

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.



Pine Crest Elementary School

School Improvement Plan 2012-2013

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EVALUATION OF SCHOOL IMPROVEMENT PLAN 2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		67.9%	12.1%	80%	46.2%	N
High standards Level 4+		29.8%	10.2%	40%	21.6%	N
Proficiency Level 3+ in AYP subgroups						
	White	66.7%	5.3%	72%	49.2%	N
	Black	58.7%	6.3%	65%	36.7%	N
	Hispanic	80.0%	5.0%	85%	48.8%	N
	ELL	77.3%	4.7%	82%	22.9%	N
	SWD	85.7%	4.3%	85.7%	24.6%	N
	ED	65.2%	4.8%	70%	42.4%	N
Learning Gains					59.1%	
Lowest 25% making Learning Gains		60.1%	4.9%	65%	64.3%	N
Learning Gains Levels 4/5		57.1%	2.9%	60%	60.0%	Y
Learning Gains in AYP subgroups						
	White	54.9%	5.1%	60%	59.3%	N
	Black	57.9%	5.1%	63%	56.9%	N
	Hispanic	75.5%	4.5%	80%	62.2%	N
	ELL	41.2%	3.8%	45%	63.6%	Y
	SWD	53.8%	6.2%	60%	55.6%	Y
	ED	61.8%	4.2%	66%	58.1%	N

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		67.2%	5%	72.2%	44.2%	N
High standards Level 4+		24.8%	5%	29.8%	18.5%	N
Proficiency Level 3+ in AYP subgroups						
	White	71.2%	5%	76.2%	50.4%	N
	Black	56%	5%	61%	27.1%	N
	Hispanic	72.3%	5%	72.3%	51.2%	N
	ELL	72.7%	5%	77.7%	28.6%	N
	SWD	58%	5%	63%	38.7%	N
	ED	66.5%	5%	71.5%	43.5%	N
Learning Gains		60.9%	5.9	65.9%	58.1%	N

Lowest 25% making Learning Gains		68.8%	5%	65.9%	62.1%	N
Learning Gains Levels 4/5		25%	5%	30%	93.3%	Y
Learning Gains in AYP subgroups						
	White	64.6%	5%	69.6%	61.1%	N
	Black	56%	5%	61%	48.6%	N
	Hispanic	66.7%	5%	71.7%	64.4%	N
	ELL	52.9%	5%	57.9%	50.0%	N
	SWD	61.5%	5%	66.5%	59.5%	N
	ED	62.8%	5%	67.8%	57.4%	N

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		78.9%	5%	83.9%	77.9%	N
High standards Score 6.0		2.1%	5%	7.1%	0.0%	N
Proficiency Score in AYP subgroups						
	White	78.0%	5%	83%	78.4%	N
	Black	84%	5%	89%	73.0%	N
	Hispanic	73.1%	5%	78.1%	82.4%	Y
	ELL	77.8%	5%	82.8%	70.0%	N
	SWD	50%	5%	55%	78.3%	Y
	ED	76.8%	5%	81.8%	74.2%	N
High standards Score 6.0 in AYP subgroups						
	White	4.9	5.1%	10.0	0.0%	N
	Black	0.0	5%	5%	0.0%	N
	Hispanic	0.0	5%	5%	0.0%	N
	ELL	0.0	5%	5%	0.0%	N
	SWD	0.0	5%	5%	0.0%	N
	ED	2.4	5%	7.4%	0.0%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		43.0%	5%	50%	47.0%	N
High standards Level 4+		12.7%	5%	17.7%	19.1%	Y
Proficiency Level 3+in AYP subgroups						
	White	53.0%	5%	58%	64.4%	Y
	Black	25%	5%	30%	20.0%	N
	Hispanic	52.2%	5%	57.2%	53.3%	N
	ELL	66.7%	5%	71.7%	16.7%	N
	SWD	0.0	5%	5%	37.5%	Y
	ED	40.3%	5%	45.3%	41.0%	N

High standards Level 4+ in AYP subgroups						
	White	23.3	5%	28.3%	26.7%	N
	Black	4.2	5%	9.2%	2.9%	N
	Hispanic	8.7	5%	13.7%	23.3%	Y
	ELL	0.0	5%	5%	8.3%	Y
	SWD	0.0	5%	5%	16.7%	Y
	ED	10.4	5%	15.4%	16.0%	Y

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	29	5%	34%	61.1%	Y
Performance in advanced coursework	64	5%	69%	100.0%	Y

Discipline Goals	Male				
	Current %	% +/-	Expected	Actual	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: Black	67	-13%	40%	66	N
Out-of-school suspensions (unduplicated) Subgroup: Black	60	-12%	48%	64	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	1%	98%	94.3%	N
At-Risk students graduating or advancing with age-level peers	79	2%	81%	94.9%	Y

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of African-American, Hispanic subgroups in student council	26	14%	40%	42%	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
To establish a Primes class	18	2%	25%	67%	Y

Goal Summary

Number of Goals Met: 17

Number Not Met: 52

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+		46.2%	156 / 338	19.8	66.0%
2. Proficiency Level 3.0+ in subgroups:					
	White	49.2%	62 / 126	16.8%	66.0%
	Black	36.7%	40 / 109	15%	51.7%
	Hispanic	48.8%	40 / 82	12%	60.8%
	ELL	22.9%	8 / 35	15%	37.9%
	SWD	24.6%	16 / 65	18%	42.6%
	ED	42.4%	126 / 297	20%	62.4%
3. High Standards Level 4.0+		21.6%	73 / 338	30%	51.6%
4. Learning Gains		59.1%	130 / 220	15%	74.1%
5. Lowest 25% Making Learning Gains		64.3%	36 / 56	10%	74.3%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		35.4%	17 / 220	10%	45.4%
7. Learning Gains Levels 4/5		97.9%	47 / 48	1.1%	98%
8. Learning Gains in subgroups:					
	White	59.3%	54 / 91	12%	71.3%
	Black	56.9%	41 / 72	12%	68.9%
	Hispanic	62.2%	28 / 45	12%	77.2%
	ELL	63.6%	14 / 22	10%	73.6%
	SWD	55.6%	25 / 45	12%	67.6%
	ED	58.1%	111 / 191	12%	70.1%

Action Plan

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Provide professional development to teachers on the Marzano best teaching practices and MTSS model to increase achievement levels of all students.	1- 8	Professional development time	Administration, Reading Coach, Teacher	Baseline, mid-year, End of year	District assessments (DA) , FCAT	im, or,t
Provide professional development to teachers on a lesson study about teaching strategies and vocabulary development and prior knowledge.	1-8	Professional development time	Administration, Reading Coach	Baseline, mid-year, End of year	District assessments, FCAT	
Implement grade level team meetings on a bi-weekly basis to develop common assessments and lessons that accurately represent benchmark skills to increase achievement levels of all students.	2	Professional development time	Reading Coach, Teachers	Monthly	District assessments, FCAT	im, or,
Identify the text complexity of resources and materials used by teachers to ensure challenging lexile levels are used to increase student achievement.	1,2,3	Professional development time	Reading Coach,	Monthly	District assessments, FCAT	im,or
Implement instruction for students at instructional levels as well as grade level to increase learning gains and student achievement levels.	1,2,3,7	Time, Student mobility	Reading Coach, Teachers	Monthly	District assessments, FCAT	im,b,or
Use common assessment data, school data books and Blackboard to analyze individual student achievement levels.	1-8	Time, Student absences	Administration, Reading Coach, Teacher	Bi-weekly	District assessments, FCAT	im
Use Team Score sheets, Classroom Assessment Summaries to analyze and monitor student progress to identify individual student deficiency areas.	4,5,6,7,8	Time	Administration, Reading Coach	Bi-weekly	District assessments, FCAT	Im,b,or
Identify Tier 2 and Tier 3 students and provide the appropriate additional and individual instruction required for these students to make learning gains and increase achievement. (Tier 2=90 min + 30 minutes, Tier 3=90 min+30 min +30 min)	4,5,6,7,8	Time	Administration, Reading Coach, Teachers	Monthly	District assessments, FCAT	im,or

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

*For 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+		44.2%	148 / 335	22%	66.2%
2. Proficiency Level 3.0+ in subgroups:					
	White	50.4%	63 / 125	20%	70.4%
	Black	27.1%	29 / 107	20%	47.1%
	Hispanic	51.2%	42 / 82	15%	66.2%
	ELL	28.6%	10 / 35	20%	48.6%
	SWD	38.7%	24 / 62	20%	58.7%
	ED	43.5%	128 / 294	23%	66.5%
3. High Standards Level 4.0+		18.5%	62 / 335	20%	38.5%
4. Learning Gains		58.1%	126 / 217	15%	73.1%
. Lowest 25% Making Learning Gains		62.1%	36 / 58	15%	77.1%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		42.2%	19 / 217	20%	62.2%
7. Learning Gains Levels 4/5		93.3%	42 / 45	3%	95.3%
8. Learning Gains in subgroups:					
	White	61.1%	55 / 90	10%	71.1%
	Black	48.6%	34 / 70	20%	68.6%
	Hispanic	64.4%	29 / 45	10%	74.4%
	ELL	50.0%	11 / 22	15%	65%
	SWD	59.5%	25 / 42	10%	69.5%
	ED	57.4%	108 / 188	10%	67.4%

Action Plan

	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Provide professional development to teachers on math strategies, Marzano best teaching practices, differentiating instruction and the MTSS model to increase achievement levels of all students.	1-8	Time	Administration, Math Coach	Monthly	District assessments, FCAT	im,or
Implement grade level team meetings on a bi-weekly basis to develop common assessments and lessons that accurately represent benchmark skills to increase achievement levels of all students.	2	Time	Administration, Math Coach	Monthly, Mid-year	District assessments, FCAT	im,or
Utilize and review data from common assessments, District Assessments and FCAT to provide diagnostic information for appropriate instruction.	4,5,6,7,8	Time	Administration, Math Coach	Monthly, Mid-year	District assessments, FCAT	im,or
Implement short and long range planning through the use of Curriculum Maps, Toolkits and supplemental resources to provide appropriate instruction to increase learning gains for all students.	1-8	Time	Administration, Math Coach	Monthly	District assessments, FCAT	or
Identify Tier 2 and Tier 3 students through common assessments, and Discovery Education and provide the appropriate additional and individual instruction required for these students to make learning gains and increase achievement.	5	Time	Administration, Math Coach	Bi-weekly	District assessments, FCAT	or
Provide Math Family Nights for students and their families	2,5,6	Time , Parent participation	Administration, Math Coach, Teacher	Bi-weekly	District assessments, FCAT	b
Implement the use of rubrics and student understanding of the skills they have mastered.	1-8	Time	Administration, Math Coach, Teachers	Monthly	District assessments, 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.

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+		77.9%	88 / 113	5%	82.9%
2. Proficiency Score 3.0+ in subgroups:					
	White	78.4%	40 / 51	5%	83.4%
	Black	73.0%	27 / 37	5%	78%
	Hispanic	82.4%	14 / 17	5%	87.4%
	ELL	70.0%	7 / 10	5%	75%
	SWD	78.3%	18 / 23	5%	83.3%
	ED	74.2%	72 / 97	5%	79.2%
3. High Standards Score 6.0		0.0%	0 / 113	15%	15%
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 51	10%	10%
	Black	0.0%	0 / 37	10%	10%
	Hispanic	0.0%	0 / 17	10%	10%
	ELL	0.0%	0 / 10	10%	10%
	SWD	0.0%	0 / 23	10%	10%
	ED	0.0%	0 / 97	10%	10%

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

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Utilize the district trainings for fourth grade teachers throughout the year.	1	Time	Administration, Teachers	Baseline, mid-year, monthly	District assessments, FCAT	t,b,
The percent of students in the subgroups of Ethnicity, ELL, SWD and ED will increase by the professional development by the two district writing specialists which will be attended by all third and fourth grade teachers.	2	Time	Administration, Teachers	Monthly	District assessments, FCAT	t,or
Provide Professional development on Professional Learning Communities on writing strategies, MTSS model, and the components of the FCAT Writes new scoring process.	1-4	Time	Administration, Teachers	Monthly	District assessments, FCAT	im,or
Implement a scheduled writing block for all grade levels during the day.	1-4	Time	Administration, Teachers	Monthly	District assessments, FCAT	t,im,or
Implement writing curriculum maps, and supplement resources to increase student proficiency in writing.	1-4	None	Administration, Teachers	Monthly	District assessments, FCAT	t,or,
Use monthly writing prompts to monitor student writing proficiency.	1-4	Test fatigue	Administration, Teachers	Monthly	District assessments, FCAT	or
Identify student writing levels and provide supplemental instruction through a writing intervention block.	1-4	Personnel	Administration, Teachers	Monthly	District assessments, 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)

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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+		47.0%	54 / 115	10%	57%
2. Proficiency Score 3.0+ in subgroups:					
	White	64.4%	29 / 45	10%	74.4%
	Black	20.0%	7 / 35	10%	30%
	Hispanic	53.3%	16 / 30	10%	63.3%
	ELL	16.7%	2 / 12	10%	26.7%
	SWD	37.5%	9 / 24	10%	47.5%
	ED	41.0%	41 / 100	10%	51%
3. High Standards Score 4.0+		19.1%	22 / 115	10%	29.1%
4. High Standards Score 4.0+ in subgroups:					
	White	26.7%	12 / 45	10%	36.7%
	Black	2.9%	1 / 35	10%	12.9%
	Hispanic	23.3%	7 / 30	10%	33.3%
	ELL	8.3%	1 / 12	10%	18.3%
	SWD	16.7%	4 / 24	10%	26.7%
	ED	16.0%	16 / 100	10%	26%

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)
Provide professional development through Professional Learning Communities on science teaching strategies and best practices.	1-4	Time	Administration, Teachers	Bi-weekly	District assessments, FCAT	b,im
Implement cooperative learning structures in science instruction to increase student knowledge and achievement levels.	1-4	Training	Administration, Teachers	Monthly	District assessments, FCAT	im,b
Implement Science Curriculum Maps including toolkits, supplemental resources to increase student science knowledge.	2	Time	Administration, Teachers	Monthly	District assessments, FCAT District assessments, FCAT	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

Advanced Coursework Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. Level of Participation	61.1%	11/18	10%	71.1%
2. Level of Performance	100.0%	11/11	0	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)
Implement parent and community education sessions regarding the benefits of higher level courses.	1-2	Parent involvement	Administration	Quarterly \	DE	b,or
Educate students about the self-selection process that is available to them in selecting advanced coursework.	1-2	Staffing, instructional resources	Administration, Reading and Math Coaches, Teachers	Monthly	DE, common assessments	b,or
Provide professional development through Professional Learning Communities to review data to provide supplemental instruction to increase student participation in advanced coursework	1-2	Time	Administration, Reading and Math Coaches, Teachers	Monthly	DE, common assessments	b,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)	112	42	17%
2. Out-of-school suspensions (unduplicated)	60	12	9%

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)
Identify specific categories and types of discipline incident by reviewing discipline data at regular intervals.	1,2	None	Administration	Every quarter	Skyward data	or
Conduct weekly "Class Council" meetings to discuss social skills and teach the 2 nd Step curriculum on conflict resolution.	1,2	Time	Administration, Staff	Every quarter	Skyward data	or,b
Provide professional development through professional learning communities on behavior interventions.	1,2	Staff	Dean of Students	Every quarter	Skyward data	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

Elementary 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	94.3%	740/785	2%	96.3%
2. At-Risk Promotion Level of Performance	94.9%	636/670	2%	96.9%

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)
Use common assessment data, school data books and Blackboard to analyze individual student achievement levels.	1-8	Time, Student absences	Administration, Reading Coach	Bi-weekly	District assessments, FCAT	im
Use Team Score sheets, Classroom Assessment Summaries to analyze and monitor student progress to identify individual student deficiency areas.	4,5,6,7,8	Time	Administration, Reading Coach	Bi-weekly	District assessments, FCAT	Im,b,or
Identify Tier 2 and Tier 3 students and provide the appropriate additional and individual instruction required for these students to make learning gains and increase achievement. (Tier 2=90 min + 30 minutes, Tier 3=90 min+30 min+30 min)	4,5,6,7,8	Time	Administration, Reading Coach, Teachers	Monthly	District assessments, FCAT	im,or
Provide Professional development through Professional Learning Communities will on scaffolding/differentiating instruction.	1-8	Time	Reading Coach, Teachers	Monthly	District assessments, FCAT	t,im,b,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

Extracurricular Activity Goal #1	Subgroup	Current %	Expected %
1. Activity: Student Council	Black	35%	45%
2. Activity: Peer Mentors	Hispanic	22%	32%
3. Activity: Step Team	White	15%	25%

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)
Conduct information meetings in every classroom about the opportunity to be a member of student council, peer mentors and the step team.	1	Time	Teachers, Dean of Students	Baseline, midyear, end of year.	Monthly meeting notes and sign in sheets	b,st
Establish procedures and protocol that allow all students to participate.	1	None	Teachers, Dean of Students	Baseline, midyear, end of year.	Monthly meeting notes and sign in sheets	b,st
Establish meeting times that promote participation of under-represented subgroups.	1	Time	Teachers, Dean of Students	Baseline, midyear, end of year.	Monthly meeting notes and sign in sheets	b,st

SCHOOL DEFINED GOAL

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

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

Middle schools – Virtual options, ACCEL, etc.

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

Other school defined goals may be added.

Goal #1: To increase the number of opportunities for enrichment and acceleration in all grade levels.

School Defined Goal	Current	# of #-	% +/-	Expected
To establish a PRIME 4 class	0	22	25%	22
To offer project-based instruction integrating technology (iPads) into the curriculum	0	25	25%	25

*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)
Implement a PRIME 4 class that will offer accelerated instruction to fourth grade students.	Class size	Math Coach, 4 th Grade Teacher	Baseline, Mid-year, End of year	District assessments, FCAT	b,im,t
Provide Professional development through Professional Learning Communities on project based learning and integrating technology into the curriculum.	Technology	Administration, Math and Reading Coaches	Baseline, Mid-year, End of year	District assessments, FCAT	Target grant

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
Provide professional development through professional learning communities on Marzano best teaching practices to increase achievement levels of all students.	Reading, Math, Science and Writing goals	Monthly	Differentiating Instruction	PLC- all grade levels	50	50	Administration, teachers
Provide professional development on the MTSS model	Reading, Math, Science, Writing and Discipline goals	Monthly	Differentiating Instruction	PLC – all grade levels	50	50	Administration, Math Coach
Provide Professional development through Professional Learning Communities on writing strategies, and the components of the FCAT Writes new scoring process.	Writing Goals 1-4	Monthly	Understanding the new scoring process	PLC – all grade levels	50	50	Administration, Reading Coach
Provide Professional Development on Randy Sprick’s Safe and Civil Schools to implement positive behavior strategies.	Discipline goals	Bi-monthly	Reducing discipline referrals	PLC – all grade levels	50	50	Administration, Dean

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

INCOME:

Original Allocation:	740
Adjustment:	214
Carry Over:	0
Total Income:	\$914

EXPENDITURES	ACTUAL COST	BALANCE
		\$914.00
Reading materials for Tier 2 and Tier 3 students.	914	0

Start with your beginning

CARRY OVER:

Total carry over for 2012-2013: 0

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*.

D. Lebruto, Principal; Yvonne Bradley, AP; Brenda Hicks, Reading Coach; Lisa Kendall, Math Coach; Brenda Debose, Home Liaison; Eric Cameron, Guidance Counselor; Olanthia Stallworth, Dean of Students; Christy Bohnstadt, Reading Facilitator.

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 functions to identify Tier 2 and Tier 3 students by working in coordination with classroom teachers. The Home Liaison and Guidance Counselor are the organizer of the packets which are given to teachers to initiate the intervention process. Teachers also communicate with the Home Liaison about students who are not successful as Tier 1 students.

The MTSS Leadership Team meets on a weekly basis with a pre-scheduled agenda which identifies Tier 2 and Tier 3 students. Teachers are invited to the meeting and bring their

data (district assessments, student achievement levels, student grades, interventions, behavior and attendance information, parent communication/conferences and any other pertinent data relating to the student (ethnicity, economically disadvantaged status, family in transition). Teacher meetings are scheduled every 45 minutes to allow for ample data review, discussion, and the development of an action plan for each student.

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 in the development and implementation of the SIP was to provide specific action plans that correlated to each core subject goal. Specific team members worked on goals related to their job description (Reading Coach worked on reading goals, etc). These team members were then charged with implementing the action plans which included professional development activities, data monitoring sessions, and weekly meetings with grade level teams.

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

The data source and data management system includes district assessments, FCAT data, common assessments, writing prompts and student behavior data. The school database includes student demographics including ethnicity, retentions, attendance, reading instructional levels.

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 school-based MTSS Leadership Team has set the protocol of presenting a progress monitoring review of the success of the level of support being given to each Tier 2 and Tier 3 student. Teacher input is also sought on the success of the interventions being provided.

6. Describe the plan to train staff on MTSS.

Administration plans to meet with each grade level and special area teams in October to explain the components of the MTSS model and its relationship to student achievement and learning gains. Training will include an overview of the MTSS model, the amount of additional support and intervention time required for Tier 2 and Tier 3 students, the resources and materials used for Tier 2 and Tier 3 students and the responsible staff, and progress monitoring timelines.

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).

Dianne Lebruto, Principal, Yvonne Bradley, Assistant Principal, Brenda Hicks, Reading Coach, Christy Bohnstadt, Reading Facilitator

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

The Reading Coach and Facilitator provide support/coaching to teachers. Administrators monitor teacher performance through walkthroughs and lesson plan review.

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

Provide professional development through professional learning communities on teaching students with deficits in vocabulary and prior knowledge.

Grade level teams will meet consistently on a bi-weekly basis to develop common assessments that accurately reflect benchmark skills.

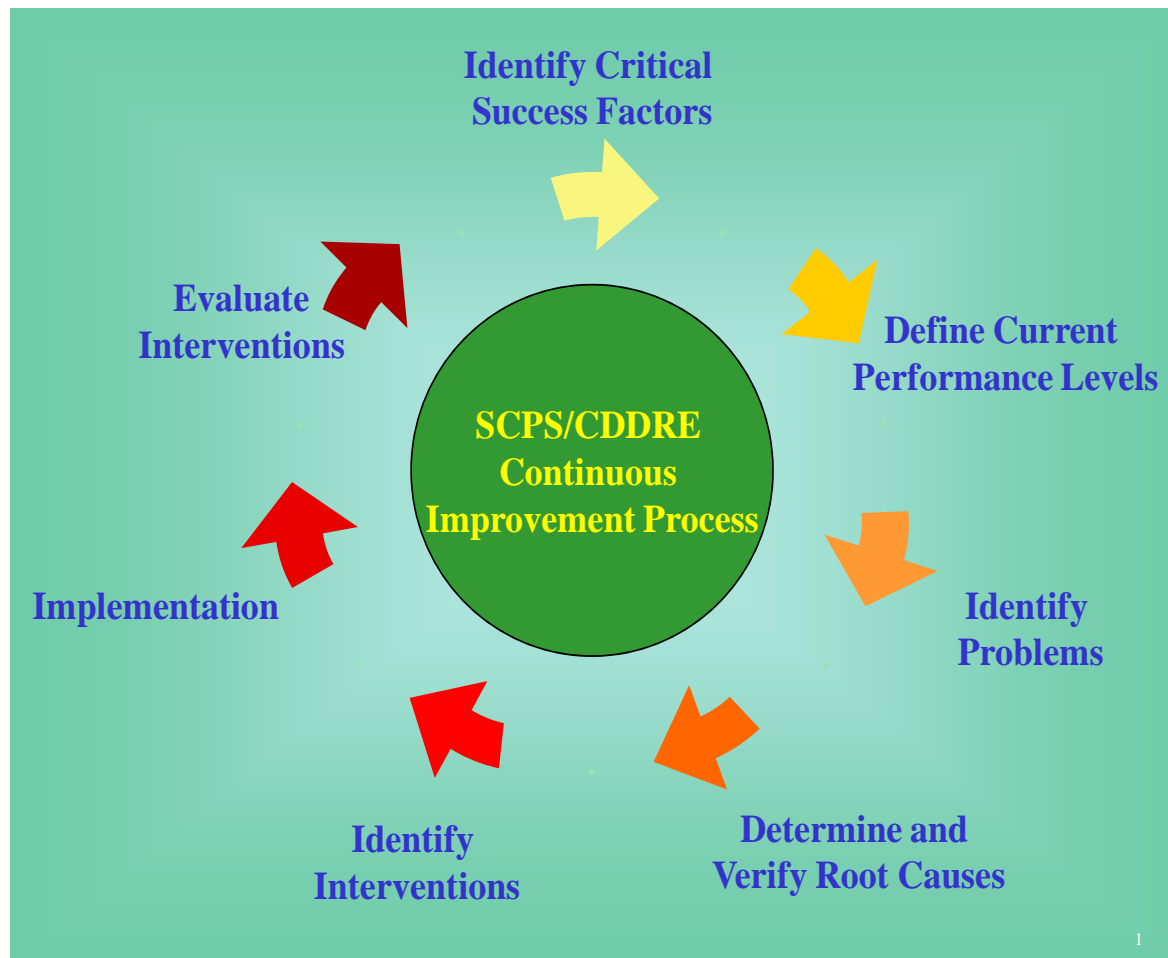
Provide curriculum planning sessions where coaches will assist teachers in selecting texts with the correct text complexity levels. PLC time will be used to further teachers understanding of text complexity.

Provide professional development through professional learning communities on the MTSS model and the Tier 2 and Tier 3 interventions that will be used to help students make learning gains and higher achievement levels.

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.

Professional Development activities related to “Lesson Study” will include modeling and coaching of the Marzano indicators and best practices as they apply to increasing learning gains for students. Math Coach will provide professional development that will guide teachers in understanding the format and components of an effective math lesson with a focus on specific Marzano indicators. Reading Coach will provide professional development on effective reading strategies for vocabulary development and comprehension.



ADDENDUM 4 – TITLE I SCHOOLWIDE PROGRAM PLAN
2012-2013

School Name: _____

I. Assurances

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

X	All children will be provided an opportunity to meet the State’s challenging performance standards.
X	The program includes reform strategies based on effective means of improving the achievement of children.
X	The program uses instructional strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched accelerated curriculum, and meet the educational needs of historically underserved populations.
X	The program uses instructional strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched accelerated curriculum, and meet the educational needs of historically underserved populations.
X	The program includes strategies to address the needs of all children, particularly the needs of low-achieving students. These strategies may include: <ul style="list-style-type: none"> a. Counseling, pupil services, and mentoring; b. College and career awareness and preparation; c. Personal finance education; d. Service to prepare students for the transition from school to work.
X	The program provides for instruction by highly qualified teachers.
X	Every effort is made to attract high-quality, highly qualified teachers.
X	Teachers will be included in decisions regarding the use of assessments to provide information on, and to improve, the performance of individual students and the overall program.
X	Comprehensive needs assessment data were analyzed and used in developing this plan.
X	Persons involved in the development of the plan included teachers, administrative staff, pupil services personnel, and parents.
X	The plan will be made available to parents in a language and form they understand. Individual student academic assessment results are either in a language that parents can understand or are interpreted for parents.
X	Performance and achievement data will be analyzed to determine if the needs of low-achieving students are being met. Data will be used in making instructional decisions and in determining resource utilization.
X	The program coordinates with, and integrates, appropriate Federal, State and local services and programs, including those programs supported under HR1.
X	A school parent involvement plan that incorporates the requirements of Section 1118 will be developed and implemented.

II. Initiatives

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

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

Students with Academic Deficiencies Initiative(s):

Reading Deficiencies: Pine Crest's mobility created a sense of urgency for a structure in which all students would be assessed in reading upon their entry to the school. Students are assessed to determine their reading level, fluency, knowledge of phonics, comprehension and then placed in an appropriate reading class. All Kindergarten and first grade students are given a phonemic awareness test to determine their knowledge of phonics. Common assessments are being developed to monitor student progress both within their reading instructional level class and grade level FCAT benchmark skills. Progress monitoring also includes the Discovery Education assessments, SRI, and 4Sight comprehension tests. In addition to the 90 minute reading block there is a 30 minute reading intervention block. The Walk to Intervention model is used to group students according to their reading deficiency. The reading intervention team combines with grade level teachers to address the different groups of students by providing targeted intervention support.

Math Deficiencies: Students in all grades 1-5 are given the end of year test for the prior grade level to determine student knowledge of math concepts and skills. Teachers give whole group instruction and then differentiated according to small groups to provide targeted intervention to students. Tutorial funds will be used to hire a math intervention teacher who will exclusively work with below grade level students. The Successmaker lab is used for math intervention for students who are working below grade level.

School Improvement Goal(s) that support the Initiative(s): Reading Goals 1 to 8; Math Goals 1 to 8

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

Reading Initiative(s):

According to research students who are working below or above grade level will not benefit from instruction that is exclusively on-grade level or from instruction that is exclusively below/-above grade level. Pine Crest students receive 90 minutes of instruction at their reading instructional level, 30 minutes of reading intervention/or enrichment and for the rest of the instructional day receive on grade level instruction. Best practices include: Student talk vs. teacher talk, checking for understanding, random reporter to increase student engagement, cooperative learning, teacher and student understanding of the learning goal, modeling and teacher talk about the learning process, higher order questions, exit questions.

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

How will the reading initiative(s) support the initiatives of Just Read Florida and the SCPS Reading Plan?

The goal of Pine Crest’s reading initiative is to address the five components of Just Read Florida and to use the continuous improvement model to ensure best teaching practices are in place, common assessments and reteaching is in place to ensure student progress.

Math Initiative(s):

Teachers have worked together to identify the components of an effective math lesson. This includes whole group instruction and then small group instruction to hone in on individual student needs. Best practices include the use of the “I do, We do, You do” model, the use of manipulative and the connection to real-life situations. Cooperative learning strategies allows for the sharing of ideas, however, independent work and assessment are stressed.

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

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

Use of Data Initiative(s):

Within professional learning communities teachers have created common assessments to determine student mastery of individual benchmarks. This data is recorded on teacher and our school database. Our database also includes comprehensive student information which includes reading data, math data, and standardized test assessments. The database can be manipulated to identify individual variables.

School Improvement Goal(s) that support the Initiative: Reading Goals 1-8, Math Goals 1-9, Writing Goals

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

SubGroup Initiative(s):

All subgroups at Pine Crest receive instruction at their reading level, regardless of subgroup. Our ESOL and SWD teachers use a push-in model to support ESOL and students with disabilities.

School Improvement Goal(s) that support the Initiative(s): Reading and Math goals 1-8.

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

Extended Day/Year Initiative(s):

Pine Crest extends the school day by offering tutorial in the morning for Tier 2 and Tier 3 students. Students receive additional support from the reading intervention teachers and the computer lab teacher who supervises the Successmaker lab.

School Improvement Goal(s) that support the Initiative:

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

Additional School-Level Initiative(s):

Pine Crest uses Title I funds to offer additional supports that include a Home Liaison teacher who works with parent involvement, families in need, and student truancy. Additional school-level supports include a Reading and Math Coach who work with teachers on curriculum planning, lesson study, and professional development activities to increase student achievement. Additional supports also include a behavior intervention teacher who works with students behavior, discipline and behavior interventions. Pine Crest is also a Full Service School that provides additional counseling and support to students.

School Improvement Goal(s) that support the Initiative: Discipline Goals 1-2, Parent Involvement goals

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

Professional Learning Initiative(s):

Administration, Reading and Math Coaches have met to determine the professional learning needs of the school and a PLC schedule has been identified. Professional learning activities include: reading best practices, higher order questions, how to use “checking for understanding”, math best practices, the format of an effective math lesson, student engagement. Writing professional development includes participation in district level sessions and the use of the district writing teachers.

School Improvement Goal(s) that support the Initiative(s): Reading, Math, and Writing Goals

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

Coordination with Early Learning Initiative(s):

Our Kindergarten teachers use the information on students who have attended pre-school programs to identify student preparation for kindergarten. Unfortunately, few students who attend VPK actually come to Pine Crest for Kindergarten.

School Improvement Goal(s) that support the Initiative(s): Reading and Math Goals 1-8

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

Family Engagement Initiative(s):

General strategies include early contact with parents to make that first connection. Teachers are required to hold one parent conference within the first 9 weeks of school. Home visits are becoming more important and these are facilitated by our behavior intervention and home liaison teachers. A parent resource room is being developed.

School Improvement Goal(s) that support the Initiative: Parent Involvement goals

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	13.3%	104/781	20%	33.3%

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)
Increase the number of parent involvement activities to communicate information about the Skyward Parent Portal.	1	Parent participation	Administration	Mid-year, End of Year	Sign in sheets	Title I
Use the parent newsletter to provide information about the Parent Portal	1	None	Administration	Mid-year, End of Year	Skyward parent registration	b
Teachers will use parent conferences to communicate about the Parent Portal	1	None	Teachers	Mid-year, End of Year	Skyward parent registration	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.

Enter narrative for STEM goal:

Pine Crest's teacher of the gifted and a fifth grade science teacher work together to implement the robotics program at Pine Crest. They coordinate so that the robotics students meet before school to do the different activities. This past summer two of our fifth grade teachers attended two days of science training.

The plan for STEM for the 2012-2013 school year is to continue the robotics program with additional resources.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Increase the number of professional learning opportunities for teachers in grades 3, 4, and 5 in science instruction.	Time and budget	Administration	Mid-year and end of year.	Professional development	b, im
Use PLC's for teachers to discuss STEM education activities.	Time	Administration	Mid-year and end of year	PLC agendas and notes	im,or

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

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

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

Enter narrative for CTE goal:

Teachers invite local representatives from the workforce to their classes to speak to students. Field trips to local establishments such as downtown Sanford include visits to government offices and local merchants.

The plan for CTE for the current school year is to increase the number of local representatives from the workforce to include math and science professionals.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Increase student exposure to Career and Technical workforce opportunities.	Time	Administration	Mid-year, End of Year	Lesson plans	or
Invite math and science professionals from the workforce.	Time	Administration	Mid-year, End of Year	Lesson Plans	or

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

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

- Elementary schools: Idyllwilde, Pine Crest, Spring Lake and Wicklow
- All middle schools except Chiles and Rock Lake
- All high schools except Crooms, Journeys, and Oviedo

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

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

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

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

CELLA (All students)	Current	# of #	% +/-	Expected
1. Proficient in Listening & Speaking	51.4%	36/70	10%	61.4%
2. Proficient in Reading	40.0%	28/70	10%	50%
3. Proficient in Writing	50.0%	35/70	10%	60%

Action Plan

Strategy	CELLA Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Professional development will be provided to teachers on scaffolding/differentiating instruction within the reading block	2	Time	Reading Coach, Teachers	Monthly	District assessments, FCAT	t,im,b,or
Teachers will use common assessment data to determine student mastery and develop a reteaching schedule, and addition assessments.	2	Time	Reading Coach, Administration	Monthly	District assessments, FCAT	or
Teachers will use PLC time to monitor ELL student progress in writing	3	Time	Administration, Teachers	Monthly	FCAT	or

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	46	46	55	60	64	69	73
American Indian							
Asian		60					
Black/African-American	37	37	48	53	58	63	69
Hispanic	45	48	54	59	63	68	73
White	51	50	59	63	67	71	76
English Language Learners	23	21	36	42	49	55	62
Students with Disabilities	28	21	40	46	52	58	64
Economically Disadvantaged	43	42	53	57	62	67	72

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	40	44	50	55	60	65	70
American Indian							
Asian		60					
Black/African-American	33	27	44	50	55	61	67
Hispanic	45	51	54	59	63	68	73
White	41	51	51	56	61	66	71
English Language Learners	27	29	39	45	51	57	64
Students with Disabilities	32	36	43	49	55	60	66
Economically Disadvantaged	39	43	49	54	59	64	70

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
Dianne Lebruto	10/2/12	Courtney Cogburn	10/2/12	Typed Name	
				Member's Signature	
INSTRUCTIONAL		Jamie Tilton	10/2/12		
Maria Waters	10/2/12				
		Whitney Logan	10/2/12		
Natalie Carver	10/2/12				
		Randy Simpson	10/2/12		
William Tillman	10/2/12				
		Barbara Hess	10/2/12		
		Crystal Lamson	10/2/12		
NON-INSTRUCTIONAL					
Latrice Bellamy	10/2/12				