

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.



Layer Elementary School

School Improvement Plan 2012-2013

TABLE OF CONTENTS

Contents	Page No.
Evaluation of SIP for 2011-2012	4
Reading Goals	8
Math Goals	11
Writing Goals	13
Science Goals	15
Advanced Coursework Goals	17
Discipline Goals	18
On-time Promotion (ES and MS) and Graduation/At-Risk Graduation (HS) Goals	19
Extracurricular Activities Goal(s)	21
School Defined Goal(s)	22
Professional Development	23
Budget Summary of SIP for 2011-2012	24
Addendum 1 - Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI)	25
Addendum 2 - Literacy Leadership Team	27
Addendum 3 - Lesson Study	28
Addendum 4 - Title I Schoolwide Program	30
Addendum 5 - Parent Involvement Goal(s)	36
Addendum 6 - Science, Technology, Engineering, and Math (STEM) Goal(s)	37

TABLE OF CONTENTS continued

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

EVALUATION OF SCHOOL IMPROVEMENT PLAN 2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		90.1%	+3	93.1%	68.3%	N
High standards Level 4+		55.7%	+5	60.7%	39.4%	N
Proficiency Level 3+ in AYP subgroups						
	White	95.4%	+1	96.4%	72.5%	N
	Black	80.6%	+6	86.6%	41.2%	N
	Hispanic	81.7%	+5	86.7%	68.4%	N
	ELL	70.6%	+16	86.6%	62.5%	N
	SWD	100%	+0	100%	64.3%	N
	ED	82.8%	+4	86.8%	56.0%	N
Learning Gains		82.6%	+3	85.6%	70.1%	N
Lowest 25% making Learning Gains		74%	+5	79%	70.6%	N
Learning Gains Levels 4/5		70%	+3	73%	88.5%	N
Learning Gains in AYP subgroups						
	White	89.9%	+1	90.9%	67.8%	N
	Black	73.3%	+13	86.3%	58.6%	N
	Hispanic	69.8%	+17	86.8%	82.1%	N
	ELL	61.5%	+25	86.5%	70.0%	N
	SWD	66.7%	+20	86.7%	83.0%	N
	ED	80.8%	+6	86.8%	69.0%	N

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		81.7%	+5	86.7%	71.4%	N
High standards Level 4+		53.4%	+5	58.4%	42.2%	N
Proficiency Level 3+ in AYP subgroups						
	White	88.8%	+2	90.8%	78.1%	N
	Black	56%	+30	86%	38.2%	N
	Hispanic	75%	+11	86%	66.7%	N
	ELL	58.8%	+18	86.8%	68.8%	N
	SWD	100%	+0	100%	67.9%	N
	ED	72.1%	+14	86.1%	60.4%	N
Learning Gains		63.1%	+3	66.1%	80.6%	N
Lowest 25% making Learning Gains		47.9%	+10	57.9%	80.0%	Y

Learning Gains Levels 4/5		57.1%	+3	60.1%	89.9%	Y
Learning Gains in AYP subgroups						
	White	66.1%	+10	76.1%	76.9%	Y
	Black	50%	+20	70%	86.2%	Y
	Hispanic	62.8%	+15	87.8%	87.2%	N
	ELL	53.8%	+20	73.8%	80.0%	Y
	SWD	55.6%	+20	75.6%	70.2%	N
	ED	58.6%	+20	78.6%	80.5%	Y

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		86.5%	+3	89.5.5%	86.5%	N
High standards Score 6.0		2.1%	+3	5.1%	2.1%	N
Proficiency Score in AYP subgroups						
	White	80.8%	+6	86.8%	89.4%	Y
	Black	92.3%	+1	93.3%	75.0%	N
	Hispanic	92%	+1	93%	93.8%	Y
	ELL	85.7%	+1	86.7%	100.0%	Y
	SWD	50%	+10%	60%	75.0%	Y
	ED	90.4%	+1	91.4%	81.1%	N
High standards Score 6.0 in AYP subgroups						
	White	1.9%	+4	5.9%	0.0%	N
	Black	7.7%	+1	8.7%	0.0%	N
	Hispanic	0%	+5	5%	6.3%	Y
	ELL	0%	+5	5%	0.0%	N
	SWD	0%	+5	5%	5.0%	Y
	ED	3.8%	+2	5.8%	1.9%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		65.5%	+3	68.5%	61.0%	N
High standards Level 4+		27.6%	+10	37.6%	23.8%	N
Proficiency Level 3+in AYP subgroups						
	White	73.1%	+1	74.1%	73.7%	Y
	Black	30.8%	+38	68.8%	35.3%	N
	Hispanic	64.7%	+4	68.7%	56.5%	N
	ELL	25%	+43	68.%	33.3%	N
	SWD	20%	+30	50%	63.0%	Y
	ED	62.2%	+6	68.2%	50.8%	N
High standards Level 4+ in AYP subgroups						
	White	32.7%	+5	37.7%	28.1%	N

	Black	0%	+37	37%	5.9%	N
	Hispanic	35.3%	+3	38.3%	21.7%	N
	ELL	0%	+5	5%	0.0%	N
	SWD	1%	+5	6%	37.0%	Y
	ED	16.2%	+4	20.2%	13.1%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	29%	+21	50%	77.3%	Y
Performance in advanced coursework	95%	+5	100%	100.0%	Y

Discipline Goals	Male				
	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity between AYP subgroups receiving discipline referrals					
Subgroup(s): Economically Disadvantaged	8%	-3	5%	11%	N
Reduce disparity between AYP subgroups receiving out-of-school suspensions					
Subgroup(s): Black	1%	-2	2%	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	97%	+1	98%	98.2%	Y
At-Risk students graduating or advancing with age-level peers	96%	+2	98%	96.7%	Y

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups	50%	+10	60%	34%	N
Activity and subgroup: Television Production/Economically Disadvantaged					
School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Enrollment and training in the Family Access portal in Skyward	0%	+200	50%	65%	Y
Increase student access to digital tools	65%	19/29	90%	100%	Y
Increase parent opportunities for awareness and utilization of school programs, academic resources and student/family services	0%	50%	270/540	62%	Y

School Defined Goal(s) based on subgroups not making AYP in 2011	Current	% +/-	Expected	Actual	Met (Y,N,P)
To increase the percent of students in the Hispanic subgroup achieving proficiency (Level 3+) in reading on the 2012 FCAT 2.0	78%	+8	86%	68.4%	N
To increase the percent of students in the Economically Disadvantaged subgroup achieving proficiency (Level 3+) on the 2012 FCAT 2.0 Reading	77%	+9	86%	56%	N
To increase the percent of students in the Total group achieving proficiency (Level 3+) on the 2012 FCAT 2.0 Math	78%	+8	86%	68.3%	N
To increase the percent of students in the Hispanic subgroup achieving proficiency (Level 3+) on the 2012 FCAT 2.0 Math	72%	+14	86%	66.7%	N
To increase the percent of students in the Economically Disadvantaged subgroup achieving proficiency (Level 3+) on the 2012 FCAT 2.0 Math	67%	+19	86%	60.4%	N

Goal Summary

Number of Goals Met: 23

Number Not Met: 54

Number Partially Met: N/A

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+		68.3%	196 / 287	+3%	71.3%
2. Proficiency Level 3.0+ in subgroups:					
	White	72.5%	129 / 178	+3%	75.5%
	Black	41.2%	14 / 34	+3%	44.2%
	Hispanic	68.4%	39 / 57	+3%	71.4%
	ELL	62.5%	10 / 16	+3%	65.5%
	SWD	64.3%	36 / 56	+3%	67.3%
	ED	56.0%	89 / 159	+3%	59%
3. High Standards Level 4.0+		39.4%	113 / 287	+3%	42.4%
4. Learning Gains		70.1%	141 / 201	+3%	73.1%
5. Lowest 25% Making Learning Gains		70.6%	36 / 51	+3%	73.6%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		30.8%	24 / 201	+3%	33.8%
7. Learning Gains Levels 4/5		88.5%	69 / 78	+3%	91.5%
8. Learning Gains in subgroups:					
	White	67.8%	82 / 121	+3%	70.8%
	Black	58.6%	17 / 29	+3%	61.6%
	Hispanic	82.1%	32 / 39	+3%	85.1%
	ELL	70.0%	7 / 10	+3%	73%
	SWD	83.0%	39 / 47	+3%	86%
	ED	69.0%	78 / 113	+3%	72%

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)
Utilize Fast ForWord (FFWD) for the acceleration/support of student reading.	RG 1-7	Schedule Attendance Student motivation Teacher ownership Utilization of reports Parent understanding	Classroom Teachers (CT), Paraprofessional (PPL), Multi-Tiered Support System (MTSS) Team Reading Specialists (RS),	Ongoing progress monitoring	Scholastic Reading Inventory (SRI) Development Reading Assessment (DRA) Discovery Education (DE) Fast ForWord Data Report	b im st tech t TI TII
Utilize Successmaker for the acceleration/support of student reading.	RG 1-7	Schedule Attendance Lack of familiarity with product Time for training Utilization of reports Student motivation	Classroom Teachers (CT) Paraprofessional (PPL) Multi-Tiered Support System (MTSS) Team Reading Specialist (RS)	Ongoing progress monitoring	Development Reading Assessment (DRA) Discovery Education (DE) Successmaker data reports	b im st tech t TI TII
Utilize Imagination Station for the acceleration/support of ELL students reading.	RG 3 & 7	Schedule Attendance Utilization of reports Teacher ownership Restricted seats Funding	English for Students of Other Languages Teacher (ESOL) Classroom Teacher (CT) Paraprofessional (PPL) Multi-Tiered Support System (MTSS) Team	Ongoing progress monitoring	Development Reading Assessment (DRA) Discovery Education (DE) Imagination Station Data Report	b im tech t TIII
Organize and facilitate parent informational workshops, meetings, or sessions on Fast ForWord, Successmaker, Bookbag Program Parent Training, Curriculum expectations, and the Learning Series to increase parent capacity.	RG 3-5, 7	Parent/staff participation Literacy levels Language differences Teacher lack of cultural awareness/ poverty understanding Schedule Childcare Transportation Funding	Literacy Team (LT) CT Parents/Families	Ongoing: at a minimum of each trimester	Attendance Sign in sheets Parent interest survey Parent Evaluations	b st TI TIII

Facilitate four Professional Learning Communities (PLC) specific to reading content: Literary Analysis Reading Application Fast ForWord/ Reading Assistant/ Successmaker Differentiation	RG 1-7	Beliefs Resources Schedule/time Active Participation Follow Through	LT CT Administration Lab Facilitators	Monthly	Learning Logs Lesson Plans Walk-Through observation N-CUST observation checklist	TII im b tech t
Continue to develop structure for the 90 minute Reading Block.	RG 1-7	Time Teacher Ownership Schedule	LT CT Administration	Ongoing	Lesson Plans Walk-Through observation N-CUST observation checklist	b im t
Increase student reading proficiency through the utilization of the Accelerated Reader program	RG 1-7	Teacher Follow Through Resources	Media Specialist (MS) CT Administration	Ongoing	Accelerated Reader Reports Proficiency Targets	b im tech st
Provide additional nonfiction resources to support the implementation of the Common Core Standards.	RG 1-7	Funding Resources Teacher knowledge of Common Core Standards	RS MS Administration CT	Ongoing	Assessment data	b im TI t

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

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

MATH GOALS

Aligned with Strategic Plan System Initiative B

(Elementary and Middle School FCAT)

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

Math Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		71.4%	205 / 287	3%	74.4%
2. Proficiency Level 3.0+ in subgroups:					
	White	78.1%	139 / 178	3%	81.1%
	Black	38.2%	13 / 34	3%	41.2%
	Hispanic	66.7%	38 / 57	3%	69.7%
	ELL	68.8%	11 / 16	3%	71.8%
	SWD	67.9%	38 / 56	3%	70.9%
	ED	60.4%	96 / 159	3%	63.4%
3. High Standards Level 4.0+		42.2%	121 / 287	3%	45.2%
4. Learning Gains		80.6%	162 / 201	3%	83.6%
5. Lowest 25% Making Learning Gains		80.0%	40 / 50	3%	83%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		48.3%	43 / 201	3%	51.3%
7. Learning Gains Levels 4/5		89.9%	80 / 89	3%	92.9%
8. Learning Gains in subgroups:					
	White	76.9%	93 / 121	3%	79.9%
	Black	86.2%	25 / 29	3%	89.2%
	Hispanic	87.2%	34 / 39	3%	90.2%
	ELL	80.0%	8 / 10	3%	83%
	SWD	70.2%	33 / 47	3%	73.2%
	ED	80.5%	91 / 113	3%	83.5%

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)
Create parent materials for the Go Math series Tech Tools.	MG 1-4	Time Access to technology resources Schedule	Teachers Parents/ Families ETF	Ongoing	# of use count	im tech t TI, TIII
Continue to develop structure for math block instruction	MG 1-10	Beliefs Resources Time Teacher participation Time to identify student weakness Lack of understanding of higher order thinking	LT CT Administration MTSS Title I math coach	Ongoing	Learning logs Lesson plans Walk through N-CUST observation checklist	TI TII b st or t
Facilitate two Professional Learning Communities (PLC) specific to math content: AREAS: Differentiation Vocabulary Common Core Specifications	MG1-10	Beliefs Resources Active participation Follow through	LT CT Administration	Monthly	Learning logs Lesson plans Walk through N-CUST observation checklist	TII Im B Tech t
Facilitate ongoing Professional Learning Communities (PLC) specific to the use of SuccessMaker to increase math proficiency.	MG1-10	Availability of Technology Access to Technology Beliefs Resources Active participation Follow through	LT CT Administration Title I Program Specialist	Quarterly	Learning logs Lesson plans Walk through N-CUST observation checklist	TII Im B Tech t

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

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

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+		88.8%	87 / 98	2%	90.8%
2. Proficiency Score 3.0+ in subgroups:					
	White	89.4%	59 / 66	2%	91.4%
	Black	75.0%	9 / 12	2%	77%
	Hispanic	93.8%	15 / 16	2%	95.8%
	ELL	100.0%	7 / 7	0%	100%
	SWD	75.0%	15 / 20	2%	77%
	ED	81.1%	43 / 53	2%	83.1%
3. High Standards Score 6.0		1.0%	1 / 98	2%	3%
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 66	1%	1%
	Black	0.0%	0 / 12	1%	1%
	Hispanic	6.3%	1 / 16	1%	7.3%
	ELL	0.0%	0 / 7	1%	1%
	SWD	5.0%	1 / 20	1%	6%
	ED	1.9%	1 / 53	1%	2.9%

*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)
Focused professional development on effective 6 Traits writing strategies	WG 1-4	Beliefs Teacher expertise Active Participation Follow Through Schedule/time	CT Administration Writing Consultant	Ongoing assessment of writing products/prompts	Writing Prompts DA Classroom Walkthrough Lesson Plans	b Im st or TI TII, t
Utilization of Inter-rater reliability	WG 1-4	Beliefs Time Active participation & collaboration Follow Through	CT Administration	Baseline Mid-year	DA FCAT: Florida Writes	im or st t
Use of Substitutes and/or paraprofessionals for teachers to instruct small groups related to specific writing skill.	WG 1-4	Lack of resources Teacher expertise Active Participation Follow Through Schedule/time	LT 4 th grade team Administration	Mid -year	Writing Prompts FCAT: Florida Writes	b im or st TI tech

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

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+		61.0%	64 / 105	3%	64%
2. Proficiency Score 3.0+ in subgroups:					
	White	73.7%	42 / 57	3%	73.7%
	Black	35.3%	6 / 17	3%	38.3%
	Hispanic	56.5%	13 / 23	3%	59.5%
	ELL	33.3%	1 / 3	3%	36.3%
	SWD	63.0%	17 / 27	3%	66%
	ED	50.8%	31 / 61	3%	53.8%
3. High Standards Score 4.0+		23.8%	25 / 105	3%	26.8%
4. High Standards Score 4.0+ in subgroups:					
	White	28.1%	16 / 57	3%	31.1%
	Black	5.9%	1 / 17	3%	8.9%
	Hispanic	21.7%	5 / 23	3%	24.7%
	ELL	0.0%	0 / 3	3%	3%
	SWD	37.0%	10 / 27	3%	40%
	ED	13.1%	8 / 61	3%	16.1%

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)
Create parent materials for the Science Fusion series Tech Tools.	SG 1-4	Time Access to technology resources Schedule	Teachers Parents/ Families ETF	Ongoing	# of use count	im tech t TI TIII
Strategic intervention with grade five students	SG 1-4	Collaboration of Teachers Ownership Time to identify student weaknesses Lack of higher order thinking Preparation time Participation Consistency	Grade Five Teachers Science Teacher Administration Literacy Team	Baseline data Midyear review	DEA Fusion Benchmark Tests	or im st tech t
Incorporate depth of knowledge questions to encourage higher order thinking.	SG 1-4	Collaboration of Teachers Preparation time Participation Consistency	Grade Five Teachers Science Teacher Administration Literacy Team	Ongoing	Fusion Benchmark Tests Teacher Observation	or im tech t st
Facilitate Professional Learning Communities (PLC) specific to Science content: <ul style="list-style-type: none"> Unlocking the standards Instructional strategies 	SG 1-4	Schedule Collaboration of Teachers Preparation time Participation Availability of Resources	Grade Five Teachers Administration Elementary Science Specialist	Quarterly	Learning logs Lesson plans observation	Im Tech t

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

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

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	77.3%	17/22	+3%	80.3%
2. Level of Performance	100.0%	17/17	+0%	100.0%

Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Identification of students for Advanced Coursework through assessment process	AG1-2	Time Test Fatigue Rigor Completed baseline assessment	Grade five teachers	Ongoing	Go Math! 4 th grade cumulative test Go Math! 5 th grade midyear test DE data FCAT 2.0	Im Or St Tech

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)	ED	11%	8%
2. Out-of-school suspensions (unduplicated)	ED	1%	0%

Action Plan

Strategy	Discipline Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Behavior Leadership Team Yr 4	DG1-2	Consistent enforcement Beliefs Time for discussion Schedule	Behavior Leadership Team Staff Administration	End of Year	Discipline data Learning Logs Walk through N-CUST observation checklist	B St Tech T
Review school wide behavioral expectations on news broadcast and post expectations in classrooms and throughout the school. School wide areas include: cafeteria, car riders, walkers, bikers, bathrooms, clinic, bus ramp, pond, hallway and stairwell.	DG1-2	Beliefs Schedule Time Voting Student awareness and compliance	Behavioral Leadership Team Staff WLMN crew	End of Year	Visual aids Walk throughs N-CUST observation checklist WLMN broadcast	or b tech 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%	534/544	0.3%	98.5%
2. At-Risk Promotion Level of Performance	96.7%	289/299	+2%	98.7%

Action Plan

Strategy	Graduation/Promotion Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Multi-Tiered System of Support process	Graduation 1-2	Time for collaboration Time to assess student history Lack of cultural understanding and poverty influence. Literacy levels of parents Mandatory retention Truancy Student mobility rates	Inclusion team MTSS Team CT Admin Reading specialists	Progress report Report card	MTSS documentation Cumulative file review Conference summaries	st sss TI TIII
Retention meetings with grade level teams	Graduation 1-2	Mandatory retention MTSS process Student mobility rates Truancy Time	Inclusion team MTSS Team CT Admin Reading specialists	February	MTSS documentation Retention checklist	st im tech TI TIII

Grade 3 Portfolio	Graduation 1-2	Time Consistency of administration Test fatigue Timely delivery of materials from district to schools.	CT Administration	January-May	Mastery of benchmarks documentation	st im
-------------------	----------------	-----------------------------------------------------------------------------------------------------------------	----------------------	-------------	----------------------------------------	----------

EXTRACURRICULAR ACTIVITIES GOAL(S)

Aligned with Strategic Plan System Initiative C

Extracurricular Activities Goal #1: To increase the representation of the following subgroups (Ethnicity, ELL, SWD, ED) participating in extracurricular activities at Layer Elementary

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: Safety Patrol	Economically Disadvantaged	57%	60%

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)
<p>Club sponsor will monitor applications and enrollment in his/her club to increase subgroup participation in the specific club.</p> <p>Club to be monitored: Safety Patrol</p>	1	<p>Parent's ability to provide transportation</p> <p>before/ after school care</p> <p>student interest</p> <p>arrival/ dismissal times</p> <p>Teacher participation</p>	<p>Special Area Teachers</p> <p>Staff / Teacher Sponsors of clubs</p>	End of year	Enrollment	st b

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 identify students' needs for academic enrichment purposes and increase the number of students identified as gifted students.

School Defined Goal	Current	# of #-	% +/-	Expected
Increase the number of identified gifted students	3%	15/510	+3%	6%
Increase the use of technology for the use of communication with parents and stakeholders	50%	255/510	+25%	75%

*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)
Utilize a push-in model of support within grade level classrooms to identify talented students who may be possible candidates for the gifted program	Time Schedule	CT Gifted Teacher (GT)	Ongoing	Teacher checklist Teacher observation	Im st
Increase the number of students participating in PRIMES	Time Schedule Teacher expertise	CT Administration	Ongoing	FCAT 2.0 Teacher observation Go Math! Assessments, DE	Im St
Clustering of gifted students in all grade levels for enrichment activities	Schedule Teacher expertise Follow through	CT Administration GT	Ongoing	Rubrics Teacher Observation	Im st
Utilize tech tools (ie: podcast, Facebook, Twitter) to communicate with parents and stakeholders	Parent resources Time Schedule Follow through	ETF Administration	Ongoing	Number of views Parent survey	Im St 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
Professional Learning Communities – subject specific: reading	RG 1-8	Monthly	Reading: Differentiation, FFWD, SSM, Literary Analysis and Reading Application	Grades K-5, ESE/ESOL	35		Reading Specialist Assistant Principal
Professional Learning Communities – subject specific: math	MG 1-8	Monthly	Math: Differentiation, Vocabulary, Common Core	Grades K-5, ESE/ESOL	35		Reading Specialist Assistant Principal
Six Traits Writing	WG 1-4	October	Rubric Scoring	Grades K-5, ESE/ESOL	35		Writing consultant Assistant Principal
Technology – MIMIO	RG 1-8/MG 1-8	October	MIMIO – interactive lessons	Grades K-5, ESE/ESOL	35		ETF Assistant Principal
Comprehension Toolkit	RG 1-8	November	Reading Comprehension Strategies	Grades K-5, ESE/ESOL	35		Reading Specialist Assistant Principal
Behavior Leadership Team	DG 1-2	3xs year	Common behavioral expectations	Grades K-5, ESE/ESOL	35		Links to HOPE Team Administration

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

INCOME:

Original Allocation:	\$509.00
Adjustment:	
Carry Over:	\$1338.00
Total Income:	\$1848.00

EXPENDITURES	ACTUAL COST	BALANCE
		\$1848.00
Hanging Car Tags	\$444.00	\$1404.00
Curriculum Writing	\$1106.00	\$298.00
½ day substitutes for BLT	\$150.00	\$148.00

} Start with your beginning balance

CARRY OVER:

Total carry over for 2012-2013: \$148.00

ADDENDUM 1

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RESPONSE TO INTERVENTION (RtI)

Provide the information describing the components and processes associated with Multi-Tiered System of Supports (MTSS) Response to Intervention (RtI) at your school. Please briefly respond to each of the items below:

1. Identify the members of your school's *MTSS Leadership Team*.

Kamesha Kelty, Geri Bugge, Dixie Caskey, Michaela Steele, Kelly Keller, Melissa Nycz, Punam Patel and Shannon McCutcheon are the members of our Behavior Leadership Team (Links to H.O.P.E.). Michaela Steele, reading specialist, Team leaders: Jeri Weigandt, Punam Patel, Andrea Read, Lisa Cost, Ashley Recchi, Ashley Murray, Bonnie Gerken and Keith Erickson are members of our Literacy team. Kamesha Kelty, Michaela Steele, Christine Mintz, Robin Brown, Rose Harpsteit, Sonia Castillo and Kristen Ramkissoon, are members of our Academic and Behavior MTSS/RtI Team. All teams are dedicated to identifying the Tiered intervention(s) necessary to allow the student to be successful behaviorally and academically.

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?

Layer Elementary will begin its fourth year of the Behavior Leadership Academy through the FDLRS organization. The team will meet monthly to review discipline data collected through our district student system, Skyward. The team will continue to help guide the staff as a learning community to develop and post important expectations and procedures for our school's common areas.

Our Academic and Behavior MTSS/RtI Team will meet with teachers, on an as needed basis, to discuss and identify the Tiered intervention(s) that may be put in place in order for a child to be successful, either behaviorally or academically. Meetings will occur at a minimum of every four to six weeks.

The Literacy team will continue to meet weekly with team members to discuss and analyze curriculum challenges, review data from ongoing Progress Monitoring assessments, and share professional strategies to further students meeting proficiency. Administration meets with this team weekly and the entire grade level team monthly to review assessment data.

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

The purpose of the Behavior Leadership Team is to facilitate the decisions related to establishing expectations for behaviors and procedures. Students who experience continued difficulty with management of their own behavior will receive appropriate consequences according to the Seminole County Student Code of Discipline within their individual classrooms. Students with repeated discipline infractions requiring administrative involvement will be considered Tier II and brought to the MTSS/RtI Team for review and consideration and additional interventions. The Team will work with the school psychologist, social worker, and school board nurse, if the case requires their resources or expertise.

The Literacy Team shares observations and concerns related to patterns in data collected following assessments and progress monitoring. Resources and personnel assignments might be adjusted to increase student proficiency.

The Academic MTSS/RtI Teams dialogue focuses on the instructional needs of the student and any changes that might be necessary to increase achievement. All students in Tier I receive the core curriculum using differentiated instruction. If a student does not demonstrate proficiency, the teacher would converse with the MTSS/RtI team regarding the need to receive Tier II intervention using more targeted interventions such as small group or individual assistance or computer assisted instruction. If these strategies do not allow the child to be successful within a period of time, then the MTSS/RtI team would reconvene for more interventions and the child may be referred for Tier III interventions.

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

In addition to the data input of our Discipline Forms into our student record system, Skyward, teachers maintain individual records of parent contact and classroom consequences. Conference summaries regarding behavior concerns are reviewed by both administrators. Observational data may be collected for Tier II or Tier III students.

Teachers collect formative data through their observations, class assignments and student projects. Ongoing progress monitoring results from DE, SRI, and Writing Prompts will give us additional academic proficiency data and will be collected on progress monitor charts housed on the shared drive.

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.

Through an orientation with teachers and staff the process of referral to the MTSS/RtI Team will be reviewed. If it is determined that a student should be placed in the MTSS/RtI process, a team member will be assigned to the classroom teacher to help monitor and collaborate with the teacher. Data will be collected every 6-8 weeks to determine if the student is responding to the interventions that have been put into place.

6. Describe the plan to train staff on MTSS.

Through an orientation with teachers and staff the process of referral to the MTSS/RtI Team will be reviewed. Open discussions between teachers/staff and administrators will be encouraged. Both administrators investigate discipline infractions and assign consequences. Weekly dialogue related to data collected in Discipline Notebook and in our Skyward system will be reviewed.

Layer teachers/staff have been working with tiered interventions for our students since the implementation of the Seminole County K-12 Reading Plan in 2007-2008.

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).

Layer’s Literacy Leadership Team includes a representative from each grade level, including ESE and STAMMP. Jeri Weigandt, Punam Patel, Andrea Read, Lisa Cost, Ashley Recchi, Ashley Murray, Michaela Steele, Bonnie Gerken and Keith Erickson are members of our Literacy team.

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

The Literacy team meets weekly with its team members to discuss and analyze curriculum challenges, review data from ongoing Progress Monitoring assessments, and share professional strategies to further students meeting proficiency. Administration meets with this team weekly and the entire grade level team monthly to review assessment data.

The Literacy Team shares observations and concerns related to patterns in data collected following assessments and progress monitoring. Resources and personnel assignments might be adjusted to increase student proficiency.

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

The initiative of our Literacy Leadership Team this year is for the leadership team member to partner up with a grade level team members to collaborate on an “in depth” lesson planning process, common assessments and possible peer observations. This process will incorporate planning, reviewing and revising lessons to foster student thinking and interaction.

ADDENDUM 3 -LESSON STUDY

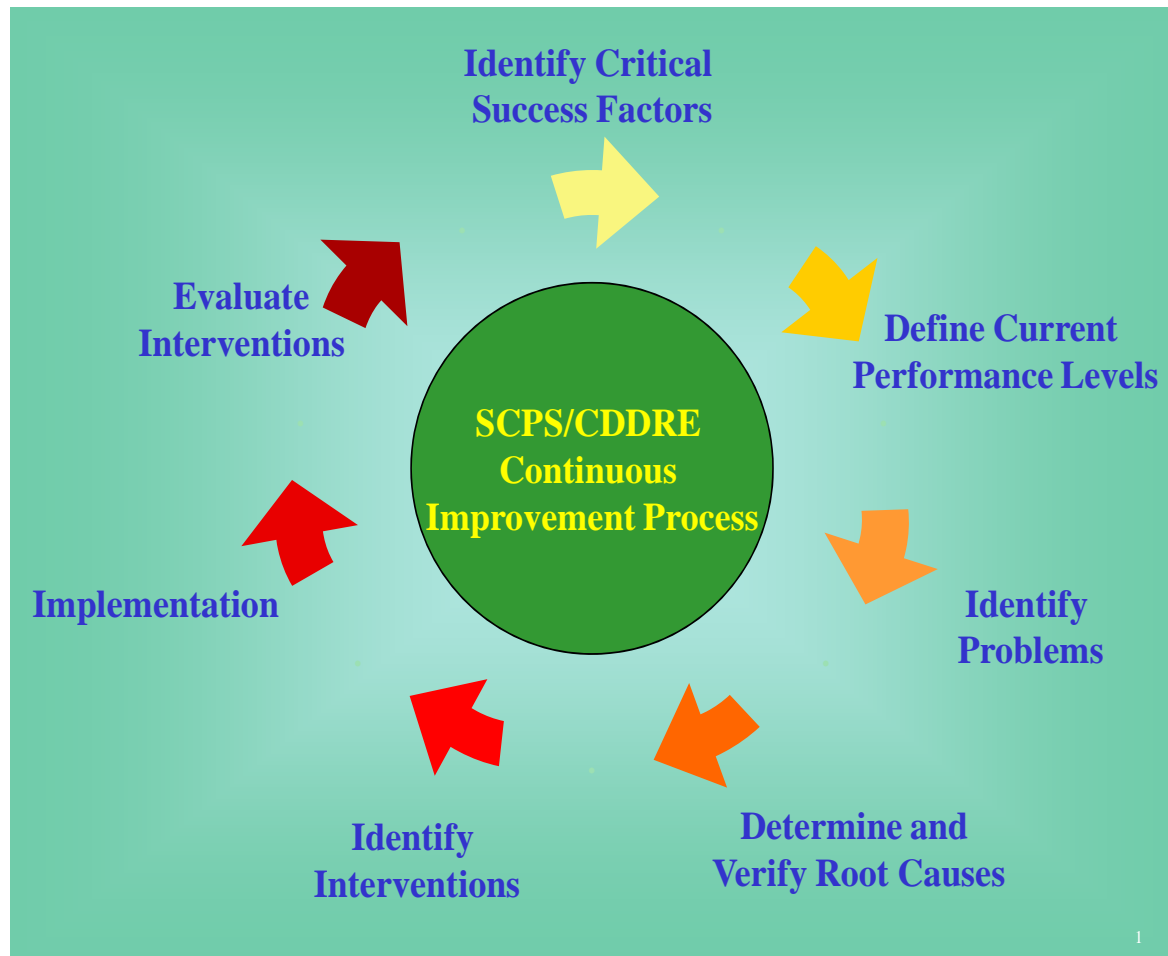
Please briefly summarize how professional development activities related to “Lesson Study” will be appropriately incorporated into the Action Plans included in the Goals of your School Improvement Plan.

Administrators recognize that it is necessary for an organization to complete many exercises to practice open communication in an atmosphere of trust. Initially during pre-plan staff collectively complete teaming activities.

The Literacy Team, which is comprised of all Team Leaders, Administration and the Reading Specialist, start the year by establishing norms for their meetings, and team meetings.

Layer Elementary will be extending upon the book study we put in place last year with the book “The Lesson Planning Handbook.” Team Leaders, in grades K-5 and ESE, will collaborate with grade level team members on planning an in-depth lesson incorporating planning, reviewing and revising lessons, as well as providing feedback, to foster student thinking and interaction. Team members will also work on creating common assessments through this process. Together the team members will plan units of instruction. Then one team member will deliver the instruction to students while the other team members observe. Once the lesson is completed the team members will come back together for feedback. Based on the feedback, they will rewrite the lesson together and a second team member will deliver the instruction while the other team members observe the lesson. When the lesson is completed, the team members will once again provide feedback to one another. The team members will then work collaboratively with two other team members and repeat the above mentioned process. This exercise will foster growth collaboratively within the team.

Layer’s STAMMP Team will be participating in a book study with the book “The Lesson Planning Handbook.” They will be discussing various points from the book, within their team during Flex & Do. The focus will be on how to facilitate the learning process to make students successful through their conversations. Developing student’s ability to collaborate with others and solve problems creatively will be their central focus.



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): All students in grades K-5 will be screened and evaluated using the assessment plan developed by SCPS. Students reading progress is monitored in grades K-2 using DRA (Developmental Reading Assessments), PASI (Phonemic Awareness Screener for Intervention) and the PSI (Phonics Screener for Intervention). In addition, in grades 3-5 students' reading progress is monitored using SRI (Scholastic Reading Inventory), PSI and Harcourt Oral Reading Fluency. All K-5 students reading progress is monitored using the district assessment Discovery Education (DE). Classroom teachers analyze assessment data along with the Reading Specialists and Administration to identify strengths and weakness of individual students. Once students are identified with a reading deficiency these students are placed into one of the following; a small group reading intervention, a differentiated instructional group, FastForWord or a small group book club. FastForWord is a neuroscience based educational software intended to enhance cognitive skills of students. It strengthens the skills of memory, attention, processing rate, and sequencing for students.

SCPS math district assessment, Discovery Education (DE), is utilized in grades K-5 and Go Math! Chapter tests in grades K-5 will be used in progress monitoring. Once assessments have been administered and data collected, grade level teams will meet to discuss data. Students who are identified with a math deficiency will be placed into one of the following; a small group math intervention, a differentiated instructional group and provided the appropriate accommodations for individual learning styles.

Both curriculum areas are monitored throughout the year using district assessment tools (DE) and teacher observations. Our lowest achieving students who are currently receiving ESOL instruction or have a disability and have an IEP are being supported by certified personnel in an inclusive setting or with ESOL endorsed teachers. Students who are receiving Tier 2 interventions (30 minutes of specific instruction on identified skills provided in addition to the 90 minute reading block and 60 minute math block) will be monitored through the Multi- Tiered System of Support Team (MTSS). This team will meet to review and discuss individual student's progress with classroom teachers, curriculum specialists, guidance, specialized teachers and administration. If the student continues to have significant deficits in their achievement, an additional 30 minutes of intervention is added and the student becomes a Tier 3 student. Once a student becomes Tier 3, in the MTSS process, they are assessed and placed within the Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS) curriculum or Making Meaning, which focuses on comprehension and vocabulary. When this happens, a referral will be made to the Layer Student Study Team to determine if any additional factors might be interfering with the student's progress. At this time, the need for a possible formal assessment for eligibility for Exceptional Student Support services is discussed.

School Improvement Goal(s) that support the Initiative(s): RG 1-8 and MG 1-8

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): Layer Elementary has a 90 minute uninterrupted reading block which allows us to implement scientifically based instructional practices. Teachers use leveled text from the Wright Group, Rigby, and Newbridge to support each learner at their individual level as determined by assessment data. Title I supported FastForWord technology is used as an immediate intensive intervention for students, in addition to the regular 90 minute reading block. Layer will also be utilizing SuccessMaker Lab, Pearson Co., which will be used by K-5 grade students. Kindergarten and 1st grade students will receive daily phonics/phonemic awareness instruction using Fast Track Phonics, (Success for All). Second grade students will receive vocabulary instruction in Word Power, (Success for All). Imagination Station is an Internet-based reading instruction and intervention program that teaches children to read fluently with comprehension. It systematically assists students as they learn developmentally appropriate skills in the areas of phonological and phonemic awareness, phonics/decoding, vocabulary, fluency (text reading efficiency) and comprehension. Additional supplemental reading instruction includes: Comprehension ToolKit Bundle, (grades 3, 4, 5, ELL and ESE); Primary Comprehension ToolKit Bundle (grades K-2, ELL and ESE); Comprehension ToolKit Texts (grades K-5, ELL and ESE); 95% Group materials, Words in Action(grades K-2), Elements of Reading (grades 3-5) and Time 4 Kids Text Selections. In addition, our reading specialists will work with classroom teachers to support reading in the 5 core areas of phonemic awareness, phonics, vocabulary, fluency, and comprehension by administering and interpreting on-going progress monitoring assessments.

School Improvement Goal(s) that support the Initiative(s): RG 1-8

How will the reading initiative(s) support the initiatives of Just Read Florida and the SCPS Reading Plan? Scientifically based reading research provides the foundation of our Title I Schoolwide Program Plan as does the Just Read, Florida! Initiative and the SCPS Reading Plan.

Math Initiative(s): The Harcourt Go Math! Program will be used as the core math program in grades K-5. The Title I supported SuccessMaker Lab, Pearson Co., will be used to support and enhance academic achievement in math. In addition, our interventionists will work with teachers to provide additional support within the classroom on specific math skills related to student needs and standards.

School Improvement Goal(s) that support the Initiative(s): MG 1-8

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): The programs described above are designed to meet the individual needs of all children, regardless of the diversity of their needs. Teachers will evaluate each student individually to determine his or her strengths and weaknesses, and will then use assessment driven instruction to support the students' learning needs. By having a comprehensive program that is designed to offer a wide variety of strategies, materials and techniques, we will be able to individualize and differentiate instruction for the students. The instruction of special needs students and ELL students will be further enhanced through an inclusive model. The collaboration between the classroom teachers, Exceptional Education teachers, ELL teacher, reading specialists and interventionists will provide additional support for these students.

School Improvement Goal(s) that support the Initiative: RG 1-8 and MG 1-8

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): Scientifically based reading research provides the foundation of our Title I Schoolwide Program Plan as does the Just Read, Florida! Initiative and the SCPS Reading Plan. Before a teacher can begin the appropriate instruction of his or her students, he or she must be aware of the students' reading levels and their individual strengths and weaknesses. Furthermore, teachers must have the ability, the training, and the materials necessary to differentiate instruction to meet the needs of their students and provide intensive interventions in specific content areas. Our instructional program at Layer focuses on assessment driven instruction and effective teacher practices through a collaborative teaching approach and research based educational materials. Professional development for teachers is a key component of both initiatives. This will be accomplished through a variety of different professional development formats including large group instruction, small group instruction, professional learning communities (PLC), individualized modeling, and teacher study groups. Additional instructional resources will be purchased over time.

School Improvement Goal(s) that support the Initiative(s): RG 1-8 and MG 1-8

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): Our regular education students, who have been identified as having a reading deficiency, will be scheduled for our FastForWord sessions beyond the school day for specific instructional interventions. In addition, programs such as: Robotics Club, Recorder Club, Art Club, Guitar Club and Cross Country will be offered to students outside of the school day.

School Improvement Goal(s) that support the Initiative: RG 1-8 and Extracurricular Goal #1

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): The school counselor offers support groups in the areas of: counseling, behavioral interventions and mentoring services. Our family liaison offers services to address the needs of all students. Additionally our Special Area teachers provide reading clubs to provide mentorship and academic support to students at risk of not meeting state standards.

School Improvement Goal(s) that support the Initiative: RG 1-8 and DG 1-2

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 Layer Elementary will include the following: Six +1 Traits of Writing; Fast Track Phonics, (Success for All), Word Power, (Success for All); MTSS Training and PLC focusing on differentiated instruction and subject specific strategies. Teams will participate in lesson planning strategies as well as creating common assessments based on data analysis. 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. Reading Specialists and interventionists will work side by side with individual teachers, helping and modeling instructional practices. Teachers at Layer will continue professional study groups using the book, The Lesson Planning Handbook, by Peter Brunn. Teachers will also complete a Deliberate Practice Plan (DPP) and administration will assist them in meeting their individual goals. Title I funds and district funds are utilized to pay for our Reading Specialists

and other certified teaching interventionists.

School Improvement Goal(s) that support the Initiative(s): RG 1-8, Discipline Goal 1-2, Writing Goal 1-4

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): Per state statute, all entering Kindergarten students will be screened using the FLKRS instrument, (Florida Kindergarten Readiness Screener) and FAIR (Florida Assessments for Instruction in Reading-Broad Screener). These assessments will provide individual student information on school readiness, both social and instructional, which will allow teachers to plan for instruction to meet the individual needs of the students. In addition, parents of incoming kindergarten students are invited to a spring tour, hosted by administration, which provides information on academic expectations, as well as school resources.

School Improvement Goal(s) that support the Initiative(s): RG 1-8

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): Layer Elementary will be offering several parent workshops on specific curriculum areas throughout the school year.

School Improvement Goal(s) that support the Initiative: RG 1-8 and MG 1-8

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	38.2%	205/536	+10	48.2%

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)
Increase communication via announcements sent home, school web site notice, and information at parent conferences.	1	Access to Technology Parent Understanding Lack of Parent Involvement	CT, ETF, Administration	Mid-Year-Review of enrollees End of Year-Review & Summary of enrollees	Online access/enrollee count	st or 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.

Layer ES currently has a Robotics club that currently invites fourth and fifth grade students to use math, science, technology, and engineering to solve complex tasks. Additionally, each grade level completes technology integration projects which align to both Common Core (Math) and NGSSS (Math, Science) standards.

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)
Collaborate with faculty to develop a new technology project that is unique to the grade level.	Access to Technology Access to Resources Teacher understanding/motivation Funding	CT MS ETF	End of Year	Teacher feedback	b im or st TI tech
Implement Robotics Club such that it allows students to use critical thinking skills to build and program autonomous robots to complete complex multi-step tasks. <ul style="list-style-type: none"> • Students will work together to find the best way to complete a set of assigned tasks. • Students will be given a thematic problem that they must research a solution to and present this solution to a panel of judges. 	Access to Technology Access to Resources Student understanding/motivation Funding	CT MS ETF	End of Year	Student feedback Student Project Rubrics	b im or st TI 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.

Through the reading and social studies curriculum, students will be exposed to a variety of careers.

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)
Teach In	Time	AP	Mid-year	Classroom projects Feedback surveys	Im
	Schedule	CT			st
	Teacher participation				
Utilization of media resource materials	Resources	CT	Ongoing	Student checkout count	Im
	Time	Media Specialist			st

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	75	68	79	81	83	85	88
American Indian							
Asian							
Black/African-American	61	41	68	71	74	77	81
Hispanic	72	67	77	79	81	84	86
White	81	73	84	86	87	89	91
English Language Learners	60	63	67	70	73	77	80
Students with Disabilities	43	49	53	57	62	67	72
Economically Disadvantaged	63	56	69	72	75	78	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	72	72	75	77	80	83
American Indian							
Asian							
Black/African-American	36	38	47	52	57	63	68
Hispanic	55	66	63	66	70	74	78
White	78	78	82	84	85	87	89
English Language Learners	40	69	50	55	60	65	70
Students with Disabilities	43	59	53	57	62	67	72
Economically Disadvantaged	53	61	61	65	69	73	77

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
M. Shannon McCutcheon		Tracia James - chairperson		Kristi Borrazzo	
Member's Signature	10/4/2012	Member's Signature	10/4/2012	Member's Signature	10/4/2012
INSTRUCTIONAL		PARENT/COMMUNITY			
Jennifer Bantle		Craig Wells		PARENT/COMMUNITY	
Member's Signature	10/4/2012	Member's Signature	10/4/2012	Christin Lewin	
				Member's Signature	10/4/2012
INSTRUCTIONAL		PARENT/COMMUNITY			
Keith Erickson		Bernard E. Cana			
Member's Signature	10/4/2012	Member's Signature	10/4/2012		
INSTRUCTIONAL		PARENT/COMMUNITY			
Shannon Cadden		Mary Munjed			
Member's Signature	10/4/2012	Member's Signature	10/4/2012		
NON-INSTRUCTIONAL-n/a		PARENT/COMMUNITY			
Typed Name -n/a		Jennifer Cortes			
Member's Signature n/a		Member's Signature	10/4/2012		