

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.



Idyllwilde 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+ | | 74.8% | +5.2% | 80.0% | 51.2% | N |
| High standards Level 4+ | | 38.9% | +6.1% | 45.0% | 27.7% | N |
| Proficiency Level 3+ in AYP subgroups | | | | | | |
| | White | 89.3% | +2.7% | 92.0% | 68.3% | N |
| | Black | 57.0% | +29.0% | 86.0% | 29.4% | N |
| | Hispanic | 76.1% | +9.9% | 86.0% | 56.4% | N |
| | ELL | 61.8% | +24.2% | 86.0% | 35.9% | N |
| | SWD | 83.3% | +2.7% | 86.0% | 28.6% | N |
| | ED | 66.8% | +19.2% | 86.0% | 41.3% | N |
| Learning Gains | | 67.0% | +5.0% | 72.0% | 55.4% | N |
| Lowest 25% making Learning Gains | | 66.7% | +5.3% | 72.0% | 50.9% | N |
| Learning Gains Levels 4/5 | | 60.0% | +8.0% | 68.0% | 81.5% | Y |
| Learning Gains in AYP subgroups | | | | | | |
| | White | 70.1% | +4.9% | 75.0% | 57.6% | N |
| | Black | 54.4% | +7.6% | 62.0% | 46.6% | N |
| | Hispanic | 80.4% | +4.6% | 85.0% | 60.4% | N |
| | ELL | 51.9% | +8.1% | 60.0% | 50.0% | N |
| | SWD | 56.4% | +5.6% | 62.0% | 45.0% | N |
| | ED | 65.2% | +4.8% | 70.0% | 50.3% | N |

| Math Goals (accountability group) | | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|------------------------------------------|----------|----------------|--------------|-----------------|---------------|--------------------|
| Proficiency Level 3+ | | 83.8% | +3.2% | 87.0% | 63.7% | N |
| High standards Level 4+ | | 50.0% | +5.0% | 55.0% | 35.4% | N |
| Proficiency Level 3+ in AYP subgroups | | | | | | |
| | White | 93.3% | +1.7% | 95.0% | 71.3% | N |
| | Black | 71.0% | +15.0% | 86.0% | 43.7% | N |
| | Hispanic | 88.7% | +1.3% | 90.0% | 75.5% | N |
| | ELL | 82.4% | +3.6% | 86.0% | 71.8% | N |
| | SWD | 83.3% | +2.7% | 86.0% | 44.6% | N |
| | ED | 78.8% | +7.2% | 86.0% | 56.6% | N |
| Learning Gains | | 70.6% | +4.4% | 75.0% | 65.2% | N |
| Lowest 25% making Learning Gains | | 70.7% | +4.3% | 75.0% | 50.9% | N |

| | | | | | | |
|---------------------------------|----------|-------|-------|-------|-------|---|
| Learning Gains Levels 4/5 | | 53.3% | +8.7% | 62.0% | 91.0% | Y |
| Learning Gains in AYP subgroups | | | | | | |
| | White | 73.1% | +4.9% | 78.0% | 68.2% | N |
| | Black | 64.6% | +5.4% | 70.0% | 63.0% | N |
| | Hispanic | 74.5% | +3.5% | 78.0% | 60.4% | N |
| | ELL | 74.1% | +3.9% | 78.0% | 70.8% | N |
| | SWD | 53.8% | +6.2% | 60.0% | 57.5% | N |
| | ED | 67.3% | +2.7% | 70.0% | 62.9% | N |

| Writing Goals (accountability group) | | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|-------------------------------------------|----------|---------|--------|----------|--------|-------------|
| Proficiency Score | | 79.4% | +5.6% | 85.0% | 69.0% | N |
| High standards Score 6.0 | | 5.2% | +2.8% | 8.0% | 0.0% | N |
| Proficiency Score in AYP subgroups | | | | | | |
| | White | 83.3% | +3.7% | 87.0% | 77.1% | N |
| | Black | 84.2% | +3.8% | 88.0% | 54.5% | N |
| | Hispanic | 66.7% | +3.3% | 70.0% | 74.1% | Y |
| | ELL | 84.6% | +3.4% | 88.0% | 72.7% | N |
| | SWD | 33.3% | +16.7% | 50.0% | 47.8% | N |
| | ED | 74.2% | +5.8% | 80.0% | 60.8% | N |
| High standards Score 6.0 in AYP subgroups | | | | | | |
| | White | 6.7% | +2.3% | 9.0% | 0.0% | N |
| | Black | 5.3% | +1.7% | 7.0% | 0.0% | N |
| | Hispanic | 0.0% | +2.0% | 2.0% | 0.0% | N |
| | ELL | 0.0% | +1.0% | 1.0% | 0.0% | N |
| | SWD | 0.0% | +1.0% | 1.0% | 0.0% | N |
| | ED | 3.0% | +2.0% | 5.0% | 0.0% | N |

| Science Goals (ES and MS accountability groups) | | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|-------------------------------------------------|----------|---------|-------|----------|--------|-------------|
| Proficiency Level 3+ | | 56.6% | +3.4% | 60.0% | 44.1% | N |
| High standards Level 4+ | | 14.2% | +5.8% | 20.0% | 15.3% | N |
| Proficiency Level 3+in AYP subgroups | | | | | | |
| | White | 72.7% | +4.3% | 77.0% | 65.8% | N |
| | Black | 33.3% | +6.7% | 40.0% | 16.2% | N |
| | Hispanic | 61.9% | +3.1% | 65.0% | 48.3% | N |
| | ELL | 44.4% | +3.6% | 48.0% | 25.0% | N |
| | SWD | 33.3% | +6.7% | 40.0% | 33.3% | N |
| | ED | 48.7% | +4.3% | 53.0% | 31.2% | N |
| High standards Level 4+ in AYP subgroups | | | | | | |
| | White | 15.9% | +4.1% | 20.0% | 18.4% | N |

| | | | | | | |
|--|----------|-------|-------|-------|-------|---|
| | Black | 9.1% | +5.9% | 15.0% | 8.1% | N |
| | Hispanic | 9.5% | +5.5% | 15.0% | 20.7% | Y |
| | ELL | 22.2% | +2.8% | 25.0% | 0.0% | N |
| | SWD | 0.0% | +2.0% | 2.0% | 5.6% | Y |
| | ED | 6.6% | +3.4% | 10.0% | 11.7% | Y |

| Advanced Coursework Goals | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|--------------------------------------|---------|--------|----------|--------|-------------|
| Participation in advanced coursework | 38% | +12.0% | 50.0% | 93.3% | Y |
| Performance in advanced coursework | 94% | +2.0% | 96.0% | 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: Black | 59.0% | -9.0% | 50.0% | 42.0% | Y | 40.0% | -10.0% | 30.0% | 29.0% | Y |
| Out-of-school suspensions (unduplicated) Subgroup: Black | 2.0% | -1.0% | 1.0% | 1.0% | Y | 1.0% | -1.0% | 0.0% | 1.0% | N |

| Graduation/On-Time Promotion/At-Risk Graduation Goals | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|---------------------------------------------------------------|---------|-------|----------|--------|-------------|
| Students graduating or advancing with age-level peers | 93.0% | +5.0% | 98.0% | 97.8% | N |
| At-Risk students graduating or advancing with age-level peers | 90.0% | +5.0% | 95.0% | 96.9% | Y |

| Extracurricular Activities Goal(s) | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|-----------------------------------------------------|---------|-------|----------|--------|-------------|
| Reduce disparity in representation of AYP subgroups | 23.0% | +5.0% | 28.0% | 24.0% | N |
| Activity and subgroup: Student Council/Black | | | | | |

| School Defined Goal(s) | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------|----------|--------|-------------|
| Implement an iPad pilot program in 5 th grade that will provide students with individualized and differentiated instruction in order to increase proficiency on FCAT Science. | 57.0% | +3.0% | 60.0% | 44.1% | N |

Goal Summary

Number of Goals Met: 12

Number Not Met: 60

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+ | | 51.2% | 172 / 336 | +20.8% | 72.0% |
| 2. Proficiency Level 3.0+ in subgroups: | | | | | |
| | White | 68.3% | 69 / 101 | +11.7% | 80.0% |
| | Black | 29.4% | 35 / 119 | +20.6 % | 50.0% |
| | Hispanic | 56.4% | 53 / 94 | +13.6% | 70.0% |
| | ELL | 35.9% | 14 / 39 | +29.1% | 65.0% |
| | SWD | 28.6% | 16 / 56 | + 21.4% | 50.0% |
| | ED | 41.3% | 97 / 235 | +28.7% | 70.0% |
| 3. High Standards Level 4.0+ | | 27.7% | 93 / 336 | +7.3% | 35.0% |
| 4. Learning Gains | | 55.4% | 113 / 204 | +9.6% | 65.0% |
| 5. Lowest 25% Making Learning Gains | | 50.9% | 27 / 53 | +14.1% | 65.0% |
| 6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5) | | 29.6% | 16 / 204 | +10.4% | 40.0% |
| 7. Learning Gains Levels 4/5 | | 81.5% | 44 / 54 | +3.5% | 85.0% |
| 8. Learning Gains in subgroups: | | | | | |
| | White | 57.6% | 38 / 66 | +7.4% | 65.0% |
| | Black | 46.6% | 34 / 73 | +3.4% | 50.0% |
| | Hispanic | 60.4% | 32 / 53 | +4.6% | 65.0% |
| | ELL | 50.0% | 12 / 24 | +5.0% | 55.0% |
| | SWD | 45.0% | 18 / 40 | +5.0% | 50.0% |
| | ED | 50.3% | 72 / 143 | +4.7% | 55.0% |

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) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------|
| Analyze 2012 FCAT Reading data to determine school-wide and individual student needs. | 1, 2, 3, 4, 5, 6, 7, 8 | Student Mobility - may not have an FCAT score | Administration, Reading Coach, Grade level teams, ESE & ESOL teachers | End of year | FCAT | st |
| Develop a common understanding of the approach that will lead to substantial increases in student achievement. | 1, 2, 3, 4, 5, 6, 7, 8 | Teacher skills & knowledge | Administration, Reading Coach, All teachers | Baseline, mid-year, end of year | Common assessments, Discovery Ed. progress monitoring, SRI, FCAT | st, im, TI, TII, TIII, tech, or, sss, t |
| Delineation of a clear set of critical learning goals in reading for every grade level. | 1, 2, 3, 4, 5, 6, 7, 8 | Teacher skills & knowledge | Administration, Reading Coach, Grade level teams, ESE & ESOL teachers | After each learning goal is taught | Common assessments, Discovery Ed., progress monitoring, SRI, FCAT | st, im, tech, TI, TII, t |
| Implementation of a set of consistently administered common assessments that gauge student progress in mastering critical reading learning goals. | 1, 2, 3, 4, 5, 6, 7, 8 | Time to write the common assessments | Administration, Reading Coach, Grade level teams, ESE & ESOL teachers | After each learning goal is taught | Common assessments, Discovery Ed. progress monitoring, SRI, FCAT | st, im |
| Implementation of lesson study systems that regularly engage teachers in planning how they will help students achieve mastery of the critical reading learning goals they have identified. | 1, 2, 3, 4, 5, 6, 7, 8 | Teacher skills & knowledge | Administration, Reading Coach, Grade level teams, ESE & ESOL teachers | After each learning goal is taught | Common assessments, Discovery Ed. progress monitoring, SRI, FCAT | st, t |
| Implementation of data meeting systems that regularly engage teachers in analyzing reading common assessment results in ways that help teachers reflect upon their instructional practices and quickly implement refinements that lead more students to mastery. | 1, 2, 3, 4, 5, 6, 7, 8 | Teacher skills & knowledge | Administration, Reading Coach, Grade level teams, ESE & ESOL teachers | After each common assessment | Common assessments, Discovery Ed. progress monitoring, SRI, FCAT | st, t |
| Implementation of strategies for identifying, acknowledging, and celebrating student, class, grade level, and school progress toward mastering learning goals. | 1, 2, 3, 4, 5, 6, 7, 8 | Resources/ funding/time | Administration, Reading Coach, Grade level teams, ESE & ESOL teachers | After each common assessment | Common assessments, Discovery Ed., progress monitoring, SRI, FCAT | st, b, |
| Implementation of frequent classroom observations and feedback that will likely increase student mastery of critical reading learning goals. | 1, 2, 3, 4, 5, 6, 7, 8 | Time for administrators to be in the classrooms | Administration, Reading Coach | Weekly | Common assessments, Discovery Ed., progress monitoring, SRI, FCAT | st, tech, t, |

| | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|------------------------------|----------------------------------------------------------------------------------------------|------------------|
| Utilize information gained from visits by the National Center for Urban School Transformation (NCUST) to increase reading student achievement. | 1, 2, 3, 4, 5, 6, 7, 8 | Time for administrators to share information with coaches and teachers | Administration, Reading Coach, All teachers | Monthly | Common assessments, Discovery Ed. progress monitoring, SRI, FCAT | st, t, TI |
| Provide reading intervention to Tier 2 and Tier 3 students through “Walk –to-Intervention”. | 1, 2, 4, 5, 8 | Prerequisite skills of students, time to teach to mastery | Administration, Reading Coach, Reading teachers, Classroom teachers, ESE, & ESOL teachers | After each common assessment | Common assessments, Discovery Ed. progress monitoring, SRI, FCAT | st, t, b, im |
| Meet weekly in grade level Professional Learning Communities to review data, “unpack” reading standards, establish learning goals, and write common assessments. | 1, 2, 3, 4, 5, 6, 7, 8 | More time to work on this | Administration, Reading Coach, Grade level teams, ESE & ESOL teachers | Weekly | Common assessments, Discovery Ed. progress monitoring, SRI, FCAT | st, t, im |
| All students in grades 3-5 will utilize the SuccessMaker Lab in order to increase achievement on reading standards. | 1, 2, 3, 4, 5, 6, 7, 8 | More time for students to utilize the lab | SuccessMaker Lab instructor, Reading Coach, Classroom teachers | Three times per week | SuccessMaker reports, Common assessments, Discovery Ed. progress monitoring, SRI, FCAT | st, tech, TI |
| Increase independent reading time during the 90 minute reading block and throughout the day. | 1, 2, 3, 4, 5, 6, 7, 8 | Time | Administration, Reading Coach, Classroom Teachers | Daily | Common assessments, Discovery Ed. progress monitoring, SRI, FCAT, Accelerated Reader reports | st, b, im, t, or |
| Implementation of rubrics in order to make students more responsible for their own learning. | 1, 2, 3, 4, 5, 6, 7, 8 | Teacher skills & knowledge | Administration, Reading Coach, Classroom teachers | Weekly | Common assessments, Discovery Ed. progress monitoring, SRI, FCAT | st, t |
| Increase fluency instruction during the 90 minute reading block with more frequent monitoring of student progress. | 1, 2, 3, 4, 5, 6, 7, 8 | Teacher skills & knowledge | Administration, Reading Coach, Classroom teachers, ESE & ESOL teachers | Bi-Weekly | Common assessments, Discovery Ed. progress monitoring, SRI, FCAT | st, t |
| Weekly take home reading backpack program will be implemented in grades 2-4 in order to increase the amount of reading students do on a daily basis. | 1, 2, 3, 4, 5, 6, 7, 8 | Volunteers to help with exchange of books | Administration, Reading Coach | Weekly | Discovery Ed. progress monitoring, SRI, FCAT | b, st, TI |

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+ | | 63.7% | 214 / 336 | +6.3% | 70.0% |
| 2. Proficiency Level 3.0+ in subgroups: | | | | | |
| | White | 71.3% | 72 / 101 | +8.7% | 80.0% |
| | Black | 43.7% | 52 / 119 | +6.3% | 50.0% |
| | Hispanic | 75.5% | 71 / 94 | +4.5% | 80.0% |
| | ELL | 71.8% | 28 / 39 | +10.2% | 82.0% |
| | SWD | 44.6% | 25 / 56 | +5.4% | 50.0% |
| | ED | 56.6% | 133 / 235 | +13.4% | 70.0% |
| 3. High Standards Level 4.0+ | | 35.4% | 119 / 336 | +14.6% | 50.0% |
| 4. Learning Gains | | 65.2% | 133 / 204 | +4.8% | 70.0% |
| 5. Lowest 25% Making Learning Gains | | 50.9% | 28 / 55 | +9.1% | 60.0% |
| 6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5) | | 46.3% | 31 / 204 | +8.7% | 55.0% |
| 7. Learning Gains Levels 4/5 | | 91.0% | 61 / 67 | +2.0% | 93.0% |
| 8. Learning Gains in subgroups: | | | | | |
| | White | 68.2% | 45 / 66 | +1.8% | 70.0% |
| | Black | 63.0% | 46 / 73 | +2.0% | 65.0% |
| | Hispanic | 60.4% | 32 / 53 | +9.6% | 70.0% |
| | ELL | 70.8% | 17 / 24 | +4.2% | 75.0% |
| | SWD | 57.5% | 23 / 40 | +7.5% | 65.0% |
| | ED | 62.9% | 90 / 143 | +2.1% | 65.0% |

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) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-----------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------|
| Analyze 2012 FCAT Math data to determine school-wide and individual student needs. | 1, 2, 3, 4, 5, 6, 7, 8 | Student Mobility -may not have an FCAT score | Administration, Math Coach, Grade level teams, ESE teachers | End of year | FCAT | st |
| Utilize the District Math Instructional Plan using Go Math! Florida as the core math curriculum. | 1, 2, 3, 4, 5, 6, 7, 8 | Teachers following the SCPS Math Instructional Plan | Administration, Math Coach, Classroom teachers, ESE teachers | Baseline, mid-year, end of year | Common assessments, Discovery Ed. progress monitoring, FCAT | im, st, TII |
| Develop a common understanding of the approach that will lead to substantial increases in student achievement. | 1, 2, 3, 4, 5, 6, 7, 8 | Teacher skills & knowledge | Administration, Math Coach, Classroom teachers, ESE teachers | Baseline, mid-year, end of year | Common assessments, Discovery Ed. progress monitoring, FCAT | st, im, TI, TII, tech, or, sss, t |
| Delineation of a clear set of critical learning goals in math for every grade level. | 1, 2, 3, 4, 5, 6, 7, 8 | Teacher skills & knowledge | Administration, Math Coach, Grade level teams, ESE teachers | After each learning goal is taught | Common assessments, Discovery Ed., progress monitoring, FCAT | st, im, tech, TI, TII, t |
| Implementation of a set of consistently administered common assessments that gauge student progress in mastering critical math learning goals. | 1, 2, 3, 4, 5, 6, 7, 8 | Time to write the common assessments | Administration, Math Coach, Grade level teams, ESE teachers | After each learning goal is taught | Common assessments, Discover Ed. progress monitoring, FCAT | st, im |
| Implementation of lesson study systems that regularly engage teachers in planning how they will help students achieve mastery of the critical math learning goals they have identified. | 1, 2, 3, 4, 5, 6, 7, 8 | Teacher skills & knowledge | Administration, Math Coach, Grade level teams, ESE teachers | After each learning goal is taught | Common assessments, Discovery Ed. progress monitoring, FCAT | st, t |
| Implementation of data meeting systems that regularly engage teachers in analyzing math common assessment results in ways that help teachers reflect upon their instructional practices and quickly implement refinements that lead more students to mastery. | 1, 2, 3, 4, 5, 6, 7, 8 | Teacher skills & knowledge | Administration, Math Coach, Grade level teams, ESE teachers | After each common assessment | Common assessments, Discovery Ed. progress monitoring, FCAT | st, t |
| Implementation of strategies for identifying, acknowledging, and celebrating student, class, grade level, and school progress toward mastering math learning goals. | 1, 2, 3, 4, 5, 6, 7, 8 | Resources/ funding/time | Administration, Math Coach, Grade level teams, ESE teachers | After each common assessment | Common assessments, Discovery Ed., progress monitoring, FCAT | st, b |
| Implementation of frequent classroom observations and feedback that will likely increase student mastery of critical math learning goals. | 1, 2, 3, 4, 5, 6, 7, 8 | Time for administrators to be in the classrooms | Administration, Math Coach | Weekly | Common assessments, Discovery Ed., progress monitoring, FCAT | st, tech, t |

| | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------|-----------------------------------------------------------------------------------|----------------|
| Utilize information gained from visits by the National Center for Urban School Transformation (NCUST) to increase math student achievement. | 1, 2, 3, 4, 5, 6, 7, 8 | Time for administrators to share information with coaches and teachers | Administration, Math Coach, All teachers | Monthly | Common assessments, Discovery Ed. progress monitoring, FCAT | st, t, TI |
| Meet weekly in grade level Professional Learning Communities to review data, “unpack” math standards, establish learning goals, and write common assessments. | 1, 2, 3, 4, 5, 6, 7, 8 | More time to work on this | Administration, Math Coach, Grade level teams, ESE teachers | Weekly | Common assessments, Discovery Ed. progress monitoring, SRI, FCAT | st, t, im |
| All students in grades 3-5 will utilize the SuccessMaker Lab in order to increase achievement on reading standards. | 1, 2, 3, 4, 5, 6, 7, 8 | More time for students to utilize the lab | SuccessMaker Lab instructor, Math Coach, Classroom teachers, ESE teachers | Three times per week | SuccessMaker reports, Common assessments, Discovery Ed. progress monitoring, FCAT | st, tech, TI |
| Provide intervention for Tier 2 and Tier 3 students using small group instruction and certified tutors. | 1, 2, 4, 5, 8 | Staffing allocation | Administration, Math Coach, Classroom teachers, ESE teachers | Daily | Common assessments, Discovery Ed. progress monitoring, FCAT | b, st, im |
| Suspend curriculum for lower quartile students in order to focus on math standards not mastered. | 1, 2, 4, 5, 8 | Parent permission | Administration, Math Coach, Selected teachers | Daily | Common assessments, Discovery Ed. progress monitoring, FCAT | im, st |
| Students will utilize SuccessMaker and Think Central, which are web-based, at home in order to increase math achievement. | 1, 2, 3, 4, 5, 6, 7, 8 | Computer and internet access at home | Parents | End of year | Common assessments, Discovery Ed. progress monitoring, FCAT | or, tech, TI |
| Continuation of PRIMES 5 and implementation of PRIMES 4 for higher performing math students. | 2, 3, 4, 5, 7, 8 | No barrier | Administration, Math Coach, PRIMES teachers | Baseline, mid-year, end of year | Common assessments, Discovery Ed. progress monitoring, FCAT | im, st, TII, t |
| iPads will be used in 5 th grade to facilitate teaching and learning of math standards. | 1, 2, 3, 4, 5, 6, 7, 8 | Funding to purchase more | Administration, Math Coach, 5 th grade teachers, ETF | Mid-year, end of year | Common assessments, Discovery Ed. progress monitoring, FCAT | b, st, tech, t |
| FCAT Parent Night will be held in order to train parents on how to help their child at home with math standards. Students will be given a math standards workbook to use at home for practice and an incentive will be given to students who complete and return. | 1, 2, 3, 4, 5, 6, 7, 8 | Funding | Administration, Math Coach, Parents | End of year | Common assessments, Discovery Ed. progress monitoring, FCAT | |
| Teachers in grades K & 1 will participate in MFAS, a research group exploring formative assessments for Common Core Standards. | 1, 2, 3, 4, 5, 6, 7, 8 | Teachers willing to participate | Administration, Math Coach, K & 1 teachers | Mid-year, End of year | Common assessments, Discovery Ed. progress monitoring, | st, t |

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

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

WRITING GOALS

Aligned with Strategic Plan System Initiative B

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

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

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

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

| Writing Goals 1 thru 4 | | Current | # of # | % +/- | Expected |
|-------------------------------------------|----------|----------------|---------------|--------------|-----------------|
| 1. Proficiency Score 3.0+ | | 69.0% | 78 / 113 | +6.0% | 75.0% |
| 2. Proficiency Score 3.0+ in subgroups: | | | | | |
| | White | 77.1% | 27 / 35 | +5.9% | 83.0% |
| | Black | 54.5% | 24 / 44 | +5.5% | 60.0% |
| | Hispanic | 74.1% | 20 / 27 | +5.9% | 80.0% |
| | ELL | 72.7% | 8 / 11 | +2.3% | 75.0% |
| | SWD | 47.8% | 11 / 23 | +2.2% | 50.0% |
| | ED | 60.8% | 48 / 79 | +4.2% | 65.0% |
| 3. High Standards Score 6.0 | | 0.0% | 0 / 113 | +5.0% | 5.0% |
| 4. High Standards Score 6.0 in subgroups: | | | | | |
| | White | 0.0% | 0 / 35 | +5.0% | 5.0% |
| | Black | 0.0% | 0 / 44 | +3.0% | 3.0% |
| | Hispanic | 0.0% | 0 / 27 | +3.0% | 3.0% |
| | ELL | 0.0% | 0 / 11 | +3.0% | 3.0% |
| | SWD | 0.0% | 0 / 23 | +3.0% | 3.0% |
| | ED | 0.0% | 0 / 79 | +4.0% | 4.0% |

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

Action Plan

| Strategy | Writing Goal Number(s) | Anticipated Barriers | Person(s) Responsible | Evaluation Schedule (baseline, mid-year, end of year, etc.) | Evaluation Tools/Strategies (DA, FCAT, etc.) | Resources (b, im, or, st, sss, tech, TI, TII, TIII, t) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------|--------------------------------------------------------|
| Students in grades K-5 have a dedicated block of writing time (30 minutes to one hour depending on the grade level). | 1,2,3,4 | No barriers | Administration, Writing Coach, K-5 teachers | Monthly | School assessments, district assessments, FCAT | im, st, t |
| Teachers will utilize the Idyllwilde Writing Instructional Plan that has been developed to support our students in grades 1-5. | 1,2,3,4 | Teachers following the Writing Instructional Plan | Administration, Writing Coach, 1-5 teachers | Monthly | School assessments, district assessments, FCAT | im, st, t |
| Continue with Writers' Express (narrative only) in grades 3-4. | 1,2,3,4 | Budget | Administration, Writing Coach, 3 rd & 4 th grade teachers | Monthly | School assessments, district assessments, FCAT | b, im, st, TI, t |
| Continue utilizing Six Traits of Writing in grades K-5. | 1,2,3,4 | Teacher skills & knowledge | Administration, Writing Coach, K-5 teachers | Monthly | School assessments, district assessments, FCAT | b, im, st, t |
| Form intervention writing groups in grades 3 & 4 where students are grouped on their level of achievement and skills mastery. | 1,2,3,4 | Staffing | Administration, Writing Coach, K-5 teachers | Daily | School assessments, district assessments, FCAT | b, im, st, t |
| Meet weekly in grade level Professional Learning Communities to review data and create writing focus lessons. | 1,2,3,4 | Teacher knowledge and experience | Administration, Writing Coach, Grade level teams | Weekly | School assessments, district assessments, FCAT | st, t |
| Suspend curriculum for 4 th grade students not mastering specific writing skills. | 1, 2, 4 | Parent permission | Administration, Writing Coach, 4 th grade teachers | Weekly | School assessments, district assessments, FCAT | st, im |
| Grammar lessons will be taught daily at all grade levels. This will include a mini lesson, practice, and weekly assessment. | 1, 2, 3, 4 | Prerequisite skills of students | Administration, Writing Coach, Classroom teachers, ESE teachers | Weekly | School assessments, district assessments, FCAT | st, im |
| Students at all grade levels will be complete daily writing homework in the form of grammar practice, mini prompts, skill review, or journal writing. | 1, 2, 3, 4 | Prerequisite skills of students | Classroom teachers, Parents | Daily | School assessments, district assessments, FCAT | im |

| | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------------------------------------|------------------------------------------------------------------|---------|------------------------------------------------------|----------------|
| Each 4 th grade teacher will become an “expert” at teaching two critical writing skills. The teachers will do a six week rotation of classes during September and October to ensure that every student receives instruction on these skills from the expert teacher. | 1, 2, 3, 4 | Teacher knowledge/ Prerequisite skills of students | Administration, Writing Coach, 4 th grade teachers | Daily | School assessments, district assessments, FCAT | st, im, t |
| Writing Coach will pull students for individual writing conferences and small group skills instruction. A target list of students will be updated after every prompt assessment. | 1, 2, 3, 4 | Prerequisite skills of students | Administration, Writing Coach | Monthly | School assessments, district assessments, FCAT | st, im |
| “Morning Writing Club” will be formed for students scoring below a 4 consistently on writing prompts. Writing activities and individual conferencing will occur with the Writing Coach during this time. | 1, 2, 4 | Parents bringing students to school early | Writing Coach | Daily | School assessments, district assessments, FCAT | st, im |
| Parents of non-proficient 4 th grade students will be sent a letter informing them of their child’s writing status and offering them additional resources to use at home to help with writing proficiency. | 1, 2, 4 | Parents taking advantage of resources | Writing Coach, Parents | Monthly | School assessments, district assessments, FCAT | st, im, b |
| Non-proficient students will be invited to attend after school tutorial which will provide 45 minutes of writing instruction. | 1, 2, 4 | Parent Permission | Administration, Writing Coach, Tutorial teachers | Weekly | School assessments, district assessments, FCAT | st, im, b, sss |
| “4 and Up Party” & Hall of Fame Showcase will be used as incentives for students to reach a 4 or higher on their writing prompts. | 1, 2, 3, 4 | Budget | Administration, Writing Coach | Monthly | School assessments, district assessments, FCAT | b, st, TI |

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+ | | 44.1% | 49 / 111 | +10.9% | 55.0% |
| 2. Proficiency Score 3.0+ in subgroups: | | | | | |
| | White | 65.8% | 25 / 38 | +4.2% | 70.0% |
| | Black | 16.2% | 6 / 37 | +11.8% | 28.0% |
| | Hispanic | 48.3% | 14 / 29 | +6.7% | 55.0% |
| | ELL | 25.0% | 3 / 12 | +10.0% | 35.0% |
| | SWD | 33.3% | 6 / 18 | +5.2% | 38.5% |
| | ED | 31.2% | 24 / 77 | +8.8% | 40.0% |
| 3. High Standards Score 4.0+ | | 15.3% | 17 / 111 | +4.7% | 20.0% |
| 4. High Standards Score 4.0+ in subgroups: | | | | | |
| | White | 18.4% | 7 / 38 | +4.6% | 23.0% |
| | Black | 8.1% | 3 / 37 | +4.9% | 13.0% |
| | Hispanic | 20.7% | 6 / 29 | +4.3% | 25.0% |
| | ELL | 0.0% | 0 / 12 | +10.0% | 10.0% |
| | SWD | 5.6% | 1 / 18 | +4.4% | 10.0% |
| | ED | 11.7% | 9 / 77 | +3.3% | 15.0% |

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) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------|--------------------------------------------------------|
| Review FCAT Science data to determine school-wide and individual student needs. | 1, 2, 3, 4 | No barriers | Administration, 5 th grade teachers | End of unit tests, End of year | End of unit tests, FCAT | st |
| 5 th grade teachers will review the Science FCAT 2.0 FCAT Test Item Specifications Summary Chart and apply information learned to their daily planning and instruction. | 1, 2, 3, 4 | Teacher skills & knowledge | Administration, 5 th grade teachers | Teacher skills & knowledge | Teacher skills & knowledge | st, t |
| Utilize the District Science Instructional Plan. | 1, 2, 3, 4 | Teachers following the SCPS Science Instructional Plan | Administration, Classroom teachers | End of unit tests, End of year | End of unit tests, FCAT | im, st |
| iPads will be used in 5 th grade to facilitate teaching and learning of science standards. | 1, 2, 3, 4 | Budget | Administration, Classroom teachers, ETF | End of unit tests, End of year | End of unit tests, FCAT | im, st, b, tech, t |
| Specific grade level teachers will attend science trainings provided by the district. | 1, 2, 3, 4 | PD funding for substitutes | Administration, Classroom teachers | End of each unit, End of year | Discovery Ed. progress monitoring, FCAT | st, or, t |
| Implementation of lesson study systems that regularly engage teachers in planning how they will help students achieve mastery of the critical science learning goals they have identified. | 1, 2, 3, 4 | Teacher skills & knowledge | Administration, Classroom teachers | After each learning goal is taught | Discovery Ed. progress monitoring, FCAT | st, t |
| Implementation of data meeting systems that regularly engage teachers in analyzing common assessment results in ways that help teachers reflect upon their instructional practices and quickly implement refinements that lead more students to mastery. | 1, 2, 3, 4 | Teacher skills & knowledge | Administration, Grade level teams | After each common assessment | Discovery Ed. progress monitoring, FCAT | st, t |
| Meet in grade level Professional Learning Communities to review data and “unpack” science standards. | 1, 2, 3, 4 | More time to work on this | Administration, Grade level teams | After each common assessment | Discovery Ed. progress monitoring, FCAT | st, t, im |
| Continue with science “On the wheel”. Science teacher will work closely with the grade level teams to align lesson objectives with what is being taught at each grade level. | 1, 2, 3, 4 | Time for science teacher and grade level teams to meet | Administration, Grade level teams, science teacher | End of each unit, End of year | Discovery Ed. progress monitoring, FCAT | st, im |

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

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

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 | 100.0% | 22/22 | 0.0% | 100.0% |
| 2. Level of Performance | 86.0% | 19/22 | +14.0% | 100.0% |

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) |
|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------|--------------------------------------------------------|
| Continue with PRIMES 4 & 5 for students scoring levels 4 & 5 on the 2012 Math FCAT. | 1, 2 | No barriers | Administration, Math Coach, 4 th & 5 th grade PRIMES teachers | Mid-year, End of year | Discovery Ed. progress monitoring, FCAT | st, TII |
| Implement a higher level 3 rd grade math class for students who have been recommended by their 2 nd grade teacher. | 1, 2 | No barriers | Administration, Math Coach, 3 rd grade teacher | Mid-year, End of year | Discovery Ed. progress monitoring, FCAT | st, TII |
| Utilize Gifted Teacher for primary math acceleration activities. | 1, 2 | Staffing allocation - only a .50 Gifted teacher | Administration, Math Coach, Gifted teacher | Mid-year, End of year | Discovery Ed, progress monitoring | b, im, st |

DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

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

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

| Discipline Goals 1 and 2 | Subgroup | Current % | Expected % |
|---------------------------------------------|----------|-----------|------------|
| 1. Discipline referrals (duplicated) | Black | 71.0% | 50.0% |
| 2. Out-of-school suspensions (unduplicated) | Black | 2.0% | 1.0% |

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) |
|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------------------------------|------------------------------------------|-----------------------------------------|-----------------------------|--------------------------------------------------------|
| CHAMPS: A Proactive and Positive Approach to Behavior Management refresher training to occur during the week of pre-planning for all staff. | 1, 2 | Consistent teacher implementation | Administration | End of year | Discipline data | st, t, b |
| Continue with Behavior Leadership Teams based on <i>Foundations: Establishing Positive Discipline Policies</i> by Randy Sprick. | 1, 2 | Consistent teacher implementation | Administration, Classroom teachers | End of year | Discipline data | st, t, |
| Behavior PLC's will be implemented 2x each month using <i>The Teacher's Encyclopedia of Behavior Management</i> by Randy Sprick. | 1, 2 | Time, Consistent teacher implementation | Administration, Classroom teachers | End of year | Discipline data | st, t |
| Review discipline data to identify day, time, and locations of discipline incidents. | 1, 2 | No barriers | Administration, Behavior Leadership Team | Monthly, End of year | Discipline data | st |

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 | 97.8% | 783/801 | +1.0% | 98.0% |
| 2. At-Risk Promotion Level of Performance | 96.9% | 536/553 | +1.0% | 97.9% |

Action Plan

| Strategy | Promotion/ At-Risk Goal Number(s) | Anticipated Barriers | Person(s) Responsible | Evaluation Schedule (end of year, etc.) | Evaluation Tools/Strategies | Resources (b, im, or, st, sss, tech, TI, TII, TIII, t) |
|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|------------------------------------------------|--------------------------------------------------|--------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Provide interventions for students not mastering reading and/or math standards. | 1, 2 | Budget, staffing location | Administration, Classroom teachers | Mid-year, End of year | Common assessments, Discovery Ed. progress monitoring, attendance data, FCAT | st, b, TII |
| Provide at-risk students with mentors. | 1, 2 | Not being able to find enough adults to mentor | Administration, Family Liaison, Behavior Support | Mid-year, End of year | Common assessments, Discovery Ed. progress monitoring, attendance data, discipline data, FCAT | st, TI, or |
| Improve communication between parents of at-risk students and the school by having parent trainings and providing transportation & dinner. | 1, 2 | Parents attending | Administration, Family Liaison, Behavior Support | Mid-year, End of year | Common assessments, Discovery Ed. progress monitoring, attendance data, discipline data, FCAT | b, st, TI, or, im |
| Provide before or after school tutorial for students not mastering reading and/or math standards. | 1, 2 | Staffing | Administration | Mid-year, End of year | Common assessments, Discovery Ed. progress monitoring, attendance data, FCAT | b, st, TI |

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 student council 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: Student Council | Black | 24.0% | 28.0% |

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) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|----------------------|--------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------|--------------------------------------------------------|
| Continue letting parents know about extracurricular activities at our school through open houses, newsletters, and websites. | 1 | Parent attendance | Administration, Family Liaison, Extra-curricular staff | End of year | Number of black students on Student Council | st, or |
| Invite black business leaders in our community to speak to students about leadership. | 1 | Finding volunteers | Administration, Family Liaison | End of year | Number of black students on Student Council | st, or |
| Continue to train teachers on building trusting relationships with students due to the positive correlation between time spent in extracurricular activities and school self-esteem and school bonding. | 1 | Funding | Administration | End of year | Number of black students on Student Council | b, st, or |

SCHOOL DEFINED GOAL

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

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

Middle schools – Virtual options, ACCEL, etc.

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

Other school defined goals may be added.

Goal #1: To increase the percentage of students participating in PRIMES 4 & 5.

| School Defined Goal | Current | # of #- | % +/- | Expected |
|---------------------|---------|---------|---------|----------|
| PRIMES 4 | 0.0% | 22/22 | +100.0% | 100.0% |
| PRIMES 5 | 100.0% | 22/22 | +00.0% | 100.0% |

*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) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|------------------------------------------------|-----------------------------------|-----------------------------------------|--------------------------------------------------------|
| Group higher level students together in one class in all grades with a gifted endorsed teacher. | Gifted endorsed teachers at each grade level | Administration | Ongoing | Discovery Ed. progress monitoring, FCAT | st, TII |
| K & 1 teachers will be involved in the Math Formative Assessment System □ Common Core State Standards (MFAS-CCSS) field study. | Volunteer teachers | Administration, Math Coach, K & 1 teachers | Ongoing | Discovery Ed. progress monitoring | st, t, or |
| Continue professional development for teachers on skills needed for mathematical thinking and problem-solving. | Prior knowledge of teachers | Administration, Math Coach, Classroom teachers | Ongoing | Discovery Ed. progress monitoring, FCAT | b, st, t, or |
| Continue with writing in math which requires students to organize, clarify, and reflect on their ideas which provides insight into their understandings and misconceptions. | Teacher knowledge level | Administration, Math Coach, Classroom teachers | Ongoing | Discovery Ed. progress monitoring, FCAT | st, t |
| Conduct frequent common assessments to determine student mastery of the standards. | No barriers | Administration, Math Coach, Classroom teachers | Ongoing | Discovery Ed. progress monitoring, FCAT | |
| Mastery of computation is balanced with problem solving, applying mathematics, and making real world connections. | Teacher knowledge level | Administration, Math Coach, Classroom teachers | Ongoing | Discovery Ed. progress monitoring, FCAT | |

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 |
|------------------------------------------------------------------|---------------------------------|------------------|-------------------------------------|------------------------------------------------------------------|----------------------------|-----------------------|-----------------------------------------------------|
| Grade level PLC's | Reading, Writing, Math, Science | Weekly | Improving student achievement | Grade level teams | 51 | | Administration, Academic Coaches, Grade level teams |
| Best Practices in Reading Instruction | Reading | Bi-Weekly | Improving student achievement | Grade level teams | 51 | | Administration, Academic Coaches, Grade level teams |
| Best Practices in Math Instruction | Math | Bi-Weekly | Improving student achievement | Grade level teams | 51 | | Administration, Academic Coaches, Grade level teams |
| Improving Writing Instruction | Writing | Bi-Weekly | Improving student achievement | Grade level teams | 51 | | Administration, Academic Coaches, Grade level teams |
| CHAMPS: A Proactive and Positive Approach to Behavior Management | Discipline | Monthly | Improving behavior management | All staff | 82 | | Administration, Behavior Leadership Team |
| Marzano Teacher Evaluation Model | Reading, Math, Writing, Science | Monthly | Improving student achievement | All instructional staff | 51 | | Administration |
| Writing Common Assessments | Reading, Math, Writing, Science | Bi-Weekly | Improving student achievement | Grade level teams | 51 | | Administration, Academic Coaches, Grade level teams |
| MTSS Overview | Reading, Math, Writing, Science | Monthly | Improving student achievement | Grade level teams | 51 | | Administration, MTSS Leadership Team |

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

INCOME:

| | |
|----------------------|-------------------|
| Original Allocation: | \$825.00 |
| Adjustment: | \$1,917.00 |
| Carry Over: | \$5,524.71 |
| Total Income: | \$8,266.71 |

| EXPENDITURES | ACTUAL COST | BALANCE |
|-----------------|-------------|------------|
| No expenditures | | \$8,266.71 |

Start with your beginning balance

CARRY OVER:

Total carry over for 2012-2013: \$8,266.71

This carry over will be spent on technology. Projectors for classrooms will be bought with carry over funds.

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.

Carol Ann Darnell - Principal, Keaton Schreiner - Asst. Principal, Ray Peetz - Behavior Support, Lesley Liggett - Guidance Counselor, Lauren Schommer – Guidance Counselor, Lisa Stalker - Reading Coach, Meg Howard - Math Coach, Classroom Teacher

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 team has individual members who are experts in academic and behavioral areas. The team consists of administration, reading coach, math coach, behavior support, and guidance counselors, and classroom teacher. The team meets bi-weekly to analyze data, review processes, and agendas. This team works with the classroom teacher and the Student Study Team to collect data, analyze data, establish a goal, select specific strategies, determine results indicators, and monitor and evaluate results.

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

The goal of the School Improvement Plan is overall improvement and success for every student which is also the goal of the MTSS Leadership Team. The MTSS Team worked with the principal to make sure there was a connection between our MTSS school framework and our improvement efforts stated in our SIP.

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

The MTSS Team shares observations and concerns related to patterns in data collected following progress monitoring assessments in all curriculum areas. Resources and personnel assignments might be adjusted to increase student proficiency. Focus is on the instructional needs of the students and changes which might be necessary to increase achievement. All students in Tier I receive the core curriculum using differentiated instruction. If a student does not demonstrate proficiency, he/she will receive Tier II intervention using more targeted interventions such as small group, individual assistance, or computer assisted instruction. If these strategies do not allow the child to be successful within a period of time, then through Student Study, a student would be referred for Tier III and possible testing for special education services.

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.

The MTSS Leadership Team is a collaborative problem solving group that focuses on developing solutions to help struggling students. The primary responsibility of this team is to use the resources in the school to provide support so that students can be successful. The MTSS Leadership Team will use data after each progress monitoring to design meeting topics and agenda items for each tier of academic and behavioral support. The team will use data to determine interventions to target problems as well as provide the teacher support to implement the interventions.

6. Describe the plan to train staff on MTSS.

Idyllwilde teachers will be trained on MTSS during PLC's and Wednesday Professional Developments.

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).

Carol Ann Darnell - Principal, Keaton Schreiner - Asst. Principal, Lauren Schommer – Primary Guidance Counselor, Lesley Liggett – Intermediate Guidance Counselor, Melli Szucs – Reading Teacher, Lisa Stalker – Reading Coach, Michelle Pace – Primary Teacher, Tia Fenoff – Intermediate Teacher, Becky Boyer – SLD Teacher, Harriet Kerge – ELL Teacher

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

The Literacy Leadership Team (LLT) is chaired by the Reading Coach and will meet bi-weekly.

The purpose of the LLT is to:

- Create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school.
- Engage in regular, ongoing, literacy professional development.
- Participate in Professional Learning Communities.
- Use data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's instructional and intervention needs.
- Implement our core reading program, and the scientifically based reading instruction and strategies with fidelity.
- Participate in ongoing dialogues with peers.
- Create and share activities designed to promote literacy.
- Support and participate in classroom demonstrations and modeling of research-based reading strategies.
- Reflect on practice to improve instruction.

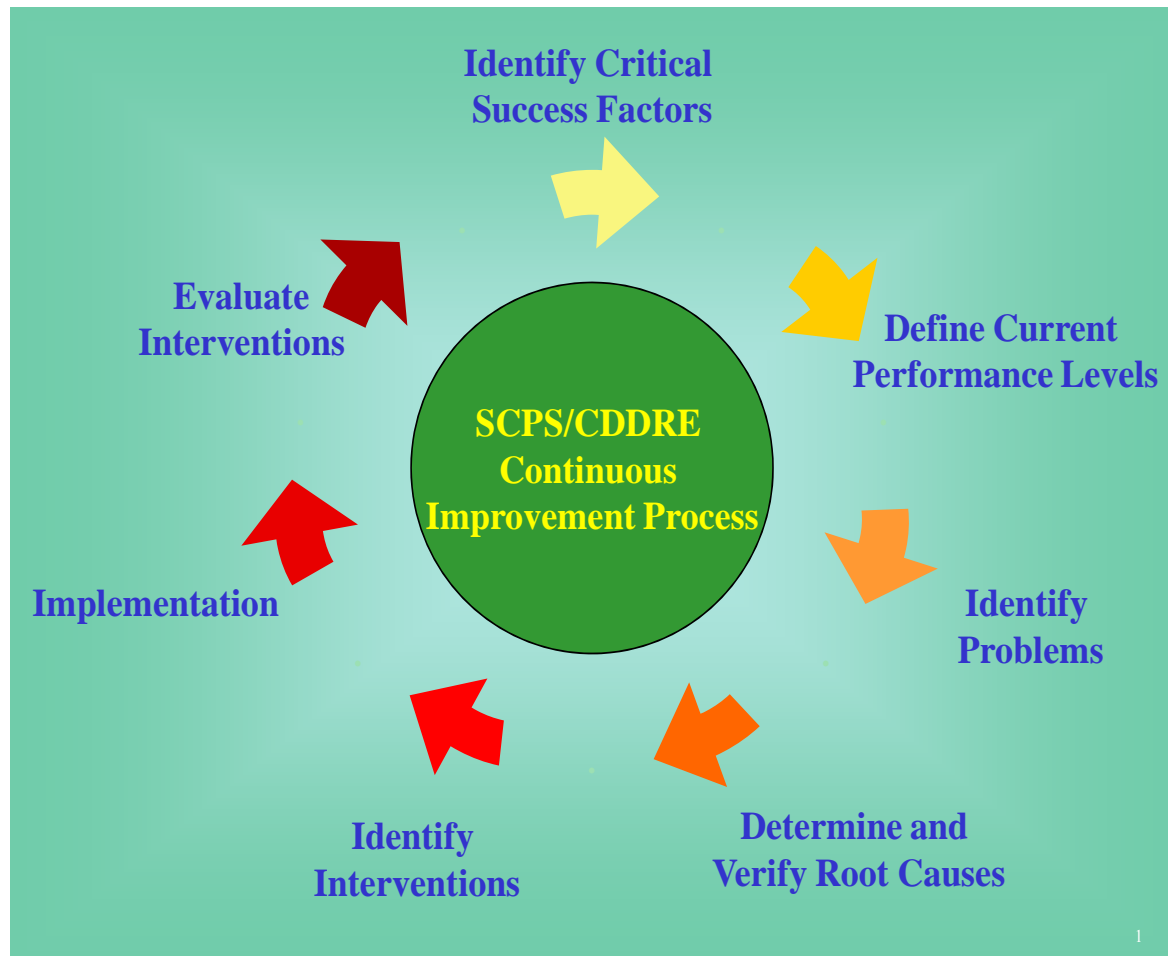
3. What will be the major initiatives of the LLT this year?

- Support teachers with writing learning goals
- Writing common assessments
- Higher levels of complexity – higher order thinking, higher level questioning from teachers and from students, conceptual understanding, generalizing abstract reasoning, complex inferencing within and across text
- Student engagement
- Cooperative Learning

ADDENDUM 3 -LESSON STUDY

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

Lesson Study is a high quality Professional Development that deepens teachers’ content knowledge and pedagogical skills. It is focused on collaboration among and between teachers, administrators, coaches and other faculty and staff. Idyllwilde Elementary uses the Professional Learning Communities framework for our curriculum and grade level teams that puts student learning at its center. Each learning community (grade level) meets weekly or bi-weekly with the academic coaches (reading, math, writing) to develop activities that focus on teaching strategies and interventions. The learning community investigates lessons that achieve high results, works together to design better lessons that get students engaged in thinking, examines the cause and effect relationship between teaching and learning, works to become more astute observers of students, and builds supportive collegial relationships. Administrators will monitor all PLC study sessions as they occur throughout the school year.



ADDENDUM 4 – TITLE I SCHOOLWIDE PROGRAM PLAN
2012-2013

School Name: Idyllwilde Elementary

I. Assurances

These items are required elements of your Title I Schoolwide Program. The principal must mark with an “X” each of the assurances to indicate compliance.

| | |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | All children will be provided an opportunity to meet the State’s challenging performance standards. |
| X | The program includes reform strategies based on effective means of improving the achievement of children. |
| X | The program uses instructional strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched accelerated curriculum, and meet the educational needs of historically underserved populations. |
| X | The program uses instructional strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched accelerated curriculum, and meet the educational needs of historically underserved populations. |
| X | The program includes strategies to address the needs of all children, particularly the needs of low-achieving students. These strategies may include: <ul style="list-style-type: none"> a. Counseling, pupil services, and mentoring; b. College and career awareness and preparation; c. Personal finance education; d. Service to prepare students for the transition from school to work. |
| X | The program provides for instruction by highly qualified teachers. |
| X | Every effort is made to attract high-quality, highly qualified teachers. |
| X | Teachers will be included in decisions regarding the use of assessments to provide information on, and to improve, the performance of individual students and the overall program. |
| X | Comprehensive needs assessment data were analyzed and used in developing this plan. |
| X | Persons involved in the development of the plan included teachers, administrative staff, pupil services personnel, and parents. |
| X | The plan will be made available to parents in a language and form they understand. Individual student academic assessment results are either in a language that parents can understand or are interpreted for parents. |
| X | Performance and achievement data will be analyzed to determine if the needs of low-achieving students are being met. Data will be used in making instructional decisions and in determining resource utilization. |
| X | The program coordinates with, and integrates, appropriate Federal, State and local services and programs, including those programs supported under HR1. |
| X | A school parent involvement plan that incorporates the requirements of Section 1118 will be developed and implemented. |

II. Initiatives

Please describe the following initiatives and cite specific school improvement goals that align to each initiative, as well as the funding sources of the initiatives:

1. **Students with Academic Deficiencies** – In an effort to provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement, describe your school's procedures for identifying individual students that have deficiencies in reading and mathematics at your school and the timely interventions used to address the deficiencies. Also include how student progress will be monitored during the interventions.

Students with Academic Deficiencies Initiative(s):

Student reading progress is monitored using common assessments, Scholastic Reading Inventory (SRI), and Discovery Education. Also, we will use the Phonemic Awareness Screener for Intervention (PASI) and the Phonics Screener for Intervention (PSI) to assess student growth. Discovery Education will also be used as a progress monitor for math in grades K-5. We have charted our students success by using a data board located in the Assistant Principal's office. Our lowest students who are currently in ESOL instruction or have a disability and have an IEP are all being serviced by certified personnel. All students with academic deficiencies will be provided with interventions and monitored by the MTSS Leadership Team.

The Success for All Reading program was implemented five years ago at Idyllwilde in order to meet the needs of all of our students. The program is based on extensive research into the ways children learn to read and write. This program offers proven solutions to help students reading below grade level improve their reading performance. Our FCAT data does show that our lower level students have made learning gains in their reading.

Besides the 90 minute reading block, our students are given an additional 30 minutes of reading intervention. The interventions specifically focus on student reading deficiencies. Teachers receive training/coaching in the use of assessment information and targeted intervention strategies which are then put into place in the classroom. Idyllwilde participates in professional development with the National Center for Urban School Transformation. Their model provides for increasing student achievement through the use of data to identify student deficiencies and through the use of differentiated instruction and targeted intervention strategies which focus on individual student needs. Data information obtained about reading, math, and writing proficiency levels is used to identify goals for each grade level and monitor student achievement. This data allows us to predict school success on the FCAT. MTSS Leadership Team meetings are held bi-weekly in order to identify students in need of support. These meetings involve guidance, teachers, academic coaches, and administration. The goal is to identify students who are not showing success and find ways to better meet their needs.

School Improvement Goal(s) that support the Initiative(s):

All reading, math, writing, and science goals

2. **Reading and Mathematics Initiatives** - Describe the effective scientifically-based research practices and instructional strategies that will be used in reading and mathematics components to increase student academic achievement. Include grade levels.

Reading Initiative(s):

Effective scientifically based research practices are embedded in the following programs that are used at Idyllwilde:

Success for All

Read Well

SIPPS

Making Meaning

Fast ForWord

SuccessMaker

Our approach to teaching reading is systematic and explicit. Success for All (SFA) is the research-based core reading program used in grades Pre-K-5. SFA is based on the Cycle of Effective Instruction. Reading skills are taught in a planned, logically progressive sequence. Lessons focus on clearly defined objectives that are stated in terms of what students will do. Teachers state clearly what is being taught and extensive modeling is used. Cooperative learning strategies are used to engage and motivate students. Multiple practice activities are scheduled purposefully to help students master and retain new skills. Students work on tasks that give them the opportunity to apply what they have been taught. Assessments are designed to monitor skill acquisition as well as students' ability to apply new skills, to retain them over time, and to use them independently. Read Well is a reading intervention used with students in grades 2-5 who are in need of intensive remediation. The program provides instruction in phonemic awareness, phonics, vocabulary, comprehension, and fluency. The program is based on scaffolded instruction, in which teachers begin by presenting models and gradually decreasing their support by providing guided practice before students are asked to complete the skill or strategy independently. Making Meaning is a reading comprehension curriculum that combines the latest comprehension research and is used with students in grades 3-5. SIPPS provides a systematic decoding curriculum that helps struggling and beginning readers and is used in our primary grades. The Fast ForWord program, used with specifically targeted students in grades 2-5, develops and strengthens memory, attention, processing rate, and sequencing. The strengthening of these skills results in improved critical language and reading skills such as phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory syntax, grammar, and other skills necessary to learn how to read or to become a better reader. SuccessMaker is a software program used for both reading and math skill development. All students in grades 3-5 go to the SuccessMaker lab 3x per week. Targeted students attend the lab each morning before school begins. SuccessMaker allows for customized instruction that is driven by assessment and is continually adapting to the needs of each learner.

School Improvement Goal(s) that support the Initiative(s):

All reading goals

How will the reading initiative(s) support the initiatives of Just Read Florida and the SCPS Reading Plan?

Scientifically based reading research provides the foundation of our Title I School-Wide Program Plan as does the Just Read, Florida! Initiative and the SCPS Reading Plan.

We have implemented proven methods of early reading instruction in our classrooms.

Our Reading Coach supports our professional growth with the core curriculum and intervention programs/strategies through professional development, study groups, team meetings, small group sessions, individual coaching, and weekly Professional Learning Communities.

Our reading instructional plan includes all programs and assessments which are research based and are proven to increase academic achievement.

Math Initiative(s):

Go Math is the core math program for students in grades K-5 which emphasizes depth of instruction through writing to learn, vocabulary, scaffolding, metacognition, and graphic organizers. The program is designed to provide students with numerous opportunities to write about and reflect on the processes they used to solve problems and make sense of new mathematical concepts. Students are learning and applying strategies to formulate written responses to complex, multi-step math problems. This means that not only must the students calculate accurately, but they must also display the information and explain their reasoning behind their work. This takes their learning to a new depth of knowledge called Strategic Thinking. SuccessMaker is used for all students in grades 3-5. It allows for customized instruction that is driven by assessment and is continually adapting to the needs of each learner.

School Improvement Goal(s) that support the Initiative(s):

All math goals

3. **Use of Data** - Describe how teachers gather and use data to inform instruction and to improve the achievement of individual students and the overall instructional program.

Use of Data Initiative(s):

Understanding what students know and still need to learn is a pre-requisite for knowing where to go next instructionally. At Idyllwilde, students are given reading and math common assessments for each learning goal in grades K-5. Intervention groups are formed based on the common assessment data.

Discovery Education is used for progress monitoring in grades K-5. Based on this data, teachers can make informed decisions on what students know and still need to learn. Data for common assessments is given to the principal and meetings are set with grade level teams to discuss the results. It is the job of the principal to find out what exactly the teachers are doing for the students who did not master the learning goal. Discovery Education reports will also be used in data meetings to discuss student proficiency in math and reading. The principal also meets with teachers in grades 3 & 4 to discuss writing prompt data in order to make sure all students are scoring at least a 4. Interventions are put into place for students not scoring a 4.

School Improvement Goal(s) that support the Initiative:

All reading, math, and writing goals

4. **Support for SubGroups** - Describe how the above practices will be used to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program to benefit children, specifically children of limited English proficiency, children with disabilities, homeless, and immigrant children.

SubGroup Initiative(s):

We strategically place ESOL students and students with disabilities in the regular education classes for instruction. They are grouped with ESOL endorsed classroom teachers to deliver instruction with regular education peers in an inclusionary setting. The support and resource teachers will be in the classroom delivering intervention strategies and scientific research based curriculum. ESOL certified classroom teachers also deliver the Immediate Intensive Intervention (iii) in the classrooms on a daily basis. Students who need additional support will be pulled out of the classroom to receive additional services with an ESOL or ESE teacher. ESOL teachers provide support in math classes as well as reading classes. They interpret concepts and provide ESOL activities through Go Math. Homeless students have every opportunity to remain at our school for the instruction they need. Transportation and food services will be provided to facilitate their specific needs. Our family liaison will provide book bags, school supplies, clothing vouchers, and parent transportation to school conferences/meetings.

School Improvement Goal(s) that support the Initiative(s):

Reading goals #1, #2, #4, #5, #8 / Math goals #1, #2, #4, #5, #8 / Writing goals # 2, #4

5. **Extended Day** - Describe any services that your school offers to extend the school day, week, or year. *Specify how the services supplement the SCPS after-school/summer school program.*

Extended Day/Year Initiative(s):

Supplemental Educational Services have been offered to our free and reduced lunch students. This is free outside tutoring services that must be offered to our low-income children. These services offer students extra help in academic subjects such as reading, language arts, and mathematics. SES services are provided outside the regular school day—before or after school, on weekends, or in the summer. Tutorial services will be offered at the school for students who are in the lower quartile. Idyllwilde Elementary will offer tutorial services before school as well as after school up to three times per week. Our

regular education students will be scheduled for our SuccessMaker Lab for specific instructional interventions in AM and PM sessions. Bus transportation home will be provided for students in the afternoon tutorial sessions. Summer Learning Camp is offered to our students who need additional help. This summer program addresses individual learning needs of our students in reading. Incoming kindergarten students will attend KinderCamp during the summer.

School Improvement Goal(s) that support the Initiative:

All reading, math, writing, and science goals

6. **Additional School-Level Supports** - Describe additional supports offered by your school, i.e. counseling, behavioral interventions, pupil services, and mentoring services, to address the needs of all children, especially those of low achieving children and those at risk of not meeting the state academic content standards.

Additional School-Level Initiative(s):

At Idyllwilde, we have an MTSS Leadership Team which has the task of making sure all supports are in place for a student to be successful in school. The MTSS Leadership Team is a collaborative problem solving group that focuses on developing solutions to help struggling students whether it is academic or behavioral. The primary responsibility of this team is to use the resources in the school to provide support so that students can be successful. The team will use data to determine interventions to target problems as well as provide the teacher support to implement the interventions. We have a very successful Big Brothers Big Sisters program at our school where mentors work with specific students one-to-one.

School Improvement Goal(s) that support the Initiative:

On-Time Promotion goals #1, #2 / Discipline goals #1, #2 / Extracurricular Activities goal #1

7. **Professional Learning** - Describe the professional learning activities included in this plan and include how they are planned/funded/coordinated with other funding sources, i.e. Title II and III. *Such activities must support the requirements of ESEA and equip educators with the expertise, knowledge, and skills consistent with the Next Generation Sunshine State Standards and Common Core for the purposes of increasing student academic achievement.*

Professional Learning Initiative(s):

Grade level PLC's
Best Practices in Reading Instruction – Title I funds Success for All and Reading Coach
Best Practices in Math Instruction – Title I funds Math Coach
Improving Writing Instruction – Title I funds Writers' Express and Writing Coach

CHAMPS: A Proactive and Positive Approach to Behavior Management – Professional Development funds were used for training during 2012-2013 preplanning week.

Marzano Teacher Evaluation Model – District funds have been used for implementation of this evaluation model.

Writing Common Assessments – Title I funds NCUST visits to our school.

MTSS Overview – ESE Department has had overviews of the new Multi-Tiered Systems of Support (MTSS).

School Improvement Goal(s) that support the Initiative(s):

All reading, math, writing, discipline, and on-time promotion goals

8. **Coordination with Early Learning** - Describe how your school coordinates with existing early learning programs/preschool (i.e., Head Start, VPK) programs to assist children in the transition from preschool to elementary school.

Coordination with Early Learning Initiative(s):

The Voluntary Pre-K program is housed on our campus. These students are gradually transitioned into the kindergarten program during the year by participating in activities in the kindergarten classrooms. Administration hosts an incoming kindergarten breakfast in April for students and parents in order to provide information about our program, answer questions, and provide a tour of the school.

Our Pre-K ESE students are included in the regular education classroom during the year prior to beginning kindergarten in order to prepare them for the transition. These students are identified each summer prior to school starting so they can be ready for service on the first day of school. The ESSS Department screens, evaluates, makes the eligibility determination, and writes the IEP's (Individual Educational Plan) for their specific needs.

School Improvement Goal(s) that support the Initiative(s):

All reading, math, writing, science, and on-time promotion goals

9. **Family Engagement** - Describe general strategies to help families become more engaged in the school and better support their children. Include family literacy services and adult literacy if offered. *Note: This section does not have to be detailed since schools will be required to submit an entire family engagement plan in addition to the SIP/Schoolwide Plan.*

Family Engagement Initiative(s):

We invite parents to get more involved at home by reading with their children, helping with homework, and discussing school events. We invite them to attend school functions and volunteer in classrooms. We strive to communicate with our families through notes, information on the school marquee, on our website, and through the call-out system. Notes are sent in Spanish as well as English. We invite our ESOL parents to workshops where they are taught reading strategies by our ESOL teachers. We have many family nights each year with our business partners – Menchies, Cici's Pizza, etc. We try

very hard to collaborate with parents to find out what type of programs they are interested in having at our school. Offering child care and translators also helps to get our families to family events.

School Improvement Goal(s) that support the Initiative:

All reading, math, writing, science, and on-time promotion goals

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 | 24.6% | 193/784 | +6.0% | 30.6% |

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) |
|-------------------------------------------------------------------------------------------------------|-----------------------------------|----------------------------------------------------|-----------------------|-------------------------------------------------------------|------------------------------------------|--------------------------------------------------------|
| Send information home in the newsletter about the Skyward Parent Portal with registration directions. | 1 | Parents may not have a computer or internet access | Administration, ETF | Ongoing | Increase in number of parents registered | b, st, or |
| Have information on our school website about the Skyward Parent Portal with registration directions. | 1 | Parents taking the time to register | Administration, ETF | Ongoing | Increase in number of parents registered | st, tech |

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.

At Idyllwilde, our students are learning STEM skills using robotics. The students meet after school 2x each month with Aryn Siegel, 5th grade teacher. We are hoping to be part of the Robotics Challenge this year. Students in SECME are involved in engineering activities with our gifted teacher. Our 5th grade students are investigating iPad apps that can be used for STEM practice and reinforcement.

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) |
|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------------------------------------------------|------------------------------------------------|-----------------------------|-----------------------------------------------------------|
| 5th grade students will investigate STEM iPad apps to use for science, technology, engineering, and math practice and reinforcement. | No barriers | Administration, ETF, 5 th grade teachers | Ongoing | FCAT | st, tech |
| Continue with the robotics program at Idyllwilde. | Teacher volunteer | Administration, Robotics teacher | Ongoing | FCAT | b, st |
| Continue with the SECME program at Idyllwilde. | Students wanting to participate | Administration, Gifted teacher | Ongoing | FCAT | b, st |

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

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

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

Beginning at the elementary level students are exposed to Career and Technical workforce related opportunities through standards based mathematics, science and social studies curriculum. At Idyllwilde, our students will continue to prepare for careers in the real world through involvement in TV news production, gardening, and robotics.

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) |
|----------------------------------------------------------------------------------------------|-------------------------------------------|----------------------------------|---------------------------------------------|------------------------------|--------------------------------------------------------|
| Continue with TV news production for our 4 th and 5 th grade students. | Not every student will get to participate | ETF | Ongoing | Quality of the news program | st, tech |
| 2 nd grade students will continue with the school garden project. | No barriers | 2 nd grade teachers | Ongoing | Science scores on plant unit | b, st, or |
| Robotics will continue for our students in grades 3-5. | Teacher volunteer | Administration, Robotics teacher | Ongoing | FCAT | b, 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 | 53.0% | 44/83 | +5.0 | 58.0% |
| 2. Proficient in Reading | 29.6% | 24/81 | +5.0 | 34.6% |
| 3. Proficient in Writing | 19.3% | 16/83 | +5.0 | 24.3% |

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) |
|------------------------------------------------------------------------|----------------------|-------------------------------|---------------------------------------------------|-------------------------------------------------------------|-----------------------------|--------------------------------------------------------|
| Revisit ELL teaching strategies with classroom teachers. | 1, 2, 3, | Teachers using the strategies | Administration, Classroom teachers, ESOL teachers | Ongoing | CELLA | im, st, or |
| Implement Istation computer software to use with all our ELL students. | 1, 2, 3 | | Administration, ESOL teachers | Ongoing | CELLA | st, tech |

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 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|----------------------------|--------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| All Students | 52 | 52 | 60 | 64 | 68 | 72 | 76 |
| American Indian | | | | | | | |
| Asian | 67 | 54 | 73 | 75 | 78 | 81 | 84 |
| Black/African-American | 34 | 29 | 45 | 51 | 56 | 62 | 67 |
| Hispanic | 47 | 57 | 56 | 60 | 65 | 69 | 74 |
| White | 72 | 69 | 77 | 79 | 81 | 84 | 86 |
| English Language Learners | 39 | 36 | 49 | 54 | 59 | 64 | 70 |
| Students with Disabilities | 22 | 23 | 35 | 42 | 48 | 55 | 61 |
| Economically Disadvantaged | 41 | 42 | 51 | 56 | 61 | 66 | 71 |

| MATH AAAMO | 2011 Adjusted Proficient | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|----------------------------|--------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| All Students | 59 | 64 | 66 | 69 | 73 | 76 | 80 |
| American Indian | | | | | | | |
| Asian | 80 | 92 | 83 | 85 | 87 | 88 | 90 |
| Black/African-American | 43 | 44 | 53 | 57 | 62 | 67 | 72 |
| Hispanic | 58 | 76 | 65 | 69 | 72 | 76 | 79 |
| White | 72 | 71 | 77 | 79 | 81 | 84 | 86 |
| English Language Learners | 55 | 72 | 63 | 66 | 70 | 74 | 78 |
| Students with Disabilities | 31 | 38 | 43 | 48 | 54 | 60 | 66 |
| Economically Disadvantaged | 50 | 57 | 58 | 63 | 67 | 71 | 75 |

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 |
|--------------------------|-------------|-------------------------|-------------|-------------------------|-------------|
| Carol Ann Darnell | | Craig Shadrix | | Rebekah Krausman | |
| | 10/4/12 | | 10/4/12 | | 10/4/12 |
| | | Nikki Clevinger | | Renee Robinson | |
| INSTRUCTIONAL | | | 10/4/12 | | 10/4/12 |
| Vanessa Brewster | | Maria Cooper | | Chris Smith | |
| | 10/4/12 | | 10/4/12 | | 10/4/12 |
| Melissa Dawodu | | Anjanette Kerr | | | |
| | 10/4/12 | | 10/4/12 | | |
| Heather Heiblum | | | | | |
| | 10/4/12 | | | | |
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| | | | | | |
| NON-INSTRUCTIONAL | | | | | |
| Tina Debose | | | | | |
| | 10/4/12 | | | | |
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