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.

Walker 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+		91.3%	+2%	93.3%	78.9%	N
High standards Level 4+		56.5%	+7%	63.5%	51.0%	N
Proficiency Level 3+ in AYP subgroups						
	White	93.2%	+2%	95.2%	82.4%	N
	Black	79.3%	+5%	84.3%	54.8%	N
	Hispanic	87.7%	+2%	89.7%	72.8%	N
	ELL	86.7%	+2%	88.7%	33.3%	N
	SWD	75.0%	+5%	80.0%	68.4%	N
	ED	84.0%	+2%	86.0%	61.0%	N
Learning Gains		71.2%	+5%	76.2%	73.7%	N
Lowest 25% making Learning Gains		77.5%	+2%	79.5%	67.2%	N
Learning Gains Levels 4/5		60.0%	+2%	80.0%	91.6%	Y
Learning Gains in AYP subgroups						
	White	70.8%	+5%	75.8%	74.6%	N
	Black	71.4%	+5%	76.4%	60.9%	N
	Hispanic	66.7%	+5%	71.7%	75.9%	Y
	ELL	58.3%	+5%	63.3%	66.7%	Y
	SWD	71.1%	+5%	76.1%	69.1%	N
	ED	75.4%	+5%	80.4%	66.3%	N

Math Goals (accountability group)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Level 3+		86.3%	+3%	89.3%	70.1%	N
High standards Level 4+		56.0%	+7%	63.0%	42.4%	N
Proficiency Level 3+ in AYP subgroups						
	White	91.5%	+2%	93.5%	74.5%	N
	Black	59.3%	+15%	74.3%	38.7%	N
	Hispanic	76.7%	+5%	81.7%	63.0%	N
	ELL	60.0%	+20%	80.0%	33.3%	N
	SWD	75.0%	+5%	80.0%	62.0%	N
	ED	74.5%	+5%	79.5%	50.8%	N
Learning Gains		72.3%	+5%	77.3%	69.9%	N

Lowest 25% making Learning Gains		75.3%	+2%	77.3%	63.5%	N
Learning Gains Levels 4/5		100.0%	+0%	100.0%	90.8%	N
Learning Gains in AYP subgroups						
	White	71.9%	+5%	76.9%	71.6%	N
	Black	71.4%	+5%	76.4%	65.2%	N
	Hispanic	73.7%	+5%	78.7%	66.7%	N
	ELL	66.7%	+5%	71.7%	50.0%	N
	SWD	76.3%	+5%	81.3%	72.7%	N
	ED	66.2%	+5%	71.2%	64.1%	N

Writing Goals (accountability group)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Score 4.0+		90.2%	+2%	92.2%	82.2%	N
High standards Score 6.0		3.0%	+3%	6.0%	0.0%	N
Proficiency Score 4.0+ in AYP subgroups						
	White	85.4%	+3%	88.4%	80.3%	N
	Black	100.0%	+0%	100.0%	78.9%	N
	Hispanic	100.0%	+0%	100.0%	92.0%	N
	ELL	100.0%	+0%	100.0%	100.0%	Y
	SWD	100.0%	+0%	100.0%	57.7%	N
	ED	87.5%	+2%	89.5%	75.5%	N
High standards Score 6.0 in AYP subgroups						
	White	3.4%	+2%	5.4%	0.0%	N
	Black	0%	+2%	2.0%	0.0%	N
	Hispanic	0%	+2%	2.0%	0.0%	N
	ELL	0%	+2%	2.0%	0.0%	N
	SWD	0%	+2%	2.0%	0.0%	N
	ED	0%	+2%	2.0%	0.0%	N

Science Goals (ES and MS accountability groups)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Level 3+		79.4%	+3%	82.4%	73.8%	N
High standards Level 4+		30.2%	+7%	37.2%	32.2%	N
Proficiency Level 3+in AYP subgroups						
	White	85.7%	+2%	87.7%	79.4%	N
	Black	37.5%	+25%	62.5%	60.0%	N
	Hispanic	66.7%	+5%	71.7%	53.3%	N
	ELL	66.7%	+5%	71.7%	50.0%	N
	SWD	0%	+50%	50.0%	80.0%	Y
	ED	65.2%	+5%	70.2%	58.5%	N
High standards Level 4+ in AYP subgroups						

	White	28.6%	+5%	33.6%	38.2%	Y
	Black	25.0%	+5%	30.0%	40.0%	Y
	Hispanic	20.8%	+5%	25.8%	13.3%	N
	ELL	16.7%	+5%	27.7%	0.0%	N
	SWD	0%	+20%	20.0%	50.0%	Y
	ED	17.4%	+5%	22.4%	24.4%	Y

Advanced Coursework Goals	**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Participation in advanced coursework	16%	+6%	22%	75.0%	Y
Performance in advanced coursework	94%	+2%	96%	100.0%	Y

Discipline Goals		**Male**				**Female**			
	Current %	**% +/-**	**Expected %**	**Actual %**	**Met (Y,N,P)**	**Current%**	**% +/-**	**Expected %**	**Actual %**	**Met (Y,N,P)**
Discipline referrals (duplicated) Subgroup: Black Males	37%	-12%	25%	37.5%	N	10%	-5%	5%	10%	N
Out-of-school suspensions (unduplicated) Subgroup: ED/FRL	80%	-40%	40%	71.4%	P	1%	-1%	0%	1%	P

Graduation/On-Time Promotion/At-Risk Graduation Goals	**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Students graduating or advancing with age-level peers	94%	+2%	96.0%	100.0%	Y
At-Risk students graduating or advancing with age-level peers	85%	+5%	90.0%	100.0%	Y

Extracurricular Activities Goal(s)	**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Reduce disparity in representation of AYP subgroups					
Activity and subgroup: TV Production/Black	10.0%	10.0%	20.0%	10.0%	N

School Defined Goal(s)	**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Communicate the positive benefits of the Parent Portal of Skyward	30.3%	69.7%	100.0%	80.0%	N

Goal Summary
Number of Goals Met: 13
Number Not Met: 56
Number Partially Met: 1

CARRY OVER GOALS
2012-2013

Joan Walker Elementary will continue to provide 100% of the students the opportunity to enhance their knowledge and fitness by participating in daily physical activity and nutrition lessons. The fitness level of America's youth is a national concern. Therefore, it is important to teach students about health and fitness as a life skill. All students will be provided the opportunity to enhance their knowledge and fitness levels by participating in daily physical activity and nutrition activities. Joan Walker will continue to implement Physical Education for 150 minutes per week as mandated by the state. JWES will also add a fitness trail along our filed so that students and community members can use the new fitness trail at their leisure. This will enhance our efforts in wellness and exercise. In addition, Joan Walker will continue to incorporate the following: Physical Best Assessments, Cross Country Club, health and fitness communications on school news and/or in school newsletters and assemblies on health related topics.

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+	78.9%	311 / 394	3.0%	81.9%
2. Proficiency Level 3+ in subgroups:				
White	82.4%	210 / 255	3.0%	85.4%
Black	54.8%	17 / 31	3.0%	57.8%
Hispanic	72.8%	59 / 81	3.0%	75.8%
ELL	33.3%	3 / 9	3.0%	36.3&
SWD	68.4%	54 / 79	3.0%	71.4%
ED	61.0%	72 / 118	3.0%	64.0%
3. High standards Level 4+	51.0%	201 / 394	3.0%	54.0%
4. Learning Gains	73.7%	196 / 266	3.0%	76.7%
5. Lowest 25% making Learning Gains	67.2%	45 / 67	3.0%	70.2%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	32.1%	42 / 266	3.0%	35.1%
7. Learning Gains Levels 4/5	91.6%	120 / 131	3.0%	94.6%
8. Learning Gains in subgroups:				
White	74.6%	126 / 169	3.0%	77.6%
Black	60.9%	14 / 23	3.0%	63.9%
Hispanic	75.9%	41 / 54	3.0%	78.9%
ELL	66.7%	4 / 6	3.0%	69.7%
SWD	69.1%	38 / 55	3.0%	72.1%
ED	66.3%	61 / 92	3.0%	69.3%

Action Plan

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Administer SCPS approved screening and diagnostic assessments (Discovery Ed, DAR, SRI, PSI, PASI, FCAT). Provide teachers a substitute or release time for administering the assessments, as well as, training on how to utilize the data needed for RtI interventions as outlined in Addendum 1.	1,2,3,4,5,6	Lack of funding, training	Admin, Teachers	Ongoing	DE, DAR, SRI, PSI, PASI, FCAT	(im), (t)
2. Provide tutorial program during the school day to address mastery of NGSSS and implementing AR, SIPPS and Making Meaning.	3,5,7	Lack of funding	Admin, Teachers	Ongoing	DE, DAR, SRI, PSI, PASI, FCAT	(b)
3. Provide parent education in reading. (FCAT 2.0 Curriculum Parent Night, Hurricane Hearts, Literacy website)	3,5,7	Funding, internet access	Admin, Teachers	Ongoing	Surveys	(st)
4. Utilize the Literacy Leadership Team. (See Addendum 2 – Literacy Leadership Team)	3,5,7	Funding, training	Admin, Teachers	Ongoing	Surveys	(b), (im),(or)
5. Provide small group instruction through guided reading groups, Walk to Success intervention, and technology programs such as Fast ForWord, Read About, AR, SIPPS, Making Meaning and Tune in to Reading.	3,5,7	Beliefs, resources	Admin, Teachers, Dividends, Instructional Assistants	Ongoing	DE, DAR, SRI, PSI, PASI, FCAT	(or)
6. Implement the SCPS Curriculum Toolbox plans for all grade levels including additional resources such as The Comprehension Toolkit by S. Harvey & A. Goudvis (3-5).	1-7	Resources	Admin, Teachers	Ongoing	DE, DAR, SRI, PSI, PASI, FCAT	(b),(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+	70.1%	276 / 394	3.0%	73.1%
2. Proficiency Level 3+ in subgroups:				
White	74.5%	190 / 255	3.0%	77.5%
Black	38.7%	12 / 31	3.0%	41.7%
Hispanic	63.0%	51 / 81	3.0%	66.0%
ELL	33.3%	3 / 9	3.0%	36.0%
SWD	62.0%	49 / 79	3.0%	65.0%
ED	50.8%	60 / 118	3.0%	53.8%
3. High standards 4+	42.4%	167 / 394	3.0%	45.4%
4. Learning Gains	69.9%	186 / 266	3.0%	72.9%
5. Lowest 25% making Learning Gains	63.5%	40 / 63	3.0%	66.5%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	44.2%	53 / 266	3.0%	47.2%
7. Learning Gains Levels 4/5	90.8%	109 / 120	3.0%	93.8%
8. Learning Gains in subgroups:				
White	71.6%	121 / 169	3.0%	74.6%
Black	65.2%	15 / 23	3.0%	68.2%
Hispanic	66.7%	36 / 54	3.0%	69.7%
ELL	50.0%	3 / 6	3.0%	53.0%
SWD	72.7%	40 / 55	3.0%	75.7%
ED	64.1%	59 / 92	3.0%	67.1%

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Conduct beginning, mid-year, and end of year assessments at each grade level to determine instructional needs of the students.	1-7	Resources, technology	Admin. & Teachers	Baseline, mid-year, end of year	DE, FCAT	or, st
2. Continue Discovery Ed Item Analysis Trainings for teachers, focusing on monitoring skill acquisition progress and providing differential instruction.	1-7	Resources, Technology	Admin. & Teachers	Ongoing	DE, DA item analysis spreadsheets	tech, or, st
3. Disseminate FCAT 2.0 information and grade level expectations to parents via FCAT Curriculum Parent Night.	1-7	Resources	Admin. & Teachers	Ongoing	FCAT	st, or
4. Expand use of "Writing in Math" strategies and emphasize the use of math language.	1-7	Budget	Admin. & Teachers	Ongoing	Lesson plans, classroom observations	b, im, or
5. Provide tutorial services for students who are at risk in math.	1, 5	Budget	Admin. & Teachers	Ongoing	DE, FCAT	b, st, im
6. Provide differential instruction for our lowest performing 25% of students within each classroom.	1,5	Budget	Admin. & Teachers	Ongoing	DE, FCAT	st, im
7. Continue Math Mentors Team to enhance Math Leadership and support instruction on CCSS/ NGSSS.	1-7	Lack of PD time	Admin. & Teachers	Ongoing	Lesson plans, classroom observations	st, or
8. Provide advanced math students enrichment opportunities through differential instruction and SECME.	1-7	Budget	Admin. & Teachers	Ongoing	SECME roster	b
9. Provide training for implementation of 2012-2013 SCPS Math Instructional Plan.	1-7	Resources	Admin. & Teachers	Ongoing	Training roster	or
10. Teachers will utilize SCPS Curriculum Toolboxes to improve students' math skills.	1-7	Funding, training	Administration, Teachers	Ongoing	DE, FCAT	(b), (im), (t), (st)

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

*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 4.0+	82.2%	106 / 129	3.0%	85.2%
2. Proficiency Score 4.0+ in subgroups:				
White	80.3%	61 / 76	3.0%	83.3%
Black	78.9%	15 / 19	3.0%	81.9%
Hispanic	92.0%	23 / 25	3.0%	95.0%
ELL	100.0%	4 / 4	0.0%	100.0%
SWD	57.7%	15 / 26	3.0%	60.7%
ED	75.5%	40 / 53	3.0%	78.5%
3. High standards Score 6.0	0.0%	0 / 129	30.0%	30.0%
4. High standards Score 6.0 in subgroups:				
White	0.0%	0 / 76	5.0%	5.0%
Black	0.0%	0 / 19	5.0%	5.0%
Hispanic	0.0%	0 / 25	5.0%	5.0%
ELL	0.0%	0 / 4	5.0%	5.0%
SWD	0.0%	0 / 26	5.0%	5.0%
ED	0.0%	0 / 53	5.0%	5.0%

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. Provide training for teachers on FCAT Writes 2.0 Rubric and Anchor Papers.	1-4	Lack of PD time	Admin., Teachers	Ongoing	DA, FCAT	(t), (sss), (st)
2. Purchase and implement materials to enhance instruction of writing skills.	1-4	Funding	Admin., Teachers, PTA	Ongoing	DA, FCAT	(b), (im)
3. Administer SCPS writing prompts and DAs to students in grades K-5 three times a year and assess according to the FCAT 2.0 Writing Rubric and Anchor Papers.	1-4	Lack of PD time	Admin., Teachers	Ongoing	DA, FCAT	(im), (or)
4. Provide writing tutorial services for at risk students.	3	Funding	Admin., Teachers	Ongoing	DA, FCAT	(b),(im), (or), (sss)
5. Provide advanced writing students enrichment opportunities through differential instruction.	2	Funding	Admin., Teachers	Ongoing	DA, FCAT	(b), (im), (or)
6. Teachers will utilize SCPS Curriculum Toolboxes to improve students' writing skills.	1-4	Funding, training	Admin., Teachers	ongoing	DA, FCAT	(b), (im), (t), (st)
7. Disseminate FCAT 2.0 information and grade level expectations to parents via FCAT Curriculum Parent Night.	1-4	Resources	Admin., Teachers	Ongoing	FCAT	st, or

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

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

SCIENCE GOALS

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

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

Science Goals 1 thru 4	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	73.8%	110 / 149	3.0%	76.8%
2. Proficiency Level 3+ in subgroups:				
White	79.4%	81 / 102	3.0%	82.4%
Black	60.0%	3 / 5	3.0%	63.0%
Hispanic	53.3%	16 / 30	3.0%	56.3%
ELL	50.0%	1 / 2	3.0%	53.0%
SWD	80.0%	24 / 30	3.0%	83.0%
ED	58.5%	24 / 41	3.0%	61.5%
3. High standards Level 4+	32.2%	48 / 149	3.0%	35.2%
4. High standards Level 4+ in subgroups:				
White	38.2%	39 / 102	3.0%	41.2%
Black	40.0%	2 / 5	3.0%	43.0%
Hispanic	13.3%	4 / 30	3.0%	16.0%
ELL	0.0%	0 / 2	50.0%	50.0%
SWD	50.0%	15 / 30	3.0%	53.0%
ED	24.4%	10 / 41	3.0%	27.4%

Action Plan

Strategy	Science Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Conduct an assessment at the beginning of the school year at each grade level to determine instructional needs of the students.	1-3	Resources	Admin. & Teachers	Baseline	DE, Science Fusion Materials	or, tech
2. Disseminate FCAT 2.0 information and grade level expectations to parents via FCAT Curriculum Parent Night.	1-3	Resources	Admin., Teachers	Ongoing	FCAT	st, or
3. Expand use of "Writing in Science" strategies.	1-3	Lack of PD time	Admin. & Teachers	Ongoing	Lesson plans, FCAT	b, im, or
4. Continue Science Leadership TASK Force Team to enhance Science Leadership and support instruction on CCSS/NGSSS.	1-3	Lack of PD time	Admin. & Teachers	Ongoing	Lesson plans, classroom observations	b, st
5. Provide advanced science students enrichment opportunities through differentiated instruction and SECME.	1-3	Funding	Admin. & Teachers	Ongoing	SECME roster	b, or
6. Provide training for implementation of 2012-2013 SCPS Science Instructional Plan.	1-3	Resources	Admin. & Teachers	Ongoing	DE, FCAT	st, or
7. Teachers will utilize SCPS Curriculum Toolboxes to improve students' science skills.	1-3	Funding, training	Administration, Teachers	ongoing	DE, FCAT	(b), (im), (t), (st)
8. Continue to implement Robotics throughout the 2012-2013 school year.	1-3	Funding	Admin, Gifted Talented Teacher	ongoing	DE, FCAT	b, im. or, st
9. Continue to have students participate in the yearly Science Fair.	1-3	Resources	Teachers	ongoing	DE, FCAT	or
10. Implement the departmentalization model in 5th grade for core content areas.	1-3	Scheduling	Admin, 5th Gr. Teachers	ongoing	DE, FCAT	im, or, st,

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

*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	75.0%	36/48	3.0%	78.0%
2. Level of Performance	100.0%	36/36	0.0%	100.0%

Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Implement 2 PRIMES classes in 5th grade and 1 PRIMES in 4th grade.	1-2	Budget	Admin, Teachers	All	DE, FCAT	im, tech
2. Continue Math Mentors Team to enhance Math Leadership and support instruction on CCSS/NGSSS.	1-2	Resources	Admin, Teachers.	All	DE	st, t, im
3. Expand use of "Writing in Math" strategies.	1-2	Lack of PD	Admin, teachers, writing express leader	All	DE	st, t, im
4. Continue DE item analysis training to evaluate skill acquisition in math.	1-2	Technology	Admin and teachers	All	DE, DE item analysis spreadsheets	tech, t
5. Provide advanced math students enrichment opportunities through differential instruction and SECME.	1-2	Budget	Admin. & Teachers	ongoing	SECME roster	b
6.. Provide training for implementation of 2012-2013 SCPS Math Instructional Plan.	1-2	Resources	Admin. & Teachers	ongoing	Training roster	or
7. Continue to implement Robotics throughout the 2012-2013 school year.	1-2	Funding	Admin, Gifted Talented Teacher	ongoing	DE, FCAT	b, im. or, st

9. Implement the departmentalization model in 5th grade for core content areas.	1-2	Scheduling	Admin, 5th Gr. Teachers	ongoing	DE, FCAT	im, or, st,
10. Offer Virtual School Opportunities on our campus during the 2012-2013 school year	1-2	Scheduling, technology	Admin, ETF	ongoing	DE, FCAT	im, or, st, t
11. Implement Gifted/Talented Cluster Classes	1-2	Scheduling	Admin, Teachers	ongoing	DE, FCAT	im, or, 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	37.5%	32.5%
2. Out-of-school suspensions (unduplicated)	White	51.3%	46.3%

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. Continue school wide behavior plan to include recognition and rewards (i.e. FISH! Awards: Cafeteria Rewards and Lunch with Administrators, Bait Shop, etc.)	1,2	Resources	Administration, Teachers, Students	Ongoing	Progress Reports, Report Cards, RtI data	(or), (st), (t)
2. Continue character education plan for individual students based on behavior, academic performance, teacher reviews and the specific needs of each student.	1,2	Resources, funding	Administration, Teachers	Ongoing	Progress Reports, Report Cards, RtI data	(b), (im), (or), (sss), (st), (t)
3. Continue Positive Behavior Support Program across our campus to reinforce school wide rules, provide support in the RtI process, and recognize students for making positive behavior choices.	1,2	Beliefs, resources	Administration, Teachers, Guidance Counselors	Ongoing	Progress Reports, Report Cards, RtI data	(b), (or), (sss), (st), (t)
4. Continue RtI Leadership Team to provide support and training in identifying students in RtI Academic & Behavior Tiers 1-3, providing accommodations as well as interventions, and evaluating progress.	1,2	Resources	Administration, Teachers, Guidance Counselor	Ongoing	Progress Reports, Report Cards, RtI data	(b), (or), (sss), (st), (t)
5. Implement netiquette training re: the safe use of technology.	1,2	Resources	Administration, Guidance	Ongoing	End of training assessment	(b), (im), (or), (t)
6. Implement through PBS a student mentor program.	1,2	Resources	Admin, PBS Team, Teachers	Ongoing	Roster, PBS Team Meeting. Minutes	or, st

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

Graduation/On-time promotion/At-Risk Graduation Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. Graduation/On-time Promotion Level of Performance	100.0%	777/777	0.0%	100.0%
2. At-Risk Graduation Level of Performance	100.0%	220/220	0.0%	100.0%

Action Plan

Strategy	Graduation/ Promotion Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Utilize SIPPS Curriculum with RtI Academics Tier 3 students.	1 & 2	Scheduling	Reading Coach & Teachers	Ongoing & end of year	FCAT, FAIR, DRA, PASI/PSI, SRI	b, im, t
2. Provide tutorial program within the school day to accelerate student learning.	1 & 2	Funding	Reading Coach, Teachers, and Admin.	Ongoing & end of year	FCAT, FAIR, DRA, PASI/PSI, SRI	b, im, t, st
3. Provide small group instruction and differentiated instruction through small group instruction, Walk to Success intervention, and technology programs.	1 & 2	Resources	Reading Coach, Teachers, and Admin.	Ongoing & end of year	FCAT, FAIR, DRA, PASI/PSI, SRI, DAs	b, im, t, st, or, tech
4. Provide and promote use of FCAT Focus student practice online resource and at school FCAT Focus Intervention groups in Spring 2012.	1 & 2	Beliefs, Funding	Coach, Teachers, ETF, &Admin.	Ongoing & end of year	FCAT	tech, t
5. Implementing Making Meaning Intervention Program for Tier 3 interventions	1 & 2	Scheduling, funding, resources	Reading Coach, ESE Teachers, Admin	Ongoing	DE, FCAT	b, im, or,
6. Continue Summer Learning Camp for Level 1 3rd Grade students	1 & 2	Funding, resources	Admin, teachers	Ongoing	DE, FCAT	b, im, or, st
7. Continue ESE After School Tutorial for Level 1 and 2 students	1 & 2	Funding, Staff, Resources	Admin, ESE Teachers	Ongoing	DE, FCAT	b, im, or, st

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: TV Production	Black	20.0%	50.0%

Action Plan

Strategy	Extracurricular Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Promote involvement in TV Production at the club overview meetings and announcements on the JWE TV news describing roles available on the news team.	1	Resources, Staffing	ETF	Ongoing	TV Production Roster	st, im
2. Promote the benefits of involvement in TV Production with all eligible students in Grades 3-5 during fall and prior to spring TV Production crew selections commencing.	1	Resources, Staffing	ETF	Ongoing	TV Production Roster	st, im
3. Encourage diversity among members of the JWE TV Production crew as ETF teacher creates class lists based on student interest/application forms.	1	Resources, Staffing	ETF	Ongoing	TV Production Roster	st, im
4. Safety Patrols in 5th Grade	1	Resources	5th Grade Teacher	Ongoing	Roster	st, im
5. Student Council in 5th Grade	1	Resources	5th Grade Teacher	Ongoing	Roster	st, im
6. Chorus	1	Resources	Music Teacher	Ongoing	Roster	st, im
7. Cross County Running Club	1	Resources, Scheduling, funding	PE Teacher	Ongoing	Roster	b, im, or, st

8. SECME	1	Resources, Scheduling, funding	5th Grade Teacher	Ongoing	Roster	b, im, or, st
9. Robotics	1	Resources, Scheduling, funding	Gifted Talented Teacher	Ongoing	Roster	b, im, or, st

SCHOOL DEFINED GOAL

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

Goal #1: Begin year one implementation of school wide STEM initiative as Walker's e-pathway.

School Defined Goal	Current	# of #-	% +/-	Expected
To introduce students and parents to STEM district and school initiative, and building a strong framework with cohort schools and the community.	0.0%	777/777	85.0%	85.0%

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

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Introduce Science, Technology, Engineering and Math initiative which will introduce K-5 students to more rigorous math and science curriculum, and prepare students for future STEM career paths.	Resources, Student motivation	Admin, Teachers	ongoing	DE, FCAT	b, im, or, tech, t
Participate in the MFAS Study as a treatment group/school in grades K and 1st.	Teacher motivation	Admin, MFAS District Facilitator, Teachers	ongoing	DE	or
Continue working on school garden to promote the outdoor classroom.	Teacher motivation, funding, scheduling	Admin, Teachers	ongoing	Garden Growth	b, im, or
Work with cohort middle and high schools for vertical alignment.	Scheduling, Resources, Funding	Admin, Teachers	ongoing	District FCAT Data	

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
Staff Meeting – Assessment Overview	R/M/S/W Goals 1-8	8/7/12	Improving student achievement	All instructional personnel	65	65	Administration
Who Moved My Cheese Book Study	R/M/S/W Goals 1-8	9/14/12	Improving student achievement	All instructional personnel	65	65	Administration & Reading Coach
Teacher Websites	R/M/S/W Goals 1-8	2/6/13	Improving student achievement	All instructional personnel	65	65	Administration & Reading Coach
Vertical Articulation	R/M/S/W Goals 1-8	5/1/13	Improving student achievement	All instructional personnel	65	65	Administration & Reading Coach
Common Assessments	R/M/S/W Goals 1-8	10/31/12, 11/28/12, 12/12/12	Improving student achievement	All instructional personnel	65	65	Administration & Reading Coach
Curriculum/Lesson Alignment	R/M/S/W Goals 1-8	1025/12	Improving student achievement	All instructional personnel	65	65	Administration & Reading Coach
Positive Behavior Support	Discipline Goals 1-2	8/20/12, 11/6/12, 2/5/13, 5/7/13	Improving student achievement	All instructional personnel	65	65	Administration & Reading Coach
Deliberate Practice/IObservation/Marzano	R/M/S/W Goals 1-8	8/22/12	Improving student achievement	All instructional personnel	65	65	Administration & Reading Coach
Math Manipulatives	Math Goals 1-8	1/30/13	Improving student achievement	All instructional personnel	65	65	Administration & Reading Coach
MTSS/RtI	R/M/S/W Goals 1-8	9/13/12	Improving Student Achievement	All instructional personnel	65	65	Administration & Reading Coach
Scales and Rubrics	R/M/S/W Goals 1-8	9/27/12	Improving student achievement	All instructional personnel	65	65	Administration & Reading Coach
Discovery Education: Reports/Resources	R/M/S/W Goals 1-8	9/28/12, 10/5/12	Improving student achievement	All instructional personnel	65	65	Administration & Reading Coach
Math Interventions	Math Goals 1-8	2/20/12	Improving student achievement	All instructional personnel	65	65	Administration & Reading Coach
Writing	Writing Goals 1-4	9/10/12	Improving student achievement	All instructional personnel	65	65	Administration & Reading Coach
Student Data Notebooks	R/M/S/W Goals 1-8	12/5/12	Improving student achievement	All instructional personnel	65	65	Administration & Reading Coach

Unpacking Standards	R/M/S/W Goals 1-8	10/3/12	Improving student achievement	All instructional personnel	65	65	Administration & Reading Coach

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS
2011-2012

INCOME:

Original Allocation:	790.00
Adjustment:	1828.00
Carry Over:	6697.16
Total Income:	9315.16

EXPENDITURES	ACTUAL COST	BALANCE
Beginning Balance		9315.16
Classroom Supplies	1766.60	7548.56

Start with your beginning balance

CARRY OVER:
Total carry over for 2012-2013: $7548.56

This carry over will be spent on Classroom Supplies, Subs, and Travel (Delete this statement if carry over is less than $1000)

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*.
Michael Pfeiffer, Principal; Rebecca Cardounel, Assistant Principal; Angie Conway, Guidance Counselor; Sara Perkins, Reading Specialist; Ann Bridges & Lisa Booher, ESE Teachers; and general education teachers serve on the MTSS Leadership Team at Joan Walker Elementary.

Michael Pfeiffer, Principal; Rebecca Cardounel, Assistant Principal; Angie Conway, Guidance Counselor; Sara Perkins, Reading Specialist; Ann Bridges & Lisa Booher, ESE Teachers; Jill St. John, First Grade Teacher; Rosa Pasqual, Second Grade Teacher; Cynthia Scheller, Fourth Grade Teacher; Beverley Price, Fifth Grade Teacher; Pamela Neal, Media Specialist; Mary Futch, Assistant; Wendi Acey-Seeman, PE/Health Teachers; and Cathy Smith, Front Office Secretary are members of our MTSS Behavior Leadership Team and have attended Positive Behavior Support (PBS) Training. Both teams are dedicated to identifying the tiered intervention necessary to allow the student to be successful behaviorally and academically.

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?
Joan Walker Elementary's MTSS Leadership Team focuses on the success of all of our students. This team will focus on a collaborative approach for progress monitoring the academic growth of our students throughout the 2012-2013 school year. Our MTSS Leadership Team will focus on monitoring students through cross articulation sessions and data analysis, both academically and behaviorally to measure growth and the students' response to intervention. Our team will also play an integral role for support and leadership at our MTSS/Student Study Team meetings, Team Leader meetings, PLCs, Grade Level Meetings, and Professional Development Meetings. The Behavior Leadership Team will meet monthly to review discipline data collected through our district student information system and will present this on a regular basis to the staff.

3. Describe the role of your school's MTSS Leadership Team in the development and implementation of the SIP.
Joan Walker Elementary's MTSS Leadership Team's mission is to track and monitor the growth of our students throughout the 2012-2013 school year. This team will suggest interventions and accommodations, based on each student's individual needs, to enable each student to make gains. Our goal is for all students to continue to make academic and behavioral growth, and the MTSS Leadership Team will be analyzing progress on a regular basis. This MTSS team will meet to discuss student data on an ongoing basis. The MTSS team will meet with teachers on our designated Student Study day each week and also during meetings throughout the school year. Students will receive an additional thirty minutes of instruction through our Walk to Success model. Interventions will be implemented and documented for our below level students.

The purpose of the Behavior Leadership team is to facilitate the decisions related to establishing expectations to support and measure appropriate behaviors and academic growth. Students who experience continued difficulty with management of their own behavior will receive appropriate interventions/accommodations according to the Seminole County Student Code of Conduct or the individual BIP within their classrooms. Students with repeated discipline infractions requiring repeated administrative involvement will be considered Tier II and brought to the MTSS Leadership Team for review and consideration of additional interventions. The team will work with the school psychologist, social worker, and school board nurse if the specific student case requires their resources. Parent involvement will be critical. If the child fails to improve their behavior within a period of time, then a student referral will be completed through guidance, Tier III interventions will be implemented, and possible evaluation for exceptional education services.

We have implemented the 3 Tiered Model across our campus. The Leadership Teams will provide training to teachers regarding MTSS, interventions, and Positive Behavior Support through staff development meetings, team meetings and professional learning communities. At any time the teacher can request assistance from the team. The team will offer the classroom teachers strategies for interventions with both academics and behavior.

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

Our data is maintained and tracked in the EdInsight, Skyward, Discovery Ed. The team will look at FCAT data, DE, DRA, progress monitors, other academic data, and discipline data. The MTSS team along with the teachers will continue to monitor the progress of students in each tier. The core academic program with small guided groups and the behavior leadership program with guidelines to success will be provided to all students. This is Tier I or the core curriculum and behavior plan. If students do not make progress, more intensive services and targeted interventions will be provided to students individually or in a small group setting in addition to the regular curriculum and general behavioral guidelines. This is Tier II. At this time students may be referred to the MTSS team or if needed a behavior plan may be initiated. The plans will be closely monitored by the team. If after given more time and direct interventions the student is still unsuccessful, the student would be referred for Tier III through student study for consideration for additional testing and or special education services.

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.

MTSS Leadership Team members have attended SCPS district MTSS training. Walker Elementary staff members will continue to receive information on MTSS at faculty meetings, Wednesday Professional Development Meetings, and as needed at weekly Team Leader meetings. Additional training will be held in Professional Learning Communities and individual grade level meetings to focus on providing general education accommodations and support to keep students in Tier I, both academically and behaviorally.

6. Describe the plan to train staff on MTSS.

The Joan Walker Elementary staff will continue to revisit and revise the plan if needed and continue the implementation of a school wide behavioral plan. The Behavior Leadership process establishes a means of reaching consensus in an organization. This communication strategy is vital to developing interventions for students with behavioral concerns. It also establishes the understanding that student academic and behavioral success depends on everyone collaborating to meet the students' individual needs.

During the last five years, staff development has been conducted on academic interventions using the Walk to Intervention model. During professional development sessions, in PLCs, and at duty time meetings the role of the MTSS Team, clarifications regarding interventions, resources, and the MTSS process were explained to the staff. The MTSS Team meets regularly throughout the school year. This focus will be continued during the 2012-13 school year with an additional emphasis on differential instruction, acceleration, and enrichment. At the end of the school year we will reflect on our progress, revise procedures and plan to provide additional PLCs for the 2012-2013 school year.

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 the Literacy Leadership Team shall be comprised of, but not limited to, the following Walker staff members:
   - Michael Pfeiffer, Principal
   - Rebecca Cardounel, Assistant Principal
   - Sara Perkins, Literacy Specialist
   - Pam Neal, Media Specialist
   - Ann Bridges& Catherine Smithers, ESE Teachers
   - Rosa Pascual, Primary Teacher
   - Joan Smith, AR Representative
   - Cynthia Scheller, Intermediate Teacher

2. Describe how your school's LLT functions (e.g. meeting processes and roles/functions).
The Literacy Leadership Team at Walker Elementary will play an integral leadership role for promoting literacy excellence for all students at Walker Elementary. Literacy excellence will be developed through student motivation, engagement, and achievement levels.

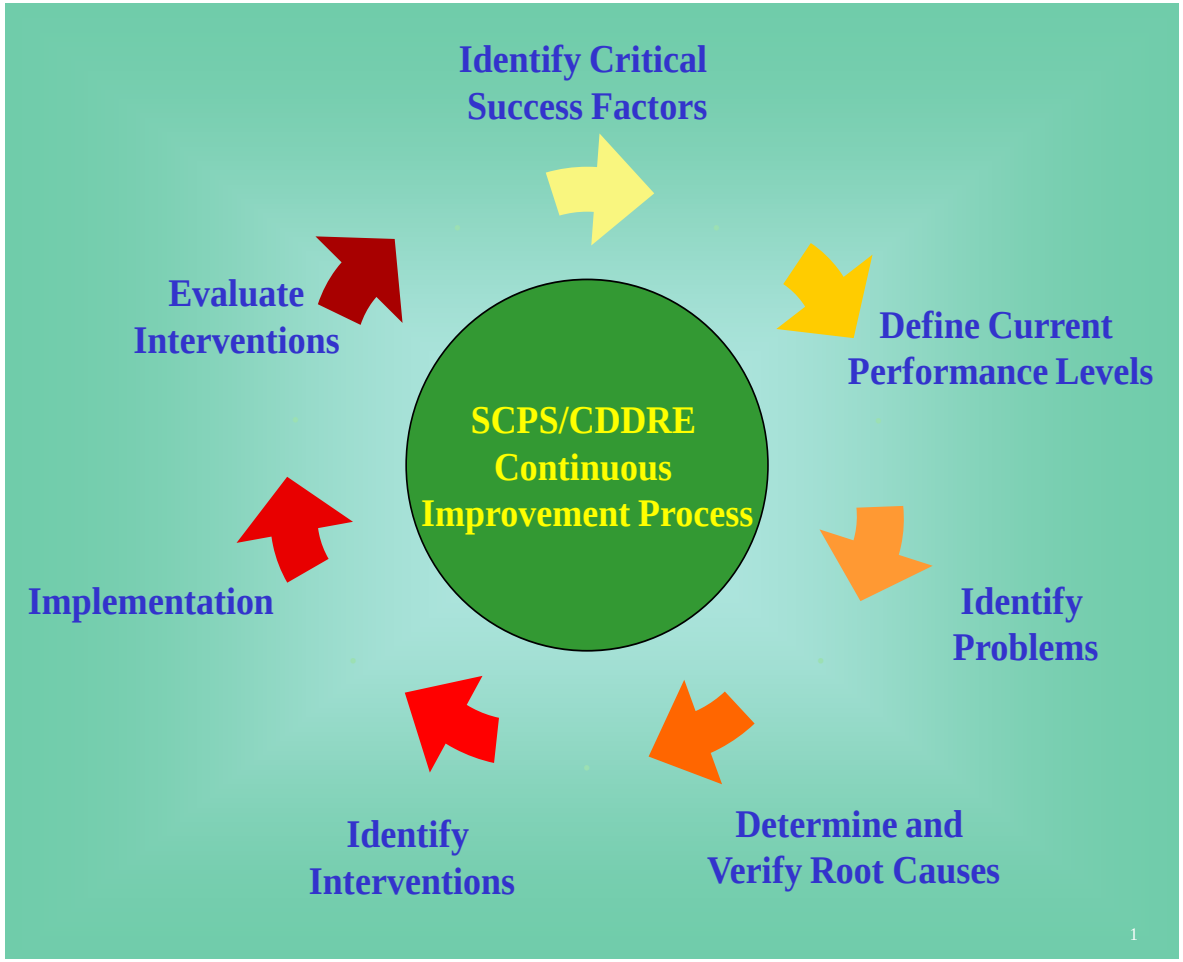
The LLT will synthesize the data for student performance data for reading and writing with the goal of promoting literacy support strategies with a vision of developing a clear picture of what currently exists and what is needed to improve literacy for all learners. Based on this review, the LLT will set literacy goals that are data driven and will be evaluated on an ongoing basis.

3. What will be the major initiatives of the LLT this year?
- To promote the love of reading for ALL students, parents and staff.
- To implement an Accelerated Reader (AR) continuum for all grades.
- To assist with scheduling for assessments (DE, SRI, PSI, PASI, FLKRS).
- To provide materials and resources needed for monitoring student's progress such as Ongoing Progress Monitoring (OPM) assessments.
- To promote reading through the use of technology (Fast ForWord, Read About, Tune in to Reading and Accelerated Reader Program).
- To support intervention for students in the lowest quartile for reading or writing.
- To support intervention for students needing an accelerated focus in reading or writing.
- To communicate to the staff school initiatives and/ or concerns in relation to reading and writing.
- To initiate a summer reading program as outlined by Seminole County Public School District.
- To develop incentives for promoting reading.
- To create and monitor a Literacy web site to be used as a resource for teachers and parents.
- To keep the staff up to date on the latest trends and updates in literacy education.

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.

The Joan Walker Elementary staff will participate in Lesson Studies and PLCs to further develop differential instructional strategies and enhance writing instruction. Our teachers will be provided opportunities to observe teachers' best practices including differential instruction and writing instruction incorporating high quality literature as well as the 6+1 Traits of Writing. Afterward, teams will be provided time to debrief and discuss instructional practices observed and how they directly impacted student learning. Initial and follow-up sessions are scheduled to help facilitate growth and direction. Through these Lesson Studies our PLCs will be strengthened. Additionally, SCPS District Writing Specialists will collaborate with JWES teachers to facilitate professional growth through lesson study and discussion of best practices in teaching writing. Joan Walker Elementary will also work with Developmental Studies Center to seek clarification when necessary.


Identify Critical Success Factors
Define Current Performance Levels
Identify Problems
Determine and Verify Root Causes
Identify Interventions
Implementation
Evaluate Interventions
SCPS/CDDRE Continuous Improvement Process
1

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: Continue to increase the percent of parents registered for the Skyward Parent Portal.
Goal #2: Increase PTA Membership

Parent Involvement Goal(s)	Current	# of #-	% +/-	Expected
1.Communicate the positive benefits of the Parent Portal in Skyward	54.0%	414/766	46.0%	100.0%
2. Increase PTA Membership Enrollment	30.3%	251/766	54.7%	85.0%

Action Plan

Strategy	Parent Involvement Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Continue to highlight the importance to parents' usage of the Parent Portal in Skyward during parent conferences, SST meetings, our school website and newsletters.	1	Parent motivation, Internet access	Admin, Guidance, Teachers, Front Office Staff, ETF	Ongoing	Administration, Data Entry, Secretary, and FTF will monitor enrollment	or, tech
Promote PTA membership through hosting various PTA functions and events that will foster community and family involvement throughout the school year.	2	Parent motivation	Admin, Teachers and Parents	Ongoing	PTA Membership enrollment	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:
Currently, Walker Elementary is participating in the MFAS pilot study through the FCR-STEM. During the 2012-2013 school year, the pilot study in grades Kindergarten and 1st Grade will help teachers to diagnose critical misconceptions and errors, identify students' progress toward standard mastery, differentiate instruction based on students' understanding (i.e. individualize interventional strategies and regroup students for optimal learning opportunities), and provide students the deep understanding needed for future mathematics learning.

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)
Implement a successful and effective SECME Club that will engage students in real hands-on activities.	Funding	5th Gr. Teacher	ongoing	Science FCAT, Rosters, Labs	b, im, or, st
Implement a successful and effective Robotics Club that will engage students in real hands-on activities.	Funding	Gifted-Talented Teacher	ongoing	Science FCAT, Rosters, Labs	b ,im, or, st
Implement effective and accelerated PRIMES lessons that engage and challenge students on a daily basis.	Funding	4th/5th Gr. PRIMES Teachers, Admin	ongoing	Science FCAT, Rosters, Labs	b ,im, or, st
Implement a successful and effective Science Fair that will engage students in real hands-on activities and Science Labs.	Student Participation	5th Gr. Teachers, 5th Gr. Students	ongoing	Science FCAT, Rosters, Labs	b ,im, or, st
Implement a successful and effective Super Scientists activity lessons that will engage students in real hands-on activities and Science Labs.	Parent Volunteers	Parents	ongoing	Science FCAT, Rosters, Labs	b, im, or, st
Implement a successful and effective visit to the Environmental Center that will engage students in real hands-on activities.	Funding	Team Leaders	ongoing	Science FCAT, Rosters, Labs	b, im, or, st

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:
To implement effective and innovative activities that focus on Career and Technical Education/Vocational that provide opportunities for all students

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)
Implement a successful and effective Career Day that will engage students in real work force experiences.	Scheduling, Lack of Participants, Availability	Admin. , Front Office Staff, Teachers, Community Members	yearly	Feedback provided, Schedules. Rosters	or
Implement a successful and effective TEACH-IN that will engage students in real work force experiences.	Scheduling, Lack of Participants, Availability	Admin. , Front Office Staff, Teachers, Community Members	yearly	Feedback provided, Schedules, Rosters	or
Implement a successful and effective Vendor Day that will engage students in real work force experiences.	Scheduling, Lack of Participants, Availability	Admin. , Front Office Staff, Teachers, Community Members	yearly	Feedback provided, Schedules, Rosters	or
Implement a successful and effective Bring Your Child to Work Day that will engage students in real work force experiences.	Lack of Participants	Admin, Teachers	yearly	Feedback provided	or, st

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

Based on the analysis of 2011-2012 CELLA data, the following schools will need to complete CELLA goals:
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	80.0%	16/20	30.0%	83.0%
2. Proficient in Reading	45.0%	9/20	25.0%	70.0%
3. Proficient in Writing	45.0%	9/20	25.0%	70.0%

Action Plan

Strategy	CELLA Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Continue to work on skill and strategies to score proficient in the Listening and Speaking section of CELLA	1		Administration, Teachers, ESOL Teacher	Ongoing	CELLA	b, im, st
Continue to work on skill and strategies to score proficient in the Reading section of CELLA	2		Administration , Teachers, ESOL Teacher	Ongoing	CELLA	b, im, st
Continue to work on skill and strategies to score proficient in the Writing section of CELLA	3		Administration, Teachers, ESOL Teacher	Ongoing	CELLA	

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	**75**	**79**	**79**	**81**	**83**	**85**	**88**
American Indian							
Asian	92	94	93	94	95	95	96
Black/African-American	47	55	56	60	65	69	74
Hispanic	71	73	76	78	81	83	86
White	78	82	82	84	85	87	89
English Language Learners	81						
Students with Disabilities	48	46	57	61	65	70	74
Economically Disadvantaged	60	61	67	70	73	77	80

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	**71**	**70**	**76**	**78**	**81**	**83**	**86**
American Indian							
Asian	92	88	93	94	95	95	96
Black/African-American	29	39	41	47	53	59	65
Hispanic	61	63	68	71	74	77	81
White	76	75	80	82	84	86	88
English Language Learners	50						
Students with Disabilities	34	37	45	51	56	62	67
Economically Disadvantaged	50	51	58	63	67	71	75

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
MICHAEL PFEIFFER	9/4/12	SUZANNE DIATZIKIS	9/4/12	DANIELA MITCHELL	9/4/12
INSTRUCTIONAL		KIMBERLY ELLIS	9/4/12	JOHANN SHERFIELD	9/4/12
WENDI ACEY-SEEMAN	9/4/12				
		DAYMON LAWRENSON	9/4/12	DERWIN SMALLS, SR.	9/4/12
PAMELA NEAL	9/4/12				
		KELLY MARINI	9/4/12	KARISA WORKMAN	9/4/12
ROSA PASCUAL	9/4/12				
		ROBERT BANKERS	9/4/12	TRACEY JONES BORJESSON	9/4/12
		SARAH HART	9/4/12		
NON-INSTRUCTIONAL					
MARY FUTCH	9/4/12				