

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.



Lyman High 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+		59.5%	+10	69.5%	63.9%	N
High standards Level 4+		30.1%	+5	35.1%	38.8%	N
Proficiency Level 3+ in AYP subgroups						
	White	67.5%	+5	72.5%	75.8%	Y
	Black	36.4%	+10	46.4%	35.1%	N
	Hispanic	48.4%	+6	54.4%	50.5%	N
	ELL	18.2%	+7	25.2%	32.4%	Y
	SWD	100%	+0	100%	52.5%	N
	ED	43.5%	+10	53.5%	49.0%	N
Learning Gains		53.4%	+7	60.4%	65.9%	Y
Lowest 25% making Learning Gains		43.3%	+7	50.3%	59.7%	Y
Learning Gains Levels 4/5		41.7%	+5	46.7%	87.8%	Y
Learning Gains in AYP subgroups						
	White	56.8%	+10	66.8%	70.9%	Y
	Black	39.9%	+10	49.9%	54.0%	Y
	Hispanic	54.0%	+10	64.0%	61.8%	N
	ELL	66.7%	+10	76.7%	64.9%	N
	SWD	29.4%	+6	35.4%	65.9%	Y
	ED	47.8%	+10	57.8%	59.2%	Y

High schools have no school improvement math goal because of the transition from FCAT 2.0 to the Algebra EOC assessment. Algebra EOC goals should be written for 2012-13 on the page provided in the body of the plan.

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		76.1%	+10	86.1%	89.6%	Y
High standards Score 6.0		3.9%	+5	8.9%	0.9%	N
Proficiency Score 3.0+ in AYP subgroups						
	White	80.2%	+5	85.2%	92.7%	Y
	Black	72.1%	+5	77.1%	87.0%	Y
	Hispanic	67.8%	+5	72.8%	82.4%	Y
	ELL	66.7%	+5	71.7%	78.9%	Y
	SWD	100%	0	100%	77.3%	N

	ED	66.9%	+5	71.9%	84.8%	Y
High standards Score 6.0 in AYP subgroups						
	White	3.9%	+5	8.9%	1.3%	N
	Black	4.9%	+3	7.9%	1.3%	N
	Hispanic	3.3%	+4	7.3%	0.0%	N
	ELL	0.0%	+5	5%	0.0%	N
	SWD	0.0%	+3	3%	1.3%	N
	ED	3.0%	+3	6%	0.4%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	59%	+6	65%	60%	N
Performance in advanced coursework	78%	+2	80%	84%	Y

Discipline Goals	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: ED	55%	-5	50%	64.0%	N
Out-of-school suspensions (unduplicated) Subgroup: Black	32%	-5	27%	39.7%	N

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	91%	+3	94%	76.4%	N
At-Risk students graduating or advancing with age-level peers	71%	+5	76%	46.5%	N

Post-Secondary Readiness Goals (high school only)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Graduating seniors readiness in Reading	83%	+5	88%	83%	N
Graduating seniors readiness in Math	69%	+5	74%	71%	N

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup: National Honor Society/ED	11.4%	+3	14.4%	18%	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Skyward Family Access Parent/Guardian Enrollment	0%	+35	35%	54%	Y

Goal Summary

Number of Goals Met: 18

Number Not Met: 23

CARRY OVER GOALS

2012-2013

Carry-Over Objective #1

Lyman High School will continue to align classroom instruction and learning activities with the Next Generation Sunshine State Standards and Common Core Standards and allocate available funds to provide supplies and other resources to support this alignment. We will address academic standards for every level (Grades 9- 12: Special Diploma, Standard, Honors, Pre-AP (Honors/Gifted), and AP) and we will allocate resources to support improvement in all areas cited in our School Improvement Plan and objectives as noted in our action plans for each goal.

Carry-Over Objective #2

All of Lyman High School's teachers who are new to education will continue to participate in the Beginning Teacher Mentoring Program. All teachers work with an experienced teacher who has either clinical education training or share the same teaching schedule. The new teachers will receive in-services on discipline, writing and reading in the classroom, Skyward grading system, and Marzano indicator training. The mentors meet with the teachers weekly to monitor their progress. Administration is always available to assist with questions, materials, and other situations that may arise. Administrators do frequent "walk-throughs" to monitor teaching and discipline strategies. One observation will be completed per semester unless more are needed.

Carry-Over Objective #3

Lyman High School will continue to articulate with its feeder middle school to ensure proper placement of all students.

Carry-Over Objective #4

Lyman High School will continue to keep parents, students, and the community aware of all events taking place on Lyman's campus as well as in the community. The use of the phone dialer, Skyward and Listserv, World Wide Web, newsletter, daily announcements, TV announcements, and two marquees will continue to be encouraged to increase participation in all school-wide events.

READING GOALS

Aligned with Strategic Plan System Initiative B

- Reading Goal #1:** To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading
- Reading Goal #2:** To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading
- 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+	63.9%	688 / 1076	+5	68.9%
2. Proficiency Level 3+ in subgroups:				
White	75.8%	472 / 623	+5	80.8%
Black	35.1%	61 / 174	+5	40.1%
Hispanic	50.5%	112 / 222	+5	55.5%
ELL	32.4%	12 / 37	+8	40.4%
SWD	52.5%	96 / 183	+5	57.5%
ED	49.0%	251 / 512	+6	55.0%
3. High standards Level 4+	38.8%	418 / 1076	+3	41.8%
4. Learning Gains	65.9%	654 / 993	+5	70.9%
5. Lowest 25% making Learning Gains	59.7%	163 / 273	+6	65.7%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	40.2%	76 / 993	+5	45.2%
7. Learning Gains Levels 4/5	87.8%	339 / 386	+3	90.8%
8. Learning Gains in subgroups:				
White	70.9%	406 / 573	+5	75.9%
Black	54.0%	88 / 163	+6	60.0%
Hispanic	61.8%	126 / 204	+5	66.8%
ELL	64.9%	24 / 37	+6	70.9%
SWD	65.9%	116 / 176	+5	70.9%
ED	59.2%	284 / 480	+6	65.2%

Action Plan

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Continue to implement Lyman’s Literacy Plan into daily lessons where appropriate.	1-8	Time, prerequisite skills	Administration, instructional coach, teachers	ongoing	Administrative walkthroughs and lesson plans reviewed	im, or, st, t
2. Level 1 and 2 students will be placed in an intensive reading class based on FCAT and oral fluency scores.	1,2,3,4,5,8	Lack of student motivation and skills	Administration, instructional coach , teachers	annually	DA,FCAT	st, sss
3. Use Discovery Education as a progress monitor tool.	1-8	Use of lab time, test fatigue	Administration, instructional coach, teachers	3X per year	Test scores	st, tech
4. Provide data for all teachers in a timely manner.	1-8	Timeliness; teachers not using data to guide/differentiate instruction	Administration, instructional coach	ongoing	DA,FCAT, EOC	st, tech
5. Continue optional AR Reading Program in 9 th and 10 th grades so low level readers learn to enjoy reading.	1,2,3,4,5,8	Difficulties incorporating into class time	Media specialist, teachers	mid-year, end of year	Test scores/lexile increase	b, im, st, sss, tech
6. Journeys 3, SOAR, Plugged-In, and Reading Plus implementation with appropriate levels.	1,2,3,4,5,8	Funding, lack of student motivation, supervision, technology and software	Administration, instructional coach, teachers	ongoing	FCAT	b, im, st, sss, tech
7. Provide an FCAT boot camp for level 1 and 2 students in the 9 th and 10 th grades.	1,2,3,4,5,8	Scheduling	Administration, instructional coach	1X per year	FCAT	st
8. Provide after-school tutoring.	1,2,3,4,5,8	Interest and motivation	Administration, instructional coach, teachers, NHS	ongoing	FCAT	b, st, tr

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)

MATH GOALS ALGEBRA END OF COURSE EXAM

Aligned with Strategic Plan System Initiative B

(Middle and High School)

- Math Goal #1:** To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 Algebra EOC exam
- Math Goal #2:** To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 Algebra EOC exam
- Math Goal #3:** To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 Algebra EOC exam
- Math Goal #4:** To increase the percent of accountability group students making Learning Gains on the 2013 Algebra EOC exam
- Math Goal #5:** To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 Algebra EOC exam
- Math Goal #6:** To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 Algebra EOC exam
- Math Goal #7:** To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 Algebra EOC exam
- Math Goal #8:** To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 Algebra EOC exam

Math Goals 1 thru 8 (Algebra EOC)	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	47.8%	153 / 320	+5	52.8%
2. Proficiency Level 3+ in subgroups:				
White	56.6%	82 / 145	+4	60.6%
Black	36.7%	29 / 79	+10	46.7%
Hispanic	39.8%	33 / 83	+6	45.8%
ELL	26.7%	4 / 15	+9	35.7%
SWD	20.0%	12 / 60	+10	30.0%
ED	34.9%	68 / 195	+6	40.9%
3. High standards 4+	11.3%	36 / 320	+10	21.3%
4. Learning Gains	50.0%	126 / 252	+5	55.0%
5. Lowest 25% making Learning Gains	55.7%	39 / 70	+5	60.7%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	9.5%	9 / 95	+6	15.5%
7. Learning Gains Levels 4/5	44.0%	11 / 25	+6	50.0%
8. Learning Gains in subgroups:				
White	57.3%	63 / 110	+8	65.3%
Black	48.6%	34 / 70	+7	55.6%
Hispanic	40.9%	27 / 66	+5	45.9%
ELL	50.0%	5 / 10	+5	55.0%
SWD	48.0%	24 / 50	+7	55.0%
ED	46.9%	76 / 162	+5	51.9%

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Continue use of a progress monitor to track the performance of 9th and 10th grade Math students.	1-8	Time, scheduling	Math Teachers, Administration	Baseline, mid-year	Review data reports to review weaknesses and maintain schedule	t, im, or
2. Continue to place Level 1 and 2 students in intensive Math courses and have double-block courses meet every day.	1-5, 8	Scheduling conflicts	Administration	Baseline, mid-year, end of year	EOC, DA	t, im, st, or, b
3. Provide staff and students with technology practice and preparation for all computerized tests.	1-8	Time for PD, scheduling conflicts	Math Teachers, Administration	Ongoing	Administration checks lab use	t, im, st, or
4. Provide data for Math teachers.	1-8	Timeliness; teachers not using data to guide/differentiate instruction	Administration	Ongoing	EOC, FCAT	st, tech
5. Provide after-school tutoring.	1-8	Interest and motivation	Administration, instructional coach, teachers, NHS	Ongoing	EOC	b, st, tr

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)

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+	89.6%	474 / 529	+3	92.6%
2. Proficiency Score 4.0+ in subgroups:				
White	92.7%	294 / 317	+3	95.7%
Black	87.0%	67 / 77	+3	90.0%
Hispanic	82.4%	89 / 108	+3	85.4%
ELL	78.9%	15 / 19	+3	81.9%
SWD	77.3%	58 / 75	+3	80.3%
ED	84.8%	201 / 237	+3	87.8%
3. High standards Score 6.0	0.9%	5 / 529	+5	5.9%
4. High standards Score 6.0 in subgroups:				
White	1.3%	4 / 317	+3	4.3%
Black	1.3%	1 / 77	+3	4.3%
Hispanic	0.0%	0 / 108	+3	3.0%
ELL	0.0%	0 / 19	+3	3.0%
SWD	1.3%	1 / 75	+3	4.3%
ED	0.4%	1 / 237	+3	3.4%

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. PLCs of all content courses will concentrate on incorporating rubrics into their writing assignments.	1-4	Grading practices, lack of prerequisite skills	Administration, teachers	quarterly	Administrators review quarterly writing plans	im, st, t
2. Use data from diagnostic testing/assessment tools to determine the level of instruction for students in their English and/or Reading classes.	1-4	Ability to respond to many weaknesses	Administration, teachers	ongoing	FCAT, Discovery Ed., DA Writing	b, or, st
3. All of the core academic teachers will use the district model "The Six Traits of Effective Writing."	1-4	Time, background knowledge	Administration, teachers	ongoing	Administrative walkthroughs and lesson plans reviewed	st, or, im, t
4. SCPS Content Support Team will provide training to content area teachers in writing strategies and incorporating SAT/ACT strategies into their lessons.	1-4	Time for PD	Administration, instructional coach	2X per year	Administrative walkthroughs and lesson plans reviewed	b, or, st
5. The FCAT Writes Exam will be a 4 th quarter test grade for English II students.	1-4	Grading Policies (administered 3 rd qtr, graded 4 th qtr.)	Administration, teachers	March	FCAT	st

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

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 %	% +/-	Expected %
1. Level of Participation	60%	+5	65%
2. Level of Performance	84%	+3	87%

Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Use AP Potential to identify and recruit students for AP classes.	1	Lack of student interest	Administration, AP teachers	December, January	PSAT scores	st, tech, t
2. Use FCAT, lexile scores, and GPAs to identify and recruit students for Honors English and History classes.	1	Scores do not represent true ability	Administration, guidance, instructional coach, teachers	January, February	Discovery Ed. scores, Skyward	st, tech
3. Recruit targeted students through letters, teacher solicitation, parent contact and events such as AP Night and Light Up Lyman.	1	Lack of interest; follow-up is difficult	Administration, guidance, teachers	January, February	Determine the number targeted vs. the number recruited using Skyward	b, or, st, sss
4. Continue NHS tutoring after school for those who may need extra help in honors and/or AP classes.	2	Advanced students tend to not want help; transportation	Administration, club sponsor, teachers	ongoing	Check the NHS registration sheets quarterly	st, 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)

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)

Discipline Goals 1 and 2	Subgroup	Current %	Expected %
1. Discipline referrals (duplicated)	ED	64%	50%
2. Out-of-school suspensions (unduplicated)	Black	39.7%	30%

Action Plan

Strategy	Discipline Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Teacher mentors assist new teachers with best practices in the classroom so students remain engaged and focused.	1,2	Time for PD	Administration, mentors, teachers	ongoing	Teacher mentor informal assessments; administrative walkthroughs	b, s, t
2. Establish specific behavior management plans (within IEP) for all ESE students before the first manifestation meeting.	1,2	Time frame between incidents, lack of parental involvement	Administration, school psychologist, IEP writer, deans	ongoing	Discipline records reviewed by deans and ESE administrator	sss, or, st
3. Hold workshops on cultural diversity and handling discipline issues with ESE students.	1,2	Time for PD	Administration, behavior specialist	yearly	Administrative walk-throughs	st, t
4. Identify at-risk students and provide faculty members as mentors to assist with academic and behavioral guidance.	1,2	Time	Administration, deans, guidance, coaches, sponsors, staff	weekly	Skyward – discipline records, grades, attendance	or, st, 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)

GRADUATION/AT-RISK GRADUATION GOALS

Aligned with Strategic Plan System Initiative A

(High School only)

Graduation Goal #1: To increase the percent of students graduating with their age-level peers

At-Risk Graduation Goal #2: To increase the percent of At-Risk students graduating with their age-level peers

High School: Graduation rate (HS Accountability Federal Graduation Rate)

High School: At-Risk is defined as students in Level 1 and Level 2 in Reading and Math on the 8th grade FCAT 2.0 (HS Accountability)

Graduation/At-Risk Graduation Goals 1 and 2	Current %	% +/-	Expected %
1. Graduation Level of Performance	76.4%	+3	79.4%
2. At-Risk Graduation Level of Performance	46.5%	+3	49.5%

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)
1. Increase credit retrieval opportunities for students.	1,2	Technology, rigor of some on-line courses	Administration, Guidance, Compact Teacher	Each semester	Ongoing monitoring of epathways and Plato Labs by guidance counselors and teacher	b, st, or
2. Increase Guidance contact with Junior and Senior at-risk students.	2	Time, schedules	Administration, Guidance	ongoing	Skyward: Guidance Counselor monitors grades quarterly	b, st, or
3. Continue to encourage seniors to participate in the spring SAT/ ACT to use as a concordant score in place of FCAT.	1,2	Funds, lack of higher order thinking	Administration, Guidance	June	Administrator and Guidance identify how many concordant scores were earned	b, st, or
4. Identify students early and implement "ASPIRE 2B" Program for transition students.	2	Lack of parental involvement, scheduling	Administration	June	Monitoring of FCAT, Discovery Ed. and EOC scores	b, im, st, t

5. Assign an academic dean to each student for oversight of student performance. This includes communicating with parents, guidance counselors, and teachers on a regular basis.	2	Lack of parental involvement, consistent and quality time to monitor students	Academic Dean	ongoing	Monitoring of FCAT, Discovery Ed. and EOC scores	or, st
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RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

POST-SECONDARY READINESS GOALS

Aligned with Strategic Plan System Initiative A

(High School only)

Postsecondary Readiness Goal #1: To increase the percent of graduating seniors who demonstrate post-secondary readiness in Reading as indicated by the SAT, ACT, CPT, or PERT

Postsecondary Readiness Goal #2: To increase the percent of graduating seniors who demonstrate post-secondary readiness in Math as indicated by the SAT, ACT, CPT, or PERT

*Based on the High School Accountability formula

Postsecondary Readiness Goals 1 and 2	Current %	% +/-	Expected %
1. Level of Reading Performance	83%	+3	86%
2. Level of Math Performance	71%	+5	76%

Action Plan

Strategy	Readiness Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Continue to target 11 th and 12 th grade students with the implementation of an SAT Prep Course.	1,2	Lack of interest	Administration, teachers	ongoing	SAT scores; Administrative walkthroughs	b, im, or, st, t
2. Continue to emphasize SAT skills in 11 th and 12 th grade classes.	1,2	Lack of higher order thinking skills, time	Administration, teachers	ongoing	Administrative walkthroughs	b, im, or, st, t
3. Provide voluntary SAT/ACT Prep classes after school.	1,2	Lack of motivation or interest	Administration, teachers	ongoing	SAT/ACT scores; Administrative walkthroughs	b, im, or, st, t
4. Implement SAT instruction/vocabulary in all honors classes.	1	Lack of higher order thinking skills, funding for books	Administration, teachers	ongoing	FCAT and SAT scores; Administrative walkthroughs	b, im, or, st, t
5. Implement SAT strategies in all 10 th grade Language arts classes.	1	Lack of higher order thinking skills	Administration, teachers	ongoing	FCAT Scores; Administrative walkthroughs	b, im, or, st, 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)

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 %
1. Activity:National Honor Society	18%	26 of 145	+2	20%
Subgroup:ED				
2. Activity:Student Government	17%	5 of 30	+2	19%
Subgroup:ED				

Action Plan

Strategy	Extracurricular Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Waive fees (if any) for Economically Disadvantaged students.	1	Financial hardship on club	Administration, club sponsors	August, January	Data from Skyward	b
2. Continue to increase the number of students enrolled in Advanced level courses. (NHS)	1	Lack of interest	Administration, teachers	December, January	PSAT	or, st
3. Continue to send invitation letters to parents and students. If Economically Disadvantaged students do not apply, administration and NHS sponsors will contact the student.	1	Lack of interest	Administration, club sponsors	April	Enrollment data	or, st
4. Advertise the benefits of being a member of NHS or Leadership – flyers/posters.	1	None	Club sponsors	ongoing	Enrollment data	or, st

SCHOOL DEFINED GOAL

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

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

Middle schools – Virtual options, ACCEL, etc.

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

Other school defined goals may be added.

Goal #1: To provide an environment where students can participate in virtual courses without having to leave the school building. Lyman High School expects to enroll at least 5% (approximately 100 students) in ePathways courses for the 2012-2013 school year.

School Defined Goal	Current	# of #-	% +/-	Expected
ePathways course enrollment	0%	0 of 0	+5	5%

*If necessary adjust table headings to reflect the needs suited to the goal.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Guidance Department will offer courses to students with openings in their schedules.	Course availability and student preference	Guidance counselors	ongoing	Monitor the number of students enrolled	b, or, st, tech, tr
2. Guidance Department will offer courses to all new enrollees.	Course availability and student preference	Guidance counselors	ongoing	Monitor the number of students enrolled	b, or, st, tech, tr

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)

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
Professional Learning Communities Seminar	ALL	7/12	Using data to improve instruction and learning	Select participants from content areas	10	10	Administration, teachers
Kagan Training (Language Arts, Math, Social Sciences, Discipline)	ALL	7/12	Specific instructional strategies to enhance student interest and participation	Select participants from content areas	8	8	Administration, teachers
Advanced Placement Conference	Advanced Coursework #1, #2	7/12	Increasing test scores and participation in all subgroups; improving instructional strategies	Select participants from advanced placement courses	12	12	Administration, teachers
Professional Learning Communities	ALL	8/12 – 5/13	Using data to improve instruction and learning	Faculty - teachers	150	150	Administration, teachers
The New Evaluation System: Scales and Marzano indicators training	ALL	8/12	Provide professional development and high yield strategies that will directly impact student learning; instruction on how to write scales	Faculty - teachers	150	150	Administration, teachers
Curriculum Instruction for teachers of the Intellectually Disabled (McGrawHill/SRS)	FAA	8/2012	Provides an overview of Language, Reading, and Math.	Specific Special Diploma teachers	3	3	Administration, teachers
Content Support Team Biology Training – Phase II	Science	9/2012	Reviewing learning goals, scales, rubrics and objectives. Implementing scope and sequence as well as higher order questioning and intricate vocabulary strategies.	Biology Teachers	8	8	Administration, teachers

Content Support Team World History Training – Phase II	Reading - ALL	9/2012	Improve student engagement, achieve specific gains through higher order questioning strategies, understand learning objectives in the Comprehension Instructional Sequence Model.	World History Teachers	7	7	Administration, teachers
Effective Teaching and Learning Strategies for the CTE Classrooms	Career and Technical Education	10/2012	Effective teaching strategies for project based learning that meets the needs of the Marzano model. Literacy strategies specific to technical reading and workforce training content.	Career and Technical Education Teachers	7	7	Administration, teachers
Language Reading Connection for Deaf/Hard-of Hearing	Reading - ALL	10/2012	Specific help for teachers to bridge language and literacy, vocabulary building, and strategies in language comprehension.	Any teacher who has a D/HH student	40	35	Administration, teachers
“Building Expertise 2012” Marzano National Conference	ALL	6/2013	Strengthening teachers’ use of Marzano indicators to achieve learning gains	1 administrator; 1-3 teachers	4	4	Administration, teachers
PLCs at Work Conference	ALL	7/2013	Using data to improve instruction and learning	Select participants from content areas	10	10	Administration, teachers

WAIVER REQUEST

2012-2013

Please fill out a separate waiver request page for each School Board policy that you are requesting to be waived.

- 1) A. School District: Seminole County Waiver implementation year: 2012-2013
B. District Contact Person: Dr. Anna-Marie Cote Phone: (407) 320-0022
C. School Name: Lyman High School Waiver Request is for a School Board Policy

- 2) **Identify the specific School Board policy that you are requesting be waived because it creates a barrier to your school improvement initiatives. List by number and policy name.**

SCPS Student Progression Plan: Secondary Education High Schools Grade 9-12; II Course of Study; C. Definition of a High School Credit

Students in the Institute for Engineering must complete an internship in the community for a minimum of 70 hours. They earn .5 credit for this internship. The student has the option to complete the internship as a ½ credit course in their schedule or outside of school hours. If they choose to do the internship outside of school hours, Lyman High School is asking that it not appear on their schedule.

- 3) **Describe how the School Board policy you are requesting be waived interferes with your school improvement initiatives.**

The students in the Engineering Institute are required to do this internship and if it appears on their schedule, it deprives them of an opportunity to take an additional .5 credit elective during the school day.

- 4) **Identify and describe what alternative plan of action or innovative approach you intend to use in lieu of the School Board policy you are requesting be waived to accomplish your school improvement goals.**

Lyman High School will have Engineering Institute students register for their internship with our Internship Coordinator who would ensure they were interning at a site related to their major within the Institute. The student would obtain the paperwork to document their involvement at the site. When the student has completed the minimum 70 hours, he/she would submit their documentation to the coordinator. The coordinator will then award a grade and .5 credit to the transcript.

- 5) **Describe what evidence there is to support the use of an alternative plan of action or innovative approach you intend to use in lieu of the School Board policy you are requesting be waived.**

Presently, Seminole County Public Schools allows students to earn .5 credit of Community/Volunteer Service without it appearing on their schedule. Students secure the necessary paperwork to do the volunteer service and document their hours. When the student has accumulated the necessary hours and completed the paperwork, he/she will present the documentation to the school's Community Service Coordinator to have the credit hour and grade awarded to them. This waiver is requesting the same process for the internship required of our Engineering Institute students.

- 6) **Identify the specific data or performance indicators that will be used to evaluate the success of the alternative plan of action or innovative approach you intend to use in lieu of the School Board policy you are requesting be waived.**

Data will be kept on the number of students that successfully complete their internship and acquire the .5 credit.

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

INCOME:

Original Allocation: 8/11	\$2300
Adjustment: 5/12	\$5101
Carry Over: 8/11	\$5233.69
Total Income:	\$12,634.69

EXPENDITURES	ACTUAL COST	BALANCE
PSAT/SAT/ACT Student Workshop	\$2013.11	\$10,621.58
Writing and Instructional Materials	\$932.01	\$9689.57
Student Recognition	\$1002.66	\$8686.91
Data Analysis Scanner	\$2204.98	\$6481.93
Reading Materials	\$1039.30	\$5442.63

CARRY OVER:

Total carry over for 2012-2013: \$5442.63 (\$5101 added 5/2012)

This carry over will be spent on professional development workshops, reading and writing materials, and anything else that supports the School Improvement Plan.

ADDENDUM 1

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

Provide the information describing the components and processes associated with 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.

Tanya Franklin – Assistant Principal; Steve Sanchez and Deanna Defilippo – Deans of Students; Stephanie Gaudio – Instructional Coach and Reading Curriculum Leader; Scott Kimbrough – Math Curriculum Leader; Guidance Counselors; Tara Medel – School Psychologist; Beverly Wilks – School Social Worker; Guidance counselor, Parent, Student.

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 will function in creating and implementing the process, presenting the training/staff development, and developing a monitoring program through bi-monthly meetings. They will meet, survey, develop and submit suggestions to the Administrative Team. Teachers make recommendations which are reviewed by the committee. Recommendations are usually related one to all of the following: low GPA, 2 or more Fs, failing an intensive reading/math course, low scores on assessments (FCAT, EOC), and/or behavior issues.

MTSS meetings are on the assigned Student Study Team day. Meetings are attended by, but not limited to, the administrator, parent, student, school psychologist, social worker, guidance counselor, and instructional coach. Follow-up meetings are held 4-6 weeks later after teachers have had sufficient time to complete interventions and improve student performance. Through a collaborative process, the MTSS team will analyze data to develop, implement, and monitor interventions to ensure instruction and interventions are effective in meeting the need of the student. If behaviors or academic grades are severe, the school psychologist will ask teachers to complete a Functional Behavioral Assessment to help identify needed strategies/interventions and to help write a behavior plan.

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

The RtI Team is an advisory team to the administration to assist in the formation, training and monitoring of a valid MTSS Program. The team will also be aware of the students not performing at grade level (academically or behaviorally) and support the teachers in providing appropriate interventions.

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

Data will be gathered through several data sources: Skyward (student information system), EdInsight, FCAT, EOC, writing, reading and math progress monitoring assessments, behavioral, and attendance records. Once students have been identified, yellow files will be kept on individual students. These files will contain copies of all data sources that helped to identify the student, specific intervention information, interventions logs/records kept by the teachers, and any other information related to the student or meetings held to support the student.

5. Describe the plan to train staff on MTSS.

Melissa Wenstrom, assistant principal, trained Lyman's entire staff in August of 2010. Teachers have been given many different reading, writing, math, and behavioral strategies to help struggling students in the classroom. Faculty and staff are aware of the MTSS recommendation process and are able to quickly identify students who are not at grade level. Lyman's staff has already received several training sessions on the PBS program and implementing incentives into the discipline system of the school. The PBS team meets every other week to continue to develop the incentive program, discuss teacher input, and examine recent discipline data.

6. Outline your plan to achieve school-wide implementation of the MTSS process by the start of the 2012-2013 school year.

School wide screenings by teachers, counselors, and academic deans will determine those that need additional support and interventions.

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).

Stephanie Gaudio (Instructional Coach), Paul Plyler and Shannon Nichols (Language Arts Curriculum Representatives), Cindy Pitman (Advanced Placement English Literature Teacher), Christl Forza and Pam Ferris (Reading teachers), Barbara Ihns (ESOL teacher), Kelley Talopau and Noel Griffith (Science Curriculum Representatives), Mariette Herro Juster (Social Science Curriculum Representative), and Scott Kimbrough (Math Curriculum Representative).

These teachers have been chosen because of their expertise in reading/writing strategies and their pass rate on FCAT and Advanced Placement exams.

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

The LLT meeting will be chaired by Lyman's Instructional Coach. The LLT will function as a committee and will focus on school data and strategies that can be implemented in all academic content areas. Accountability for each meeting will be documented through a predetermined agenda and minutes. One person from each grade level and/or subject will be designated the "Literacy Representative" and will be the liaison between the grade level members and administration.

The LLT will analyze data from Discovery Education, FCAT Writes, and FCAT Reading scores. They will identify major strengths and weaknesses and communicate these findings to all faculty members. The Instructional Coach will go into classrooms and model research-based strategies to help teachers get a better understanding of how to properly implement them. The Instructional Coach, as well as the Language Arts Department Chair and administration, will determine and provide professional development for all content areas.

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

The main initiatives of the LLT for the 2012-2013 school year were determined by FAIR, FCAT Writes, and FCAT Reading scores. PSAT/SAT weaknesses will also be taken into consideration. Lyman will continue to follow the new writing plan that was developed in the summer of 2011. The ninth and tenth grades will focus on paragraph development, thesis statements, transitions, elaboration, voice, and organization. In addition, the 10th grade will also study advanced vocabulary and paragraph cohesiveness. Lyman will also increase text complexity and writing in all of the content areas. Progress Monitoring Assessments will be completed this year in September and January and Lyman will have its own school-wide "Lyman Writes" in February. Students will produce samples of the following writing styles: Expository, persuasive, and argumentative for the 9th and 10th grades, annotation for the 9th through 12th grades, and analysis and proposal for the 11th and 12th grades.

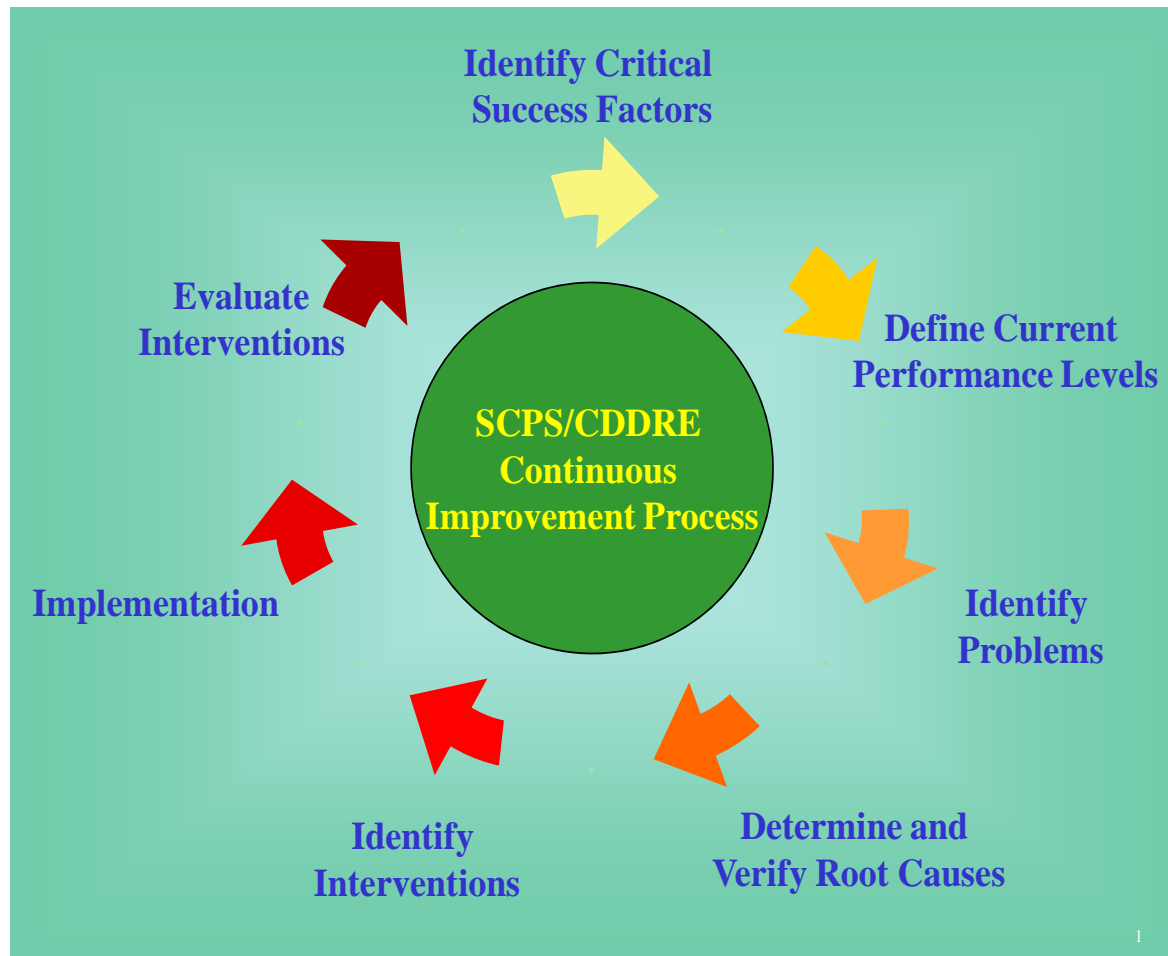
The Reading Department will continue to use Journeys 3 for 10th grade. This program is highly structured and will help students receive higher learning gains. There will also be more reading in the content areas since many level 3 students dropped a level. The other reading component that will receive heavy emphasis is literary analysis of fiction and non-fiction (i.e. irony, metaphor, tone, point of view, and theme).

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.

Lesson Study is a high quality professional development that deepens teachers’ content knowledge and pedagogical skills. Teachers, administrators, and coaches achieve this by focused collaboration; this allows them to learn and study research-based strategies that help students to learn better, analyze data to increase achievement, and develop common assessments that truly causes teachers to concentrate on the “what” and “how” they are teaching. Lyman high school is continuing Professional Learning Communities for the 2012-2013 school year. All subject areas will be group together to work on embedding lesson study into the curriculum by developing a common and constant view of quality instruction. Using the Lesson Study model will be one of the main activities for this year. For the 2012-2013 school year, Biology, World History and Geography will attend workshops to learn to use this model.

Administrators at Lyman High School will be certain to communicate the action plans and goals of the School Improvement Plan to all collaborative groups so they can incorporate them into their professional learning communities. With this incorporation, teachers and administrators will be able to work together to monitor common learning opportunities in alignment with research based outcomes for student achievement. Content Administrators will coordinate and monitor all study sessions as they occur throughout the year.



ADDENDUM 5 - PARENT INVOLVEMENT GOAL(S)

Based on the analysis of 2011-2012 parent involvement data, identify and define areas in need of improvement in 2012-2013.
How will the school correlate the parental involvement activities with student achievement?

Goal #1: Increase the percent of parents registered for the Skyward Parent Portal.

Parent Involvement Goal(s)	Current	# of #-	% +/-	Expected
1. Parents registered for Parent Portal	54.0%	1163/2155	+10	64%

Action Plan

Strategy	Parent Involvement Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Register parents at Schedule-Pick-Up Event and Open House in August.	1	Transportation and work schedules	ETF	ongoing	Monitor the number of parents signed up	tech
2. Advertise and encourage participation in the parent newsletter.	Anyone not registered	none	Administration	ongoing	Monitor the number of parents signed up	b, or
3. New student registration: parents provide email address and sign up for Skyward upon registration.	1	Lack of technology in the home	Guidance	ongoing	Monitor the number of parents signed up	st, tech

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

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

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

STEM Current Practices: Lyman High School closely monitors all students in the Institute of Engineering to ensure success. The Institute will continue to offer courses such as Aerospace, Bioengineering, Architecture and Advanced Placement Computer Science. All science and math courses that have an EOC exam are heavily monitored and use many different websites for extra practice. Participation in advanced/honors levels of math and science courses is encouraged as well as any technology course which will add to the work skills repertoire of each student.

STEM Plan for 2012-2013: This will be the first year Lyman offers Project Lead the Way Program for the Institute of Engineering. It will also be the first year that the Engineering Department is a part of the CAPE Academy. Lyman will increase the number of teachers trained for the program each year. The SECME Club and Robotics Team will receive more recognition and will take place in more challenges and programs. Students with high EOC scores will be enrolled in advanced/honors courses. Administrators will monitor all EOC exams to raise proficiency. Lyman will continue to offer and fill courses such as Advanced Placement Calculus, Computer Science, and Environmental Science. Lyman teachers will continue to receive training for all of the technology available to them to increase the integration within their subject areas. Lesson Plans will reflect more creative computer use as well as 21st century workforce skills.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Visit all middle schools before registration and advertise Project Lead the Way to increase enrollment in the program.	time	Guidance Counselors	ongoing	Enrollment data	b, or, st
2. PLCs – consistent instruction through learning goals, scales, and high probability strategies for all EOC exam subjects.	Time for PD; delivery of instruction	Administration, teachers	quarterly	PMA's, EOCs	im, or, st, tech
3. Use AP Potential to increase enrollment in Advanced Placement STEM Courses.	Student interest; low scores	Administration, AP Teachers	December, January	PSAT Scores	or, st, tech

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

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

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

Current CTE Practices: Fashion and Sports Marketing are a part of the CAPE Academy. Lyman also has several CTE/ Vocational Programs: Carpentry and Masonry, Automotive, TV Production, Early Childhood Education, Web Design, Keyboarding Skills, Accounting, and OJT. Seventy-eight percent (7 of 9) of Lyman's CTE teachers are industry certified. Special Diploma students will continue to participate in JET to gain work experience and will attend Iliad to work on their life skills.

CTE for 2012-2013: Lyman increased numbers for the Marketing Program – 6 classes were added (1 teacher) for the 2012-2013 school year. TV Production, Digital and Web Design, and the Automotive Program will meet the requirements to be a part of the CAPE Academy this year. This will be the first year that Lyman is offering competency tests that will earn the school money in the course Computers for College and Careers. Lyman is expecting a 60% pass rate on each of the tests (Word, Excel, PowerPoint). Digital Design students will continue to produce the Lyman Newsletter.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Visit the middle schools during the registration process to recruit students for all vocational programs.	Lack of interest, remedial courses as electives	Administration, teachers	February, March	Enrollment data	b, or, st
2. Assign and review practice tests with any CTE course that has a competency test.	Software issues	Teacher	End of course	Competency test scores	b, im, st, tech
3. Continue to recruit for CTE Clubs (i.e. DECA, BPA) to expose students to the field and give extra practical experience.	Lack of interest	Teacher	End of year	Participation data	or, st
4. CTE courses continue to compete in state and national competitions to challenge students' skills and bring recognition to the course.	Funding	Teacher	End of year	Participation data	b, or, st

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

Based on the analysis of 2011-2012 CELLA data, the following schools will need to complete CELLA goals:

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

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

Goal #2: To increase the number of ELL students scoring proficient in the Reading section of CELLA in 2012-2013

Goal #3: To increase the number of ELL students scoring proficient in the Writing section of CELLA in 2012-2013

CELLA (All students)	Current	# of #	% +/-	Expected
1. Proficient in Listening & Speaking	64.7%	33/51	+3	67.7%
2. Proficient in Reading	23.1%	12/52	+3	26.1%
3. Proficient in Writing	36.0%	18/50	+5	41.0%

Action Plan

Strategy	CELLA Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Incorporate frequent cooperative learning strategies: from Pair/Share to Presentation.	1	Need for differentiated instruction	Teachers	ongoing, March	PMAs, CELLA	b, im, or, st
2. Increased Literacy Circle-based reading groups and increased vocabulary instruction.	2	Need for differentiated instruction	Teachers	ongoing, March	PMAs, CELLA	b, im, or, st, tech
3. Use Kagan strategies for the Writing Process	3	Need for differentiated instruction	Teachers	ongoing, March	PMAs, CELLA	b, im, or, st,

ADDENDUM 9 - FLORIDA ALTERNATIVE ASSESSMENT (FAA) GOALS

Based on the analysis of 2011-2012 Florida Alternative Assessment data, the following schools will need to complete FAA goals:

Middle school: Millennium (26 students)

High schools: Lake Mary (38 students), Lyman (37 students) and Winter Springs (57 students)

*Level 4 is proficient on the Florida Alternative Assessment.

FAA (Accountability Group)	Current	# of #	% + or -	Expected
Reading-Students Scoring Levels 4 and above	60.9%	14/23	+3	63.9%
Reading-Students Scoring Levels 7 and above	30.4%	7/23	+3	33.4%
Reading-Percent of Students Making LG	87.0%	20/23	+3	90.0%
Math-Students Scoring Levels 4 and above	43.5%	10/23	+3	46.5%
Math-Students Scoring Levels 7 and above	13.0%	3/23	+3	16.0%
Math-Percent of Students Making LG	87.0%	20/23	+3	90.0%
Writing-Students Scoring Levels 4 and above	50.0%	5/10	+3	53.0%
Writing-Students Scoring Levels 7 and above	40.0%	4/10	+3	43.0%
Science-Students Scoring Levels 4 and above	75.0%	3/4	+3	78.0%
Science-Students Scoring Levels 7 and above	50.0%	2/4	+3	53.0%

FAA goals: Lyman High School has a Professional Learning Committee whose main focus is increasing achievement for students who earn a special diploma. They spend all of their time analyzing available data to be able to change instruction and implement strategies which are more appropriate for each individual child. The main goal of this Professional Learning Committee is to increase the overall FAA score of each student by 2 points.

Action Plan

Strategy	FAA Goal Subject	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Use FAA practice kits to strengthen skills.	ALL	Time to give individualized tests	Teacher	2X per year	FAA	im, or, st
2. Implement curriculum appropriate to students' cognitive abilities.	ALL	Varying abilities	Teacher	ongoing	FAA	b, im, or, st

3. Keep track of all data and note specific improvements and weaknesses.	ALL	Inaccurate data due to student variables (uncooperative, unresponsive)	teacher	ongoing	FAA	im, or, st
4. Implement Study Island for additional practice and as a Progress Monitor tool for higher level special diploma students.	ALL	Time, availability of computers	teacher	ongoing	Study Island PMA	b, im, or, st, tech

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

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

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

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

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	63	64	69	72	75	78	82
American Indian							
Asian	62	80	68	72	75	78	81
Black/African-American	40	36	50	55	60	65	70
Hispanic	48	51	57	61	65	70	74
White	73	75	78	80	82	84	87
English Language Learners	16	32	30	37	44	51	58
Students with Disabilities	35	31	46	51	57	62	68
Economically Disadvantaged	46	49	55	60	64	69	73

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	52	62	60	64	68	72	76
American Indian							
Asian	64	83	70	73	76	79	82
Black/African-American	41	44	51	56	61	66	71
Hispanic	47	53	56	60	65	69	74
White	59	71	66	69	73	76	80
English Language Learners	36	33	47	52	57	63	68
Students with Disabilities	48	30	57	61	65	70	74
Economically Disadvantaged	43	48	53	57	62	67	72

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
Brian Urichko		Name: Mary Ann Salazar		Name: Margaret Windsor	
Member's Signature		Signature :		Signature :	
INSTRUCTIONAL					
Name: James Rish		Name: Mary-Jeanine Ibarguen			
Signature :		Signature :			
Name: Karin Fisher		Name: Susan Wofford			
Signature :		Signature :			
Name: Lisa Rios		Name: Mary Manipadam			
Signature :		Signature :			
Name: Iris Hinson		Name: Heather Sudiak			
Signature :		Signature :			
Name: David Moyer		Name: Suzette DiMascio			
Signature :		Signature :			
NON-INSTRUCTIONAL		Name: Lisa Moodie			
Name: Anita Danley		Signature :			
Signature :					