

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.



Geneva Elementary School

School Improvement Plan 2012-2013

Contents	Page No.
Evaluation of SIP for 2011-2012	3-5
Reading Goals	6,7
Math Goals	8,9
Writing Goals	10,11
Science Goals	12,13
Advanced Coursework Goals	14
Discipline Goals	15
On-time Promotion (ES and MS) and Graduation/At-Risk Graduation (HS) Goals	16
Extracurricular Activities Goal(s)	17
School Defined Goal(s)	18
Professional Development	19
Budget Summary of SIP for 2011-2012	20
Addendum 1 - Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI)	21
Addendum 2 - Literacy Leadership Team	22
Addendum 3 - Lesson Study	23
Critical Success Factors	24
Addendum 5 - Parent Involvement Goal(s)	25
Addendum 6 - Science, Technology, Engineering, and Math (STEM) Goal(s)	26
Addendum 7 - Career and Technical Education (CTE) Goal(s)	27
Addendum 8 - Comprehensive English Language Learning Assessment (CELLA) Goals	28
Addendum 9 - Florida Alternative Assessment (FAA) Goal(s)	NA
Addendum 10 - Geometry, Biology, U.S. History, and Civics EOC	29
Addendum 11 - AAAMO	30
School Advisory Council Signatures	31

EVALUATION OF SCHOOL IMPROVEMENT PLAN 2011-2012

Reading Goals (accountability group)		Current 2011 Adj.	% +/-	Expected	Actual 2012	Met (Y,N,P)	#	SCPS 2012
Proficiency Level 3+		74.7%	3	77.7%	80.0%	Y	200 / 250	71.9%
High standards Level 4+		66.6%	0	66.6%	44.8%	N	112 / 250	-
Proficiency Level 3+ in AYP subgroups								
	White	77.0%	3	80.0%	81.8%	Y	171 / 209	80.4%
	Black	100.0%	0	100.0%	40.0%	N	2 / 5	45.7%
	Hispanic	57.9%	3	62.9%	80.0%	Y	20 / 25	64.0%
	ELL	40.0%	3	43.0%	-	-	-	45.5%
	SWD	75.3%	3	78.3%	74.7%	N	59 / 79	62.1%
	ED	64.5%	3	67.5%	73.5%	Y	72 / 98	58.1%
Learning Gains		75.0%	3	78.0%	61.9%	N	99 / 160	68.9%
Lowest 25% making Learning Gains		62.8%	3	65.8%	60.6%	N	20 / 33	-
Learning Gains Levels 4/5		50.0%	3	53.0%	76.4%	Y	55 / 72	-
Learning Gains in AYP subgroups								
	White	75.8%	3	78.8%	62.7%	N	84 / 134	70.6%
	Black	66.7%	3	69.9%	0.0%	N	0 / 3	60.2%
	Hispanic	63.6%	3	66.6%	68.8%	Y	11 / 16	68.2%
	ELL	60.0%	3	63.0%	-	-	0	70.1%
	SWD	66.7%	3	69.7%	67.2%	N	39 / 58	68.5%
	ED	70.0	3	73.0%	60.6%	N	40 / 66	64.7%

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)	#	SCPS 2012
Proficiency Level 3+		77.9%	3	80.9%	76.8%	N	192 / 250	71.0%
High standards Level 4+		58.9%	3	61.9%	48.8%	N	122 / 250	-
Proficiency Level 3+ in AYP subgroups								
	White	78.3%	3	81.3%	78.9%	N	165 / 209	79.7%
	Black	66.7%	3	69.3%	40.0%	N	2 / 5	44.6%
	Hispanic	63.2%	3	66.2%	68.0%	Y	17 / 25	61.9%
	ELL	60.0%	3	63.4%	-	-	0	49.7%
	SWD	77.5%	3	80.5%	72.2%	N	57 / 79	63.2%
	ED	71.8	3	74.8	68.4%	N	67 / 98	56.6%
Learning Gains		67.1%	3	70.1%	75.6%	Y	121 / 160	67.9%
Lowest 25% making Learning Gains		67.4%	3	70.4%	59.4%	N	19 / 32	-

Learning Gains Levels 4/5		50.0%	3	53.0%	96.3%	Y	77 / 80	-
Learning Gains in AYP subgroups								
	White	67.3%	3	70.3%	78.4%	Y	105 / 134	71.6%
	Black	33.3%	3	36.3	100.0%	Y	3 / 3	56.4%
	Hispanic	54.5%	3	57.5%	62.5%	Y	10 / 16	63.7%
	ELL	80.0%	3	83.0%	-	-	0	65.8%
	SWD	50.0	3	53.0%	82.8%	Y	48 / 58	68.0%
	ED	61.7%	3	64.7%	72.7%	Y	48 / 66	61.7%

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)	#	SCPS 2012
Proficiency Score		83.3%	3	86.3%	88.2%	Y	67 / 76	83.5%
High standards Score 6.0					1.3%	N	1 / 76	
Proficiency Score in AYP subgroups								
	White	91.7%	3	94.7	92.1%	N	58 / 63	86.6%
	Black	25.0%	3	28.0%	0.0%	N	0 / 1	72.2%
	Hispanic	70.0%	3	73.0%	75.0%	Y	6 / 8	81.6%
	ELL	-	-	-	-	-	0	77.8%
	SWD	42.1%	3	45.1%	87.0%	Y	20 / 23	74.0%
	ED	81.5%	3	84.5%	82.1%	N	23 / 28	77.4%
High standards Score 6.0 in AYP subgroups								
	White	1.7%	3	4.7%	1.6%	N	1 / 78	-
	Black	0.0%	3	3.0%	0.0%	N	0 / 78	-
	Hispanic	0.0%	3	3.0%	0.0%	N	0 / 78	-
	ELL	0.0%	0	0.0%		-	-	-
	SWD	0.0%	3	3.0%	4.3%	Y	0 / 78	-
	ED	0.0%	3	3.0%	0.0%	N	0 / 78	-

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)	#	SCPS 2012
Proficiency Level 3+		73.0%	3	76.0%	82.2%	Y	74 / 90	63.8%
High standards Level 4+		40.5%	3	43.5%	42.2%	N	38 / 90	33.4%
Proficiency Level 3+in AYP subgroups								
	White	71.6%	3	74.6%	84.0%	Y	63 / 75	74.1%
	Black	25.0%	3	28.0%	66.7%	Y	2 / 3	35.5%
	Hispanic	50.0	3	53.0	66.7%	Y	6 / 9	51.9
	ELL	-	-	-	-	-	0	33.0%
	SWD	100.0%	3	100.0%	91.4%	N	32 / 35	62.0%
	ED	73.0%	3	76.0%	66.7%	N	26 / 39	48.5%
High standards Level 4+ in AYP subgroups								
	White	41.8%	3	44.8%	42.7%	N		

	Black						
	Hispanic	0.0%	3	3.0%	33.3%	N	
	ELL						
	SWD	100%	0	0	60.0%	N	
	ED	29.7%	3	32.7	38.5%	Y	

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	41.0%	3	44.0%	94.4%	Y
Performance in advanced coursework	79.0%	3	81.0%	100.0%	Y

Discipline Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Discipline Referrals (Duplicated) - ED	162.33%	-15.0%	147.33%	130.19%	Y
Out-of-School Suspensions (Unduplicated) - ED	2.21%	-0.5%	1.61%	4.00%	N

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	96.0% (87/91)	-	96.0%	99.2%	Y
At-Risk students graduating or advancing with age-level peers	94.0% (45/48)	-	94.0%	98.6%	Y

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups: ED in total population	41.0% (225/550)		41.0%		
Activity and subgroup: ED (Economically Disadvantaged) in Chorus	39.0% (27/69)	2.0%	41.0%	41.0% (28/69)	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Increase access to digital tools: Classrooms with short throw projectors	17.0% 5/29	10.0%	27.0%	62.0% (18/29)	Y

Goal Summary

Number of Goals Met: 30

Number Not Met: 30

Number Partially Met:

READING GOALS

Aligned with Strategic Plan System Initiative B

- Reading Goal #1:** To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading
- Reading Goal #2:** To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading
- Reading Goal #3:** To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Reading
- Reading Goal #4:** To increase the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Reading
- Reading Goal #5:** To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Reading
- Reading Goal #6:** To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 FCAT 2.0 Reading
- Reading Goal #7:** To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 FCAT 2.0 Reading
- Reading Goal #8:** To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 FCAT 2.0 Reading

Reading Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		80.0%	200 / 250	3	83.0%
2. Proficiency Level 3.0+ in subgroups:					
	White	81.8%	171 / 209	3	84.8%
	Black	40.0%	2 / 5	20	60.0%
	Hispanic	80.0%	20 / 25	3	83.0%
	ELL	-	-	-	-
	SWD	74.7%	59 / 79	3	77.7%
	ED	73.5%	72 / 98	3	76.5%
3. High Standards Level 4.0+		44.8%	112 / 250	5	49.8%
4. Learning Gains		61.9%	99 / 160	3	64.9%
5. Lowest 25% Making Learning Gains		60.6%	20 / 33	3	63.6%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		16.7%	12 / 160	3	19.7%
7. Learning Gains Levels 4/5		76.4%	55 / 72	3	79.4%
8. Learning Gains in subgroups:					
	White	62.7%	84 / 134	3	65.7%
	Black	0.0%	0 / 3	-	-
	Hispanic	68.8%	11 / 16	3	71.8%
	ELL			-	
	SWD	67.2%	39 / 58	3	70.2%
	ED	60.6%	40 / 66	3	63.6%

Action Plan

Strategy	Reading Goal Number	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, t)
1) Administer reading screening and district progress monitoring assessments K-5	1, 2, 3, 4, 5, 6, 7, 8	Personnel overload	Reading Team	Trimesters	Discovery Ed, PASI, PSI, SRI, DIBELS fluency	st
2) Continue Walk to Success (WTS) K-4, developing phonemic awareness, fluency, phonics, vocabulary and comprehension on the learning-to-read continuum.	1, 2, 3, 4, 5, 6, 7, 8	Lack of support personnel	Administration, Classroom Teachers, Reading Team	Trimesters	Monitor & Measurement (M&M) meetings	im, or, st
3) Promote advanced reading strategies and opportunities for higher order critical thinking skills through Enrichment during WTS	3, 4, 6, 7	Time for PD, Lack of Advanced Resources	Classroom Teachers, Reading Team	Mid-Year	Monitor & Measurement (M&M) meetings, PLC	b, im, t
4) Highlight reading promotions such as Book It!, Accelerated Reader Program K-5, Florida Reading Association Book Promotion (K-2) and Sunshine State Young Readers Award program (3-5) to encourage reading of quality literature.	2, 3, 4, 6, 7, 8	Limited time	Media Specialist	Annually	Recognition Events	b
5) Schedule personnel to provide Double Dip remediation for students reading below grade level and document Response to Intervention/MTSS progress, using SIPPS and Making Meaning resources.	1, 2, 4, 5, 6, 7, 8	Mobility of Economically Disadvantaged students	Administration, Reading Team, Guidance Counselor	Trimesters	Monitor & Measurement (M&M) meetings	st, sss
6) Provide Study Island, FCAT Explorer, Reading A-Z and available web-based interactive FCAT preparation.	1, 2, 3, 4, 5, 6, 7, 8	Limited funding	Administration, SAC	Annually	Reports/ Surveys/ Discovery Ed	b, tech
7) Utilize Tutorial funds to support lowest quartile readers.	1, 2, 5, 8	Limited funding	Administration, Reading Team	Mid-Year	PASI, PSI, SRI, DIBELS fluency	b, im
8) Involve parents through parent/teacher conferences, Curriculum Night and FCAT Parent Night.	1, 2, 3, 4, 5, 6, 7, 8	Lack of parent urgency/ involvement	Administration, Classroom Teachers	Annually	Conference forms, Surveys	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)						

MATH GOALS

Aligned with Strategic Plan System Initiative B

(Elementary and Middle School FCAT)

- Math Goal #1:** To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Math
- Math Goal #2:** To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Math
- Math Goal #3:** To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Math
- Math Goal #4:** To increase the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Math
- Math Goal #5:** To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Math
- Math Goal #6:** To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 FCAT 2.0 Math
- Math Goal #7:** To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 FCAT 2.0 Math
- Math Goal #8:** To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 FCAT 2.0 Math

Math Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		76.8%	192 / 250	3	79.8%
2. Proficiency Level 3.0+ in subgroups:					
	White	78.9%	165 / 209	3	81.9%
	Black	40.0%	2 / 5	20	60.0%
	Hispanic	68.0%	17 / 25	3	71.0%
	ELL	-	-	-	-
	SWD	72.2%	57 / 79	3	75.2%
	ED	68.4%	67 / 98	3	71.4%
3. High Standards Level 4.0+		48.8%	122 / 250	5	53.8%
4. Learning Gains		75.6%	121 / 160	3	78.6%
5. Lowest 25% Making Learning Gains		59.4%	19 / 32	3	62.4%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		36.3%	29 / 160	3	39.3%
7. Learning Gains Levels 4/5		96.3%	77 / 80	0	96.3%
8. Learning Gains in subgroups:					
	White	78.4%	105 / 134	3	81.4%
	Black	100.0%	3 / 3	0	100.0%
	Hispanic	62.5%	10 / 16	3	65.5%
	ELL	-	-	-	-
	SWD	82.8%	48 / 58	3	85.8%
	ED	72.7%	48 / 66	3	75.7%

Action Plan

Strategy	Math Goal Number	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year)	Evaluation Tools/Strategies (Discovery Ed, FCAT)	Resources (b, im, or, st, sss, tech, t)
1) Add PRIMES 4 (Grade 4/5 accelerated math) classes, increasing rigor for mathematically talented and highly motivated students.	3, 4, 6, 7	None	Administration, Math Teachers	Trimester	Math PMA's, FCAT	im, st, tech
2) Continue to identify and remediate students performing below grade level and document Response to Intervention/ MTSS.	1, 2, 4, 5, 8	Limited support personnel	Classroom Teachers, Guidance	Trimester	Math PMA's, FCAT	im, st, sss
3) Continue use of Dividends to lead Sunshine Math enrichment in classrooms and expand support small group activities.	1, 2, 3, 4, 5, 6, 8	Parent Participation	Assistant Principal	Annually	Teacher Feedback	im
4) Promote school-based and district training opportunities to strengthen understanding of Next Generation Math Standards, Go Math resources, and PLC planning efficiency.	1, 2, 3, 4, 5, 6, 7, 8	Funding for PD	Administration, Team Leaders	Mid-Year	Teacher Feedback	t
5) Continue to emphasize and expand use of inquiry based instruction, higher level problem-solving and algebraic teaching strategies.	1, 2, 3, 4, 5, 6, 7, 8	Funding for PD	Administration, Team Leaders, Classroom Teachers	Mid-Year	Math PMA's, FCAT	t
6) Provide Study Island, FCAT Explorer, and available web-based interactive FCAT preparation.	1, 2, 3, 4, 5, 6, 7, 8	Limited funding	Administration, SAC	Annually	Reports/ Surveys	b, tech
7) Utilize Tutorial funds to support lowest quartile math students.	2, 5, 8	Limited funding	Administration, Reading Team	Mid-Year	Math PMA's, FCAT	b, im
8) Communicate to parents the importance of mathematical achievement though open house, newsletters, conferences and Harcourt Home School connection.	1, 2, 3, 4, 5, 6, 7, 8	None	Administration, Classroom Teachers	Mid-Year	Survey	b, st
9) Support Math Olympiad after-school enrichment club to increase math fluency and achievement.	2,3,4,6,7,8	Limited funding & resources	Administration, Teacher Sponsors	Mid-Year	Teacher feedback	b

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

WRITING GOALS

Aligned with Strategic Plan System Initiative B

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

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

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

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

Writing Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		88.2%	67 / 76	3	91.2%
2. Proficiency Score 3.0+ in subgroups:					
	White	92.1%	58 / 63	0	92.1%
	Black	0.0%	0 / 1	100	100.0%
	Hispanic	75.0%	6 / 8	3	78.0%
	ELL	-	-	-	-
	SWD	87.0%	20 / 23	3	90.0%
	ED	82.1%	23 / 28	3	85.1%
3. High Standards Score 6.0		1.3%	1 / 76	3	4.3%
4. High Standards Score 6.0 in subgroups:					
	White	1.6%	1 / 63	3	4.6%
	Black	0.0%	0 / 1	100	100.0%
	Hispanic	0.0%	0 / 8	13	13.0%
	ELL	-	-	-	-
	SWD	4.3%	1 / 23	9	13.3%
	ED	0.0%	0 / 28	3	3.0%

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

Action Plan

Strategy	Writing Goal Number	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, t)
1) Focus school-wide emphasis on writing skills using Six Traits strategies.	1, 2, 3, 4	None	Administration, Team Leaders, Classroom Teachers	End-of-Year	Writing DA's, FCAT	im, st
2) Continue to provide professional development and training opportunities for teachers in 6+1 Traits, FCAT rubric scoring inter-rater reliability and FCAT Writing 2.0.	1, 2, 3, 4	Limited PD funding	Administration, Writing Representative	Mid-Year	Teacher Feedback	t, b
3) Continue to promote district initiative "It's About Legibility" to articulate grade level expectations.	1, 2, 3, 4	Limited time for PD	Reading Teacher	Mid-Year	Teacher Feedback	t
4) Increase grade level articulation about contents and writing samples in student writing folders (K-1) and writing notebooks (2-5).	1, 2, 3, 4	Lack of budget to provide substitutes	Administration, Classroom Teachers	Mid-Year	Writing DA's, Student Writing Notebooks	b
5) Participate in district assessments and communicate school-wide data monitoring student performance.	1, 2, 3, 4	None	Administration	Trimester	Writing DA's, FCAT	or
6) Offer "Go for 4 or More" Breakfast Writing Clubs for struggling writers, October through February.	1, 2	Limited support personnel	Teachers, Assistants	End-of-Year	Writing DA's, FCAT	st
7) Encourage highly talented writers to participate in "Give me a Six" Breakfast Club, October through February.	3, 4	Limited support personnel	Gifted Teacher	End-of-Year	Writing DA's, FCAT	st
8) Schedule FCAT Prep rotations to polish student writing skills.	1, 2	Time constraints	Classroom Teachers	End-of-Year	FCAT	st
9) Communicate to parents the importance of writing achievement through open house, newsletters, parent/teacher conferences and Third Grade End-of Year DA scores.	1, 2, 3, 4	None	Administration, Classroom Teachers	Mid-Year	Survey	or, st

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

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+		82.2%	74 / 90	3	85.2%
2. Proficiency Score 3.0+ in subgroups:					
	White	84.0%	63 / 75	3	87.0%
	Black	66.7%	2 / 3	33.3	100.0%
	Hispanic	66.7%	6 / 9	10	77.7%
	ELL	-	-	-	-
	SWD	91.4%	32 / 35	0	91.4%
	ED	66.7%	26 / 39	3	69.7%
3. High Standards Score 4.0+		42.2%	38 / 90	5	47.2%
4. High Standards Score 4.0+ in subgroups:					
	White	42.7%	32 / 75	3	45.7%
	Black	33.3%	1 / 3	33.3	66.6%
	Hispanic	33.3%	3 / 9	10	43.3%
	ELL	-	-	-	-
	SWD	60.0%	21 / 35	3	63.0%
	ED	38.5%	15 / 39	3	41.5%

Action Plan

Strategy	Science Goal Number	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (Discovery Ed, FCAT)	Resources (b, im, or, st, sss, tech, t)
1) Focus school-wide emphasis on Science Next Generation Sunshine State Standards and Science FCAT 2.0.	1, 2, 3, 4	Initiative Overload	Administration, Team Leaders	End-of-Year	Science Discovery Ed, FCAT	im, tech
2) Continue training for teachers on Science Fusion resources and inquiry-based activities.	1, 2, 3, 4	Limited PD funding	Administration, Classroom Teachers	End-of-Year	Teacher Feedback	t
3) Accelerate use of Dividends to lead Super Scientist enrichment in classrooms and expand exposure to hands-on-labs, props and specimens.	1, 2, 3, 4	Parent Participation	Assistant Principal	Annually	Teacher Feedback	im
4) Use district assessments to assess student mastery of science benchmarks.	1, 2, 3, 4	None	Classroom Teachers	Trimester	Discovery Ed	or
5) Promote representative participation in district Science articulation & training T.A.S.K.	1, 2, 3, 4	None	Administration, Representatives	End-of-Year	Teacher Feedback	st
6) Provide Study Island and other available web-based programs to help students master standards and prepare for FCAT.	1, 2, 3, 4	Limited funding	Administration, SAC	FCAT, End-of-Year	FCAT	b, tech
7) Support student participation in SECME extracurricular activities.	3, 4	None	Administration, SECME Sponsor	End-of-Year	Student Feedback	st
8) Encourage participation in LEGO Robotics after-school enrichment club.	3, 4	None	Administration, LEGO Robotics Sponsors	End-of-Year	Student Feedback	b, tech
10) Communicate to parents the importance of science achievement through open house, newsletters, parent/teacher conferences and FCAT Parent Night.	1, 2, 3, 4	None	Administration, Classroom Teachers	Mid-Year	Survey	or, st

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

ADVANCED COURSEWORK GOALS

Aligned with Strategic Plan System Initiative A

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

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

Advanced Coursework Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. Level of Participation	94.4%	34/36	0	94.4%
2. Level of Performance	100.0%	34/34	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, t)
1) Maximize number of students participating in PRIMES 4 (Grade 4/5 accelerated math) and PRIMES 5 (Grade 5/6 accelerated math).	1, 2	Staffing/ Class Size Cap	Administration	Semester	Skyward	im
2) Provide professional development opportunities to teachers utilizing advanced critical thinking skills, problem-solving strategies and current trends in acceleration methods.	1, 2	Limited PD funding	Teacher Leaders	End of year	PD Survey	b
3) Promote participation in Seminole County Virtual School 6 th grade courses such as World Cultures and Spanish.	1, 2	Limited time in student schedule	Administration Guidance	Semester	Skyward	sss
4) Communicate with parents the importance of higher level coursework and offer articulation information during middle school transition scheduling.	1, 2	None	Teachers Guidance	End of year	Parent Survey	b

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)	ED	130.19%	125.00%
2. Out-of-school suspensions (unduplicated)	ED	4.0% (9 / 226)	3.0%

Action Plan

Strategy	Discipline Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, t)
1) Continue school-wide Positive Behavior Support focus on Geneva CARES (Cooperative, A+ Attitude, Respect, Effort, Safe).	1, 2	School-wide focus	Administration PBS Team, Teachers, Staff	Mid-Year	Staff feedback	st
2) Provide incentives to recognize staff members and reward students for exemplary positive behaviors.	1, 2	Limited funding	Administration PBS Team	Mid-Year	Staff feedback	b, st
3) Conduct bus safety announcements and classroom guidance sessions to reduce unsafe acts.	1, 2	Scheduling	Administration, Guidance Counselor	End-of-Year	Discipline data	st
4) Implement teacher training and classroom guidance lessons on anti-bullying strategies and procedures.	1, 2	Scheduling	Administration, Guidance Counselor	End-of-Year	Discipline data	st
5) Seek school-wide assembly program to raise awareness and reinforce bully-prevention.	1, 2	Limited budget	Administration, Guidance Counselor	End-of-Year	Discipline data	b

ON-TIME PROMOTION GOALS

Aligned with Strategic Plan System Initiative A

(Elementary and Middle School)

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

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

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

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

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

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

On-time Promotion Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. On-time Promotion Level of Performance	99.2%	506/510	0	99.2%
2. At-Risk Promotion Level of Performance	98.6%	213/216	0	98.6%

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, t)
1) Support Multi-Tiered System of Support (MTSS) and Response to Intervention (Rtl) process, collecting data on students performing below grade level.	1, 2	Limited personnel	Reading Team, Teachers, Staff	Mid-Year	SRI, ORF, SIPPS, Making Meaning	st, tech, sss
2) Continue to support interventions, Walk to Success, and Double Dip remediation strategies.	1, 2	Scheduling	Reading Team, Teachers, Staff	End-of-Year	Monitor & Measurement Meetings with grade level teams	st
3) Support referral process for Exceptional Education Services to provide classroom and assessment accommodations as needed.	1, 2	Reduction in ESE staffing	Administration, Guidance, Student Study Team	End-of Year	Student Study Team feedback	sss
4) Advocate ESE services through Support Facilitation model in 1 st -5 th grade classrooms.	1, 2	Reduction in ESE staffing	Administration, Guidance	End-of-Year	Teacher feedback	st, sss

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: Chorus	ED	41%	41%

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, t)
Promote 4 th and 5 th grade involvement in Musical Mustangs extracurricular program.	1	None	Administration, Music Teacher	End-of-Year	Program participation	st
Publicize musical performances to parents and community.	1	None	Administration, Music Teacher	End-of-Year	Performance attendance	st
Accommodate musical rehearsals before school and during school day as needed.	1	Scheduling	Administration, Music Teacher	End-of-Year	Teacher feedback	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.

School Defined Goal	Current in 3-5 th grade	# of #-	% +/-	Expected
To develop an extra-curricular club for 3-5 th graders featuring Sustainable Agriculture and Energy Conservation	265 students	24/265 students	-	9.0% participation

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, t)
Set up a Steering Committee of interested parents, community members and teacher sponsors.	None	Administration	End-of Year	Parent Feedback	st
Create a timeline of featured speakers, topics and activities.	None	Go Green Committee	End-of Year	Student Feedback	st
Seek grant funding to supply gardening supplies/tools and community business partners to provide services.	Limited time, personnel to write grants	Administration	End-of Year	Grant Funding Service Donations	b
Invite 3-5 th graders to join extra-curricular after-school club and participate in special projects and events.	None	Club Sponsors	End-of Year	Student Survey	st
Continue to involve students in the SunSmart Schools Solar Electric System project promote renewable energy, efficiency and conservation.	None	Teachers	End-of Year	Teacher Feedback	st, im
Continue to raise student awareness about the importance of recycling through the PTA Trash for Trea\$ure Tuesdays and Ronald McDonald House Tab Top Contest.	None	PTA	End-of-Year	Contest Results	or

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
Rev it Up & Succeed with FCAT Results	Professional Dev't	August 7, 2012	Instructional	Teachers	40	41	Tina Erwin
PLC: Next Steps on Continuum	Professional Dev't	August 7, 2012	Instructional	Teachers	40	41	Mary Walters-Clark, Janet Keller, Angela Follrod
Reading Round-Up: Discovery Education, CPALMS, & Walk to Success	Reading	August 7, 2012	Instructional	Teachers & Assistants	42	41	CarolLynn Webb
Study Island: New FCAT Prep Tools & Reports	Reading, Math, Science	August 22, 2012	Instructional	Teachers	19	19	Kris Tipton
i-Observation: Self Assessment & Deliberate Practice	Reading, Math, Science	August 29, 2012	Instructional	Teachers	40	41	Tina Erwin Mary Walters-Clark
Learning Goals & Scales	Reading, Math, Science	September 5, 2012	Instructional	Teachers	40	41	Mary Walters-Clark Lynn Webb, Kay Brown
Centering your Curriculum on 6+1 Writing Traits	Writing	September 12, 2012	Instructional	Teachers	40		Erin Mandell, Elizabeth Gehron, Keith Marks
SCPS Reading Support Team	Professional Dev't	October 10, 2012	Instructional	Teachers	40		Kelley Novak
Marzano Strategies	Professional Dev't	October 24, 2012	Instructional	Teachers	40		TBD
Wellness Topic	Professional Dev't	November 28, 2012	Instructional	Teachers	50		TBD
Marzano Strategies	Professional Dev't	January 16, 2013	Instructional	Teachers	40		TBD
Wellness Topic	Professional Dev't	January 30, 2013	Instructional	Teachers	50		TBD
Marzano Strategies	Professional Dev't	February 13, 2013	Instructional	Teachers	40		TBD
Marzano Strategies	Professional Dev't	March 13, 2013	Instructional	Teachers	40		TBD
Wellness Topic	Professional Dev't	April 24, 2013	Instructional	Teachers	50		TBD

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

INCOME:

Original Allocation:	\$495.00
Adjustment:	\$1275.00
Carry Over:	\$1516.57
Total Income:	\$3286.57

EXPENDITURES	ACTUAL COST	BALANCE
		\$3286.57
Study Island Renewal (online, interactive FCAT prep website for 2 nd – 5 th graders)	\$2011.57	\$1275.00

} Start with your beginning balance

CARRY OVER:

Total carry over for 2012-2013: \$1275.00

This carry over will be spent on FCAT preparatory resources.

ADDENDUM 1

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

Provide the information describing the components and processes associated with Multi-Tiered System of Supports (MTSS) Response to Intervention (RtI) at your school. Please briefly respond to each of the items below:

1. Identify the members of your school's MTSS Leadership Team.

The members of our team are Barb Atkins, Guidance Counselor; Tina Erwin, Principal; Mary Walters-Clark, Asst. Principal; Lynn Webb, Reading. This group may invite other professionals with specific or expert knowledge in areas of concern for a student such as the School Psychologist, Social Worker, and Nurse. Parent participation on the MTSS Team is required.

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 is a Problem Solving Team formed to address academic and/or behavioral problems of general education students. The team is the primary vehicle by which interventions are planned, implemented, progress monitored, and evaluated for Tier 2 or Tier 3 services for general education students who are struggling learners in accordance with State Board Rule 6A-6.0331. The Guidance secretary arranges the schedule. Student Study meetings occur on Tuesdays. Members of the team receive the schedule in advance. All members give input pertaining to the student and share data with the team. If there are any interventions required, the team creates those interventions and, with the teacher, creates a plan of action for the child. The Counselor is the liaison to transfer schools and middle school teams.

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

The MTSS Leadership Team reviews student data and plans interventions for students performing below grade level expectations. Administration monitors student progress and shares information with SAC regarding school improvement goals and objectives. A representative from the MTSS team is also a member of the SAC.

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

MTSS Leadership Team and administration reviews data from PMRN (DIBELS), SRI, and Discovery Education. The resource team reviews data from PASI and PSI monitors, as well as Oral Reading Fluency and Reading Comprehension. Guidance provides the Positive Behavior Support (PBS) needed for particular students, and assesses Tier 3 students when necessary.

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).

Geneva Elementary has implemented the MTSS process school-wide. We closely monitor student progress, identifying critical support areas and providing learning strategies based on student needs. The Tier 2 group of students performing below benchmark expectations includes many of our two subgroup students (ED and SWD). We monitor these students closely and available instructional materials are provided to target intervention in small group settings during Walk to Success. If needed, Tier 3 interventions involve frequent "Double Dip" remedial sessions, weekly data monitoring, and RtI meetings with increased parent involvement. Our Positive Behavior Support model detects and prevents disruptive behaviors which may be caused by academic frustration.

6. Describe the plan to train staff on MTSS.

Geneva has been implementing intervention strategies since beginning work with the 95% Group seven years ago. We have Wednesday staff development workshops and meet with teachers in Professional Learning Communities for data review and intervention grouping. We utilize this time to provide refresher training to teachers, train new teachers how to read assessment scores and create intervention groups. Several times a year we have vertical articulation meetings to make sure curriculum needs are being met at all levels, and we provide time for teachers to meet and create inquiry based lesson units and/or instructional resources. Teachers also meet and train with ESE staff to make sure that inclusion instruction is conducted with maximum benefit for students.

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).

Our Literacy Leadership Team is composed of Team Leaders and the Reading Team. Members are as follows:

Administrators:	Tina Erwin and Mary Walters-Clark
Kindergarten:	Kim Shelton
1 st Grade:	DonnaHartsfield
2 nd Grade:	Denise Rothfuss
3 rd Grade:	Courtney Kavanaugh
4 th Grade:	John Pieper
5 th Grade:	Jen Seykoski
Reading Team:	Lynn Webb, Charlotte Henderson, Alice Watkins

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

Approximately every six weeks grade level teams meet with the Reading Team to discuss student progress, identify intervention groups and provide resources to meet student needs. These “Monitor and Measurement” (M & M) meetings are collaborative efforts to support all readers, from the most struggling to the highest performers. The Reading teacher leads the process and administrators provide support to all team leaders, grade level teams and students.

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

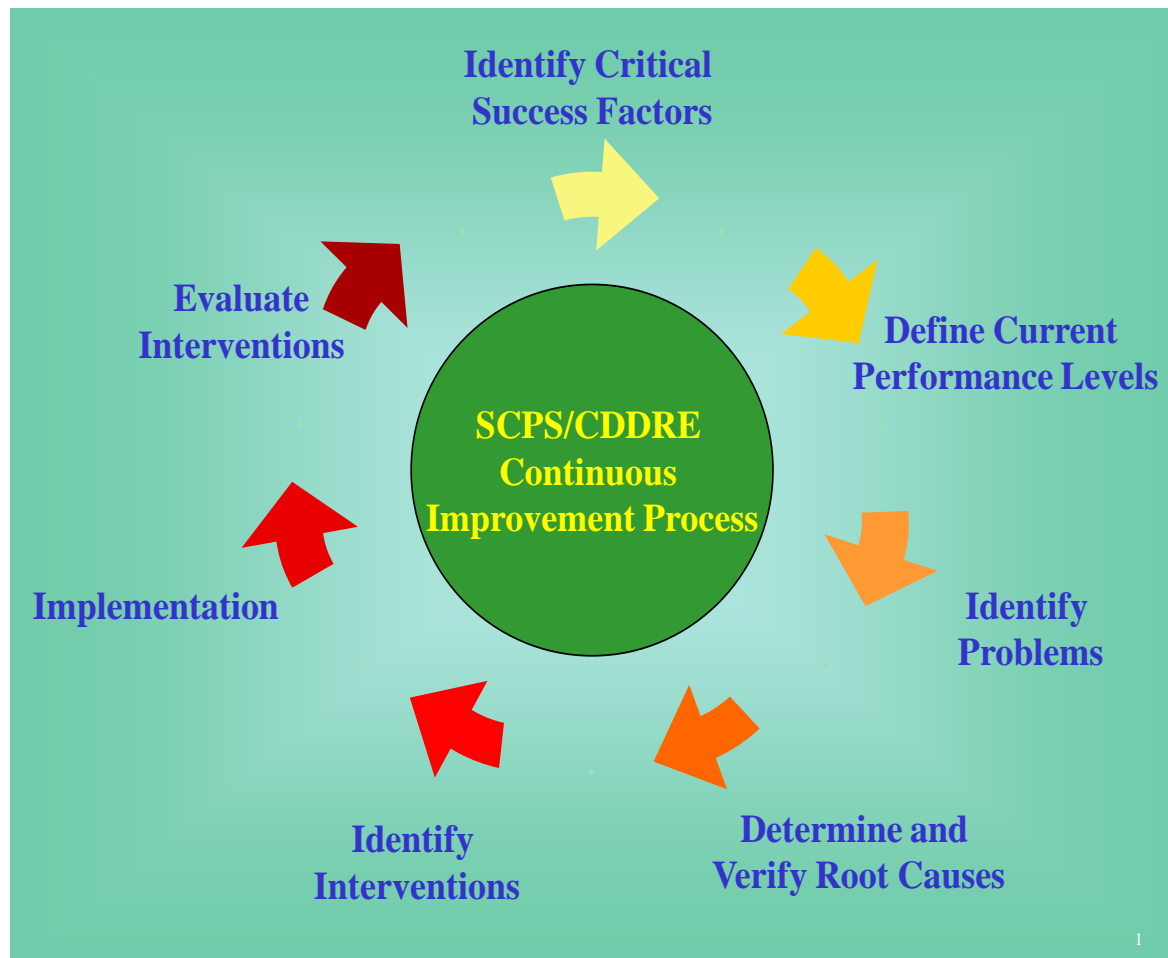
- 1) A primary strength of Geneva’s instructional program is our “Walk to Success” (WTS), now in our 7th year of implementation. These 30-minute fast-paced interactive sessions provide daily targeted instruction on the learning-to-read continuum for all students.
- 2) A second area of instructional strength over the past several years is our school-wide approach to teaching students to become effective writers. Grade level articulation, 6+1 Traits training and writing resource notebooks have improved common language and approaches to writing proficiency. Breakfast Meetings for Writing assistance is a popular program in place at Geneva.
- 3) Third, an area of improvement focus is Geneva’s Math instruction. Teachers use pre-tests to guide instruction utilizing Go Math! textbooks, resources and online support. 1.5 SLD teachers provide reading and math support to our Specific Learning Disability and lowest quartile students. Discovery Education will be a helpful assessment/progress monitoring system this year.
- 4) Fourth, Professional Learning Community (PLC) team members collaborate to reach agreement on common assessments (that measure state standards) and implement common instruction and strategies across the grade level. Lesson Study will continue as a professional development process this year.
- 5) Finally, our School Improvement Plan (SIP) sets forth Geneva’s instructional goals and SCPS target expectations, increasing the percentage of students meeting high standards in Reading, Math, Writing, and Science. Additionally, we aim to increase the percentage of students making Learning Gains in Reading and Math, as well as improving the percentage of students in our lowest quartile making Learning Gains in Reading and Math. Continuing to meet 100% of Adequate Yearly Progress (AYP) criteria including our two subgroups, Economically Disadvantaged (ED) and Students with Disabilities (SWD) remains a high priority.

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.

Geneva Elementary is committed to high quality professional development. The teachers work as a Professional Learning Community where student learning is the primary focus. They collaboratively plan, teach, observe, and analyze their lessons to solve important issues related to teaching and learning. This year, Geneva representatives will participate in available district training and have the opportunity to observe Lesson Study in action at other schools. Interested grade levels will pursue Lesson Study activities. Action plans include:

- 1) PLC and Bring Your Own Data Meetings to analyze data, discuss student progress, and improve teaching strategies to ensure student success.
- 2) Teachers meeting to share experiences, plan lessons, discuss current trends in instruction and research, and communicate individual expertise in order to develop effective instructional strategies.
- 3) Teachers observe classroom lessons to collect data and inform practice.



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	41.1%	195/474	10	51.1%

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, t)
1) Promote Skyward Family Access for parents to view student information and grade reporting through the Geneva Elementary website.	1	None	FTE Bookkeeper	Mid-year	Skyward report	st
2) Provide Kindergarten parents with log-in and password instructions in Welcome folder.	1	None	FTE Bookkeeper	Mid-year	Skyward report	st
3) Include Family Access instructions in new student registration packet.	1	None	Registrar	Mid-year	Skyward report	st
4) Teachers will encourage parents to view ongoing grades and student progress through Skyward Parent Portal on Curriculum Night and during parent-teacher conferences.	1	None	Teachers	End-of-year	Skyward report	st

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.

Geneva Elementary articulates with Lawton Chiles and Jackson Heights Middle Schools and Oviedo and Hagerty High Schools. As a feeder school to the Oviedo BioMedical and Hagerty Robotics & Simulation Programs of Emphasis, the STEM fields of Science, Technology, Engineering, Mathematics and Medicine require strong academic foundations. Seven Geneva teachers participated in the Enhancing Education Through Technology (EETT) grant with Oviedo High School last year to support rigorous Environmental Sciences curriculum. Two teachers were sponsored for advanced training courses in Mimio presentation technology and provided staff development for colleagues on campus. SECME has been a very popular after-school enrichment activity for many years. Last year students were invited to participate in new extracurricular activities involving LEGO Robotics and two Gifted teams traveled to Melbourne to compete in the Lego Robotics state competition! Additionally, two teachers worked with parent support to offer Math Olympiad Competitions after school.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, t)
1) Support Math Olympiad after-school enrichment club to increase math fluency and achievement.	Lack of funding	Administration, Teacher Sponsors	Mid-Year	Teacher feedback	b, st
2) Maximize number of students participating in PRIMES 4 (Grade 4/5 accelerated math) and PRIMES 5 (Grade 5/6 accelerated math).	Class size caps	Administration	Semester	Skyward	st
3) Support student participation in SECME extracurricular activities.	None	Administration, SECME Sponsor	End-of-Year	Student Feedback	st
4) Encourage participation in LEGO Robotics after-school enrichment club.	None	Administration, LEGO Robotics Sponsors	End-of-Year	Student Feedback	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.

Geneva's rural setting is the perfect fit for Sustainable Agricultural/Renewable Energy, a natural connection to STEM college and career readiness. Partnerships and grant funding will be sought to support various ideas such as Sustainable Agriculture, Agribusiness, Animal/Food Science, and Environmental Studies projects. When faculty members were polled for interest, they suggest a "green" approach to optimize student learning and develop life-long proponents for renewable energy and recycling natural resources. Geneva is the first elementary school in Seminole County to receive "sunny money" as a grant recipient and participant in the SunSmart Schools Emergency Shelter program. The 10,000 watt solar electric array with battery back-up solar system now powers lights and fans in the cafeteria. Two Geneva teachers have received training and classroom science materials on renewable energy, energy efficiency and energy conservation, sponsored by the Florida Solar Energy Center. Last year our 5th grade Science teacher brought several teams to the 2012 Bright House Solar Energy Cook-off competition this year. Students researched, designed and built solar ovens, then refined a variety of recipes for competition judging. In summary, our Career and Technical Education (CTE) goal is to raise student awareness about workforce related opportunities through math and science curriculum experiences.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (MOY, EOY)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, t)
1) Invite 3-5 th graders to join extra-curricular after-school "Go Green" club and participate in special projects and events.	None	Club Sponsors	End-of Year	Student Survey	st
2) Continue to involve students in the SunSmart Schools Solar Electric System project to promote renewable energy, efficiency and conservation.	None	Teachers	End-of Year	Teacher Feedback	st, im
3) Investigate Aquaculture (fish farming) and Aquaponics (fish culture and hydroponic plant production) as hands-on projects in the field of Sustainable Agriculture.	Lack of funding; Grants	Administration	End-of-Year	Results	B, st, tech
4) Create a timeline of featured speakers, topics and activities.	None	Go Green Committee	End-of Year	Student Feedback	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	33.3%	1/3	66.6%	66.6%
2. Proficient in Reading	0.0%	0/3	33.3%	33.3%
3. Proficient in Writing	0.0%	0/3	33.3%	33.3%

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)

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

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

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

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

READING AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	75	80	79	81	83	85	88
American Indian							
Asian							
Black/African-American							
Hispanic	58	80	65	69	72	76	79
White	77	82	81	83	85	87	89
English Language Learners							
Students with Disabilities	55	57	63	66	70	74	78
Economically Disadvantaged	65	73	71	74	77	80	83

MATH AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	78	77	82	84	85	87	89
American Indian							
Asian							
Black/African-American							
Hispanic	63	68	69	72	75	78	82
White	78	79	82	84	85	87	89
English Language Learners							
Students with Disabilities	59	52	66	69	73	76	80
Economically Disadvantaged	72	68	77	79	81	84	86

SCHOOL ADVISORY COUNCIL SIGNATURES

2012-2013

FINAL COPY

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

ADMINISTRATOR	DATE	PARENT/COMMUNITY	DATE	PARENT/COMMUNITY	DATE
Dr. Tina Erwin	9/25/12	Tera Alcala	9/25/12	Christine Wydra	
Signature		Signature		Signature	9/28/12
Mary Walters-Clark	9/25/12	Sandra Buckner	9/25/12		
Signature		Signature			
INSTRUCTIONAL		Julie Clark	9/25/12		
Kay Brown	9/25/12	Signature			
Signature		Cindy Decker	9/25/12		
Paula Callahan	9/25/12	Signature			
Signature		Gwen Farris	9/25/12		
Angela Follrod	9/25/12	Signature			
Signature		Dr. David Jourdenais	9/25/12		
Janet Keller	9/25/12	Signature			
Signature		Carrie Price	9/25/12		
Debbie Stephens	9/25/12	Signature			
Signature		Julie Raby	9/25/12		
Lynn Webb	9/25/12	Signature			
Signature		Samantha Russell	9/25/12		
Mary Williams	9/25/12	Signature			
Signature		Catrina Southall	9/25/12		
NON-INSTRUCTIONAL		Signature			
Patti Johnson	9/25/12	Alison Warren	9/25/12		
Signature		Signature			