

# *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 Mary High School**

School Improvement Plan 2012-2013

# TABLE OF CONTENTS

<b>Contents</b>	<b>Page No.</b>
Evaluation of SIP for 2011-2012	4
Carry Over Goals	6
Reading Goals	7
Math Goals	9
Writing Goals	11
Advanced Coursework Goals	13
Discipline Goals	14
Graduation/At-Risk Graduation Goals	15
Post-Secondary Readiness Goals	16
Extracurricular Activities Goal	18
School Defined Goal	19
Professional Development	20
Waiver Request	22
Budget Summary of SIP for 2011-2012	23
Addendum 1 - Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI)	24
Addendum 2 - Literacy Leadership Team	26
Addendum 3 - Lesson Study	27
Addendum 5 - Parent Involvement Goal	29
Addendum 6 - Science, Technology, Engineering, and Math (STEM) Goals	30

## TABLE OF CONTENTS continued

Addendum 7 - Career and Technical Education (CTE) Goals	31
Addendum 8 - Comprehensive English Language Learning Assessment (CELLA) Goals	32
Addendum 9 - Florida Alternative Assessment (FAA) Goals	33
Addendum 10 - Geometry, Biology, U.S. History, and Civics EOC	34
Addendum 11 - AAAMO	35
School Advisory Council Signatures	36

# EVALUATION OF SCHOOL IMPROVEMENT PLAN 2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		55.4%	+4.6	60.0%	64.1%	Y
High standards Level 4+		30.3%	+3.7	34.0%	39.8%	Y
Proficiency Level 3+ in AYP subgroups						
	White	65.1%	+4.9	70.0%	76.7%	Y
	Black	31.4%	+9.6	41.0%	29.6%	N
	Hispanic	45.3%	+4.7	50.0%	54.0%	Y
	ELL	13.6%	+6.4	20.0%	14.3%	N
	SWD	n/a	n/a	n/a	56.1%	Y
	ED	35.2%	+6.8	42.0%	41.2%	N
Learning Gains		52.6%	+6.4	59.0%	64.7%	Y
Lowest 25% making Learning Gains		45.1%	+7.9	53.0%	57.5%	Y
Learning Gains Levels 4/5		40.9%	+4.1	45.0%	85.6%	Y
Learning Gains in AYP subgroups						
	White	57.6%	+9.4	67.0%	69.2%	Y
	Black	39.9%	+9.1	49.0%	46.3%	N
	Hispanic	49.0%	+10	59.0%	67.5%	Y
	ELL	51.7%	+8.3	60.0%	57.1%	N
	SWD	37.5%	+6.5	44.0%	61.3%	Y
	ED	43.9%	+9.1	53.0%	56.4%	Y

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		82.4%	+5.6	88.0%	92.5%	Y
High standards Score 6.0		4.6%	+4.4	9.0%	0.2%	N
Proficiency Score in AYP subgroups						
	White	85.9%	+4.1	90.0%	96.7%	Y
	Black	72.4%	+4.6	77.0%	84.3%	Y
	Hispanic	76.3%	+4.7	81.0%	88.7%	Y
	ELL	30.8%	+4.2	35.0%	81.8%	Y
	SWD	100%	0	100.0%	85.3%	N
	ED	72.5%	+3.5	76.0%	87.7%	Y

High standards Score 6.0 in AYP subgroups						
	White	5.8%	+3.2	9.0%	0.3%	N
	Black	3.9%	+4.1	8.0%	0.0%	N
	Hispanic	1.7%	+4.3	6.0%	0.0%	N
	ELL	0.0%	+3	3.0%	0.0%	N
	SWD	100.0%	0	100.0%	0.0%	N
	ED	1%	+4	5.0%	0.0%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	59.0%	+5	64.0%	62%	N
Performance in advanced coursework	87.0%	+3	90.0%	83%	N

Discipline Goals	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: Black students	231%	-30%	201%	166%	Y
Out-of-school suspensions (unduplicated) Subgroup: Black students	18.5%	-5%	13.5%	10.4%	Y

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	97.0%	+0.5	97.5%	81.2%	N
At-Risk students graduating or advancing with age-level peers	93.0%	+2	95%	61.6%	N

Post-Secondary Readiness Goals (high school only)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Graduating seniors readiness in Reading	90.0%	+3	93.0%	92%	N
Graduating seniors readiness in Math	82.0%	+6	88.0%	80%	N

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup: National Honor Society – Economically Disadvantaged	7.0%	+3	10.0%	11.55%	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Skyward Family Access participation	0.0%	+35	35%	65.0%	Y

**Goal Summary**

Number of Goals Met: 22

Number Not Met: 19

Number Partially Met: 0

# **CARRY OVER GOALS**

## **2012-2013**

### **Carryover Goal #1**

LMHS will continue to align classroom instruction and learning activities with the Next Generation Sunshine State Standards along with beginning to align curriculum with the Common Core Standards and to allocate available funds to provide supplies and other resources to support this alignment. We will address academic standards at every grade/level and integrate reading and writing strategies in all content areas. SAC will continue to assist the principal in budgetary matters and disperse funds allocated directly to SAC specifically and directly to support the School Improvement Objectives.

### **Carryover Goal #2**

LMHS will continue to encourage teachers to participate in SCPS Professional Development in-services which are advertised throughout the year by email and posted memos. Wednesday afternoons will be used for school improvement as our Professional Learning Communities (PLC's) work collaboratively to facilitate subject-area articulation, vertical/horizontal teaming, reading/writing skill building, cooperative learning strategies and technology training. These meetings focus on school-wide efforts to improve student performance and facilitate implementation of higher level thinking skills practice in classrooms.

### **Carryover Goal #3**

LMHS will continue to encourage stakeholder involvement within and throughout the school via the School Advisory Council, Parent/Teacher/Student Association, Dividends, College Night, RAM Showcase Curriculum Night, Athletic Booster Club and other various booster groups (Band, Drama, Marionettes, etc.). Clubs and organizations within the school will continue to support such worthy charitable and community causes such as United Way, Habitat for Humanity, Relay for Life, the Susan G. Koman Research Fund, the Ronald McDonald House, and the American Red Cross.

## 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+		64.1%	767 / 1197	+3.0%	67.1%
2. Proficiency Level 3.0+ in subgroups:					
	White	76.7%	527 / 687	+2.0%	78.7%
	Black	29.6%	53 / 179	+5.4%	35.0%
	Hispanic	54.0%	141 / 261	+3.0%	57.0%
	ELL	14.3%	4 / 28	+3.0%	17.3%
	SWD	56.1%	125 / 223	+3.0%	59.1%
	ED	41.2%	188 / 456	+3.0%	44.2%
3. High Standards Level 4.0+		39.8%	477 / 1197	+3.2%	43.0%
4. Learning Gains		64.7%	716 / 1106	+2.3%	67.0%
5. Lowest 25% Making Learning Gains		57.5%	168 / 292	+2.0%	59.5%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		38.1%	85 / 1106	+1.9%	40.0%
7. Learning Gains Levels 4/5		85.6%	373 / 436	+1.5%	87.1%
8. Learning Gains in subgroups:					
	White	69.2%	431 / 623	+2.0%	71.2%
	Black	46.3%	76 / 164	+5.0%	51.3%
	Hispanic	67.5%	170 / 252	+2.0%	69.5%
	ELL	57.1%	16 / 28	+2.9%	60.0%
	SWD	61.3%	130 / 212	+2.0%	63.3%
	ED	56.4%	244 / 433	+2.0%	58.4%

**Action Plan**

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Develop a cohesive Intensive Reading/English Block Program for our At-Risk Students.	1, 2, 4, 5, 8	Scheduling, Funding, Technology	Administration, Teacher, Instructional Coach	Baseline, Mid-Year, End of Year, FCAT	Discovery Ed., Admin Walk-Through/Observation, FCAT	b, im, tech, st, sss, t
2. Continue to monitor students' reading progress to facilitate timely interventions and targeted skill-building in areas of weakness such as Literary Analysis.	1, 2, 4, 5, 8	On-Time Receipt of Scores, Funding, Technology	Administration, Instructional Coach, Intensive Reading Teachers	Baseline, Mid-Year, End of Year	Discovery Ed., FCAT, FCAT Explorer, USA Test Prep, Journeys	sss, or, st, tech, t
3. Train all content area teachers to imbed literacy strategies into all curriculum to enhance reading comprehension.	1-8	Time for PD, Limited Class Time, Funding	Administration, Instructional Coach, Teachers	Ongoing	Discovery Ed PMA, FCAT, Quarter Exams, Semester Exams	b, im, tech, st, t
4. Infuse Kagan structures to promote higher-level thinking skills.	1-8	Class Time, Time for PD, Time for Planning	Administration, Instructional Coach, Teachers	Ongoing	Admin Walk-through/Observation	im, st, or, t
5. Utilize student assessment data to guide instruction.	1-8	Time, PD, Understanding Data	Administration, Teachers	Ongoing	Admin Walk-through/Observations, Lesson Plans	b, t, tech
6. Train all level teachers on synthesis; then, as PLCs scaffold implementation of student learning of how to analyze multiple genres under a common theme and/or how to recognize similar purpose/theme in works from similar time periods.	1-8	Time for PD, Funding, Understanding Common Core	Administration, Instructional Coach, Teachers	Ongoing	Admin Walk-through/Observation, Discovery Ed	t, st, im, b, tech
7. Provide mentoring for students who are showing weakness in reading.	1-8	Staffing	Instructional Coach, Teachers, Guidance	Ongoing	Walk-throughs, Teacher Discussions	St, b, im, t, sss

**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+	41.7%	115 / 276	+8.3	50.0%
2. Proficiency Level 3+ in subgroups:				
White	49.6%	65 / 131	+5.4	55.0%
Black	30.5%	18 / 59	+4.5	35.0%
Hispanic	33.3%	24 / 72	+6.7	40.0%
ELL	27.8%	5 / 18	+2.2	30.0%
SWD	17.7%	11 / 62	+2.3	20.0%
ED	60.0%	3 / 5	+0.5	60.5%
3. High standards 4+	4.7%	13 / 276	+3.3	8.0%
4. Learning Gains	45.3%	105 / 232	+4.7	50.0%
5. Lowest 25% making Learning Gains	54.5%	42 / 77	+3.5	58.0%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	7.1%	6 / 84	+2.9	10.0%
7. Learning Gains Levels 4/5	28.6%	2 / 7	+1.4	30.0%
8. Learning Gains in subgroups:				
White	43.8%	46 / 105	+6.2	50.0%
Black	50.0%	9 / 18	+2.0	52.0%
Hispanic	52.8%	19 / 36	+2.2	55.0%
ELL	73.3%	11 / 15	+0.7	74.0%
SWD	37.9%	22 / 58	+2.1	40.0%
ED	47.2%	68 / 144	+2.8	50.0%

**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. Focus instruction on results of diagnostic testing (End of Course Exams and State Benchmarks); monitor the College Preparatory Mathematics (CPM) curriculum, and use Progress Monitoring through Discovery Education to provide a clear focus in the development of lessons.	1-8	Class Time, PD in Reading & Understanding Scores	Math Teachers, Administrators	Baseline, Mid-Year, End of Year	DA, Quarter Exams, EOC	t, tech, im
2. Provide professional development opportunities and follow-up in preparation for End of Course Exams in Geometry and Algebra I.	1-8	Time, Funding,	Math Teachers, Chemistry, Physical Science, Transportation Tech, Drafting	Ongoing	EOC Exams	B, tech, t,
3. Practice the Algebra I & Geometry End-of-Course (EOC) testing quarterly via district-developed, computer-based 9-Week tests.	1-8	Class Time, Student Motivation	Math Teachers, Administrator	Quarterly	EOC Exam	St, tech, t, im
4. Continue to place Level 1 and 2 students in intensive math courses.	1,2,4,5,8	Scheduling	Administration	Ongoing	Monitoring of FCAT Scores	T, im or, b
5. Use common plan periods to incorporate PLC's (development of common assessments, common grading practices & common remediation procedures)	1-8	n/a	Teachers, Administration	Ongoing	Lesson Plans, Assessments	Im, or, t, tech, sss

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

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

## WRITING GOALS

Aligned with Strategic Plan System Initiative B

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

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

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

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

<b>Writing Goals 1 thru 4</b>		<b>Current</b>	<b># of #</b>	<b>% +/-</b>	<b>Expected</b>
1. Proficiency Score 3.0+		92.5%	554 / 599	+0.5%	93.0%
2. Proficiency Score 3.0+ in subgroups:					
	White	96.7%	323 / 334	+0.0%	96.7%
	Black	84.3%	86 / 102	+2.0%	86.3%
	Hispanic	88.7%	118 / 133	+1.0%	89.7%
	ELL	81.8%	9 / 11	+3.0%	84.8%
	SWD	85.3%	81 / 95	+2.0%	87.3%
	ED	87.7%	200 / 228	+1.0%	88.7%
3. High Standards Score 6.0		0.2%	1 / 599	+1.0%	1.2%
4. High Standards Score 6.0 in subgroups:					
	White	0.3%	1 / 334	+1.0%	1.3%
	Black	0.0%	0 / 102	+1.0%	1.0%
	Hispanic	0.0%	0 / 133	+1.0%	1.0%
	ELL	0.0%	0 / 11	+1.0%	1.0%
	SWD	0.0%	0 / 95	+1.0%	1.0%
	ED	0.0%	0 / 228	+1.0%	1.0%

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

**Action Plan**

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Provide differentiated writing instruction for students with emphasis on expository and persuasive essays using the 6+ Traits Model in all curricular areas.	1-4	Time for PD, Time To Grade, Money	Teachers, Admin, Writing Team, ESE	Baseline, Mid-Year, End of Year	DA, FCAT	Tech, t, or
2. Provide writing in-services through PLC's to give teachers the tools to include writing in their everyday curriculum.	1-4	Time for PD, Money	Administration, Literacy Coaches, Teachers	Baseline, Mid-Year, End of Year	Administrative Walk-throughs and Review Lesson Plans.	b, or, st
3. Continue our second year of a campus-wide writing program that focuses on both FCAT and SAT.	1-4	Time for Grading, PD	Teachers, Admin, Literacy Coach, Writing Team	Ongoing	Administrative Walk-throughs	b, st, im, t
4. Develop more specific writing prompts for our 11 <sup>th</sup> and 12 <sup>th</sup> grade students to increase their writing scores on the SAT Writing.	1-4	PD	Instructional Coach, Writing Team, Admin	Baseline	Discussion with teachers	Or, t, im, st
5. All 9 <sup>th</sup> grade students will take a mock FCAT Writes Assessment on the same day as the 10 <sup>th</sup> grade FCAT Writes.	1-4	Time for Grading, PD	Teachers, Admin, Instructional Coach, Writing Team	Ongoing	Administrative Walk-throughs	b, st, im, t
6. Train all level teachers on synthesis; then, as PLCs scaffold implementation of student learning of how to analyze multiple genres under a common theme and/or how to recognize similar purpose/theme in works from similar time periods.	1-4	Time for PD, Funding, Understanding Common Core	Administration, Instructional Coach, Teachers	Ongoing	Admin Walk-through/Observation, Discovery Ed	t, st, im, b, tech
7. Include written responses on all subject area assessments.	1-4	Time for Grading, Development of Quality Prompts	Admin, Teachers, Instructional Coach	Ongoing	Discussion with teachers	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.

## ADVANCED COURSEWORK GOALS

Aligned with Strategic Plan System Initiative A

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

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

Advanced Coursework Goals 1 and 2	Current %	% +/-	Expected %
1. Level of Participation	62%	+3%	65%
2. Level of Performance	83%	+2%	85%

### 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. Communicate with parents and students the importance of higher level courses at events/celebrations such as Multicultural Week, Black History Month, College Information Program, ABC's of Testing, Grade Level Guidance Presentations, Career Fair, AP Curriculum Night, etc.	1	Attendance at Events, Time	Presenters, Guidance, Admin	Monthly at Events	Skyward Enrollment	T, b, st, tech, or
2. Use PSAT, SAT, ACT, FCAT, & PERT cut scores to identify and recruit students for AP and Honors classes.	1	Lack of student interest	Administration, AP Teachers, Guidance	December, January	PSAT, ACT, SAT, PERT Scores	st, tech, t
3. Utilize select upper classmen trained in mediation/mentoring to encourage ninth-graders to set high academic goals and select advanced level classes.	1-2	PD, Ability for students to sell the product	Peer Connectors, Teachers	Ongoing	Quarterly Grades	B, t, im,
4. Advanced Placement and Pre-AP teachers will collaborate to provide appropriate curriculum to recruit and sustain AP growth and establish college readiness.	1-2	Time for PD	Administration and teachers	PLC Meetings	AP Scores	st, tr
5. Teachers and Administrators will attend the AP National Conference as well as the PLC Conference to sharpen their AP Instruction.	2	Finances, Time for PD	Administration & Teachers	Ongoing	AP Scores	st, tr

## DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

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

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

Discipline Goals 1 and 2	Subgroup	Current %	Expected %
1. Discipline referrals (duplicated)	Black	32.6%	27.5%
2. Out-of-school suspensions (unduplicated)	Black	34.6%	30.6%

### 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. Implement our Multi-Tiered Student Support (MTSS) Plan which includes scrutinizing internal data collected from discipline referrals and identify patterns where proactive measures will be effective in school-wide discipline-prevention structures.	1-2	Time, Resources	Discipline Office, Teachers, RtI Team, Parents	Monthly	Skyward Discipline Data & Staff Training	Im, or, st, sss, tech, t
2. Team members will facilitate positive behavior change in our students and staff that will result in reducing the number of inappropriate behaviors occurring across campus by educating students and staff, by reinforcing appropriate behaviors, by incorporating positive behavior support (PBS) and by involving students in Challenge Day.	1-2	Time for PD, Teacher Expectations, Beliefs	Teachers, Administrators, Guidance, PBS Committee, Parents	Ongoing	Challenge Day Participation, Peer Connectors, Administrative Walk-throughs	T, sss, or, b
3. Hold workshops for faculty and staff on cultural diversity and on handling discipline issues with all students.	1-2	Time for PD	Administration, behavior specialist	Yearly	Dept. Meetings	st, t
4. Team members will invite local professionals in to speak with and engage our African American population in activities that will help them set goals and develop an action plan to achieve them.	1-2	Time out of class, Funding, Student Motivation	At-Risk Team Members	Quarterly	Guidance Counselor Visits	B, or, sss
5. Students will be mentored on a bi-weekly basis by our Peer Counselor Organization.	1-2	Staffing	Discipline	Monthly	Discipline Visits	B, st,

## GRADUATION/AT-RISK GRADUATION GOALS

Aligned with Strategic Plan System Initiative A

(High School only)

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

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

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

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

Graduation/At-Risk Graduation Goals 1 and 2	Current %	% +/-	Expected %
1. Graduation Level of Performance	81.2%	2.8%	84.0%
2. At-Risk Graduation Level of Performance	61.6%	3.4%	65.0%

### Action Plan

Strategy	Graduation/At-Risk Graduation Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Promote regular attendance and concurrent on-task behaviors by implementing 21 <sup>st</sup> Century learning structures to create a positive, caring environment in the classroom, halls, cafeteria, and athletic fields.	1,2	Student Buy-In, Time for PD	Kagan Team, PBS Team, Admin, Teachers, Staff	Ongoing	Walkthroughs, Discipline Records, Grades, Attendance	b, t, tech, or, st
2. Recruit mentors to meet regularly with and encourage at-risk seniors through the "Ram Initiative," by providing a list of those at-risk with opportunities during the school day for interaction, data regarding their graduation/credit status, and face-to-face guidance.	1,2	Time	Administration, Deans, Guidance, Coaches, Sponsors, Staff	Weekly	Skyward – Discipline Records, Grades, Attendance	or, st, sss
3. Provide incentives for at-risk seniors to encourage their success while also communicating constantly with them, parents, Peer Connectors, and adult mentors regarding their future goals and aspirations.	2	Funding, Mentor Time	Guidance, Ram Initiative Team, Admin	Ongoing	Walkthroughs, Attendance	s, t, tech,
4. Develop a cohesive Reading/English program that will encourage and allow our at-risk students to achieve success leading to a higher level of confidence in their academics.	1, 2, 4, 5, 8	Scheduling, Funding, Technology	Administration, Teacher, Instructional Coach	Baseline, Mid-Year, End of Year, FCAT	Discovery Ed., Admin Walk-Through/Observation, FCAT	b, im, tech, st, sss, t
5. Hold workshops for faculty and staff on cultural diversity and on handling discipline issues with all students.	1,2	Time for PD	Administration, behavior specialist	Yearly	Walkthroughs by administration	st, t

## POST-SECONDARY READINESS GOALS

Aligned with Strategic Plan System Initiative A

(High School only)

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

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

\*Based on the High School Accountability formula

Postsecondary Readiness Goals 1 and 2	Current %	% +/-	Expected %
1. Level of Reading Performance	92%	+0.5%	92.5%
2. Level of Math Performance	80%	+3.0%	83.0%

### 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. Promote participation in and registration for the Princeton Review Practice PSAT, SAT, ACT and PERT exams via <i>Tell-A-Ram</i> , email, the Guidance Department Blackboard Site, Skyward Family Access, and list-serve notices to parents.	1-2	Funding	Administration, Guidance	Quarterly	PSAT, SAT, ACT, PERT	b, or, tech
2. Infuse ACT, SAT, & PERT strategies in all 11/12 <sup>th</sup> grade courses including test-taking tips, critical thinking and writing skills, and by incorporating SAT/ACT/PERT type questions on tests.	1-2	Time for PD	Administration, Teachers	Ongoing	Walkthroughs, Class Exams	im, or, t
3. Practice for the ACT, SAT, & PERT by regularly administering mock exams which duplicate as much as possible the actual test environment.	1-2	Funding, Lack of Higher Order Thinking and Rigor	Administration, Guidance, Teachers	Ongoing	Walkthroughs	or, tech, b, t
4. Implement SAT instruction/vocabulary in all classes.	1	Lack of higher order thinking and rigor, funding for books	Administration, teachers	Ongoing	FCAT and SAT scores; Administrative walkthroughs monitoring strategies	b, im, or, st, t
5. Enroll all students who do not meet College Readiness Reading Standards in the English 4 – Florida College Readiness course.	1	Student Motivation, Time for PD	Instructional Coach, Admin, Teachers	Baseline	Administrative Walk-Throughs	Im, st, or, t



6. Institute a campus-wide writing program that focuses on both FCAT and SAT/ACT Skills.	1	Time for Grading, PD	Teachers, Admin, Literacy Coach, Writing Team	Ongoing	Administrative Walk-throughs	b, st, im, 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

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

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

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

\*School provided data

Extracurricular Activity Goal #1	Subgroup	Current %	Expected %
1. Activity: National Honor Society	ED	11.55%	12.5%

### 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. Waive fees for Economically Disadvantaged students.	1	Financial hardship on club	Administration, club sponsors	End of Year	Induction Numbers	b
2. Continue to increase the number of students enrolled in Advanced Level Courses.	1	Lack of interest	Administration, teachers	Ongoing	Skyward Enrollment	or, st
3. If Economically Disadvantaged students do not apply, administration and NHS sponsors will send a personal invitation letter to parents and students.	1	Lack of interest	Administration, club sponsors	Ongoing	NHS Application	or, st
4. Advertise the benefits of being a member of NHS – flyers/posters.	1	None	Club sponsors	Ongoing	Campus Signs	or, st
5. Provide FRL Students with free passes to Performing & Fine Arts Events.	1	None	Fine Arts Department	Ongoing	Concert/Performance Attendance	B, st

## SCHOOL DEFINED GOAL

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

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

Middle schools – Virtual options, ACCEL, etc.

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

Other school defined goals may be added.

### Goal #1: Increase participation in our After-School Virtual Class Enrollment.

School Defined Goal	Current	# of #-	% +/-	Expected
Increase Virtual Class Enrollment	0	0/2592	+2.5%	2.5%

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

#### Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Advertise through the list-serve, tell-a-ram, Big Mouth phone call out, video announcements, website and morning/afternoon announcements.	None	Assistant Principal	Mid-Year, End of Year	Enrollment in course	St, tech
2. Utilize Compact and other online resources that will help students to regain credit in areas where they are in need.	Time for students	Assistant Principal, Teacher, Guidance Counselor's	End of Year	Compact Data	St, im, t, sss, tech
3. Counselors will continue to speak with students and encourage remediation for courses that the student is doing poorly in.	Time for students	Guidance Counselor's	Ongoing	Observations	St
4. Focus Groups for certain areas will be encouraged to participate in the virtual lab to prepare for ACT, PSAT, SAT etc.	Time to identify students	Assistant Principals, Guidance Counselor's	Ongoing	Observations	St, im, tech, t, sss
5. Advertise at Open House, Orientation, AP Nights and any other on campus events.	None	Guidance Counselor's & Assistant Principals	Ongoing	Observations	St, b, or

## 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
Content Support Team – World History	ALL	8/28, 8/29	Literacy strategies, high probability strategies, student engagement	World History PLC – AP, Honors, Standard	5	5	Assistant Principal, SCPS Content Support Team
Content Support Team - Biology	ALL	9/18, 9/19	Literacy strategies, high probability strategies, student engagement	Biology PLC – AP, Honors, Standard	6	6	Assistant Principal, SCPS Content Support Team
Marzano Phase II Training	ALL	10/2, 10/3	Provide professional development and high yield strategies that will directly impact student learning	All Teachers	160	TBA	Assistant Principal
Technology Training	ALL	Ongoing by PLC Need	Infusing 21 <sup>st</sup> Century Learning Strategies into the curriculum	All Teachers	160	TBA	Assistant Principal, Technology Team
Discovery Education Training	ALL	8/29	Provides teachers with an assessment tool that correlates to NGSSS and Common Core.	Language Arts, Math & Science	75	75	Instructional Coach, Department Chair, Testing Coordinator
PLC National Conference	ALL	7/25-7/27	Using data and collaboration to improve instructional strategies and student learning	Select participants from various curriculum departments	16	16	Assistant Principal, Principal
Kagan Workshops	ALL	6/25	Using instructional strategies to utilize collaboration in the classroom that will lead to improved student interest and participation	Select participants from various curriculum departments	10	10	Assistant Principal, Principal
Advanced Placement National Conference	Advanced Coursework	7/19-7/22	Increasing test scores and participation in all subgroups; improving instructional strategies	Select participants from various curriculum departments	10	10	Assistant Principal, Principal

Understanding and Using Data to make instructional decisions through EdInsight	Reading/Math/Writing	8/8/12	Using data and collaboration to improve instructional strategies and student learning	All teachers	160	152	Assistant Principal, Academic Dean, Instructional Coach
Professional Learning Communities	ALL	Ongoing	Using data and collaboration to improve instructional strategies and student learning	All Teachers	160	160	Assistant Principal, Department Chairs, Team Leaders
Writing Across the Content Training	Writing	8/7/12	Integrating Writing into all content areas	All Teachers	160	149	Assistant Principal, Writing Team
Common Core – Unpacking the Standards	Reading/Writing	6/12/12	Grasping a better understanding of the standards that our students will need to know by 2014-2015	Select Teachers	5	5	Assistant Principal, Language Arts Curriculum Leader
Skyward Training	ALL	8/8/12	Use of new grade book and data system	All Teachers	160	152	Assistant Principal, FTE Clerk, ETF
New Teacher Year-Long Orientation	ALL	Ongoing	Guiding and preparing new teachers to Lake Mary HS for a successful year in the classroom. Assisting them to become familiar with the LMHS and SCPS policies and procedures.	All New Teachers to LMHS	40	40	Assistant Principal, LMHS New Teacher Program Director

# WAIVER REQUEST

## 2012-2013

FLORIDA DEPARTMENT OF EDUCATION  
DIVISION OF PUBLIC SCHOOLS

**Please fill out a separate waiver request page for each School Board policy that you are requesting to be waived.**

- 1) A. School District: Seminole County  
B. District Contact Person: Dr. Anna-Marie Cote  
C. School Name: Lake Mary High School
- Waiver implementation year: 2012-2013  
Phone: (407) 320-0022  
Waiver Request is for a School Board Policy
- 2) **Identify the specific School Board policy that you are requesting be waived because it creates a barrier to your school improvement initiatives. List by number and policy name.**  
2011-2012 Student Progression Plan; Secondary Education High School; Section II-Course of Study, Item C- Definition of A High School Credit
- 3) **Describe how the School Board policy you are requesting be waived interferes with your school improvement initiatives.**  
Lake Mary has implemented an Advisement Period (RAMS Period) of 36 minutes once each week. Students attend 36 weeks of classes each year for a total of 21.6 teacher contact hours. After four years students have earned 84 hours or the equivalent of 1/2 credit. We are requesting that students are awarded a half credit for Advisement (Course Numbers 2200300-2200340) over a four year period.
- 4) **Identify and describe what alternative plan of action or innovative approach you intend to use in lieu of the School Board policy you are requesting be waived to accomplish your school improvement goals.**  
Students will earn a elective half credit for participation in Advisement Class after four years. The half credit is earned over an extended period of time instead of during a regular semester.
- 5) **Describe what evidence there is to support the use of an alternative plan of action or innovative approach you intend to use in lieu of the School Board policy you are requesting be waived.**  
Students benefit from the opportunity to know one friendly adult on campus who can informally advise them on personal and academic matters. Awarding high school credit gives creditability to the class period even though the credit is a pass or fail grade determined by participation.
- 6) **Identify the specific data or performance indicators that will be used to evaluate the success of the alternative plan of action or innovative approach you intend to use in lieu of the School Board policy you are requesting be waived.**  
Data for absenteeism, school-climate results, FCAT results and drop-out percentages will be monitored.

# BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

**INCOME:**

Original Allocation:	\$2,600.00
Adjustment:	\$5,931.00
Carry Over:	\$0.00
<b>Total Income:</b>	<b>\$8,531.00</b>

EXPENDITURES	ACTUAL COST	BALANCE
		\$8,531.00
Lower Quartile Academic Growth Program	\$1,155.00	\$7,376.00
Planbook.com - Teacher Lesson Plan Online Software	\$1,219.20	\$6,156.80
Flash Drives for Teachers	\$1750.00	\$4,406.80
Student Planners	\$4,406.80	\$0.00

**CARRY OVER:**

Total carry over for 2012-2013:      \$0.00

## 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.**

**Academic:** Kenny Bevan (Chair & Assistant Principal), Jennifer Flora (Reg. Dip. ESE Dept. Chair), Tammy Barclay (Reading Coach), Winnola Grigley (Guidance Counselor) Craig Daniels (Teacher).

**Behavior/PBS:** Felicia Naidu (Coach/Teacher), George Gordon (Dean of Students), Cindy Nelson (Dean of Students), Nonda Meng (Teacher), Robert Crooks (Teacher), Tonya Thompson (Teacher), Walt Morgan (Assistant Principal), Winnola Grigley (Guidance Counselor), Jennifer Flora (ESE Teacher), Michele Dershimer (Teacher), Kimberly Carten (Teacher).

**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?**

**Academic:** They will meet once per month on Wednesday afternoons to review data, introduce and adjust tiered interventions, and monitor MTSS student log forms (shared drive). The team will meet with teachers individually to recommend and track interventions from the team's intervention manual. The team will regularly assign classroom observations for identified students using SCPS Form #1455. The team will adjust approaches and efforts individually and for groups as necessary, while at the same time providing teacher training where necessary. Teachers will utilize the shared information on the log forms to identify successes and overcome challenges.

**Behavior:** They will meet once per month on Wednesday afternoons to fulfill their role as described in #3 and to develop goals and action plans to meet needs. The team will analyze and problem-solve using school-wide data to provide a structured program to meet the needs of all students in a stimulating learning environment.

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

**Academic:** Team members will identify area(s) of need(s) for the individuals in the selected MTSS group, meeting two or more of the following criteria: Lowest 25%, Transition Students, level 1 or 2 on Reading and Math FCAT, Multiple D's/F's, AYP count 3+ & Grade level behind cohorts, using SCPS Form #1452 and 1453. Students may also be referred with parent or staff concern. The team will compile the information, compile goals for each area, and disperse the information to teachers electronically. Teachers will be instructed to log interventions on the adjusted SCPS Form #1451 (to meet the needs of an electronic file) and to maintain parent communication summaries using SCPS Form #1454.

**Behavior:** Team members will facilitate positive behavior change in our students and staff that will result in reducing the number of inappropriate behaviors occurring across campus by educating students and staff and by reinforcing appropriate behaviors.



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

**Academic:** Tier one is comprised of our school-wide initiatives. Tier 2 students are structured in Intensive Reading, Environmental Science, College Prep Math, Intensive Math, and Mentoring. Students move from Tier 2 to 3 when evidence shows the need (data) for a more intensive set of structures. Teachers will maintain an intervention log form for each identified student in Tier 3. Should concerns continue after regular monitoring of the processes students will individually be referred to his/her guidance counselor with Tier 3 interventions. An electronic version of the pre-intervention strategies is provided on the shared F drive for a summary list of resources/interventions for each identified focus area, as well as a complete intervention manual on Blackboard. The electronic log forms will be reviewed bi-weekly for processing as a part of each student cum file, using SCPS yellow manila folders. Data collection will be compiled monthly from each electronically modified MTSS form. Identified students will also be in close connection with their assigned adult mentor, through a weekly assigned meeting. The adult mentors will discuss goals with regard to progress monitoring data.

**Behavior:** LMHS will use the Skyward (Student Information System) and EdInsight.

**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.**

Through the collection of assessment data, the academic MTSS team will identify individual and small group needs. Once identified, interventions will be applied creatively to improve student achievement. Interventions will include, but are not limited to: tutoring, counseling, seating adjustments, schedule adjustments, hearing/vision testing, interest inventory incentives, mentoring, goal communication, Coach referral, involvement in activities, Learning Strategies, accountability schedule, re-teaching, sleep schedule and diet study, organization and planner instruction, and point sheets.

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

Training of the teachers and staff will occur over a series of four in-services throughout the year (beginning September 12<sup>th</sup>), and through the Department Chairs with regard to electronic instruction/monitoring.

## 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).**

Mike Rice (Assistant Principal), Tammy Barclay (Reading Coach), Ellen Tucker (Reading Teacher), Kym Gaudreau (English Department Chair), Carrie New (Teacher), Camille McDougald (Teacher), Adam Donnelly (Teacher), Virginia Jacob (Teacher), Tina Harlev (Teacher), Debbie Whitcomb (Teacher)

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

The Literacy Leadership Team will be led by the Reading Coach at Lake Mary High School. Meetings will be held monthly. Each department has a representative on the team and in each meeting; the team will discuss the progression of the Reading/Writing Plan. The team will also be asked to evaluate the growth of our school by continually dissecting the school data from Discovery Education Assessments, Writing Progress Monitors and other subject area assessments. Each team member will be responsible for disseminating this information back to their department and ensuring that the needs of each department are met on a monthly basis.

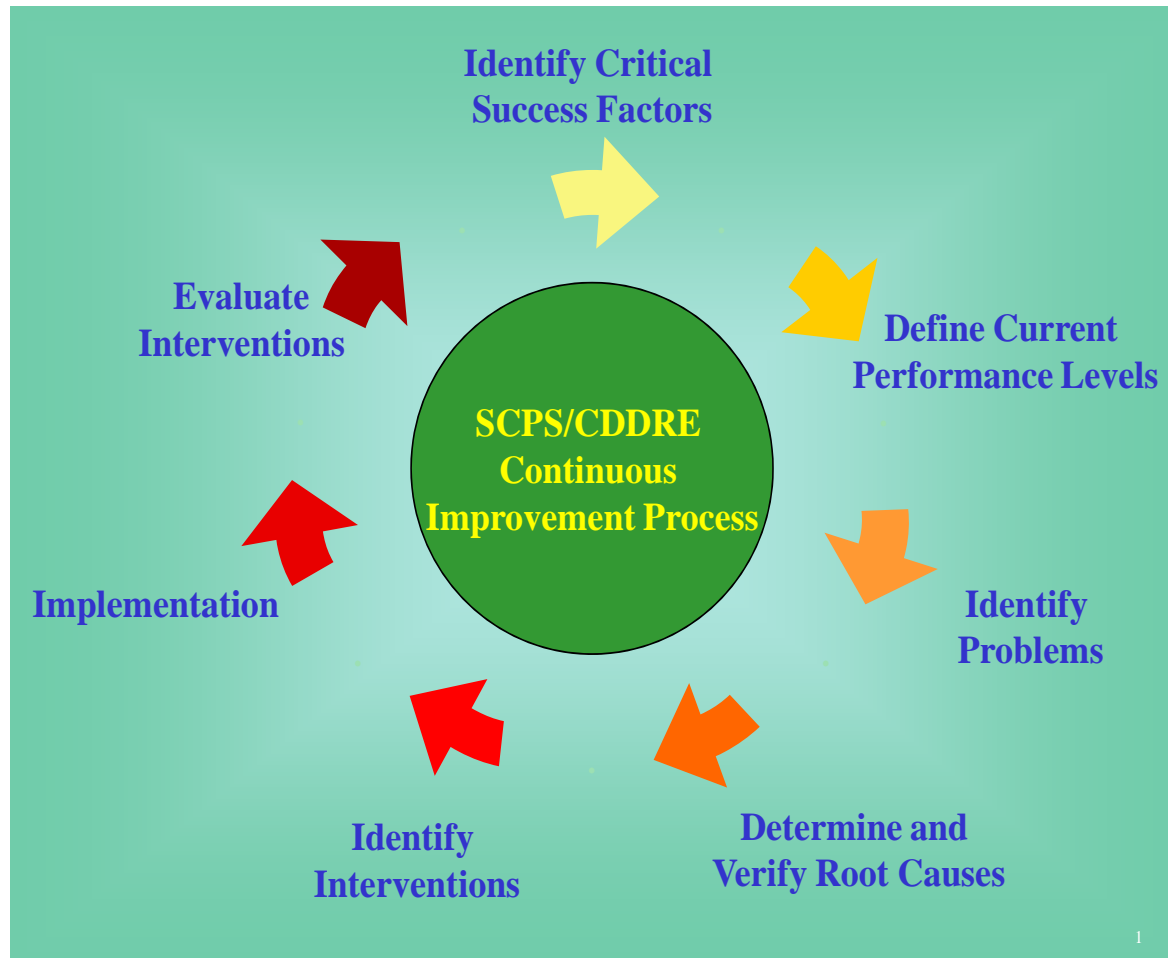
**3. What will be the major initiatives of the LLT this year?**

This year's major initiative of the Lake Mary High School Literacy Leadership Team will be to continue to incorporate reading through writing in every classroom as well as to begin preparations for students to take the PARCC Assessment during the 2014-2015 School Year by focusing on Literary Analysis in every classroom.

## 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.**

Lake Mary High School believes and supports collaboration through Lesson Study will improve instruction and learning. Two areas that Lake Mary will focus on is lesson study through the World History and Biology classes. Teachers in both World History Standard/Honors and Biology Standard/Honors will be selected to participate in the content support team program. This support team will meet with teachers for a 2 day workshop to collaborate, plan lessons and implement ideas and to assist in integrating reading/writing into the curriculum. After this two day workshop, teachers will be asked to observe each other, be observed, and provide feedback in areas of lesson planning and implementation.



## 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	65.0%	1642/2525	+10.0%	75.0%

### 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. Register parents at Freshmen and Upperclassmen Orientation in August as well as at Open House in September.	1	Transportation and work schedules	ETF	Ongoing	Monitor the number of parents signed up	tech
2. Advertise and encourage participation in the parent newsletter, school email distribution list, Big Mouth phone messenger, LMHS Facebook, LMHS Twitter and LMHS Website.	1	none	Administration	Ongoing	Monitor the number of parents signed up	b, or
3. New student registration: parents provide email address and sign –up for Skyward upon student enrollment.	1	Lack of technology in the home	Guidance	Ongoing	Monitor the number of parents signed up	st, tech
4. During Freshmen Class meeting in the media center, students will be trained on how to use Student Access and will be encouraged to go home to show their parents how to sign up.	1	None	ETF, Media Specialists, Assistant Principal	Ongoing	Monitor the number of parents signed up	Tech, st,
5. Research and identify reasons that the additional 35% of our student body did not sign up then identify a plan to assist in getting them connected.	1	Time, Ability to make contact with parents	Attendance Department, Assistant Principal	Mid-Year, End of Year	Meeting with Attendance Clerk, Monitor registration	Tech, st,

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

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

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

**Enter narrative for STEM goal:**

Students will have increased opportunities to learn by engaging with technology focused on inquiry based activities centered on course standards with proper sequence.

**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. Science and Math classes will provide hands-on inquiry based activities.	Funding	Teachers	Daily	Administrative Walk-throughs/Observations	Tech, b, t, im
2. Technology training will be provided to teachers during common plan times and collaborative team meetings.	Funding, PD, Time for PD	Admin., Teachers	Bi-weekly	Meeting notes	B, t, tech
3. CAPE Academies will be developed to connect Science with Career Ed. Projects.	Scheduling, Time for PD,	Curriculum Leaders	Monthly	Administrative Walk-through's/Observations	T, st, im or
4. Teachers will develop Science Fair projects specifically designed to utilize technology.	Scheduling	Teachers	By Semester	Science Fair Observation	Im, b, 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:**

Goal #1: Increase the number of students in the CAPE Academy.

Goal #2: Increase the number of students taking and passing the industry certification exams in Web Design, Digital Design and Drafting.

Goal #3: Provide the students with the opportunity to gain a certification in Adobe Premier Pro CS5 through our TV production classes.

**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. Advertise through Guidance, Career Fairs, Big Mouth, Newsletters, Email Distribution, Website, and at Middle Schools	Schedules, Funding, Time	Assistant Principal, Teachers	End of first and second semester	Semester projects across both curriculums	st, b, tech,
2. Provide teachers with more resources and tools to prepare students for their industry certification exams.	Time and money	Assistant Principal, Teachers	Industry certifications at the end of the year	Dreamweaver, Auto CAD 2011, Adobe Certified Associate CS%, Flash CS5 and Photoshop CS5	Im, or, b, t, tech
3. Teacher will need to get certified in order to have students eligible to sit for the exam.	Time and money	Assistant Principal, Teachers	Industry certifications at the end of the year	Adobe Premiere	B, or

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

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

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

All middle schools except Chiles and Rock Lake

All high schools except Crooms, Journeys, and Oviedo

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

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

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

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

CELLA (All students)	Current	# of #	% +/-	Expected
1. Proficient in Listening & Speaking	60.0%	45/75	+2.86%	62.86%
2. Proficient in Reading	26.7%	20/75	+3.3%	30.00%
3. Proficient in Writing	41.3%	31/75	+3.0%	44.30%

### 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 use cooperative learning strategies while focusing instruction on a thematic approach.	1,2,3	Student Attendance	Teachers	Baseline, mid-year, end of year	Benchmark Tests	im, or, st, t
2. Teachers will utilize graphic organizers and focus on vocabulary.	1,2,3	None	Teachers	Baseline, mid-year, end of year	Benchmark Tests	b, im, or, t



## ADDENDUM 9 – FLORIDA ALTERNATIVE ASSESSMENT (FAA) GOALS

**Based on the analysis of 2011-2012 Florida Alternative Assessment data, the following schools will need to complete FAA goals:**

Middle school: Millennium (24 students), Milwee (18 students), Rock Lake (16 students), Greenwood Lakes (22 Students), Indian Trails (15 students)  
 High schools: Lake Mary (21 students), Lyman (23 students) and Winter Springs (38 students)

\*Level 4 is proficient on the Florida Alternative Assessment.

FAA (Accountability Group)	Current	# of #	% + or -	Expected
Reading-Students Scoring Levels 4 and above	90.5%	19/21	+4.7%	95.2%
Reading-Students Scoring Levels 7 and above	66.7%	14/21	+4.7%	71.4%
Reading-Percent of Students Making LG	100.0%	21/21	+0%	100.0%
Math-Students Scoring Levels 4 and above	85.7%	18/21	+4.7%	90.4%
Math-Students Scoring Levels 7 and above	57.1%	12/21	+4.8%	61.9%
Math-Percent of Students Making LG	100.0%	21/21	+0%	100%
Writing-Students Scoring Levels 4 and above	80.0%	8/10	+10.0%	90.0%
Writing-Students Scoring Levels 7 and above	70.0%	7/10	+10.0%	80.0%
Science-Students Scoring Levels 4 and above	75.0%	12/16	+6.25%	81.25%
Science-Students Scoring Levels 7 and above	31.3%	5/16	+6.2%	37.50%

### Action Plan

Strategy	FAA Goal Subject	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. Utilize curriculum aligned with NGSSS for students.	Math	Wide range of	ESE Staff	Bi-weekly	ULS	im, or, t, sss
2. Monitor student progress / measure learning gains.	Science	Functioning	ESE Staff	Bi-weekly	Data Sheets	t, sss, tech
3. Analyze data to determine effectiveness of instruction.	Reading/ Writing	Level of target	ESE Staff	Bi-weekly	SRA Tracking	tech, t,
4. Adjust / align instructional methods to facilitate learning.	Reading/ Writing	population	ESE Staff	Bi-weekly	Marzano	or, im, sss, t

## 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.

<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>62</b>	<b>65</b>	<b>68</b>	<b>72</b>	<b>75</b>	<b>78</b>	<b>81</b>
American Indian							
Asian	90	70	92	93	93	94	95
Black/African-American	37	31	48	53	58	63	69
Hispanic	52	55	60	64	68	72	76
White	71	77	76	78	81	83	86
English Language Learners	20	14	33	40	47	53	60
Students with Disabilities	37	35	48	53	58	63	69
Economically Disadvantaged	44	43	53	58	63	67	72

<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>44</b>	<b>69</b>	<b>53</b>	<b>58</b>	<b>63</b>	<b>67</b>	<b>72</b>
American Indian							
Asian		94					
Black/African-American	28	45	40	46	52	58	64
Hispanic	39	62	49	54	59	64	70
White	57	77	64	68	71	75	79
English Language Learners	22	35	35	42	48	55	61
Students with Disabilities	34	41	45	51	56	62	67
Economically Disadvantaged	37	53	48	53	58	63	69

# 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>
Michael Kotkin	9/12/12	Karen Durigan	9/12/12	Cynthia Rothman	9/12/12
Mike Rice	9/12/12	R.T. Hillery	9/12/12	Elaine Sayre	9/12/12
<b>INSTRUCTIONAL</b>		Linda Izbicky	9/12/12	Cheryl Sherlock	9/12/12
Deborah Casillo	9/12/12				
		Maxine Jones	9/12/12	Michelle Smith	9/12/12
Kym Gaudreau	9/12/12				
		Brenda Lanaris	9/12/12	Linda Starnes	9/12/12
Sandy McCready	9/12/12				
		Dianne Lyons	9/12/12	<b>STUDENTS</b>	
Felicia Naidu	9/12/12			Sierra Canetti	9/12/12
		Henry Matta	9/12/12		
Cindy Nelson	9/12/12			Fatema Jaffer	9/12/12
		Dianne McElroy	9/12/12		
<b>NON-INSTRUCTIONAL</b>				David Polacek	9/12/12
Qurinus Joseph	9/12/12	Tamara McKendrick	9/12/12		
				Frank Rappich	9/12/12
<b>PARENT/COMMUNITY</b>		Louis Miscioscia	9/12/12		
Beatriz Andrekovich	9/12/12			Kristen Urichko	9/12/12
		Peggy Mullen	9/12/12		
Pat Breeding	9/12/12				
		Alathea Preston	9/12/12		
Maureen Canetti	9/12/12				
		Tony Preston	9/12/12		