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 2021-2022

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 High School is to empower its students to achieve individual success through Respect, Responsibility and a Readiness to Learn.

Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.

Lake Brantley High School will meet with our PTSA and SAC committees 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. We will then share our draft of the SIP for 2021-2022 and ask for feedback from our PTSA and SAC committees before submission to the Assistant Superintendent.

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.

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, and numerous other out-reach strategies developed by school staff.

Supportive Environment

Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)

Lake Brantley utilizes several different resources to build a positive school culture and environment. We have four programs that support this on the student level and these are: Student Government Association, Peer Counselors, P.I.T. Crew, and Latinos in Action. All of these programs are both courses and programs that provide those students in the class the opportunity to become student leaders to help support, build, and grow a positive school culture and environment. Such programs have been responsible for Challenge Day, TBK, mentoring, tutoring, social-emotional support, and working with our special needs students. In addition, students in need have a huge network of support through their guidance counselors, New Horizons, Peer Counselors, and SEL support. Lake Brantley is also utilizing the PBS program to help build and foster a positive school culture.

Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Lake Brantley High School has a strong community base of stakeholders that all assist in promoting a positive culture and environment in the school. Or stakeholders include our PTSA and SAC committees, athletic and band booster clubs. Our Student Government, Peer Counseling, Black Student Union, and Latinos in Action organizations also help promote a positive culture with our students and staff. We have partnered with Seminole State College for our dual enrollment course and with the City of Altamonte for our water treatment course. We also work closely with Addition Financial through our Academy of Finance Academy.

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 a group on a regular basis, or 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. Students who are significantly behind on credits for various reasons are selected for our R.I.S.E. program (Reaching Individual Students Everyday), which provides credit recovery as well as 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 by Administrators and Mrs. Daianna Pagan, the ESOL Compliance Specialist.

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, ESOL, Science, PD, SIP, Advanced Opportunities, and Transition program.
Dan Cowgill	Assistant Principal	daniel_cowgill@scps.k12.fl.us	Master Schedule, CTE, Fine Arts, AP, and Student Services
Jose Sanchez	Assistant Principal	jose_sanchez@scps.k12.fl.us	Math, World Language, and facilities
Jeralee McIntyre	Assistant Principal	jeralee_mcintyre@scps.k12.fl.us	Social Studies, PE, and ROTC
Donald Fields	Assistant Principal	donald_fields@scps.k12.fl.us	ESE, Performing Arts, Accreditation, MTSS, 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, student parking, and student activities
Amy Moore	Dean of Students	amy_moore@scps.k12.fl.us	Discipline and testing

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Colleen Windt	Assistant Principal	colleen_windt@scps.k12.fl.us	Supervise ELA, Reading, ESOL, and professional development.
Robyn Wolfe	Instructional Coach/9th grade Reading Teacher	robyn_wolfe@scps.k12.fl.us	Provide support to new teachers, develop and provide professional development to all teachers, work closely with the ELA teachers on lesson planning, coaching, and data.
Dr. Melissa Roy	Instructional Coach/10th grade Reading Teacher	melissa_roy@scps.k12.fl.us	Provide support to new teachers, develop and provide professional development to all teachers, work closely with the ELA teachers on lesson planning, coaching, and data.
Kathy Jucker	ELA Department Chair/9th grade ELA PLC leader	kathy_jucker@scps.k12.fl.us	Provide guidance and instruction to the ELA teachers. Lead 9th grade PLC with collaboration on lessons and desegregating data on C9As and Write Score.
Tracy Fitzgerald	ELA Department Chair	tracy_fitzgerald@scps.k12.fl.us	Provide leadership and guidance to the ELA teachers. Lead 9th grade PLC with collaboration on lessons and desegregating data on C9As and Write Score.
Stephanie Sully	12th grade Lead Teacher	stephanie_sully@scps.k12.fl.us	Lead and train 11th and 12th grade teachers to help students be successful with state concordance scores. Train other 12th grade teachers in the district on test taking strategies for SAT and ACT.

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 CTE, Advanced Placement (AP) courses, and our programs of Emphasis. We also offer opportunities for all students and parents to gather specific information about advanced level courses, such as AP Biology, AP Human Geography, and AP Computer Science, to encourage students to enroll in higher level classes. Lake Brantley High School counselors host a College Information Night and a Financial Aid Night. 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. Our Student Services team has also added open hours every Thursday for student check in meetings.

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, and TV Production. In addition to these CTE courses we also offer two Programs of Emphasis - The Academy of Finance and the Academy of Creative Design and Entertainment. In conjunction with the Academy of Finance program we have partnered with Addition Financial Credit Union, to have a branch on campus which is teacher led yet student run. Our students can also earn computer program certification through a variety of Business courses and through our Art and TV Production classes, such as InDesign, QuickBooks, Photoshop, and Microsoft Suite. Lake Brantley is also the only school offering a Water Treatment program which works with the City of Altamonte to offer our students a job in water treatment upon completion of this program and graduation from high school.

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/B.E.S.T./Next Generation Sunshine State 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	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

Essential Instructional Priority 1 – Quality Instruction

Student Owned Progress Monitoring Action Plan

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?
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 (Instructional Coach)	On-going	Y	Weekly	Common 9A data, weekly Achieve data, mid and end of the year FSA scores and data analysis through Edinsight
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	Dr. Jose Sanchez, 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
Progress monitoring of 11th and 12th grade English and Intensive Reading to improve FSA retake scores and SAT/ACT scores utilizing Khan Academy	Robyn Wolfe and Melissa Roy (Instructional Coaches), 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

Low 30% Monitoring Action Plan

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?
Monitoring of lowest 30% Data folders created for all students through ELA/Reading and Algebra I/Liberal Arts I.	Jose Sanchez and Colleen Windt	On-going	Y	1st quarter and bi-monthly thereafter	Data will be pulled from Write Score Reading and Writing- Grades 9&10 ELA,10th grade Intensive Reading with the ACHIEVE Goal Tracker - 9th &10th grade ELA/Reading College Board - 11th and12th grade ELA. Dreambox data for TIER II and Seminole Numercy Project data for TIER III.
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.	Administrative team	On-going	Y	Monthly	Assessing administrators will meet with their PLCs to do progress checks on formative assessments and quarterly student data.
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. Teacher tutoring will also happen for all students needing help in those subject areas.	Jose Sanchez and Colleen Windt	On-going	Y	1st quarter and bi-monthly thereafter	Data will be pulled from Write Score Reading and Writing- Grades 9&10 ELA,10th grade Intensive Reading with the ACHIEVE Goal Tracker - 9th &10th grade ELA/Reading College Board - 11th and12th grade ELA. Dreambox data for TIER II and Seminole Numercy Project data for TIER III.

High Level 1 and 2 Monitoring Action Plan

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?
High Level 1 monitoring – Identify student's scale score and develop targeted goals 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 with one Math and one English teacher for all students needing help in those subject areas.	Administrative team, curriculum leaders, instructional coaches, and teachers	Bi-Monthly	Y	1st quarter and bi-monthly thereafter	Khan Academy, Edinsight, Common Assessments for Algebra1 and Geometry, Write Score Reading and Writing for grades 9 and10 ELA. ACHIEVE Goal Tracker for 9th and 10th grade intensive reading SAT/KHAN for11th &12th grade ELA and Edinsight Data for ALL.
High Level 2 monitoring – Identify student's scale score and develop a targeted goal to move them into the next level of achievement to show learning gains each month. Monitor through ACHIEVE, and Khan to chart their progress. Tutoring will also happen utilizing one Math and one English teacher for all students needing help in those subject areas.	Administrative team, curriculum leaders, instructional coaches, and teachers	On-going	Y	1st quarter and bi-monthly thereafter	Khan Academy, Edinsight, Common Assessments for Algebra1 and Geometry, Write Score Reading and Writing for grades 9 and10 ELA. ACHIEVE Goal Tracker for 9th and 10th grade intensive reading SAT/KHAN for11th &12th grade ELA and Edinsight data for ALL.

Low Level 3 Monitoring Action Plan

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?
Low Level 3 monitoring – 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 with one Math and one English teacher for all students needing help in those subject areas.	Administrative team, curriculum leaders instructional coaches, and teachers	On-going	Y	1st quarter and bimonthly thereafter	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

Optional Action Plan

Topic/ Item	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?
9th/10th grade ELA and Reading	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 (Assistant Principal), Robyn Wolfe and Melissa Roy (Instructional Coaches)	On-going	Y	2021 - 2022 School Year	C9A data, weekly Achieve data, mid and end of the year FSA scores, STAR Assessment and data analysis through Edinsight
Algebra I, Liberal Arts I and II	Improve EOC 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.	Jose Sanchez (Assistant Principal), Algebra I, LA I and LA II teachers	On-going	N	Bi-monthly	Mid year and end of year Algebra I EOC exam scores Item Analysis by Standard through Edinsight

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

Essential Instructional Priority 2 – Conditions for Learning

Attendance Monitoring Action Plan

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?
Attendance Monitoring and monitoring of seniors – RISE/ESOL/At-Risk	Dan Cowgill, Administration and Guidance	Weekly	N	Monthly progress monitoring at administration 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. Data tracking through Edinsight.

Safety Survey Action Plan

Topic Item	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?
Mental Health and Social Emotional Learning (SEL)	Improve communication and awareness of mental health and social emotional learning to all students and staff.	Colleen Windt, Donald Fields, and Michele Hayden	Quarterly	Y	Throughout each quarter (1-2 times each quarter) Monthly PSAs also distributed campus wide on SEL	Learning logs, google forms for attendance, and sign in sheets.
RAVE and Raptor application	RAVE sign up app and training Raptor training	Brian Shafer, SAM, Robert Shapiro, SRO and Troy Antolin, SRO	Pre-plan and September faculty meeting	Y	Daily - individual basis for sign up for application. Monthly test conducted during code red and code yellow drills.	Application user list

Communication about Safety Action Plan

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?
Communication with students on campus safety, weekly public service announcements through Patriot TV, RAVE panic button, Code Red, Code Yellow, and Fire Drills.	Brian Blasewitz, Jose Sanchez, Brian Shafer, SROs and Administration	Beginning of school and on-going	Y	Safety updates are provided at weekly administration meetings. Information will be sent to faculty on a monthly basis.	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

Building Relationships and Connecting with Stakeholders Action Plan

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?
Increase communication through social media, school messenger, and Skyward to build relationships with our stakeholders. Increase the number of business partners and dividend memberships to increase involvement at Lake Brantley High School events.	Brian Blasewitz, Admin team, PTSA and SAC Presidents, Athletic Boosters, Athletic Director, and SGA Sponsors	2021 - 2022 school year	N	2021 - 2022 school year Monthly meetings with Boosters, SAC, and PTSA	Attendance sheets for all meetings, sign in/log in hours for Dividends

Optional Additional Action Plan

Topic Item	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?
School Safety - Code Red and Yellow drills	Students will be trained on how to respond during emergency drills such as code red and yellow.	Brian Shafer, SAM	2021 - 2022	N	Monthly	Administrator check off and supervision, clearing hallways, and signed checklist
School Safety Trainings	School safety, Mental Health, CPR and First Aid, Bullying, See Something Say Something Campaign, Vaping Dangers, and other school safety concerns will occur through public service announcements through our TV production show.	Brian Blasewitz, Brian Shafer, and Patricia Reyes	2021 - 2022	N	Monthly	Recorded public service announcements with dates and times of showings, attendance verification sheets for Mental Health, CPR/First Aid, and other District trainings

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 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	95
College and Career Success: Black	B.1.1	95
College and Career Success: Hispanic	B.1.1	95
College and Career Success: White	B.1.1	95
College and Career Success: Mul	B.1.1	95
College and Career Success: SWD	B.1.1	95
College and Career Success: FRL	B.1.1	95
College and Career Success: ELL	B.1.1	95
AO students enrolled in advanced courses: Black	B.2.7	95
AO students enrolled in advanced courses earning a grade of C or higher: Black	B.2.7	95
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

Indicators	Strategic Plan	Target
Graduation Rates	A.2	95
Graduation Rates: Black	A.2	95
Graduation Rates: Hispanic	A.2	95
Graduation Rates: White	A.2	95
Graduation Rates: Mul	A.2	95
Graduation Rates: SWD	A.2	95
Graduation Rates: FRL	A.2	95
Graduation Rates: ELL	A.2	95
5E – School Wide Future Orientation	A.2	70
5E – Expectations for Postsecondary Education	A.2	70
Industry Certifications Earned	C.3	70

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

Essential Instructional Priority 3 – Skills for Future Ready Graduates

Advanced Opportunities and Monitoring Action Plan

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?
AO support and monitoring - Students have been tagged in Skyward for AO, scheduled in advanced classes and are being monitored on a monthly basis. Vertical Articulation with Teague and Rock Lake Middle Schools to recruit students. Professional Development with faculty to learn more about advanced opportunities.	Colleen Windt, Administrative team, FTE, and Guidance	2021 - 2022	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 and Rock Lake Middle Schools to promote AO students

College Board (SAT) 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?
PSAT/SAT Summer workshop - to prepare students for college and improve SAT/ACT scores. Increase number of	Tracy Fitzgerald, Kent Kersten, Kristine Visavachaipan	August 2021 and ongoing through 11th and 12th grade ELA	N	2021 - 2022	Attendance sign in sheet at initial workshop and through class attendance
PSAT/SAT and ACT tutoring - Pull outs through elective classes, lunch sessions, and after school.	Stephanie Sully, Katie Tomlinson, Megan Whitman, 11th grade ELA team , Robyn Wolfe (Instructional Coach) and Melissa Roy (Instructional Coach)	2021 - 2022 school year	Y	Weekly basis	Completion of student work and improvement on standardized/concordancy scores (PSAT, ACT, and SAT)
Co-teach model for 12th grade ELA for students who have not passed the FSA or received a concordant score through SAT or ACT.	Stephanie Sully, Katie Tomlinson, Christy Adams, Sara Spencer, Megan Whitman and 11th grade ELA team	2021 - 2022	Y	2 - 3 times a week	Student completion, teacher monitor of work, increase student pass rate on SAT, ACT, and PSAT.

Industry Certifications Action Plan

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?
Increase number of CTE exams given, increase the number of courses offered for CTE, and increase the pass rate on CTE exams.	Dan Cowgill	On-going	Y	2021 - 2022 School year	Number of students tests and number of students passing their certification exams.
Create and add a new program of emphasis in Creative Design and Entertainment.	Dan Cowgill (Assistant Principal), Jesus Rosales (Instructor)	2021 - 2022	N	August 2021 - ongoing	Number of test exams taken, Attendance of students in the program
Focusing on retention of students and programs for CTE classes through increased marketing strategies, social media/PSAs, and district initiatives	Dan Cowgill	2021- 2022 `	N	August 2021 throughout the school year	CTE exam participation and CTE test score results

Optional Additional Action Plan

Topic Item	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?
Work to build a relationship and partnership with the City of Altamonte Springs to give students the opportunity to become successful in the water treatment project through Project H2O	Register and have students complete the water treatment course entitled H2O Project to become certified in water treatment.	Jose Sanchez	August 2021	N	2021 - 2022 - every day	Quarterly and semester monitoring of student progress

Graduation Rate Action Plan

12th Grade - Action Plan for Increasing Proficiency in ELA

Current Percent Proficient and/or Achieved a Concordant Score - 67%

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?
Increase 12th grade proficiency/concordance scores in ELA. Current concordant scores for ELA is 67%. Strategy for this - Co-teach 12th grade English.	Stephanie Sully and Katie Tomlinson (Instructors), Colleen Windt (Assistant Principal)	2021 - 2022 School Year	Y	2021 - 2022 School Year	Student success on State/National tests
Communication plan of testing and requirements needed for all students that need to meet their graduation requirements by passing either the 10th grade FSA, Algebra I EOC or getting the required concordant score through ACT or SAT.	Dan Cowgill (AP), Amy Moore (Testing Dean), and Guidance Counselors	September 2021	N	On-going	Comparative data on previous attempts of SAT/ACT Senior credit check forms, IEP meeting notes
Offer Non-Reportable ACT	Amy Moore (Testing Coordinator)	2021 - 2022 school year	N	On-going	Student success on State/National tests

12th Grade - Action Plan for Increasing Proficiency/Concordancy in Math

Current Percent Proficient and/or Achieved a Concordant Score - 83%

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?
Co-teach in Liberal Arts Math 2	Kim Wheeler (Math Instructor), Megan Welch (Support Facilitator), Jose Sanchez (Assistant Principal)	August 2021	N	2021 - 2022 School Year	Student success on State/National tests
Build in Algebra POPI intervention period(s) into the master schedule	Elaine Knaub (Instructor), Jose Sanchez (Assistant Principal), Dan Cowgill (Assistant Principal)	August 2021	N	Summer 2021	Shared spreadsheet of relevant data to track student progress toward concordance
Communication plan of testing and requirements needed for all students that need to meet their graduation requirements by passing either the 10th grade FSA, Algebra I EOC or getting the required concordant score through ACT or SAT.	Dan Cowgill (Assistant Principal) and Guidance Counselors	2021 - 2022	N	September 2021	Senior credit check forms and IEP meeting notes

Proactive Approaches for Proficiency/Concordancy - Grades 9-11

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?
Focus on Geometry Concordance	Lydia Morgan (Instructor), Sandy Johnson (Support Facilitator), and Jose Sanchez (Assistant Principal)	2021 - 2022 School Year	N	2021 - 2022 School Year	Observations of new co-teach model and student concordant scores
Focus on SAT/ACT Prep for 11th grade. Students that have not passed the 10th grade FSA ELA will be placed in an 11th grade Intensive Reading class.	Megan Whitman (Instructor) Colleen Windt (Assistant Principal)	August 2021	N	2021 - 2022 School Year	Relevant data collected in our Intensive 11th Reading Course. ACT/SAT Concordant scores

FUNDING AND OTHER ITEMS OF SIGNIFICANCE NEEDED TO DEVELOP YOUR SCHOOL'S PLAN - Please consider any additional funding that may be necessary to make your plan work.

ESSER II Academic Acceleration grant, SAC grants, and the purchase of SAT and ACT resource books

Every Student Succeeds Act Instructional Priorities

The Every Student Succeeds Act (ESSA) was enacted by the US Department of Education in 2015 requiring each state to have a plan for ensuring the achievement of all students. ESSA requires the calculation of Federal Percent of Points Index (FPPI) that measures academic achievement of student subgroups. Florida's FPPI includes student achievement data associated with the Florida Accountability school grade components and English Language Proficiency progress as measured by the ACCESS for English Language Learners 2.0 assessment.

Schools with subgroups scoring below 42% of the points possible on the FPPI, must develop targeted support plans to accelerate learning for students in these subgroups.

See data points in Quality Instruction for the subgroups listed below.

School has a subgroup scoring below 42% on the FPPI

Yes

Finding(s):

Students with disabilities

How will your school's culture and environment be monitored through the lens of behavior or discipline data?

Overall our incident ranking is considered low #149. We have 2.1 incidents per 100 students when compared to all high schools statewide. We will continue to monitor behavior utilizing three security guards, and 9 administrators. We provide supervision in between classes, before school, and after school. We will also communicate with our community through school messenger and social media to keep our students and campus safe.

Action Plan

1st Finding

Students with disabilities

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?
School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Administrative Team and ESE department	2021 - 2022 school year	N	Start of the school year 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 (ex. referring to students by name rather than any label). School documents (ex. improvement plan, newsletters), family resources, guidelines, written and electronic communication (ex. staff roster, staff handbook, school website) and job interview questions reflect the use of person first language.

Elective and career technical education (CTE) teachers have regularly scheduled opportunities to consult with support facilitators 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 case manager 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 Elective 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.	Donald Fields (Assistant Principal), Case Managers, ESE teachers	On-going	N	Beginning of the school and throughout each quarter	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 physical and occupational therapy. Use of instructional Coaches support is also a available. Transition classes are provided with mentoring and follow up with teachers when needed. Focus should be on vo-tech training in the future.

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,	Donald Fields, ESE Department, and Case Managers	On-going	N	Beginning of the school and throughout each quarter	Professional development logs, pre- and post-assessments, checklists, paraprofessional interviews, job descriptions, paraprofessional schedules

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

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

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 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?
School administrators communicate expectations for all school personnel to use first person 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.

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?
Elective 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 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 guidance and training on the use of assistive technology devices.	Donald Fields, Case managers, and ESE teachers	On-going	N	Starting at the beginning of school and every month	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 physical and occupational therapy. Use of instructional Coach support is also a available. Transition classes are provided with mentoring and follow up with teachers when needed. Focus should be on Vo-Tech training in the future.

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?
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.	Donald Fields, Case Managers, and ESE Department	On-going	N	Beginning of the school and throughout each quarter	Professional development logs, pre- and post-assessments, checklists, paraprofessional interviews, job descriptions, paraprofessional schedules

Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
County-wide PLC Trainings on Operation Graduation - via webex		Every month	PLC trainings have been designed to instruct teachers how to improve test taking strategies for their students on the SAT and ACT.	11th and 12th grade ELA PLC teams	8 participants from Lake Brantley	Stephanie Sully, Katie Tomlinson, Colleen Windt, and DTL
SCPS District PLC - FSA/EOC Articulation and SCPS Data Reviews		Monthly	Trainings will help to provide teachers with the data needed for C9As to add additional resources in preparation for the FSA and Algebra EOC	All 9th and 10th grade PLC members, Algebra I PLC team and Biology PLC team	30	Department of Teaching and Learning
ACT and SAT Prep Training - Increase test taking skills	3	August 2021 - Monthly trainings	FSA Reading Scores, SAT and ACT Concordant score	11th/12th grade teachers	9	Stephanie Sully, Katie Tomlinson
School Safety Trainings	2	2021 - 2022	Increase awareness and security on campus	All teachers and staff members	200	Robert Shapiro (SRO), Troy Antolin (SRO), Brian Shafer (SAM)

PLC Meetings	1 - Quality Instruction	Monthly	Teachers will use C9A and EOC data to desegregate data to develop lesson plans to remediate students based on quarter exams.	9th - 12th grade ELA PLC teams, Biology, Chemistry, and Physics PLC teams, Algebra, LA I, LA II, and Geometry PLC teams, and US and World History PLC teams	100	Colleen Windt, Donald Fields, Dan Cowgill, Jeralee McIntyre, and Jose Sanchez
SCPS District PLC: AP/CTE/ESOL/FSA/EOC	1 - Quality Instruction	Monthly	Teachers will use C9A, EOC, CTE, and STAR data to desegregate data to develop lesson plans to remediate students based on quarter exams.	AP/CTE/ESOL /FSA/EOC PLC teams	150	DTL and Colleen Windt, Donald Fields, Dan Cowgill, Jeralee McIntyre, and Jose Sanchez