

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.



Crystal Lake 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+		84.6%	+2%	86.6%	75.1%	N
High standards Level 4+		52.7%	+2%	54.7%	49.0%	N
Proficiency Level 3+ in AYP subgroups						
	White	92.0%	+2%	94.0%	80.0%	N
	Black	73.3%	+4%	77.3%	50.0%	N
	Hispanic	67.3%	+5%	72.3%	69.5%	N
	ELL	71.4%	+5%	76.4%	51.9%	N
	SWD	100%	0%	100%	60.0%	N
	ED	74.3%	+2%	76.3%	63.9%	N
Learning Gains		73.1%	+3%	76.1%	71.1%	N
Lowest 25% making Learning Gains		63.3%	+4%	67.3%	70.5%	N
Learning Gains Levels 4/5		66.7%	+5%	71.7%	88.0%	Y
Learning Gains in AYP subgroups						
	White	79.4%	+3%	82.4%	71.2%	N
	Black	69.4%	+4%	73.4%	60.0%	N
	Hispanic	52.8%	+4%	56.8%	74.4%	Y
	ELL	55.6%	+4%	59.6%	88.9%	Y
	SWD	53.8%	+4%	57.8%	73.9%	Y
	ED	62.7%	+3%	65.7%	63.2%	Y

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		89.9%	+1%	90.9%	74.2%	N
High standards Level 4+		58.3%	+2%	60.3%	40.3%	N
Proficiency Level 3+ in AYP subgroups						
	White	93.0%	+1%	94.0%	84.1%	N
	Black	82.2%	+2%	84.2%	48.0%	N
	Hispanic	84.6%	+2%	86.6%	57.6%	N
	ELL	76.2%	+2%	78.2%	29.6%	N
	SWD	66.7%	+5%	71.7%	61.5%	N
	ED	83.6%	+2%	85.6%	58.2%	N
Learning Gains		73.5%	+5%	78.5%	66.9%	N
Lowest 25% making Learning Gains		66.7%	+2%	68.7%	52.5%	N

Learning Gains Levels 4/5		33.3%	+7%	40.3%	88.7%	N
Learning Gains in AYP subgroups						
	White	79.4%	+2%	81.4%	76.7%	N
	Black	50.0%	+3%	53.0%	45.7%	N
	Hispanic	72.2%	+3%	75.2%	46.2%	N
	ELL	77.8%	+2%	79.8%	55.6%	N
	SWD	50.0%	+3%	53.0%	60.9%	Y
	ED	63.4%	+2%	65.4%	54.7%	N

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		93.7%	+1%	94.7%	87.5%	N
High standards Score 6.0		5.4%	+1%	6.4%	0.0%	Y
Proficiency Score in AYP subgroups						
	White	93.3%	+1%	94.3%	88.5%	N
	Black	91.3%	+1%	92.3%	84.6%	N
	Hispanic	92.9%	+1%	93.9%	81.8%	N
	ELL	83.3%	+1%	84.3%	77.8%	N
	SWD	100.0%	0%	100%	77.3%	N
	ED	86.7%	+1%	87.7%	81.0%	N
High standards Score 6.0 in AYP subgroups						
	White	6.7%	+1%	7.7%	0.0%	N
	Black	0.0%	+1%	1.0%	0.0%	N
	Hispanic	0.0%	+1%	1.0%	0.0%	N
	ELL	0.0%	+1%	1.0%	0.0%	N
	SWD	0.0%	+1%	1.0%	0.0%	N
	ED	2.2%	+1%	3.2%	0.0%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		73.6%	+2%	75.6%	70.2%	N
High standards Level 4+		27.3%	+4%	31.3%	30.6%	N
Proficiency Level 3+in AYP subgroups						
	White	79.4%	+2%	81.4%	85.1%	Y
	Black	60.0%	+2%	62.0%	46.2%	N
	Hispanic	55.6%	+2%	57.6%	40.0%	N
	ELL	50.0%	+2%	52.0%	50.0%	N
	SWD	100.0%	0%	100%	73.9%	N
	ED	63.8%	+2%	65.8%	50.0%	N
High standards Level 4+ in AYP subgroups						
	White	35.3%	+2%	37.3%	40.3%	Y

	Black	0.0%	+2%	2.0%	11.5%	Y
	Hispanic	16.7%	+2%	18.7%	6.7%	N
	ELL	0.0%	+2%	2.0%	0.0%	N
	SWD	50.0%	+2%	52.0%	47.8%	N
	ED	19.1%	+2%	21.1%	17.3%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	28%	+4%	32%	87.2%	Y
Performance in advanced coursework	83%	+3%	86%	100.0%	Y

Discipline Goals	Male				
	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: Black Subgroup	48%	-5%	43%	45.5%	N
Out-of-school suspensions (unduplicated) Subgroup: Black Subgroup	31%	-5%	26%	33.3%	N

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	94%	+1%	95%	96.1%	Y
At-Risk students graduating or advancing with age-level peers	92%	+1%	93%	92.3%	N

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup: Student Council - black students	.07%	+1%	1.07%	11.1%	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency level 3+ in Reading for Hispanic subgroup students	67.3%	+5%	72.3%	69.5%	N

Goal Summary

Number of Goals Met: 14

Number Not Met: 56

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 3.0+		75.1%	274 / 365	+2%	77.1%
2. Proficiency Level 3.0+ in subgroups:					
	White	80.0%	176 / 220	+2%	82.0%
	Black	50.0%	25 / 50	+5%	55.0%
	Hispanic	69.5%	41 / 59	+2%	71.5%
	ELL	51.9%	14 / 27	+5%	56.9%
	SWD	60.0%	39 / 65	+3%	63.0%
	ED	63.9%	101 / 158	+2%	65.9%
3. High Standards Level 4.0+		49.0%	179 / 365	+4%	53.0%
4. Learning Gains		71.1%	172 / 242	+3%	74.1%
5. Lowest 25% Making Learning Gains		70.5%	43 / 61	+3%	73.5%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		41.7%	45 / 242	+3%	44.7%
7. Learning Gains Levels 4/5		88.0%	95 / 108	+1%	89.0%
8. Learning Gains in subgroups:					
	White	71.2%	104 / 146	+3%	74.2%
	Black	60.0%	21 / 35	+4%	64.0%
	Hispanic	74.4%	29 / 39	+3%	77.4%
	ELL	88.9%	16 / 18	+2%	90.9%
	SWD	73.9%	34 / 46	+3%	76.9%
	ED	63.2%	67 / 106	+2%	65.2%

Action Plan

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DISCOVERY, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Schedule/provide 90 minute uninterrupted Reading Block, including technology integration and small group instruction.	1-8	Technology, scheduling, lack of support staff	Admin, PLCs, Staff, Tech Facilitator, Reading Coach	Baseline, mid-year, end of the year, on-going	Discovery, DRA, SRI, FCAT, Chapter/textbook assessments, Study Island, Making Meaning	b, im, or, st, t
Schedule and provide small group literacy interventions/enrichment beyond the 90 minute block.	1-8	Lack of support staff, funding	Admin, PLCs, Staff, Tech Facilitator, Reading Coach	Based on team scheduling of intervention groups	95%, PSI, PASI, ERDA, FCAT, SIPPS, Chapter/textbook assessment, Study Island	b, im, or, st, t
Provide teachers with support, assessment and progress monitor training, opportunities for professional growth and working with students.	1-8	Time/scheduling constraints, organization of literacy team	Administration, Reading Coach, Tech Facilitator, Media Specialist, Teachers	SCPS district assessment schedule	Discovery, SRI, DRA, OPMs, Study Island, NGSSS-based assessments	b, or, st
Utilize proficiency screenings, diagnostic assessments, and progress monitoring tools to inform instruction and to adjust instruction to meet individual student needs by way of PLCs.	1-8	Budget, scheduling, technology	Administration, Reading Coach, PLCs, Teachers	On-going classroom assessments and SCPS assessment schedule	Discovery, DRA, SRI, FCAT, Chapter/textbook assessments, Study Island	b, im, or, st, t
Analyze FCAT data to determine areas of strengths and weaknesses to monitor and guide high quality reading instruction and student progress by way of grade level PLCs.	1-8	Delayed FCAT scores, student influx	Administration, PLCs, Literacy Team	State and district assessment schedules	FCAT	im, b, st
Collaboration among teams of a minimum of four PLC meetings per grade level per month.	1-8	Time, funding for resources	Administration, PLCs	Monthly PLC summary sheets	Monthly PLC Meeting Summary	b, st
Provide tutorial/extra support according to SCPS guidelines, student level of performance, and lowest quartile.	1-8	Funding, staffing, transportation.	Administration, Reading Coach, Staff	State and district assessment schedules	FCAT, classroom assessments	b, im, or, st
Provide additional reading intervention to the lowest quartile and sub groups by way of High Impact or Target Groups.	1-8	Funding, staffing	Administration, Support Staff, Teachers	State and district assessment schedules	FCAT, SRI, OPMs, Study Island	b, im, or, st
Utilize Study Island, FCAT Explorer, and Fast Forward in computer labs regularly.	1-8	Lack of technology and training	Administration, PLCs	State and district assessment schedules	FCAT, SRI, Study Island	b, im, or, t
Develop and provide programs to increase at-home student support with NGSSS (curriculum nights, FCAT Parent Night)	1-8	Resources, funding, staffing	Administration, Teachers, Support Staff	Mid and end of year reflection on events	Discovery, SRI, DRA, Study Island, FCAT, FCAT Explorer	b, st, tech, t
Increase and improve critical thinking and higher-order questioning techniques in all grade levels (ex. Lesson Study).	1-8	Training, materials, staff support	Administration, Teachers, Support Staff	State and district assessment schedules	Discovery, SRI, Study Island, FCAT, Lesson Study	im, st, t

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

*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+		74.2%	271 / 365	+2%	76.2%
2. Proficiency Level 3.0+ in subgroups:					
	White	84.1%	185 / 220	+2%	86.1%
	Black	48.0%	24 / 50	+6%	54.0%
	Hispanic	57.6%	34 / 59	+3%	60.6%
	ELL	29.6%	8 / 27	+6%	35.6%
	SWD	61.5%	40 / 65	+3%	64.5%
	ED	58.2%	92 / 158	+2%	60.2%
3. High Standards Level 4.0+		40.3%	147 / 365	+4%	44.3%
4. Learning Gains		66.9%	162 / 242	+3%	69.9%
5. Lowest 25% Making Learning Gains		52.5%	32 / 61	+3%	55.5%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		38.1%	37 / 242	+2%	40.1%
7. Learning Gains Levels 4/5		88.7%	86 / 97	+1%	89.7%
8. Learning Gains in subgroups:					
	White	76.7%	112 / 146	+2%	78.7%
	Black	45.7%	16 / 35	+6%	51.7%
	Hispanic	46.2%	18 / 39	+6%	52.2%
	ELL	55.6%	10 / 18	+5%	60.6%
	SWD	60.9%	28 / 46	+3%	63.9%
	ED	54.7%	58 / 106	+3%	57.7%

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DISCOVERY, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Schedule/provide 70 minute uninterrupted Math Block, including technology integration and small group instruction.	1-8	Technology, scheduling, lack of support staff	Admin, PLCs, Staff, Tech Facilitator	Baseline, mid-year, end of the year, on-going	Discovery, FCAT, NGSSS tests, Chapter/textbook assessments, Study Island	b, im, or, st, t
Provide teachers with support, assessment and progress monitor training, opportunities for professional growth and working with students.	1-8	Time/scheduling constraints, funding	Administration, Reading Coach, Tech Facilitator, Media Specialist, Teachers	SCPS district assessment schedule	Discovery, FCAT, NGSSS tests, Chapter/textbook assessments, Study Island	b, or, st
Analyze FCAT and Discovery data to determine areas of strengths and weaknesses to monitor and guide high quality math instruction and student progress by way of grade level PLCs.	1-8	Delayed FCAT scores, student influx	Administration, PLCs	State and district assessment schedules	Discovery, FCAT, NGSSS tests, Chapter/textbook assessments, Study Island	im, b, st
Provide additional math intervention to the lowest quartile and sub groups by way of High Impact or Target Groups.	1-8	Funding, staffing	Administration, Support Staff, Teachers	State and district assessment schedules	FCAT, Discovery, Study Island	b, im, or, st
Collaboration among teams of a minimum of four PLC meetings per grade level per month.	1-8	Time, funding for resources	Administration, PLCs	Monthly PLC summary sheets	Monthly PLC Meeting Summary	b, st
Utilize Study Island and FCAT Explorer in computer labs regularly.	1-8	Lack of technology and training	Administration, PLCs	State and district assessment schedules	FCAT, Discovery, Study Island	b, im, or, t
Develop and provide programs to increase at-home student support with NGSSS (curriculum nights, FCAT Parent Night)	1-8	Resources, funding, staffing	Administration, Teachers, Support Staff	Mid and end of year reflection on events	FCAT, Discovery, Study Island	b, st, tech, t
Increase and improve critical thinking and higher-order questioning techniques in all grade levels.	1-8	Training, materials, staff support	Administration, Teachers, Support Staff	State and district assessment schedules	FCAT, Discovery, Study Island, Lesson Study	im, st, t
Provide tutorial/extra support according to SCPS guidelines, student level of performance, and lowest quartile.	1-8	Funding, staffing, transportation.	Administration, Staff	State and district assessment schedules	FCAT, Discovery, classroom assessments	b, im, or, st
Schedule and provide small group math interventions/enrichment beyond the 70 minute block.	1-8	Lack of support staff, funding	Admin, PLCs, Staff, Tech Facilitator	Based on team scheduling of intervention groups	Discovery, FCAT, NGSSS tests, Chapter/textbook assessments, Study Island	b, im, or, st, t
Utilize proficiency screenings, diagnostic assessments, and progress monitoring tools to inform instruction and to adjust instruction to meet individual student needs by way of PLCs.	1-8	Budget, scheduling, technology	Administration, PLCs, Teachers	On-going classroom assessments and SCPS assessment schedule	Discovery, FCAT, NGSSS tests, Chapter/textbook assessments, Study Island	b, im, or, st, t

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

*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+		87.5%	105 / 120	+2%	89.5%
2. Proficiency Score 3.0+ in subgroups:					
	White	88.5%	69 / 78	+2%	90.5%
	Black	84.6%	11 / 13	+2%	86.6%
	Hispanic	81.8%	18 / 22	+2%	83.8%
	ELL	77.8%	7 / 9	+2%	79.8%
	SWD	77.3%	17 / 22	+2%	79.3%
	ED	81.0%	47 / 58	+2%	83.0%
3. High Standards Score 6.0		0.0%	0 / 120	+2%	2.0%
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 78	+1%	1.0%
	Black	0.0%	0 / 13	+8%	8.0%
	Hispanic	0.0%	0 / 22	+4%	4.0%
	ELL	0.0%	0 / 9	+11%	11.0%
	SWD	0.0%	0 / 22	+4%	4.0%
	ED	0.0%	0 / 58	+2%	2.0%

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

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DISCOVERY, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Provide professional development to enhance the application of the K-12 Writing Continuum and the CLES K-5 Writing Continuum based on the 6+1 writing traits.	1-4	Staff application, availability of presenters, materials	Administration, PLCs	State and district assessment schedules	Rubrics, District writing prompts, FCAT Writing	im, or, st, t, b
Administer SCPS Writing Prompts.	1-4	None	Teachers	District assessment schedule	District writing prompts	im
Analyze FCAT and SCPS Writing Prompt data to determine areas of strengths and weaknesses to monitor and guide high quality writing instruction and student progress by way of grade level PLCs.	1-4	Student influx	Administration, PLCs	State and district assessment schedules	District writing prompts, FCAT Writing	b, im, st
Provide opportunities for cross-curricular writing articulation at all grade levels.	1-4	Staff application	PLCs	Annually	Prompts, Rubric	im, st
Provide FCAT Writes parent information night for grades 3 & 4.	1-4	Availability of presenters, materials	Grade 3/4 Teachers, Administration	Mid-year	PLC summaries, FCAT Writes	im, or, st, t
Schedule and provide small group writing interventions/enrichment beyond the regular instructional block for 4 th grade students.	1-4	Lack of support staff, funding	4 th Grade Teachers, Interventionists	Based on team scheduling of intervention groups	Rubrics, District writing prompts, FCAT Writing	or, t, b, im, st
Promote Young Authors' recognition program to promote writing in all grade levels.	1-4	Funding, materials	Administration, 4 th grade teachers	Quarterly	Curriculum materials, writing samples	b, or, st
Provide tutorial/extra support according to SCPS guidelines and student level of performance.	1-4	Funding, staffing, transportation	Administration, Staff	State and district assessment schedules	District writing prompts, FCAT Writing	b,im, or, st
Schedule and provide handwriting instruction according to SCPS guidelines at all grade levels.	1-4	Staff application	Teachers	On-going	Classroom assessments	b,im, 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)

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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+		70.2%	87 / 124	+2%	72.2%
2. Proficiency Score 3.0+ in subgroups:					
	White	85.1%	57 / 67	+1%	86.1%
	Black	46.2%	12 / 26	+4%	50.2%
	Hispanic	40.0%	6 / 15	+6%	46.0%
	ELL	50.0%	4 / 8	+2%	52.0%
	SWD	73.9%	17 / 23	+4%	77.9%
	ED	50.0%	26 / 52	+2%	52.0%
3. High Standards Score 4.0+		30.6%	38 / 124	+3%	33.6%
4. High Standards Score 4.0+ in subgroups:					
	White	40.3%	27 / 67	+2%	42.3%
	Black	11.5%	3 / 26	+2%	13.5%
	Hispanic	6.7%	1 / 15	+2%	8.7%
	ELL	0.0%	0 / 8	+2%	2.0%
	SWD	47.8%	11 / 23	+2%	49.8%
	ED	17.3%	9 / 52	+2%	19.3%

Action Plan

Strategy	Science Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DISCOVERY, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Administer and analyze FCAT Science and Discovery assessment data to identify areas of strength and weakness to monitor and guide high-quality science instruction.	1-4	Delayed scores, Discovery schedule, student influx	Administration, PLCs	State and district assessment schedules	Science Discovery, FCAT Science	b, im, st
Include hands-on science experiments and lessons in the classroom across grade levels.	1-4	Funding, consumable materials	Teachers	on-going	Classroom assessments and lessons, Super Scientist program	b, or, t
Conduct vertical alignment meetings K-5 to provide grade level appropriate support for science curriculum.	1-4	Staff application	Vertical PLCs	Vertical alignment surveys	On-going	or, st, t, im
Develop and provide programs to increase at-home student support with NGSSS (curriculum nights, FCAT Parent Night)	1-4	Resources, funding, staffing	Administration, Teachers, Support Staff	Mid and end of year reflection on events	FCAT, Discovery, Study Island	b, st, tech, t
Increase and improve critical thinking and higher-order questioning techniques in all grade levels.	1-4	Training, materials, staff support	Administration, Teachers, Support Staff	State and district assessment schedules	FCAT, Discovery, Study Island,	im, st, t
Provide tutorial/extra support according to SCPS guidelines, student level of performance, and lowest quartile.	1-4	Funding, staffing, transportation.	Administration, Staff	State and district assessment schedules	FCAT, Discovery, classroom assessments	b, im, or, st
Utilize cross grade academic buddies as well as computer programs (Brain Pop, Study Island, FOCUS, digital microscopes) to enhance the science curriculum.	1-4	Funding, old computers	Administration, PLCs, teachers	On-going	Computer software, teacher observation	b, 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 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	87.2%	34/39	+2%	89.2%
2. Level of Performance	100.0%	34/34	0%	100%

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)
Articulation with 3 rd , 4 th , and 5 th grade level PLCs with the math NGSSS.	1-2	None	Administration, PLCs	Based on team scheduling	Discovery, FCAT, Classroom assessments	or, st, im
Increase and improve critical thinking, higher-order questioning, and high complexity level instructional techniques in all grade levels.	1-2	Training, materials, staff support	Administration, Teachers, Support Staff	State and district assessment schedules	Study Island, FCAT, Discovery	im, st, t
Schedule and provide mathematics enrichment beyond the 70 minute block for students who have mastered grade level skills.	1-2	Lack of support staff, funding	Admin, PLCs, Staff, Tech Facilitator, Reading Coach	Based on team scheduling of intervention groups	Study Island, FCAT, Discovery	b, im, or, st, t
Develop and provide programs to increase at-home student support with NGSSS (curriculum nights, FCAT Parent Night)	1-2	Resources, funding, staffing	Administration, Teachers, Support Staff	Mid and end of year reflection on events	Study Island, FCAT, Discovery	b, st, tech, t
Analyze FCAT and Discovery data to determine areas of strengths and weaknesses to monitor and guide high quality math instruction and student progress by way of grade level PLCs.	1-2	Delayed FCAT scores, student influx	Administration, PLCs	State and district assessment schedules	Discovery, FCAT, NGSSS tests, Chapter/textbook assessments, Study Island	im, b, st

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	45%	43%
2. Out-of-school suspensions (unduplicated)	Black	38%	30%

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)
Examine disparity issues among the various ethnic groups.	1-2	Data collection	Administration	Beginning of Year	N/A	or, sss
Provide school-wide initiatives dealing with preventative strategies through guidance classes, team meetings, and PBS staff development.	1-2	Scheduling, funding, materials	Administration, Guidance, Behavior resource PLCs	End of Year	Discipline Data	or, t, im
Share student assistance strategies and support during team meetings.	1-2	None	PL's	On-going	PLC monthly summary sheets	t
Maintain the Career Crocs Program and distribution of the <i>Firm, Discovery and Consistent</i> Newsletter.	1-2	Scheduling, cost of newsletters	Administration, Behavior Resource, PLCs	End of Year	Discipline Data	b, or, st
Include "Keys to your Character" recognition parent/community newsletter.	1-2	Funding, scheduling	Administration, Guidance, PLCs	Monthly	Teacher observation	st
Communication with parents, such as parent nights and school functions, will be made via phone, e-mail and/or face to face/student led conferences.	1-2	Parent availability	Administration, PLCs, Technology Facilitator	Trimester conferences	Communication documentation	or, st, tech
Provide training and consistent enforcement of the standardized dress code policy.	1-2	Enforcement by both staff and parents	Administration, behavior resource teacher, staff	On-going	Staff observation and communication	b, or, st, t
Review discipline data, to identify day, time and locations (including bus) of discipline incidents.	1-2	Scheduling	Administration, behavior resource teacher, Guidance, PBS Team	On-going; end of year	Discipline Data	or
Utilize duty stations for teachers and staff during student movement to increase active supervision of students.	1-2	Personnel availability	Administration, Guidance, behavior resource teacher, staff	Daily	Discipline Data, observations	st
Encourage students to participate in extra-curricular activities at school.	1-2	Personnel, funding, space/area, transportation	Administration, Guidance, parents, staff	On-going	Discipline Data	b, or, st
Examine disparity issues among the various ethnic groups.	1-2	Data collection	Administration	Beginning of Year	N/A	or, sss

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	96.1%	718/747	+2%	98.1%
2. At-Risk Promotion Level of Performance	92.3%	276/299	+2%	94.3%

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)
Maintain continual communication with parents via phone, e-mail, and face to face conferences.	1-2	Parent support and availability, access to technology	Administration, Guidance, behavior resource, teachers, parents	On-going	Communication documentation	tech
Schedule and provide small group interventions/enrichment beyond the regular instructional block.	1-2	Lack of support staff, funding	Admin, PLCs, Staff, Tech Facilitator, Reading Coach	Based on team scheduling of intervention groups	Discovery, 95%, PSI, PASI, ERDA, FCAT, Study Island	b, im, or, st, t
Analyze FCAT data to determine areas of strengths and weaknesses to monitor and guide high quality instruction and student progress in all areas by way of grade level PLCs.	1-2	Delayed FCAT scores, student influx	Administration, PLCs, Literacy Team	State and district assessment schedules	Discovery, SRI, DRA, OPMs, Study Island, NGSSS-based assessments	im, b, st
Provide tutorial/extra support according to SCPS guidelines, student level of performance, and lowest quartile.	1-2	Funding, staffing, transportation.	Administration, Reading Coach, Staff	State and district assessment schedules	FCAT, ,Discovery, SRI, classroom assessments	b, im, or, st
Develop and provide programs to increase at-home student support with NGSSS (curriculum nights, FCAT Parent Night)	1-2	Resources, funding, staffing	Administration, Teachers, Support Staff	Mid and end of year reflection on events	Discovery, SRI, DRA, Study Island, FCAT,	b, st, tech, t

EXTRACURRICULAR ACTIVITIES GOAL(S)

Aligned with Strategic Plan System Initiative C

Extracurricular Activities Goal #1: To reduce the disparity in representation of the following subgroups (Ethnicity, ELL, SWD, ED) participating in extracurricular activities

Elementary: chorus, safety patrol, student council, TV production

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

High: Mu Alpha Theta, NHS, Science Discovery, 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: Chorus	Black	14%	20%

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)
Maintain continual communication with parents via phone, e-mail, and face to face conferences.	1	Parent support and availability, access to technology	Administration, Guidance, behavior resource, teachers, parents	On-going	Communication documentation	tech
Incorporate cultural diversity as one of the criteria in the selection of representatives for chorus and other clubs and enrichment activities.	1	Student interest	Student council lead, staff	On-going	Communication, observation	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 number of fourth graders taking advanced level courses and scoring a level 4 or 5 on FCAT Math.

School Defined Goal	Current	# of #-	% +/-	Expected
To create 2 PRIMES 4 classes	0%	44/44	+100%	100%

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)
Articulation with 3 rd grade level PLCs with the math NGSSS.	None	Administration, PLCs	Based on team scheduling	Discovery, FCAT, Classroom assessments	Or, st, im
Increase and improve critical thinking, higher-order questioning, and high complexity level instructional techniques in all grade levels.	Training, materials, staff support	Administration, Teachers, Support Staff	State and district assessment schedules	Study Island, FCAT, Discovery	Im, st, t
Schedule and provide mathematics enrichment beyond the 70 minute block for students who have mastered grade level skills.	Lack of support staff, funding	Admin, PLCs, Staff, Tech Facilitator, Reading Coach	Based on team scheduling of intervention groups	Study Island, FCAT, Discovery	B, im, or, st,t
Develop and provide programs to increase at-home student support with NGSSS (curriculum nights, FCAT Parent Night)	Resources, funding, staffing	Administration, Teachers, Support Staff	Mid and end of year reflection on events	Study Island, FCAT, Discovery	B, st, tech, t
Analyze FCAT and Discovery data to determine areas of strengths and weaknesses to monitor and guide high quality math instruction and student progress by way of grade level PLCs.	Delayed FCAT scores, student influx	Administration, PLCs	State and district assessment schedules	Discovery, FCAT, NGSSS tests, Chapter/textbook assessments, Study Island	im, b, 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
Break-Out Sessions – Math	1-8	Monthly	Instructional	School-Wide	80		Admin, Coach, Mentor
Break-Out Sessions - Reading	1-8	Monthly	Instructional	School-Wide	80		Admin, Coach, Mentor
Break-Out Sessions – LA & Writing	1-4	Monthly	Instructional	School-Wide	80		Admin, Coach, Mentor
Break-Out Sessions – Science/Soc. St.	1-4	Monthly	Instructional	School-Wide	80		Admin, Coach, Mentor
Break-Out Sessions – Technology	1 & 2	Monthly	Instructional	School-Wide	80		Admin, Coach, Mentor
Break-Out Sessions – Parent/Comm.	Add. 5	Monthly	Instructional	School-Wide	80		Admin, Coach, Mentor
Break-Out Sessions - Behavior	1 & 2	Monthly	Instructional	School-Wide	80		Admin, Coach, Mentor
Book Study – <u>Common Core Curr. Map</u>	R/M1-8	Sep-Nov	Instructional	Grades K, 1, & 2	20		Admin, Coach, Mentor
RtI/MTSS Work Sessions	Add. 1	Monthly	Instructional	School-Wide	80		Admin, Coach, Mentor
PLC Meetings	All	Bi-Weekly	Instructional	PLCs	80		Team Leaders, Admin, Coaches

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

INCOME:

Original Allocation:	\$775.00
Adjustment:	\$1823.00
Carry Over:	\$2522.57
Total Income:	\$5120.57

EXPENDITURES	ACTUAL COST	BALANCE
Beginning Balance		\$5120.57
Textbooks	\$722.17	\$4398.40
Workshops	\$175.00	\$4223.40
Supplies	\$210.39	\$4013.01

} Start with your beginning balance

CARRY OVER:

Total carry over for 2012-2013: \$4013.01

This carry over will be spent on staff development, additional textbooks, supplies, technology, teacher workshops and substitutes.

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*.

Jo LeBlanc – Principal, Shawn Harrold – Assistant Principal, Debra Bowers – Reading Coach, Stephanie Wright – Guidance, Cami Harger and Ami Canzoneri – ESE, Gianna Gallant – SRS, Jean Stutes – Psychologist, Melissa Aquino - SLP

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?

- * Meets weekly
- * Reports feedback from PLCs
- * Identify strategies and assessments that work for at-risk (tier 2 and tier 3) students

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

- * Assure everyone on campus is aware of academic needs for students in all tiers, including lowest quartile
- * Utilize data and information from PLCs in K-5
- * Form common goals, strategies and assessments based on NGSSS and Common Core

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

- * Data notebooks for teachers
- * Skyward for behavior and academics
- * EdInsight for Discovery, FCAT, and lowest quartile data
- * SAM for SRI data
- * Discovery for Discovery Testing Data

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

- * Based on data/discussions presented at PLC meetings, the RtI/MTSS team will meet weekly/bi-weekly with classroom teachers to discuss student data.
- * Monthly work sessions will be held to ensure all teachers receive support in the documentation of the process.
- * Professional development will be scheduled with the entire staff or PLCs based on demonstrated need.
- * In addition to providing a committee for data-review, the MTSS team will also mobilize available resources.
- * The MTSS team will regularly communicate with the SST to provide ease of transition from RtI to possible identification.

6. Describe the plan to train staff on MTSS.

- * Guidance presentation to staff
- * RtI Notebook
- * Academic: 95%, Making Meanings, SIPPS strategies and materials
- * Behavior: continue Positive Behavior Support and school-wide discipline policy

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).

Jo LeBlanc – Principal, Shawn Harrold – Assistant Principal, Debra Bowers – Reading Coach, Stephanie Wright – Guidance, Cami Harger and Ami Canzoneri – ESE, Gianna Gallant – SRS, Jean Stutes – Psychologist, Melissa Aquino - SLP

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

- * Meets weekly on Thursdays
- * Reports feedback from PLCs
- * Identify strategies and assessments that work for at-risk (tier 2 and tier 3) students

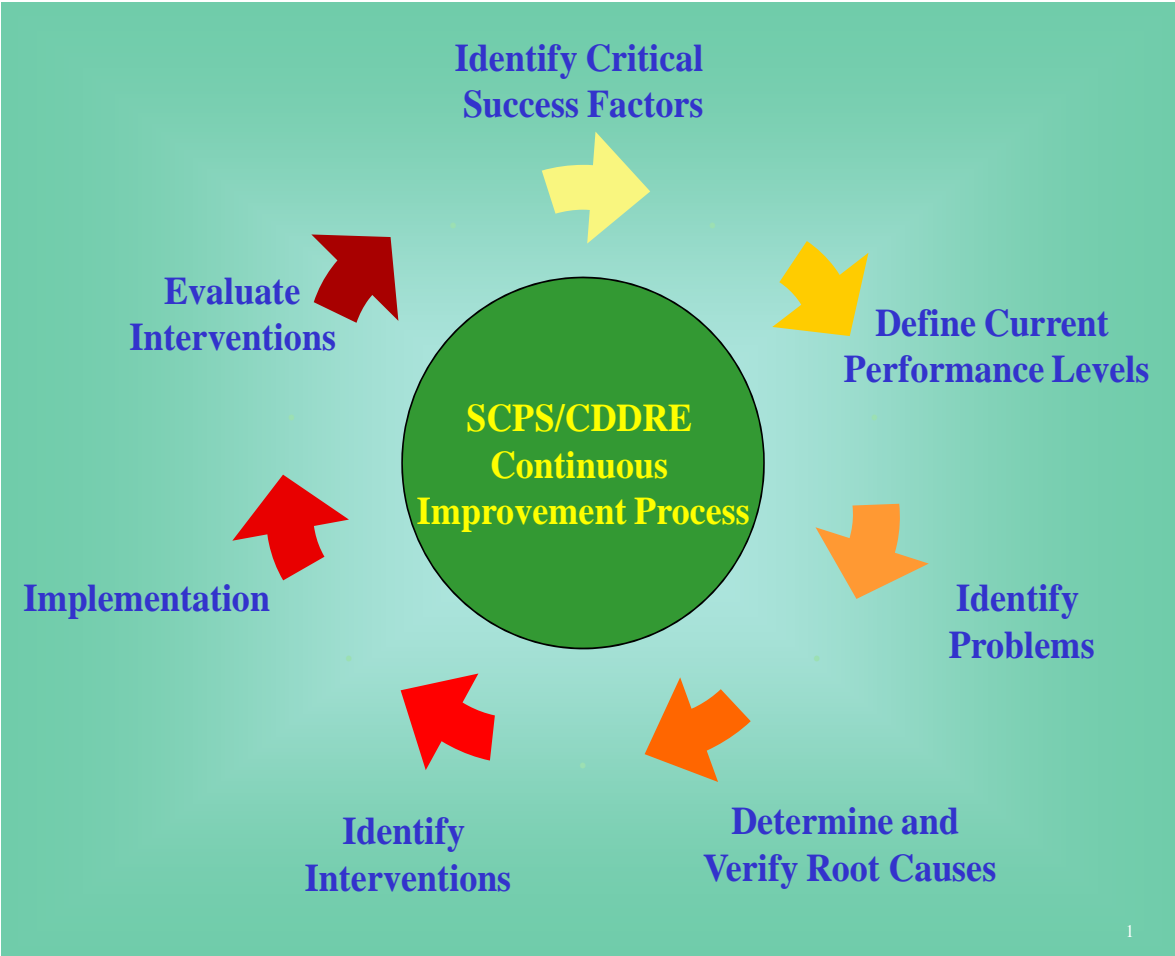
3. What will be the major initiatives of the LLT this year?

- * Grades K-2 will focus on implementation/preparation for Common Core through PLCs, Book Studies, and other available PD.
- * Grades K-2 will complete DRA testing with all students a minimum of 2 times per year, and with a preference to 3 or more times per year.
- * Grades K-5 will continue to develop common assessments to inform instructional decisions.
- * Departmentalization in grades 4 & 5 will allow teachers to focus professional development.
- * Daily 5 & CAFÉ will be shared with Grades K-3 in an effort to promote the structure in all classrooms.
- * Discovery Education results will be used to flexibly group students for Walk-To Intervention, classroom instruction, and flexible groups.

ADDENDUM 3 -LESSON STUDY

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

The fifth grade team will be conducting a book study on “The Lesson Planning Handbook” and will then pilot Lesson Study in the spring. Debra Bowers, Reading Coach, will work closely with fifth grade teachers to facilitate the pilot and implementation of Lesson Study. Debra has attended extensive trainings and has firsthand experience with Lesson Study observations and direct program implementation in the past.



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	43.8%	316/721	+5%	48.8%

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)
Sign-up is available during Open House	1	Awareness & Access	Teachers, Administrators	Baseline	Monitoring of user counts	Tech, t
Communication through newsletter, call-out system, and reminders during school-wide events	1	Awareness & Access	Teachers, Administrators	Mid-year, end of year	Monitoring of user counts	Tech, t
Offer information to new families upon enrollment	1	Awareness & Access	Office Staff	Mid-year, end of year	Monitoring of user counts	Tech, staff

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

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

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

STEM is emphasized in upper grades through the use of departmentalization ensuring daily attention to STEM.
 Robotics will be offered during the 12-13 school year to interested students.
 PRIMES programs are being offered to 4th & 5th graders meeting qualification criteria.
 Online courses are available for interested students.
 Technology has been added to the special area wheel for students in grades K-2.

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)
Departmentalization in Grades 4 & 5	Scheduling, Focused PD	Teachers, Administration, Coaches	Mid-year & end of year	Discovery scores, SRI,	Im, or, st
Robotics	PD, Budget	Sponsor, Administration	Mid-year & end of year	Performance assessments, enrollment	B, im, or, st, tech
PRIMES	Budget, Scheduling	Teachers, Parents, Administration	Mid-year & end of year	Discovery scores	Im, or, st
Technology has been added to the special area wheel for students in grades K-2.	Space, scheduling	Administration, Technology Facilitator	Mid-year & end of year	Observation, surveys	Tech, im, b

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.

Junior Achievement is presented to students in select grades through a partnership with JA and SAP Corporation in Lake Mary.

In addition, students involved in the Career Croc program are assigned jobs around the school. This program promotes ownership within the school, job responsibility, work ethic, and a sense of community. During monthly meetings, Career Crocs hear from presenters regarding possible careers, job skills, and requirements.

Business Partners are also employed to present to classrooms regarding their professions and the skills needed to conduct business. With partnerships from the food & beverage industries, trades, professions, and more, students receive a wide variety of exposure to potential career opportunities.

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)
Maintain the Career Croc program.	Scheduling	Administration, Behavior Resource, PLCs	Mid-year & end of year	Trimester conferences	Or, st, tech
Participate in the Junior Achievement program.	Scheduling, coordinator availability	Administration	Mid-year & end of year	Participation by all classrooms	Or, t
Continue the Business Partners program.	Scheduling, communication	Administration, staff	Mid-year & end of year	Participation	Or, staff

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	70	75	75	78	80	83	85
American Indian							
Asian	80	95	83	85	87	88	90
Black/African-American	57	50	64	68	71	75	79
Hispanic	49	70	58	62	66	70	75
White	79	80	83	84	86	88	90
English Language Learners	38	52	48	54	59	64	69
Students with Disabilities	30	41	42	48	53	59	65
Economically Disadvantaged	56	64	63	67	71	74	78

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	73	74	78	80	82	84	87
American Indian							
Asian	83	95	86	87	89	90	92
Black/African-American	63	48	69	72	75	78	82
Hispanic	57	58	64	68	71	75	79
White	79	84	83	84	86	88	90
English Language Learners	50	30	58	63	67	71	75
Students with Disabilities	32	43	43	49	55	60	66
Economically Disadvantaged	60	58	67	70	73	77	80

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
Jo LeBlanc, Principal	9/12/2012	Tracy Paone	9/12/2012	Heather Edwards	9/12/2012
Shawn Harrold, Asst. Principal	9/12/2012	Katherine Wert	9/12/2012	Jamie Wilkes	9/12/2012
INSTRUCTIONAL		Matt Arnold	9/12/2012	Niki Voyles	9/12/2012
Lisa Dwyer	9/12/2012				
		Monica Martin	9/12/2012	Alyson Ricci	9/12/2012
Stacy Miller	9/12/2012				
NON-INSTRUCTIONAL					
Aida Marrero	9/12/2012				