

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.



Lawton Chiles Middle School

School Improvement Plan 2012-2013

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EVALUATION OF SCHOOL IMPROVEMENT PLAN 2011-2012

| Reading Goals (accountability group) | | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|---------------------------------------|----------|---------|-------|----------|--------|-------------|
| Proficiency Level 3+ | | 88.0% | +2% | 90.0% | 80.1% | N |
| High standards Level 4+ | | 53.75% | +2% | 55.75% | 51.0% | N |
| Proficiency Level 3+ in AYP subgroups | | | | | | |
| | White | 89.5% | +2% | 91.5% | 82.8% | N |
| | Black | 69.6% | +5% | 74.6% | 63.0% | N |
| | Hispanic | 85.0% | +2% | 87.0% | 72.9% | N |
| | ELL | 50.0% | +5% | 55.0% | 47.1% | N |
| | SWD | 71.4% | +4.1% | 75.4% | 67.5% | N |
| | ED | 77.1% | +3.1% | 80.1% | 63.7% | N |
| Learning Gains | | | | | 73.9% | |
| Lowest 25% making Learning Gains | | | | | 65.1% | |
| Learning Gains Levels 4/5 | | | | | 91.6% | |
| Learning Gains in AYP subgroups | | | | | | |
| | White | 68.1% | +2% | 70.1% | 73.6% | Y |
| | Black | 61.2% | +5% | 66.2% | 76.1% | Y |
| | Hispanic | 71.4% | +4% | 75.4% | 73.7% | N |
| | ELL | 78.6% | +2% | 80.6% | 76.5% | N |
| | SWD | 68.0% | +2% | 70.0% | 73.4% | Y |
| | ED | 67.9% | +2% | 69.2% | 68.4% | N |

| Math Goals (accountability group) | | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|---------------------------------------|----------|---------|-------|----------|--------|-------------|
| Proficiency Level 3+ | | 87.4% | +2% | 89.4% | 76.1% | N |
| High standards Level 4+ | | 48.8% | +7% | 55.8% | 45.9% | N |
| Proficiency Level 3+ in AYP subgroups | | | | | | |
| | White | 88.8% | +2% | 90.8% | 78.0% | N |
| | Black | 78.6% | +2% | 80.6% | 58.9% | N |
| | Hispanic | 83.2% | +2% | 85.2% | 72.2% | N |
| | ELL | 78.6% | +2% | 80.6% | 47.1% | N |
| | SWD | 71.4% | +5% | 76.4% | 65.0% | N |
| | ED | 77.0% | +3% | 80.0% | 58.5% | N |
| Learning Gains | | | | | 73.1% | |

| | | | | | | |
|----------------------------------|----------|-------|-----|-------|-------|---|
| Lowest 25% making Learning Gains | | | | | 61.0% | |
| Learning Gains Levels 4/5 | | | | | 88.6% | |
| Learning Gains in AYP subgroups | | | | | | |
| | White | 76.1% | +2% | 78.1% | 72.7% | N |
| | Black | 79.1% | +2% | 81.1% | 65.7% | N |
| | Hispanic | 78.9% | +2% | 80.9% | 75.3% | N |
| | ELL | 85.7% | +2% | 87.7% | 76.5% | N |
| | SWD | 65.4% | +4% | 69.4% | 70.5% | Y |
| | ED | 70.9% | +2% | 72.9% | 64.2% | N |

| Writing Goals (accountability group) | | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|---|----------|---------|-------|----------|--------|-------------|
| Proficiency Score | | 92.4% | +4% | 96.4% | 88.9% | N |
| High standards Score 6.0 | | 14.4% | +5% | 19.4% | 1.3% | N |
| Proficiency Score in AYP subgroups | | | | | | |
| | White | 94.3% | +3% | 97.3% | 89.1% | N |
| | Black | 70.0% | +4% | 74.0% | 88.2% | Y |
| | Hispanic | 91.9% | +3% | 94.9% | 89.5% | N |
| | ELL | 100.0% | +0% | 100.0% | 50.0% | N |
| | SWD | 100.0% | +0% | 100.0% | 86.6% | N |
| | ED | 83.8% | +2% | 85.8% | 83.1% | N |
| High standards Score 6.0 in AYP subgroups | | | | | | |
| | White | 12.9% | +2% | 14.9% | 1.0% | N |
| | Black | 10.0% | +3% | 13.0% | 0.0% | N |
| | Hispanic | 17.7% | +3% | 20.7% | 0.0% | N |
| | ELL | 20.0% | +2% | 22.0% | 0.0% | N |
| | SWD | 50.0% | +4% | 54.0% | 6.0% | N |
| | ED | 10.0% | +2% | 12.0% | 0.8% | N |

| Science Goals (ES and MS accountability groups) | | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|---|----------|---------|-------|----------|--------|-------------|
| Proficiency Level 3+ | | 69.8% | +5% | 74.8% | 68.4% | N |
| High standards Level 4+ | | 8.2% | +2% | 10.2% | 22.5% | Y |
| Proficiency Level 3+in AYP subgroups | | | | | | |
| | White | 75.0% | +2% | 77.0% | 72.7% | N |
| | Black | 33.3% | +7% | 40.3% | 41.2% | Y |
| | Hispanic | 55.7% | +4% | 59.7% | 54.4% | N |
| | ELL | 20.0% | +2% | 22.0% | 25.0% | Y |
| | SWD | 100.0% | +0% | 100.0% | 58.2% | N |
| | ED | 56.4% | +3% | 59.4% | 48.3% | N |
| High standards Level 4+ in AYP subgroups | | | | | | |

| | | | | | | |
|--|----------|-------|-----|-------|-------|---|
| | White | 10.5% | +3% | 13.5% | 24.9% | Y |
| | Black | 0.0% | +2% | 2.0% | 0.0% | N |
| | Hispanic | 0.0% | +2% | 2.0% | 10.5% | Y |
| | ELL | 0.0% | +2% | 2.0% | 0.0% | N |
| | SWD | 0.0% | +2% | 2.0% | 34.3% | Y |
| | ED | 1.3% | +3% | 4.3% | 8.6% | Y |

| Advanced Coursework Goals | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|--------------------------------------|---------|-------|----------|--------|-------------|
| Participation in advanced coursework | 38% | +5% | 43% | 38.6% | N |
| Performance in advanced coursework | 100% | +0% | 100% | 98.8% | N |

| Discipline Goals | Male | | | | | Female | | | | |
|---|-----------|-------|------------|----------|-------------|----------|-------|------------|----------|-------------|
| | Current % | % +/- | Expected % | Actual % | Met (Y,N,P) | Current% | % +/- | Expected % | Actual % | Met (Y,N,P) |
| Discipline referrals (duplicated) Subgroup: SWD | 155.0% | -3.0% | 152.0% | 23.2% | Y | 43.0% | -3.0% | 40.0% | +36.1% | Y |
| Out-of-school suspensions (unduplicated) Subgroup: SWD | 17.0% | -2.0% | 15.0% | 30.0% | N | 4.0% | -1.0% | 3.0% | 4.4% | N |

| Graduation/On-Time Promotion/At-Risk Graduation Goals | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|---|---------|-------|----------|--------|-------------|
| Students graduating or advancing with age-level peers | 99.0 | 0.0% | 100.0% | 100.0% | Y |
| At-Risk students graduating or advancing with age-level peers | 100.0 | 0.0% | 100.0% | 100.0% | Y |

| Extracurricular Activities Goal(s) | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|---|---------|-------|----------|--------|-------------|
| Reduce disparity in representation of AYP subgroups | | | | | |
| Activity and subgroup: Beta Club; ED | 2.0% | +3.0% | 5.0% | 12.8% | Y |

| School Defined Goal(s) | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|--|---------|-------|----------|--------|-------------|
| Reduce total number of students affected by a discipline referral. | 18% | -3% | 15% | 13.8% | Y |

Goal Summary

Number of Goals Met: 17

Number Not Met: 48

Number Partially Met: 3

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 3.0+ | | 80.1% | 977 / 1220 | +4 | 84.1% |
| 2. Proficiency Level 3.0+ in subgroups: | | | | | |
| | White | 82.8% | 732 / 884 | +2 | 84.8% |
| | Black | 63.0% | 46 / 73 | +5 | 68.0% |
| | Hispanic | 72.9% | 132 / 181 | +3 | 75.9% |
| | ELL | 47.1% | 8 / 17 | +5 | 52.1% |
| | SWD | 67.5% | 166 / 246 | +4 | 71.5% |
| | ED | 63.7% | 223 / 350 | +3 | 66.7% |
| 3. High Standards Level 4.0+ | | 51.0% | 622 / 1220 | +5 | 56.0% |
| 4. Learning Gains | | 73.9% | 857 / 1159 | +2 | 75.9% |
| 5. Lowest 25% Making Learning Gains | | 65.1% | 155 / 238 | +4 | 69.1% |
| 6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5) | | 32.8% | 194 / 1159 | +5 | 37.8% |
| 7. Learning Gains Levels 4/5 | | 91.6% | 542 / 592 | +2 | 93.6% |
| 8. Learning Gains in subgroups: | | | | | |
| | White | 73.6% | 620 / 842 | +2 | 75.6% |
| | Black | 76.1% | 54 / 71 | +2 | 78.1% |
| | Hispanic | 73.7% | 123 / 167 | +2 | 75.7% |
| | ELL | 76.5% | 13 / 17 | +2 | 78.5% |
| | SWD | 73.4% | 177 / 241 | +2 | 75.4% |
| | ED | 68.4% | 225 / 329 | +3 | 71.4% |

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. Communicate student FCAT data indicating performance levels to all students. | #1, 3, 4, 7 | Sufficient time | Administration, Guidance, Teachers | Beginning of Year | FCAT | im |
| 2. Schedule all students reading at Level 1 and 2 in appropriate intensive reading classes. | #1, 3, 4, 7 | None | Guidance, Reading coach | Baseline | FCAT | st |
| 3. Schedule all 6 th , 7 th and 8 th grade Level 3 students as seats permit into intensive reading. | #5 | Schedule limits | Guidance, Reading coach | Beginning of Year, Midyear | FCAT | st |
| 4. Utilize the Florida Assessments for Instruction in Reading (FAIR) three times per year to progress monitor student's lexile growth and predict future FCAT scores. | #1, 3, 4, 7 | Computer availability | Administration, Teachers | Beginning of Year, Midyear, End of Year | FAIR | or |
| 5. Provide staff development and one on one coaching to implement effective comprehension and critical thinking strategies in content areas. | #1, 3, 4, 7 | Sufficient time | Administration, Reading coach | Quarterly | PLC/COL, PD, Walkthroughs | b, t, im |
| 6. Insure fidelity to program objectives in intensive reading classes by conducting classroom walkthroughs. Monitor student learning data in weekly Communities of Learners (COL) meetings. | #1, 3, 4, 7 | None | Administration, Reading coach | Weekly | PLC/COL, PD, Walkthroughs | or, t |
| 7. Provide support for lower performing students through the after school tutoring program. | #5 | Funding | Administration | Quarterly | FCAT, Grade Reports | b |
| 8. Provide 25 minutes of reading time on Monday and Thursday for all students through sustained silent reading in every content area including exploratory classes. | #1, 3, 4, 7 | None | Administration, Teachers | Weekly | Walkthroughs | im, sss, t |
| 9. Analyze student academic reports and recommend enrollment in advanced classes. | #2, 6 | None | Administration, Teachers | Beginning of Year, End of Year | Grade Reports | t |
| 10. Provide opportunities for teachers to plan in weekly COL meetings and monitor student learning data. | #1, 3, 4, 7 | None | Administration | Weekly | PD | t, b, or, im |
| 11. Incorporate cooperative learning structures into Reading instruction to increase engagement | #1, 3, 4, 7 | Teacher expectations or beliefs | Administration, Teachers | Weekly | Walkthroughs | t |
| 12. Coordinate curriculum through monthly meetings with administration, teachers, and reading coach. | #1, 3, 4, 7 | None | Teachers | Quarterly | PLC/COL, PD | t, or |
| 13. Continue implementation of Marzano "6 Steps Process for Building Academic Vocabulary" in all core subject areas. | #1, 3, 4, 7 | Teacher expectations or beliefs | Teachers, Reading Coach | Quarterly | PD, Walkthroughs | T, im |

| | | | | | | |
|---|----|------|--|----------------------|------|----|
| 14. Utilize the FORF twice a year to monitor progress of students in intensive reading classes. | #5 | None | Reading teachers, Reading coach | Semester | FORF | im |
| 15. Identify and target students in the lowest quartile for specific intervention by providing teachers with accurate data. | #5 | None | Administration, Teachers , Reading coach | Beginning of Year | FCAT | or |

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

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

MATH GOALS

Aligned with Strategic Plan System Initiative B

(Elementary and Middle School FCAT)

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

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

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

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

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

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

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

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

| Math Goals 1 thru 8 | | Current | # of # | % +/- | Expected |
|--|----------|----------------|---------------|--------------|-----------------|
| 1. Proficiency Level 3.0+ | | 76.1% | 929 / 1221 | +5 | 81.1% |
| 2. Proficiency Level 3.0+ in subgroups: | | | | | |
| | White | 78.0% | 691 / 886 | +2 | 80.0% |
| | Black | 58.9% | 43 / 73 | +5 | 63.9% |
| | Hispanic | 72.2% | 130 / 180 | +3 | 75.2% |
| | ELL | 47.1% | 8 / 17 | +5 | 52.1% |
| | SWD | 65.0% | 160 / 246 | +5 | 70.0% |
| | ED | 58.5% | 204 / 349 | +5 | 63.5% |
| 3. High Standards Level 4.0+ | | 45.9% | 561 / 1221 | +5 | 50.9% |
| 4. Learning Gains | | 73.1% | 847 / 1159 | +2 | 75.1% |
| 5. Lowest 25% Making Learning Gains | | 61.0% | 158 / 259 | +4 | 65.0% |
| 6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5) | | 25.7% | 137 / 1159 | +5 | 30.7% |
| 7. Learning Gains Levels 4/5 | | 88.6% | 473 / 534 | +2 | 90.6% |
| 8. Learning Gains in subgroups: | | | | | |
| | White | 72.7% | 614 / 844 | +2 | 74.7% |
| | Black | 65.7% | 46 / 70 | +4 | 69.7% |
| | Hispanic | 75.3% | 125 / 166 | +2 | 77.3% |
| | ELL | 76.5% | 13 / 17 | +2 | 78.5% |
| | SWD | 70.5% | 170 / 241 | +3 | 73.5% |
| | ED | 64.2% | 210 / 327 | +3 | 67.2% |

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. Schedule students scoring Levels 1 and 2 in intensive math classes as staffing is available. | #5 | None | Guidance | Baseline | FCAT | st |
| 2. Use FCAT data to identify prospective Algebra 1/Algebra I Honors and advanced level math students. | #2,6 | None | Guidance, teachers | Beginning of Year | FCAT | st |
| 3. Provide faculty with students FCAT data indicating performance levels for all students to be utilized for planning instruction. | #1,3,4,7 | None | Administration, guidance, teachers | Beginning of Year | FCAT | or, tech, st |
| 4. Provide instruction in algebraic thinking at all grade levels. | #1,3,4,7 | None | Math teachers | Weekly | End of Course, Walkthroughs | im |
| 5. Incorporate Cooperative Learning Structures into math instruction to increase engagement. | #1,3,4,7 | Teacher expectations or beliefs | Administration, teachers | Weekly | Walkthroughs | t |
| 6. Continue to support academic extra-curricular activities such as Math Counts, Mu Alpha Theta, SECME, and Odyssey of the Mind in order to promote greater participation and interests in math and science. | #1,3,4,7 | Funding Student motivation | Administration, teachers | Quarterly | Review of activity roster/report | or, st |
| 7. Schedule 6 th , 7 th , and 8 th grade students scoring in the lowest 25% of Level 3 in intensive math classes, as staffing is available. | #5 | Schedule limits | Administration, guidance | Baseline | FCAT | st |
| 8. Provide support for lower performing students through the after school tutoring program. | #5 | Funding | Administration | Quarterly | FCAT, Grade Reports | b |
| 9. Provide opportunities for teachers to plan in weekly COL meetings. | #1,3,4,7 | None | Administration | Weekly | PD | t, b, or, im |
| 10. Coordinate curriculum through monthly meetings with administration, teachers and reading coach. | #1,3,4,7 | None | Administration | Quarterly | PLC/COL, PD | or |
| 11. Identify and target students in the lowest quartile for specific intervention by providing teachers with accurate data. | #5 | None | Administration, teachers, reading coach | Beginning of Year, Midyear | FCAT, DE | or |

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

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

MATH GOALS ALGEBRA END OF COURSE (EOC) EXAM

Aligned with Strategic Plan System Initiative B

(Middle and High School)

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

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

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

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

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

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

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

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

| Math Goals 1 thru 8 (Algebra EOC) | Current % | # of # | % +/- | Expected % |
|--|-----------|-----------|-------|------------|
| 1. Proficiency Level 3+ | 95.7% | 200 / 209 | +2 | 97.7% |
| 2. Proficiency Level 3+ in subgroups: | | | | |
| White | 95.6% | 153 / 160 | +2 | 97.6% |
| Black | 100.0% | 4 / 4 | +0 | 100.0% |
| Hispanic | 95.7% | 22 / 23 | +2 | 97.7% |
| ELL | 100.0% | 1 / 1 | +0 | 100.0% |
| SWD | 95.2% | 40 / 42 | +2 | 97.2% |
| ED | 96.6% | 28 / 29 | +2 | 98.2% |
| 3. High standards 4+ | 51.2% | 107 / 209 | +4 | 55.2% |
| 4. Learning Gains | 82.7% | 167 / 202 | +2 | 84.7% |
| 5. Lowest 25% making Learning Gains | 100.0% | 2 / 2 | +0 | 100.0% |
| 6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new | 9.2% | 11 / 120 | +5 | 14.2% |
| 7. Learning Gains Levels 4/5 | 79.0% | 124 / 157 | +4 | 83.0% |
| 8. Learning Gains in subgroups: | | | | |
| White | 83.1% | 128 / 154 | +2 | 85.1% |
| Black | 75.0% | 3 / 4 | +3 | 78.3% |
| Hispanic | 77.3% | 17 / 22 | +3 | 80.3% |
| ELL | 100.0% | 1 / 1 | +0 | 100.0% |
| SWD | 90.5% | 38 / 42 | +2 | 92.5% |
| ED | 82.1% | 23 / 28 | +3 | 85.1% |

Action Plan

| Strategy | Math Goal Number(s) | Anticipated Barriers | Person(s) Responsible | Evaluation Schedule (baseline, mid-year, end of year, etc.) | Evaluation Tools/Strategies (DE, FCAT, EOC, etc.) | Resources (b, im, or, st, sss, tech, TI, TII, TIII, t) |
|--|---------------------|---------------------------------|--|---|---|--|
| 1 .Provide instruction in algebraic thinking at all levels. | #1,3,4,6,7 | None | Math Teachers | Weekly | End of course, Walkthroughs | im |
| 2. Incorporate Cooperative Learning Strategies into math instruction to increase engagement. | #1,3,4,6,7 | Teacher expectations or beliefs | Administration And Teachers | Weekly | Walkthroughs | t |
| 3. Continue to support academic extra-curricular activities such as Math Counts, Mu Alpha Theta, SECME, and Odyssey of the Mind in order to promote greater participation and interests in math and science. | #1,3,4,6,7 | Funding, Student Motivation | Administration And Teachers | Quarterly | Review of Activity Roster/report | Or, st |
| 4. Provide support for lower performing students through the after School tutoring program. | #2,5,8 | Funding | Administration | Quarterly | FCAT, Grade Reports | b |
| 5. Provide opportunities for teachers to plan in weekly COL meetings. | #1,3,4,6,7 | None | Administration | Weekly | PD, EOC | t, b, or, im |
| 6. Coordinate curriculum through monthly meetings with administration, teachers and coach. | #1,3,4,6,7 | None | Administration | Quarterly | PLC/COL, PD, EOC | or |
| 7. Identify and target students in the lowest quartile for specific intervention by providing teachers with accurate data. | #2,5,8 | None | Administration, Teachers and Reading Coach | Beginning of year, Midyear | FCAT, DE | or |

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

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

WRITING GOALS

Aligned with Strategic Plan System Initiative B

Writing Goal #1: To increase the percent of accountability group students achieving proficiency (Score 4.0+) on the 2013 FCAT Writing

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

Writing Goal #3: To increase the percent of accountability group students achieving high standards (Score 6.0) on the 2013 FCAT Writing

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

| Writing Goals 1 thru 4 | | Current | # of # | % +/- | Expected |
|---|----------|---------|-----------|-------|----------|
| 1. Proficiency Score 3.0+ | | 88.9% | 353 / 397 | +4 | 92.9% |
| 2. Proficiency Score 3.0+ in subgroups: | | | | | |
| | White | 89.1% | 262 / 294 | +2 | 91.1% |
| | Black | 88.2% | 15 / 17 | +2 | 90.2% |
| | Hispanic | 89.5% | 51 / 57 | +2 | 91.5% |
| | ELL | 50.0% | 2 / 4 | +4 | 54.0% |
| | SWD | 86.6% | 58 / 67 | +3 | 89.6% |
| | ED | 83.1% | 98 / 118 | +2 | 85.1% |
| 3. High Standards Score 6.0 | | 1.3% | 5 / 397 | +5 | 6.3% |
| 4. High Standards Score 6.0 in subgroups: | | | | | |
| | White | 1.0% | 3 / 294 | +4 | 5.0% |
| | Black | 0.0% | 0 / 17 | +5 | 5.0% |
| | Hispanic | 0.0% | 0 / 57 | +5 | 5.0% |
| | ELL | 0.0% | 0 / 4 | +4 | 4.0% |
| | SWD | 6.0% | 4 / 67 | +4 | 10.0% |
| | ED | 0.8% | 1 / 118 | +4 | 4.8% |

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

Action Plan

| Strategy | Writing Goal Number(s) | Anticipated Barriers | Person(s) Responsible | Evaluation Schedule (baseline, mid-year, end of year, etc.) | Evaluation Tools/Strategies (DA, FCAT, etc.) | Resources (b, im, or, st, sss, tech, TI, TII, TIII, t) |
|---|------------------------|----------------------|--|---|--|--|
| 1. Ensure alignment of classroom instruction to the K-12 writing plan. | #1,2,3,4 | None | Administration, teachers, curriculum leaders | Beginning of Year, Midyear, End or Year | | t, or |
| 2. Require students to write a major writing assignment in all content areas each nine weeks. | #1,2,3,4 | Sufficient time | Administration, teachers | Quarterly | Lesson plan review | or |
| 3. Provide continuous support and training for teachers in “6 Traits Writing” and “Writing Rubric.” | #1,2,3,4 | Sufficient time | Administration, writing coach, teachers | Quarterly | PD, Walkthroughs | st, or |
| 4. Provide opportunities for 6 th and 7 th grade students to practice writing (i.e. during 8 th grade FCAT Writing.) | #1,2,3,4 | None | Teachers | End of Year | FCAT | or |
| 5. Continue to support academic extra-curricular activities such as Writers Club in order to promote greater participation and interests in writing. | #1,2,3,4 | Student motivation | Administration, teachers | Quarterly | Review of activity roster/report | or, st |
| 6. Provide support for lower performing students through the after school tutoring program | #3,4 | Funding | Administration | Quarterly | FCAT, Grade Reports | b |
| 7. Provide opportunities for teachers to plan in weekly COL meetings. | #1,2,3,4 | None | Administration | Weekly | PD | t, b, or, im |
| 8. Coordinate curriculum through monthly meetings with administration, teachers, and reading coach. | #1,2,3,4 | None | Teachers | Quarterly | PLC/COL, PD | t, or |
| 9. Identify and target students in the lowest quartile for specific intervention by providing teachers with accurate data. | #3,4 | None | Administration, teachers, reading coach | Beginning of Year, Midyear | FCAT, DE | or |

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

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

SCIENCE GOALS

Aligned with Strategic Plan System Initiative B Elementary (Grade 5) and Middle School (Grade 8) FCAT

- Science Goal #1:** To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science
- Science Goal #2:** To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science
- Science Goal #3:** To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science
- Science Goal #4:** To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science

| Science Goals 1 thru 4 | | Current | # of # | % +/- | Expected |
|--|----------|---------|-----------|-------|----------|
| 1. Proficiency Score 3.0+ | | 68.4% | 271 / 396 | +5 | 73.4% |
| 2. Proficiency Score 3.0+ in subgroups: | | | | | |
| | White | 72.7% | 213 / 293 | +3 | 75.2% |
| | Black | 41.2% | 7 / 17 | +4 | 45.2% |
| | Hispanic | 54.4% | 31 / 57 | +2 | 56.4% |
| | ELL | 25.0% | 1 / 4 | +5 | 30.0% |
| | SWD | 58.2% | 39 / 67 | +3 | 61.2% |
| | ED | 48.3% | 56 / 116 | +2 | 50.3% |
| 3. High Standards Score 4.0+ | | 22.5% | 89 / 396 | +2 | 24.5% |
| 4. High Standards Score 4.0+ in subgroups: | | | | | |
| | White | 24.9% | 73 / 293 | +2 | 26.9% |
| | Black | 0.0% | 0 / 17 | +5 | 5.0% |
| | Hispanic | 10.5% | 6 / 57 | +4 | 14.5% |
| | ELL | 0.0% | 0 / 4 | +5 | 5.0% |
| | SWD | 34.3% | 23 / 67 | +2 | 36.3% |
| | ED | 8.6% | 10 / 116 | +2 | 10.6% |

Action Plan

| Strategy | Science Goal Number(s) | Anticipated Barriers | Person(s) Responsible | Evaluation Schedule (baseline, mid-year, end of year, etc.) | Evaluation Tools/Strategies (DA, FCAT, EOC, etc.) | Resources (b, im, or, st, sss, tech, TI, TII, TIII, t) |
|--|------------------------|----------------------|---|---|---|--|
| 1. Attend Science Articulation activities within high school and elementary school cluster. | #1,2,3,4 | None | Administration | Midyear, End of Year | EOC, DE, FCAT | or |
| 2. Provide support for lower performing students through the after school tutoring program. | #3,4 | Funding | Administration | Quarterly | FCAT, Grade Reports | b |
| 3. Provide opportunities for teachers to share in weekly COL meetings. | #1,2,3,4 | None | Administration | Weekly | PD | t, b, or, im |
| 4. Coordinate curriculum through monthly meetings with administration, teachers, and reading coach. | #1,2,3,4 | None | Teachers | Quarterly | PLC/COL, PD | t, or |
| 5. Identify and target students in the lowest quartile for specific intervention by providing teachers with accurate data. | #3,4 | None | Administration, teachers, reading coach | Beginning of Year, Midyear | FCAT, DE | or |
| 6. Participate in the District Science Fair | #1,2,3,4 | None | Science Teachers, AP | Midyear | Weekly Plans | Im, or, tech, t |
| 7. Include Engineering, Technology and Mathematics in the Science Curriculum as part of STEM Education. | #1,2,3,4 | None | Science, Math, Technology Teachers, AP | Beginning of Year, Quarterly | EOC, FCAT | Im, or, tech, t |
| 8. Participate in SECME activities. | #1,2,3,4 | Participation levels | Science, Math, Technology Teachers, AP | Midyear | Activity Roster | Tech, or |
| 9. Offer a Robotics Club. | #1,2,3,4 | Participation levels | Science Teachers, AP | Midyear | Activity Roster | Or, im |

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

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

ADVANCED COURSEWORK GOALS

Aligned with Strategic Plan System Initiative A

Advanced Coursework Goal #1: To increase the percent of students “participating” in advanced coursework
Advanced Coursework Goal #2: To increase the percent of students “performance” in advanced coursework

Elementary School: Middle School level coursework
 Middle School: High school level coursework
 High School: Accelerated Coursework: (HS Accountability formula)

| Advanced Coursework Goals 1 and 2 | Current % | # of # | % +/- | Expected % |
|-----------------------------------|-----------|---------|-------|------------|
| 1. Level of Participation | 38.6% | 167/433 | +5 | 43.6% |
| 2. Level of Performance | 98.8% | 165/167 | +1.2 | 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) |
|---|------------------------------------|----------------------|------------------------------------|---|---------------------------------------|--|
| 1. Analyze student performance data to identify potential advanced students. | #1 | None | Administration, guidance, teachers | Beginning of Year, Midyear | Skyward | or, tech |
| 2. Place students in advanced level course based on students' scores on FCAT. | #1 | None | Guidance | Beginning of Year | Skyward | or, tech |
| 3. Invite students and parents to enroll students in advanced level courses. | #1 | None | Administration, guidance | Beginning of Year, End of Year | Skyward | or, b |
| 4. Emphasize taking advanced level courses at incoming 6 th grade parent night. | #1 | None | Guidance | Beginning of Year | Skyward | or, tech |
| 5. Provide support for lower performing students through the after school tutoring program. | #2 | Funding | Administration | Quarterly | FCAT, Grade Reports | b |
| 6. Provide opportunities for teachers to plan in weekly COL meetings. | #2 | None | Administration | Weekly | PD | t, b, or, im |
| 7. Coordinate curriculum through monthly meetings with administration, teachers, and reading coach. | #2 | None | Teachers | Quarterly | PLC/COL, PD | t, or |

DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

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

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

| Discipline Goals 1 and 2 | Subgroup | Current % | Expected % |
|---|----------|-----------|------------|
| 1. Discipline referrals (duplicated) | SWD | 30.5% | 25.0% |
| 2. Out-of-school suspensions (unduplicated) | SWD | 34.4% | 25.0% |

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) |
|---|---------------------------|---------------------------------|--|---|--|--|
| 1. Develop school wide policies and procedures in order to continue implementation of Positive Behavior Support(PBS). | #1,2 | Teacher expectations or beliefs | Administration | Beginning of Year | Discipline report review | t |
| 2. Provide previous year data regarding discipline infractions to teachers throughout the year. | #1,2 | None | Administration | Throughout the Year | Discipline report review | or, tech |
| 3. Continue the implementation of grade level policies and procedures in 6 th grade. | #1 | None | Administration, Teachers | Quarterly | Grade level meeting with administrator | or |
| 4. Utilize peer mediation and guidance referrals to diffuse conflicts between students which may result in out-of-school suspensions. | #1,2 | Resources | Administration, guidance, teachers | Weekly | Discipline report review | or |
| 5. Educate students at the beginning of each semester about expectations regarding the SCPS Student Conduct and Discipline Code. | #1,2 | None | Administration, teachers | Semester | Discipline report review | or, tech |
| 6. Review discipline data each month to determine if changes should be made in procedures. | #1,2 | None | Administration, curriculum leaders, teachers | Monthly | Discipline report review | or, tech |
| 7. Provide education, training, and support to students in anti-bullying behaviors. | #1,2 | Sufficient time | Administration, teachers, support staff | Quarterly | Discipline report review | t, im, or |

| | | | | | | |
|---|------|-----------------|--|----------------------------|--------------------------------------|-----------|
| 8. Educate students at the beginning of each semester about expectations regarding the SCPS Student Conduct and Discipline Code. | #1,2 | None | Administration, teachers, support staff | Semester | Discipline report review | im, t, or |
| 9. Educate students at the beginning of each semester about expectations regarding the SCPS Dress Code Policy. | #1,2 | None | Administration, teachers, support staff | Beginning of Year, Midyear | Discipline report review | im, t, or |
| 10. Provide previous year data regarding discipline infractions for Economically Disadvantaged students to teachers at the beginning of the year. | #1 | Sufficient time | Administration | Beginning of Year | Discipline report review | or, tech |
| 11. Implement established school-wide procedures for assignment of student detention and parent notification by teachers. | #1 | None | Administration, curriculum leaders, teachers | Beginning of Year | Discipline report review | im |
| 12. Review discipline data each month on Economically Disadvantaged students to determine if changes should be made in procedures. | #1 | Sufficient time | Administration, curriculum leaders, teachers | Monthly | Discipline report review | or, tech |
| 13. Train teachers and staff on Positive Behavioral Support (PBS). | #1 | Sufficient time | Administration | Quarterly | PBS team review of discipline report | t |
| 14. Communicate expectations regarding the SCPS Dress Code Policy to parents via the school newsletter. | #1,2 | None | Administration, teachers, support staff | Beginning of Year, Midyear | Discipline report review | im, t, or |

ON-TIME PROMOTION GOALS

Aligned with Strategic Plan System Initiative A

(Elementary and Middle School)

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

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

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

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

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

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

| On-time Promotion Goals 1 and 2 | Current % | # of # | % +/- | Expected % |
|--|-----------|-----------|-------|------------|
| 1. On-time Promotion Level of Performance | 100.0% | 1287/1287 | +0 | 100.0% |
| 2. At-Risk Promotion Level of Performance | 100.0% | 364/364 | +0 | 100.0% |

Action Plan

| Strategy | Promotion/At-Risk Goal Number(s) | Anticipated Barriers | Person(s) Responsible | Evaluation Schedule (end of year, etc.) | Evaluation Tools/Strategies | Resources (b, im, or, st, sss, tech, TI, TII, TIII, t) |
|--|----------------------------------|----------------------|----------------------------------|---|-----------------------------|--|
| 1. Assign students to Academic Improvement classes | #1, 2 | Schedule limits | Guidance, Teacher, Administrator | Quarterly | Grade Reports | st, or |
| 2. Monitor student progress monthly | #1, 2 | None | Guidance, Teacher, Administrator | Monthly | Grade Reports | st, or |

EXTRACURRICULAR ACTIVITIES GOAL(S)

Aligned with Strategic Plan System Initiative C

Extracurricular Activities Goal #1: To reduce the disparity in representation of the following subgroups (Ethnicity, ELL, SWD, ED) participating in extracurricular activities

Elementary: chorus, safety patrol, student council, TV production

Middle: Beta Club, NJHS, SECME, cheerleading, cross-country, track and field, volleyball

High: Mu Alpha Theta, NHS, Science Fair, Student Government, baseball, basketball, cheerleading, softball, tennis

(Each school should have at least one extracurricular activity goal. Additional goals may be added as needed.)

*School provided data

| Extracurricular Activity Goal #1 | Subgroup | Current % | Expected % |
|----------------------------------|----------|-----------|------------|
| 1. Activity: Beta Club | SWD | 12.8% | 14.0% |

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) |
|--|--------------------------------|----------------------|---|---|----------------------------------|--|
| 1. Send invitations to students that are economically disadvantaged and meet BETA Club participation requirements. | #1 | None | Beta Club sponsor, Administration | Beginning of Year, Midyear | Review of activity roster/report | b, or |
| 2. Review grade point average of all possible members. | #1 | Sufficient time | Administration, Guidance Counselors, Teachers | Beginning of Year, Midyear | Grade Reports | or |
| 3. Increase sponsor awareness concerning participation of the economically disadvantaged subgroup. | #1 | None | Administration, teachers | Beginning of Year, Midyear | Review of activity roster/report | t, or |

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 total number of 8th grade students utilizing virtual options.

| School Defined Goal | Current | # of #- | % +/- | Expected |
|--|---------|-----------|-------|----------|
| 8 th Grade Virtual Enrollment | 4.4% | 20 of 447 | +5.6% | 10.0% |

*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) |
|---|----------------------|-----------------------|-----------------------------------|---------------------------------|--|
| 1.Improve communication between school, parents and students regarding virtual options. | None | AP, Guidance | Ongoing | Skyward, Website | b |
| 2.Collect and present data on current virtual offering (progress monitoring) | None | AP, Guidance | Ongoing | DE, EOC, Skyward, Grade Reports | St, tech |
| 3.Parent/Community involvement | None | AP, Guidance | Ongoing | Skyward | tech |
| 4.Increase technology capabilities on campus | Funding, Resources | AP, ETF | Ongoing | Technology Report | b, st, 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 |
|--|-------------------------------|---------------------------------|--|--|----------------------------|-----------------------|---------------------------------|
| Goals and Scales Training | | 8/8/12 | Improving instructional practice and student achievement | Instructional Staff | 87 | | Principal, Assistant Principals |
| Skyward Training | | 8/8/12 | Train teachers on technology resource | Instructional Staff | 87 | | ETF |
| Science Reciprocal Training | All Science and Reading Goals | 8/29, 9/19, 10/24, and 11/14/12 | Increasing student achievement | Science Teachers | 11 | | Reading Coach |
| Social Studies Reciprocal Teaching | All Reading Goals | 8/22,9/12,10/17 and 11/7/12 | Increasing student achievement | Social Studies Teachers | 12 | | Reading Coach |
| Professional Learning Communities (Content Area) | All SIP Goals | Monthly | Improving Instructional Practice | Instructional Staff | 87 | | Content Area Teachers |
| Communities Of Learners (Content Area) | All SIP Goals | Monthly | Improving instructional Practice | Instructional Staff | 87 | | Content Area Teachers |
| Common Core Standards For Math | All Math Goals | 9/5/12, 9/12/12 | Understanding Math Common Core Standards | Math Teachers, Math Administrator | 16 | | Math Teachers |

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*.

The members of our **MTSS Leadership Team** are Tonya Fennell (Administration-Academics), Wendy Cora (Administration-Discipline), Dana Richardson (Guidance), Gillian Zagers (School Social Worker), Kristen Walkotten (School Psychologist), Judy Dombrowski (Reading Specialist), the referring teacher or faculty member, any additional faculty/staff member dependent upon the needs of the student being referred.

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 functions of our **MTSS Leadership Team** will be to (1) Identify and name the student involved in the MTSS process, (2) Determine/discuss the current tier of intervention, (3) Determine/discuss necessity for the SST meeting. The **MTSS Leadership Team** communicates/collaborates with neighboring school teams for creation of processes, documents and training.

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

The role of the **MTSS Leadership Team** will be to develop and implement coordinated general education intervention procedures for students who need additional academic and behavioral support to succeed in the general educational environment. The **MTSS Leadership Team** will function as a focused group to provide interventions that support SIP goals.

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 determine the best data management system to summarize tiered data based upon the needs of the students referred. As reasons for referrals differ per student so will the data required. Possible needs include reading data for academic difficulties in reading, behavior plan for difficulties in maintaining appropriate behaviors, and math assessments for academic difficulties in math.

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** will use PLC data reviews (or COL), progress monitoring data and follow-up meetings to align interventions to meet the students' needs.

6. Describe the plan to train staff on MTSS.

The **MTSS Leadership Team** training presentation will take place during 2nd Quarter. Additional training will be included each time a new faculty/staff member joins the **MTSS Leadership Team** and as needed for new staff.

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).

Judith Dombrowski (Reading Specialist), Dana Richardson (Curriculum Leader), Krista Darling (Curriculum Leader), MaryAnn McConnell (Curriculum Leader), Elizabeth Viles (Curriculum Leader), Laura Cornwell-Estes (Curriculum Leader), Melissa Laudani (Curriculum Leader), Angela Holladay (Curriculum Leader), Patricia Boggs (Curriculum Leader).

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

The Literacy Leadership Team supports and monitors the School Improvement Plan literacy goals. The team also designs activities to encourage students to read, write and speak.

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

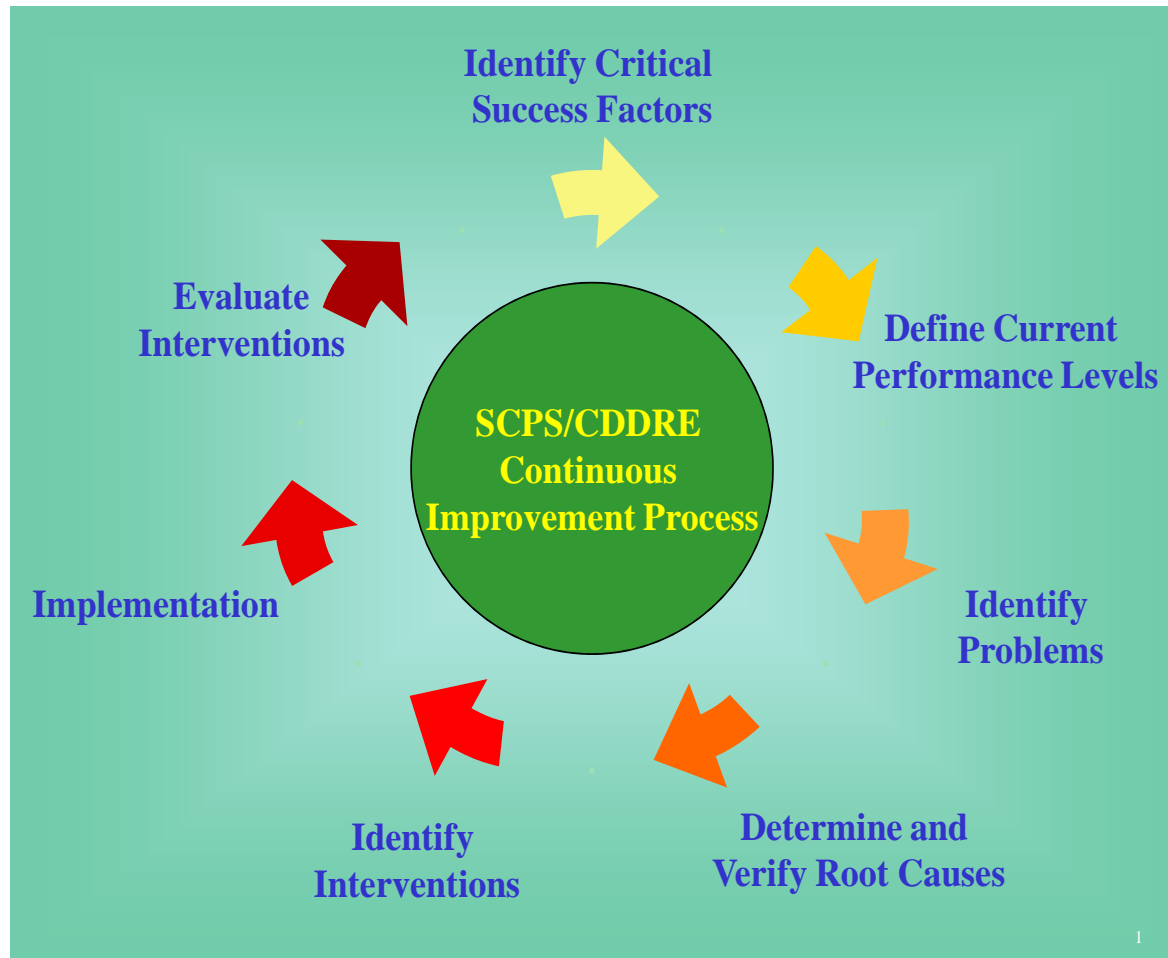
The Literacy Leadership Team will provide input to the Reading Specialist regarding content reading strategies for support of high achieving students to prevent Regression.

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.

At Lawton Chiles Middle School, it is expected that our teachers meet as departments or Professional Learning Communities (PLC) to discuss curriculum and instruction. Moving beyond the PLC, our Communities of Learners (COL) are made up of teachers teaching the same subject and grade level. Wherever this is not possible, teachers form their own COL such as technology. COL meet at least once a week to image lessons, develop meaningful standards-based lessons using research-based educational pedagogy, create formative and summative assessments, and analyze data. Every COL has developed group norms, reflection questions to be addressed at the start of each session, consistent grading procedures and goals for the year. The meetings give teachers a chance to reflect on their instruction and collaborate. Three main questions should be addressed at each meeting.

1.) What do we teach? 2.) How do we teach? 3.) How do we assess? We refer to this as the learning environment.



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 | 75.4% | 964/1278 | +5 | 80.4% |

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. Include registration opportunity in all Parent/Teacher meetings | #1 | None | Teacher, Guidance | Ongoing | Parent portal registration report | Sss, tech |
| 2. Send elert to all recorded parent e-mails for registration | #1 | Not all e-mail addresses on file are accurate | ETF | Quarterly | | tech |

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

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

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

Enter narrative for STEM goal:

Both 6th and 8th grade science incorporate labs that support the engineering part of STEM. 8th grade science extends beyond the curriculum by using many math concepts in labs throughout the school year. For the 2012-2013 school year, we plan to continue integrating math and engineering concepts into the curriculum. We are also planning on beginning a SECME Club after school.

Action Plan

| Strategy | Anticipated Barriers | Person(s) Responsible | Evaluation Schedule (mid-year, end of year) | Evaluation Tools/Strategies | Resources (b, im, or, st, sss, tech, TI, TII, TIII, t) |
|--|----------------------|--|---|-----------------------------|--|
| 1. Continue incorporating math/engineering concepts in curriculum. | None | Science, Math, Technology Teachers, AP | Beginning of year, Quarterly | EOC, FCAT | Im, or, tech, t |
| 2. Establish an after school SECME Club | None | Science, Math, Technology Teachers, AP | Midyear | Activity Roster | Tech, or |
| 3. Participation in Science Fair | None | Science Teachers, PA | Midyear | Weekly Plans | Im, or, tech t |

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

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

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

Enter narrative for CTE goal:

Students in 8th grade will complete Epep to map out their career choices. 7th grade students through a variety of learning activities are introduced to many career choices preparing them for the 8th grade Epep.

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) |
|---|----------------------------------|-----------------------|--|-----------------------------|--|
| This year, the 7 th and 8 th grade technology courses are using Problem Based Learning (PBL) strategies to immerse students in real world situations, all the while building their technology skills. | Computer/Internet Access at home | | Pre-Assessment in Aug. and Post-Assessment in Dec. | STZL STZL | |

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 | 79 | 80 | 83 | 84 | 86 | 88 | 90 |
| American Indian | | | | | | | |
| Asian | 90 | 90 | 92 | 93 | 93 | 94 | 95 |
| Black/African-American | 59 | 64 | 66 | 69 | 73 | 76 | 80 |
| Hispanic | 73 | 73 | 78 | 80 | 82 | 84 | 87 |
| White | 81 | 83 | 84 | 86 | 87 | 89 | 91 |
| English Language Learners | 36 | 47 | 47 | 52 | 57 | 63 | 68 |
| Students with Disabilities | 45 | 45 | 54 | 59 | 63 | 68 | 73 |
| Economically Disadvantaged | 65 | 64 | 71 | 74 | 77 | 80 | 83 |

| MATH AAAMO | 2011 Adjusted Proficient | 2011-2012 Proficient | 2012-2013 Goal | 2013-2014 Goal | 2014-2015 Goal | 2015-2016 Goal | 2016-2017 Goal |
|----------------------------|--------------------------|----------------------|----------------|----------------|----------------|----------------|----------------|
| All Students | 75 | 76 | 79 | 81 | 83 | 85 | 88 |
| American Indian | | | | | | | |
| Asian | 90 | 88 | 92 | 93 | 93 | 94 | 95 |
| Black/African-American | 62 | 59 | 68 | 72 | 75 | 78 | 81 |
| Hispanic | 68 | 72 | 73 | 76 | 79 | 81 | 84 |
| White | 78 | 78 | 82 | 84 | 85 | 87 | 89 |
| English Language Learners | 57 | 47 | 64 | 68 | 71 | 75 | 79 |
| Students with Disabilities | 39 | 41 | 49 | 54 | 59 | 64 | 70 |
| Economically Disadvantaged | 60 | 59 | 67 | 70 | 73 | 77 | 80 |

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 |
|--------------------------|-------------|-------------------------|-------------|-------------------------|-------------|
| Dr. Margaret Gunderson | 9/12/12 | Lucretia Cooney | 9/12/12 | | |
| | | | | | |
| INSTRUCTIONAL | | Don Findlay | 9/12/12 | | |
| Kathleen Breitenbruck | 9/12/12 | | | | |
| | | Cliff Geismar | 9/12/12 | | |
| Tonya Fennell | 9/12/12 | | | | |
| | | Sasha Mauck | 9/12/12 | | |
| Melissa Laudani | 9/12/12 | | | | |
| | | Kelly McLendon | 9/12/12 | | |
| Kelli McNair-Lee | 9/12/12 | | | | |
| | | Lisa Medla | 9/12/12 | | |
| Rena Poarch | 9/12/12 | | | | |
| | | Karen Penna | 9/12/12 | | |
| | | | | | |
| | | | | | |
| NON-INSTRUCTIONAL | | | | | |
| Jennifer Meyers | 9/12/12 | | | | |
| | | | | | |
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