

# *Seminole County Public Schools*

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes necessary to be successful in adult life.



**Lake Brantley High School**

**School Improvement Plan 2009-2010**

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# EVALUATION OF SCHOOL IMPROVEMENT PLAN 2008-2009

**Core Performance Objective #1:** To increase by 3 (64% to 67%) the percent of all curriculum students scoring Level 3 or above in reading on the 2009 FCAT.  
Objective not met - 61% (906 of 1485) of all curriculum students scored at Level 3 or above on the 2009 FCAT Reading.

**Core Performance Objective #2:** To increase by 5 (50.3% to 55.3%) the percent of all curriculum students in the lowest quartile making Annual Learning Gains in reading on the 2009 FCAT.  
Objective not met - 45% (168 of 372) of all curriculum students in the lowest quartile made Annual Learning Gains on the 2009 FCAT Reading.

**Core Performance Objective #3:** To increase by 2 (88% to 90%) the percent of all curriculum students scoring Level 3 or above in math on the 2009 FCAT.  
Objective not met - 86% (1278 of 1485) of all curriculum students scored at Level 3 or above on the 2009 FCAT Math

**Core Performance Objective #4:** To increase by 3 (75.1% to 78.1%) the percent of all curriculum students in the lowest quartile making Annual Learning Gains in math on the 2009 FCAT.  
Objective not met - 66% (246 of 372) of all curriculum students in the lowest quartile made Annual Learning Gains on the 2009 FCAT Math.

**Core Performance Objective #5:** To increase by 6 (66.4% to 72.4%) the percent of all curriculum students scoring Level 4 or above in writing on the 2009 FCAT.  
Objective not met – 66.4% (291 of 448) of all curriculum students scored at Level 4 or above on the 2009 FCAT Writing.

**Core Performance Objective #6:** To increase by 6 (48% to 54%) the percent of all curriculum students scoring Level 3 or above in science on the 2009 FCAT.  
Objective not met - 50% (336 of 672) of all curriculum students scored at Level 3 or above on the 2009 FCAT Science.

- Core Performance Objective #7:** To increase by 1 (72% to 73%) the percent of all student subgroups successfully completing advanced level classes in 2008-09 school year.  
Objective met – 73.2% (2035 of 2782) student subgroups successfully completed advanced level classes in 2008-09.
- Core Performance Objective #8:** To decrease the total number of disciplinary referrals (duplicated count) in 2008-09 school year from 5007 to 4485.  
Objective met – 4444 students received one or more disciplinary referrals in 2008-09.
- Core Performance Objective #9:** To decrease by 3 (36.4% to 33.4%) the percent of Economically Disadvantaged students (unduplicated count) receiving an out-of-school suspension in 2008-09 school year.  
Objective not met – 42.3% (96 of 227) Economically Disadvantaged students received an out-of-school suspension in 2008-09.
- Grade Level Objective** - **#10:** To increase by 2.5 (2.5% to 5%) the percent of Economically Disadvantaged students participating in cheerleading in 2008-2009 school year.  
Objective met - 10% (7 of 71) Economically Disadvantaged students participated in cheerleading in 2008-09.
- Grade Level Objective** - **#11:** To increase by 4.4 (5.6% to 10%) the percent of Economically Disadvantaged students participating in the National Honor Society in the 2008-2009 school year.  
Objective not met – 6.1% (22 of 359) Economically Disadvantaged students participated in the National Honor Society in 2008-09.
- Grade Level Objective** - **#12:** To increase by 2.2 (85.2% to 88%) the percent of the 2008 graduation rate.  
Objective not met – 0.02% (85.8 to 86) the 2008 graduation rate.
- Grade Level Objective** - **#13:** To increase our Scholastic Aptitude Test (SAT) average by 20 points (1535 to 1555) for 2008.  
Objective not met – Increase of 14 points (1535 to 1549) the 2008-2009 Scholastic Aptitude Test average.
- School Performance Objective #14:** Our school will continue to align classroom instruction and learning activities with the Sunshine State Standards and to allocate available funds to provide supplies and resources to support this alignment.
- School Performance Objective #15:** Our school will continue to encourage teachers to participate in the SCPS Staff Development Department in-services which are advertized throughout the year by email and posted memos. We will continue to use Wednesday afternoons for school improvement committees and subject area meetings.
- School Performance Objective #16:** Our school will continue to use a variety of methods to improve communications with parents.
- Overall Adequate Progress:** **Not met**  
3 of 13 objectives were successfully completed.  
Overall adequate progress was defined as meeting 11 out of 13 objectives.

# EXECUTIVE SUMMARY OF SCHOOL IMPROVEMENT PLAN 2009-2010

**Core Performance Objective** - #1: To increase by 3 (61% to 64%) the percent of all curriculum students scoring Level 3 or above in reading on the 2010 FCAT.

**Core Performance Objective** - #2: To increase by 5 (45% to 50%) the percent of all curriculum students in the lowest quartile making Annual Learning Gains in reading on the 2010 FCAT.

**Core Performance Objective** - #3: To increase by 2 (86% to 88%) the percent of all curriculum students scoring Level 3 or above in math on the 2010 FCAT.

**Core Performance Objective** - #4: To increase by 3 (66% to 69%) the percent of all curriculum students in the lowest quartile making Annual Learning Gains in math on the 2010 FCAT.

**Core Performance Objective** - #5: To increase by 6 (66.4% to 72.4%) the percent of all curriculum students scoring Level 4.0 or above in writing on the 2010 FCAT.

**Core Performance Objective** - #6: To increase by 6 (50% to 56%) the percent of all curriculum students scoring Level 3 or above in science on the 2010 FCAT.

**Core Performance Objective** - #7: To increase by 3 (73.2% to 76.2%) the percent of all student subgroups successfully completing advanced level classes in 2009-2010 school year.

**Core Performance Objective** - #8: To decrease the total number of disciplinary referrals (duplicated count) in 2009-2010 school year from 4444 to 4000.

**Core Performance Objective** - #9: To decrease by 3 (42.3% to 39.3%) the percent of Economically Disadvantaged students (unduplicated count) receiving an out-of-school suspension in 2009-2010 school year.

**Grade Level Objective** - #10: To increase by 2 (10% to 12%) the percent of Economically Disadvantaged students participating in cheerleading in 2009-2010 school year.

**Grade Level Objective** - #11: To increase by 3.9 (6.1% to 10%) the percent of Economically Disadvantaged students participating in the National Honor Society in the 2009-2010 school year.

**Grade Level Objective** - #12: To increase by 2 (86% to 88%) the percent of the 2009 graduation rate.

**Grade Level Objective** - #13: To increase our Scholastic Aptitude Test (SAT) average by 11 points (1549 to 1560) for 2009-2010.

**School Performance Objective** #14: In alignment with SCPS History Making Goals, all subgroups will make AYP.

**Carry Over Objective** #1: Our school will continue to align classroom instruction and learning activities with the Sunshine State Standards and to allocate available funds to provide supplies and resources to support this alignment.

**Carry Over Objective** #2: Our school will continue to encourage teachers to participate in the SCPS Staff Development Department in-services which are advertized throughout the year by email and posted memos. We will continue to use Wednesday afternoons for school improvement committees and subject area meetings.

**Carry Over Objective** #3: Our school will continue to use a variety of methods to improve communications with parents.

**Carry Over Objective** #4: All students will participate in a physical education program to demonstrate and improve personal health and fitness. In addition, efforts have been made to monitor the nutrition of cafeteria food, the number of sugar drinks available and have assigned a wellness coordinator.

**Adequate Progress for 2009-2010:** is defined as meeting 11 out of 14 objectives.

## **CARRY-OVER OBJECTIVES 2009-2010**

### **Priority C: Alignment of Standards and Resources**

Our school will continue to align classroom instruction and learning activities with the Sunshine State Standards and to allocate available funds to provide supplies and resources to support this alignment.

### **Priority D: Educational Leadership**

Our school will continue to encourage teachers to participate in the SCPS Staff Development Department in-services which are advertised throughout the year by e-mail and posted memos. We will continue to use Wednesday afternoons for school improvement committees and subject area meetings.

### **Priority F: Parental, Student, Family, Educational Institution, and Community Involvement**

Our school will continue to use a variety of methods to improve communications with parents.

All students will participate in a physical education program to demonstrate and improve personal health and fitness. In addition, efforts have been made to monitor the nutrition of cafeteria food, the number of sugar drinks available and have assigned a wellness coordinator.

**CORE PERFORMANCE OBJECTIVE #1 – READING PROFICIENCY**

**State Priorities: A-F**

**Objective 1**

**PRIORITY NEED:** On the 2009 FCAT, 61% (906 of 1485) of all curriculum students scored at Level 3 or above in reading.

**PERFORMANCE OBJECTIVE:** To increase by 3 (61% to 64%) the percent of all curriculum students scoring Level 3 or above in reading on the 2010 FCAT.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Review available Reading SSS FCAT 2009 scores to identify students performing below expectation (level 1 or 2), and use these scores as a baseline.	st, sss	Teachers, Administration, Reading Coach
2. Provide a blocked reading class for all students who perform at level 1 or 2 on the FCAT Reading Test. Placement will also be based on the overall oral reading fluency scores.	st, sss, im	Teachers, Administration, Reading Coach
3. Provide in-service training for all teachers that includes, but is not limited to, classroom strategies to improve student performance, modification of curriculum to meet student's needs, and reading strategies.	b, st, sss, tech, im, tr	Teachers, Administration, Reading Coach, Technology Facilitator
4. Integrate the Brantley Reads and Sustained Silent Reading programs into the other academic curriculum areas and monitor progress.	st, sss	Teachers, Administration, Reading Coach
5. Monitor level 1 and 2 students from all of the cell groups of No Child Left Behind (NCLB) (Black, Hispanic, ESOL, ESE, and Economically Disadvantaged) to be sure our instructional program is serving all of those who require assistance.	st, sss	Guidance, Teachers Administration
6. Provide administrative oversight, guidance visits, and reading coaches for the lower quartile reading classes designed to promote efficient approaches to test taking, organizational skills, goal setting, and reading strategies.	st	Administration, Guidance, Reading Coaches
7. Use FCAT March 2010 results for the Reading SSS to assess gains.	st, sss	Teachers, Administration, Reading Coaches

**RESOURCES:** Budget (b) \*Instructional Materials (im) \*Other Resources (or) \*Staffing (st) \*Student Support Services (sss) \*Technology (tech) Training (t)

**EVALUATON AND REVIEW:** The Core Performance Committee will monitor the progress of students in these intensive classes and meet at the end of the academic year to review scores and programs.

**CORE PERFORMANCE OBJECTIVE #2 – LOWEST QUARTILE READING**

**State Priorities: A-F**

**Objective 2**

**PRIORITY NEED:** On the 2009 FCAT, 45% (168 of 372) of all curriculum students in the lowest quartile made annual learning gains in reading.

**PERFORMANCE OBJECTIVE:** To increase by 5 (45% to 50%) the percent of all curriculum students in the lowest quartile making annual learning gains in reading on the 2010 FCAT.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Review available Reading SSS FCAT 2009 scores to identify students performing below expectation (level 1 or 2), and use these scores as a baseline.	st, sss	Teachers, Administration, Reading Coach
2. Provide a blocked reading class for all students who perform at level 1 or 2 on the FCAT Reading Test. Placement will also be based on the overall oral reading fluency scores. These classes include: Soar, Focus, and System 44. Testing programs include: Cella and FAIR.	st, sss, im	Teachers, Administration, Reading Coach
3. Provide in-service training for all teachers that includes, but is not limited to, classroom strategies to improve student performance, modification of curriculum to meet student's needs, and reading strategies.	b, st, sss, tech, im, tr	Teachers, Administration, Reading Coach, Technology Facilitator
4. Integrate the Brantley Reads and Sustained Silent Reading programs into the other academic curriculum areas and monitor progress.	st, sss	Teachers, Administration, Reading Coach
5. Monitor level 1 and 2 students from all of the cell groups of No Child Left Behind (NCLB) (Black, Hispanic, ESOL, ESE, and Economically Disadvantaged) to be sure our instructional program is serving all of those who require assistance.	st, sss	Guidance, Teachers, Administration
6. Provide administrative oversight, guidance visits, and reading coaches for the lower quartile reading classes designed to promote efficient approaches to test taking, organizational skills, goal setting, and reading strategies.	st	Administration, Guidance, Reading Coaches
7. Use FCAT March 2010 results for the Reading SSS to assess gains.	st, sss	Teachers, Administration, Reading Coaches

**RESOURCES:** Budget (b) \*Instructional Materials (im) \*Other Resources (or) \*Staffing (st) \*Student Support Services (sss) \*Technology (tech) Training (t)

**EVALUATION AND REVIEW:** The Core Performance Committee will monitor the progress of grade students in these intensive classes and meet at the end of the academic year to review scores and programs.

**CORE PERFORMANCE OBJECTIVE #3 – MATH PROFICIENCY**

**State Priorities: A-F**

**Objective 3**

**PRIORITY NEED:** On the 2009 FCAT, 86% (1278 of 1485) of all curriculum students scored at Level 3 or above in math.

**PERFORMANCE OBJECTIVE:** To increase by 2 (86% to 88%) the percent of all curriculum students scoring Level 3 or above in math on the 2010 FCAT.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Review available Math FCAT 2009 scores to identify students in the lowest quartile.	st, sss	Teachers, Administration
2. Provide an Intensive Math blocked class for all students who perform at level 1 or 2 on the 2009 FCAT Math Test. Provide all level 1 and 2 students with two math classes during the year.	st, sss, im	Teachers, Administration
3. Provide in-service training for all teachers that includes, but is not limited to, classroom strategies to improve student performance, modification of curriculum to meet student's needs, and peer mentoring opportunities.	b, st, sss, tech, im, tr	Teachers, Administration, Technology Facilitator
4. Integrate the Math SSS into the daily lesson plans of Algebra I or its equivalent, Geometry, Liberal Arts Math, and all ESE math courses.	st, sss	Teachers, Administration
5. Monitor level 1 and 2 students from all of the cell groups of NCLB (Black, Hispanic, ESOL, ESE, and Economically Disadvantaged) to be sure our instructional program is serving all of those who require assistance.	st, sss	Guidance, Teachers, Administration
6. Provide administrative oversight and guidance visits for the lower quartile math classes designed to promote efficient approaches to test taking, organizational skills, goal setting, and math strategies.	st	Administration, Guidance
7. Use the March 2010 FCAT Math SSS to assess gains.	st, sss	Teachers, Administration

**RESOURCES:** Budget (b) \*Instructional Materials (im) \*Other Resources (or) \*Staffing (st) \*Student Support Services (sss) \*Technology (tech) Training (t)

**EVALUATON AND REVIEW:** The Core Performance Committee will monitor the progress of students in these intensive classes and meet at the end of the academic year to review scores and programs.

**CORE PERFORMANCE OBJECTIVE #4 – LOWEST QUARTILE MATH**

**State Priorities: A-F**

**Objective 4**

**PRIORITY NEED:** On the 2009 FCAT, 66% (246 of 372) of all curriculum students in the lowest quartile made annual learning gains in math.

**PERFORMANCE OBJECTIVE:** To increase by 3 (66% to 69%) the percent of all curriculum students in the lowest quartile making annual learning gains in math on the 2010 FCAT.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Review available 2009 Math FCAT scores to identify students in the lowest quartile.	st, sss	Teachers, Administration
2. Provide an Intensive Math blocked class for all students who perform at level 1 or 2 on the FCAT Math Test. Provide all level 1 and 2 students with two math classes during the year. This combination will include the successful completion of CPM/Algebra I and CPM/Geometry.	st, sss, im	Teachers, Administration
3. Provide in-service training for all teachers that includes, but is not limited to, classroom strategies to improve student performance, modification of curriculum to meet student's needs, and peer mentoring opportunities.	b, st, sss, tech, im, tr	Teachers, Administration, Technology Facilitator
4. Integrate the Math SSS into the daily lesson plans of Algebra I or its equivalent, Geometry, Liberal Arts Math, and all ESE math courses.	st, sss	Teachers, Administration
5. Monitor level 1 and 2 students from all of the cell groups of NCLB (Black, Hispanic, ESOL, ESE, and Economically Disadvantaged) to be sure our instructional program is serving all of those who require assistance.	st, sss	Guidance, Teachers, Administration
6. Provide administrative oversight and guidance visits for the lower quartile math classes designed to promote efficient approaches to test taking, organizational skills, goal setting, and math strategies.	st	Administration, Guidance
7. Use the March 2010 FCAT Math SSS to assess gains.	st, sss	Teachers, Administration

**RESOURCES:** Budget (b) \*Instructional Materials (im) \*Other Resources (or) \*Staffing (st) \*Student Support Services (sss) \*Technology (tech) Training (t)

**EVALUATION AND REVIEW:** The Core Performance Committee will monitor the progress of 9<sup>th</sup> and 10<sup>th</sup> grade students in these intensive classes and meet at the end of the academic year to review scores and programs.

**CORE PERFORMANCE OBJECTIVE #5 – WRITING ABOVE PROFICIENCY**

**State Priorities: A-F**

**Objective 5**

**PRIORITY NEED:** On the 2009 FCAT, 66.4% (296 of 448) of all curriculum students scored at Level 4.0 or above in writing.

**PERFORMANCE OBJECTIVE:** To increase by 6 (66.4% to 72.4%) the percent of all curriculum students scoring Level 4.0 or above in writing on the 2010 FCAT.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Review available 8 <sup>th</sup> grade FCAT Writing scores to identify 9 <sup>th</sup> grade students performing level 3 or below and use these scores as a baseline.	st, sss	Teachers, Administration, Reading Coach
2. Provide in-service training for all teachers that includes, but is not limited to, classroom strategies to improve student performance, modification of curriculum to meet student’s needs, peer mentoring opportunities, and rubric training.	st, sss, im, tr	Teachers, Administration, Reading Coach
3. Provide in-service training for teachers in order to integrate the 6-Traits of Writing into all curricular areas and monitor the progress of integration.	im, st, sss	Teachers, Administration, Reading Coach
4. Use February 2008 results for the 10 <sup>th</sup> grade FCAT Writing Test to assess gains. This score will be used as a test grade in the student’s English class.	st, sss	Teachers, Administration, Reading Coach
5. Integrate the Brantley Writes program into all instructional areas.	im, sss, t	Teachers, Administration

**RESOURCES:** Budget (b) \*Instructional Materials (im) \*Other Resources (or) \*Staffing (st) \*Student Support Services (sss) \*Technology (tech) Training (t)

**EVALUATION AND REVIEW:** The Core Performance Committee will monitor the progress of 9<sup>th</sup> and 10<sup>th</sup> grade students and meet at the end of the academic year to review scores and programs.

**CORE PERFORMANCE OBJECTIVE #6 – SCIENCE PROFICIENCY**

**State Priorities: A-F**

**Objective 6**

**PRIORITY NEED:** On the 2009 FCAT, 50% (336 of 672) of all curriculum students scored at Level 3 or above in science.

**PERFORMANCE OBJECTIVE:** To increase by 6 (50% to 56%) the percent of all curriculum students scoring Level 3 or above in science on the 2010 FCAT.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Review available 8 <sup>th</sup> grade 2009 Science FCAT scores to identify 9 <sup>th</sup> grade students performing below level 3 and use these scores as a baseline.	st, sss	Teachers, Administration
2. Provide in-service training for all teachers that includes, but is not limited to, classroom strategies to improve student performance, modification of curriculum to meet student's needs, peer mentoring opportunities, and rubric training.	b, st, sss, tech, im, tr	Teachers, Administration, Reading Coach
3. Integrate the Science SSS into the daily lesson plans of Biology, Chemistry, Environmental Science, Principles of Technology, Physical Science, Anatomy and Physiology, and all ESE science courses.	st, sss	Teachers, Administration
4. Monitor level 1 and 2 students from all of the cell groups of NCLB (Black, Hispanic, ESOL, ESE, and Economically Disadvantaged) to be sure our instructional program is serving all of those who require assistance.	st, sss	Guidance, Teachers, Administration
5. Integrate the Brantley Writes program into all curriculum areas and monitor progress. Two technical writing assignments will be required for a one credit course.	st	Administration, Teachers
6. Articulate with middle school science teaches to identify science objectives needed of incoming 9 <sup>th</sup> grade students.	st, t	Teachers, Guidance
7. Use the March 2010 FCAT Science SSS to assess gains.	st, sss	Teachers, Administration

**RESOURCES:** Budget (b) \*Instructional Materials (im) \*Other Resources (or) \*Staffing (st) \*Student Support Services (sss) \*Technology (tech) Training (t)

**EVALUATION AND REVIEW:** The Core Performance Committee will monitor the progress of 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students in standard and honors science classes and meet each academic year review scores and programs.

**CORE PERFORMANCE OBJECTIVE #7 – ADVANCED COURSE COMPLETION**

**State Priorities: A-F**

**Objective 7**

**PRIORITY NEED:** During the 2008-2009 school year, 73.2% (2035 of 2782) of all curriculum subgroups successfully completed advanced level classes.

**PERFORMANCE OBJECTIVE:** To increase by 3 (73.2% to 76.2%) the percent of all curriculum subgroups successfully completing advanced level classes in 2009-2010 school year.

<b>ACTION PLAN:</b>	<b>RESOURCE</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Monitor an individual four-year academic plan that focuses on a rigorous academic course of study to include advanced level classes to be reviewed annually.	sss	Guidance, Administration, Teachers
2. Provide informational documents in English and in Spanish for all parents that will communicate the benefits of their students enrolling in advanced level courses.	sss, st	Guidance, Administration
3. Continue AP Potential night.	sss, or	Guidance, Administration, Teachers
4. Encourage students in standard level classes to enroll in higher level classes (including non-core and non-academic classes).	st, sss	Teacher, Guidance, Administration
5. Conduct Middle School parent/student registration meetings.	st, sss	Guidance, Administration
6. Provide student-to-student communications via Link Leaders, Peer Counselors, Leadership Group, and informal student interactions to promote the benefits of advanced level classes.	st, sss	Guidance, Administration, Teachers, Students
7. Clearly define the advanced level courses in the Curriculum Guide. This may include special notation on printed material and on-line material able to be queried.	im, or, st	Guidance, Administration

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** Core Performance Committee will monitor the progress of 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students enrolled in advanced level classes and meet each academic year to review the programs.

**CORE PERFORMANCE OBJECTIVE #8 – DISCIPLINE**

**State Priorities: A, B, D, E, & F**

**Objective 8**

**PRIORITY NEED:** During school year 2008-2009, a total of 4444 disciplinary referrals (duplicated count) occurred.

**PERFORMANCE OBJECTIVE:** To decrease the total number of disciplinary referrals (duplicated count) incidents in 2009-2010 school year from 4444 to 4000.

<b>ACTION PLAN:</b>	<b>RESOURCE</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Provide a training session for teachers and interested staff with the goal of empowering teachers and staff with techniques for control and de-escalation of stressful infractions.	st, t	Administration, Teachers, Guidance
2. Educate teachers and staff about the discipline referral system in order to maintain consistency throughout the system (including teachers and administration).	st, t	Administration, Teachers, Guidance
3. Educate students and parents through a variety of formats including Patriot Parade, Open House presentations, student planner, Freshmen Orientation, and teacher syllabi on common behaviors that can result in disciplinary referrals (i.e. cell phone use, text messaging, dress code, etc.).	st, sss, t	Administration, Teachers, Guidance
4. Hold seminars and/or parent conferencing for students, parents, and interested community members as needed to educate them about sanctions, disciplinary actions and alternatives.	st, t, b	Administration, Teachers, Guidance
5. Provide incoming freshmen and their parents with information regarding discipline at the freshmen mentoring program orientation and at meetings with Link Leaders during the school year.	st, t	Administration, Teachers
6. Provide all incoming freshmen with a student mentor through the Link Leader program.	sss, t	Administration, Teachers

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** The Core Performance Committee and Administration will monitor the progress of the action plan and will report results to the SAC on a semester basis.

**CORE PERFORMANCE OBJECTIVE #9 – DISCIPLINE DISPARITY**

**State Priorities: A, B, D, E, & F**

**Objective 9**

**PRIORITY NEED:** During the 2008-2009 school year, 42.3% (96 of 227) of students who received an out-of-school suspension (unduplicated count) were Economically Disadvantaged students.

**PERFORMANCE OBJECTIVE:** To decrease by 3 (42.3% to 39.3%) the percent of Economically Disadvantaged students (unduplicated count) receiving an out-of-school suspension in 2009-2010 school year.

<b>ACTION PLAN:</b>	<b>RESOURCE</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Provide a training session for teachers and interested staff with the goal of empowering teachers and staff with techniques for control and de-escalation of common discipline infractions.	st, t	Administration, Teachers, Guidance
2. Educate teachers and staff about the discipline referral system in order to maintain consistency throughout the system (including teachers and administration).	st, t	Administration, Teachers, Guidance
3. Hold seminars and/or parent conferencing for students, parents, and interested community members as needed to educate them about sanctions, disciplinary actions and alternatives.	st, t, b	Administration, Teachers, Guidance
4. Provide incoming freshmen and their parents with information regarding discipline at the freshmen mentoring program orientation and at meetings with Link Leaders during the school year.	st, t	Administration, Teachers
5. Provide all incoming freshmen with a student mentor through the Link Leader program.	sss, t	Administration, Teachers
6. Provide ongoing professional development opportunities for teachers (at our school or through the district) to improve classroom management techniques.	st, t	Administration

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** The Core Performance Committee and Administration will monitor the progress of the action plan and will report the results to the SAC on a semester basis.

**GRADE LEVEL OBJECTIVE (HS) #10 – CHEERLEADING**

**State Priorities: D, E, & F**

**Objective 10**

**PRIORITY NEED:** During the 2008-2009 school year, 10% (7 of 71) of Economically Disadvantaged students participated in cheerleading.

**PERFORMANCE OBJECTIVE:** To increase by 2 (10% to 12%) the percent of economically disadvantaged students participating in cheerleading in 2009-2010 school year.

<b>ACTION PLAN:</b>	<b>RESOURCE</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Educate students and parents about extra-curricular activities through Club Night, Sports Fair, CCTV, Patriot Parade, Digital Marquee, middle school orientation, and the school website.	b, st, tech	Administration, Teachers, Guidance
2. Provide a pamphlet to all new students containing information about all extra-curricular activities offered at LBHS at the freshmen orientation and also at any new student enrollment.	b, st	Administration, Teachers, Guidance
3. Utilize the universal sports contract which outlines the expectations and responsibilities of the coaches, players, and parents.	st, b	Administration, Coaches, Athletic Director
4. Provide character education to all coaches not employed full-time at the beginning of each school year and provide a DVD of training to coaches hired after the training is provided.	st	Administration, Coaches, Athletic Director

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** The Grade Level Objective Committee and Administration will monitor the progress of the action plan and will report the results to the SAC on a semester basis.

**GRADE LEVEL OBJECTIVE (HS) #11 – NATIONAL HONOR SOCIETY PARTICIPATION**

**State Priorities: A-F**

**Objective 11**

**PRIORITY NEED:** During the 2008-2009 school year, 6.13% (22 of 359) of economically disadvantaged students participated in the National Honor Society.

**PERFORMANCE OBJECTIVE:** To increase by 3.9 (6.1% to 10%) the percent of economically disadvantaged students participating in the National Honor Society in the 2009-2010 school year.

<b>ACTION PLAN:</b>	<b>RESOURCE</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Educate students and parents about extra-curricular activities through Club Night, Sports Fair, CCTV, Patriot Parade, Digital Marquee, middle school orientation, and the school website	b, st, tech	Administration, Teachers, Guidance
2. Provide a pamphlet to all new students containing information about all extra-curricular activities offered at LBHS at the freshmen orientation and also at any new student enrollment.	b, st	Administration, Teachers, Guidance
3. Each club must provide a constitution that outlines expectations and responsibilities of the sponsor and student members.	st	Administration, Teachers
4. Provide all incoming freshmen with a student mentor through the Link Leader program.	sss, t	Administration, Teachers
5. Send an invitation to apply to the NHS to all students with eligible GPA's with information on requirements of membership. Guidance counselors meet with students one-on-one. Fee waivers are available through PTSA.	b, st	Administration, teachers, guidance

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** The Grade Level Objective Committee and Administration will monitor the progress of the action plan and will report the results to the SAC on a semester basis.

**GRADE LEVEL OBJECTIVE (HS) #12 – GRADUATION RATE**

**State Priorities: A-F**

**Objective 12**

**PRIORITY NEED:** Our 2008 graduation rate was 85.8%.

**PERFORMANCE OBJECTIVE:** To increase by 2 (86% to 88%) the 2009 graduation rate.

<b>ACTION PLAN:</b>	<b>RESOURCE</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Identify and target students who are at risk students. (attendance, grades, behaviors.	st, sss	Guidance, Administration, Teachers
2. Maintain effective parent/student communications as to credit and graduation status.	sss, st	Guidance, Administration
3. Provide incoming freshmen with a student mentor through the Link Leader mentoring program.	sss, t	Teachers, Administration
4. Continue phone campaign as follow-ups of truant students.	sss, st	Teacher, Guidance, Administration
5. Work with PTSA, community leaders, and groups to help promote the benefits of staying in school.	b, or, sss	PTSA, SAC, Administration
6. Provide administrative, student, and guidance visits to lower quartile classes to promote involvement in extra-curricular activities. Hold a second “Club Night” in January to promote all organizations.	st	Guidance, Administration
7. Conduct exit interviews as part of a student’s withdrawal process, discussing options after leaving Lake Brantley.	sss, st	Guidance, Administration
8. Insure accuracy of records for by administrative oversight of withdrawals and transfers.	st,	Administration

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** The Grade Level Objective Committee and Administration will monitor the progress of the action plan and will report the results to the SAC on a semester basis.

**GRADE LEVEL OBJECTIVE (HS) #13 – COLLEGE READINESS EXAMS**

**State Priorities: A-F**

**Objective 13**

**PRIORITY NEED:** Our 2008 Scholastic Aptitude Test (SAT) average (total score) is 1535.

**PERFORMANCE OBJECTIVE:** To increase our SAT average by 11 points (1549 to 1560) for 2009-2010.

<b>ACTION PLAN:</b>	<b>RESOURCE</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Continue to advertise and provide internet based SAT Prep Courses.	st, sss	Teachers, Guidance
2. Continue to support the participation in AP classes through the use of AP Potential.	st, sss	Guidance, Teachers, Administration
3. Continue to support a 2-night minimum SAT review session per semester.	st, sss, tech	Guidance, Teachers, Administration, Technology Facilitator
4. Continue to support the implementation of the Princeton Review and specially designed PSAT/SAT workshops.	sss, st	Guidance, Teacher, Administration
5. Provide information to students through the student planner, LBHS website with web links.	b, im, st, sss, tech	Guidance, Administration

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** The Grade Level Objective Committee and Administration will monitor the progress of the action plan and will report the results to the SAC on a semester basis.

**SCHOOL PERFORMANCE OBJECTIVE (HS) #14 – ADEQUATE YEARLY PROGRESS**

**State Priorities: A-F**

**Objective 14**

**PRIORITY NEED:** The following subgroups did not make AYP in reading: white, black, Hispanic, economically disadvantaged and students with disabilities. Math: black, economically disadvantaged and students with disabilities. Writing: black and economically disadvantaged.

**PERFORMANCE OBJECTIVE:** In alignment with SCPS History Making Goals, all subgroups will make AYP.

<b>ACTION PLAN:</b>	<b>RESOURCE</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Emphasize practices for low quartile reading (p. 10)	im, st, sss	Administration, Teachers, Guidance
2. Emphasize practices for low quartile math (p.12)	im, st, sss	Administration, Teachers, Guidance
3. Emphasize practices for low quartile writing (p. 13)	im, st, sss	Administration, Teachers, Guidance

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** The Grade Level Objective Committee and Administration will monitor the progress of the action plan and will report the results to the SAC on a semester basis.

**WAIVER REQUEST #1**

# 2009-2010

## FLORIDA DEPARTMENT OF EDUCATION DIVISION OF PUBLIC SCHOOLS

**Please fill out a separate waiver request page for each School Board policy that you are requesting to be waived.**

- (1) A. School District: Seminole County Waiver implementation year: 2009-2010  
B. District Contact Person: Dr. Ron Pinnell Phone/SunCom: (407) 320-0022/351-0022  
C. School Name: **Lake Brantley High School** Waiver Request Is For A: X School Board Policy
- (2) Identify the specific School Board policy that you are requesting be waived because it creates a barrier to your school improvement initiatives. List by number and policy name.  
**2009-2010 Student Progression Plan: High Schools-Course of Study: Standard Diploma and Certificate of Completion (II. M.) page 68 states “in order to receive a high school diploma, a student must earn 27 credits, accumulate a 2.0 unweighted GPA, and demonstrate mastery of the FCAT, and High Schools Course of Study: Requirements for Graduation (II. B.) page 61 states “Students receiving a high school diploma from Seminole County Public Schools must meet the following requirements: Complete all credit requirements of the 24 credits needed to graduate as listed below.”**
- (3) Describe how the School Board policy you are requesting be waived interferes with your school improvement initiatives.  
**The requirements stated above are minimum requirements for graduation. While keeping in compliance with unitary status, higher-level courses initiative, it is the philosophy of Lake Brantley faculty, guidance, and administration that students should take the most challenging curriculum within their capabilities. The scholar diplomas that are outlined for students challenge them to meet higher standards than those for the standard high school diploma.**
- (4) Identify and describe what alternative plan of action or innovative approach you intend to use in lieu of the School Board policy you are requesting be waived to accomplish your school improvement goals.  
**Lake Brantley offers 5 types of diplomas and certificate of completion. They are as follows: 1) Special Diploma-refer to the ESE section of the SPCS PPP, 2) Certificate of Completion-satisfy completion of LBHS graduation requirements without passing the FCAT, 3) Brantley Diploma (Standard Diploma), 4) Brantley Scholar Diploma and 5) Brantley Scholar with Distinction. These requirements are provided in the 2009-2010 school curriculum guide on page 9.**
- (5) Describe what evidence there is to support the use of an alternative plan of action or innovative approach you intend to use in lieu of the School Board policy you are requesting be waived.  
**The unduplicated registration rate for higher level classes by the minority population has decreased from 62.4% in 2008-2009 to 60.9% in 2009-2010. However, the unduplicated registration rate for higher-level courses of the students identified as receiving Free/Reduced lunch has increased from 49% in 2007-2008 to 52% in 2008-2009. The registration rate of students in the higher level curriculum of all subgroups is 73.2% for 2009-2010. The number of students attending post secondary education decreased from 95% for the class of 2008 to 90% for the class of 2009.**
- (6) Identify the specific data or performance indicators that will be used to evaluate the success of the alternative plan of action or innovative approach you intend to use in lieu of the School Board policy you are requesting be waived.  
**Student performance data and post secondary data will be used to evaluate the success of this alternate plan.**

# WAIVER REQUEST #2

## 2009-2010

FLORIDA DEPARTMENT OF EDUCATION  
DIVISION OF PUBLIC SCHOOLS

**Please fill out a separate waiver request page for each School Board policy that you are requesting to be waived.**

- (1) A. School District: Seminole County Waiver implementation year: 2009-2010  
B. District Contact Person: Dr. Ron Pinnell Phone/SunCom: (407) 320-0022/351-0022  
C. School Name: **Lake Brantley High School** Waiver Request Is For A: X School Board Policy
- (2) Identify the specific School Board policy that you are requesting be waived because it creates a barrier to your school improvement initiatives. List by number and policy name.  
**2009-2010 Student Progression Plan: High Schools-Grade Weighting: (III. C.) page 78, states “Grades for Advanced Placement, International Baccalaureate and Dual Enrollment shall be weighted as follows – Letter Grade/Quality Points: A-5, B-4, and C-3.**
- (3) Describe how the School Board policy you are requesting be waived interferes with your school improvement initiatives.  
**As we continue to encourage all students in the direction of higher level courses, we must be mindful that they not only enroll in these courses, but that they also try to do their very best in them. This includes finishing what they start; that is showing up for and giving their best effort on the Advanced Placement examination at the end of the year. There is nothing in the current county policy that indicates that the student do anything more than complete the coursework in an Advanced Placement course to receive the benefit of the weighting. Obviously, given the timeline, the score the student makes on the A.P. test for a particular course cannot be used in their grade calculation. Therefore, there exists a serious problem of students neither sitting for nor making their best effort on the exam. These actions impact the monetary, effort and time investments made by both the school and instructors.**
- (4) Identify and describe what alternative plan of action or innovative approach you intend to use in lieu of the School Board policy you are requesting be waived to accomplish your school improvement goals.  
**LBHS would like to include the following statement to the current grade weighting statement for Advanced Placement courses: “In order to receive the weighting for an Advanced Placement course, not only does the student have to show up to take the Advanced Placement examination for that course, but also give his/her best effort while taking the examination.” Best effort requires that the student follows procedures given, uses the time appropriately, and stays awake during the examination time. If the student is unable to comply with these minimal requirements, then the weighting shall be removed from the course on their course history record. (Note: This policy would in no way tie the score the student makes on their examination to their grade.)**
- (5) Describe what evidence there is to support the use of an alternative plan of action or innovative approach you intend to use in lieu of the School Board policy you are requesting be waived.  
**We began the policy of removing weight if a student did not show up for an A.P. exam in the school year 1999-2000 under our deregulation plan. Since that time, there have been few students who did not report to take their exam. However, as evidenced by some students’ behavior, being present is not the only requirement we should be able to expect of these students. Many observations of students sleeping during their exam time, “Christmas-treeing” the test, and exhibiting inappropriate behaviors during the test, have prompted us to include in the statement the requirement of each student giving their best effort.**
- (6) Identify the specific data or performance indicators that will be used to evaluate the success of the alternative plan of action or innovative approach you intend to use in lieu of the School Board policy you are requesting be waived.  
**Advanced Placement score data and number of tests taken as compared to number of students who should have taken the exams will be monitored in order to evaluate the success of this alternate plan.**

# WAIVER REQUEST #3

## 2009-2010

FLORIDA DEPARTMENT OF EDUCATION  
DIVISION OF PUBLIC SCHOOLS

**Please fill out a separate waiver request page for each School Board policy that you are requesting to be waived.**

- (1) A. School District: Seminole County Waiver implementation year: 2009-2010  
B. District Contact Person: Dr. Ron Pinnell Phone/SunCom: (407) 320-0022/351-0022  
C. School Name: **Lake Brantley High School** Waiver Request Is For A: X School Board Policy
- (2) Identify the specific School Board policy that you are requesting be waived because it creates a barrier to your school improvement initiatives. List by number and policy name.  
**2009-2010 Student Progression Plan: High Schools – Grading Procedures: Grade Flagging (III.E.) page 79 states “Students may drop (flag) elective courses with the lowest grades from their GPA calculation... if they meet the state and school graduation requirement course profile.”**
- (3) Describe how the School Board policy you are requesting be waived interferes with your school improvement initiatives.  
**LBHS makes every effort to provide the best educational plan for each student, including higher-level coursework when appropriate. Under our seven period scheduling plan, many of our students exceed the number of credits required for graduation and have the option of grade flagging. Some of these students, in their senior year, purposefully quit attending courses in which they are no longer interested in working because they know that they can request to have these courses flagged from their Grade Point Average.**
- (4) Identify and describe what alternative plan of action or innovative approach you intend to use in lieu of the School Board policy you are requesting be waived to accomplish your school improvement goals.  
**It is our intention to keep students working on the curriculum they have chosen through the very end of their senior year. LBHS would like to add an additional paragraph to the current policy stated above: “If students in their senior year of high school exceeds the allowable number of unexcused absences for a full credit class or exceeds the allowable number of unexcused absences for a half credit class, flagging is not an option. Consistent with the current attendance policy at LBHS, the student may make up time to adhere to the allowable unexcused absences in a full credit class and the allowable unexcused absences in a half credit class.” This policy applies to the student’s senior year only.**
- (5) Describe what evidence there is to support the use of an alternative plan of action or innovative approach you intend to use in lieu of the School Board policy you are requesting be waived.  
**We began the policy of a student complying with attendance before allowing a student to flag a grade under our deregulation plan in the 2002-2003 school year. With an increase in senior attendance, we feel the policy has encouraged the senior level students to give their full effort until the end of the course.**
- (6) Identify the specific data or performance indicators that will be used to evaluate the success of the alternative plan of action or innovative approach you intend to use in lieu of the School Board policy you are requesting be waived.  
**Student performance data, attendance data, and data regarding grade flagging will be used to evaluate the success of this alternate plan.**

# BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2008-2009

**INCOME:**

Original Allocation 2008-2009:	\$14,500.00	Original Allocation 2009-2010:	\$2,960.00
Adjustment:	\$0		
Carry Over:	\$21,357.07		
<b>Total Income:</b>	<b>\$35,907.07</b>		

**EXPENDITURES:**

	State Priority	Actual Cost	Balance
			\$35,907.07
1. Link Crew Tonight-shirts	B	\$1,131.00	\$34,776.07
2. Planner for Freshmen	B	\$272.00	\$34,504.07
3. Thinklink Learning	B	\$2,975.00	\$31,529.07
4. Turnitin License	B	\$3,220.00	\$28,309.07
5. EMO Solutions	C	\$1,260.00	\$27,049.07
6. Payroll	A	\$1,313.08	\$25,735.99
7. Scholastic Magazine	B	\$1,170.66	\$24,565.33
8. Scholastic, Inc.	B	\$351.20	\$24,214.13
9. Sargent-Welch	B	\$710.18	\$23,503.95
10. PSAT Teacher Pay	A	\$688.59	\$22,815.36
11. Kinko's	A	\$421.60	\$22,393.76
12. Border's	B	\$450.00	\$21,943.76
13. Folders	A	\$575.00	\$21,368.76
14. Teacher Participation AP	B	\$2,300.00	\$19,068.76
15. CDW Government, Inc.	E	\$118.99	\$18,949.77
16. SAC Curriculum Writing	B	\$600.00	\$18,349.77
17. Apple, Inc.	B	\$384.00	\$17,965.77
18. Border's	B	\$520.00	\$17,445.77
19. Darla Lanier	E	\$500.00	\$16,945.77
20. Iparadigms, LLS	B	\$3,640.00	\$13,305.77
21. PR Marketing	B	\$1,139.55	\$12,166.22
22. Discovery Education	B	\$5,460.00	\$6,706.22
23. Scholastic Magazines	B	\$792.00	\$5,914.22

**CARRY OVER:**

Carry over from 2008-2009:	\$5,914.22
Allocation for 2009-2010:	\$2,960.00
<b>Total funds for 2009-2010:</b>	<b>\$8,874.22**</b>

\*\*This carry over will be spent on programs and material necessary for successful implementation of the action plans identified in the 2009-2010 School Improvement Plan

## ADDENDUM - RESPONSE TO INTERVENTION (RtI)

Please provide the information describing the components and processes associated with Response to Intervention (*RtI*) at your school. Please briefly respond to each of the items below:

**1. Identify the members of your school's *RtI* Leadership Team.**

**Principal: Mary Williams**

**Assistant Principal: Jason Wysong**

**Guidance Counselor: Sally McCall**

**Reading Coaches: Nicole Rottler-Wysong and Tracy Fitzgerald**

**Teacher: Katie Tomlinson**

**Teacher: Lawrence Smith**

**2. Describe how your school's *RtI* Leadership Team functions (e.g. meeting processes and roles/functions).**

They will meet once per month on Wednesday afternoons to fulfill their role as described in #3 and to develop goals and action plans to meet needs. The team will analyze and problem-solve using school-wide data to provide a structured program to meet the needs of all students in a stimulating learning environment.

**3. Describe the role of your school's *RtI* Leadership Team.**

Team members will facilitate positive behavior change in our students and staff that will result in reducing the number of inappropriate behaviors occurring across campus by educating students and staff and by reinforcing appropriate behaviors

**4. Describe the data management system used to summarize tiered data.**

LBHS will use the Student Information System (SASI) and Performance Matters data.

**5. Describe the plan to train staff on *RtI*.**

Team members will attend the 3-day training sponsored by SCPS and the Positive Behavior Support Project (PBS), then use the train-the-trainer model to train faculty and staff.

**6. Outline your plan to achieve school-wide implementation of the *RtI* process by the start of the 2011-2012 school year. 2009-2010**

- Develop and train the Leadership Team on PBS and the SCPS Continuous Improvement Model (CIM).
- Gather school-wide data related to discipline and academics related to Critical Factors related to CIM.
- Train faculty and staff to use PBS effectively.
- Inform parents and school community regarding PBS and CIM.
- Fulfill action plans to meet School Improvement Objectives #8 & #9 and to address Critical Success Factors.

**2010-2011**

- Analyze discipline data and revisit action plans to meet School Improvement Objectives #8 & #9 and to address Critical Success Factors for 2011-12.

# ADDENDUM - CONTINUOUS IMPROVEMENT MODEL

Using the SCPS Continuous Improvement Process, a cyclical model of improvement shown below, describe briefly the actions that have taken place to address student achievement in reading, writing, math, and science using this model for improving performance.

## 1. Identify the Critical Success Factors (key data indicators of student performance).

The 2008-09 NCLB Adequate Yearly Progress (AYP) Report measures Critical Success Factors such as percentage of students scoring at or above grade level in **Reading and Math**, a 1% improvement in **Writing**, a 1% improvement in **Graduation Rate**, percentage of improvement in students below grade level in **Reading and Math**, and percentage of students “on track” to be proficient in **Reading and Math**. All of these Critical Success Factors are also measured by total, five ethnic groups, Economically Disadvantaged (ED), English Language Learners (ELL), and students with Disabilities (SWD). Success in **Science** is currently measured by FCAT.

## 2. Define Current Levels of Performance (based on formative and summative data)

### **Reading Above Grade Level** – Total percentage was **57% (N)**

White students did not score above 65% to make AYP at 62% (N)  
Neither Black at 35% (N) nor Hispanic at 50% (N) made AYP.  
Neither ED at 39% (N) nor SWD at 29% (N) made AYP.

### **Math Above Grade Level** – Total percentage was 83% (Y)

White students scored above 68% to make AYP at 88% (Y)  
White at 88% (Y) and Hispanic at 74% (Y) made AYP.  
Neither Black at 63% (N), or ED at 67% (N), or SWD at 56% (N) made AYP.

### **Writing Improvement by 1%** – Total percentage was 93% (Y)

Black at 89% to 86% (N) and ED at 93% to 87% (N) did not made AYP.  
SWD at 67% to 88% (Y) made AYP.

### **Graduation Rate Increase by 1%** – Total percentage 85% to 86% (Y)

White 89% to 91% (Y)  
Black at 78% to 83% (Y), Hispanic at 74% to 71% (N) did not make AYP.  
ED at 66% to 67% (Y) made AYP and SWD at 67% to 77% (Y) made AYP.

### **Reading Below Grade Level Improvement** – Total percentage was **43% (N)**

White students did not improve in this category from 32% to **38% (N)**  
Black at 66% to 65% (N) and Hispanic at 57% to 50% (N) improved.  
ED at 66% to 61% (N) and SWD from 73% to 71% (N) improved.

### **Math Below Grade Level Improvement** – NA’s in 6 of 9 categories.

Black students did not improve in this category at 34% to **37% (N)**  
ED at 36% to 33% (N) and SWD at 44% to 44% (N) did not improve.

### **Reading “On Track” to Proficiency** – Total Population percentage was **58% (N)**

White students did not improve in this category at **62% (N)**  
Black at 37% (N), Hispanic at 52%, (N), ED at 41% (N) and SWD at 31% (N).

### **Math “On Track” to Proficiency** – NA’s or blank boxes in 6 of 9 categories.

Black at 66% (N), ED at 71% (N), SWD at 58 (N).

## 3. Identify Problems (things inhibiting the accomplishment of the Critical Success Factors).

### Reading Performance

- Student Groups not making AYP scores at or above grade level include Whites, Blacks, Hispanics, ED’s, & SWD’s
- Student Groups below grade level not showing adequate improvement include Whites, Blacks, Hispanics, ED’s, & SWD’s.
- Student Groups not “on track” to be proficient include Whites, Blacks, Hispanics, ED’s, and SWD’s.

### **Math Performance**

- Student Groups not making AYP scores at or above grade level include Blacks, Ed's, & SWD's.
- Student Group below grade level not showing adequate improvement is Blacks, ED's and SWD's.
- Student Group not "on track" to be proficient is Blacks, ED's and SWD's.

### **Writing Performance**

- School Improvement Plan Objective #5 calls for a 6% (66.4% to 72.4%) increase in the number of students scoring at 4.0+.

### **Science Performance**

- School Improvement Plan Objective #6 calls for a 6% (50% to 56%) increase in the number of students scoring at 3.0+.

#### **4. Determine and Verify the Root Causes (deep analysis of problems required).**

- Lack of teacher "buy-in" school-wide for student success at all levels in all subject areas.
- Lack of time for quality, ongoing professional development and adequate follow-up trainings.
- Lack of higher level questioning practices and 21<sup>st</sup> Century instructional strategies being utilized in classroom discussions and assessments.
- Lack of fidelity to Next Generation Sunshine State Standards (NGSS) and to the implementation of Research-Based instructional programs.
- Lack of alignment between NGSS and current assessment tools, along with the use of antiquated grading practices which often cause students to fail.

#### **5. Identify Interventions (actions, interventions, strategies and programs).**

- Create a "sense of urgency" school-wide for student success at all levels in all subject areas by presenting, analyzing, and personalizing the data, especially in those areas noted in Item #3.
- Implement innovative means and methods to provide time for quality, ongoing professional development and adequate follow-up trainings such as utilizing pre-planning times, workdays, Wednesday instructional teams meetings (ITM's), offering compensatory time, teacher teams working together, substitute sharing, etc.
- Provide training in higher level questioning practices and 21<sup>st</sup> Century instructional strategies to promote utilization in classroom discussions and assessments.
- Promote fidelity to Next Generation Sunshine State Standards (NGSS) and to the implementation of Research-Based instructional programs through administrative instructional leadership, classroom observations, frequent walk-throughs, and assessment monitoring.
- Improve alignment between NGSS and current assessment tools by working with teams of teachers to create authentic assessment tools, along with providing teachers with research that will encourage them to abandon antiquated grading practices to reduce retention rates.

#### **6. Implement Interventions (execution of actions, interventions, strategies and programs).**

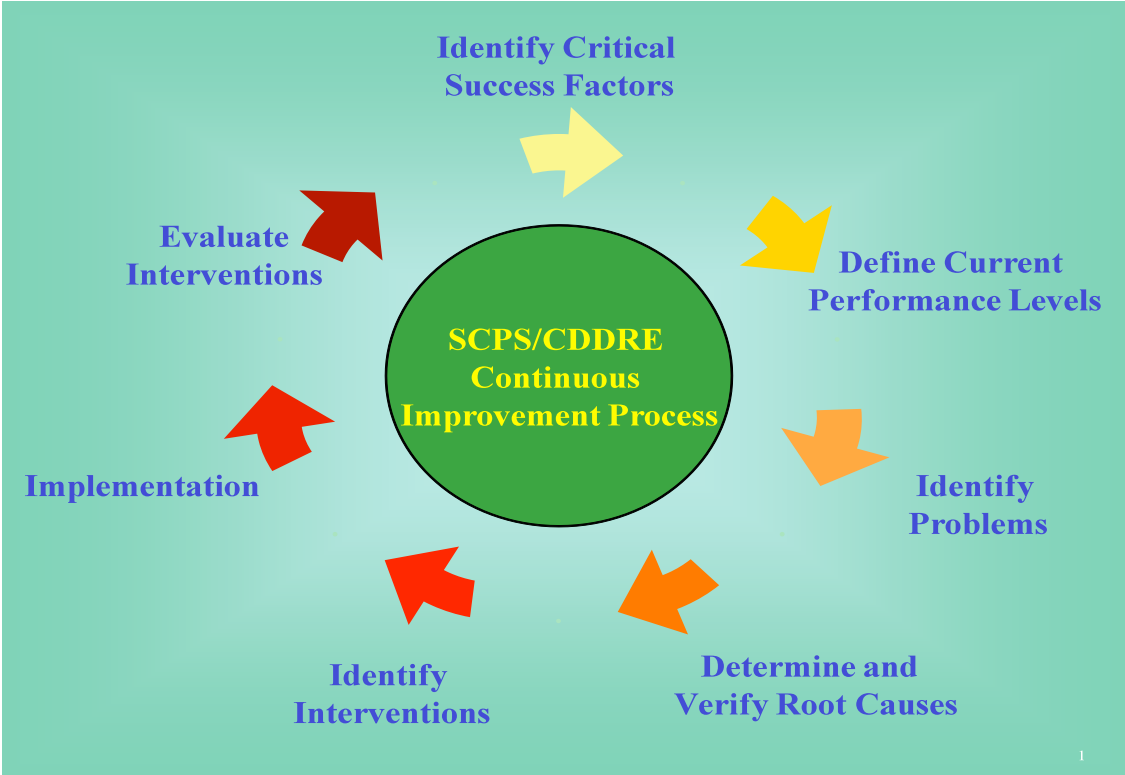
Implementation will begin during pre-planning, August 18, 2009 and be carried in place the entire school year.

#### **7. Evaluate Interventions (using performance data)**

Progress monitoring will be continuous via F.A.I.R., Write Score, Think Link, CPT, Positive Behavior Support (PBS), GPA's, and other measures.

#### **8. Revisit the Critical Success Factors (at the end of the school year and replicate the process).**

Evaluation will begin in May 2010 and continue as FCAT and NCLB results are received and analyzed.



**SCHOOL ADVISORY COUNCIL SIGNATURES  
2009-2010  
FINAL COPY**

The School Advisory Council has assisted in the preparation of the annual school budget as well as the School Improvement Plan.

**Please Sign & Date**

<i>ADMINISTRATOR</i>	DATE	<i>PARENT/COMMUNITY</i>	DATE	<i>PARENT/COMMUNITY</i>	DATE
ABBOTT, DEBI		BROSTROM, BARBARA		WEISS, BETH	
WILLIAMS, MARY		COLLINS, BROOKS		<i>STUDENT</i>	
				KAMINSKY, ALBIE	
<i>INSTRUCTIONAL</i>		CROWLEY, PATRICIA			
AJAYI, OLABISI		CRUZ, RICK			
BYRNES, HEATHER		JENNINGS, KATHY			
HILLMAN, TONY		MCGOVERN, DONNA			
KILPATRICK, CARLTON		MWANZA, OYA			
LINAMEN, SHARON		NATALE, KATHYRN			
NEGRON, CANDIDO		RICHARDSON, CAROL			
<i>NON-INSTRUCTIONAL</i>					
BARTLETT, LAURIE		ROSENBERG, DOV			