

Lake Brantley High School



2015-16 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 is pending approval by the Seminole County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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. The Sunshine Club works to provide campus-wide support in the form of posted messages and random acts of kindness, such as holding doors open for time and passing around balloons with thoughtful messages.

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

Lake Brantley High School has an open door policy to welcome all students with any concerns to meet with teachers and administrators. Administrators immediately investigate any concerns involving safety, security, and self-worth to make students feel secure and a part of the school. We have security guards on campus who are assigned to different areas on campus before and after school and during lunches. Our Positive Behavior Support (PBS) Team works to assist in supporting the school by monitoring the statistical data surrounding incidents on campus. The Sunshine Club works to provide campus-wide support in the form of posted messages and random acts of kindness, such as holding doors open for time and passing around balloons with thoughtful messages.

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

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 Portal, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTSA Boards, (6) inviting families to attend PTSA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

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. 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:

Name	Title
Gaudreau, Mike	Principal
Delfiaco, 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 necessary. We work with department chairs and other teacher leaders to provide trainings and professional development for faculty and staff, as well as providing support for our new teachers.

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:

Name	Stakeholder Group
Mike Gaudreau	Principal
Debbie Brownrigg	Parent
Mary Debonville	Parent
Michael Edstrom	Parent
Jennifer Helm	Parent
Blaine Johnson	Parent
Dietra McGowan	Teacher
Lisa McIntosh	Parent
Lauren Mickler	Parent
Donna Morand	Parent
Vicki O'Brien	Parent
Denise Pope	Parent
Stephanie Sully	Teacher
Kristine Visavachaipan	Teacher
Grace Andrade	Student
Laurie Bartlett	Education Support Employee
Monique Eyal	Parent
Jennifer Gorrell	Teacher
Ed Johnson	Teacher
Charlie Negron	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 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:

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

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. This year, students also have the option of receiving reading support through an English class infused with reading strategies and support. 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 transitioning from middle school to Lake Brantley are encouraged to attend our several events on campus to help them be prepared to enter high school, such as 8th Grade Parent Night, in which students can speak with teachers representing various core subjects and electives. AP Night (Advanced Placement) affords incoming and current students the opportunity to discover the myriad of AP courses Lake Brantley High School offers, and to ask questions about enrolling in AP courses. Current students are also encouraged to transition from standard and honors classes into AP classes. In the Spring, Lake Brantley's Peer Counseling group provides an ice cream social to encourage soon-to-be rising 8th graders to meet future teachers, counselors, administrators, and see the campus. A group of at-risk students are identified and invited to participate in a summer school course to reinforce academic skills, provide social and emotional supports, and to help them acclimate to high school. Students who participate in this Transition program have the opportunity to earn elective credit in the summer school class.

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, a Financial Aid Night, and a Career Fest to highlight careers and not just programs of study. This year, counselors will introduce a quarterly event in which parents and guardians can have "Coffee with the Counselors," receiving useful information about academics and graduation requirements, as well as having an opportunity to ask questions. Various courses assist students in college and career readiness, such as resume writing, job shadowing, and internship opportunities that are often available through business and community partnerships. 8th period courses are available for Cosmetology and Interior Design to afford our students the opportunity to take additional career-oriented classes that otherwise might not fit in a seven-period schedule.

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

Lake Brantley High School offers Cosmetology, Early Childcare Education, Construction, Drafting, Web Design, Interior Design, TV Production, and Finance. Our students can also earn computer program certification through a variety of Business courses and through our TV Production classes, such as InDesign and QuickBooks. 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. 8th period courses are available for Cosmetology and Interior Design to afford our students the opportunity to take additional career-oriented classes that otherwise might not fit in a seven-period schedule.

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 2013 data that is available in the High School Feedback Report, many students are not 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. 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 offering after school Cosmetology and Interior Design courses, students are able to earn high school credits and service hours towards coursework in many technical schools or community college credit, respectively.

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. 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

G065192

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0

Resources Available to Support the Goal 2

- Data systems
- At-Risk Program: R.I.S.E.
- Credit Recovery Labs, Plato Coursework, available during the school year and summer school
- Curriculum review and revision
- EOC Incentives
- Boostcamps and Tutoring
- Multi-Tiered Systems of Support (MTSS)

Targeted Barriers to Achieving the Goal 3

- Biology End of Course (EOC) Exam Proficiency Rate
- Minority Participation in Advanced Placement Classes
- Student Economic Barriers

Plan to Monitor Progress Toward G1. 8

Student progress monitoring data will be analyzed

Person Responsible

Mike Gaudreau

Schedule

Semiannually, from 10/1/2015 to 5/2/2016

Evidence of Completion

Progress monitoring reports and other data, such as grades and attendance, will be analyzed to monitor whether students are improving.

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**

 G065192

G1.B1 Biology End of Course (EOC) Exam Proficiency Rate **2**

 B175396

G1.B1.S2 Incorporate high yield strategies into instruction **4**

 S186806

Strategy Rationale

The use of research-based strategies, such as vocabulary strategies, will help to strengthen students' academic and test-taking skills, which will in turn simplify the absorption of content and lead to increased mastery of standards.

Action Step 1 **5**

Biology teachers will meet with the Instructional Coach in order to acquire high yield strategies to utilize during instruction.

Person Responsible

Stephanie Sully

Schedule

Quarterly, from 10/1/2015 to 5/2/2016

Evidence of Completion

The Instructional Coach will demonstrate 1 - 2 strategies at each meeting. The Biology teachers will work with the Instructional Coach to plan lessons incorporating the new strategies. The Biology teachers will demonstrate use of the strategies through their lesson planning, use in the classroom, student work, and follow up reflections in PLC meetings.

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

The administrator will monitor instructional practices

Person Responsible

Nicole Wysong

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

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

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

Teachers will reflect on their use of the high yield strategies and analyze student data

Person Responsible

Nicole Wysong

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

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

G1.B3 Minority Participation in Advanced Placement Classes **2**

 B175741

G1.B3.S1 Review test data and course placement of higher performing minority students **4**

 S187337

Strategy Rationale

Reviewing prior test scores, GPA, and seeking teacher recommendations will provide insight into the potential placement of students in advanced coursework.

Action Step 1 **5**

Communicate to parents and students regarding the potential placement in advanced coursework.

Person Responsible

Curtis Nash

Schedule

On 5/31/2016

Evidence of Completion

Data will be generated to determine which students meet the criteria for potential placement in advanced coursework. That list will be used to generate letters to parents and to set up meetings with students to discuss these opportunities.

Action Step 2 **5**

Provide after school tutoring and Advanced Placement review sessions to support students.

Person Responsible

Curtis Nash

Schedule

Weekly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Attendance logs will be maintained and compared to student progress in advanced courses.

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

The administrative team and counselors will monitor the data for student progress.

Person Responsible

Curtis Nash

Schedule

Quarterly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Using data such as grades and attendance, the counselors and administrative team will look at the progress of students in advanced courses.

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

The administrative team and counselors will monitor the data for student progress.

Person Responsible

Curtis Nash

Schedule

Quarterly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Using data such as grades and attendance, the counselors and administrative team will look at the progress of students in advanced courses.

G1.B4 Student Economic Barriers 2

B168314

G1.B4.S1 Periodic data review of at-risk students in and relation to low socio-economic status 4

S179893

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 10/1/2015 to 5/31/2016

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 10/1/2015 to 5/31/2016

Evidence of Completion

Action Step 3 **5**

The MTSS Team will meet periodically to review the status of low socio-economic at-risk students.

Person Responsible

Juliene McDonald

Schedule

Monthly, from 10/1/2015 to 5/31/2016

Evidence of Completion

The MTSS Team will meet periodically to review the status of low socio-economic at-risk students.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

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

Person Responsible

MaryBeth Delfiaccio

Schedule

Semiannually, from 10/1/2015 to 5/31/2016

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.B4.S1 **7**

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

Person Responsible

MaryBeth Delfiaccio

Schedule

Semiannually, from 10/1/2015 to 5/31/2016

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.B4.S1.A1	We will examine data related to low socio-economic status of our at-risk students.	McCall, Sally	10/1/2015	Using EdInsight, the counselors will pull data each quarter to examine our low socio-economic at-risk students and compare their progress towards graduation.	5/31/2016 quarterly
G1.B1.S2.A1	Biology teachers will meet with the Instructional Coach in order to acquire high yield strategies to utilize during instruction.	Sully, Stephanie	10/1/2015	The Instructional Coach will demonstrate 1 - 2 strategies at each meeting. The Biology teachers will work with the Instructional Coach to plan lessons incorporating the new strategies. The Biology teachers will demonstrate use of the strategies through their lesson planning, use in the classroom, student work, and follow up reflections in PLC meetings.	5/2/2016 quarterly
G1.B3.S1.A1	Communicate to parents and students regarding the potential placement in advanced coursework.	Nash, Curtis	10/1/2015	Data will be generated to determine which students meet the criteria for potential placement in advanced coursework. That list will be used to generate letters to parents and to set up meetings with students to discuss these opportunities.	5/31/2016 one-time
G1.B4.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.	Delfiacco, MaryBeth	10/1/2015		5/31/2016 monthly
G1.B3.S1.A2	Provide after school tutoring and Advanced Placement review sessions to support students.	Nash, Curtis	10/1/2015	Attendance logs will be maintained and compared to student progress in advanced courses.	5/31/2016 weekly
G1.B4.S1.A3	The MTSS Team will meet periodically to review the status of low socio-economic at-risk students.	McDonald, Juliene	10/1/2015	The MTSS Team will meet periodically to review the status of low socio-economic at-risk students.	5/31/2016 monthly
G1.MA1	Student progress monitoring data will be analyzed	Gaudreau, Mike	10/1/2015	Progress monitoring reports and other data, such as grades and attendance, will be analyzed to monitor whether students are improving.	5/2/2016 semiannually
G1.B4.S1.MA1	The administrative team will periodically examine the data for implementation and progress.	Delfiacco, MaryBeth	10/1/2015	Using EdInsight, the administrative team will look at at-risk and low socio-economic data looking for trends or progress.	5/31/2016 semiannually
G1.B4.S1.MA1	The administrative team will periodically examine the data for implementation and progress.	Delfiacco, MaryBeth	10/1/2015	Using EdInsight, the administrative team will look at at-risk and low socio-economic data looking for trends or progress.	5/31/2016 semiannually
G1.B3.S1.MA1	The administrative team and counselors will monitor the data for student progress.	Nash, Curtis	10/1/2015	Using data such as grades and attendance, the counselors and administrative team will look at the progress of students in advanced courses.	5/31/2016 quarterly
G1.B3.S1.MA1	The administrative team and counselors will monitor the data for student progress.	Nash, Curtis	10/1/2015	Using data such as grades and attendance, the counselors and administrative team will look at the progress of students in advanced courses.	5/31/2016 quarterly
G1.B1.S2.MA1	Teachers will reflect on their use of the high yield strategies and analyze student data	Wysong, Nicole	10/1/2015	The administrator will engage teachers in reflective dialogue to analyze the use and effectiveness of the strategies. Data will be incorporated in order support the results of the use of the high yield strategies. Progress	5/2/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				monitoring reports, nine weeks grades, and smaller assessments administered by the biology teachers will be analyzed to monitor whether students have acquired the concepts needed to meet the standards being taught and tested on the EOC.	
G1.B1.S2.MA1	The administrator will monitor instructional practices	Wysong, Nicole	10/1/2015	The administrator will monitor instructional practices, including the use of high yield strategies, during walkthroughs and Professional Learning Community (PLC) meetings. The administrator will engage teachers in reflective dialogue to analyze the use and effectiveness of the strategies. Data will be incorporated in order support the results of the use of the high yield strategies.	5/2/2016 monthly

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 Biology End of Course (EOC) Exam Proficiency Rate

G1.B1.S2 Incorporate high yield strategies into instruction

PD Opportunity 1

Biology teachers will meet with the Instructional Coach in order to acquire high yield strategies to utilize during instruction.

Facilitator

Stephanie Sully

Participants

Biology PLC and Biology support facilitators

Schedule

Quarterly, from 10/1/2015 to 5/2/2016

G1.B4 Student Economic Barriers

G1.B4.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 10/1/2015 to 5/31/2016

PD Opportunity 2

The MTSS Team will meet periodically to review the status of low socio-economic at-risk students.

Facilitator

Amanda Goe, Counselor

Participants

MTSS Team, Counselors, Administrators, School Social Worker

Schedule

Monthly, from 10/1/2015 to 5/31/2016

Budget						
Budget Data						
1	G1.B1.S2.A1	Biology teachers will meet with the Instructional Coach in order to acquire high yield strategies to utilize during instruction.				\$0.00
2	G1.B3.S1.A1	Communicate to parents and students regarding the potential placement in advanced coursework.				\$0.00
3	G1.B3.S1.A2	Provide after school tutoring and Advanced Placement review sessions to support students.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0491 - Lake Brantley High School	General Fund		\$0.00
			<i>Notes: Both school and district funds will be used when they become available.</i>			
4	G1.B4.S1.A1	We will examine data related to low socio-economic status of our at-risk students.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$0.00
			<i>Notes: 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.</i>			
5	G1.B4.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.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0491 - Lake Brantley High School	General Fund		\$0.00
			<i>Notes: 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</i>			

Budget Data						
				<i>communications. Money has been requested from SAC to support the summer Transition with science supplies and field trip transportation.</i>		
6	G1.B4.S1.A3	The MTSS Team will meet periodically to review the status of low socio-economic at-risk students.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0491 - Lake Brantley High School	General Fund		\$0.00
				<i>Notes: 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.</i>		
					Total:	\$0.00