1.B1.S4.A1 A313205	Math teachers will implement collaborative learning.	Sanchez, Jose	8/10/2016	Lesson plans, PLC notes, and discussions with teachers.	5/12/2017 weekly
G1.B1.S6.MA1 M323023	Students track their activities completed and their Lexile level for each month on a tracking...	Sully, Stephanie	8/22/2016	Administrators will collect data monthly as will PLCs to help discuss what standards they need to focus on more the next month.	5/12/2017 monthly
G1.B1.S6.MA1 M323024	Teachers and administrators track students' data for completion of activities and Lexile gains.	Sully, Stephanie	8/22/2016	The data collected will show that students met the requirements to improve their Lexile to the next level for the following month. Students must score a 75% or higher on the first attempt at the multiple choice questions on four activities per month in order to increase to the next Lexile for the following month.	5/12/2017 monthly
G1.B1.S6.A1 A313208	Implementation of Achieve 3000 in the ELA and reading classes at all levels,	Sully, Stephanie	8/22/2016	Students complete two activities per week. Teachers will Analyze Achieve reports/data.	5/12/2017 weekly
G1.B1.S6.A2 A313209	Additional implementation through history and science.	Sully, Stephanie	9/6/2016	Students will complete two activities per month in science and two activities per month in history. Teachers will analyze Achieve reports/data.	5/12/2017 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S5.MA1  M323021	The administrator and the teachers will look closely at groups during collaboration, and project...	Delfiacco, MaryBeth	10/26/2016	Collaborative observations, video tapes of collaboration and instruction. Notes from weekly meetings with teachers and the administrator will be analyzed to ensure the action plan has been implemented effectively.	5/17/2017 monthly
G1.B1.S5.MA1  M323022	The administrator will meet with the instructors weekly, and conduct a monthly visit/observation.	Delfiacco, MaryBeth	10/26/2016	During course selection, the administrator, along with the teachers, will work with students to choose appropriate high school courses; their course selection cards will be used as evidence, as will their collaborative projects.	5/17/2017 monthly
G1.B1.S5.A1  A313206	AO students will be monitored to ensure success in honors and AP courses.	Delfiacco, MaryBeth	9/7/2016	Data from the ecampus dashboard and progress reports and report cards will be used as evidence.	5/26/2017 every-6-weeks
G1.B1.S5.A2  A313207	AP teachers will instruct middle school AO students during an after school program.	Delfiacco, MaryBeth	10/5/2016	Students' collaborative projects, and 8th grade AO student enrollment in high school honors and AP classes will be use as evidence of completion.	5/26/2017 weekly

V. Professional Development Opportunities

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

G1. We will seek to build relationships with students and parents, implement research-based best practices for standards instruction with rigor, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA, math and science, and increase advanced opportunities participation.

G1.B1 Biology EOC, FSA Agebra1 Exam proficiency rates; learning gains on EOCs and FSA, and AO participation.

G1.B1.S1 Create an action plan, review and realign the Biology instructional plans

PD Opportunity 1

During preplaning teachers attended a district training focusing on instructional planning and instructional plans and data.

Facilitator

The District TOA science specialist.

Participants

Biology teachers

Schedule

On 8/1/2016

G1.B1.S2 Teachers will align lesson plans and standards with rigor and high yield strategies to ensure that the standards are being taught to the level of complexity.

PD Opportunity 1

Teachers attend a district rigor training, for instructional plans and data. They will also attend a follow up rigor training during the school year.

Facilitator

District TOAs.

Participants

Teachers of all disciplines.

Schedule

Quarterly, from 8/5/2016 to 5/12/2017

G1.B1.S3 Teachers and administrators will monitor progress of the lowest 30% of our school's population.

PD Opportunity 1

Teachers will use Edinsight to track their students, monitor their progress, and meet in PLCs to drive instruction based on the data collected.

Facilitator

District Edinsight Representative

Participants

Teachers

Schedule

Weekly, from 8/10/2016 to 5/12/2017

G1.B1.S4 Math Teachers will implement collaborative learning strategies into lesson plans and will monitor student data.

PD Opportunity 1

Math teachers will implement collaborative learning.

Facilitator

Teachers

Participants

Math teachers

Schedule

Weekly, from 8/10/2016 to 5/12/2017

G1.B1.S6 Implement a non-fiction based reading program, Achieve 3000, in all grade 9 and 10 classes from intensive reading to gifted.

PD Opportunity 1

Implementation of Achieve 3000 in the ELA and reading classes at all levels,

Facilitator

District Achieve representative.

Participants

Teachers

Schedule

Weekly, from 8/22/2016 to 5/12/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	During preplanning teachers attended a district training focusing on instructional planning and instructional plans and data.				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0491 - Lake Brantley High School			\$800.00
			Notes: Substitutes for trainings			
2	G1.B1.S1.A2	Teachers will implement four common Biology Discovery Education assessments.				\$0.00
3	G1.B1.S2.A1	Teachers attend a district rigor training, for instructional plans and data. They will also attend a follow up rigor training during the school year.				\$0.00
4	G1.B1.S3.A1	Teachers will use Edinsight to track their students, monitor their progress, and meet in PLCs to drive instruction based on the data collected.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0491 - Lake Brantley High School	School Improvement Funds		\$5,000.00
			Notes: Write Score			
5	G1.B1.S3.A2	Administrators will meet with their departments and attend PLC meetings to review teacher collected data.				\$0.00
6	G1.B1.S4.A1	Math teachers will implement collaborative learning.				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0491 - Lake Brantley High School			\$800.00
			Notes: Substitutes for trainings			
7	G1.B1.S5.A1	AO students will be monitored to ensure success in honors and AP courses.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0491 - Lake Brantley High School			\$500.00
			Notes: Materials for after school AO program.			
8	G1.B1.S5.A2	AP teachers will instruct middle school AO students during an after school program.				\$0.00
9	G1.B1.S6.A1	Implementation of Achieve 3000 in the ELA and reading classes at all levels,				\$1,200.00

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	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0491 - Lake Brantley High School			\$1,200.00
			Notes: Substitute for trainings.			
10	G1.B1.S6.A2	Additional implementation through history and science.				\$0.00
					Total:	\$8,300.00