

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.



Endeavor School

School Improvement Plan 2012-2013

TABLE OF CONTENTS

Contents	Page No.
Evaluation of SIP for 2011-2012	4
Carry Over Goal(s)	7
Reading Goals	8
Math Goals	10
Writing Goals	14
Science Goals	16
Discipline Goals	18
On-time Promotion (ES and MS) and Graduation/At-Risk Graduation (HS) Goals	20
Post-Secondary Readiness (HS) Goals	22
School Defined Goal(s)	23
Professional Development	25
Budget Summary of SIP for 2011-2012	26
Addendum 1 - Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI)	27
Addendum 2 - Literacy Leadership Team	30
Addendum 3 - Lesson Study	31
Addendum 4 - Title I Schoolwide Program	NA
Addendum 5 - Parent Involvement Goal(s)	33
Addendum 6 - Science, Technology, Engineering, and Math (STEM) Goal(s)	34

TABLE OF CONTENTS continued

Addendum 7 - Career and Technical Education (CTE) Goal(s)	35
Addendum 8 - Comprehensive English Language Learning Assessment (CELLA) Goals	36
Addendum 9 - Florida Alternative Assessment (FAA) Goal(s)	37
Addendum 10 - Geometry, Biology, U.S. History, and Civics EOC	38
Addendum 11 - AAAMO	39
School Advisory Council Signatures	40

EVALUATION OF SCHOOL IMPROVEMENT PLAN 2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		15.7%	+3.0%	18.7%	20.0%	Y
High standards Level 4+		NA	NA	NA		
Proficiency Level 3+ in AYP subgroups						
	White	19.2%	+3.0%	22.2%	29.4%	Y
	Black	27.3%	+3.0%	30.3%	14.3%	N
	Hispanic	0.0%	+10.0%	10.0%	10.0%	Y
	ELL	0.0%	+10.0%	10.0%	NA	
	SWD	15.7%	+3.0%	18.7%	20.0%	Y
	ED	14.0%	+3.0%	17.0%	17.2%	Y
Learning Gains		25.8%	+3.0%	28.8%	55.2%	Y
Lowest 25% making Learning Gains		40.0%	+3.0%	43.0%		
Learning Gains Levels 4/5		NA	NA	NA		
Learning Gains in AYP subgroups						
	White	37.5%	+3.0%	40.5%		
	Black	0.0%	+10.0%	10.0%		
	Hispanic	10.0%	+3.0%	13.0%		
	ELL	0.0%	+10.0%	10.0%		
	SWD	23.3%	+3.0%	26.3%		
	ED	24.1%	+3.0%	27.1%		

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		20.8%	+3.0%	23.8%	0.0%	N
High standards Level 4+		NA	NA	NA		
Proficiency Level 3+ in AYP subgroups						
	White	12.5%	+3.0%	15.5%	0.0%	N
	Black	43.0%	+3.0%	46.0%	0.0%	N
	Hispanic	11.1%	+3.0%	14.1%	0.0%	N
	ELL	0.0%	+10.0%	10.0%	NA	
	SWD	20.8%	+3.0%	20.8%	0.0%	N
	ED	20.8%	+3.0%	23.8%	0.0%	N
Learning Gains		42.9%	+3.0%	45.9%	14.3%	N
Lowest 25% making Learning Gains		66.7%	+3.0%	69.7%		

Learning Gains Levels 4/5		NA	NA	NA		
Learning Gains in AYP subgroups						
	White	33.3%	+3.0%	36.3%		
	Black	0.0%	+10.0%	10.0%		
	Hispanic	62.5%	+3.0%	65.5%		
	ELL	100.0%	NA	100.0%		
	SWD	46.2%	+3.0%	49.2%		
	ED	46.2%	+3.0%	49.2%		

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score 3.0+		16.7%	+3.0%	19.7%	13.6%	N
High standards Score 6.0		NA	NA	NA		
Proficiency Score 3.0+ in AYP subgroups						
	White	0.0%	+10.0%	10.0%	15.4%	Y
	Black	50.0%	+3.0%	53.0%	0.0%	N
	Hispanic	11.1%	+3.0%	14.1%	20.0%	Y
	ELL	0.0%	+10.0%	10.0%	NA	
	SWD	16.7%	+3.0%	19.7%	13.6%	N
	ED	16.7%	+3.0%	19.7%	33.3%	Y
High standards Score 6.0 in AYP subgroups						
	White	NA	NA	NA		
	Black	NA	NA	NA		
	Hispanic	NA	NA	NA		
	ELL	NA	NA	NA		
	SWD	NA	NA	NA		
	ED	NA	NA	NA		

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		0.0%	+10.0%	10.0%	0.0%	N
High standards Level 4+		NA	NA	NA		
Proficiency Level 3+in AYP subgroups						
	White	0.0%	+10.0%	10.0%	0.0%	N
	Black	0.0%	+10.0%	10.0%	0.0%	N
	Hispanic	0.0%	+10.0%	10.0%	0.0%	N
	ELL	NA	NA	NA	NA	
	SWD	0.0%	+10.0%	10.0%	0.0%	N
	ED	0.0%	+10.0%	10.0%	0.0%	N
High standards Level 4+ in AYP subgroups						
	White	NA	NA	NA		

	Black	NA	NA	NA		
	Hispanic	NA	NA	NA		
	ELL	NA	NA	NA		
	SWD	NA	NA	NA		
	ED	NA	NA	NA		

Discipline Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce the average number of Therapy Center Interventions per student.	19.9	-1.0	18.9	17.7	Y

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	62.0%	+3.0%	65.0%	20.0%	N
At-Risk students graduating or advancing with age-level peers	62.0%	+3.0%	65.0%	20.0%	N

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce the percent of Therapy Center Interventions for aggressive/violent acts.	11.0%	-1.0%	10.0%	12.2%	Y

Goal Summary

Number of Goals Met: 3

Number Not Met: 4

Number Partially Met: 0

CARRY OVER GOALS

2012-2013

State Priority #3 (Alignment of Standards and Resources)

Endeavor School will continue to align classroom instruction and learning activities with the Next Generation/Common Core Sunshine State Standards and will allocate available funds to provide supplies and other resources.

State Priority #4 (Educational Leadership)

Endeavor School's teachers and staff will continue to receive training and professional development activities to develop the skills and knowledge needed to encourage and assist students in achieving overall success. Professional development activities will focus on curriculum areas/school priorities and continue to address verbal diffusion and benign restraint training for all new employees and refresher classes for existing employees. All employees are encouraged to attend workshops and professional development activities to help them develop a working knowledge of basic technology and how best to utilize it in the classroom. Annual professional development activities will continue on procedures for dispensing medication to students.

State Priority #6 (Parental, Student, Family, Educational Institution, and Community Involvement)

Endeavor School will continue to provide information about adult education programs and opportunities in the area. All staff will continue to promote the Dividends program at Endeavor.

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+	20.0%	7/35	+4%	24%
2. Proficiency Level 3+ in subgroups:				
White	29.4%	5/17	+4.1%	33.5%
Black	14.3%	1/7	+3.2%	17.5%
Hispanic	10.0%	1/10	3.0%	13%
ELL	NA	NA		
SWD	20.0%	7/35	+3.5%	23.5%
ED	17.2%	5/29	+3.2%	20.4%
3. High standards Level 4+	0.0%			
4. Learning Gains	55.2%	16/29	+3.7%	58.9%
5. Lowest 25% making Learning Gains				
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new				
7. Learning Gains Levels 4/5				
8. Learning Gains in subgroups:				
White				
Black				
Hispanic				
ELL				
SWD				
ED				

Action Plan

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Continue to monitor students' reading progress to facilitate timely interventions. Promote targeted skill-building in the areas where students usually score the lowest.	1-8	Availability and access of generated assessment scores	Administration, Literacy Coach, Teachers	Baseline, Mid-Year, End of Year	FCAT, FCAT Explorer, Study Island, and practice FCAT	Or, st, tech, t
2. Provide professional development to all teachers with regard to reading that emphasize a variety of scientifically researched based instructional strategies.	1-8	Limited PD time	Teachers, Administration, Reading Coach	Ongoing	Observation	im, t
3. Measure and track reading growth through Discovery Education.	1-8	Absenteeism Mobility	Teachers, Reading Coach	Baseline, mid-year, end of year	FCAT, Discovery Education	im, t
4. Utilize scientifically research based instructional reading methods, strategies, and prescriptive programs.	1-8	None	Teachers, Reading Coach	Ongoing	Observation	im, t
5. Utilize Professional Learning Communities to develop and incorporate reading skills and strategies across the disciplines. Students will be provided a syllabus that will specify percentage for homework, assignments, etc.	1-8	None	Teachers, Reading Coach, Paraprofessionals	Ongoing	FCAT, Discovery Education	im, t
6. Provide intensive reading classes with instruction focused on decoding skills, word and text analysis, drawing conclusions, using context and word structure clues, and recognizing organizational patterns.	1-8	None	Teachers, Administration, Reading Coach, Paraprofessionals	Ongoing	FCAT, Discovery Education	b, im, st
7. Develop and review with all teachers a plan to coordinate the use of allowable accommodations as outlined in the student's Individual Education Plan.	1-8	None	Teachers, Administration, SRS	Annually	FCAT	im, t
8. Continue to utilize student academic data portfolios to include progress monitoring data and samples of student work.	1-8	None	Teachers, Administration, Reading Coach, Paraprofessionals	Ongoing	Observation	or
9. Infuse Kagan structures for promoting thinking skills.	1-8	Resources	Teachers, Administration, Reading Coach, Paraprofessionals	Ongoing	FCAT, Discovery Education	or, tech

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+	0.0%	0/10	+10.0%	10.0%
2. Proficiency Level 3+ in subgroups:				
White	0.0%	0/4	+10.0%	10.0%
Black	0.0%	0/1	+10.0%	10.0%
Hispanic	0.0%	0/5	+10.0%	10.0%
ELL	NA	NA		
SWD	0.0%	0/10	+10.0%	10.0%
ED	0.0%	0/8	+10.0%	10.0%
3. High standards 4+				
4. Learning Gains	14.3%	1/7	+3.7%	18.0%
5. Lowest 25% making Learning Gains				
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new				
7. Learning Gains Levels 4/5				
8. Learning Gains in subgroups:				
White				
Black				
Hispanic				
ELL				
SWD				
ED				

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Incorporate activities in an integrated curriculum that will engage students in relevant knowledge work that requires the application of math skills and concepts in work related and daily vocational settings.	1-8	None	Teachers, Paraprofessionals	Ongoing	DA, FCAT, EOC, 9 week exams	im
2. Utilize Professional Learning Communities to develop and incorporate math skills and strategies across the disciplines.	1-8	None	Teachers, Paraprofessionals	Ongoing	DA, FCAT, EOC, 9 week exams	im
3. Provide parents and students with a curriculum syllabus for each math course. Syllabus will specify percentage for homework, assignments, etc.	1-8	None	Teachers	Annually	Observation	or
4. Develop and review with all teachers a plan to coordinate the use of allowable accommodations as outlined in the student's Individual Education Plan.	1-8	None	Teachers, Administration, SRS	Annually	DA, FCAT, EOC, 9 week exams	im, t
5. Measure and track math growth through periodic progress monitoring assessments.	1-8	Absenteeism Mobility	Teachers	Baseline, mid-year, end of year	DA, FCAT, EOC, 9 week exams	im, tech
6. Continue to utilize student academic data portfolios to include progress monitoring data and samples of student work.	1-8	None	Teachers, Administration, Paraprofessionals	Ongoing	Observation	or
7. Provide professional development to math teachers that emphasize scientifically researched based instructional strategies and the district math instructional plan.	1-8	Limited PD time	Teachers, Administration	Ongoing	Observation	im, t
8. Explore, develop, and implement innovative technology to promote, expand, and enhance instruction and student interest in math.	1-8	Resources	Teachers, Administration, Paraprofessionals	Ongoing	DA, FCAT, EOC, 9 week exams	or, tech

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

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

MATH GOALS ALGEBRA END OF COURSE EXAM

Aligned with Strategic Plan System Initiative B

(Middle and High School)

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

Math Goals 1 thru 8 (Algebra EOC)	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	11%	2/19	+39%	50%
2. Proficiency Level 3+ in subgroups:				
White	16%	2/12	+34%	50%
Black	0%	0/5	+60%	60%
Hispanic	0%	0/2	+100%	100%
ELL	N/A	N/A		
SWD	11%	2/19	+39%	50%
ED				
3. High standards 4+				
4. Learning Gains				
5. Lowest 25% making Learning Gains				
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new				
7. Learning Gains Levels 4/5				
8. Learning Gains in subgroups:				
White				
Black				
Hispanic				
ELL				
SWD				
ED				

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Incorporate activities in an integrated curriculum that will engage students in relevant knowledge work that requires the application of math skills and concepts in work related and daily vocational settings.	1-8	None	Teachers, Paraprofessionals	Ongoing	DA, FCAT, EOC, 9 week exams	im
2. Provide an intensive math class for all students that score below proficiency on the 2012 FCAT or End of Course Exam in Math.	1-8	None	Teachers, Administration	Ongoing	DA, FCAT, EOC, 9 week exams	b, im, st, t
3. Utilize Professional Learning Communities to develop and incorporate math skills and strategies across the disciplines.	1-8	None	Teachers, Paraprofessionals	Ongoing	DA, FCAT, EOC, 9 week exams	im
4. Provide parents and students with a curriculum syllabus for each math course.	1-8	None	Teachers	Annually	Observation	or
5. Develop and review with all teachers a plan to coordinate the use of allowable accommodations as outlined in the student's Individual Education Plan.	1-8	None	Teachers, Administration, SRS	Annually	DA, FCAT, EOC, 9 week exams	im, t
6. Measure and track math growth through periodic progress monitoring assessments.	1-8	Absenteeism Mobility	Teachers	Baseline, mid-year, end of year	DA, FCAT, EOC, 9 week exams	im, tech
7. Continue to utilize student academic data portfolios to include progress monitoring data and samples of student work.	1-8	None	Teachers, Administration, Paraprofessionals	Ongoing	Observation	or
8. Provide professional development to math teachers that emphasize scientifically researched based instructional strategies and the district math instructional plan.	1-8	Limited PD time	Teachers, Administration	Ongoing	Observation	im, t
9. Focus instruction on results of diagnostic testing (FCAT Benchmarks); monitor the College Preparatory Mathematics (CPM) curriculum, and use Progress Monitoring to provide a clear focus in the development of lessons.	1-8	Resources	Teachers, Administration, Paraprofessionals	Ongoing	DA, FCAT, EOC, 9 week exams	or, tech

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 4.0+	13.6%	3/22	+3.0%	16.2%
2. Proficiency Score 4.0+ in subgroups:				
White	15.4%	2/13	+4.0%	19.4%
Black	0.0%	0/4	+10.0%	10.0%
Hispanic	20.0%	1/5	+3.5%	
ELL	NA	NA		
SWD	13.6%	3/22	+3.0%	16.6%
ED	33.3%	1/3	+4.0%	37.3%
3. High standards Score 6.0				
4. High standards Score 6.0 in subgroups:				
White				
Black				
Hispanic				
ELL				
SWD				
ED				

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

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Provide professional development for teachers with regards to writing across the disciplines, effective expository and persuasive writing strategies, and the use of holistic/rubric grading.	1-4	Limited PD time	Administration, Professional Development	Ongoing	Observation, Site based progress monitoring	im, t
2. Instruct staff and students in the utilization of the Six Traits Plus One of writing.	1-4	Limited PD time	Administration, Teachers, Professional Development	Annually	DA, FCAT, Site based progress monitoring	im, t
3. Use the school wide writing program that includes weekly writing prompts and rubric scoring for all students.	1-4	None	Administration, Teachers	Ongoing	DA, FCAT, Site based progress monitoring	b, im, t
4. Use instructional and assistive technology for remediation in writing, drafting and revising writing, gathering information, and communicating knowledge.	1-4	Resources	Teachers, Paraprofessionals	Ongoing	DA, FCAT, Site based progress monitoring	tech
5. Use web probes and digital storytelling to engage students in writing.	1-4	None	Teachers	Ongoing	DA, FCAT, Site based progress monitoring	tech
6. Provide students and parents with a curriculum syllabus for each Language Arts course.	1-4	None	Teachers	Annually	Observation	im
7. Utilize Professional Learning Communities to analyze student academic data portfolios that will include progress monitoring data and samples of student work.	1-4	None	Teachers, Administration, Reading Coach, Paraprofessionals	Ongoing	DA, FCAT, Site based progress monitoring	or
8. All Language Arts and Social Studies teachers will participate in district professional development training on the Six Traits Plus One for writing.	1-4	Limited PD time	Teachers, Administration, Professional Development	Annually	Observation	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)

*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 Level 3+	0.0%	0/10	+10.0%	10.0%
2. Proficiency Level 3+ in subgroups:				
White	0.0%	0/4	+10.0%	10.0%
Black	0.0%	0/1	+10.0%	10.0%
Hispanic	0.0%	0/5	+10.0%	10.0%
ELL	NA	NA		
SWD	0.0%	0/10	+10.0%	10.0%
ED	0.0%	0/1	+10.0%	10.0%
3. High standards Level 4+				
4. High standards Level 4+ in subgroups:				
White				
Black				
Hispanic				
ELL				
SWD				
ED				

Action Plan

Strategy	Science Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Develop critical reading, math, and thinking skills related to science that will engage students in active learning.	1-4	None	Teachers	Ongoing	DA, FCAT, Site based progress monitoring	im, or
2. Use instructional and assistive technology to engage students in science, gather information, and communicate knowledge.	1-4	Resources	Teachers, Paraprofessionals	Ongoing	DA, FCAT, Site based progress monitoring	tech
3. Develop and review with all teachers a plan to coordinate the use of allowable accommodations as outlined on the student's Individual Education Plan.	1-4	None	Administration, Teachers, SRS	Annually	DA, FCAT, Site based progress monitoring	im, t
4. Provide students and parents with a curriculum syllabus for each Science course.	1-4	None	Teachers	Annually	Observation	im
5. Investigate opportunities to partner with other high schools and teachers for the purpose of engaging students in periodic hands on science projects and labs.	1-4	Time	Administration, Teachers	Ongoing	DA, FCAT, Site based progress monitoring	im, or
6. Provide professional development for science teachers that emphasize instructional strategies and the district science instructional plan.	1-4	Limited PD time	Teachers, Administration	Ongoing	DA, FCAT, Site based progress monitoring	im, t
7. Utilize Professional Learning Communities to analyze student academic data portfolios that will include progress monitoring data and samples of student work.	1-4	None	Teachers, Administration, Reading Coach, Paraprofessionals	Ongoing	Observation, DA, FCAT, Site based progress monitoring	or
9. Explore, develop, and implement innovative technology to promote, expand, and enhance instruction and student interest in science.	1-4	Resources	Teachers, Administration, Paraprofessionals	Ongoing	DA, FCAT, Site based progress monitoring	or, tech

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.

DISCIPLINE GOAL

Aligned with Strategic Plan System Initiative C

Discipline Goal #1: To reduce the average number of Therapy Center Interventions per student.

Discipline Goal			
	Current	+/-	Expected
1. Average Therapy Center Interventions per student	17.7	-1.0	16.7

Action Plan

Strategy	Discipline Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Utilize the activity time to promote positive outcomes with regards to student behavior.	1	None	Administration, Teachers, Guidance, Paraprofessionals	Ongoing	Daily point sheets and summary data, Therapy Center data, observation	b, or
2. Revise the Behavior Management Program/Manual as needed through the Behavior Management Committee.	1	None	Administration, Teachers, Guidance, Paraprofessionals	Ongoing	Daily point sheets and summary data, Therapy Center data, observation	sss
3. Operate a school store/token economy (using SIP funds) to promote positive student behaviors.	1	Resources	Administration, Teachers, Paraprofessionals	Ongoing	Daily point sheets and summary data, Therapy Center data, observation	b
4. Provide professional development for staff that addresses verbal diffusion, benign restraint, and appropriate consequences for behavior.	1	Limited PD time	Administration, Teachers, Guidance, Professional Development, Paraprofessionals	Ongoing	Daily point sheets and summary data, Therapy Center data, observation	b, or, t
5. Expand partnership with Positive Behavior Supports and the Seminole County Leadership Team to provide behavioral supports.	1	None	Administration, Teachers, Paraprofessionals	Ongoing	Daily point sheets and summary data, Therapy Center data, observation	sss
6. Provide additional school based counseling services through approved community agencies and SCPS social workers.	1	Resources	Guidance, Social Workers	Ongoing	Daily point sheets and summary data, Therapy Center data, observation	or, sss

7. Collect and analyze data related to positive reinforcement and other strategies that teachers utilize within each class.	1	None	Administration, Teachers, Paraprofessionals	Ongoing	Daily point sheets and summary data, Therapy Center data, observation	or
8. Utilize law enforcement to provide information on the potential consequences and legal ramifications resulting from aggressive and violent acts.	1	None	Administration, Resource Deputy	Ongoing	Daily point sheets and summary data, Therapy Center data, observation	or
9. Explore the use of technology and other resources available through Positive Behavior Supports to analyze classroom behavior management data.	1	None	ESE Coordinator, Administration	Ongoing	Daily point sheets and summary data, Therapy Center data, observation	tech
10. Provide professional development for staff on completing Functional Behavior Assessments and developing effective Behavior Intervention Plans.	1	Limited PD time	Administration, Teachers, Guidance, Professional Development, Paraprofessionals	Ongoing	Daily point sheets and summary data, Therapy Center data, observation	b, or, t

Mid-Year:

Administration, guidance counselors, and Therapy Center Staff will review discipline data quarterly to determine if revisions to the action plan are needed and adjust accordingly. The information will be reported to the School Advisory Committee.

GRADUATION/ON-TIME PROMOTION AND AT-RISK GRADUATION GOALS

Aligned with Strategic Plan System Initiative A

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

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

Elementary School: Percent of students completing elementary school in 6 years

Middle School: Percent of students completing middle school in 3 years

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

Elementary School: At-Risk is defined as students who qualify for F&R Lunch

Middle School: At-Risk is defined as students in Level 1 or Level 2 in both Reading and Math on the 5th grade FCAT 2.0

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

Graduation/On-time promotion/At-Risk Graduation Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. Graduation/On-time Promotion Level of Performance	20.0%	1 of 5	+30.0%	50.0%
2. At-Risk Graduation Level of Performance	20.0%	1 of 5	+30.0%	50.0%

Action Plan

Strategy	Graduation /Promotion Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Meet with 12 th grade students quarterly to review graduation requirements and any deficiencies with regards to credits, GPA, and/or FCAT requirements.	1-2	Absenteeism, Mobility	Guidance, Teachers	Quarterly	Graduation verification	or
2. Meet with 9 th -11 th grade students annually to review credits, GPA, FCAT requirements and deficiencies in any of these areas that need to be addressed.	1-2	None	Guidance	Annually	Transcript and credit reviews	or
3. Utilize post-graduation transition planning references, publications, and web site to provide information and resources for students on careers and employment opportunities.	1-2	None	Guidance, Teachers, Transition Resource Teacher	Ongoing	Observation	im, or
4. Incorporate tutoring sessions for 12 th graders struggling to meet graduation requirements.	1-2	Absenteeism, Mobility, Resources	Administration, Teachers	Ongoing	Observation	im, or, st
5. Promote student participation in the SCPS transition fair.	1-2	None	Administration, Guidance, Teachers	Annually	Observation	or

6. Utilize Plato software and Seminole Virtual School for credit recovery opportunities for students.	1-2	None	Teachers	Ongoing	Transcript and credit reviews	tech
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POST-SECONDARY READINESS GOALS

Aligned with Strategic Plan System Initiative A

(High School only)

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

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

*Based on the High School Accountability formula

Postsecondary Readiness Goals 1 and 2	Current %	# of #-	% +/-	Expected %
1. Level of Reading Performance	0.0%	0 of 1	+ 25.0%	25.0%
2. Level of Math Performance	0.0%	0 of 1	+25.0%	25.0%

Action Plan

Strategy	Readiness Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Implement SAT instruction/vocabulary in all classes.	1	Funding for books, lack of higher or thinking skills and classroom practices	Administration, teachers.	Ongoing	FCAT and SAT scores; Administrative walkthroughs monitoring strategies	b, im, or, st, t
Provide students with opportunities to explore careers and job opportunities through Teach-In experiences, and ePEP (Electronic personal education planner.).	1-2	Work schedule conflict with teach-in volunteers.	Administrators, teachers, literacy coach.	End of year	Review of student career planners.	tech, im, or, st, s, t
Provide students with learning and assessment opportunities in reading using Discovery Education	1-2	Availability of technology cart.	Administrators, teachers, ETF	Quarterly	DA, FCAT, EOC	im, or, tech, t
Provide students with learning and assessment opportunities in mathematics using Discovery Education	1-2	Availability of technology cart.	Administrators, teachers, ETF	Quarterly	DA, FACT, EOC	im, or, tech, t
Promote participation in and registration for the Princeton Review; Practice PSAT, SAT, ACT and PERT exams via <i>Tell-A-Ram</i> , email the Guidance Department Blackboard Site, Skyward Family Access and List Serve notices to parents.	1-2	Funding	Administrators, guidance teachers	Quarterly	PSAT, SAT, ACT, PERT	b, or, tech

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 decrease the percentage of Therapy Center Interventions for aggressive and violent acts.

School Defined Goal	Current	% +/-	Expected
Percent of Therapy Center Interventions for aggressive and violent acts.	12.23%	-1.0%	11.23%

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Utilize the activity time to promote positive outcomes with regards to student behavior.	None	Administration, Teachers, Guidance, Paraprofessionals	Ongoing	Daily point sheets and summary data, Therapy Center data, observation	b, or
2. Revise the Behavior Management Program/Manual as needed through the Behavior Management Committee.	None	Administration, Teachers, Guidance, Paraprofessionals	Ongoing	Daily point sheets and summary data, Therapy Center data, observation	sss
3. Operate a school store/token economy (using SIP funds) to promote positive student behaviors.	Resources	Administration, Teachers, Paraprofessionals	Ongoing	Daily point sheets and summary data, Therapy Center data, observation	b
4. Provide professional development for staff that addresses verbal diffusion, benign restraint, and appropriate consequences for behavior.	Limited PD time	Administration, Teachers, Guidance, Professional Development, Paraprofessionals	Ongoing	Daily point sheets and summary data, Therapy Center data, observation	b, or, t
5. Expand partnership with Positive Behavior Supports and the Seminole County Leadership Team to provide behavioral supports.	None	Administration	Ongoing	Daily point sheets and summary data, Therapy Center data, observation	sss

6. Provide additional school based counseling services through approved community agencies and SCPS social workers.	Resources	Guidance, Social Workers	Ongoing	Daily point sheets and summary data, Therapy Center data, observation	or, sss
7. Collect and analyze data related to positive reinforcement and other strategies that teachers utilize within each class.	None	Administration, Teachers, Paraprofessionals	Ongoing	Daily point sheets and summary data, Therapy Center data, observation	or
8. Utilize law enforcement to provide information on the potential consequences and legal ramifications resulting from aggressive and violent acts.	None	Administration, Resource Deputy	Ongoing	Daily point sheets and summary data, Therapy Center data, observation	or
9. Explore the use of technology and other resources available through Positive Behavior Supports to analyze classroom behavior management data.	None	ESE Coordinator, Administration	Ongoing	Daily point sheets and summary data, Therapy Center data, observation	tech
10. Provide professional development for staff on completing Functional Behavior Assessments and developing effective Behavior Intervention Plans.	Limited PD time	Administration, Teachers, Guidance, Professional Development, Paraprofessionals	Ongoing	Daily point sheets and summary data, Therapy Center data, observation	b, or, t

Beginning: Administration will assess and determine the amount of behavioral interventions and student response to interventions established.

Mid-year: Administration will review the climate survey reflecting on the question(s) of faculty perception of student behavior as a result of interventions to the school's behavior management program.

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
Professional Learning Communities - Literacy and Language Development	Reading and Writing all goals	9-12-12 10-10-12 11-14-12 12-12-12 1-9-13 2-13-13 3-13-13 4-10-13 5-8-13	Improving student achievement	School-Wide	50		Reading Coach
Professional Learning Communities - Behavior Modification and Classroom Management	Discipline and School Defined all goals	8-22-12 10-24-12 11-28-12 1-23-13 2-27-13 4-24-13 5-22-13	Improving student behavior and classroom management	School-Wide	50		Guidance Counselor
Professional Learning Communities – School Improvement	Reading, Writing, Math, Science all goals	9-5-12 10-3-12 11-7-12 12-5-12 2-6-13 3-6-13 4-3-13 5-1-13	Improving student achievement	School-Wide	50		Principal

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

INCOME:

Original Allocation:	\$75.00
Adjustment:	\$124.00
Carry Over:	\$190.39
Total Income:	\$389.39

EXPENDITURES	ACTUAL COST	BALANCE
Total Income Carry Over Balance		\$389.39
Behavior Management Student Incentives	\$134.56	\$254.83

□

CARRY OVER:

Total carry over for 2012-2013: \$254.83

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.

Cathy Loyd, Principal; Amanda Wheeler, Reading/Language Arts; Tamicka Merthie, Math; Curtis Thomas, Social Studies; Debbie James, Science; Tracey Wight, Electives/Vocational; Brett Marshall, Counselor; Bernard Knight, Therapy Center

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?

- The leadership team meets on a monthly basis to determine appropriate interventions to be implemented with individual students and/or sub-groups of students.
- Members of the team meet with teachers to discuss the strategies to utilize for implementation of the interventions.
- Interventions are evaluated on a continual basis for effectiveness.
- The effectiveness of the intervention then determines if the intervention is continued, discontinued, or adjusted to meet the needs of the student(s).
- The team will analyze and problem-solve using school-wide data to provide a structured program to meet the needs of all students in a stimulating learning environment.

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

The role of the leadership team is to evaluate and analyze the academic and behavioral progress of all students. Team members will facilitate positive behavior change in our students and staff that will result in reducing the number of inappropriate behaviors occurring across campus by educating students and staff and by reinforcing appropriate behaviors.

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

The Endeavor Behavior Management Program is designed to increase appropriate behaviors through the systematic use of rewards (points) and to reduce inappropriate behaviors through the withholding of rewards (points), along with the limited use of a consequence. The point system is used as a basis for all earned rewards and privileges. This system represents **Tier 1** in the positive reinforcement continuum.

Tier 2 in the continuum of positive reinforcement is the level system. The daily point accumulation is used to determine the level of activities from which the student has to choose. This provides a differential valuing of performance and an increase in time between the demonstration of appropriate behavior and positive reinforcement.

Tier 3 includes an individualized contract that is developed for students that do not demonstrate success on the school-wide behavior management program. The contract will focus on specific interventions that address the problematic behaviors that the student is demonstrating.

Behavior data sources include:

- The daily behavior management point sheets.
 - Therapy Center Interventions
 - Disciplinary referrals
 - Behavior Intervention Plans
-
- District level administrators work with schools on an individual basis and allocate resources based on the needs determined by review of student performance data. This process allows district and school staff to work together to meet student needs as well as serve as a model for accountability
 - The district has established a Reading Team whose members are highly qualified in reading. They work directly with the school's reading coach to ensure that the reading plan is implemented with consistency and integrity.
 - The principal sets the tone as the school's educational leader and will assure parents, teachers, and students that all children can learn and improve academically. The principal and staff of the school will participate in activities and training that ensures their understanding of core academic areas.
 - All standard diploma students at Endeavor are provided with courses that align with the Sunshine State Standards for a regular high school diploma. These courses are taught with a low teacher to student ratio and with an instructional assistant in addition to the teacher for each course. This **represents Tier 1** in the academic continuum.
 - Students that do not show proficiency (level 3 or higher) on FCAT or participate in Alternate Assessment will be provided with intensive reading and math courses. This represents **Tier 2** in the academic continuum.
 - Students that produce oral reading fluency scores of less than 135 words per minute and Lexile scores below 400 will be provided with additional support through the use of the Journeys reading program. This represents **Tier 3** of the academic continuum.

Academic data sources include:

- Math PMA's
- Grades
- Progress Reports
- Report Cards
- FCAT
- End of Course Exams
- Fast Forward Reports
- Discovery Education Reports
- Reading Plus Reports
- Science PMA's
- Site-based writing prompts

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.

Endeavor School currently has school-wide implementation of the RtI process with regards to the behavior management program. All students are continually evaluated through the school-wide behavior point system. All students that are not successful under this system are provided specific interventions that are also continuously evaluated and modified to meet the individual needs of the student.

In addition to the school-wide and individualized behavior management program, Endeavor School will participate in professional development activities that will be used with teachers and parents in the development of RtI strategies to increase student performance.

All standard diploma students at Endeavor are provided with courses that align with the Next Generation Sunshine State Standards for a regular high school diploma. These courses are taught with a low teacher to student ratio and with an instructional assistant in addition to the teacher for each course. This represents tier 1 in the academic continuum.

Students that do not show proficiency (level 3 or higher) on FCAT or participate in Alternate Assessment will be provided with intensive reading and math courses. This represents tier 2 in the academic continuum.

Students that produce oral reading fluency scores of less than 135 words per minute and Lexile scores below 400 will be provided with additional support. This represents tier 3 of the academic continuum.

6. Describe the plan to train staff on MTSS.

Various professional development opportunities will be provided through:

- Staff is provided information at monthly staff meetings.
- Departments/Content area specific training.
- Kagan strategies
- Behavior management procedures

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).

Cathy Loyd, Principal; Amanda Wheeler, Kristie Demeter, Nancy Poe, Michelle Shoaff, Reading/Language Arts; Tamicka Merthie, Math; Curtis Thomas, Social Studies; Debbie James, Science; Tracey Wight, Electives/Vocational; Brett Marshall, Counselor

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

- The Literacy Leadership team meets on a monthly basis to determine appropriate interventions to be implemented with individual students and/or sub-groups of students.
- Members of the team meet with teachers to discuss the literacy strategies to utilize for implementation of the interventions.
- Interventions are evaluated on a continual basis for effectiveness.
- The effectiveness of the intervention then determines if the intervention is continued, discontinued, or adjusted to meet the needs of the student(s).
- The team will analyze and problem-solve using school-wide literacy data to provide a structured program to meet the needs of all students in a stimulating learning environment.

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

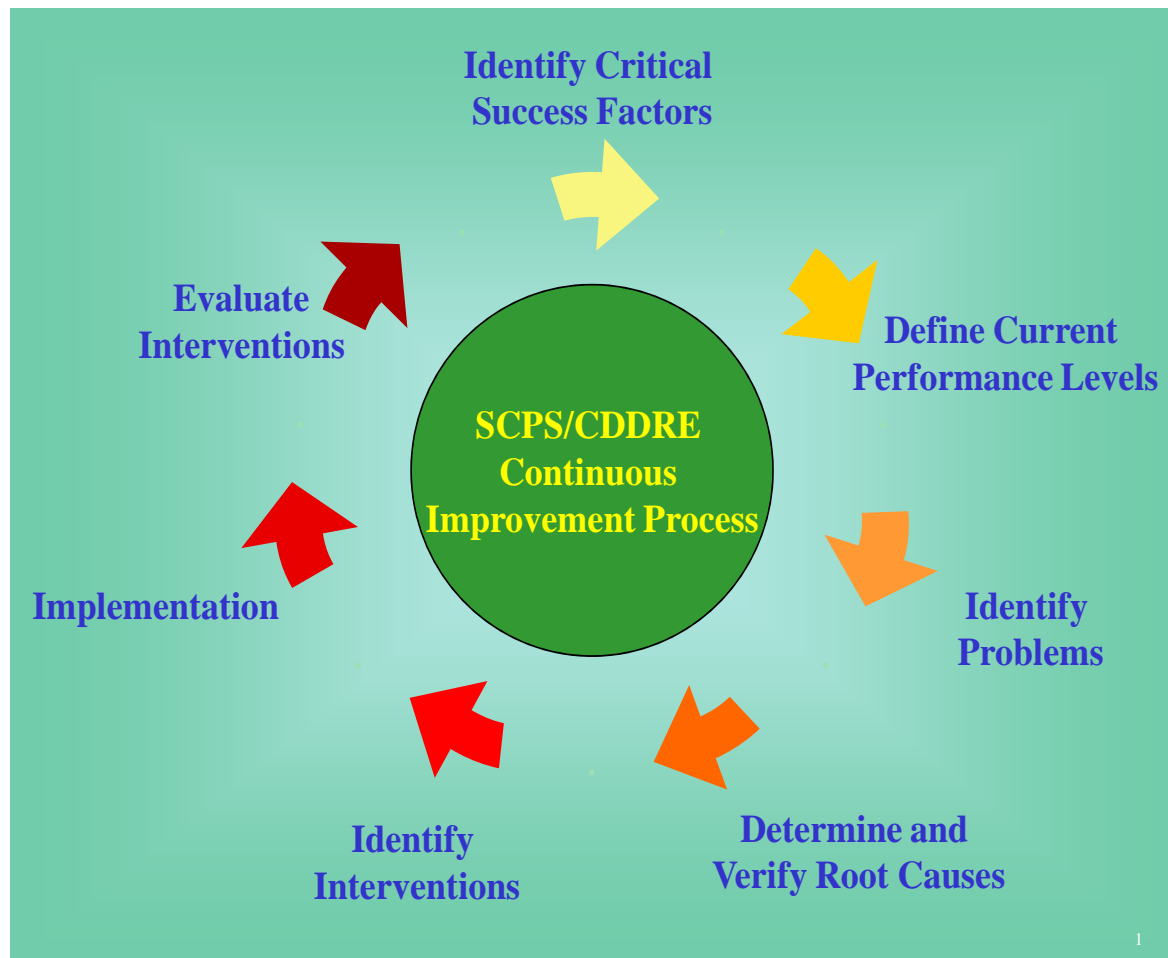
The role of the literacy leadership team is to evaluate and analyze the literacy progress of all students. Team members will facilitate literacy strategies for students and staff that will result in student academic growth.

- School-wide writing program.
- Vocabulary word of the day developed through the Professional Learning Communities.
- Incorporating reading strategies throughout all content areas.
- Participate in poetry and literacy contests.
- Develop a student forum for literacy.
- Utilize a common rubric for writing across the disciplines.

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 teachers and paraprofessionals at Endeavor School will participate in Lesson Studies to enhance and evaluate the differentiation of instruction in Reading. The Professional Learning Communities at Endeavor School will be strengthened through these Lesson Studies. Professional development opportunities will be provided through the on-site reading coach as well as through district professional development opportunities. Initial and follow up sessions have been scheduled to help facilitate growth and direction.



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 by 50%.**
Goal #2: Design and Develop Quarterly School Newsletter.
Goal #3: Increase PTA membership and involvement by 30%.

Parent Involvement Goal(s)	Current	# of #-	% +/-	Expected
1. Parents registered for Parent Portal	24.5%	12/49	+4.0%	28.5%

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)
Designate school based personnel as contact person for parent access to Skyward information.	6	Additional responsibilities of the individual assigned	Dean, ETF	End of Year	Climate Survey, Skyward	st, tech, or
Post information about access Skyward on the school website and newsletter.	6	Lack of access to the internet at home	Dean, ETF	End of Year	Climate Survey	b, tech, or
Use multiple strategies to communicate with parents: Synvoice Caller system, Newsletters, Skyward e-mail distribution lists, etc.	6	Lack of technology availability at home	Dean	End of Year	Climate Survey	b, tech, or
Encourage all staff members to join	6	Money, time conflicts/personal living schedule	Administration, teachers	End of Year	Membership report	or

Beginning: Administration will determine the amount of parents requesting access to the Skyward Parent Portal by counting the number of Family Access Enrollment Forms completed and turned in. Mid-year: Administration will review the climate survey reflecting on the question(s) of parents being informed of classroom and school activities.

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.

Goal #1: The Science Department will acquire access to Lego robotics tools to use in the class for student activities.

Goal#2: Endeavor School will launch a new school news network that will provide students with knowledge and skills needed to operate technology software and digital media.

Goal #3: All core content teachers will integrate technology into the classroom and the embed technology in the curriculum.

Goal #4: Increase the number of professional development school based in-service opportunities will be provided to teachers and paraprofessionals.

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)
Acquire Lego Robotics Technology for the Science Department	Access to funding, training for teachers	Administration	End of Year	Sample student projects	b, tech, im
Designate school based personnel responsible for learning how to use entertainment and media technology available, solicit student volunteers.	Training for teacher designing the program and student support	Dean, ETF, students	End of Year	Student work sample (news samples)	tech, im, st
At all school based in-service activities and faculty meetings administration and other personnel will utilize technology to facilitate the meeting and topics covered.	Availability and relevance of the technology to the topic covered. Time constraints given the content and amount of information to be covered.	Dean, ETF, curriculum support coach.	End of Year	Climate Survey	tech, st
Equip all classrooms with up-to-date technology (i.e. computers, active projectors).	Funding, maintenance	Administration, ETF	End of Year	Technology Records	tech, im
Purchase an additional laptop cart.	Funding	Administration	End of Year	Climate Survey	b, tech, im

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.

Goal #1: Expand career opportunities for students who participate in the JET program.

Goal #2: Endeavor School will launch a new school news network that will provide students with knowledge and skills needed to operate technology software and digital media entertainment tools.

Goal #3: Increase of career professionals who participate in district Teach-In.

Goal #4: Increase the number of students participating in AutoCAD class

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)
Designate school based personnel as the JET designee.	Acquiring business partners will to participate in the JET program	Administration	End of Year	The JET program contact person will be responsible for providing an up-to-date list of active and new business participants	st
Designate school based personnel responsible for installing and learning the usage of school the schools news network technology.	Technical training for the teacher responsible for using the equipment and also teaching the students how to use the tools	Dean, ETF	End of Year	The school technology facilitator will ensure that all media and network technology is operational for broadcasting each morning.	st
Provide opportunities for students to participate in the news network room by assigning roles (i.e. new anchor, producer, camera operator, sound controller). Provide students with the knowledge and skills necessary to utilize the equipment.	Soliciting students to participate, locating teaching materials to provide students with the technical knowledge of the equipment	Dean, ETC	End of Year	Student news network work samples	im, st
Designate school contact person to serve as the Business Partners Liaison and In-Service coordinator.	Availability of participants due to work schedules	Administration	End of Year	Number of In-Service volunteers	st

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

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

- Elementary schools: Idyllwilde, Pine Crest, Spring Lake and Wicklow
- All middle schools except Chiles and Rock Lake
- All high schools except Crooms, Journeys, and Oviedo

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

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

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

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

CELLA (All students)	Current	# of #	% +/-	Expected
1. Proficient in Listening & Speaking	100%	1/1	+100%	100%
2. Proficient in Reading	0%	1/1	+100%	100%
3. Proficient in Writing	N/A	1/1	+100%	100%

Action Plan

Strategy	CELLA Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Provide professional development instructional support to faculty on ESOL strategies in the classroom.		PD Scheduling, PD guest facilitators skilled in ESOL content strategies	Administration	End of school year.	School Climate Survey	im, t
Expand literacy opportunities across the curriculum.		Locating relevant literacy materials specific to each content area/lesson of study	Administration, literacy coach, teachers	Ongoing	Teacher observations, classroom walk throughs	im, t, or
Provide ESOL students with opportunities in the classroom that will develop reading, listening and speaking skills.		Access to materials and technology applications	Administration, teachers	End of school year	Student work samples, CELLA	sss, im, or, tech

ADDENDUM 9 – FLORIDA ALTERNATIVE ASSESSMENT (FAA) GOALS

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

Middle school: Millennium (26 students)

High schools: Lake Mary (38 students), Lyman (37 students) and Winter Springs (57 students)

*Level 4 is proficient on the Florida Alternative Assessment.

- Goal #1: To increase the number of students completing the FAA with a performance level of 7 or higher in the area of reading.**
Goal #2: To increase the number of students completing the FAA with a performance level of 7 or higher in the area of mathematics.
Goal #3: To increase the number of students completing the FAA with a performance level of 7 or higher in the area of writing.
Goal #4: To increase the number of students completing the FAA with a performance level of 7 or higher in the area of science.

Action Plan

Strategy	FAA Goal Subject	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Enhance reading opportunities across all content areas.	Reading	Curriculum materials, funding	Administration, teachers	Ongoing	Teacher lesson plans	im, st, t
Provide differentiated instruction in the classroom.	Reading, mathematics, science, writing	Professional development schedule	Administration, teachers	Ongoing	Classroom observations, teacher lesson plans, student work product	tech, im, st, t
Discovery Education and other standards driven online assessment opportunities.	Reading, mathematics	Scheduling, technology availability	Administration, teachers, ETF	Quarterly	DA	tech, im, st, sss, t
Provide students with ongoing academic support at home through homework and take-home assignments.	Reading, mathematics, science, writing	Home materials to complete projects/assignments, online access	Teachers, students, parents/guardians	Ongoing	Student grades / completion of homework assignments	im

ADDENDUM 10 – GEOMETRY, BIOLOGY, U.S. HISTORY AND CIVICS (EOC)

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

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

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

READING AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	17	31	31	38	45	52	59
American Indian							
Asian							
Black/African-American							
Hispanic	***						
White	28	33	40	46	52	58	64
English Language Learners							
Students with Disabilities	17	31	31	38	45	52	59
Economically Disadvantaged	15	30	29	36	43	50	58

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	16	12	30	37	44	51	58
American Indian							
Asian							
Black/African-American							
Hispanic							
White	20						
English Language Learners							
Students with Disabilities	16	12	30	37	44	51	58
Economically Disadvantaged	16	13	30	37	44	51	58

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
Cathy Loyd	9/11/12	Jazmine Thompson			
INSTRUCTIONAL		Michelle Lawrence			
Brett Marshall	9/11/12				
		Helen Tasch	9/11/12		
Curtis Thomas	9/11/12				
		Toni Anderson			
Michelle Shoaff	9/11/12				
		Adrienne Lashinski	9/11/12		
NON-INSTRUCTIONAL					
Luke Gabrovic	9/11/12				