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.

Tuskawilla Middle School

School Improvement Plan 2012-2013

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EVALUATION OF SCHOOL IMPROVEMENT PLAN
2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		75.2%	5	80.2%	67.1%	N
High standards Level 4+		38.1%	5	43.1%	34.0%	N
Proficiency Level 3+ in AYP subgroups						
	White	82%	5	87%	74.3%	N
	Black	N/A	N/A	N/A	59.6%	N/A
	Hispanic	68.8%	5	73.8%	55.9%	N
	ELL	N/A	N/A	N/A	21.3%	N/A
	SWD	N/A	N/A	N/A	55.5%	N/A
	ED	68.3%	5	73.3%	56.2%	N
Learning Gains		62.6%	5	67.6%	66.9%	N
Lowest 25% making Learning Gains		56.3%	5	62.3%	63.1%	Y
Learning Gains Levels 4/5		52.9%	5	57.9%	85.8%	Y
Learning Gains in AYP subgroups						
	White	64.1%	5	69.1%	68.1%	N
	Black	N/A	N/A	N/A	63.6%	N/A
	Hispanic	60.3%	5	65.3%	63.6%	N
	ELL	N/A	N/A	N/A	61.4%	N/A
	SWD	56.8%	5	61.8%	60.3%	N
	ED	60.4%	5	65.4%	67.3%	Y

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		71.5%	5	76.5%	59.9%	N
High standards Level 4+		38.6%	5	43.6%	29.1%	N
Proficiency Level 3+ in AYP subgroups						
	White	80.5%	5	85.5%	66.9%	N
	Black	N/A	N/A	N/A	46.3%	N/A
	Hispanic	60.5	5	65.5%	51.1%	N
	ELL	N/A	N/A	N/A	36.7%	N/A
	SWD	N/A	N/A	N/A	50.3%	N/A
	ED	62.8	5	67.8%	47.3%	N
Learning Gains		74.9%	5	79.9%	62.7%	N
Lowest 25% making Learning Gains		66.7%	5	71.7%	57.7%	N

			% +/-	Expected	Actual	Met (Y,N,P)
Learning Gains Levels 4/5		53.8%	5	58.8%	86.6%	Y
Learning Gains in AYP subgroups						
	White	77.6%	5	82.6%	65.6%	N
	Black	N/A	N/A	N/A	57.8%	N/A
	Hispanic	74.4%	5	79.4%	58.4%	N
	ELL	N/A	N/A	N/A	67.4%	N/A
	SWD	63.2%	5	68.2%	60.3%	N
	ED	71.3%	5	76.3%	58.5%	N

Writing Goals (accountability group)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Score		82.3%	5	87.3%	75.9%	N
High standards Score 6.0		5.8%	2	7.8%	0.0%	N
Proficiency Score in AYP subgroups						
	White	86.9%	5	91.9%	83.4%	N
	Black	N/A	N/A	N/A	71.0%	N/A
	Hispanic	75.2%	5	77.0%	64.3%	N
	ELL	N/A	N/A	N/A	14.3%	N/A
	SWD	N/A	N/A	N/A	63.9%	N/A
	ED	80.0%	5	85.0%	62.9%	N
High standards Score 6.0 in AYP subgroups						
	White	8.1%	2	10.1%	0.0%	N
	Black	N/A	N/A	N/A	0.0%	N/A
	Hispanic	3.0%	2	5.0%	0.0%	N
	ELL	N/A	N/A	N/A	0.0%	N/A
	SWD	N/A	N/A	N/A	0.0%	N/A
	ED	2.5%	2	4.5%	0.0%	N

Science Goals (ES and MS accountability groups)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Level 3+		57.8%	5	62.8%	55.5%	N
High standards Level 4+		3.9%	5	8.9%	10.8%	Y
Proficiency Level 3+in AYP subgroups						
	White	70.5%	5	75.5%	69.0%	N
	Black	N/A	N/A	N/A	42.4%	N/A
	Hispanic	52.0%	5	57.0%	42.1%	N
	ELL	N/A	N/A	N/A	13.3%	N/A
	SWD	N/A	N/A	N/A	50.9%	N/A
	ED	47.0%	5	52.0%	44.1%	N
High standards Level 4+ in AYP subgroups						
	White	5.8%	5	10.8%	14.6%	Y
	Black	N/A	N/A	N/A	3.0%	N/A

	Hispanic	3.0%	5	8.0%	7.0%	N
	ELL	N/A	N/A	N/A	0.0%	N/A
	SWD	N/A	N/A	N/A	21.1%	N/A
	ED	1.7%	5	6.7%	6.6%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	46%	5	51%	71.5%	Y
Performance in advanced coursework	98%	1	99%	94.5%	N

Discipline Goals	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (unduplicated) Subgroup:					
White	17	-5	12	31	N
Hispanic	38	-5	33	31	Y
SWD	53	-25	28	20	Y
ED	42	-21	21	28	N
Out-of-school suspensions (unduplicated) Subgroup:					
White	5	-1	4	4.2	N
Hispanic	15	-3	12	7.1	Y
SWD	30	-15	15	8.6	Y
ED	18	-3	15	10.4	Y

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	100%	0%	100%	98.7%	N
At-Risk students graduating or advancing with age-level peers	100%	0%	100%	98.4%	N

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup:					
Volleyball:					
Hispanic	35%	5	40%	28	N
White	63%	0	63%	62	Y
SWD	16%	5	21%	13	N
ED	42%	3	45%	31	N
Cross Country:					
Hispanic	29%	5	34%	20	N
White	61%	0	61%	59	Y

SWD	21%	5	26%	4	N
ED	29%	5	34%	29	N
Extracurricular Activities Goal(s)	**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Reduce disparity in representation of AYP subgroups					
Activity and subgroup(s):					
NJHS:					
Hispanic	14%	5	19%	20	Y
White	62%	0	62%	66	N
SWD	0%	2	2%	0	N
ED	24%	5	29%	17	N
Cheerleading:					
Hispanic	27%	5	32%	38	Y
White	55%	0	55%	42	Y
SWD	0%	2	2%	4	Y
ED	45%	2	47%	33	N
Track:					
Hispanic	17%	5	22%	25	Y
White	54%	0	54%	41	Y
SWD	3%	5	8%	7	N
ED	30%	5	35%	42	Y
School Defined Goal(s)	**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
During the 2010-2011 school year, the Tuskawilla Middle School Literacy Action Plan called for seven (7) literacy events to be held with the local community (i.e., PTSA, SAC, etc).	7	1	8	3	N

Goal Summary
Number of Goals Met: **21**
Number Not Met: **43**
Number Partially Met: **9**

READING GOALS

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+		67.1%	667 / 994	5	72.1%
2. Proficiency Level 3.0+ in subgroups:					
	White	74.3%	387 / 521	5	79.3%
	Black	59.6%	56 / 94	N/A	N/A
	Hispanic	55.9%	171 / 306	5	60.9%
	ELL	21.3%	10 / 47	N/A	N/A
	SWD	55.5%	106 / 191	N/A	N/A
	ED	56.2%	264 / 470	5	61.2%
3. High Standards Level 4.0+		34.0%	338 / 994	5	39.0%
4. Learning Gains		66.9%	631 / 943	5	71.9%
5. Lowest 25% Making Learning Gains		63.1%	157 / 249	5	68.1%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		31.6%	102 / 943	5	36.6%
7. Learning Gains Levels 4/5		85.8%	277 / 323	2	87.8%
8. Learning Gains in subgroups:					
	White	68.1%	342 / 502	5	73.1%
	Black	63.6%	56 / 88	N/A	N/A
	Hispanic	63.6%	182 / 286	5	68.6%
	ELL	61.4%	27 / 44	N/A	N/A
	SWD	60.3%	111 / 184	N/A	N/A
	ED	67.3%	299 / 444	5	72.3%

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. Implement Marzano's instructional strategies designed to improve classroom instruction.	1-4	Time to develop proficiency with strategies	Faculty, Administration	Ongoing	Marzano placemat and protocols	t
2. All 6th, 7th, and 8th graders scoring a Level 1 or 2 on the Reading FCAT will be placed in an Intensive Reading course.	1-8	Scheduling	Instructional Coach, Faculty	Mid-Year	FCAT	b, st
3. 6th, 7th, and 8th graders with a low level 3 score on the Reading FCAT will be enrolled in an Advanced Reading course.	1-8	Prerequisite skills a nd background knowledge	Instructional Coach, Guidance, Administration	Mid-year	FCAT	b or st
4. Place students according to skill deficiencies in multi-grade level reading programs using student lexile and classroom data.	1-8	Class with multi-grade students	Instructional Coach, Faculty, Administration	Sept. 2012 Dec. 2012 Apr. 2013	FORF, PM, FCAT	b, im
5. Administer reading progress monitoring for all students three times per year to inform and drive standards based instruction.	1-8	Computer Reliability	Faculty Administration		PM	b, or, tech
6. Instructional Coach will provide small group and one-on-one coaching in support of Marzano's instructional strategies, Reciprocal Teaching, and other school-wide initiatives.	1-8	Availability, time	Instructional Coach, Administration	Ongoing	Handouts, Interactive training sessions	b, im, or, st
7. Implement strategies taken from Marzano's "Building Academic Vocabulary" in all core Academic, Reading and Elective classes.	1-8	Availability to schedule training	Administration Faculty	Weekly	Handouts, Interactive training sessions	b or st
8. Provide faculty with student FCAT historical data indicating performance levels for all students via the EdInsight database.	1-8	Time for training new faculty members	ETF, Administration	Following each PM assessment	Handouts, Interactive training sessions	im, tech
9. Implement Study Island, a web-based instruction, practice, assessment and reporting program built from Florida's Next Generation Sunshine State Standards to provide remediation and acceleration on state aligned Reading skills.	1-8	Computer Reliability	Administration Faculty	Ongoing	Handouts, Interactive training sessions	im, b, tech

10. Provide ESSS students with an after school tutoring program.	1-8	Funding to support afterschool tutorial and teacher availability to tutor	Administration Faculty Guidance	September to April	Study and organizational skills Remediation support	st, sss
11. Implement the Literacy Action Plan providing for increased reading and writing opportunities for all students in all classes.	1-8	Availability to schedule training	Administration Faculty	Ongoing	Handouts, Interactive training sessions	b, im
12. Through Family Access, parents will be encouraged to keep track of their child's academic progress.	1-7	Technology Failure	ETF, Administrators	Ongoing	Student Log In	tech

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

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

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+		59.9%	607 / 1013	5	64.9%
2. Proficiency Level 3.0+ in subgroups:					
	White	66.9%	355 / 531	5	71.9%
	Black	46.3%	44 / 95	N/A	N/A
	Hispanic	51.1%	160 / 313	5	56.1%
	ELL	36.7%	18 / 49	N/A	N/A
	SWD	50.3%	96 / 191	N/A	N/A
	ED	47.3%	229 / 484	5	52.3%
3. High Standards Level 4.0+		29.1%	295 / 1013	5	34.1%
4. Learning Gains		62.7%	603 / 962	5	67.7%
5. Lowest 25% Making Learning Gains		57.7%	146 / 253	5	62.7%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		27.2%	77 / 962	5	32.2%
7. Learning Gains Levels 4/5		86.6%	245 / 283	2	88.6%
8. Learning Gains in subgroups:					
	White	65.6%	335 / 511	5	70.6%
	Black	57.8%	52 / 90	N/A	N/A
	Hispanic	58.4%	171 / 293	5	63.4%
	ELL	67.4%	31 / 46	N/A	N/A
	SWD	60.3%	111 / 184	N/A	N/A
	ED	58.5%	268 / 458	5	63.5%

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. Implement Marzano's instructional strategies designed to improve classroom instruction.	1-4	Time to develop proficiency with strategies	Faculty, Administration	Ongoing	Marzano placemat and protocols	t
2. Examine FCAT data to identify students with math deficiencies, provide additional math strategies, and determine if eligible for intensive math remediation. Data will be taken from EdInsight.	1-8	Students FCAT Data not available for some transient students	Guidance	Baseline	Handout Interactive training sessions	St, tech
3. Utilize FCAT Explorer in all Math classes. Provide a list of resources for all students to improve math skills using the computer at school and at home.	1-8	Weekly FCAT Explorer Reports	Math Teachers, ETF	Weekly Student Data Report	Handout Interactive training sessions	b, im, tech
4. Implement Study Island, a web-based instruction, practice, assessment and reporting program built from Florida's Next Generation Sunshine State Standards to provide remediation and acceleration on state aligned mathematical skills.	1-8	Weekly Student Data Reports	Administration, Faculty	Ongoing	Handout Interactive training sessions	b, im, tech
5. Post the Next Generation Sunshine State Math Standards on the school website for students and parents.	1-8	Computer crash/ Internet connectivity	Administration	Ongoing	Parent and student feedback	st, tech
6. Provide inquiry-based professional development and resources in mathematics, aligned with the Next Generation Sunshine State Standards, to assist teachers and staff throughout the year.	1-8	Availability to schedule training	Administration	Ongoing	Handout Interactive training sessions	b, im, sss, tech
7. Provide Level 1 and Level 2 students with mathematical remediation and support in the classroom.	1,2,4,5,6,8	Students FCAT Data not available	Administration, Guidance, Faculty	Ongoing	Study/organizational skills Remediation support	b, im, or st

8. Provide support for low performing students with before and after school math tutoring, utilizing Study Island's benchmark assessment and remediation component.	1-8	Funding available for afterschool programs and teacher availability	Administration, Faculty	Daily/Weekly Progress Reports	Study/organizational skills Remediation support	b
9. Provide faculty with student FCAT Strand Data Analysis, indicating areas of concern in an effort to prescribe strategies and individualize student math needs.	1-8	Time for meeting and analyzing data	Administration Guidance	Baseline	Handout Interactive training sessions	tech
10. Provide ESSS students with an after school tutoring program.	8	Funding available for afterschool programs and teacher availability	Administration, Guidance, Faculty	Daily/Weekly progress reports	Study/organizational skills Remediation support	sss

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

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

MATH GOALS ALGEBRA END OF COURSE (EOC) EXAM
Aligned with Strategic Plan System Initiative B   (Middle and High School)

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

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

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

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

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

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

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

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

Math Goals 1 thru 8 (Algebra EOC)	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	93.3%	126 / 135	3	96.3%
2. Proficiency Level 3+ in subgroups:				
White	91.0%	71 / 78	3	94.0%
Black	100.0%	10 / 10	N/A	N/A
Hispanic	96.4%	27 / 28	3	99.4%
ELL	100.0%	3 / 3	N/A	N/A
SWD	90.5%	19 / 21	N/A	N/A
ED	94.9%	37 / 39	3	97.9%
3. High standards 4+	52.6%	71 / 135	5	57.6%
4. Learning Gains	91.7%	122 / 133	3	94.7%
5. Lowest 25% making Learning Gains	100.0%	4 / 4	N/A	100.0%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	26.1%	24 / 92	5	31.1%
7. Learning Gains Levels 4/5	89.5%	77 / 86	5	94.5%
8. Learning Gains in subgroups:				
White	88.3%	68 / 77	5	93.3%
Black	90.0%	9 / 10	N/A	N/A
Hispanic	96.4%	27 / 28	3	99.4%
ELL	100.0%	2 / 2	N/A	N/A
SWD	95.2%	20 / 21	N/A	N/A
ED	89.7%	35 / 39	5	94.7%

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. Implement Marzano's instructional strategies designed to improve classroom instruction.	1-4	Time to develop proficiency with strategies	Faculty, Administration	Ongoing	Marzano placemat and protocols	t
2. Formative Assessment: Daily Homework Quiz	1-8	None	Teachers and Students	Ongoing	DHQ	im
3. Individualized Tutoring during Lunch B and Lunch C	1-8	Voluntary	Teachers and Students	Ongoing	Log	or

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

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

WRITING GOALS

Aligned with Strategic Plan System Initiative B

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

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

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

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

Writing Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		75.9%	261 / 344	5	80.9%
2. Proficiency Score 3.0+ in subgroups:					
	White	83.4%	146 / 175	5	88.4%
	Black	71.0%	22 / 31	N/A	N/A
	Hispanic	64.3%	72 / 112	5	69.3%
	ELL	14.3%	2 / 14	N/A	N/A
	SWD	63.9%	39 / 61	N/A	N/A
	ED	62.9%	95 / 151	5	67.9%
3. High Standards Score 6.0		0.0%	0 / 344	5	5.0%
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 175	5	5.0%
	Black	0.0%	0 / 31	N/A	N/A
	Hispanic	0.0%	0 / 112	5	5.0%
	ELL	0.0%	0 / 14	N/A	N/A
	SWD	0.0%	0 / 61	N/A	N/A
	ED	0.0%	0 / 151	5	5.0%

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

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Implement Marzano's instructional strategies designed to improve classroom instruction.	1-4	Time to develop proficiency with strategies	Faculty, Administration	Ongoing	Marzano placemat and protocols	t
2. Progress monitoring assessments will be given two times before the FCAT Writing Assessment and will be graded using the 6.0 revised Holistic Rubric with emphasis on spelling, grammar, sentence structure, and conventions.	1-4	Test Fatigue, Time	Administration, Language Arts teachers	Baseline, Mid-year	Rubric, PM, FCAT	tech, t
3. Provide opportunities for student writing of a 250-word essay in each quarter.	1-4	Curriculum Alignment	Administration Faculty	Quarterly	PM, Writing Rubric	im
4. Teachers will be provided time to collaborate on strategies to teach the writing process.	1-4	Availability to provide training	Administration Faculty	Ongoing training in weekly TLC meetings	PM, Writing Rubric, Classroom work	im
5. Provide realistic grading procedures by having teachers make improvement comments on "practice" student writings using the Six Traits in Writing plan.	1-4	Availability to provide training	Administration Guidance	Ongoing training in weekly TLC meetings	Writing Rubric	im

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

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

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+		55.5%	191 / 344	5	60.5%
2. Proficiency Score 3.0+ in subgroups:					
	White	69.0%	118 / 171	5	74.0%
	Black	42.4%	14 / 33	N/A	N/A
	Hispanic	42.1%	48 / 114	5	47.1%
	ELL	13.3%	2 / 15	N/A	N/A
	SWD	50.9%	29 / 57	N/A	N/A
	ED	44.1%	67 / 152	5	49.1%
3. High Standards Score 4.0+		10.8%	37 / 344	5	15.8%
4. High Standards Score 4.0+ in subgroups:					
	White	14.6%	25 / 171	5	19.6%
	Black	3.0%	1 / 33	N/A	N/A
	Hispanic	7.0%	8 / 114	5	12.0%
	ELL	0.0%	0 / 15	N/A	N/A
	SWD	21.1%	12 / 57	N/A	N/A
	ED	6.6%	10 / 152	5	11.6%

Action Plan

Strategy	Science Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Provide training for Science Teachers on how to utilize Reading, Math, and Science data, as well as Science Test Item Specifications and Released Science FCAT tests to incorporate varied strategies in the classroom to increase student comprehension and achievement.	1-4	Data available in EdInsight system, Availability to train	Administration, Guidance	Ongoing during Weekly TLC	Handouts, interactive training sessions	b, im, tech, t
2. Continue to utilize previously introduced Marzano strategies as well as incorporate additional required protocols.	1-4	Time to develop proficiency with strategies	Faculty, Administration	Ongoing	Marzano placemat and protocols	t
3. Use pre and post quizzes within instructional units to track student learning growth.	1-4	Curriculum Alignment	Teachers	Baseline, end of year	Pre/Post Assessment	im
4. Implement two Progress Monitoring assessments in 8th Grade Science to assess progress toward Next Generation Sunshine State Standards.	1-4	Computer problems/crash Internet connections	Administration, Faculty, Guidance	September 2012 January 2013	PM data review	im
5. Require Science Fair participation to all advanced and gifted science students. Encourage participation for all standard level students, and supplement standard level coursework with research-based projects.	1-4	Time available for planning, keeping on schedule with county Science Fair deadlines	Administration, Faculty, Guidance	January, 2013	Compare number of students participating vs. total student enrollment	im, st, tech
6. Provide minority students the opportunity to participate in SECME to enhance standards-based science education.	1-4	Lack of Student Interest	Science Faculty, Administration	Monthly Meeting analysis of students	Ongoing referrals throughout yr	sss
7. Implement schoolwide FCAT Science Challenge via Study Island and FCAT Explorer for students to master each Science Module by attaining a proficiency score of 75 % or above.	1-4	Computer availability/ internet connectivity	Science Faculty, Administration,	Weekly Study Island & FCAT Explorer Data reports for each unit	Drawings Student incentives	b, im, sss, tech, t

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

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

ADVANCED COURSEWORK GOALS

Aligned with Strategic Plan System Initiative A

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

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

Advanced Coursework Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. Level of Participation	71.5%	163/228	5	76.5%
2. Level of Performance	94.5%	154/163	3	97.5%

Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Identify and place students from all subgroups that are capable of successfully completing advanced courses.	1-2	Parent and/or student reluctance	Administration, Guidance, Teachers	Beginning of year, spring class registration time	Tracking student success levels	St, tech
2. Counsel and encourage students to enroll in the most advanced coursework for which they can be successful.	1-2	Parent and/or student reluctance	Administration, Guidance, Teachers	Spring class registration time	Tracking course enrollments	sss
3. Encourage participation in the SECME program for all curriculum subgroups.	1-2	Lack of student interest	Administration, Guidance, Teachers	Ongoing during TLC meetings	Monthly recruitment of students	b, im
4. Inform students of opportunities for further study via virtual courses and other ePathways.	1-2	Lack of student interest	Guidance, teachers, administration	Ongoing	Monitoring student utilization of ePathways	tech
5. Utilize career path information to show students correlation with career path and courses needed for college readiness.	1-2	Internet /Computer availability	Administration, Guidance, Teachers	Ongoing	Monitoring student goals	im, tech

DISCIPLINE GOALS

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)	White	92.1%	95.1%
	Hispanic	125.1%	120.1%
	ED	153.0%	148.0%
2. Out-of-school suspensions (unduplicated)	White	4.2%	2.2%
	Hispanic	7.1%	4.1%
	ED	10.4%	5.4%

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. Grade level administrators will monitor the discipline referrals quarterly and provide classroom management strategies for teachers.	1,2	Time Management	Administrators Guidance	Quarterly	Skyward Discipline data	tech, or
2. Continue to implement Positive Behavior Support system to teach, promote, and reward positive behavior.	1,2	Teacher Buy-In	Administrators Guidance Faculty	Quarterly	PBS committee will analyze data, Teacher Surveys	b, im, or, st, t
3. Provide students with repetitive behavior problems or other at risk needs with an adult mentor on campus.	1,2	Mentor availability	Administrators Guidance, Mentors	Quarterly	PBS committee Student reflection	or, st, t
4. Provide an awareness session on suspensions and other consequences for misbehavior of students during faculty staff training.	1,2	Faculty meeting agenda scheduling	Administrators Guidance	Quarterly	Ruby Payne Strategies, Data Presentations	b, or, t

5. Review discipline data to identify when and where most discipline incidents occur and establish a comprehensive supervision plan for campus safety. Data will be taken from the student data management system.	1,2	Time Management Clerical Personnel	Administrators Guidance Faculty	Quarterly	PBS committee will analyze data	or, st, t
6. Encourage students to participate in extra-curricular activities at school.	1,2	Lack of Student interest	Administrators Guidance Faculty	Monthly	Club Sponsors survey Student interest survey	or

ON-TIME PROMOTION GOALS

Aligned with Strategic Plan System Initiative A   **(Elementary and Middle School)**

On-time Promotion Goal #1: To increase the percent of students advancing with their age-level peers
At-Risk Promotion Goal #2: To increase the percent of At-Risk students advancing with their age-level peers

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

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

On-time Promotion Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. On-time Promotion Level of Performance	98.7%	1064/1078	1	99.7%
2. At-Risk Promotion Level of Performance	98.4%	504/512	1	99.4%

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. Identify and place students from all subgroups that are capable of successfully completing advanced courses.	1,2	Student Enrollment	Counselor Faculty	Beginning of year End of year	Data analysis of course enrollment	im, t
2. Utilize FCAT historical data with all subgroups to identify students needing additional support.	1, 2	Testing data available	Admin Counselor Faculty	Beginning of year End of year	Data analysis	im, or, tech, t
3. Encourage participation in the SECME program for all curriculum subgroups.	1,2	Lack of student interest	Admin Counselor Faculty	Beginning of year Mid-year End of year	Student survey Teacher survey	or
4. Utilize career path information to show students correlation with career paths and courses needed for college readiness.	1,2	Computer availability/ Internet connectivity	Counselor Faculty	Mid-year End of year	Data analysis of course enrollment	tech, t, im

5. At risk students are encouraged to join NJROTC. The Navy Junior Reserve Officer Training Corps provides the tools for success in social growth and academic achievement.	1,2	After-school activity requires transportation	Faculty Advisor, Admin.	Mid-year End of year	Progress Benchmarks within the Program	im, st, t
6. The Academic Intervention Program provides additional support through Internet based grade recovery and mentoring. All at risk retained students are eligible for support through the program. Each child is assigned to an adult mentor.	1, 2	None	AIP Teacher Admin. Counselor	Ongoing monitoring of student improvement	Diagnostic data from PLATO Program, Discovery Ed and EdInsight	im, st, tech

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: Volleyball	White	62	62
	Hispanic	28	33
	ED	31	36

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. Recruit students via morning announcements and periodic Public Service Announcement via on-call and flyers.	1	Lack of student interest	Faculty Staff Administration	Beginning Season Post Season	Data Collection of participants	b, or
2. Review grade point average of all possible members.	1	Time	Administration Guidance, Faculty	Mid-year End-of Year	Data Collection of participants	b, or
3. Issue personal invitations to eligible economically disadvantaged students to participate and join volleyball teams.	1	Lack of student interest Time	Administration, Sponsor	Mid-year End-of Year	Data Collection of participants	b, or

SCHOOL DEFINED GOAL

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

Goal #1: **To increase the number of students enrolled in Seminole County Virtual School courses.**

School Defined Goal	Current	# of #-	% +/-	Expected
Students enrolled in SCVS course(s)	0	0/1062	+15%	15%

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

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Inform students of courses available to them through SCVS.	Student lack of interest	Guidance Administration Teachers	Ongoing	Monitoring of SCVS course requests	or, tech
2. Include information on ePathways to parents and students through school website and curriculum guide.	Parent access to Internet	ETF, Guidance	Ongoing	Monitoring of SCVS course requests	tech
3. Provide blended schedules for students interested in pursuing ePathways opportunities.	Scheduling constrictions	Guidance	Ongoing	Monitor number of students pursuing ePathways options	tech

PROFESSIONAL DEVELOPMENT PLAN

PD Activity	SIP Goal #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants (e.g. PLC, subject, grade level, or school-wide)	# Anticipated Participants	# Actual Participants	Position(s) Responsible
Tuskawilla TLC 2012	Reading 1-8, Math 1-8 Writing 1-4 Science 1-4	Twice per month	Improving student achievement PLC collaboration	PLC	60		Administrators Curriculum Leaders Teachers
Tuskawilla Academic Collaboration	Reading 1-8, Math 1-8 Writing 1-4 Science 1-4	Tuesday mornings	Improving student achievement PLC collaboration	PLC	60		Administrators Curriculum Leaders Teachers
Reciprocal Teaching	Reading 1-8, Math 1-8 Writing 1-4 Science 1-4	Oct. 8 and 9, 2012	Utilizing reciprocal teaching strategies	Science and Social Studies	17		Reading Plan Coordinator
Improving Learning Through Questioning (CST)	Reading 1-8, Math 1-8 Writing 1-4 Science 1-4	Sept. 6 and 7, 2012	Improving questioning techniques in the classroom	Mathematics	7		Content Support Team
Concept Development Lessons (CST)	Reading 1-8, Math 1-8 Writing 1-4 Science 1-4	Jan. 17 and 18, 2013	Concept development in the classroom	Mathematics	7		Content Support Team
Deliberate Practice reflection	Reading 1-8, Math 1-8 Writing 1-4 Science 1-4	One Wed. per quarter	Reflection on targeted improvement on instructional strategies	School-wide	60		Administrators Curriculum Leaders Teachers

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS
2011-2012

INCOME:

Original Allocation:	1045.00
Adjustment:	3188.65
Carry Over:	4908.92
Total Income:	$9142.57

EXPENDITURES	ACTUAL COST	BALANCE	
		9142.57	Start with your beginning balance
National History Conference July 11, 2011	400.00	8742.57	
National History Day June 1, 2012	800.00	7942.57	
Safari Upgrade and Content	1795.00	$6147.57	

CARRY OVER:
Total carry over for 2012-2013: $6147.57

This carry over will be spent on testing activities, positive student rewards, Positive Behavior Support, field day activities, and curriculum fairs.

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*.**
   Ted Johnson-Administrator; Arnita Washington-Guidance Counselor; Joanne Duffey-Guidance Counselor; Denise Bravo-Speech Pathologist, Beverley Wilkes- Social Worker, Nick Brantley-School Nurse, Tara Medel-School Psychologist; Pam Schwiegerath-Literacy Coach; John Kinssec- ESE Teacher Representative; Wendy Solovy-ESE/ID Teacher Representative; Ricardo Ocasio-ESOL Teacher Representative; Diane Snyder-Discipline Secretary.

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 has designated meetings once per week. The Team's function is to ensure that the educational needs of all students are met and to identify students who need additional support.

3. **Describe the role of your school's MTSS Leadership Team in the development and implementation of the SIP.**
   The role of the MTSS Leadership Team is to establish a well-integrated system across general and special education when addressing student needs. The system must include interventions delivered as part of the general education instruction in addition to intensive instruction with reading. The Team is responsible for the ongoing process for monitoring outcomes of the interventions and determining if further interventions are needed

4. **Describe the data source and data management system used to summarize tiered data for Reading, Mathematics, Science, Writing, and Behavior.**
   The MTSS Leadership Team will use the Discovery Education System and the EdInsight System for academic, attendance and discipline data that include Behavior Interventions and State of Florida Assessments. The SCPS Intervention Log and the SCPS Intervention Planning Forms represent tools that are used to summarize the data and intervention effectiveness.

5. **Describe how the school-based MTSS Leadership Team will align functions (e.g. meeting topics/agenda items with ongoing progress monitoring of core, supplemental, and intensive support.**
   The MTSS Leadership Team will provide additional information to the school staff regarding the integration of the MTSS program as a systems approach for providing interventions to identified students. Regularly scheduled meetings will be conducted to further develop strategies for the full implementation of the MTSS process for the 2012-2013 school year.

6. **Describe the plan to train staff on *MTSS*.**
   The school staff will be trained utilizing the Multi-Tiered System of Supports Power Point Presentation during a Faculty Meeting.

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).

Trina Grenon, Mary Neal, Pam Schwiegerath, Ted Johnson

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

The LLT will meet once a month during PLC's on Thursday at 8:30am. We discuss the school-wide literacy initiatives and the literacy needs of each department. The LLT discusses implementation, support, coaching, and evaluation of each initiative.

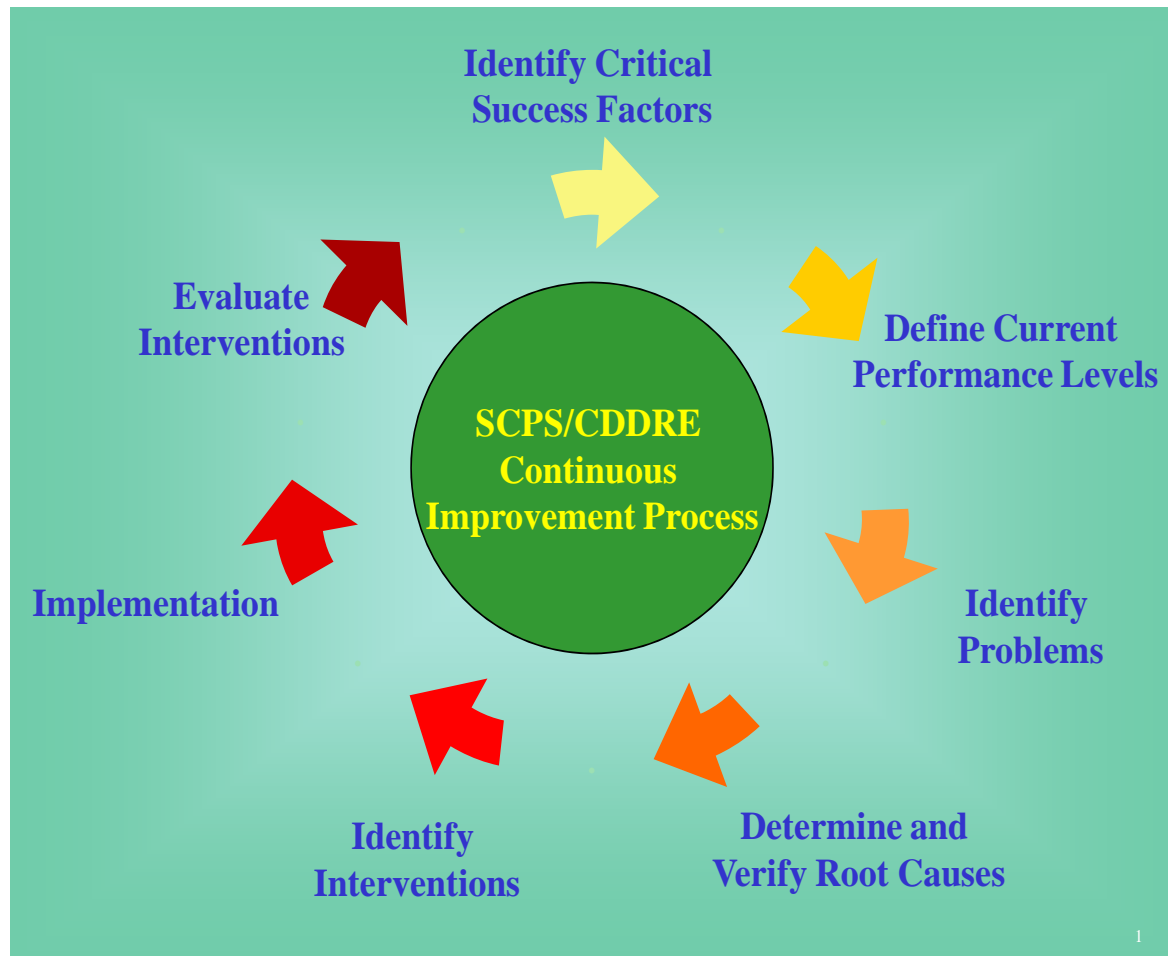**3. What will be the major initiatives of the LLT this year?**

Throughout the school year, teachers should include writing tasks regularly and provide feedback regarding sentence structure, grammar and spelling. In addition to writing across the content areas, teachers will become more aware of the types of text and reading demands in each content area to improve understanding.

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.

Lesson Study will be incorporated into the activities of the "Tuskawilla Learning Communities" that will meet regularly throughout the school year. Teachers will examine their own practice as well as collaborate within their small groups to identify successful strategies and activities and to identify those strategies which can be improved upon. The focus will be on increasing student achievement using the Lesson Study Model and the effective instructional strategies studied via The Art & Science of Teaching Collaborative Literacy Project. Administrators will assure that the goals and activities set forth in the School Improvement plan are incorporated into the discussions and planning that takes place in the professional learning communities across all disciplines.

In addition to the ongoing work of the professional learning communities, we will take advantage of opportunities for our faculty to attend and participate in professional development opportunities supported by the school district. An example of this is the support provided by the Content Support Team. Following up on the CST training provided by this group to the school's science and social studies teachers in the 2011-2012 school year, we will access their support in the area of mathematics in 2012-2013. Our math teachers will work with the CST team to develop capacity for reflective, deliberate practice. The teachers will mentor and coach one another and gather data for their peers in addition to having it gathered for them. An emphasis will be placed upon both successful questioning techniques and concept development in daily classroom lessons.

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

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	63.1%	680/1078	5	68.1%

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, TI, TII,TIII, t)
1. Place information regarding use of Family Access on school website.	1	Parent Internet access	Webmaster	Ongoing	Monitor website	tech
2. Inform parents of parent portal during parent-teacher conferences.	1	Difficulties in reaching parents for conferences	Teachers, Counselors	Ongoing	Conference notes	sss
3. Inform parents of parent portal at Open House and curriculum nights.	1	Parent attendance	Administration, guidance	Ongoing	Meeting agendas	tech
4. Place information on parent portal in student planners and curriculum guides.	1	Parent attention to printed materials	Administration, guidance	Spring 2013	Review of documents	or, b

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: **To increase the number of students participating in STEM activities both in and outside the classroom.**

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Participate in the school and district level Science, Mathematics and Engineering Fair.	Time available for planning	Administration Faculty Guidance	January, 2013	Compare number of students participating vs. total student enrollment	b, im, or, t
2. Offer a SECME program to all interested students in order to motivate and mentor students and help them achieve at higher levels. Opportunities to pursue a career in science, technology, engineering, and mathematics will be discussed.	Transportation after school.	SECME sponsor	February 2013	Participation and performance at annual competition in February, 2013	b, or, tech
3. Notify female students of opportunity to participate in the annual SWE –Women Engineering Conference at UCF	Transportation to UCF on a Saturday	Teachers disperse information about the conference.	Winter, 2013	Number of female students attending the conference.	None
4. Promote teacher attendance at the annual engineering conference at UCF for teachers. The conference provides teachers with lessons designed to incorporate engineering activities in the classroom.	Providing subs for teachers to attend.	Administration	Spring, 2013	Number of teachers attending the conference.	b

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: The CTE opportunities currently in place incorporate career exploration into several exploratory courses such as Business Keyboarding and Video Production. The plan for 2012-2013 is to expand the options for students to experience a variety of careers designed to support the workforce needs and integrate the career technical education standards into interdisciplinary lessons.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Integrate career and technical education standards into interdisciplinary lessons.	Time	Teachers	ongoing	Teacher lesson plans	b or tech
2. Promote "Teach In" to involve all students in learning about a career and/or vocational opportunity that supports the needs of the workforce.	Time for planning and career participants	Teachers, Administrators	Mid-year	Student Survey	b or tech
3. Advise eighth grade students of Career and Technical/Vocational opportunities at the high school including dual enrollment.	Time	Guidance Counselors	Ongoing	The number of students signing up for introductory and specialized courses.	b or tech

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	26.5%	13/49	4	30.5%
2. Proficient in Reading	26.5%	13/49	4	30.5%
3. Proficient in Writing	40.8%	20/49	3	43.8%

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)
1. All ELL Students are identified and placed in appropriate reading and Language Arts Classes by levels of proficiency.	1,2,3	Low Prerequisite Skills	Admin. Guidance Faculty	Baseline and Ongoing	Journeys Assessments , Discovery Ed	im, or, st, tech
2. ELL students are provided additional interventions during 3 specially designed support classes that focus on increasing proficiency in writing, reading and speaking.	1,2,3	Schedule restrictions for students enrolled in intensive classes	Admin. Guidance Faculty	Quarterly, and end of year	Discovery Ed, FCAT	im, or, st, tech
3. All ELL students participate in the Journeys Reading Program. The program is designed to improve reading and writing proficiency.	2,3	None	Admin. Guidance Faculty	Ongoing utilizing Journeys Benchmark Data	Journeys Benchmark Data based upon Lexile Scores	im, or, st, tech

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

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

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

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

READING AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	**63**	**67**	**69**	**72**	**75**	**78**	**82**
American Indian							
Asian	72	74	77	79	81	84	86
Black/African-American	47	60	56	60	65	69	74
Hispanic	56	56	63	67	71	74	78
White	71	74	76	78	81	83	86
English Language Learners	21	21	34	41	47	54	61
Students with Disabilities	35	37	46	51	57	62	68
Economically Disadvantaged	54	57	62	66	69	73	77

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	**60**	**60**	**67**	**70**	**73**	**77**	**80**
American Indian							
Asian	86	78	88	90	91	92	93
Black/African-American	41	46	51	56	61	66	71
Hispanic	48	52	57	61	65	70	74
White	70	67	75	78	80	83	85
English Language Learners	40	37	50	55	60	65	70
Students with Disabilities	28	29	40	46	52	58	64
Economically Disadvantaged	49	48	58	62	66	70	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
Dr. Michael Mizwicki	10/2/12	Kim Barontini	10/2/12		
INSTRUCTIONAL		Deborah Childers	10/2/12		
Sandy Baldorossi	10/2/12				
		Laura Jorelamon	10/2/12		
Vicki Evelyn	10/2/12				
		Chrissy Lance	10/2/12		
Jonnell Lewis-Factor	10/2/12				
		Dawn Whitestone	10/2/12		
Dr. Ted Johnson	10/2/12				
		Chad Yusk	10/2/12		
NON-INSTRUCTIONAL					
Diane Snyder	10/2/12				