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.

Wicklow Elementary 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+		51.7%	5%	56.7%	48.6%	N
High standards Level 4+		27.0%	5%	32.0%	26.2%	N
Proficiency Level 3+ in AYP subgroups						
	White	65.8%	5%	70.8%	67.9%	N
	Black	31.3%	5%	36.3%	30.5%	N
	Hispanic	54.3%	4.5%	58.8%	48.8%	N
	ELL	45.1%	4.9%	50%	43.9%	N
	SWD	28.4%	5%	33.4%	29.7%	N
	ED	46.7%	4.3%	51%	43.1%	N
Learning Gains		63.6%	4.4%	68%	68%	Y
Lowest 25% making Learning Gains		51.5%	4.5%	59%	74%	Y
Learning Gains Levels 4/5		85.7%	4.3%	90%	90.9%	Y
Learning Gains in AYP subgroups						
	White	70.1%	4.9%	75%	73.0%	N
	Black	59.2%	4.8%	64%	49.4%	N
	Hispanic	61.1%	4.9%	66%	71.4%	Y
	ELL	55.3%	4.7%	60%	69.6%	Y
	SWD	56.8%	4.2%	61%	51.2%	N
	ED	61.5%	4.5%	66%	62.0%	N

Math Goals (accountability group)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Level 3+		62.3%	5%	67.3%	51.3%	N
High standards Level 4+		27.5%	5%	32.5%	23.0%	N
Proficiency Level 3+ in AYP subgroups						
	White	74.6%	5%	79.6%	64.2%	N
	Black	42.6%	7%	49.6%	32.6%	N
	Hispanic	65.1	5%	70.1%	56.1%	N
	ELL	66.7	2.6%	68.3%	56.1%	N
	SWD	46.3	0%	46.3%	32.8%	N
	ED	58.1	4.4%	62.5%	47.9%	N
Learning Gains		72.8	4.2%	77%	57%	N
Lowest 25% making Learning Gains		65.7%	4.3%	70%	51%	N

Learning Gains Levels 4/5		33.3%	37.7%	70%	86.2%	Y
Learning Gains in AYP subgroups						
	White	75.3	4.7%	80%	59.5%	N
	Black	69.0	5%	74%	43.6%	N
	Hispanic	69.8	5.2%	75%	59.5%	N
	ELL	76.9	3.1%	80%	73.9%	N
	SWD	70.5	4.5%	75%	41.5%	N
	ED	68.9	6.1%	75%	55.4%	N

Writing Goals (accountability group)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Score		66.4%	4.6%	71%	66.9%	N
High standards Score 6.0		0.0%	5%	5%	0.0%	N
Proficiency Score in AYP subgroups						
	White	52.5%	9.5%	62%	72.7%	Y
	Black	74.2%	4.8%	79%	59.5%	N
	Hispanic	79.4%	4.6%	84%	67.4%	N
	ELL	66.7%	3.3%	70%	66.7%	N
	SWD	33.3%	19.7%	53%	31.6%	N
	ED	67.9%	3.1%	71%	64.4%	N
High standards Score 6.0 in AYP subgroups						
	White	0.0%	5%	5%	0.0%	N
	Black	0.0%	5%	5%	0.0%	N
	Hispanic	0.0%	5%	5%	0.0%	N
	ELL	0.0%	5%	5%	0.0%	N
	SWD	0.0%	5%	5%	0.0%	N
	ED	0.0%	5%	5%	0.0%	N

Science Goals (ES and MS accountability groups)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Level 3+		47.9%	10.1%	58%	40.3%	N
High standards Level 4+		12.6%	9.4%	22.0%	12.5%	N
Proficiency Level 3+in AYP subgroups						
	White	64.9%	9.1%	74%	56.5%	N
	Black	11.5%	9.5%	21%	24.4%	Y
	Hispanic	47.8%	9.1%	57%	38.3%	Y
	ELL	26.7%	9.3%	36%	16.7%	N
	SWD	-	21%	21%	36.4%	Y
	ED	42.2%	9.8%	52%	34.9%	N
High standards Level 4+ in AYP subgroups						
	White	16.2%	9.8%	26%	26.1%	Y

	Black	7.7%	9.2%	17%	2.4%	N
	Hispanic	8.7%	9.3%	18%	10.6%	N
	ELL	0.0%	17%	17%	0.0%	N
	SWD	0%	17%	17%	9.1%	N
	ED	9.6%	9.4%	20%	9.4%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	48%	5%	53%	85.7%	Y
Performance in advanced coursework	77%	13%	90%	100.0%	Y

Discipline Goals	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: Students With Disabilities	208.66%	58.66%	150.00%	144.13%	Y
Economically disadvantaged	113.09%	5.09%	108.00	104.32%	Y
Out-of-school suspensions (unduplicated) Subgroup: Students With Disabilities	20.5%	11.5%	9.0%	6.31%	Y
Economically Disadvantaged	11.2%	2.2%	9.0%	8.06%	Y

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	88%	2%	90%	100.0%	Y
At-Risk students graduating or advancing with age-level peers	86%	4%	90%	100.0%	Y

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup: Student council, TV production, safety patrol, chorus – Economically Disadvantaged.	20%	30%	50%	60%	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Encourage Parents/Families to participate in school activities	83%	12%	95%	95%	Y
Increase business partnerships and community relationships	4	10	14	24	Y

Goal Summary
Number of Goals Met: __22__
Number Not Met: __51__
Number Partially Met: __0__
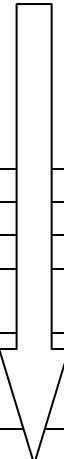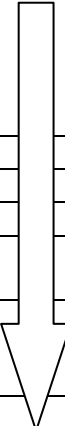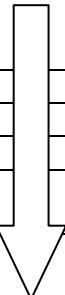
READING GOALS

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+		48.6%	185 / 381	22.4%	71%
2. Proficiency Level 3.0+ in subgroups:					
	White	67.9%	74 / 109	5%	73%
	Black	30.5%	39 / 128	30%	60%
	Hispanic	48.8%	60 / 123	25%	65%
	ELL	43.9%	18 / 41	20%	63.9%
	SWD	29.7%	19 / 64	30%	60%
	ED	43.1%	131 / 304	27.9%	71%
3. High Standards Level 4.0+		26.2%	100 / 381	19.8%	46%
4. Learning Gains		64.8%	162 / 250	5.2%	70%
5. Lowest 25% Making Learning Gains		68.8%	44 / 64	2.2%	71%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		36.4%	24 / 250	14.6%	51%
7. Learning Gains Levels 4/5		90.9%	60 / 66	2.1%	93%
8. Learning Gains in subgroups:					
	White	73.0%	54 / 74	5%	78%
	Black	49.4%	38 / 77	9.6%	59%
	Hispanic	71.4%	60 / 84	4.6%	75%
	ELL	69.6%	16 / 23	5.4%	75%
	SWD	51.2%	21 / 41	3.8%	55%
	ED	62.0%	119 / 192	5%	67%

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)
Increase amount of time using guided reading/small group instruction	1, 2, 3, 4, 5, 6, 7	Funding of personnel, materials, trainings	Administration, Academic Advisor, Reading Coach, Resource Team, & Teachers	Baseline, Mid-year, end-of year	Common Assessments, FAIR, Discovery Education, DRA, NCS Reports, Foresight	B, IM, TI, t, S, tech
Increase Fountas/Pinnell PD training with Literacy Collaborative						
Continue teacher meetings a min. of 1time per week for PLC						
Continue to analyze data and assessments						
Establish administration and resource team meeting monthly to review data						
Continue Parent to Kid Nights to increase parent awareness of academic expectations and actively participate in their student's education						
Establish systemic instructional support for students academically in need						
Establish partnership with UCF (Professional Development School)						
Expand consultation with Developmental Studies Center						

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.
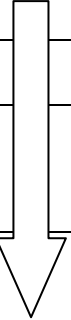
Math Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Math

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 FCAT 2.0 Math

Math Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Math

Math Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Math

Math Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Math

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 FCAT 2.0 Math

Math Goal #7: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 FCAT 2.0 Math

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 FCAT 2.0 Math

Math Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		51.3%	196 / 382	19.7%	71%
2. Proficiency Level 3.0+ in subgroups:					
	White	64.2%	70 / 109	10.8%	75%
	Black	32.6%	42 / 129	27.4%	60%
	Hispanic	56.1%	69 / 123	13.9%	70%
	ELL	56.1%	23 / 41	13.9%	70%
	SWD	32.8%	21 / 64	27.2 %	60%
	ED	47.9%	146 / 305	22.1%	70%
3. High Standards Level 4.0+		23.0%	88 / 382	27%	50%
4. Learning Gains		54.6%	137 / 251	10.4%	65%
5. Lowest 25% Making Learning Gains		47.7%	31 / 65	7.3%	55%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		36.2%	21 / 251	23.8%	60%
7. Learning Gains Levels 4/5		86.2%	50 / 58	3.8%	90%
8. Learning Gains in subgroups:					
	White	59.5%	44 / 74	5.5%	65%
	Black	43.6%	34 / 78	16.4%	60%
	Hispanic	59.5%	50 / 84	5.5%	65%
	ELL	73.9%	17 / 23	3.1%	77%
	SWD	41.5%	17 / 41	18.5%	60%
	ED	55.4%	107 / 193	9.6%	65%

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)
Continue teacher meetings a minimum of 1time per week in PLC	1,2, 3, 4, 5, 6, 7	Funding of personnel, materials, trainings	Admin., Academic Advisor, Resource Team , Classroom Teachers	Baseline, Mid-year, end-of year	Common Assessments, Discovery Education, NCS Reports,	B, IM, TI, t, S, tech
Continue to administer Common Assessments to check for mastery of what is learned according to the math plan						
Establish administration and teacher meetings with Math Leadership Team after administering CA/Discovery Education to review progress						
Continue with math mentors proactive sharing of information.						

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+		66.9%	83 / 124	13.1%	80%
2. Proficiency Score 3.0+ in subgroups:					
	White	72.7%	24 / 33	7.3%	80%
	Black	59.5%	25 / 42	10.5%	70%
	Hispanic	67.4%	29 / 43	12.6%	80%
	ELL	66.7%	8 / 12	13.3%	80%
	SWD	31.6%	6 / 19	28.4%	60%
	ED	64.4%	65 / 101	15.6%	80%
3. High Standards Score 6.0		0.0%	0 / 124	4%	4%
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 33	2	4%
	Black	0.0%	0 / 42	2	4.7%
	Hispanic	0.0%	0 / 43	2	4.6%
	ELL	0.0%	0 / 12	1	8.3%
	SWD	0.0%	0 / 19	1	5.2%
	ED	0.0%	0 / 101	4	3.9%

*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)
Establish a school-wide schedule including a minimum of 30 minutes daily for Writing instruction utilizing 6+1 Traits	1, 2,3	Funding of personnel, materials, trainings	Admin., Resource Team,, Classroom Teachers	Baseline, Mid-year, end-of year	Write Score , District Prompts, teacher created prompts	B, IM, TI, t, S, tech
Establish a trait of the month with parent resources						
Display students examples of writing each month						
Establish cross grade level articulation & visitation to build consistency in writing instruction						
Reestablish writing prompts being used as a progress monitor						

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.
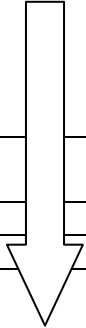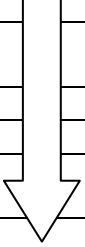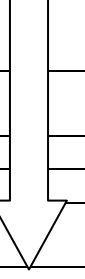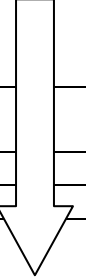
SCIENCE GOALS

Aligned with Strategic Plan System Initiative B   Elementary (Grade 5) and Middle School (Grade 8) FCAT

Science Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science
Science 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 Science
Science Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science
Science Goal #4: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science

Science Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		40.3%	58 / 144	19.7%	60%
2. Proficiency Score 3.0+ in subgroups:					
	White	56.5%	26 / 46	8.5%	65%
	Black	24.4%	10 / 41	35.6%	60%
	Hispanic	38.3%	18 / 47	21.7%	60%
	ELL	16.7%	2 / 12	43.3%	60%
	SWD	36.4%	8 / 22	23.6%	60%
	ED	34.9%	37 / 106	25.1%	60%
3. High Standards Score 4.0+		12.5%	18 / 144	12.5%	25%
4. High Standards Score 4.0+ in subgroups:					
	White	26.1%	12 / 46	3.9%	30%
	Black	2.4%	1 / 41	22.6%	25%
	Hispanic	10.6%	5 / 47	14.4%	25%
	ELL	0.0%	0 / 12	25%	25%
	SWD	9.1%	2 / 22	15.9%	25%
	ED	9.4%	10 / 106	15.6%	25%

Action Plan

Strategy	Science 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)
Establish a school-wide schedule including science blocks	1,2,3	Funding of personnel, materials, trainings	Admin., Academic Advisor, Resource Team, Classroom Teachers	Baseline, Mid-year, end-of year	Common Assessments, DAs	B, IM, TI, T, S, tech
Develop time for reviewing science standards and map out a plan for teaching science through the guidance of our Science Coach	↓	↓	↓	↓	↓	↓
Develop Super Science instruction through a partnership with FSU.						
Expand the Robotics club						
Increase teacher training and opportunities for science-BRICKS/LEAFS						
Hire a Science Coach for hands on guidance focusing on k-5						

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 %	# of #	% +/-	Expected %
1. Level of Participation	85.7%	44/44	100%	100%
2. Level of Performance	100.0%	42/44	95%	100%

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)
Increase technology opportunities for students and staff	1, 2	Funding, Scheduling, Personnel, Scheduling	Administration, ETF, Media Specialist, Teachers Reading/Math resource, guidance, Teacher of the gifted	Baseline, midyear, end of year	Scheduling, progress monitoring assessments, high performing student learning gains, Staff Survey	b, im, or, tech, TI
Increase rigor and frequency of student acceleration						b, im, or, st, sss, tech, TI, t
Expand talent development						b, im, or, st, sss, tech, TI, t
Provide 3-5 self contained gifted and talented classroom.						b, im, or, st, sss, tech, TI, t
Schedule 30 minutes of daily acceleration (K-5)						b, im, or, st, sss, tech, TI, t

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)			
	ED	104.32%	100.00%
	ESE	144.13%	130.00%
2. Out-of-school suspensions (unduplicated)			
	ED	6.31%	5.0%
	ESE	8.06%	6.0%

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)
Conduct staff development on discipline training looking at statistics and data on areas of concern	1, 2	Scheduling	Admin., Guidance, Prevention, Social Worker, Classroom Teachers, Academic Advisor, Teachers	Midyear, End of year	Skyward, Edinsight data	B, im, or, st, tech, TI
Redefine Behavior Leadership Team - school wide training						
Review PRIDE procedures and staff beliefs						
Revisit CHAMPS for classroom procedures and expectations						
Review the Code of Conduct						
Establish social worker/guidance working with students with behavior or social problems (i.e.: anger management)						
Utilize Seminole Cares Behavioral Health to come and conduct whole group classes						
Establish Mentor program with Seminole High School						

On-time Promotion Goal #1: To increase the percent of students advancing with their age-level peers
At-Risk Promotion Goal #2: To increase the percent of At-Risk students advancing with their age-level peers
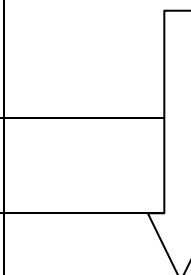
Elementary School: Percent of students non-retained in all grades
Middle School: Percent of students non-retained in all grades

Elementary School: Percent of At-Risk students (qualify for Free or Reduced Lunch) retained in all grades
Middle School: Percent of At-Risk students (qualify for Free or Reduced Lunch) retained in all grades

On-time Promotion Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. On-time Promotion Level of Performance	100.0%	34/853	4%	3%
2. At-Risk Promotion Level of Performance	100.0%	34/662	5%	3%

Action Plan

Strategy	Promotion/At-Risk 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)
Examine all students who have more than one retention	1,2	Academic readiness	Guidance, Administration, Reading/Math Specialist, Academic advisor , Guidance(RtI), Academic Advisor	Each trimester	Skyward	TI, st
Monitor students that are placed in Tier II or Tier III Interventions for success.	1,2	Mobility		Beginning, Midyear, and end of year	FAIR, DRA, Success Maker, FFWD, and other progress monitoring tools	TI, b, tech, st, im
Family Liaison and mentors will continue to work with students on motivation, goal setting, and educational planning.	1,2	Truancy, mobility		ongoing	Student data on progress monitors	TI, b, tech, st, im
Reestablish a school-wide mentor program for at-risk students	1,2	Volunteers, High School Partnership			Communities involvement system	st, tech

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: chorus, safety patrol, student council, TV production,	Economically disadvantaged	20%	50%

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)
Offer the following opportunities for students to participate in Extracurricular Activities: Student Council, Safety Patrol, TV production	1	Time and Personnel	Teachers, Administration	Sign in sheets, Class list, attendance rosters	Skyward	B, IM, Tech, St, TI

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:   To provide students with acceleration options and opportunities primes 4 and primes 5 mathematics.

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)
Provide PRIMES 4th and 5th for students.	Resources	Guidance, Administration Math Specialist, Guidance(RtI),	OPM	DA, FCAT, CA	B, im, st, tech, TI, TIII
Establish a 3rd and 4th grade gifted and talented clustering which utilizes digital curriculum(Renzulli)	Resources, funding, staffing, class size	Guidance, classroom teachers, Coaches, Guidance, Administration	OPM	DA,FCAT, Discovery Education , Common Assessments	B, tech, TI, TIII
Establish 5th grade gifted and talented clustering.	Resources, funding, staffing, class size	Guidance, Classroom Teachers, Administration	OPM	DA,FCAT, Discovery Education , Common Assessments	B, im, st, tech, TI, TIII
Establish K-5 acceleration opportunities 30minutes each day	Resources, funding, staffing, class size	Guidance, Gifted Teacher, Coaches, Classroom Teacher, Administration.	OPM	DA,FCAT, Discovery Education , Common Assessments	B, im, st, tech, TI, TIII

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
Behavioral Leadership	Discipline-All goals	August	Teacher awareness/safe learning environment	School-wide	125	125	Guidance, Behavior intervention, Administration
Fast ForWord	Reading, Math, Science All goals	September		School-wide	125	125	Administration, Reading Specialist, lab tech, ETF
Grade Level PLCs	All goals	Weekly	Improvement student achievement/instruction	PLC	105	105	Grade level teams, Resource team, administration
Curriculum Training	Math, Reading,Science, Writing All goals	Bi-Monthly	Instruction	School-wide, Grade level	105	105	Resource team, administration
MTSS(Academic and Behavior)	Math and Reading all goals	September	Differentiated instruction	School-wide	105	105	Guidance, administration, Classroom Teachers
Technology integration, Mimeo	Reading, Math, Science-all goals	Ongoing	Differentiated instruction, parent involvement	PLCs	105	105	Math Specialist, ETF, Media Specialist
Classroom Strategies/ Making Meaning, Being a Writer, Toolkit, etc.	Reading-All goals	Ongoing	Differentiated instruction	PLC, School-wide	105	105	Reading Specialist, teachers, Media specialist , Consultants

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS
2011-2012

INCOME:

Original Allocation:	4,403.94
Adjustment:	800.00
Carry Over:	0
Total Income:	5,203.94

EXPENDITURES	ACTUAL COST	BALANCE
		$5,203.94
Student incentives/Materials to reinforce student clubs and activities (Initiative C)	2,269.01	2934.93
Supplemental curricular materials/Professional Development (Initiative B)	$2,932.1	$2.83

Start with your beginning

CARRY OVER:

Total carry over for 2012-2013: $2.83

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*. Tina Jones- Guidance Counselor, David Gardner- Behavior Liaison/ Home School Liaison, John Shreve- Reading Coach, Diane Bloom- Math Resource, Cathy Petrazio- Math/Writing Resource, James Russo – Principal, Mary McDonough- Assistant Principal, Evan Sokolowsky-Family Liaison/ Truancy, Stephanie Aryes-Science Coach

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? The MTSS committee meets each Wednesday to review student data that teachers and/or a qualified staff member bring forward as concerns for additional intervention. Through our guidance department; a paper process request for a meeting is initiated. A meeting is scheduled in which data and current interventions are reviewed. At the meeting, strategies are suggested/implemented, a plans initiated and monitored. Another meeting will be scheduled in about 4 to 6 weeks to revisit progress. The resource-support team is involved to help identify interventions. Additionally, the student study team is used when a need arises for severe cases.

3. Describe the role of your school's MTSS Leadership Team in the development and implementation of the SIP.
The role of the Team at Wicklow Elementary is to stay current on MTSS information and processes and assist teachers in understanding and implementing MTSS effectively. The MTSS Team will also be aware of the students not performing at grade level (academically and/or behaviorally) and support the teachers in providing appropriate interventions.

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

The management system used by Wicklow Elementary to summarize tiered data begins with the individual student intervention folders. Students have their own folder that holds assessment results and lists specific intervention information, including intervention skills, intervention teacher and time spent in intervention. The MTSS Leadership Team is also keeping a Data Book that contains school-wide student information. Interventions are evaluated by our reading teachers, math teachers, and grade level teachers.

5. 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).
 For the 2012-13school year, Wicklow's Leadership Team will fully implement the MTSS process. The Leadership Team will continue to expect teachers to keep

specific data on all students. Students performing below level will meet with the MTSS Team periodically to discuss how to meet student's needs. MTSS training will be provided throughout the year.

6. Describe the plan to train staff on MTSS.

Training during collaborative times will continue for all grade levels. Teams will revisit the MTSS process through guidance led work sessions throughout the year.

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).

Cathy Wilson- Kindergarten; Joanna Cohen- 1st; Jennifer Sapp- 2nd; Jennifer Sherwin- 3rd; Michelle Ortiz- 4th; Joe Roicki- 5th; Pat Forst; Tricia Bennett- Reading Specialist; James Russo- Principal; Mary McDonough- Assistant Principal; Kelly Vann- Special Education; Jessie Wynn- Guidance

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 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 inservices. 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 the 2012 FCAT results. Wicklow Elementary will conduct testing to assess current student levels in August/September of 2012. The main focus of the LLT will be the implementation of a full walk to differentiation of instruction in order to meet the needs of all of our students and further develop higher level thinking strategies. Special focus areas are both our lowest 25% and highest 25%. Bi-weekly LLT meetings and monthly team data meetings will be used to discuss student goals and monitor progress.

A school-wide schedule, common grade level intervention times, differentiated instruction at all grade levels (including lowest 25% and highest 25%), facilitating (when needed) weekly grade level PLCs, SIPPS tier 3 interventions and a vertical progressive writing process will be developed to achieve this initiative.

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, administrators, coaches and other faculty and staff. Heathrow Elementary School uses the Professional Learning Communities framework for our curriculum and grade level teams. We will send designed teachers to view a "fishbowl" of Lesson Study at schools in the district where it is implemented. Professional development using the Lesson Study materials by Developmental Studies Center will be incorporated during the school year. By embedding lesson study into the PLC's we will develop a common and consistent view of quality instruction. In 2012-2013, Administrators at Wicklow Elementary will assure that our Professional Learning Communities focus on student learning and the process of student learning using the Lesson Study Model. In addition, the administrators will assure that the goals and action plans set forth in the SIP are both communicated and incorporated into the work of the PLC's. 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. Administrators will coordinate and monitor all study sessions as they occur throughout the school year.

In addition, through a partnership with the University of Central Florida and The National Center for Urban School Transformation, Wicklow will participate in Lesson Studies to enhance and evaluate the differentiation of instruction in Reading and Mathematics. Through these Lesson Studies the PLC model will strengthen for greater effectiveness. Staff development opportunities will be generated by in-house specialist, consultants, University of Central Florida faculty and the district Title 1specialist. Initial and follow-up sessions are scheduled to help facilitate growth and direction. Wicklow teachers and administration will also work with Developmental Studies Center to seek further training and modeled examples throughout the year.

School Name: _____

I.   **Assurances**
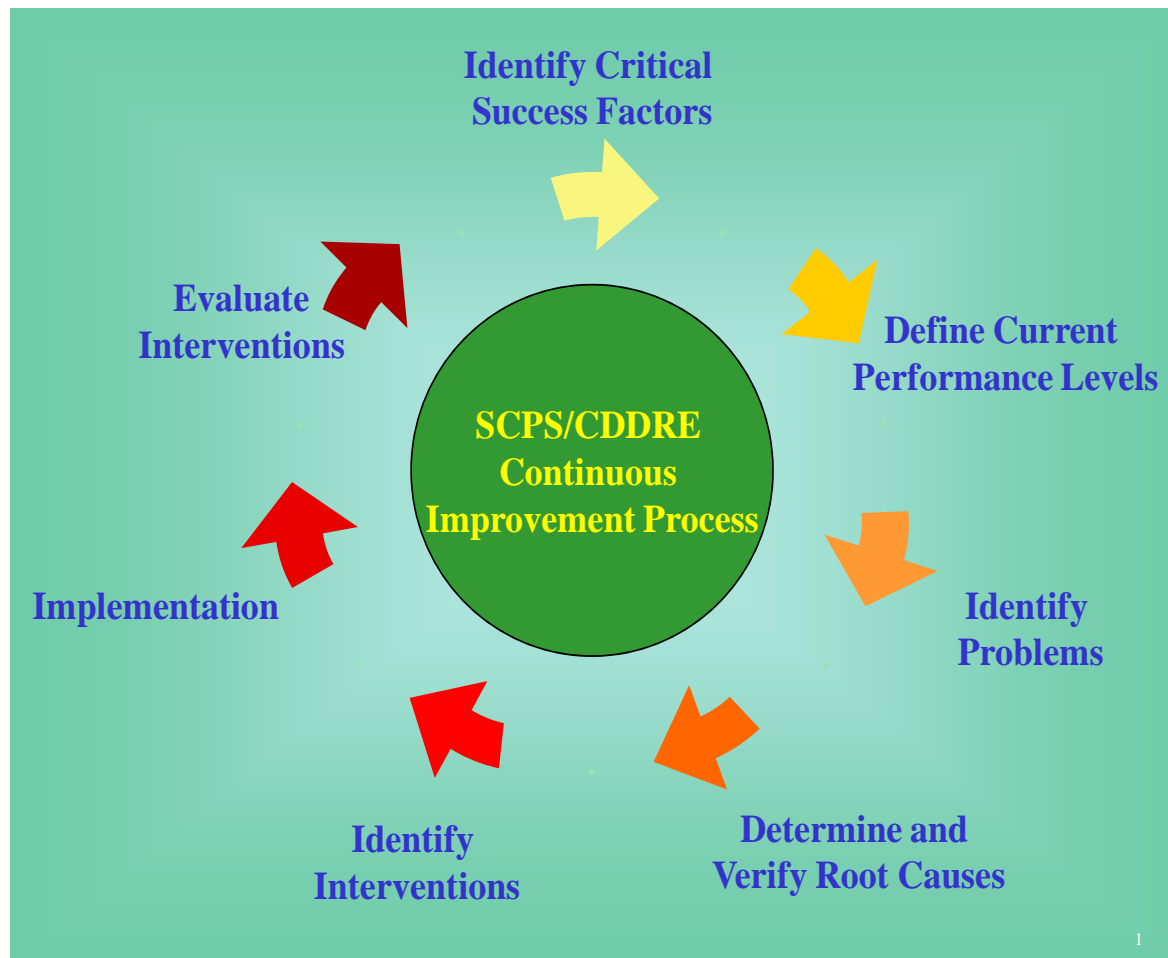
These items are required elements of your Title I Schoolwide Program. The principal must mark with an "X" each of the assurances to indicate compliance.

X	All children will be provided an opportunity to meet the State's challenging performance standards.
X	The program includes reform strategies based on effective means of improving the achievement of children.
X	The program uses instructional strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched accelerated curriculum, and meet the educational needs of historically underserved populations.
X	The program uses instructional strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched accelerated curriculum, and meet the educational needs of historically underserved populations.

X	The program includes strategies to address the needs of all children, particularly the needs of low-achieving students. These strategies may include:
	     a. Counseling, pupil services, and mentoring;
	     b. College and career awareness and preparation;
	     c. Personal finance education;
	     d. Service to prepare students for the transition from school to work.

X	The program provides for instruction by highly qualified teachers.
X	Every effort is made to attract high-quality, highly qualified teachers.
X	Teachers will be included in decisions regarding the use of assessments to provide information on, and to improve, the performance of individual students and the overall program.
X	Comprehensive needs assessment data were analyzed and used in developing this plan.
X	Persons involved in the development of the plan included teachers, administrative staff, pupil services personnel, and parents.
X	The plan will be made available to parents in a language and form they understand. Individual student academic assessment results are either in a language that parents can understand or are interpreted for parents.
X	Performance and achievement data will be analyzed to determine if the needs of low-achieving students are being met. Data will be used in making instructional decisions and in determining resource utilization.
X	The program coordinates with, and integrates, appropriate Federal, State and local services and programs, including those programs supported under HR1.
X	A school parent involvement plan that incorporates the requirements of Section 1118 will be developed and implemented.

II.   Initiatives

Please describe the following initiatives and cite specific school improvement goals that align to each initiative, as well as the funding sources of the initiatives:

1. **Students with Academic Deficiencies** – In an effort to provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement, describe your school's procedures for identifying individual students that have deficiencies in reading and mathematics at your school and the timely interventions used to address the deficiencies. Also include how student progress will be monitored during the interventions.

Students with Academic Deficiencies Initiative(s):

All students in grades K-5 will be screened and evaluated using the assessment plan developed by Seminole County Public Schools. The assessment will begin with an initial screening followed by intensive instruction to meet the specific identified needs of the individual students. SRI, FLKRS, Discovery Education, Common Assessments, and DRA will be utilized to monitor progress in reading. Harcourt Go Math, Common, and District Assessments will be utilized to monitor progress in Math. Harcourt and Progress Monitoring Assessments will be utilized to monitor progress in science. Students who are receiving Tier 2 interventions, (30 minutes of specific instruction on identified skills provided in addition to the 90 minute reading block and 60 minute math block) will be monitored through the MTSS team.   This team, which is lead by the MTSS Specialist (Guidance Counselor), will meet weekly to review and discuss individual student's progress with classroom teachers, curriculum specialists, guidance, and administration. If the student continues to have significant deficits in their progress, an additional 30 minutes of intervention is added and the student becomes a Tier 3 student. Tier 3 students will utilize the SIPPS curriculum and Making Meaning. When this happens, a referral will be made to the Student Study Team to determine if any additional factors might be interfering with the student's progress. At this time, the need for a possible formal assessment for eligibility for Exceptional Student Support services is discussed.

School Improvement Goal(s) that support the Initiative(s): ALL

2. **Reading and Mathematics Initiatives** - Describe the effective scientifically-based research practices and instructional strategies that will be used in reading and mathematics components to increase student academic achievement. Include grade levels.

Reading Initiative(s):

The Harcourt Trophies Reading Program will be used as the core program for reading instruction in grades K-5 at Wicklow Elementary. In addition, leveled texts from the Wright Group, Rigby, Making Meaning and Newbridge will be used to support each learner at his or her individual level as determined by assessment. The Title I supported SuccessMaker Lab, will be used by targeted students in grades 1-5 in reading both in a lab setting and within classrooms. Voyager, Passport, and Fast ForWord also will be utilized in 1-5 for identified students through RtI. Kindergarten and 1st grade students

will receive daily phonics/phonemic awareness instruction using Fast Track Phonics, (Success for All), in the core block. Additional supplemental reading instruction includes: Making Meaning, Six Minute Solutions: A Reading Fluency Program; Primary and Intermediate, (grades 1-5, ELL and ESE); Comprehension Matters Kits, (grades 3, 4, 5, ELL and ESE); Primary Comprehension ToolKit Bundle (grade 2, ELL and ESE; Comprehension ToolKit Texts (grades 2-3, ELL and ESE); 95% Group materials and strategies; Time 4 Kids Text Selections; and SRA Reading Mastery. In addition, our reading specialists will work with classroom teachers to support reading in the 6 core areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, oral language by administering and interpreting on-going progress monitoring assessments. SIPPs (Systematic Instruction of Phonemic Awareness, Phonics and Sight Words) and/or Compensation Tool Kit Bundle (3-5) will be utilized for Tier 3 reading students.

School Improvement Goal(s) that support the Initiative(s):

How will the reading initiative(s) support the initiatives of Just Read Florida and the SCPS Reading Plan?

The Just Read Florida and the SCPS Reading Plan use assessment as the beginning foundation for instruction. Before a teacher can begin the appropriate instruction of his or her students, he or she must be cognizant of the students' reading levels and their individual strengths and weaknesses. Furthermore, teachers must have the ability, the training, and the materials necessary to differentiate instruction to meet the needs of their students. Our instructional program at Wicklow focuses on assessment driven instruction and effective teacher professional development through a collaborative teaching model and research based educational materials. Professional development for teachers is a key component of both initiatives. This will be accomplished through a variety of different professional development formats including large group instruction, small group instruction, peer mentoring, individualized modeling, and teacher study groups. Each team will meet weekly in a grade level Professional Learning Community to discuss strategies. Additional measures have been put in place to identify gifted students and insure we are instructionally meeting the needs of the highest 25% of our student body.

Math Initiative(s):

The Harcourt Go Math Program will be used as the core math program. AIMS Math will be used to provide additional hands-on math learning experiences for students in grades K-5. The Title I supported SuccessMaker Lab, will be used to support and enhance academic achievement in math. In addition, our math specialists will work with teachers to incorporate strategies that promote algebraic thinking, problem solving, inquiry-based learning strategies, and cooperative learning strategies. In addition, Discovery Education and EDInsight will be used as a valuable interactive website that will generate multiple reports based on Formal Assessments throughout the year.

> **School Improvement Goal(s) that support the Initiative(s)**:

3. **Use of Data -** Describe how teachers gather and use data to inform instruction and to improve the achievement of individual students and the overall instructional program.

> **Use of Data Initiative(s):**
>
> Teachers at Wicklow Elementary meet every 6 weeks to discuss screener, diagnostic, formative, and summative assessment data. Through the use of data cards, grade level teams identify each student and create intervention groups based on their needs. These groups are fluid as to continually address the students' needs. During PLCs teams meet throughout the month with subject area coaches to discuss learning goals and grade level common assessments. A partnership with NCUST will enhance standard based common assessments, and reflective review of grade level data.
>
> **School Improvement Goal(s) that support the Initiative**: ALL

4. **Support for SubGroups -** Describe how the above practices will be used to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program to benefit children, specifically children of limited English proficiency, children with disabilities, homeless, and immigrant children.

> **SubGroup Initiative(s):**
>
> The program described above is designed to meet the individual needs of all children, regardless of the diversity of their needs. Beginning with a school-wide schedule, Wicklow will evaluate each student individually to determine his or her strengths and weaknesses, and we will then use assessment driven instruction to support the student's learning needs. By having a comprehensive program that is designed to offer a wide variety of strategies, materials and techniques, we will be able to individualize and differentiate instruction for the students. The instruction of special needs students and ELL students will be further enhanced through co-teaching and inclusion. The collaboration between the classroom teachers, Exceptional Education teachers, ELL teachers, and reading, writing, behavior, academic and math specialists will provide additional support for these students. Differentiated instruction and interventions will also be utilized during our additional 30 minute intervention time at each grade level, K-5. This intervention time will be used for both remediation and acceleration.
>
> **School Improvement Goal(s) that support the Initiative(s)**: ALL

5. **Extended Day -** Describe any services that your school offers to extend the school day, week, or year. *Specify how the services supplement the SCPS after-school/summer school program.*

> **Extended Day/Year Initiative(s):**
>
> Tutorial Funds will be spent in the Fall 2012 on hiring teachers to teach both during the school day and after school tutorial two days per week in the areas of reading and math for all eligible students in grades 1-5. Addition tutorial sessions will begin in January to help identify students in danger of regression regardless of their current achievement level. SES will also be provided for all eligible Wicklow students. Wicklow is the host school for Summer Learning Camp and Kindercamp. Wicklow's summer session hosted over 300 students.
>
> **School Improvement Goal(s) that support the Initiative**:

6. **Additional School-Level Supports** - Describe additional supports offered by your school, i.e. counseling, behavioral interventions, pupil services, and mentoring services, to address the needs of all children, especially those of low achieving children and those at risk of not meeting the state academic content standards.

> **Additional School-Level Initiative(s):** Wicklow Elementary offers support in seeking out student counseling (both on and off campus), individualized behavior plans, a partnership with Big Brothers Big Sisters, peer mentoring, food pantry and a clothing closet. Wicklow prides itself on being a full service public education facility.
>
> **School Improvement Goal(s) that support the Initiative**: ALL

7. **Professional Learning -** Describe the professional learning activities included in this plan and include how they are planned/funded/coordinated with other funding sources, i.e. Title II and III. *Such activities must support the requirements of ESEA and equip educators with the expertise, knowledge, and skills consistent with the Next Generation Sunshine State Standards and Common Core for the purposes of increasing student academic achievement.*

> **Professional Learning Initiative(s):**
>
> The Professional Development Plan for the 2012-2013 school year for Wicklow Elementary will include the following: Six +1 Traits of Writing; Fast Track Phonics, (Success for All); Behavior Leadership Team, Kagan Cooperative Learning Strategies, Harcourt Go Math, Making Meaning by the Developmental Studies Center (DSC), Being a Writer (DSC) and Marzano training to further develop an understanding for our students' needs and enhance understanding of quality instruction through scaffolding the concept of Question Answer Relationship (QAR). Specialized Training will also be provided as needed and in a wide variety of formats. For example, large group trainings are sometimes appropriate when large numbers of teachers need the information being disseminated. It is sometimes more feasible to deliver small group professional development to meet identified individual needs

after administration has conducted on-going classroom walk-throughs as supported by NCUST training. Teachers at Wicklow will also embark on professional study groups this year based on building professional learning communities, or PLC's based on the work of Richard and Rebecca Dufour, Robert Eaker, and Thomas Many. Also, professional study groups will focus on Reading instruction utilizing the books The Daily 5 by Boushey & Moser and The Art of Teaching by Marazano. Grade level articulation sessions are often held, using substitutes to cover classes. This format allows teachers to meet with curriculum specialists to enhance their understanding of content and instruction. Each teacher is required to complete a Deliberate Practice (DP) Plan to address their personal goals for improving their delivery of instruction and understanding of curriculum and standards. The teachers' DP Plans also set SMART goals, (Strategic and Specific, Measurable, Attainable, Results Oriented for students and Time Bound), for students' performance in the classroom. Administration and curriculum specialists assist teachers in meeting their individual goals. Wicklow also uses the on-going mentoring and coaching models of professional development as well as utilizing teacher leaders as master trainers. Using this collaborative model, the reading coaches, writing coach, math coaches and science coach go into the classroom and work side by side with the teacher, helping and modeling. Title I funds are utilized to pay for resource specialist positions along with district funding and IDEA funds.

School Improvement Goal(s) that support the Initiative(s): ALL

8. **Coordination with Early Learning** - Describe how your school coordinates with existing early learning programs/preschool (i.e., Head Start, VPK) programs to assist children in the transition from preschool to elementary school.

Coordination with Early Learning Initiative(s):

Per state statute, all entering Kindergarten students will be screened using the FLKRS instrument, (Florida Kindergarten Readiness Screener) and FAIR (Florida Assessments for Instruction in Reading). These assessments will provide individual information on school readiness, both socially and instructionally, which will allow teachers to plan to meet the individual needs of the students. Wicklow hosts a unique pre-k opportunity on campus for both ESE pre-k and VPK to work in tandem in an inclusive environment. In addition, parents of incoming kindergarten students are invited to a spring tour, hosted by our guidance counselor, who provides information on academic expectations, as well as school resources. Wicklow Elementary also hosts the Kindercamp early find initiative for incoming kindergarten students.

School Improvement Goal(s) that support the Initiative(s): ALL

9. **Family Engagement -** Describe general strategies to help families become more engaged in the school and better support their children. Include family literacy services and adult literacy if offered. *Note: This section does not have to be detailed since schools will be required to submit an entire family engagement plan in addition to the SIP/Schoolwide Plan.*

Family Engagement Initiative(s): Wicklow Elementary actively recruits parents to assist in our school. We enlist parents from SAC, PTA, Dividends, and outside focus groups to serve as our core group and team members. Flyers asking parents to serve on our Parent Advisory Team are distributed at Open House and through emails through the quick volunteer list on the Community Involvement database.

School SAC committee will take part in reviewing and planning the Title I parent involvement plan. Home School Liaison will organize a parent group that will provide input in the parent involvement plan. SAC is represented by teachers from various grade levels, parents, business partners, and community members that volunteer to serve.

School Improvement Goal(s) that support the Initiative: ALL

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	19.1%	160/836	30.9	50%

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)
Use newsletters, curriculum nights, PTA and website to inform parents of the benefits of access to the Skyward Parent Portal	1	Parent computer Access	Administration, Family Liaison, ETF	On-going	Skyward	Tech, st,b

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.

Students will have access to a full robotics program, project based learning through Renzulli and access to a full-time Science and Math Coach

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)
Fund a full-time Science Coach	Funding	Administration	On-going	Personnel report	b, st, TI,
Establish Science Lab for hands on STEM activities	Classroom space	Administration, Science Coach	On-going	School Map	b, st, TI,tech
Establish Math resource room	Space, materials	Administration, Math Coach	On-going	School Map	b, st, TI,tech
Expand Robotics Program	Funds, staff	Teachers, Administration	On-going	Registration in Robotics competitions , Roster of Team	b, st,TI,tech,
Expand participation in district Math competitions	Funds, student interest	Math Coach, Administration	On-going	Registration in Math competitions, Roster of Team	b , st, TI, tech

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.

Students will participate in a school-wide teach in.

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)
Establish a school-wide career day	None	Family liaison	Mid-year	School calendar	st
Provide middle school magnet presentations	Scheduling	Guidance Counselor	Mid-year	School Calendar	st, tech

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	43.8%	42/96	16.2%	60%
2. Proficient in Reading	21.9%	21/96	38.1%	60%
3. Proficient in Writing	30.2%	29/96	29.8%	60%

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 differentiation of instruction for ELL students	1,2,3	Scheduling	ELL and Resource Team	OPM	Instructional Group roster	b , im, st, tech, TI, TIII
Include ELL students in all programs provided to other sub-groups	1,2,3	scheduling	ELL Teachers , administration, Reading/Math Coach	OPM	Instructional group roster	b , im, st, tech, TI, TIII
Expand the number of certified/endorsed teachers on campus	1,2,3	None	Administration, teachers	OPM	Staff Report	TIII

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	**52**	**48**	**60**	**64**	**68**	**72**	**76**
American Indian							
Asian	67						
Black/African-American	31	30	43	48	54	60	66
Hispanic	55	49	63	66	70	74	78
White	68	67	73	76	79	81	84
English Language Learners	47	44	56	60	65	69	74
Students with Disabilities	19	18	33	39	46	53	60
Economically Disadvantaged	47	43	56	60	65	69	74

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	**62**	**51**	**68**	**72**	**75**	**78**	**81**
American Indian							
Asian	83						
Black/African-American	42	33	52	57	61	66	71
Hispanic	65	56	71	74	77	80	83
White	75	64	79	81	83	85	88
English Language Learners	65	56	71	74	77	80	83
Students with Disabilities	39	21	49	54	59	64	70
Economically Disadvantaged	58	48	65	69	72	76	79

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	PARENT/COMMUNITY	DATE	PARENT/COMMUNITY	DATE
James Russo	9/20/12	Tammy Ascolese	9/20/12	Wanda Copley – moved	
INSTRUCTIONAL				Karen Haslam	9/20/12
Eric Kolva – moved					
		Thomas Messina, Jr- moved		Glen Reid	9/20/12
Bee Milliron	9/20/12				
		Nattacha Wyllie – moved		Lorenzo Elliott – moved	
Cathy Petrazio	9/20/12				
		Tanya Williams	9/20/12	Nathalie Martin	9/20/12
Joanna Cohen	9/20/12				
NON-INSTRUCTIONAL					
Dawn Mattingly	9/20/12				