

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 2012-2013

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EVALUATION OF SCHOOL IMPROVEMENT PLAN 2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		61.2	3	64.2	65.6%	Y
High standards Level 4+		32.3	3	35.3	37.5%	Y
Proficiency Level 3+ in AYP subgroups						
	White	68.9	3	71.9	72.3%	Y
	Black	34.5	3	37.5	42.9%	Y
	Hispanic	48.2	3	51.2	52.2%	Y
	ELL	21.2	3	24.2	32.4%	Y
	SWD	0	0	0	68.3%	Y
	ED	46.3	3	49.3	48.8%	P
Learning Gains		57.7	3	60.7	62.7%	Y
Lowest 25% making Learning Gains		45.9	3	48.9	64.7%	Y
Learning Gains Levels 4/5		53.8	3	56.8	83.2%	Y
Learning Gains in AYP subgroups						
	White	63.8	3	66.8	64.4%	P
	Black	43.0	3	46.0	51.9%	Y
	Hispanic	46.1	3	49.1	61.4%	Y
	ELL	51.1	3	54.1	74.3%	Y
	SWD	36.3	3	39.3	66.7%	Y
	ED	50.6	3	53.6	60.4%	Y

High schools have no school improvement math goal because of the transition from FCAT 2.0 to the Algebra EOC assessment. Algebra EOC goals should be written for 2012-13 on the page provided in the body of the plan.

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		83	3	86	93.2%	Y
High standards Score 6.0		6.8	3	9.8	0.0%	N
Proficiency Score in AYP subgroups						
	White	85.8	3	88.8	94.3%	Y
	Black	75.4	3	78.4	94.7%	Y
	Hispanic	73.7	3	76.7	89.4%	Y
	ELL	44.4	3	47.4	68.8%	Y
	SWD	100	0	100	89.1	N

	ED	75	3	78	89.3%	Y
High standards Score 6.0 in AYP subgroups						
	White	9	3	12	0.0%	N
	Black	0	3	3	0.0%	N
	Hispanic	2.9	3	5.9	0.0%	N
	ELL	0	3	3	0.0%	N
	SWD	0	0	3	0.0%	N
	ED	1.7	3	4.7	0.0%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	63	5	68	63%	N
Performance in advanced coursework	76	5	81	85%	Y

Discipline Goals	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: Black	70.71	-2	68.71	20.4	Y
Out-of-school suspensions (unduplicated) Subgroup: Black	16.46	-2	14.46	16.2	P

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	93	2	95	81.0%	N
At-Risk students graduating or advancing with age-level peers	79	2	81	52.4%	N

Post-Secondary Readiness Goals (high school only)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Graduating seniors readiness in Reading	93	2	95	92%	N
Graduating seniors readiness in Math	83	2	85	82%	N

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup:	6	3	9	8	P

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Enrollment of parents on Skyward	NA	NA	NA	62.7	NA

Goal Summary

Number of Goals Met: 23

Number Not Met: 13

Number Partially Met: 4

CARRY OVER GOALS

2012-2013

Carry over Goal #1:

Alignment of Standards and Resources – Academic standards for every level of the K-20 education system are aligned, and education financial resources are aligned with student performance expectations at each level of the K-20 education system.

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 Goal #2:

Educational Leadership – The quality of educational leadership at all levels of K-20 education is improved.

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.

Carry over Goal #3:

Parental, Student, Family, Educational Institution, and Community Involvement – All are collaborative partners in education and each plays an important role in the success of individual students.

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.

READING GOALS

Aligned with Strategic Plan System Initiative B

- Reading Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading**
- Reading Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading**
- Reading Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Reading**
- Reading Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Reading**
- Reading Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Reading**
- Reading Goal #6: To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 FCAT 2.0 Reading**
- Reading Goal #7: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 FCAT 2.0 Reading**
- Reading Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 FCAT 2.0 Reading**

Reading Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		65.6%	873 / 1331	2	67.6
2. Proficiency Level 3.0+ in subgroups:					
	White	72.3%	605 / 837	2	74.3
	Black	42.9%	48 / 112	3	45.9
	Hispanic	52.2%	153 / 293	3	55.2
	ELL	32.4%	12 / 37	3	35.4
	SWD	68.3%	179 / 262	2	70.3
	ED	48.8%	237 / 486	3	51.8
3. High Standards Level 4.0+		37.5%	499 / 1331	3	40.5
4. Learning Gains		62.7%	782 / 1248	2	64.7
5. Lowest 25% Making Learning Gains		64.7%	211 / 326	2	66.7
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		30.9%	72 / 1248	3	33.9
7. Learning Gains Levels 4/5		83.2%	385 / 463	2	85.2
8. Learning Gains in subgroups:					
	White	64.4%	502 / 779	2	66.4
	Black	51.9%	54 / 104	3	54.9
	Hispanic	61.4%	172 / 280	2	63.4
	ELL	74.3%	26 / 35	2	76.3
	SWD	66.7%	170 / 255	2	68.7
	ED	60.4%	278 / 460	2	62.4

Action Plan

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Provide an intensive reading blocked class for all students who perform at Level 1 or 2 on the FCAT reading test. Include support from reading coach and guidance to further promote test taking strategies, organizational skills, and time management strategies.	1, 3, 4, 5, 7	Lack of parental involvement; Lack of resources; Language Barriers	Teachers, Guidance, Reading Coach	End of year - FCAT; Baseline, Mid-year, End of Year – FAIR Test	FCAT	b, im, st, sss, tech
Monitor lower quartile students in NCLB cell groups: ESOL, ESE, and Economically Disadvantaged. Provide adequate services to those students requiring assistance.	1, 3, 4, 5, 7	Lack of parental involvement; Lack of resources; Language Barriers	Teachers, Guidance, ESOL, ESE, Admin	End of year - FCAT; Baseline, Mid-year, End of Year – FAIR Test	PMA's (Quarterly Exams)	b, im, st, sss, tech
Provide Professional Development time through Professional Learning Communities (PLCs) within departments to increase student achievement.	1, 2, 3, 4, 5, 6, 7	Lack of teacher motivation; Lack of time and resources; Reluctance to teacher collaboration	Teachers, Admin, Reading Coach, Tech Facilitator	Baseline, Mid-year, End of Year	Formative assessments for teachers and students	b, st, sss, tech, im, t

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

*For the “C” schools only a mid-year data analysis will be submitted as an addendum.

MATH GOALS ALGEBRA END OF COURSE (EOC) EXAM

Aligned with Strategic Plan System Initiative B

(Middle and High School)

Math Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 Algebra EOC exam

Math Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 Algebra EOC exam

Math Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 Algebra EOC exam

Math Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 Algebra EOC exam

Math Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 Algebra EOC exam

Math Goal #6: To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 Algebra EOC exam

Math Goal #7: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 Algebra EOC exam

Math Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 Algebra EOC exam

Math Goals 1 thru 8 (Algebra EOC)	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	45.1	166 / 368	5	50.1
2. Proficiency Level 3+ in subgroups:				
White	53.7	109 / 203	5	58.7
Black	23.3	10 / 43	5	28.3
Hispanic	34.0	34 / 100	5	39
ELL	44.4	8 / 18	5	49.5
SWD	30.9	17 / 55	5	35.9
ED	33.3	61 / 183	5	38.3
3. High standards 4+	7.1	26 / 368	5	12.1
4. Learning Gains	43.9	136 / 310	5	48.9
5. Lowest 25% making Learning Gains	48.8	43 / 88	5	53.8
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	8.5	12 / 142	5	13.5
7. Learning Gains Levels 4/5	27.8	10 / 36	5	32.8
8. Learning Gains in subgroups:				
White	47.1	80 / 170	5	52.1
Black	39.4	13 / 33	5	44.4
Hispanic	39.1	34 / 87	5	44.1
ELL	58.3	7 / 12	5	63.3
SWD	50.0	23 / 46	5	55
ED	40.8	64 / 157	5	45.8

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Provide an Intensive Math blocked class for all students who perform at level 1 or 2 on the 2010 FCAT Math Test. Provide all level 1 and 2 students with two math classes during the year.	1	Lack motivation and prerequisite skills; Test fatigue; Lack of higher order thinking skills	Teachers, Admin	End of year	EOC	st, sss, im
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.	1, 2, 3, 4, 5, 6, 7	Lack of time and funding for PD	Teachers, Admin, Technology Facilitator	Ongoing	PLC	b, st, sss, tech, im, t
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.	3, 7	Lack motivation and prerequisite skills; Test fatigue; Lack of higher order thinking skills	Teachers, Admin, Guidance	Quarterly	Quarterly Exams	st, sss
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.	5	Lack motivation and prerequisite skills; Test fatigue; Lack of higher order thinking skills	Admin, Guidance	Quarterly	Walk through with feedback; Annual Evaluations	st

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

*For the "C" schools only a mid-year data analysis will be submitted as an addendum.

WRITING GOALS

Aligned with Strategic Plan System Initiative B

Writing Goal #1: To increase the percent of accountability group students achieving proficiency (Score 4.0+) on the 2013 FCAT Writing

Writing Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Score 4.0+) on the 2013 FCAT Writing

Writing Goal #3: To increase the percent of accountability group students achieving high standards (Score 6.0) on the 2013 FCAT Writing

Writing Goal #4: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Score 6.0) on the 2013 FCAT Writing

Writing Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		93.2%	604 / 648	2	95.2
2. Proficiency Score 3.0+ in subgroups:					
	White	94.3%	377 / 400	2	96.3
	Black	94.7%	54 / 57	2	96.7
	Hispanic	89.4%	135 / 151	2	91.4
	ELL	68.8%	11 / 16	5	73.8
	SWD	89.1%	114 / 128	2	91.1
	ED	89.3%	208 / 233	2	91.3
3. High Standards Score 6.0		0.0%	0 / 648	5	5
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 400	5	5
	Black	0.0%	0 / 57	5	5
	Hispanic	0.0%	0 / 151	5	5
	ELL	0.0%	0 / 16	5	5
	SWD	0.0%	0 / 128	5	5
	ED	0.0%	0 / 233	5	5

*The writing proficiency level for 2011-12 was changed from 4.0 to 3.0 by the Florida DOE. The 2012-13 will be adjusted upon new State Board ruling.

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Review 2011 8 th and 10 th grade FCAT writing scores to identify students performing at Level 3 or below.	1, 3	Students entering public school from private sector without FCAT experience and scores	Teachers, Guidance, Admin, Reading Coach	Baseline	FCAT Writing	st, sss
Continue to integrate the “Brantley Writes” program into all instructional areas.	1, 2, 3, 4	Lack of teacher motivation and time	Teachers, Admin	Quarterly	FCAT Writing Rubric, DA, and FCAT Writes	im, sss, t
Provide Professional Development time through Professional Learning Communities (PLCs) within departments to increase student achievement.	1, 2, 3, 4	Lack of teacher motivation; Reluctance to teacher collaboration	Teachers, Admin, Reading Coach	Baseline, Mid-year, End of Year	Formative assessments for teachers and students, DA, and FCAT Writes	st, sss, im, t

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

*For the “C” schools only a mid-year data analysis will be submitted as an addendum.

ADVANCED COURSEWORK GOALS

Aligned with Strategic Plan System Initiative A

Advanced Coursework Goal #1: To increase the percent of students “participating” in advanced coursework
Advanced Coursework Goal #2: To increase the percent of students “performance” in advanced coursework

Elementary School: Middle School level coursework
 Middle School: High school level coursework
 High School: Accelerated Coursework: (HS Accountability formula)

Advanced Coursework Goals 1 and 2	Current %	% +/-	Expected %
1. Level of Participation	63	5	68
2. Level of Performance	85	2	87

Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
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.	2	Lack of Participation, Budget constraints, Staffing constraints, student withdrawals	Guidance, Admin, Teachers	Annual	Classroom tests	sss
Provide incoming freshmen and parents a curriculum fair including AP Potential night, information on advanced level courses including AP Biology, AP Human Geography, AP Computer Science to encourage students to enroll in higher level classes.	1	Lack of Participation, Budget constraints,	Guidance, Admin, Teachers	Annual	Registration	sss, or, st
Student organizations such as National Honor Society, Link Leaders, Peer Counselors, leadership group, Beta, will provide tutoring opportunities available to all students.	1, 2	Lack of Participation, Student Time constraints	Guidance, Admin, Teachers	Ongoing	Volunteer timesheet	st, sss
Core academic teachers including all AP teachers will be offered an opportunity for ongoing professional development. Provide supplemental AP instructional materials for classrooms as needed.	2	Lack of Participation, Budget constraints, Teacher Time constraints	Guidance, Admin, Teachers	Ongoing	Teacher evaluations, Walk-through reports	st, b, t, tech

DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

Discipline Goal #1: To reduce the disparity of the following subgroups (Ethnicity, ELL, SWD, ED) receiving disciplinary referrals (duplicated)
Discipline Goal #2: To reduce the disparity of the following subgroups (Ethnicity, ELL, SWD, ED) receiving an out-of-school suspension (unduplicated)

*Each school should have at least one discipline goal for referrals and one goal for out-of-school suspensions. Additional goals may be added as needed.

Discipline Goals 1 and 2	Subgroup	Current %	Expected %
1. Discipline referrals (duplicated)	Black	20.4	18.4
2. Out-of-school suspensions (unduplicated)	Black	16.2	14.2

Action Plan

Strategy	Discipline Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Provide all incoming freshmen with a student mentor through the Link Leader program.	1, 2	Lack of follow through.	Admin, Teachers, Students	Ongoing	Report on Freshman Class discipline	sss, t
Provide incoming freshmen and their parents with information regarding discipline and dress code at the freshmen mentoring program orientation and at meetings with Link Leaders during the school year.	1, 2	Consistent Enforcement	Admin, Teachers	Ongoing	Report on Freshman Class discipline	st, t
Provide a training session for teachers and interested staff with the goal of empowering teachers and staff to provide immediate action to address the three most common infractions (dress code, cell phone use, tardiness).	1, 2	Consistent Enforcement	Admin, Teachers, Guidance	Ongoing	Report on Discipline Actions	st, t
Implement and reinforce Positive Behavior Support (PBS) school wide.	1, 2	School wide buy-in to the program	Admin, Teachers, Guidance, Students	Ongoing	Monitor # of Brantley Bucks and Positive Referrals	b, sss, t, im, st, tech
Use in-school suspension prior to out-of-school suspension as a progressive discipline approach.	1, 2	Consistent Utilization	Admin	Ongoing	Report on Discipline Actions	b, st

GRADUATION/AT-RISK GRADUATION GOALS

Aligned with Strategic Plan System Initiative A

(High School only)

Graduation Goal #1: To increase the percent of students graduating with their age-level peers

At-Risk Graduation Goal #2: To increase the percent of At-Risk students graduating with their age-level peers

High School: Graduation rate (HS Accountability Federal Graduation Rate)

High School: At-Risk is defined as students in Level 1 and Level 2 in Reading and Math on the 8th grade FCAT 2.0 (HS Accountability)

Graduation/At-Risk Graduation Goals 1 and 2	Current %	% +/-	Expected %
1. Graduation Level of Performance	81.0	4	85
2. At-Risk Graduation Level of Performance	52.4	4	56.4

Action Plan

Strategy	Graduation/At-Risk Graduation Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Identify and target students who are at risk students. (FCAT levels 1 and 2, attendance, grades, behaviors.)	1, 2	Staffing	Guidance, Admin, Teachers	Ongoing	Progress Reports Teacher Eval	st, sss
Provide a summer transition program for those students identified as at risk. (FCAT levels 1 and 2, attendance, grades, behaviors.)	1, 2	Student attendance Staffing	Guidance, Admin, Teachers	End of year	FCAT, DA Assessment	st, b
Provide a credit recovery program that serves deficient seniors to regain credits.	1, 2	Student attendance	Guidance, Admin, Teachers	Ongoing	PLATO	st
Maintain effective parent/student communication of credit earned as related to graduation requirements and existing deficiencies.	1, 2	FLVS Interface	Guidance, Admin, Teachers	Biannual Srs Annual Jrs	Climate Survey, Graduation Rate	st
Allocate a part time teacher to mentor transition students.	1, 2	Minimal parent involvement	Guidance, Admin, Teachers	Ongoing	Data, Progress Reports	st

POST-SECONDARY READINESS GOALS

Aligned with Strategic Plan System Initiative A

(High School only)

Postsecondary Readiness Goal #1: To increase the percent of graduating seniors who demonstrate post-secondary readiness in Reading as indicated by the SAT, ACT, CPT, or PERT

Postsecondary Readiness Goal #2: To increase the percent of graduating seniors who demonstrate post-secondary readiness in Math as indicated by the SAT, ACT, CPT, or PERT

*Based on the High School Accountability formula

Postsecondary Readiness Goals 1 and 2	Current %	% +/-	Expected %
1. Level of Reading Performance	92	3	95
2. Level of Math Performance	82	3	85

Action Plan

Strategy	Readiness Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Advertise and provide PSAT, SAT, ACT, and CPT Prep Courses.	1, 2	Staffing	Teachers, Guidance	Annual	SAT, ACT, CPT, PERT scores	st, sss, b
Provide information to students through the student planner, LBHS website with web links.	1, 2	Lack of internet accessibility	Admin, Guidance	Annual	SAT, ACT, CPT, PERT scores	im, sss, b, st, tech
All juniors will be given the PERT in the Spring to determine college readiness for Math and/or English courses will be provided the following year's Math and/or English placement. A PERT math course will be provided for students that meet the criteria.	1, 2	Limited technology resources	Admin, Guidance, Clerical	Annual	SAT, ACT, CPT, PERT scores	st, tech
Identified seniors will be given the PERT in the Spring to meet criteria for college readiness.	1, 2	Limited technology resources	Admin, Guidance, Teachers	Annual	SAT, ACT, CPT, PERT scores	st

EXTRACURRICULAR ACTIVITIES GOAL(S)

Aligned with Strategic Plan System Initiative C

Extracurricular Activities Goal #1: To reduce the disparity in representation of the following subgroups (Ethnicity, ELL, SWD, ED) participating in extracurricular activities

Elementary: chorus, safety patrol, student council, TV production

Middle: Beta Club, NJHS, SECME, cheerleading, cross-country, track and field, volleyball

High: Mu Alpha Theta, NHS, Science Fair, Student Government, baseball, basketball, cheerleading, softball, tennis

(Each school should have at least one extracurricular activity goal. Additional goals may be added as needed.)

*School provided data

Extracurricular Activity Goal #1	Subgroup	Current %	Expected %
1. Activity: NHS	Black	8	10

Action Plan

Strategy	Extracurricular Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Educate students and parents about extra-curricular activities through Club Night, Sports Fair, CCTV, Patriot Parade, Digital Marquee, middle school orientation, Jefferson Award Community Service night, and the school website.	1	Beliefs; Time commitments; Lack of transportation	Admin, Teachers, Guidance	Ongoing	Participation rates	b, st, tech
Provide a pamphlet to all new students containing information about all extra-curricular activities offered at LBHS at the freshmen orientation, new student enrollment, and website.	1	Beliefs; Time commitments; Lack of transportation	Admin, Teachers, Guidance	Ongoing	Participation rates	b, st
Utilize the universal sports contract or constitution that outlines the expectations and responsibilities of the coaches, players, members, and parents.	1	Beliefs; Time commitments; Lack of transportation	Admin, Coaches, Athletic Director	Annual	Participation rates	st, b
Send an invitation to apply to all honorary societies for 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 Guidance counselors.	1	Beliefs; Time commitments; Lack of transportation	Admin, Coaches, Athletic Director	Quarterly	Participation rates	st

SCHOOL DEFINED GOAL

*All Seminole County Public Schools are providing ePathways for their students. Schools are highly encouraged to include an ePathways goal in their 2012-2013 SIP.

Examples include: Elementary schools – Languages, on-line acceleration, PRIMES 5, PRIMES 4, ACCEL, etc.

Middle schools – Virtual options, ACCEL, etc.

High schools – Virtual options, Flex hours, ACCEL, etc.

Other school defined goals may be added.

Goal #1: Further develop and support our ePathways initiatives new in the 2012 school year: School WiFi Café, after hours Chorale program, Virtual options

School Defined Goal	Current	# of #-	% +/-	Expected
Further develop and support our ePathways initiatives new in the 2012 school year: School WiFi Café, after hours Chorale program, Virtual options	There will be a mid-year evaluation that will be reflective based on the completion of the current construction project to install the WiFi Café.			

*If necessary adjust table headings to reflect the needs suited to the goal.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Completion of transformation of media center and cyber café.	Budget Concerns	Admin, Media, Students, ETF	Ongoing	Participation Rates	b, im, or
Monitor participation of students using media center/café.	Lack of transportation	Admin, Media, Students, ETF	Ongoing	Participation Rates	st
Monitor participation of Chorale program.	Time Commitment	Admin, Media, Students, ETF	Ongoing	Participation Rates	st
Monitor participation of Virtual School options.	Time Commitment	Admin, Media, Students, ETF	Ongoing	Participation Rates	st, tech

PROFESSIONAL DEVELOPMENT PLAN

PD Activity	SIP Goal #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants (e.g. PLC, subject, grade level, or school-wide)	# Anticipated Participants	# Actual Participants	Position(s) Responsible
Professional Learning Community (PLC)	Reading 1-7; Math 1-7; Writing 1-4	Monthly (teacher meetings)	Improving student achievement	PLCs in departments	161	161	Teachers, Guidance, Reading Coach
Positive Behavior Support (PBS)	Discipline 1-2	Daily	Reducing number of discipline referrals	School-wide, bus drivers, custodians	250+	250+	Admin, Faculty, Support Staff
Multi-Tiered Support System (MTSS)	Discipline 1-2	Daily	Training staff on behavior management	Classroom teachers,	161	161	Teachers, Guidance, Admin
Brantley Writes / PBS Writing	Writing 1-4	Ongoing	Improving student achievement	School-wide	3000+	3000+	Teacher, Admin, Students

WAIVER REQUEST #1

2012-2013

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
B. District Contact Person: Dr. Anna Marie Cote
C. School Name: Lake Brantley High School
- Waiver implementation year: 2012-2013
Phone: (407) 320-0022
Waiver Request is for a 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.**

2012-2013 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 26 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 62 states “Students receiving a high school diploma from Seminole County Public Schools must meet the following requirements: Complete all credit requirements of the 26 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 SCPS SPP, 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 2011-2012 school curriculum guide on page 8.
 - 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.**

During the 2010-2011 school year, 62% (1809 of 2941) of all curriculum subgroups successfully completed advanced level classes. It is our objective to increase by 5% all curriculum subgroups successfully completing advanced level classes in the 2011-2012 school year.
 - 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

2012-2013

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
B. District Contact Person: Dr. Anna Marie Cote
C. School Name: Lake Brantley High School
- Waiver implementation year: 2012-2013
Phone: (407) 320-0022
Waiver Request is for a School Board Policy
- 1) **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.**
2012-2013 Student Progression Plan: High Schools-Grading Procedures: (III. B.), page 79 states “the following is the grading system for Seminole County Public Schools, grades 9-12.”
 - 2) **Describe how the School Board policy you are requesting be waived interferes with your school improvement initiatives.**
We have some courses at our school that we do not believe should have the standard A-F grades assigned for various reasons. Student Assistant courses and Leadership courses do not have the traditional graded assignments and requirements of the academic and elective coursework that we offer. Therefore, the grade traditionally received for successful completion (A) of these courses tends to inflate the students’ grade point average.
 - 3) **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.**
The above-mentioned courses, Leadership, BPA Leadership, Student Assistant, Research II (Lab Assistant), and Volunteer Public Service will be offered on a Pass/Fail basis only at L.B.H.S. A student will receive a grade of “P” for acceptable performance in the class or an “F” for unacceptable performance. Passing grades will not be used in calculating a student’s G.P.A., however, the credits earned will count towards graduation.
 - 4) **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.**
Students who elect to take the above mentioned courses have transcripts that accurately reflect credit earned for this particular coursework, but not at the expense of inflating a student’s grade point average. Students are continuing to enroll and take these courses, as evidenced by current course tallies, and are satisfied with the grades that they receive (Pass/Fail) and the credit given.
 - 5) **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.**
Data describing course selection and the outcome of students’ grades in these courses will be monitored and used to evaluate the success of this alternate policy.

WAIVER REQUEST #3

2012-2013

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
B. District Contact Person: Dr. Anna Marie Cote
C. School Name: Lake Brantley High School
- Waiver implementation year: 2012-2013
Phone: (407) 320-0022
Waiver Request is for a School Board Policy

- 1) **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.**

2012-2013 Student Progression Plan: High Schools-Grade Weighting: (III. C.) page 79, 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.

- 2) **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.

- 3) **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.)

- 4) **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.

- 5) **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 #4

2012-2013

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: 2012-2013 |
| B. District Contact Person: Dr. Anna Marie Cote | Phone: (407) 320-0022 |
| C. School Name: Lake Brantley High School | Waiver Request is for a School Board Policy |

- 1) **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.**

2012-2013 Student Progression Plan: High Schools – Grading Procedures: Grade Flagging (III.E.) page 80 states “Students may drop (flag) elective courses with the lowest grades from their GPA calculation after graduation if they satisfy the state and school graduation requirements.”

- 2) **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 and the increasing popularity of FLVS, 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.

- 3) **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.

- 4) **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.

- 5) **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 2011-2012

INCOME:

Original Allocation:	11430.77
Adjustment:	
Carry Over:	
Total Income:	11430.77

EXPENDITURES	ACTUAL COST	BALANCE
		11430.77
PBS Program	2200.00	9230.00
Link Crew	4525.00	4705.00
BPA	1000.00	3705.00
Business Classes	571.00	3134.00
Dinosaur	469.00	2665.00
Applia (AP Classes)	500.00	2165.00
I Pods(AP Classes)	500.00	1665.00
Newspaper Conference	798.00	847.00

} Start with your beginning

CARRY OVER:

Total carry over for 2012-2013: \$847.00

ADDENDUM 1
MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RESPONSE TO INTERVENTION (RtI)

Provide the information describing the components and processes associated with Multi-Tiered System of Supports (MTSS) Response to Intervention (*RtI*) at your school. Please briefly respond to each of the items below:

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

Principal:	Mary Williams	Reading Coach:	Camille Cain
Assistant Principal:	Deirdre Garnes	Teacher:	Katie Tomlinson
Guidance Counselor:	Anna Astwood	Teacher:	Brian Theiss
Guidance Counselor:	Vinette Young		
Guidance Counselor:	Ellen Boyle		

2. Describe how your school's MTSS Leadership Team functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

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 MTSS Leadership Team in the development and implementation of the SIP.

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 source and data management system used to summarize tiered data for Reading, Mathematics, Science, Writing, and Behavior.

LBHS will use the Skyward, Ed Insight and Discover Ed data.

5. Describe the plan to train staff on MTSS.

- 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 **2011-2012**.
- Analyze discipline data and revisit action plans to meet School Improvement Objectives #8 & #9 and to address Critical Success Factors for 2012-13.

6. Describe how the school-based MTSS Leadership Team will align functions (e.g. meeting topics/agenda items with ongoing progress monitoring of core, supplemental, and intensive support.

Team members have attended 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.

ADDENDUM 2 – LITERACY LEADERSHIP TEAM (LLT)

Please briefly respond to each of the items below:

1. Identify the members of your school's Literacy Leadership Team (LLT).

Literacy Coach:	Camille Cain	ESE Teacher:	Christine Duff
Assistant Principal:	Jessica Webb	Technology Facilitator:	Charlie Negron
ESE Teacher:	Katie Tomlinson	Student:	James Williams
English Department Chair:	Tracy Fitzgerald	Student:	Kira McDermott
Art Teacher:	Katy Farmer		
Math Teacher:	Doranga Webster		
Social Studies Teacher:	Ed Johnson		

2. Describe how your school's LLT functions (e.g. meeting processes and roles/functions).

The LLT meeting will be chaired by the Literacy coach. Data from Professional Learning Communities will determine the focus of the monthly meeting. Accountability for each meeting will be documented through a predetermined agenda and minutes.

One person from each grade level/subject will be designated the "Literacy representative." This individual will be the liaison between the grade level members and the school's administrators.

Duties will be as follows:

- Analyze school-wide Literacy data to determine strengths and weaknesses to set goals.
- Discuss & develop the Instructional Calendar as pertains to the specific grade level/subject.
- Be able to assist teachers and be knowledgeable about the District Reading Curriculum, Language Arts Standards and other literacy related information.
- Be knowledgeable about the Continuous Improvement Model - CIM model and methods of using it in the classroom as it pertains to Literacy.
- Assist in planning and organizing school-wide Literacy-related events and professional development in-services. Each member of the team will be given a Literacy folder to collect information and other notes from their grade level. This information will be part of the topics discussed during monthly meetings.

3. What will be the major initiatives of the LLT this year?

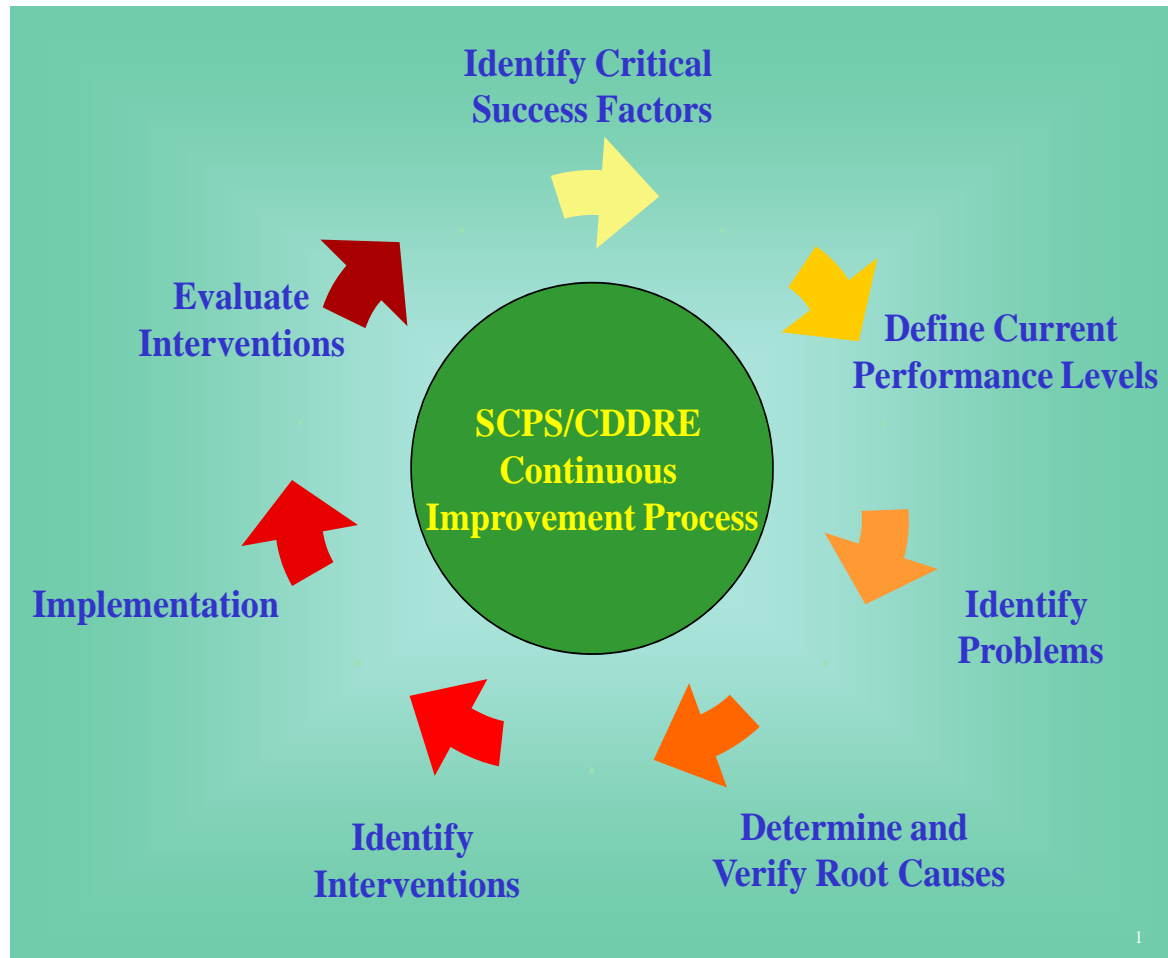
The major initiatives of the LLT were determined by analyzing the results from 2012 FCAT results. The results indicated a need to focus on Reading: 3rd grade

- Initiative 1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2012 FCAT 2.0 Reading
- Initiative 2: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2012 FCAT 2.0 Reading
- Initiative 3: To increase the percent of accountability group students in AYP subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2012 FCAT 2.0 Reading
- Initiative 4: To increase the percent of accountability group students making Learning Gains on the 2012 FCAT 2.0 Reading
- Initiative 5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2012 FCAT 2.0 Reading
- Initiative 6: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2012 FCAT 2.0 Reading
- Initiative 7: To increase the percent of accountability group students in AYP subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2012 FCAT 2.0 Reading

ADDENDUM 3 -LESSON STUDY

Please briefly summarize how professional development activities related to “Lesson Study” will be appropriately incorporated into the Action Plans included in the Goals of your School Improvement Plan.

Lesson Study is a High quality Professional Development that deepens teachers’ content knowledge and pedagogical skills. It is focused on collaboration among and between teachers and principals. In 2012-2013, LBHS Content Administrators will be assuring our Professional Learning Communities focus on student learning and the process of student learning through lesson development, lesson implementation, and lesson revision. In 2012-2013, faculty members will be assigned to a Content PLC every 4th Wednesday that encompasses Lesson Study in alignment with authentic student engagement, effective formative feedback, and the development of common curriculum/common assessments. The Lesson Study format implemented in a PLC setting will allow teachers and administrators to work together to monitor common learning opportunities in alignment with research based outcomes for student achievement. Content Administrators will coordinate and monitor all study sessions as they occur throughout the 2012-2013 school year.



ADDENDUM 5 - PARENT INVOLVEMENT GOAL(S)

Based on the analysis of 2011-2012 parent involvement data, identify and define areas in need of improvement in 2012-2013.
How will the school correlate the parental involvement activities with student achievement?

Goal #1: Increase the percent of parents registered for the Skyward Parent Portal.

Parent Involvement Goal(s)	Current	# of #-	% +/-	Expected
1. Parents registered for Parent Portal	62.7%	1688/2691	7.3	70

Action Plan

Strategy	Parent Involvement Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Parents will have access to open enrollment on Open House Night	1	Lack of technology/interest	Admin,ETF, Guidance	Ongoing	Climate Survey	tech, st
Skyward advertised in Patriot Parade, Marquee, Website	1	Lack of technology/interest	Admin,ETF, Guidance	Ongoing	Parent Interaction	tech,st
Guidance Counselors and Teachers will encourage the use of Skyward	1	Lack of technology/interest	Admin,ETF, Teachers, Guidance	Ongoing	Parent Interaction	tech, st

ADDENDUM 6 - SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM) GOAL(S)

Seminole County Public Schools realizes the importance of accelerated STEM education to prepare students for the workforce of the 21st Century. At the elementary level all schools have been provided with a robotics program and participate in SECME activities. At the secondary level all schools include science, engineering, technology and mathematics in their curriculum offerings.

In the narrative below respond to what STEM practices are currently in place and what is the plan for STEM for the 2012-13 school year.

Enter narrative for STEM goal:

Lake Brantley High School offers courses in AP Calculus, AP Statistics, AP Biology, AP Chemistry, AP Physics, AP Environmental, and AP Computer Science. Research courses include Science and Technology. Clubs include Robotics, SECME, Mu AlphaTheta, and Science Honorary.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Actively recruit students to take AP STEM coursework.	Budget, Time	Admin, Guidance, Teachers	Ongoing	Monitor participation and performance	b, tech, st, im
Computer Science will seek to recruit minorities and female students.	Budget, Time	Admin, Guidance, Teachers	Ongoing	Monitor participation and performance	b, tech, st, im
Vertically articulate to elementary/middle school feeder schools.	Budget, Time	Admin, Guidance, Teachers	Ongoing	Monitor participation and performance	b, tech, st, im
Computer Science will partner with Interior Design to collaborate on co-curricular projects.	Budget, Time	Admin, Guidance, Teachers	Ongoing	Monitor participation and performance	b, tech, st, im

ADDENDUM 7 - CAREER AND TECHNICAL EDUCATION (CTE) GOAL(S)

Seminole County Public Schools is committed to Career and Technical Education/Vocational opportunities for all students. Beginning at the elementary level students are exposed to Career and Technical workforce related opportunities through standard based mathematics, science and social studies curriculum. At the middle and high school levels through exploratory and elective courses students experience a variety of careers that are designed to support workforce needs based on economic career predictors.

In the narrative below respond to what CTE practices are currently in place and what is the plan for CTE for the 2012-13 school year.

Enter narrative for CTE goal:
 Lake Brantley High School offers courses in Childcare, Interior Design, Drafting, Carpentry, Cosmetology and Food Production. The Business Department offers an Academy of Finance and a hands-on experience in our school's credit union. Ready to Work, CAPE Academy, and Industry Certifications are also offered.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Actively recruit students to take these courses via Curriculum Fair Night, Pre-School Processing.	Budget, Time	Admin, Guidance, Teachers	Ongoing	Monitor participation and performance	b, tech, st, im
Support testing efforts.	Budget, Time	Admin, Guidance, Teachers	Ongoing	Monitor participation and performance	b, tech, st, im

ADDENDUM 8 – COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA) GOALS

Based on the analysis of 2011-2012 CELLA data, the following schools will need to complete CELLA goals:

Elementary schools: Idyllwilde, Pine Crest, Spring Lake and Wicklow

All middle schools except Chiles and Rock Lake

All high schools except Crooms, Journeys, and Oviedo

Identify and define areas in need of improvement in 2012-2013.

Goal #1: To increase the number of ELL students scoring proficient in the Listening and Speaking section of CELLA in 2012-2013

Goal #2: To increase the number of ELL students scoring proficient in the Reading section of CELLA in 2012-2013

Goal #3: To increase the number of ELL students scoring proficient in the Writing section of CELLA in 2012-2013

CELLA (All students)	Current	# of #	% +/-	Expected
1. Proficient in Listening & Speaking	69.9%	58/83	3.1	73
2. Proficient in Reading	29.3%	24/82	8.7	38
3. Proficient in Writing	52.4%	44/84	5.6	58

Action Plan

Strategy	CELLA Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Provide PLC opportunities for teachers	1,2,3	Lack of parental involvement, test fatigue, lack of student motivation, lack of cultural awareness	Admin, Guidance, Teachers	Progress Monitoring	Monitor participation & performance	b,tech, st,im
Provide appropriate materials	1,2,3	Lack of parental involvement, test fatigue, lack of student motivation, lack of cultural awareness	Admin, Guidance, Teachers	Progress Monitoring	Monitor participation & performance	b,tech, st,im
Recruit mentors to work with ELL students	1,2,3	Lack of parental involvement, test fatigue, lack of student motivation, lack of cultural awareness	Admin, Guidance, Teachers	Progress Monitoring	Monitor participation & performance	b,tech, st,im

ADDENDUM 10 – GEOMETRY, BIOLOGY, U.S. HISTORY AND CIVICS (EOC)

Seminole County Public Schools is committed to high performance in End of Course exams. Curriculum instructional plans will be aligned with and paced in a manner that will best ensure student success on the End of Course exams. Baseline student performance data will be established once the Florida Department of Education and State Board set the standards for each exam.

ADDENDUM 11 – AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES (AAAMO)

Using baseline data from 2011, the school will reduce the achievement gap in Reading and Math by 50% by 2017.

READING AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	67	66	73	75	78	81	84
American Indian							
Asian	75	75	79	81	83	85	88
Black/African-American	42	43	52	57	61	66	71
Hispanic	55	52	63	66	70	74	78
White	74	72	78	81	83	85	87
English Language Learners	29	32	41	47	53	59	65
Students with Disabilities	26	29	38	45	51	57	63
Economically Disadvantaged	52	49	60	64	68	72	76

MATH AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	55	66	63	66	70	74	78
American Indian							
Asian	56	89	63	67	71	74	78
Black/African-American	44	38	53	58	63	67	72
Hispanic	57	48	64	68	71	75	79
White	57	74	64	68	71	75	79
English Language Learners	54	62	62	66	69	73	77
Students with Disabilities	30	35	42	48	53	59	65
Economically Disadvantaged	45	47	54	59	63	68	73

SCHOOL ADVISORY COUNCIL SIGNATURES

2012-2013

FINAL COPY

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

ADMINISTRATOR	DATE	PRINCIPAL	DATE	PARENT/COMMUNITY	DATE
Joe Trybus		Mary Williams			
INSTRUCTIONAL					
		PARENT/COMMUNITY			
		Linda Sprinkle Anderson			
Kyle Hopkinson					
		Debbie Brownrigg			
Kent Kersten					
		Catherine Drohan			
Joshua Pierce					
		Beth McKenna			
Amanda Propst					
		Lauren Mickler			
Jesse Walker					
		Donna Morand			
NON-INSTRUCTIONAL					
Julie Collins		Laura Napoleon			
		Vicki O'Brien			