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.

Seminole High 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+		58%	+3%	61%	61.2%	Y
High standards Level 4+		32.1%	+3%	35.1%	36.9%	Y
Proficiency Level 3+ in AYP subgroups						
	White	67.6%	+3%	70.5%	70.2%	N
	Black	29.2%	+3%	32.2%	36.5%	Y
	Hispanic	48.5%	+3%	51.5%	56.7%	Y
	ELL	27.8%	+3%	30.8%	26.7%	N
	SWD	100.0%	+0%	100.0%	42.1%	N
	ED	41.7%	+3%	44.7%	44.1%	N
Learning Gains		52.2%	+3%	55.2%	61.9%	Y
Lowest 25% making Learning Gains		37.0%	+13%	50.0%	55.0%	Y
Learning Gains Levels 4/5		52.4%	+3%	55.4%	86.1%	Y
Learning Gains in AYP subgroups						
	White	58.0%	+3%	61.0%	67.3%	Y
	Black	36.4%	+3%	39.4%	51.4%	Y
	Hispanic	44.1%	+3%	47.1%	57.1%	Y
	ELL	47.8%	+3%	50.8%	64.4%	Y
	SWD	32.6%	+3%	35.6%	59.3%	Y
	ED	42.9%	+3%	45.9%	55.1%	Y

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		81.2%	+5%	86.2%	89.5%	Y
High standards Score 6.0		5.9%	+2%	7.9%	0.4%	N
Proficiency Score in AYP subgroups						
	White	86.3%	+3%	89.3%	90.9%	Y
	Black	64.2%	+3%	67.2%	84.8%	Y
	Hispanic	75.2%	+3%	78.2%	88.6%	Y
	ELL	57.1%	+3%	60.1%	61.9%	Y
	SWD	100.0%	+0%	100.0%	74.1%	N
	ED	69.8%	+3%	72.7%	83.9%	Y
High standards Score 6.0 in AYP subgroups						
	White	6.4%	+1%	7.4%	0.6%	N
	Black	0.8%	+1%	1.8%	0.0%	N
	Hispanic	5.7%	+1%	6.7%	0.0%	N

	ELL	7.1%	+1%	8.1%	0.0%	N
	SWD	0.0%	+0%	0.0%	1.2%	Y
	ED	3.1%	+1%	4.1%	0.3%	N

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

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	74%	+2%	76%	73%	N
Performance in advanced coursework	86%	+2%	88%	92%	N

Discipline Goals	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: Economically Disadvantaged	53%	-10%	43%	18.1%	Y
Out-of-school suspensions (unduplicated) Subgroup: Black	33%	-10%	23%	17.8%	Y

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	95.0%	.0%	95.0%	72.3%	N
At-Risk students graduating or advancing with age-level peers	86.0%	.0%	86.0%	42.3%	N

Post-Secondary Readiness Goals (high school only)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Graduating seniors readiness in Reading	94.0%	.0%	94.0%	87%	N
Graduating seniors readiness in Math	74.0%	.0%	74.0%	75%	Y

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups	2				
Activity and subgroup: Economically Disadvantaged	28.8%	2%	30.8%	41.6%	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
To increase the percent of accountability group students in the lowest quartile making Annual Learning Gains in Reading.	34.3%	16%	50.3%	55%	Y

Goal Summary
Number of Goals Met: **25**
Number Not Met: **17**
Number Partially Met: **0**

CARRY OVER GOALS
2012-2013

SCHOOL PERFORMANCE OBJECTIVE #1 A – Health and Wellness

Seminole High School will continue to promote health and wellness through various activities and programs such as but not limited to:

Reduction of carbonated beverages from vending machines.
Health Fair for elementary students organized and run by leadership students.
Weight room and other fitness facilities open to students before and after school.
Healthy lunch menu offered to students.

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+		61.2%	1044 / 1706	+3%	64.2%
2. Proficiency Level 3.0+ in subgroups:					
	White	70.2%	527 / 751	+3%	73.2%
	Black	36.5%	132 / 362	+3%	39.5%
	Hispanic	56.7%	203 / 358	+3%	59.7%
	ELL	26.7%	12 / 45	+3%	29.7%
	SWD	42.1%	83 / 197	+3%	45.1%
	ED	44.1%	365 / 828	+3%	47.1%
3. High Standards Level 4.0+		36.9%	629 / 1706	+3%	39.9%
4. Learning Gains		61.9%	1012 / 1635	+3%	64.9%
5. Lowest 25% Making Learning Gains		55.0%	205 / 427	+3%	58.0%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		33.0%	108 / 1635	+3%	36.0%
7. Learning Gains Levels 4/5		86.1%	527 / 612	+3%	89.1%
8. Learning Gains in subgroups:					
	White	67.3%	480 / 713	+3%	70.3%
	Black	51.4%	179 / 348	+3%	54.4%
	Hispanic	57.1%	198 / 347	+3%	60.1%
	ELL	64.4%	29 / 45	+3%	67.4%
	SWD	59.3%	112 / 189	+3%	62.3%
	ED	55.1%	441 / 800	+3%	58.1%

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 FCAT, Discovery Education and other PMA and assessment data for areas of improvement.	1-7	Prerequisite skills and background knowledge, Lack of motivation and family support	Admin, Reading coach, st	Baseline, mid-year, end of year	FCAT, DiscoveryEd,, Writing scores, Journeys, other assessment and weekly progress	b, sss
Continue implementation of lesson study with Reading, Language Arts, Social Studies, and Math; facilitate first cycles with Science.	1-7	Common planning times and budget	Admin, st	Baseline, mid-year, end of year	PLCs and common assessment	b, st, or
Provide ELL students with classroom support.	3-7	Language	Admin, st	Baseline, mid-year, end of year	Assessment and weekly progress	st, sss
Provide transition team academic support to all students.	1-7	Attendance, motivation and lack of success	Admin, st	Baseline, mid-year, end of year	Progress Reports, Attendance, Discipline	b, st, sss
Provide after school tutoring and mentoring to all students	1-7	Motivation, confidence, transportation, availability	Reading Asst. Principal Teacher Tutors, Guidance, Counselors	Mid-year, end of year	Grade reports, attendance, discipline, Discovery Education	b, st, sss
Implement the Student Achievement Team (SAT) to provide support to 9th and 10th graders in the lowest quartile.	1,3,4,5,7	Attendance, discipline, motivation, confidence, home environment	SAT Facilitator, Literacy Coach, Reading Admin.	Quarterly	Reading Plus, Journeys, DiscoveryEd, grade reports, attendance, discipline	b, st, sss

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

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

MATH GOALS ALGEBRA END OF COURSE (EOC) EXAM
Aligned with Strategic Plan System Initiative B   (Middle and High School)

Math Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 Algebra EOC exam

Math Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 Algebra EOC exam

Math Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 Algebra EOC exam

Math Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 Algebra EOC exam

Math Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 Algebra EOC exam

Math Goal #6: To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 Algebra EOC exam

Math Goal #7: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 Algebra EOC exam

Math Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 Algebra EOC exam

Math Goals 1 thru 8 (Algebra EOC)	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	47.3%	186 / 393	3%	50.3%
2. Proficiency Level 3+ in subgroups:				
White	55.6%	85 / 153	3%	58.6%
Black	39.7%	52 / 131	3%	42.7%
Hispanic	40.7%	35 / 86	3%	43.7%
ELL	16.7%	3 / 18	3%	19.7%
SWD	24.0%	18 / 75	3%	27.0%
ED	39.9%	110 / 276	3%	42.9%
3. High standards 4+	8.4%	33 / 393	3%	11.4%
4. Learning Gains	62.5%	222 / 355	3%	65.5%
5. Lowest 25% making Learning Gains	73.1%	79 / 108	3%	76.1%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	17.1%	18 / 105	3%	20.1%
7. Learning Gains Levels 4/5	53.8%	7 / 13	3%	56.8%
8. Learning Gains in subgroups:				
White	58.0%	76 / 131	3%	61.0%
Black	68.9%	84 / 122	3%	71.9%
Hispanic	58.8%	47 / 80	3%	61.8%
ELL	83.3%	15 / 18	3%	86.3%
SWD	55.2%	37 / 67	3%	58.2%
ED	61.5%	158 / 257	3%	64.5%

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 FCAT, Discovery Education, Education Insight, and weekly benchmark assessment data to identify areas needing improvement.	1-7	Prerequisite skills and background knowledge, lack of motivation and family support	Admin, st, transition team	Baseline, mid-year end of year	DA, EOC, 9-week assessment and weekly progress	b, st
Provide transition team academic support to all LQ students.	3-7	Attendance, motivation and lack of success	Admin, st, transition team	Baseline, mid-year end of year	DA, EOC, 9- week assessment and weekly progress	b, st
Sustained PLCs with teacher lesson study	1-7	Teacher collaboration, conflicting meeting times	Admin, st	Baseline, mid-year end of year	DA, EOC, 9 week assessment and weekly progress	b, st

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

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

WRITING GOALS

Aligned with Strategic Plan System Initiative B

Writing Goal #1: To increase the percent of accountability group students achieving proficiency (Score 4.0+) on the 2013 FCAT Writing
Writing Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Score 4.0+) on the 2013 FCAT Writing
Writing Goal #3: To increase the percent of accountability group students achieving high standards (Score 6.0) on the 2013 FCAT Writing
Writing Goal #4: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Score 6.0) on the 2013 FCAT Writing

Writing Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		89.5%	691 / 772	2%	91.5%
2. Proficiency Score 3.0+ in subgroups:					
	White	90.9%	310 / 341	2%	92.9%
	Black	84.8%	134 / 158	2%	86.8%
	Hispanic	88.6%	147 / 166	2%	90.6%
	ELL	61.9%	13 / 21	2%	63.9%
	SWD	74.1%	63 / 85	2%	76.1%
	ED	83.9%	307 / 366	2%	85.9%
3. High Standards Score 6.0		0.4%	3 / 772	2%	2.4%
4. High Standards Score 6.0 in subgroups:					
	White	0.6%	2 / 341	2%	2.6%
	Black	0.0%	0 / 158	2%	2.0%
	Hispanic	0.0%	0 / 166	2%	2.0%
	ELL	0.0%	0 / 21	2%	2.0%
	SWD	1.2%	1 / 85	2%	3.2%
	ED	0.3%	1 / 366	2%	2.3%

*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)
Continue using diagnostic assessments to determine the level of instruction for students in English and Reading classes.	1-4	Grading practices, lack of prerequisite skills	st, admin, sst	Quarterly	FCAT, DiscoveryEd	st, or, admin
The FCAT writes assessment will be a 4th quarter test grade for English II students.	1-4	Grading policies,	st, admin	March – May	FCAT	st, or, admin
PLCs will incorporate writing strategies into all content areas.	1-4	Time for PLCs and content articulation	st, admin, t	Quarterly	FCAT, DiscoveryEd	st, or, admin
Core academic teachers will use the SCPS District model "The SixPlus OneTraits of Effective Writing."	1-4	Background knowledge	st, admin	Quarterly	FCAT, DiscoveryEd	st, or, admin

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

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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 %	% +/-	Expected %
1. Level of Participation	73%	5%	78%
2. Level of Performance	92%	1%	93%

Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Provide Advanced Placement training for all teachers	1,2	Budget, travel time	Admin, st, counselors	End of year	AP scores	b, st, tech, or
Use AP Potential to identify students in all curriculum subgroups.	1,2	Lack of background skills and motivation	Admin, st, counselors	End of year	AP Potential AP scores	st, sss, t
Provide PSAT "Crash Course."	1,2	Funding, Time, transportation	Teachers	End of year	AP scores	b, st, sss
Utilize National Honor Society and Mu Alpha Theta tutoring after school for students in Honors and Advanced Placement classes who need additional help.	2	AP students may not ask for help, transportation	Club sponsors, st	9-week grades, Advanced Placement Scores	AP scores	st, sss, or

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	18.1%	15.1%
2. Out-of-school suspensions (unduplicated)	Black	17.8%	14.8%

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)
Teacher mentors (New Educators Support Team - NEST) assist new teachers with best practices in the classroom for focus and engagement.	1, 2	Time for PD and common planning	Admin, teachers, staff, mentors	Quarterly	Discipline reports	st, sss
Establish behavior management plans within IEP for all ESE students before manifestation meeting.	1, 2	Lack of parental involvement, time between student infractions	Admin, Behavior Specialist	Quarterly	Discipline reports	st, sss
Identify at-risk students, transition students, and provide faculty staff as mentors to assist with academic and behavioral guidance.	1, 2	Time for meetings with students	Admin, truancy staff, Behavior Specialist	Quarterly	Discipline reports	st, sss
Continue training on cultural diversity and discipline procedures.	1, 2	Time	Admin	Quarterly	Discipline reports	st, sss
Implement Young Men of Excellence program for at-risk black males.	1, 2	Family support, time for meeting	Admin, mentors	Quarterly	Discipline reports, grade reports	st, sss
Continue with PBS and MTSS programs.	1, 2	Time, student involvement	Admin, teachers, staff	Quarterly	Discipline reports, grade reports	st, sss

GRADUATION/AT-RISK GRADUATION GOALS
Aligned with Strategic Plan System Initiative A   (High School only)

Graduation Goal #1: To increase the percent of students graduating with their age-level peers
At-Risk Graduation Goal #2: To increase the percent of At-Risk students graduating with their age-level peers

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

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

Graduation/At-Risk Graduation Goals 1 and 2	Current %	% +/-	Expected %
1. Graduation Level of Performance	72.3%	3%	75.3%
2. At-Risk Graduation Level of Performance	42.3%	3%	45.3%

Action Plan

Strategy	Graduation/ At-Risk Graduation 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)
Continue to meet with 11th and 12th grade students and monitor credits and plan alternative ways to meet graduation requirements.	2	Time, Schedules	Admin, Guidance	Ongoing	Credit checks	Guidance
Develop credit retrieval opportunities for students and ePathways options.	1, 2	Technology, on-line course rigor	Admin, Guidance	Ongoing	Admin, parents	Guidance
Encourage 12th grade students to take ACT and/or SAT to use as concordant score for FCAT scores.	2	Funding, rigor of test	Admin, Guidance	Ongoing	Admin, parents	st, sss
Develop list of at-risk students for graduation and have administration communicate with guidance, teachers, and parents on a regular timetable.	2	Lack of parental involvement, lack of procedural processes	Admin, Guidance	Ongoing	Admin, parents	st, sss

POST-SECONDARY READINESS GOALS
Aligned with Strategic Plan System Initiative A   (High School only)

Postsecondary Readiness Goal #1:	**To increase the percent of graduating seniors who demonstrate post-secondary readiness in Reading as indicated by the SAT, ACT, CPT, or PERT**
Postsecondary Readiness Goal #2:	**To increase the percent of graduating seniors who demonstrate post-secondary readiness in Math as indicated by the SAT, ACT, CPT, or PERT**

*Based on the High School Accountability formula

Postsecondary Readiness Goals 1 and 2	Current %	% +/-	Expected %
1. Level of Reading Performance	87%	+3%	90%
2. Level of Math Performance	75%	+3%	78%

Action Plan

Strategy	Readiness Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Continue to emphasize SAT skills in 11th and 12th grade classes.	1, 2	Lack of interest, lack of student awareness of academics, and testing challenges	Admin, teachers	ongoing	Testing, Assessments	st, sss
Implement SAT strategies in all 10th grade Language Arts classes	1, 2	Lack of higher order thinking and rigor	Admin, teachers	ongoing	Testing, Assessments	st, sss
Implement SAT instruction/ vocabulary in all Honors classes.	1	Lack of higher level thinking	Admin, teachers	ongoing	Testing, Assessments	st, sss
Provide ACT/SAT tutoring and instruction.	1, 2	Time, budget limitations	Admin, teachers	ongoing	Testing, Assessments	st, sss
Encourage students to take PSAT in 9th, 10th, and 11th grades.	1, 2	Lack of student awareness, testing challenges	Admin, teachers	ongoing	Testing, Assessments	st, sss

EXTRACURRICULAR ACTIVITIES GOAL(S)

Aligned with Strategic Plan System Initiative C

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

Elementary: chorus, safety patrol, student council, TV production
Middle: Beta Club, NJHS, SECME, cheerleading, cross-country, track and field, volleyball
High: Mu Alpha Theta, NHS, Science Fair, Student Government, baseball, basketball, cheerleading, softball, tennis
(Each school should have at least one extracurricular activity goal. Additional goals may be added as needed.)
*School provided data

Extracurricular Activity Goal #1	Subgroup	Current %	Expected %
1. Activity:			
Cheerleaders	**Economically Disadvantaged**	41.6%	42.6%

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)
Advertise the benefits of being a member of National Honor Society, Mu Alpha Theta, Student Government, Leadership and other activities.	1	Financial hardship of club	Admin, teachers, club sponsors	August - May	ongoing	st, sss
Continue to send invitation notices to parents and students. If economically disadvantaged students do not apply, administration will contact the student.	1	Lack of interest	Admin, teachers, club sponsors	August - May	ongoing	st, sss
Continue to increase the number of students enrolled in advanced placement level courses.	1	Lack of interest	Admin, teachers, sponsors	August - May	ongoing	st, sss
Continue to advertise the advantages of the magnet programs, Academy of Health Careers and International Baccalaureate and to encourage students to apply for admission through Choices.	1	Lack of interest	Admin, teachers, club sponsors	August - May	ongoing	st, sss
Waive fees (if any) for disadvantaged students.	1	Lack of interest	Admin, teachers, club sponsors	August - May	ongoing	st, sss

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 percent of accountability group students in the lowest quartile making Annual Learning Gains in Reading.
Goal #2: **To provide an environment where students can participate in virtual courses without having to leave the school building. Seminole High School will enroll at least 1% (approximately 34 students) in ePathway courses for the 2012-2013 school year**.

School Defined Goal	Current	# of #-	% +/-	Expected
Goal #1 To increase the percent of accountability group students in the lowest quartile making Annual Learning Gains on the 2013 FCAT 2.0 Reading	55.0%	223 out of 394	+3%	58.0%
Goal #2 To provide an environment where students can participate in virtual courses without leaving the school building. SHS will enroll at least 1% (34) in ePathway courses for the 2012-2013 school year.	0%	0 of 0	+1%	1%

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)
Provide incentives for attendance and student achievement, i.e., yearbook, gift cards, incentives for classes with best attendance and/or best achievement gains, procure motivational speakers; give recognition incentives, and other activities.	Lack of interest, parental support	Reading Coach, transition team, mentors	Baseline, mid-year, end of year reports	FCAT Discovery Ed, Journeys	b, st, or
Support Annual Learning Gains celebration for students.	Lack of parental support, transportation	Reading Coach, transition team, mentors	Baseline, mid-year, end of year reports	FCAT Discovery Ed, Journeys	b, st, or
Guidance will offer ePathways/options to students with opening in their schedule.	Course availability and student preference	Guidance counselors	Quarterly	Ongoing	st, sss

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
Marzano Conference	ALL	7/12	Provide professional development and high yield strategies that will directly impact student learning	Administration, teachers	6	6	Administration, teachers
Kagan Training (Language Arts, Math, Social Sciences, Discipline)	ALL	7/12	Specific instructional strategies to enhance student interest and participation	Select participants from content areas	6	6	Administration, teachers
Professional Learning Communities Workshop	ALL	7/12	Using data to improve instruction and learning	Select participants from content areas	10	10	Administration, teachers
Advanced Placement Conference	ALL	7/12	Increasing test scores and participation in all subgroups; improving instructional strategies	Select participants from content areas	3	3	Administration, teachers
Education Insight	ALL	Year	Using data to inform instruction	Select participants from content areas	40	40	Administration, teachers
Lesson Study	ALL	Year	Effective Instructional Practices	Participants from content areas	20	20	Administration, teachers
Data Summit	ALL	Quarterly	Analysis of Data	Participants from content areas	41	41	Administrators, teachers
PLCs	ALL	Year	Creating common scales and EOC assessments	Participants from content areas	196	196	Administrators, teachers
Discovery Education	ALL	9/12	Using data to inform instruction	Administration, teachers	196	196	Administration, teachers

English 9,10: Content Support	Reading Writing ALL	10/12	Literacy strategies; high probability strategies, student engagement	Language Arts teachers	38	38	Administration, teachers

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS
2011-2012

INCOME:

Original Allocation:	3,250.00
Adjustment:	-0-
Carry Over:	11,019.11
Total Income:	14,269.11

EXPENDITURES	ACTUAL COST	BALANCE	
SIP School Defined Goal		14,269.11	Start with your beginning
Increase FCAT Level 1 and 2 Transition/Lower Quartile student's scores with materials,			
Tutoring, training, substitutes, remedial classes, student incentives, Support Literary Council, Book Giveaway, and community events.			
Tutoring, Materials, Payroll	-5708.64	8560.47	
Increase 5/11/12 Additional funding Doe's FEEP 4th calculation		+7583.00	
Balance – June 30, 2012 (Originally based on $1 per UFTE; increased to $3.35 per UFTE for difference of $2.35 increase from UFTE original.		16,143.47	

CARRY OVER:

Total carry over for 2012-2013: $16,137.47

This carry over will be spent on SIP School Defined Goal.

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*.
Michael Hennessy, Assistant Principal; Mary Beth Defiacco, Dean; Melissa Rivera, Teacher; Shelly Prom, Teacher; Brian Emrick ESE Teacher; Weneka James, Behavior Specialist.

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?

If a student is identified as being in need of academic or behavioral intervention by a school staff member or his/her parent, a meeting consisting of the child's teachers and the guidance counselor is scheduled. During this meeting, the areas of need are identified and specific interventions are implemented. Additional meetings are scheduled as needed to measure the effectiveness of the interventions. If the interventions are not working, possible ESE services are discussed and testing may be scheduled. PBS efforts will be implemented school wide.

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

The school's MTSS team, particularly the guidance counselors and transition coordinator, identify our lower quartile students and ensure they are assigned mentors and are provided with appropriate intervention strategies in their specific areas of need. Identifying LQ students and revising their achievement level directly correlates to the school's goals for the AYP subgroup specified in the SIP.

4. Describe the data source and data management system used to summarize tiered data for Reading, Mathematics, Science, Writing, and Behavior.
Skyward is the student database that contains demographic and disciplinary data. Education Insight and Discovery Education systems utilized in disaggregating data by student, their achievement level, and by specific teacher, are also used.

5. Describe how the school-based MTSS Leadership Team will align functions (e.g. meeting topics/agenda items with ongoing progress monitoring of core, supplemental, and intensive support.
During preplan and throughout the school opening staff meetings, the faculty is presented with materials and steps of the MTSS and PBS processes. A listing of specific student issues that would necessitate an MTSS referral is described and a thorough review of the MTSS process is outlined for records. Moreover, the Ruby Payne book on research-based intervention strategies was purchased for use for all guidance counselors.

6. Describe the plan to train staff on MTSS.
Pre-plan: Faculty presentations to ensure students are quickly identified.
Identified students recommended to guidance counselors.
Meeting convened, needs assessment conducted. Interventions identified.
Interventions implemented results gathered. If desired results not obtained, possible ESE services/placement considered.
The outline follows the Continuous Improvement Model used by the SCPS leadership team.

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).

Mary Turner, Assistant Principal, Robin Fitzwater, Veronica Sarmiento, Paula Black, Ally Lyons, Andrea Zara, Lasheaka Nock, Maxine McPherson, Vent Alexander, Lynn Cullum, Natalie Lauber, Mary Stokes, Sirpa Zeuli, Rene Mills

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

The team meets monthly after school, and the meetings are facilitated by the Reading Department assistant principal. The team sets yearly goals, one of which is to host a Community Book Giveaway in December.

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

1. Community Book Giveaway – December 12, 2012
   Books are collected for kids of all ages and are distributed for free on a Saturday in the cafeteria. We also give away food and prizes and offer art activities for children.
2. Winter Wear Collection and Giveaway. This year, in addition to collecting and giving away books, the LLT is collecting winter coats and jeans to give away on the same date as our book giveaway.
3. Strategy – share during Department Meetings – LLT team members share instructional strategies during their own department meetings or PLCs.
4. Summer Reading Support. The LLT helps advertise and promote required summer reading and promotes reading for fun. They also promote the Let's Read, Seminole! Program.
5. Book Club for students with regularly scheduled meeting and discussion.

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.

Professional Learning Communities, Lesson Study, teacher collaboration, and Content Specific Training have been implemented. Three Data Summits for analysis of data were implemented with all 9th and 10th grade lower quartile English and reading teachers. As part of the Data Summits, teachers were introduced to text complexity and given strategies for helping students meet the increased demand of FCAT 2.0. Additionally, file reviews were conducted by our district team of social workers in hopes of them recommending strategies for supporting our most struggling students. Also, vision tests were given and glasses provided to economically disadvantaged students whose families could not afford glasses. We formed a Student Achievement Team which met monthly and brought together all support personnel to discuss the progress of our students achieving in the lower quartile and to strategize for increased support. Our instructional coach recruited Dividends to help her implement a weekly pullout program where struggling readers worked one-on-one with an adult. We continued our after school tutoring program and recruited lower quartile students to participate in a weekly book group. We also continued ensuring all transition students were given a mentor and were given opportunity to hear inspirational speakers and participate in field trips to college campuses.

9th and 10th grade students were encouraged to attend a PSAT Crash Course of tutoring strategies to improve skills in Language Arts and Reading.
 The Literacy Council has implemented incentives and recognition awards for reading, and a Book Club has been formed. Teachers are encouraged to incorporate reading into all content areas.

Activity	Frequency (# times per week/month)	Duration (# of minutes)	Total # of L1, L2, and L3 students in the school	% of L1, L2, and L3 students in school participating
After-School Tutoring Program	M, T, Th	2 hours	1590	450
Reading Program – Individual Mentor	Th	50	148	128
PSAT Crash Course	Saturday	4 hours	125	30

5b) How are students progress monitored in these extended learning programs?

The Literacy Coach monitors key data points such as results on progress monitors, attendance, and grades for all L1, 2, and 3 students. The Literacy Coach maintains a spreadsheet with all key data points, shares that spreadsheet, and discusses with reading teachers what conclusions can be drawn from the data. All reading teachers are encouraged to use data analysis to inform their instruction and even to differentiate so that they are helping their students grow in their weakest areas. The adoption of Education Insight has aided in this process. Even after-school tutors and mentors can easily pull up assessment data on students with whom they are working.
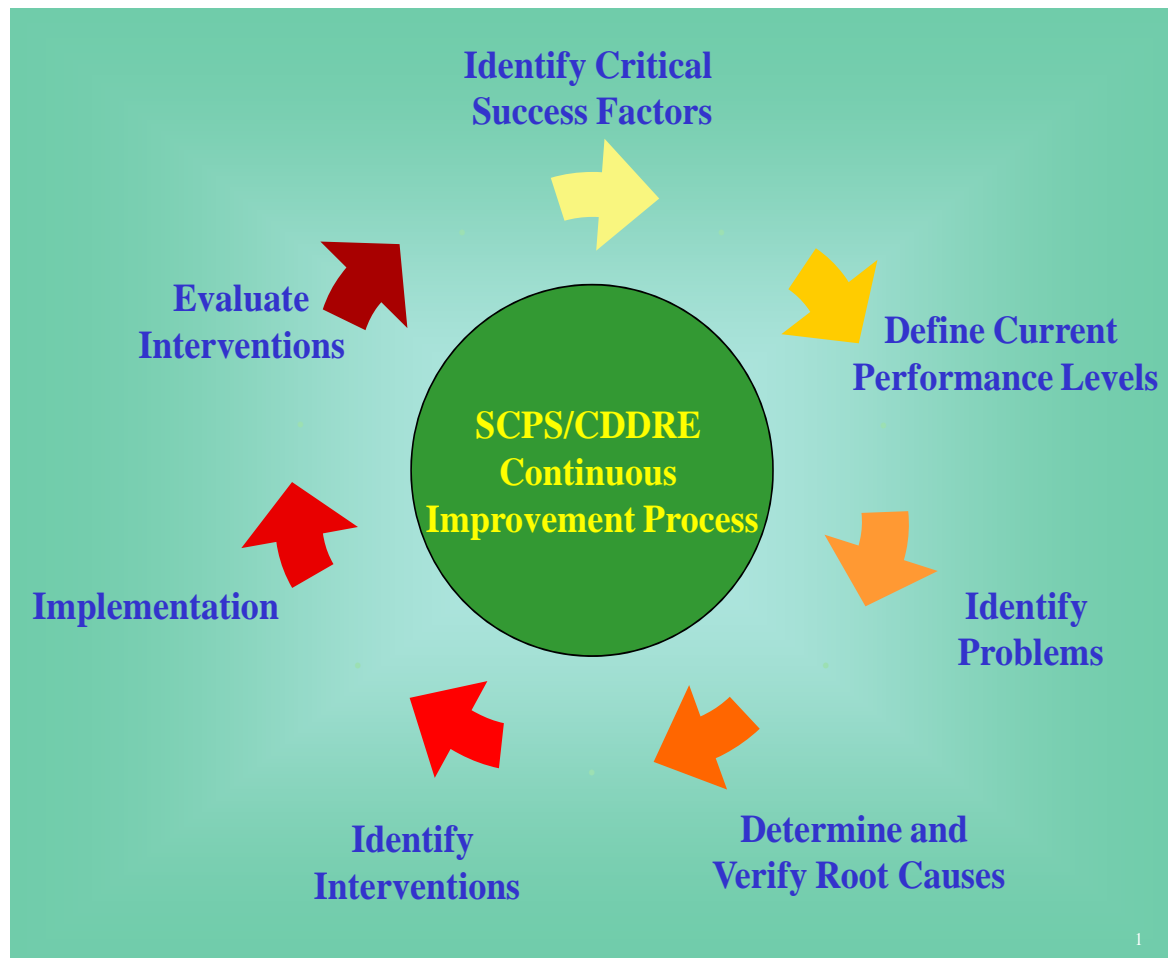
ADDENDUM 5 - PARENT INVOLVEMENT GOAL(S)

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	54.9%	1666/3037	+10%	64.9%

Action Plan

Strategy	Parent Involvement Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Post information for enrollment in Newsletter, Facebook, and disseminate instruction materials to parents and students that are user-friendly and comprehensive.	1	Communication and directions for access	Guidance, staff, teachers, technical	Ongoing	Parents and students registered for access	Tech, admin, teachers

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

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

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

Enter narrative for STEM goal:

We offer Science, Engineering, Technology, and Mathematics in our curriculum offerings. Mathematics students complete assessments, quarterly exam reviews, PSAT, ACT, SAT and EOC practice examinations. High performing students are encouraged to take Honors, Advanced Placement, FLVS, and dual enrollment classes and to enroll in SAT Crash course. Mu Alpha Theta encourages participation of students and offers tutoring two days per week.

The Experimental Science class is designed to promote research experiences and outside participation and action for college-level research and also encourages participation in Science Fair at the local, state, and national competition level. The two magnet programs, Academy of Health Careers and International Baccalaureate, promote advanced study and research opportunities in the STEM areas.

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)
Encourage students to take Experimental Science class	Promoting the program	Admin	End of Year	Science Fair, EOC, AP, ACT, SAT	st, sss
Encourage students to take higher-level Mathematics classes	Lack of motivation, lack of counselor time	Admin	End of Year	Science Fair, EOC, AP, ACT, SAT	st, sss
Encourage students to participate in extracurricular activities and clubs to promote academic competition	Lack of interest, transportation	Admin	End of Year	Science Fair, EOC, AP, ACT, SAT	st, sss

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

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

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

Enter narrative for CTE goal:

Seminole High School offers a variety of technical opportunities, Auto Service tech, Auto Body Construction, Construction Technology, TV Production, Early Childhood Education, Interior Design, Nutrition and Foods, Air Force Junior ROTC, and On-The-Job Training Education. Also there are opportunities for dual enrollment at Seminole State College for Business, Criminal Justice, and Construction Technology. There are also opportunities for the apprenticeship training automotive program and the CTE Dual enrollment program for Carpentry and Electricity.

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)
Encourage students to take CTE classes.	Promoting the program	Admin	End of year	Enrollment data, career experiences	st, sss
Encourage students to take dual enrollment, applied tech classes, and/or participate in on-the-job training education.	Lack of motivation, lack of counselor time	Admin	End of Year	Enrollment data, career experiences	st, sss
Advertise programs in curriculum guides, web page, Teach-In, and scheduled guest speakers.	Lack of interest, transportation	Admin	End of Year	Enrollment data, career experiences	st, sss

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	77.3%	51/66	+3%	80.3%
2. Proficient in Reading	20.0%	13/65	+3%	23.0%
3. Proficient in Writing	56.1%	37/66	+3%	59.1%

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)
Enroll students in appropriate reading and language classes	ALL	Parental support	Admin	On-going	Discovery Education, FCAT, Journeys Grades, and EOC	st, sss
Provide assistance and tutoring	ALL	Time, transportation	Admin	On-going	Discovery Education, FCAT, Journeys Grades, and EOC	st, sss

Ensure that all teachers have ESOL training and certification	ALL	PD time	Admin	On-going	Discovery Education, FCAT	st, sss
Enroll students in SAT/ACT for concordant scores for FCAT proficiency	ALL	Budget, transportation to testing on Saturdays	Admin	On-going	Discovery Education, FCAT, Journeys Grades, and EOC	st, sss

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

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

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

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

READING AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	**62**	**61**	**68**	**72**	**75**	**78**	**81**
American Indian							
Asian	87	87	89	90	91	92	94
Black/African-American	32	37	43	49	55	60	66
Hispanic	51	57	59	63	67	71	76
White	73	70	78	80	82	84	87
English Language Learners	27	27	39	45	51	57	64
Students with Disabilities	20	24	33	40	47	53	60
Economically Disadvantaged	45	45	54	59	63	68	73

MATH AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	**50**	**69**	**58**	**63**	**67**	**71**	**75**
American Indian							
Asian		96					
Black/African-American	40	55	50	55	60	65	70
Hispanic	42	66	52	57	61	66	71
White	61	76	68	71	74	77	81
English Language Learners	33	27	44	50	55	61	67
Students with Disabilities	24	35	37	43	49	56	62
Economically Disadvantaged	45	57	54	59	63	68	73

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
Mike Gaudreau	9/20/12	Greg Buchanan	9/20/12		
Mary Cragar	9/20/12	Joe Darcy	9/20/12		
Instructional		Patrice Driscoll	9/20/12		
Maxine McPherson	9/20/12	Sonia Hayes	9/20/12		
Renee Mills	9/20/12	Nancy Hayt	9/20/12		
Carmen Reich	9/20/12	Kim Hertko	9/20/12		
Terry Richardson	9/20/12	Mike Kean	9/20/12		
Marie Toussaint	9/20/12	Molly Lowie	9/20/12		
Phi Yoba	9/20/12	Dana McBroom	9/20/12		
Andrea Zara	9/20/12	Phillip Miller	9/20/12		
		Joetta Newman	9/20/12	**Students**	
		Patti Novak	9/20/12	Austin Miller	9/20/12
		Erin O'Donnell	9/20/12	Gaby Parpia	9/20/12
		Sophia Parpia	9/20/12	Arley Ruskin	9/20/12
		Fred Patton	9/20/12	Kendall Ruskin	9/20/12
NON-INSTRUCTIONAL		Wendy Ruskin	9/20/12	Maclane Schiriard	9/20/12
Cynthia Jones	9/20/12	Barbara Schirard	9/20/12		
		Chandra Williams Short	9/20/12		
		Jennifer Stickle	9/20/12		
		Yasim Tirado-Chiodini	9/20/12		
		Linda Ye	9/20/12		