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.

Midway Elementary School

School Improvement Plan 2012-2013

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EVALUATION OF SCHOOL IMPROVEMENT PLAN
2011-2012

Reading Goals (accountability group)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Level 3+		71.4%	14.6%	86%	51.0%	N
High standards Level 4+		41.3%	4.7%	46%	27.2%	N
Proficiency Level 3+ in AYP subgroups						
	White	89.4%	2.6%	92%	70.0%	N
	Black	55.2%	10%	65.2%	35.1%	N
	Hispanic	85.4%	1.6%	87%	67.9%	N
	ELL	72.7%	2.3%	75%	27.3%	N
	SWD	50.0%	25%	75%	51.5%	N
	ED	66.8%	13.2%	80%	44.2%	N
Learning Gains		62.2%	7.8%	70%	59.7%	N
Lowest 25% making Learning Gains		47.9%	12.1%	60%	52.0%	N
Learning Gains Levels 4/5		64.0%	3%	67%	92.0%	Y
Learning Gains in AYP subgroups						
	White	64.6%	4.4%	69%	63.8%	N
	Black	53.3%	11.7%	65%	55.6%	N
	Hispanic	75.0%	5%	80%	66.7%	N
	ELL	63.6%	4.4%	68%	57.1%	N
	SWD	50.0%	10%	60%	52.9%	N
	ED	59.7%	5.3%	65%	55.9%	N

Math Goals (accountability group)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Level 3+		70.6%	15.4%	86%	50.3%	N
High standards Level 4+		37.3%	7.7%	45%	26.5%	N
Proficiency Level 3+ in AYP subgroups						
	White	84.8%	4.2%	89%	74.3%	N
	Black	55.2%	10%	65.2%	31.1%	N
	Hispanic	83.3%	4.7%	88%	66.0%	N
	ELL	63.6%	4.4%	68%	27.3%	N
	SWD	83.3%	4.7%	88%	51.5%	N
	ED	65.8%	10%	75.8%	42.5%	N
Learning Gains		59.3%	4.7%	64%	67.3%	Y
Lowest 25% making Learning Gains		47.8%	12.2%	60%	58.0%	N

Learning Gains Levels 4/5		45.0%	5%	50%	94.5%	Y
Learning Gains in AYP subgroups						
	White	68.8%	2.2%	71%	76.6%	Y
	Black	52.2%	4.8%	57%	59.3%	Y
	Hispanic	59.5%	4.5%	64%	75.8%	Y
	ELL	50.0%	5%	55%	85.7%	Y
	SWD	50.0%	5%	55%	64.7%	Y
	ED	54.0%	6%	60%	64.0%	Y

Writing Goals (accountability group)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Score		64.5	5.5%	70%	73.9%	Y
High standards Score 6.0		0.0	5%	5%	0.0%	N
Proficiency Score in AYP subgroups						
	White	90.9	1.1%	92%	74.1%	N
	Black	50.0	10%	60%	68.2%	Y
	Hispanic	76.5	4.5%	81%	80.0%	N
	ELL	50.0	10%	60%	66.7%	Y
	SWD	0%	0%	0%	52.2%	Y
	ED	59.2	4.8%	64%	70.8%	Y
High standards Score 6.0 in AYP subgroups						
	White	0.0%	5%	5%	0.0%	N
	Black	0.0%	5%	5%	0.0%	N
	Hispanic	0.0%	5%	5%	0.0%	N
	ELL	0.0%	5%	5%	0.0%	N
	SWD	0.0%	0%	0%	0.0%	N
	ED	0.0%	5%	5%	0.0%	N

Science Goals (ES and MS accountability groups)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Level 3+		60.0%	10%	70%	45.6%	N
High standards Level 4+		18.7%	4.3%	23%	12.6%	N
Proficiency Level 3+in AYP subgroups						
	White	90.0%	2%	92%	92.0%	Y
	Black	30.3%	9.7%	40%	17.5%	N
	Hispanic	76.5%	2.5%	79%	63.2%	N
	ELL	50.0%	10%	60%	33.3%	N
	SWD	100.0%	0%	100%	57.7%	N
	ED	54.2%	4.8%	59%	40.7%	N
High standards Level 4+ in AYP subgroups						
	White	40.0%	10%	50%	36.0%	N

Black	0.0%	10%	10%	1.8%	N
Hispanic	23.5%	6.5%	30%	10.5%	N
ELL	50.0%	5%	55%	0.0%	N
SWD	50.0%	0%	50%	15.4%	N
ED	16.9%	3.1%	20%	9.3%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	38%	7%	45%	94.7%	Y
Performance in advanced coursework	86%	4%	90%	100.0%	Y

Discipline Goals	Male					Female				
	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)	Current%	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: Black & Hispanic	20%	44/218	-5%	15%	N	.08%	17/218	0%	.08%	Y
Out-of-school suspensions (unduplicated) Subgroup: Black & Hispanic	75%	15/20	-5%	70%	N	25%	5/20	-5%	20%	Y

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	90%	2%	92%	96.1%	Y
At-Risk students graduating or advancing with age-level peers	88%	2%	90%	95.0%	Y

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup:					
Safety Patrols (Blacks and Hispanics) 43 Total	51%	+10	50%	51.0%	Y
MW News Crew (Blacks and Hispanics)	11%	+14%	25%	71.0%	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
To have 100% parental participation with Skyward Family Access	0%	100%	100%	40%	N

Goal Summary
Number of Goals Met: __24__
Number Not Met: __50__
Number Partially Met: __0__

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+		51.0%	150 / 294	21%	72.0%
2. Proficiency Level 3.0+ in subgroups:					
	White	70.0%	49 / 70	10%	80.0%
	Black	35.1%	53 / 151	10%	45.1%
	Hispanic	67.9%	36 / 53	10%	77.9%
	ELL	27.3%	3 / 11	10%	37.3%
	SWD	51.5%	35 / 68	10%	61.5%
	ED	44.2%	106 / 240	10%	54.2%
3. High Standards Level 4.0+		27.2%	80 / 294	10%	37.2%
4. Learning Gains		59.7%	117 / 196	10%	69.7%
5. Lowest 25% Making Learning Gains		52.0%	26 / 50	10%	62.0%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		36.0%	18 / 196	10%	46.0%
7. Learning Gains Levels 4/5		92.0%	46 / 50	5%	97.0%
8. Learning Gains in subgroups:					
	White	63.8%	30 / 47	10%	73.8%
	Black	55.6%	60 / 108	10%	65.6%
	Hispanic	66.7%	22 / 33	10%	76.7%
	ELL	57.1%	4 / 7	10%	67.1%
	SWD	52.9%	27 / 51	10%	62.9%
	ED	55.9%	90 / 161	10%	65.9%

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)
Implement core, research-based 90-minute Reading Instruction for grades 3rd – 5th , at the refined level utilizing moderate to high levels of cognitive complexity comprehension questions.	Goals 1 – 8	Teacher training for higher level questions.	Administration Facilitator Reading Coach Teachers	Ongoing	Administration walk-through, grade level curriculum plan, Discovery Ed data, FCAT data	im, or, t
Utilize and analyze Common Assessment data to plan instruction for students.	Goals 1 – 8	Time Lack of teacher knowledge of how to adjust instruction.	Administration Facilitator Reading Coach Teachers	Quarterly	Discovery Ed drill down report, Interactive Item Summary, Other assessments, lessons plans,	t. or
Implement the Seminole County Monitoring and Assessment Protocol.	Goals 1 – 8	Time	Administration Facilitator Reading Coach Teachers	Baseline, Mid-year and end of year	Discovery Ed, FAIR, PSI	im, st, t
Expand intervention and acceleration materials in Reading Resource Room to correlate with the five components of reading.	Goals 1 – 8	Amount of resources Funding	Administration Facilitator Reading Coach Teachers SAC	Ongoing	Check-out system to monitor usage	b ,im, or, st, t
Establish fluid intervention groupings for skill remediation and enrichment.	Goals 1 – 8	Time for PD Resource material	Administration Facilitator Reading Coach Teachers	Ongoing	District Assessments Administration walkthrough Discovery Education progress monitor Cold Read	im, or, t
Build comprehension skills in grades 3-5 by utilizing components of the 3rd, 4th and 5th grade Seminole County Toolboxes.	Goals 1 – 8	Lack of student engagement Resources	Administration Facilitator Reading Coach Teachers	Ongoing	Bi-weekly Benchmark assessments, Student data notebooks, lesson plans, Discovery Ed Data	im, or, t

Incorporate Kagan cooperative learning strategies.	All Reading Math Science and Writing Goals	Funding for additional PD Consistent implementation by teachers	Administration Facilitator Reading Coach Teachers	Ongoing	Training, Classroom walk-through,	b, t, im
Provide an FCAT Parent Night.	All Reading Math Science and Writing Goals	Lack of parent participation.	Administration Facilitator Reading Coach Parents Teachers	January	Sign-In Sheets, Feedback from Survey	TI, or
Provide students with remediation opportunities before, during and/or after school hours.	All Reading, Math Science and Writing Goals	Transportation Funding	Administration Facilitator Reading Coach Math Coach Parents Teachers	Ongoing, Oct - May	Homework Help, SES tutorial services, Attendance, Progress monitoring	b, st, im
Reinforce instruction by incorporating 21st Century skills.	All Reading Math Science and Writing Goals	Time for PD	Administration ETF Teachers	Ongoing	Administration walk-through, lesson plans	tech, or, t
Integrate Artful Learning Arts Based Skills and Strategies into all curricular areas.	All Reading, Math, Science, and Writing Goals	Time for PD and support New Teacher implementation	Administration Facilitator Reading Coach Teachers	Ongoing	Administration walk-through, hallway displays, lesson plans	im, t
Differentiated reading instruction for skill mastery based on data.	Goals 1 – 8	Time for PD Resource material	Administration Facilitator Reading Coach Teachers	Ongoing	DRAs, PMAs, Discovery Ed. Reading Scales, SRI	b ,im, or, t

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

 *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+		50.3%	148 / 294	10%	60.3%
2. Proficiency Level 3.0+ in subgroups:					
	White	74.3%	52 / 70	10%	84.3%
	Black	31.1%	47 / 151	10%	41.1%
	Hispanic	66.0%	35 / 53	10%	76.0%
	ELL	27.3%	3 / 11	10%	37.3%
	SWD	51.5%	35 / 68	10%	61.5%
	ED	42.5%	102 / 240	10%	52.5%
3. High Standards Level 4.0+		26.5%	78 / 294	10%	36.5%
4. Learning Gains		67.3%	132 / 196	10%	77.3%
5. Lowest 25% Making Learning Gains		58.0%	29 / 50	10%	68.0%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		58.2%	32 / 196	10%	68.2%
7. Learning Gains Levels 4/5		94.5%	52 / 55	5%	99.5%
8. Learning Gains in subgroups:					
	White	76.6%	36 / 47	10%	86.6%
	Black	59.3%	64 / 108	10%	69.3%
	Hispanic	75.8%	25 / 33	10%	85.8%
	ELL	85.7%	6 / 7	10%	95.7%
	SWD	64.7%	33 / 51	10%	74.7%
	ED	64.0%	103 / 161	10%	74.0%

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Provide an uninterrupted math block equal to 60 minutes for grades 1-5.	Goals 1 – 8	Scheduling conflicts	Administration	Daily	FCAT Data, Discovery Ed, Go Math assessments Chapter Test	st
Utilize intervention and support material from the Go Math! textbook series.	Goals 1 – 8	Teacher training Time for PD	Administration Math Coach Teachers	Ongoing	Teachers will include specific Go Math! Strategies in their weekly lesson plans Thinkgate data, Chapter Test, Show what you know	b,or, t
Facilitate the usage of DOE FCAT Explorer and Success Maker Lab in the appropriate grade levels.	Goals 1 – 8	Scheduling Time for PD Lack of teacher interest	Administration Math Coach Teachers	Ongoing	Lab & Grade level teacher assisted instruction, SM reports, FCAT reports	st ,ir
Analyze data from FCAT, Discovery Ed., and Success Maker to determine specific areas of improvement.	Goals 1 – 8	Time, Teacher knowledge of data analysis	Administration Math Coach Teachers	Baseline Mid-year End of Year	Discovery Ed drill down reports, Interactive Item Summary, Scale Comparison	t
Utilize on-going progress monitoring assessments to monitor progress and inform instruction and Success Maker to progress monitor and inform instruction.	Goals 1 – 8	Time	Administration Math Coach Teachers	Baseline Mid-year End of Year	SuccessMaker reports, Discovery Ed Comparative Growth, Detail Export, Item Analysis	TI, t
Provide remediation and intervention using school resources through small group instruction during the scheduled day.	Goals 1 – 8	Time	Administration Math Coach Teachers	Baseline Mid-year End of Year	SuccessMaker reports Remediation using Go Math! And Think Central	TI, t

Regroup students for math within classes for grades K-3 and ability group for grades 4-5 for skill development and/or specific need.	Goals 1 – 8	Time	Administration Math Coach Teachers	Baseline Mid-year End of Year	Strategies taken from Discovery Ed. Student Data Reports for K–3 level and small group/ skill development grade 4 – 5	TI, t, or
Engage volunteers and instructional assistants to support instruction and interventions both one-on-one or in small groups.	Goals 1 – 8	Parental Support	Administration Math Coach Teachers	Baseline Mid-year End of Year	Student data taken from the Discovery Ed drill down reports and the Interactive Item Summary reports	TI, t
List math links for parents in the monthly and classroom newsletters.	Goals 1 – 8	Time	Administration Math Coach Teachers	Baseline Mid-year End of Year	Think Central SuccessMaker Sm.scps.k12.fl.us www.makingmathmorefun.com www.aaamath.com	Or, sss
Host a Math Family Night	Goals 1 – 8	Parental Support	Administration Math Coach Teachers	Baseline Mid-year End of Year	Sign-In Sheets	Or, sss

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

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

WRITING GOALS

Aligned with Strategic Plan System Initiative B

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

Writing Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		73.9%	68 / 92	10%	83.9%
2. Proficiency Score 3.0+ in subgroups:					
	White	74.1%	20 / 27	10%	84.1%
	Black	68.2%	30 / 44	10%	78.2%
	Hispanic	80.0%	12 / 15	10%	90.0%
	ELL	66.7%	2 / 3	10%	76.7%
	SWD	52.2%	12 / 23	10%	62.2%
	ED	70.8%	51 / 72	10%	80.8%
3. High Standards Score 6.0		0.0%	0 / 92	10%	10%
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 27	10%	10%
	Black	0.0%	0 / 44	10%	10%
	Hispanic	0.0%	0 / 15	10%	10%
	ELL	0.0%	0 / 3	10%	10%
	SWD	0.0%	0 / 23	10%	10%
	ED	0.0%	0 / 72	10%	10%

*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)
Utilize the SCPS K-12 Writing plan.	Goals 1-4	Resources Time for PD	Administration Resource Teacher Teachers	Weekly	Writing Samples and Scoring District Writing Prompts, FCAT Writes	t
Expand writing resource materials to correlate with the 6+1 Traits of writing.	Goals 1-4	Funding Time for PD	Administration Resource Teacher Teachers	Weekly	SCPS Writing Assessments, Student Writing Samples	b,t, ir
Utilize SCPS District writing prompt protocol for progress monitoring.	Goals 1-4	Time	Administration Resource Teacher Teachers	Baseline Mid-year End of Year	SCPS Writing Assessments, Student Writing Samples and Scoring	or,st
Analyze progress monitoring prompts in grade level PLC's to help target trait deficiencies.	Goals 1 – 4	Training	Administration Resource Teacher Teachers	District Writing Prompts Schedule	DOE, 6 Traits, FCAT Writes, District Writing Prompts	st
Increase writing opportunities in all Artful Learning units across all grade levels.	Goals 1-4	Teacher training	Resource Teachers Teachers	Weekly	Scholastic Trait Crate, 6 Traits, Write Math	st
Infuse and integrate writing instruction across all curriculum content areas	Goals 1-4	Resources Time for PD	Administration Resource Teacher Teachers	Weekly	Scholastic Trait Crate, 6 Traits, Write Math	T
Partner with SCPS curriculum specialists to model, act as resources and provide additional coaching opportunities for student and teachers.	Goals 1-4	Resources Time for PD	Administration Resource Teacher Teachers	Weekly	PLC Logs, 6+1Traits, FCAT Writes, District Writing Prompts, Write Math	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+		45.6%	47 / 103	10%	55.6%
2. Proficiency Score 3.0+ in subgroups:					
	White	92.0%	23 / 25	5%	97.05
	Black	17.5%	10 / 57	10%	27.5%
	Hispanic	63.2%	12 / 19	10%	73.2%
	ELL	33.3%	1 / 3	10%	43.3%
	SWD	57.7%	15 / 26	10%	67.7%
	ED	40.7%	35 / 86	10%	50.7%
3. High Standards Score 4.0+		12.6%	13 / 103	10%	22.6%
4. High Standards Score 4.0+ in subgroups:					
	White	36.0%	9 / 25	10%	46.0%
	Black	1.8%	1 / 57	10%	11.8%
	Hispanic	10.5%	2 / 19	10%	20.5%
	ELL	0.0%	0 / 3	10%	10.0%
	SWD	15.4%	4 / 26	10%	25.4%
	ED	9.3%	8 / 86	10%	19.3%

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)
Analyze previous years FCAT data for trends by content area to inform long range planning.	Goals 1-4	Time Teacher knowledge of data analysis	Administration Teachers	Beginning of year	FCAT data, Science DAs, Harcourt Science Fusion & Discovery Ed. Assessments	t
Utilize the Science DA for 5th grade and analyze results to inform instruction.	Goals 1-4	Time Teachers' knowledge of data analysis	Administration Teachers	Baseline Mid-year	FCAT data, Science DAs, Harcourt Science Fusion & Discovery Ed. Assessments	im, t
Demonstrate the integration of reading, mathematics and critical thinking skills.	Goals 1-4	Time for PD Prerequisite skills & background knowledge of students	Administration Teachers	Ongoing	FCAT data, Harcourt Science Fusion & Discovery Ed Assessments	t
Create a science resource room to house materials for science experiments and explorations.	Goals 1-4	Funding Time for PD	Administration SAC Teachers	December	Materials Check-out system to monitor usage	b, TI, t
Utilize the new Harcourt Science Fusion tool for instruction.	Goals 1-4	Time for PD	Administration Teachers	Ongoing	FCAT data, Chapter Quizzes, PLC Logs	t, tech
Implement the Super Scientist program into 1st grade.	Goals 1-4	Time Teacher support and student motivation	PTA Dividends Teachers	End of year	PLC Logs, Harcourt Science Fusion	im, 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)

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ADVANCED COURSEWORK GOALS

Aligned with Strategic Plan System Initiative A

Advanced Coursework Goal #1: To increase the percent of students "participating" in advanced coursework in reading and mathematics
Advanced Coursework Goal #2: To increase the percent of students "performance" in advanced coursework in reading and mathematics

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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	94.7%	18/19	1%	95.7%
2. Level of Performance	100.0%	18/18	0%	100.0%

Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Analyze all available data (including FCAT, DE, BOY Go Math! Assessment and report card grades) and teacher recommendations to identify PRIMES students.	Goals 1-2	Lack of data on students Scheduling	Administration Math Coach Teachers	Beginning of the Year	2012 FCAT Math, PRIMES invitation responses	t
Implement the SCPS PRIMES instructional plan for advanced course (use of the Springboard material).	Goals 1-2	Time for PD	Administration Math Coach Teachers	Ongoing	Assessment Reports: FCAT, Discovery Ed. Go Math!, common assessments	im
Utilize and analyze data from Discovery Ed., and Go Math! Assessments to inform instruction.	Goals 1-2	Time Teachers' knowledge of data analysis.	Administration Math Coach Teachers	Quarterly	Discovery Ed., Go Math!, common assessments	st, im
Analyze all available data (including FCAT, Discovery Education Assessment and report card grades) and teacher recommendation to identify advanced reading students in fourth and fifth grades.	Goals 1-2	Lack of data on students Scheduling	Administration Math Coach Teachers	Beginning of the Year	Assessment Reports: FCAT, Discovery Ed. Go Math!, common assessments	t
Utilize and analyze data from PMA's and other assessments to inform instruction.	Goals 1-2	Time Teachers' knowledge of data analysis.	Administration Math Coach Teachers	Quarterly	Discovery Ed. Drill down, Interactive Item Summary, Student Assessment Results, PLCs	st, im

DISCIPLINE GOALS

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	78%	75%
2. Out-of-school suspensions (unduplicated)	Black	75%	70%

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)
The Positive Behavior Support Team will implement the school wide plan for expectations of student behavior in the classroom and all common areas of the school.	Goal 1-2	Time for PD Teacher Implementation	Administration PBS Team Behavior Tchr, Teachers	Ongoing	Review Discipline Data, Referral Data, Surveys	t
Review discipline data, as needed, to identify areas of target for problem solving and/or intervention.	Goal 1-2	Time for PD	Administration PBS Team Behavior Coach	Quarterly	Discipline Data, Teacher Referrals	t
Students with repeated behavior infractions will be recommended to the MTSS team for Student Study Team or behavior intervention strategies.	Goal 1-2	Scheduling	Administration Teachers Behavior Tchr,	Ongoing	Skyward/Discipline Data, Teacher Referrals	t, or
Establish and maintain a school wide referral protocol process for discipline consequences.	Goal 1-2	Teacher enforcement	Administration PBS Team Behavior Coach	Ongoing	Discipline Data, Teacher Referrals, PBS Problem Solving Team	t, or
Provide mentors for students needing positive behavior support.	Goal 1-2	Lack of personnel Lack of student cooperation	Administration Behavior Tchr, Guidance Parent Liaison	Ongoing	Administrator will monitor the implementation of the mentors	b,or, st, sss
Provide school wide support for character development.	Goal 1-2	Funding Scheduling	Administration PTA	November	Surveys	b, TI, st, t

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	96.1%	618/643	2%	98.1%
2. At-Risk Promotion Level of Performance	95.0%	456/480	2%	97.0%

Action Plan

Strategy	Promotion/At-Risk Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Analyze progress monitoring tools (FAIR, SRI, PMA assessments) for students not making benchmark and/or showing progress.	Goals 1-2	Grading policy/assessment benchmarks	Administrators Teacher Coaches	End of year	Chapter Tests, Retention Data, DA Assessment, Discovery Ed. Data	st, t
Identify and monitor at-risk students with previous retention(s).	Goals 1-2	Accurate record keeping	Administrator Teachers Coaches	Ongoing	Skyward information, Assessment data	st
Provide students identified as at-risk to participate in subject specific acceleration.	Goals 1-2	Prerequisite skills and background knowledge	Administrators Teachers	Ongoing	Skyward information, Assessment data, Discipline data	st

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

Extracurricular Activity Goal #1	Subgroup	Current %	Expected %
1. Activity: Safety Patrol, TV/News, SECME, Robotics, Performing Arts Ensembles	Hispanic	40%	50%

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)
To encourage/ recruit a diverse group to participate in the above listed extracurricular activities.	Goal 1	Student interest and/or motivation	Administration Leadership Team Activity Sponsors	Beginning of Year Mid year End of the Year	Enrollment Sheets	t

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, and Advanced Reading Coursework
                     Middle schools – Virtual options, ACCEL, etc.
                     High schools – Virtual options, Flex hours, ACCEL, etc.
   Other school defined goals may be added.

School Defined Goal	Current	# of #-	% +/-	Expected
PRIMES 4 & PRIMES 5	29%	60/208	10%	39%

*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)
Analyze FCAT Data and teacher recommendations to identify students from all curriculum subgroups for possible placement in PRIMES	Lack of parent knowledge of process and content	Administration, Teachers, Math Resource Teacher	BOY Mid-Year EOY	FCAT Discovery Ed. Data Sheets	or, st, sss, t
Implement 2012 – 2013 PRIMES mathematics instructional plans in conjunction with the District plan for advanced course completion	Lack of parent knowledge of process and content	Administration, Teachers, Math Resource Teacher	BOY Mid-Year EOY	FCAT Discovery Ed. Data Sheets	or, st, sss, t
Expand math enrichment activities to challenge high-level performing students	Lack of parent knowledge of process and content	Administration, Teachers, Math Resource Teacher	BOY Mid-Year EOY	FCAT Discovery Ed. Data Sheets	or, st, sss, t
Establish 2 sections of PRIMES in both 4th and 5th grades	Lack of parent knowledge of process and content	Administration, Teachers, Math Resource Teacher	BOY Mid-Year EOY	FCAT Discovery Ed. Data Sheets	or, st, sss, t
Maintain a math resource room	Lack of parent knowledge of process and content	Administration, Teachers, Math Resource Teacher	BOY Mid-Year EOY	FCAT Discovery Ed. Data Sheets	or, st, sss, t

Utilize the Math Resource Teacher to train teachers, model instruction, teach PRIMES and assist with progress monitoring and data analysis	Lack of parent knowledge of process and content	Administration, Teachers, Math Resource Teacher	BOY Mid-Year EOY	FCAT Discovery Ed. Data Sheets	or, st, sss, t
Analyze FCAT Data and teacher recommendations to identify students from all curriculum subgroups for possible placement in Advanced Reading	Lack of parent knowledge of process and content	Administration, Teachers, Math Resource Teacher	BOY Mid-Year EOY	FCAT Discovery Ed. Data Sheets	or, st, sss, t
Implement 2012 – 2013 reading instructional plans in conjunction with the District plan for advanced course completion	Lack of parent knowledge of process and content	Administration, Teachers, Math Resource Teacher	BOY Mid-Year EOY	FCAT Discovery Ed. Data Sheets	or, st, sss, t
Expand reading enrichment activities to challenge high-level performing students	Lack of parent knowledge of process and content	Administration, Teachers, Math Resource Teacher	BOY Mid-Year EOY	FCAT Discovery Ed. Data Sheets	or, st, sss, t

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
Data Review PLC's	Goals 1 – 8	August	Improving student achievement and goal setting	School wide	75	75	Administrator
Artful Learning	Reading, Math, Writing, and Science	Quarterly	Training to help infuse artful learning elements into the curriculum	School wide	75	75	Arts Leader
SFA (Kindercorner, Roots)	Reading Goals 1 – 8	July and Quarterly	Provide professional development on the components of SFA	School wide	75	75	SFA Facilitator and SFA
Reading Process and Best Practices 2nd through 5th	Reading Goals 1 – 8	August	Provide professional development	School wide	75	75	Reading Facilitator Reading Coaches
21st Century Skills	Goals 1 – 8	First Semester	Provide professional development on strategies to incorporating technology (hardware, software, conceptual) into instruction	School wide	75	75	ETF and Full Sail partnership
6+1 Traits	Writing Goals 1-4	1st Semester	Provide teachers training in using 6+1 trait strategies to teach writing	3rd and 4th	12	75	Instructional and Reading Coaches
Cooperative Learning (Kagen Strategies)	Goals 1 – 8	July 15-17	Utilize train-the-trainer model to share information from training by Reading and Math Coach	School wide	75	75	Kagan participants
Literacy Toolbox	Reading Goals 1 – 8	August 8-10	Provide an overview of revised plan for K-2 and introduction to 3-5	School wide	75	75	Reading Coach
PBS School Wide Plan	Discipline Goals 1-2	Aug-Sept	Train teachers and staff on school wide plan	School wide	75	75	PBS Team
Grade Level PLCs	Reading Writing Math Science	Aug – May	Improving Student Achievement	K – 5th Grade Levels	68	68	Administration Coaches Teachers

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS
2011 – 2012

INCOME:

Original Allocation:	$581.39
Adjustment:	$2064.11
Carry Over:	$2855.61
Total Income:	$5501.11

EXPENDITURES	ACTUAL COST	BALANCE
		$5501.11
Student Planners	$1187.25	$4313.86

CARRY OVER:

Total carry over for 2012-2013: $4313.86

This carry over will be spent on materials to support the reading program with arts based resources.

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*.

Kristina Marshall (Principal), SaBrina Holmes (Assistant Principal), Allison Piland (Guidance Counselor), Toni Harrell (Reading Coach), Stacey Densburger (School Psychologist) and Adrian Fuller (Behavior .Management Teacher)

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 contributed to the process by which students are referred for evaluation. 1) Parent conference is held to discuss teacher concerns, 2) A referral is made to the school counselor, 3) Student Study team meeting is scheduled, 4) Student Study determines the type of Tiered intervention, progress monitoring, and schedule follow-up meetings. Two other student study meetings are held along with a parent conference for further re-evaluations.

MTSS Leadership will meet every week or every other week based on referrals made to the MTSS Leadership Team concerning academic or behavior concerns. The team collaborates with other school teams to insure each student's individual needs are being met.
- The MTSS team is called to order by Allison Piland (Guidance Counselor) who also takes the notes.
- Toni Harrell (Coach) provides the needed academic data
- Stacey Densburger, the School Psychologist, provides the needed behavior data
- Adrian Fuller (Behavior Teacher) provides additional behavioral data and specific student behavior reports
- Kristina Marshall (Principal) and SaBrina Holmes (Asst. Principal)

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

The MTSS team will review district defined goals and provide feedback to address the needs of all students.

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

The MTSS team along with classroom teachers will analyze and review assessment data from FCAT, SRI, Discovery Education (District Level Math and Science assessments), PSI, PASI and classroom assessments. This data will be used to determine academic strengths and weaknesses in order to provide targeted comparison with peer groups at the same level and specific intervention needs. These interventions will be documented and reviewed regularly.

5. Describe how the school-based MTSS Leadership Team will align functions (e.g. meeting topics/agenda items with ongoing progress monitoring of core, supplemental, and intensive support.

The MTSS team will reach out / communicate when appropriate in order to gain all information necessary for problem solving within the MTSS guidelines

6. Describe the plan to train staff on MTSS.

The staff will continue training in the MTSS/RtI model. Training will be conducted through the following venues: PLCs, Staff Development, Literature, Technology, and Community Resources.

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).

> Kristina Marshall, Principal
> SaBrina Holmes, Assistant Principal
> Toni Harrell, Reading Coach
> Melissa Vosburg, Instructional Coach
> Fannie Miller, SFA Facilitator/ Reading Coach
> Patti Hyder, K-Representative
> Sally Underwood, 1st Representative
> Schesin Quinn, 2nd Representative
> Tammy Lewis, 3rd Representative
> Nancy Linderman, 4th Representative
> Kelly Greenish, 5th Representative
> Barbara Kellar, ESE/Arts Representative
> JP Royer, ARTS Director

> NOTE: The members of this team were selected as a representation of the school

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

The Literacy Team oversees and monitors all reading assessment and intervention groups.
Duties will be as follows:
- The meeting is brought to order by Reading/SFA Coaches with a review of norms and procedures.
- Review on-going data for grade levels. Data from PLC's will determine the focus of the bi-weekly meetings.
- The Assistant Principal will scribe the notes for the meeting and minutes will be sent out following the meeting.
- The Reading Coach and SFA Facilitator will review the date for grade levels.
- The Literacy team will meet twice per month to review student data and assess goal targets; establish needed professional development based on data points; discuss walkthrough initiatives based on Reading criteria. Analyze school-wide Literacy data to determine strengths and weaknesses to set goals.
- Discuss and develop Professional development opportunities to meet the needs of school-wide and/or grade level goals/focus.
  - Members will assist teachers with SFA and various reading components, providing a knowledge and content base. Language Arts standards and other literacy related information.
  - Each member will be responsible for a data notebook for their grade level and/or area.
  - Members will assist with identifying areas of strengths and weaknesses based on the walkthrough criteria set forth by SFA and the Reading Frameworks.

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

Determine the areas of weakness based on FCAT, Reading, DE Progress Monitors, and other school-wide assessments in the school. Based on the analysis of these scores the team will develop school-wide goals.   The major initiative of the Literacy Team will be to guide teachers into the refinement stages of the reading process and its implementation.   Also, it will provide multiple opportunities for teachers to develop knowledge to identify higher level text complexity and develop higher order thinking questions.
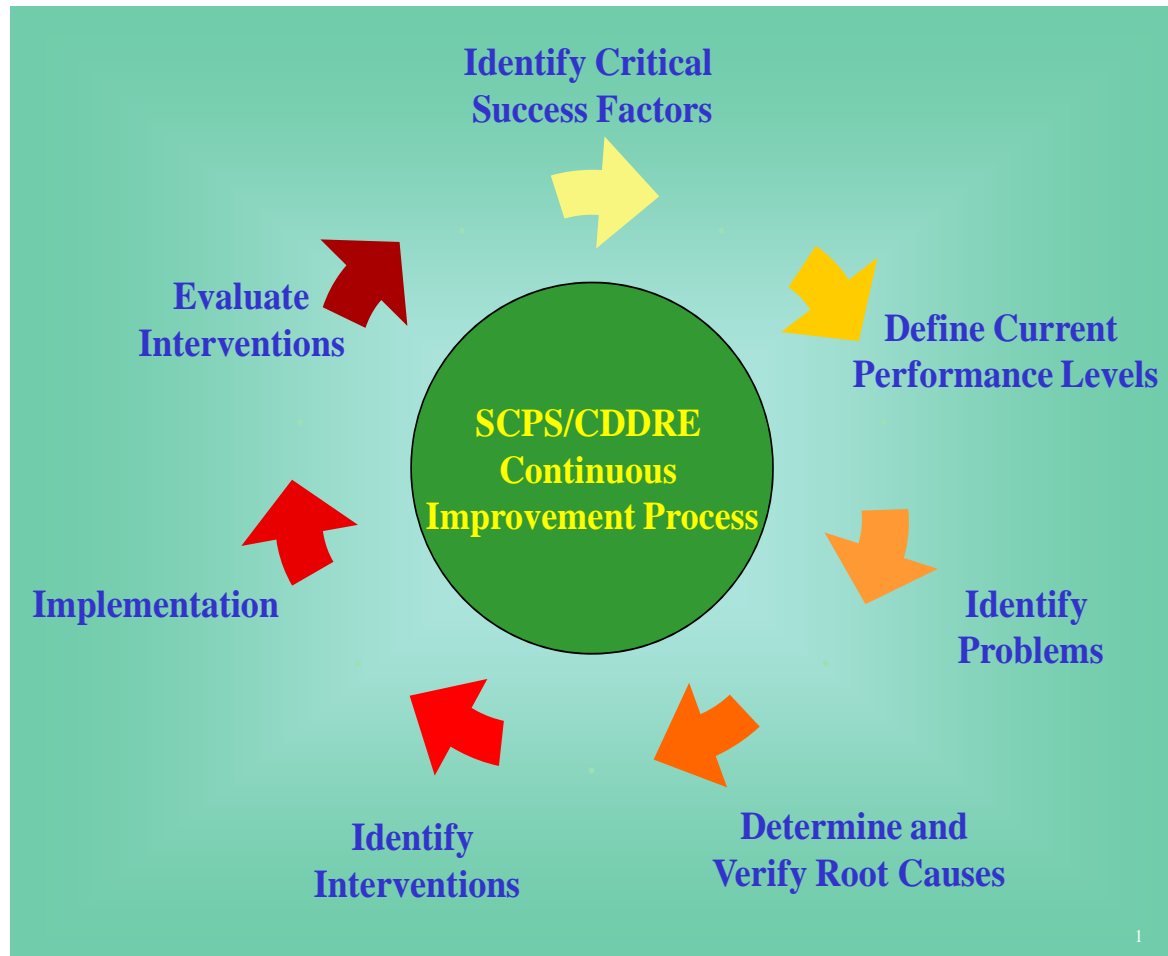
ADDENDUM 3 –LESSON STUDY

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 purpose of the lesson study is to determine how the learner reacts or how the learner learns by having the teachers take ownership for their own professional learning. By conducting the lesson study, teachers will have a structured occasion to examine their teaching and learning. Lesson study will allow teams the opportunity to work collaboratively to refine their instructional strategies, evaluate results, and increase student mastery.

- ➤   During Weekly Reading PLCs teachers will work with the Reading Coach to have opportunities to examine teaching and learning.
- ➤   Using the artful reading units developed by the teams, teachers will work through the lesson study process.
  - o Choose a research theme – (All teachers will work on developing higher order questioning for their first research theme.)
  - o Plan each part of the lesson to align to the standards.
  - o Plan the timing of the lesson
  - o Create essential questions
  - o Decide upon data collection and observation tools
  - o Conduct the lesson
  - o Collect data and observe students
  - o Debrief the lesson
  - o Analyze the data collected during the lesson
  - o Determine the next steps for instructional practice, reflect on options for re-teaching

o

SCPS/CDDRE Continuous Improvement Process

- Identify Critical Success Factors
- Define Current Performance Levels
- Identify Problems
- Determine and Verify Root Causes
- Identify Interventions
- Implementation
- Evaluate Interventions

ADDENDUM 4 – TITLE I SCHOOLWIDE PROGRAM PLAN
2012-2013

School Name:

I. **Assurances**

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

X	All children will be provided an opportunity to meet the State's challenging performance standards.
X	The program includes reform strategies based on effective means of improving the achievement of children.
X	The program uses instructional strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched accelerated curriculum, and meet the educational needs of historically underserved populations.
X	The program uses instructional strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched accelerated curriculum, and meet the educational needs of historically underserved populations.
X	The program includes strategies to address the needs of all children, particularly the needs of low-achieving students. These strategies may include: a. Counseling, pupil services, and mentoring; b. College and career awareness and preparation; c. Personal finance education; d. Service to prepare students for the transition from school to work.
X	The program provides for instruction by highly qualified teachers.
X	Every effort is made to attract high-quality, highly qualified teachers.
X	Teachers will be included in decisions regarding the use of assessments to provide information on, and to improve, the performance of individual students and the overall program.
X	Comprehensive needs assessment data were analyzed and used in developing this plan.
X	Persons involved in the development of the plan included teachers, administrative staff, pupil services personnel, and parents.
X	The plan will be made available to parents in a language and form they understand. Individual student academic assessment results are either in a language that parents can understand or are interpreted for parents.
X	Performance and achievement data will be analyzed to determine if the needs of low-achieving students are being met. Data will be used in making instructional decisions and in determining resource utilization.
X	The program coordinates with, and integrates, appropriate Federal, State and local services and programs, including those programs supported under HR1.
X	A school parent involvement plan that incorporates the requirements of Section 1118 will be developed and implemented.

II.   Initiatives

Please describe the following initiatives and cite specific school improvement goals that align to each initiative, as well as the funding sources of the initiatives:

1. **Students with Academic Deficiencies** – In an effort to provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement, describe your school's procedures for identifying individual students that have deficiencies in reading and mathematics at your school and the timely interventions used to address the deficiencies. Also include how student progress will be monitored during the interventions.

> **Students with Academic Deficiencies Initiative(s):** The MTSS Team, along with the homeroom teacher, will identify and continue to monitor the progress of students in each tier. In addition to the core academic program, Tier II & III students not making progress will access additional instructional time through an intervention framework. This intervention will be conducted individually or in a small group setting in addition to the regular curriculum.
>
> **School Improvement Goal(s) that support the Initiative(s)**: Goals 1 - 8

2. **Reading and Mathematics Initiatives** - Describe the effective scientifically-based research practices and instructional strategies that will be used in reading and mathematics components to increase student academic achievement. Include grade levels.

> **Reading Initiative(s):** Students in Kindergarten and First grade will receive instruction using the researched-based Success for All model in their uninterrupted 90 minute reading blocks. Student in grades 3-5 receive reading instruction via a balanced, research based instruction model where teachers incorporate best practices like guided reading to teach NGSS and Common Core standards in both whole group and small group settings.
>
> **School Improvement Goal(s) that support the Initiative(s)**: Goal 1 To increase the percent of accountability group students achieving proficiency on the FCAT
>
> **How will the reading initiative(s) support the initiatives of Just Read Florida and the SCPS Reading Plan?** Midway's reading initiative supports Just Read Florida and the SCPS Reading Plan by establishing a solid foundation of mastered skills in Kindergarten and First Grade while continuing to remediate and enrich comprehension, critical thinking and analysis skills in students in grades 2-5.

Math Initiative(s): Midway's master schedule provides an uninterrupted 60 minute math block for grade 1 – 5, and utilizes intervention and support material from the GoMath! Textbook series

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

3. **Use of Data -** Describe how teachers gather and use data to inform instruction and to improve the achievement of individual students and the overall instructional program.

Use of Data Initiative(s): Teachers collect, analyze and interpret data from progress monitoring assessments to inform instructional decisions regarding student strengths and weaknesses.

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

4. **Support for SubGroups -** Describe how the above practices will be used to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program to benefit children, specifically children of limited English proficiency, children with disabilities, homeless, and immigrant children.

SubGroup Initiative(s): Teachers will review the student progression plan and analyze the retention and promotion data. They will identify student's not mastering grade level requirements and provide intervention, remediation and opportunities. Teachers will monitor the progress of students in each classroom who are identified as being in the lowest quartile. Teachers will differentiate instruction in order to monitor progress for targeted subgroups students.

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

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

Extended Day/Year Initiative(s): Midway Elementary is provided with tutorial support known as Supplemental Educational Services (SES).

This program provides free tutoring for students who scored a Level 1 or 2 on the FCAT and attend a Title I school. This additional academic instruction is available after the regular school day and/or on weekends. These services are free of charge to parents/guardians. State-approved SES tutoring companies ensure that their programs are research-based, aligned to state academic standards, and that students will demonstrate progress. In addition, and when possible, tutorial is also incorporated into the school day (push-in) providing opportunities for teachers to work with small group instruction.

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

6. **Additional School-Level Supports** - Describe additional supports offered by your school, i.e. counseling, behavioral interventions, pupil services, and mentoring services, to address the needs of all children, especially those of low achieving children and those at risk of not meeting the state academic content standards.

Additional School-Level Initiative(s): Midway participates in the school-wide Positive Behavior Support System and has established school-wide guidelines for success. In addition, Midway implements and enforces the Seminole County School Board Discipline Code and initiates student behavior plans and contracts as needed. Additionally, teachers and members of the community volunteer as mentors for targeted students. Character education is incorporated through the SCPS Keys to Good Characters Program throughout the school day. Students not mastering required grade level skills are referred to the MTSS team to seek problem solving strategies.

School Improvement Goal(s) that support the Initiative: Discipline Goals 1 & 2. Reading & Math Goals 1 – 8

7. **Professional Learning -** Describe the professional learning activities included in this plan and include how they are planned/funded/coordinated with other funding sources, i.e. Title II and III. *Such activities must support the requirements of ESEA and equip educators with the expertise, knowledge, and skills consistent with the Next Generation Sunshine State Standards and Common Core for the purposes of increasing student academic achievement.*

Professional Learning Initiative(s):

School Improvement Goal(s) that support the Initiative(s):

8. **Coordination with Early Learning** - Describe how your school coordinates with existing early learning programs/preschool (i.e., Head Start, VPK) programs to assist children in the transition from preschool to elementary school.

> **Coordination with Early Learning Initiative(s):** Midway has an ESE Pre-Kindergarten unit provides special education and related services for children with disabilities. This program ensures that appropriate early intervention services are made available to toddlers with disabilities and their families.
>
> **School Improvement Goal(s) that support the Initiative(s)**:

9. **Family Engagement -** Describe general strategies to help families become more engaged in the school and better support their children. Include family literacy services and adult literacy if offered. *Note: This section does not have to be detailed since schools will be required to submit an entire family engagement plan in addition to the SIP/Schoolwide Plan.*

> **Family Engagement Initiative(s):** Opportunities for family engagement abound at Midway. Families are invited and encouraged to attend curriculum nights, PTA meetings, arts performances and various other events throughout the year. Additionally, families are encouraged to register through SCPS and the Dividend program all year long. This program offers families a chance to be more involved with student learning by participating in field trips and as classroom volunteers.
>
> **School Improvement Goal(s) that support the Initiative**:

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.
Goal #2: Increase the percent of parents involved in their child's education by committing to a parent/teacher conference
Goal #3: Increase the percent of parents involved in their child's education by attending curriculum nights throughout the school year.

Parent Involvement Goal(s)	Current	# of #-	% +/-	Expected
1.Parents registered for Parent Portal	28.4%	182/641	21.6%	50.0%

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)
Create a link on current website and/or bulletin board listing volunteer opportunities that are available.	#1	No or limited computer access Computer skills deficits	Guidance Parent Liaison Coaches Teachers	OPM	Sign-In sheets Interest of parents via phone call or notes	or, tech
Advertise all parent opportunities for involvement through Beeper Express, PTA announcements, and classroom newsletters.	#2	Transportation Parent work hours Childcare	Administration, Teachers Tech Facilitator, PTA	OPM	Sign-In Sheets	or, tech
Host a Dividend Coffee to inform the community about volunteer programs and trainings available.	#2	Transportation Parent work hours Parent Involvement	Administration, PTA Teachers Parent Liaison	Dividend Survey	Sign-In Sheets	or, b, s, t
Offer FCAT, reading and math workshops for parents	#1	Transportation, Parent work hours, Childcare	Administration, teachers, Parent Liaison	Teacher Dividend Survey	Sign-In Sheets	or

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.

Though Midway is an Arts magnet school where Artful Learning strategies are infused into the curriculum, it is also steeped in technology. Teachers access Mimio Smart Board technology and Elmo document cameras to enhance and enrich instruction. Students have access to two PC based computer labs, one Apple Macintosh lab, two Macintosh Powerbook laptop carts, two PC laptop carts, two Apple iPad carts, two Apple IPod touch carts, a host of digital cameras, digital voice recorders and other technology. Students have access to a variety of science resource materials as explored in Artful earning inquiry centers, science lab experiments, 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)
ROBOTICS – Formation of a team of students who will use the FLL strategies and software to build and program a robot to perform at least 3 commands.	Student access to software	Robotics Teacher Tech	Ongoing	Attendance records, Lesson plans and unit designs	b, im, or, st, tech
SECME – To increase diversity and interest in STEM subjects	Afterschool transportation, other extracurricular activities scheduled, sponsors	SECME Teacher, Staff	Ongoing	Attendance records, Completion of projects, In-county competition	b, im,st,or

Proponents of STEM education advocate increasing the visibility of technology and engineering in the standard K-12 curriculum.

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.

Throughout the school year Midway incorporates community resources and business partners into the learning environment of our students. During SCPS's annual Teach-In, these valued partners provide career and job information to our students. The students are then able to dialogue and connect with these mentors. Additionally, students have technical education opportunities in the Arts by participating in stagecraft and production crews. Guest artists and speakers hold master classes for various students and focus on careers and job training in their specific arts disciplines. Finally, SCPS's Common Core Standards, combined with real world arts experiences and 21st Century learning skills, ultimately prepare students for the work force and other goals in life.

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)
Provide career education through Teach-In mentors	Locating resources scheduling	Administration Family Liaison Art Director	Mid–year, EOY	Attendance records, Exit surveys	im, or
Provide career education through Master Class visiting artists	Locating resources scheduling	Administration Family Liaison Art Director	EOY	Exit surveys	im, or
Provide technical and educational experiences through stage craft and production crews.	Locating resources scheduling	Administration Family Liaison Art Director	EOY	Exit surveys	im, or
Provide opportunities for practicing digital creativity collaboration and communication through technology	Training	ETF Classroom Teachers	Ongoing	Attendance records, End product	tech, im

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

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

READING AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	**53**	**52**	**61**	**65**	**69**	**73**	**77**
American Indian							
Asian							
Black/African-American	38	36	48	54	59	64	69
Hispanic	60	69	67	70	73	77	80
White	74	70	78	81	83	85	87
English Language Learners	44	27	53	58	63	67	72
Students with Disabilities	29	27	41	47	53	59	65
Economically Disadvantaged	47	45	56	60	65	69	74

MATH AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	**48**	**50**	**57**	**61**	**65**	**70**	**74**
American Indian							
Asian							
Black/African-American	27	31	39	45	51	57	64
Hispanic	64	67	70	73	76	79	82
White	69	73	74	77	79	82	85
English Language Learners	44	27	53	58	63	67	72
Students with Disabilities	27	27	39	45	51	57	64
Economically Disadvantaged	42	43	52	57	61	66	71

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
Kristina Marshall	10/2/12	Michael Bosley	10/2/12	Tammy Ceynowa	10/2/12
INSTRUCTIONAL		David Netzley	10/2/12	John Abbott	10/2/12
Eliese Chubb	10/2/12				
		Larry Cooper	10/2/12	Deloris Williams	10/2/12
Toni Harrell	10/2/12				
David Scott	10/2/12				
NON-INSTRUCTIONAL					
Trendese George	10/2/12				