

Seminole County Public Schools

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



Lake Howell High School

School Improvement Plan 2012-2013

TABLE OF CONTENTS

Contents	Page No.
Evaluation of SIP for 2011-2012	4
Reading Goals	6
Math Goals	8
Writing Goals	10
Advanced Coursework Goals	12
Discipline Goals	13
Graduation/At-Risk Graduation (HS) Goals	14
Post-Secondary Readiness (HS) Goals	15
Extracurricular Activities Goal(s)	16
School Defined Goal(s)	17
Professional Development	18
Waiver Request	19
Budget Summary of SIP for 2011-2012	20
Addendum 1 - Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI)	21
Addendum 2 - Literacy Leadership Team	22
Addendum 3 - Lesson Study	23
Addendum 4 - Title I Schoolwide Program	NA
Addendum 5 - Parent Involvement Goal(s)	25
Addendum 6 - Science, Technology, Engineering, and Math (STEM) Goal(s)	26

TABLE OF CONTENTS continued

Addendum 7 - Career and Technical Education (CTE) Goal(s)	27
Addendum 8 - Comprehensive English Language Learning Assessment (CELLA) Goals	28
Addendum 9 - Florida Alternative Assessment (FAA) Goal(s)	NA
Addendum 10 - Geometry, Biology, U.S. History, and Civics EOC	29
Addendum 11 - AAAMO	30
School Advisory Council Signatures	31

EVALUATION OF SCHOOL IMPROVEMENT PLAN 2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		58%	+18	76%	57.8%	N
High standards Level 4+		30.1%	+3	33.1%	33.0%	N
Proficiency Level 3+ in AYP subgroups						
	White	66.7%	+3	69.7%	65.5%	N
	Black	35.2%	+3	38.2%	42.2%	Y
	Hispanic	45.6%	+3	48.6%	46.4%	N
	ELL	15.4%	+3	18.4%	17.1%	N
	SWD	66.7%	+3	69.7%	56.6%	N
	ED	44.2%	+3	47.2%	47.2%	Y
Learning Gains		57.7%	+3	60.7%	62.3%	Y
Lowest 25% making Learning Gains		46.2%	+3	49.2%	62.7%	Y
Learning Gains Levels 4/5		57.1%	+3	60.1%	87.1%	Y
Learning Gains in AYP subgroups						
	White	61.2%	+3	64.2%	62.1%	N
	Black	50.0%	+3	53%	62.8%	Y
	Hispanic	51.6%	+3	54.6%	62.8%	Y
	ELL	47.8%	+3	50.8%	62.5%	Y
	SWD	35.3%	+3	38.3%	69.2%	Y
	ED	50.1%	+3	53.1%	62.7%	Y

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		89.9%	+1	90.9%	89.2%	N
High standards Score 6.0		10.5%	+10	20.5%	1.4%	N
Proficiency Score in AYP subgroups						
	White	92.5%	+1	93.5%	90.6%	N
	Black	87.9%	+1	88.9%	85.1%	N
	Hispanic	84.1%	+1	85.1%	86.7%	Y
	ELL	72.0%	+1	73.0%	73.7%	Y
	SWD	100%	0	100%	76.5%	N
	ED	83.2%	+1	84.2%	83.5%	N
High standards Score 6.0 in AYP subgroups						

	White	14.2%	+14	28.2%	0.7%	N
	Black	9.1%	+9	18.1%	2.1%	N
	Hispanic	2.6%	+4	6.6%	1.5%	N
	ELL	0.0%	+2	2.0%	0.0%	N
	SWD	0.0%	+2	2.0%	4.9%	Y
	ED	5.6%	+5	10.6%	1.0%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	54%	+6	60%	56%	N
Performance in advanced coursework	83%	+3	86%	76%	N

Discipline Goals 1 and 2	Subgroup/African Americans	Current %	Expected %	Actual	Met (Y,N,P)
1. Discipline referrals (duplicated)	361	18%	-10%	18.1%	N
2. Out-of-school suspensions (unduplicated)	259	15%	-10%	16.5%	N

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	95.0%	+1	96.1%	78.7%	N
At-Risk students graduating or advancing with age-level peers	87.0%	+3	90.0%	51.7%	N

Post-Secondary Readiness Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Graduating seniors readiness in Reading	27%	+3	30%	83%	Y
Graduating seniors readiness in Math	42%	+3	45%	70%	Y

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups	3%	+3	6%	4.9%	N
Activity and subgroup: National Honor Society					

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
To increase parents registered for PIN	60%	+10	70%	57%	N

Goal Summary

Number of Goals Met: 11

Number Not Met: 11

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
- 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+		57.8%	611 / 1057	+8	65.8%
2. Proficiency Level 3.0+ in subgroups:					
	White	65.5%	384 / 586	+3	68.5%
	Black	42.2%	35 / 83	+3	45.2%
	Hispanic	46.4%	147 / 317	+3	49.4%
	ELL	17.1%	7 / 41	+3	20.1%
	SWD	56.6%	90 / 159	+3	59.6%
	ED	47.2%	210 / 445	+3	50.2%
3. High Standards Level 4.0+		33.0%	349 / 1057	+3	36.0%
4. Learning Gains		62.3%	627 / 1006	+3	65.3%
5. Lowest 25% Making Learning Gains		62.7%	165 / 263	+3	65.7%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		37.1%	66 / 1006	+3	40.1%
7. Learning Gains Levels 4/5		87.1%	291 / 334	+2	89.1%
8. Learning Gains in subgroups:					
	White	62.1%	345 / 556	+3	65.1%
	Black	62.8%	49 / 78	+3	65.8%
	Hispanic	62.8%	191 / 304	+3	65.8%
	ELL	62.5%	25 / 40	+3	65.5%
	SWD	69.2%	108 / 156	+3	72.2%
	ED	62.7%	264 / 421	+3	65.7%

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)
1. Continue to use reading strategies across all disciplines using strategies implemented through PLC planning including common lessons, assignments, and assessments	1-8	Technology Resources/training	Administrators, Reading Coach, Teachers	Ongoing	Data Analysis, Discovery Ed, USA Test Prep, FCAT, SAT, ACT, PERT, walkthrough processes	T, IM, OR
2. Continue use of Plugged Into Reading for 10 th grade SOAR students, Level 2 reading	1,3,4,5	New program	Administrators, Reading Coach, Teachers	Ongoing	Student Data Sheets, Discovery Ed, FCAT, Plugged Into Reading Diagnostics	T, IM, OR
3. Implementation of Journeys for Level 1 reading classes	1-8	Lack of student motivation	Administrators, Reading Coach, Teachers	Ongoing	Journeys Diagnostics, Discovery Ed	T, IM, OR
4. The CST team will work with Social Studies and Language Arts teachers to build college-ready reading skills	1-8	Training	Administrators, Reading Coach, Teachers	Semester	SAT/ACT/PERT scores	T, IM, OR

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

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

MATH GOALS ALGEBRA END OF COURSE (EOC) EXAM

Aligned with Strategic Plan System Initiative B

(Middle and High School)

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

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

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

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

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

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

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

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

Math Goals 1 thru 8 (Algebra EOC)	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	52.4%	175 / 334	+3	55.4%
2. Proficiency Level 3+ in subgroups:				
White	58.2%	92 / 158	+3	61.2%
Black	39.3%	11 / 28	+3	42.3%
Hispanic	44.1%	56 / 127	+3	47.1%
ELL	23.8%	5 / 21	+3	26.8%
SWD	28.8%	15 / 52	+3	31.8%
ED	47.1%	81 / 172	+1	48.1%
3. High standards 4+	3.6%	12 / 334	+2	5.6%
4. Learning Gains	53.7%	158 / 294	+2	55.7%
5. Lowest 25% making Learning Gains	61.4%	51 / 83	+2	63.4%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	4.8%	6 / 124	+2	6.8%
7. Learning Gains Levels 4/5	19.2%	5 / 26	+2	21.2%
8. Learning Gains in subgroups:				
White	58.2%	78 / 134	+2	60.2%
Black	52.0%	13 / 25	+2	54.0%
Hispanic	45.2%	52 / 115	+2	47.2%
ELL	33.3%	5 / 15	+2	35.3%
SWD	38.3%	18 / 47	+2	40.3%
ED	52.7%	79 / 150	+2	54.7%

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)
1. Continue to use progress monitors with Discovery Education software to increase student performance	1-8	Prerequisite skills and background knowledge	Math teachers and Administrators	Ongoing	Progress Monitors, Quarterly Exams, USA Test Prep, EOC	T, IM, OR
2. Continue to enroll Level 1 and 2 students in intensive math courses	1-8	Prerequisite skills and background knowledge	Math teachers and Administrators	Ongoing	Progress Monitors, Quarterly Exams, USA Test Prep, EOC	T, IM, OR
3. Mentors will pair with students to help tutor	1-8	Lack of mentors	Math teachers and Administrators	Semester	Progress Monitors, Quarterly Exams, USA Test Prep, EOC	T, IM, OR
4. Continue CPM curriculum in Algebra and Geometry classrooms	1-8	Lack of student motivation	Math teachers and Administrators	End of Year	Progress Monitors, Quarterly Exams, USA Test Prep, EOC	T, IM, OR

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+		89.2%	448 / 502	+1	90.2%
2. Proficiency Score 3.0+ in subgroups:					
	White	90.6%	259 / 286	+1	91.6%
	Black	85.1%	40 / 47	+1	86.1%
	Hispanic	86.7%	117 / 135	+1	87.7%
	ELL	73.7%	14 / 19	+1	74.7%
	SWD	76.5%	62 / 81	+1	77.5%
	ED	83.5%	172 / 206	+1	84.5%
3. High Standards Score 6.0		1.4%	7 / 502	+10	11.4%
4. High Standards Score 6.0 in subgroups:					
	White	0.7%	2 / 286	+3	3.7%
	Black	2.1%	1 / 47	+3	5.1%
	Hispanic	1.5%	2 / 135	+3	4.5%
	ELL	0.0%	0 / 19	+3	3.0%
	SWD	4.9%	4 / 81	+3	7.9%
	ED	1.0%	2 / 206	+3	4.0%

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)
1. Continue implementation of cross-curricular training for 6+1 Traits of Writing in Language Arts, Reading, and Social Sciences	1-4	Deficiencies in student abilities to punctuate and use grammar correctly	Administrators, Teachers	Ongoing	Progress Monitors, FCAT Writes, Writing Workshops for teachers and students	B, OR, T
2. Continue training for teachers in teaching writing strategies including punctuation and grammar instruction	1-4	Time for training, time for practice, grading of writing papers	Administrators, Teachers	Ongoing	Progress Monitors, Hawks Writes, FCAT Writes, PLC Strategies	B, OR, T
3. Assign grades for FCAT Writes for 4 th Quarter	1-4	Test fatigue	Administrators, Teachers	4 th Nine Weeks	Progress Monitors, Hawks Writes, FCAT Writes, PLC Strategies	B, OR, T
4. Writing instruction will be observed with feedback	1-4	Working with new teachers	Administrators, Teachers	Mid Year	Progress Monitors, Hawks Writes, FCAT Writes, PLC Strategies	IM, T, OR

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

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

Advanced Coursework Goals 1 and 2	Current %	% +/-	Expected %
1. Level of Participation	56%	+3	59%
2. Level of Performance	76%	+3	79%

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)
1. Continue to increase numbers of students in all subgroups in Honors classes throughout the academic core and identification through AP Potential to prepare students with prerequisite skills	1-2	Lack of prerequisite skills or background knowledge, reading levels, lack of experience of some teachers	Administrators, Guidance Counselors, and Teachers	Quarterly, End of Year	Practice AP tests, SAT prep courses, study sessions, practice of writing, vocabulary in all academic classes	B, IM
2. Continue to publicize and communicate information about the AP programs through college information night, classroom meetings, and AP night	1-2	Lack of parental involvement	Administrators, Guidance Counselors, and Teachers	Quarterly, End of Year	Parent College Night, Hawk Talk Newsletter	S, SSS, t
3. Continue to register every student with FCAT reading levels or math levels of 4 or 5 into AP courses	1-2	Lack of motivation, prerequisite skills	Administrators, Guidance Counselors, and Teachers	Semester/End of Year	Placement by counselors and administrators	S, SSS, t
4. Vertical teaming by Advanced Placement and Honors teachers to align curriculum strategies	1-2	Communication Barriers	Administrators, Guidance Counselors, and Teachers	Semester/End of Year	Placement by counselors and administrators	S, SSS, 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)

Discipline Goals 1 and 2	Subgroup	Current %	Expected %
1. Discipline referrals (duplicated)	361	18%	10%
2. Out-of-school suspensions (unduplicated)	259	15%	10%

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)
1. Deans will provide input and information regarding student referrals to our teachers to reduce out-of-school suspensions	1/2	Parental Support, Teachers lacking experience	Administrators, Guidance, and Teachers	Mid Year	EdInsight	tech
2. Students will be provided with incentives and reward using the MTSS procedures.	1/2	Parental Support, Teachers lacking experience	Administrators, Guidance, and Teachers	Mid Year	EdInsight	tech

GRADUATION/AT-RISK GRADUATION GOALS

Aligned with Strategic Plan System Initiative A

(High School only)

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

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

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

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

Graduation/At-Risk Graduation Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. Graduation Level of Performance	78.7%	394/501	+2	80.7%
2. At-Risk Graduation Level of Performance	51.7%	47/91	+5	56.7%

Action Plan

	Graduation/At-Risk Graduation Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Continue to implement strategies within each PLC to address needs of students including common lessons, projects, and assessments with frequent feedback and interventions	1-2	Lack of motivation of students/prerequisite skills	Administrators, Teachers, Guidance Counselors	Ongoing	Administrative Walkthroughs, Communication with teachers	IM, ST, OR, Tech
2. Continue implementation of college ready courses in Language Arts and Mathematics to prepare students for college	1-2	Lack of motivation by students	Administrators, Teachers, Guidance Counselors	Ongoing	Progress Monitors, SAT/ACT/PERT data	IM, ST, OR
3.. Continue the Study Skills curriculum for 9 th grade students with focus on college readiness	1-2	Commitment to work and engagement by students	Administrators, Teachers, Guidance Counselors	Ongoing	9 th grade team meetings, PMs to check reading and math	IM, ST, OR, Tech
4. Continue the mentor program for at-risk students	1-2	Limited teachers involved	Administrators, Teachers, Guidance Counselors	Ongoing	Feedback from students	ST
5. Implementation of EPathways to serve all students	1-2	Lack of technology	Administrators, Teachers, Guidance Counselors	Ongoing	Student Feedback/Course Completions	Tech

POST-SECONDARY READINESS GOALS

Aligned with Strategic Plan System Initiative A

(High School only)

Postsecondary Readiness Goal #1: To increase the percent of graduating seniors who demonstrate post-secondary readiness in Reading as indicated by the SAT, ACT, CPT, or PERT
Postsecondary Readiness Goal #2: To increase the percent of graduating seniors who demonstrate post-secondary readiness in Math as indicated by the SAT, ACT, CPT, or PERT

*Based on the High School Accountability formula

Postsecondary Readiness Goals 1 and 2	Current %	% +/-	Expected %
1. Level of Reading Performance	83%	+2	85%
2. Level of Math Performance	70%	+3	73%

Action Plan

Strategy	Readiness Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1.. Continue implementation of college ready courses in Language Arts and Mathematics to prepare students for college	1-2	Lack of student motivation, prerequisite skills, lack of parent involvement	Administrators, Guidance Counselors, Teachers	End of Year	SAT, ACT, PERT Data	B, IM, OR, ST
2. Language Arts and Social Studies teachers will work with lesson study with the CST team to improve reading strategies and performance with text complexity	1-2	Lack of student motivation, prerequisite skills, lack of parent involvement	Administrators, Guidance Counselors, Teachers	End of year	SAT, ACT, PERT Data	B, IM, OR, ST
3. Increased strategies with the SAT preparatory courses and workshops as well as adding an ACT workshop to help prepare students for college testing	1-2	Lack of student motivation, prerequisite skills, lack of parent involvement	Administrators, Guidance Counselors, Teachers	End of Year	SAT, ACT, PERT Data	B, IM, OR, ST

EXTRACURRICULAR ACTIVITIES GOAL(S)

Aligned with Strategic Plan System Initiative C

Extracurricular Activities Goal #1: To reduce the disparity in representation of the following subgroups: African Americans, participating in National Honor Society.

Extracurricular Activity Goal #1	Subgroup	Current %	Expected %
1. Activity: National Honor Society	5/102	5%	10%

Action Plan

Strategy	Extracurricular Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Provide opportunities for communication with all students regarding membership in National Honor Society, publishing requirements for entry	1	Lack of parental involvement	Administrators, Teachers	End of Year	Membership/Induction	SSS, OR
2. Actively recruit minorities into Honors and Advanced Placement classes	1	Motivation of students	Administrators, Teachers	End of Year	Membership/Induction	SSS, OR

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.

School Defined Goal	Current	# of #-	% +/-	Expected
Goal #1: To develop our ePathways program to allow access to all courses including an on-site virtual lab	2%	50/2230	+10	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)
1. Implement a virtual lab on campus to provide on-line access to all courses	Technology	Administrators/Guidance Counselors	Ongoing	Keep track of course completions, identify students with potential	OR, SSS, TECH
2. Increase hours in the school media center to provide on-line access to virtual courses after hours	Technology	Administrators/Guidance Counselors	Ongoing	Keep track of course completions, identify students with potential	OR, SSS, TECH

Date	Professional Development Plan	SIP Goal	PD Participants	#	#Actual	Position Responsible
August 7	PLC Team Planning: Using Technology For Communication, Grading, and Assessment Analysis	Reading and Math Goals 1 -8	PLCS			
August 8	PLC Team Planning: Best Practices for Disciplinary Literacy	Reading and Math Goals 1 -8	PLCS			
August 15	Individual Plan					
August 22	PLC Team Planning: Planning Common Lessons and Units	Graduation/At Risk Graduation 1 and 2	PLCS			
August 29	Faculty Meeting/PLC Development of Deliberate Practice Plans	Reading and Math Goals 1 -8				
September 5	Leadership/Progress Report Preparation/Individual Plan Time					
September 12	CONTENT AREA COLLABORATION					
September 19	PLC TEAM PLANNING: Common Assessments/Scales	Post Secondary Readiness 1 and 2	PLCS			
October 3	PLC TEAM PLANNING Grading Policies	Post Secondary Readiness 1 and 2	PLCS			
October 10	Leadership/INDIVIDUAL PLAN TIME					
October 17	CONTENT AREA COLLABORATION					
October 24	PLC TEAM PLANNING: Common Assessments/ Data Analysis	Post Secondary Readiness 1 and 2	PLCS			
October 31	PLC TEAM PLANNING: Creating Curriculum for College Readiness	Post Secondary Readiness 1 and 2	PLCS			
November 7	Leadership/INDIVIDUAL PLAN TIME					
November 14	Faculty Meeting					
November 28	Progress Report Preparation/INDIVIDUAL PLAN TIME					
December 5	Leadership/INDIVIDUAL PLAN TIME					
December 12	PLC TEAM PLANNING: Creating Curriculum for College Readiness	Post Secondary Readiness 1 and 2	PLCS			
December 19	Individual Plan Time					

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

INCOME:

Original Allocation:	\$3,800.00
Adjustment:	
Carry Over:	\$9,890.50
Total Income:	\$13,690.50

EXPENDITURES	ACTUAL COST	BALANCE
		\$13,690.50
Literacy Celebration	28.45	13, 662.05
IPAD Applications for Reading Classes	500.00	13, 162.05
Science Fair Research Class Poster Boards	63.00	13,099.05
English Class Books	132.81	12,966.24
Adobe Certification	500.00	12,466.24
Stadium Sound System	6,306.50	6,159.74

} Start with your beginning

CARRY OVER:

Total carry over for 2012-2013: \$6,159.74

This carry over will be spent on classroom resources.

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.

Frank Casillo, Principal; Keith Mewes, Assistant Principal; Cindy Frank, Dean; Andrea Duhon, At Risk; Vincent Geigel, Guidance Counselor, Laurie Jennings, Exceptional Education; and Leighann Penaga, Secondary Literacy 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 team will meet biweekly to analyze structure of HAWK-MTSS and develop an action plan to target school culture, school consistency, and new forms of interventions to motivate on-task behaviors.

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

The team will develop a culture of community as a two-tier system is created to address on task behaviors.

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

Using the Skyward system, students will be identified and tracked. Academic data using FCAT scores, academic history, and progress monitor scores will also be scrutinized.

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.

MTSS team goals will be complemented with existing programs in place at Lake Howell High School, including our ISS program, and our interventions provided by our mentor program.

6. Describe the plan to train staff on MTSS.

MTSS strategies will be presented during a faculty meeting and implemented throughout the school year. The team will communicate with affected teachers throughout the school year.

1. All students will be supported through instruction that follows Marzano based standards
2. All students will have access to Media center on Monday, Tuesday and Thursday until 6 p.m.
3. All departments will use common assessment.
4. Progress monitoring will occur through universal screenings such as EOC, FCAT
5. Teachers will undergo professional development through out the year in their PLCs to develop better practices

PBS

We will create a reward system for the entire school. We will re-instate Hawk Bucks, students will be selected by their teachers weekly to be entered in drawings for several prizes.

Each Teacher will get 10 tickets and each administrator will get 10 tickets. They will distribute them each week at their leisure to students who display P.R.I.D.E. Teacher will be asked to have all tickets to Assigned Office by the end of the day Thursday. On Friday Morning, Ravon will draw a raffle ticket and one student will win a prize. This will be done every week. Remaining tickets will be placed in our "Quarter Bucket" where students will be in the drawing for bigger prizes.

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).

Frank Casillo, Principal, Assistant Principals: Lance Abney, Michael Howard, Keith Mewes, Toni Norton, Jose Sanchez; Nancy Diaz, Admin. Assistant; Melissa Barney, Guidance Counselor, Sara Borosky, Technology; Andrea Duhon, At Risk; Laurie Jennings, Exceptional Education; Brian Blasewitz and Cindy Frank, Deans; Content Area Leaders: Amanda Hack and Wesley McLaughlin, Science; Chelsea St. Clair, Language Arts; Juan Rodriguez; Social Studies; Detra Dopson and Lynn Webb, Mathematics; Elba Velazquez, Foreign Language; James Brendlinger, Fine Arts; Teri Kruczek, Physical Education; Cristina Lehman, Career Education.

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

The Leadership team meets monthly to discuss all functions and goals of our school mission.

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

- Continued implementation of the PLC process with emphasis on Quadrant D teaching, use of scales, with frequent feedback and assessment
- Continued implementation of data analysis within the PLC environment to ensure student achievement with interventions
- Focus on college readiness in reading and math, with emphasis of test preparation for SAT and ACT tests
- Continue writing instruction and application with emphasis of vocabulary, grammar, and punctuation
- Professional Development to apply strategies with emphasis upon text complexity to build disciplinary literacy

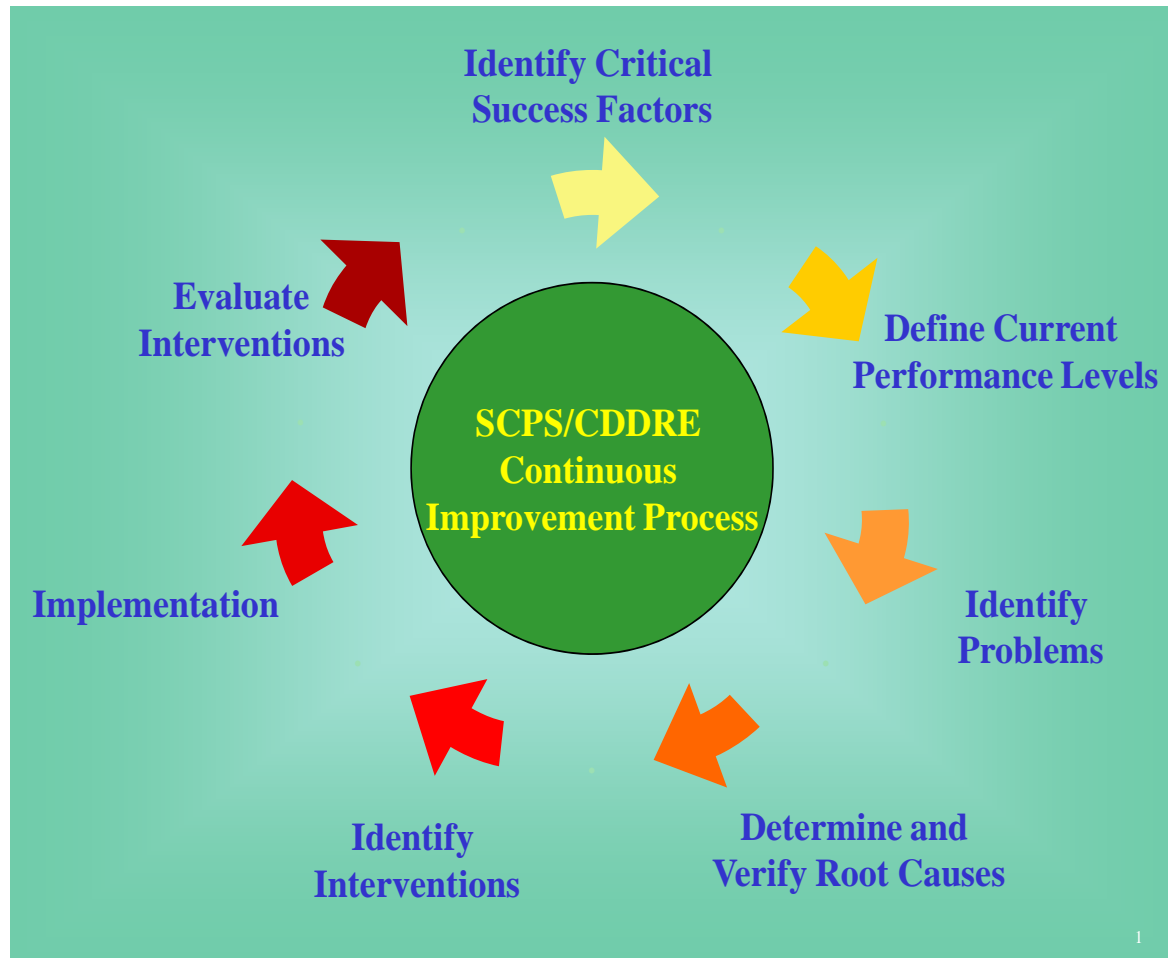
ADDENDUM 3 -LESSON STUDY

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.

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

Postsecondary Readiness Goal #1: To increase the percent of graduating seniors who demonstrate post-secondary readiness in Reading as indicated by the SAT, ACT, CPT, or PERT
Postsecondary Readiness Goal #2: To increase the percent of graduating seniors who demonstrate post-secondary readiness in Math as indicated by the SAT, ACT, CPT, or PERT

Professional Development will be utilized to increase best practices for college readiness preparation and disciplinary literacy. Several workshops will be implemented throughout the year using teachers within our school as well as district personnel. Teachers within their professional learning communities will team to develop curriculum which specifically presents and reviews SAT and ACT strands. Activities and readings will be embedded with language and skills which will prepare students for their college tests. Language Arts teachers will participate in lesson study as they seek methods to improve reading and ability to analyze and interpret text with evidence and support from their texts.



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	57.5%	1248/2171	+10	67.5%

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)
1. Increase communication to parents via parent conferences, newsletters, email, and telephone, Open House, and special parent nights. Solicit help from PTSA and SAC to make parents aware of the benefits of Skyward.	1	Communication barriers	Administrators, Teachers	End of Year	Communication by teachers, newsletters	IM SSS, T
2. Continue to provide access to school media center	1	Communication barriers	Administrators, Teachers	End of Year	Communication by teachers, newsletters	IM, SSS, T

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

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

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

Enter narrative for STEM goal:

Students will have opportunity to participate in SECME for those who have interests in Engineering and Science. Students will participate in several competitions and field trips to the University of Central Florida. LHHS will offer again opportunity for students to participate in the Robotics design, as well as entering in competition. LHHS will continue to offer the Research course which allows students to research and develop science projects which are entered into district, regional, state, and national Science Fairs. LHHS will increase the number of students enrolled in Science area Advanced Placement classes, and Honors level courses.

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)
1. Continue to offer varied competitions for students to participate	Financial	Administrators, Teachers	End of Year	Competitions	B, IM, T
2. Continue to work with our cluster school to provide students experience in building their projects	Resources/Materials/Financial	Administrators, Teachers	End of Year	Competitions	B, IM, T
3. To continue projects with Robotics	Technology/Financial	Administrators, Teachers	End of Year	Competitions	B, IM, T

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

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

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

Enter narrative for CTE goal:
To increase the number of students passing the Industry Certification exams in Photoshop programs, ServSafe Management, Early Childhood certification, and MOS Industry Certification.

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)
1. Continue implementation of Cape programs in Digital Media and Culinary Arts	Communication barriers for ESOL students, timed test presents challenges for ESE students, test language creates reading disadvantages	Administrators, Guidance Counselors, and Teachers	Ongoing	Industry Certification test data	T, st
2. Continue to offer Early Childhood to all students	Lack of time in schedules for intensive class students	Administrators, Guidance Counselors, and Teachers	Ongoing	Industry Certification test data	T, st
3. Develop ePathways in Career Education courses	Communication with parents and students, availability of computers during the day	Administrators, Guidance Counselors, and Teachers	Ongoing	Industry Certification test data	T, st

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:

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	63.5%	47/74	+3	66.5%
2. Proficient in Reading	28.0%	21/75	+3	31.0%
3. Proficient in Writing	32.4%	24/74	+3	35.4%

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)
1. Teachers will utilize the Journeys reading program to improve student reading fluency and comprehension skills including shared reading, listening and speaking, and writing applications	1-3	Lack of prerequisite skills	Administrators, Teachers	End of Year	Cella testing, FCAT testing, progress monitors	
2. Language Arts and Reading skills with writing applications will be practiced daily within the LA curriculum using texts and technology applications	1-3	Lack of prerequisite skills	Administrators, Teachers	End of Year	Cella testing, FCAT testing	
3. Cooperative learning strategies will help students to increase verbal and written communication	1-3	Lack of prerequisite skills	Administrators, Teachers	End of Year	Cella testing, FCAT testing	

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

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

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

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

READING AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	63	58	69	72	75	78	82
American Indian							
Asian	77	71	81	83	85	87	89
Black/African-American	48	42	57	61	65	70	74
Hispanic	51	47	59	63	67	71	76
White	71	65	76	78	81	83	86
English Language Learners	23	17	36	42	49	55	62
Students with Disabilities	34	34	45	51	56	62	67
Economically Disadvantaged	50	47	58	63	67	71	75

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	58	66	65	69	72	76	79
American Indian							
Asian	92	95	93	94	95	95	96
Black/African-American	43	57	53	57	62	67	72
Hispanic	53	57	61	65	69	73	77
White	65	72	71	74	77	80	83
English Language Learners	42	25	52	57	61	66	71
Students with Disabilities	48	34	57	61	65	70	74
Economically Disadvantaged	50	58	58	63	67	71	75

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
Frank Casillo					
Member's Signature	9/10/12				
Toni Norton	9/10/12	Susan Carrier	9/10/12		
INSTRUCTIONAL		Kelly Daisemer	9/10/12		
Sara Borosky	9/10/12				
		Cam MCoy	9/10/12		
Jeffrey Myers	9/10/12				
Leighann Penaga	9/10/12				
		Lara Mangiarelli	9/10/12		
Chelsea St. Clair	9/10/12				
		Tony Noger	9/10/12		
NON-INSTRUCTIONAL					
Yara DeLos Santos	9/10/12				
Edward Eldridge	9/10/12				