

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

Lake Brantley High School

School Improvement Plan 2020-2021

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

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.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Brian Blasewitz	Principal	brian_blasewitz@scps.k12.fl.us	Oversees all functions of running and leading a comprehensive high school
Colleen Windt	Assistant Principal	colleen_windt@scps.k12.fl.us	ELA, Reading, World Language, ESOL, PD, SIP, advanced opportunities, and transition
Dan Cowgill	Assistant Principal	daniel_cowgill@scps.k12.fl.us	Master schedule, social studies, AP, clerical
Jose Sanchez	Assistant Principal	jose_sanchez@scps.k12.fl.us	Science, CTE, and facilities
Jeralee McIntyre	Assistant Principal	jeralee_mcintyre@scps.k12.fl.us	ESE, Fine Arts, PE and guidance
Ashley Swander	Assistant Principal	ashley_swander@scps.k12.fl.us	Math, RISE, Performing Arts and graduation
Brian Shafer	School Administrative Manager	brian_shafer@scps.k12.fl.us	Discipline, custodians, and facilities
Patricia Reyes	School Administrative Manager	patricia_reyes@scps.k12.fl.us	Discipline, parking and activities
Darlene Gariepy	Dean of Students	darlene_gariepy@scps.k12.fl.us	Discipline, Testing, HERO

Supportive Environment

Describe how the school involved parents and the community in developing this plan.

Lake Brantley High School will meet with our PTSA and SAC committee to develop a plan to produce and maintain a supportive environment. We will share our 5 Essentials and Snapshot survey results with both committees at our initial meeting and ask for feedback and support in creating and finalizing this plan.

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, 9th grade ice cream social, 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 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. Our Peering counseling and New Horizons programs also work with the transition students weekly to ensure success and support. 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. The administration team mentors seniors who are at risk for graduation. The administration team meets with mentees after progress reports and report cards in order to discuss both academic and social emotional needs. ESOL students are also tracked with administrations and Mrs. Daianna Pagan, the ESOL compliance specialist.

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.

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 College and Career Expo Night to highlight careers and not just programs of study. 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.

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

Lake Brantley High School offers Cosmetology, Early Childcare Education, Construction, Drafting, Web Design, Interior Design, TV Production, Journalism, 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, Photoshop, and Microsoft. 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.

High School Essential Instructional Priorities

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

- 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	95
Achievement for sub group: Black	B.1.1	95
Achievement for sub group: Hispanic	B.1.1	95
Achievement for sub group: White	B.1.1	95
Achievement for sub group: Mul	B.1.1	95
Achievement for sub group: SWD	B.1.1	95
Achievement for sub group: FRL	B.1.1	95
Achievement for sub group: ELL	B.1.1	95
Learning Gains	B.1.1	95
Learning Gains of the Low 25%	B.1.1	95
Learning Gains for High 1 levels	B.1.1	95
Learning Gains for High 2 levels	B.1.1	95
Learning Gains for Low 3 levels	B.1.1	95
Learning Gains for sub group: Black	B.1.1	95
Learning Gains for sub group: Hispanic	B.1.1	95
Learning Gains for sub group: White	B.1.1	95
Learning Gains for sub group: Mul	B.1.1	95
Learning Gains for sub group: SWD	B.1.1	95
Learning Gains for sub group: FRL	B.1.1	95
Learning Gains for sub group: ELL	B.1.1	95

Social Studies			
Indicators		Strategic Plan	Target
Achievement		B.1.1	95
Achievement for sub group: Black		B.1.1	95
Achievement for sub group: Hispanic		B.1.1	95
Achievement for sub group: White		B.1.1	95
Achievement for sub group: Mul		B.1.1	95
Achievement for sub group: SWD		B.1.1	95
Achievement for sub group: FRL		B.1.1	95
Achievement for sub group: ELL		B.1.1	95

Common Assessments			
Indicators	Grade Level/Subject	Strategic Plan	Target
ELA Common Assessment students scoring on grade level	Grade 9	B.2.4	95
	Grade 10	B.2.4	95
History Common Assessment students scoring on grade level	World History	B.2.4	95
	US History	B.2.4	95

High School Essential Instructional Priority 1 – Quality Instruction

Math		
Indicators	Strategic Plan	Target
Achievement	B.1.1	95
Achievement for sub group: Black	B.1.1	95
Achievement for sub group: Hispanic	B.1.1	95
Achievement for sub group: White	B.1.1	95
Achievement for sub group: Mul	B.1.1	95
Achievement for sub group: SWD	B.1.1	95
Achievement for sub group: FRL	B.1.1	95
Achievement for sub group: ELL	B.1.1	95
Learning Gains	B.1.1	95
Learning Gains of the Low 25%	B.1.1	95
Learning Gains for High 1 levels	B.1.1	95
Learning Gains for High 2 levels	B.1.1	95
Learning Gains for Low 3 levels	B.1.1	95
Learning Gains for sub group: Black	B.1.1	95
Learning Gains for sub group: Hispanic	B.1.1	95
Learning Gains for sub group: White	B.1.1	95
Learning Gains for sub group: Mul	B.1.1	95
Learning Gains for sub group: SWD	B.1.1	95
Learning Gains for sub group: FRL	B.1.1	95
Learning Gains for sub group: ELL	B.1.1	95

Science		
Indicators	Strategic Plan	Target
Achievement	B.1.1	95
Achievement for sub group: Black	B.1.1	95
Achievement for sub group: Hispanic	B.1.1	95
Achievement for sub group: White	B.1.1	95
Achievement for sub group: Mul	B.1.1	95
Achievement for sub group: SWD	B.1.1	95
Achievement for sub group: FRL	B.1.1	95
Achievement for sub group: ELL	B.1.1	95

Common Assessments			
Indicators	Grade Level/Subject	Strategic Plan	Target
Math Common Assessment students scoring on grade level	Algebra 1	B.2.4	95
	Geometry	B.2.4	95
Science Common Assessment students scoring on grade level	Environmental Science	B.2.4	95
	Biology	B.2.4	95

5 Essentials		
Indicators	Strategic Plan	Target
5E_SM_Classroom Rigor	B.1.1	70
5E Ambitious Instruction	B.1.1	70
5E Collaborative Teachers	B.1.1	70

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
Work to improve 9th/10th grade ELA/Reading through weekly data chats with student data. Analysis of individual progress to provide students with enrichment and remediation as necessary to increase their level of achievement.	All 9th and 10th ELA/ Reading Teachers Colleen Windt, Robyn Wolfe (instructional coach), Melissa Roy (District coach)	On-going	Y	Weekly	Common 9A data, weekly Achieve data, mid and end of the year FSA scores and data analysis through Edinsight	Y
Improve scores in Algebra I/Liberal Arts I - Khan Progress monitoring utilizing data sheets for each student to have weekly data chats to check individual progress and provide students with the extra support and guidance needed	Ashley Swander, Algebra I & Liberal Arts I teachers	On-going	Y	Bi-monthly	Mid year and end of year Algebra I EOC exam scores Item Analysis by Standard through Edinsight.	Y

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
Progress monitoring of 11th and 12th grade ELA/SOAR to improve FSA retake scores and SAT/ACT scores utilizing Khan Academy	Tracy Fitzgerald, Robyn Wolfe (instructional coach), Colleen Windt, 11th and 12th grade PLC teams	On-going	Y	Progress monitoring on a monthly basis and discussed during PLC meetings	Common 9 weeks assessments, SAT, ACT, and 10th grade FSA	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
<p>Monitoring of lowest 30% Data folders created for all students through ELA/Reading and Algebra I/Liberal Arts I. Teachers will meet on a weekly basis through their common PLCs to compile and analyze data and develop action plans for next steps to improve student achievement. Special focus on ELA 9/10 standards, Intensive Reading and Math standards Pull lowest 30% students from elective classes to tutor them in Math and Reading on a weekly basis Tutoring will also happen during Saturday school with one Math, one English teacher and one Administrator for all students needing help in those subject areas</p>	<p>Administrative team, curriculum leaders, and instructional coaches (school-based and district) and math tutor</p>	<p>On-going</p>	<p>Y</p>	<p>1st quarter and bi-monthly thereafter</p>	<p>Twice every quarter, the report will be run through EdInsight to identify the student who fall into the lowest 30%. From there, the students will be identified and monitored through our monthly meetings with admin and student services in order to provide further support for the students. Allotted time for guided study and implementation of tutoring will also be used to provide additional support for the students Write Score Reading and Writing- Grades 9&10 ELA Reading Plus- 9th & 10th grade Intensive Reading Block ACHIEVE Goal Tracker - 9th & 10th grade ELA/Reading SAT/KHAN - 11th & 12th grade ELA EdInsight Data-ALL</p>	<p>Y</p>

High Level 1 / 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
<p>High Level 1 monitoring – monthly Identify student's scale score and develop a targeted goal to move them into the next level of achievement to show learning gains. Monitor through ACHIEVE, Reading Plus (for our disfluent students below a 660 lexile) and Khan to chart their progress</p> <p>Tutoring will also happen during Saturday school with one Math, one English teacher and one Administrator for all students needing help in those subject areas</p>	<p>Administrative team, curriculum leaders, and instructional coaches (school-based and district) and teachers</p>	<p>Bi-Monthly</p>	<p>Y</p>	<p>1st quarter and bi-monthly thereafter</p>	<p>Khan Academy, Edinsight, Common Assessments - Algebra1/Liberal Arts I/Geometry Write Score Reading and Writing- Grades 9&10 ELA Reading Plus- 9th & 10th grade Intensive Reading Block ACHIEVE Goal Tracker - 9th & 10th grade ELA/Reading SAT/KHAN - 11th & 12th grade ELA EdInsight Data-ALL</p>	<p>ESSA Finding Addressed</p>

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
<p>High Level 2 monitoring – monthly Identify student's scale score and develop a targeted goal to move them into the next level of achievement to show learning gains. Monitor through ACHIEVE, and Khan to chart their progress Tutoring will also happen during Saturday school with one Math, one English teacher and one Administrator for all students needing help in those subject areas</p>	<p>Administrative team, curriculum leaders, and instructional coaches (school-based and district) and teachers</p>	<p>On-going</p>	<p>Y</p>	<p>1st quarter and bi-monthly thereafter</p>	<p>Khan Academy, Edinsight, Common Assessments - Algebra1/Liberal Arts I/Geometry Write Score Reading and Writing- Grades 9&10 ELA ACHIEVE Goal Tracker - 9th & 10th grade ELA/Reading SAT/KHAN - 11th & 12th grade ELA EdInsight Data-ALL</p>	<p>Y</p>

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
<p>Low Level 3 monitoring – monthly Identify student's scale score and develop a targeted goal to move them into the next level of achievement to show learning gains. Monitor through ACHIEVE, and Khan to chart their progress Tutoring will also happen during Saturday school with one Math, one English teacher and one Administrator for all students needing help in those subject areas</p>	<p>Administrative team, curriculum leaders, and instructional coaches (school-based and district) and teachers</p>	<p>On-going</p>	<p>Y</p>	<p>1st quarter and bimonthly thereafter</p>	<p>Khan Academy, Edinsight, Common Assessments - Algebra1/Liberal Arts I/Geometry Write Score Reading and Writing- Grades 9&10 ELA ACHIEVE Goal Tracker - 9th & 10th grade ELA/Reading SAT/KHAN - 11th & 12th grade ELA EdInsight Data-ALL</p>	<p>Y</p>

High School Essential Instructional Priorities

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, SCPS Safety data targets are out of 10, and other data targets are reported as percentages.*

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	70
SCPS Safety	D.1	10
5E_SE_Academic Personalism	D.3	70

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	70
5E_CT_Collective Responsibility	B.1.1	70
Students with 10+ Absences	D.2	25

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
Attendance Monitoring Monitoring of seniors – RISE/ESOL/At-Risk	Dan Cowgill Admin and Guidance	Weekly	N	Monthly progress monitoring at admin meetings Twice each 9 weeks and then updates at admin meetings	5, 10 and 15 day letters home, meet with social worker, referral to MTSS Increase in number of ESOL students graduating and maintain number of RISE students graduating.	Y

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
Communication with students on campus safety Weekly public service announcements through Patriot TV RAVE Panic Button Code Red Drills	Mr. Brian Blasewitz, Jose Sanchez, Brian Shafer, SROs and administration	Beginning of school and on-going	Y	Safety updates provided a weekly admin meetings Information sent to faculty on monthly basis Monthly Quarterly	Faculty Sign-in sheets Speak Out Posters Displayed "See something, Say something, Do something" P3 Campus App Increase percentage of RAVE panic button Observation by Admin	Y

Safety Survey

Name/Topic of Strategy	Strategy/ Action	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
Mental Health	Mental Health Trainings	Colleen Windt	quarterly	Y	throughout each quarter	sign in sheet	Y
RAVE application	RAVE sign up app and training	Brian Shafer	9/30/20	Y	daily - individual basis	Application user list	Y

High School Essential Instructional Priorities

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 provide 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	Indicators	Strategic Plan	Target
College and Career Success	B.1.1	95	Graduation Rates	A.2	95
College and Career Success: Black	B.1.1	95	Graduation Rates: Black	A.2	95
College and Career Success: Hispanic	B.1.1	95	Graduation Rates: Hispanic	A.2	95
College and Career Success: White	B.1.1	95	Graduation Rates: White	A.2	95
College and Career Success: Mul	B.1.1	95	Graduation Rates: Mul	A.2	95
College and Career Success: SWD	B.1.1	95	Graduation Rates: SWD	A.2	95
College and Career Success: FRL	B.1.1	95	Graduation Rates: FRL	A.2	95
College and Career Success: ELL	B.1.1	95	Graduation Rates: ELL	A.2	95
AO students enrolled in advanced courses: Black	B.2.7	95	5E – School Wide Future Orientation	A.2	70
AO students enrolled in advanced courses earning a grade of C or higher: Black	B.2.7	95	5E – Expectations for Postsecondary Education	A.2	70
AO students enrolled in advanced courses: Hispanic	B.2.7	95			
AO students enrolled in advanced courses earning a grade of C or higher: Hispanic	B.2.7	95			
AO students enrolled in advanced courses: FRL	B.2.7	95			
AO students enrolled in advanced courses earning a grade of C or higher: FRL	B.2.7	95			
AO students enrolled in advanced courses earning a grade of C or higher: FRL	B.2.7	95			

College Board Assessments (SAT/PSAT)			
Indicators	Grade Level	Strategic Plan	Target
EBRW	Grade 9	B.2.5	95
	Grade 10	B.2.5	95
	Grade 11	B.2.5	95
	Grade 12	B.2.5	95

College Board Assessments (SAT/PSAT)			
Indicators	Grade Level	Strategic Plan	Target
Math	Grade 9	B.2.5	95
	Grade 10	B.2.5	95
	Grade 11	B.2.5	95
	Grade 12	B.2.5	95

High School Essential 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 *Students have been tagged in skyward for AO, scheduled in advanced classes and being monitored on a monthly basis. *Vertical Articulation with Teague Middle Schools to recruit students. *Professional Development with faculty to learn more about advanced opportunities	Colleen Windt Administrative team Student Services	On-going	Y	Beginning of the school year, each quarter and end of the year	Every quarter, the Leadership team will review data on the SCPS Dashboard with specific focus on student performance in Advanced Opportunity courses. Attend 8th grade orientation at Teague Middle Schools to promote AO students	Y

College Board 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
PSAT/SAT Summer workshop	Tracy Fitzgerald	August 2020	N	one time	Attendance sign in sheet	N
PSAT/SAT tutoring	Stephanie Sully, Katie Tomlinson, 11th grade ELA team	August 2020 - May 2021	N	Weekly basis	Completion of student work and improved test scores	N
PSAT/SAT coursework	Stephanie Sully, Katie Tomlinson, Tracy Fitzgerald, 11th grade ELA team	August 2020 - May 2021	N	Weekly basis - Wednesdays	Students completion, teacher monitor of work, improved test scores	N

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

School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Partially Almost
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Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWDs in their classes.	Partially Almost
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All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms and natural contexts.	Partially Almost
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Action Plan

Indicator 1

School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.

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
School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Administrative team	On-going	Y	Start of school and monthly throughout the school year.	Administrators provide all school personnel with ongoing information and resources on person first language. Administrators provide guidelines on the use of person first language in all written, electronic and verbal communication. Administrators provide strategies to eliminate the use of disability-related labels in all written, electronic and verbal communication (e.g., referring to students by name rather than any label). School documents (e.g. improvement plan, newsletters), family resources, guidelines, written and electronic communication (e.g., staff roster, staff handbook, school website) and job interview questions reflect the use of person first language.	Y

Indicator 2

Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWDs in their classes.

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
<p>Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWDs in their classes. A music teacher has several SWDs in his classes. A special education teacher is available to observe students during class and discuss accommodations, modifications or other appropriate supports for these students. The physical therapist provides consultation to the physical education (P.E.) coach related to adaptive equipment for students who need mobility supports. The occupational therapist provides guidance to the business education teacher on the use of assistive devices, such as adaptive keyboards, for a student with fine motor support needs. ESE teachers and support services personnel solicit feedback from specials, electives or CTE teachers to determine the effectiveness of instructional accommodations or modifications. The ESE teachers provide monthly updates with specific student information, instructional strategies and/or useful articles to teachers. The LATS team provides</p>	<p>Jeralee McIntyre, Case managers, ESE teachers</p>	<p>On-going</p>	<p>N</p>	<p>Starting at the beginning of school and every month</p>	<p>The case managers work closely with teachers to ensure appropriate services are provided. They will observe in class, respond with suggestions and contact outside support such as PT, BIT and other resources if needed. Use of instructional Coach support is also available. Transition classes are provided with mentoring. Transition classes are provided with mentoring and follow up with teachers when needed. Focus should be on vo-tech training in the future.</p>	<p>Y</p>

Indicator 3

All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms and natural contexts.

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
<p>All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms and natural contexts. Paraprofessionals receive ongoing training on topics relative to their work responsibilities (e.g., the nature of specific disabilities and impact on learning; providing communication, physical, social and academic supports; health, safety and hygiene needs; and confidentiality). Outside resources, such as FIN, FDLRS, and CARD, are procured for the provision of training to paraprofessionals. The roles and responsibilities of paraprofessionals are clearly outlined and communicated by administrators and teachers. The principal ensures dedicated time for paraprofessionals to consult with teachers and be involved in student IEP meetings. Teachers and paraprofessionals discuss strategies and methods to provide individual supports to SWDs in general education classrooms and natural contexts. Administrators and teachers monitor the activities of paraprofessionals to evaluate the effectiveness of supports provided to SWDs. Paraprofessionals can clearly articulate the learning, communication and behavioral support needs of the SWDs they serve.</p>	<p>Jeralee McIntyre</p>	<p>On-going</p>	<p>N</p>	<p>Beginning of the school and throughout each quarter</p>	<p>Professional development logs, pre- and post-assessments, checklists, paraprofessional interviews, job descriptions, paraprofessional schedules</p>	<p>Y</p>

Professional Development Plan

PD Activity	SIP Priority #	Date or Schedule	How Will PD Activity Improve Instruction and Use of Assessment Data?	PD Participants	# Anticipated Participants	Position(s) Responsible
Achieve PD ACHIEVE Training	N/A	August 2nd 2019	9th/10th Grade FSA Scores	9th/10th Grade FSA Scores	15	ACHIEVE Rep, Instructional Coach, Assistant Principal
School Safety Trainings	N/A	TBD	School Safety	All teachers and staff members	200	Administration and SROS
Blended Learning PD - ELA/Reading and Math	N/A	Late August	Student Engagement and Technology	9th and 10th grade PLC, Algebra, Geometry, and LA I	24	Colleen Windt, Ashley Swander, Robyn Wolfe
ESE and Support Facilitator Training	N/A	August 7th, 2019	ESE	ESE and Gen Ed teachers	25	Jeralee McIntyre
Khan Academy/SAT Prep Training	N/A	Late August	FSA Reading Scores, SAT and ACT	11th/12th grade teachers	7	Tracy Fitzgerald

Tech Tuesdays	N/A	2 times a month	Technology Integration	All teachers	150	Admin, Teachers, TOAs, Instructional Coach
Two Hour District PD	N/A	1-2 each semester	Topics determined by the district	All teachers	150	Administration
Advanced Placement PLC Meetings	N/A	8/28/19 and 10/30/19	Topics determined by the AP PLC through the district	AP teachers in the district	30	District
ESOL PLC meetings	N/A	8/28/19 and 10/30/19	ESOL compliance, meetings, and lesson planning	ESOL	25	Minnie Cardona
PLC Meetings	N/A	8/28/19, 10/30/19, 12/04/19	Lesson planning, collaboration and data drives	150 teachers - meet within each their respective PLCs	N/A	N/A