2013-2014 SCHOOL IMPROVEMENT PLAN

Lyman High School

865 S RONALD REAGAN BLVD
Longwood, FL 32750
407-746-2050
http://www.scps.k12.fl.us/schools/
schoolinfopage.cfm?schoolnumber=0431

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	49%

Alternative/ESE Center	Charter School	Minority Rate
No	No	45%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
PENDING	A	B	B	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Lyman High School

Principal
Brian Urichko

School Advisory Council chair
Mary Ann Salazar

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Tanya Cameron	Assistant Principal
Melissa Flory	Assistant Principal
Regina Klaers	Assistant Principal
Leon McCants	Assistant Principal
Deanna Defilippo	Dean
Patricia Reyes	Dean
Steve Sanchez	Dean
Russel Williams	Athletic Director
Stephanie Gaudio	Instructional Coach

District-Level Information

District
Seminole

Superintendent
Dr. Walt Griffin

Date of school board approval of SIP
11/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Chairperson: Facilitates meeting, creates agendas, oversees by-laws, proposes projects
Vice-Chairperson: Facilitates meetings in Chairperson's absence, responsible for information in school newsletter, advertises meetings,
Secretary: Keeps track of all meeting minutes, attendance, and notes
Treasurer: Keeps track of budget, orders and disburses all materials earned from mini-grants

Involvement of the SAC in the development of the SIP

The Principal reviews all data with SAC as well as sending out weekly emails to SAC and the parents to keep them abreast of school grades, etc.
SAC reviews the School Improvement Plan as well as the Professional Development Plan 3-4 weeks before it is due (if time permits). They are also asked to give suggestions and to propose any other specific school goal they deem necessary.

Activities of the SAC for the upcoming school year

SAC will review mini-grants proposed by teachers and will approve/deny the money based on certain criteria.
SAC will review both School Improvement and Professional Development Plans and make suggestions.
SAC has a campus Beautification Day (painting and landscaping) where all clubs are involved and students can earn community service hours. The agriculture/horticulture class help with the organization of the landscaping.

Projected use of school improvement funds, including the amount allocated to each project

This year, SAC has a budget of $2364.32 as of September 5, 2013. SAC has allocated $1000 to after-school tutoring, $500 for student recognition, and $864.32 for teacher mini-grants.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
5

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Brian Urichko		
Principal	Years as Administrator: 8	Years at Current School: 2

Credentials	B.S. (University of Florida) - Exercise Physiology Master of Education (University of Florida) - Secondary Science Education Specialist (Stetson University) - Educational Leadership Certifications: Biology 6-12, Educational Leadership, School Principal
Performance Record	2010-2011 - Mr. Urichko was at Lake Howell High School as an assistant principal. They received a school grade of an "A". 2011-2012 - Mr. Urichko was Principal of Lyman High School. Lyman received a school grade of a "B". 2012-2013 - Mr. Urichko was Principal of Lyman High School. Lyman received a school grade of "A" or "B". Grades are not available yet.

Tanya Cameron		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials	B.S. (University of Central Florida) - Social Studies Education Master of Education (Nova University) - Educational Leadership Certifications: Educational Leadership, Social Studies K-12
Performance Record	2010-2011 ESE Supervisor: Students with Disabilities FCAT/FCAT 2.0 Proficiency Scores for Reading 100%, Math 100%, Writing 100% Lyman received a school grade of a "B". 2011-2012 ESE Supervisor: Students with Disabilities FCAT 2.0 Proficiency Scores for Reading 52.5%, Math 20%, Writing 77.3% FAA Proficiency Scores - Reading 9th 75%, Reading 10th 50%, Math 9th 50%, Math 10th 50%, Writing 50%, Science 75% Lyman received a school grade of a "B". 2012-2013 ESE Supervisor: Students with Disabilities FCAT 2.0 Proficiency Scores for Reading 25.8%, Algebra 30.2%, Geometry 38.6%, Writing 18.6% FAA Proficiency Scores - Reading 9th 60%, Reading 10th 53%, Math 9th 60%, Math 10th 59%, Writing 65%, Science 67% Lyman received a school grade of "A" or "B". Grades are not available yet.

Melissa Flory		
Asst Principal	Years as Administrator: 7	Years at Current School: 9

Credentials	B.S. (University of Central Florida) - Foreign Language Education Master of Education (University of Central Florida) - Educational Leadership Certifications: Educational Leadership, Spanish K-12
Performance Record	2010-2011 - Supervised Reading and English: FCAT/FCAT 2.0 Proficiency Scores for Reading 59.5%, Writing 76.1% Lyman received a school grade of a "B". 2011-2012 - Supervised Science: Biology proficiency scores not available. Lyman received a school grade of a "B". 2012-2013 - Supervised Science: EOC Biology Exam - 70% proficient Lyman received a school grade of "A" or "B". Grades are not available yet.

Regina Klaers		
Asst Principal	Years as Administrator: 16	Years at Current School: 2

Credentials	B.A. (Florida Technological University) - Mathematics/Secondary Education M.A. (Rollins College) - Guidance and Counseling University of Central Florida - Educational Leadership Modified Core Certifications: Educational Leadership, Guidance and Counseling, Math 6-12
Performance Record	2010-2011 - Worked in Community Relations for Seminole County Public Schools 2011-2012 - Reading and English Supervisor: FCAT 2.0 Proficiency Scores for Reading 63.9%, Writing 89.6% Lyman received a school grade of a "B". 2012-2013 - Reading and English Supervisor: FCAT 2.0 Proficiency Scores for Reading 9th 56%, Reading 10th 66%, Writing 28% Lyman received a school grade of "A" or "B". Grades are not available yet.

Leon McCants		
Asst Principal	Years as Administrator: 6	Years at Current School: 0
Credentials	B.S.(Florida A & M University) - Math Education M.S. (Nova University) - Educational Leadership Presently working on Doctorate at Stetson Certification: Math 5-9, Math 6-12, Educational Leadership, School Principal	
Performance Record	2010-2011 - Math Supervisor at Seminole High School: FCAT/ FCAT 2.0 Proficiency Score for Math 83.9%. Seminole High School received a school grade of a "B". 2011-2012 - Math Supervisor at Seminole High School: Algebra EOC Proficiency Score 47.3%. Seminole High School received a school grade of a "B". 2012-2013 - Math Supervisor at Seminole High School: Algebra EOC Proficiency Score 50%, Geometry EOC Proficiency Score 66% Seminole High School received a school grade of "A" or "B". Grades are not available yet.	

Instructional Coaches

of instructional coaches
2

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Stephanie Gaudio		
Full-time / School-based	Years as Coach: 2	Years at Current School: 13
Areas	Reading/Literacy, Data	
Credentials		
Performance Record	2010-2011 - FCAT/FCAT 2.0 Proficiency Scores for Reading 60%, Writing 76% 2011-2012 - FCAT 2.0 Proficiency Scores for Reading 63.9%, Writing 89.6% 2012-2013 - FCAT 2.0 Proficiency Scores for Reading 9th 56%, Reading 10th 66%, Writing 28%	

Laura Pollard		
Part-time / School-based	Years as Coach: 3	Years at Current School:

Areas	Mathematics
Credentials	BS - Math, Statistics Minor in Education (University of Tennessee) Masters - Science (University of Central Florida) Math teacher - 12 years FL Certification - Math, 6-12
Performance Record	2010 - 2011 Lyman earned a school grade of "B". 2011 - 2012 Lyman earned a school grade of "B". 2012 - 2013 Lyman earned a school grade of "A" or "B". Grades have not been determined yet.

Classroom Teachers

# of classroom teachers
136

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
100%

 # certified in-field
127, 93%

 # ESOL endorsed
12, 9%

 # reading endorsed
10, 7%

 # with advanced degrees
70, 51%

 # National Board Certified
12, 9%

 # first-year teachers
13, 10%

 # with 1-5 years of experience
21, 15%

 # with 6-14 years of experience
52, 38%

 # with 15 or more years of experience
50, 37%

Education Paraprofessionals

# of paraprofessionals

11

 # Highly Qualified

11, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

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

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

Lyman High School administration assigns each new staff member with a mentor who can assist them with all tasks they encounter throughout the school day. New teachers can also attend weekly meetings where extra help is available. Administrators observe classes weekly to ensure that student's 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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Our 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 our county's new teacher facilitator

and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Administration- Oversees the implementation of MTSS
Counselor- Advises the whole child (social/emotional, academics)
School Psychologist - Assist in developing appropriate behavior/academicstrategies/interventions
Social Worker- Provide counseling and outside resources
Academic Dean- Provides skills class, progress monitoring and grad rate/drop out
Behavior Interventionist- Develops appropriate supports to prevent behaviors/drop out
Instructional Coach - Provides instructional support/strategies for teachers/students
Classroom teachers- identify struggling students (academic/behavior)

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

After students have been identified and it's been determined that they should come through the MTSS process. Classroom teachers implement the interventions/strategies , collect data, and provide regular feedback/input which is used to determine if they are working or more intensive support is needed. Weekly or Bi-weekly meetings are held to develop , monitor , adjust interventions/strategies.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data Management Systems (Skyward, Ed- Insight, Discover Ed, Study Island) - Used for data analysis of Standardize assessment scores, Progress monitoring data, classroom based/grades, common assessment, discipline/attendance

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Training, websites, conferences/ meetings are utilized to provide information, clarify and assist in the understanding of the MTSS process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 4,560

The after-school tutoring program targets ESE 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. The addition interventions and support help students to perform better in class and on standardized tests.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Lead Teacher and Academic Dean

Strategy: Weekend Program

Minutes added to school year: 360

Organize a test preparation course to help students retaking the Algebra 1 End of Course Exam. Students receive instruction, guided and independent practice on standards and benchmarks that commonly appear on this exam.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Attendance is recorded. Participants scores are tracked to see if there were learning gains.

Who is responsible for monitoring implementation of this strategy?

Career and College Readiness Curriculum Leader and Academic Dean

Strategy: Before or After School Program

Minutes added to school year: 1,380

Teachers use planning time to ensure that all student 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 Purpose(s)

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Administrators, Instructional coaches

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Regina Klaers	Assistant Principal
Stephanie Gaudio	Instructional Coach
Laura Pollard	Instructional Coach
Mariette Juster	Curriculum Leader - Social Science

Name	Title
Paul Plyler	Curriculum Leader - English
Shannon Nichols	Curriculum Leader - English
Iris Hinson	Curriculum Leader - World Languges
Barbara Ihns	Lead ESOL Teacher
Crystl Forza	Reading Teacher

How the school-based LLT functions

The LLT meeting will be chaired by Lyman's Instructional Coach. The LLT will function as a committee and will focus on school data and strategies that can be implemented in
all academic content areas. Accountability for each meeting will be documented through a predetermined agenda and minutes. One person from each grade level and/or subject
will be designated the "Literacy Representative" and will be the liaison between the grade level members and administration.
The LLT will analyze data from Discovery Education, FCAT Writes, and FCAT Reading scores. They will identify major strengths and weaknesses and communicate these
findings to all faculty members. The Instructional Coach will go into classrooms and model research-based strategies to help teachers get a better understanding of how to properly
implement them. The Instructional Coach, as well as the Language Arts Department Chair and administration, will determine and provide professional development for all content
areas.

Major initiatives of the LLT

1. Incorporating Authentic Literacy into all content areas.
2. Infusing writing into all content areas
3. Understanding text complexity - teachers understanding how to help students read the textbook
4. Using the textbook as a resource and to increase reading skills and higher order thinking

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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.

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 prepare them to be successful readers and writers.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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 FCAT 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 encourage to enroll in courses that will challenge their academic experience at Lyman High School. They are also encourages 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.).

Strategies for improving student readiness for the public postsecondary level

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 moving 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 to show students their progress.
3. Offer ACT/SAT Preparatory courses and after-school tutorials
Lyman offers school-day, after-school, summer and weekend prep courses so students can score well on these college ready tests. Higher scores help students get into the colleges of their choice.
4. Reading/Writing
Implement reading and writing strategies into all courses to help prepare students for FCAT and all post high school academic and vocational experiences.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	62%	No	72%
American Indian				
Asian	68%	74%	Yes	72%
Black/African American	50%	34%	No	55%
Hispanic	57%	52%	No	61%
White	78%	74%	No	80%
English language learners	30%	16%	No	37%
Students with disabilities	46%	32%	No	51%
Economically disadvantaged	55%	49%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	282	24%	50%
Students scoring at or above Achievement Level 4	423	39%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		25%
Students scoring at or above Level 7	11	44%	50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	658	63%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	164	61%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	34	66%	75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	16	29%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	26	49%	55%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	26	49%	60%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	271	50%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		70%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	66%	Yes	64%
American Indian				
Asian	70%	85%	Yes	73%
Black/African American	51%	42%	No	56%
Hispanic	56%	57%	Yes	60%
White	66%	74%	Yes	69%
English language learners	47%	20%	No	52%
Students with disabilities	57%	43%	No	61%
Economically disadvantaged	53%	54%	Yes	57%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		25%
Students scoring at or above Level 7	11	44%	55%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	533	66%	75%
Students in lowest 25% making learning gains (EOC)	152	60%	70%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	95	31%	60%
Students scoring at or above Achievement Level 4	16	5%	20%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	169	32%	45%
Students scoring at or above Achievement Level 4	173	33%	40%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		25%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		55%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	213	38%	50%
Students scoring at or above Achievement Level 4	160	28%	35%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		5
Participation in STEM-related experiences provided for students			

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	1331	61%	65%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		92%	96%
Students taking one or more advanced placement exams for STEM-related courses	306		
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams	109	6%	10%
Passing rate (%) for students who take CTE-STEM industry certification exams		61%	70%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1394	64%	68%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams	111	6%	9%
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications	7	78%	78%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	152	9%	5%
Students in ninth grade with one or more absences within the first 20 days	275	37%	25%
Students in ninth grade who fail two or more courses in any subject	109	18%	10%
Students with grade point average less than 2.0	316	18%	15%
Students who fail to progress on-time to tenth grade	70	3%	2%
Students who receive two or more behavior referrals	511	22%	17%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	153	6%	4%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parents are encouraged to participate in the following: (but not limited to)
PTSA, SAC, Field Trips, Open House, Advanced Placement Night, Booster Club, any school event being held on Lyman's Campus or in Lyman's name off campus.
Parents receive information through several methods of communication: Listserve, Skyward, Text messages, Big Mouth Recording System

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent/Guardian logs into Skyward Parent Portal at least once during the school year.	845	43%	60%

Goals Summary

G1. All teachers will implement effective teaching instruction aligned to the Common Core Standards using the Seminole County Public Schools Math Instructional Plan.

G2. All academic teachers will implement effective content-specific writing strategies aligned to their specific standards.

G3. All teachers will implement effective teaching strategies aligned to the Common Core Standards through modeling, guided/independent practice, and reflection.

Goals Detail

G1. All teachers will implement effective teaching instruction aligned to the Common Core Standards using the Seminole County Public Schools Math Instructional Plan.

Targets Supported

- Algebra 1 EOC
- Geometry EOC
- Additional Targets

Resources Available to Support the Goal

- Instructional Coach for Math
- Professional Learning Community Plan Time
- Algebra Nation Software Tutorial and Workbooks - $650
- Scientific Calculators - $2400
- Professional Development - F.A.C.T.S , Marzano DQ 2,3 - 3 sessions by Lyman Administrators/ Instructional Coach
- Saturday Review Courses for EOC exams
- Data from Skyward, Discovery Education, and EdInsight to identify weaknesses and at-risk students
- After-school tutoring program
- ESE and ELL monitors; Support Facilitators

Targeted Barriers to Achieving the Goal

- Lack of implementation of instructional plan, professional development, and differentiated instruction by teachers

Plan to Monitor Progress Toward the Goal

Teachers will receive frequent feedback regarding the implementation of strategies into their lessons. Other observations will include how well the instructional plan is being followed and how well the needs of struggling students are being addressed. Organize effective PLC Meetings where the teachers analyze data from Discovery Education Progress Monitors to identify weaknesses and bell ringer activities. They will also discuss Marzano's high yield strategies and how to implement them for effective delivery of instruction.

Person or Persons Responsible
Assistant Principal, Math Instructional Coach

Target Dates or Schedule:
End of 1st Semester

Evidence of Completion:
1. Walk-through Evidence of bell-ringer activities to address weaknesses of students. 2. Implementation of the instructional plan using best strategies as noted by walk-throughs and observations. 3. Increase of PMA scores by 25% and common assessment average teacher scores within 5% of each other. 4. Walk-throughs of at least 75% "Effective" Ratings.

G2. All academic teachers will implement effective content-specific writing strategies aligned to their specific standards.

Targets Supported
- Writing

Resources Available to Support the Goal
- Instructional Coach

- Professional Development

- Content Support Team

- Document-Based Questions Resource Kit - 4 at $900 each

- After-school tutoring

- English/Language Arts Resources Blackboard

- Graphic Organizers

- FCAT Scoring Training

- Writing Progress Monitoring

Targeted Barriers to Achieving the Goal
- Writing not consistently being planned for or implemented in content areas

Plan to Monitor Progress Toward the Goal

Teachers will deliver consistent and quality writing instruction throughout the quarter.

Person or Persons Responsible
Administration, Instructional Coach

Target Dates or Schedule:
January/February

Evidence of Completion:
1. Walk-through evidence of writing activities taking place 2. Monitoring PLC Focus sheets 3. At least 75% of 10th graders score a 3.0 or higher on the second PMA.

G3. All teachers will implement effective teaching strategies aligned to the Common Core Standards through modeling, guided/independent practice, and reflection.

Targets Supported
- Reading (AMO's, FCAT2.0, Learning Gains)
- Additional Targets

Resources Available to Support the Goal
- Study Island $4000
- Instructional Coach
- Discovery Education
- Continuous Professional Development
- Reading Blackboard site with teacher resources
- Instructional Assistant
- Journeys, SOAR, and Plugged-In to Non-Fiction Reading Programs
- ACT Prep
- Teengagement Website (reading resources by lexile)

Targeted Barriers to Achieving the Goal
- Inconsistent use of PMA Data and Instructional Pacing Guide

Plan to Monitor Progress Toward the Goal

Review and analyze the data (PMAs, FCAT Practice Wednesdays, Study Island, and Common quarter exams) to ensure proper alignment with the Reading Instructional Pacing Guide.

Person or Persons Responsible
Administration and Instructional Coach

Target Dates or Schedule:
End of first semester

Evidence of Completion:
Implementation of the instructional plan using best practices as noted in walk-throughs and peer observations. Increase of PMA scores by 25% with teacher averages being within 5% of each other.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. All teachers will implement effective teaching instruction aligned to the Common Core Standards using the Seminole County Public Schools Math Instructional Plan.

G1.B2 Lack of implementation of instructional plan, professional development, and differentiated instruction by teachers

G1.B2.S2 Provide teachers with detailed feedback of walk-throughs and observations.

Action Step 1

Teachers will receive frequent feedback regarding the implementation of strategies into their lessons. Other observations will include how well the instructional plan is being followed and how well the needs of struggling students are being addressed.

Person or Persons Responsible

Assistant Principal, Math Instructional Coach

Target Dates or Schedule

Walk-throughs by Assistant Principal - every 2 weeks Instructional Coach Walk-throughs - 1 per month (Algebra 1, Geometry) Observation - twice a year for new teachers, once a year for veteran teachers

Evidence of Completion

iobserve walk-through feedback, Math Coach peer observation log

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

Teachers will receive frequent feedback regarding the implementation of strategies into their lessons. Other observations will include how well the instructional plan is being followed and how well the needs of struggling students are being addressed.

Person or Persons Responsible

Assistant Principal, Math Instructional Coach

Target Dates or Schedule

Walk-throughs by Assistant Principal - every 2 weeks Instructional Coach Walk-throughs - 1 per month (Algebra 1, Geometry) Observation - twice a year for new teachers, once a year for veteran teachers

Evidence of Completion

iobserve walk-through feedback, Math Coach peer observation log, final observations

Plan to Monitor Effectiveness of G1.B2.S2

Teachers will receive frequent feedback regarding the implementation of strategies into their lessons. Other observations will include how well the instructional plan is being followed and how well the needs of struggling students are being addressed.

Person or Persons Responsible

Assistant Principal, Math Instructional Coach

Target Dates or Schedule

Walk-throughs by Assistant Principal - every 2 weeks Instructional Coach Walk-throughs - 1 per month (Algebra 1, Geometry) Observation - twice a year for new teachers, once a year for veteran teachers

Evidence of Completion

iobserve walk-through feedback, teachers show improvment over 3 month period Math Coach peer observation log that gives detail of DQ 2 & 3 strategies being used properly and alignment with the instructional plan Final observations of "Effective"

G1.B2.S3 Use PLC meeting dates to discuss data from PMAs and discuss Best Practices.

Action Step 1

Organize effective PLC Meetings where the teachers analyze data from Discovery Education Progress Monitors to identify weaknesses and bell ringer activities. They will also discuss Marzano's high yield strategies and how to implement them for effective delivery of instruction.

Person or Persons Responsible

Assistant Principal, Math Instructional Coach

Target Dates or Schedule

Twice a month

Evidence of Completion

PLC Focus Sheets every meeting

Facilitator:

Lyman Administrators - DQ 2 & 3 Training SCPS Math Team - F.A.C.T.S Training Sharon Shyrock, Candace Dorsey, Jody Luntz - PLC Meeting Facilitators for Algebra 1, Geometry, Algebra 2

Participants:

DQ 2 & 3 - All Math teachers F.A.C.T.S - Algebra 1 and 2 Teachers, Geometry Teachers, Statistics Teachers PLC Meetings - All Math Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Organize effective PLC Meetings where the teachers analyze data from Discovery Education Progress Monitors to identify weaknesses and bell ringer activities. They will also discuss Marzano's high yield strategies and how to implement them for effective delivery of instruction.

Person or Persons Responsible

Assistant Principal, Math Instructional Coach

Target Dates or Schedule

Twice a month

Evidence of Completion

PLC Focus Sheets every meeting

Plan to Monitor Effectiveness of G1.B2.S3

Organize effective PLC Meetings where the teachers analyze data from Discovery Education Progress Monitors to identify weaknesses and bell ringer activities. They will also discuss Marzano's high yield strategies and how to implement them for effective delivery of instruction.

Person or Persons Responsible

Assistant Principal, Math Instructional Coach

Target Dates or Schedule

Every time data is available (Common quarter tests, PMAs in September, December, March)

Evidence of Completion

Analysis of focus sheets (to see progression of PLC), Analysis of test scores, Observations of strategy changes being implemented after weaknesses are addresses, Identifying gains/growth for those who attend after-school tutoring

G2. All academic teachers will implement effective content-specific writing strategies aligned to their specific standards.

G2.B4 Writing not consistently being planned for or implemented in content areas

G2.B4.S2 Provide scaffolded writing instruction prior to the required quarterly writing activity.

Action Step 1

Teachers will plan, develop, and implement writing activities into their lessons within their content area. These activities should lead up to the final quarterly writing activity.

Person or Persons Responsible

Content-Area teachers

Target Dates or Schedule

Beginning 8/12 and ongoing

Evidence of Completion

Instructional Plans and student writing samples

Facilitator:

"Nuts and Bolts of Writing" Workshop - Cindy Pitman FCAT Scoring Training - Kent Kersten (July), Kathryn Dixon and Karen Nolen (August) DBQ Introduction and Review -Cicely Fisher

Participants:

Nuts and Bolts - All Lyman Staff FCAT Scoring - 10th grade English Teachers DBQ Introduction and Review - All World History and American History Teachers

Plan to Monitor Fidelity of Implementation of G2.B4.S2

Teachers will deliver consistent and quality writing instruction throughout the quarter so students are well-prepared for the culminating writing activity.

Person or Persons Responsible

Administration, Instructional Coach

Target Dates or Schedule

Walk-throughs by Administration will take place every 2-3 weeks

Evidence of Completion

Teachers' Lesson Plans and Academic Notebooks, Students' writing folders

Plan to Monitor Effectiveness of G2.B4.S2

Teachers will deliver consistent and quality writing instruction throughout the quarter so students are well-prepared for the culminating writing activity.

Person or Persons Responsible

Administration, Instructional Coach

Target Dates or Schedule

At the end of each quarter, in Professional Learning Community Meetings held twice a month

Evidence of Completion

Analysis of students writing samples graded with common rubrics.

G3. All teachers will implement effective teaching strategies aligned to the Common Core Standards through modeling, guided/independent practice, and reflection.

G3.B2 Inconsistent use of PMA Data and Instructional Pacing Guide

G3.B2.S1 Reading teachers will review the data collected to determine areas of strength and weakness and to properly align with instructional pacing.

Action Step 1

Teachers will review and analyze the data (PMAs, FCAT Practice Wednesdays, Study Island) to ensure proper alignment with the Reading Instructional Pacing Guide.

Person or Persons Responsible

Administration, Instructional Coach, Reading Teachers

Target Dates or Schedule

3X a month (PLC and Department Meetings)

Evidence of Completion

PLC Focus sheets, PMA data, results of common articles (and rubrics) used on FCAT Wednesdays

Facilitator:

Journeys Workshop - Journey's Rep Plugged-In to Non-Fiction - Dr. Janet Allen SOAR - Karen Nolen and Stephanie Gaudio

Participants:

Reading Teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Teachers will review and analyze the data (PMAs, FCAT Practice Wednesdays, Study Island) to ensure proper alignment with the Reading Instructional Pacing Guide.

Person or Persons Responsible

Administration, Instructional Coach

Target Dates or Schedule

3X a month (PLC and Department Meetings)

Evidence of Completion

PLC Focus sheets, PMA data, results of common articles (and rubrics) used on FCAT Wednesdays

Plan to Monitor Effectiveness of G3.B2.S1

Review and analyze the data (Common quarter assessments) to ensure proper alignment with the Reading Instructional Pacing Guide.

Person or Persons Responsible

Administration, Instructional Coach

Target Dates or Schedule

Every Quarter

Evidence of Completion

Analysis of common quarter exams: October: 70% scoring a 75% or better May: 80% scoring a 75% or better

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

XX School will coordinate Supplemental Academic Instruction and Exceptional Student Education 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. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. 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 Department applies for the Federal Perkins Grant in the Spring so they can allocate the funds for the Fall. The CTE teachers at Lyman High School submit their request forms to the county, and based on Seminole County District protocol, the monies are dispersed the following year.

Most of Lyman's teachers request new equipment and materials they can implement into their courses and instructional plans. The Perkins grant also covers substitute teachers so the CTE teachers can attend necessary workshops and professional development over the course of the school year.

Lyman High School ears extra funds through the State CAPE Academy funds. When students pass approved industry certifications, the program can earn bonus FTE money.

Lyman receives federal and state funds based on the following:

Lyman has CTE teachers who keep current industry certifications.

Lyman's CTE Programs have students who obtain industry certification. The Program is maintained with the Perkins funds.

Many CTE teachers at Lyman participate in the Career Pathways testing program.

Lyman has courses which are linked to DECA (marketing) and BPA (Accounting, Web Design).

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. All teachers will implement effective teaching instruction aligned to the Common Core Standards using the Seminole County Public Schools Math Instructional Plan.

G1.B2 Lack of implementation of instructional plan, professional development, and differentiated instruction by teachers

G1.B2.S3 Use PLC meeting dates to discuss data from PMAs and discuss Best Practices.

PD Opportunity 1

Organize effective PLC Meetings where the teachers analyze data from Discovery Education Progress Monitors to identify weaknesses and bell ringer activities. They will also discuss Marzano's high yield strategies and how to implement them for effective delivery of instruction.

Facilitator

Lyman Administrators - DQ 2 & 3 Training SCPS Math Team - F.A.C.T.S Training Sharon Shyrock, Candace Dorsey, Jody Luntz - PLC Meeting Facilitators for Algebra 1, Geometry, Algebra 2

Participants

DQ 2 & 3 - All Math teachers F.A.C.T.S - Algebra 1 and 2 Teachers, Geometry Teachers, Statistics Teachers PLC Meetings - All Math Teachers

Target Dates or Schedule

Twice a month

Evidence of Completion

PLC Focus Sheets every meeting

G2. All academic teachers will implement effective content-specific writing strategies aligned to their specific standards.

G2.B4 Writing not consistently being planned for or implemented in content areas

G2.B4.S2 Provide scaffolded writing instruction prior to the required quarterly writing activity.

PD Opportunity 1

Teachers will plan, develop, and implement writing activities into their lessons within their content area. These activities should lead up to the final quarterly writing activity.

Facilitator

"Nuts and Bolts of Writing" Workshop - Cindy Pitman FCAT Scoring Training - Kent Kersten (July), Kathryn Dixon and Karen Nolen (August) DBQ Introduction and Review -Cicely Fisher

Participants

Nuts and Bolts - All Lyman Staff FCAT Scoring - 10th grade English Teachers DBQ Introduction and Review - All World History and American History Teachers

Target Dates or Schedule

Beginning 8/12 and ongoing

Evidence of Completion

Instructional Plans and student writing samples

G3. All teachers will implement effective teaching strategies aligned to the Common Core Standards through modeling, guided/independent practice, and reflection.

G3.B2 Inconsistent use of PMA Data and Instructional Pacing Guide

G3.B2.S1 Reading teachers will review the data collected to determine areas of strength and weakness and to properly align with instructional pacing.

PD Opportunity 1

Teachers will review and analyze the data (PMAs, FCAT Practice Wednesdays, Study Island) to ensure proper alignment with the Reading Instructional Pacing Guide.

Facilitator

Journeys Workshop - Journey's Rep Plugged-In to Non-Fiction - Dr. Janet Allen SOAR - Karen Nolen and Stephanie Gaudio

Participants

Reading Teachers

Target Dates or Schedule

3X a month (PLC and Department Meetings)

Evidence of Completion

PLC Focus sheets, PMA data, results of common articles (and rubrics) used on FCAT Wednesdays

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	All academic teachers will implement effective content-specific writing strategies aligned to their specific standards.	$2,005
G3.	All teachers will implement effective teaching strategies aligned to the Common Core Standards through modeling, guided/independent practice, and reflection.	$4,000
	Total	$6,005

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
PD Funds/SAC Funds	$2,005	$0	$2,005
School Funds	$0	$4,000	$4,000
Total	$2,005	$4,000	$6,005

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. All academic teachers will implement effective content-specific writing strategies aligned to their specific standards.

G2.B4 Writing not consistently being planned for or implemented in content areas

G2.B4.S2 Provide scaffolded writing instruction prior to the required quarterly writing activity.

Action Step 1

Teachers will plan, develop, and implement writing activities into their lessons within their content area. These activities should lead up to the final quarterly writing activity.

Resource Type

Professional Development

Resource

Substitute Teachers for PD(Aug, Dec), Materials for PD, SAC Allocation for writing/reading materials

Funding Source

PD Funds/SAC Funds

Amount Needed

$2,005

G3. All teachers will implement effective teaching strategies aligned to the Common Core Standards through modeling, guided/independent practice, and reflection.

G3.B2 Inconsistent use of PMA Data and Instructional Pacing Guide

G3.B2.S1 Reading teachers will review the data collected to determine areas of strength and weakness and to properly align with instructional pacing.

Action Step 1

Teachers will review and analyze the data (PMAs, FCAT Practice Wednesdays, Study Island) to ensure proper alignment with the Reading Instructional Pacing Guide.

Resource Type

Evidence-Based Program

Resource

Study Island On-line Reading Program

Funding Source

School Funds

Amount Needed

$4,000