

Lake Brantley High School



2014-15 School Improvement Plan

Lake Brantley High School

991 SAND LAKE RD, Altamonte Springs, FL 32714

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

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

37%

Alternative/ESE Center

No

Charter School

No

Minority

40%

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	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

Lake Brantley High School is committed to increasing student and staff involvement in all activities. Through student involvement and student engagement in the classroom, our students can work together to build relationships and experience a variety of cultures. One specific opportunity is two days of the Challenge Day experience, in which students and staff work to break down barriers. Our World Languages department and our ESOL department also work to provide a variety of experiences for our students, sometimes through events and our school wide television production broadcast. Some examples of this includes our Black History Month and Hispanic Heritage segments on the Morning Show.

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

Lake Brantley High School has an open door policy to welcome all students with any concerns to meet with teachers and administrators. Administrators immediately investigate any concerns involving safety, security, and self-worth to make students feel secure and a part of the school. Our Positive Behavior Support (PBS) Team works to assist in supporting the school by providing PBS Actions of the Week and helps the staff to monitor the statistical data surrounding incidents on campus.

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

The PBS team encourages positive behavioral enforcement through the use of positive referrals and Brantley Bucks, an incentive used to reinforce positive actions. Administration follows the discipline procedures and guidelines set forth in the Seminole County Public School's Code of Conduct, and has also set forth internal guidelines for ensuring fairness and equity in discipline. Teachers have been instructed on how to write referrals, and teachers have been empowered to assign detentions for basic classroom incidents, such as tardy, dress code, and electronic device misuse.

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

Lake Brantley High School has modified it's counselor-student distribution so that each counselor now has their students all four years of high school. This allows the counselor to get to know the students

better. We also offer New Horizons counseling services, in which students can meet with the counselor one-on-one or in group on a regular basis, or just as needed. Faculty and staff can make referrals for students to participate in this program. Some incoming ninth grade students are invited to participate in our Transition program, in which they are provided a mentor to monitor their academic progress and assist with other needs as they arise. The counselors and administrators also monitor our at-risk students to support them through Credit Recovery and through counseling. We have a teacher-sponsored club, The Sunshine Club, which works to provide students with social and peer support. Our Leadership students support the To Be Kind (TBK) initiative, an anti-bullying program encouraging students to accept each other for their differences. Recently, many of our students and some faculty participated in two Challenge Days, another initiative which encourages students to remove barriers and accept each other.

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, contacting families prior to the start of school to welcome the students to the new school year, inviting families to curriculum nights, such as Advanced Placement (AP) Night, 8th Grade Parent Night, and Open House to meet teachers and school staff and to learn about the curriculum. Lake Brantley also provides access to school grades, progress monitoring data, and other relevant achievement information through Skyward Family Access. We schedule student and parent conferences as needed. We invite families to participate in SAC, PTSA and other school-related events, using multiple genres of social networking, as well as sending electronic/paper-based letters and newsletters to families on a regular basis.

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 program and through the Dividends program. Community leaders are invited to attend school events and maintain a relationship with the school. PTSA, SAC, and the Booster programs help to facilitate these relationships.

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
Gaudreau, Mike	Principal
Delfiaccio, MaryBeth	Assistant Principal
McDonald, Juliene	Assistant Principal
McIntyre, Jeralee	Other
Nash, Curtis	Assistant Principal
Shafer, Brian	Dean
Wysong, Nicole	Assistant Principal
Icardi, Mike	Assistant Principal
Cunningham, Cathy	Other
McCall, Sally	Guidance Counselor

Duties

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

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

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

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Mike Gaudreau	Principal
Kailey Carter	Student
Linda Anderson	Parent
Debbie Brownrigg	Parent
Julie Collins	Education Support Employee
Christiane Cox	Parent
Jeffrey Cox	Parent
Mary Debonville	Parent
Michael Edstrom	Parent
Darlene Gariepy	Teacher
Jennifer Helm	Parent
Blaine Johnson	Parent
Kent Kersten	Teacher
Dietra McGowan	Teacher
Lisa McIntosh	Parent
Lauren Mickler	Parent
Alonzo Mitchell	Parent
Donna Morand	Parent
Vicki O'Brien	Parent
Denise Pope	Parent
Stephanie Sully	Teacher
Katie Tomlinson	Teacher
Kristine Visavachaipan	Teacher

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

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

Development of this school improvement plan

SAC assists in the evaluation of the school improvement plan after administration has reviewed statistical data with respect to student achievements and satisfaction of prior SIP goals. SAC participates in the review of the annual climate surveys, results of student performance, and helps to target areas of needed improvement postulating corrective actions.

Preparation of the school's annual budget and plan

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

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

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

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
Gaudreau, Mike	Principal
Delfiaccio, MaryBeth	Assistant Principal
Tryon, Morgan	Instructional Coach
Cavicchia, Dina	Teacher, K-12
Cecere, Angela	Teacher, K-12
Dufrain, Ryan	Teacher, K-12
Farmer, Kathryn	Teacher, K-12
Negron, Charlie	Other
Tomlinson, Katie	Teacher, ESE
Adams, Jill	Teacher, K-12
Visavachaipan, Kristine	Teacher, K-12
Foster, Carrie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Lake Brantley's LLT has developed a plan to include reading and writing across the content areas and works to prepare students to be College and Career Ready in reading, writing, speaking, listening, and language. The LLT has also established a group of Literacy Ambassadors to promote literacy strategies and increase literacy professional development throughout the departments.

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

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

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.

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

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

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

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

Lake Brantley High School examines data from a variety of sources. We use our student management system, Skyward, to track the majority of information. EdInsight is a user-friendly system that allows all teachers and administrators to track information in the form of reports. Teachers can see grades, attendance, at-risk information, progress monitoring data, scores, and MTSS information in various reports. Teachers can then use this information to generate appropriate lesson plans or individual accommodations for students. For example, a teacher can view a report with recent progress monitoring data. Lake Brantley High School offers all students who have exhibited a deficiency in reading, a block of reading and English classes to focus on the addressed deficiencies in state standards. Algebra I students who need additional support in mathematics are likewise placed in an intensive math block. For students who struggle in both reading and math, students are given the opportunity to take the Environmental Science course prior to enrolling in standard Biology. Student data is closely examined prior to completing master scheduling to ensure that the diverse needs of the students are being provided for during the school year, thus supporting academic achievement.

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: 5,400

An after school tutoring program will be available to the entire student population in the Core Academic Subjects and some academic electives, such as Spanish. In the weeks prior to EOC testing, we will offer Saturday tutoring to review standards for Biology, Algebra I, Geometry, Algebra 2, and U.S. History.

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Nash, Curtis, curtis_nash@scps.k12.fl.us

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

Teachers will collect tutoring data, including progress data and student attendance. Progress will be analyzed through student grades and standards mastery through EOC results.

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Ready Set Learn to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences. The VPK Assessment Grant was used to provide private and faith based kindergartens transition in elementary catchment areas.

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

Lake Brantley High School provides incoming freshmen and parents a curriculum fair with information about electives, Advanced Placement (AP) courses, and academic subjects. We also offer opportunities for all students and parents to gather specific information about advanced level courses, such as AP Biology, AP Human Geography, and AP Computer Science, to encourage students to enroll in higher level classes. Lake Brantley High School counselors host a College Information Night and a Financial Aid Night. This year, the counselors will also host a Career Fest to highlight careers and not just programs of study. Various courses assist students in college and career readiness, such as resume writing, job shadowing, and internship opportunities that are often available through business and community partnerships.

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

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

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

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

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

Lake Brantley High School has realigned its counselor-student structure so that students will have the same guidance counselor all four years at Lake Brantley. This will give the counselor time to get to know the student and to be able to determine how to support the student based on the student's needs, high school history, and future plans. Based on the 2012 data that is available in the High School Feedback Report, the majority of students are enrolling in academic programs after high school. Many of our students are not interested in that type of program, and would be best served in a career track or technical school. This year, the counselors at Lake Brantley will be hosting a Career Fest to try to reach out to all juniors and seniors, not just those who are college bound. By supporting a variety of post-secondary options, we hope to encourage students to enroll in all types of career or college programs. Lake Brantley has started an innovative approach to scheduling by starting an after school Cosmetology Course, students are able to earn high school credits and service hours towards coursework in many technical schools.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Increase the Graduation Rate of Students

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. Increase the Graduation Rate of Students 1a

G042607

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0

Resources Available to Support the Goal 2

- Plato Coursework
- Counseling, Mentoring
- Data systems
- Credit Recovery Labs
- At-Risk Program: R.I.S.E.

Targeted Barriers to Achieving the Goal 3

- Student Attendance
- Student Economic Barriers

Plan to Monitor Progress Toward G1. 8

Student attendance data will be monitored and compared to student grades and credit completion.

Person Responsible

Mike Icardi

Schedule

Semiannually, from 10/13/2014 to 5/29/2015

Evidence of Completion

Reports indicating semester credits, grades, attendance, as compared to communication logs

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. Increase the Graduation Rate of Students **1**

 **G042607**

G1.B1 Student Attendance **2**

 **B104001**

G1.B1.S1 Periodic data review of attendance **4**

 **S115127**

Strategy Rationale

Running reports more frequently and counseling students and parents on attendance will increase student attendance, as well as help determine and eliminate reasons for the student not attending school. If the student is in school and motivated, he is more likely to feel supported and be successful.

Action Step 1 **5**

Lake Brantley HS will monitor student attendance more frequently, running attendance reports and analyzing student attendance data.

Person Responsible

Mike Icardi

Schedule

Monthly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Attendance reports will be printed and analyzed.

Action Step 2 5

Attendance notification letters will be mailed home based on absences.

Person Responsible

Mike Icardi

Schedule

Monthly, from 10/13/2014 to 5/29/2015

Evidence of Completion

A log of letters mailed home will be maintained and used in accordance with other data collected in Step 3.

Action Step 3 5

Student attendance results will be shared with counselors and administrators so that they can meet with students and parents. If necessary, the social worker will be included in this process.

Person Responsible

Mike Icardi

Schedule

Monthly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Counselors and administrators will maintain notes of conversations, meetings, and other documentation.

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

Results of the attendance reports and communications/meetings will be reviewed in administrative and counselor meetings.

Person Responsible

Mike Icardi

Schedule

Monthly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Communication logs and attendance reports will be maintained

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

Results of the attendance reports and communications/meetings will be reviewed in administrative and counselor meetings.

Person Responsible

Mike Icardi

Schedule

Quarterly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Communication logs and attendance reports will be maintained

G1.B1.S2 Utilize SRO and School Social Worker 4

 S115129

Strategy Rationale

Action Step 1 5

Counselors and administrators will use the school social worker and school resource officer to assist with truancy concerns.

Person Responsible

Juliene McDonald

Schedule

Quarterly, from 10/13/2014 to 5/29/2015

Evidence of Completion

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

Communication logs and student attendance reports will be examined to determine appropriate interventions for students.

Person Responsible

Mike Icardi

Schedule

Quarterly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Communication logs and student attendance reports

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

Communication logs and student attendance reports will be examined to determine appropriate interventions for students.

Person Responsible

Mike Icardi

Schedule

Semiannually, from 10/13/2014 to 5/29/2015

Evidence of Completion

Communication logs and student attendance reports

G1.B2 Student Economic Barriers 2

 B104006

G1.B2.S1 Periodic data review of at-risk students in and relation to low socio-economic status 4

 S139906

Strategy Rationale

Students who struggle with issues related to low socio-economic status may focus on their financial need at home and place school last in their priorities.

Action Step 1 5

We will examine data related to low socio-economic status of our at-risk students.

Person Responsible

Sally McCall

Schedule

Quarterly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Using EdInsight, the counselors will pull data each quarter to examine our low socio-economic at-risk students and compare their progress towards graduation.

Action Step 2 5

Using the Transition program and mentors, teachers, counselors, and administrators will work with low socio-economic at-risk students to counsel and support them.

Person Responsible

MaryBeth Delfiaccio

Schedule

Monthly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The administrative team will periodically examine the data for implementation and progress.

Person Responsible

MaryBeth Delfiaccio

Schedule

Semiannually, from 10/20/2014 to 5/29/2015

Evidence of Completion

Using EdInsight, the administrative team will look at at-risk and low socio-economic data looking for trends or progress.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The administrative team will periodically examine the data for implementation and progress.

Person Responsible

MaryBeth Delfiaccio

Schedule

Semiannually, from 10/20/2014 to 5/29/2015

Evidence of Completion

Using EdInsight, the administrative team will look at at-risk and low socio-economic data looking for trends or progress.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Lake Brantley HS will monitor student attendance more frequently, running attendance reports and analyzing student attendance data.	Icardi, Mike	10/13/2014	Attendance reports will be printed and analyzed.	5/29/2015 monthly
G1.B1.S2.A1	Counselors and administrators will use the school social worker and school resource officer to assist with truancy concerns.	McDonald, Juliene	10/13/2014		5/29/2015 quarterly
G1.B2.S1.A1	We will examine data related to low socio-economic status of our at-risk students.	McCall, Sally	10/20/2014	Using EdInsight, the counselors will pull data each quarter to examine our low socio-economic at-risk students and compare their progress towards graduation.	5/29/2015 quarterly
G1.B1.S1.A2	Attendance notification letters will be mailed home based on absences.	Icardi, Mike	10/13/2014	A log of letters mailed home will be maintained and used in accordance with other data collected in Step 3.	5/29/2015 monthly
G1.B2.S1.A2	Using the Transition program and mentors, teachers, counselors, and administrators will work with low socio-economic at-risk students to counsel and support them.	Delfiaco, MaryBeth	10/20/2014		5/29/2015 monthly
G1.B1.S1.A3	Student attendance results will be shared with counselors and administrators so that they can meet with students and parents. If necessary, the social worker will be included in this process.	Icardi, Mike	10/13/2014	Counselors and administrators will maintain notes of conversations, meetings, and other documentation.	5/29/2015 monthly
G1.MA1	Student attendance data will be monitored and compared to student grades and credit completion.	Icardi, Mike	10/13/2014	Reports indicating semester credits, grades, attendance, as compared to communication logs	5/29/2015 semiannually
G1.B1.S1.MA1	Results of the attendance reports and communications/meetings will be reviewed in administrative and counselor meetings.	Icardi, Mike	10/13/2014	Communication logs and attendance reports will be maintained	5/29/2015 quarterly
G1.B1.S1.MA1	Results of the attendance reports and communications/meetings will be reviewed in administrative and counselor meetings.	Icardi, Mike	10/13/2014	Communication logs and attendance reports will be maintained	5/29/2015 monthly
G1.B2.S1.MA1	The administrative team will periodically examine the data for implementation and progress.	Delfiaco, MaryBeth	10/20/2014	Using EdInsight, the administrative team will look at at-risk and low socio-economic data looking for trends or progress.	5/29/2015 semiannually
G1.B2.S1.MA1	The administrative team will periodically examine the data for implementation and progress.	Delfiaco, MaryBeth	10/20/2014	Using EdInsight, the administrative team will look at at-risk and low socio-economic data looking for trends or progress.	5/29/2015 semiannually
G1.B1.S2.MA1	Communication logs and student attendance reports will be examined to determine appropriate interventions for students.	Icardi, Mike	10/13/2014	Communication logs and student attendance reports	5/29/2015 semiannually
G1.B1.S2.MA1	Communication logs and student attendance reports will be examined to determine appropriate interventions for students.	Icardi, Mike	10/13/2014	Communication logs and student attendance reports	5/29/2015 quarterly

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. Increase the Graduation Rate of Students

G1.B1 Student Attendance

G1.B1.S2 Utilize SRO and School Social Worker

PD Opportunity 1

Counselors and administrators will use the school social worker and school resource officer to assist with truancy concerns.

Facilitator

Social Worker

Participants

Counselors, administrators

Schedule

Quarterly, from 10/13/2014 to 5/29/2015

G1.B2 Student Economic Barriers

G1.B2.S1 Periodic data review of at-risk students in and relation to low socio-economic status

PD Opportunity 1

Using the Transition program and mentors, teachers, counselors, and administrators will work with low socio-economic at-risk students to counsel and support them.

Facilitator

MaryBeth Delfiaccio

Participants

Counselors, administrators, Transition teachers/mentors

Schedule

Monthly, from 10/20/2014 to 5/29/2015

Technical Assistance Items

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

G1. Increase the Graduation Rate of Students

G1.B1 Student Attendance

G1.B1.S1 Periodic data review of attendance

PD Opportunity 1

Lake Brantley HS will monitor student attendance more frequently, running attendance reports and analyzing student attendance data.

Facilitator

Attendance clerk and attendance administrator

Participants

Counselors, administrators

Schedule

Monthly, from 10/13/2014 to 5/29/2015

PD Opportunity 2

Attendance notification letters will be mailed home based on absences.

Facilitator

Attendance clerk

Participants

Counselors, administrators

Schedule

Monthly, from 10/13/2014 to 5/29/2015

PD Opportunity 3

Student attendance results will be shared with counselors and administrators so that they can meet with students and parents. If necessary, the social worker will be included in this process.

Facilitator

Counselors and administrators

Participants

Social worker

Schedule

Monthly, from 10/13/2014 to 5/29/2015

Budget Rollup

Summary

Description	Total
Goal 1: Increase the Graduation Rate of Students	0
Grand Total	0

Goal 1: Increase the Graduation Rate of Students

Description	Source	Total
B1.S1.A1 - Fiscal impact will be minimal as personnel will be utilized during regular school hours. A small amount of funds will be allocated for office supplies and mail-outs of communications.	General Fund	0
B1.S1.A2 - Fiscal impact will be minimal as personnel will be utilized during regular school hours. A small amount of funds will be allocated for office supplies and mail-outs of communications.	General Fund	0
B1.S1.A3 - Fiscal impact will be minimal as personnel will be utilized during regular school hours. A small amount of funds will be allocated for office supplies and mail-outs of communications.	General Fund	0
B1.S2.A1 - Fiscal impact will be minimal as personnel will be utilized during regular school hours. A small amount of funds will be allocated for office supplies and mail-outs of communications.	General Fund	0
B2.S1.A1 - Fiscal impact will be minimal as personnel will be utilized during regular school hours. A small amount of funds will be allocated for office supplies and mail-outs of communications.	General Fund	0
B2.S1.A2 - Fiscal impact will be minimal as personnel will be utilized during regular school hours. A small amount of funds will be allocated for office supplies and mail-outs of communications.	General Fund	0
Total Goal 1		0