

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.



Highlands 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+		87.7%	+ 2.3%	90%	70.8%	N
High standards Level 4+		50.3%	+ 1.7%	52%	40.2%	N
Proficiency Level 3+ in AYP subgroups						
	White	88.8%	+ 2.2%	91%	74.5%	N
	Black	89.5%	+ 1.5%	91%	54.2%	N
	Hispanic	83.3%	+ 1.7%	85%	66.2%	N
	ELL	87.5%	+ 1.5%	89%	58.3%	N
	SWD	100.0%		100%	55.8%	N
	ED	82.9%	+ 2.1%	85%	63.8%	N
Learning Gains		72.0%	+ 2.0%	74%	71.3%	N
Lowest 25% making Learning Gains		61.1%	+ 1.9%	63%	72.1%	Y
Learning Gains Levels 4/5		55.6%	+ 2.4%	58%	87.9%	Y
Learning Gains in AYP subgroups						
	White	75.7%	+ 2.3%	78%	70.5%	N
	Black	72.2%	+ 1.8%	74%	86.7%	Y
	Hispanic	69.0%	+ 2.0%	71%	71.1%	Y
	ELL	81.8%	+ 2.2%	84%	82.4%	Y
	SWD	52.6%	+ 2.4%	55%	75.8%	Y
	ED	67.0%	+ 2.0%	69%	75.2%	Y

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		82.6%	+ 2.4%	85%	65.9%	N
High standards Level 4+		48.9%	+1.1%	50%	34.8%	N
Proficiency Level 3+ in AYP subgroups						
	White	83%	+ 2%	85%	75.9%	N
	Black	84.2%	+ 1.8%	86%	50.0%	N
	Hispanic	75.9%	+ 2.1%	78%	50.6%	N
	ELL	93.8%	+ 1.2%	95%	50.0%	N
	SWD	100%		100%	53.8%	N
	ED	77.5%	+ 2.5%	80%	60.5%	N
Learning Gains		52%	+ 2%	54%	67.3%	Y

Lowest 25% making Learning Gains		55.6%	+ 2.4%	58%	60.0%	Y
Learning Gains Levels 4/5		50%	+ 2%	52%	91.5%	Y
Learning Gains in AYP subgroups						
	White	48.6%	+ 1.4%	50%	75.9%	Y
	Black	50%	+ 2%	52%	66.7%	Y
	Hispanic	52.4%	+ 2.6%	55%	53.3%	Y
	ELL	72.7%	+ 2.3%	75%	52.9%	N
	SWD	31.6%	+ 2.4%	34%	63.6%	Y
	ED	47.3%	+ 2.3%	50%	67.0%	Y

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		89.4%	+ 1.6%	91%	76.6%	N
High standards Score 6.0		3%	+ 2%	5%	0.0%	N
Proficiency Score in AYP subgroups						
	White	86.7%	+ 2.3%	89%	75.6%	N
	Black	88.9%	+ 1.1%	90%	50.0%	N
	Hispanic	90.5%	+ 1.5%	92%	85.0%	N
	ELL	83.3%	+ 1.7%	85%	100.0%	Y
	SWD	100%		100%	86.7%	N
	ED	88.4%	+ 1.6%	90%	74.1%	N
High standards Score 6.0 in AYP subgroups						
	White	3.3%	+ 1.7%	5%	0.0%	N
	Black	0%	+ 5%	5%	0.0%	N
	Hispanic	0%	+ 5%	5%	0.0%	N
	ELL	0%	+ 5%	5%	0.0%	N
	SWD	0%	+ 5%	5%	0.0%	N
	ED	0%	+ 5%	5%	0.0%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		64.8%	+ 2.2%	67%	65.9%	N
High standards Level 4+		25.4%	+ 2.6%	28%	24.2%	N
Proficiency Level 3+in AYP subgroups						
	White	69.2%	+ 1.8%	71%	69.6%	Y
	Black	28.6%	+ 1.4%	30%	50.0%	Y
	Hispanic	57.9%	+ 2.1%	60%	65.5%	Y
	ELL	75%	+ 2%	77%	71.4%	N
	SWD	NA			60.0%	Y
	ED	55.8%	+ 2.2%	58%	57.1%	Y
High standards Level 4+ in AYP subgroups						

	White	35.9%	+ 2.1%	38%	30.4%	N
	Black	0%	+ 5%	5%	20.0%	Y
	Hispanic	10.5%	+ 2.5%	13%	17.2%	Y
	ELL	25%	+ 2%	27%	0.0%	N
	SWD	NA			15.0%	Y
	ED	20.9%	+ 3.1%	24%	11.1%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	49%	2%	51%	100.0%	Y
Performance in advanced coursework	62%	2%	64%	100.0%	Y

Discipline Goals	Male				
	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup:	10%	-2	8%	8%	Y
Out-of-school suspensions (unduplicated) Subgroup:	1%		1%	1%	Y

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	96%	1%	97%	98.2%	Y
At-Risk students graduating or advancing with age-level peers	94%	1%	95%	97.5%	Y

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup: Black	20%	2%	22%	25%	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
To increase the amount of students who remain in Tier 1 for student behavior	94%	1%	95%	94%	N

Goal Summary

Number of Goals Met: 29

Number Not Met: 38

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+		70.8%	187 / 264	+2.2	73
2. Proficiency Level 3.0+ in subgroups:					
	White	74.5%	105 / 141	+2.5	77
	Black	54.2%	13 / 24	+1.8	56
	Hispanic	66.2%	51 / 77	+1.8	68
	ELL	58.3%	14 / 24	+1.7	60
	SWD	55.8%	29 / 52	+2.2	58
	ED	63.8%	113 / 177	+1.2	65
3. High Standards Level 4.0+		40.2%	106 / 264	+1.8	42
4. Learning Gains		71.3%	114 / 160	+1.7	73
5. Lowest 25% Making Learning Gains		72.1%	31 / 43	+1.9	74
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		45.5%	30 / 160	+2.5	48
7. Learning Gains Levels 4/5		87.9%	58 / 66	+1.1	89
8. Learning Gains in subgroups:					
	White	70.5%	62 / 88	+1.5	72
	Black	86.7%	13 / 15	+1.3	88
	Hispanic	71.1%	32 / 45	+1.9	73
	ELL	82.4%	14 / 17	+1.6	84
	SWD	75.8%	25 / 33	+1.2	77
	ED	75.2%	82 / 109	+1.8	77

Action Plan

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Identify all Tier 2 and 3 students for potential RtI referrals.	5	Identifying areas of weakness of students	Admin., Teacher, Reading Specialist	Baseline, progress monitoring, midyear, and end of year	In House Tests, PASI, PSI, FAIR, SRI	im/or/st/sss
2. Utilize the K-2 Instructional Toolboxes and 3-5 comprehensive tool kits for instruction.	1-7	Beliefs/ Resources	Admin., Teacher, Reading Specialist	Baseline, progress monitoring, midyear, and end of year	In House Tests, PASI, PSI, FAIR, SRI	t/st/im
3. Purchase additional reading software and reading support materials for enrichment and practice activities.	1-7	Resources	Admin., Teacher, Reading Specialist	Baseline, progress monitoring, midyear, and end of year	In House Tests, PASI, PSI, FAIR, SRI	t/tec/ b(T1)
4. Provide professional development training for FCAT deficient areas.	1-7	Resources/Funding	Admin., Teacher, Reading Specialist	Progress Monitoring, In-House Assessments, FCAT Practice Test	In House Tests, PASI, PSI, FAIR, SRI	im/or/t/ b
5. Analyze FCAT data to determine specific areas for improvement.	1-7	Resources	Admin., Teacher, Reading Specialist	Baseline, progress monitoring, midyear, and end of year	In House Tests, PASI, PSI, FAIR, SRI	st/or/t
6. Utilize the Tutorial program based on available district funding.	1-7	Resources/Funding	Admin., Teacher, Reading Specialist	Baseline, progress monitoring, midyear, and end of year	In House Tests, PASI, PSI, FAIR, SRI	b/st/im
7. Continue to utilize materials and strategies from <i>95% Group</i> in grades K-1 and continue to support intervention groups for identified students based on DIBELS, PASI, PSI and SRI assessments. (Title I)	1-7	Resources / Funding	Admin., Teacher, Reading Specialist	Baseline, progress monitoring, midyear, and end of year	In House Tests, PASI, PSI, FAIR, SRI	b/im/or/t
8. Utilize reading specialist and instructional paraprofessionals to provide remediation for identified students daily. (Title I)	1-7	Scheduling	Admin., Teacher, Reading Specialist	Baseline, progress monitoring, midyear, and end of year	In House Tests, PASI, PSI, FAIR, SRI	b(T1)/im/or/t

9. Utilize <i>the SuccessMaker Lab (NCS Learning Pearson)</i> for all students in grades 2-5 two times per week. (Title I)	1-7	Scheduling	Admin., Teacher, Reading Specialist	Baseline, progress monitoring, midyear, and end of year	In House Tests, PASI, PSI, FAIR, SRI	im/or/tech
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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+		65.9%	174 / 264	+2.1	68
2. Proficiency Level 3.0+ in subgroups:					
	White	75.9%	107 / 141	+2.1	78
	Black	50.0%	12 / 24	+2	52
	Hispanic	50.6%	39 / 77	+1.4	52
	ELL	50.0%	12 / 24	+2	52
	SWD	53.8%	28 / 52	+1.2	55
	ED	60.5%	107 / 177	+1.5	62
3. High Standards Level 4.0+		34.8%	92 / 264	+2.2	37
4. Learning Gains		67.3%	107 / 159	+2.7	70
5. Lowest 25% Making Learning Gains		60.0%	24 / 40	+2	62
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		33.9%	20 / 159	+1.1	35
7. Learning Gains Levels 4/5		91.5%	54 / 59	+1.5	93
8. Learning Gains in subgroups:					
	White	75.9%	66 / 87	+2.1	78
	Black	66.7%	10 / 15	+2.3	69
	Hispanic	53.3%	24 / 45	+1.7	55
	ELL	52.9%	9 / 17	+2.1	55
	SWD	63.6%	21 / 33	+1.4	65
	ED	67.0%	73 / 109	+2	69

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Identify all Tier 2 and 3 students for potential RtI referrals.	5	Identifying areas of weakness of students	Admin / Teachers/ Math Resource/ RtI Team	Baseline, progress monitoring, midyear, and end of year	DA, In House Assessment, Big Idea, FCAT	im/or/st/sss
2. Utilize the K-5 Math Instructional Plans.	1-7	Beliefs/ Resources	Admin/Teachers/Math Resource	Baseline, progress monitoring, midyear, and end of year	DA, In House Assessment, Big Idea, FCAT/ Publisher tests	t/st/im
3. Utilize Timez Attack web based program for basic fact practice, remediation, and enrichment.	1-7	Resources	Teachers	Baseline, progress monitoring, midyear, and end of year	DA, In House Assessment, Big Idea, FCAT/ Publisher tests	t/tec/ b
4. Provide professional development training for FCAT deficient areas.	1-7	Resources/ Funding	Admin/Math Resource	Baseline, progress monitoring, midyear, and end of year	DA, FCAT Practice	im/or/t/ b
5. Analyze FCAT and Discovery Ed. data to determine specific areas for improvement.	1-7	Resources	Admin/teachers/Math Resource	Baseline, progress monitoring, midyear, and end of year	DA, In House Assessment, Big Idea, FCAT	st/or/t
6. Utilize the Tutorial program based on available district funding.	1-7	Resources/ Funding	Admin/ teachers	Baseline, progress monitoring, midyear, and end of year	DA, In House Assessment, Big Idea, FCAT	b/st/im
7. Adjust Master Schedule and Math Resource schedule to make certain AYP students (subgroups) are not pulled out during 60 minute math block.	1-7	Time	Admin	Progress Monitoring	Ongoing	im/or/t
8. Utilize Math Specialist to provide remediation for identified students 2 times each week. (Title I)	1-7	Resources	Math Resource	Baseline, progress monitoring, midyear, and end of year	DA, In House Assessment, Big Idea, FCAT	b(T1)/im/or/ t/

9. Utilize the <i>SuccessMaker Lab (NCS Learning Pearson)</i> for all students in grades 2-5 two times per week. (Title I)	1-7	Scheduling	Teachers/ ELL Teacher/ SLD Teacher/SME Resource Teacher	Baseline, progress monitoring, midyear, and end of year	DA, In House Assessment, Big Idea, FCAT	im/or/tech
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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+		76.6%	59 / 77	+1.4	78
2. Proficiency Score 3.0+ in subgroups:					
	White	75.6%	34 / 45	+2.4	78
	Black	50.0%	3 / 6	+2	52
	Hispanic	85.0%	17 / 20	+1	86
	ELL	100.0%	9 / 9		100
	SWD	86.7%	13 / 15	+3	87
	ED	74.1%	40 / 54	+9	75
3. High Standards Score 6.0		0.0%	0 / 77	+1	1
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 45	+1	1
	Black	0.0%	0 / 6	+1	1
	Hispanic	0.0%	0 / 20	+1	1
	ELL	0.0%	0 / 9	+1	1
	SWD	0.0%	0 / 15	+1	1
	ED	0.0%	0 / 54	+1	1

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

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Continue implementation of 4 th grading Writing Boot Camp in February .	1-5	Scheduling	Admin, Teachers	Mid-year	Writing DAs, FCAT, Teacher Scoring	b/t/or/st
2. Train teachers to use the AlphaSmarts, computer lab, and other technology resources to increase individualized writing support.	1-5	Scheduling	Admin., Teachers	Ongoing	Writing DAs	im/tech/t/st
3. Provide professional development on 6+1 Traits for grades K-5 during the 2012-2013 school year. (Title I)	1-5	Scheduling, Resources	Admin.	Baseline, mid-year	Writing DAs, FCAT	b/im/or/t
4. Train all teachers to use the writing rubric and the 2012 writing standards from DOE (Exemplar Sets).	1-5	Scheduling, Resources	Admin.	Baseline, mid-year	Writing DAs, FCAT	b/st/im/t
5. Continue Instructional Support Meetings with Title I Elementary Writing Specialists at least three times annually.	1-5	Scheduling	Admin.	Baseline, November, January, February	Writing Prompts	TI, or

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

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

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+		65.9%	60 / 91	+2.1	68
2. Proficiency Score 3.0+ in subgroups:					
	White	69.6%	32 / 46	+1.4	71
	Black	50.0%	5 / 10	+2	52
	Hispanic	65.5%	19 / 29	+2.5	68
	ELL	71.4%	5 / 7	+1.6	73
	SWD	60.0%	12 / 20	+2	62
	ED	57.1%	36 / 63	+2.9	60
3. High Standards Score 4.0+		24.2%	22 / 91	+1.8	26
4. High Standards Score 4.0+ in subgroups:					
	White	30.4%	14 / 46	+2.6	33
	Black	20.0%	2 / 10	+2	22
	Hispanic	17.2%	5 / 29	+2.8	20
	ELL	0.0%	0 / 7	+5	5
	SWD	15.0%	3 / 20	+5	20
	ED	11.1%	7 / 63	+8.9	20

Action Plan

Strategy	Science Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Administer and monitor Discovery Ed. Science and various student reports.	1-4	Resources/ Funding	Admin, Teachers	Baseline, mid-year	DA	im/or/st/sss
2. Implement the K-5 science Instructional Plans.	1-4	Scheduling	Admin, Teachers	Baseline, mid-year	DA	t/st/im
3. Purchase additional science software and manipulatives for enrichment and practice activities.	1, 2	Resources/ Funding	Admin, Teachers	Baseline, mid-year	DA	t/tec/ b
4. Provide staff development training for FCAT deficient areas. (Title I)	1-4	Resources/ Funding	Admin, Teachers	Baseline, mid-year	DA, FCAT	im/or/t/ b
5. Analyze FCAT data to determine specific areas for improvement.	1-4	Scheduling	Admin, Teachers	Baseline, mid-year	DA, FCAT	st/or/t
6. Utilize hands-on activities weekly to reinforce scientific thinking and methods.	1-4	Scheduling	Admin, Teachers	Baseline, mid-year	DA	b/im/or/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)

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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%	16/16		100
2. Level of Performance	100.0%	16/16		100

Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Initiate regular data assessment for all PRIMES students.	1-2	Schedule, Time	PRIMES Teacher, Admin.	Baseline, Mid-year	DAs, FCAT	im/tech/t
2. Provide intervention and support to the lowest performing students. (Title I)	1-2	Schedule	Admin.	Baseline, Mid-year	DAs, FCAT	st/t/sss
3. Purchase additional math software and manipulatives for enrichment and practice activities. (Title I)	1-2	Resources, Funding	Admin.	Baseline, Mid-year	DAs, FCAT	b (T1)/im
4. Analyze FCAT data to determine specific areas for improvement.	1-2		Admin., Teachers	Baseline, Mid-year	DAs, FCAT	im/sss

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	Male			Female		
	Current %	% +/-	Expected %	Current %	% +/-	Expected %
1. Discipline referrals (duplicated) Subgroup:	8%	-1	7%	5%	-1	4%
2. Out-of-school suspensions (unduplicated) Subgroup:	1%		1%	1%		1%

Action Plan

Strategy	Discipline Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. 100% of the Highlands staff will participate in staff development and continue the implementation of the school-wide adopted Good Citizen / Bully Prevention / Discipline program (PBS)	1, 2	Communication	Guidance, Admin. PBS Team	Baseline, Mid-Year, End of Year	Discipline Report	t/or/st
2 The PBS team will meet monthly to discuss the discipline data and define problematic subgroups.	1, 2	Scheduling	Admin., PBS Team	Baseline, Mid-Year, End of Year	Disciple E.O.Y. Report	st/sss
3. Continue implementation of the SAFE initiative.	1, 2	Communication	Admin., Guidance	Baseline, Mid-Year, End of Year	Disciple E.O.Y. Report	st/or
4. Continue with the SCPS Positive Behavior Support System (PBS).	1, 2	Communication	Admin., Guidance, PBS Team	Baseline, Mid-Year, End of Year	Disciple E.O.Y. Report	im/tech/t/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	98.2%	551/561	+ .8%	99
2. At-Risk Promotion Level of Performance	97.5%	347/356	+ 1.5%	99

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)
Identify all At-Risk students new to Highlands	1, 2	Lack of Student Motivation	Teachers, Admin.	Daily	Meet with teachers on a bi-weekly basis	St, sss
Hold Monthly meetings involving FCAT subjects with data from all subgroups including F&R Lunch	1, 2	Scheduling	Admin, Resource Teachers	Monthly	Formal Assessment and Data Reviews	im, st
Offer before, after or during school tutoring for at-risk students that are eligible for tutorial.	1, 2	Scheduling	Admin., Teachers	Quarterly	Admin. Will monitor the implementation of Tutorial Program	B, st, im

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	Current %	# of #-	% +/-	Expected %
1. Activity: Increase participation in representation of AYP subgroups	25	23 of 97	5	30%
Subgroup: Black				
2. Activity: Increase participation in representation of AYP subgroups	20	19 of 97	5	25%
Subgroup: Hispanic				

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)
Extracurricular teachers will turn in rosters to be examined by admin.	1	Scheduling	Admin., teacher	Quarterly	Admin will review rosters based on subgroups	st

SCHOOL DEFINED GOAL

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

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

Middle schools – Virtual options, ACCEL, etc.

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

Other school defined goals may be added.

Goal #1: To increase the amount of students who remain in Tier 1 for student behavior

School Defined Goal	Current	# of #-	% +/-	Expected
To increase the amount of student who remain in Tier 1 for student behavior	542	542 of 583	+5	547 of 583

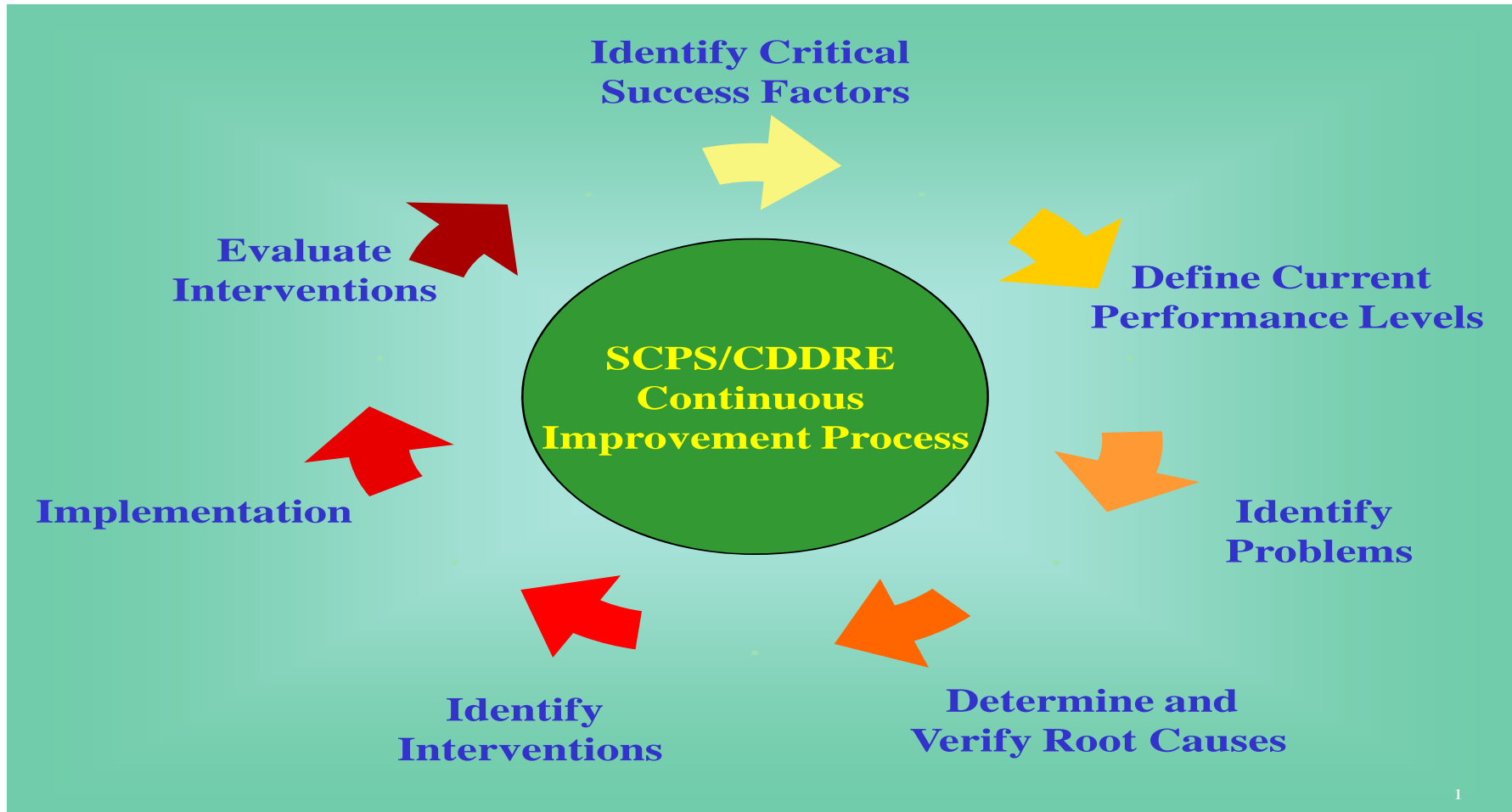
*If necessary adjust table headings to reflect the needs suited to the goal.

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)
Develop consistent expectations, procedures and language	scheduling meetings	PBS Team	End of year	PBS team will meet w staff on a regular basis	st, im
Provide PD for new teachers and entire staff	time	PBS Team	End of year	Admin/ PBS team will schedule PDs throughout the year	im, st
Collect behavior data and review with staff	scheduling	PBS Team	End of year	Teachers will turn in discipline data based on SAFE alerts and referrals	st
Inform parents and encourage participation	communication	Admin.	End of year	Monthly newsletter will have discipline section	or, tech

PROFESSIONAL DEVELOPMENT PLAN

PD Activity	SIP Goal #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants (e.g. PLC, subject, grade level, or school-wide)	# Anticipated Participants	# Actual Participants	Position(s) Responsible
Math- Common Core Review	Reading Goals 1-8	September 2012	Common Core	Grades K-5	35		Math Coach, Admin.
P.D. Student Progression Plan Updates	8, 10, 14	September 2012	Admin.	School-wide	45		Teachers, Admin.
Reading Instructional Toolboxes	Math Goals 1-8	October 2012	Instructional Updates	Grades K-5	35		Reading Coach, Admin.
Writing Instructional Strategies	Writing Goals 1-4	October 2012	FCAT 2013 Improved Proficiency	Grades 3 and 4	12		Teachers, Administration, SCPS Writing Lead Team



BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

INCOME:

Original Allocation:	\$460.00
Adjustment:	0
Carry Over:	0
Total Income:	\$460.00

EXPENDITURES	ACTUAL COST	BALANCE
		\$460.00
Substitutes for Teacher Training	\$369.33	\$90.67

Start with your beginning

CARRY OVER:

Total carry over for 2012-2013: \$90.67

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*.** Margie Morton, Counselor; Paula Hoover, Academic Facilitator; Paula Dimperio, Reading Specialist; Bill Cavins, Math Specialist; Classroom Teachers; Donna Weaver, Principal; Brett White, Assistant Principal; ESSS Support Staff when indicated.

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?** Through observation and data, teachers identify students in need of academic and/ or behavioral interventions. RtI team meets to determine specific needs and implementation strategies and timelines. Parents are informed and provided support tools during conferences

3. **Describe the role of your school's *MTSS Leadership Team* in the development and implementation of the SIP.** Both the academic and behavior teams utilize observation and data to identify target areas of need. The teams create an action plan, initiate PDs and activities, monitor and collect data.

4. **Describe the data source and data management system used to summarize tiered data for Reading, Mathematics, Science, Writing, and Behavior.** The data source will be both our SME lab and our new data system called ON-Hand schools.

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 counselor and academic facilitator have provided RtI academic Professional Development for the last three years as well as provided semi-annual grade level trainings to update and clarify procedures.

6. **Describe the plan to train staff on MTSS.** The RtI / Academic process was fully implemented in 2010 – 2011 school year, following the three years of preparation. RtI began in 2010 with 3 Professional Developments, and will be implemented after pre-planning in August 2011. The PBIS team will attend trainings and provide staff with updates.

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).

Paula Dimperio, Paula Hoover, Lenore Logsdon, Brett White

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

The Literacy team is a fully integrated RtI team that completes school-wide assessments and monitors related data. Members of the Literacy Team identify and remediate Tier 3 students.

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

The LLT will continue to develop and implement the RtI process. This includes planning with grade level teams in order to identify the needs of their students. The LLT will collect targeted data and then analyze this data to pinpoint student need implement appropriate remediation.

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. We at Highlands Elementary use the Professional Learning Communities framework for our curriculum and grade level teams. In 2012 - 2013, Administrators and resource teachers will assure that our PLCs focus on student learning and the process of student learning using the Lesson Study Model. In addition, the administrators will assure that the goals and action plans set forth in the SIP are both communicated and incorporated into the work of the PLCs.

ADDENDUM 4 – TITLE I SCHOOLWIDE PROGRAM PLAN
2012-2013

School Name: _____

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): In Math students are identified in two ways. First is the use of the District Assessments. Highlands also used Common Assessments to identify students including but not limited to In House Assessments and Publisher Prepared tests from Go Math. All students receive differentiated instruction in their classrooms. Students are also automatically enrolled in the State MTSS initiative and are progress monitored monthly to determine their level of proficiency in reading. Resulting from this ongoing progress monitoring system, students are placed in Tiers that are designed to instruct them at their individual skill level. All Tier 3 students who are struggling with reading also receive an additional 30 minutes of intensive intervention outside of their core classroom curriculum.

School Improvement Goal(s) that support the Initiative(s): All School Improvement Goals support these initiatives and align with our curriculum 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): All students participate in scientifically-based curriculum programs that include highly effective instructional delivery practices. These teaching practices include both small group and direct instructional models. Highlands Elementary as a Title 1 school and therefore also uses the Success For All products such as Fast Track Phonics and Word Power programs to further enhance reading instruction in all of the Primary level classrooms.

School Improvement Goal(s) that support the Initiative(s): All School Improvement Goals support these initiatives and align with our curriculum goals.

How will the reading initiative(s) support the initiatives of Just Read Florida and the SCPS Reading Plan? All of the school reading initiatives focus on the development of individual student proficiency and academic achievement as outlined in the Just Read Florida and the SCPS Reading Plan.

Math Initiative(s): Grades k-5 have received training by Dr. Kay Burke in breaking down benchmarks into instructional chunks. In addition HLES utilized Mony Math to progress monitor Tier 2 and 3 students. Students in grades 2-5 have access to Manga High which used brain based research to develop Math skills. The SME by Pearson Publishing is also available to students in grades 2-5.

School Improvement Goal(s) that support the Initiative(s). All School Improvement Goals support these initiatives and align with our curriculum 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): Teachers have been trained in EdInsight use to pull data for reports. Discovery Education training is planned for throughout the year. Teachers will meet with administration to review the data in PLCs.

School Improvement Goal(s) that support the Initiative: Each School Improvement Goal is data driven and therefore aligns with our assessment, data collection and planning process.

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): Teachers will be able to identify those students needing intervention as well as enrichment through the analysis of the above data. Teachers will be better able to plan instruction for the sub groups based on the data. Student grouping as outlined above are used for the purpose of small group, quality targeted instruction for all learners. These small groups meet daily and benefit all students regardless of their academic level.

School Improvement Goal(s) that support the Initiative(s): All student subgroups and ELL students are represented by our reading initiatives and align with our School Improvement Goals.

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): Highlands conducts a before school tutorial program 4 days a week from 7:00a to 7:45a in the fall and spring. The focus is on both reading and mathematics. Targeted students are in the bottom quartile in grades 2-5.

School Improvement Goal(s) that support the Initiative: All School Improvement Goals support these initiatives and align with our curriculum 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): During Multi-Tiered System of Support meetings, team members address the academic and social needs of individual students. Follow-up services include, but are not limited to, individual school counseling, referral to agency on SCPS cooperative agreement list, initiation of classroom or individual behavior plan, referral for in house mentoring, referral for academic tutoring under Title I and assigning a school job or task to an individual to encourage on time attendance and positive contribution to the school.

School Improvement Goal(s) that support the Initiative: All School Improvement Goals support these initiatives and align with our curriculum goals.

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): The Professional Development Plan for the 2012-2013 school year for Highlands will include the following: Six +1 Traits of Writing; Fast Track Phonics, (Success for All); Behavior Leadership Team, Kagan Cooperative Learning Strategies, Harcourt Go Math, Making

Meaning by the Developmental Studies Center (DSC), and Marazano training to further develop an understanding for our students' needs and enhance understanding of quality instruction through scaffolding the concept of Question Answer Relationship (QAR). Specialized Training will also be provided as needed and in a wide variety of formats. For example, large group trainings are sometimes appropriate when large numbers of teachers need the information being disseminated. It is sometimes more feasible to deliver small group professional development to meet identified individual needs after administration has conducted on-going classroom walk-throughs as supported by NCUST training. Also, Professional study groups focused on Reading instruction utilizing the books The Daily 5 by Boushey & Moser and The Art of Teaching by Marazano. Grade level articulation sessions are often held, using substitutes to cover classes. This format allows teachers to meet with curriculum specialists to enhance their understanding of content and instruction. Each teacher is required to complete a Deliberate Practice (DP) Plan to address their personal goals for improving their delivery of instruction and understanding of curriculum and standards. Administration and curriculum specialists assist teachers in meeting their individual goals. Title I funds are utilized to pay for resource specialist positions along with district funding and IDEA funds.

School Improvement Goal(s) that support the Initiative(s): Professional Development Plan Goal

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 process of transitioning Highlands' pre-k VE students to Kindergarten is completed thoroughly each spring under state guidelines. In addition, the counselor or kindergarten team will articulate with nearby VPK programs regarding readiness skills. The counselor provides a tour and meeting for all incoming K students and parents to discuss academic and social readiness.

School Improvement Goal(s) that support the Initiative: Graduation/ On-time promotion Goal.

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): Family Engagement Initiative(s): All family members are provided ongoing encouragement, information, and a variety of opportunities to play a valuable role in the education of their children, and a contributing role toward the betterment of Highlands Elementary. These include, but are not limited to, family conferences, evening family events and meetings, literacy and technology family training at district level, and PTA/SAC/family engagement committee memberships. Accommodations are made for all disabilities and speakers of other languages.

School Improvement Goal(s) that support the Initiative: Addendum 5- Parental Involvement

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	36.9%	194/526	+ 3.1%	40%

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)
1. Register parents at Open House and Curriculum Nights in August.	1	Transportation and work schedules	ETF	ongoing	Monitor the number of parents signed up	tech
2. Advertise and encourage participation in the parent newsletter.	1	none	Administration	ongoing	Monitor the number of parents signed up	b, or
3. New student registration: parents provide email address and sign-up for Skyward upon registration.	1	Lack of technology in the home	Guidance	ongoing	Monitor the number of parents signed up	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.

Enter narrative for STEM goal: Highlands Elementary School closely monitors all students in math, science and technology to ensure success. We will continue to offer math enrichment and acceleration classes for all of our students in K-5. All science and math courses are heavily monitored and use differentiated instruction for extra practice. Participation in advanced levels of math is encouraged as well as any technology course which will add to the work skills repertoire of each student.

STEM Plan for 2012-2013: This will be the first year Highlands offers a formal Robotics Club for intermediate students. We will participate in competitions throughout the school year. In addition, we will continue to offer math enrichment, acceleration, and virtual classes for our students. The staff and students are currently using Edmodo to interact off campus. Highlands will continue to offer enrichment classes. Lesson Plans will also include more creative computer use as well as 21st century workforce skills.

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)
1. Visit all middle schools before registration and have magnet school programs present at Highlands to all 5 th grade students.	time	Guidance Counselors	ongoing	Enrollment data	b,or,st
2. PLCs – consistent instruction through Learning goals, scales, and high probability strategies for all STEM subjects.	Time for PD; delivery of instruction	Administrators, teachers	quarterly	PLC Reflections	im, or, st, tech
3. Provide virtual school options for students before and after school.	Staff	Administration, Teachers	Ongoing	Virtual School Assessments	st, tech

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.

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

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

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Visit the middle schools during the registration process to recruit students for all middle school vocational programs.	Lack of interest, remedial courses as electives	Administration, teachers	Feb, March	Enrollment data	b, or, st
2. Ensure all students have opportunities to learn basic 21 st Century Skills.	Time	Administration, teachers	Feb, March	Lesson Plans	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 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	70	71	75	78	80	83	85
American Indian							
Asian							
Black/African-American	71	54	76	78	81	83	86
Hispanic	66	67	72	75	77	80	83
White	74	75	78	81	83	85	87
English Language Learners	62	60	68	72	75	78	81
Students with Disabilities	51	44	59	63	67	71	76
Economically Disadvantaged	64	65	70	73	76	79	82

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	66	67	72	75	77	80	83
American Indian							
Asian							
Black/African-American	58	50	65	69	72	76	79
Hispanic	67	52	73	75	78	81	84
White	65	77	71	74	77	80	83
English Language Learners	67	52	73	75	78	81	84
Students with Disabilities	51	41	59	63	67	71	76
Economically Disadvantaged	58	62	65	69	72	76	79

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
Lenore Logsdon	10/6/12				
INSTRUCTIONAL		Ray McKeever, Parent	10/11/12		
Denise Kobryn, Instructional	10/12/12				
		Tia Fenoff, Parent	10/11/12		
Lisa Voorhees, Instructional	10/1/12				
		Teresa Rotolo, Parent	10/11/12		
Jamie Treen, Instructional	10/12/12				
		Diana Thompkins, Parent	10/10/12		
		Nirali LaPierre, Parent	10/3/12		
		Tina Richardson, Parent	10/2/12		
NON-INSTRUCTIONAL					
Craig Hopes, Chairman,	10/1/12				