

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.



Eastbrook Elementary School

School Improvement Plan 2012-2013

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EVALUATION OF SCHOOL IMPROVEMENT PLAN 2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		84.0%	+3.0%	87.0%	65.0%	N
High standards Level 4+		49.4%	+5.0%	54.4%	35.3%	N
Proficiency Level 3+ in AYP subgroups						
	White	87.4%	+5.0%	92.4%	74.6%	N
	Black	76.9%	+6.0%	82.9%	35.7%	N
	Hispanic	80.0%	+5.0%	85.0%	54.8%	N
	ELL	50.0%	+5.0%	55.0%	29.4%	N
	SWD	100.0%	0.0%	100.0%	42.4%	N
	ED	78.6%	+1.4%	80.0%	54.7%	N
Learning Gains		65.6%	+5.0%	70.6%	69.0%	N
Lowest 25% making Learning Gains		61.0%	+5.0%	66.0%	73.3%	Y
Learning Gains Levels 4/5		100.0%	0.0%	100.0%	90.3%	N
Learning Gains in AYP subgroups						
	White	62.2%	+5.0%	67.2%	70.9%	Y
	Black	80.0%	+5.0%	85.0%	63.2%	N
	Hispanic	71.4%	+5.0%	76.4%	66.2%	N
	ELL	54.5%	+5.0%	59.5%	87.5%	Y
	SWD	74.2%	+5.0%	79.2%	70.5%	N
	ED	68.5%	+5.0%	73.5%	67.1%	N

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		83.6%	+4.0%	87.6%	65.5%	N
High standards Level 4+		50.3%	+5.0%	55.3%	35.0%	N
Proficiency Level 3+ in AYP subgroups						
	White	87.4%	+3.0%	90.4%	74.1%	N
	Black	69.2%	+3.0%	72.0%	28.6%	N
	Hispanic	80.0%	+3.0%	83.0%	58.7%	N
	ELL	70.0%	+3.0%	73.0%	41.2%	N
	SWD	85.7%	+3.0%	88.7%	40.7%	N
	ED	79.9%	+3.0%	82.9%	55.7%	N
Learning Gains		66.0%	+4.0%	70.0%	67.2%	N
Lowest 25% making Learning Gains		71.7%	+5.0%	76.7%	60.3%	N

Learning Gains Levels 4/5		50.0%	+5.0%	55.0%	92.1%	Y
Learning Gains in AYP subgroups						
	White	66.1%	+3.0%	69.1%	70.1%	Y
	Black	65.0%	+3.0%	68.0%	52.6%	N
	Hispanic	70.0%	+3.0%	73.0%	67.6%	N
	ELL	100.0%	0.0%	100.0%	50.0%	N
	SWD	61.3%	+3.0%	64.3%	70.5%	Y
	ED	63.7%	+3.0%	66.7%	65.0%	N

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score 3.0+		93.5%	+1.5%	95.0%	90.6%	N
High standards Score 6.0		4.3%	+0.7%	5.0%	0.0%	N
Proficiency Score 3.0+ in AYP subgroups						
	White	94.1%	+2.0%	96.1%	94.1%	N
	Black	83.3%	+3.0%	86.3%	90.0%	Y
	Hispanic	92.3%	+3.0%	95.3%	84.8%	N
	ELL	100.0%	0.0%	100.0%	75.0%	N
	SWD	50.0%	+3.0%	53.0%	60.9%	Y
	ED	92.3%	+3.0%	95.3%	88.9%	N
High standards Score 6.0 in AYP subgroups						
	White	3.9%	+0.3%	4.2%	0.0%	N
	Black	0.0%	+3.0%	3.0%	0.0%	N
	Hispanic	7.7%	+1.0%	8.7%	0.0%	N
	ELL	50.0%	+3.0%	53.0%	0.0%	N
	SWD	0.0%	+3.0%	3.0%	0.0%	N
	ED	2.6%	+0.3%	2.9%	0.0%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		64.2%	+3.0%	67.2%	58.5%	N
High standards Level 4+		23.3%	+5.0%	28.3%	25.2%	N
Proficiency Level 3+in AYP subgroups						
	White	70.8%	+3.0%	73.9%	71.4%	N
	Black	58.3%	+2.0%	60.3%	33.3%	N
	Hispanic	52.9%	+2.0%	54.9%	43.6%	N
	ELL	0.0%	+1.0%	1.0%	0.0%	N
	SWD	0.0%	+1.0%	1.0%	47.8%	Y
	ED	54.7%	+3.0%	57.7%	45.9%	N
High standards Level 4+ in AYP subgroups						
	White	26.2%	+4.0%	30.2%	30.2%	Y

	Black	8.3%	+4.0%	12.3%	11.1%	N
	Hispanic	26.5%	+4.0%	30.5%	23.1%	N
	ELL	0.0%	+1.0%	1.0%	0.0%	N
	SWD	0.0%	+1.0%	1.0%	26.1%	Y
	ED	20.3%	+5.0%	25.3%	18.9%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	24%	+6.0%	30.0%	82.8%	Y
Performance in advanced coursework	65%	+5.0%	70.0%	100.0%	Y

Discipline Goals	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: Economically Disadvantaged	38.0%	-3.0%	35.0%	61.2%	N
Out-of-school suspensions (unduplicated) Subgroup:ESE	7.0%	-1.0%	6.0%	50.0%	N

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%	+1.0%	98.0%	99.9%	Y
At-Risk students graduating or advancing with age-level peers	96.0%	+1.0%	97.0%	99.8%	Y

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup: Student Council/Hispanic	8.0%	+2.0%	10.0%	14.3%	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Increase the percentage of parents who participate in school activities.	60.0%	+5.0%	65.0%	81.0%	Y

Goal Summary

Number of Goals Met: 17

Number Not Met: 53

Number Partially Met: 0

READING GOALS

Aligned with Strategic Plan System Initiative B

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

Reading Goals 1 thru 8	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	65.0%	228 / 351	+5.0%	70.0%
2. Proficiency Level 3+ in subgroups:				
White	74.6%	144 / 193	+1.4%	76.0%
Black	35.7%	10 / 28	+4.3%	40.0%
Hispanic	54.8%	57 / 104	+4.2%	59.0%
ELL	29.4%	5 / 17	+3.6%	33.0%
SWD	42.4%	25 / 59	+2.6%	45.0%
ED	54.7%	111 / 203	+3.3%	58.0%
3. High standards Level 4+	35.3%	124 / 351	+4.7%	40.0%
4. Learning Gains	69.0%	160 / 232	+4.0%	73.0%
5. Lowest 25% making Learning Gains	73.3%	44 / 60	+1.7%	75.0%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	37.6%	35 / 232	+2.4%	40.0%
7. Learning Gains Levels 4/5	90.3%	84 / 93	+1.7%	92.0%
8. Learning Gains in subgroups:				
White	70.9%	90 / 127	+3.1%	74.0%
Black	63.2%	12 / 19	+3.8%	67.0%
Hispanic	66.2%	45 / 68	+3.8%	70.0%
ELL	87.5%	7 / 8	+2.5%	90.0%
SWD	70.5%	31 / 44	+2.5%	73.0%
ED	67.1%	94 / 140	+3.9%	71.0%

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)
Provide staff development training on text complexity.	1-8	Prerequisite skills and background knowledge, teacher expectations of students	Teachers	Baseline and mid-year	Administration will walk through classrooms to observe text complexity levels.	t/im/b
Provide flexible groups for K-5 students by instructional levels during the 90-minute reading block.	1-8	Identifying areas of weakness of students, teacher expectations of students	Administration, Teachers	Ongoing	Focused walkthroughs by administration and reading coach to observe the frequency of differentiated instruction.	t/im/or
Provide prescriptive instruction that is rigorous and relevant to individual students' needs.	1-8	Lack of higher order thinking, problem solving opportunities, teacher expectations of students	Administration, Teachers	Daily	Lesson plans will be reviewed during classroom walkthroughs.	St/im/or/tech
Remediate below level students using Walk to Intervention model for 30 minutes of reading intervention.	1-8	Identifying areas of weaknesses of students, teacher expectations of students	Administration, Teachers, Support Staff, Reading Specialists	Ongoing	Administrators will monitor implementation of Walk to Intervention through classroom walkthroughs.	St/im/or/sss/t
Provide staff development training on effective implementation of guided reading groups during the 90-minute block of reading.	1-8	Prerequisite skills and background knowledge, teacher expectations of students	Teachers	Baseline and mid-year	Administration will walk through classrooms to observe the use of guided reading groups.	t/im/b

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 "C" schools a mid-year data analysis will be submitted as an addendum.

MATH GOALS

Aligned with Strategic Plan System Initiative B

(Elementary and Middle School FCAT)

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

Math Goals 1 thru 8	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	65.5%	230 / 351	+4.5%	70.0%
2. Proficiency Level 3+ in subgroups:				
White	74.1%	143 / 193	+1.9%	76.0%
Black	28.6%	8 / 28	+6.4%	35.0%
Hispanic	58.7%	61 / 104	+5.3%	64.0%
ELL	41.2%	7 / 17	+4.8%	46.0%
SWD	40.7%	24 / 59	+3.3%	44.0%
ED	55.7%	113 / 203	+4.3%	60.0%
3. High standards 4+	35.0%	123 / 351	+4.0%	39.0%
4. Learning Gains	67.2%	156 / 232	+2.8%	70.0%
5. Lowest 25% making Learning Gains	60.3%	35 / 58	+4.7%	65.0%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	46.1%	41 / 232	+3.9%	50.0%
7. Learning Gains Levels 4/5	92.1%	82 / 89	+1.9%	94.0%
8. Learning Gains in subgroups:				
White	70.1%	89 / 127	+3.9%	74.0%
Black	52.6%	10 / 19	+5.4%	58.0%
Hispanic	67.6%	46 / 68	+4.4%	72.0%
ELL	50.0%	4 / 8	+5.0%	55.0%
SWD	70.5%	31 / 44	+2.5%	73.0%
ED	65.0%	91 / 140	+4.0%	69.0%

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)
Analyze Discovery Education Assessment and other assessment data to prescribe math instruction to those students on the “bubble” to make Level 3.	1,2,4,6,8	Lack of student motivation, teacher expectations of students	Administration, Teachers	Baseline, end of year	Review Discovery Ed data reports to assure teachers are assessing students according to created schedule.	St/im/b
Analyze Discovery Education Assessment data to prescribe math instruction to the lowest quartile.	4,5,6,8	Lack of student motivation, teacher expectations of students	Administration, Teachers, Math Committee	Baseline, end of year	Review Discovery Ed data reports to assure teachers are assessing students according to created schedule	b/t/st/or/im
Provide staff development training on the use of formative assessment.	1-8	Prerequisite skills and background knowledge, teacher expectations of students	Administration, Teachers	Ongoing	Administration will walk through classrooms to observe the use of formative assessment.	t/TI/im
Provide staff development training on differentiating math instruction to meet the needs of all students.	1-8	Prerequisite skills and background knowledge, teacher expectations of students	Administration, Teachers	Ongoing	Administration will walk through classrooms to observe differentiation of math instruction.	t/TI/im

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

WRITING GOALS

Aligned with Strategic Plan System Initiative B

- Writing Goal #1: To increase the percent of accountability group students achieving proficiency (Score 4.0+) on the 2013 FCAT Writing**
Writing Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Score 4.0+) on the 2013 FCAT Writing
Writing Goal #3: To increase the percent of accountability group students achieving high standards (Score 6.0) on the 2013 FCAT Writing
Writing Goal #4: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Score 6.0) on the 2013 FCAT Writing

Writing Goals 1 thru 4	Current %	# of #	% +/-	Expected %
1. Proficiency Score 3.0+	90.6%	106 / 117	+2.4%	93.0%
2. Proficiency Score 3.0+ in subgroups:				
White	94.1%	64 / 68	+1.9%	96.0%
Black	90.0%	9 / 10	+4.0%	94.0%
Hispanic	84.8%	28 / 33	+4.2%	89.0%
ELL	75.0%	3 / 4	+4.0%	79.0%
SWD	60.9%	14 / 23	+3.1%	64.0%
ED	88.9%	64 / 72	+4.1%	93.0%
3. High standards Score 6.0	0.0%	0 / 117	+3.0%	3.0%
4. High standards Score 6.0 in subgroups:				
White	0.0%	0 / 68	+1.4%	1.4%
Black	0.0%	0 / 10	+5.0%	5.0%
Hispanic	0.0%	0 / 33	+3.0%	3.0%
ELL	0.0%	0 / 4	+3.0%	3.0%
SWD	0.0%	0 / 23	+1.0%	1.0%
ED	0.0%	0 / 72	+1.3%	1.3%

*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)
Conduct daily mini-writing lessons focusing on a writing target skill and convention.	1-4	Prerequisite skills and background knowledge, lack of student motivation	Teachers	ongoing	Focused walkthroughs by administration to observe the frequency and focus of daily mini-writing lessons.	im/tech/or
Continue professional development with Six Traits for writing assessment K-5.	1-4	Time for PD	Teachers, Administration	Baseline, mid-year	Focused walkthroughs by administration to observe the frequency of use of the Six Traits for writing.	t/im
Provide observation time for third grade teachers to observe fourth grade teachers during writing instruction.	1-4	Funding, time for observations	Teachers, Administration	annually	Administrators will monitor the observation of writing instruction through classroom walkthroughs.	t/st
Analyze writing prompt scores of their assigned students with special attention to those students with the potential of scoring below 4.0 on Florida Writes! Remediation strategies for these students will be implemented expeditiously so they may attain skills.	1-4	Lack of rigor, teacher expectations of students, prerequisite skills and background knowledge	Third and Fourth Grade Teachers, Administration	ongoing	Review writing data and writing prompt scores to assure teachers are assessing students according to created schedule. Administrators will monitor remediation strategies being used through classroom walkthroughs.	im/or
Implement a school-wide one hour writing block.	1-4	Time, teacher expectations of students	Teachers, Administration	Ongoing	Focused walkthroughs by administration to observe the 1 hour writing block	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)

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

SCIENCE GOALS

Aligned with Strategic Plan System Initiative B

Elementary (Grade 5) and Middle School (Grade 8) FCAT

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

Science Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science

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

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

Science Goals 1 thru 4	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	58.5%	72 / 123	+3.5%	62.0%
2. Proficiency Level 3+ in subgroups:				
White	71.4%	45 / 63	+2.6%	74.0%
Black	33.3%	3 / 9	+6.7%	40.0%
Hispanic	43.6%	17 / 39	+4.4%	48.0%
ELL	0.0%	0 / 5	+5.0%	5.0%
SWD	47.8%	11 / 23	+2.2%	50.0%
ED	45.9%	34 / 74	+4.1%	50.0%
3. High standards Level 4+	25.2%	31 / 123	+4.8%	30.0%
4. High standards Level 4+ in subgroups:				
White	30.2%	19 / 63	+2.8%	33.0%
Black	11.1%	1 / 9	+3.9%	15.0%
Hispanic	23.1%	9 / 39	+3.9%	27.0%
ELL	0.0%	0 / 5	+5.0%	5.0%
SWD	26.1%	6 / 23	+1.9%	28.0%
ED	18.9%	14 / 74	+4.1%	23.0%

Action Plan

Strategy	Science Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Implementation of Harcourt Fusion Science curriculum.	1-4	Prerequisite skills and background knowledge, grading policies/practices	Teachers, Administration	quarterly	When visiting classrooms during science instruction, administrators will focus their attention to the implementation of the Harcourt Fusion Science curriculum.	b/im/or/st/tech/t
Monitor student proficiency utilizing the Discovery Education Assessment and guide instruction according to the data.	1-4	Lack of student motivation, identifying areas of weaknesses of students, lack of parental involvement	Teachers, Administration, Parents	ongoing	Review Discovery Ed data reports to assure teachers are assessing students according to created schedule and using the Discovery Ed data to guide instruction.	b/im/or/st/tech/t/sss
Implement science investigations weekly and hands on activities across all grade levels.	1-4	Lack of student motivation, prerequisite skills and background knowledge	Teachers	quarterly	When visiting classrooms during science instruction, administrators will focus their attention on implementation of science investigations and hands on activities.	b/im/or/st/tech/t
Implementation of the science instructional plans for grades K-5 for 2011-2012.	1-4	Lack of higher order thinking, problem solving opportunities, lack of rigor	Teachers, administration	ongoing	Administration will complete classroom walkthroughs to monitor implementation of science instructional plans.	b/or/st/st/tech/t
Implementation of LEAF as a supplemental curriculum in which students will actively engage in various science experiments.	1-4	Lack of higher order thinking, time, prerequisite skills and background knowledge	Teachers, administration	Ongoing	Administration will complete classroom walkthroughs to monitor implementation of LEAF.	im/or/tech/t

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

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

ADVANCED COURSEWORK GOALS

Aligned with Strategic Plan System Initiative A

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

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

Elementary School: Middle School level coursework

Middle School: High school level coursework

High School: Accelerated Coursework: (HS Accountability formula)

Advanced Coursework Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. Level of Participation	81.8%	36/44	+4.2%	86.0%
2. Level of Performance	100.0%	36/36	+0.0%	100.0%

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)
Monitor student progress by analyzing data from Successmaker, Discovery Education, and Go Math! Assessments.	1-2	Lack of student motivation, prerequisite skills and background knowledge	Administration, Teachers, Science Resource teacher	ongoing	Review Successmaker, Discovery Ed, and Go Math! Data to assure students are making adequate progress in all areas.	b/im/or/tech/t
Provide relevant think, explain, and solve math opportunities on a daily basis in Primes 4 and Primes 5.	1-2	Lack of student motivation, identifying areas of weaknesses of students	Administration, Teachers	ongoing	Administrators will monitor the implementation relevant think, explain, and solve math opportunities through classroom walkthroughs.	st/itm
Include algebraic thinking and hands on activities on a weekly basis.	1-2	Lack of student motivation, teacher expectations of students	Administration, Teachers	ongoing	Administration will monitor the implementation of algebraic thinking and hands on activities through classroom walkthroughs.	st/itm
Utilize math progress monitors to assess student progress.	1-2	Test fatigue, lack of student motivation	Administration, Teachers	Baseline, mid-year, end of year	Analyze Discovery Ed data to assure teachers are assessing students according to created schedule and student progress is being made.	b/st/or

DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

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

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

Discipline Goals 1 and 2	Subgroup	Current %	Expected %
1. Discipline referrals (duplicated)	ED	61.2%	50.0%
2. Out-of-school suspensions (unduplicated)	ESE	50.0%	40.0%

Action Plan

Strategy	Discipline Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Monitor discipline data to ensure fair and equitable behavioral expectations and consequences for all students.	1-2	Lack of cultural awareness, resources, lack of parental involvement	Administration, Teachers, Behavior Specialist	Ongoing	Review discipline data to ensure that all discipline referrals are fair and equitable for all students.	st/b/or
Reinforce school wide procedures throughout the school year using PBS, videos, assemblies, and whole class modeling and practice.	1-2	Beliefs, resources, lack of parental involvement	Administration, Teachers, Behavior Specialist	Ongoing	Administration will monitor classroom practices to ensure PBS program is being implemented through classroom walkthroughs.	st/sss
Provide positive guidance groups for students in the area of behavior and anger management.	1-2	Beliefs, prerequisite skills and background knowledge, lack of student motivation	Administration, Teachers, Behavior Specialist, Support Staff, Guidance Counselor	Ongoing	Administration will ensure that students in need of positive guidance group participation receive those services through monitoring of those groups.	b/st/sss/t
Review discipline data to identify day, time, and locations of discipline incidents.	1-2	Prerequisite skills and knowledge, teacher expectations of students, lack of parental involvement	Administration, Behavior Specialist, Guidance Counselor	Ongoing	Review discipline data to ensure teachers are assessing information surrounding behavior incidents to determine when and why behaviors are occurring.	st/tech

ON-TIME PROMOTION GOALS

Aligned with Strategic Plan System Initiative A

(Elementary and Middle School)

On-time Promotion Goal #1: To increase the percent of students advancing with their age-level peers

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

Elementary School: Percent of students non-retained in all grades

Middle School: Percent of students non-retained in all grades

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

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

On-time Promotion Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. On-time Promotion Level of Performance	99.9%	741 of 742	0.0%	99.9%
2. At-Risk Promotion Level of Performance	99.8%	420 of 421	0.0%	99.8%

Action Plan

Strategy	Graduation/Promotion 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)
Increase guidance contact with at-risk subgroup.	1-2	Lack of parental involvement	Administration, Guidance	Ongoing	Administration will monitor guidance contact with at-risk subgroups.	or/st/sss/t
Increase social worker contact with students who are excessively absent and/or tardy.	1-2	Lack of parental involvement	Administration, Teachers	Ongoing	Administration will monitor social worker contact with students with excessive absences and tardies.	or/st/sss/t
Provide reading tutorial after school for third grade students in the lowest quartile using Successmaker.	1-2	Transportation, lack of parental involvement	Administration, Teachers, reading teachers	Ongoing	Administration will monitor the attendance of students at Tune in to Reading tutorial program.	b/im/or/st/tech/t
Continue to implement Walk to Intervention for K-5 students in the lowest quartile.	1-2	Prerequisite skills and background knowledge, lack of student motivation	Administration, Teachers	Ongoing	Administration will monitor the implementation of Walk to Intervention through classroom walkthroughs.	Im/or/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	Current %	# of #-	% +/-	Expected %
1. Activity: Student Council				
Subgroup: Hispanic	14.3%	3 of 21	0.0%	14.3%
2. Activity: Safety Patrol				
Subgroup: Black	10.0%	1 of 10	+10.0%	20.0%

Action Plan

Strategy	Extracurricular Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Provide all students with the opportunity to participate in student council.	1	Transportation, lack of parental involvement, lack of student motivation	Administration, Student Council Coordinator	Mid-year, end of year	Administration will monitor list of participants provided by student council coordinator to ensure that there is equality of representation of Hispanic students.	b/or/s
Encourage all students to participate in extracurricular activities throughout the school year.	1	Funding, resources, staff	Administration, Teachers	On-going progress monitoring (OPM)	Administration will monitor student participation in extracurricular activities.	b/or/st
Provide extracurricular activities before, after and during the school day.	1	Funding, resources, staff	Administration, Teachers	On-going progress monitoring (OPM)	Administration will monitor student participation in extracurricular activities.	b/or/st
Provide information about extracurricular activities to parents through newsletters, emails, school website, and calling system.	1	Funding, resources, staff	Administration, Teachers	On-going progress monitoring (OPM)	Administration will monitor student participation in extracurricular activities.	b/or/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: To increase the percentage of 5th grade students participating in Primes 5 from 27.9% (36/129) to 36.0%.

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)
Use multiple strategies to communicate with parents: Newsletters, skyward, voicemails to all parents, parent conferences.	Lack of parental involvement	Administration, Teachers	End of year	Administration will monitor the communication provided to parents and review parent feedback and evaluations through parent surveys.	b/or/tech
Implement evening activities for parents to attend with students including a Reading Night, K-2 Night, 3-5 Night, and FCAT Night.	Lack of parental involvement	Administration, Reading Committee, Math Committee, Writing Committee, Guidance Counselor, Behavior Specialist	End of year	Administration will monitor the implementation of parent involvement nights and review parent feedback and evaluations through parent surveys.	b/or/tech/t
Provide after school enrichment programs for students (Lego Robotics, SECME).	Funding, resources, staff	Administration, Teachers, club sponsors	End of year	Administration will monitor implementation of after school enrichment programs.	b/im/tech
Provide opportunities for students in grades 4-5 to participate in PRIMES.	Staff, resources	Administration, Teachers	On-going progress monitoring	Administration will monitor PRIMES 4 and PRIMES 5 classes through classroom walk throughs and observations.	im/st/t

PROFESSIONAL DEVELOPMENT PLAN

PD Activity	SIP Goal #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants (e.g. PLC, subject, grade level, or school-wide)	# Anticipated Participants	# Actual Participants	Position(s) Responsible
Guided Reading with Jane Moore	Reading 1-8	1 time per month	Differentiating Reading Instruction	K-2	20		Administration, Jane Moore, K-2 Teachers
Differentiating Math Instruction with Sue Almon	Math 1-8	1 time per month	Differentiating Math Instruction	K-5	40		Administration, Sue Almon, K-5 Teachers
Text Complexity with Kelley Novak	Reading 1-8	9/19/2012	Common Core State Standards, proper use of text complexity	School-wide	58		Administration, Kelley Novak, All T-based personnel
Writing with Keith Marks	Writing 1-4	4 times per year	Writing instruction in 4 th grade	4 th Grade	6		Administration, Keith Marks, 4 th grade teachers
Successmaker Training with Brenda Robinson	Reading 1-8, Math 1-8	9/4/2012	Use of Successmaker for math and reading instruction	K-5	40		Administration, Brenda Robinson, K-5 Teachers
MTSS	Reading 1-8, Math 1-8	9/21/2012	Procedures of MTSS process to ensure students receiving the appropriate instruction and interventions	School-wide	58		Administration, all T-based personnel
Deliberate Practice	Reading 1-8, Math 1-8, Writing 1-4, Science 1-4	8/31/2012	Teachers monitoring their own professional development plan and being responsible for their instructional growth	School-wide	58		Administration, all T-based personnel
Learning Goals and Scales	Reading 1-8, Math 1-8, Writing 1-4, Science 1-4	9/19/2012	Proper use of learning goals and scales in the classroom	School-wide	58		Administration, all T-based personnel

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

INCOME:

Original Allocation:	\$715.00
Adjustment:	\$260.00
Carry Over:	\$2986.36
Total Income:	\$3980.36

EXPENDITURES	ACTUAL COST	BALANCE
		\$3980.36
Providing substitutes for workshop attendance and professional development activities.	\$1050.00	\$2911.36

Start with your beginning balance

CARRY OVER:

Total carry over for 2012-2013: \$2911.36

This carry over will be spent on professional development, workshop fees, and supplies.

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.

Rick Carver, Tina Benitez, Kathleen Beckman, Cornelius Mays, Betty Donaldson, Gretchen Cowl, Amy Sirmans, Karen Mayou, Nancy Ringier, Kristine Cash

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?

MTSS Procedures:

- RtI Meetings will take place each Thursday.
- Guidance will have a signup sheet available.
- We will provide class coverage to accommodate different schedules.
- At each MTSS meeting teacher bring their data notebook and intervention folder

MTSS Meetings:

- Identify the specific area of need.
- Design Intervention Action Plan.
- Define specific assessment and frequency to monitor action plan.
- Schedule follow up meeting.
- Before the follow up meeting – meet with administration/guidance to review data and create graphs.

Progress monitoring for MTSS students is completed by reviewing data forms monthly and then based on the number of data points, the outcome of the intervention is determined. The progress monitoring of this data determines the general effectiveness of the intervention.

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

Administration - • Set the vision for problem-solving process • Ensure compliance with MTSS procedure • Ensure fidelity of instruction • Participate on MTSS Committee • Monitor results of assessments and screening • Monitor staff supports/climate

MTSS Coordinator/ Guidance - • Ensure pre-meeting preparation • Facilitate movement through process • Set follow-up schedule/ communication • Distribute assessment, screening, and progress monitoring materials • Collect results • Participate on MTSS Committee • Assign to intervention groups

School Psychologist - • Meet with RtI Coordinator and Resource Coach to analyze data • Assist in data analysis • Participate on RtI Committee problem solving • Consult with Teachers/Parents about students who should be referred for special education • Perform diagnostic assessments

Resource/Coach - • Distribute assessment, screening, and progress monitoring materials • Collect results • Participate on RtI Committee • Assist in data analysis •

Modifications to unsuccessful interventions

Teacher - • Regular Ed and ESE • Administer assessments and screenings • Progress monitor students at Tier II and III • Implement and document interventions • Complete referral packet

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

The MTSS Leadership Team will review data from numerous academic assessments and on-going progress monitoring throughout the 2012-2013 school year, including: Discovery Education, SRI, DRA, Phonics Screener Inventory, Phonological Awareness Screening Inventory, and Writing prompts. All teachers are required to maintain updated Student Data notebooks throughout the school year. These data notebooks will be reviewed frequently during Professional Learning Community meetings with the MTSS Team in order to make informed decisions regarding student progress.

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.

1. Review District MTSS guidelines in September 2012 with all teachers.
 - Review Tiers and interventions.
 - Train teachers on new forms and MTSS folders, data collection, timeline, screening and referral process.
2. Continue to implement the Walk to Intervention and Acceleration model in reading at all grade levels.
 - Fluid grouping will be utilized.
 - Progress monitoring and ongoing progress monitoring will be utilized to plan and differentiate instruction.
 - Student Data Sheets will be updated after each progress monitoring window. Data sheets will be reviewed by the MTSS committee.
3. Teachers will differentiate instruction and regroup as necessary in reading, math, science and writing based on data collected throughout the year.
4. Based on data collected and student need, MTSS folders will be initiated and MTSS Meeting Summary will be completed with parent input.
5. Adhere to the District timeline, policies and procedures which will be put into place to achieve full implementation of MTSS during the 2012-2013 school year.

6. Describe the plan to train staff on MTSS.

In September 2012, the guidance counselor-MTSS committee member will be presenting an overview of the MTSS process for instructional staff. This training will include a refresher on the process necessary for referring a student, functions of the MTSS committee, and district/state requirements. Further support and training will be facilitated as needed during grade level and staff meetings. In addition, MTSS team members will be holding individual meetings with classroom teachers to address individual student needs.

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).

Rick Carver, Christina Benitez, Betty Donaldson, Gretchen Maldonado, Amy Sirmans

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

The team meets every other week. The interventions, progress and future strategies of individual students are discussed to best meet their needs within the regular education classrooms. We provide data to each classroom teacher to see that ongoing progress monitoring and that all students are working toward proficiency.

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

Our major initiatives of the LLT this year will continue to be on going progress monitoring of our students to see that we are providing support to all of our bottom quartile students and all of our AYP subgroups. Further, the LLT will focus on implementation of the Common Core State Standards in grades K-1 and increasing awareness of the Common Core State Standards in grades 2-5, with an emphasis on rigor and text complexity.

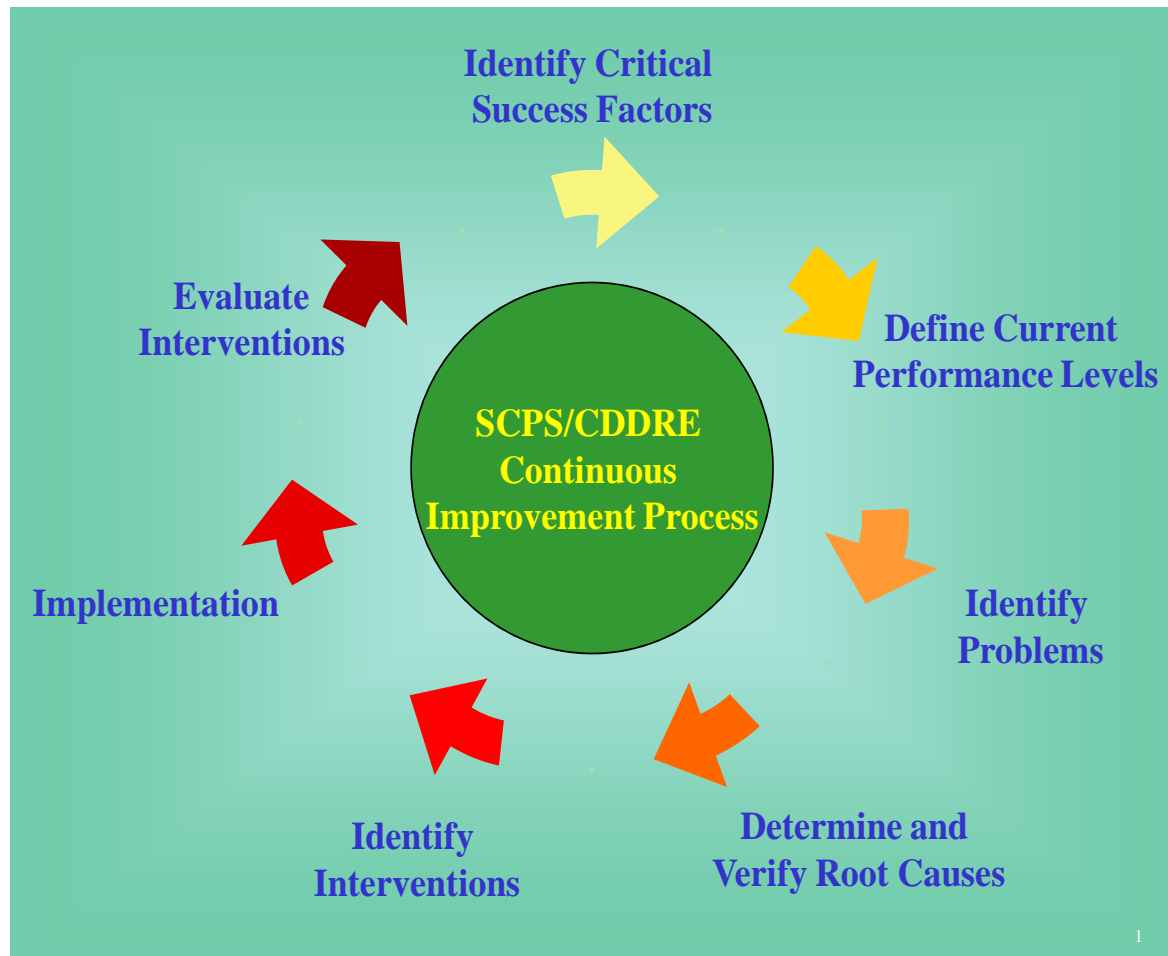
ADDENDUM 3 -LESSON STUDY

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.

Lesson Study is high quality Professional Development that deepens teachers’ content knowledge and pedagogical skills. It is focused on collaboration among and between teachers, administrators, coaches and other faculty and staff. Eastbrook Elementary uses the Professional Learning Communities framework for our curriculum and grade level teams. By embedding lesson study into the PLC’s we will develop a common and consistent view of quality instruction. In 2012-13, Administrators and coaches at Eastbrook will assure that our Professional Learning Communities focus on student learning and the process of student learning using the Lesson Study Model. In addition, the administrators will assure that the goals and action plans set forth in the SIP are both communicated and incorporated into the work of the PLC’s. The Lesson Study format implemented in a PLC setting will allow teachers and administrators to work together to monitor common learning opportunities in alignment with research based outcomes for student achievement. Content Administrators will coordinate and monitor all study sessions as they occur throughout the school year.

Teachers will continue to develop an understanding of Lesson Study through ongoing planning, observation and collaboration within our Professional Learning Communities.

The following action plan is for Eastbrook teachers to continue to collaborate within Professional Learning Communities to analyze data, improve instruction and increase achievement through Lesson Study.



ADDENDUM 4 - TITLE I SCHOOLWIDE PROGRAM PLAN
2012-2013

School Name: Eastbrook Elementary School

I. Assurances

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

X	All children will be provided an opportunity to meet the State’s challenging performance standards.
X	The program includes reform strategies based on effective means of improving the achievement of children.
X	The program uses instructional strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched accelerated curriculum, and meet the educational needs of historically underserved populations.
X	The program uses instructional strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched accelerated curriculum, and meet the educational needs of historically underserved populations.
X	The program includes strategies to address the needs of all children, particularly the needs of low-achieving students. These strategies may include: <ul style="list-style-type: none"> a. Counseling, pupil services, and mentoring; b. College and career awareness and preparation; c. Personal finance education; d. Service to prepare students for the transition from school to work.
X	The program provides for instruction by highly qualified teachers.
X	Every effort is made to attract high-quality, highly qualified teachers.
X	Teachers will be included in decisions regarding the use of assessments to provide information on, and to improve, the performance of individual students and the overall program.
X	Comprehensive needs assessment data were analyzed and used in developing this plan.
X	Persons involved in the development of the plan included teachers, administrative staff, pupil services personnel, and parents.
X	The plan will be made available to parents in a language and form they understand. Individual student academic assessment results are either in a language that parents can understand or are interpreted for parents.
X	Performance and achievement data will be analyzed to determine if the needs of low-achieving students are being met. Data will be used in making instructional decisions and in determining resource utilization.
X	The program coordinates with, and integrates, appropriate Federal, State and local services and programs, including those programs supported under HR1.
X	A school parent involvement plan that incorporates the requirements of Section 1118 will be developed and implemented.

II. Initiatives

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

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

Students with Academic Deficiencies Initiative(s): Teachers and administrators analyze state and district assessment data including Discovery Education, SRI, DRA, PASI, PSI, FCAT, and Writing Prompts. Teachers participate in ongoing progress monitoring, using student data to differentiate instruction to meet the needs of all students and form small groups for instruction including guided reading groups. Teachers participate in PLCs and use formative assessment to further guide their instruction and use the most current research based best practices to meet the needs of all students. Students who require additional interventions are monitored through the MTSS process.

School Improvement Goal(s) that support the Initiative(s): Reading #1-8, Math #1-8, Writing #1-4, Science #1-4

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

Reading Initiative(s): Teachers in grades K-2 use guided reading groups during the 90-minute block of instruction. Teachers also use the Daily Five. Teachers in grades 3-5 use the comprehension toolkit and small group instruction. All teachers focus on levels of text complexity and rigor in their classrooms. Grades K-1 use the CCSS and grades 2-5 use the NGSSS to guide their instruction. Tier 3 students in grades K-5 participate in SIPPS if appropriate for their individual needs. Tier 3 students in grades 3-5 participate in Making Meaning if appropriate for their individual needs. Students in K-5 are able to use SuccessMaker. Before and after school tutorial is offered to students in grades 3-5 who scored a level 1 or 2 on FCAT 2.0 or are predicted to score a level 1 or 2 on the upcoming 2013 FCAT 2.0. Students who scored a level 1 or 2 on FCAT 2.0 are offered Supplemental Educational Services (SES).

School Improvement Goal(s) that support the Initiative(s): Reading #1-8

How will the reading initiative(s) support the initiatives of Just Read Florida and the SCPS Reading Plan? The initiatives in place at Eastbrook Elementary support the initiatives of Just Read Florida and the SCPS Reading Plan by providing scientifically-based research practices and instructional strategies to be used in the area of reading to ensure instruction is differentiated to meet the needs of each student, including increasing reading skills and comprehension of all students.

Math Initiative(s): All teachers in grades K-5 use the Go Math! Curriculum. All teachers differentiate their instruction and use formative assessment to meet the needs of all students. All students in grades K-5 are able to use SuccessMaker. Before and after school tutorial is offered to students in grades 3-5

who scored a level 1 or 2 on FCAT 2.0 or who are predicted to score a level 1 or 2 on 2013 FCAT 2.0. Students who scored a level 1 or 2 on FCAT 2.0 are offered Supplemental Educational Services (SES). Students in grades 4-5 who scored a level 4 or 5 on FCAT 2.0 are offered the option of taking PRIMES 4 and PRIMES 5.

School Improvement Goal(s) that support the Initiative(s): Math #1-8

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

Use of Data Initiative(s): Teachers analyze state and district assessment data including Discovery Education, SRI, DRA, PASI, PSI, FCAT, and Writing Prompts. Teachers participate in ongoing progress monitoring, using student data to differentiate instruction to meet the needs of all students and form small groups for instruction including guided reading groups. Teachers participate in PLCs and use formative assessment to further guide their instruction. Students who require additional interventions are monitored through the MTSS process.

School Improvement Goal(s) that support the Initiative: Reading #1-8, Math #1-8, Science #1-4, Writing #1-4

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

SubGroup Initiative(s): Student data is used to identify subgroups. Eastbrook administration and teachers ensure that students in the subgroups identified, including ELL, ESE, FIT, and ED students, receive the appropriate services and programs available to them through Eastbrook and SCPS.

School Improvement Goal(s) that support the Initiative(s): Reading #1-8, Math #1-8, Science #1-4, Writing #1-4

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

Extended Day/Year Initiative(s): Eastbrook Elementary offers before and after school tutorial for students scoring level 1 and 2 on FCAT as well as students predicted to score a level 1 or 2, a before school homework club is available for students to complete homework they were not able to finish at home. Students are also able to take AR tests at this time. Robotics and SECME are offered after school. Eastbrook has several family involvement nights including an FCAT night, primary night, intermediate night, and backpack reading night to provide parents with opportunities to learn strategies for working with their children at home. Students who scored a level 1 or 2 on FCAT 2.0 are offered Supplemental Educational Services (SES). Further, students in third grade scoring a level 1 or 2 on the FCAT 2.0 are eligible to attend Summer Learning Camp.

School Improvement Goal(s) that support the Initiative: Reading #1-8, Math #1-8

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

Additional School-Level Initiative(s): Eastbrook Elementary employees a Behavior Teacher, offers social worker referrals, dividend volunteers who work with small groups of students as well as trained mentors who work with one on one with students, a guidance counselor is available to assist students and parents with their individual needs, and three reading teachers to support classroom instruction as well as work with small groups of students. Eastbrook Elementary also has a food pantry available to parents who needs assistance with providing food for their children.

School Improvement Goal(s) that support the Initiative: Reading #1-8, Math #1-8, Science #1-4, Writing #1-1

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

Professional Learning Initiative(s): Guided Reading with Jane Moore for grades K-2 one time per month is coordinated with and funded by Title I. Differentiating Math Instruction with Sue Almon for grades K-5 one time per month is coordinated with and funded by Title I. Text Complexity with Kelley Novak will occur on 9/19/12 and was coordinated with Kelley Novak. Writing training with Keith Marks will occur 4 times per year with 4th grade teachers and was coordinated with Keith Marks. SuccessMaker Training with Brenda Robinson for all teachers in grades K-5 will occur on 9/4/12 and was coordinated with Brenda Robinson and funded by Title I. MTSS training will be provided on 9/21/12 and was coordinated with our guidance counselor, Kathleen Beckman. Deliberate Practice training will be on 8/31/12 and was coordinated and implemented by administration, Rick Carver and Christina Benitez. Training on the 2012-2013 Marzano indicators with a focus on learning goals and scales will be provided to all teacher-based employees at Eastbrook. This PD will be coordinated by and implemented by administration, Rick Carver and Christina Benitez.

School Improvement Goal(s) that support the Initiative(s): Reading #1-8, Math #1-8, Science #1-4, Writing #1-4

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

Coordination with Early Learning Initiative(s): Eastbrook Elementary hosts a VPK program on campus, working closely with the VPK teacher using the appropriate curriculum, including Kindergarten Readiness Skills. VPK parents are given the opportunity to tour the school and are invited to the Kindergarten Breakfast.

School Improvement Goal(s) that support the Initiative(s): Reading #1-8, Math #1-8

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

Family Engagement Initiative(s): Eastbrook Elementary offers family engagement nights including an FCAT night, primary night, intermediate night, and backpack reading night to provide parents with opportunities to learn strategies for working with their children at home. Eastbrook Elementary also offers a dividend coffee for parents to learn about opportunities to be involved at Eastbrook. The Eastbrook PTA hosts many events throughout the school year, including skate nights, an ice cream social, a prince and princess ball, a basket bonanza and Chick-fil-A spirit nights. Eastbrook uses a monthly newsletter to keep parents informed as well as the center voice system, emails, phone calls, notes home in planners from teachers, and the Eastbrook website.

School Improvement Goal(s) that support the Initiative: Reading #1-8, Math #1-8

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	28.5%	210/738	+21.5%	50.0%

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)
Register parents at Open House and Curriculum Nights in August.	1	Transportation, work schedules, parental involvement	ETF	Ongoing	Monitor the number of parents signed up.	teach
Advertise and encourage participation in the parent newsletter.	1	Parental involvement	Administrati on	Ongoing	Monitor the number of parents signed up.	b, or
New student registration: parents provide email address and sign up for Skyward upon registration.	1	Lack of technology in the home	Data Entry, ETF	Ongoing	Monitor the number of parents signed up.	st, tech

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

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

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

Enter narrative for STEM goal:

At Eastbrook Elementary School, all students are monitored closely in math, science and technology to ensure success of all students. We will continue to offer math enrichment and acceleration classes for all of our students in K-5. All science and math courses are monitored by administration. All teachers differentiate their math and science instruction to meet the needs of all students. Participation in advanced levels of math is encouraged as well as any technology course which will add to the work skills repertoire of each student.

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)
Visit all middle schools before registration and have magnet school programs present at Eastbrook to all 5 th grade students.	Time	Guidance Counselor	Ongoing	Enrollment data	b,or,st
PLCs – consistent instruction through the use of learning goals and scales, and research based best practices for all STEM subjects.	Time for PD; delivery of instruction	Administration, teachers	Ongoing	PLC Reflections	im, or, st, tech
Students are given the opportunity to participate in Robotics after school.	Transportation, parent involvement	Administration, Robotics Club Sponsor	Ongoing	Observation of Robotics Club	im/tech, or, st

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.

Current CTE Practices: All elementary level students are exposed to Career and Technical workforce related opportunities through standard based mathematics, science and social studies curriculum.

CTE for 2012-2013: Continue to expose all elementary level students to Career and Technical workforce related opportunities through standard based mathematics, science and social studies curriculum.

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. Visit the middle schools during the registration process to recruit students for all middle school vocational programs.	Lack of interest, remedial courses as electives	Administration, teachers	Feb, March	Enrollment data	b, or, st
2. Ensure all students have opportunities to learn basic 21 st Century Skills.	Time	Administration, teachers	Feb, March	Lesson Plans	st, tech

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	65	64	71	74	77	80	83
American Indian							
Asian							
Black/African-American	53	36	61	65	69	73	77
Hispanic	55	55	63	66	70	74	78
White	71	74	76	78	81	83	86
English Language Learners	***	29	17	25	33	42	50
Students with Disabilities	33	26	44	50	55	61	67
Economically Disadvantaged	57	55	64	68	71	75	79

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	64	65	70	73	76	79	82
American Indian							
Asian							
Black/African-American	38	29	48	54	59	64	69
Hispanic	53	58	61	65	69	73	77
White	72	73	77	79	81	84	86
English Language Learners	33	41	44	50	55	61	67
Students with Disabilities	32	25	43	49	55	60	66
Economically Disadvantaged	53	56	61	65	69	73	77

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
Rick Carver	9-6-12	Carl Hofmann	9-6-12		
INSTRUCTIONAL		Andy Brooks	9-6-12		
Cornelius Mays	9-6-12				
		Stacie Kelly	9-6-12		
Christina Wimberly	9-6-12				
		Dana Crosby-Collier	9-6-12		
Amanda Kunkle	9-6-12				
		Stefanie Lindlau	9-6-12		
		Lisa Perez	9-6-12		
NON-INSTRUCTIONAL					
Alice Hickey	9-6-12				