

# Lyman High School



2014-15 School Improvement Plan

## Lyman High School

865 S RONALD REAGAN BLVD, Longwood, FL 32750

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

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

49%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

45%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	B	B

### School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

### SIP Authority and Template

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

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

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

##### Provide the school's vision statement

Through simplicity, clarity and priority we will focus on:

1. What we teach
2. How we teach
3. Incorporating authentic literacy
4. Positively influencing those around us

#### School Environment

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

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

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

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

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

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

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



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

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

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

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

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

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

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

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

No

***PIP Link***

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

### **Description**

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

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

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

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

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

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

### **Effective Leadership**

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

### **School Leadership Team**

#### **Membership**

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

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

### Duties

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

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

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

Academic Dean: Monitors At-Risk students as well as the graduation/drop-out rate. Works with and supports teachers and parents daily to help students be successful.

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

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

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

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

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

Lyman High School annually reviews budgets and expenditures as well as student and teacher data to ensure the school is adequately staffed to meet student achievement needs. Data are reviewed and funds are primarily used to support improved instruction and interventions. Lyman High School will coordinate Supplemental Academic Instruction funds to provide additional academic tutorial and/

or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. 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 (CTE) Department applies for the Federal Perkins Grant in the Spring so they can allocate the funds for the Fall. The CTE teachers at Lyman High School submit their request forms to the county, and based on Seminole County District protocol, the monies are dispersed the following year. Most of Lyman's teachers request new equipment and materials they can implement into their courses and instructional plans. The Perkins Grant also covers substitute teachers so the CTE teachers can attend necessary workshops and professional development over the course of the school year.

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

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

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Brian Urichko	Principal
Iris Hinson	Teacher
Paul Plyler	Teacher
Gayle Goodridge	Teacher
Mariette Juster	Teacher
Denise Archibald	Teacher
Alexandria Gothelf	Student
Stefan Ibarquen	Business/Community
Chelly Exum	Parent
Heather Siudak	Parent
Lisa Cioffi	Parent
Mary-Jeanine Ibarquen	Business/Community
MaryAnn Salazar	Parent
Susan Wofford	Parent
Suzette DiMascio	Parent
Shavonia Edwards	Teacher
Mary Manipadam	Parent
Dedra Chavers	Education Support Employee

## Duties

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

#### *Evaluation of last year's school improvement plan*

Lyman High School and SAC have determined that the reading, writing, and math goals that were instituted for the 2013-2014 school year will be continued for another year. The goals helped to increase student achievement and Lyman hopes to see higher increases for the 2014-2015 school year. Some items that were increased for the current year: PLC collaboration time, requirement for PLCs to analyze assessments (PMAs, chapter tests, 9 week exams), administrative drop-bys/walk-throughs into teachers' classrooms, and professional development for authentic literacy and close reading.

#### *Development of this school improvement plan*

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

In August 2014, SAC members reviewed the School Improvement Plans (new and old) as well as the new Professional Development Plan. They were asked to give suggestions and to propose any other specific school goal(s) they deemed necessary.

Financial matters were discussed in August 2014 as well. SAC reviewed what SIP funds were spent last year and if the items that were purchased (TV for demonstrations, Freshmen planners, etc.) were being utilized in classrooms and helping to increase achievement. It was determined that money was spent wisely and budgeted appropriately.

#### *Preparation of the school's annual budget and plan*

During the first SAC meeting of the year, SAC members determine how much money needs to be appropriated for the 2014-2015 school and the way it will most effectively help students directly in the classroom and help increase student achievement. Many agenda items were discussed due to the large increase of funds from the state. SAC began with a budget of \$16,906.48 and allocated the money to the following areas: SAC Initiatives - \$11,906.48, Tutoring - \$2000, Teacher mini-grants - \$2000, Student Recognition - \$1000. SAC Initiatives encompasses anything that is addressed in the School Improvement Plan. It was decided that all teacher mini-grants need to be reviewed and decided upon by the October 21, 2014 meeting. The rationale for this is that the money needs to be spent on the current students during the 2014-2015 school year.

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

Lyman High School SAC began with a budget of \$2,364.32 The money was assigned to several categories and agreed upon by all members. \$1000 was allotted for after-school tutoring, \$500 for student recognition and \$864.32 for individual teacher requests (mini-grants). Only \$350 was spent from the mini-grant category to purchase a TV for the Automotive teacher. He used this item to assist students with being able to see demonstrations up close so they would be able to perform the specific skill after being taught.

Lyman was given an FTE adjustment of \$9620.00 in April 2014. \$1,764.10 of this money was spent at that time on planners for Freshmen students. The planners help to keep students organized with their daily tasks, homework, and appointments. The remainder rolled over to the 2014-2015 school year (indicated in response # 1c).

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

Yes



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

## Literacy Leadership Team (LLT)

### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

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

### Duties

#### ***Describe how the LLT promotes literacy within the school***

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

### Public and Collaborative Teaching

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

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

#### Instructional Strategies

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

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

Over the summer, students are placed into their core appropriate academic courses based on the previous year's state assessment scores. These courses include: Environmental Science, 10th grade Biology, Reading, and Intensive Math. Students receive standard curriculum that pays particular attention to instructional pacing, appropriate immediate feedback, academic vocabulary, graphic organizers, and adjustment to student response rates.

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

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



**Strategy: After School Program**

**Minutes added to school year: 6,960**

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.

***Strategy Rationale***

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

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Skipper, Suzanne, [suzanne\\_skipper@scps.k12.fl.us](mailto:suzanne_skipper@scps.k12.fl.us)

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

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

**Strategy: After School Program**

**Minutes added to school year: 14,440**

This after-school tutoring is focused on engineering, math and science courses. Certified teachers use various learning strategies to help students with coursework. Group as well as individual practice is very common. Students also receive assistance with homework assignments and projects.

***Strategy Rationale***

The purpose of this tutoring is to help develop math and science skills for the rigorous STEM curriculum, and to help retain institute of Engineering students who struggle with these skills,

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Andrews, Thomas, thomas\_andrews@scps.k12.fl.us

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

Institute of Engineering Guidance Counselors monitor all students' grades/GPAs quarterly. Attendance is taken at every session and students who consistently attend are tracked for improvement in grades.

**Strategy:** Weekend Program

**Minutes added to school year:** 720

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Skipper, Suzanne, [suzanne\\_skipper@scps.k12.fl.us](mailto:suzanne_skipper@scps.k12.fl.us)

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

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

- a. students who participated in the PSAT Blitz scorer higher than those who didn't
- b. 11th graders scores are higher than the previous year's scores

**Strategy:** Extended School Day

**Minutes added to school year:** 1,680

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Flory, Melissa, [melissa\\_flory@scps.k12.fl.us](mailto:melissa_flory@scps.k12.fl.us)

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

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

## Student Transition and Readiness

### PreK-12 Transition

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

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

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

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

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

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

The school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

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

### College and Career Readiness

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

Career planning begins at the end of 8th grade when there is articulation between middle school and high school guidance counselors. Each registration form is checked thoroughly to ensure that students are placed in appropriate courses and electives. Students with high 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 encouraged to enroll in courses that will challenge their academic experience at Lyman High School. They are also encouraged to remain in all levels of electives or careers they show an aptitude towards and may want to pursue after high school (i.e. automotive, carpentry, music, drama classes, etc.). Students who are enrolled in Honors, Advanced Placement, and Dual Enrollment courses are given a rigorous curriculum that mirrors

college courses. The high-level of instruction prepares students for the intense coursework they will experience in college and prepares them to be successful readers and writers.

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

Lyman houses many Career and Technical Education programs which offer Industry Certification:

Automotive Program

Carpentry Program

Early Childhood Education

Computers for Colleges and Careers - Microsoft certification in WORD, EXCEL, POWERPOINT

Digital Design, Marketing, and TV Production - Adobe PhotoShop

Web Design - Adobe Dreamweaver

Institute for Engineering: Autocad, Revit

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

Students who are enrolled in Career and Technical Education courses learn skills that are appropriate and useful in the workforce. Many of their assignments are projects which require them to learn certain skill sets. The projects are graded using rubrics that are set at a professional standard. If students do not learn all the necessary skills, they are awarded extra time and practice to improve. Most of the career and technical education programs are also CAPE Programs. One requirement for each student is to complete a project that is decided by both the CTE teacher and the academic teacher. The most important elements of both courses involved (ex: Automotive and Social Studies) drive the creation and requirements of the project. The student receives a grade in both courses. Lyman High School also houses the Institute for Engineering which uses the Project Lead The Way learning program. All of the courses, although technical in nature, require extreme levels of science, mathematics and computer skills incorporated in assignments, tests, and projects. Institute students receive tutoring after school to help them to integrate these skills for each course they are taking in the Institute.

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

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

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

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

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

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

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

4. Reading/Writing

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** Teachers will implement effective teaching instruction aligned to the Florida Standards that integrate literacy practices into all classes.
  
- G2.** All teachers will implement effective teaching instruction aligned to the Florida Standards using the Seminole County Public Schools Math Instructional Plan.

## Strategic Goals Detail

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

**G1.** Teachers will implement effective teaching instruction aligned to the Florida Standards that integrate literacy practices into all classes. 1a

G053258

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	75.0
AMO Reading - ELL	44.0
AMO Reading - SWD	57.0
AMO Reading - African American	60.0
AMO Reading - All Students	75.0
AMO Reading - Hispanic	65.0
ELA/Reading Gains	75.0
AMO Reading - ED	64.0
Bio I EOC Pass	76.0
AMO Math - All Students	68.0
4-Year Grad Rate (Standard Diploma)	88.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack the knowledge of how to incorporate authentic literacy into content areas

**Plan to Monitor Progress Toward G1.** 8

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

**Person Responsible**

Stephanie Gaudio

**Schedule**

Quarterly, from 8/18/2014 to 5/25/2015

**Evidence of Completion**

Implementation of authentic literacy as noted in walk-throughs and peer observations, increase of PMA scores by 25% (teacher averages within 5% of each other)

**G2.** All teachers will implement effective teaching instruction aligned to the Florida Standards using the Seminole County Public Schools Math Instructional Plan. **1a**

G053259

**Targets Supported** **1b**

Indicator	Annual Target
Math Lowest 25% Gains	66.0
AMO Math - All Students	68.0
AMO Math - African American	61.0
AMO Math - ED	62.0
AMO Math - ELL	57.0
AMO Math - Hispanic	65.0
Algebra I EOC Pass Rate	70.0
Geometry EOC Pass Rate	70.0

**Resources Available to Support the Goal** **2**

- Instructional Coach for Math
- Professional Learning Community (PLC) Plan Time
- Algebra Nation Software Tutorial and Workbooks
- Scientific Calculators
- Professional Development
- Review Courses/Boot Camps 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** **3**

- Lack of implementation of instructional plan and professional development



**Plan to Monitor Progress Toward G2. 8**

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 during which the teachers analyze data from Discovery Education Progress Monitors to identify weaknesses and bell ringer activities. Marzano's high yield strategies will also be discussed and how to implement them for effective delivery of instruction.

**Person Responsible**

Thomas Andrews

**Schedule**

Weekly, from 8/18/2014 to 5/25/2015

**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 PMA scores by 25% and common assessment average teacher scores within 5% of each other. 4. Walk-throughs of at least 75% "Effective" Ratings. 5. Collection of all PLC products/work.

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

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

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


**G1.** Teachers will implement effective teaching instruction aligned to the Florida Standards that integrate literacy practices into all classes. **1**

 G053258

**G1.B3** Teachers lack the knowledge of how to incorporate authentic literacy into content areas **2**

 B134245

**G1.B3.S1** Teachers will plan, develop, and implement authentic literacy into their lessons within their content areas. **4**

 S146100

### Strategy Rationale

The implementation of authentic literacy supports the FSA requirements as well as develops students who can read, write, think, and speak in an age appropriate manner.

### Action Step 1 **5**

Teachers will implement authentic literacy through the use of close reading (including graphs, charts), annotating, writing, and student speaking in the classroom.

### Person Responsible

Melissa Flory

### Schedule

Daily, from 8/18/2014 to 5/25/2015

### Evidence of Completion

1. Teachers will turn in multiple of examples of authentic literacy. 2. PLCs will collaborate on additional items than can be used. These selections will also be turned in. 3. Administrators will have several "look-fors" while completing walk-throughs. a. the implementation of indicators #7,9,10, and 15 (processing of information and use of groups to discuss information) b. teacher use of textbook and other reading selections, c. multiple opportunities for students to write

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Observations (walk-throughs) as teachers implement the strategy

**Person Responsible**

Melissa Flory

**Schedule**

Biweekly, from 8/18/2014 to 5/25/2015

**Evidence of Completion**

Walk-through data in iobservation, PLC Meeting Focus sheets, Lesson plans, Student samples

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Walk-throughs, student growth data for all areas available

**Person Responsible**

Melissa Flory

**Schedule**

Monthly, from 8/18/2014 to 5/25/2015

**Evidence of Completion**

Progress monitoring Data (PMA) from Discovery Education, EdInsight, and PLC created assessments, iobserve reports and review of feedback, DBQs

**G2.** All teachers will implement effective teaching instruction aligned to the Florida Standards using the Seminole County Public Schools Math Instructional Plan. 1

G053259

**G2.B2** Lack of implementation of instructional plan and professional development 2

B134247

**G2.B2.S2** Provide teachers with detailed feedback of walk-throughs and observations. 4

S146102

### **Strategy Rationale**

In addition to the use of PLCs for sharing, administrator feedback will help teachers to adjust their lessons and implement strategies more effectively and efficiently.

### **Action Step 1** 5

Teachers will receive timely and 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 Responsible**

Thomas Andrews

#### **Schedule**

Biweekly, from 8/18/2014 to 5/25/2015

#### **Evidence of Completion**

iObserve walk-through feedback by administrator, Math Coach peer observation log

### **Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

Consistent monitoring of instructional plan through walk-throughs and PLC logs and reflections.

#### **Person Responsible**

Thomas Andrews

#### **Schedule**

Monthly, from 8/18/2014 to 5/25/2015

#### **Evidence of Completion**

iObserve walk-through feedback, Math Coach peer observation log, PMA data, final observations Monthly iObserve feedback reports will be turned in to the principal showing the number of walk-throughs and drop-bys conducted.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7**

Analyzing data to assess learning gains

**Person Responsible**

Thomas Andrews


**Schedule**

On 5/25/2015

**Evidence of Completion**

iObserve, walk-through feedback, teachers show improvement over 3 month period Math Coach peer observation log that gives detail of Instructional Model strategies being used properly and alignment with the instructional plan PMA Data Final observations of "Effective"

**G2.B2.S3 Use PLC meetings to discuss data from PMAs and discuss Best Practices. 4**

 S146103

**Strategy Rationale**

Teachers can identify student weaknesses and those students with the best scores can share how they achieved success so others can emulate it.

**Action Step 1 5**

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 Responsible**

Thomas Andrews

**Schedule**

Weekly, from 8/18/2014 to 5/25/2015

**Evidence of Completion**

PLC Focus Sheets every meeting

**Plan to Monitor Fidelity of Implementation of G2.B2.S3 6**

Administrator attendance and participation in PLC meetings, frequent drop-bys and walk-throughs per semester

**Person Responsible**

Thomas Andrews

**Schedule**

Weekly, from 8/18/2014 to 5/25/2015

**Evidence of Completion**

PLC Focus Sheets (agenda and discussion notes), Analyzing Data Worksheets (4X per year), Attendance Sheets

**Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7**

Give adequate PLC planning time on PD calendar, monitor that teachers access DE data for discussions, evidence of data discussions submitted to administration

**Person Responsible**

Thomas Andrews

**Schedule**

Quarterly, from 8/18/2014 to 5/25/2015

**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.

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Teachers will implement authentic literacy through the use of close reading (including graphs, charts), annotating, writing, and student speaking in the classroom.	Flory, Melissa	8/18/2014	1. Teachers will turn in multiple of examples of authentic literacy. 2. PLCs will collaborate on additional items than can be used. These selections will also be turned in. 3. Administrators will have several "look-fors" while completing walk-throughs. a. the implementation of indicators #7,9,10, and 15 (processing of information and use of groups to discuss information) b. teacher use of textbook and other reading selections,	5/25/2015 daily

Seminole - 0431 - Lyman High School - 2014-15 SIP  
Lyman High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				c. multiple opportunities for students to write	
G2.B2.S2.A1	Teachers will receive timely and 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.	Andrews, Thomas	8/18/2014	iObserve walk-through feedback by administrator, Math Coach peer observation log	5/25/2015 biweekly
G2.B2.S3.A1	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.	Andrews, Thomas	8/18/2014	PLC Focus Sheets every meeting	5/25/2015 weekly
G1.MA1	iObserve walk-throughs, any form of assessments analyzed by PLCs (PMAs, Chapter, 9-week tests)	Gaudio, Stephanie	8/18/2014	Implementation of authentic literacy as noted in walk-throughs and peer observations, increase of PMA scores by 25% (teacher averages within 5% of each other)	5/25/2015 quarterly
G1.B3.S1.MA1	Walk-throughs, student growth data for all areas available	Flory, Melissa	8/18/2014	Progress monitoring Data (PMA) from Discovery Education, EdInsight, and PLC created assessments, iobserve reports and review of feedback, DBQs	5/25/2015 monthly
G1.B3.S1.MA1	Observations (walk-throughs) as teachers implement the strategy	Flory, Melissa	8/18/2014	Walk-through data in iobservation, PLC Meeting Focus sheets, Lesson plans, Student samples	5/25/2015 biweekly
G2.MA1	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 during which the teachers analyze data from Discovery Education Progress Monitors to identify weaknesses and bell ringer activities. Marzano's high yield strategies will also be discussed and how to implement them for effective delivery of instruction.	Andrews, Thomas	8/18/2014	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 PMA scores by 25% and common assessment average teacher scores within 5% of each other. 4. Walk-throughs of at least 75% "Effective" Ratings. 5. Collection of all PLC products/work.	5/25/2015 weekly
G2.B2.S2.MA1	Analyzing data to assess learning gains	Andrews, Thomas	8/18/2014	iObserve, walk-through feedback, teachers show improvement over 3 month period Math Coach peer observation log that gives detail of Instructional Model strategies being used properly and alignment with the instructional plan PMA Data Final observations of "Effective"	5/25/2015 one-time
G2.B2.S2.MA1	Consistent monitoring of instructional plan through walk-throughs and PLC logs and reflections.	Andrews, Thomas	8/18/2014	iObserve walk-through feedback, Math Coach peer observation log, PMA data, final observations Monthly iObserve feedback reports will be turned in to the principal showing the number of walk-throughs and drop-bys conducted.	5/25/2015 monthly
G2.B2.S3.MA1	Give adequate PLC planning time on PD calendar, monitor that teachers access DE data for discussions, evidence of data discussions submitted to administration	Andrews, Thomas	8/18/2014	Analysis of focus sheets (to see progression of PLC), Analysis of test scores, Observations of strategy changes being implemented after weaknesses are addresses, Identifying	5/25/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				gains/growth for those who attend after-school tutoring.	
G2.B2.S3.MA1	Administrator attendance and participation in PLC meetings, frequent drop-bys and walk-throughs per semester	Andrews, Thomas	8/18/2014	PLC Focus Sheets (agenda and discussion notes), Analyzing Data Worksheets (4X per year), Attendance Sheets	5/25/2015 weekly

**Appendix 2: Professional Development and Technical Assistance Outlines**

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



## Professional Development Opportunities

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

**G1.** Teachers will implement effective teaching instruction aligned to the Florida Standards that integrate literacy practices into all classes.

**G1.B3** Teachers lack the knowledge of how to incorporate authentic literacy into content areas

**G1.B3.S1** Teachers will plan, develop, and implement authentic literacy into their lessons within their content areas.

### **PD Opportunity 1**

Teachers will implement authentic literacy through the use of close reading (including graphs, charts), annotating, writing, and student speaking in the classroom.

#### **Facilitator**

Stephanie Gaudio/Cynthia Pitman

#### **Participants**

Entire teaching staff

#### **Schedule**

Daily, from 8/18/2014 to 5/25/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Teachers will implement effective teaching instruction aligned to the Florida Standards that integrate literacy practices into all classes.	1,050
<b>Goal 2:</b> All teachers will implement effective teaching instruction aligned to the Florida Standards using the Seminole County Public Schools Math Instructional Plan.	1,000
<b>Grand Total</b>	<b>2,050</b>

### Goal 1: Teachers will implement effective teaching instruction aligned to the Florida Standards that integrate literacy practices into all classes.

Description	Source	Total
<b>B3.S1.A1</b> - After-school tutoring (All academic areas)	School Improvement Funds	1,000
<b>B3.S1.A1</b> - Materials for workshops : Authentic Literacy and Nuts and Bolts of Writing	Other	50
<b>Total Goal 1</b>		<b>1,050</b>

### Goal 2: All teachers will implement effective teaching instruction aligned to the Florida Standards using the Seminole County Public Schools Math Instructional Plan.

Description	Source	Total
<b>B2.S2.A1</b> - Tutoring for struggling Math Students	School Improvement Funds	1,000
<b>Total Goal 2</b>		<b>1,000</b>