

Seminole County Public Schools

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



www.scps.k12.fl.us

Lyman High School

School Improvement Plan 2019-2020

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 Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. 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.

School Information

Provide the school's mission statement

Empower the youth of today to innovate tomorrow.

Provide the school's vision statement

Lyman High School will focus on: 1. Inspiring learning in all students. 2. Developing a culture of pride, spirit and community through building relationships. 3. Fostering a safe, academically supportive and inclusive environment. 4. Creating a campus of innovation utilizing cross-curricular learning tasks. 5. Encouraging students to "Get Involved" in the plethora of extra-curricular activities that Lyman High School has to offer. 6. Participation in monthly "Paws Period" activities during school (8:52-9:26am) provide specified overviews/lessons for each class (freshman, sophomore, junior and senior) to obtain grade appropriate academic and social lessons coupled with interventions.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Michael J. Rice	Principal	Mike_Rice@scps.k12.fl.us	Principal of Lyman High School
Suzanne J. Skipper	Assistant Principal	Suzanne_Skipper@scps.k12.fl.us	Social Studies, World Languages, ROTC, SAC, Hound Academy, Curriculum Leaders, Summer School Coordinator, Transition Coordinator
Karen Nielsen	Assistant Principal	nielskz@scps.k12.fl.us	

			Master Schedule, Math, Performing Arts, Men of Excellence, PTSA, Student Services
Vanessa Moosavifazel	Assistant Principal	Vanessa_Moosavifazel@scps.k12.fl.us	Science, Engineering, CTE, Paws Period, Professional Development, SCPS Instructional Model, Accreditation
Amy Moore	Assistant Principal	Amy_Moore@scps.k12.fl.us	ELA, Reading and ESOL, Media Center, Testing, Student Activities (Leadership), Media Center, Graduation
Michael J. Showalter	Assistant Principal	showalmj@scps.k12.fl.us	ESE, PE, Discipline, Athletics, Tutoring, Alumni Relations, Future Leaders Program
Patricia Reyes-Rodriguez	School Administrative Manager	Patricia_Reyes@scps.k12.fl.us	Discipline, Hound Academy, Paraprofessionals, New Horizons, PBS, Title IX Coordinator, Hope Scholarship
Faith Cotter	School Administrative Manager	Faith_Cotter@scps.k12.fl.us	Discipline, Facilities, HERO System, Emergency Response, Transportation
Ryan Rogers	Director Student Services	Ryan_Rogers@scps.k12.fl.us	Director of Student Services, Registration, National Merit, C.O.R.E. Team
Brandon Joseph	Athletic Director	Brandon_Joseph@scps.k12.fl.us	Athletic coach supervision, Student assistants, Field Maintenance coordinator, Activities/Duties calendards, FHSAA Compliance, Business Partners

Supportive Environment

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

Teachers and administrators use multiple strategies to contact families, including but not limited to: (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access, (4) ensuring students show evidence of “owning their data” and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTSA Boards, (6) inviting families to attend PTSA/SAC meetings and participate in school related events which include becoming a dividend or volunteer, (7) using multiple genres of social networking; as well as, sending electronic/paper-based newsletters to families on a quarterly basis, (8) advertising events on copious social media methods, school marquees, and numerous other out-reach strategies developed by school staff and the Administration team. Grade reporting dates are posted on the website and parents can view their child's grade at any time, for any class, on Skyward Family Access. During Student Orientation and Open House, the Media Center is set up specifically to accommodate parents to sign up for Skyward access. They can also come to the Administrative office during school hours and a secretary will assist them in setting up their account. Administrators check grade books every two weeks to assure that grades are being entered into the system for parents to view. Teachers send frequent emails to parents, and make phone calls when students begin to show a lack of progress (not turning in homework, grade falling below a certain point, etc.). Parents are encouraged to participate in the following examples of potential events and/or groups: PTSA, SAC, FASFA Night, Open House, Advanced Placement Night, Athletic Events, Booster Club meetings, “Light Up Lyman”(8th grade Orientation), Dividends and mentors for school events. Parents receive information through several methods of communication including, but not limited to: Principal's Weekly Update, Skyward, Lyman's website, Social Media (Facebook, Instagram, Twitter), and the School Messenger call out system.

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

Lyman High School has implemented a data review session quarterly to assess and discuss students who are struggling in a variety of different areas on our campus. This cohort includes: bubble students, attendance/truancy, behaviorally/socially challenging students, Hound Academy and Men of Excellence students. This data review is designed to act as an early warning indication system for struggling "at risk" students. Administration, Student Services, and others meet each month to assess student data and make intervention decisions based upon these students. Lyman High School houses the New Horizons program which serves "at-risk" students with various potential life issues: such as substance abuse, depression, family problems, anger management, truancy, poor grades, and/or other school behavior problems. Students enrolled in the program will be assigned to groups that are scheduled on a rotating basis so students do not miss the same academic class more than once in a 6 to 9-week period of time. There may be times when individual appointments are necessary. The process of obtaining student assistance from this program has been streamlined and made very simple: Students can request to see the New Horizon's counselor at any time, or teachers can also refer students at any time by completing a form. Lyman's Assistant Principal, Suzanne Skipper, has identified At-Risk and Transition students and assists them to partner with a mentor. The adults are school personnel as well as community members. Peer mentors are volunteers comprised of Leadership, National Honor Society, athletics and other students. Lyman's Student Services Department ensures that all counselors are available every Tuesday. Students may obtain information regarding courses, testing, transcripts, and any other issue or concern that a student has regarding their progress at school. There is a counselor located outside of the Student Services building in the student courtyard every Tuesday to assist with questions or concerns.

Student Transition and Readiness

College and Career Readiness

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

Career planning begins at the end of 8th grade when there is vertical articulation between middle and high school guidance counselors. Each registration form is checked thoroughly to ensure that students are placed in appropriate courses and electives. Lyman guidance counselors visit our feeder middle schools prior to registration to highlight Lyman course offerings and extra-curricular activities. A video that features our students and the registration process is provided for each feeder middle school to show to all incoming 8th graders prior to registration. Students with high FSA and EOC scores are scheduled into Advanced Placement Human Geography so they can experience the rigor of a college course. All students course selections are populated based on their grades, FSA/EOC scores and AO tracking. Counselors also try to match the elective courses with students' interests such as marching band, art, culinary, etc. When students register for each new school year, all course selections are confirmed by the guidance counselor. Students are always encouraged to enroll in courses that will challenge their academic experience at Lyman High School in order to continually excel in Advanced Opportunities (Honors or Advanced Placement courses). They are also encouraged to remain in all levels of electives or careers they show an aptitude towards and may want to pursue after high school (i.e. automotive, carpentry, music, drama classes, etc.). This emphasis encourages career technical education opportunities and success for certificate completion. Students who are enrolled in Honors, Advanced Placement, and Dual Enrollment courses are given a rigorous curriculum that mirrors college courses. The high-level of instruction prepares students for the intense coursework they will experience in college and prepares them to be successful readers and writers. Articulation Cluster meetings occur twice per year to enhance collaboration, communication and data analysis with feeder middle schools to clarify data trends, facilitation of instruction and preparation for incoming freshmen. Discussions and action plans are formulated for the year based on prior data coupled with curriculum trends.

Identify the career and technical education programs available to students and industry or community organizations.

Lyman houses many Career and Technical Education (CTE) programs which offer Industry Certification: Automotive Program - Florida Automobile Dealers Association (FADA) Certified Technician and Auto Maintenance and Light Repair (G1) Building Trades Program - Home Builders Institute (PACT) Early Childhood Education - ServSafe testing. Students can also earn college credit by passing the Career Pathways test for early childhood related courses. Digital Design - Adobe InDesign, Photoshop, Premiere Pro Web Design - Adobe Dreamweaver, Flash, Premiere Pro, Photoshop TV Production - Adobe Certified Associate (Premiere Pro, Flash, After Effects) Marketing - Microsoft Office Suite, Photoshop Institute for Engineering: Revit, Inventor

High School Essential Instructional Priority #1 – Quality Instruction

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will achieve a Florida Standards Assessment (FSA) grade of “A” for the 2019-20 school year.

- A. Lessons aligned to Florida Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

**All data targets are reported as percentages with the exception of 5E data targets, which are reported as scale scores.*

ELA		
Indicators (Actual)	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	

Social Studies			
Indicators		Strategic Plan	Target
Achievement		B.1.1	
Achievement for sub group: Black		B.1.1	
Achievement for sub group: Hispanic		B.1.1	
Achievement for sub group: White		B.1.1	
Achievement for sub group: Mul		B.1.1	
Achievement for sub group: SWD		B.1.1	
Achievement for sub group: FRL		B.1.1	
Achievement for sub group: ELL		B.1.1	

Common Assessments			
Indicators	Grade Level/Subject	Strategic Plan	Target
ELA Common Assessment students scoring on grade level	Grade 9	B.2.4	
	Grade 10	B.2.4	
History Common Assessment students scoring on grade level	World History	B.2.4	
	US History	B.2.4	

High School Essential Instructional Priority #1 – Quality Instruction

Math		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	

Science		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	

Common Assessments			
Indicators	Grade Level/Subject	Strategic Plan	Target
Math Common Assessment students scoring on grade level	Algebra 1	B.2.4	
	Geometry	B.2.4	
	Algebra 2	B.2.4	
	Liberal Arts 1	B.2.4	
Science Common Assessment students scoring on grade level	Enviro Science	B.2.4	
	Biology	B.2.4	
	Chemistry	B.2.4	
	Physical Science	B.2.4	

5 Essentials		
Indicators	Strategic Plan	Target
5E_SM_Classroom Rigor	B.1.1	
5E Ambitious Instruction	B.1.1	
5E Collaborative Teachers	B.1.1	

High School Essential Instructional Priority #1 - Quality Instruction

Action Plan

Student owned progress monitoring

Strategy Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Reading Initiatives: Data Chart, Goal setting, Strand Analysis details ELA/Reading educators will continue with Lyman Data Analysis Charts for all ELA 1 and 2 and SOAR 9/10 students.	Amy Moore, Nancy Maisenholder	May 2020	Y	On-going/Mid-year/Conclusion of 2019-20	Common Assessments ELA/Social Studies FSA ELA data	Y
Progress monitoring: Common Exam goal setting, reflection and strand analysis instructional "deep dives" to focus on "one year's growth in one year's time" Educators will engage in data analysis in their PLCs to review instructional delivery, student engagement and innovative learning strategies.	Mike Rice, Suzanne Skipper, Amy Moore, Vanessa Moosavifazel, Karen Nielsen, Mick Showalter	May 2020	Y	On-going/Mid-year/Conclusion of 2019-20	Common Assessments ELA, Biology, Algebra I, World History and US History FSA ELA data	Y
Reading/Writing Initiatives: Data Chart, Goal setting, PSAT/SAT Skills analysis-- Social Studies Social Studies educators will develop folders with Lyman Data Analysis Charts for all AP Human Geography, World History and US History students.	Suzanne Skipper, Nancy Maisenholder	May 2020	Y	On-going/Mid-year/Conclusion of 2019-20	FSA ELA scores, Common Assessment scores-World History and US History, EOC US History	Y
Hound Academy data monitoring charts-- academic progress reports Continual conferencing and review of grades, behavior and social/emotional monitoring.	Suzanne Skipper, Patricia Reyes	May 2020	Y Sum Plannir with M	May 2020	Improvement of academics and behavior for the specified cohort as measured by EdInsight, Skyward and individual progress reports	Y

Low 30% Monitoring

Strategy Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Reading--Achieve 3000-ELA 1 and 2 via Achieve 3000 articles based upon a 75% proficiency completion Data folder and Achieve reports utilized, Data conferencing with all students, Competitions between SOAR classes, Articulation with ELA educators	Amy Moore, Nancy Maisenholder	May 2020	Y	On	Baseline, Mid-year, End of Year	Y
ELA-Reading--Inclusion of more specific non-fiction articles correlated to the ELA Literacy framework Common annotation/text coding for ELA/Reading courses	Amy Moore, Nancy Maisenholder	On-going, Mid-Year, End of Year	Y	Baseline, Mid-year, End of Year	Common Assessments, EOC and FSA ELA	Y
Bubble student lists--all teachers A list of Bubble students will be provided to all teachers and will be monitored by all Administration to ensure that support and remediation are provided to advocate for "one year's growth in one year's time".	Administration team	On-going, Mid-year, End of Year	Y	Baseline, On-going, Mid-year, End of Year	Academic reporting, Common Assessments, FSA, EOCs	Y
Inclusion of more specific non-fiction articles correlated to AP Human Geography, World History and US History course framework Common annotation/text coding for Social Studies courses--Improvement of Common Assessment exam scores.	Suzanne Skipper, Nancy Maisenholder	On-going, Mid-year, End of Year	Y	Baseline, On-going, Mid-year, End of Year	AP Human Geography exams, Common Assessments, EOC US History	Y

Biology I Data folder, data conferencing with all students, remediation based on progress monitoring data	Vanessa Moosavifazel	May 2020	N	On-going	Improvement of the Common Assessments and EOC Biology	Y
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Algebra I Data folder, data conferencing with all students, remediation based on progress monitoring data	Karen Nielsen	May 2020	N	On-going	Improvement of the Common Assessments and FSA Algebra I assessment	Y
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High Level 1 / High Level 2 Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Campus-wide monitoring of "Bubble student" lists with an emphasis of "one year's growth in one year's time". Educators will review EdInsight and clarify in their PLCs data monitoring of students with risk scores and prior academic/attendance issues.	Administratio team	May 2020	Y	Ongoing, Mid-Year, End of Year, Summer PLC Planning	Improvement in academics, truancy, behavioral expectations and reduction of discipline referrals	Y
D/F Communication monitoring-- campus wide Students who have 1,2 or 3 D/F grades will be contacted by the teacher Students who have 4 or 5 D/F grades will be contacted by the Guidance Counselor Students who have 6 or 7 D/F grades will be contacted by an Administrator	Administration Team, Counselors and Educators	May 2020	N	Ongoing, Mid-year, End of the Year	Improvement in academic success and grades	Y
Data folders for Reading (SOAR classes), ELA and Social Studies--AP Human Geography, World Language and US History classes. Educators will review and conference with students regarding progress on common assessments and proficiency evidence from Achieve/ Reading Plus.	Amy Moore	May 2020	N	Ongoing	Increase in overall proficiency scores- Achieve 3000 and Common Assessment data	Y
Algebra I monitoring and common assessment review Remediation, differentiated instructional focus based on both summative and formative assessments	Karen Nielsen	May 2020	Y	Ongoing, Mid-Year and Conclusion of 2019-20	Improvement of assessment scores, grades and continual foundational learning	Y

Biology monitoring and remediation/differentiated instructional focus based on both summative/formative assessments Continual review of both summative and formative common assessment progress	Vanessa Moosavifazel	May 2020	Y	Ongoing, Mid-year and Conclusion of 2019-20	Improvement of assessment scores and EOC Biology exam scores	Y
CAR monitoring of students via Achieve 3000 articles based upon a 75% proficiency completion. Data folders and continual reports reviewed from both Achieve 3000.	Amy Moore	May 2020	Y	Ongoing, Mid-Year and Conclusion of 2019-20	Improvement of ELA common assessments and FSA ELA assessment scores	Y
World and US History monitoring and providing remediation/differentiated instructional focus based on both summative/formative assessments	Suzanne Skipper	May 2020	Y	Ongoing, Mid-year and Conclusion of 2019-20	Improvement of Social Studies common assessments and EOC US History assessment scores	Y

Low Level 3 Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Achieve 3000-ELA 1 and 2 via Achieve 3000 articles based upon 75% proficiency completion Review of data folders, educator conferencing, Instructional Coach conferencing	Amy Moore, Nancy Maisenholder, Kristin Thole	May 2020	Y	Ongoing, Mid-Year and Conclusion of 2019-20	Improvement of ELA Common Assessments, FSA ELA scores and overall literacy development to reduce regression	Y
Inclusion of more specific non-fiction articles correlated to Social Studies curriculum--World History and US History Incorporation of non-fiction articles that correlate directly to the instructional framework monitored via their common assessments improvement.	Suzanne Skipper	May 2020	Y	Ongoing, Mid-Year and Conclusion of 2019-20	Improvement of common assessments, EOC US History assessment scores	Y
Continual enhancement of annotation/text coding for ELA/Reading and Social Studies classes Specific practices to instruct students regarding close reading and analysis of non-fiction articles to improvement integration of knowledge.	Amy Moore, Suzanne Skipper	May 2020	Y	Ongoing, Mid-Year and Conclusion of 2019-20	Improvement of common assessments, FSA ELA and EOC US History assessment scores	N/A
Algebra I and Geometry data monitoring and common progress monitor assessments. Review of data folders, conferencing with students regarding Mid-term and Post tests to improve common assessments.	Karen Nielsen	May 2020	Y	Ongoing, Mid-Year and Conclusion of 2019-20	Improvement of common assessments, EOC Algebra and Geometry assessment scores	Y

Biology common progress monitor assessments Review of data folders, conferencing with students regarding Mid-term and Post tests. Data Summits are ongoing	Vanessa Moosavifazel	May 2020	Y	On-going, Mid-Year and End of the Year	Data to support EOC Biology proficiency	Y
Remediation Algebra I Specific students will meet with a designated educator to obtain remediation skills and improve foundation skills for Algebra I in order to provide support/knowledge.	Karen Nielsen, Angela Templeton	May 2020	N	N/A	N/A	N/A

Optional Strategies

Topic/Strategy	Strategy/Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place? (Frequency of action?)	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed (Y or N/A)
Hound Academy	Students are selected for the Hound Academy-all students will be placed with five specific educators who will monitor behavior, academics and social/emotional growth (restorative practices). The students will receive specific adult mentors and continually have academic monitoring from the team of teachers who will collaborate weekly regarding progress.	Suzanne Skipper, Patricia Reyes	May 2020	Y	On-going	Data monitoring, Weekly meetings, Updates for parents, progress monitoring	Y
Topic/Strategy	Strategy/Action Item 2	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place? (Frequency of action?)	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed (Y or N/A)
Men of Excellence	Students are selected for the Men of Excellence program--all students attend a Men of Excellence class and are assigned with educators, mentors and support to monitor behavior, academics and social/emotional growth (restorative practices). Female "at risk" students are also selected to participate in on-going mentoring and support with Ms. Reyes.	Karen Nielsen, Patricia Reyes	May 2020	N	On-going	Data monitoring, Weekly meetings, progress monitoring	N/A

High School Essential Instructional Priority #2 – Conditions for Learning

Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
- B. Development of a student centered culture
- C. Continued focus on campus safety and building a culture of respect
- D. Sharing collective responsibility for the success of all students in the school

**All 5E data targets are reported as scale scores, other data targets are reported as percentages.*

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	
5E_SE_Safety	D.1	
5E_SE_Academic Personalism	D.3	

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	
5E_CT_Collective Responsibility	B.1.1	
Students with 10+ Absences	D.2	

High School Essential Instructional Priority #2 - Conditions for Learning

Action Plan

Attendance Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
HERO K-12 to include PBS initiatives Data will be reviewed-HERO reports Data will be reviewed EdInsight- truancy, "At Risk" scores, Discipline reports	Faith Cotter, Patricia Reyes	May 2020	N	Ongoing, Mid-Year and Conclusion of 2019-20	Reduction of discipline referrals, truancy issues	Y
Credit Denial-Saturday School	Karen Nielsen	May 2020	N	On-going, Mid-Year and Conclusion of 2019-20	Skyward Attendance reports, reduction of unexcused absences, improvement of academics	Y
Teacher Attendance Bonus Celebrations/incentives for perfect attendance quarterly	Mike Rice	May 2020	N	On-going	Frontline reports monitor absences	N

Communication with Students on Campus Safety

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Review of Campus procedures-Code Red/Fire Alarm Regularly scheduled drills, TV informational video provided on TV announcements, policies and expectations are posted in all classrooms combined HARD CORNER signage.	Mick Showalter	May 2020	N	On-going--10 drills per year	Successful exit/entrance and Debrief meetings with City of Longwood police, Administrative team	N

9th/10th Orientation sessions All ninth/tenth grade students have an informational meeting in September that highlights safety, bullying and drug/alcohol/vaping awareness	Mick Showalter, Patricia Reyes, Faith Cotter	October 2019	N	by October 2019	Decrease in discipline issues/awareness of resources	Y
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"Minute Rice" tv announcements Principal Rice provides messages to all students regarding safety/security reminders to clarify emergency procedures and suggestions for safety initiatives.	Mike Rice	May 2020	N	On-going	Knowledge and awareness	Y
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Additional Strategies

Topic/ Strategy	Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Professional Development focused on providing a safe and academically inclusive learning environment specifically targeted on building a culture of community which is aligned to the school vision-"Inspire Learning".	Personnel will participate in various professional development activities throughout the year to review the purpose of community culture for the success of all students in order to inspire learning.	Administrative team	May 2020	Y	On-going	Improvement in school-based culture and student engagement	Y

High School Essential Instructional Priority #3 – Skills for Future Ready Graduates

Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21st century by offering rigorous learning environments.

- A. Schools will provided advanced academic courses and academic support to Advanced Opportunities students.
- B. All students will have access to courses through Advanced Placement, International Baccalaureate, dual enrollment and industry certification that can lead to post-secondary credit.
- C. High Schools will prepare and support all students to graduate with their age-appropriate cohort.

SCPS high schools review feedback reports on graduation rate, acceleration and post-secondary success per s. 1008.37(4), F.S.

**All data targets are reported as percentages.*

Indicators	Strategic Plan	Target
College and Career Success	B.1.1	
College and Career Success: Black	B.1.1	
College and Career Success: Hispanic	B.1.1	
College and Career Success: White	B.1.1	
College and Career Success: Mul	B.1.1	
College and Career Success: SWD	B.1.1	
College and Career Success: FRL	B.1.1	
College and Career Success: ELL	B.1.1	
AO students enrolled in advanced courses: Black	B.2.7	
AO students in advanced courses earning a grade of C or higher: Black	B.2.7	
AO students enrolled in advanced courses: Hispanic	B.2.7	
AO students in advanced courses earning a grade of C or higher: Hispanic	B.2.7	
AO students enrolled in advanced courses: FRL	B.2.7	
AO students in advanced courses earning a grade of C or higher: Hispanic	B.2.7	

Indicators	Strategic Plan	Target
Graduation Rates	A.2	
Graduation Rates: Black	A.2	
Graduation Rates: Hispanic	A.2	
Graduation Rates: White	A.2	
Graduation Rates: Mul	A.2	
Graduation Rates: SWD	A.2	
Graduation Rates: FRL	A.2	
Graduation Rates: ELL	A.2	
5E – School Wide Future Orientation	A.2	
5E – Expectations for Postsecondary Education	A.2	

High School Instructional Priority #3 - Skills for Future Ready Graduates

Action Plan

AO Support and Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
AO Support and Monitoring Identify and label all Accelerated Opportunity students Scheduling of all AO students in an AO option: i.e. Honors or AP Honors/AP supports for tutoring, mentoring and resources	Faith Cotter, Patricia Reyes	May 2020	N	Ongoing, Mid-Year and Conclusion of 2019-20	Reduction of discipline referrals, truancy issues	Y
Scheduling methodology/plan to increase enrollment into AO courses All students are pre-populated into AO courses prior to registration	Karen Nielsen, Ryan Rogers	February 2020	N	Mid-year	Increase in AO enrollment	Y
Continual tutoring/teacher resources-- Collegeboard, KHAN Academy and Collegeboard Student Resource portal. All AP Educators will provide the direct instruction for the Collegeboard Student Resource portal and assist students with tracking their progress.	Suzanne Skipper	May 2020	N	On-going	Review of Collegeboard reports	Y

Additional Strategies

Name/Topic of Strategy	Strategy/Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place? (Frequency of action?)	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed (Y or N/A)
Through PD, school staff will become familiar with qualities of a future ready graduate and will integrate these qualities into daily instruction.	Professional development and collaboration initiatives	Administration	May 2020	Y	On-going	Continual review of data and enrollment of AO students	Y

Essential Instructional Priorities

Best Practices for Inclusive Education (BPIE)

- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes

The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low-and high incidence disabilities, across all grades,in general education and natural contexts.	Partially Beginning
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The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the BPIE.	Partially Almost
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School administrators advocate for all SWDs to have the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.	Partially Almost
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Action Plan

Indicator 1

The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low-and high incidence disabilities, across all grades,in general education and natural contexts.

Strategy/ Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Data chats are conducted with students to create strong accountability and high expectations Monitoring	Mick Showalter and Case Managers	May 2020	N	May 2020	The new model of SF is in progress	Y
ESE Principal to meet with Case Managers to review their students' progress relevant to IEP goals.	Mick Showalter	May 2020	N	Ongoing--weekly	Data charts and meeting agendas-- Wednesday meetings weekly	Y

Indicator 2

The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the BPIE.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
ESE Principal to meet with Case Managers to review their students' progress relevant to IEP goals.	Mick Showalter	May 2020	N	On-going-weekly	Data charts and meeting agendas-- Wednesday meetings weekly	Y
LHS will schedule students in appropriate classes and will closely monitor the growth and learning of each student.	Mick Showalter and Student Services team	May 2020	N	Weekly and Quarterly	Monitoring Logs	Y

Indicator 3

School administrators advocate for all SWDs to have the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Course choices are inclusive in all content areas Support Facilitation available Learning Strategies class available Monitoring of students by case managers per their IEP	Mick Showalter	May 2020	N	On-going	Detailed progress monitors and weekly agendas	Y

Professional Development Plan

PD Activity	SIP Priority #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants	# Anticipated Participants	Position(s) Responsible
Achieve 3000/Reading Plus Training	Quality Instruction	August, November, January	Data proficiency	Reading/ELA PLC	10	Amy Moore
Writing Enhancement Training-Social Studies	Quality Instruction	September 2019, February 2020	Literacy, Focused development for DBQ and FRQ	World History and US History PLC	10	Suzanne Skipper
Common Exam Data Summit(s)	Quality Instruction	October, January, March	Literacy, Data Analysis, Student-owned data	Algebra I, ELA, Biology, Geometr, World and US History	25	Assistant Principals
Math Literacy	Quality Instruction	September, Janu	Problem-solve and approach challenging tasks	PLC	15	Vanessa Moosavifazel
Collaborative Classroom Environment	Quality Instruction	September, January	Collaboration and communication skills for college/career ready students.	PLC	15	Vanessa Moosavifazel
Incorporating Literacy in the Classroom	Quality Instruction	October	Student Engagement, Cross-Curricular	PLC	15	Vanessa Moosavifazel
Student Ownership	Conditions for Learning	October, April	Quality Instruction, Future Ready Graduates	PLC	15	Vanessa Moosavifazel