

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.



Sanford Middle School

School Improvement Plan 2012-2013

TABLE OF CONTENTS

Contents	Page No.
Evaluation of SIP for 2011-2012	4
Carry Over Goal(s)	NA
Reading Goals	7
Math Goals	9
Math Goals Algebra End of Course (EOC) Exam	11
Writing Goals	13
Science Goals	15
Advanced Coursework Goals	17
Discipline Goals	18
On-time Promotion (ES and MS) and Graduation/At-Risk Graduation (HS) Goals	19
Post-Secondary Readiness (HS) Goals	NA
Extracurricular Activities Goal(s)	20
School Defined Goal(s)	21
Professional Development	24
Waiver Request	NA
Budget Summary of SIP for 2011-2012	26
Addendum 1 - Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI)	27
Addendum 2 - Literacy Leadership Team	29
Addendum 3 - Lesson Study	30
Addendum 4 - Title I Schoolwide Program	NA
Addendum 5 - Parent Involvement Goal(s)	32
Addendum 6 - Science, Technology, Engineering, and Math (STEM) Goal(s)	33

TABLE OF CONTENTS continued

Addendum 7 - Career and Technical Education (CTE) Goal(s)	34
Addendum 8 - Comprehensive English Language Learning Assessment (CELLA) Goals	NA
Addendum 9 - Florida Alternative Assessment (FAA) Goal(s)	NA
Addendum 10 - Geometry, Biology, U.S. History, and Civics EOC	36
Addendum 11 - AAAMO	37
School Advisory Council Signatures	38

EVALUATION OF SCHOOL IMPROVEMENT PLAN 2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		81.8%	+10%	91.8%	71.7%	N
High standards Level 4+		51.7%	+10%	52.7%	44.7%	N
Proficiency Level 3+ in AYP subgroups						
	White	88.1%	+10%	98.1%	78.6%	N
	Black	58.7%	+10%	68.7%	42.6%	N
	Hispanic	79.5%	+10%	89.5%	66.5%	N
	ELL	47.4%	+10%	57.4%	16.7%	N
	SWD	77.8%	+10%	87.8%	77.9%	N
	ED	66.9%	+10%	76.9%	55.8%	N
Learning Gains		67.4%	+10%	77.4%	63.9%	N
Lowest 25% making Learning Gains		62.7%	+10%	72.7%	55.3%	N
Learning Gains Levels 4/5		37.7%	+10%	47.7%	86.9%	Y
Learning Gains in AYP subgroups						
	White	71.9%	+10%	72.9%	64.5%	N
	Black	56.8%	+10%	66.8%	51.4%	N
	Hispanic	61.0%	+10%	71.0%	64.3%	N
	ELL	46.2%	+10%	56.2%	58.8%	Y
	SWD	58.5%	+10%	68.5%	71.0%	Y
	ED	59.3%	+10%	69.3%	59.1%	N

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		82.4%	+10%	92.4%	71.2%	N
High standards Level 4+		49.5%	+10%	59.5%	42.5%	N
Proficiency Level 3+ in AYP subgroups						
	White	87.5%	+10%	97.5%	79.8%	N
	Black	59.6%	+10%	69.6%	38.6%	N
	Hispanic	81.8%	+10%	91.8%	66.4%	N
	ELL	57.9%	+10%	67.9%	38.9%	N
	SWD	77.8%	+10%	87.8%	78.2%	N
	ED	68.5%	+10%	78.5%	54.3%	N
Learning Gains		71.4%	+10%	81.4%	64.4%	N
Lowest 25% making Learning Gains		66.2%	+10%	76.2%	53.4%	N
Learning Gains Levels 4/5		56.6%	+10%	66.6%	85.0%	Y

Learning Gains in AYP subgroups						
	White	71.0%	+10%	81.0%	67.6%	N
	Black	67.7%	+10%	77.7%	49.8%	N
	Hispanic	68.4%	+10%	78.4%	60.5%	N
	ELL	69.2%	+10%	79.2%	64.7%	N
	SWD	63.8%	+10%	73.8%	76.5%	Y
	ED	64.5%	+10%	74.5%	56.6%	N

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		83.3%	+10%	93.3%	74.9%	N
High standards Score 6.0		9.0%	+10%	19.0%	0.2%	N
Proficiency Score in AYP subgroups						
	White	85.1%	+10%	95.1%	76.4%	N
	Black	73.1%	+10%	83.1%	62.2%	N
	Hispanic	79.5%	+10%	89.5%	73.3%	N
	ELL	66.7%	+10%	76.7%	50.0%	N
	SWD	72.1%	+10%	82.1%	79.3%	N
	ED	73.9%	+10%	83.9%	65.3%	N
High standards Score 6.0 in AYP subgroups						
	White	9.9%	+10%	19.9%	0.4%	N
	Black	9.0%	+10%	19.0%	0.0%	N
	Hispanic	6.0%	+10%	16.0%	0.0%	N
	ELL	16.7%	+10%	26.7%	0.0%	N
	SWD	18.2%	+10.0%	28.2%	0.9%	N
	ED	4.8%	+10%	14.8%	0.0%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		69.1%	+10%	79.1%	65.7%	N
High standards Level 4+		11.5%	+10%	21.5%	24.1%	Y
Proficiency Level 3+in AYP subgroups						
	White	77.8%	+10%	87.8%	76.5%	N
	Black	40.8%	+10%	50.8%	27.8%	N
	Hispanic	67.1%	+10%	77.1%	57.3%	N
	ELL	33.3%	+10%	43.3%	0.0%	N
	SWD	73.5%	+10%	83.5%	76.3%	N
	ED	49.1%	+10%	59.1%	46.3%	N
High standards Level 4+ in AYP subgroups						
	White	17.2%	+10%	27.2%	29.6%	Y
	Black	4.2%	+10%	14.2%	4.4%	N

	Hispanic	2.4%	+10%	12.4%	13.3%	Y
	ELL	0.0%	+10%	10.0%	0.0%	N
	SWD	31.2%	+10%	41.2%	46.5%	Y
	ED	3.6%	+10%	13.6%	11.1%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	46%	+10%	56%	47.4%	N
Performance in advanced coursework	99%	+1%	100%	98.5%	N

Discipline Goals	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: Black Students	52%	-10%	42%	50%	N
Out-of-school suspensions (unduplicated) Subgroup: Black Students	29%	-10%	19%	34%	N

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	97%	+3%	100%	98.9%	N
At-Risk students graduating or advancing with age-level peers	100%	+0%	100%	98.0%	N

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup: BETA Club and ED	11.5%	+10%	21.5%	2.0%	N

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
To meet the AYP criteria for the lowest quartile in Reading by increasing student proficiency and the percentage of students meeting their Annual Learning Gains (ALG) in Reading	63%	+10%	73%	58%	N

Goal Summary

Number of Goals Met: 9
Number Not Met: 61
Number Partially Met: 0

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+		71.7%	1036 / 1444	+10 %	81.7%
2. Proficiency Level 3.0+ in subgroups:					
	White	78.6%	577 / 734	+10 %	88.6%
	Black	42.6%	113 / 265	+10 %	52.6%
	Hispanic	66.5%	155 / 233	+10 %	76.5%
	ELL	16.7%	3 / 18	+10 %	26.7%
	SWD	77.9%	289 / 371	+10 %	87.9%
	ED	55.8%	370 / 663	+10 %	65.8%
3. High Standards Level 4.0+		44.7%	646 / 1444	+10 %	54.7%
4. Learning Gains		63.9%	892 / 1396	+10 %	73.9%
5. Lowest 25% Making Learning Gains		55.3%	188 / 340	+10 %	65.3%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		26.7%	169 / 1396	+10 %	36.7%
7. Learning Gains Levels 4/5		86.9%	551 / 634	+10 %	96.9%
8. Learning Gains in subgroups:					
	White	64.5%	459 / 712	+10 %	74.5%
	Black	51.4%	131 / 255	+10 %	61.4%
	Hispanic	64.3%	144 / 224	+10 %	74.3%
	ELL	58.8%	10 / 17	+10 %	58.8%
	SWD	71.0%	257 / 362	+10 %	81.0%
	ED	59.1%	379 / 641	+10 %	69.1%

Action Plan

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (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	1-8	Ed-Insight Training	Teachers	Annually	FCAT	im, or, st, tech, t
2. Communicate student FCAT data to teachers	1-8	Lack of time	Administration	Annually	FCAT	im, or, st, tech, t
3. Utilize FCAT Explorer, FCAT Focus, & Study Island	1-8	Lack of computers	Teachers	Ongoing	FCAT	Im, or, tech, t
4. Aggregate data through Professional Learning Communities (PLC) to set S.M.A.R.T goals and target our lowest quartile	1-8	Time	Administration, teachers	Ongoing	FCAT, EOC, Common Assessments, Discovery Ed	b, im, or, st, tech, t
5. Provide professional development on Reciprocal Teaching	1-8	None	Literacy Coach	As needed	Learning Logs	b, im, st, tech, t
6. Emphasize vocabulary instruction on Marzano's Building Academic Vocabulary (BAV) to improve comprehension skills	1-8	Steps 4-6	Teachers	As needed	Lesson Plans, Discovery Ed	im, tech, t
7. Screen and monitor progress of reading growth through the use of Discovery Education data	1-8	Time & manpower	Administration, Literacy Coach, Teachers	Baseline, midyear, end of year	Discovery Ed	or, tech, t
8. Provide literacy assistance to content area/elective teachers through the use of the Literacy Coach	1-8	Time	Literacy Coach	Ongoing	Coach's Portfolio	b, im, tech, t
9. Emphasize a variety of instructional strategies such as vocabulary identification, narrating, analyzing words and text, drawing conclusions, using context and word structure clues, recognizing organization patterns, and buddy or guided reading	1-8	Lack of Training	Teachers	Daily	Lesson Plans	im, tech, t
10. Increase the amount of higher-order questions asked by teachers by providing trainings in Webb's Level of Complexity	1-8	Time	Teachers	Ongoing	Classroom observation	im, or, st, tech, t
11. Conduct a greater amount of classroom walkthroughs to ensure teachers are implementing best-practices	1-8	Admin time out of building	District, Administration, Literacy Coach	Weekly	iObservation	st, tech, t
12. Monitor progress through the use of FCAT Focus pre/post tests in language arts classes	1-8	PD funds	Language Arts Teachers	Ongoing	FCAT Explorer	b, im, t
13. Infuse reciprocal teaching strategies in core academic classes	1-8	Training	Teachers	Ongoing	Classroom Observation	b, im, t

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

*For 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+		71.2%	1032 / 1450	+10%	81.2%
2. Proficiency Level 3.0+ in subgroups:					
	White	79.8%	589 / 738	+10%	89.8%
	Black	38.6%	103 / 267	+10%	48.6%
	Hispanic	66.4%	154 / 232	+10%	76.4%
	ELL	38.9%	7 / 18	+10%	48.9 %
	SWD	78.2%	290 / 371	+10%	88.2%
	ED	54.3%	363 / 669	+10%	64.3%
3. High Standards Level 4.0+		42.5%	616 / 1450	+10%	52.5%
4. Learning Gains		64.4%	903 / 1402	+10%	74.4%
5. Lowest 25% Making Learning Gains		53.4%	189 / 354	+10%	63.4%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		16.0%	96 / 1402	+10%	26.0%
7. Learning Gains Levels 4/5		85.0%	510 / 600	+10%	95.0%
8. Learning Gains in subgroups:					
	White	67.6%	484 / 716	+10%	77.6%
	Black	49.8%	128 / 257	+10%	59.8%
	Hispanic	60.5%	135 / 223	+10%	70.5%
	ELL	64.7%	11 / 17	+10%	74.7 %
	SWD	76.5%	276 / 361	+10%	86.5 %
	ED	56.6%	366 / 647	+10%	66.6%

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Provide after-school tutorial opportunities for students needing extra assistance in math	1-8	Busing, funding	Administration, Teachers	Annually	FCAT	B, im, or, st,
2. Schedule students scoring a Level 1 or Level 2 on the FCAT and/or with teacher recommendation into Intensive Math	1, 3, 5	Staffing	Administration, Guidance	Annually	FCAT	B, im, st
3. Provide additional support for non-proficient students by referring them to the Grade Recovery Program	1,3,5	Staffing, funding	Teachers, Guidance	Ongoing	Student Grades, FCAT	B, im, st,
4. Use FCAT Explorer with students in all grades to prepare for the FCAT test	1-8	Technology	Teachers	Ongoing	FCAT	Im, tech
5. Use Study Island with ESE students to help them prepare for the FCAT test	1-8	Technology	Teachers	Ongoing	FCAT	B, im, st, tech
6. Monitor ESE students in the lowest quartile and provide additional support in regular education classes	5	Staffing	Administration, Teacher	Ongoing	FCAT, Discovery Ed	B, st, sss
7. Emphasize the use of common assessments and/or common curriculum in Mathematics classes	1-8	Training	Teachers	Ongoing	Lesson Plans	Im, or, st, t
8. Aggregate data through Professional Learning Communities (PLC) to set S.M.A.R.T goals and target our lowest quartile	1-8	Training, Time	Administration, Teachers	Ongoing	FCAT, EOC, Discovery Ed	B, st, t
9. Conduct a greater amount of classroom walkthroughs to ensure teachers are implementing best-practices	1-8	Time	Administration	Weekly	Classroom Observation	B, or, tech, t
10. Screen and monitor progress of math growth through the use of Discovery Education data	1-8	Time & manpower	Administration, Teachers	Baseline, midyear, end of year	Discovery Ed	or, tech, t

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

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

MATH GOALS 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+	86.4%	287 / 332	+10%	96.4%
2. Proficiency Level 3+ in subgroups:				
White	87.2%	163 / 187	+10%	97.2%
Black	62.1%	18 / 29	+10%	72.1%
Hispanic	88.9%	40 / 45	+10%	98.9%
ELL	NA	NA	NA	NA
SWD	95.2%	79 / 83	+4.8%	100%
ED	76.0%	79 / 104	+10%	86.0%
3. High standards 4+	44.9%	149 / 332	+10%	54.9%
4. Learning Gains	88.4%	290 / 328	+10%	98.4%
5. Lowest 25% making Learning Gains	90.5%	19 / 21	+9.5%	100%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	9.4%	19 / 203	+10%	19.4%
7. Learning Gains Levels 4/5	84.6%	187 / 221	+10%	94.6%
8. Learning Gains in subgroups:				
White	86.4%	159 / 184	+10%	96.4%
Black	82.8%	24 / 29	+10%	92.4%
Hispanic	90.9%	40 / 44	+9.1%	100%
ELL	NA	NA	NA	NA
SWD	92.8%	77 / 83	+7.2%	100%
ED	91.2%	93 / 102	+8.8%	100%

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Provide after-school tutorial opportunities for students needing extra assistance in Algebra	1-8	Busing, funding	Administration, Teachers	Annually	EOC	B, im, or, st,
2. Schedule students scoring a Level 1 or Level 2 on the FCAT and/or with teacher recommendation into Intensive Math	1, 3, 5	Staffing	Administration, Guidance	Annually	EOC	B, im, st
3. Provide additional support for non-proficient students by referring them to the Grade Recovery Program	1,3,5	Staffing, funding	Teachers, Guidance	Ongoing	Student Grades, EOC	B, im, st,
4. Use FCAT Explorer with students in all grades to prepare for the Algebra EOC	1-8	Technology	Teachers	Ongoing	EOC	Im, tech
5. Use Study Island with ESE students to help them prepare for the Algebra EOC	1-8	Technology	Teachers	Ongoing	EOC	B, im, st, tech
6. Monitor ESE students in the lowest quartile and provide additional support in Algebra classes	5	Staffing	Administration, Teacher	Ongoing	EOC, Discovery Ed	B, st, sss
7. Emphasize the use of common assessments and/or common curriculum in Algebra classes	1-8	Training	Teachers	Ongoing	Lesson Plans	Im, or, st, t
8. Aggregate data through Professional Learning Communities (PLC) to set S.M.A.R.T goals and target our lowest quartile	1-8	Training, Time	Administration, Teachers	Ongoing	EOC, EOC, Discovery Ed	B, st, t
9. Conduct a greater amount of classroom walkthroughs to ensure teachers are implementing best-practices	1-8	Time	Administration	Weekly	Classroom Observation	B, or, tech, t
10. Screen and monitor progress of Algebra growth through the use of Discovery Education data	1-8	Time & manpower	Administration, Teachers	Baseline, midyear, end of year	Discovery Ed	or, tech, t

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

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

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+		74.9%	353 / 471	+10%	84.9%
2. Proficiency Score 3.0+ in subgroups:					
	White	76.4%	188 / 246	+10%	86.4%
	Black	62.2%	56 / 90	+10%	72.2%
	Hispanic	73.3%	55 / 75	+10%	83.3%
	ELL	50.0%	3 / 6	+10%	60.0%
	SWD	79.3%	88 / 111	+10%	89.3%
	ED	65.3%	143 / 219	+10%	75.3%
3. High Standards Score 6.0		0.2%	1 / 471	+10%	10.2%
4. High Standards Score 6.0 in subgroups:					
	White	0.4%	1 / 246	+10%	10.4%
	Black	0.0%	0 / 90	+10%	10.0%
	Hispanic	0.0%	0 / 75	+10%	10.0%
	ELL	0.0%	0 / 6	+10%	10.0%
	SWD	0.9%	1 / 111	+10%	10.9%
	ED	0.0%	0 / 219	+10%	10.0%

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

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Emphasize writing to explain and writing to persuade in academic and elective classes	1-4	Training	Teachers	Ongoing	DA, FCAT	im, or, tech, t
2. Conduct FCAT writing simulation tests for students on a quarterly basis	1-4	Lack of computers	Teachers	Baseline, midyear, end of year	DA, FCAT	b, im, or, tech, t
3. Monitor the use of content area writing activities through common assessment questions	1-4	None	Teachers	Ongoing	FCAT	b, im, or, st, tech, t
4. Train new Language Arts teachers in the 6+1 Traits of effective writing	1-4	None	District	Ongoing	FCAT	im, t
5. Train new Social Studies teachers in the 6+1 Traits of effective writing	1-4	None	District	Ongoing	FCAT	im, t
6. Train teachers on the My Access program	1-4	None	Administration	Beginning of school year	Writing Portfolios, DA, FCAT	b, im, or, tech, t
7. Monitor student assessments through My Access	1-4	Lack of technology	Administration, Teachers	Ongoing	DA, FCAT	or, tech
8. Implement the Language Arts Instructional Focus with fidelity	1-4	Time	Teachers	Ongoing	Common Assessments	or
9. Increase the amount of Higher-Order Questions asked during classroom lessons and during assessments	1-4	Training, time	Teachers	Daily	Lesson Plans, Classroom Observations, Discovery Ed, FCAT	b, im, or, st, t
10. Work with the Content Support Team (CST) to focus on text complexity, writing, and literacy in the content area	1-4	None	Social Studies Teachers	Mid-year, ongoing	Lesson Plans, Lesson Study, Discovery Ed, FCAT	im, or, t
11. Conduct a greater amount of classroom walk-throughs to ensure teachers are implementing best-practices	1-4	Time	Administration, Literacy Coach	Weekly	iObservation	b, im, tech, t
12. Monitor student learning through the use of FCAT Focus pre/post tests in language arts classes	1-4	Lack of computers	Teachers	Quarterly	Discovery Ed, FCAT	im, tech

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+		65.7%	308 / 469	+10%	75.7%
2. Proficiency Score 3.0+ in subgroups:					
	White	76.5%	186 / 243	+10%	86.5%
	Black	27.8%	25 / 90	+10%	37.8%
	Hispanic	57.3%	43 / 75	+10%	67.3%
	ELL	0.0%	0 / 6	+10%	10.0%
	SWD	76.3%	87 / 114	+10%	86.3%
	ED	46.3%	100 / 216	+10%	56.3%
3. High Standards Score 4.0+		24.1%	113 / 469	+10%	34.1%
4. High Standards Score 4.0+ in subgroups:					
	White	29.6%	72 / 243	+10%	39.6%
	Black	4.4%	4 / 90	+10%	14.4%
	Hispanic	13.3%	10 / 75	+10%	23.3%
	ELL	0.0%	0 / 6	+10%	10.0%
	SWD	46.5%	53 / 114	+10%	56.5%
	ED	11.1%	24 / 216	+10%	21.1%

Action Plan

Strategy	Science Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Provide after-school tutorial opportunities for students needing extra assistance in science	1-4	Buses, funding	Administration	Ongoing	FCAT	B, im, or, st, tech
2. Provide a greater amount of FCAT science lessons for all students in all grades	1-4	Training, time	Teachers	Ongoing	FCAT	Im, tech, t
3. Provide additional support for students through the grade-recovery program	1-4	Staffing, time	Administration, Guidance, Teachers	As needed	Report Cards, FCAT Explorer, FCAT	B, im, or, st, tech, t
4. Aggregate/disaggregate FCAT data with Professional Learning Communities (PLC)	1-4	Time, Training	Administration, Literacy Coach, Teachers	Beginning of Year	FCAT Explorer, EOC, FCAT	Im, or, st, tech, t
5. Align instruction with the districts Middle School Science Instructional Plan	1-4	Time, Training	Teachers	Ongoing	FCAT	Im, t
6. Provide all students the opportunity to participate in the Science Fair	1-4	None	Administration, Teachers	Mid-year	Science Fair Entries	B, im, or
7. Increase the amount of common assessments administered to students	1-4	Time, Training	Teachers	Ongoing	Common Assessments, EOC, FCAT	Im, or, tech, t
8. Infuse reciprocal teaching strategies in science classes	1-4	Training	Literacy Coach, Teachers	Ongoing	FCAT	Im, t
9. Increase the amount of higher-order questions asked during classroom lessons and during assessments	1-4	Training	Literacy Coach, Teachers	Ongoing	Lesson Plans, Classroom Observation	T
10. Conduct a greater amount of classroom walkthroughs to ensure teachers are implementing best-practices	1-4	Time	Administration, Literacy Coach	Weekly	Classroom Observations	B, or, tech, t
11. Increase the use of rubrics and formative assessments in science classes	1-4	Training	Teachers	Daily	Lesson Plans, EOC, FCAT	Im, or, tech, t
12. Screen and monitor progress of science growth through the use of Discovery Education data	1-4	Time & manpower	Administration, Teachers	Baseline, midyear, end of year	Discovery Ed	or, tech, t

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

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

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	47.4%	270/570	+10%	57.4%
2. Level of Performance	98.5%	266/270	+1.5%	100%

Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Identify 6 th , 7 th , and 8 th grade students enrolled in advanced level classes	1, 2	Skyward training	Administration, Guidance	Beginning of Year	Skyward	St, tech, t
2. Encourage students with greater aptitude for higher level courses to enroll in advanced level coursework	1, 2	Budget, class-size amendment	Administration, Guidance, Teachers	Ongoing	Skyward	St
3. Provide after-school tutorials for students enrolled in advanced level courses	1, 2	Busing, budget	Administration, Guidance	Ongoing	Student grades, Skyward	B, im, or, st
4. Articulate with Sanford Middle School Feeder elementary schools to increase efforts in recruiting a greater number of incoming students for advanced courses	1, 2	Time, staffing	Administration, Guidance	Mid-year, end of year	Magnet School Night	B, or, st
5. Assign students to Grade Recovery if they are falling behind with the coursework	1, 2	Staffing	Teachers	Daily	Student grades, Skyward	B, st
6. Provide facilitative support for ESE students through ESE tutorials and a learning strategies course	1, 2	Budget, staffing	Teachers	Ongoing	Student grades, Skyward	B, st

DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

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

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

Discipline Goals 1 and 2	Subgroup	Current %	Expected %
1. Discipline referrals (duplicated)	Black	50%	40%
2. Out-of-school suspensions (unduplicated)	Black	34%	24%

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. Provide the Sanford Middle School RICH character development program during the period designated by the modified block	1, 2	None	Administration, Teachers	Weekly	Student RICH Portfolios	Im, or, tech
2. Provide RICH bucks and other incentives for students exhibiting the principles of responsibility, integrity, caring and honesty	1, 2	Budget	Administration, Guidance, Teachers	Ongoing	RICH drawings, RICH Carnivals, RICH Bucks at School Store	B, , or
3. Provide RICH professional development to teachers at the start of the school year	1, 2	Time	Administration	Beginning of school year	Learning Logs, Classroom walkthroughs	Im, t
4. Meet with all grade levels for a code of conduct orientation	1, 2	Time	Administration	Beginning of school year	Code of conduct quiz	Im, t
5. Implement Multi-Tiered System of Supports (MTSS) behavior component by identifying a Positive Behavioral System (PBS)	1, 2	Budget, staffing, time, training	Administration, Student Support Services, Guidance, Teachers	Ongoing	MTSS team meetings held to discuss implementation	St, t
6. Participate in Upstanders/Holocaust Program and Summits	1, 2	Limited to 7 th Grade students	Administration, Teachers	End of Year	Discipline referrals, Bully/Harassment Complaint Form	Or, b

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	98.9%	1489/1506	+1.1%	100%
2. At-Risk Promotion Level of Performance	98.0%	676/690	+2.0%	100%

Action Plan

Strategy	Promotion/At-Risk Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Enroll students in the SKIPP program	1,2	None	Administration, Guidance	Beginning of year	Skyward	B, im, or, st,
2. Provide mentors to the students in the SKIPP program	1,2	Lack of Mentors, time, and staffing	Dividend Coordinator, Guidance	Beginning of year	Mentors meeting with students on a regular basis	Or, t
3. Increase the frequency of counselors meeting with students in SKIPP	1,2	Staffing, Time	Guidance	Ongoing	SKIPP logs/guidance notes will track frequency	St
4. Monitor SKIPP students on a regular basis and ensure they are referred to Grade Recovery for assignments that are not turned in	1,2	Staffing, Time	Administration, Guidance, Teachers	Ongoing	Grade recovery logs, report cards	B, st
5. Provide transition programs to support students to advanced with their age-level peers	1,2	Budget	District, Administration	End of year	Transition list of assignments, promotions, and retentions, Skyward	B, st, or, 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	Subgroup	Current %	Expected %
1. Activity: BETA Club	ED	2%	12%

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. Identify the students in enrolled in extracurricular activities and aggregate data to find the disparity representation of AYP subgroups	1	Ed-Insight, Skyward	Administration, Literacy Coach	Annually, ongoing	Data to be shared by administration to club sponsors	St, tech, t
2. Send letters to targeted students inviting them to partake in the extracurricular activities	1	Time	Administration, Guidance, Teachers	Annually	Letter to be composed by administration and passed out to students through Guidance counselors, teachers will follow-up by monitoring % of students enrolled and communicating such with Administration	St, tech
3. Provide incentives for AYP subgroup students to enroll in extracurricular activities	1	Budget	Administration, Teachers	Ongoing	Free cookie cards, skip in line cards, RICH bucks	B, or
4. Present the clubs to students and parent at our fall festival and publish dates and meetings in our schools newsletter and webpage	1	Time, staffing	Administration, Teachers	Annually	Information to be shared through phone master, school website, marquee, and newsletter	St, or

SCHOOL DEFINED GOAL(S)

*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 more opportunities for students to learn by supporting the ePathways program.

Goal #2: To meet the AYP criteria for the lowest quartile in Reading by increasing student proficiency and the percentage of students meeting their Annual Learning Gains (ALG) in Reading.

School Defined Goal	Current	# of #-	% +/-	Expected
1. ePathways opportunities	0.5%	7 of 1483	+10%	10.5%
2. To meet the AYP criteria for the lowest quartile in Reading by increasing student proficiency and the percentage of students meeting their Annual Learning Gains (ALG) in Reading	58%	199 of 343	+10%	68%

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

Action Plan

Strategy	School Defined Goal Number(s)	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. Provide flexibility in scheduling	1	Required courses	Administration & Counselors	Annually	SKYWARD	Or, t, tech
2. Provide computer access during school day	1	Lack of resources, IS computer support, testing	Administration	Annually	SKYWARD, Virtual school, internet access	Tech, st, b
3. Provide an environment conducive for learning	1	supervision	Administration & support staff	Ongoing	Observation	St, b, tech, or
4. Train counselors so that they better understand virtual option and ePathways	1	time	Administration & Counselors	Ongoing	Professional Development	Im, or, t
5. Communicate ePathway curriculum options to students, parents and businesses	1	time	Administration & Counselors	Ongoing	Newsletter, web site, curriculum nights, SAC	Tech, or

6. Aggregate FCAT data of non-proficient students that met their ALGs in reading	2	Ed-Insight not accessible; DOE website only gives numbers and percentages	Administration, Reading Coach, Teachers	Beginning of Year	Information will gathered through the DOE website and through Ed-Insight	Im, or, st, tech, t
7. Create after-school tutorial for AYP students earning a level 1 & 2 on the FCAT	2	No buses available for students	Administration, Teacher	Beginning of year, ongoing	Tutorial teacher record attendance and provide remediation as needed	B, im, ,or, st, tech, t
8. Gather incentives to ensure students attend tutorials	2	Funding	Administration, Teachers, Dividends, Business Partners, PTSA, SAC	Ongoing	Administration and SAC will work to fund this program through business partnerships, and PTSA	B, or, st
9. Utilize Study Island during tutorials	2	Lack of computers	Teacher	Ongoing	Tutorial Teacher will progress monitor through in program assessments	B, im, tech, t
10. Conduct a beginning of the year Rewards Breakfast for non-proficient students that met their ALG in reading	2	Getting correct address/phone numbers for these students	Administration, Guidance, PTSA, SAC	Mid-year	Administration will purchase metals and work with SAC and PTSA for food donations	B, or, st, t
11. Progress monitoring non-proficient AYP students through Discovery Education	2	Time	Administration, Reading Coach, Teacher	Ongoing	Discovery Ed, FCAT	Or, st, tech, t
12. Create a mentorship program for our targeted AYP students	2	Finding strong mentors; establishing meeting times that won't conflict with instruction	Administration, Guidance, SAC	Mid-year	SAC will work with PTSA, Dividend Coordinator, and Guidance to build a mentorship program	B, or, t
13. Instill PLC work focusing on S.M.A.R.T goals for our targeted AYP students	2	Time	Administration, Teachers	Ongoing	Administration will work with teachers to ensure SMART goals are set. Teachers will collaborate through PLC meetings in order to aggregate data on these students	Im, or, t

14. Provide opportunities for these students to complete assignments to demonstrate mastery of the NGSSS through our Grade Recovery program	2	Time	Teachers	As needed	Teachers will refer students to grade recovery as soon as they fail to turn an assignment in. Students will work with Grade Recovery teacher to ensure all assignments are made up and to allow for remediation when needed.	Im, or, tech
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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
Continuous Improvement, Data Analysis, and Goals	#1-9 & #11-14	8/7/12	Instructional/Data Analysis/ Formal & Informal Assessments	School-Wide	110	94	Science, Math, Language Arts, Social Studies, Technology, Fine Arts, Reading
Deliberate Practice & Marzano Learning Map	#1-9 & #11-14	8/22/12	Instructional/Data Analysis/Differentiated Instructional Strategies/Subject Specific Content	School-Wide	110	94	Science, Math, Language Arts, Social Studies, Technology, Fine Arts, Reading
Book Study- Great By Choice by Jim Collins	#1-9 & #11-14	8/24/12-9/24/12	Data Analysis/Informal Assessments	Administration, Deans, & Reading Coach	7	7	Administration
PLC Leaders- Art & Science of Teaching/Learning Map	#1-9 & #11-14	9/19/12	Instructional/Data Analysis/Differentiated Instructional Strategies Subject Specific Content/Formal & Informal Assessments	PLC Leaders	25		Science, Math, Language Arts, Social Studies, Technology, Fine Arts, Reading
Student Engagement	#1-9 & #11-14	9/28/12	Instructional/ Differentiated Instructional Strategies/Subject Specific Content	PLC Leaders, Administration	25		Science, Math, Language Arts, Social Studies, Technology, Fine Arts, Reading
SMART Goals	#1-9 & #11-14	10/3/12	Instructional/Data Analysis/Differentiated Instructional Strategies Subject Specific Content/Formal & Informal Assessments	PLCs	110		Science, Math, Language Arts, Social Studies, Technology, Fine Arts, Reading
Discovery Education Training for PLC Leaders-Train the Trainer	#1-9 & #11-14	10/5/12	Data Analysis	PLC Leaders	25		Science, Math, Language Arts, Social Studies, Technology, Fine Arts, Reading

Reciprocal Teaching Strategies Teachers of Social Studies	#1-9 & #11-14	10/10/12 & 10/11/12	Instructional/Differentiated Instructional Strategies/Subject Specific Content	Social Studies Teachers	13		Social Studies, Administration
Reciprocal Teaching Strategies Teachers of Science	#1-9 & #11-14	10/22/12 & 10/23/12	Instructional/Differentiated Instructional Strategies/Subject Specific Content	Science Teachers	13		Science, Administration
Lesson Studies & Peer Assessments	#1-9 & #11-14	10/24/12	Instructional/Data Analysis/Differentiated Instructional Strategies Subject Specific Content	PLCs	110		Science, Math, Language Arts, Social Studies, Reading
First 9-week's SMART Goal Review	#1-9 & #11-14	11/7/12	Instructional/Data Analysis/Differentiated Instructional Strategies Subject Specific Content/Formal & Informal Assessments	School-Wide	110		Science, Math, Language Arts, Social Studies, Technology, Fine Arts, Reading
Discovery Education Training for PLC's- Train the Trainer	#1-9 & #11-14	11/7/12	Data Analysis Subject Specific Content/Formal & Informal Assessments	PLC Leaders	25		Science, Math, Language Arts, Social Studies, Technology, Fine Arts, Reading
Continuous Improvement, Data Analysis, and Goals	#1-9 & #11-14	12/5/12	Instructional/Data Analysis/Differentiated Instructional Strategies Subject Specific Content/Formal & Informal Assessments	School-Wide	110		Science, Math, Language Arts, Social Studies, Technology, Fine Arts, Reading

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

INCOME:

Original Allocation:	\$1540.00
Adjustment:	3582.00
Carry Over:	1279.34
Total Income:	\$6401.34

EXPENDITURES	ACTUAL COST	BALANCE
		\$6401.34
Student Incentives for RICH Program	\$941.30	\$5460.04
Student Awards	\$3557.70	\$1902.34

CARRY OVER:

Total carry over for 2012-2013: \$1902.34

This carry over will be spent on student awards, student incentives, sports scholarships for ED students, and professional development.

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 are the Assistant Principal- Rod Dunaye, Instructional Literacy Coach- Brian Dorman, Grade Recovery Teacher-Joseph Darcy, Guidance- Gayle Mitchell, Content Area Teacher (when needed), and School Social Worker- Teresa Wiley, Speech/Language Teacher-Rebecca Ostrum

2. Describe how your school's *MTSS Leadership Team* functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS Leadership Team meets monthly to examine a student's academic performance, monitor behavior, and suggest research-based interventions to address problems. The team works with the Truancy and the Student Study Teams regularly to ensure we are meeting the needs of all students and fulfilling the appropriate interventions when needed.

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

The MTSS team provided data regarding students that are struggling/not showing success in school. They also gave feedback on ways we could ensure we are meeting our SIP goals, specifically as it relates to AYP. Regarding implementation of the SIP, the MTSS Team will collaborate with the administrative team in order to discuss what to do when students are not learning. Together we will use the continuous improvement process to solve problems which may cause barriers in achieving our SIP goals.

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

We use SKYWARD, Discovery Ed, Member Center, PMRN, Ed Insight & Microsoft Excel.

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.

Core MTSS Team will:

- Provide guidance and support with the design and implementation of the interventions
- Establish Infrastructural, Material, and Facilitator development

Administrator(s) will:

- Facilitate the implementation of MTSS
- Assist in collaborative decision making regarding Tier movement
- Conduct classroom walk throughs to maintain fidelity to the interventions
- Provide and coordinate P.D. with Teachers
- Promote the program and a common vision

Guidance counselor will:

- Organize MTSS meetings
- Utilize SCPS Form 1454
- Maintain log of students involved in MTSS process
- Review student files

Instructional Literacy Coach will:

- Provide necessary data (FCAT, Discovery Ed., ORF)
- Model interventions for teachers
- Train teachers in PM data analysis and diff. instruction
- Provide intensive pull-out for individual or groups based on need
- Send out MTSS/RTI "Strategy of the Month" updates to Teachers via e-mail

Classroom teachers will:

- Provide appropriate Tier 1 interventions
- Work with PLC to analyze data and identify S not meeting expectations
- Refer identified Students to MTSS team
- Utilize intervention log (SCPS form 1451)
- Attend MTSS meetings as requested

6. Describe the plan to train staff on MTSS.

Faculty meetings and PD collaboration:

- Review of the 3-Tier model (pyramid) - Academic and Behavioral Systems
- Define all Tiers & provide relevant examples

Review MTSS Problem solving process:

- Problem identification - what's the problem?
- Analysis - why is it occurring?
- Intervention design - what are we going to do about it?
- MTSS - is it working?

Focus on Continuous Improvement Model (Steps 1-7)

Reminder that Tier 1 is for ALL students

Review the Assessment process (Formative and Summative)

ADDENDUM 2 – LITERACY LEADERSHIP TEAM (LLT)

Please briefly respond to each of the items below:

1. Identify the members of your school’s Literacy Leadership Team (LLT).

The members of our Literacy Team (LLT) are: Mark Russi- Principal, Dumarie Rodriguez-Dillard- Assistant Principal, Richard Burkett- Dean, Brian Dorman- Instructional Literacy Specialist, Holly Nichols- Reading PLC leader, and Nicole Rosemeyer- Language Arts Department Chair.

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

Our LLT formally meets once per month to discuss ways to positively impact students and to help our teachers become more skilled in their craft.

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

The LLT will plan professional development trainings for teachers based on reciprocal teaching strategies and student engagement. The goal is to ensure that teachers are using research-based strategies to instruct struggling readers and to positively impact student learning. We will continue to focus on AYP, but will also study ways to impact our Economically Disadvantaged (ED) and our Special Needs (ESE) populations. Additionally, we will work to ensure our PLCs set and monitor their SMART goals in order to use data effectively to make wise instructional decisions.

LLT Initiatives

- Reciprocal Teaching Strategies in Core Academic Courses
- Student Engagement
- Meeting AYP goals in Reading and Math
- Building Academic Vocabulary – Emphasis on Steps 4-6 for returning teachers and Steps 1-6 for new teachers
- Supporting the work of PLCs and getting them the necessary data to set SMART goals.

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.

Sanford Middle School’s Professional Development Goal:

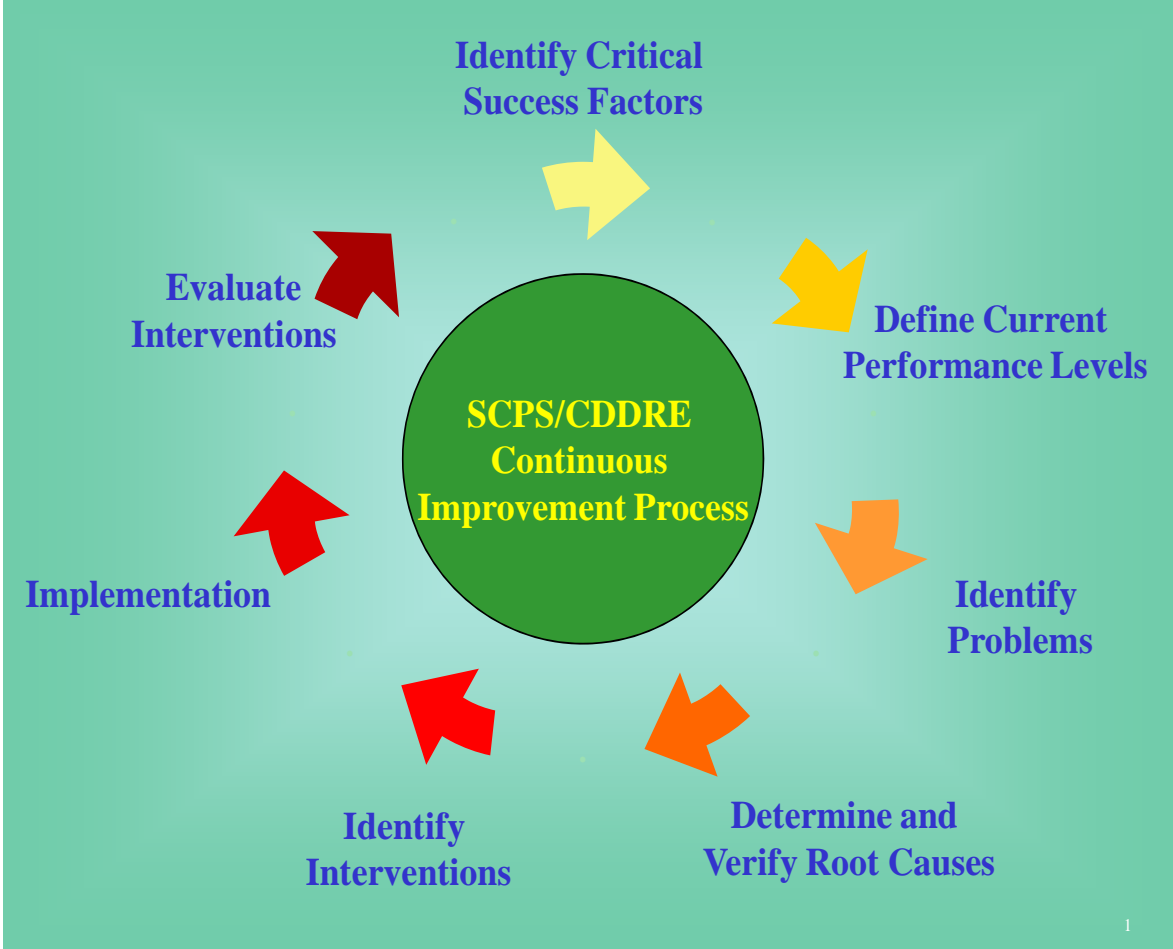
- Literacy Strategies in the Content Area Classroom (to include: Writing, Reciprocal Teaching, Higher-Level-Questioning, Question-Answer Relationship, Webb’s levels of Complexity, FCAT)
- Core Academic Alignment – Scope and Sequence of instruction and beyond
- Common Curriculum/Assessments
- Marzano’s Building Academic Vocabulary

Professional Learning Community Focus:

- Has been determined by teachers, in their professional learning communities (PLC), based on the state, district, and school focus.
- PLC’s will collaborate in order to improve instruction and to discuss and analyze classroom lessons.
- PLC’s will conduct “Lesson Studies” during the school day with the purpose of: designing effective lessons for students, developing higher-order questions and responses, and increasing the level of rigor and relevance of the courses they teach.
- The goal of the “Lesson Study” will be to deepen our teacher’s content knowledge and pedagogical skills to help meet the needs of all students.
- PLC’s will also examine the following question, “How do we know what we are doing is working for the students we teach?” This will include discussing our AYP subgroups, and teaching strategies which will increase student achievement in these areas (closing the achievement gaps).
- Teachers will be researchers; they will be able to test knowledge on how students think, understand the content they teach, and why it is important.

Lesson Study Implementation:

- PLC’s comprise of 3-6 teachers from the same/adjacent grade levels, and by the academic courses that they teach.
- PLC’s will focus on developing a “Lesson Study” based on one of the school-wide professional development goals.
- PLC’s will study relevant background material on a common focus, collaborate planning of a “research lesson” taught by one team member while others observe and collect data on students.
- PLC’s will have purposeful post lesson discussions in order to discuss student thinking based on the collection of data.
- Administration will support PLC’s in the implementation of “Lesson Study” by:
 1. Asking the appropriate questions, “What do you know? What do you want to find out? What will you do?”
 2. Meeting with the curriculum leaders of each PLC regularly. We will conduct book study on the book Professional Learning Communities at Work by Richard DuFour and Robert Eaker. Teachers will understand the “best practices for enhancing student achievement.”
 3. Discussing professional articles on “Lesson Study” in order help teachers understand the process.
 4. Providing teachers ample time to plan together by minimizing the amount of meetings we plan for them.
 5. Providing disaggregated data so teachers can make informed decisions on instruction.
 6. Purchasing Eight (8) iPads for teachers to use in order to conduct teacher observations in iObservation.



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	69.7%	1047/1503	+10%	79.7%

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. Provide link to Skyward Parent Portal on school website	1	None	Administration	Ongoing	Website, Skyward	tech
2. Train support staff to assist parents in completing registration	1	time	Administration	Ongoing	Skyward	t
3. Provide support staff to register and answer questions during schedule pick-up, open house, and during school operating hours	1	personnel	Administration & support staff	Ongoing	Observation & Skyward	Or, tech
4. Provide Skyward registration form and registration information in the school newsletter	1	None	Administration	Ongoing	Newsletter	or
5. Communicate Skyward registration information to SAC	1	None	Administration	Ongoing	SAC	or

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

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

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

STEM goal:

Sanford Middle’s Magnet Program offers a refined and focused curriculum in Math, Science & Technology. Our students are given the opportunity to enroll in biology, engineering, robotics, pre-med, pre-vet, aeronautics, and web-design. In order to best prepare our students for the future, we will infuse the STEM practices in our core academic classes through a Magnet focus (i.e., How do math, science, and technology impact who we are in a global society?).

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. First 9-Weeks Focus in Core Academic: What skills and attributes do mathematical/scientific/technological thinkers possess that allow them to effect change in the world?	Time, training	Teachers, Administration	Mid-year	Syllabus, Lesson Plans	im, or, t
2. Second 9-Weeks Focus in Core Academic: What problems/issues are affected by math, science and technology?	Time, training	Teachers, Administration	Mid-year	Syllabus, Lesson Plans	im, or, t
3. Third 9-Weeks Focus in Core Academic: How do we as mathematical/scientific/technological thinkers design effective solutions to problems?	Time, training	Teachers, Administration	End of Year	Syllabus, Lesson Plans	im, or, t
4. Fourth 9-Weeks Focus in Core Academic: Based on our mathematical/scientific/technological investigations, how will today’s research and development affect society in the future?	Time, training	Teachers, Administration	End of Year	Syllabus, Lesson Plans	im, or, 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.

CTE goal:
 Sanford Middle's Magnet Program offers multiple exploratory elective courses that enable students to experience a variety CTE options. Along with the standards based language arts, math, science and social studies curriculum, students may enroll in fashion design, interior design, digital photography, video production, exploring technology, building construction, internal combustion engines, pre-architectural science, web page design, programming, network technologies, and computer A+ prep. Through these CTE opportunities, students will develop the knowledge and skills needed to contribute to the workforce.

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. Fashion Design: Students will gain knowledge and skills related to the fashion industry through individual activities by applying creative thinking to real life hands-on projects. This course introduces the student to the world of design; including elements and principals of design, fibers and fabrics, merchandising, and fashion illustration.	Time,	Teachers, Administration	End of Semester	Syllabus, Lesson Plans	Im, or
2. Interior Design: Students will gain knowledge and skills related to interior design from floor plans to home decorating through individual activities by applying creative thinking to real life hands-on projects. This course introduces the student to the world of design; including elements and principals of design, scaled drawing, design process, space planning rooms and furnishings.	Time	Teachers, Administration	End of Semester	Syllabus, Lesson Plans	Im, or
3. Digital Photography: This course is designed to provide students with hands-on experiences in state-of-the-art photography. Course Design includes instruction in camera use, and photographic techniques. Students will use their photography for a variety of projects including photographic portfolios and digital gallery shows.	Time, IS computer support	Teachers, Administration	End of Semester	Syllabus, Lesson Plans	Im, or, tech
4. Video Production: Students use many different types of equipment to develop audiovisual programs. While producing the morning announcements, students observe and participate in the daily tasks required to create a television program.	Time, IS computer support	Teachers, Administration	End of Semester	Syllabus, Lesson Plans	Im, or, tech

5. Exploring Technology: Students work through computer-based modules on a variety of topics then put the knowledge into practical applications. Topics that are explored include robotics, rocketry, flight, graphic communications, electricity, and electronics.	Time, IS computer support	Teachers, Administration	End of Semester	Syllabus, Lesson Plans	Im, or, tech
6. Building Construction: This program will provide students with knowledge and experiences in construction technology. The content will include a study of tools, materials, processes, safety, and skills relevant to construction. Students will learn about site preparation and starting a project. Activities will include frame, electrical, and plumbing work. Students have the opportunity to work with concrete and bricks.	Time	Teachers, Administration	End of Semester	Syllabus, Lesson Plans	Im, or
7. Internal Combustion Engines: This program will provide students with knowledge and experiences related to engines and their applications. The content will include a study of tools, processes, safety, and skills relevant to engine mechanics. Students will learn to maintain an engine including oil changes and checking spark plugs. Students will have the opportunity to disassemble an engine and learn how all the internal parts work together.	Time	Teachers, Administration	End of Semester	Syllabus, Lesson Plans	Im, or
8. Pre-Architectural Science: The student will gain an awareness and understanding of basic design, organization, theory, materials, and methods of architecture. Hands on projects, group activities, and the use of technology are an integral part of this course.	Time	Teachers, Administration	End of Semester	Syllabus, Lesson Plans	Im, or, tech
9. Web Page Design: This course is designed to provide a basic overview of the Internet, Intranet, and WWW. The content includes operating systems, basic HTML commands, FrontPage, an introduction to JavaScript, navigation of the Internet and Web, and Web page design.	Time, IS computer support	Teachers, Administration	End of Semester	Syllabus, Lesson Plans	Im, or, tech
10. Programming: This course provides a study of Visual Basic and its application to Windows programs. The student will design, implement, and document computer programs utilizing the Visual Basic programming language.	Time, IS computer support	Teachers, Administration	End of Semester	Syllabus, Lesson Plans	Im, or, tech
11. Network Technologies: This course covers the concepts of networking- from the basics of networking concepts to the specifics of networking technologies.	Time, IS computer support	Teachers, Administration	End of Semester	Syllabus, Lesson Plans	Im, or, tech
12. Computer A+ Prep: In this course the students learn the major components of the computer hardware and the terminology associated with them. As they work with the individual components to understand the purpose of each, they also learn how to repair the parts. At the end of the class students are required to fully assemble a computer.	Time, IS computer support	Teachers, Administration	End of Semester	Syllabus, Lesson Plans	Im, or, tech

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

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

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

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

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	73	72	78	80	82	84	87
American Indian							
Asian	91	95	93	93	94	95	96
Black/African-American	47	43	56	60	65	69	74
Hispanic	70	67	75	78	80	83	85
White	81	78	84	86	87	89	91
English Language Learners	35	17	46	51	57	62	68
Students with Disabilities	40	38	50	55	60	65	70
Economically Disadvantaged	56	56	63	67	71	74	78

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	73	71	78	80	82	84	87
American Indian							
Asian	94	92	95	96	96	97	97
Black/African-American	45	39	54	59	63	68	73
Hispanic	71	66	76	78	81	83	86
White	80	80	83	85	87	88	90
English Language Learners	42	39	52	57	61	66	71
Students with Disabilities	40	39	50	55	60	65	70
Economically Disadvantaged	56	55	63	67	71	74	78

SCHOOL ADVISORY COUNCIL SIGNATURES

2012-2013

FINAL COPY

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

ADMINISTRATOR	DATE	PARENT/COMMUNITY	DATE	PARENT/COMMUNITY	DATE
Mark Russi	10/8/12	Wendy Berghane	10/8/12	Karen Williams	10/8/12
INSTRUCTIONAL		Kelly Berman	10/8/12		
Brian Dorman	10/8/12				
		Courtney Cogburn	10/8/12		
Martin Dunlop	10/8/12				
Chantelle Edwards	10/8/12				
		Aimee Hefley	10/8/12		
Jennifer Perez	10/8/12				
		Rachel Marcum	10/8/12		
Michael Travis	10/8/12				
		Traci Olson	10/8/12		
Agnes Wong	10/8/12				
		Cindy Poore	10/8/12		
NON-INSTRUCTIONAL					
Michelle McCann	10/8/12	Lynette Swinski	10/8/12		