

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.



Carillon Elementary School

School Improvement Plan 2012-2013

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EVALUATION OF SCHOOL IMPROVEMENT PLAN 2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		97.2%	1	98.2%	92.2%	N
High standards Level 4+		77.5%	3	80.5%	68.7%	N
Proficiency Level 3+ in AYP subgroups						
	White	97.2%	1	98.2%	93.2%	N
	Black	90.0%	3	93%	75.0%	N
	Hispanic	100%	NA	100%	95.7%	N
	ELL	91.7%	3	94.7%	100.0%	Y
	SWD	100%	NA	100%	82.7%	N
	ED	88.5%	3	91.5%	86.7%	N
Learning Gains		75.8%	5	80.8%	76.1%	N
Lowest 25% making Learning Gains		72.1%	5	78.1%	85.7%	Y
Learning Gains Levels 4/5		40%	5	45%	85.3%	Y
Learning Gains in AYP subgroups						
	White	76.5%	5	81.5%	73.0%	N
	Black	55.6%	5	60.6%	90.9%	Y
	Hispanic	84.6%	5	89.6%	76.5%	N
	ELL	62.5%	5	67.2%	75.0%	Y
	SWD	65.9%	5	70.9%	77.3%	Y
	ED	68.8%	5	73.8%	88.4%	Y

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		97.2%	1	98.2%	88.7%	N
High standards Level 4+		77.1%	3	80.1%	64.3%	N
Proficiency Level 3+ in AYP subgroups						
	White	98.1%	1	99.1%	90.3%	N
	Black	85%	3	88%	55.0%	N
	Hispanic	100%	NA	100%	95.7%	N
	ELL	100%	NA	100%	84.6%	N
	SWD	100%	NA	100%	82.7%	N
	ED	94.2%	3	97.2%	83.3%	N
Learning Gains		73.0%	5	78.0%	73.7%	N
Lowest 25% making Learning Gains		73.8%	5	78.8%	62.1%	N
Learning Gains Levels 4/5		80.0%	5	85.0%	88.6%	Y

Learning Gains in AYP subgroups						
	White	72.7%	5	77.7%	72.3%	N
	Black	72.2%	5	77.7%	54.5%	N
	Hispanic	76.9%	5	81.9%	88.2%	Y
	ELL	75.0%	5	80.0%	75.0%	N
	SWD	51.2%	5	56.2%	78.8%	Y
	ED	72.9%	5	77.9%	79.1%	Y

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		92.7%	3	95.7%	90.7%	N
High standards Score 6.0		8.2%	2	10.2%	1.2%	N
Proficiency Score in AYP subgroups						
	White	90.1%	3	93.1%	91.8%	N
	Black	100%	NA	100%	66.7%	N
	Hispanic	100%	NA	100%	90.0%	N
	ELL	100%	NA	100%	80.0%	N
	SWD	100%	NA	100%	88.2%	N
	ED	95.0%	3	98.0%	87.5%	N
High standards Score 6.0 in AYP subgroups						
	White	7.4%	5	12.4%	1.6%	N
	Black	12.5%	5	17.5%	0.0%	N
	Hispanic	0.0%	5	5.0%	0.0%	N
	ELL	0.0%	5	5.0%	0.0%	N
	SWD	0.0%	5	5.0%	0.0%	N
	ED	0.0%	5	5.0%	0.0%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		75.5%	5	80.5%	79.9%	N
High standards Level 4+		37.2%	5	42.2%	38.1%	N
Proficiency Level 3+in AYP subgroups						
	White	77.8%	5	82.8%	79.6%	N
	Black	55.6%	5	60.6%	37.5%	N
	Hispanic	100%	NA	100%	100.0%	Y
	ELL	60%	5	65%	100.0%	Y
	SWD	28.5%	5	33.5%	71.4%	Y
	ED	60.9%	5	65.9%	73.1%	Y
High standards Level 4+ in AYP subgroups						
	White	37.5%	5	42.5%	37.9%	N
	Black	11.1%	5	16.1%	12.5%	N

	Hispanic	66.7%	5	71.7%	25.0%	N
	ELL	20.0%	5	25.0%	33.3%	Y
	SWD	14.2%	5	19.2%	40.8%	Y
	ED	21.7%	5	26.7%	19.2%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	31%	5	36%	80.0%	Y
Performance in advanced coursework	95%	2	97%	100.0%	Y

Discipline Goals	Male					Female				
	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)	Current%	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: Students with Disabilities	16%	-3%	13%	17.2	N	1%		1%	6%	N
Out-of-school suspensions (unduplicated) Subgroup: Students with Disabilities	1%	-1%	1%	0.0%	Y	1%		1%	6%	N

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	97%	2	99%	99.5%	Y
At-Risk students graduating or advancing with age-level peers	91%	3	94%	99.2%	Y

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup: Safety Patrols & TV Production with Economically Disadvantaged students	18.6%	1%	19.6%	18.2%	N

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Increase by 10% parent/student participation in academic programs and events that increase student achievement and improvement across the curriculum.	75%	10%	85%	85%	Y

Goal Summary

Number of Goals Met: 22

Number Not Met: 48

Number Partially Met: 0

READING GOALS

Aligned with Strategic Plan System Initiative B

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

Reading Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		92.2%	294 / 319	+3	95.2%
2. Proficiency Level 3.0+ in subgroups:					
	White	93.2%	221 / 237	+2	95.2%
	Black	75.0%	15 / 20	+5	80%
	Hispanic	95.7%	22 / 23	+4	100%
	ELL	100.0%	13 / 13		100%
	SWD	82.7%	81 / 98	+5	87.7%
	ED	86.7%	52 / 60	+5	91.7%
3. High Standards Level 4.0+		68.7%	219 / 319	+5	73.7%
4. Learning Gains		76.1%	162 / 213	+5	81.1%
5. Lowest 25% Making Learning Gains		85.7%	12 / 14	+5	90.7%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		28.7%	41 / 213	+22	50.7%
7. Learning Gains Levels 4/5		85.3%	122 / 143	+5	90.3%
8. Learning Gains in subgroups:					
	White	73.0%	116 / 159	+10	83%
	Black	90.9%	10 / 11	+9	100%
	Hispanic	76.5%	13 / 17	+12	88.5%
	ELL	75.0%	6 / 8	+25	100%
	SWD	77.3%	51 / 66	+13	90.3%
	ED	88.4%	38 / 43	+7	95.4%

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 schedule and provide a 90 minute uninterrupted Reading Block that includes small group instruction and technology integration and additional 30 minute period for differentiated reading instruction, interventions and enrichment opportunities.	1, 2, 3, 4, 5, 6, 7	Scheduling, Lack of compliance by support staff, Lack of technology	Admin, Teachers, Support staff, Reading Coach, Media Specialist	Baseline, midyear, end of year, and ongoing	Classroom walkthroughs, lesson plans, FCAT, SRI, Discovery Ed, common assessments	b, im, or, st, tech, t
2. Provide targeted reading interventions to Tier 2 and Tier 3 students, and those not responding to differentiation within the core, through the use of designated programs such as Read Well, Spire, SIPPS, and Making Meaning.	1, 2, 3, 4, 5, 6, 7	Scheduling, Lack of support staff, Lack of training	Admin, Teachers, Support Staff, Reading Coach	Weekly & Ongoing	FCAT, SRI, Discovery Education, PSI, PASI, SIPPS placement tests	b, im, st, tech, t
3. Administer reading assessments for screening, progress monitoring and diagnostic purpose, according to the SCPS reading plan, and disaggregate assessment results according to standards and content foci within test clusters and strands to inform instruction during grade level PLCs.	1, 2, 3, 4, 5, 6, 7	Scheduling & Lack of technology	Admin, All Teachers, Reading Coach	SCPS Assessment schedule and ongoing grade level assessments	PLC Logs, FCAT, SRI, Discovery Education, common assessments	im, st, tech, t
4. Continue the use of school-wide at home Reading Logs in all grades, K-5, with responses in either written or electronic form.	1, 2, 3, 4, 5, 6, 7	Lack of communication, student motivation, or parent involvement; Limited access to technology	Admin, All Teachers, ETF, Parents, Students, Media Specialist,	Weekly	Reading Log, EdModo - Online program	b, or, tech, t

5. Provide 2012 FCAT scores and progress monitoring data to individual students for student learning logs or data notebooks, and assist students with setting individual performance goals.	1, 2, 3, 4, 5, 6, 7	Time constraints, Lack of student interest, lack of fidelity	Admin, All Teachers, Reading Coach, Media Specialist,	Trimester	Student Learning Logs, FCAT, SRI, Discovery Education, and Common Assessments, Scales and/or Rubrics	b, or, t
6. Utilize <i>Comprehension Toolkit</i> in grades K-5, content area text and other literary resources, to integrate reading and writing across subject areas.	1, 2, 3, 4, 5, 6, 7	Time constraints, Lack of training & knowledge of standards	Admin, All Teachers, Reading Coach, Media Specialist, District Support Staff	Weekly	Lesson plans, Scales/Rubrics, Common Assessments	b, or, t
7. Create learning scales and/or rubrics and teach students how to monitor their mastery of learning goals.	1, 2, 3, 4, 5, 6, 7	Time constraints, Lack of training & knowledge of standards	Admin, All Teachers, Reading Coach, Media Specialist	Trimester, Daily,	Scales and/or rubrics administration review	im, or, t
8. Provide additional reading support and enrichment to all students, before, during and after the regular school day, through the use of extended computer lab hours, the Carillon Elementary 21 st Century Media Center, Hagerty High Teen Trendsetters, UCF Mentors, RAP, Ticket to Read, FCAT Explorer and FCAT Focus.	1, 2, 3, 4, 5, 6, 7	Time constraints, Lack of access to computer lab, Lack of support staff and/or dividends	Admin, All Teachers, Reading Coach, Media Specialist	Trimester & Ongoing	FCAT, SRI, Discovery Education, and Common Assessments, Scales and/or Rubrics	b, or, st, tech, t

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

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

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+		88.7%	283 / 319	+5	93.7%
2. Proficiency Level 3.0+ in subgroups:					
	White	90.3%	214 / 237	+3	93.3%
	Black	55.0%	11 / 20	+20	75.0%
	Hispanic	95.7%	22 / 23	NA	95.7%
	ELL	84.6%	11 / 13	+6	90.6%
	SWD	82.7%	81 / 98	+8	90.7%
	ED	83.3%	50 / 60	+7	90.3%
3. High Standards Level 4.0+		64.3%	205 / 319	+6	70.3%
4. Learning Gains		73.7%	157 / 213	+7	80.7%
5. Lowest 25% Making Learning Gains		62.1%	18 / 29	+8	70.1%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		32.1%	45 / 213	+18	50.1%
7. Learning Gains Levels 4/5		88.6%	124 / 140	+2	90.6%
8. Learning Gains in subgroups:					
	White	72.3%	115 / 159	+8	80.3%
	Black	54.5%	6 / 11	+16	70.5%
	Hispanic	88.2%	15 / 17	+2	90.2%
	ELL	75.0%	6 / 8	+13	88%
	SWD	78.8%	52 / 66	+7	85.8%
	ED	79.1%	34 / 43	+6	85.1%

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. Continue to schedule and provide a 60 minute Math Block that includes small group differentiated instruction, interventions to Tier 2 and Tier 3 students, enrichment opportunities and technology integration (IXL & Timez Attack) within each classroom.	1, 2, 3, 4, 5, 6, 7, 8	Scheduling, Lack of compliance by support staff, Lack of technology and training	Admin, Teachers, Support staff, ETF	Baseline, midyear, end of year, and ongoing	Classroom Walkthroughs, Lesson plans, FCAT, Go Math!, Discovery Education and common assessments	b, im, or, st, tech, t
2. Offer and provide PRIMES instruction in grades 4 and 5 to high achieving students. All students scoring Level 4 or 5 on 2012 FCAT Math are eligible to participate.	1, 3, 4, 6, 8	Scheduling, Time constraints, Lack of student/parent commitment, Lack of training	Admin, Teachers, Support staff	Baseline, midyear, end of year, and ongoing	FCAT, GoMath! and Discovery Education assessments	b, im, or, st, tech, t
3. Administer math assessments for screening, progress monitoring and diagnostic purpose, and disaggregate the results for all subgroups according to standards and content foci within test clusters and Big Ideas, to determine strengths and weaknesses and plan differentiated instruction during PLCs.	1, 2, 3, 4, 5, 6, 7, 8	Scheduling & Lack of technology	Admin, All Teachers, ETF	Baseline, midyear, end of year following the SCPS Assessment schedule and ongoing grade level assessments	FCAT, GoMath! and Discovery Education assessments, Data notebooks, Lesson plans and PLC logs.	im, or, sss, st, tech, t
4. Provide 2012 FCAT scores and progress monitoring data to individual students for student learning logs or data notebooks, and assist students with setting individual performance goals.	1, 2, 3, 4, 5, 6, 7, 8	Time constraints, Lack of student interest, Lack of fidelity	Admin, Teachers	Trimester	Student Learning Logs, FCAT, Discovery Education. Go Math!, common assessments and Scales and/or Rubrics	b, or, t

5. Create learning scales and/or rubrics and teach students how to monitor their mastery of learning goals.	1, 2, 3, 4, 5, 6, 7, 8	Time constraints, Lack of training and knowledge of standards	Admin, Teachers	Trimester ,Daily	Scales and/or Rubrics Administration review, Classroom Walk-throughs	im, or, t
6. Provide teachers support and training for the use of problem solving strategies, cooperative groups, and manipulatives in instruction.	1, 2, 3, 4, 5, 6, 7, 8	Time constraints, Lack of training, Lack of fidelity	Admin., Teachers, District Support Staff Math Mentors	Ongoing	Lesson Plans, Administration review	b, im, or, t
7. Provide additional math support and enrichment opportunities and additional instructional support staff, before, during and after the school day, through the use of extended computer lab hours, Hagerty High Teen Trendsetters, UCF Mentors, FCAT Explorer and FCAT Focus.	1, 2, 4, 5, 8	Time constraints, Staff scheduling, Lack of student/parent commitment, Transportation needs, Funding	Admin, Teachers, Support Staff	Weekly	Intervention Plans, Attendance Records, Assessment Reports: FCAT, Discovery Education. Go Math!, common assessments and Scales and/or rubrics	b, im, or, st, t
8. Provide acceleration programs such as Math Superstars in all grades, Big Idea Projects, and Math Olympics in grades K-4.	1, 2, 3, 4, 5, 6, 7, 8	Time constraints, Staff scheduling, Lack of student/parent commitment, Funding	Admin., Teachers, Dividends	Yearly	Attendance Records, Assessment Reports: FCAT, Discovery Education. Go Math!, common assessments and Scales and/or rubrics	b, im, or, st 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 3.0+		90.7%	78 / 86	+9.3	100%
2. Proficiency Score 3.0+ in subgroups:					
	White	91.8%	56 / 61	+8.2	100%
	Black	66.7%	2 / 3	+33.3	100%
	Hispanic	90.0%	9 / 10	+10	100%
	ELL	80.0%	4 / 5	+20	100%
	SWD	88.2%	15 / 17	+11.8	100%
	ED	87.5%	14 / 16	+12.5	100%
3. High Standards Score 6.0		1.2%	1 / 86	+8.8	10%
4. High Standards Score 6.0 in subgroups:					
	White	1.6%	1 / 61	+8.4	10%
	Black	0.0%	0 / 3	+10	10%
	Hispanic	0.0%	0 / 10	+10	10%
	ELL	0.0%	0 / 5	+10	10%
	SWD	0.0%	0 / 17	+10	10%
	ED	0.0%	0 / 16	+10	10%

*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 teachers opportunities to review anchor paper scoring, and develop inter-rater reliability during grade level PLCs.	1, 2, 3, 4	Time constraints,	Admin., All teachers	Trimester	PLC logs, Writing samples and scoring	im, or, tech, t
2. Partner classes to expand the “Writing Buddy” concept providing for student collaboration across grade levels.	1, 2, 3, 4	Time constraints, Scheduling conflicts	Admin., Teachers	Trimester	SCPS Writing Prompts, FCAT Writes	im, or
3. Provide formal vocabulary instruction to all students in grades K - 5, using Elements of Reading Vocabulary, Wordly Wise and/or Making Meaning with Words.	1, 2, 3, 4	Lack of funding for resources	Admin., All Teachers	Weekly	Weekly Vocabulary Assessments	b, im, or
4. Design and create a writing/publishing center in the 21 st Century Media Center aligned with the Common Core Standards, to enhance and support classroom writing instruction.	1, 2, 3, 4	Lack of funding, resources and knowledge of Common Core Standards.	Admin., Teachers, Media Specialist	Trimester	Walk-Throughs, Lesson Plans, Student Writing Samples	b, im, or, tech, t
5. Provide additional opportunities for writing instruction, focused on written responses and conventions, to students participating in tutorial and enrichment activities during Student Specific Skills (SSS) time.	1, 2	Time Constraints, Lack of training and consistency in instruction	Admin., Teachers Support Staff	Weekly	SCPS Writing Assessments, Student Writing 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+		79.9%	107 / 134	+6	85.9%
2. Proficiency Score 3.0+ in subgroups:					
	White	79.6%	82 / 103	+6	85.6%
	Black	37.5%	3 / 8	+37.5	75%
	Hispanic	100.0%	8 / 8	NA	100%
	ELL	100.0%	3 / 3	NA	100%
	SWD	71.4%	35 / 49	+9	80.4%
	ED	73.1%	19 / 26	+7	80.1%
3. High Standards Score 4.0+		38.1%	51 / 134	+12	50.1%
4. High Standards Score 4.0+ in subgroups:					
	White	37.9%	39 / 103	+13	50.9%
	Black	12.5%	1 / 8	+38	50.5%
	Hispanic	25.0%	2 / 8	+25	50%
	ELL	33.3%	1 / 3	+33	66.3%
	SWD	40.8%	20 / 49	+10	50.8%
	ED	19.2%	5 / 26	+31	50.2%

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. Continue to provide parents information on the Science curriculum and standards through Parent Curriculum Night, school website, newsletters, technology etc.	1, 2, 3, 4	Parent Involvement	Admin., Teachers	Beginning of the Year	Parent survey	st
2. Continue Super Scientist program as requested by grade level teams.	1, 2, 3, 4	Parent Involvement, Scheduling	Admin., Select Teachers, Dividends	Ongoing	Harcourt Science Fusion and Discovery Education assessments	im, or, st, t
3. Provide acceleration and application of skills through LEAFS experiments, Science Olympics (Grade 5) and/or Science exhibition and share with lower grade levels.	1, 2, 3, 4	Time, Lack of resources	Teachers, Dividends	Ongoing	Lesson Plans, Walk-Throughs	im, or
4. Plan and teach non-fiction reading skills through Science text using <i>Comprehension Toolkit</i> strategies.	1, 2, 3, 4	Lack of appropriate materials	Teachers	Yearly ongoing	Lesson Plans, Harcourt Science Fusion and Discovery Education assessments	im, or, st, t
5. Continue grade level articulation (during PLC's) focused on FCAT Science Standards and plan science rotations at select grade levels to enhance instruction and modify the instructional level for the subgroups.	1, 2, 3, 4	Time constraints, Scheduling	Teachers, BRICK teachers	Ongoing	PLC logs Lesson Plans	im, or

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

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

ADVANCED COURSEWORK GOALS

Aligned with Strategic Plan System Initiative A

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

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

Elementary School: Middle School level coursework

Middle School: High school level coursework

High School: Accelerated Coursework: (HS Accountability formula)

Advanced Coursework Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. Level of Participation	78.0%	44/56	+10	90%
2. Level of Performance	100.0%	44/44		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)
1. Identify and invite students from diverse backgrounds, who scored Level 4 or 5 on the 2012 FCAT Math assessment, to participate in 4 th and 5 th grade PRIMES advanced coursework.	1, 2	Lack of cultural awareness	Admin., Teachers in grades 4 & 5	Beginning of the year	2012 FACT Math, PRIMES invitation responses	im, or, st,
2. Introduce and implement PRIMES coursework in grade 4.	1, 2	Student interest and the challenging content and pacing of the coursework.	Admin., Teachers in grade 4	Beginning of the year, ongoing	Assessment Reports: FCAT, Discovery Education. Go Math!, common assessments	im, or, st, t
3. Increase the number of students enrolled in PRIMES classes by increasing the number of classes offered from two to six; three classes of PRIMES 4, and three classes of PRIMES 5.	1, 2	Virtual school options, Challenging content and pacing of coursework	Admin., Teachers in grades 4 & 5	Beginning of the year, ongoing	Assessment Reports: FCAT, Discovery Education. Go Math!, common assessments	im, or, st, t
4. Identify students who meet the criteria to participate in talent development.	1, 2	Lack of cultural awareness	Admin., Teachers, Gifted Teacher	Beginning of the year, ongoing	Student assessment results	or, im, b, st

DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

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

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

Discipline Goals 1 and 2	Subgroup	Current %	Expected %
1. Discipline referrals (duplicated)	FRL	82.8%	20.4%
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)
1. Continue with the implementation of a school wide Positive Behavior Intervention Support (PBS) system with monthly PBS committee meetings.	1, 2	Time constraints,	Admin, All Teachers and Staff	Ongoing	Discipline data	b, or, st, t
2. Continue to acknowledge and reward appropriate, responsible behavior and good decision making through the use of Caring Comets and Citizenship awards.	1, 2	Scheduling	Admin, All Teachers and Staff	Monthly	Teacher referrals	b, or, st,
3. Review discipline data to identify differences between student subgroups and the general population.	1, 2	Lack of discipline data	Admin, PBS team	Monthly	Skyward and PBS reports	or, tech
4. Provide Guidance lessons to all students focused on responsible behavior and good decision making strategies.	1, 2	Time constraints, Scheduling	Admin, PBS team, Guidance	Ongoing	Lesson Plans, Classroom Walk Throughs	im, st, t

ON-TIME PROMOTION GOALS

Aligned with Strategic Plan System Initiative A

(Elementary and Middle School)

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

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

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

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

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

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

On-time Promotion Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. On-time Promotion Level of Performance	99.5%	584/587	-.5%	100%
2. At-Risk Promotion Level of Performance	99.2%	117/118	-.8%	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)
1. Identify our At-Risk (FRL) students and provide mentoring relationships, daily interventions and support to ensure student academic and social success.	1, 2	Scheduling, Lack of support staff, Lack of available mentors	Admin., Teachers, Reading Coach, Guidance	Ongoing	Skyward information, Assessment data Discipline data	im, or, st, tech, t
2. Schedule monthly MTSS/RtI meetings to monitor At-Risk student growth and progress as well as students receiving Tier 2 and Tier 3 support in Reading and Math.	1, 2	Time constraints, Scheduling	Admin	Ongoing	RtI schedule and notes	st, tech, t

EXTRACURRICULAR ACTIVITIES GOAL(S)

Aligned with Strategic Plan System Initiative C

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

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

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

High: Mu Alpha Theta, NHS, Science 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: TV Studio Crew	FRL	18	22

Action Plan

Strategy	Extracurricular Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Review selection criteria and scheduling for extracurricular activities of the CNES TV Studio Crew to ensure inclusion of all sub-groups.	1	Lack of cultural awareness	Teachers, Media specialist, Admin.	Trimester	Data collected from media specialist	st, tech
2. Aggressively seek participation from students displaying a talent or skill in the specified activity.	1	Lack of cultural awareness	Teachers, Admin.	Trimester	Data collected from teachers	or, st

SCHOOL DEFINED GOAL

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

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

Middle schools – Virtual options, ACCEL, etc.

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

Other school defined goals may be added.

Goal #1: To increase by 10% parent/student participation in academic programs and events that increase student achievement/improvement across the curriculum.

School Defined Goal	Current	# of #-	% +/-	Expected
1. Advance Coursework Primes 4	0	0/63	+66	66%
2. Advance Coursework Primes 5	63%	44/56	+3	66%

*If necessary adjust table headings to reflect the needs suited to the goal.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Introduce and implement PRIMES 4 coursework in grade 4.	Scheduling, Time constraints, Lack of student/parent commitment, Lack of training	Admin, Teachers, Support staff,	Baseline, mid-year, end of year, and ongoing	FCAT, GoMath! and Discovery Education assessments	b, im, or, st, tech, t
2. Increase the number of classes and students enrolled in PRIMES 5 coursework in grade 5.	Scheduling, Time constraints, Lack of student/parent commitment, Lack of training	Admin, Teachers, Support staff,	Baseline, mid-year, end of year, and ongoing	FCAT, GoMath! and Discovery Education assessments	b, im, or, st, tech, t

PROFESSIONAL DEVELOPMENT PLAN

PD Activity	SIP Goal #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants (e.g. PLC, subject, grade level, or school-wide)	# Anticipated Participants	# Actual Participants	Position(s) Responsible
1. Multi-Tier Systems of Support	Goals: Rdg-1,2 5,8, Math-1, 3,4 Discipline 1, 2	Sept 2012	Improving student achievement	Schoolwide/PLC	50		MTSS Team members
2. SIPPS pilot in grade 2 and Making Meaning for Tier3 Interventions	Rdg Goal	Oct 2012	Improving student achievement	Schoolwide/PLC	50		Reading Coach, Teachers
3. Non-Fiction text and Comprehension Toolkit K-5	All Rdg Goals	1 st trimester	Improving student achievement	School-wide/PLC	50		Reading Coach, Literacy team members
4. FL Writing Rubric for 2013 and inter-rater reliability scoring	All Writing Goals	1 st trimester	Improving student achievement	School-wide/PLC	50		Writing Representative Admin.
5. Discovery Education – administering assessments, interpreting reports, creating formative and common assessments	All Rdg & Math	Monthly	Improving student achievement	School-wide/PLC	50		ETF, Admin.
6. Math & Science Curriculum Updates	All Math Goals	trimesters	Improving student achievement	School-wide/PLC	50		Math & Science Representatives, Admin.
7. Cooperative Learning strategies	All Rdg & Math Goals	Oct 2012	Provide overview of the cooperative learning strategies for effective teaching	School-wide/PLC	50		Summer Kagan Workshop attendees
8. Positive Behavior Support (PBS)	Discipline Goal 1, 2	trimesters	Student behavior and achievement	School-wide/PLC	50		PBS Team, Admin.
9. Integrating Technology /Updates /FETC	All Rdg & Math Goals	February	Sharing sessions for effective teaching strategies	School-wide/PLC	50		Teacher representatives, ETF

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

INCOME:

Original Allocation:	585.00
Adjustment:	1393.00
Carry Over:	2070.85
Total Income:	4058.85

EXPENDITURES	ACTUAL COST	BALANCE
		4058.85
Substitutes for Workshops (Math, FDLRS, J Dixon, CPR, KG Registration	383.04	3675.81
Kagan Cooperative Learning Registrations	556.78	3119.03
SIP Writing Committee Substitutes	695.21	2423.82
UST Projector/installation – 21 st Century Classroom	1751.82	672.00
Desktop computer – 21 st Century Classroom	672.00	0.00

} Start with your beginning

CARRY OVER:

Total carry over for 2012-2013: \$0.00

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.

*Dr. AnaLynn Jones, Principal
Jeanne King, Assistant Principal
Rebecca Groot, Reading Coach
Pam Bailey, ESOL
Zenaida Rollins, Media Specialist
Christen Haaland, ESE teacher
Dolly Cochrane, Guidance*

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 MTSS Leadership Team was selected to best represent our students. These members include staff that are knowledgeable of the students and their needs, are aware of the resources available, understand data collected and know how to best implement the needed support.

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

Based on the historical information presented to the team, new strategies and processes and instructional initiatives are developed and implemented. The team is also responsible for monitoring the success of the strategies and their impact in academic and behavioral improvement.

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 and progress monitors are used to generate data and formulate instructional plans. In addition to required mandates, the committee uses teacher data collected through anecdotal records and classroom assessments. Discovery Education will be used to record, report, graph and compare specific student and grade level assessments.

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.

Administration, along with the MTSS team will meet monthly to review and disaggregate the assessment data by grade levels and subgroups as well as monitor individual student progress. All assessment information and data will be disseminated to the grade level teams in terms of proficiency and needs. Students identified as receiving Tier 2 and 3 support will be monitored as frequently as determined necessary in the MTSS meetings.

6. Describe the plan to train staff on MTSS.

Administration, along with the MTSS team, will provide professional development throughout the school year focused on the needs of our staff in relation to MTSS procedures and processes school wide or Professional Learning Community meetings.

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).

*Nicki Clausen-Grace, 4th Grade Teacher
Cindy Decker, 2nd Grade Teacher
Susan Dennen, 2nd Grade Teacher
Rebecca Groot, Reading Specialist*

*Kathy Stacey, Kindergarten Teacher
Zenaida Rollins, Media Specialist
Kim Wilson, 1st Grade Teacher*

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

The LLT meets quarterly to review the progress towards annual reading goals and to provide professional development to the staff in the areas of need.

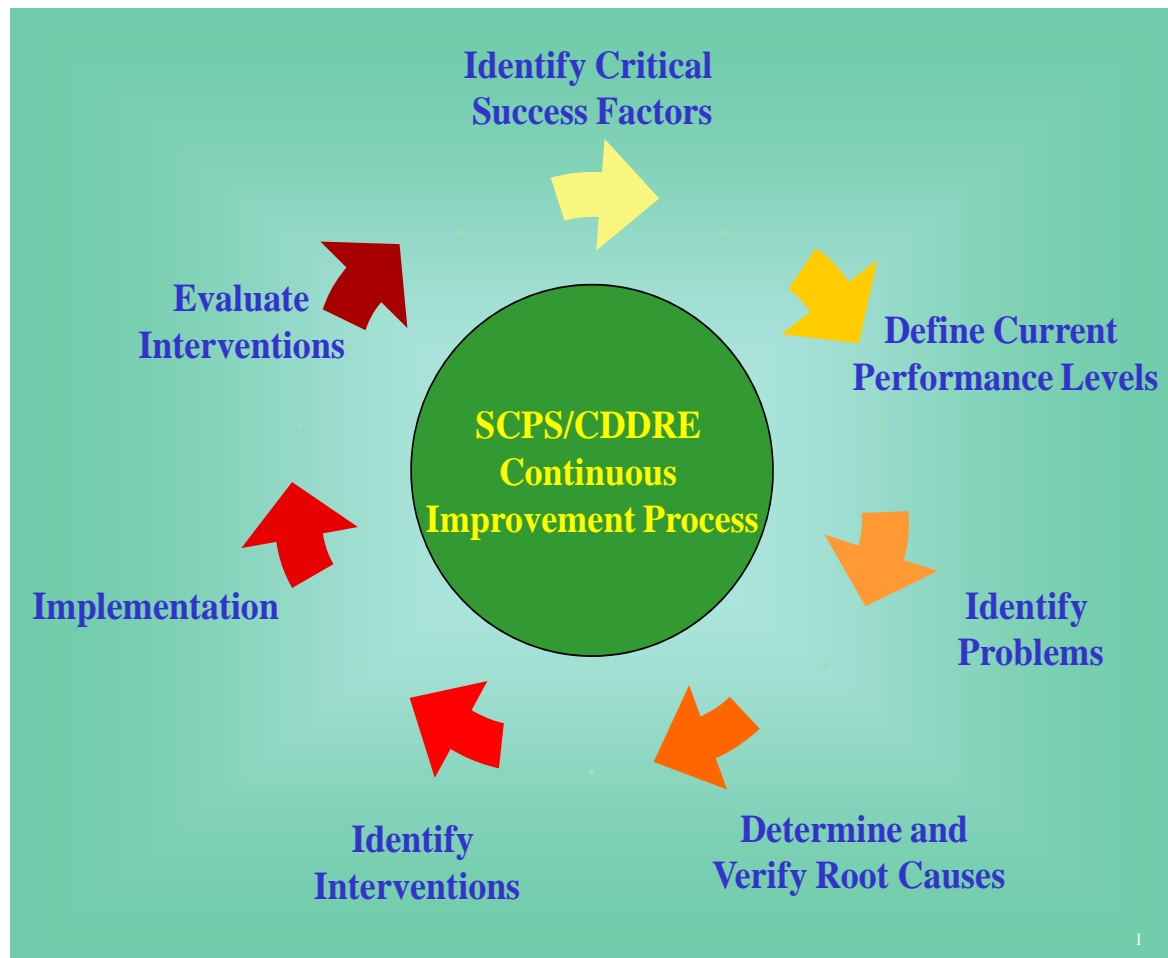
3. What will be the major initiatives of the LLT this year?

The LLT team along with district provided staff will provide professional development to the teachers with a major focus on the integration of technology and Non-fiction reading and writing skills across content areas.

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.

Carillon Elementary teachers participate in daily Professional Learning Communities that continually focus on four critical questions – What do we teach? How do we teach it? What do we do when students do not achieve? What do we do when students have already achieved? “Lesson Study” will be introduced within the structure of PLC meetings. Lesson Study will then be implemented as a means of focusing on effective teacher practices that impact student achievement. Grade level teams will learn the process and purposes of lesson study and will collectively plan, teach, observe and analyze specific grade appropriate lessons. They will cultivate skills and monitored for collecting and analyzing and applying student data to effectively implement instructional strategies. Grade levels will assist in spreading lesson participation throughout the school by sharing their experiences.



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	62.6%	360/575	+37.4	100%

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)
Provide Skyward Parent Portal information and registration at Open House & Curriculum Night events	1	Lack of time, Limited use of computers	Admin, ETF, Office Staff	Ongoing	Skyward reports	st, tech
Provide information and reminders to parents via newsletters, and Carillon Elementary website	1	Lack of parent interest	Admin	Bi-monthly and ongoing	newsletters	st, tech, or

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.

The Carillon Elementary Robotics program will continue to meet and participation will increase as time and materials allow. Students will participate in district and area meetings. Two available classrooms are being designated as Science Demonstration Labs for the primary and intermediate grades in 2012-2013. Science materials and resources will be readily available for teachers to access. Super Scientist program will continue for all interested grades. Garden areas will be designated for hands-on experience planning, caring for and monitoring growth. Our 21st Century Classroom continues to be available for all grades to use wireless laptops, ipads and BrightLinks interactive projector. The purchase and installation of additional whiteboard/projector systems for interactive learning will continue as funding allows in 2012-2013. Opportunities for acceleration are available through the PRIMES program in 4th and 5th grades with a possibility of 66 students per grade level. This is an increase in the number of classes from two to six.

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)
Robotics Club	Time, lack of funding	Admin, Club Facilitator	Mid-year, end of year	Attendance records	b, im, or, st, tech, t
Garden	Fidelity to maintaining	Admin, Grade level representatives	Monthly	Observation	b, or, st
Science classrooms/labs	Lack of time, materials, and staffing	Admin, Grade level representatives Dividends	Monthly	Schedule of use	b, im, or, st, tech, t

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.

The Carillon Elementary Robotics and SECME programs will continue to meet and increase participation as time and materials allow. Students will participate in district and area meetings. TV / Video Production Club is an available activity for interested students in the intermediate levels. Standards based Science instruction is enhanced with the implementation of Super Scientist program at designated grade levels and Science Demonstration labs for all students. Our 21st Century Classroom continues to be available for all grades to use wireless laptops, ipads and BrightLinks interactive projector. Students in grade 5 will participate in MS visits/presentations regarding magnet school choices to make informed decisions regarding their educational pathways.

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)
Robotics/ SECME Clubs	Time, lack of funding	Admin, Club Facilitator	Mid-year, end of year	Attendance records	b, im, or, st, tech, t
TV & Video Production Club	Time, lack of funding	Admin, Club Facilitator	Mid-year, end of year	Attendance records	b, im, or, st, tech, t
Middle School visitations/presentations for 5 th grade	Attendance, lack of interest	Admin, Teachers, Guidance	Mid-year, end of year	Attendance records	or, st
Grade level PLC's infusing standards based math and science instruction.	Time, lack of training	Admin, Teachers	Monthly	Lesson plans	im,
21 st Century Classroom implementation	Scheduling conflicts	ETF, Teachers	Monthly	Attendance records	im, or, st, tech, t

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	86	92	88	90	91	92	93
American Indian							
Asian	100	96	100	100	100	100	100
Black/African-American	74	75	78	81	83	85	87
Hispanic	87	96	89	90	91	92	94
White	86	93	88	90	91	92	93
English Language Learners	86	100	88	90	91	92	93
Students with Disabilities	56	68	63	67	71	74	78
Economically Disadvantaged	72	85	77	79	81	84	86

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	82	88	85	87	88	90	91
American Indian							
Asian	95	91	96	96	97	97	98
Black/African-American	57	55	64	68	71	75	79
Hispanic	78	96	82	84	85	87	89
White	83	90	86	87	89	90	92
English Language Learners	79	85	83	84	86	88	90
Students with Disabilities	49	68	58	62	66	70	75
Economically Disadvantaged	71	81	76	78	81	83	86

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
Dr. AnaLynn Jones	10/9/12	Dawn Stoner	10/9/12	Cindy Hill	10/9/12
INSTRUCTIONAL		Jenn Williams	10/9/12	Kathleen McLoud-Daly	10/9/12
Connie Glover	10/9/12				
		Vanetta Davis-Felix	10/9/12	J. P Harkins	10/9/12
Pam Bailey	10/9/12				
Maureen Waitt	10/9/12				
NON-INSTRUCTIONAL					
Patti Graham	10/9/12				