

# *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.*



## **Jackson Heights Middle 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+		85.9%	+3%	88.9%	76.4%	N
High standards Level 4+		52.7%	+5%	57.7%	48.7%	N
Proficiency Level 3+ in AYP subgroups						
	White	88.8%	2%	90.8%	80.2%	N
	Black	66.7%	3%	69.7%	57.8%	N
	Hispanic	76.6%	3%	79.6%	68.0%	N
	ELL	22.2%	3%	25.2%	42.9%	Y
	SWD	100.0%	3%	100%	73.1%	N
	ED	71.2%	3%	74.2%	58.8%	N
Learning Gains		68.8%	3%	71.8%	69.5%	N
Lowest 25% making Learning Gains		71.4%	5%	76.4%	60.0%	N
Learning Gains Levels 4/5		62.5%	2%	64.5%	89.0%	Y
Learning Gains in AYP subgroups						
	White	69.9%	5%	74.9%	69.8%	N
	Black	60.2%	5%	65.2%	67.4%	Y
	Hispanic	70.2%	5%	75.2%	67.7%	N
	ELL	65.4%	5%	70.4%	67.9%	N
	SWD	69.1%	5%	74.1%	76.0%	Y
	ED	65.8%	5%	70.8%	65.7%	N

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		86.8%	+3%	89.8%	77.9%	N
High standards Level 4+		54.9%	+5%	59.9%	51.5%	N
Proficiency Level 3+ in AYP subgroups						
	White	89.9%	2%	91.1%	83.7%	N
	Black	70.5%	3%	73.5%	56.7%	N
	Hispanic	79.5%	3%	82.5%	62.2%	N
	ELL	50.0%	3%	53%	39.3%	N
	SWD	80.0%	3%	83%	72.0%	N
	ED	72.6%	3%	75.6%	59.5%	N
Learning Gains		79.0%	3%	81.8%	77.7%	N

Lowest 25% making Learning Gains		72.7%	5%	77.7%	66.8%	N
Learning Gains Levels 4/5		95.5%	2%	97.5%	91.9%	N
Learning Gains in AYP subgroups						
	White	80.2%	5%	85.2%	79.3%	N
	Black	77.5%	5%	82.5%	74.2%	N
	Hispanic	77.3%	5%	82.3%	70.6%	N
	ELL	76.9%	5%	81.9%	75.0%	N
	SWD	70.2%	5%	75.2%	77.5%	Y
	ED	72.9%	5%	77.9%	69.4%	N

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		90.0%	5%	95%	87.5%	N
High standards Score 6.0		6.7%	5%	11.7%	0.0%	N
Proficiency Score in AYP subgroups						
	White	92.7%	2%	94.7	89.3%	N
	Black	85.2%	2%	87.2%	75.9%	N
	Hispanic	76.9%	2%	78.9%	80.9%	N
	ELL	50.0%	5%	55.5%	66.7%	Y
	SWD	93.0%	2%	95%	75.0%	N
	ED	81.2%	2%	83.2%	75.7%	N
High standards Score 6.0 in AYP subgroups						
	White	7.0%	2%	9%	0.0%	N
	Black	NA	NA	NA	0.0%	
	Hispanic	3.8%	2%	5.8%	0.0%	N
	ELL	NA	NA	NA	0.0%	
	SWD		2%		0.0%	N
	ED	1.2%	2%	3.2%	0.0%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		69.0%	5%	74%	68.8%	N
High standards Level 4+		6.8%	3%	9.8%	22.3%	Y
Proficiency Level 3+in AYP subgroups						
	White	73.6%	5%	78.6%	73.2%	N
	Black	NA	NA	NA	53.6%	
	Hispanic	56.0%	5%	61.0%	50.0%	N
	ELL	NA	NA	NA	16.7%	
	SWD		5%		67.6%	
	ED	45.7%	5%	50.7%	50.9%	Y
High standards Level 4+ in AYP subgroups						

	White	7.4%	5%	12.4%	23.2%	Y
	Black	NA	NA	NA	17.9%	
	Hispanic	4.0%	5%	9%	13.0%	Y
	ELL	NA	NA	NA	0.0%	
	SWD		5%		43.7%	
	ED	1.2%	5%	6.2%	7.5%	Y

<b>Advanced Coursework Goals</b>	<b>Current</b>	<b>% +/-</b>	<b>Expected</b>	<b>Actual</b>	<b>Met (Y,N,P)</b>
Participation in advanced coursework	43%	5%	47%	44.1%	N
Performance in advanced coursework	100%	100%	100%	99.5%	N

<b>Discipline Goals</b>	<b>Current %</b>	<b>% +/-</b>	<b>Expected %</b>	<b>Actual %</b>	<b>Met (Y,N,P)</b>
Discipline referrals (duplicated)					
Subgroup:					
White	19%	3%	16%	19.30%	
Black	NA	NA	NA	259.92%	
Hispanic	26%	3%	23%	165.63%	
Male	NA	NA	NA	139.57%	
Female	NA	NA	NA	61.95%	
FRL	28%	3%	25%	169.26%	
ESE	49%	3%	46%	148.08%	
Out-of-school suspensions (unduplicated)	Populations %	Referral %	Over/Representation		
Subgroup:					
White	81.8%	15.8%	-66.0%		
Black	12.1%	31.6%	19.4%		
Hispanic	15.9%	26.3%	10.4%		
Male	49.0%	68.4%	19.4%		
Female	51.0%	31.6%	-19.4%		
FRL	31.1%	52.6%	21.5%		
ESE	21.3%	31.6%	10.3%		

<b>Graduation/On-Time Promotion/At-Risk Graduation Goals</b>	<b>Current</b>	<b>% +/-</b>	<b>Expected</b>	<b>Actual</b>	<b>Met (Y,N,P)</b>
Students graduating or advancing with age-level peers	99%	1%	100%	99.7%	N
At-Risk students graduating or advancing with age-level peers	100%	0%	100%	99.4%	N

<b>Extracurricular Activities Goal(s)</b>	<b>Current</b>	<b>% +/-</b>	<b>Expected</b>	<b>Actual</b>	<b>Met (Y,N,P)</b>
Reduce disparity in representation of AYP subgroups					
Activity and subgroup: ED	25%	2%	27%	NA	P

<b>School Defined Goal(s)</b>	<b>Current</b>	<b>% +/-</b>	<b>Expected</b>	<b>Actual</b>	<b>Met (Y,N,P)</b>
Increase student access and use of digital tools to improve learning opportunities.	Baseline		Baseline		P

**Goal Summary**

**Number of Goals Met: 11**

**Number Not Met: 47**

**Number Partially Met: 3**

# **CARRY OVER GOALS**

## **2012-2013**

### **Health/Fitness Objective:**

Jackson Heights Middle School will continue to provide parents and students with information regarding student health/fitness via a section of the school newsletter (Bobcat Tracks). JHMS was selected to participate in the Fuel Up to Play Grant. Students and staff will be given incentives for healthy eating and physical activity choices. Students and teachers will expand the use of Brain and Physical Activity Breaks in the classroom. JHMS will also continue to promote fitness by hosting the 2<sup>nd</sup> annual 5K run/walk. Nutritional awareness for students will be expanded through programs within the existing health studies programs in school. (i.e. Life Skills elective course, physical fitness courses, and science classes). JHMS will continue to recognize the National Walk to School Day event and host the school-wide event in November 2012. JHMS continues to work with Food Services to modify the student lunch menu with a pro-healthy, less fat/calories choice. JHMS has instituted three middle ball tournament events in lieu of after-school dances for all students to participate in on our campus.



## READING GOALS

Aligned with Strategic Plan System Initiative B

- Reading Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading**  
**Reading Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading**  
**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+		76.4%	855 / 1119	3.0	79.4%
2. Proficiency Level 3.0+ in subgroups:					
	White	80.2%	614 / 766	3.0	83.2%
	Black	57.8%	59 / 102	3.0	60.8%
	Hispanic	68.0%	117 / 172	3.0	71%
	ELL	42.9%	12 / 28	3.0	45.9%
	SWD	73.1%	171 / 234	3.0	76.1%
	ED	58.8%	194 / 330	3.0	61.8%
3. High Standards Level 4.0+		48.7%	545 / 1119	3.0	51.7%
4. Learning Gains		69.5%	744 / 1070	3.0	72.5%
5. Lowest 25% Making Learning Gains		60.0%	129 / 215	3.0	63%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		32.3%	173 / 1070	3.0	35.3%
7. Learning Gains Levels 4/5		89.0%	476 / 535	3.0	92%
8. Learning Gains in subgroups:					
	White	69.8%	512 / 734	3.0	71.8%
	Black	67.4%	64 / 95	3.0	70.4%
	Hispanic	67.7%	111 / 164	3.0	70.7%
	ELL	67.9%	19 / 28	3.0	70.9%
	SWD	76.0%	174 / 229	3.0	79%
	ED	65.7%	203 / 309	3.0	68.7%

**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. Improve the use of research based instructional strategies in the classroom.	Reading all goals	Training, Time	Teachers, Administration, District Curriculum Leaders	Ongoing	FCAT, Discovery Ed. Assessments,	IM, T
2. Continue administrative walk-through and progress monitoring tools to evaluate the teaching of reading. Monitor lesson plans closely to insure the incorporation of reading standards.	Reading all goals	Time, Prerequisite skills and background knowledge	Administration, Reading and Math Coaches	Ongoing	Focused walkthroughs by administration and reading coach to observe the frequency of (cooperative learning strategies, literacy in the content area, PBS, etc.)	B, T
3. Provide reading strategies to teachers in all courses to support reading in the content areas.	Reading all goals	Time, Training	Reading Coach	Ongoing	FCAT, Discovery Education,	B, T, ST
4. Continue supporting Level 1 and 2 students by placing them in appropriate reading classes as determined by State and District assessments.	Reading all goals	Training for Instructors, schedule changes during school year, time for high level coaching a fidelity checks	Administration, Reading coach, Reading teachers, AIP Teacher	Quarterly	FCAT, Discovery Education, Cycle Tests	B, ST

5. Provide peer tutoring and adult mentors to students with low performance in reading.	Reading Goal #5	Finding committed, quality volunteers	Teachers, Guidance counselors, Dividends, Reading Coach	Ongoing	Walkthrough with reading coach.	IM
6. Continue Lesson Study Cycles with Language Arts department teachers and ESE Facilitators.	All goals	Preparation time, follow up	Administration, Dept. chair, Teachers, ESE facilitators	Ongoing	FCAT, classroom assessments, Discovery Ed. Classroom data collection.	b.im
7. Improve teaching strategies targeting comprehension that includes predicting, student-generated questions, comprehension monitoring, summarizing, and story structure.	Reading All Goals	Time for staff development opportunities. Follow up to staff development	Teachers, Reading coach	Ongoing	Administrative Walkthroughs	B, ST
8. Utilize Marzano BAV strategies in Language Arts and Social Studies, including direct instruction, repetition, learning from context, and active student engagement.	Reading All Goals		A.P., Teachers, Reading coach, Department chair	Ongoing	Student notebook checks, walkthroughs	B, ST, T
9. Improve teaching strategies using writing as a crucial component to enhance reading comprehension.	Reading All Goals	Providing time to teachers to assess student writing accurately using a rubric.	Teachers, Reading Coach	On going	DA Writing Assessments	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.

## 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+		77.9%	873 / 1121	3	80.9%
2. Proficiency Level 3.0+ in subgroups:					
	White	83.7%	641 / 766	3	86.7%
	Black	56.7%	59 / 104	3	59.7%
	Hispanic	62.2%	107 / 172	3	65.2%
	ELL	39.3%	11 / 28	3	42.3%
	SWD	72.0%	170 / 236	3	75%
	ED	59.5%	197 / 331	3	62.5%
3. High Standards Level 4.0+		51.5%	577 / 1121	3	54.5%
4. Learning Gains		77.7%	833 / 1072	3	79.7%
5. Lowest 25% Making Learning Gains		66.8%	157 / 235	3	69.8%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		23.8%	135 / 1072	3	26.8%
7. Learning Gains Levels 4/5		91.9%	522 / 568	3	94.9%
8. Learning Gains in subgroups:					
	White	79.3%	583 / 735	3	82.3%
	Black	74.2%	72 / 97	3	77.2%
	Hispanic	70.6%	115 / 163	3	73.6%
	ELL	75.0%	21 / 28	3	78%
	SWD	77.5%	179 / 231	3	80.5%
	ED	69.4%	215 / 310	3	72.4%

**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. Implement Lesson Study Cycles with Math department teachers and ESE Facilitators.	All goals	Preparation time, follow up	Administration, Dept. chair, Teachers	Ongoing	FCAT, classroom assessments, Discovery Ed.	b.im
2. Continue special after-school tutorial program, called Math Marvels. This program is offered to any students, but highly encouraged to the parents of Level 1 and 2 students. The program is taught by JHMS math teachers with lessons being taught through cooperative learning and inquiry strategies.	All Goals	Getting students to staff after school, getting the word out to parents	Admin., Teachers	Continuous	Discovery Ed, in class assessments	B, IM, OR
3. Improve the use of research based instructional strategies in the classroom.	All Goals	Training, Time	Teachers, Administration, District Curriculum Leaders	Ongoing	FCAT, Discovery Ed. Assessments, EOC	IM, T
4. Continue student recognition of those students receiving straight A's on their report card through honor roll breakfasts, including invitations to parents.	All Goals		Admin., Guidance counselors			B
5. Implement an annual community program, Family Math Night, inviting parents to visit and learn helpful strategies to aid their children with mathematic expectations.	All Goals	Communication with parents and students, encouraging participating	Admin., teachers, Math coach, AIP Teacher		Number in attendance.	B, OR, ST
6. Provide access to computer labs before and after school to students to use FCAT explorer and FCAT Focus programs along with other quality Math software.	All Goals	Students who ride the bus	Admin., teachers, Math coach, ETF, AIP Teacher	Continuous	Classroom assessments, FCAT, Discovery Ed, EOC	B, SSS
7. Utilize peer coaching model to provide opportunities for both math teachers and coach to observe lessons performed by each other.	All Goals	Changing instructional mindset, learning from each other	Admin., Teachers, Math coach	Continuous		OR, ST, B

8. Improve math teaching strategies to include inquiry math, connected math curriculum, staff development, PLC's and monthly department meeting with A.P. in charge of math curriculum and math coach.	All Goals	Finding a time that all can attend.	Admin., Teachers, Math coach	Continuous		B, ST
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**RESOURCES:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

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

## MATH GOALS ALGEBRA END OF COURSE (EOC) EXAM

Aligned with Strategic Plan System Initiative B

(Middle and High School)

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

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

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

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

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

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

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

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

Math Goals 1 thru 8 (Algebra EOC)	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	93.8%	257 / 274	2	95.8%
2. Proficiency Level 3+ in subgroups:				
White	93.3%	210 / 225	2	95.3%
Black	90.9%	10 / 11	2	92.9%
Hispanic	94.7%	18 / 19	2	96.7%
ELL	100.0%	2 / 2	0	100%
SWD	95.7%	44 / 46	2	97.7%
ED	95.7%	45 / 47	2	97.1%
3. High standards 4+	55.8%	153 / 274	2	57.8%
4. Learning Gains	89.9%	240 / 267	2	91.9%
5. Lowest 25% making Learning Gains	100.0%	9 / 9	0	100%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	18.5%	31 / 168	2	20.5%
7. Learning Gains Levels 4/5	87.0%	167 / 192	2	89%
8. Learning Gains in subgroups:				
White	88.6%	195 / 220	2	90.6%
Black	100.0%	10 / 10	0	100%
Hispanic	88.9%	16 / 18	2	90.9%
ELL	100.0%	2 / 2	0	100%
SWD	93.5%	43 / 46	2	95.5%
ED	85.1%	40 / 47	2	87.1%

**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. Improve math instructional strategies with staff development, PLC's and monthly department meeting with A.P. in charge of math curriculum and math coach.	All Goals	Finding a time that all can attend.	Admin., Teachers, Math coach	Continuous	EOC, Discovery Ed.	B, ST
2. Encourage accelerated Math Students to join extracurricular Math Clubs and competitions to expand their depth of knowledge.	All Goals	Attendance, after school conflicts, time	Math Coach, Club Sponsors	Continuous	EOC, FCAT, Competition Results	B, IM, S
3. Utilize progress monitoring data to guide instruction.	All Goals	Time, Access	Teachers, Math Coach	Continuous	Discover Ed, EdInsight	OR, Tech
<p><b>RESOURCES:</b> 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)</p>						

\*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+		87.5%	337 / 385	3	90.5%
2. Proficiency Score 3.0+ in subgroups:					
	White	89.3%	251 / 281	3	92.3%
	Black	75.9%	22 / 29	3	78.9%
	Hispanic	80.9%	38 / 47	3	83.9%
	ELL	66.7%	4 / 6	3	69.7%
	SWD	75.0%	54 / 72	3	78%
	ED	75.7%	81 / 107	3	78.7%
3. High Standards Score 6.0		0.0%	0 / 385		
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 281	3%	3%
	Black	0.0%	0 / 29	3%	3%
	Hispanic	0.0%	0 / 47	3%	3%
	ELL	0.0%	0 / 6	17.5%	17.5%
	SWD	0.0%	0 / 72	3%	3%
	ED	0.0%	0 / 107	3%	3%

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

**Action Plan**

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Ensure fidelity to the standards based language arts district plan in the 7 <sup>th</sup> and 8 <sup>th</sup> grade Language Arts Classrooms.	All Goals	Materials, Time, PLC Time	Assistant Principal, Department Chairs	Ongoing	Common Assessments, Scales/Rubrics	T, IM
2. Expand after school tutorial program and recruit students who are in the lowest quartile to writing proficiency.	Goal 3	Finding teachers	Administration, Tutorial Teachers, AIP Teacher	Ongoing	Discovery Education, FCAT	B, ST
3. Expand writing instruction through the use of Creative Writing Course.	All Goals	Materials, Equipment	Creative Writing Teachers, Administration	Ongoing	Discovery Education, FCAT	
4. Provide 6 +1 training for new teachers, introducing strategies in the areas of reading, thinking, and writing connection	All Goals	Follow up to training	Reading Teachers, Reading coach	Ongoing	Discovery Education, FCAT	ST
5. Celebrate writing success. Encourage students to write, publish and display student writing.	All Goals	Location, Venue	Reading coach, teachers, club sponsors	Ongoing	Student displays and publications	B, IM, T
6. Recruit, encourage, and monitor minority students to take advanced level courses.	Goal 3 and 4	Getting all parties involved	Administration, Teachers, Guidance	Ongoing	FCAT	B, ST, T
7. Continue student recognition of those students receiving straight A's on their report card through honor roll breakfasts, including invitations to parents.	All Goals		Administration	Ongoing	Grades	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+		68.8%	263 / 382	3	71.8%
2. Proficiency Score 3.0+ in subgroups:					
	White	73.2%	205 / 280	3	76.2%
	Black	53.6%	15 / 28	3	56.6%
	Hispanic	50.0%	23 / 46	3	53.0%
	ELL	16.7%	1 / 6	3	19.7%
	SWD	67.6%	48 / 71	3	70.6%
	ED	50.9%	54 / 106	3	53.9%
3. High Standards Score 4.0+		22.3%	85 / 382	3	25.3%
4. High Standards Score 4.0+ in subgroups:					
	White	23.2%	65 / 280	3	25.2%
	Black	17.9%	5 / 28	3	20.9%
	Hispanic	13.0%	6 / 46	3	16%
	ELL	0.0%	0 / 6	3	3%
	SWD	43.7%	31 / 71	3	46.7%
	ED	7.5%	8 / 106	3	10.5%

**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. Monitor the incorporation of literacy strategies in the science content area.	All Goals	Teacher preparation	Administration, Reading coach, Dept. chair, Science Teachers	Ongoing	FCAT, Discovery Ed, classroom assessments	Im, sss
2. Encourage all students to participate in Science Fair, Robotics and SECME academic club.	All Goals	Lack of parental involvement, students motivation	Administration, Dept. chair, Guidance counselor, Teachers, Club Sponsors	On going	Grades, FCAT, participating in district science fair.	Tech, b
3. Provide FCAT science simulations for all grades and incentives for top performing students.	Goal 4		Administration, Literacy council, Reading coach	Ongoing	Grades	b, or
4. Encourage students to explore careers related to the field of science, hopefully creating interest and motivation in this subject.	All Goals	Lack of cultural awareness	Administration, Guidance counselor, Teachers	Ongoing		Tech, st
5. Continue training on the use of the inquiry method, critical thinking and Lesson Study in science.	All Goals	Preparation time, follow up	Administration, Dept. chair, Teachers	Ongoing	FCAT, classroom assessments, Discovery Ed.	b.im
6. Continue to concentrate on supervision of the science curriculum and NGSSS.	All Goals	Time	Administration	Ongoing	FCAT, classroom assessments, Discovery Ed.	St, or

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

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

## 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	44.1%	186/422	3	49.1%
2. Level of Performance	99.5%	185/186	.5	100%

### Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Recruit, encourage, and monitor all subgroups to take advanced classes beginning in the sixth grade (using a checklist)	All Goals	Lack of parent participation and understanding	Administration, Guidance counselors	Beginning of the year	Class Counts	IM, ST
2. Articulate with seventh grade students the importance of taking advanced level courses in eighth grade and high school.	All Goals	Student motivation, rigor	Administration, Guidance counselors, teachers	All year	Class Counts	SSS
3. Coordinate and collaborate with our seven elementary feeder schools to better educate and inform students/parents of the importance of taking advanced classes.	All Goals	Parent participation, getting information out to parents	Administration, Guidance counselor	All year	Grades, class counts	SSS
4. Inform parents and students of the self-selection enrollment policy for advanced classes that are available to students.	All Goals		Administration, Guidance counselor, Teacher	Beginning of the year	Class Counts	B, ST

## DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

**Discipline Goal #1: To reduce the disparity of the following subgroups (Ethnicity, ELL, SWD, ED) receiving disciplinary referrals (duplicated)**  
**Discipline Goal #2: To reduce the disparity of the following subgroups (Ethnicity, ELL, SWD, ED) receiving an out-of-school suspension (unduplicated)**

\*Each school should have at least one discipline goal for referrals and one goal for out-of-school suspensions. Additional goals may be added as needed.

Discipline Goals 1 and 2	Subgroup	Current %	Expected %
1. Discipline referrals (duplicated)	Black	25.5%	20%
2. Out-of-school suspensions (unduplicated)	Black	31.6%	25%

### 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. Establish special mentor program by pairing up staff members with Black students and repeat offenders.	All Goals	Identifying areas of weaknesses of students	Administration, Guidance counselors	All year	Grades, FCAT, Attendance, discipline referrals	B, st
2. Continue ROAR incentives for positive behavior choices.	All Goals	Budget, Time	MTSS Chair, Guidance Counselors, PBS Committee, AIP Teacher	All year	Discipline Data, Roar Bucks Collected	OR
3. Conference with parents of Black students and complete home visits if needed.	All Goals	Time, resources, parent transportation	Administration, Guidance counselors, Teachers, Dean, SRO, AIP Teacher	All year	Grades, FCAT, Attendance, discipline referrals	Tech, or
4. Provide appropriate training designed to address cultural differences and effective methods of instruction, classroom management, and discipline.	All Goals	Materials, training resources	Administration	All Year	Grades, FCAT, Attendance, discipline referrals	b. st

5. Identify areas of concern based on data analysis.	All Goals		Administration, Guidance counselors, Teachers	Quarterly	Skyward Discipline Reports	st
6. Utilize counseling of students, classroom-based consequences, and communication with parents when discipline issues arise with students, and detention programs.	All Goals	Lack of parent involvement with high risk students	Administration, Teachers, Dean, Guidance counselors	All Year	Grades, FCAT, Attendance, discipline referrals	st
7. Conduct multiple discipline assemblies for the student body throughout the year, reviewing the code of conduct, bullying, bus riding procedures, and overall school policies.	All goals	Budget	Administration, SRO, Dean	All year	Grades, FCAT, Attendance, discipline referrals	b. st
8. Continue to identify discipline referral patterns.	All goals		Administration, Dean, PBS committee	All year	Grades, FCAT, Attendance, discipline referrals	st

## ON-TIME PROMOTION GOALS

Aligned with Strategic Plan System Initiative A

(Elementary and Middle School)

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

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

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

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

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

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

On-time Promotion Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. On-time Promotion Level of Performance	99.7%	1174/1177	.3	100%
2. At-Risk Promotion Level of Performance	99.4%	349/351	.6	100%

### 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. Continue to provide teacher mentors to students who are identified as at risk.	All Goals		Dean, AIP Teacher, Guidance Counselors	Ongoing	Attendance, Grades	St, b
2. Provide after school tutorial with free transportation.	All Goals	Encouraging students to participating, getting them to stay afterschool	Administration, Dean, AIP Teacher	Ongoing	Grades	St,b
3. Continue to use student lunch time as tutorial for students who are at risk for failing a course.	All Goals	Time	Dean, Paraprofessionals, AIP Teacher	Ongoing	Grades, FCAT, Discovery Ed	St, tech, im
4. Support at risk students who are struggling by pulling them from electives for individual assistance.	All Goals	Attitude of Student, Teacher to Teacher Communication.	AIP Teacher	Ongoing	Grades, Attendance	B, tech



## 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:			
Beta	Black	NA	12.1%
SECME	Black	NA	12.1%
Cheerleading	Black	NA	12.1%
Cross-Country	Black	NA	12.1%
Track and Field	Black	NA	12.1%
Volleyball	Black	NA	12.1%

### 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)
1. Promote extracurricular activities in school newsletter, PTSA Facebook Page, School Webpage, Skyward and Call-Out system.	All Goals	On Time Posting, Student getting information home, technology	PTSA, Administration, Dean, Club Sponsors	Ongoing	Number of participants	Tech,b
2. Work with teachers to ensure that students with high grades participate in Beta club.	All Goals	Parental involvement	Sponsor, Administration	Ongoing	Number of participants	Batch, st
3. Provide meeting times and information to parents accurately and quickly to insure attendance.	All Goals	Busy school schedules	Administration, Sponsor	Ongoing	Number of participants	B,tech,st
4. Offer Beta Club meetings that are relevant to the lives of middle school students.	All Goals		Sponsor	Ongoing	Regular participation	im
5. Inform staff of all extracurricular activities so that they may encourage participation in their classrooms.	All Goals	Collection of up to date data	Administration	Ongoing	Number of participants	im

## 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:** Increase enrollment in ePathways

School Defined Goal	Current	# of #-	% +/-	Expected
Increase enrollment in ePathways	NA	39 of 1175	3%	7%

\*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)
1. Inform stakeholders of courses offered through ePathways	Budget	Tech. Facilitator, Administration	Continuous	Enrollment	B, im, st, tech
2. Promote ePathways in school newsletter, PTSA Facebook Page, School Webpage, Skyward and Call-Out system	Time, Getting the word out	Tech Facilitator, Administration	Continuous	Enrollment	Im, st, tech
3. Inform students of ePathways opportunities during course selections in the Spring.	Time, Lab Space, Budget	Tech Facilitator, Guidance Counselors, Administration	Continuous	Enrollment	B, im, tech

**PROFESSIONAL DEVELOPMENT PLAN**

PD Activity	SIP Goal #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants (e.g. PLC, subject, grade level, or school-wide)	# Anticipated Participants	# Actual Participants	Position(s) Responsible
PLC (Professional Learning Communities)	All Goals	Continuous	ED/Text Complexity/Reading Strategies/Curriculum Alignment	Instructional Staff	70	73	A.P., Dept. chair
Lesson Study	All Goals	Continuous	Student Learning	Science and Social Studies teachers	14	12	Lesson Study Facilitator
Content Support Team	All Goals	October	Improving Instruction	Science and Social Studies teachers	10	18	District Team
I Observation PLC	All Goals	October - December	Improving Instruction	All Instructional	70	73	Administrative Team
Text Complexity	All Goals	Continuous	Improving Textbook Reading	Reading Teachers	5	15	Reading Coach
Leaders of Learning	All Goals	Continuous	Improving Student Achievement Through Leadership	Leadership Team	10	8	Principal

# BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

**INCOME:**

Original Allocation:	1,180.00
Adjustment:	2790.32
Carry Over:	5443.51
<b>Total Income:</b>	<b>\$9413.83</b>

EXPENDITURES	ACTUAL COST	BALANCE
		9413083
Substitutes	\$421.12	8992.71
Tutorial Bus	0	
QSP Magazines	\$682.04	\$8310.67
Curriculum Guides	0	

} Start with your beginning

**CARRY OVER:**

Total carry over for 2012-2013:      \$8310.67

This carry over will be spent on:

- Providing after school tutorial/math marvel bus transportation.
- Providing substitute teachers for staff who are attending conferences, competitions, and field trips with students during school hours.
- Increasing instructional technology devices for JHMS students.
- Providing magazine subscriptions to students who are level 1 and 2 in reading

## ADDENDUM 1

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

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

1. **Identify the members of your school's *MTSS Leadership Team*.** Erin Lower, Phil Perrault, Kim Menard, Andrew Lorenz

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?**

The MTSS Team meets monthly as well as with individual student team meetings. The role of the coordinator is to assist teachers with identifying students who need behavior support as well as maintaining accurate records. Team members will contact and meet with parents to discuss interventions and monitor progress.

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

MTSS Leadership team created various action plans.

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

Discovery Education, Grades, Intensive Reading Tracking, parent conferences, and discipline referrals.

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.**

MTSS team will meet with PLC groups on an ongoing basis to update student data performance.

6. **Describe the plan to train staff on MTSS.**

MTSS team will work with PLC groups on an ongoing basis.

## 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). The members of the JHMS Literacy Leadership Team**

- Winston Bailey (Principal)
- Timothy Hurd (AP)
- Kim Menard (Reading coach)
- Beth Walters (LA department chair)
- Lamaris Santana (Reading Teacher)

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

The LLT meeting will be chaired by Reading coach, Kim Menard. After attending district meetings, the team will gather each month to discuss areas of concern and action plans. Current student data will be used to determine areas of strength and weakness.

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

The Major initiative of the LLT for the 2012-2013 school year will be to concentrate on the students who are in the lowest quartile and struggling with reading. . A PLC Center has been created to provide a space where student data is readily available and posted. This workspace highlights students who are most at risk and teaching strategies that are working with those students. The LLT will update that room and also highlight reading strategies that are research based.

## 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.**

Jackson Heights Middle School is one of two pilot SCPS Middle Schools that will continue the Lesson Study program during the 2012-2013 school year. The JHMS staff has two Lesson Study facilitators who have been actively involved in training and also observing lesson study in action at Seminole High School. The entire staff has been introduced to the lesson study process during 2011-2012 School year. From that meeting, the first groups were formed. Last year 5 Science Teachers completed 3 cycles of Lesson Study and 5 Language Arts Teachers completed 1 cycle. Both groups were involved in “Fishbowl” activities at Seminole High and Jackson Heights. For the 2012 – 2013, three additional Math groups will be added, making a total of 5 authentic Lesson Study groups at JHMS. ESE facilitators will be added to each Math Lesson Study groups. Additional Lesson Study Facilitators will be trained in house.

Science Group – Begin Year 2 – 3 cycles – 6 days

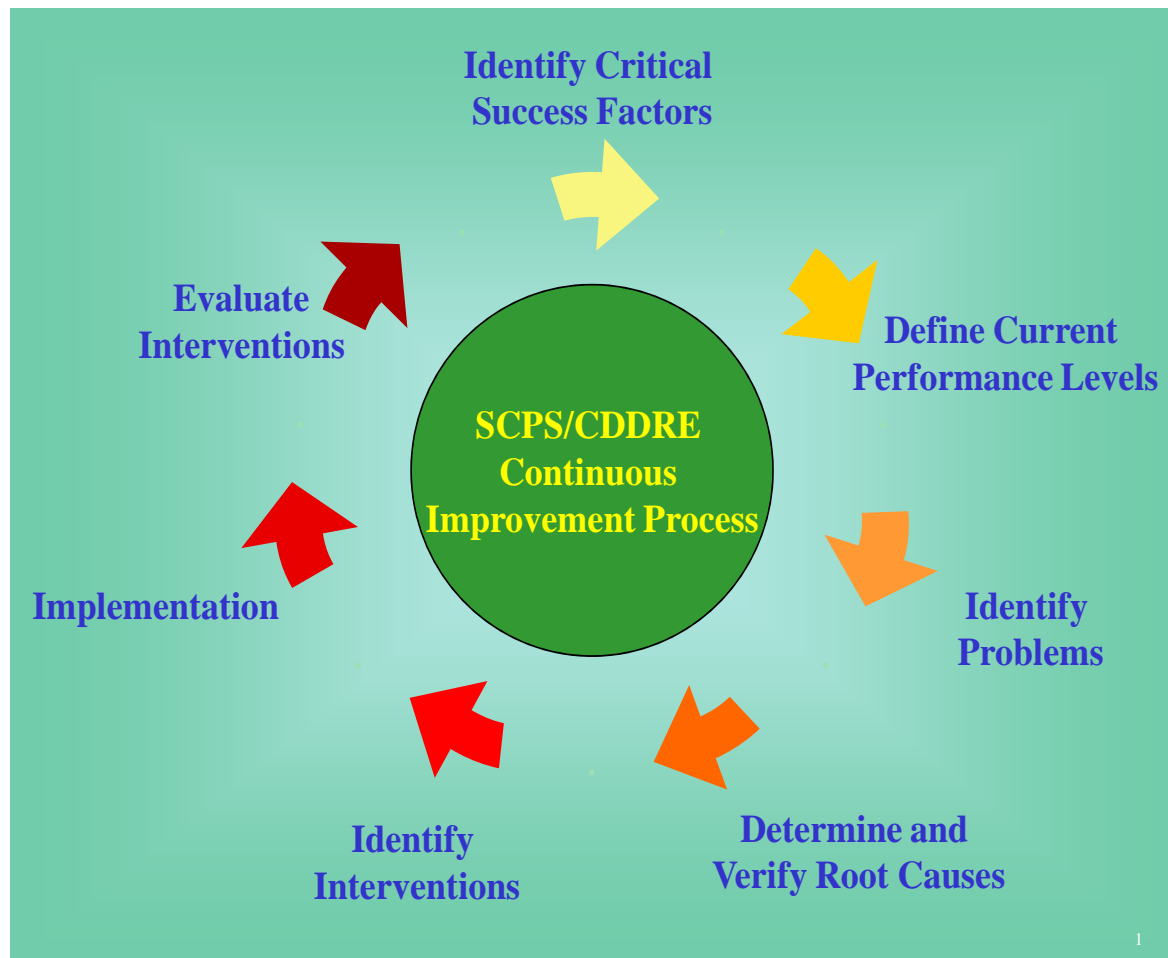
Language Arts – Begin Year 2 – 3 cycles – 6 days

Math 8<sup>th</sup> Grade – Begin Year 1 – 3 cycles – Fishbowl Science – 8 days total

Math 7<sup>th</sup> Grade – Begin Year 1 – 2 cycles – Fishbowl Language Arts – 6 days total

Math 6<sup>th</sup> Grade – Begin Year 1 – 1 cycle – Fishbowl 8<sup>th</sup> Math – 4 days total

Lesson study is one of the key initiatives for the 2012 -13 school year for improving instruction and student learning at JHMS.





## 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	71.5%	838/1172	8.5%	80%

### Action Plan

Strategy	Parent Involvement Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Register parents on the spot at school based activities.	Goal 1	Technology, Staff	Clerical Staff, Administration	Ongoing	Number Enrolled	Tech, T
2. Promote Family Access in school newsletter, PTSA Facebook Page, School Webpage, Skyward and Call-Out system	Goal 1	Time	PTSA, Dean, Administration, AIP Teacher	Ongoing	Number Enrolled	Tech, T

## 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:  
Include Science, engineering, technology and mathematics into the JHMS curriculum.

### Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Reestablish a SECME afterschool club.	Budget, Transportation	SECME Sponsor	Mid-year	Enrollment Numbers	B, tech, im
2. Initiate a Robotic afterschool club.	Budget, Transportation	Robotics Sponsor	Mid-year	Enrollment Numbers	B, tech, im
3. Participate in STEM night activities with cluster High Schools	Funding, promotion	Administration, Department Chairs Math and Science	End of Year	Participation	B, or, st
4. Invite High school STEM students into classrooms to promote STEM programs in the zoned high schools.	Transportation, time	Teachers, administration	End of Year	Participation	B, or

## 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 years.

Enter narrative for CTE goal: Students at JHMS will continue workforce related opportunities through courses such as, Journalism, Graphic Design, Computer Applications, Life Skills and Speech and Debate. Several extracurricular activities will also continue to support workforce opportunities such as Green Team, ROTC, SECME and Robotics.

**Action Plan**

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Continue workforce related opportunities through courses such as, Journalism, Graphic Design, Computer Applications, Life Skills and Speech and Debate	Staffing, Budget, Student Interest, Facilities	Teachers, Administration	End of Year	Participation	B, tech,
2. Continue extracurricular activities that support workforce opportunities such as Green Team, ROTC, SECME and Robotics.	Staffing, Budget, Student Interest, Facilities	Teachers, Administration	End of Year	Participation	B, 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	69.6%	16/23	3%	72.6%
2. Proficient in Reading	47.8%	11/23	3%	50.8%
3. Proficient in Writing	52.2%	12/23	3%	55.2%

### 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)
1. Continue administrative walk-through and progress monitoring tools to evaluate the use of ESOL strategies in reading and writing in all classrooms.	Goals 2 and 3	Time, Prerequisite skills and background knowledge	Administration, Reading and Math Coaches	Ongoing	Focused walkthroughs by administration and reading coach	B, T
2. Monitor lesson plans closely to insure the incorporation of reading and writing accommodations with ELL students.	All Goals	Time	Administration	Ongoing	Online Lesson Plans, Teacher Notebooks/Portfolios	Or, tech

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

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

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

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

<b>READING AAAMO</b>	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	<b>77</b>	<b>76</b>	<b>81</b>	<b>83</b>	<b>85</b>	<b>87</b>	<b>89</b>
American Indian							
Asian	85	82	88	89	90	91	93
Black/African-American	50	58	58	63	67	71	75
Hispanic	61	68	68	71	74	77	81
White	82	80	85	87	88	90	91
English Language Learners	15	43	29	36	43	50	58
Students with Disabilities	44	50	53	58	63	67	72
Economically Disadvantaged	55	59	63	66	70	74	78

<b>MATH AAAMO</b>	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	<b>78</b>	<b>78</b>	<b>82</b>	<b>84</b>	<b>85</b>	<b>87</b>	<b>89</b>
American Indian							
Asian	80	82	83	85	87	88	90
Black/African-American	49	57	58	62	66	70	75
Hispanic	63	62	69	72	75	78	82
White	85	84	88	89	90	91	93
English Language Learners	39	39	49	54	59	64	70
Students with Disabilities	51	48	59	63	67	71	76
Economically Disadvantaged	56	59	63	67	71	74	78

**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.

<b>ADMINISTRATOR</b>	<b>DATE</b>	<b>PARENT/COMMUNITY</b>	<b>DATE</b>	<b>PARENT/COMMUNITY</b>	<b>DATE</b>
Winston Bailey	9/11/12	Kristi Borrazzo	9/11/12	Leslie Kleeb	9/11/12
<b>INSTRUCTIONAL</b>					
Diana Amend	9/11/12	Terry Davidson	9/11/12	Andy Williams	9/11/12
Jacob Falk	9/11/12	Amy Gipson	9/11/12		
Barbra Lloyd	9/11/12	Tammi Kingsland	9/11/12		
<b>NON-INSTRUCTIONAL</b>					
Suzon Luke	9/11/12				