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.

English Estates 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+		78.9%	5.10%	84%	66.5%	N
High standards Level 4+		45.6%	5.40%	51%	37.0%	N
Proficiency Level 3+ in AYP subgroups						
	White	84.1%	4.90%	89%	76.7%	N
	Black	67.5%	5.50%	73%	55.6%	N
	Hispanic	71.8%	5.20%	77%	56.4%	N
	ELL	58.3%	4.70%	63%	31.4%	N
	SWD	100%		100%	50.7%	N
	ED	75.3%	4.70%	80%	58.4%	N
Learning Gains		62.9%	5.10%	68%	64.5%	N
Lowest 25% making Learning Gains		56.9%	10.10%	67%	54.7%	N
Learning Gains Levels 4/5		75%	5.0%	80%	84.1%	Y
Learning Gains in AYP subgroups						
	White	63.8%	10.20%	74%	62.5%	N
	Black	58.8%	10.20%	69%	66.7%	N
	Hispanic	63.0%	10.00%	73%	65.1%	N
	ELL	46.7%	10.30%	57%	71.4%	Y
	SWD	49.1%	9.90%	59%	58.8%	N
	ED	61.8%	10.20%	72%	65.4%	N

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		73.3%	4.70%	78%	59.2%	N
High standards Level 4+		37.8%	5.20%	43%	35.1%	N
Proficiency Level 3+ in AYP subgroups						
	White	82.6%	5.40%	88%	68.4%	N
	Black	60.0%	5.00%	65%	48.1%	N
	Hispanic	61.5%	5.50%	67%	47.5%	N
	ELL	58.3%	4.70%	63%	31.4%	N
	SWD	88.9%	5.1%	94%	54.9%	N
	ED	67.1%	4.9%	72%	51.0%	N
Learning Gains		51.6%	10.4%	62%	69.0%	Y

Lowest 25% making Learning Gains		42.9%	10.10%	53%	62.7%	Y
Learning Gains Levels 4/5		50%	10.00%	60%	92.2%	Y
Learning Gains in AYP subgroups						
	White	60.4%	9.60%	70%	73.9%	Y
	Black	52.9%	10.10%	63%	61.1%	N
	Hispanic	42.5%	10.50%	53%	66.7%	Y
	ELL	40%	10.00%	50%	71.4%	Y
	SWD	41.1%	9.90%	51%	68.6%	Y
	ED	47.6%	10.40%	58%	67.7%	Y

Writing Goals (accountability group)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Score		61%	5%	66%	72.4%	Y
High standards Score 6.0		2%	5%	7%	0.0%	N
Proficiency Score in AYP subgroups						
	White	53.8%	5.20%	59%	81.4%	Y
	Black	93.8%	5.20%	99%	42.9%	N
	Hispanic	55%	5%	60%	70.0%	Y
	ELL	75%	5%	80%	100.0%	Y
	SWD	50%	5%	55%	55.0%	Y
	ED	60%	5%	65%	68.9%	Y
High standards Score 6.0 in AYP subgroups						
	White	0%	5.00%	5%	0.0%	N
	Black	6.3%	4.70%	11%	0.0%	N
	Hispanic	2.5%	5.50%	8%	0.0%	N
	ELL	0%	5.00%	5%	0.0%	N
	SWD	0%	5.00%	5%	0.0%	N
	ED	0%	5.00%	5%	0.0%	N

Science Goals (ES and MS accountability groups)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Level 3+		54.9%	2.10%	57%	43.2%	N
High standards Level 4+		18.3%	1.70%	20%	9.3%	N
Proficiency Level 3+in AYP subgroups						
	White	62.5%	2.50%	65%	56.5%	N
	Black	38.5%	1.50%	40%	36.4%	N
	Hispanic	37.5%	2.50%	40%	31.8%	N
	ELL	0%	2.00%	2%	0.0%	N
	SWD	50%	2.00%	52%	43.3%	N
	ED	48.1%	1.90%	50%	33.3%	N
High standards Level 4+ in AYP subgroups						

White	22.9%	2.10%	25%	13.0%	N
Black	0%	2.00%	2%	4.5%	Y
Hispanic	18.8%	2.20%	21%	4.5%	N
ELL	0%	2.00%	2%	0.0%	N
SWD	50%	2.00%	52%	13.3%	N
ED	11.1%	1.90%	13%	5.6%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	36%	5%	41%	95.0%	Y
Performance in advanced coursework	82%	5%	87%	100.0%	Y

Discipline Goals	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: Male	162.92%	-10%	152.92%	179.37%	N
Out-of-school suspensions (unduplicated) Subgroup: Male	8.04%	-3.04%	5%	4.36%	Y

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	94%	+6%	100%	97.1%	N
At-Risk students graduating or advancing with age-level peers	90%	+5%	95%	95.7%	Y

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups	0%	+10%	10%	0%	N
Odyssey of the Mind and black subgroup:	0%	+10%	10%	0%	N

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
100% of teachers will participate in professional development	100%	+0%	100%	100%	Y

Goal Summary
Number of Goals Met: __22__
Number Not Met: __49__
Number Partially Met: __0__

READING GOALS

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+		66.5%	210 / 316	+3.5%	70%
2. Proficiency Level 3.0+ in subgroups:					
	White	76.7%	102 / 133	+3.3%	80%
	Black	55.6%	30 / 54	+4.4%	60%
	Hispanic	56.4%	57 / 101	+3.6%	60%
	ELL	31.4%	11 / 35	+3.6%	35%
	SWD	50.7%	36 / 71	+4.3%	55%
	ED	58.4%	118 / 202	+5.6%	64%
3. High Standards Level 4.0+		37.0%	117 / 316	+2%	39%
4. Learning Gains		64.5%	131 / 203	+5.4%	70%
5. Lowest 25% Making Learning Gains		54.7%	29 / 53	+5.3%	60%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		37.7%	26 / 203	+2.3%	40%
7. Learning Gains Levels 4/5		84.1%	58 / 69	+5.9%	90%
8. Learning Gains in subgroups:					
	White	62.5%	55 / 88	+2.5%	65%
	Black	66.7%	24 / 36	+3.3%	70%
	Hispanic	65.1%	41 / 63	+4.9%	70%
	ELL	71.4%	10 / 14	+3.6%	75%
	SWD	58.8%	30 / 51	+6.2%	65%
	ED	65.4%	87 / 133	+4.6%	70%

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)
Provide all K-1 instructional staff with a comprehensive overview of the Common Core Standards as the basis on instruction.	1-8	Implementation of new Common Core Standards	Teachers, Administration, Reading Coach	Baseline, mid-year, end of year	DA, DRA, SRI, Reading Fluency Assessment	B, im, t, TI
Provide all 2-5 instructional staff with a comprehensive overview of the Next Generation Sunshine State Standards as the basis on instruction.	1-8	Understanding of content limits and Next Gen Standards	Teachers, Administration, Reading Coach	Baseline, mid-year, end of year	FCAT, DA, DRA, Reading Fluency Assessment	B, im, t, TI
Provide parent information nights	1-8	Transportation, Funding, Parent Involvement	Administration, Team Leaders, Parents, Teachers	Annually	FCAT, SRI, DRA, DATA NOTEBOOKS	or, im, tech, TI
Utilize Comprehension Toolkits K-5 to improve the five areas of reading instruction	1-8	Time for PD, Teacher expectations	Teachers, Reading Coach	Baseline, mid-year, end of year	SRI, FAIR, AR	t, st, im
Utilize DA, DRA, SRI , 4sight and Fluency reading assessments	1-8	Time for PD, Resources	Teachers, Reading Coach, Administration	Baseline, mid-year, end of year	DA, SRI, DRA, 4SIGHT, Fluency Assessment	t, st, im
Utilize small group instruction to teach students at their academic level	1-8	PD, Resources	Teachers, Reading Coaches	Annually	DA, SRI, FCAT	Im, or, t, TI
Utilize intervention materials to support areas in need of improvement	1-8	Identifying areas of weakness	Teachers, Reading Coach	Baseline, mid-year, end of year	DA, DRA, SRI, SIPPS	t, im
Analyze FCAT, DA, DRA, Reading Fluency and progress monitor data to identify areas in need of improvement	1-8	Time for PD, funding	Administration, Teachers, Reading Coach	Annually	DA, DRA, FCAT, Reading Fluency Assessment	or, st
Implement Tier 3 intervention for selected students (Intensive Intervention groups, Successmaker, Fast Forward, SIPPS)	1-8	Resources	Teachers, Administration, Reading Coaches	Annually	FCAT, SRI, DA, Reading Fluency Assessment	or, t, tech, TIII
Utilize data disaggregation tools to access class profiles of individual achievement levels	1-8	Training on the use of data tool	Administration, Reading Coaches	Annually	FCAT, DA, DRA Reading Fluency Assessment	Or, tech, t
Meet weekly in grade level professional learning communities to develop common benchmark assessments, review data, and create focus lessons and scales.	1-8	Time for PD, SD on Lesson Study	PLC's, Teachers, Team Leaders, Administration, Reading Coaches	Annually	FCAT, SRI, DA. Common and Reading Fluency Assessments	b, im, t
Utilize 30 minute intervention blocks to work with students in need of improvement	1-8	Personnel Resources	PLC's, Teachers, Team Leaders, Administration	Annually	FCAT, SRI, DA. Common and Reading Fluency Assessments	or, st

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

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

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+		59.2%	187 / 316	+5.8%	65%
2. Proficiency Level 3.0+ in subgroups:					
	White	68.4%	91 / 133	+6.6%	75%
	Black	48.1%	26 / 54	+6.9%	55%
	Hispanic	47.5%	48 / 101	+7.5%	55%
	ELL	31.4%	11 / 35	+8.6%	40%
	SWD	54.9%	39 / 71	+5.1%	60%
	ED	51.0%	103 / 202	+9%	60%
3. High Standards Level 4.0+		35.1%	111 / 316	+4.9%	40%
4. Learning Gains		69.0%	140 / 203	+6%	75%
5. Lowest 25% Making Learning Gains		62.7%	32 / 51	+7.3%	70%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		48.4%	31 / 203	+6.6%	55%
7. Learning Gains Levels 4/5		92.2%	59 / 64	+2.8%	95%
8. Learning Gains in subgroups:					
	White	73.9%	65 / 88	+6.1%	80%
	Black	61.1%	22 / 36	+8.9%	70%
	Hispanic	66.7%	42 / 63	+3.3%	70%
	ELL	71.4%	10 / 14	+3.6%	75%
	SWD	68.6%	35 / 51	+6.4%	75%
	ED	67.7%	90 / 133	+7.3%	75%

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)
Provide all K-1 instructional staff with a comprehensive overview of the Common Core Standards as the basis on instruction.	1-8	Implementation of new Common Core Standards	Teachers, Administration, Reading Coach	Baseline, mid-year, end of year	FCAT, DA, Go Math Assessments	B, im, t, TI
Provide all 2-5 instructional staff with a comprehensive overview of the Next Generation Sunshine State Standards as the basis on instruction.	1-8	Understanding of content limits and Next Gen Standards	Teachers, Administration, Reading Coach	Baseline, mid-year, end of year	FCAT, DA, Go Math Assessments	B, im, t, TI
Provide parent information nights	1-8	Transportation, Funding, Parent Involvement	Administration, Team Leaders, Parents, Teachers	Annually	FCAT, DA, Go Math Assessments	or, im, tech, TI
Utilize data from Go Math assessments to provide appropriate levels of instruction	1-8	Identifying areas of weakness	Teachers	Baseline, mid-year, end of year	FCAT, DA, Go Math Assessments	B, im, st
Utilize Math DA, FCAT, and Go Math assessments to diagnose and monitor student growth	1-8	Identify areas of weakness	Teachers, Parents	Annually	FCAT, DA, Go Math Assessments	Im, b
Utilize intervention materials to support areas in need of improvement	1-8	Funding, Time for PD	Teachers, Administration, tech	Baseline, mid-year, end of year	FCAT, DA, Go Math Assessments	Tech, or, TI
Analyze FCAT, Math DA, Go Math assessments and progress monitor data to identify areas in need of improvement	1-8	Time for PD, Identifying areas of weakness	Administration, Teachers	Annually	FCAT, DA, Go Math Assessments	Im. B, TI
Utilize small group instruction to teach students at their academic level	1-8	PD, Resources	Teachers, Reading Coaches	Annually	FCAT, DA, Go Math Assessments	Im, or, t, TI
Provide time in Success Maker Lab for Math instruction	1-8	Schedule	Administration, Teachers	Annually	FCAT, DA, Go Math Assessments	St, tech, TI
Meet weekly in grade level professional learning communities to develop common benchmark assessments, review data, and create focus lessons.	1-8	Time for PD, SD on Lesson Study	PLC's, Teachers, Team Leaders, Administration, Reading Coaches	Annually	FCAT, DA, Go Math Assessments	b, im, t
Offer PRIMES math for high achieving students in Grades 4 and 5	1-8	Maintaining rigor and student motivation	Administration, Teachers	Annually	FCAT, DA, Go Math Assessments	B, st
Implement a Math Coach	1-8	Acceptance of Coaching and Mentoring	Administration, Teachers, Math Coach	Annually	FCAT, DA, Go Math Assessments	B, st

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

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

WRITING GOALS

Aligned with Strategic Plan System Initiative B

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

Writing Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		72.4%	63 / 87	+5	77.4%
2. Proficiency Score 3.0+ in subgroups:					
	White	81.4%	35 / 43	+3.6%	85%
	Black	42.9%	6 / 14	+7.1%	50%
	Hispanic	70.0%	14 / 20	+5%	75%
	ELL	100.0%	7 / 7	+0%	100%
	SWD	55.0%	11 / 20	+5%	60%
	ED	68.9%	42 / 61	+6.1%	75%
3. High Standards Score 6.0		0.0%	0 / 87	+5%	5%
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 43	+5%	5%
	Black	0.0%	0 / 14	+5%	5%
	Hispanic	0.0%	0 / 20	+5%	5%
	ELL	0.0%	0 / 7	+5%	5%
	SWD	0.0%	0 / 20	+5%	5%
	ED	0.0%	0 / 61	+5%	5%

*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)
Analyze FCAT Writes data to determine specific focal areas for direct instruction at each grade level.	1-4	Identifying areas of weakness, Time for PD	Administration, Teachers	Annually	FCAT	Im,t
Increase opportunities for expository and narrative writing at all grade levels in content area curricula.	1-4	Resources, Funding	Administration, Teachers	Annually	DA, Class Prompts	B,or,st
Continue Implementation of the WEX Writing Program in grades 3 and 4	1-4	PD	Administration, Teachers, Writing Coach	Annually	DA, Class Prompts	Im, or, t
Administer SCPS Writing Prompts	1-4	Teacher Expectations, Test Fatigue	Teachers	Baseline, mid-year, end of year	DA	Im
Provide opportunities for cross-curricular writing articulation at all grade levels	1-4	Resources, Time for PD	Administration, Teachers	Baseline, mid-year, end of year	DA	Im,or,t,st
Provide FCAT Writes parent information night	1-4	Transportation, Funding	Administration, Teachers	Annually	FCAT	Or,t
Provide grade specific training to improve writing skills	1-4	Time for PD, Resources	Administration, Teachers, Reading Coach	Annually	DA, Class Prompts	Im,st,b
Provide substitutes for 4th grade teachers to allow for small group instruction	1-4	Resources, Funding	Administration, Teachers	Annually	Class Prompts, DA	Or, b

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+		43.2%	51 / 118	+6.8%	50%
2. Proficiency Score 3.0+ in subgroups:					
	White	56.5%	26 / 46	+3.5%	60%
	Black	36.4%	8 / 22	+3.6%	40%
	Hispanic	31.8%	14 / 44	+8.2%	40%
	ELL	0.0%	0 / 6	+10%	10%
	SWD	43.3%	13 / 30	+6.7%	50%
	ED	33.3%	24 / 72	+6.7%	40%
3. High Standards Score 4.0+		9.3%	11 / 118	+10%	19.3%
4. High Standards Score 4.0+ in subgroups:					
	White	13.0%	6 / 46	+2%	15%
	Black	4.5%	1 / 22	+5.5%	10%
	Hispanic	4.5%	2 / 44	+5.5%	10%
	ELL	0.0%	0 / 6	+10%	10%
	SWD	13.3%	4 / 30	+6.7%	20%
	ED	5.6%	4 / 72	+10%	15.6%

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)
Integrate technology through the use of Houghton Mifflin Florida Science Fusion series	1-4	Time for PD, Resources	Teachers	Baseline, mid-year, end of year	FCAT, DA, Chapter Tests	Im, b, t, tech
Analyze FCAT Science data to identify areas needing improvement	1-4	Time for PD, Identifying areas of weakness	Teachers, Administration	Annually	FCAT	T, im, st
Increase teacher and parent awareness of FCAT Explorer and other educational/tutorial websites	1-4	Resources, Time for PD	Teachers, Administrators	Annually	DA, FCAT	T, st, im, tech
Investigate and purchase FCAT Science materials	1-4	Resources, Funding	Administration	Annually	DA, FCAT	B, or, im
Include frequent hands-on science experiments K-5	1-4	Time for PD, Resources, Funding	Teachers	Baseline, mid-year, end of year	DA, Chapter Tests	B, t, im
Purchase site license for "Brain Pop" and additional technology appropriate for each grade level	1-4	Funding, Resources	Tech, Teachers	Annually	DA, Chapter Tests	B, tech
Implement a Science Coach	1-4	Acceptance of Coaching and Mentoring	Administration, Teachers, Math Coach	Annually	FCAT, DA, Go Math Assessments	B, st

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

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

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	95.0%	19/20	+5%	100%
2. Level of Performance	100.0%	19/19	+0%	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)
Provide grade level acceleration to high performing students	1-2	Teacher expectations, Resources	Administration	Annually	FCAT	Or
Encourage the PRIMES program for fourth and fifth grade students as part of the curriculum	1-2	Funding, Resources	Teachers, Administration	Annually	FCAT	Im, or
Work with Seminole Virtual School for students scoring levels 4 or 5 on the FCAT 2.0 Assessments	1-2	Resources	Administration	Annually	FCAT	Or
Administer the GO Math! Assessments to provide ongoing monitoring and appropriate instruction for all students	1-2	Funding, Resources, Test Fatigue	Teachers	Baseline, Mid-year, End of Year	DA, Chapter Tests	Im, b, st
Provide information to parents regarding higher-level courses available at the middle school level	1-2	Transportation, Resources	Teachers, Administration	Annually	FCAT	Or
Provide opportunities for professional development in areas of vocabulary, technology and differentiated instruction	1-2	Time for PD, Resources	Administration, Teachers	Annually	FCAT, DA, Chapter Tests	B, im, st, tech, TI
Provide opportunities for staff members to attend Kagan Strategies workshops and share information with staff	1-2	Time for PD, Resources	Administration, Teachers	Annually	FCAT, DA, Chapter Tests	B, im, st, TI

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)	Male	179.37%	169.37%
2. Out-of-school suspensions (unduplicated)	Male	4.36%	3.36%

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)
Examine disparity issues among various subgroups	1-2	Resources	Administration, Teachers, PLCs, MTSS	Annually	Referrals	Or, st, TI
Provide school-wide initiatives dealing with preventative strategies through guidance classes, team meetings and Positive Behavior Support training	1-2	Resources, Funding	PBS Team, Administration, Teachers, MTSS	Ongoing	Referrals, Corrective Discipline Forms	B, im, st, TI
Implement Positive Behavioral Support Program	1-2	Resources, Staffing	PBS Team, MTSS	Ongoing	Referrals	Or, t
Communicate with parents via email, phone, face to face conferences and parent nights	1-2	Resources	Teachers, Tech, MTSS	Annually	School Climate Survey	b. or, st, tech, TI
Continue student recognition programs such as Beep Beep awards and Covey Leaders on the News	1-2	Resources, Time	Teachers, Administration	Ongoing	Referrals, School Climate	Ot, st, tech, TI

On-time Promotion Goal #1: To increase the percent of students advancing with their age-level peers
At-Risk Promotion Goal #2: To increase the percent of At-Risk students advancing with their age-level peers

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

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

On-time Promotion Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. On-time Promotion Level of Performance	97.1%	700/721	+1%	98.1%
2. At-Risk Promotion Level of Performance	95.7%	442/462	+1%	96.7%

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)
Analyze FCAT, Math DA, Go Math assessments and progress monitor data to identify areas in need of improvement	1-2	Time for PD, Identifying areas of weakness	Administration, Teachers	Annually	FCAT, DA, Chapter Tests	Im. b
Utilize intervention materials to support areas in need of improvement	1-2	Funding, Time for PD	Teachers, Administration, tech	Baseline, mid-year, end of year	FCAT, DA, Chapter Tests	Tech, or, TI
Consistent monitoring of at-risk students using periodic assessments	1-2	Resources	Administration, Teachers	Annually	FCAT	Im, or, TI
Communicate student data with all students indicating their performance level	1-2	Identifying areas of weakness	Teachers, Administration	Baseline, mid-year, end of year	DIBELS, FCAT, SRI	or, st, TI

EXTRACURRICULAR ACTIVITIES GOAL(S)
Aligned with Strategic Plan System Initiative C

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

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

Extracurricular Activity Goal #1	Subgroup	Current %	Expected %
1. Activity: Odyssey of the Mind	Black	0%	10%

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)
Provide all students with an application for Odyssey	1	Transportation	Teachers, Club Sponsor	Annually	Applications	B, or
Advertise club information on the school morning news program	1	Parent Involvement	Teachers, Club Sponsor	Annually	Information on news	or
Odyssey club will participate in district and state competitions	1	Funding, Resources	Club Sponsor	Annually	Awards	B, or, st
Odyssey instructor will work with promotion and exposure to inform parents and students about the Odyssey of the Mind club throughout the school	1	Communication	Club Sponsor	Annually	Increased Odyssey of the Mind participation	B, or, st

SCHOOL DEFINED GOAL

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

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

                 Middle schools – Virtual options, ACCEL, etc.

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

  Other school defined goals may be added.

Goal #1:   Implementation of Primes 4 Class

School Defined Goal	Current	# of #-	% +/-	Expected
Primes 4 Students Scoring a Level 4 or 5 on the FCAT	0%	0 of 22	+100%	100%

*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)
Implement Primes 4 Class	FCAT, PD	Administration, Math Coach, Teacher	Annually	FCAT	B, im, or, st
Provide PD for Primes 4 Teacher	Time for PD, Funding, Resources	Administration, Teachers, Math Coach	Annually	Evaluations, PD Reflections, FCAT	B, im, or, st

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
Small Group Reading Instruction: Daily 5	All Reading Goals	2012-13 School Year	Book Study using Daily 5 including implementation and follow up	School-wide	57		Administration, Reading Coaches, Teachers
Team PLC Collaborative Meetings with Administration to go over Goals Scales and Common Assessments (Marzano Implementation)	All Reading and Math Goals	Every Monday	Marzano implementation of Goals and Scales as well as common assessments	Grades K-5 including ESOL and ESE	57		Administration, Coaches
Reading (Curriculum, Assessments, & Instruction)	Reading goals 1-8	Once a month Wednesday afternoon PD	Literacy strategies to positively impact student achievement	School-wide	57		Reading Coach
Team PLC Collaborative Meetings	Math and Reading all goals	8/7/12	Improving Student Achievement	Grade level PLCs	57		Administration, Team Leader
Edmodo Teacher Training	Math and Reading all Goals. School Defined Goal	8/22/12 and 8/29/12	Train teachers and staff on use of Edmodo for the purpose of Facilitating Professional Development and Book Studies	School-wide	57		Administration, Teachers
Team PLC Collaborative Meetings	Math and Reading all goals	9/5/12	Improving Student Achievement	Grade level PLCs	57		Administration, Team Leader
Small Group Reading Instruction	All Reading and Math Goals	9/12/12	Book Study using Small Group Reading Instruction.	School-wide	57		Administration, Reading Coaches
Small Group Reading Instruction: Daily 5	All Reading Goals	10/3/12	Introduction of Book Study using Daily 5 including implementation and follow up	School-wide	57		Administration, Reading Coaches, Teachers
MTSS Procedures	All Reading and Math Goals	10/10/12	Improving Student Instruction for Lowest 25%	School-wide	57		Administration, Guidance
Team PLC Collaborative Meetings	Math and Reading all goals	10/17/11	Improving Student Achievement	Grade level PLCs	57		Administration, Team Leader
Small Group Reading Instruction	All Reading and Math Goals	10/31/11	Book Study using Small Group Reading Instruction.	School-wide	57		Administration, Reading Coaches

Team PLC Collaborative Meetings	Math and Reading all goals	11/7/11	Improving Student Achievement	Grade level PLCs	57		Administration, Team Leader
Small Group Reading Instruction	All Reading and Math Goals	12/5/11	Book Study using Small Group Reading Instruction.	School-wide	57		Administration, Reading Coaches
Small Group Reading Instruction: Daily 5	All Reading Goals	12/12/12	Conclusion of Book Study using Daily 5 including implementation and follow up	School-wide	57		Administration, Reading Coaches, Teachers
Team PLC Collaborative Meetings	Math and Reading all goals	1/23/13	Improving Student Achievement	Grade level PLCs	57		Administration, Team Leader
Team PLC Collaborative Meetings	Math and Reading all goals	2/6/13	Improving Student Achievement	Grade level PLCs	57		Administration, Team Leader
Small Group Reading Instruction	All Reading and Math Goals	2/20/13	Book Study using Small Group Reading Instruction.	School-wide	57		Administration, Reading Coaches
Small Group Reading Instruction	All Reading and Math Goals	3/13/13	Book Study using Small Group Reading Instruction.	School-wide	57		Administration, Reading Coaches
FCAT Training	Math, Reading, Science and Writing goals	03/20/13	Provide training on FCAT 2.0	Grade-level	57		3rd, 4th, 5th, and ESE Teachers
Small Group Reading Instruction	All Reading and Math Goals	4/3/13	Book Study using Small Group Reading Instruction.	School-wide	57		Administration, Reading Coaches
Small Group Reading Instruction	All Reading and Math Goals	4/17/13	Book Study using Small Group Reading Instruction.	School-wide	57		Administration, Reading Coaches

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS
2011-2012

INCOME:

Original Allocation:	$738
Adjustment:	$1714
Carry Over:	$1284.41
Total Income:	$3736.41

EXPENDITURES	ACTUAL COST	BALANCE	
		$3736.41	Start with your beginning
Books for Teacher Book Room	1075.39	2661.02	
GradeCams	2529.00	132.02	

CARRY OVER:

Total carry over for 2012-2013: $132.02

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*.
Principal: John Welch, Assistant Principal: Nancy Urban, Guidance Counselor: Michelle Silver, Behavior Teacher: Janet Moriarty, Reading Coach: Pat Powers Math Coach: Pam Barney, School Psychologist: Robyn Yenko, Classroom Teachers

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?

English Estates Elementary School has an established MTSS team. The leadership team will focus meetings around one question: how do we develop and maintain a problem solving system to bring out the best in our school, our teachers, and in our students. The team meets once a week on Thursdays to engage in the following activity: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

Administration –Provides a common vision for the use of data based decision making, ensures that the school based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation and communicates with parents regarding school based MTSS plans and activities.

MTSS Coordinator/Guidance – Guidance counselor and community guidance counselor; provides quality service and expertise on issues ranging from program design to assessment and intervention with individual students in addition to providing interventions, continues to link child serving and community agencies to the schools and families to support the child's academic/emotional/behavioral/social success.

School Psychologist – Meets with the MTSS Coordinator and MTSS Coach to analyze data; assists in data analysis; participates on the MTSS Committee problem solving; consults with teachers/parents about students who should be referred for special education; performs diagnostic assessments.

MTSS Reading/Resource Coach – Distributes assessments, screening, and progress monitoring materials; collects results; participates on the MTSS Committee; assists in data analysis; modifications to unsuccessful interventions.

Teacher – Regular Education and ESE; administers assessments and screenings; progress monitors students at Tier II and III; implements and documents interventions; completes referral packets.

3. Describe the role of your school's MTSS Leadership Team in the development and implementation of the SIP.
At English Estates Elementary, the MTSS team utilizes the SIP to give direction in goal setting and implementation when working with students who are going through the MTSS process. In order to achieve this goal the MTSS team and the criteria it follows are directly impacted by the SIP. Resources, goals and anticipated barriers are taken into consideration from the SIP when conducting MTSS meetings. The MTSS process and the SIP are constantly being evaluated throughout the year.

4. Describe the data source and data management system used to summarize tiered data for Reading, Mathematics, Science, Writing, and Behavior.
District and state mandated assessments are used to monitor and track student progress. Classroom teachers maintain data notebooks that are used during MTSS meetings. The progress monitoring tool used for each MTSS student is a data form which is placed in an individual folder and is maintained by the teacher. The folder is then reviewed by the MTSS Leadership Team based on the student's individual performance. At that time the student's name is placed on the agenda for the team to review.

5. Describe how the school-based MTSS Leadership Team will align functions (e.g. meeting topics/agenda items with ongoing progress monitoring of core, supplemental, and intensive support.
The MTSS Team maintains an ongoing agenda that addresses student individual needs as they arise. These meetings, facilitated by the guidance counselor and administration evaluate support based on those needs. Determination of Tiered support and level of intensive support as well as collection of documentation and data is the focus of MTSS agendas and meetings.

6. Describe the plan to train staff on MTSS.
During preplanning, district support along with our school based RtI team explained and reviewed the RtI process. Support and training for new staff members is consistent and ongoing. Additional information is being provided on an October 10th Staff meeting to go over procedures and implementation of a new EEE developed checklist for collection of data.

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).
John Welch- Principal, Nancy Urban- Assistant Principal, Pat Powers - Reading Teacher, Jennifer Howard- Kindergarten, Christa Carpenter – 1st grade, Joey Greco -2nd Grade, Ryan Gard – 3rd Grade, Chris Mulholland – 4th Grade, Charlene Styles – 5th Grade. Leonie Campbell – ESE

2. Describe how your school's LLT functions (e.g. meeting processes and roles/functions).
The Literacy Leadership Team (LLT) will be chaired by the Principal. Data from Professional Learning Communities will determine the focus of the monthly meeting. Each grade level has a designated "Literacy representative." This individual will be the liaison between the grade level members and the school's administrators.

Duties will be as follows:
- Analyze school-wide Literacy data to determine strengths and weaknesses to set goals; discuss and develop the Instructional Calendar as pertains to the specific grade level/subject.
- Implement and instruct teachers in best strategies to implement small group reading instruction in order to meet the individual needs of each student.
- Implement and assist in ESE and ESOL support facilitation model.
- Be able to assist teachers and be knowledgeable about the District Reading Curriculum, Language Arts Standards and other literacy related information.
- Ensure that student's instructional level is being met through small groups and challenged with analysis of text complexity.
- Assist in planning and organizing school-wide Literacy-related events and professional development and inservices. Each member of the team will be given a Literacy folder to collect information and other notes from their grade level. This information will be part of the topics discussed during monthly meetings.

3. What will be the major initiatives of the LLT this year?
The LLT will utilize the results of the 2012 FCAT in determining the school strengths and weaknesses in instruction. The team will then use this information to help determine how best to guide the teachers in the new initiatives that are being implemented this year. Those new initiatives are school wide small group instruction, support facilitation in the areas of ESE and ESOL and implementation of the Daily 5.

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.

English Estates implementation of Lesson study this year focuses on the process of developing strong lessons though collaborative teacher discussion. Teachers will participate by team in lesson studies to enhance and evaluate the differentiation of instruction in the subject area in the lessons that obtained high achievement results. Administration, Reading Teachers, and reading coaches will work closely in making suggestions and modeling lessons and providing support through materials that will strengthen the discussion that occurs during a PLC lesson study. The Reading Coach guides these lesson studies by providing input and resources for the teacher. Data is also collected and presented to the teachers by the Reading Coach.

School Name: _____

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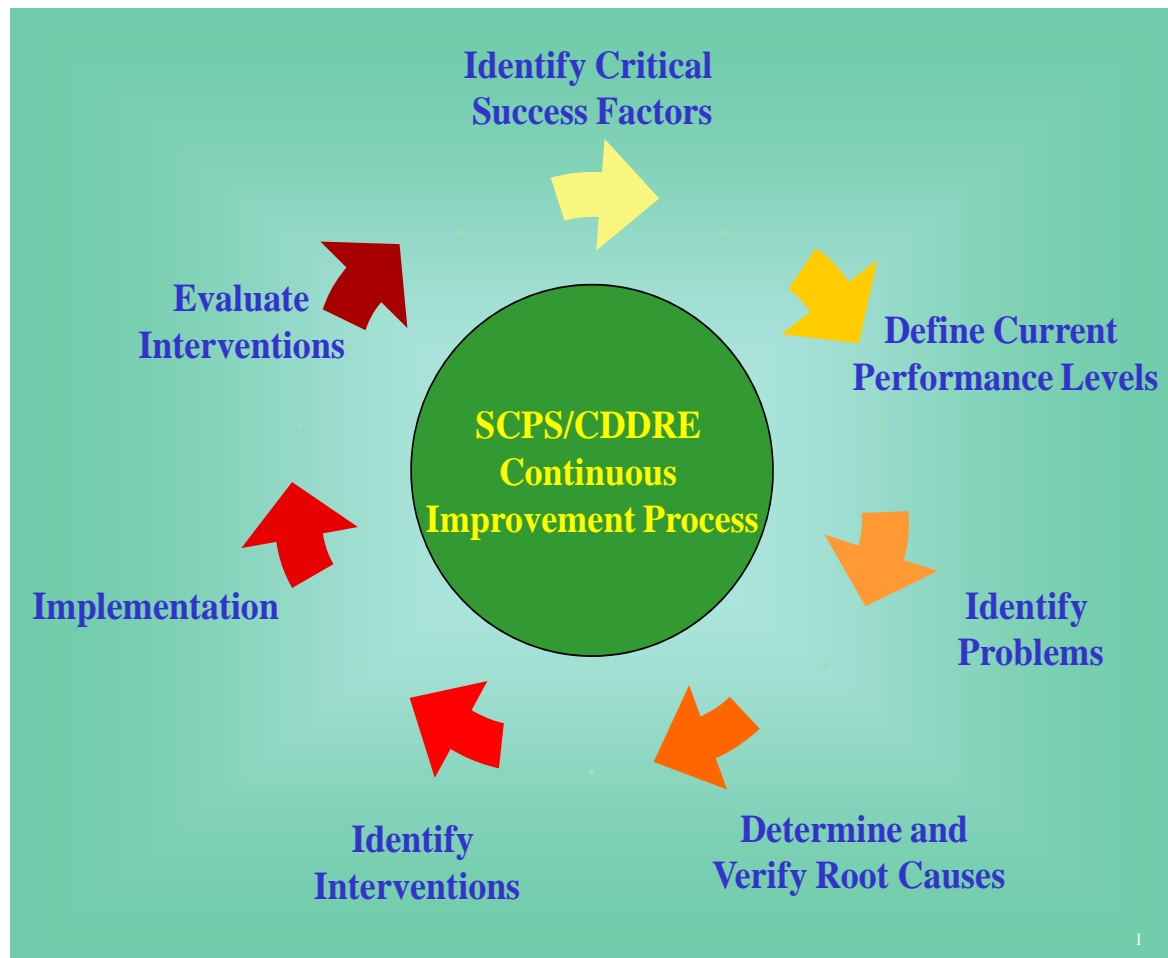
These items are required elements of your Title I Schoolwide Program. The principal must mark with an "X" each of the assurances to indicate compliance.

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:
	    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): If a student does not show adequate academic growth in the classroom the teacher will meet with the MTSS team. The teacher will provide data collected that demonstrates a need for additional support. The MTSS team and the teacher will discuss the student's progress. The team will provide support/suggestions to the teacher to help the student and then determine the next meeting date. If adequate growth is not seen then the MTSS team will meet again and the student will be placed in the TIER process (TIER II). Additional support will be provided. If the student continues to not show adequate growth the student will be given a different curriculum, additional support and placed on TIER III. After a set amount of time, if the student is still struggling, the student will be recommended for academic testing. Any time during the process steps can be modified to best meet the students' needs.

School Improvement Goal(s) that support the Initiative(s): Reading Goals 2, 5, 8 and Math Goals 2, 5, 8

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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): English Estates Elementary continues to provide support for teachers in the area of small group differentiated instruction. Professional development is being provided in the Daily 5 model for small group reading instruction. This focus of this model will be on literacy based small groups and centers as well as differentiation. Best practices will also be supported through continued instruction in the Marzano strategies as well. English Estates Elementary will provide training for ELL Parents through monthly ESOL nights taught by English Estates ESOL teachers.

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

How will the reading initiative(s) support the initiatives of Just Read Florida and the SCPS Reading Plan? The trainings are focus on the NGSSS and CCSS. English Estates structured the training after analyzing data to determine academic needs. English Estates Reading Coach suggested appropriate research-based instructional materials and strategies to the grade levels based on data and team needs. Based upon the resources provided and skills learned, the teachers will develop lessons focused on grade level and individual student needs.

Math Initiative(s): English Estates has hired a math coach to help identify needs, interpret data, develop common assessments and assist teachers with planning for instruction. The Math coach's main role will be to increase student achievement through the teachers by providing support and developing a process to look at data and collaboratively determine the best instructional strategies to take after interpreting that data.

School Improvement Goal(s) that support the Initiative(s): Math Goals 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 instructional staff at English Estates Elementary uses a variety of data points to drive instruction. Some examples are Success Maker reports, Discovery Education assessments, benchmark assessments, class work samples and FCAT. The grade level teachers, resource teams and administration meet regularly during PLC times to examine data and decide on academic needs for the grade level and individual students. This year the teams will meet regularly to develop rigorous common assessments based on that data.

School Improvement Goal(s) that support the Initiative: Reading Goals 1-8 and Math Goals 1-8, Writing Goals 1-4, Science Goals 1-4

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): English Estates Elementary will provide training for ELL Parents through the Parents as Reading Partners program as well as Families Building Better Readers. These programs provide instruction and materials to ELL parents to help them teach their children to read as well as inform them of curriculum matters, FCAT skills, and academic expectations. English Estates employs a family liaison who works closely with all families including FIT, ESOL and families in financial need.

Seminole County will provide workshops on both math and writing concepts to help parents help their children. Winter Springs will provide registration forms for writing (grades 3 and 4) and reading (grades K-5).

School Improvement Goal(s) that support the Initiative(s): Reading Goals 1-8, Math Goals 1-8, Writing Goals 1-4,a nd Science Goals 1-4

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

> **Extended Day/Year Initiative(s):** English Estates has implemented the 21st Century Schools program. This program provides academic and enrichment opportunities for the students for an hour before the school day as well as 2 hours after the school day. This program provides students to opportunity to get help with homework as well as expands on standards that are taught during the school day. English Estates also send students who qualify to the summer school program after the school year is over. Multiple evening events are provided during the year for students and parents to learn curriculum, standards, and address skills.
>
> **School Improvement Goal(s) that support the Initiative**: Reading Goals 1-8, Math Goals 1-8, Writing Goals 1-4, and Science Goals 1-4

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):** English Estates provides multiple supports to students of all needs. Odyssey of the Mind and Robotics club are provided for interested high achieving students. Drug, Violence and Safety Class is on the specials rotation provided by The Grove. The Grove also provides our students with an Alpha teacher who meets with small groups on topics ranging from bullying to anger management and grief. Fast Forward is provided as a Tier III intervention after school. Mentors are also used extensively.
>
> **School Improvement Goal(s) that support the Initiative**: Discipline Goals 1 and 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):** English Estates offers multiple professional learning activities for various needs throughout the year as shown in the professional development plan portion of this document (pages 20-21). Funding for this professional development comes from district professional development funds or from school funds.
>
> **School Improvement Goal(s) that support the Initiative(s)**: Reading Goals 1-8, Math Goals 1-8, Writing Goals 1-4, Science Goals 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): English Estates collaborates with the Voluntary PreK Department to offer VPK services on campus. Parents of VPK students are welcome to attend all WSE functions. FLKRS data is analyzed by the PreK Department and shared with administration. English Estates also has a VPK-ESE class that provides support to students who are pre school age with varying ESE needs.

School Improvement Goal(s) that support the Initiative(s): Reading Goals 1-8, Math Goals 1-8, Writing Goals 1-4

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): English Estates Elementary uses multiple strategies to communicate with parents (newsletters, marquee, SynerVoice, Skyward). It is encouraged that families volunteer to support the students in the classroom. English Estates continuously improves it's means of communication to parents and recently included Twitter and YouTube to the way parents receive information.

School Improvement Goal(s) that support the Initiative: Reading Goals 1-8, Math Goals 1-8. Writing Goals 1-4, Science Goals 1-4

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	19.2%	135/703	+30%	49.2%

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)
Provide more convenient opportunities for parents to sign up for parent portal	1	Time, Parent involvement	Administration	Annually	Monitoring registration	Im, or, tech
Teachers will update and maintain grades in skyward on a weekly basis	1	PD, Teacher Upkeep	Teacher	Annually	Monitoring updates	Im, 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.

Enter narrative for STEM goal:

English Estates participates in the Robotics and Odyssey of the Mind programs. English Estates will increase the number of students who participate in the Robotics and Odyssey of the Mind Programs as well as promote the program to minority sub groups. In previous years English Estates had no Minority Representation in this program. The promotion of the program through our High Achieving Classrooms we will increase this number significantly.

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)
Promote Odyssey of the Mind	Parent Involvement	Teacher, Administration	Annually	Monitoring Attendance	B, st, tech, t
Promote Robotics	Parent involvement	Teacher, Administration	Annually	Monitoring Attendance	B, st, tech, t
Increase Teacher Involvement in Odyssey of the Mind	Teacher Involvement	Administration	Annually	Monitoring Teacher Coaches	B, st, tech, t
Increase Teacher Involvement in Robotics	Teacher Involvement	Administration	Annually	Monitoring Teacher Coaches	B, st, tech, t

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

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

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

Enter narrative for CTE goal:

Students at English Estates are exposed to CTE through Standards based foundations instruction. This instruction includes but is not limited to math, science and technology. During instruction students are shown how real world application of these skills relates to what they are being taught. . English Estates promotes the participation of minority students in these programs by assessing those students' data and needs. The extension of these programs into the 4th grade (PRIMES) has increased the number of minority students participating in advanced classes.

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)
Offer PRIMES math for high achieving students	Maintaining rigor and student motivation	Teachers, Math Coach	Annually	FCAT, Chapter Tests, Common Assessments	B, st
Frequent hands-on science experiments K-5	Resources, Time, Funding	Teacher, Science Coach	Annually	Common Assessments, Observational Assessments, FCAT	B, or, im
Provide opportunities for instruction and the use of technology to support instruction	Resources	Teachers, ETF	Annually	Common Assessments, Project based evaluations	B, im, tech

ADDENDUM 8 – COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA) GOALS

Based on the analysis of 2011-2012 CELLA data, the following schools will need to complete CELLA goals:
Elementary schools: Idyllwilde, Pine Crest, Spring Lake and Wicklow
All middle schools except Chiles and Rock Lake
All high schools except Crooms, Journeys, and Oviedo

Identify and define areas in need of improvement in 2012-2013.

Goal #1: To increase the number of ELL students scoring proficient in the Listening and Speaking section of CELLA in 2012-2013
Goal #2: To increase the number of ELL students scoring proficient in the Reading section of CELLA in 2012-2013
Goal #3: To increase the number of ELL students scoring proficient in the Writing section of CELLA in 2012-2013

CELLA (All students)	Current	# of #	% +/-	Expected
1. Proficient in Listening & Speaking	44.6%	33/74	+5%	49.6%
2. Proficient in Reading	28.4%	21/74	+5%	33.4%
3. Proficient in Writing	27.0%	20/74	+5%	32.0%

Action Plan

Strategy	CELLA Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Increase student involvement in the classroom via mainstreaming	1-3	Teacher Articulation, time	Classroom Teacher, ESOL Teacher	Annually	FCAT, DA, CELLA	St, t
Increase teacher support facilitation	1-3	Teacher Articulation, time	Classroom Teacher, ESOL Teacher	Annually	FCAT, DA, CELLA	St, t
Increase teacher support via ESOL teacher	1-3	Teacher Articulation, time	Classroom Teacher, ESOL Teacher	Annually	FCAT, DA, CELLA	St, t
Promote parent involvement through Parents as Reading Partners	1-3	Parent Involvement, Communication	ESOL Teacher	Annually	Parent Involvement Numbers	Or, st
ESOL Adult Classes	1-3	Parent involvement, Communication, Transportation	ESOL Teacher, District	Annually	Parent Involvement Numbers	Or, st
Imagination Station	1-3	Technology, time	ESOL Teacher	Annually	FCAT, DA, CELLA	St, tech

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

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

READING AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	**57**	**66**	**64**	**68**	**71**	**75**	**79**
American Indian							
Asian	90	77	92	93	93	94	95
Black/African-American	40	56	50	55	60	65	70
Hispanic	45	56	54	59	63	68	73
White	66	77	72	75	77	80	83
English Language Learners	33	31	44	50	55	61	67
Students with Disabilities	27	23	39	45	51	57	64
Economically Disadvantaged	52	58	60	64	68	72	76

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	**48**	**59**	**57**	**61**	**65**	**70**	**74**
American Indian							
Asian	70	85	75	78	80	83	85
Black/African-American	29	48	41	47	53	59	65
Hispanic	37	48	48	53	58	63	69
White	59	68	66	69	73	76	80
English Language Learners	17	31	31	38	45	52	59
Students with Disabilities	25	32	38	44	50	56	63
Economically Disadvantaged	39	51	49	54	59	64	70

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
John Welch	10/8/12	Dianne Johnson	10/9/12		
INSTRUCTIONAL		Robyn Hagerty	10/11/12		
Chris Mulholland	10/8/12				
		Joe Smirti	10/11/12		
Leslee Mendez	10/9/12				
		Jennifer Smirti			
Nancy Gibbons	10/10/12				
		Carmen Velasquez			
NON-INSTRUCTIONAL					
Cheryl Garber	10/8/12				