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.

Rainbow Elementary School

School Improvement Plan 2012-2013

TABLE OF CONTENTS

TABLE OF CONTENTS continued

EVALUATION OF SCHOOL IMPROVEMENT PLAN
2011-2012

Reading Goals (accountability group)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Level 3+		92.2%	2.8%	95%	80.7%	N
High standards Level 4+		69.3%	5.7%	75%	56.6%	N
Proficiency Level 3+ in AYP subgroups						
	White	94.2%	.8%	95%	82.5%	N
	Black	100%	N/A	100%	57.1%	N
	Hispanic	80%	3%	83%	72.5%	N
	ELL	60%	5%	65%	52.9%	N
	SWD	87.5%	2.5%	90%	57.7%	N
	ED	81.4%	1.6%	83%	67.3%	N
Learning Gains		81.8%	4.2%	86%	78.9%	N
Lowest 25% making Learning Gains		82.6%	2.4%	85%	72.0%	N
Learning Gains Levels 4/5		90%	5%	95%	91.1%	N
Learning Gains in AYP subgroups						
	White	81.4%	4.6%	86%	80.5%	N
	Black	87.5%	4.5%	92%	70.0%	N
	Hispanic	78.7%	2.3%	81%	72.3%	N
	ELL	44.4%	5.6%	50%	77.8%	Y
	SWD	84.4%	4.6%	89%	77.6%	N
	ED	78.2%	3.8%	82%	77.3%	N

Math Goals (accountability group)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Level 3+		96.7%	1.3%	98%	86.1%	N
High standards Level 4+		76.5%	3.5%	80%	59.2%	N
Proficiency Level 3+ in AYP subgroups						
	White	97.7%	.3	98%	88.7%	N
	Black	100%	N/A	100%	71.4%	N
	Hispanic	90%	3%	93%	75.4%	N
	ELL	77.3%	2.7%	80%	47.1%	N
	SWD	94.1%	.9%	95%	71.8%	N
	ED	90%	3%	93%	72.7%	N
Learning Gains		77.3%	2.7%	78%	73.7%	N
Lowest 25% making Learning Gains		81%	4%	85%	59.5%	N
Learning Gains Levels 4/5		81.8%	5.2%	87%	85.1%	N
Learning Gains in AYP subgroups						

		White	77.6%	4.4%	82%	74.7%	N
		Black	87.5%	4.5%	92%	50.0%	N
		Hispanic	70.2%	2.8%	73%	72.3%	N
		ELL	55.6%	4.4%	60%	66.7%	Y
		SWD	75%	4%	79%	72.0%	N
		ED	69.1%	3.9%	73%	66.7%	N

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		96.5%	1.5%	98%	91.5%	N
High standards Score 6.0		13.2%	5.8%	19%	0.8%	N
Proficiency Score in AYP subgroups						
	White	96.1%	1.9%	98%	92.5%	N
	Black	100%	N/A	100%	66.7%	N
	Hispanic	95.2%	2.8%	98%	87.0%	N
	ELL	80%	3%	83%	100.0%	Y
	SWD	100%	N/A	100%	77.3%	N
	ED	95.2%	1.8%	98%	85.4%	N
High standards Score 6.0 in AYP subgroups						
	White	14.5%	4.5%	19%	0.0%	N
	Black	0%	4%	4%	0.0%	N
	Hispanic	9.5%	2.5%	12%	4.3%	N
	ELL	0%	3%	3%	0.0%	N
	SWD	33.3%	3.7%	37%	0.0%	N
	ED	4.8%	3.2%	8%	0.0%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		81%	5%	86%	85.2%	N
High standards Level 4+		35.8%	4.2%	40%	41.0%	Y
Proficiency Level 3+ in AYP subgroups						
	White	82.8%	4.2%	87%	86.4%	N
	Black	66.7%	3.3%	70%	85.7%	Y
	Hispanic	75%	4%	79%	72.7%	N
	ELL	100%	N/A	100%	60.0%	N
	SWD	50%	5%	55%	66.7%	Y
	ED	63.6%	3.4%	67%	70.0%	Y
High standards Level 4+ in AYP subgroups						
	White	38.4%	3.6%	42%	43.2%	Y
	Black	33.3%	3.7%	37%	0.0%	N
	Hispanic	15%	5%	20%	22.7%	Y
	ELL	0%	3%	3%	40.0%	Y
	SWD	33.3%	3.7%	40%	44.4%	Y
	ED	22.7%	3.3%	26%	33.3%	Y

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	35%	5%	40%	100.0%	Y
Performance in advanced coursework	100%	N/A	100%	97.0%	N

Discipline Goals		Male					Female				
	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)	Current%	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: ED	50%	25%	25%	35.7%	N	0%	0%	0%	0%	Y
Out-of-school suspensions (unduplicated) Subgroup: ED	25%	12%	13%	100%	N	0%	0%	0%	0%	Y

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	95.7%	.3%	96%	98.0%	Y
At-Risk students graduating or advancing with age-level peers	84%	3%	87%	96.9%	Y

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Chorus:					
White	48/84 51.1.%	0	57.1%		
Black	6/88 7.1%	0	7.1%		
Hispanic	11/84 13.1%	3.4%	16.5%	16.5%	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Enrollment of families in "Parent Portal in Skyward"	0%	90%	90%	49.2%	N

Goal Summary
Number of Goals Met: **18**
Number Not Met: **54**
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+		80.7%	301 / 373	1%	81.7%
2. Proficiency Level 3.0+ in subgroups:					
	White	82.5%	212 / 257	1%	83.5%
	Black	57.1%	8 / 14	1%	58.1%
	Hispanic	72.5%	50 / 69	1%	73.5%
	ELL	52.9%	9 / 17	1%	53.9%
	SWD	57.7%	41 / 71	1%	58.7%
	ED	67.3%	74 / 110	1%	68.3%
3. High Standards Level 4.0+		56.6%	211 / 373	1%	57.6%
4. Learning Gains		78.9%	194 / 246	1%	79.9%
5. Lowest 25% Making Learning Gains		72.0%	36 / 50	1%	73%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		32.9%	48 / 246	1%	33.9%
7. Learning Gains Levels 4/5		91.1%	133 / 146	1%	92.1%
8. Learning Gains in subgroups:					
	White	80.5%	136 / 169	1%	81.5%
	Black	70.0%	7 / 10	1%	71%
	Hispanic	72.3%	34 / 47	1%	73.3%
	ELL	77.8%	7 / 9	1%	78.8%
	SWD	77.6%	38 / 49	1%	78.6%
	ED	77.3%	58 / 75	1%	78.3%

Action Plan

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Analyze FCAT and Discovery Learning data to determine areas of strengths and weakness in reading.	1-8	Lack of data for students new to RES	Admin., Reading Coach, Teachers	On-going progress monitoring	FCAT, Discovery Learning, SRI	St, tech, sss, im, t
2. Provide Intervention for all groups in K-4. Monitor intervention groups.	1-8	Lack of personnel, resources, funding and scheduling/ time	Admin., Reading Coach, Teachers	On-going progress monitoring	FCAT, Discovery Learning, SRI	St, tech, sss, im, t
3. Provide the uninterrupted 90 minute reading block.	1-8	Lack of personnel, resources, funding and scheduling/ time	Admin., Reading Coach, Teachers	On-going progress monitoring	FCAT, Discovery Learning, SRI	St, tech, sss, im, t
4. Provide MTSS (Multi-Tiered System of Supports) support for Tiers 2 and 3 students.	1-8	Lack of personnel, resources, funding and scheduling/ time	Admin., Reading Coach, Teachers	On-going progress monitoring	FCAT, Discovery Learning, SRI	St, tech, sss, im, t
5. Implement Comprehension Toolkit strategies in grades 1-5	1-8	Lack of personnel, resources, funding and scheduling/ time	Admin., Reading Coach, Teachers	On-going progress monitoring	FCAT, Discovery Learning, SRI	St, tech, sss, im, t
6. Implement additional support in 3-5 grades for students working below grade level by hiring retired certified teachers to work with these students during the school day.	1-8	Lack of personnel, resources, funding and scheduling/ time	Admin., Reading Coach, Teachers	On-going progress monitoring	FCAT, Discovery Learning, SRI	St, tech, sss, im, t
7. Integrate Science and Social Studies as literature during the reading block.	1-8	Lack of personnel, resources, funding and scheduling/ time	Admin., Reading Coach, Teachers	On-going progress monitoring	FCAT, Discovery Learning, SRI	St, tech, sss, im, t
8. Teachers will study and discuss reading strategies, ie. intervention during their Professional Learning Communities.	1-8	Lack of personnel, resources, funding and scheduling/ time	Admin., Reading Coach, Teachers	On-going progress monitoring	FCAT, Discovery Learning, SRI	St, tech, sss, im, 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 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+		86.1%	321 / 373	1%	87.1%
2. Proficiency Level 3.0+ in subgroups:					
	White	88.7%	228 / 257	1%	89.7%
	Black	71.4%	10 / 14	1%	72.4%
	Hispanic	75.4%	52 / 69	1%	76.4%
	ELL	47.1%	8 / 17	1%	48.1%
	SWD	71.8%	51 / 71	1%	72.8%
	ED	72.7%	80 / 110	1%	73.7%
3. High Standards Level 4.0+		59.2%	221 / 373	1%	60.2%
4. Learning Gains		73.7%	182 / 247	1%	74.7%
5. Lowest 25% Making Learning Gains		59.5%	22 / 37	1%	60.5%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		29.2%	45 / 247	1%	30.2%
7. Learning Gains Levels 4/5		85.1%	131 / 154	1%	86.1%
8. Learning Gains in subgroups:					
	White	74.7%	127 / 170	1%	75.7%
	Black	50.0%	5 / 10	1%	51%
	Hispanic	72.3%	34 / 47	1%	73.3%
	ELL	66.7%	6 / 9	1%	67.7%
	SWD	72.0%	36 / 50	1%	73%
	ED	66.7%	50 / 75	1%	67.7%

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Analyze FCAT and Discovery Learning data to determine areas of strengths and weakness in math.	1-8	Lack of personnel, resources, funding and scheduling/ time	Admin., Teachers	On-going progress monitoring	FCAT, Discovery Learning	St, tech, sss, im, t
2. Differentiate instruction for math at all grade levels.	1-8	Lack of personnel, resources, funding and scheduling/ time	Admin., Teachers	On-going progress monitoring	FCAT, Discovery Learning	St, tech, sss, im, t
3. Implement Go Math! completely by using the curriculum maps at each grade level.	1-8	Lack of personnel, resources, funding and scheduling/ time	Admin., Teachers	On-going progress monitoring	FCAT, Discovery Learning	St, tech, sss, im, t
4. Make PRIMES available to eligible fourth and fifth graders.	1-8	Lack of personnel, resources, funding and scheduling/ time	Admin., Teachers	On-going progress monitoring	FCAT, Discovery Learning	St, tech, sss, im, t
5. Provide enrichment for high achievers at all grade levels.	1-8	Lack of personnel, resources, funding and scheduling/ time	Admin., Teachers	On-going progress monitoring	FCAT, Discovery Learning	St, tech, sss, im, t
6. Provide MTSS (Multi-Tiered System of Supports) support for Tiers 2 and 3 students.	1-8	Lack of personnel, resources, funding and scheduling/ time	Admin., Teachers	On-going progress monitoring	FCAT, Discovery Learning	St, tech, sss, im, t
7. Implement additional support in 3-5 grades for students working below grade level by hiring retired certified teachers to work with these students during the school day.	1-8	Lack of personnel, resources, funding and scheduling/ time	Admin., Teachers	On-going progress monitoring	FCAT, Discovery Learning	St, tech, sss, im, 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 4.0+		91.5%	118 / 129	1%	92.5%
2. Proficiency Score 4.0+ in subgroups:					
	White	92.5%	86 / 93	1%	93.5%
	Black	66.7%	2 / 3	1%	67.7%
	Hispanic	87.0%	20 / 23	1%	88%
	ELL	100.0%	4 / 4	N/A	100%
	SWD	77.3%	17 / 22	1%	78.3%
	ED	85.4%	35 / 41	1%	86.4%
3. High Standards Score 6.0		0.8%	1 / 129	1%	1.8%
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 93	1%	1%
	Black	0.0%	0 / 3	1%	1%
	Hispanic	4.3%	1 / 23	1%	5.3%
	ELL	0.0%	0 / 4	1%	1%
	SWD	0.0%	0 / 22	1%	1%
	ED	0.0%	0 / 41	1%	1%

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

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Analyze FCAT Writing to determine areas of strengths and weakness in writing.	1-4	Lack of personnel, resources, funding and scheduling/ time	Admin., Teachers	On-going progress monitoring	FCAT, Writing Prompts	St, tech, sss, im, t
2. Provide 6 + 1 Traits professional development.	1-4	Lack of personnel, resources, funding and scheduling/time	Admin., Teachers	On-going progress monitoring	Writing Prompts	St, tech, sss, im, t
3. Encourage the use of inter-rater reliability amongst the fourth grade teachers.	1-4	Lack of personnel, resources, funding and scheduling/time	Admin., Teachers	On-going progress monitoring	Writing Prompts	St, tech, sss, im, t
4. Invite Seminole County Writing Resources Teachers to visit our 3rd and 4th grade classroom and meet with the teachers during their PLC time to further the teacher's knowledge of writing and to share what they have learned about the expectations for the 2013 FCAT Writing assessment.	1-4	Lack of personnel, resources, funding and scheduling/time	Admin., Teachers	On-going progress monitoring	Writing Prompts	St, tech, sss, im, t
5. Provide daily writing opportunities for all students in grades K-5.	1-4	Lack of personnel, resources, funding and scheduling/time	Admin., Teachers	On-going progress monitoring	Writing Prompts	St, tech, sss, im, t
6. Implement additional support to 4th grade students struggling with the writing process by hiring retired certified teachers to work with these students during the school day	1-4	Lack of personnel, resources, funding and scheduling/time	Admin., Teachers	On-going progress monitoring	Writing Prompts	St, tech, sss, im, 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.

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+		85.2%	104 / 122	1%	86.2%
2. Proficiency Score 3.0+ in subgroups:					
	White	86.4%	70 / 81	1%	87.4%
	Black	85.7%	6 / 7	1%	86.7%
	Hispanic	72.7%	16 / 22	1%	73.7%
	ELL	60.0%	3 / 5	1%	61%
	SWD	66.7%	18 / 27	1%	67.7%
	ED	70.0%	21 / 30	1%	71%
3. High Standards Score 4.0+		41.0%	50 / 122	1%	42%
4. High Standards Score 4.0+ in subgroups:					
	White	43.2%	35 / 81	1%	44.2%
	Black	0.0%	0 / 7	1%	1%
	Hispanic	22.7%	5 / 22	1%	23.7%
	ELL	40.0%	2 / 5	1%	41%
	SWD	44.4%	12 / 27	1%	45.4%
	ED	33.3%	10 / 30	1%	34.3%

Action Plan

Strategy	Science Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Analyze FCAT data to identify areas of strengths and weaknesses.	1-4	Lack of personnel, resources, funding and scheduling/ time	Admin., Teachers	On-going progress monitoring	FCAT, Discovery Learning	St, tech, sss, im, t
2. Encourage teachers to take students through lesson using Science Fusion and SCPS Science Instructional Curriculum Plans.	1-4	Lack of personnel, resources, funding and scheduling/ time	Admin., Teachers	On-going progress monitoring	Discovery Learning	St, tech, sss, im, t
3. Invite Seminole County Science Resources Teachers to visit o RES classrooms and model lessons for the teachers. During their PLC time the Resource teacher will be asked to further the teacher's knowledge of science instruction and share the resources that are now available to enhance the science curriculum...	1-4	Lack of personnel, resources, funding and scheduling/ time	Admin., Teachers	On-going progress monitoring	Discovery Learning	St, tech, sss, im, t
4. Encourage the use of the AIMS materials to further the students' understanding of various science concepts through hands on activities.	1-4	Lack of personnel, resources, funding and scheduling/ time	Admin., Teachers	On-going progress monitoring	Discovery Learning	St, tech, sss, im, t
5. Utilize parent volunteers to participate in the Super Scientist program.	1-4	Lack of personnel, resources, funding and scheduling/ time	Admin., Teachers, parents	On-going progress monitoring	Discovery Learning	St, tech, sss, im, t
6. Offer the opportunity to teachers to be on the District TASK/LEAF force.	1-4	Lack of personnel, and scheduling/ time	Admin., Teachers	On-going progress monitoring	Discovery Learning	St,im, 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	100.0%	66/66	N/A	100%
2. Level of Performance	97.0%	64/66	1%	98%

Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Analyze FCAT Data and teacher recommendations to identify PRIME students.	PRIMES MATH Goals 1-2	Lack of Funding, Resources, Staff	Admin, Teachers	On-going progress monitoring	FCAT, DA Pre-Test	Im, or, tech, sss, b,
2. Implement SCPS PRIMES Instructional Plans to teach the PRIMES curriculum.	PRIMES MATH Goals 1-2	Lack of Funding, Resources, Staff	Admin, Teachers	On-going progress monitoring	FCAT, DA Pre-Test	Im, or, tech, sss, b,
3. Expand math enrichment by implementing the Cluster Gifted plan for 2012-13 to challenge high achievers in mathematics.	PRIMES MATH Goals 1-2	Lack of Funding, Resources, Staff	Admin, Teachers	On-going progress monitoring	FCAT, DA Pre-Test	Im, or, tech, sss, b,
4. Support Professional Development offered by our ESE Gifted teacher to help teachers better understand and identify the gifted student.	PRIMES MATH Goals 1-2	Schedules/time				Sss, im,tec

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)	AYP	50%	-25%
2. Out-of-school suspensions (unduplicated)	AYP	25%	-13%

Action Plan

Strategy	Discipline Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Implement Positive Behavior Support (PBS) as part of MTSS and all grade levels.	1-2	Schedules/time, Consistency, lack of available staff, Parents as positive role models.	Admin, Teachers, Guidance Counselor	On-going progress monitoring	Number of discipline referrals, bus referrals, cafeteria referrals, suspensions and repeat offenders	St, sss,b
2. Implement bus incentives and revisit bus procedures often.	1-2	On-going progress monitoring, Parents as positive role models.	Admin, Teachers, Guidance Counselor	On-going progress monitoring	Number of discipline referrals, bus referrals, cafeteria referrals, suspensions and repeat offenders	St, sss,b
3. Offer small group counseling to students needing support to defer their inappropriate behavior.	1-2	On-going progress monitoring, Parents as positive role models.	Admin, Teachers, Guidance Counselor	On-going progress monitoring	Number of discipline referrals, bus referrals, cafeteria referrals, suspensions and repeat offenders	St, sss,b

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	98.0%	767/783	1%	99%
2. At-Risk Promotion Level of Performance	96.9%	217/224	1%	97.9%

Action Plan

Strategy	Promotion/At-Risk Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Identify students at risk of retention early and begin intervention.	1-2	Funding, resources, staff	Admin, Guidance Counselor, Tchrs	On-going progress monitoring	FCAT, SRI, Discovery Learning	Sss, st, t, b, im, or
2. Provide MTSS for all Tier 2 and 3 students.	1-2	Funding, resources, staff	Admin, Guidance Counselor, Tchrs	On-going progress monitoring	FCAT, SRI, Discovery Learning	Sss, st, t, b, im, or
3. Provide additional support for students struggling in any/all curriculum areas.	1-2	Funding, resources, staff	Admin, Guidance Counselor, Tchrs	On-going progress monitoring	FCAT, SRI, Discovery Learning	Sss, st, t, b, im, or

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: Chorus	Ethnicity	7.1% Black	8 %
		16.5% Hispanic	16.5%

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)
Encourage 4th and 5th grade students to participate in extracurricular activities such as chorus throughout the year.	1	Funding, staff	Music Teacher	On-going progress monitoring	Enrollment Forms	b.im, or, st
Encourage students to be consistent with attendance on the required days of participation.	1	Funding, staff	Music Teacher	On-going progress monitoring	Enrollment Forms	b.im, or, st
Rotate groups of students through the different trimesters to involve more students in extracurricular activities, such as 3rd grade students	1	Funding, staff	Music Teacher	On-going progress monitoring	Enrollment Forms	b.im, or, st
Develop leadership skills through teamwork with various creative activities within the extracurricular activity	1	Funding, staff	Music Teacher	On-going progress monitoring	Enrollment Forms	b.im, or, st
Provide information to the parents through newsletters and the website.	1	Funding, staff	Teacher	On-going progress monitoring		b. or, st, tech

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 4th grade PRIMES classes.

School Defined Goal	Current	# of #-	% +/-	Expected
1. 5th grade students in Primes	33%	42/128	+17%	50%
2. 4th grade students in Primes	34%	43/125	+11%	45%

*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)
Use of 2012-2013 PRIMES Math Instructional Plans for 4th and 5th grade classes	None	Administration 4th and 5th grade teachers	On-going progress monitoring	FCAT, Discovery Learning	Im, or, tech, st,b
Provide training for 4th grade teachers using the PRIMES curriculum.	None	Administration 4th and 5th grade teachers	On-going progress monitoring	FCAT, Discovery Learning	Im, or, tech, st,b
Provide information about PRIMES for the parents through parent meetings, newsletter and the website.	Parent participation, Personnel	Administration 4th and 5th grade teachers	On-going progress monitoring	FCAT, Discovery Learning	Im, or, tech, st,b
Identify students scoring Level 4 or higher on FCAT	None	Administration 4th and 5th grade teachers	On-going progress monitoring	FCAT, Discovery Learning	Im, or, tech, st,b

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
Team Grading Standards	All Goals	Aug. 22	Instructional	All Instructional Personnel	56		Administration, Teachers
Book Studies/Training Comprehension ToolKit	All Goals	Aug. 29	Instructional	All Instructional Personnel – ALL Grade Level PLC's	56		Administration, Teachers, Reading Teacher
Progress Monitoring Reviewing Data Making Meaning	Reading Math Science	Sept. 12	Instructional, Reading Coach	All Instructional Personnel – ALL Grade Level PLC's	56		Administration, Teachers, Reading Coach, Guidance
Discovery Educational Reports	Reading Math	Oct. 3	Instructional, Reading Coach, Learning how to access the data in Discovery Learning	All Instructional Personnel	56		Administration, Teachers, Reading Coach, Guidance
Deliberate Practice – Marzano Strategies	All Goals	Oct. 10	Instructional, Reading Coach,	All Instructional Personnel	56		Administration, Teachers, Reading Coach, Guidance, Tech.
Marzano Updates – Scales and Goals Mark Rolewski (Walk Throughs)	Reading Math Science	Oct. 24	Instructional,	All Instructional Personnel	56		Administration, Teachers, Reading Coach, Guidance
K-2 ASD Strategies	All Goals	Oct. 31	Instructional, Providing awareness/strategies working with ASD students	ASD Instructional and K-2 Instructional	22		Administration, Teachers, District ESE Teacher
3-5 Science Probes	Science	Oct. 31	Instructional Science	Grades 3 – 5	18		Administration, Teachers, District Science Teacher
3-5 ASD Strategies	All Goals	Nov. 28	Instructional, Providing awareness/strategies working with ASD students	Grade 3-5	18		Administration, Teachers, District ESE Teacher,

K-2 Science Probes	Science	Nov. 28	Instructional Science	ASD Instructional and K-2 Instructional	22		Administration, Teachers, District Science Teacher
Book Studies - Marzano Data Review – Discovery Learning	Reading	Dec. 5 Dec. 12	Instructional	All Instructional Personnel – ALL Grade Level PLC's	56		Administration, Teachers
Kagan Strategies (Wellness Topic (Healthy Eating) if we receive the GRANT)	All Goals	Jan. 16	Instructional	All Instructional Personnel	56		Administration, Teachers
Book Studies – Marzano Strategies	Writing	Jan. 30	Instructional	All Instructional Personnel – ALL Grade Level PLC's	56		Administration, Teachers
Book Studies – Marzano Strategies	Reading Math	Feb. 13 Feb. 20	Instructional	All Instructional Personnel – ALL Grade Level PLC's	56		Administration, Teachers
Technology	All Goals	Mar. 6 Mar. 13	Instructional	Intermediate Primary	56		Administration, Teachers, Tech
MTSS – Multi-Tiered System of Support	All Goals	April 17 April 24	Instructional	Intermediate Primary	56		Administration, Teachers
Planning for the following year	All Goals	May 1	Instructional	All Instructional Personnel – ALL Grade Level PLC's	56		Administration, Teachers

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS
2011-2012

INCOME:

Original Allocation:	$745.00
Adjustment:	1,846.00
Carry Over:	1,308.68
Total Income:	$3,899.68

EXPENDITURES	ACTUAL COST	BALANCE	
		$3,899.68	Start with your beginning
Kagan	$893.00	$3,006.68	
Classroom Supplies	$807.45	$2,199.23	

CARRY OVER:

Total carry over for 2012-2013: $2,199.23

This carry over will be spent on Supplemental Social Studies Weekly Reading Materials for 2nd, 3rd, 4th, and 5th grade for the 2012 -2013 school year.

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*.

- Vickie Hallstrom, Principal
- Michelle Pisanni, Assistant Principal
- Carl Kidd, Guidance Counselor
- Taru Joshi, Gifted
- Marta Torre, ESOL

Vickie Lammer, Reading Teacher
Amy Quiroga, SLD
Stacey Densberger, School Psychologist

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?

MTSS Procedures:

Teacher fills out a form to request a meeting. The form includes student's name and the following data: previous school history, Various Assessment Results, areas of concern, list of modification and accommodations, and low tech assistive technology solutions. The teachers then turns the form into guidance. The Guidance Counselor schedules a meeting with the teacher and the MTSS Leadership Team. The teacher brings his/her data form to the meeting. The data is looked at very carefully by the team. Various suggestions, strategies and interventions are shared and discussed. A plan is then developed that is best suited to meet the needs of the student. If the interventions are unsuccessful, actions for further evaluations are put into place.

MTSS Meetings:

MTSS meetings take place each Friday.

Class coverage is provided to accommodate various schedules so the teacher can attend the meeting.

Teachers are asked to bring their up to date data notebook and intervention folder.

A follow-up meeting is held in 6 weeks.

Prior to the follow-up meeting the teacher, administration, guidance counselor and reading teacher meet to review the data and create the required graphs.

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

The MTSS Leadership team ensures that the needs of all students are met through interventions or referral for testing. The purpose of the 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 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 Leadership Team for review and consideration of additional interventions. The team will work with the school psychologist, social worker and school board nurse if the case requires their resources. Parent involvement will be critical. If the child fails to improve their behavior within a period of time, then through Student Study a student would be referred for Tier III and possible testing for special education. 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. Dialogue focuses on the instructional needs of the students and changes which might be necessary to increase student achievement. All students in Tier I

receive the core curriculum using differentiated instruction. If a student does not demonstrate proficiency they 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 specific period of time, then through Student Study a student would be referred for Tier III and possible testing for special educational services.

4. Describe the data source and data management system used to summarize tiered data for Reading, Mathematics, Science, Writing, and Behavior.
Students are progress monitored by the Literacy Support and classroom teachers. They compile data from observations, intervention groups and numerous academic assessments. In addition to data input of our Discipline Forms into our student record system, Skyward, teachers maintain individual records of parent contact and classroom consequences and referrals to the office.

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.
Students are closely monitored through the classroom teachers, SLD teacher, and Reading Teacher. We look at all areas of the child, beginning with the Discovery Data, FCAT Data, Writing Prompts, Interventions, Disciple referrals, and Teacher Observation, to name a few. We ask that teachers record their data and monitoring so when we have data meeting s and or Student Study meetings they can bring their data and it is organized and accessible. We provide differentiated instruction with all areas of the curriculum for these students struggling and/or working below grade level, as well as having them in intervention groups that are" fluid and flexible". We keep parents informed with face to face conferencing or telephone conferences. We encourage parents to take an active role in their child's education.

6. Describe the plan to train staff on MTSS.
At a scheduled Professional Development held in September, the MTSS process will be the focus for a school-wide training for all staff members. At this PD the MTSS process will be reviewed and elaborated on to help all staff members gain a better understanding of the complete MTSS process. The teachers will be trained on the new forms and the MTSS folders, data collection and how to organize it, timeline, screening and the referral process. Further support and training will be provided as needed throughout the year.

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).

Principal: Vickie Hallstrom   Assistant Principal: Michelle Pisani
Reading Teacher: Vickie Lammers   Guidance Counselor: Carl Kidd
Media Specialist: Patty Reilley

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

The LLT is often called in on conferences when a student is struggling with the reading process. If it is determined that the student needs to be brought to MMSS team or SST they often time are part of that meeting also. They analyze the data from Discovery Learning, FCAT, DA, SRI, looking for various patterns of strengths and weaknesses. They work with the classroom teachers, SLD teacher, to identify the intervention group that would best provide the support for the student. Each student is looked at individually. We do use a differentiated curriculum for our students who need support with the curriculum.

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

This year we are moving deeper into the use of the Curriculum Toolkits. Last year was the first year they were brought into Rainbow. The teachers who used them loved them and thought they supported the curriculum beautifully. They did spread the positive word so we have more people using them this year. Our goal is to get all of teachers on board using these wonderful resources that SCPS is providing for the teachers.

There was a drop in our 3rd, 4th, and 5th grade reading level on FCAT this past year. Thus, we are going to be analyzing data more closely this year as well as monitoring the curriculum and intervention groups to identify patterns in which we can strengthen the reading instruction across all curriculum areas. We will also be monitoring learning gains or lack of within our lowest 25% group. Discovery Learning will be a major help as we learn how to navigate it.

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.

The Rainbow Elementary staff is committed to high quality professional development in which the teachers will work in Professional Learning Communities where student learning is the primary focus. They will deepen their knowledge of the positive effectives of Reading Intervention Groups and through collaboration with each other, administration, the reading coach, and guidance, they will gain a better understanding as to how best teach their students in small groups to support the students' learning needs.

The Rainbow staff is just beginning to learn about Lesson Studies. The teachers first began working in Professional Learning Communities last year. This year they are embracing the time that they spend in PLC's. There is a lot of collaboration among the teachers and especially sharing ideas and learning from each other. They are currently analyzing the data from the FCAT and the data gathered from Discovery Learning to better tailor their instruction to fit the needs of their individual students.

Participants will continue to be engaged in thoughtful and compassionate discussions on shared topics/strategies. They will be encouraged to practice using the strategies in their classrooms to improve student achievement and academic growth. Administration will do Walk-Throughs to monitor the implementation of the various instructional strategies and teaching methods being offered. Teacher reflection will be encouraged to help them better align their instructional strategies to student achievement. Teacher feedback will be provided.

In addition, both K and 1st have been doing an in depth study of the Common Core Standards.

Administration will seek opportunities for the Rainbow staff to visit schools where Lesson Study is currently being practiced by their teachers.
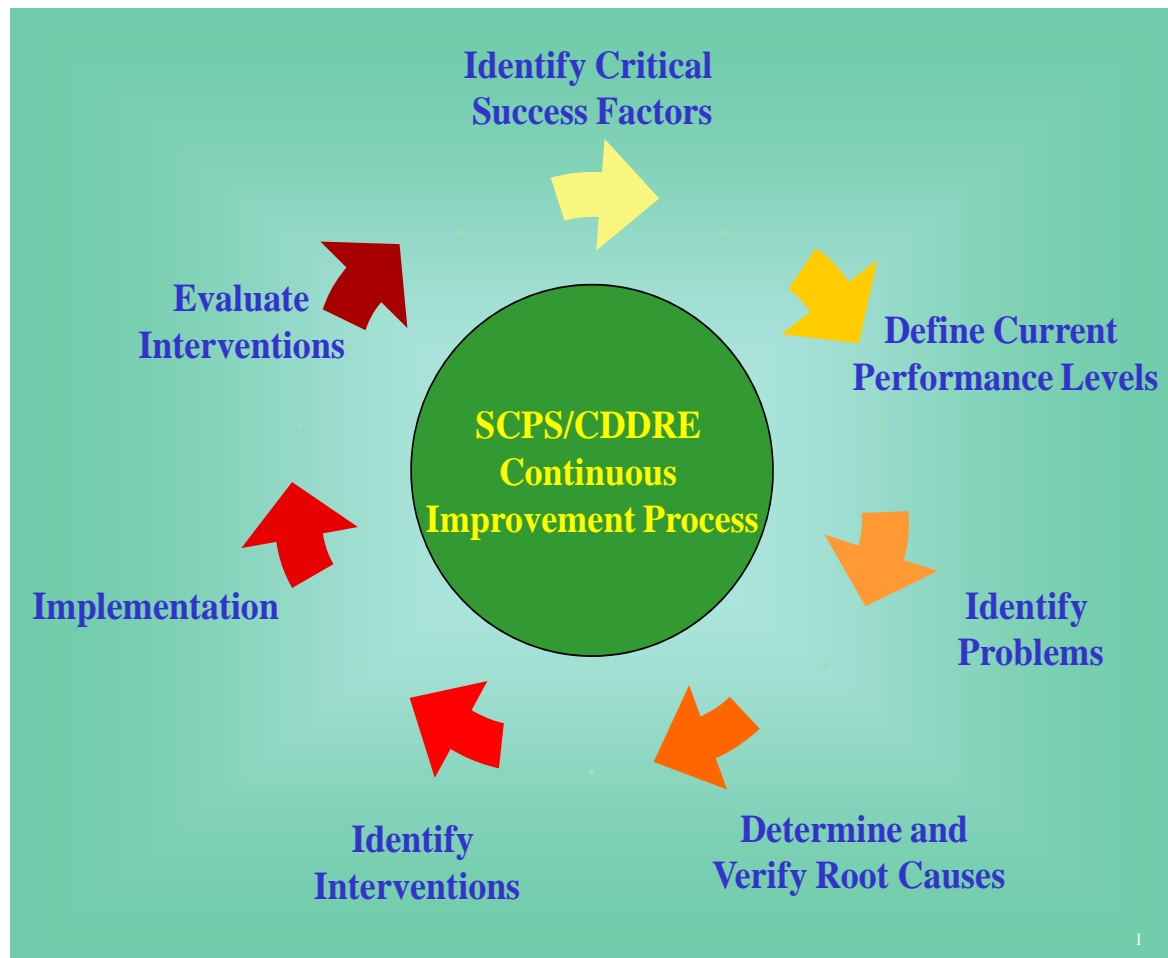
ADDENDUM 5 - PARENT INVOLVEMENT GOAL(S)

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	49.2%	379/771	10%	59.2%

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)
Promote Skyward Family Access for parents to view student information and grade reporting.	1	Parents not accessing the information	Secretary, FTE Bookkeeper	Mid-Year	Skyward Report	St, Tech
Provide Kindergarten parents with log-in and password instructions at their Kindergarten Open House Evening.	1	Parents not accessing the information	Secretary, FTE Bookkeeper	Mid-Year	Skyward Report	St, Tech
Provide parent new to the school throughout the year an opportunity to sign up for Family Access.	1	Parents not accessing the information	Secretary, FTE Bookkeeper	Mid-Year	Skyward Report	St, Tech

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

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

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

Enter narrative for STEM goal:

The STEM goal for Rainbow is to increase student/family awareness of the rigor and competiveness in the fields of Science, Technology, Engineering, Mathematics and Medicine. Through STEM educational opportunities such as the Robotics Club we will strive to offer students challenging academic experiences to ensure we are helping prepare students to successfully meet the college and career readiness expectations. In addition, they must also have the ability to work as a team and to be able to develop critical thinking skills that we believe can be developed through such clubs as the Robotics Club.
Rainbow began a Robotics club last year. There was only one teacher who took on the responsibility for the club. Therefore, our participation was limited. The students had the opportunity to build Robots, but they did not participate in local competitions. This year a teacher who has experience with the Robotics Club and the local competitions offered to take over the club. She will be bringing our student to the local competitions along with parents who have agreed to participate and support the club.

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)
Increase participation in Robotics Club for select fifth grade students.	Lack of Staff Time, Transportation	Administration, Teacher, Sponsor	Throughout the year	Teacher Feedback Student Feedback Attendance	B, st, tech
Solicit community volunteers to work with our Robotics Club.	Time Lack of volunteers	Administration, Teacher, Sponsor	Throughout the year	Teacher Feedback Student Feedback Attendance	B, st, tech

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

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

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

Enter narrative for CTE goal:

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

Rainbow invites community members from various business/career backgrounds to participate in SCPS Teach-In at our school in November.

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 is facilitated by the assistant principal	Time, budget, Community Participation, Staff	Administration, Teachers	End of Year	Lesson Plans Sign-In Sheets	b, st
Teachers and guest speakers share about various job/career opportunities in which a strong math and science foundation is required.	Time, budget, Community Participation, Staff	Administration, Teachers	End of Year	Lesson Plans Sign-In Sheets	b, st
Teachers and guest speakers also share about various job/career opportunities that do not require a 4 year college degree, but rather a technical degree/certification.	Time, budget, Community Participation, Staff	Administration, Teachers	End of Year	Lesson Plans Sign-In Sheets	b, st

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

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

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	**82**	**80**	**85**	**87**	**88**	**90**	**91**
American Indian							
Asian	86	92	88	90	91	92	93
Black/African-American	94	57	95	96	96	97	97
Hispanic	67	72	73	75	78	81	84
White	85	82	88	89	90	91	93
English Language Learners	36	53	47	52	57	63	68
Students with Disabilities	52	33	60	64	68	72	76
Economically Disadvantaged	65	68	71	74	77	80	83

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	**87**	**86**	**89**	**90**	**91**	**92**	**94**
American Indian							
Asian	95	92	96	96	97	97	98
Black/African-American	82	71	85	87	88	90	91
Hispanic	73	75	78	80	82	84	87
White	89	88	91	92	93	94	95
English Language Learners	71	47	76	78	81	83	86
Students with Disabilities	70	52	75	78	80	83	85
Economically Disadvantaged	70	73	75	78	80	83	85

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
Vickie Hallstrom	10/2/12	Joy Aviles	10/2/12		
		John Knight	10/2/12		
		Dena Brister	10/2/12		
INSTRUCTIONAL		Sandy Gotwalt	10/2/12		
Jennifer Smith	10/2/12				
		Breezi Erickson	10/2/12		
Taru Joshi	10/2/12				
		Natalia Joseph	10/2/12		
Kristina Seaman (Co Repr)	10/2/12				
		Tara Sloane	10/2/12		
Jacque Kormanicki (Co Repr)	10/2/12				
NON-INSTRUCTIONAL					
Marilyn Kirker	10/2/12				