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.

Lake Mary 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+		84.7%	+2.0%	86.7%	70.5%	N
High standards Level 4+		48.7%	+5.0%	53.7%	42.3%	N
Proficiency Level 3+ in AYP subgroups						
	White	91.2%	+1.0%	92.2%	79.4%	N
	Black	68.6%	+30.%	71.6%	54.8%	N
	Hispanic	74.6%	+3.0%	77.6%	57.7%	N
	ELL	60.0%	+5.0%	65.0%	41.7%	N
	SWD	85.7%	+2.0%	87.7%	68.5%	N
	ED	74.5%	+4.0%	78.5%	59.0%	N
Learning Gains		71.1%	+4.0%	75.1%	66.9%	N
Lowest 25% making Learning Gains		61.9%	+5.0%	66.9%	66.7%	N
Learning Gains Levels 4/5		66.7%	+3.0%	69.7%	86.5%	Y
Learning Gains in AYP subgroups						
	White	77.1%	+3.0%	80.1%	68.1%	N
	Black	66.7%	+4.0%	70.7%	68.0%	N
	Hispanic	59.6%	+5.0	64.6%	64.9%	Y
	ELL	57.1%	+3.05	60.1%	66.7%	Y
	SWD	62.5%	+2.0%	64.5%	71.1%	Y
	ED	67.6%	+3.0%	70.6%	61.8%	N

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		85.0%	+2.0%	87.0%	67.8%	N
High standards Level 4+		59.0%	+4.0%	63.0%	38.2%	N
Proficiency Level 3+ in AYP subgroups						
	White	89.8%	+1.0%	90.8%	77.2%	N
	Black	65.7%	+4.0%	69.7%	38.1%	N
	Hispanic	81.0%	+2.0%	83.0%	56.7%	N
	ELL	86.7%	+2.0%	88.7%	58.3%	N
	SWD	78.6%	+2.0%	80.6%	63.0%	N
	ED	75.2%	+5.0	80.2%	55.4%	N
Learning Gains		68.2%	+4.0%	72.2%	57.5%	N
Lowest 25% making Learning Gains		58.5%	+5.0%	63.5%	45.6%	N

Learning Gains Levels 4/5		75.0%	+3.0%	78.0%	82.7%	Y
Learning Gains in AYP subgroups						
	White	72.4%	+3.0%	75.4%	64.6%	N
	Black	66.7%	+4.0%	70.7%	40.0%	N
	Hispanic	69.2%	+4.0%	73.2%	45.6%	N
	ELL	78.6%	+3.0%	81.65	53.3%	N
	SWD	65.0%	+4.05	69.0%	66.7%	N
	ED	69.4%	+4.0%	73.4%	52.4%	N

Writing Goals (accountability group)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Score 3.0+		81.8%	+4.0%	85.8%	72.7%	N
High standards Score 6.0		2.5%	+6.0%	8.5%	0.0%	N
Proficiency Score 3.0+ in AYP subgroups						
	White	82.7%	+3.0%	85.7%	78.5%	N
	Black	71.4%	+4.0%	70.7%	53.3%	N
	Hispanic	76.9%	+3.0%	79.9%	65.0%	N
	ELL	57.1%	+4.0%	61.1%	66.7%	Y
	SWD	100.0%	+0.0%	100.0%	61.1%	N
	ED	72.5%	+3.0%	75.5%	62.1%	N
High standards Score 6.0 in AYP subgroups						
	White	1.3%	+1.0%	2.3%	0.0%	N
	Black	0.0%	+1.0%	1.0%	0.0%	N
	Hispanic	0.0%	+1.0%	1.0%	0.0%	N
	ELL	0.0%	+1.0%	1.0%	0.0%	N
	SWD	0.0%	+1.0%	1.0%	0.0%	N
	ED	0.0%	+1.0%	1.0%	0.0%	N

Science Goals (ES and MS accountability groups)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Level 3+		68.2%	+7.0%	75.2%	58.1%	N
High standards Level 4+		29.9%	+10.0%	39.9%	24.3%	N
Proficiency Level 3+in AYP subgroups						
	White	81.2%	+1.0%	82.2%	69.7%	N
	Black	38.5%	+4.0%	42.5%	10.0%	N
	Hispanic	44.4%	+6.0%	50.4%	44.7%	N
	ELL	50.0%	+5.0%	55.0%	25.0%	N
	SWD	50.0%	+5.0%	55.0%	74.1%	Y
	ED	54.2%	+5.0%	59.2%	43.1%	N
High standards Level 4+ in AYP subgroups						
	White	37.7%	+3.0%	40.7%	30.3%	N

	Black	0.0%	+7.0%	7.0%	0.0%	N
	Hispanic	22.2%	+3.0%	25.2%	15.8%	N
	ELL	25.0%	+3.0%	28.0%	0.0%	N
	SWD	0.0%	+50.0 %	+50.0%	33.3%	N
	ED	18.8%	+2.0%	20.8%	15.3%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	21.0%	+10.0%	31.0%	73.0%	Y
Performance in advanced coursework	95.0%	+1.0%	96.0%	100.0%	Y

Discipline Goals					
	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: Economically Disadvantaged	160.69%	20.69%	140.00%	138.27%	Y
Out-of-school suspensions (unduplicated) Subgroup: Economically Disadvantaged	1.79%	0.29%	1.50%	1.50%	Y

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	93.0%	+2.0%	95.0%	97.8%	Y
At-Risk students graduating or advancing with age-level peers	90.0%	+5.0%	95.0%	96.7%	Y

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups	45.0%	+3.0%	48.0%	46.0%	N
Activity and subgroup: Economically Disadvantaged	45.0%	+3.0%	48.0%	35.0%	N

Goal Summary
Number of Goals Met: __13__
Number Not Met: __57__
Number Partially Met: __0__

Aligned with Strategic Plan System Initiative B

Reading Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading

Reading Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading

Reading Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Reading

Reading Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Reading

Reading Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Reading

Reading Goal #6: To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 FCAT 2.0 Reading

Reading Goal #7: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 FCAT 2.0 Reading

Reading Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 FCAT 2.0 Reading

Reading Goals 1 thru 8	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	70.5%	297 / 421	+7.0%	77.5%
2. Proficiency Level 3+ in subgroups:				
White	79.4%	201 / 253	+1.0%	80.4%
Black	54.8%	23 / 42	+3.0%	57.8%
Hispanic	57.7%	56 / 97	+1.0%	58.7%
ELL	41.7%	10 / 24	+4.0%	45.8%
SWD	68.5%	50 / 73	+1.0%	69.5%
ED	59.0%	125 / 212	+1.0%	60.0%
3. High standards Level 4+	42.3%	178 / 421	+8.0%	50.3%
4. Learning Gains	66.9%	174 / 260	+1.0%	67.9%
5. Lowest 25% making Learning Gains	66.7%	46 / 69	+1.0%	67.9%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	30.6%	34 / 260	+17.0%	47.6%
7. Learning Gains Levels 4/5	86.5%	96 / 111	+3.5%	90.0%
8. Learning Gains in subgroups:				
White	68.1%	109 / 160	+1.0%	69.1%
Black	68.0%	17 / 25	+4.0%	72.0%
Hispanic	64.9%	37 / 57	+2.0%	66.9%
ELL	66.7%	10 / 15	+7.0%	73.7%
SWD	71.1%	32 / 45	+2.0%	73.1%
ED	61.8%	76 / 123	+1.0%	62.8%

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)
Support the SCPS Instructional Toolbox for K-5th grades.	1-8	Funding, Resources	Administration, Reading Coach, Teachers	On-going progress monitoring (OPM)	FCAT, SRI, DA, PSI, PASI,	b/im/t
Implement the Discovery Education Assessment and Monitoring Protocol.	1-8	Funding, Resources, Personnel	Administration, Reading Coach, Teachers	OPM	FCAT, SRI, DA, PSI, PASI,	im/st/t
Expand the use of literature circles and non-fiction materials during the 90 minute literacy block to reinforce complex text.	1-8	Funding, Resources	Administration, Reading Coach, Teachers	OPM	FCAT, SRI, DA, PSI, PASI,	b/im
Utilize grade level PLCs to identify areas of instructional strengths and gaps through the use of common assessments.	1-8	Personnel, Scheduling	Administration, Reading Coach, Teachers	OPM	FCAT, SRI, DA, PSI, PASI,	st/t
Create common assessments to monitor student mastery of grade level standards.	1-8	Personnel, Scheduling, Resources	Reading Coach, Teachers	OPM	FCAT, SRI, DA, PSI, PASI,	im/or
Refine the during school tutorial sessions for students identified as at-risk for not demonstrating proficiency on FCAT.	1-8	Personnel, Funding, Resources	Administration, Reading Coach, Teachers	OPM	FCAT, SRI, DA, PSI, PASI,	b/im/st/TII/ TIII
Utilize the SIPPS and Making Meaning program for identified Tier III Reading students.	5	Personnel, Funding, Resources	Reaching Coach	OPM	FCAT, SRI, DA, PSI, PASI,	im/t

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

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

MATH GOALS

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+	67.8%	286 / 422	+2.2%	70.0%
2. Proficiency Level 3+ in subgroups:				
White	77.2%	196 / 254	+2.8%	80.0%
Black	38.1%	16 / 42	+3.0%	41.4%
Hispanic	56.7%	55 / 97	+2.3%	60.0%
ELL	58.3%	14 / 24	+1.2%	60.0%
SWD	63.0%	46 / 73	+2.0%	65.0%
ED	55.4%	118 / 213	+4.6%	60.0%
3. High standards 4+	38.2%	161 / 422	+8.0%	46.2%
4. Learning Gains	57.5%	150 / 261	+2.5%	60.0%
5. Lowest 25% making Learning Gains	45.6%	31 / 68	+4.4%	50.0%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	34.7%	34 / 261	+12.6%	50.0%
7. Learning Gains Levels 4/5	82.7%	81 / 98	+2.3%	8.0%
8. Learning Gains in subgroups:				
White	64.6%	104 / 161	+2.4%	67.0%
Black	40.0%	10 / 25	+4.0%	44.0%
Hispanic	45.6%	26 / 57	+4.4%	50.0%
ELL	53.3%	8 / 15	+7.0%	60.5%
SWD	66.7%	30 / 45	+3.3%	70.0%
ED	52.4%	65 / 124	+7.6%	60.0%

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)
Continue departmentalization in 3rd-5th grades to provide more intensive math instruction.	1-8	Funding, Resources, Staff	Administration, Teachers	On-going progress monitoring (OPM)	DA, FCAT	or
Continue the use of FOCUS assessments to measure proficiency of the NGSSS.	1-8	Funding, Resources, Staff	Administration, Teachers	OPM	DA, FCAT	st/ tech/ t
Provide opportunities for students to access and complete FCAT Explorer practice and provide awards for those who complete practice sessions.	1-8	Funding, Resources, Staff	Administration, Teachers	OPM	DA, FCAT	st/tech/t
Continue during school tutorial sessions for at-risk students identified as not demonstrating FCAT proficiency.	1-4	Funding, Resources, Staff	Administration, Teachers	OPM	DA, FCAT	b/t/st
Collaborate within Professional Learning Communities to analyze historical FCAT data and the Math DA to improve instruction and increase achievement through Lesson Study.	1-8	Funding, Resources, Staff	Administration, Teachers	OPM	DA, FCAT	or/t
Expand the access and use of Think Central in _Go Math_ for remediation and enrichment.	1-4	Funding, Resources, Staff	Administration, Teachers	OPM	DA, FCAT	b/t/tech
Provide training for K-2 instructors for Common Core Standards.	1-4	Resources, Staff	Administration, Teachers	OPM	DA, FCAT	or/b/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 "C" schools a mid-year data analysis will be submitted as an addendum.

WRITING GOALS

Aligned with Strategic Plan System Initiative B

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

Writing Goals 1 thru 4	Current %	# of #	% +/-	Expected %
1. Proficiency Score 4.0+	72.7%	88 / 121	+3.0%	75.7%
2. Proficiency Score 4.0+ in subgroups:				
White	78.5%	62 / 79	+1.0%	79.5%
Black	53.3%	8 / 15	+7.0%	60.3%
Hispanic	65.0%	13 / 20	+5.0%	70.0%
ELL	66.7%	4 / 6	+10.0%	76.7%
SWD	61.1%	11 / 18	+5.0%	66.1%
ED	62.1%	36 / 58	+1.0%	63.1%
3. High standards Score 6.0	0.0%	0 / 121	+5.0%	5.0%
4. High standards Score 6.0 in subgroups:				
White	0.0%	0 / 79	+1.0%	1.0%
Black	0.0%	0 / 15	+6.0%	6.0%
Hispanic	0.0%	0 / 20	+1.0%	1.0%
ELL	0.0%	0 / 6	+15.0%	15.0%
SWD	0.0%	0 / 18	+5.0%	5.0%
ED	0.0%	0 / 58	+1.0%	1.0%

*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)
Provide Professional Development on 6+1 Traits.	1-4	Personnel, Funding, Resources	Administration	On-going progress monitoring (OPM)	DA, FCAT	b/im/st/t
Provide Professional Development on Scoring Rubrics.	1-4	Personnel, Funding, Resources	Administration	OPM	DA, FCAT	b/im/st/t
Expand Writing Across the Grade (WAG) to target writing intervention.	1-4	Personnel, Funding, Resources	Administration, Teachers	OPM	DA, FCAT	im/or/st/t
Utilize collaborative scoring and anchor papers for accurate scoring models.	1-4	Personnel, Scheduling, Professional Development	Administration, Teachers	OPM	DA, FCAT	im/or/t
Administer progress monitoring writing prompts in grades K-5 to evaluate progress and plan instruction.	1-4	Personnel, Scheduling	Administration, Teachers	OPM	DA, FCAT	im/or/t
Utilize technology resources to model and evaluate writing.	1-4	Funding, Technology	Administration, Teachers, ETF	OPM	DA, FCAT	or/tech/t
Conduct weekly writing conferences with students.	1-4	Personnel, Scheduling	Teachers	OPM	DA, FCAT	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)

* For "C" schools 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 Level 3+	58.1%	86 / 148	+3.0%	61.1%
2. Proficiency Level 3+ in subgroups:				
White	69.7%	62 / 89	+1.0%	70.7%
Black	10.0%	1 / 10	+7.0%	17.0%
Hispanic	44.7%	17 / 38	+5.3%	50.0%
ELL	25.0%	2 / 8	+10.0%	35.0%
SWD	74.1%	20 / 27	+5.9%	80.0%
ED	43.1%	31 / 72	+6.9%	50.0%
3. High standards Level 4+	24.3%	36 / 148	+5.7%	30.0%
4. High standards Level 4+ in subgroups:				
White	30.3%	27 / 89	+10.0%	40.0%
Black	0.0%	0 / 10	+6.0%	10.0%
Hispanic	15.8%	6 / 38	+4.2%	10.0%
ELL	0.0%	0 / 8	+15.0%	15.0%
SWD	33.3%	9 / 27	+6.7%	40.0%
ED	15.3%	11 / 72	+4.7%	20.0%

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)
Utilize the Science DA to target areas of proficiency and deficiency and drive instruction accordingly.	1-4	Funding, Resources, Personnel	Administration, Teacher	On-going progress monitoring (OPM)	DA, FCAT	im/or/t
Analyze Historical FCAT and Science DA data to identify and address needs.	1-4	Funding, Resources, Personnel	Administration, Teachers	OPM	DA, FCAT	or
Continue Support the 3rd Grade Space Exploration Night – which includes participation from Lake Mary High School students and the Astronomy Program.	1-4	Funding, Resources, Personnel	Administration, Teachers	OPM	DA, FCAT	b/im
Utilize Quest Atlantis for problem solving and critical thinking skills.	1-4	Funding, Resources, Personnel	Teachers	OPM	DA, FCAT	tech
Encourage collaboration between 2nd and 5th grade teachers and students to participate in science activities monthly.	1-4	Funding, Resources, Personnel	Administration Teachers	OPM	DA, FCAT	or
Provide on-site grade level professional development that encourages inquiry based thinking activities in the classroom.	1-4	Funding, Resources, Personnel	Administration, PLC Facilitators	OPM	DA, FCAT	or
Provide on-site professional development that demonstrates the integration of reading and science and provides critical thinking.	1-4	Funding, Resources, Personnel	Administration, PLC Facilitators	OPM	DA, FCAT	or
Encourage the use of FCAT Explorer and 21st Century technologies in all grades to enhance curriculum.	1-4	Funding, Resources, Personnel	Administration, PLC Facilitators, Teachers	OPM	DA, FCAT	or/b
Collaborate within Professional Learning Communities to analyze data, improve instruction and increase achievement through Lesson Study.	1-4	Funding, Resources, Personnel	Administration, PLC Facilitators, Teachers	OPM	DA, FCAT	b/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 "C" schools 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	33.0%	42/128	+2.0%	35.0%
2. Level of Performance	100.0%	42/42	+0.0%	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)
Expand PRIMES in 5th grade.	1-2	Scheduling, Funding, Resources	Administration, Teacher	On-going progress monitoring (OPM)	DA, FCAT	b/im/or/tech
Implementing PRIMES 4 for 4th grade students.	1-2	Scheduling, Funding, Resources	Administration, Teacher	OPM	DA, FCAT	b/im/or/tech
Host a parent information session about Advance Coursework opportunities.	1-2	Scheduling, Funding, Resources	Administration, Teacher	OPM	DA, FCAT	b/im/or/tech

DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

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

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

Discipline Goals 1 and 2			
	Current %	% +/-	Expected %
1. Discipline referrals (duplicated) Subgroup: Economically Disadvantaged	138.27%	-13.27%	125.00%
2. Out-of-school suspensions (unduplicated) Subgroup: Economically Disadvantaged	1.5%	-0.5%	1.0%

Action Plan

Strategy	Discipline Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Continue the implementation of PBS (Positive Behavior Support) .	1-2	Personnel	Administration, PBS Team	On-going progress monitoring (OPM)	Skyward Data, Parent Survey	b/im/t/ TII
Train new teachers on PBS Protocol.	1-2	Personnel	Administration, PBS Team	OPM	Skyward Data, Parent Survey	b/im/t/ TII
Explore suspension alternatives within the SCPS Code of Conduct.	1-2	Personnel, resources	Administration, PBS Team	OPM	Skyward Data	b/im/t/TII

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

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

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

On-time Promotion Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. On-time Promotion Level of Performance	97.8%	827/846	+1.2%	99.0%
2. At-Risk Promotion Level of Performance	96.7%	441/456	+1.0%	97.7%

Action Plan

Strategy	Graduation /Promotion Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Utilize the SIPPS and Making Meaning intervention programs with Tier III students.	1-2	Scheduling, Personnel	Administration , Reading Coach	On-going progress monitoring (OPM)	DA, FCAT	b/im/TIII
Utilize school tutors for remediation and acceleration.	1-2	Scheduling, Personnel	Administration , Reading Coach	OPM	DA, FCAT	b/im/TIII
Monitor students through the MTSS process.	1-2	Scheduling, Personnel	Administration , Reading Coach	OPM	DA, FCAT	b/im/TIII
Utilize parent communication logs to track student progress.	1-2	Scheduling, Personnel	Administration , Reading Coach	OPM	DA, FCAT	b/im/TIII

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	Current %	# of #-	% +/-	Expected %
Subgroup: Economically Disadvantaged	35.0%	14/40	+4.0%	39.0%

Action Plan

Strategy	Extracurricular Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Provide information about TV production opportunities in school and grade level newsletters.	1	Awareness, Availability	Administration, Teachers	Ongoing	Skyward data	st/tech
Host an information session for students to learn about TV production opportunities.	1	Awareness, Availability	Administration, Teachers.	Ongoing	Skyward data	st/tech
Utilize technology resources (phone system, web page, etc.) to advertise extracurricular opportunities.	1	Awareness, Availability	Administration, Teachers	Ongoing	Skyward data	st/tech

SCHOOL DEFINED GOAL

*All Seminole County Public Schools are providing ePathways for their students. Schools are highly encouraged to include an ePathways goal in their 2012-2013 SIP.
  Examples include: Elementary schools – Languages, on-line acceleration, PRIMES 5, PRIMES 4, ACCEL, etc.
                Middle schools – Virtual options, ACCEL, etc.
                High schools – Virtual options, Flex hours, ACCEL, etc.
  Other school defined goals may be added.

Goal #1:   To increase the percent of students enrolled in math acceleration courses

School Defined Goal	Current	# of #-	% +/-	Expected
Create two PRIMES 4 classes	27.5%	44/160	0.0%	100.0%

*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)
Identify students scoring Level 4 or higher on FCAT.	Personnel	Administration, Teachers	Beginning of year	FCAT	or/tech
Articulate with 3rd grade Math PLC for instructional enrichment.	Scheduling, Personnel	Administration, Teachers	Ongoing	FCAT, DA	or/tech
Utilize school FCAT tutor for math enrichment.	Scheduling, Personnel	Administration, Teachers	Ongoing	FCAT, DA	or/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
Deliberate Practice	Reading Goals 1-8; Math Goals 1-8; Science Goals 1-4	8/22/12, 9/19/12, 12/10/12	Instructional and Marzano Evaluation Model	All instructional personnel	70		Administration
Instructional Best Practices	Reading Goals 1-8; Math Goals 1-8; Science Goals 1-4	8/29/12, 10/17/12, 11/07/12, 12/12/12	Instructional, common assessments, and differentiation	All instructional personnel	70		Administration
Positive Behavior Support	Discipline Goal 1 and 2	9/12/2012	Instructional and behavioral	All instructional personnel	75		Administration, Guidance
Professional Learning Communities	Reading Goals 1-8; Math Goals 1-8; Science Goals 1-4	10/10/12 12/06/12	Instructional, common assessments, and learning goals and scales	All instructional personnel	70		Administration, PLC Facilitator
Math Support Common Core	Math Goals 1-4	10/08/12	Instructional, common assessments, and learning goals and scales	All instructional personnel	12		Administration, District Specialist
Writing Support and Training	Writing Goals 1-4	9/18/2012	Instructional and holistic scoring	All 4th Grade Teachers, Resource Teachers, paraprofessionals	14		Administration, District Specialist

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS
2011-2012

INCOME:

Original Allocation:	$800.00
Adjustment:	$2,822.00
Carry Over:	$2,174.44
Total Income:	$5,796.44

EXPENDITURES	ACTUAL COST	BALANCE
		$5,796.44
1. Digital Cameras and Materials	$968.84	$4,827.60
2. Student Awards	$532.65	$4,294.95
3. Student PBS Incentives	$765.38	$3,529.57
4. FCAT Incentives	$65.25	$3,464.32
5. Reading Incentives	$403.59	$3,060.73
6. Standards Alignment Writing	$537.73	$2,523.00
7. FCAT Materials: Florida Ready	$1,377.00	$1,146.00

CARRY OVER:
Total carry over for 2012-2013: $1,146.00

This carry over will be spent on stipends or substitute teachers for curriculum alignment and Common Core updates.

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*.**
    Christine Peacock-Principal, Amy Barone- Assistant Principal, Guidance Counselor, Reading Specialist, ESOL Teacher, Teacher of the Gifted and SLD 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 Leadership Team meets bi-weekly to review student data and progress. Teachers notify the guidance department and reading specialist of students with concerns. Teachers bring all historical and current data to be reviewed. Students receiving interventions are discussed with suggestions for next steps; including additional specific assessments and data to be collected. The team reconvenes every 4 to 6 weeks to review the intervention and plan.

3. **Describe the role of your school's MTSS Leadership Team in the development and implementation of the SIP.**
    The MTSS Leadership Team reviews and suggests items for Discipline Goals for on Time Promotion Goals. It also reviews curriculum items for TIER III intervention.
    Principal: Oversees team meetings and has the final decisions, follows up on meeting decisions
    Assistant Principal: Serves as the liaison between the team and classroom teacher
    Guidance Counselor: Tracks students within the MTSS process and makes recommendations to the guidance department and maintains discipline data
    Reading Specialists: Tracks student reading data, provides strategies for academic intervention, provides instructional support for Tier II and Tier III students
    ESOL Teacher: Provides data for ELL students, provides instructional support for students needing additional services
    Teacher of the Gifted: Provides data for ELL and Gifted students and provides instructional support strategies
    SLD Teacher: Provides data analysis for Tier II I students and instructional strategies

4. **Describe the data source and data management system used to summarize tiered data for Reading, Mathematics, Science, Writing, and Behavior.**
    The MTSS Leadership Team will use Discovery Education, SRI, PSI, PASI, Writing Prompts and Positive Behavior Support for data management. Teachers are expected to maintain a data log or notebook on all students throughout the school year. The classroom based data will be reviewed during grade level/subject area
     Professional Learning Communities and the MTSS Team as needed.

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 Leadership Team meets bi-monthly to discuss students that are in need of academic or behavioral intervention services. Agendas are printed in advance for administrative and team review. Students receiving Tier II or Tier III interventions are cross referenced within the agenda. After subsequent meetings, students are placed on the Student Study Agenda for further review.

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

At the start of the school year, Administration reviewed the procedures for MTSS with curriculum leaders, MTSS Leadership Team, and teachers. Additional grade level trainings will be conducted by guidance throughout the year to explain the functions of the MTSS committee and district/state requirements. The Positive Behavior Support Team will continue with ongoing school based professional development.

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).
> Christine Peacock-Principal, Amy Barone- Assistant Principal, Guidance Counselor, Reading Specialist, ESOL Teacher, Teacher of the Gifted, Teacher of Autism, Speech/Language Pathologist and SLD Teacher.

2. Describe how your school's LLT functions (e.g. meeting processes and roles/functions).
> The Literacy Leadership Team looks at FCAT, SRI and other comprehensive data for grades 3-5. For K-2, the Literacy Leadership Team examines FLKRS, PSI, PASI, SRI and other assessments. Discovery Education Assessments will be used to identify students strengths and weaknesses. Through grade level PLC's flexible groups will be established to provide direct instructional support for students. Student mastery of skills will be determined through Common Assessments and Focus Assessments for 3rd-5th grades. The meetings are scheduled monthly for ongoing progress monitoring. Additionally, the LLT works with teachers to implement newly established curricula mandates and literacy best practice.

**3. What will be the major initiatives of the LLT this year?**
> The major initiatives for 2012-2013 with the Literacy Leadership Team will be…
> - Reinforce 21st Century learning skills throughout the curriculum with using new technology resources
> - Implement Common Core Standards for kindergarten and first grade
> - Provide ongoing support for 2nd grade as they transition to Common Core Standards
> - Develop Common Assessments to measure student growth and determine mastery
> - Support Walk to Intervention and Academic Acceleration

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.

Each grade level/department at Lake Mary Elementary has implemented Professional Learning Communities to analyze data, create common lessons with appropriate assessments and define quality instruction. Lesson Study will be embedded into each PLC as an integral part refining instruction to positively impact student achievement. Administration, the Reading Specialist and Professional Learning Community Facilitators will reinforce the PLC goals of focusing on student learning within the Lesson Study Model. Quality lessons will be designed that reinforce either the Common Core Standards for kindergarten and first grades or the Next Generation Sunshine State Standards for second through fifth grades.
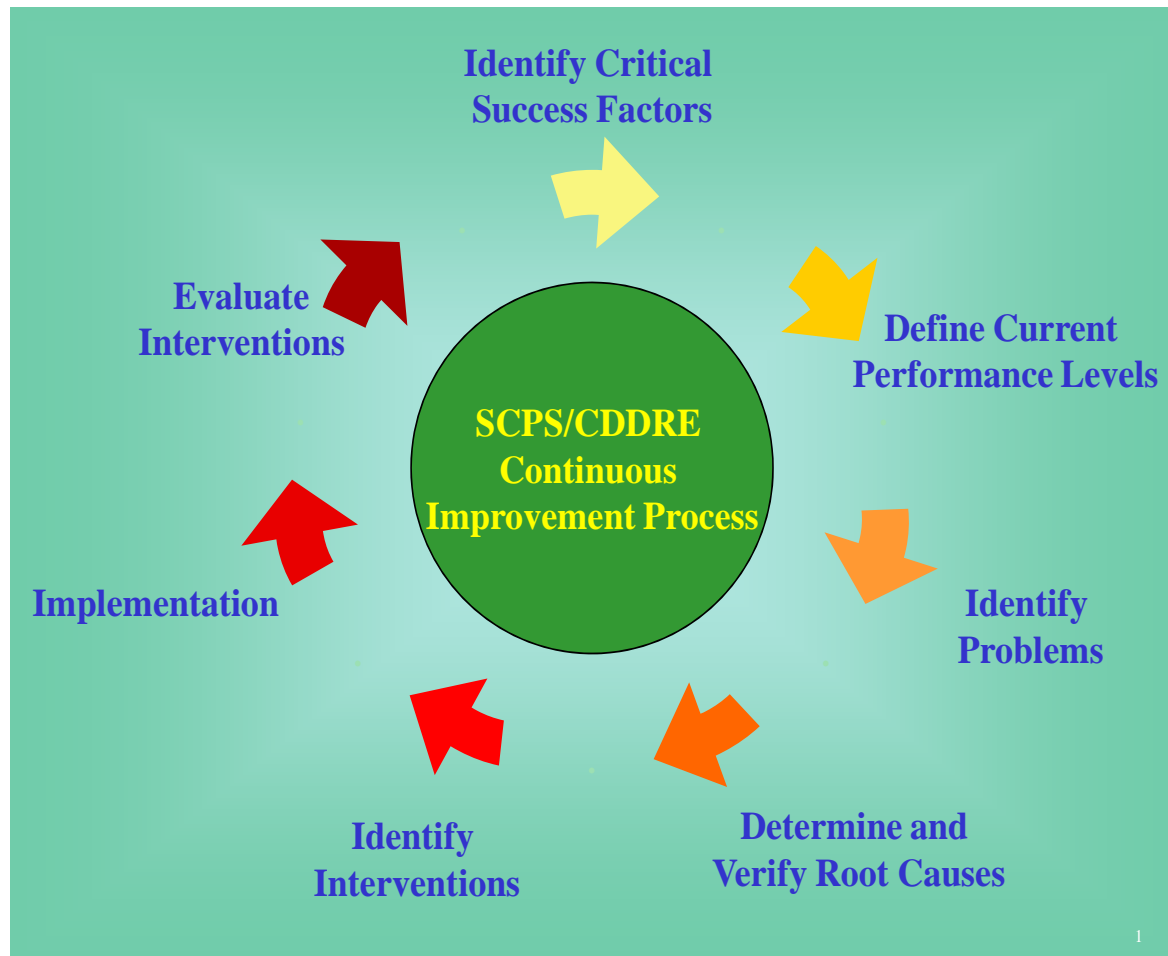
ADDENDUM 5 - PARENT INVOLVEMENT GOAL(S)

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: To increase the opportunity for parents to provide school improvement suggestions.

Parent Involvement Goal(s)	Current	# of #-	% +/-	Expected
1.Parents registered for Parent Portal	38.0%	317/834	12.0%	50.0%
2. Parent suggestions for school improvement are welcome at this school.	93.1%	201/216	1.9%	95.0%

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)
Provide a suggestion box in the front office so parents can feel like they can anonymously offer suggestions without identifying themselves.	1	Personnel	Administration	End of Year	Parent Survey	or
Solicit assistance from PTA to share suggestions and ideas gleaned from the Social Networking Lake Mary Facebook page.	1	Personnel	PTA	End of Year	Parent Survey	tech
Place a comments and suggestions portion on the bottom of the bi-monthly newsletter.	1	Personnel	Administration	End of Year	Parent Survey	tech/or
Register parents at Open House and Curriculum Nights in September /October.	1	Transportation and work schedules	ETF	Ongoing	Skyward Data	tech
Advertise and encourage participation in the parent newsletter.	1	none	Administration	Ongoing	Skyward Data	b, or
New student registration: parents provide email address and sign – up for Skyward upon registration.	1	Lack of technology in the home	Guidance	Ongoing	Skyward Data	st, tech

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

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

STEM Current Practices: Lake Mary Elementary 5th grade students have participated in an after-school Robotics Club and 4th Grade Primes.
STEM Plan for 2012-2013: Lake Mary Elementary has incorporated the Primes program in 4th grade classes and will expand the participation of the 5th Grade Robotics Club.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Continue the after-school Robotics Club and increase student and parent participation.	Personnel, lack of volunteers	Teachers	End of Year	FCAT	im,/tech
Guest speakers will introduce students to different careers through Junior Achievement and Teach-In.	Lack of volunteers	Administration, teachers	End of Year	Registrations, student feedback survey	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 year.

Current CTE Practices: Currently the Robotics Club and 5th Grade Primes have been implemented in 5th Grade.

CTE for 2012-2013:   The goal is to increase the number of students participating in the Robotics Program and implement Primes Program in grade 4.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Increase the participation of students and families in the Robotics club by advertising on the website and encouraging teachers to offer rewards for student participation.	Personnel	Administration, Teachers	End of Year	FCAT	tech
Implement the Primes Program to 4th grade students and monitor success.	Personnel	Administration	End of Year	FCAT	tech/ im
Implement the Global Media Program for 4th and 5th grade students on the wheel.	Personnel	Administration, Teachers	End of Year	FCAT	tech
Implement 3rd Grade Research Media program in grade 3.	Personnel	Administration	End of Year	FCAT	tech
Teach In Presenters for the Technical and Vocational Fields	Personnel, Scheduling	Administration, Teachers	End of Year	FCAT	tech

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

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

READING AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	**66**	**71**	**72**	**75**	**77**	**80**	**83**
American Indian							
Asian	68	63	73	76	79	81	84
Black/African-American	33	56	44	50	55	61	67
Hispanic	62	58	68	72	75	78	81
White	73	80	78	80	82	84	87
English Language Learners	50	42	58	63	67	71	75
Students with Disabilities	45	59	54	59	63	68	73
Economically Disadvantaged	53	60	61	65	69	73	77

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	**69**	**68**	**74**	**77**	**79**	**82**	**85**
American Indian							
Asian	63	63	69	72	75	78	82
Black/African-American	40	37	50	55	60	65	70
Hispanic	63	57	69	72	75	78	82
White	77	77	81	83	85	87	89
English Language Learners	72	58	77	79	81	84	86
Students with Disabilities	49	50	58	62	66	70	75
Economically Disadvantaged	54	56	62	66	69	73	77

SCHOOL ADVISORY COUNCIL SIGNATURES
2012-2013
FINAL COPY

The School Advisory Council has assisted in the preparation of the annual school budget as well as the School Improvement Plan.

ADMINISTRATOR	DATE	PARENT/COMMUNITY	DATE	PARENT/COMMUNITY	DATE
Christine Peacock	9/4/12	Traci Olsen	9/4/12	Steve Kuiper	9/4/12
INSTRUCTIONAL		Michelle Grass	9/4/12	Yesenia Santiago	9/4/12
Cathy Bailey	9/4/12				
		Kathleen Beard	9/4/12	Nancy Abrahams	9/4/12
Deborah Aman	9/4/12				
				Shelly Warren	9/4/12
Kasey Lyne	9/4/12				
Marc Drucker	9/4/12				
NON-INSTRUCTIONAL					
Corissa Spurling	9/4/12				