

2013-2014 SCHOOL IMPROVEMENT PLAN

Lake Brantley High School

991 SAND LAKE RD

Altamonte Springs, FL 32714

407-746-3450

[http://www.scps.k12.fl.us/schools/
schoolinfopage.cfm?schoolnumber=0491](http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0491)

School Demographics

School Type
High School

Title I
No

Free and Reduced Lunch Rate
37%

Alternative/ESE Center
No

Charter School
No

Minority Rate
40%

School Grades History

2013-14
PENDING

2012-13
A

2011-12
B

2010-11
B

2009-10
A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	15
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	22
Part III: Coordination and Integration	24
Appendix 1: Professional Development Plan to Support Goals	25
Appendix 2: Budget to Support Goals	26

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Lake Brantley High School

Principal

Michael Gaudreau

School Advisory Council chair

Vicki O'Brien

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Mike Gaudreau	Principal
Julienne McDonald	Assistant Principal
Anna Riether	Certified School Counselor
Vinette Young	Certified School Counselor
Amanda Pierce	Certified School Counselor
Camille Cain	Literacy Coach
Katie Tomlinson	ESE Department Head
Brian Theiss	ESE Teacher
Patricia Elkharchafi	ESE Teacher
Joe Trybus	Assistant Principal

District-Level Information

District

Seminole

Superintendent

Dr. Walt Griffin

Date of school board approval of SIP

11/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Michael Gaudreau, Principal

Vicki O'Brian - Chairperson - Parent

Catherine Drohan - Vice-Chairperson - Community Member

Julie Collins - Secretary - Non-Instructional/Educational Support

Linda Anderson - Parent

Giselle Cannon - Instructional

Debbie Brownrigg - Parent
Christiane Cox - Parent
Jeffrey Cox - Parent
Mary Cumberland - Instructional
Mary DeBonville - Parent
Mikael Edstrom - Parent
Darlene Gariepy - Instructional
Blaine Johnson - Parent
Kent Kersten - Instructional
Beth McKenna - Parent
Alonzo Mitchell - Parent
Donna Morand - Parent
Amanda Propst - Instructional
Danielle Soltren - Student
Sara Spencer - Instructional
Stephanie Sully - Instructional
Katie Tomlinson - Instructional
Morgan Tryon - Instructional
Rebecca Veigle - Parent
Kristine Visavachaipan - Instructional

Involvement of the SAC in the development of the SIP

To assist in the development and evaluation of the school improvement plan as defined in Section 230.23 (18), F.S. our SAC reviewed statistical data with respect to student achievements and satisfaction of prior SIP goals. SAC participates in the review of the annual climate surveys, results of student performance reports and helps to target areas of needed improvement postulating corrective actions.

Activities of the SAC for the upcoming school year

The 2013-2014 SAC holds monthly meetings for the purpose of:

- (1) Serving as a resource for the principal who remains responsible for decisions affecting the school. The principal shall make the final decision on recommendations of the SAC.
- (2) Advising the principal in matters pertaining to the school program. "Advise" in this context means to inquire, inform, suggest, or recommend.
- (3) Inquiring about school matters, identify problems, propose solutions to problems, suggest changes and inform the community. Formal recommendations of the SAC shall be made to the principal.
- (4) Assisting in the preparation and evaluation of the school improvement plan as defined in Section 230.23 (18), F.S.
- (5) Addressing any other educational area which would be improved through the encouragement of closer working relationships among the school principal, the teachers, educational support personnel, the parents, the students and other members of the community.
- (6) Providing input on the school's annual budget when requested by the principal.
- (7) Approving all allocations and disbursement of funds as allocated by state legislature for SAC use.

Projected use of school improvement funds, including the amount allocated to each project

SAC has determined that as a result of reduced funding for School Year 2013-2014 all budget requests for allocation of funds must support the School Improvement Plan. Our budget balance is \$4,126.27 and we strive to equally divide those funds between academia, the arts and extracurricular activities.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators**# of administrators**

6

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:**Michael Gaudreau**

Principal

Years as Administrator: 15

Years at Current School:

Credentials

Math 6-12, Educational Leadership, School Principal K-12

Performance Record**Nicole Rottler-Wysong**

Asst Principal

Years as Administrator: 2

Years at Current School: 9

Credentials

English 6-12, Reading Endorsement, Educational Leadership

Performance Record**Jessica Webb**

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

Biology 6-12, Educational Leadership

Performance Record**Joe Trybus**

Asst Principal

Years as Administrator: 7

Years at Current School: 7

Credentials

Business 6-12, School Principal K-12, Educational Leadership, Athletic Coach

Performance Record**Juliene McDonald**

Asst Principal

Years as Administrator: 9

Years at Current School:

Credentials

Mentally Handicapped K-12, Educational Leadership

Performance Record

Curtis Nash

Asst Principal

Years as Administrator:

Years at Current School: 8

Credentials

Music K-12, Educational Leadership, School Principal K-12

Performance Record**Instructional Coaches****# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Camille Cain**

Full-time / School-based

Years as Coach: 1

Years at Current School: 5

Areas

Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other

Credentials

English 6-12, Reading Endorsed

Performance Record**Classroom Teachers****# of classroom teachers**

148

receiving effective rating or higher

0%

Highly Qualified Teachers

98%

certified in-field

136, 92%

ESOL endorsed

19, 13%

reading endorsed

15, 10%

with advanced degrees

82, 55%

National Board Certified

10, 7%

first-year teachers

14, 9%

with 1-5 years of experience

23, 16%

with 6-14 years of experience

53, 36%

with 15 or more years of experience

58, 39%

Education Paraprofessionals**# of paraprofessionals**

10

Highly Qualified

10, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

7

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an “A” school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Lake Brantley High School has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county’s new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits

their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Function and responsibility of each school-based leadership team member as related to MTSS and 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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and 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.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

LBHS will use the Skyward, Ed Insight and Discovery Ed data to analyze and monitor the effectiveness of core, supplement, and intensive supports in the above listed areas.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

- 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.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 5,400

Before and after school tutoring program available to entire student population in Core Academic Subjects.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Teachers collect data based on individual needs and student progress through the Skyward Student Data Information System.

Who is responsible for monitoring implementation of this strategy?

The strategy is monitored by faculty, staff and administration.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Camille Cain	Literacy Coach
Angela Cecere	Applied Tech
Parker Daniels	Business
Katie Tomlison	ESE Department Chair
Kristine Visavachaipan	Math
Ryan Dufrain	ROTC
David Duffy	Science
Katy Farmer	Visual/Performing Arts
Candido Negrón	World Languages
Mike Gaudreau	Principal
Joe Trybus	Assistant Principal
Julienne McDonald	Assistant Principal
Nicole Rottler-Wysong	Assistant Principal
Curtis Nash	Assistant Principal
Jessica Webb	Assistant Principal
MaryBeth Delfiacco	School Administration Manager

Name	Title
Charlie Negron	ETF
Jill Adams	English
Brian Shafer	Dean

How the school-based LLT 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.

Major initiatives of the LLT

The major initiatives of the LLT were determined by analyzing the results from 2013 FCAT results. The results indicated a need to focus on Reading and Writing across all content areas.

- Initiative 1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading
- Initiative 2: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 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 2013 FCAT 2.0 Reading
- Initiative 4: To increase the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Reading
- Initiative 5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Reading
- Initiative 6: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 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 2013 FCAT 2.0 Reading
- Initiative 8: To increase the percent of accountability group students achieving proficiency (Level 4.0+) on the 2013 FCAT Writing.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the secondary teacher to give all students the opportunity to engage in

sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Lake Brantley High School has a comprehensive Applied Technology (Cosmetology, Early Child Care Education, Cabinetry, Drafting, Web Design, Interior Design) and additionally Central Florida Educators Credit Union (Institute of Finance) operates a student staffed branch on campus.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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. 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.

Strategies for improving student readiness for the public postsecondary level

PERT Testing, AP Potential Night, Provide fee payments for students demonstrating financial need for the SAT/ACT. We also offer PSAT/ACT/SAT Prep courses.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	68%	No	75%
American Indian				
Asian	79%	85%	Yes	81%
Black/African American	52%	45%	No	57%
Hispanic	63%	55%	No	66%
White	78%	76%	No	81%
English language learners	41%	29%	No	47%
Students with disabilities	38%	35%	No	45%
Economically disadvantaged	60%	52%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	331	26%	28%
Students scoring at or above Achievement Level 4	544	42%	44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	796	65%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	192	61%	63%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	49	73%	75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	34	52%	54%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	40	61%	63%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	442	68%	73%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	79%	Yes	66%
American Indian				
Asian	63%	94%	Yes	67%
Black/African American	53%	61%	Yes	58%
Hispanic	64%	71%	Yes	68%
White	64%	84%	Yes	68%
English language learners	62%	58%	No	66%
Students with disabilities	42%	56%	Yes	48%
Economically disadvantaged	54%	67%	Yes	59%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	625	75%	77%
Students in lowest 25% making learning gains (EOC)	180	65%	67%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	133	46%	51%
Students scoring at or above Achievement Level 4	42	14%	25%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	213	34%	34%
Students scoring at or above Achievement Level 4	261	42%	50%

Area 4: Science**High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	253	42%	42%
Students scoring at or above Achievement Level 4	220	37%	45%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	3	100%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	1567	60%	62%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		91%	92%
Students taking one or more advanced placement exams for STEM-related courses	623	23%	25%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	79	3%	5%
Passing rate (%) for students who take CTE-STEM industry certification exams		65%	67%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1527	58%	60%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	79	3%	5%
Passing rate (%) for students who take CTE industry certification exams		65%	67%
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	252	9%	5%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	151	23%	20%
Students with grade point average less than 2.0	376	14%	12%
Students who fail to progress on-time to tenth grade	86	13%	10%
Students who receive two or more behavior referrals	328	12%	9%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	123	4%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase membership to PTSA. Increased parent participation on School Advisory Council. Increased Dividend involvement. Increase percentage of parental sign in to Skyward Family Access. Increased hits to school website.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Primary guardian logged into Skyward Parent Portal at least once during the school year.	1099	48%	60%

Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

G1. Increase Graduation Rate of At-Risk Students.

Goals Detail

G1. Increase Graduation Rate of At-Risk Students.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Budget, Instructional Materials, Staffing, Student Support Service, Technology.

Targeted Barriers to Achieving the Goal

- Student Attendance,

Plan to Monitor Progress Toward the Goal

The criteria we use will be the Skyward Report of absences. Unexcused absences per semester, not to exceed 9.

Person or Persons Responsible

Administration, guidance and faculty

Target Dates or Schedule:

Quarterly

Evidence of Completion:

At risk students will not lose credits resulting from excessive absences (greater than 9 per semester)

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase Graduation Rate of At-Risk Students.

G1.B1 Student Attendance,

G1.B1.S3 Teacher notification of attendance of at risk students

Action Step 1

In-service outlining procedure teachers should follow for monitoring student attendance and frequent notification of parents.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Monitoring process through department meetings and evaluative pre/post conferences.

Facilitator:

Administration

Participants:

Faculty and Staff

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Monitoring attendance of at risk student population

Person or Persons Responsible

Curtis Nash, Claudia Alavarez

Target Dates or Schedule

On-going process

Evidence of Completion

Data reports submitted monthly

Plan to Monitor Effectiveness of G1.B1.S3

Daily Attendance of at risk students

Person or Persons Responsible

Faculty

Target Dates or Schedule

On going process

Evidence of Completion

Data Reports of attendance of at risk student population

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Lake Brantley High School will coordinate Supplemental Academic Instruction and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase Graduation Rate of At-Risk Students.

G1.B1 Student Attendance,

G1.B1.S3 Teacher notification of attendance of at risk students

PD Opportunity 1

In-service outlining procedure teachers should follow for monitoring student attendance and frequent notification of parents.

Facilitator

Administration

Participants

Faculty and Staff

Target Dates or Schedule

On-going

Evidence of Completion

Monitoring process through department meetings and evaluative pre/post conferences.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase Graduation Rate of At-Risk Students.	\$6,000
	Total	\$6,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
District	\$6,000	\$6,000
Total	\$6,000	\$6,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase Graduation Rate of At-Risk Students.

G1.B1 Student Attendance,

G1.B1.S3 Teacher notification of attendance of at risk students

Action Step 1

In-service outlining procedure teachers should follow for monitoring student attendance and frequent notification of parents.

Resource Type

Professional Development

Resource

District provided staffing, Extended Time Tutoring Program

Funding Source

District

Amount Needed

\$6,000