

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.



Indian Trails Middle 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+		82.4	1.6	84	72.1%	N
High standards Level 4+		48.0	2.0	50	39.9%	N
Proficiency Level 3+ in AYP subgroups						
	White	87.5	1.5	88	78.4%	N
	Black	64.8	1.2	66	55.3%	N
	Hispanic	72.8	1.2	74	58.6%	N
	ELL	48.1	1.9	50	25.7%	N
	SWD	100	0	100	55.8%	N
	ED	69.3	1.7	71	58.2%	N
Learning Gains		68.5	1.5	70	64.4%	N
Lowest 25% making Learning Gains		61.7	1.3	63	62.0%	N
Learning Gains Levels 4/5		48.0	2.0	50	87.1%	Y
Learning Gains in AYP subgroups						
	White	70.6	1.4	72	65.8%	N
	Black	58.3	1.7	60	67.1%	Y
	Hispanic	66.5	1.5	68	57.3%	Y
	ELL	58.1	1.9	60	60.6%	Y
	SWD	64.0	2.0	66	56.7%	N
	ED	62.8	1.2	64	60.8%	N

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		82.6	1.4	84	71.1%	N
High standards Level 4+		48.0	2.0	50	40.9%	N
Proficiency Level 3+ in AYP subgroups						
	White	87.8	1.2	89	79.8%	N
	Black	67.6	1.4	69	44.0%	N
	Hispanic	71.2	1.8	73	54.1%	N
	ELL	51.9	1.1	53	31.4%	N
	SWD	100		100	57.5%	N
	ED	69.2	1.8	70	56.4%	N
Learning Gains		76.4	1.6	78	69.1%	N

Lowest 25% making Learning Gains		70.8	1.2	72	58.9%	N
Learning Gains Levels 4/5		47.4	1.6	49	87.5%	Y
Learning Gains in AYP subgroups						
	White	78.7	1.3	80	71.6%	Y
	Black	71.1	1.9	73	58.3%	Y
	Hispanic	72.1	1.9	74	62.5%	N
	ELL	61.3	1.7	63	54.5%	N
	SWD	63.5	1.5	65	69.8%	Y
	ED	72.7	1.3	74	62.8%	N

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		95.0	1.0	96	92.4%	N
High standards Score 6.0		15.5	1.5	17	0.5%	N
Proficiency Score in AYP subgroups						
	White	94.9	1.1	96	93.3%	N
	Black	97.0	1.0	98	85.2%	N
	Hispanic	92.6	.4	93	92.5%	N
	ELL	100	0	100	83.3%	N
	SWD	100	0	100	77.3%	N
	ED	92.5	.5	93	90.0%	N
High standards Score 6.0 in AYP subgroups						
	White	18.7	1.3	20	2 / 238	N
	Black	9.1	1.9	11	0 / 27	N
	Hispanic	2.9	1.1	4	0 / 80	N
	ELL	0	0	0	0 / 12	N
	SWD	0	0	0	2 / 44	Y
	ED	9.0	1	10	0 / 140	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		62.0	2.0	64	58.6%	N
High standards Level 4+		5.8	1.2	7	16.1%	Y
Proficiency Level 3+in AYP subgroups						
	White	70.6	1.4	72	68.2%	N
	Black	36.4	1.6	38	26.9%	N
	Hispanic	43.5	1.5	45	38.8%	N
	ELL	11.1	1.9	13	8.3%	N
	SWD	100	0	100	60.5%	N
	ED	43.6	2.4	46	38.8%	N
High standards Level 4+ in AYP subgroups						

	White	6.8	3.2	9	18.8%	Y
	Black	0	0	0	0.0%	
	Hispanic	2.9	2.1	5	8.8%	N
	ELL	0	0	0	0.0%	
	SWD	0	0	0	32.6%	Y
	ED	.8	2.2	3	5.0%	Y

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	41.0	2.0	43	41.7%	N
Performance in advanced coursework	100	0	100	94.7%	N

Discipline Goals	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: Black	98	-5	93	102%	N
Out-of-school suspensions (unduplicated) Subgroup: ESE	22	-2	20	25.8%	N

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	98	0	98	98.8%	Y
At-Risk students graduating or advancing with age-level peers	100	0	100	97.7%	N

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup: Track/Black	13	2	15	21%	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
To increase daily student attendance rate in order to help increase student achievement	93	2	95	95	Y

Goal Summary

Number of Goals Met: 15

Number Not Met: 52

Number Partially Met: 0

CARRY OVER GOALS

2012-2013

Alignment of Standards and Resources

School Improvement and professional development funds will be used to fund action plans designed to reach School Improvement Plan objectives. Our school will align classroom instruction and learning activities with the Next Generation State Standards and will allocate available funds to provide supplies and other resources necessary to support this alignment. We will focus on implementing academic activities to assist with improving our testing scores in reading, math, writing and science throughout the year.

Educational Leadership

The Indian Trails Middle School Educational Leadership team will continue to work together to provide professional development opportunities for all stakeholders. We will focus on infusing technology into the classrooms and continue ongoing progress monitoring and evaluation to improve literacy, math and science.

Parental, Student, Family, Educational Institution, and Community Involvement

Indian Trails Middle School will continue efforts to attain recognition as a Golden, Silver, and Five Star School. University of Central Florida and other State College students will continue to observe teachers and participate in intern teaching experiences at Indian Trails. We will encourage parents to attend parent/teacher conferences, parent nights, academic activities sport activities and student performances. Parents will be invited to join PTSA, SAC, and Dividends. Communication with our parents will be maintained through our school newsletter, websites, e-mail, student planner, PIN and automated calling system.

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+		72.1%	729 / 1011	+3	75.1
2. Proficiency Level 3.0+ in subgroups:					
	White	78.4%	511 / 652	+2	80.4
	Black	55.3%	42 / 76	+5	60.3
	Hispanic	58.6%	130 / 222	+2	60.6
	ELL	25.7%	9 / 35	+10	35.7
	SWD	55.8%	82 / 147	+5	60.8
	ED	58.2%	237 / 407	+10	68.2
3. High Standards Level 4.0+		39.9%	403 / 1011	+5	44.9
4. Learning Gains		64.4%	620 / 962	+5	69.4
5. Lowest 25% Making Learning Gains		62.0%	150 / 242	+3	65.0
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		33.2%	126 / 962	+5	38.2
7. Learning Gains Levels 4/5		87.1%	331 / 380	+2	89.1
8. Learning Gains in subgroups:					
	White	65.8%	406 / 617	+5	70.8
	Black	67.1%	49 / 73	+3	70.1
	Hispanic	57.3%	125 / 218	+10	67.3
	ELL	60.6%	20 / 33	+10	70.6
	SWD	56.7%	80 / 141	+10	66.7
	ED	60.8%	239 / 393	+10	70.8

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
1. Review 2012 FCAT Reading scores to identify students at Levels 1-2 for appropriate placement in an intensive reading class	1,2,4,5,6,8	none	Administration, Guidance	Baseline		tech
2. Review 2012 FCAT Reading scores to identify all level 3 students for placement in a yearlong reading advanced, enrichment classes	1,2,4,5,6,8	Available class sections	Administration, guidance, Instructional Coach	Baseline	FCAT	tech, or
3. Administer Discovery Education Test 3 times/year to monitor student progress	1-8	Student motivation	Administration, teachers, guidance	Baseline, mid-year, end of year	Discovery Education	Tech, or
4. Identification by teachers utilizing FCAT and Discovery Ed data to monitor student progress, and provide scaffolding/differentiated instructions in daily lessons	1-8	none	Administration, teachers	Baseline, mid-year, end of year	FCAT. Discovery Education	tech, or, t
5. Reading teachers will administer Oral fluency Drills three times per year to monitor fluency and progress of all students	1,2,4,5,6,8	none	Reading teachers	Baseline, mid-year, end of year	Oral Fluency Drill	or, tech
6. Ensure that ESE students are monitored and provided accommodations as written on the IEP to support educational needs in content class	1-8	Teacher expectations, knowledge	Administration, teachers, facilitators	On-going	Review of ESE progress reports and report cards	st
7. Schedule weekly meeting of reading teachers in PLC to discuss data, instruction, evaluation and higher level questioning in regards to student academic growth	1,2,4,5,6	Time	Reading Coach teachers	On-going	Review of available data	tech, or, t
8. Students in B1 Corrective Reading class will use the Reading Edge Plus computer based instruction 2 times/week	2,6,8	Computer program	Media assistant, reading teacher	Ongoing	Review of Reading Plus data	Tech, or,t
9. Utilize Content Support Team (CST) to build capacity for using literacy strategies across the curriculum (reciprocal teaching)	1-8	none	Administration, teachers	Ongoing	Classroom observations	T,or
10. Establish weekly school-wide reading time to foster a culture of reading	1-8	Time	Administration	Ongoing	Frequency	Or,st

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

*For the “C” schools only 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 3.0+		71.1%	718 / 1010	+3	74.1
2. Proficiency Level 3.0+ in subgroups:					
	White	79.8%	520 / 652	+2	81.8
	Black	44.0%	33 / 75	+2	46
	Hispanic	54.1%	120 / 222	+2	56.1
	ELL	31.4%	11 / 35	+2	33.4
	SWD	57.5%	84 / 146	+2	58.5
	ED	56.4%	229 / 406	+2	58.4
3. High Standards Level 4.0+		40.9%	413 / 1010	+3	43.9
4. Learning Gains		69.1%	663 / 959	+2	71.1
5. Lowest 25% Making Learning Gains		58.9%	149 / 253	+2	60.9
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		26.8%	105 / 959	+2	28.8
7. Learning Gains Levels 4/5		87.5%	343 / 392	+1	88.5
8. Learning Gains in subgroups:					
	White	71.6%	442 / 617	+2	73.6
	Black	58.3%	42 / 72	+2	60.3
	Hispanic	62.5%	135 / 216	+2	64.5
	ELL	54.5%	18 / 33	+2	56.5
	SWD	69.8%	97 / 139	+2	71.5
	ED	62.8%	245 / 390	+2	64.8

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. Review 2012 FCAT Math scores to identify students at Levels 1-2 for placement in the intensive math program.	1-8	None	Administration , Guidance	Annually	Administrators will review FCAT scores	tech, sss, im, or,b
2. Provide after school tutoring to support student achievement.	1-8	Resources, transportation , interest	Administration , teachers	Ongoing	Attendance, achievement	b, or
3. Maintain fidelity of the math frameworks in the classroom with regular class visitations and feedback.	1-8	Teacher beliefs	Administration , math teachers	Ongoing	Focused classroom visitations by administration and weekly review of teacher lesson plans	st, or
4. Ensure that ESE students are monitored and provided accommodations to support their exceptionality through additional classroom support, after school tutoring and facilitation.	2,8	Teacher expectations, beliefs	Administration , facilitators, teachers	Ongoing	Review of ESE student progress reports, report cards each quarter	or, b, tech
5. Meet in weekly math teachers PLC to focus on instruction and strategies.	1-8	Teacher beliefs, time	Math teachers, administration	Weekly	Administrators weekly attendance at Wednesday morning PLCs	b, tech, or, t
6. Monitor student learning/instruction in weekly PLC meetings.	1-8	Teacher time	Math teachers, administration	Weekly	Administration weekly attendance at Wednesday morning PLCs	b, tech, or, t
7. Monitor student learning/instruction from Discovery Learning, DA progress monitoring 3 times per year and EOC exams.	1-8	Identifying areas of weaknesses of students	Math teachers, administration	Base-line, mid-year, annually	FCAT, DA 3 times, EOC exams	b, tech, or
8. Provide opportunities for student participation in competitive math competitions/festivals.	1-8	Student motivation, time	Math teachers, guidance, administration	Ongoing	Participation, results	b, st, im, or
9. Provide students with learning goals and scales to allow them to set goals and monitor their progress.	1-8	Student motivation	Math teachers	Ongoing	Test/assessment results	b, st, im, tech, 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)

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+	94.5%	156 / 165	+1	95.5
2. Proficiency Level 3+ in subgroups:				
White	93.9%	123 / 131	+1	94.9
Black	75.0%	3 / 4	+1	76
Hispanic	100.0%	21 / 21	0	100
ELL	100.0%	1 / 1	0	100
SWD	100.0%	16 / 16	0	100
ED	91.7%	33 / 36	+1	92.7
3. High standards 4+	54.5%	90 / 165	+6	60.5
4. Learning Gains	54.2%	83 / 153	+6	60.2
5. Lowest 25% making Learning Gains	NA	NA		
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	14.0%	13 / 93	+3	17.0
7. Learning Gains Levels 4/5	74.4%	93 / 125	2	76.4
8. Learning Gains in subgroups:				
White	78.7%	96 / 122	+2	80.7
Black	66.7%	2 / 3	+1	67.7
Hispanic	75.0%	15 / 20	+2	77.0
ELL	100.0%	1 / 1	0	100
SWD	75.0%	12 / 16	+3	78
ED	81.8%	27 / 33	+5	86.8

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. Use data from EdInsight and Discovery as well as common and ongoing assessments to track student progress and growth including strengths and weakness	1-8	Interpretation of data	Math teachers	Annual/ongoing	EdInsight, Discovery, FCAT, DA	st
2. Provide math tutorial to students after school as well as before school and during the school day	1-8	Student interest, transportation	Math tutorial teachers	Ongoing	Attendance, math grades	or, st
3. Align curriculum, instructional plans and materials with the Next Generation Standards	1-8	Professional development, time	Math Teachers, administration	Ongoing	Lesson plan reviews, walk-thrus	b, im, t
4. Provide practice materials for review and end of course exam						
5. Encourage participation in all Math Competitions	1-8	Student interest	Math teachers	Ongoing	Student participation , competition results	st, b, or
6. Communicate with parents via parent portal, planner, e-mail and phone regarding student progress	1-8	Parent response, student motivation	Math teachers	Ongoing	grades	or, 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 the “C” schools only a mid-year data analysis will be submitted as an addendum.

WRITING GOALS

Aligned with Strategic Plan System Initiative B

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

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

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

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

Writing Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		92.4%	339 / 367	+2	94.4%
2. Proficiency Score 3.0+ in subgroups:					
	White	93.3%	222 / 238	+2	95.3%
	Black	85.2%	23 / 27	+2	87.2%
	Hispanic	92.5%	74 / 80	+2	94.5%
	ELL	83.3%	10 / 12	+2	85.3%
	SWD	77.3%	34 / 44	+3	80.3
	ED	90.0%	126 / 140	+2	92%
3. High Standards Score 6.0		0.5%	2 / 367	+1	1.5%
4. High Standards Score 6.0 in subgroups:					
	White	0.8%	2 / 238	+1.2	2%
	Black	0.0%	0 / 27	+1	1%
	Hispanic	0.0%	0 / 80	+1	1%
	ELL	0.0%	0 / 12	+1	1%
	SWD	4.5%	2 / 44	+1	5.4%
	ED	0.0%	0 / 140	+1	1%

*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. Access and analyze FCAT Writes data	1-4	none	Administration , guidance teachers	Annual/ 3 times per year	FCAT Writes	or, b
2. Require teachers to reflect student writing assignment in weekly lesson plans and discuss strategies to assist the lowest quartile students in class writing performance	1-4	Teacher resistance	Administration	Weekly	Administration will review teacher lesson plans for student writing assignments	tech
3. Encourage student participation in outside writing contests	1-4	Student motivation	Teachers, administration	As events become available	Number of entries and quality of work as measured by contest results	b, or
4. Ensure that instruction taking place in the classroom is aligned to the district k-12 Writing Plan through lesson plan review and regular classroom walk-thrus.	1-4	Teacher expectations	Administration	Weekly	Lesson plans reviewed and aligned	or
5. Provide seventh grade students with a simulated writing test during scheduled eighth grade FCAT Writes administration.	1-4	none	Teachers, administration	Annually	FCAT Writes	or, im, b
6. Encourage sixth and seventh grade students to enroll in Creative Writing elective classes	1-4	Student interest	Teachers, guidance	Each semester	Enrollment numbers	b, or, im
7. Schedule as many eighth grade students into Creative Writing classes as possible	1-4	Student interest	Guidance, Administration	Each semester	Enrollment numbers	b, or ,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 the “C” schools only a mid-year data analysis will be submitted as an addendum.

SCIENCE GOALS

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

- Science Goal #1:** To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science
- Science Goal #2:** To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science
- Science Goal #3:** To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science
- Science Goal #4:** To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science

Science Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		58.6%	215 / 367	10%	68.6%
2. Proficiency Score 3.0+ in subgroups:					
	White	68.2%	163 / 239	3%	71.2%
	Black	26.9%	7 / 26	30%	56.9%
	Hispanic	38.8%	31 / 80	20%	58.8%
	ELL	8.3%	1 / 12	30%	38.3%
	SWD	60.5%	26 / 43	10%	70.5%
	ED	38.8%	54 / 139	30%	68.8%
3. High Standards Score 4.0+		16.1%	59 / 367	5%	21.1%
4. High Standards Score 4.0+ in subgroups:					
	White	18.8%	45 / 239	2%	20.8%
	Black	0.0%	0 / 26	20%	20%
	Hispanic	8.8%	7 / 80	10%	28.8%
	ELL	0.0%	0 / 12	10%	10%
	SWD	32.6%	14 / 43	10%	42.4%
	ED	5.0%	7 / 139	20%	25%

Action Plan

Strategy	Science Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Access and analyze science data from EdInsight	1-4	none	Administration, science teachers	Annually	FCAT, DA	tech
2. Ensure that instruction aligns with the new generation science standards	1-4	Teacher expectations	Administrations, science teachers	Weekly	Weekly review of lesson plans	tech, or, im
3. Provide elective course opportunities for students to enroll in Robotics and Forensics	1-4	Enrollment limited	Administration, guidance	Semester	Number of students enrolled	b, or, im, st
4. Provide opportunities for students to participate in a school Science Fair as well as District Science Fair, State and National fair Competition	1-4	Student motivation, teacher participation	Science teachers	Annually	Number of student participants, results of Fair competition	b, or, im
5. Schedule weekly meetings of science teachers in PLCs to discuss instruction/strategies/student achievement and discuss strategies to assist students in classroom performance including differentiated instruction	1-4	Teacher expectations, motivation	Science teachers, Administrations	Weekly	Administrators weekly attendance at Wednesday morning PLCs	b, tech, or, t
6. Provide a simulated FCAT science test for sixth and seventh grade students during the eighth grade administered FCAT Science test	1-4	none	Teachers, administration	Annually	Number of students participating	or, im b
7. Implement pre and post tests and common assessment at all grade levels with review of data by teachers with re teaching as necessary	4	Teacher motivation	Science teachers, administration	Twice for pre and post testing / common assessments several times	Number of common assessments, results of assessments	tech, b, 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 %	# of #	% +/-	Expected %
1. Level of Participation	41.7%	75/180	2%	43.7%
2. Level of Performance	94.7%	71/75	1%	95.7%

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. Analyze student performance on FCAT 2012 to identify students scoring in Levels 4-5 and schedule for advanced classes	1-2	none	Administration, guidance	Initial prior to school, ongoing for new students	Skyward, number of students enrolled	St, tech, b
2. Conduct a parent information night for incoming sixth grade parents to inform parents regarding advanced level course options, advantages, and recommendations	1-2	Parent interest	Administration, guidance	Annually	Attendance, advanced course enrollment	b, or
3. Solicit parental support and involvement in providing support for students failing to achieve at proficiency level	1-2	Parent interest, student motivation	Guidance, teachers, administration	Ongoing	Enrollment attendance, course success	st
4. Provide before school and after school tutoring opportunities	1-2	Teacher time, budget, student motivation, parent support	District, administration, teacher tutors	Ongoing	Attendance	b, st, or
5. Provide students will information related to careers and course selections	1-2	Internet, lab	Guidance, teachers	Ongoing	E-Pep	or, im

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	101%	80%
2. Out-of-school suspensions (unduplicated)	SWD	25.8%	20%

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. Monitor discipline referrals and infractions on a quarterly basis	1-2	none	Administration, deans	quarterly	Skyward discipline data	or
2. Implement Positive Behavior Support system (PBS)	1-2	Teacher implementation	Teachers, administration, guidance	Ongoing	Quarterly discipline data	or, st, t, b
3. Utilize Multi-Tier System Support (MTSS)/ Response to Intervention (RtI) for students who are having multiple discipline referrals	1-2	Student interest, teacher implementation	Administration, MTSS Team, guidance	Ongoing identification, intervention, review	Tiers 1-2-3	or, t
4. Provide teacher classroom management support	1-2	Teacher interest	Administration	Professional development	Referrals and classroom atmosphere, learning	
5. Review discipline data to identify times/areas/classroom of concern	1-2	Time	Administration, deans	Quarterly	Skyward data	st, ti

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	98.8%	1069/1082	1%	99.8%
2. At-Risk Promotion Level of Performance	97.7%	428/438	1%	98.7%

Action Plan

Strategy	Promotion/ At-Risk Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Provide academic contract status to student at risk of failing based on previous year's GPA and grades as well as conferencing with their parents	1-2	Staffing, parent participation	Administration, guidance	Annual with quarterly review	Report card grades/GPA, FCAT scores	st, or
2. Assign intervention students to a team of guidance/teacher, and administrator for monitoring of academic progress	1-2	Time, parental and student support	Guidance, administration, select teachers	Weekly /daily monitoring as needed	Weekly progress, progress reports and quarterly grades	st, tech, or
3. Provide Positive Behavioral (PBS) support/incentives	1	Budget, teacher and student participation (stickers)	Administration, teachers, guidance, committee PBS	Ongoing	Discipline reports, quarterly grades	b, or

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: Track and Field- boys	Black	21% (7/33)	25%

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. Advertise track recruitment on Trails TV	1	none	Coach, Trails TV	Number of students	Team rosters	b, tech
2. Actively recruit black students during time on campus	1	Student interest	Coaches, guidance, administration	Pre-season sign ups to try out	Team rosters	b
3. Encourage black students with interest in track but who lack confidence	1	none	Guidance, mentors	Ongoing during season	Team rosters	or
4. Provide students with positive reinforcement by attending meets	1	Time	Administration, teachers, guidance	Ongoing during season	Continued participation	or

SCHOOL DEFINED GOAL

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

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 daily student attendance in order to increase student achievement.

Goal #2: To provide ePathways course opportunities for students who wish to take courses in a virtual environment during the school day.

School Defined Goal	Current	# of #-	% +/-	Expected
Attendance	95%		+2%	97%
Virtual learning opportunities	0	0/1085	+1%	1%

*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. Stress with all students the importance of daily attendance in reaching maximum student achievement	none	Administration, Trails TV, teachers, guidance	Ongoing	Trails TV, newsletter, guidance intervention	st, or
2. Notify parents in school newsletters regarding the link between attendance and student achievement	Parent cooperation	Administration	Ongoing	Newsletters, letters	or
3. Request that parents not check out their students during the school day, particularly 6-7 periods and not to sign in late in the morning	Parent cooperation	Administration, front desk staff	Ongoing	Tracking of check out numbers monthly	st
4. Provide a virtual computer station in the media center, supervise and facilitate	Interest, computers, supervision	Administration	Ongoing	Annual	St, b, or
5. Communication to parents in newsletter and information in guidance, course selection forms regarding virtual opportunities/courses.	Interest, keeping up with courses	Guidance, administration	Ongoing	Students enrolled in Virtual courses	B,or,st

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
Instructional Coach Institute	Reading, Math, Science, all goals	10/25,11/2,1/17,2/14,3/125/1/4	Instructional coaching	Teacher	1	1	Outside Trainer
Corrective Reading A, B1, B2,C	Reading	8/30	Reading Curriculum	Teacher	1	1	Outside Trainer
Overview of McGraw Hill/SRS curriculum for ID teachers	SWD	8/23,8/24	SWD/ID students curriculum areas	MID teacher	1	1	District, outside trainer
MTSS Team Training, cluster 4	All goals	8/29	Multi-tiered systems of supports	Administration, guidance, speech/language	3	3	District
CST ELA Grade 8 Indian Trails	Reading, Writing	10/8,9,10	Literacy strategies, common core, reciprocal teaching	Language arts teachers, grade 8	3	3	Indian Trails/District
CST ELA Indian Tails	Reading, Writing	10/1,2,3	Literacy strategies, common core, reciprocal teaching	Language arts teachers	5	5	Indian Trails/District
SCT Science/Social Studies Indian Trails	Science, Social Studies	Science, Reading	9/10,11,12	Science and Social Studies teachers	1	1	District
EDDGE Member Center-Progress Monitoring	Reading, Writing, Math, Social Studies, Science	9/12	ESE Facilitation	Facilitator	1	1	District
Reading Plus	Reading	8/27	Reading	Reading Teacher	1	1	District
Corrective Reading A, B1, B2,C	Reading	8/27	Reading	Reading Teacher	1	1	District
Scales	all	Monthly	All curricula areas	All teachers	All faculty	All faculty	Indian Trails
ESE Matrix of Services	ESS/ID	9/12	all	ID teacher	1	1	1

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

INCOME:

Original Allocation:	\$1090.00
Adjustment:	\$3.00
Carry Over:	0
Total Income:	\$1087.00

EXPENDITURES	ACTUAL COST	BALANCE
		\$1087.00
1. Allocation of monies for resources/supplies for students, copying materials for FCAT practice, review materials	\$1,087.00	0

Start with your beginning

CARRY OVER:

Total carry over for 2012-2013: \$0

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.

- Cathleen Oppelt, Assistant Principal
- Guidance Counselor- grade level
- Fred Lyster/Erik Fernandez, Dean of Students
- Tiffany Everson, Intervention teacher
- Sarah Nix, Instructional coach
- Melissa Worsely, Speech/Language
- Mary Ellen Cahill, School Psychologist
- Social Worker

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 Leadership Team will meet monthly as needed on Thursdays. The Team will review cases brought to the team for study, problem solving and intervention based on a three-tier level of intervention, the Team will continue to monitor those cases for continued intervention or dismissal.

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

- Provide leadership in school improvement and student achievement
 - Review and analyze school academic and disciplinary data, identify students in need of intervention
 - Design an intervention plan that will provide all students opportunities for success in academics and eliminate failure
 - Frequently review and monitor student progress and make data-base decisions on providing intervention to identified students
- Provide direction and support to staff through recommendation for resources and professional development on student achievement, differentiated instruction and positive behavior support (PBS)

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

Data sources will come from Discovery Ed, Skyward, EdInsight and Blackboard. The district office of assessment and accountability will also download progress monitoring data in the above curricula areas. Discipline data is entered on a daily basis and reported to district and State as needed and required.

5. Describe how the school-based MTSS Leadership Team will align functions (e.g. meeting topics/agenda items with ongoing progress monitoring of core, supplemental, and intensive support.

MTSS Leadership Team will align functions through intensive dialog among the team and alignment of grade level administrator and guidance counselor to monitor students on a weekly basis. Additional supports will be added as needed and recommended. Progress monitoring will take place on a weekly basis and in some cases on a daily basis. Teachers will direct concerns to grade level guidance counselor who will work with grade level administrator. Guidance will coordinate with team.

6. Describe the plan to train staff on MTSS.

Administrators received training in July as part of the Leadership Management Conference. Additional training was give to guidance, team administrator, speech/language teacher and instructional Coach in late August. Information will be shared at the MTSS Team meeting in September. Additional trainings will occur as needed and offered during the school year.

ADDENDUM 2 – LITERACY LEADERSHIP TEAM (LLT)

Please briefly respond to each of the items below:

1. Identify the members of your school’s Literacy Leadership Team (LLT).

- Nomie Kuniak
- Sarah Nix
- Julie Meyer
- Kelly Metzler
- Pat Neal
- Susan Lief
- Lynn Striepe
- Marcus Vu
- Leslie McGinn
- Alexis Conn
- Suzanne Culhane
- Deana Dillenseger

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

The Literacy Leadership team will engage in three half-day sessions with an emphasis on the implementation of Social Studies, content and reciprocal teaching strategies. Specifically, emphasis will be on the design and monitoring of four quarterly plans with a focus on the establishment of specific student achievement targets at the school, department, and class levels, the delivery of the instructional plan, the review of data collected through the common assessments, program fidelity and quality instructional techniques, fostering cooperation among teachers through collaborative structures, and managing personnel.

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

The Professional Learning communities Forum (PLC Forum) component will provide additional support to middle school administrators in fostering collaboration among the various teams at school to improve and strengthen skills in facilitating the work of ITMS PLC’s. Emphasis will be on building sustainable, collaborative structures that improve instruction and increase achievement.

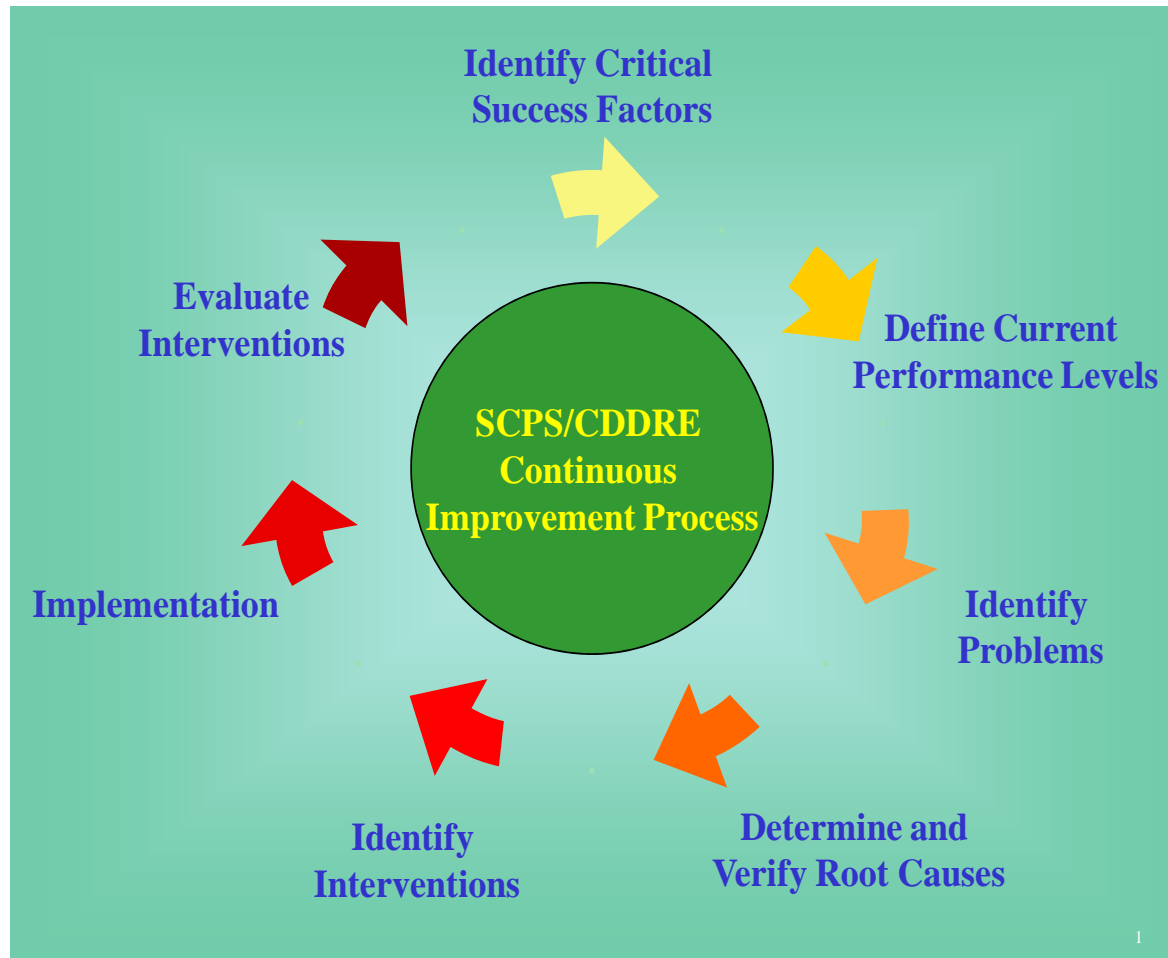
The Instructional Rounds are designed to support a quality implementation of the professional development and pay-for-performance component of the Race to the Top initiative. Middle school principals will be organized into four cohorts (A, B, C, D) that will meet for several sessions throughout the year. Principals will develop a common language about quality instruction and refine data collection, analysis, interpretation, conferencing skills.

The Social Studies Civics Project will involve assistant principals who oversee the Social Studies department, department chair and/or select Social Studies teachers in professional development through the year regarding the first year of implementation/ content would include awareness of the various Florida policies and guidelines, examining standards and instructional plans, developing and implementing common assessments, exploring effective teaching techniques, and fostering cooperation among teachers.

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.

Teachers will utilize the information disseminated and presented on “Lesson Study” within each grade level curriculum group (PLC) to collaboratively plan, research and study their lesson instruction as a way to determine how students learn best. Each PLC will review previous year’s FCAT data, conduct individual strand analysis, determine areas of concern with the particular grade level curriculum and plan collaboratively to address the areas of concern with common lessons and common assessments. All PLCs will address reading within their curriculum. The PLCs will review the results of common assessment to determine the effectiveness of the lesson presented and understanding of such by the students, and make adjustments as needed for future lesson presentation. By embedding lesson study into the PLCs we will develop a common and consistent view of quality instruction. Content administrators will coordinate and monitor all study sessions as they occur throughout the school year.



ADDENDUM 5 - PARENT INVOLVEMENT GOAL(S)

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

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

Parent Involvement Goal(s)	Current	# of #-	%+/-	Expected
1. Parents registered for Parent Portal	64.6%	690/1068	10.4%	75%

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. Provide opportunity for parents to sign up for Skyward during schedule pick up in August	1	Parent interest	Tech coordinator	Day of schedule pick up- enrollment	Monitoring of parents on Skyward	tech
2. Write announcements in our school newsletter advertising Skyward Parent Portal with directions of how to sign up	1	Parent interest and motivation	Dean	Quarterly basis	Additional enrollment	tech, or
3. Promote the portal at all parent teacher conferences and IEP meetings/Student Study	1	Parent interest, computer access	Administration, guidance, teachers	Ongoing	Enrollment	tech

Parent enrollment in the Skyward Parent Portal should help increase student achievement. Parents will be able to better monitor their child's academic progress. Evaluation will be ongoing during the school year as to parent enrollment/participation. The parents of students who are in need of intervention will be contacted and surveyed as to whether they are enrolled and participating in the portal. Guidance will be able to track if parents have participated by signing in as well as the dates of such for frequency. Tech coordinator will be able to monitor enrollment data.

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:

Current offerings include: Band 1-2-3, Jazz , Chorus, Music, Robotics, Forensics, Art, Ceramics, Health and Wellness, Physical Education, Pathways to Success, Drama, Speech and Debate, Exploring Technology, Business Keyboarding, Computer , Spanish , Yearbook, and Journalism.

Currently, students participate in collaborative project-based learning opportunities through Science and Technology classes, in addition to a number of elective offerings such as Forensics and Robotics. In addition to increasing these opportunities for the 2012-13 school years, students at achievement in the high end of Levels 3, and Levels 4 and 5 on FCAT Math and Reading are scheduled into an Advanced Math class, including Algebra 1, Algebra I Honors, and Advanced Science.

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. Increase the number of students participating in Math, Mu Alpha theta and SECME clubs	Budget, student interest	Club sponsors	Student enrollment	Participation, competition entries/results	B, st, tech
2. Students in careers/technology classes will explore and focus on careers related to Science, Technology, Engineering and Math.	Budget, class sections available	Teachers, administration, guidance	Enrollment, completion requirements	Grades, projects	B, tech, st, im
3. Increase opportunities for more students to be involved in STEM related electives such as Robotics, Forensics, web design , etc.	Budget, class sections available	Teachers, administration, guidance	Enrollment	Enrollment interest	B, st, tech,, or
4. Increase opportunities within Science classes for creation of STEM projects, including School/District/State Science Fair	Teacher motivation, student interest	Science teachers	Ongoing/annual	Participation in Fairs/competitions	B, or, tech, st
5. Invite STEM related speakers to annual Teach-In	Speaker interest, teacher motivation	Teachers	Annual	Speaker participation	or
6. Provide teacher professional developmental support relative to STEM initiatives	Budget, teacher interest	Administration	Ongoing	Professional development opportunities	B, or

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 years.

Enter narrative for CTE goal:

Indian Trails is committed to providing students with a multitude of exploratory and elective courses so that students experience a variety of careers that are designed to support workforce needs based on economic career predictors. It is our goal to maintain offerings in these areas and update our offerings to meet the future career needs and goals of our students.

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. Review current offerings and review curricula for updates	none	Administration, guidance	End of year	Enrollment data, interest	B, im, st, tech
2. Allow maximum student enrollment in exploratory classes	Student interest, faculty	Administration, guidance	Ongoing	Class enrollment	B, im, st, tech
3. Participate in Teach-In in November and invite guest speakers who can expose students to career requirements	Speaker and teacher interest	Teachers, administration	Annual	Number of speakers, classes	or
4. CTE courses continue to compete in local, state and national competitions to challenge students' skills and bring recognition to the course.	Budget, interest	Teacher	End of year	Participation data	B, or, st

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

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

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	74.1%	20/27	5%	79.1%
2. Proficient in Reading	42.9%	12/28	5%	47.9%
3. Proficient in Writing	57.1%	16/28	5%	62.1%

Action Plan

Strategy	CELLA Goal Numbers	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. Review CELLA test data from 2011-12	1-3	none	ELL teacher	Annual/ongoing	CELLA	tech
2. Meet with individual students to analyze scores for goal setting	1-3	none	ELL teacher	Annual/monitor progress towards goal	CELLA	tech
3. Align ESOL Reading to CELLA testing	1-3	none	ELL teacher/ELL district curriculum	Ongoing	CELLA, ELL reading curriculum	tech, or, b
4. Model writing process in English	3	Poor skills in student's native language, lack of attendance	ELL teacher	Ongoing	CELLA results/ongoing progressing monitoring	or

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	46.7%	7/15	+6.6%	53.3%
Reading-Students Scoring Levels 7 and above	0.0%	0/15	+6.7%	6.7%
Reading-Percent of Students Making LG	93.3%	14/15	+6.7%	100%
Math-Students Scoring Levels 4 and above	53.3%	8/15	+6.7%	60%
Math-Students Scoring Levels 7 and above	13.3%	2/15	+6.7%	20%
Math-Percent of Students Making LG	93.3%	14/15	+6.7%	100%
Writing-Students Scoring Levels 4 and above	50.0%	4/8	+12.5%	62.5%
Writing-Students Scoring Levels 7 and above	0.0%	0/8	+12.5%	12.5%
Science-Students Scoring Levels 4 and above	50.0%	4/8	+12.5%	62.5%
Science-Students Scoring Levels 7 and above	0.0%	0/8	+12.5%	12.5%

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. Implement new available curricula to address access points	all	Student skills	ID teacher	Ongoing/Annual	FAA	b, or, tech
2. Attend and participate in professional development trainings to support the use of the new curricula	all	Substitute availability	Administrations, teacher	Ongoing	Attendance	b, or
3. Participate in county sponsored PLC monthly meetings among teachers from similar ESE groups	all	Time of meetings	Teacher	Monthly	Attendance	b

4. Practice through daily activities the format of the alternate assessment test to teach familiarity of test format	all	Student health, attendance, stimulation, short term memory	Teacher	Ongoing	Daily monitor data collection	tech, or
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ADDENDUM 10 – GEOMETRY, BIOLOGY, U.S. HISTORY AND CIVICS (EOC)

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

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

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

READING AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	73	72	78	80	82	84	87
American Indian							
Asian	88	90	90	91	92	93	94
Black/African-American	48	56	57	61	65	70	74
Hispanic	61	59	68	71	74	77	81
White	79	78	83	84	86	88	90
English Language Learners	35	26	46	51	57	62	68
Students with Disabilities	36	29	47	52	57	63	68
Economically Disadvantaged	54	59	62	66	69	73	77

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	72	71	77	79	81	84	86
American Indian							
Asian	88	93	90	91	92	93	94
Black/African-American	51	45	59	63	67	71	76
Hispanic	60	55	67	70	73	77	80
White	79	79	83	84	86	88	90
English Language Learners	39	31	49	54	59	64	70
Students with Disabilities	31	32	43	48	54	60	66
Economically Disadvantaged	53	57	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
Lois Chavis	9/11/12	Jenifer Amato	9/11/12	Julie Dorney	10/9/12
INSTRUCTIONAL		Annette Lampel	10/8/12		
Julie Meyer	9/11/12				
		Amy England	10/12/12		
Jim Parker	9/11/12				
		Heather Hernan			
Sarah Nix	9/11/12	No longer at ITMS			
		Carol Waters	9/11/12		
NON-INSTRUCTIONAL					
Debbie White	9/11/12				