

# *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.*



**Red Bug 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+		85.3%	+3%	88%	72.9%	N
High standards Level 4+		48.5%	+3%	52%	45.9%	N
Proficiency Level 3+ in AYP subgroups						
	White	86.7%	+3%	90%	76.7%	N
	Black	70.0%	+3%	73%	54.2%	N
	Hispanic	81.0%	+3%	84%	61.8%	N
	ELL	70.6%	+3%	74%	44.4%	N
	SWD	100%	Maintain	100%	59.7%	N
	ED	82.3%	+3%	85.6%	60.7%	N
Learning Gains		64.0%	+3%	67%	69.7%	Y
Lowest 25% making Learning Gains		50.7%	+3%	54%	75.3%	Y
Learning Gains Levels 4/5		74.0%	+3%	77%	86.7%	Y
Learning Gains in AYP subgroups						
	White	63.6%	+3%	67%	70.5%	Y
	Black	52.4%	+3%	55%	62.5%	Y
	Hispanic	64.3%	+3%	67%	67.2%	Y
	ELL	64.3%	+3%	67%	76.9%	Y
	SWD	48.4%	+3%	51%	71.7%	Y
	ED	62.5%	+3%	66%	64.2%	N

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		84.3%	+3%	87%	71.8%	N
High standards Level 4+		55.6%	+3%	59%	42.2%	N
Proficiency Level 3+ in AYP subgroups						
	White	87.9%	+3%	91%	76.7%	N
	Black	80.0%	+3%	83%	41.7%	N
	Hispanic	71.4%	+3%	74%	59.8%	N
	ELL	64.7%	+3%	68%	44.4%	N
	SWD	92.3%	+3%	95%	57.1%	N
	ED	79.6%	+3%	83%	61.7%	N
Learning Gains		60.4%	+3%	63.3%	59.9%	N
Lowest 25% making Learning Gains		58.0%	+3%	61%	50.7%	N

Learning Gains Levels 4/5		20.0%	+3%	23%	82.4%	Y
Learning Gains in AYP subgroups						
	White	60.5%	+3%	64%	62.5%	N
	Black	57.1%	+3%	60%	37.5%	N
	Hispanic	54.3%	+3%	57%	54.1%	N
	ELL	57.1%	+3%	60%	76.9%	N
	SWD	64.5%	+3%	68%	64.2%	N
	ED	61.7%	+3%	65%	53.7%	Y

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		86.3%	+3%	89%	81.6%	N
High standards Score 6.0		0.8%	+3%	2.2%	0.0%	N
Proficiency Score in AYP subgroups						
	White	89.5%	+3%	93%	86.7%	N
	Black	100%	Maintain	100%	75.0%	N
	Hispanic	78.6%	+3%	82%	61.5%	N
	ELL	100.0%	Maintain	100%	70.0%	N
	SWD	50.0%	+3%	53%	70.4%	Y
	ED	78.6%	+3%	82%	76.8%	N
High standards Score 6.0 in AYP subgroups						
	White	1.3%	+3%	3.7%	0.0%	N
	Black	0.0%	+3%	3%	0.0%	N
	Hispanic	0.0%	+3%	3%	0.0%	N
	ELL	0.0%	+3%	3%	0.0%	N
	SWD	0.0%	+3%	3%	0.0%	N
	ED	1.8%	+3%	2.2%	0.0%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		57.1%	+3%	60%	62.9%	Y
High standards Level 4+		21.1%	+3%	24%	20.3%	N
Proficiency Level 3+in AYP subgroups						
	White	64.6%	+3%	68%	69.9%	Y
	Black	37.5%	+3%	41%	25.0%	N
	Hispanic	41.2%	+3%	44%	48.7%	Y
	ELL	25.0%	+3%	28%	50.0%	Y
	SWD	100.0%	Maintain	100%	59.3%	N
	ED	47.2%	+3%	50%	57.8%	Y

High standards Level 4+ in AYP subgroups						
	White	25.3%	+3%	28%	22.9%	N
	Black	25.0%	+3%	28%	0.0%	N
	Hispanic	5.9%	+3%	9%	12.8%	Y
	ELL	0.0%	+3%	3%	50.0%	Y
	SWD	0.0%	+3%	3%	29.6%	Y
	ED	13.2%	+3%	16%	16.9%	Y

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	45%	+3%	48%	94.7%	Y
Performance in advanced coursework	69%	+3%	72%	100.0%	Y

Discipline Goals	Male					Female				
	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)	Current%	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup:	71 of 324	22%	19%	10%	Y	23 of 161	14%	11%	3%	Y
Out-of-school suspensions (unduplicated) Subgroup:	39 of 204	19%	17%	7%	Y	12 of 86	14%	11%	4%	Y

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	97	+2	99%	98.1%	N
At-Risk students graduating or advancing with age-level peers	95	+3	98%	97.3%	N

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups: Student Council					
Free and Reduced Lunch students	0%	+20%	20%	6 of 28 (21%)	Y
Hispanic students	0%	+10%	10%	5 of 28 (18%)	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
To establish open lines of communication (parent knowledge of attendance and student grades) between teachers and parents through the family sign-up of Skyward's <i>Parent Access</i> .	0	+50%	50%	63% (1,095 of possible 1,736)	Y

### Goal Summary

Number of Goals Met: 27

Number Not Met: 44

Number Partially Met: 0

## **CARRY OVER GOALS 2012-2013**

Red Bug Elementary will continue to provide professional development opportunities to faculty and staff through on-going training experiences in the areas of reading, writing, mathematics and science with emphasis on Webb's Depth of Knowledge and the "Four R's": Rigor, Relevance, Routines and Relationships. We will also add PD for the Common Core Curriculum for kindergarten and first grade teachers as well as prepare those in second and third for the upcoming CCSSS for next year. Additionally, all staff will deepen their knowledge as we add more layers to our Positive Behavior Support System endorsed by the Florida Department of Education school-wide research-based behavior management models. A major focus this school year will be on Beginning of the Year, Mid-Year and End of Year Diagnostic Reading Inventory Assessment, Guided Reading and Instructional Plan review and implementation at each grade level to promote differentiation for remediation and acceleration in reading, Mathematics, science and writing.

## READING GOALS

### Aligned with Strategic Plan System Initiative B

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

Reading Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		72.9%	318 / 436	+2%	74%
2. Proficiency Level 3.0+ in subgroups:					
	White	76.7%	204 / 266	+2%	79%
	Black	54.2%	13 / 24	+10%	64%
	Hispanic	61.8%	63 / 102	+13%	75%
	ELL	44.4%	8 / 18	+6%	50%
	SWD	59.7%	46 / 77	+5%	65%
	ED	60.7%	122 / 201	+5%	66%
3. High Standards Level 4.0+		45.9%	200 / 436	+15%	60%
4. Learning Gains		69.7%	198 / 284	+5%	75%
5. Lowest 25% Making Learning Gains		75.3%	55 / 73	+3%	78%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		31.0%	35 / 284	+9%	40%
7. Learning Gains Levels 4/5		86.7%	98 / 113	maintain	87%
8. Learning Gains in subgroups:					
	White	70.5%	124 / 176	+4.5%	75%
	Black	62.5%	10 / 16	+7.3%	70%
	Hispanic	67.2%	41 / 61	+7%	74%
	ELL	76.9%	10 / 13	+3%	80%
	SWD	71.7%	38 / 53	+4.3%	75%
	ED	64.2%	86 / 134	+6%	70%



**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)
Complete baseline, mid-year and end of year reading testing of ALL students to gauge levels in order to group and conduct Guided Reading appropriately.	1-8	Time and the consist flow of new students.	Teachers, Reading Coaches and Administration	baseline, mid-year, end of year	Diagnostic Reading Assessment (DRA)	B, or, st
Provide Immediate Intensive Intervention (iii) in a walk-to model	1-8	Scheduling conflicts with other support staff interventions	Teachers, Reading Coaches, support staff and Administration	Every two to three weeks in K-2 and baseline, mid-year, end of year for 3-5	DRA, PASI, PSI,SRI, Discovery Ed., etc.	B, im, st, t
Utilize data boards (tri-folds) to help us visually assess growth and possible interventions necessary at PLCs bi-monthly.	1-8	Time to prepare data reports, boards and to review data	Teachers, Reading Coaches, support staff and Administration	PLCs, every two weeks	Review data	B, im, st, t
Provide predicted L1, L2 and lower L3 students with an extracurricular Tutorial Program	1, 2, 4, 5 & 8	Teachers willing to participate, parent involvement, scheduling and teacher salary for tutorial.	Teachers and Administration	Pre and post-test	Discovery Ed	B, im, st, t
Utilize Reading Acceleration Program (RAP)	1, 2, 4, 5 & 8	Dividends willing to participate, time in the day	Dividends volunteers, teachers and administration	None	-	Im, st
Provide predicted L1, L2 and lower L3 in 2 <sup>nd</sup> grade to take part in Teen Trendsetters	1, 2, 4, 5 & 8	Time in the day, paperwork, parent involvement	Dividends volunteers, teachers and administration	Program completion and end of program survey	-	St
Conduct <i>Reading Buddies</i> ; students in two grades higher, reading with younger buddies, to read together with a focus on fluency and comprehension.	1, 2, 4, 5 & 8	Scheduling	Students, teachers and administration	Program completion	-	Im

Provide struggling readers with the Multi-Tiered Support System (RtI) and Interventions (SIPPS)	1, 2, 4, 5 & 8	Teacher comprehension of interventions and data collection, scheduling, time to data review with Student Study Team	MTSS team, parents, teachers and administration	Every two to three weeks or as often as it is needed	DRA, PASI, PSI,SRI, Discovery Ed., etc.	Or, st, t
Provide our ESE population with extra Small Reading Group Interventions (above funding ESE support)	8	Paraprofessional trained in reading interventions	Paraprofessional, teachers and administration	As often as it is needed to move to the next reading group	DRA	Im, st, t

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

## MATH GOALS

*Aligned with Strategic Plan System Initiative B*

*(Elementary and Middle School FCAT)*

**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+		71.8%	313 / 436	+3.2	75%
2. Proficiency Level 3.0+ in subgroups:					
	White	76.7%	204 / 266	+1.3	78%
	Black	41.7%	10 / 24	+3.3	45%
	Hispanic	59.8%	61 / 102	+4.1	64%
	ELL	44.4%	8 / 18	+5.6	50%
	SWD	57.1%	44 / 77	+2.9	60%
	ED	61.7%	124 / 201	+3.4	65%
3. High Standards Level 4.0+		42.2%	184 / 436	+2.8	45%
4. Learning Gains		59.9%	170 / 284	+3.1	63%
5. Lowest 25% Making Learning Gains		50.7%	36 / 71	+4.3	55%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		39.5%	47 / 284	+5.5	45%
7. Learning Gains Levels 4/5		82.4%	98 / 119	+1.6	84%
8. Learning Gains in subgroups:					
	White	62.5%	110 / 176	+2.5	65%
	Black	37.5%	6 / 16	+12.5	50%
	Hispanic	54.1%	33 / 61	+3.5	55%
	ELL	76.9%	10 / 13	+4.7	81.6%
	SWD	64.2%	34 / 53	+1.4	66%
	ED	53.7%	72 / 134	+1.5	55.2%

**Action Plan**

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Provide the students many opportunities to use their math skills in innovative ways to apply their knowledge to real-life situations.	1-8	Time to create lessons with hands-on, real-life application of math skills	Teachers and administration	After completion of each NGSSS testing will take place	Chapter and DA tests	Im, or, st
Provide before school <i>Tutorial Program</i>	1, 2, 4, 5 & 8	Training, staffing, paperwork, parent involvement	Teachers and administration	Every two weeks or so	Pre- and Post-tests	Or, st, t
Provide intensive intervention and support to students on Response to Intervention Academic or Behavior Plan (MTSS). Students will be monitored and observed regularly to document progress.	1, 2, 4, 5 & 8	Teachers willing to participate, parent involvement, scheduling and teacher salary for tutorial.	MTSS team, parents, teachers and administration	Every two to three weeks or as often as it is needed	Go Math assessments,, Discovery Ed., etc.	Or, st, t
Utilize the SCPS NGSSS K-5 math curriculum framework at each grade level.	1-8	Dividends willing to participate, time in the day	Teachers and administration	After completion of each NGSSS testing will take place	Chapter and DRA tests	Im, or, st
Select grade level math leadership team members who will participate in district level training in the new math standards /curriculum for content and delivery.	1-8	Time in the day, paperwork, parent involvement	Teachers and administration	-	-	St, tech, t
Analyze FCAT SSS and DA data, along with district Pre- and Post-assessments and strand assessments to determine specific areas of student need.	1, 2, 4, 5 & 8	Scheduling	Teachers and administration	-	-	Or, t

Utilize Discover Ed and EdInsight data analysis tools to facilitate teacher instructional planning based on real-time math data.	1-8	Teacher comprehension of interventions and data collection, scheduling, time to data review with Student Study Team	Teacher, administration	Data is taken from various assessments throughout the year	Go Math assessments,, Discovery Ed., etc.	B, im, st, t, tech
Utilize Think Central at school and provide parents the information to access the tool from home to support and strengthen student skills and NGSSS.	1, 2, 4, 5 & 8	Time in teacher's day for training and data collection/review	Teacher, administration, parent involvement	After completion of each NGSSS testing will take place	Go Math assessments,, Discovery Ed., etc.	B, im, st, t, tech
Provide teachers trainings through PLC meetings and Professional Development by peers as well as district personnel to familiarize faculty on methods for teaching depth in mathematics including use of NGSSS and the <i>Go Math!</i> Curriculum, the interactive white boards and incorporating hands-on, cooperative and real-life activities to ensure comprehension of math skills.	1-8	Time in teacher's day for training	District personnel, Teacher, administration	After completion of each NGSSS testing will take place	Go Math assessments,, Discovery Ed., etc.	B, im, st, t, tech
Add a group of students from Seminole High School IB Program tutoring our 3-5 students in Extended Day in math. ( <i>Excellence in Education in Math</i> )	1, 2, 4, 5 & 8	Club member participation, student participation, parent involvement	Students, administration	Weekly	-	st

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

## 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+		81.6%	124 / 152	+1.9	83.5%
2. Proficiency Score 3.0+ in subgroups:					
	White	86.7%	85 / 98	+2.7	88.7%
	Black	75.0%	6 / 8	+12.5	87.6%
	Hispanic	61.5%	16 / 26	+15.4	76.9%
	ELL	70.0%	7 / 10	+10	80%
	SWD	70.4%	19 / 27	+7.3	77.7%
	ED	76.8%	43 / 56	+3.5	80.3%
3. High Standards Score 6.0		0.0%	0 / 152	+1.9	1.9%
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 98	+2.0	2%
	Black	0.0%	0 / 8	-	-
	Hispanic	0.0%	0 / 26	+1	3.8%
	ELL	0.0%	0 / 10	-	-
	SWD	0.0%	0 / 27	+1	3.7%
	ED	0.0%	0 / 56	+1	1.8%

\*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, t)
Schedule and facilitate the Young Authors' Conferences with a culminating School-wide Young Authors' Celebration to allow students to share and display their writing.	1-4	Scheduling, time to celebrate the successes	Teachers, and administration	Baseline, mid-year, end of year	Writing prompts/DA	B, or, st
Provide Professional Development which integrates technology to improve student writing skills.	1-4	Time, Budget	District personnel, teachers, administration	Baseline, mid-year, end of year	Writing prompts/DA	B, im, tech,
Utilize the District Writing Prompts to assess and direct data-driven instruction using 6 +1 Traits as a basis for teaching writing.	1-4	Time for training	Teachers, Trainers, administration	Baseline, mid-year, end of year	Writing prompts/DA	B, or, st, tech
Utilize the writing resources and District Writing Plan available for each teacher K-5 in both direct writing instruction and cross-curricular activities in reading, science, social studies and math.	1-4	Training, planning, follow through	Teachers, Trainers, administration	Baseline, mid-year, end of year	Writing prompts/DA	B, or, st, tech
Provide staff development and support in writing instruction and inter-rater reliability for scoring of writing.	1-4	Training, practice, follow through	Teachers, Trainers, administration	Baseline, mid-year, end of year	Writing prompts/DA	B, st
Provide parents with information concerning strong writing traits at the annual FCAT Parent & Student Night in November.	1-4	Time, Money, Parent involvement	Parents, Teachers, and administration	November	Writing prompts/DA	B, or, st, tech
Writing Leadership Team member training all staff grades K-6 on the FL DOE focus of proficient writing (Holistic scoring, not rubric, inter-rater reliability, use of imagination, 6 +1 Traits)	1-4	Training, planning, follow through	Teachers, Trainers, administration	Two sessions; fall and early spring	Writing prompts/DA	St, tech
Skill focus groups for students that need development in areas of the 6 +1 Traits	1-4	Time	Teachers, and administration	Monthly	Writing prompts/DA	St, tech
Provide Professional Development opportunities for all new and returning teachers that have not had 6 + 1 Traits trainings with District personnel and/or outside trainers.	1-4	Training, planning, follow through	Teachers, Trainers, administration	Two sessions; fall and early spring	Writing prompts/DA	St, tech
Provide Boot Camp tutorial program for those students demonstrating difficulty with reading and/or writing in the fall and spring on a Saturday on a bi-monthly basis..	1-4	Parent involvement, teachers willingness and student participation	Teachers, and administration	Bi-monthly in fall and spring	Writing prompts/DA	B, or, st

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

## 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+		62.9%	90 / 143	+1.9	65%
2. Proficiency Score 3.0+ in subgroups:					
	White	69.9%	58 / 83	+4.7	74.6%
	Black	25.0%	2 / 8	+12.5	37.5%
	Hispanic	48.7%	19 / 39	+4.5	51.2%
	ELL	50.0%	1 / 2	Maintain	50%
	SWD	59.3%	16 / 27	+3.6	62.9%
	ED	57.8%	48 / 83	+2.4	60.2%
3. High Standards Score 4.0+		20.3%	29 / 143	+2	22.3%
4. High Standards Score 4.0+ in subgroups:					
	White	22.9%	19 / 83	+2	24.9%
	Black	0.0%	0 / 8	+12.5	12.5%
	Hispanic	12.8%	5 / 39	+2.5	15.3%
	ELL	50.0%	1 / 2	Maintain	50%
	SWD	29.6%	8 / 27	Maintain	29.6%
	ED	16.9%	14 / 83	+1.1	18%



**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)
Provide Professional Development which integrates technology in the content area utilizing the new <u>Science Fusion</u> digital lessons, virtual labs and hands-on inquiry as well as other software and websites.	1-4	Funds, Training available, teacher participation, time and scheduling	Teachers, Trainers, administration	Every two weeks or after skills within the lessons have been taught	NGSSS assessments	B, tech, t
Analyze FCAT, Study Island, <u>Science Fusion's</u> Formative, Summative, Performance and On-line Assessments (SFA), DA, Discovery Ed. data to determine specific areas of student need for further study and practice.	1-4	Time	Teachers, and administration	Every two weeks	SFA, DA and Discovery Ed. data	Or, tech, t
Provide Super Scientist Program through the use of Dividend volunteers to encourage science and enrich students' skills and apply NGSSS with newly revised curriculum for Super Scientists experiments.	1-4	Time in schedule, volunteers	Dividends, teachers, administration	Every two weeks or after skills within the lessons have been taught	NGSSS assessments	St, or
Utilize the "Walk to Science" program and interactive whiteboards for visual representation on hands-on experiments from <u>Science Fusion's</u> ThinkCentral and other sites.	1-4	Budget, Planning, participation	Teachers, and administration	Every two weeks or after skills within the lessons have been taught	NGSSS assessments	B, tech, t
Provide Professional Learning Community time for Math/Science Leadership teachers to share and present best practices and latest information from county resources, and prepare common assessments and common lesson planning.	1-4	Time, scheduling, follow up	Teachers, and administration	Every two weeks or after skills within the lessons have been taught	NGSSS assessments	B, tech, t
Utilize <i>ScienceSarus</i> to elaborate on in-depth unit content and incorporate reading skills as well.	1-4	Budget, planning, schedule	Teachers, and administration	Every two weeks or after skills within the lessons have been taught	NGSSS assessments	B, tech, t
Utilize Study Island and <u>Science Fusion's</u> online standards mastery, skill building and assessment tool designed to specifically support each of the Next Generation Sunshine State Standards in 5th grade science.	1-4	Budget, planning, schedule	Teachers, and administration	Every two weeks or after skills within the lessons have been taught	NGSSS assessments	B, tech, t
Teachers will utilize Study Island and <u>Science Fusion's</u> Virtual Lab, Digital Lessons, Florida Access Benchmarks, Inquiry flip charts, and Investigating Questions at school and parents will be able to access the tools from home on computer.	1-4	Budget, planning, schedule	Teachers, and administration	Every two weeks or after skills within the lessons have been taught	NGSSS assessments	B, tech, t

Utilize the newly revised NGSSS K-5 science curriculum map, instructional plans and Elementary Science Wiki page at each grade level.	1-4	Budget, planning, schedule	Teachers, and administration	Every two weeks or after skills within the lessons have been taught	NGSSS assessments	B, tech, t
Utilize inquiry-based learning and science resources (software, equipment and consumables) for enrichment and practice activities.	1-4	Budget, planning, schedule	Teachers, FTE, and administration	Every two weeks or after skills within the lessons have been taught	NGSSS assessments	B, im, tech, t

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

## ADVANCED COURSEWORK GOALS

*Aligned with Strategic Plan System Initiative A*

**Advanced Coursework Goal #1: To increase the percent of students “participating” in advanced coursework in Primes for 4<sup>th</sup> and 5<sup>th</sup> grade students**  
**Advanced Coursework Goal #2: To increase the percent of students “performance” in advanced coursework in Primes for 4<sup>th</sup> and 5<sup>th</sup> grade students**

Elementary School: Middle School level coursework

Advanced Coursework Goals 1 and 2	Current %	# of # for Primes Grade 5	% +/-	Expected %	Current %	# of # for Primes Grade 4	% +/-	Expected %
1. Level of Participation	94.7%	66/68	+2.6	97%	0	49/44	+2.6	97.3%
2. Level of Performance	100.0%	66/66	Maintain	100%	0	35/44	new	80%

### 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)
Provide training for fourth grade teachers to provide a 4 <sup>th</sup> Grade Primes classes for those students that scored high L4 and L5 on 2012 FCAT Math.	1 & 2	Time, training	classroom teachers, administration	On-going	DA, FCAT, <u>Go Math!</u> and Springboard assessments	B, im, sss, t
Provide professional development in order to improve achievement in number sense, measurement, geometry and algebraic thinking. Use outside agencies to support professional development.	1 & 2	Time, training, funding	classroom teachers, administration	On-going	DA, FCAT, <u>Go Math!</u> and Springboard assessments	B, im, sss, t
Provide professional development and PLC time for common assessments and common planning in math to ensure depth of knowledge and skills.	1 & 2	Time, training, funding	administration	On-going/bi-monthly	DA, FCAT, <u>Go Math!</u> and Springboard assessments	B, im, or, t
Purchase additional math software/resources for enrichment and practice activities in algebraic thinking. Provide students with rigor and relevance as they are taught concepts.	1 & 2	Funding, training	administration, classroom teachers, ETF	As need arises	DA, FCAT, <u>Go Math!</u> and Springboard assessments	B, or, tech
Monitor prospective students in grades 2-3 and their data.	1 & 2	Time, training,	classroom teachers	baseline, mid-year & end of year	DA, FCAT, <u>Go Math!</u> and Springboard assessments	Sss
Encourage participation in Math and Robotics clubs.	1 & 2	Time	classroom teachers, administration, Guidance	On-going, focus at Curriculum Night & FCAT Night	DA, FCAT, <u>Go Math!</u> and Springboard assessments	Sss

Provide information to parents for high achieving math opportunities for students in grades 2 & 3.	1 & 2	Time, funding	classroom teachers	On-going, focus at Curriculum Night & FCAT Night	DA, FCAT, <u>Go Math!</u> and Springboard assessments	B
Collaborate with teacher of the gifted for PRIMES math referrals to increase numbers of students that participate in the PRIMES program.	1 & 2	Time	classroom teachers, administration	On-going	DA, FCAT, <u>Go Math!</u> and Springboard assessments	St, or
Provide professional development for methods and strategies that incorporate technology, interactive whiteboards, etc. for more opportunities for students to apply their knowledge to real life situations in math and increase the depth of knowledge provided to students in math classes.	1 & 2	Time, training, funding	administration, classroom teachers, ETF	On-going/bi-monthly	DA, FCAT, <u>Go Math!</u> and Springboard assessments	B, im, or, tech, t

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

## 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	ED	Current %	Expected %	Hispanic	Current %	Expected %
1. Discipline referrals (duplicated)	71	22%	15%	39	19%	10%
2. Out-of-school suspensions (unduplicated)	13	4%	3%	6	3%	2%

### Action Plan

Strategy	Discipline Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Administration, staff and teachers will reinforce positive student behaviors through verbal praise, Red Bug Tickets (RBTs), notes and phone calls to parents to establish connections with children and families.	1 & 2	Funding, Time and beliefs	Admin	Each trimester data report	Review logs	B, im, st, tech, t
Utilize discipline referral data to understand the behaviors occurring to identify the problem areas and brainstorm interventions.	1 & 2	Time and beliefs	PBS Team	Each trimester data report	Discipline report in Skyward	B, im, st, tech, t
Provide information to our families using a team-based approach relying on collaboration between families and professionals from a variety of disciplines.	1 & 2	Funding, Time and beliefs	Admin, teachers, staff, students and parents	Each trimester data report & End of year	Discipline report in Skyward	B, im, st, tech, t
Utilize citizenship award each week, Lightning Bug, and RBTs for students with positive behavior awards will be given on the daily news and in all areas of campus to reinforce positive behaviors and promote safety, respect and responsibility of Red Bug community members.	1 & 2	Funding, Time and beliefs	teachers, staff, students and parents	Every Friday, Each trimester data report and End of year	Lightning Bug log	B, im, st, tech, t
Maintain and monitor common school rules and expectations in the classrooms, cafeteria, hallways, stairwell, and playground using our Positive Behavior Support System.	1 & 2	Funding, Time and beliefs	Admin, teachers, staff, students and parents	Each trimester data report	PBS Team Review & campus feedback	B, im, st, tech, t

Emphasize school-wide rules and safety procedures using our Positive Behavior Support System on the morning announcements. Include skits and commercials as well as animated infomercials created by teachers and students.	1 & 2	Funding, Time and beliefs	Admin, teachers, staff, students and parents	Each trimester data report	Discipline report in Skyward	B, im, st, tech, t
Develop and train all staff on criterion using the research based behavior management model supported by Positive Behavioral System (PBS) and Multi-Tiered Support System (RtI).	1 & 2	Funding, Time and beliefs	Admin, teachers, staff, students and parents	Beginning of year	PBS Team review & Discipline report in Skyward	B, im, st, tech, t
Utilize grade-level Pre-Referral forms, as well as using the PBS model and Multi-Tiered Support System (RtI) for behavior.	1 & 2	Time and beliefs	PBS Team	Each trimester data report & End of year	Discipline report in Skyward and review of RtI logs	B, im, st, tech, t
Offer “Parenting without Pressure” workshop to parents and “Kids Connect” for students who have gone through parents divorcing or loss of a close family member during the 2011-2012 school year	1 & 2	Funding, Time and beliefs	Admin, teachers, staff, students and parents	End of year	Discipline report in Skyward	St, t
Participate in the SCPS Mentoring Program for at- risk students.	1 & 2	Time and beliefs	Guidance, teachers and parents	End of year	Discipline report in Skyward	St, t
Provide access PBS training to all new teachers and students as they arrive on campus and become part of our community using skits, infomercials, pamphlets and posters.	1 & 2	Funding, Time and beliefs	Admin, teachers, staff, students and parents	Bi-monthly	PBS Team review	B, im, st, tech, t
Add the use of Parents Are Recognized Tickets (P.A.R.T.) to be given to parents when teachers and/or staff see them following the rules and being safe, respectful and responsible. This will include them into our PBS system.	1 & 2	Funding, Time and beliefs	Admin, teachers, and staff,	Each trimester data report	Discipline report in Skyward	B, im, st, tech, t

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

## ON-TIME PROMOTION GOALS

**Aligned with Strategic Plan System Initiative A**

**(Elementary and Middle 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

Elementary 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	98.1%	871/888	+2	98.3%
2. At-Risk Promotion Level of Performance	97.3%	358/368	+5	97.8%

### 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)
Participate in the SCPS Mentoring Program for at-risk students.	1 & 2	Environmental situations, school attendance	Guidance counselors	Mid- and End of year	PBS Team review	St, or, sss, tech, t
Incorporate tier II and III iii and MTSS to support academics and behaviors of students in order to ensure they are learning as needed for grade-level promotion.	1 & 2	Environmental situations, school attendance, staff, funding, time	Administrati on, parents, teachers and staff	Beginning, Mid- and End of year	MTSS Team, SST Team, PBS Team review	St, or, sss, tech, t
Add the use of Parents Are Recognized Tickets (P.A.R.T.) to be given to parents when teachers and/or staff see them following the rules and being safe, respectful and responsible. This will include them into our PBS system to promote safe, respectful and responsible behavior that increases a more conducive educational environment on campus..	1 & 2	Funding, Time and beliefs	Admin, teachers, and staff,	Each trimester data report	PBS Team review of discipline report in Skyward	B, im, st, tech, t
Administration, staff and teachers will reinforce positive student behaviors through verbal praise, Red Bug Tickets (RBTs), notes and phone calls to parents to establish connections with children and families.	1 & 2	Non-working numbers	Administrati on, teachers and staff	Mid- and End of year	PBS Team review	St, or, sss, tech, t
Utilize citizenship awards each week, <i>Lightning Bug</i> , and RBTs for students with positive behavior awards will be given on the daily news and in all areas of campus to reinforce positive behaviors and promote safety, respect and responsibility of Red Bug community members.	1 & 2	Beliefs	Administrati on, teachers and staff	Mid- and End of year	PBS Team review	St, or, sss, tech, t
Provide information to our families using a team-based approach relying on collaboration between families and professionals from a variety of disciplines.	1 & 2	Beliefs	Teams, PLCs and teachers	Mid- and End of year	PBS Team review	St, or, sss, tech, t

## **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

\*School provided data

Extracurricular Activity Goal #1	Subgroup	Current %	Expected %
1. Activity: Odyssey of the Mind	Hispanic	29%	32%
	ED	24%	25%
2. Student Council	Hispanic	18%	20%
	ED	21%	23%

### 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)
Provide teachers the awareness of equal representation of all ethnic and economic groups for extracurricular activities.	1	Beliefs, training	Admin Team Leaders, teachers	Beginning of year and end of year	Data of members	St, tech
Utilize leaders of Odyssey and Student Council to be specific in their member groups.	1	Beliefs, training	Admin Club sponsors	Beginning of year and end of year	Data of members	St, tech
Analyze data from each roster of the extracurricular clubs on campus to determine their proportionality of student population.	1	Beliefs, training	Admin Club sponsors	Beginning of year and end of year	Data of members	St, tech

**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)



## 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.

**Goal #1:** During the 2012-13 school year, Grade 4 students will be provided Grade 4 Primes for those students scoring Level 5 on the 2012 FCAT Math Assessment.

**Goal #2:** During the 2012-13 school year, 5% of the student body should be identified as candidates for ePathways curriculum in addition to traditional classroom rigors. Although there are not any Virtual classes available to elementary school students at Seminole Virtual School, we will have a goal of 3% of the student body integration of either advanced curriculum (one grade level higher) is considered more than minimally successful as replacement or supplemental curriculum for advanced learners on ePathways (Virtual or on campus), paying particular attention to those who do not test as gifted yet are high academic achievers. (There will also be a goal to begin training to bring a dual-language program to Red Bug in the 2013-14 school year in the K and 1 grade levels.)

School Defined Goal	Current	# of #-	% +/-	Expected
Children Identified as candidates for ePathways:	0%	0 of 869	+5% (43 students)	5%
Third grade children identified as candidates for Grade 4 Primes	0%	0 of 140	+31% (44 students)	31%
Fourth grade children identified as candidates for Grade 5 Primes	0%	0 of 150	+1% (1 student)	30%
Virtual Advanced Math/Advanced Math at School	0%	0 of 869	+.2% (2 students)	.23%
Virtual Foreign Language/World Lang. at School	0%	0 of 869	+.12% (1 student)	.12%

### 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)
Teachers will be instructed to look at their data points to identify high achievers and assess them with end-of-year math for current grade and end-of-year math for next grade level math class to evaluate potential success and avoid gaps in the foundation of learning.	Training, time, assessments	Admin, teachers, District personnel, Virtual School Admin., Elem. Virtual Visioning Committee	Beginning of the year, mid-year and end of the year	DA, Discovery Ed., EOY and BOY <u>Go Math!</u> Assessments	B, or, tech, st, t
Teachers will identify students with knowledge of another language although they are not fluent in the reading or writing of that language, ELLs, and encourage the Elementary Virtual Vision Committee to create foreign language classes so that they can maintain their home language at a higher academic level at the same time they are learning English.	Attitudes, time in day, schedule	Admin, ESOL teacher, Gen. Ed. teachers, District personnel, Virtual School Admin., Elem. Virtual Visioning Committee	Beginning of the year, mid-year and end of the year	DA, Discovery Ed, SRI, PASI, PSI, Language Arts assessments, CELLA	B, or, tech, st, t

<p>Teachers will identify students with desire to learn another language and encourage the Elementary Virtual Vision Committee to create foreign language classes so that they can take a beginning foreign language class On-line. This may take the place of iii; if the student is in the top level of LA for their grade level.</p>	<p>Time in day, schedule, staff to monitor the computer lab</p>	<p>Admin, Gen. Ed. teachers, District personnel, Virtual School Admin., Elementary Virtual Visioning Committee</p>	<p>Beginning of the year, mid-year and end of the year</p>	<p>DA, Discovery Ed, SRI, PASI, PSI, Language Arts assessments</p>	<p>B, or, tech, st, t</p>
<p>Teachers will be trained in the dual-language program to be ready for the implementation of that program in the 2013-2014 school year in kindergarten and first grade. Minnie Cardona, Director of World Languages and ESOL Department will send principal and one teacher to the National Convention in Orlando in February 2013.</p>	<p>Attitudes, time in day, schedule, ability to hire native Spanish speakers as teachers.</p>	<p>Admin, Gen. Ed. teachers, District personnel in World Language Dept.</p>	<p>End of the Year, planning and preparation</p>	<p>-</p>	<p>B, or, tech, st, t</p>

**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)

**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
Utilize professional development using a <i>train the trainer model</i> for teachers in grades K-5.	Reading Goals # 1-8, Math Goals #1-8, Writing and Science Goals #1-4	Every Thursday	Reading, Math, Writing and Science needs of students based on data	PLC, subject area	35-50		Administrators and district curriculum personnel, teacher leaders.
Provide professional development opportunities involving Professional Learning Communities	Reading Goals # 1-8, Math Goals #1-8, Writing and Science Goals #1-4	Every Thursday	Reading, Math, Writing and Science needs of students based on data	PLC, subject area	35-50		Administrators and district curriculum personnel, teacher leaders.
Provide professional development opportunities involving Math Leadership teams.	Reading Goals # 1-8, Math Goals #1-8, Writing and Science Goals #1-4	Every Wednesday	Math needs of students based on data	PLC, Math	35-50		Administrators and district curriculum personnel, teacher leaders.
Provide professional development opportunities involving PBS Leadership teams	Discipline Goals #1 and #2	Every Wednesday	PBS goals; safe, respectful and responsible students	PLC, Reading/LA	35-50		Administrators and district curriculum personnel, teacher leaders.
Provide professional development opportunities involving Literacy teams.	Reading Goals # 1-8	Every Wednesday	Reading needs of students based on data	PLC, Reading/LA	35-50		Administrators and district curriculum personnel, teacher leaders.
Analyze data of test results and note areas of need for continued professional development in the areas of Reading, Writing, and Math.	Reading Goals # 1-8, Math Goals #1-8, Writing and Science Goals #1-4	Every Thursday	Reading, Math, Writing and Science needs of students based on data	PLC, subject area	35-50		Teachers, Administrators

Provide trainings in the following areas during Professional Learning Communities; Marzano Indicators, Deliberate Practice Plans, Writing Process and Rubrics, Collaboration, Differentiation of instruction, Strategizing in the Content Areas, Problem Solving For Success, Technology related to assessment and progress monitoring.	Reading Goals # 1-8, Math Goals #1-8, Writing and Science Goals #1-4	Every Thursday	Reading, Math, Writing and Science needs of students based on data	Teachers in PLC, subject area teachers	35-50		Teachers, Administrators
Provide trainings in the following areas during Professional Learning Communities; Deliberate Practice Plans	Reading Goals # 1-8, Math Goals #1-8, Writing and Science Goals #1-4	Every Thursday	Reading, Math, Writing and Science needs of students based on data	Teachers in PLC, subject area teachers	35-50		Teachers, Administrators
Provide trainings in the following areas during Professional Learning Communities; Writing Process and Rubrics	Writing Goals #1-4	Every Thursday	Writing needs of students based on data	Teachers in PLC, subject area teachers	35-50		Teachers, Administrators
Provide trainings in the following areas during Professional Learning Communities; Marzano-Best Practices in Instruction, Collaboration and Differentiation of Instruction	Reading Goals # 1-8, Math Goals #1-8, Writing and Science Goals #1-4	8/12/12 Marzano, 9/12/12 Deliberate Practice Plan, 12/12/12, Collaboration and Differentiation	Reading, Math, Writing and Science needs of students based on data	Teachers in PLC, subject area teachers	35-50		Teachers, Administrators
Provide trainings in the following areas during Professional Learning Communities and Wednesday PD; iObservation Design Question 1: Indicator 1 Learning Goals and scales, iObservation Design Question 6: Establishing Rules and Procedures & Organizing Physical Space, Strategizing in the Content Areas	Reading Goals # 1-8, Math Goals #1-8, Writing and Science Goals #1-4	11/06/12, Marzano iOb DQ 1 Indicator 1, 11/06/12 DQ 6 Indicator s 4 & 5, 12/19/12 Relationships, 2/20/13 Strategizing in Content Areas, 3/20/13 Solving for Success	Reading, Math, Writing and Science needs of students based on data, as well as in-depth comprehension of Learning Goals, Scale and Rubrics and arranging your classroom for collaborating groups	Teachers in PLC, subject area teachers	35-50		Teachers, Administrators

Provide trainings in the following areas during Professional Learning Communities and Wednesday PD; iObservation Design Question 2 & 3 Indicators 7-12, 14 & 15 and 17-19: Problem Solving For Success	Math Goals #1-8 and Science Goals #1-4	12/05/12 DQ 2 & 3 Indicators 7-12, 14 & 15 and 17-19, 1/09/13 DQ 5 & 7 Indicators 24-26, 28 & 29, 34 & 35, 3/20/13 Solving for Success,	Math, and Science needs of students based on data, Addressing Content, Helping Students Interact with New Knowledge, and Helping Students deepen New Knowledge	Teachers in PLC, subject area teachers	35-50		Teachers, Administrators
Provide trainings in the following areas during Wednesday PD and Professional Learning Communities; Technology related to assessment and progress monitoring.	Reading Goals # 1-8, Math Goals #1-8, Writing and Science Goals #1-4	9/26/12, 10/24/12, 11/26/12, 12/12/12, 2/13/13, 4/17/13, 5/15/12	Reading, Math, Writing and Science needs of students based on data, Graphs and Charts, EdInsight, Think Central, etc.	Teachers in Wed. PD, subject area teachers	35-50		Teachers, Administrators
Primary Author Study	Read Goals # 1-8	10/25/12	Teachers will gain knowledge about how to conduct an author study in their classroom. Teachers will be able to implement 6+1 Traits of Writing through analyzing the writing fiction and non-fiction texts.	Teachers K-2	8-21		Primary teachers
Writing Acceleration	Reading Goals # 1-8 & Writing 1-4	10/9/12	Teachers will participate in interactive discussion and collaborative PD on engaging gifted or high achieving students. Non-fiction mentor texts, cooperative and brain based learning, as well as reading and thinking comprehension strategies will be modeled.	Gifted Teachers and Endorsement Teachers Grades 2-5	2-9		Gifted Cluster Teachers and Endorsement Teachers Grades 2-5

Writing Scientifically	Writing Goals # 1-4 & Science Goals # 1-4	10/18/12	Teachers will use Science Fusion and Science-based mentor texts to deepen understanding of complex Science concepts while implementing 6+1 Traits of Writing and Brain Based Learning strategies.	Teachers 3-5	7-21		Intermediate teachers, grades 3-5
Writing Scientifically	Writing Goals # 1-4 & Science Goals # 1-4	3/19/13	Teachers will use Science Fusion and Science based mentor texts to deepen understanding of complex Science concepts while implementing 6+1 Traits of Writing and Brain Based Learning strategies.	Teachers K-2	7-21		Primary teachers, grades K-2
Writing Mathematically	Writing Goals # 1-4 & Math Goals #1-8	11/15/12	Teachers will be able use 6+1 Traits of writing to deepen understanding of complex math concepts and correct misconceptions. Enrichment strategies provided using mathematical mentor texts.	Teachers, grades 3-5	7-21		Intermediate teachers, grades 3-5

Balanced Literacy with The Daily 5 and Café	Read Goals #1-8	10/16, 11/08 and 12/06/2012	The Daily Five, a framework based on literacy learning .These 3 trainings will provide successful implementation of the programs that meet the new Common Core Standards and the Marzano indicators.	Teachers	7-21		Teachers
Provide trainings in the following areas during Wednesday PD and Professional Learning Communities; Technology related to iObservation Domain 2: Planning and Preparing for Instruction. And Domain 3 Reflecting on Teaching.	Reading Goals # 1-8, Math Goals #1-8, Writing and Science Goals #1-4	3/06/13 Indicators 42, 44, 46-48, 3/20/13, Indicators 50 & 51, 53	Planning and Preparing for lessons and Units, Use of technology, Needs of ELLs and ESE students, Evaluating Personal Performance, Developing and Implementing Professional Growth Plans	Teachers	5-65		Teachers
Provide trainings in the following areas during Wednesday PD and Professional Learning Communities; Technology related to iObservation Domain 4: Collegiality and Professionalism	Reading Goals # 1-8, Math Goals #1-8, Writing and Science Goals #1-4	Indicators 55-60	Promoting a Positive Environment, Exchanges of Ideas and Strategies, and District and School Development	Teachers	5-65		Teachers

# BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-12

**INCOME:**

Original Allocation:	\$ 868.00
Adjustment: 2012-13	
Carry Over: 2011-12	\$2570.27
<b>Total Income:</b>	<b>\$3438.27</b>

EXPENDITURES	ACTUAL COST	BALANCE
Beginning balance		3438.27
Site License for Tune In to Reading	500.00	2938.27
Substitute salaries and Benefits (Marzano Peer Observations/Lesson Study)	1,000.00	1938.27
Student materials and supplies	1938.27	00

**CARRY OVER:**

Total carry over for 2012-13:                   \$.00



## ADDENDUM 1

### **MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RESPONSE TO INTERVENTION (RtI)**

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

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

Liberty Swanson-ESE Team Leader, Debbie Johnson and Brian Provo, from CAMMP we have Kerri Segrest & Amanda DeJager- Team Leaders, and team members; Ronni Hennesey, Cookie Paul, Alyce Allen, and Sandra Christian. 5<sup>th</sup> grade, Lisa Jacoby, the Team Leader and team members Michael Huber, Leah Parks/Angela Coyne, Janene Urichko, Sharon Long, and Debbie Spiess. 4<sup>th</sup> grade, Alan Niblack, the Team Leader and team members Sandra King, Julie Lane, Katrina Legenhausen, Karli Berman, Aimee Padilla and Jill Pecoraro. 3<sup>rd</sup> grade, Kristen Kvalheim and Nicole Grey Team Leaders and team members Susan Bernhagen, Allyson Ellis, Abigail Guess,, Kristen Beckus, Carl Crowningshield, and Pam Smith. 2<sup>nd</sup> grade, Lynn A. Gainer, Team Leader, team members Andrea Friscia, Kim DeWitt, Michele Buschmohle, James Dershimer, Diane Herod, Joanna Lee, and Kristan Priske. 1<sup>st</sup> grade, Trisha Griffin, Team Leader and team members Amanda Babbitt, Tiffany Brietz, Michele Fitzpatrick, Tisha Greek, Katie Rhoados, Melissa Buchoff and Jennifer Miller. From Kindergarten, Anna Sahl, K Team Leader, and team members Eden Capps, Heather Ryan , Debbie Harris, Ann Miller, Lynn Steele and Julie Youngblood. We also have as members of our RtI Team the following people Gail Hughes, Guidance Counselor for 1, 3 and 5<sup>th</sup> grades and Amy Osbun-Rapp, Guidance Counselor for grades Pre-K, K, 2, & 4, as well as Mary Branyon, Assistant Principal and Mercedes Agramonte-Harper, Principal.

**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?**

Red Bug's MTSS team is scheduled to meet weekly for one hour every Monday. Time is built into the weekly Student Study Team Agenda for members of the MTSS Leadership Team to meet with teachers regarding at-risk students both behaviorally and/or academically. Prior to the meeting an agenda is supplied to each team member by the MTSS coach. The MTSS referral process is initiated after reviewing school wide data from various assessments and then identifying the lowest quartile and any other students exhibiting issues in either academics or behavior after several interventions and accommodations have been given. At that point the committee and the school psychologist select students for whom individual data will be gathered. Student data is provided for the committee through the use of student data folders. Every MTSS student is included in data folders which contain an informational sheet that is updated weekly and reviewed by the MTSS team on a monthly basis. Progress monitoring for MTSS students is completed by reviewing data forms monthly and then based on the number of data points, the outcome of the intervention is determined. The progress monitoring of this data determines the general effectiveness of the intervention. Documentation for meetings is provided through the use of minutes taken by the Literacy Coach which are then retained in a historical binder for future reference.

#### **Roles/Functions**

**Administration** will set the vision for problem-solving process using the Continuous Improvement Model (CIM), ensure there is compliance with MTSS procedures, ensure fidelity of differentiated instruction and tiers II and III (SIPPS), participate on MTSS Committee giving feedback and strategies to support students, monitor results of assessments and screening for all students with specific attention to data on MTSS students and monitor staff support and climate to accommodate students with their needs.

**MTSS Coordinator/Guidance/Reading Coaches** is to ensure pre-meeting preparation, to facilitate movement through process, to set follow-up MTSS meeting schedule and ensure attempts with parent/guardian communication, to distribute assessments, screening, and progress monitoring materials, to collect and review data results, to participate on MTSS Committee, to assign students to intervention groups and ensure the teachers and interventionists have the proper materials to teach the skills each student is lacking.

**School Psychologist** is to meet with MTSS Coordinator and Reading Coaches to analyze data, to assist in data analysis, to participate on MTSS Committee contributing to problem solving, to consult with Teachers/Parents about students who should be referred for special education, and to perform diagnostic assessments when determined necessary.

**Student Study Team / Reading Coach/Guidance Counselors** distribute assessments, give screenings, and collect data for progress monitoring and finding materials to support interventions needed. They collect results, graph data, compare information to peers, and participate on the MTSS Committee. They assist in data analysis and share feedback to work together to establish modifications to unsuccessful interventions and tweak them to strengthen strategies that can better assist the student in need. If the student needs behavioral support, data is collected, analyzed, and then interventions in a behavioral plan are put in place after a few weeks, tweaks are made if goals are not met, etc.

**Teacher** The Regular Ed and ESE teachers administer assessments and screenings where possible, they progress monitor students at Tier II and III and they implement and document interventions provided and assess their success on a case by case basis. When necessary, they complete referral packet.

### **3. Describe the role of your school's MTSS Leadership Team in the development and implementation of the SIP.**

At Red Bug Elementary School, the SIP and MTSS elements work together to complement each other and the development of one leads naturally into the other. The MTSS process encompasses instruction, assessment, scheduling, and allocation of resources when implemented as part of a well-developed master plan. MTSS can be the vehicle of change for overall school improvement.

Based on analysis of the "Needs Assessment Identified Areas for Improvement" will be combined with the Continuous Improvement Model and used along side school wide data that is shared with the staff by the MTSS Leadership Team. In addition to instructional supplementary programs, strategies and resources are identified to aid teachers in providing interventions that will improve student mastery. These strategies and resources become embedded in the SIP. Processes are also used to determine effectiveness of each action step of the MTSS process throughout the year as part of the SIP monitoring process. Our MTSS Team will remain 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 MTSS Leadership Team identifies and shares strategies and assessments that work for at-risk students, both academically and behaviorally. The team provides on-going support in the development and implementation of our school-wide behavior management system, Time to Teach with *ReFocus* combined with training on the school-wide Positive Behavior Support (PBS) system which is in its second year of implementation, as well as our grade-level/team Professional Learning Communities.

**Reading** will be supported by 95% Group kits on the phonemic awareness and phonics continuum (PASI and PSI assessments), The Comprehension Toolkit and the SIPP's curriculum for tier III.

**Mathematics** will be supported by the Go Math! curriculum and areas in Think Central for academic support such as *Soar to Success*, re-teach and small group support will also be utilized as well as pull out, when possible (through Tutorial funds).

**Science** will be supported by the Science Fusion curriculum and areas in Think Central for academic support such as *Soar to Success*, re-teach and small group support will also be utilized as well.

**Writing** will be supported by the 6 + 1 Traits of Writing and individual feedback meetings with students re-teach and small group support will also be utilized as well as pull out, when possible as well as Weekend Boot Camps (through Tutorial funds).

**Behavior** will be supported by the support of the school psychologist, Joan Mason, and her help to create positive behavior plans using time on task information and reviewing data.

**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.**

Each teacher maintains a Data Notebook with all screening, formative, progress-monitoring, and summative assessment data for each student. Teachers utilize EdInsight and PMRN to monitor and track data. Teachers utilize MTSS data collection forms, Discovery Ed reports and individual student MTSS folders to track progress with daily and weekly interventions. As part of the PBS we will also meet to analyze data about referrals including time of day, activities and type of infraction to build in alternatives to provide students opportunities for success as well as continue with our reward system to promote positive behavioral support, which include RBT Parties each six weeks.

**6. Describe the plan to train staff on MTSS.**

Historically, we have endeavored to respond to student behaviors in a way that did NOT disrupt the learning environment and respond in a positive manner. In 2010-2011 school year all teachers participated in a 2-hour webinar, *Response to Intervention: Strategies for Success*. During Pre-Planning for 2009-2010 all teachers participated in a 6-hour support for a research based school-wide behavior management system: Time to Teach with *ReFocus* Continue the utilization of Time to Teach with *ReFocus* school-wide during the 2011-2012 school year we incorporated the PBS and this year we have included, not only the teachers, students, staff and peers, we added Red Bug Tickets called P.A. R. T. (Parents Are Rewarded Tickets) so that all stakeholders play a part in modeling positive behavior that is safe, respectful and responsible. We have and will continue to provide training to the faculty and support staff on the PBS system. Continue 30-minute immediate intensive intervention (iii) block in all grade levels. Continue MTSS Leadership Team and meet twice monthly. Build MTSS time into weekly SST Agenda for Student Assistance Team/MTSS Leadership Team members to meet with teachers regarding students in need of intervention. In the 2011-2012 and 2012-2013 school years our administration and staff were trained in the Positive Behavior Support system by the District (Safe & Drug Free Schools Department and Teaching and Instruction Department.) The Reading Specialist and members of the MTSS Leadership Team will provide additional training during grade level PLC meetings. Grades K, 1, 2 and 3 will continue to focus on skills and areas developed during 95% Group Spotlight II reading intervention initiative. Grades 4 and 5 will continue to meet with the Reading Specialist for training in intervention instruction and all grade levels will conduct daily Guided Reading differentiating instruction at all levels. We will continue to train our staff, especially new members on the Positive Behavior Support System and well as the Multi-Tiered Support System. Our PLC and Wednesday Professional Development Plans reflects such dates as 8/15/12: General Marzano Overview, 9/5/12: Relationships through PBS, 10/17/12: Rigor and Relevance with MTSS (RtI) Graphs and Charts using Technology, 11/28/12: Rigor and Relevance with MTSS (RtI) Graphs and Charts using Technology, 12/19/12: Routines and Relationships Reviewing Discipline and PBS, 3/20/13: Rigor and relevance Reflecting on Teaching and Problem Solving for Success, 5/8/13: Rigor and Relevance Marzano Sharing Best Practices and 5/22/13: Rigor and Relevance Marzano Sharing Lessons Learned.

## **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).**

Red Bug’s Literacy Team members are; K team-Anna Sahl,, 1<sup>st</sup> grade-Trisha Griffin, 2<sup>nd</sup> grade-Lynn A. Gainer, 3<sup>rd</sup> grade-Kristen Kvalheim and Nicole Grey, 4<sup>th</sup> grade-Aimee Padilla and 5<sup>th</sup> grade-Leah Parks. Other members include administration:Principal Mercedes Agramonte-Harper and Assistant Principal Mary Branyon, guidance counselors; Gail Hughes and Amy Opsahl-Rapp. Our Reading Coaches will chair the LLT; Victoria Redding and Patricia Scheve.

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

The LLT meeting will be chaired by the Literacy coaches, Vicki Redding and Patricia Scheve. 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. The Team Leader 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 area, instructional plans and scope and sequence from the District.
- 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 tri-fold to collect and display data. Each teacher will also have a data folder which will contain 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?**

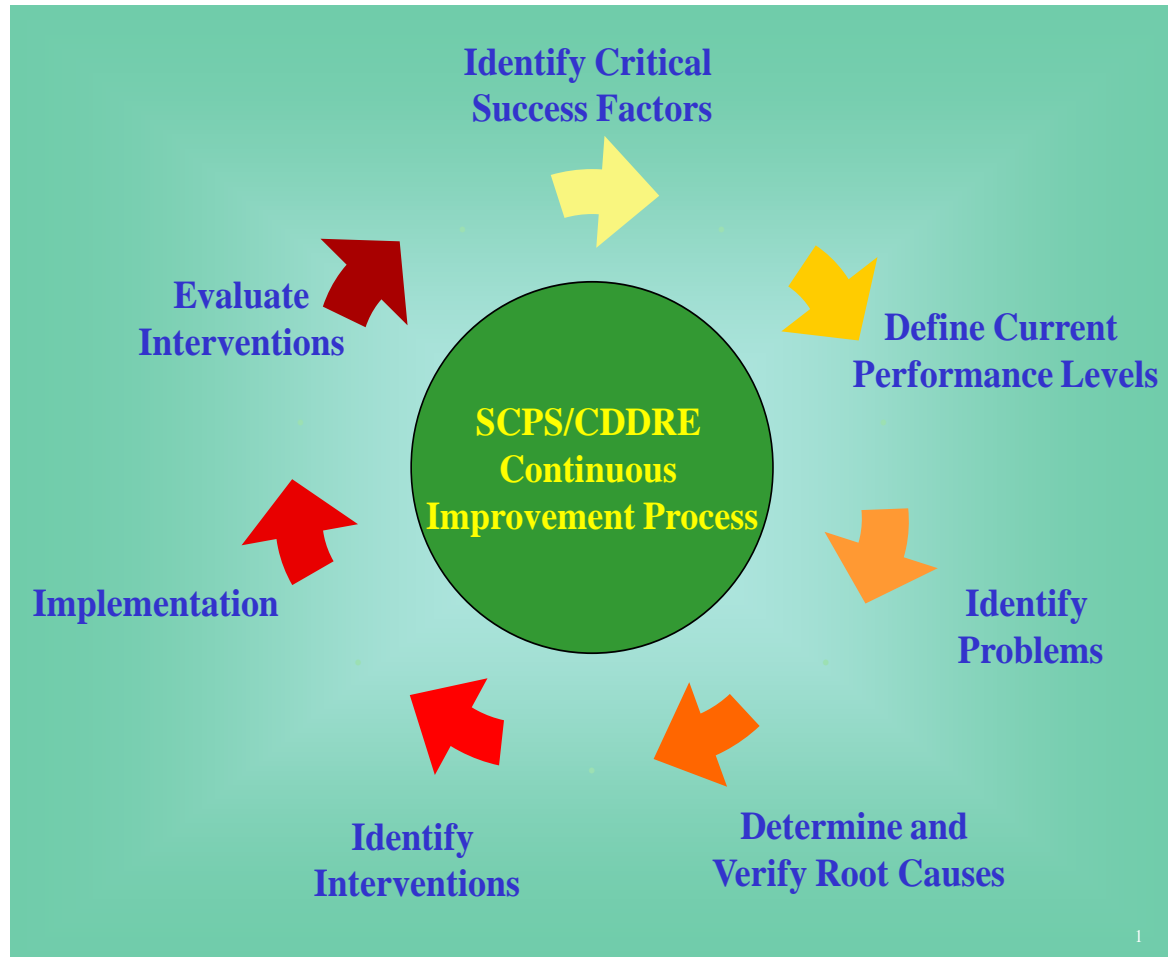
The major initiative will be to improve writing across the grade levels and within all content levels. This will be done by adjusting out concepts of the 6 +1 Traits and feedback given to our students as we develop strong writers. We will provide professional development to the teachers on how to encourage students to write proficiently using their imagination and well as a depth of vocabulary and using various genres of literary text studies throughout all grade-levels.

## **ADDENDUM 3 –LESSON STUDY**

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

The Red Bug Elementary staff will participate in Lesson Studies through Professional Learning Communities (PLCs) and Extended PLCs once monthly to conduct lesson studies for content areas of need according to the data the team has collected in order to enhance and evaluate the differentiation of instruction with depth of knowledge. Through these Lesson Studies the PLC model will be strengthened by common planning, common assessments, peer observation and peer feedback. We have a Lesson Study Facilitator, Michele Fitzpatrick, who was trained in the summer of 2011, and she and Mercedes Agramonte-Harper attended a 2 day Follow-Up Fishbowl Trainings in September of 2011 at Seminole High School. They served to bring information back to the staff. The staff learned how Lesson Studies function to serve our teachers as well as support our student population at different levels. The second and third grade teams planned at least two lesson studies together, presented the studies to each PLC as a model and then team members used observation of other team members as they present material and provided differentiation of instruction and met again to give feedback to enhance the lessons further. This second year’s lesson will be Cycle 3 for grades 2 & 3. Both grade levels will view lessons in the content areas where data reflects most need. The Cycle 3 will to serve our teachers as well as support our student population at different levels. The second and third grade teams will plan at least two lesson studies together, present the studies to each PLC as a model and then team members will use the observation of other team members as they present material and provide differentiation of instruction and later again met to give feedback to enhance the lessons further.

This year’s staff development opportunities will be provided as each PLC reviews their data and comes to a decision on what the focus of their PLC should take as indicated by their data results, as well as cross-curricular writing at all grade level students. Using Professional Development from the book; *The Art and Science of Teaching*, each session will build on the previous knowledge to deepen observers' skills and effectiveness with their instruction. The topics available to administrators include; Lesson Segments Involving Routine Events: observation and feedback protocol, inter-rater reliability for observers, constructing effective feedback, Lesson Segments Addressing Content: Helping students interact, practice and deepen with new knowledge, Lesson Segments Enacted on the Spot: Engaging Students, Recognizing Adherence to Rules and Procedures, and Communicating High Expectations for ALL students. They will also learn varied methods of differentiated instruction. The usage of differentiated instruction aligns closely with the Multi-Tiered Support System (MTSS) model for academics. This will enable our school to meet students at their varied level and support the students’ needs as well as enhance and strengthen our PLC model. This will ultimately improve student achievement for all of our students by boosting their skills. Initial and follow-up sessions are scheduled within the PLC Team meetings to help facilitate growth and provide direction on future lesson studies. Red Bug PLCs will share across grade levels, as well, to gain strength with methodology techniques, lesson planning and assessments that include interactive technology and differentiation with the EdInsight and Discovery Ed website technology to enhance and support math skills. Work in specific core areas of the content will support individual objectives on the SIP as needed and identified by each team according to the determined needs reflected in their student data. These areas will be ones that can be shown as the student progresses onto the intermediate grades and their information is then transferred to FCAT scores of proficiency as well as AYP and School Grade. As always, we will utilize the Continuous Improvement Process as we proceed throughout the school year.



## ADDENDUM 5 - PARENT INVOLVEMENT GOAL(S)

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

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

**Goal #2: Increase Parent Participation in evening activities such as FCAT Writes Night, FCAT Night, Love of the Arts Night, Parent Night at the Book Fair, etc.**

Parent Involvement Goal(s)	Current	# of #-	% +/-	Expected
1. Parents registered for Parent Portal	40.1%	343/856	+ 5%	45% or 391/869
Increase the number of parents involved in evening events at school.	30% average	256 /856	+5%	35% or 304/869

### 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)
To provide parents the letter and forms to request access.	#1	Children might not take forms home	Administration, Teachers and students	In October	Multiple strategies to communicate with parent such as; letter, newsletter, website, etc.	b, or, tech
To provide parents access to computers, if they do not have such access.	#1	Parent admission	Parents and Media Specialist	Beginning to Mid-year	Multiple strategies to communicate with parent such as; letter, newsletter, website, etc.	b, or, st, t, tech
To send home a reminder to parents to sign-up for Family Access	#1	Parent participation	Administration, Teachers and students	Mid-Year	Multiple strategies to communicate with parent such as; letter, newsletter, website, etc.	b, or, st, t, tech

To provide a hyper-link to the Skyward Family Access site and remind parents it is on our website for easy access.	#1	Parent participation	ETF and parents	Beginning to Mid-year	Multiple strategies to communicate with parent such as; letter, newsletter, website, etc.	b, or, st, t, tech
To send home a reminders to parents to attend the different events at night	#2	Parent participation	Administration, Teachers and students	Throughout the year	Multiple strategies to communicate with parent such as; letter, newsletter, website, PTA newsletters, etc.	b, or, st, t, tech
To provide activities for the smaller siblings so that parents can attend the meeting about FCAT Writes, FCAT, Love of the Arts, Book Fair, etc.	#2	PTA support, PTA support, teacher support and promotion	Administration, PTA, Teachers and students	Throughout the year	Multiple strategies to communicate with parent such as; letter, newsletter, website, PTA newsletters, etc.	b, or, st, t, tech



## 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.

**STEM goal:** Red Bug will increase the participation in Robotics and Odyssey of the Mind. We will build two Lego Robots and have Odyssey of the Mind teams from grade levels K-5 in order to promote science across the levels. There will be teachers involved in coaching these teams from all grade levels as well.

### 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)
Training for our coaches for Robotics.	Time, Training, Desire to be involved	Administration, Teachers	Throughout the year	Communicate with teachers	b, or, st, t, tech
Offer Robotics for students in grades four and five.	Time, Training, Desire to be involved	Administration, Teachers	Throughout the year	Communicate with teachers	b, or, st, t, tech
Provide the opportunity for participation in Odyssey of the Mind for students in primary grades.	Parent permission for participation/transportation/ desire for involvement	Administration, Teachers and students	Throughout the year	Multiple strategies to communicate with parent such as; letter, newsletter, website, PTA newsletters, etc.	b, or, st, t, tech
Provide the opportunity for participation in Odyssey of the Mind for students in intermediate grades.	Parent participation	Administration, Teachers and students	Throughout the year	Multiple strategies to communicate with parent such as; letter, newsletter, website, PTA newsletters, etc.	b, or, st, t, 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.

**CTE goal:** Red Bug will offer multiple opportunities for our students to be exposed to careers that are technical and/or vocational in nature through such activities as Teach-In, Junior Activities lessons, Fieldtrips to St. Augustine, Fire House, Fire truck visit to school, police department visiting to read books to students and talk about their job, etc.

### 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)
Teach-In participants will come in and speak about their careers and the stories that make their job enjoyable.	Participants contacted by admin and teachers that are willing to come	Admin., teachers, parents and community members	November 2012	Letters and notices, sign-in sheet	B, st, t
Participants in Junior Achievement will come out and teach different lessons such as Our Communities Our City, Ourselves, Our Region, Our Nation, etc.	Paperwork, time, program director at UCF, teachers willing to participate	Admin., teachers, UCF students and program director	Fall and Spring semesters	Paperwork, practice, evaluation sheets, etc.	B, st, t
Fourth grade classes will go to St. Augustine and learn about the many crafts and manual jobs we still have that were around since the oldest city was founded.	Finances, participation	Admin., teachers, parents and students	February 2013	Paperwork, pre-teaching, projects, post-teaching and discussion	B, st, t
Book Character Day; members of the community/Dividends come and read books to or children all day.	Participation by community	Admin., teachers, parents and students	October 2012	Letters and notices, sign-in sheet	B, st, t

## 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.

<b>READING AAAMO</b>	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	<b>67</b>	<b>73</b>	<b>73</b>	<b>75</b>	<b>78</b>	<b>81</b>	<b>84</b>
American Indian							
Asian	84	86	87	88	89	91	92
Black/African-American	39	54	49	54	59	64	70
Hispanic	54	62	62	66	69	73	77
White	71	77	76	78	81	83	86
English Language Learners	43	44	53	57	62	67	72
Students with Disabilities	32	36	43	49	55	60	66
Economically Disadvantaged	56	61	63	67	71	74	78

<b>MATH AAAMO</b>	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	<b>66</b>	<b>72</b>	<b>72</b>	<b>75</b>	<b>77</b>	<b>80</b>	<b>83</b>
American Indian							
Asian	88	89	90	91	92	93	94
Black/African-American	32	42	43	49	55	60	66
Hispanic	48	60	57	61	65	70	74
White	74	77	78	81	83	85	87
English Language Learners	43	44	53	57	62	67	72
Students with Disabilities	40	30	50	55	60	65	70
Economically Disadvantaged	56	62	63	67	71	74	78

# 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.**

<b>ADMINISTRATOR</b>	<b>DATE</b>	<b>PARENT/COMMUNITY</b>	<b>DATE</b>	<b>PARENT/COMMUNITY</b>	<b>DATE</b>
Mercedes Agramonte-Harper	9/17/12	Nancy Mele, Chair	10/8/12	Erica Turja	10/8/12
<b>INSTRUCTIONAL</b>		Michelle Rosenblatt	10/8/12	Bill Collester	
Lynn A. Gainer	10/8/12				
				Community Member's Signature	
		LaTwanya Alderman	10/8/12		
Katrina Legenhausen	10/8/12				
		Beth Johnson	10/8/12		
Michelle Buschmohle	9/17/12				
		Raquel Quintero	10/8/12		
<b>NON-INSTRUCTIONAL</b>		Melissa Stamer	10/3/12		
Vicki Sahr	9/17/12				