

# *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.*



**Lawton Elementary School**

School Improvement Plan 2012-2013

# TABLE OF CONTENTS

<b>Contents</b>	<b>Page No.</b>
Evaluation of SIP for 2011-2012	4-6
Carry Over Goal	7
Reading Goals	8-10
Math Goals	11-13
Writing Goals	14-15
Science Goals	16-18
Advanced Coursework Goals	19
Discipline Goals	20
On-time Promotion (ES and MS) and Graduation/At-Risk Graduation (HS) Goals	21
Extracurricular Activities Goal(s)	22
School Defined Goal(s)	23
Professional Development	24-25
Budget Summary of SIP for 2011-2012	26
Addendum 1 - Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI)	27-28
Addendum 2 - Literacy Leadership Team	29
Addendum 3 - Lesson Study	30
Addendum 4 - Title I Schoolwide Program	n/a
Addendum 5 - Parent Involvement Goal(s)	32
Addendum 6 - Science, Technology, Engineering, and Math (STEM) Goal(s)	33

## **TABLE OF CONTENTS continued**

Addendum 7 - Career and Technical Education (CTE) Goal(s)	34
Addendum 11 – AAAMO	35
School Advisory Council Signatures	36

# EVALUATION OF SCHOOL IMPROVEMENT PLAN 2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		94.8%	1.2%	96%	83.8%	N
High standards Level 4+		74.6%	2.4%	77%	61.0%	N
Proficiency Level 3+ in AYP subgroups						
	White	97.2%	.8%	98%	88.9%	N
	Black	87.1%	2.7%	90%	50.0%	N
	Hispanic	85.4%	2.6%	88%	71.0%	N
	ELL	76.9%	3.1%	80%	45.5%	N
	SWD	100%	0%	100%	79.2%	N
	ED	86.2%	1.8%	88%	69.8%	N
Learning Gains		76.3%	3.7%	80%	73.8%	N
Lowest 25% making Learning Gains		84.1%	.9%	85%	69.4%	N
Learning Gains Levels 4/5		50%	20%	70%	87.9%	Y
Learning Gains in AYP subgroups						
	White	77.3%	8.7%	86%	75.5%	N
	Black	61.9%	24.1%	86%	65.0%	N
	Hispanic	80.0%	6%	86%	68.3%	N
	ELL	85.7%	0.3%	86%	71.4%	N
	SWD	68.6%	17.4%	86%	78.6%	N
	ED	70.5%	15.5%	86%	75.3%	N

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		94.5%	1.5%	96%	84.8%	N
High standards Level 4+		73.8%	5.2%	79%	54.2%	N
Proficiency Level 3+ in AYP subgroups						
	White	96.8%	1.2%	98%	89.5%	N
	Black	80.6%	4.4%	85%	53.8%	N
	Hispanic	91.7%	1.3%	93%	72.6%	N
	ELL	92.3%	2.7%	95%	45.5%	N
	SWD	100%	0%	100%	82.1%	N
	ED	86.2%	2.8%	90%	68.1%	N
Learning Gains		70%	10%	80%	71.8%	N

Lowest 25% making Learning Gains		81.5%	3.5%	85%	52.0%	N
Learning Gains Levels 4/5		70%	10%	80%	86.2%	Y
Learning Gains in AYP subgroups						
	White	73.5%	12.5%	86%	71.7%	N
	Black	61.9%	24.1%	86%	50.0%	N
	Hispanic	62.9%	23.1%	86%	78.0%	N
	ELL	71.4%	14.6%	86%	64.3%	N
	SWD	77.1%	8.9%	86%	77.1%	N
	ED	64.2%	15.5%	86%	64.2%	N

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		88.5%	1.5%	90%	90.9%	Y
High standards Score 6.0		5.7%	4.3%	10%	0.0%	N
Proficiency Score in AYP subgroups						
	White	92.6%	2.4%	95%	91.4%	N
	Black	71.4%	18.6%	90%	75.0%	N
	Hispanic	58.3%	31.7%	90%	96.2%	Y
	ELL	100%	0%	100%	90.9%	N
	SWD	85.7%	4.3%	90%	83.9%	N
	ED	76.9%	3.1%	80%	85.4%	Y
High standards Score 6.0 in AYP subgroups						
	White	7.4%	18.6%	26%	0.0%	N
	Black	0%	15%	15%	0.0%	N
	Hispanic	0%	16%	16%	0.0%	N
	ELL	0%	100%	100%	0.0%	N
	SWD	0%	14%	14%	0.0%	N
	ED	0%	23%	23%	0.0%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		83.9%	1.1%	85%	84.4%	N
High standards Level 4+		41.5%	28.5%	70%	44.0%	N
Proficiency Level 3+in AYP subgroups						
	White	89.7%	.3%	90%	86.0%	N
	Black	80%	5%	85%	50.0%	N
	Hispanic	76.5%	3.5%	80%	81.3%	Y
	ELL	50%	20%	70%	66.7%	N
	SWD	100%	0%	100%	85.0%	N
	ED	67.9%	2.1%	70%	73.5%	Y
High standards Level 4+ in AYP subgroups						

	White	44.9%	5.1%	50%	49.5%	N
	Black	20%	30%	50%	0.0%	N
	Hispanic	41.2%	8.8%	50%	25.0%	N
	ELL	50%	20%	70%	0.0%	N
	SWD	0%	50%	50%	55.0%	Y
	ED	28.6%	21.4%	50%	29.4%	N

<b>Advanced Coursework Goals</b>	<b>Current</b>	<b>% +/-</b>	<b>Expected</b>	<b>Actual</b>	<b>Met (Y,N,P)</b>
Participation in advanced coursework	36%	14%	50%	75.4%	Y
Performance in advanced coursework	91%	4%	95%	100.0%	Y

<b>Discipline Goals</b>	<b>Current %</b>	<b>% +/-</b>	<b>Expected %</b>	<b>Actual %</b>	<b>Met (Y,N,P)</b>
Discipline referrals (duplicated) Subgroup: White	82%	-30%	52%	87.2%	N
Out-of-school suspensions (unduplicated) Subgroup: Black	16%	-8%	8%	0%	Y

<b>Graduation/On-Time Promotion/At-Risk Graduation Goals</b>	<b>Current</b>	<b>% +/-</b>	<b>Expected</b>	<b>Actual</b>	<b>Met (Y,N,P)</b>
Students graduating or advancing with age-level peers	96%	2%	98%	100.0%	Y
At-Risk students graduating or advancing with age-level peers	93%	2%	95%	100.0%	Y

<b>Extracurricular Activities Goal(s)</b>	<b>Current</b>	<b>% +/-</b>	<b>Expected</b>	<b>Actual</b>	<b>Met (Y,N,P)</b>
Reduce disparity in representation of AYP subgroups					
Activity and subgroup: Robotics and black subgroup	23.5%	28.5%	52%	0%	N

<b>School Defined Goal(s)</b>	<b>Current</b>	<b>% +/-</b>	<b>Expected</b>	<b>Actual</b>	<b>Met (Y,N,P)</b>
100% of teachers will participate in professional development	100%	0%	100%	100%	Y

**Goal Summary**

**Number of Goals Met: 14**

**Number Not Met: 57**

**Number Partially Met: 0**

## **CARRY OVER GOALS 2012-2013**

Lawton Elementary will continue to encourage and maintain a high level of parent involvement during the 2012-2013 school year. This will be documented by logs of PTA hours, Dividend volunteer hours, parent-teacher conferences, and School Advisory Council meetings. Building strong relationships with parents and the community is important for student academic achievement and success.

## 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+		83.8%	327 / 390	+ 3%	86.8%
2. Proficiency Level 3.0+ in subgroups:					
	White	88.9%	256 / 288	+ 2%	90.9%
	Black	50.0%	13 / 26	+ 5%	55%
	Hispanic	71.0%	44 / 62	+ 5%	75%
	ELL	45.5%	10 / 22	+ 5%	50.5%
	SWD	79.2%	84 / 106	+ 3%	82.2%
	ED	69.8%	81 / 116	+ 5%	74.8%
3. High Standards Level 4.0+		61.0%	238 / 390	+ 5%	66%
4. Learning Gains		73.8%	194 / 263	+ 5%	78.8%
5. Lowest 25% Making Learning Gains		69.4%	25 / 36	+ 3%	72.4%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		26.8%	42 / 263	+ 10%	36.8%
7. Learning Gains Levels 4/5		87.9%	138 / 157	+ 3%	90.9%
8. Learning Gains in subgroups:					
	White	75.5%	145 / 192	+ 5%	80.5%
	Black	65.0%	13 / 20	+ 5%	70%
	Hispanic	68.3%	28 / 41	+ 5%	73.3%
	ELL	71.4%	10 / 14	+ 5%	76.4%
	SWD	78.6%	55 / 70	+5 %	83.6%
	ED	75.3%	61 / 81	+ 5%	80.3%



**Action Plan**

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DE, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Communicate student data with all students indicating their performance level	1 – 8	Identifying areas of weakness	Administration and Teachers	Baseline, Mid-year, End of year	Discovery Ed, FCAT, SRI, AR	or, st
Provide parent information nights	1 – 8	Funding, Transportation	Administration, School Leadership Team, Parents	Annually	FCAT, SRI, Discovery Ed, AR	or, im, tech
Utilize Comprehension Toolkits K-5 to improve the five areas of reading instruction	1 – 8	Time for PD, Teacher expectations	Teachers, Reading Coach	Baseline, Mid-year, End of year	Discovery Ed, SRI, FCAT, AR	t, st, im
Utilize Discovery Ed, SRI , and common assessments to screen, diagnose and monitor student growth	1 – 8	Time for PD, Resources	Teachers, Reading Coach, Administration	Baseline, Mid-year, End of year	Discovery Ed, FCAT, SRI	t, st, im
Utilize Accelerated Reader (AR) to increase reading for enjoyment	1 – 8	Funding, Resources	Teachers, Parents	Annually	AR	b, t, tech
Utilize intervention materials to support areas in need of improvement	1 – 8	Identifying areas of weakness	Teachers, Reading Coach	Baseline, Mid-year, End of year	Discovery Ed, FCAT, SRI	t, im
Recruit mentors to meet with at-risk students	1 – 8	Resources	Teachers, Administration	Annually	Discovery Ed, FCAT, SRI	or, t, tech
Provide meetings convenient for parents to attend, such as right after dismissal	1 – 8	Funding, Transportation, Resources	Teachers, Guidance Department, Administration	Annually	Discovery Ed, FCAT, SRI	or
Provide 90 minute Instructional Reading Blocks at all grade levels.	1 – 8	Limited time	Administration, Classroom Teachers	Ongoing	Discovery Ed, SRI, AR, Administration classroom walkthroughs	im, st
Utilize 30 minute intervention blocks to work with students in need of improvement	1 – 8	Resources, Lack of student motivation	PLC's, Teachers, School Leadership Team, Administration	Annually	FCAT, Discovery Ed, SRI, Administration classroom walkthroughs	or, st

Monitor student progress by analyzing data from Discovery Ed, SRI, common assessments, FCAT and all data points. Communicate results of assessments to parents through parent-teacher conferences, student led conferences, MTSS, progress reports, and report cards.	1 – 8	Limited time, Limited personnel, Identifying areas of strengths and weaknesses of student	Administration, Classroom Teachers, School Leadership Team	Ongoing	Discovery Ed, FCAT, SRI, AR	or, t
Utilize differentiated instruction to target specific skill deficiencies in reading.	1 – 8	Resources, Identifying areas of strengths and weaknesses of student	Administration, Classroom Teachers, Resource Teachers	Ongoing	FCAT, Discovery Ed, SRI, Administration classroom walkthroughs	im, or, st, tech
Provide After School Tutorial to students who qualify.	3, 4, 5, 7	Lack of funding, Personnel, Identifying areas of weaknesses of student	Administration, Teachers, Tutorial Coach	Ongoing	FCAT, Discovery Ed, SRI	b, im, st
Identify acceleration and enrichment opportunities for grades K-5 through ePathways.	3, 6, 7	Materials, Time	Administration, Teachers	Ongoing	ePathways plan	im, 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**

<b>Math Goals 1 thru 8</b>		<b>Current</b>	<b># of #</b>	<b>% +/-</b>	<b>Expected</b>
1. Proficiency Level 3.0+		84.8%	330 / 389	+ 3%	87.8%
2. Proficiency Level 3.0+ in subgroups:					
	White	89.5%	257 / 287	+ 2%	91.5%
	Black	53.8%	14 / 26	+ 5%	58.8%
	Hispanic	72.6%	45 / 62	+ 5%	77.6%
	ELL	45.5%	10 / 22	+ 5%	50.5%
	SWD	82.1%	87 / 106	+ 3%	85.1%
	ED	68.1%	79 / 116	+ 5%	73.1%
3. High Standards Level 4.0+		54.2%	211 / 389	+ 5%	59.2%
4. Learning Gains		71.8%	188 / 262	+ 5%	76.8%
5. Lowest 25% Making Learning Gains		52.0%	26 / 50	+ 5%	57%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		42.0%	58 / 262	+ 5%	47%
7. Learning Gains Levels 4/5		86.2%	119 / 138	+ 3%	89.2%
8. Learning Gains in subgroups:					
	White	71.7%	137 / 191	+ 5%	76.7%
	Black	50.0%	10 / 20	+ 5%	55%
	Hispanic	78.0%	32 / 41	+ 5%	83%
	ELL	64.3%	9 / 14	+ 5%	69.3%
	SWD	77.1%	54 / 70	+ 5%	82.1%
	ED	64.2%	52 / 81	+ 5%	69.2%

**Action Plan**

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DE, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Implement 2012-2013 mathematics instructional plans, with focus on the Next Generation Sunshine State Standards/Common Core standards in all grade levels.	1 – 8	Limited time, Resources	Administration, Classroom Teachers	Ongoing	Discovery Ed assessments, Benchmark assessments, Class work samples, Administration classroom walkthroughs	im, st, t
Analyze student data to monitor student progress from Discovery Ed, common assessments, and classroom data.	1 – 8	Limited time, Identifying areas of weaknesses of student	Administration, Classroom Teachers, Resource Teachers	Baseline, Midyear	Discovery Ed, Common assessments	im, or, tech
Implement small group instruction as identified through data analysis.	1 – 8	Limited time, Resources, Identifying areas of strengths and weaknesses of student	Administration, Classroom Teachers, Resource Teachers	Ongoing	Benchmark assessments, Class work samples, Administration classroom walkthroughs	im, or, st
Administer Math Discovery Ed assessments and analyze the data to plan instruction.	1 – 8	Limited time, Personnel	Administration, Classroom Teachers, Resource Teachers	Baseline, Midyear	Discovery Ed assessments	or, tech
Implement the PRIMES curriculum for students who qualify in 4 <sup>th</sup> and 5 <sup>th</sup> grade.	3, 7	Resources	Administration, Classroom Teachers	Ongoing	Benchmark assessments, Class work samples, Administration classroom walkthroughs	im, st, t

Communicate student data with all students indicating their performance level	1 – 8	Identifying areas of weakness	Teachers, Administration	Annually	FCAT, Discovery Ed, Grade level assessments	or, im,
Provide parent information nights	1 – 8	Transportation, Funding	Administration, Team Leaders, Parents	Annually	FCAT, Discovery Ed assessments	b, im, or, st, t
Utilize Math Discovery Ed assessments, FCAT, and Go Math assessments to diagnose and monitor student growth	1 – 8	Identify areas of weakness	Teachers, Parents	Annually	Discovery Ed assessments, Grade level assessments	im, b
Recruit mentors to meet with at-risk students	1 – 8	Resources	Administration, Teachers	Annually	FCAT	im, or
Provide meetings convenient for parents to attend, such as right after dismissal	1 – 8	Funding, Transportation	Administration, Teachers	Annually	FCAT, Discovery Ed assessments, Grade level assessments	or
Purchase math manipulatives needed to support math instruction	1 – 8	Funding	Administration, Teachers	Annually	Go Math assessments, Common assessments, FCAT, Discovery Ed assessments	b, st
Identify acceleration and enrichment opportunities for grades K-5 through ePathways.	3, 6, 7	Materials, Time	Administration, Teachers	Ongoing	ePathways plan	im, 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.

## WRITING GOALS

Aligned with Strategic Plan System Initiative B

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

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

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

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

Writing Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		90.9%	120 / 132	+ 2%	92.9%
2. Proficiency Score 3.0+ in subgroups:					
	White	91.4%	85 / 93	+ 2%	93.4%
	Black	75.0%	9 / 12	+ 5%	80%
	Hispanic	96.2%	25 / 26	+ 2%	98.2%
	ELL	90.9%	10 / 11	+ 2%	92.9%
	SWD	83.9%	26 / 31	+ 2%	85.9%
	ED	85.4%	41 / 48	+ 2%	87.4%
3. High Standards Score 6.0		0.0%	0 / 132	+ 5%	5%
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 93	+ 5%	5%
	Black	0.0%	0 / 12	+ 5%	5%
	Hispanic	0.0%	0 / 26	+ 5%	5%
	ELL	0.0%	0 / 11	+ 5%	5%
	SWD	0.0%	0 / 31	+ 5%	5%
	ED	0.0%	0 / 48	+ 5%	5%

\*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)
Familiarize students with identifying the writing rubric and become proficient at scoring their own writing and sample writing pieces.	1 – 4	Limited time, Resources	Classroom Teachers	Ongoing	Student work samples, Administration classroom walkthroughs	im, or
Analyze FCAT Writes data to determine specific focal areas for direct instruction at each grade level.	1 – 4	Identifying areas of weakness, Time for PD	Administration, Teachers	Annually	FCAT	im, t
Increase opportunities for expository and narrative writing at all grade levels in content area curricula.	1 – 4	Resources, Funding	Administration, Teachers	Annually	County Writing Prompts, Class Prompts	b, or, st
Administer SCPS Writing Prompts	1 – 4	Teacher expectations, Test fatigue	Teachers	Baseline, Mid-year, End of year	County Writing Prompts	im
Provide opportunities for cross-curricular writing articulation at all grade levels.	1 – 4	Resources, Time for PD	Administration, Teachers	Baseline, Mid-year, End of year	County Writing Prompts	im, or, t, st
Provide FCAT Writes parent information night.	1 – 4	Transportation, Funding	Administration, Teachers	Annually	FCAT	or, t
Provide substitutes for 4 <sup>th</sup> grade teachers to allow for small group instruction	1 – 4	Resources, Funding	Administration, Teachers	Annually	Class Prompts, County Writing Prompts	or, b
Use data from writing assessments to remediate identified areas of need.	1 – 4	Resources, Limited time	Administration, Classroom Teachers	Ongoing	Student work samples, Administration classroom walkthroughs	or, st
Celebrate student success by conducting Young Author’s Celebration Program	1 – 4	Resources, Limited time	Administration, Classroom Teachers	Monthly	Student work samples	im, 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

## 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+		84.4%	119 / 141	+ 2%	86.4%
2. Proficiency Score 3.0+ in subgroups:					
	White	86.0%	92 / 107	+ 2%	88%
	Black	50.0%	4 / 8	+ 5%	55%
	Hispanic	81.3%	13 / 16	+ 2%	83.3%
	ELL	66.7%	2 / 3	+ 5%	71.7%
	SWD	85.0%	34 / 40	+ 2%	87%
	ED	73.5%	25 / 34	+ 3%	76.5%
3. High Standards Score 4.0+		44.0%	62 / 141	+ 10%	54%
4. High Standards Score 4.0+ in subgroups:					
	White	49.5%	53 / 107	+ 5%	54.5%
	Black	0.0%	0 / 8	+ 25%	25%
	Hispanic	25.0%	4 / 16	+ 10%	35%
	ELL	0.0%	0 / 3	+ 33%	33%
	SWD	55.0%	22 / 40	+ 5%	60%
	ED	29.4%	10 / 34	+ 5%	34.4%



**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)
Integrate technology through the use of Houghton Mifflin Florida Science Fusion series	1 – 4	Time for PD, Resources	Teachers	Baseline, Mid-year, End of year	FCAT, Discovery Ed, Grade level assessments	im, b, t, tech
Analyze FCAT Science data to identify areas needing improvement	1 – 4	Time for PD, Identifying areas of weakness	Teachers, Administration	Annually	FCAT	t, im, st
Increase teacher and parent awareness of FCAT Explorer and other educational/tutorial websites	1 – 4	Resources, Time for PD	Teachers, Administrators	Annually	Discovery Ed, FCAT	t, st, im, tech
Include frequent hands-on science experiments K-5	1 – 4	Time for PD, Resources, Funding	Teachers	Baseline, Mid-year, End of year	Discovery Ed, Grade level assessments	b, t, im
Purchase site license for “Brain Pop” and additional technology appropriate for each grade level	1 – 4	Funding, Resources	Tech, Teachers	Annually	Discovery Ed, Grade level assessments	b, tech
Provide Robotics and/or other enrichment clubs for 5 <sup>th</sup> graders	1 – 4	Resources, Funding	Tech, Teachers	Annually	Competitions	tech, t
Implement the 2012-2013 Science Instructional Plans including the Next Generation Sunshine State Standards.	1 – 4	Limited time	Administration, Classroom Teachers	Ongoing	Benchmark assessments, Grade level assessments, Administration classroom walkthroughs	im, or, st, t
Implement inquiry based activities and writing extension activities in Science content.	1 – 4	Resources	Administration, Classroom teachers	Ongoing	Benchmark assessments, Grade level assessments, Administration classroom walkthroughs	im, or, st

Create common formative assessments to analyze students understanding of scientific concepts.	1 – 4	Limited time, Resources, Identifying areas of weaknesses of student	Administration, Classroom teachers	Ongoing	Benchmark assessments, Grade level assessments, Administration classroom walkthroughs	im, st
Identify acceleration and enrichment opportunities for grades K-5 through ePathways.	2, 6	Materials, Time	Administration, Teachers	Ongoing	ePathways plan	im, 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.

## 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	75.4%	52/69	+ 5%	80.4%
2. Level of Performance	100.0%	52/52	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)
Provide grade level acceleration to high performing students	1 – 2	Teacher expectations, Resources	Administration	Annually	FCAT	or
Encourage the PRIMES program for 4 <sup>th</sup> and 5 <sup>th</sup> grade students as part of the curriculum	1 – 2	Funding, Resources	Teachers, Administration	Annually	FCAT	im, or
Administer the GO Math! Assessments to provide ongoing monitoring and appropriate instruction for all students	1 – 2	Funding, Resources, Test Fatigue	Teachers	Baseline, Mid-year, End of Year	Discovery Ed, Grade level assessments	im, b, st
Provide information to parents regarding higher-level courses available at the middle school level	1 – 2	Transportation, Resources	Teachers, Administration	Annually	FCAT	or
Provide opportunities for professional development in areas of vocabulary, technology and differentiated instruction	1 – 2	Time for PD, Resources	Administration, Teachers	Annually	FCAT, Discovery Ed, Grade level assessments	b, im, st, tech
Provide enrichment materials/activities for students working above level.	1 – 2	Resources	Administration, Classroom Teachers, Resource Teachers	Ongoing	Benchmark assessments, Class work samples, Administration classroom walkthroughs	im, or, 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	29.8%	20%
2. Out-of-school suspensions (unduplicated)	FRL	100%	50%

### 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 various subgroups	1, 2	Resources	Administration, Teachers, PLCs, MTSS	Annually	Referrals	or, st
Provide school-wide initiatives dealing with preventative strategies through guidance classes, team meetings and Positive Behavior Support training	1, 2	Resources, Funding	PBS Team, Administration, Teachers, MTSS	Ongoing	Referrals, Corrective Discipline Forms	b, im, st
Implement Professional Panther Program	1, 2	Resources, Staffing	PBS Team, MTSS	Ongoing	Referrals	or
Communicate with parents via email, phone, face to face conferences and parent nights	1, 2	Resources	Teachers, Tech, MTSS	Annually	School Climate Survey	b. or, st, tech
Provide guidance lessons on character development, bullying, and treating others with respect.	1, 2	Resources	Administration, Guidance	Ongoing	Classroom observations	b, im

## 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	100.0%	827/827	0%	100%
2. At-Risk Promotion Level of Performance	100.0%	251/251	0%	100%

### 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)
Provide interventions for students in grades K-5.	1, 2	Limited time, Personnel	Administration, Classroom Teachers, Resource Teachers	Ongoing	Discovery Ed, benchmark assessments, class work samples, FCAT, Administration classroom walkthroughs	im, or, st, sss
Utilize intervention materials to support areas in need of improvement	1, 2	Funding, Time for PD	Teachers, Administration, Tech	Baseline, Mid-year, End of year	FCAT, Discovery Ed, Grade level assessments	tech, or
Recruit mentors to meet with at-risk students	1, 2	Resources	Administration, Teachers	Annually	FCAT	im, or
Communicate student data with all students indicating their performance level	1, 2	Identifying areas of weakness	Teachers, Administration	Baseline, Mid-year, End of year	Discovery Ed, FCAT, SRI	or, st
Implement Professional Panther Program	1, 2	Resources, Staffing	PBS Team, RtI	On-going	Referrals	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: Robotics	Black	0%	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)
Provide all students with an application for the Robotics club	1	Transportation	Teachers, Club Sponsor	Annually	Applications	b, or
Advertise club information on the school morning news program	1	Parent Involvement	Teachers, Club Sponsor	Annually	Information on news	or
Robotics club will participate in district and state competitions	1	Funding, Resources	Club Sponsor	Annually	Awards	b, or, st
Robotics instructor will work with other schools to train sponsors and increase Robotic clubs throughout the district	1	Funding, Time for PD	Club Sponsor	Annually	Increase Robotic Clubs	b, or, st

## SCHOOL DEFINED GOAL

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

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

Middle schools – Virtual options, ACCEL, etc.

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

Other school defined goals may be added.

### Goal #1: Lawton Elementary will provide opportunities for acceleration in reading.

School Defined Goal	Current	# of #-	% +/-	Expected
The Media Center will be open 100% of the student attendance days in the mornings to provide opportunities for acceleration in reading.	20%	1 out of 4 days (summer)	+ 80%	100%

\*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)
Advertise Media Center opening on the school morning news program	Transportation, Motivation	Media Center Assistant, ETF, Teachers, Administration	Annually	AR	or, tech
Provide all students with newsletter detailing the opening of Media Center in the mornings	Transportation, Motivation	Media Center Assistant, ETF, Teachers, Administration	Annually	AR	or, tech

**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
Team PLC Collaborative Meeting	Reading Goals 1-8 and Math Goals 1-8	8/15/12	Improving Student Achievement	Grade level PLCs	60		Administration, Team Leader
Marzano Indicators	Reading Goals 1-8, Math Goals 1-8, Science Goals 1-4, Writing Goals 1-4	8/22/12 9/12/12 1/16/13 3/13/13	Provide professional development on Marzano indicators	Instructional personnel	60		Administration, Instructional personnel
Cooperative Learning Strategies	Reading Goals 1-8, Math Goals 1-8, Science Goals 1-4, Writing Goals 1-4	10/3/12	Provide professional development on Kagan Strategies	School-wide	60		Conference Participants
The Daily 5 – Fostering Literacy Independence	Reading Goals 1-8 and Writing Goals 1-4	10/10/12	Professional development on The Daily 5	Instructional personnel	60		Kindergarten Team, Reading Resource
Math (Intervention, Fun with Fractions, Common Core)	Math Goals 1-8	10/24/12 11/7/12 4/24/13	Professional Development in Math	Instructional personnel	60		Administration, SCPS (Elizabeth Gehron)
Reading Strategies, Common Core	Reading Goals 1-8	11/7/12 11/14/12 2/6/13	Literacy strategies to positively impact student achievement	Instructional personnel	60		Reading Coach, SCPS (Kelly Novak)



Classroom Management	Discipline Goals 1-2	12/5/12	Classroom management strategies	Instructional personnel	60		Administration, Instructional personnel
Science	Science goals 1-4	12/12/12 3/6/13	Provide science intervention strategies	Instructional personnel	60		Administration, SCPS (Lindsey Hosack)
Lowest Quartile	Reading Goal 5, Math Goal 5	1/23/13 5/13/13	Improving Student Achievement	Instructional personnel	60		Administration, Instructional Personnel
Curriculum Planning	All SIP goals	5/8/13 5/15/13	Improving Student Achievement	Instructional personnel	60		Administration, Instructional Personnel
Monthly PLC meetings with admin	All SIP goals	monthly	Improving Student Achievement	Instructional personnel	60		Administration, Instructional Personnel
Making Meaning Training	Reading Goals 1-8	Sept. and on-going	Comprehension and Fluency	Reading Coach Administration	3		Administration Reading Teachers District Reading Coach
Monthly Literacy Leadership Trainings	Reading Goals 1 – 8	monthly	Literacy strategies to positively impact student achievement	Reading Coach	1		Reading Coach District Reading Coach

# BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

**INCOME:**

Original Allocation:	775.00
Adjustment:	
Carry Over:	2427.23
Total Income:	\$3202.23

EXPENDITURES	ACTUAL COST	BALANCE
		3202.23
Professional Development	300.00	2902.23
Supplies	542.22	2360.01
Substitutes	373.22	\$1986.79

} Start with your beginning

**CARRY OVER:**

Total carry over for 2012-2013:      \$1986.79

## 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*.**

- Brian Emmans, Principal
- Patricia May, Assistant Principal
- Tish Haynes, Reading Coach
- Lisa Bogert, 1<sup>st</sup> Grade
- Joanne Brady, 2<sup>nd</sup> Grade
- Diane Rogers, 3<sup>rd</sup> Grade
- Karla O'Neal, 4<sup>th</sup> Grade
- Becky Kelly, 5<sup>th</sup> Grade
- Amy Sklar and Carol Starmer, Guidance
- Marge Riday and Laura Goff, ESE

**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?**

Lawton Elementary's MTSS team is scheduled to meet weekly. Prior to the meeting an agenda is supplied to each team member by the MTSS Reading coach. The MTSS referral process is initiated after reviewing school wide data from various assessments and then identifying the lowest quartile. At that point the committee and the school psychologist select students for whom individual data will be gathered. Student data is provided for the committee through the use of student data folders. Every MTSS student is included in data folders which contain an informational sheet that is updated weekly and reviewed by the MTSS team on a monthly basis. Progress monitoring for MTSS students is completed by reviewing data forms monthly and then based on the number of data points, the outcome of the intervention is determined. The progress monitoring of this data determines the general effectiveness of the intervention. Documentation for meetings is provided through the use of minutes taken by the MTSS Reading coach which are then retained in a historical binder for future reference.

**Administration** – Sets the vision for the problem-solving process; ensures compliance with MTSS procedure; ensures fidelity of instruction; participates on the MTSS Committee; monitors results of assessments and screening; monitors staff supports/climate.

**MTSS Coordinator/Guidance** – Ensures pre-meeting preparation; facilitates movement through the process; set follow-up schedule and communication; distributes assessment, screening, and progress monitoring materials; collects results; participates on the MTSS Committee; assigns intervention groups.

**School Psychologist** – Meets with the MTSS Coordinator and MTSS Coach to analyze data; assists in data analysis; participates on the MTSS Committee problem solving; consults with teachers/parents about students who should be referred for special education; performs diagnostic assessments.

**MTSS Reading/Resource Coach** – Distributes assessments, screening, and progress monitoring materials; collects results; participates on the MTSS Committee; assists in data analysis; modifications to unsuccessful interventions.

**Teacher** – Regular Education and ESE; administers assessments and screenings; progress monitors students at Tier II and III; implements and documents interventions; completes referral packets.

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

At Lawton Elementary, the SIP and MTSS elements work together to complement each other and the development of one leads naturally into the other. The MTSS process encompasses instruction, assessment, scheduling, and allocation of resources when implemented as part of a well-developed master plan. In addition to instructional supplementary programs, strategies and resources are identified to aid teachers in providing interventions that will improve student mastery. These strategies and resources become embedded in the SIP. Processes are also used to determine effectiveness of each action step of the MTSS process throughout the year as part of the SIP monitoring process.

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

District and state mandated assessments are used to monitor and track student progress. Classroom teachers maintain data notebooks that are used during MTSS meetings. The progress monitoring tool used for each MTSS student is a data form which is placed in an individual folder and is maintained by the teacher. The folder is then reviewed by the MTSS Leadership Team based on the student’s individual performance. At that time the student’s name is placed on the agenda for the team to review.

**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.**

During preplanning, district support along with our school based MTSS team explained and reviewed the MTSS process that was established during the 2012-2013 school year.

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

At this time our school has fully implemented the MTSS process on students who meet criteria. The reading coach will be working with PLCs to review data and create fluid intervention/enrichment groups with each grade level.

## 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).

- Brian Emmans, Principal
- Patricia May, Assistant Principal
- Tish Haynes, Reading Coach
- Lisa Bogert, 1<sup>st</sup> Grade
- Joanne Brady, 2<sup>nd</sup> Grade
- Diane Rogers, 3<sup>rd</sup> Grade
- Karla O'Neal, 4<sup>th</sup> Grade
- Becky Kelly, 5<sup>th</sup> Grade
- Amy Sklar and Carol Starmer, Guidance
- Marge Riday and Laura Goff, ESE

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

The Literacy Leadership Team (LLT) will be chaired by the Literacy coach. Data from Professional Learning Communities will determine the focus of the monthly meeting. Accountability for each meeting will be documented through a predetermined agenda and minutes. One person from each grade level/subject will be designated the "Literacy representative." This individual will be the liaison between the grade level members and the school's administrators.

Duties will be as follows:

- Analyze school-wide Literacy data to determine strengths and weaknesses to set goals; discuss and develop the Instructional Calendar as pertains to the specific grade level/subject.
- Be able to assist teachers and be knowledgeable about the District Reading Curriculum, Language Arts Standards and other literacy related information.
- Be knowledgeable about the Continuous Improvement Model – CIM model and methods of using it in the classroom as it pertains to Literacy.
- Assist in planning and organizing school-wide Literacy-related events and professional development and in-services. Each member of the team will be given a Literacy folder to collect information and other notes from their grade level. This information will be part of the topics discussed during monthly meetings.

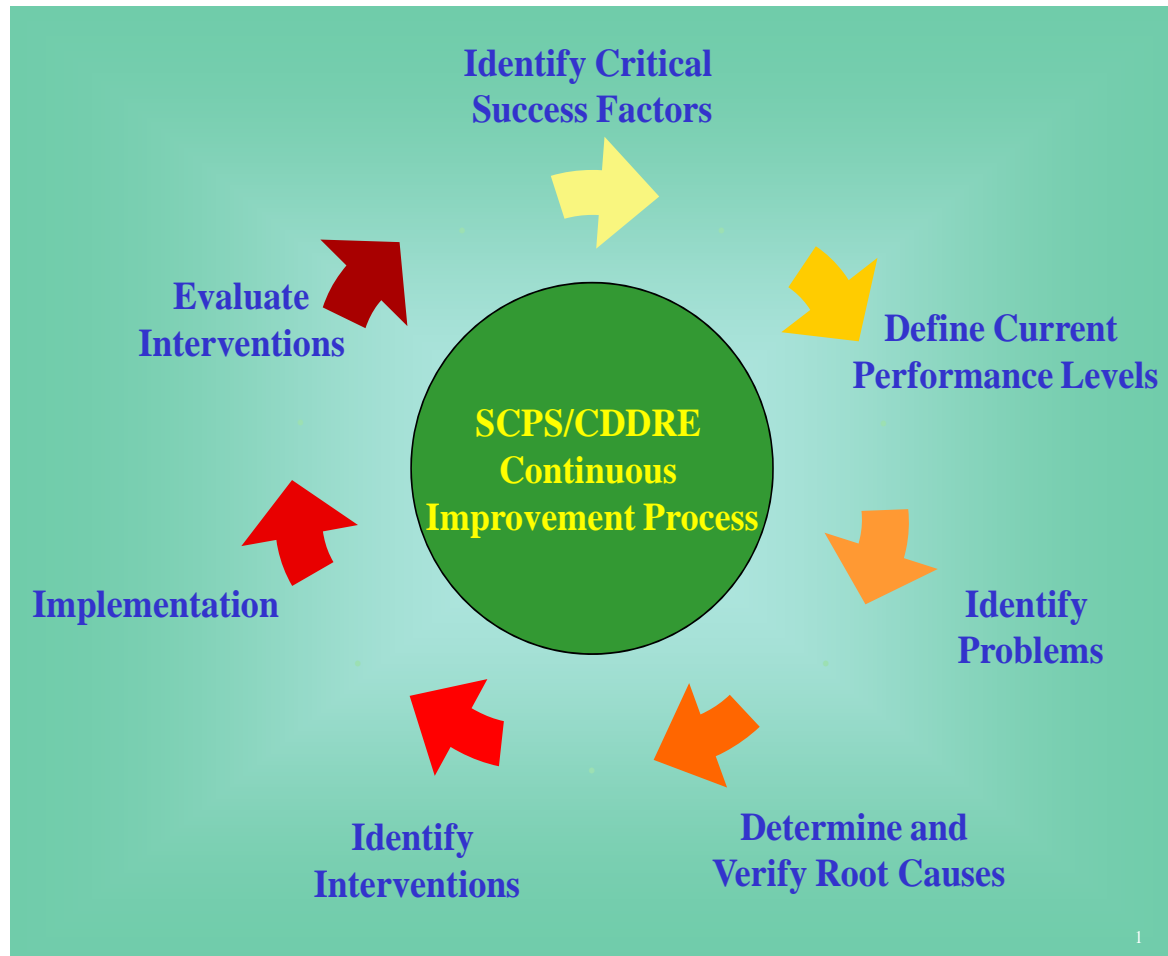
### 3. What will be the major initiatives of the LLT this year?

The major initiatives of the LLT were determined by analyzing the results from 2012 FCAT results. The results indicated a need to focus on Reading: 3<sup>rd</sup> grade –reading application and 4<sup>th</sup> grade - reading application and literary analysis. This information will be part of the topics discussed during the year and will focus on increasing the fidelity to the reading plan and programs.

## ADDENDUM 3 -LESSON STUDY

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

Lesson Study is a high quality Professional Development that deepens teachers’ content knowledge and pedagogical skills. It is focused on collaboration among and between teachers, administrators, coaches and other faculty and staff. Lawton Elementary uses the Professional Learning Communities framework for our curriculum and grade level teams. By embedding lesson study into the PLC’s we will develop a common and consistent view of quality instruction. During the 2010-11 school year, the leadership team presented The Lesson Planning Handbook by Peter Brunn to the staff. In 2012-2013, Administrators and Lawton’s reading coach will assure that our Professional Learning Communities focus on student learning and the process of student learning using the Lesson Study Model. The Lesson Study format implemented in our grade level PLCs will allow teachers and administrators to work together to monitor common learning opportunities in alignment with research based outcomes for student achievement.



## 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	59.9%	487/813	+ 5%	64.9%

### 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)
Use multiple strategies to communicate with parents (newsletters, marquee, call out system, Skyward)	1	Lack of awareness, Lack of technology	Administration, Staff members	End of Year	Skyward Report	or, st, tech
Demonstrate to parents Skyward access at Curriculum Nights	1	Schedule demands	Teachers Administration	End of Year	Skyward Report	im, t, st,



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

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

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

Enter narrative for STEM goal:

To provide opportunities for our students in Science, Technology, Engineering and Mathematics to ensure that we prepare our students to successfully meet college and career readiness expectations.

### 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)
Increase participation in Robotics and SECME activities and/or clubs	Scheduling	Administration Robotics and SECME Sponsors	End of Year	Numbers participating	im, t, st,
Provide Project Based Learning in Math/Science where students learn to apply the concepts to real life situations	Time	Administration Teachers Gifted Teachers	End of Year	Lesson Plans Administrative walk throughs	im, t, st,

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

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

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

Enter narrative for CTE goal:

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

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

### Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Middle school visitations during the registration process to recruit students for all middle school vocational programs.	Lack of interest, Remedial courses as electives	Administration, Teachers	February, March	Enrollment data	b, or, st
Ensure students have opportunities to attend field trips and Teach-In activities	Funding, Interest	Administration, Teachers	Ongoing	Sign in sheets	b, or, st
Provide Professional Panthers opportunities for students	Time, Curriculum	Administration, Guidance Counselors	Ongoing	Meetings with Guidance	or, st

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

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

<b>READING AAAMO</b>	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	<b>86</b>	<b>84</b>	<b>88</b>	<b>90</b>	<b>91</b>	<b>92</b>	<b>93</b>
American Indian							
Asian							
Black/African-American	74	50	78	81	83	85	87
Hispanic	70	71	75	78	80	83	85
White	91	89	93	93	94	95	96
English Language Learners	56	45	63	67	71	74	78
Students with Disabilities	68	62	73	76	79	81	84
Economically Disadvantaged	75	70	79	81	83	85	88

<b>MATH AAAMO</b>	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	<b>82</b>	<b>85</b>	<b>85</b>	<b>87</b>	<b>88</b>	<b>90</b>	<b>91</b>
American Indian							
Asian							
Black/African-American	50	54	58	63	67	71	75
Hispanic	65	73	71	74	77	80	83
White	90	90	92	93	93	94	95
English Language Learners	63	45	69	72	75	78	82
Students with Disabilities	62	67	68	72	75	78	81
Economically Disadvantaged	62	68	68	72	75	78	81

**SCHOOL ADVISORY COUNCIL SIGNATURES**  
**2012-2013**  
**FINAL COPY**

The School Advisory Council has assisted in the preparation of the annual school budget as well as the School Improvement Plan.

<b>ADMINISTRATOR</b>	<b>DATE</b>	<b>PARENT/COMMUNITY</b>	<b>DATE</b>	<b>PARENT/COMMUNITY</b>	<b>DATE</b>
Brian Emmans	10/2/12	Pam Blackwell	10/2/12		
<b>INSTRUCTIONAL</b>		Jessica Cottrill	10/2/12		
Mabelise Gilles	10/2/12				
		Renee Fruhwirth	10/2/12		
Ashley Falk	10/2/12				
		Ivan Garibay	10/2/12		
Jeff Townsend	10/2/12				
		Karen Gibbons	10/2/12		
		June Matthews	10/2/12		
		Jeannie Pishko	10/2/12		
		Seema Reddy	10/2/12		
<b>NON-INSTRUCTIONAL</b>					
Amy Stephens	10/2/12				