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.

Woodlands Elementary School

School Improvement Plan 2012-2013

TABLE OF CONTENTS

TABLE OF CONTENTS continued

EVALUATION OF SCHOOL IMPROVEMENT PLAN
2011-2012

Reading Goals (accountability group)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Level 3+		95.1%	+1%	96.1%	77.7%	N
High standards Level 4+		70.3%	+5%	75.3%	54.4%	Y
Proficiency Level 3+ in AYP subgroups						
	White	95.9%	+1%	96.9%	80.5%	N
	Black	87%	+3%	90%	48.3%	N
	Hispanic	94%	+2%	96%	72.6%	N
	ELL	75%	+10%	85%	20.0%	N
	SWD	92.3%	+3%	95.3%	56.7%	N
	ED	89%	+5%	94%	66.4%	N
Learning Gains		73.1%	+5%	78.1%	61.0%	N
Lowest 25% making Learning Gains		71.4%	+5%	76.4%	52.8%	N
Learning Gains Levels 4/5		33.3%	+10	43.3	82.9%	Y
Learning Gains in AYP subgroups						
	White	74.1%	+5%	79.1%	59.1%	N
	Black	71.4%	+5%	76.4%	57.9%	N
	Hispanic	68.3%	+5%	73.3%	58.1%	N
	ELL	25%	+20%	45%	50.0%	Y
	SWD	64.6%	+5%	69.9%	53.5%	N
	ED	65.5%	+5%	70.5%	52.1%	N

Math Goals (accountability group)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Level 3+		94.5%	+1%	95.5%	76.9%	N
High standards Level 4+		68.6%	+5%	73.6%	48.4%	N
Proficiency Level 3+ in AYP subgroups						
	White	95.5%	+1%	96.5%	80.1%	N
	Black	69.5%	+5%	74.5%	51.7%	Y
	Hispanic	100%	0	100%	61.3%	N
	ELL	100%	0	100%	20.0%	N
	SWD	100%	0	100%	60.8%	N
	ED	90%	+5%	95%	66.4%	N
Learning Gains		70.6%	+5%	75.6%	58.6%	Y

Lowest 25% making Learning Gains		73.8%	+5%	78.8%	49.0%	N
Learning Gains Levels 4/5		66.7%	+5%	71.1%	84.0%	Y
Learning Gains in AYP subgroups						
	White	71.6%	+5%	76.6%	58.5%	N
	Black	71.4%	+5%	76.4%	47.4%	N
	Hispanic	65.9%	+5%	70.9%	47.6%	N
	ELL	66.7%	+5%	71.7%	66.7%	N
	SWD	58.3%	+10%	68.3%	55.7%	N
	ED	57.8%	+10%	67.8%	57.4%	N

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		76.2%	+10%	86.2%	82.0%	N
High standards Score 6.0		7.9%	+5%	12.9%	0.0%	N
Proficiency Score in AYP subgroups						
	White	75.4%	+10%	85.4%	87.1%	Y
	Black	71.4%	+10%	81.4%	37.5%	N
	Hispanic	81.3%	+5%	86.3%	68.2%	N
	ELL	0%	+50%	50%	50.0%	Y
	SWD	62.5%	+10%	72.5%	69.4%	N
	ED	69%	+10%	79%	68.6%	N
High standards Score 6.0 in AYP subgroups						
	White	5.8%	+5%	10.8%	0.0%	N
	Black	14.3%	+5%	19.3%	0.0%	N
	Hispanic	12.5%	+5%	17.5%	0.0%	N
	ELL	0%	+5%	5%	0.0%	N
	SWD	12.5	+5%	17.5%	0.0%	N
	ED	0%	+5%	5%	0.0%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		82.4%	+5%	87.4%	69.1%	N
High standards Level 4+		26.9%	+5%	31.9%	33.1%	Y
Proficiency Level 3+in AYP subgroups						
	White	89.5%	+5%	94.5%	70.2%	N
	Black	58.3%	+10%	68.3%	36.4%	N
	Hispanic	81%	+5%	86%	66.7%	N
	ELL	100%	0	100%		
	SWD	50%	+10%	60%	54.3%	N
	ED	68.6%	+5%	73.6%	51.2%	N
High standards Level 4+ in AYP subgroups						

	White	30.5%	+5%	35.5%	35.1%	N
	Black	0%	+5%	5%	18.2%	Y
	Hispanic	33.3%	+5%	38.3%	19.0%	N
	ELL	0%	+5%	5%		
	SWD	50%	+5%	55%	31.4%	N
	ED	14.3%	+5%	19.3%	23.3%	Y

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	17%	+20%	37%	38%	Y
Performance in advanced coursework	95%	+1%	96%	100%	Y

Discipline Goals		Male					Female			
	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)	Current%	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: SWD	20%	-5%	15%	18%	N	23%	-5%	18%	12	Y
Out-of-school suspensions (unduplicated) Subgroup :SWD	0	0	0	0	Y	0	0	0	0	Y

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	98%	+1%	99%	99.1%	Y
At-Risk students graduating or advancing with age-level peers	94%	+3%	97%	98.5%	Y

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup: Kids Care Club/ED	25%	+5%	30%	28%	N

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
To increase the percentage of parents who participate in school activities.	54%	+5%	59%	72%	Y

Goal Summary
Number of Goals Met: __18__
Number Not Met: __52__
Number Partially Met: __0__

CARRY OVER GOALS
2012-2013

Woodlands Elementary will continue to encourage and maintain a high level of parent involvement during the 2012-2013 school year. This will be documented by logs of PTA hours, Dividend volunteer hours, parent-teacher conferences, and School Advisory Council meetings. Building strong relationships with parents and our community is important for student academic achievement and success.

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+		77.7%	310 / 399	+3%	80.7%
2. Proficiency Level 3.0+ in subgroups:					
	White	80.5%	214 / 266	+3%	83.5%
	Black	48.3%	14 / 29	+5%	53.3%
	Hispanic	72.6%	45 / 62	+5%	77.6%
	ELL	20.0%	1 / 5	+25%	45%
	SWD	56.7%	55 / 97	+10%	66.7%
	ED	66.4%	91 / 137	+5%	71.4%
3. High Standards Level 4.0+		54.4%	217 / 399	+5%	59.4%
4. Learning Gains		61.0%	163 / 267	+10%	71.0%
5. Lowest 25% Making Learning Gains		52.8%	28 / 53	+5%	57.8%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		24.3%	34 / 267	+10%	34.3%
7. Learning Gains Levels 4/5		82.9%	116 / 140	+5%	87.9%
8. Learning Gains in subgroups:					
	White	59.1%	104 / 176	+5%	64.1%
	Black	57.9%	11 / 19	+5%	62.9%
	Hispanic	58.1%	25 / 43	+5%	63.1%
	ELL	50.0%	2 / 4	+5%	55.0%
	SWD	53.5%	38 / 71	+5%	58.5%
	ED	52.1%	49 / 94	+5%	57.1%

Action Plan

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Communicate student data with all students indicating their current and desired performance levels	1-8	Identifying areas of weakness	Administration and teachers	Baseline, mid-year and end of year	Discovery Ed, FCAT, SRI, AR	st, or
Provide an uninterrupted 90 minute instructional reading block K-5	1-8	Limited time	Administration and teachers	Ongoing all year	Discovery Ed, SRI, AR, administration walkthroughs	im, st
Utilize 30 minute intervention block to work with students	1-8	Resources, diminished student motivation	Teachers, Reading Leadership Team, Administration	Ongoing all year	FCAT, Discovery Ed, SRI, Administration walkthroughs	or, st
Utilize Accelerated Reader (AR) to increase reading for enjoyment	1-8	Funding, resources	Teachers, Parents	Annually	AR	b, t, tech
Provide meetings convenient for parents to attend, such as right after dismissal	1-8	Transportation, funding, resources	Teachers, Guidance Counselor, Administration	Annually	Discovery Ed, FCAT, SRI	or
Provide After School Tutorial to students in need	3, 4, 5, 7	Diminished funding, personnel, identifying the weaknesses of students	Administration, teachers, lead tutorial teacher	3 times per year	FCAT, Discovery Ed, SRI	b, im, st
Utilize differentiated instruction to target specific deficiency areas in reading	1-8	Resources, identification of weak areas of students	Administration, teachers, reading teacher	Ongoing all year	FCAT, Discovery Ed, SRI, administration classroom walkthroughs	im, or, st, tech
Identify acceleration and enrichment opportunities for grades K-5 through ePathways	3, 6, 7	Materials, time	Administration, teachers	Ongoing all year	ePathways Plan	im, st
Provide parent information nights	1-8	Transportation, funding	Administration, School Leadership Team, Parents, Teachers	Annually	FCAT, SRI, Discovery Ed, AR	or, im, tech

Utilize intervention materials to support areas in need of improvement	1-8	Identifying areas of weakness	Teachers, Reading Teacher	Baseline, mid-year, end of year	Discovery Ed, FCAT, ARI	t, im
Utilize Comprehension Toolkits K-2 and 3-5 to improve the five areas of reading instruction	1-8	PD time, levels of understanding	Teachers, Reading Teacher	Baseline, mid-year, end of year	Discovery Ed, FCAT, SRI, AR	t, st, im
Utilize Discovery Ed, SRI, and common assessments to screen, diagnose, and monitor student growth and needs	1-8	PD time, resources	Teachers, Reading Teacher, Administration	Baseline, mid-year, end of year	Discovery Ed, FCAT, SRI	t, st, 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.

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+		76.9%	307 / 399	+3%	79.9%
2. Proficiency Level 3.0+ in subgroups:					
	White	80.1%	213 / 266	+3%	83.1%
	Black	51.7%	15 / 29	+5%	56.7%
	Hispanic	61.3%	38 / 62	+5%	66.3%
	ELL	20.0%	1 / 5	+10%	30%
	SWD	60.8%	59 / 97	+5%	65.8%
	ED	66.4%	91 / 137	+5%	71.4%
3. High Standards Level 4.0+		48.4%	193 / 399	+5%	53.4%
4. Learning Gains		58.6%	156 / 266	+5%	63.6%
5. Lowest 25% Making Learning Gains		49.0%	25 / 51	+5%	54%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		35.2%	44 / 266	+5%	40.2%
7. Learning Gains Levels 4/5		84.0%	105 / 125	+3%	87%
8. Learning Gains in subgroups:					
	White	58.5%	103 / 176	+5%	63.5%
	Black	47.4%	9 / 19	+5%	52.4%
	Hispanic	47.6%	20 / 42	+5%	52.6%
	ELL	66.7%	2 / 3	+5%	71.7%
	SWD	55.7%	39 / 70	+5%	60.7%
	ED	57.4%	54 / 94	+5%	62.4%

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)
Implement 2012-2013 Mathematics Instructional Plans with a focus on NGSSS and CCSSS in K-5	1-8	Limited time, resources	Administration, classroom teachers	Ongoing all year	Discovery Ed assessments, benchmark tests, samples of classwork, administration classroom walkthroughs	im, st, t
Administer math Discovery Ed assessments and analyze the data to plan instruction	1-8	Limited time, personnel	Administration, classroom teachers	Baseline and mid-year	Discovery Ed Assessments	or, tech
Analyze student data to monitor student progress from Discovery Ed, common assessments, and classroom data	1-8	Limited time, identification of student weaknesses	Administration, classroom teachers	Baseline and mid-year	Discovery Ed, Common Assessments	im, or, tech
Implement PRIMES curriculum for students who qualify in 4th and 5th grades	3, 7	Resources	Administration, classroom teachers	Ongoing all year	Benchmark assessments, samples of class work, administration walkthroughs	im, st, t
Implementation of small group instruction as identified through data analysis	1-8	Limited time, resources, identification of student strengths and weaknesses	Administration, classroom teachers	Ongoing all year	Benchmark assessments, samples of class work, administration walkthroughs	im, or, st
Communicate current and desired student performance levels	1-8	Identification of working levels	Administration, classroom teachers	Annually	FCAT, Discovery Ed, Grade level assessments	or, im
Utilize math Discovery Ed assessments, FCAT, and Go Math assessments to diagnose and monitor student growth	1-8	Identification of student weaknesses	Administration, classroom teachers	Baseline and mid-year	Discovery Ed assessments, FCAT, Grade level assessments	im, b
Provide parent information nights	1-8	Funding, transportation	Administration, classroom teachers, parents	Annually	FCAT, Discovery Ed assessments	b, im, or, st
Purchase math manipulatives needed to support math instruction	1-8	Funding	Administration, classroom teachers	Annually	Go Math assessments, common assessments, FCAT, Discovery Ed assessments	b, st

Provide meetings convenient for parents to attend, such as right after dismissal	1-8	Funding, transportation	Administration, classroom teachers, parents	Annually	FCAT, Discovery Ed assessments, grade level assessments	or
Identify acceleration and enrichment opportunities for grades K-5 through ePathways	3, 6, 7	Materials, time	Administration, classroom teachers	Ongoing all year	ePathways Plan	im, st

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

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

WRITING GOALS

Aligned with Strategic Plan System Initiative B

Writing Goal #1: To increase the percent of accountability group students achieving proficiency (Score 4.0+) on the 2013 FCAT Writing
Writing Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Score 4.0+) on the 2013 FCAT Writing
Writing Goal #3: To increase the percent of accountability group students achieving high standards (Score 6.0) on the 2013 FCAT Writing
Writing Goal #4: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Score 6.0) on the 2013 FCAT Writing

Writing Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		82.0%	109 / 133	+5%	87.0%
2. Proficiency Score 3.0+ in subgroups:					
	White	87.1%	74 / 85	+2%	89.1%
	Black	37.5%	3 / 8	+10%	47.5%
	Hispanic	68.2%	15 / 22	+10%	78.2%
	ELL	50.0%	2 / 4	+10%	60.0%
	SWD	69.4%	25 / 36	+10%	79.4%
	ED	68.6%	35 / 51	+7%	75.6%
3. High Standards Score 6.0		0.0%	0 / 133	+5%	5%
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 85	+5%	5%
	Black	0.0%	0 / 8	+5%	5%
	Hispanic	0.0%	0 / 22	+5%	5%
	ELL	0.0%	0 / 4	+5%	5%
	SWD	0.0%	0 / 36	+5%	5%
	ED	0.0%	0 / 51	+5%	5%

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

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Familiarize students with identifying the writing rubric and become proficient at scoring their own writing and sample writing pieces	1-4	Limited time, resources	Classroom teachers	Ongoing all year	Student work samples, administration walkthroughs	im, or
Administer SCPS Writing Prompts	1-4	Teacher expectations, test fatigue	Classroom teachers	Baseline, mid-year, end of year	County Writing Prompts	im, t
Analyze FCAT Writes data to determine specific focal areas for direct instruction	1-4	Identification of areas of weakness, time for PD	Administration, teachers	Annually	FCAT	im, t
Use data from writing assessments to remediate identified areas of need	1-4	Resources, limited time	Administration, classroom teachers	Ongoing all year	Student work samples, administration walkthroughs	or, st
Provide substitutes for 4th grade teachers to allow for small group instruction	1-4	Resources, funding	Administration, classroom teachers	Annually	Class prompts, county writing prompts	b, or, t
Increase opportunities for expository and narrative writing at all grade levels in content area curricula	1-4	Resources, funding	Administration, classroom teachers	Annually	County writing prompts, class prompts	b, or, st
Provide opportunities for cross-curricular writing articulation at all grade levels	1-4	Resources, time for PD	Administration, classroom teachers	Baseline, mid-year, end of year	County writing prompts	im, or, t, st
Provide FCAT Writes! parent information night	1-4	Transportation, funding	Administration, classroom teachers	Annually	FCAT	or, 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.

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+		69.1%	96 / 139	+5%	74.1%
2. Proficiency Score 3.0+ in subgroups:					
	White	70.2%	66 / 94	+3%	73.2%
	Black	36.4%	4 / 11	+10%	46.4%
	Hispanic	66.7%	14 / 21	+3%	69.7%
	ELL				
	SWD	54.3%	19 / 35	+10%	64.3%
	ED	51.2%	22 / 43	+10%	61.2%
3. High Standards Score 4.0+		33.1%	46 / 139	+10%	43.1%
4. High Standards Score 4.0+ in subgroups:					
	White	35.1%	33 / 94	+5%	40.1%
	Black	18.2%	2 / 11	+20%	38.2%
	Hispanic	19.0%	4 / 21	+10	29.0%
	ELL				
	SWD	31.4%	11 / 35	+5%	36.4%
	ED	23.3%	10 / 43	+5%	28.3%

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)
Implement the 2012-2013 Science Instructional Plans including the NGSSS in all grade levels	1-4	Limited Time	Administration, classroom teachers	Ongoing all year	Benchmark assessments, grade level common assessments, administration classroom walkthroughs	im, or, st, t
Create common formative assessments to analyze students understanding of scientific concepts	1-4	Limited time, resources, identification of student areas of weakness	Administration, classroom teachers	Ongoing all year	Benchmark assessments, grade level assessments, administration classroom walkthroughs	im, st
Analyze FCAT science data to identify areas needing improvement	1-4	Time for PD, identification of areas of weaknesses	Teachers, administration	Annually	FCAT	t, im st
Integrate technology through the use of Science Fusion	1-4	Time for PD, resources	Teachers	Baseline, mid-year, end of year	FCAT, Discovery Ed, Grade level assessments	im, b, t, tech
Implement inquiry based activities and writing extension activities in science content area	1-4	Resources	Administration, classroom teachers	Ongoing all year	Benchmark assessments, grade level assessments, administration classroom walkthroughs	im, or st
Increase teacher and parent awareness of FCAT Explorer and other educational websites	1-4	Resources, time for PD	Administrators, teachers	Annually	Discovery Ed, FCAT	t, st, im, tech
Include frequent hands-on science experiments K-5	1-4	Time for PD, resources, funding	Teachers	Baseline, mid-year, end of year	Discovery Ed, Grade level assessments	b, t, im
Provide robotics and other enrichment activities for 5th grade students	1-4	Resources, funding, adequate personnel	Teachers, ETF	Annually	Competitions, number of participants	tech, t, st, b
Identify acceleration and enrichment opportunities for grades K-5 through ePathways	2, 6	Materials, time	Administration, teachers	Ongoing all year	ePathways Plan	im, st

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

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

ADVANCED COURSEWORK GOALS

Aligned with Strategic Plan System Initiative A

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

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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	32%	44 of 137	+2%	34%
2. Level of Performance	100%	44/44	0%	100%

Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Use FCAT data to determine prospective PRIMES 5 math students	1-2	Funding, resources	Administration, teachers	Annually	FCAT, Skyward	or
Utilize SCPS PRIMES Math Instructional Plan	1-2	Funding, resources	Administration, teachers	Ongoing all year	Lesson Plan review, administrative classroom walkthroughs	im
Continue participation in the Math Olympiad event	1-2	Transportation, time	Administration, teacher sponsors	Number of participants	Administrative walkthroughs	im, b, st

DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

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

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

Discipline Goals 1 and 2	Subgroup	Current %	Expected %
1. Discipline referrals (duplicated)	SWD	20%	15%
2. Out-of-school suspensions (unduplicated)	SWD	0	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, TI, TII,TIII, t)
Examine disparity issues among various subgroups	1-2	Resources	Administration, teachers, PLC groups, MTSS teams	Ongoing all year	Referral numbers	or, st
Provide guidance lessons on character development, treating others with respect, and bullying	1-2	Resources	Administration, guidance, teachers	Ongoing all year	Classroom observation	b, im,
Implement the Woody Award System	1-2	Resources	BLT team, MTSS team, all staff members	Ongoing all year	Referral numbers, Number of Woody Awards	b, or
Provide staff training on common language of expected behaviors and how to reinforce those behaviors	1-2	Resources, funding	BLT team, MTSS team, all staff members	Ongoing all year	Referrals	b, im, st, t
Provide parent communication using phone calls, face to face conferences, email, parent nights	1-2	Resources	Teachers	Annually	School Climate Survey	b, or, st

ON-TIME PROMOTION GOALS

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

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

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

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

On-time Promotion Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. On-time Promotion Level of Performance	99.1%	785/792	+0.9%	100%
2. At-Risk Promotion Level of Performance	98.5%	270/274	+1.5%	100%

Action Plan

Strategy	Promotion/At-Risk Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Provide interventions for students in grades K-5	1-2	Limited time, personnel	Administration, classroom teachers,	Ongoing all year	Discovery Ed, benchmark assessments, classroom work samples, FCAT, administration classroom walkthroughs	Im, or, st, sss
Recruit mentors to meet with at-risk students	1-2	Resources, lack of personnel	Administration, teachers, guidance counselor	Annually, as needed	FCAT	im, or
Utilize intervention materials to support areas in need of improvement	1-2	Funding, time for PD	Teachers, administrators	Baseline, mid-year, end of year	FCAT, Discovery Ed, Grade level assessments	Tech, or
Communicate student data with all students indicating their current and desired levels of performance	1-2	Identification of student areas of weakness	Teachers, administrators	Baseline, mid-year, end of year	Discovery Ed, FCAT, SRI, grade level assessments	or, st

EXTRACURRICULAR ACTIVITIES GOAL(S)
Aligned with Strategic Plan System Initiative C

Extracurricular Activities Goal #1: To reduce the disparity in representation of the following subgroups (Ethnicity, ELL, SWD, ED) participating in extracurricular activities

Elementary: chorus, safety patrol, student council, TV production
Middle: Beta Club, NJHS, SECME, cheerleading, cross-country, track and field, volleyball
High: Mu Alpha Theta, NHS, Science Fair, Student Government, baseball, basketball, cheerleading, softball, tennis
              (Each school should have at least one extracurricular activity goal. Additional goals may be added as needed.)
*School provided data

Extracurricular Activity Goal #1	Subgroup	Current %	Expected %
1. Activity: Kids Care Club	ED	25%	30%

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)
Train more teachers and support personnel to work with Kids Care Club	1	Time, lack of personnel	Club sponsors	Annually	Increase in number of club sponsors	or, st
Provide all students in grades 4 and 5 with applications	1	Transportation	Club sponsors	Annually	Applications provided	b, or
Add activities to the calendar for participation opportunities	1	Time	Club sponsors	Annually	Calendar of events	or, st

SCHOOL DEFINED GOAL

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

Goal #1:

School Defined Goal	Current	# of #-	% +/-	Expected
PRIMES 4 participation	18%	22 of 122	+18%	36%
PRIMES 5 participation	32%	44 of 137	+16%	48%

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)
Analyze FCAT and Discovery Education data to determine PRIMES student eligibility	Time	Administration, teachers	Ongoing all year	FCAT, Discovery Ed data	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
The Daily 5 – Fostering Literacy Independence	Reading goals 1-8 and Writing goals 1-4	PLC meetings and Wednesday PD	Professional Development on the Daily 5	Instructional personnel grades K-3	35		Reading Teacher, Classroom Teachers
Marzano Indicators	All SIP goals	PLC meetings and Wednesday PD	Provide professional development on Marzano indicators	Instructional Personnel	62		Administration, instructional personnel
Deliberate Practice	All Reading and Math goals	PLC meetings and Wednesday PD	Provide training on deliberate practice	Instructional Personnel	62		Administration, instructional personnel
Creating Scales	All Reading and Math goals	PLC meetings and Wednesday PD	Provide training on creating scales	Instructional Personnel	62		Administration, instructional personnel
Technology Integration	All Reading, Math, Science goals	PLC meetings and Wednesday PD	Provide best practice training for integration of technology in lesson delivery	Instructional Personnel	62		Educational Tech Facilitator, Tech Experts, Administration
MTSS	All SIP goals	PLC meetings and Wednesday PD	Provide training on MTSS procedures	Instructional Personnel	62		Guidance Counselor, MTSS team, Administration

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS
2011-2012

INCOME:

Original Allocation:	$823.01
Adjustment:	1,862.00
Carry Over:	0.50
Total Income:	$2,685.51

EXPENDITURES	ACTUAL COST	BALANCE	
		$2,685.51	Start with your beginning
Payroll for tutorial	27.48	2,658.03	
Riverside Publishing Co.	687.80	1,970.23	
Curriculum Associates	143.85	1,826.38	

CARRY OVER:

Total carry over for 2012-2013: $1,826.38

This carry over will be spent on IXL math software and site licenses for all students in grades 3, 4, 5.   The approximate cost is $2000.00.

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*.
Kathy Phillips, Principal, Sheleen Burgess, Assistant Principal, Lynn Barber, Reading Teacher, Kathy Dooley, Guidance Counselor, Cindi Irwin, Reading Teacher, Teacher of the Student

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?
Monthly meeting are held to discuss academic and behavioral interventions for identified students; appropriate tier strategies will be identified and used to impact student performance; the results will be monitored each marking period or sooner if necessary.
All students in Tier I receive the core curriculum using differentiated instruction. If a student does not demonstrate proficiency they receive Tier II interventions using more targeted interventions such as small group or individual assistance or computer assisted instruction. If these strategies do not allow the child to become successful within a short period of time, the student will be referred for Tier III interventions and possible testing for special education services. The MTSS team's purpose is to make decisions related to expectations for academics and behaviors as well as procedures. Students who continue to experience difficulty with management of their own behavior will receive appropriate consequences as outlined in the Seminole County Student Code of Conduct. The classroom teacher is the first line of intervention. Students who have repeated discipline infractions that require administrative involvement will be considered Tier II and will be brought to the MTSS Team for review and consideration for additional interventions. The team will work cooperatively with the school psychologist, social worker, and school board nurse if the case requires their resources. Parent involvement will be a critical element. If the child's behavior continues along a negative path, the student will be referred for Tier III and possible testing for special education services.

3. Describe the role of your school's MTSS Leadership Team in the development and implementation of the SIP.
The Literacy Team will meet on a regular basis to analyze data from ongoing Progress Monitoring (DE) assessments and share strategies to increase student proficiency levels. The MTSS Team will meet monthly to review discipline data. The team will present the data to the staff to implement and revise understandings and expectations for behavior and procedures in the classrooms and common areas. All of the data collected and reviewed by the Literacy Team and the MTSS Team will impact the School Improvement Plan goals and objectives.

4. Describe the data source and data management system used to summarize tiered data for Reading, Mathematics, Science, Writing, and Behavior.
District and state mandated assessments are used to monitor and track student progress. Classroom teachers maintain data notebooks that are used during MTSS meetings. The progress monitoring tool used for each MTSS student is a data form which is placed in an individual folder and is maintained by the teacher. The data is then reviewed by the MTSS Team based on the student's individual performance and adjustments are made as needed.

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 Team will work closely with and align themselves with other school groups that regularly track student progress. These groups include grade level teams, team leaders, the Behavior Leadership Team, and the Literacy Team.

6. Describe the plan to train staff on MTSS.

We will utilize our Professional Development and PLC times to train our staff on the inner working of MTSS. We will refine our referral process to MTSS and will share that at a staff meeting at the start of the 2012-2013 school year. Ongoing and open discussion will take place throughout the year allowing teachers and staff members to share ideas and refine the process keeping the focus on improving student performance and proficiency.

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).
Kathy Phillips, Principal, Sheleen Burgess, Assistant Principal, Lynn Barber, Reading Teacher, Cindi Irwin, Reading Teacher, Kathy Dooley, Guidance Counselor

2. Describe how your school's LLT functions (e.g. meeting processes and roles/functions).
The Literacy Leadership Team will use data from our PD survey and student performance data (from FCAT and Discovery Education) to determine the focus and needs for our monthly meetings. Each meeting will have a set agenda and minutes will be recorded. Minutes will be posted so all instructional staff will have access.
The reading teachers will work together to share data strengths and weaknesses with teachers and teams. The outcomes will help guide our PLC meetings and Professional Development activities. There will be an initial emphasis on the District Reading and Math Curriculum Guides and how these documents impact lesson planning and pacing. The Literacy Leadership Team will also demonstrate the Continuous Improvement Model and the steps used to reshape teaching and learning.
This team will also lead any school-wide reading or literacy events and professional development activities and inservices offered.
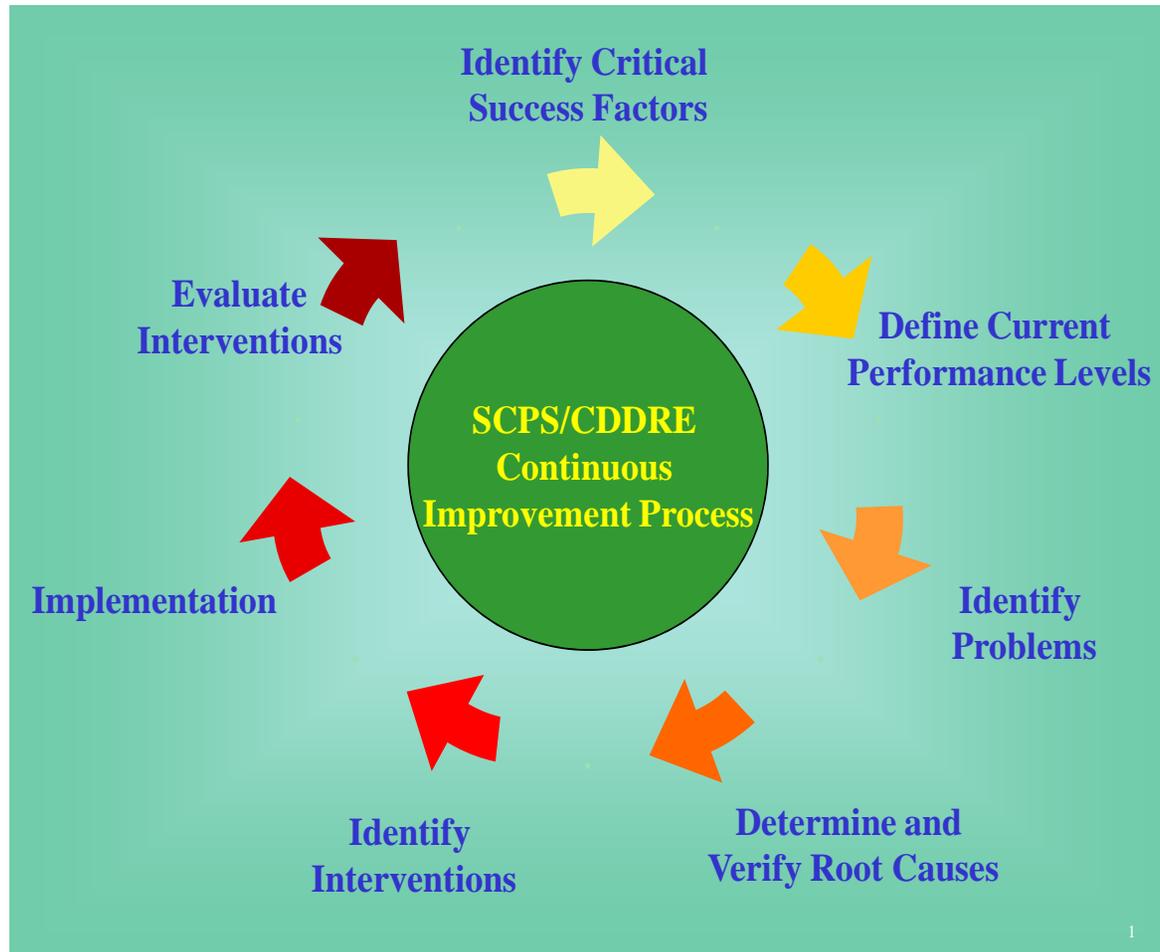
3. What will be the major initiatives of the LLT this year?
The major focus for the Literacy Leadership Team will be the use of Discovery Education and the data that it yields. We will analyze data and determine how to best use time as a resource. We cannot afford to teach what our students already know. We have to determine what they need to learn and teach that. A regular review of student data will be scheduled and conducted over the course of the entire school year.

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 is a high quality Professional Development that deepens teachers' content knowledge and pedagogical skills. It is focused on collaboration among and between teachers, administrators, coaches and other faculty and staff. Woodlands Elementary School used Professional Learning Communities framework for our curriculum and grade level teams. By embedding lesson study into the PLC's we will develop a common and consistent new of quality instruction. In 2012-2013, administrators and teachers at Woodlands Elementary School will assure that our Professional Learning Communities focus on student learning and the process of student learning using the Lesson Study Model. In addition, the administrators will assure that the goals and action plans set forth in the SIP are both communicated and incorporated into the work of the PLC's. The Lesson Study format implemented in a PLC setting will allow teachers and administrators to work together to monitor common learning opportunities in alignment with research based outcomes for student achievement. Content administrators will coordinate and monitor all study sessions as they occur throughout the school year.

SCPS/CDDRE Continuous Improvement Process

- Identify Critical Success Factors
- Define Current Performance Levels
- Identify Problems
- Determine and Verify Root Causes
- Identify Interventions
- Implementation
- Evaluate Interventions

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	43.5%	342/786	+5%	48.5%

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)
Demonstrate to parents the Skyward Parent Portal at parent curriculum nights	1	Lack of technology access, diminished awareness	Administration, Teachers, ETF	End of year	Increased number of parents using the portal	or, st, tech
Use multiple strategies to communicate with parents about the portal in Skyward	1	Apathy and busy schedules	Administration, Secretarial staff	End of year	Increased number of parents using the portal	or, st, tech

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 provide opportunities for our students in Science, Technology, Engineering, and Mathematics to ensure that we prepare our students to successfully meet college and career readiness expectations.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Increase participation in Robotics and SECME activities	Transportation, time	Robotics and SECME teachers/sponsors, administration	End of year	Increased number of students participating	im, t, st, b
Provide project based learning opportunities in math and science to allow students to apply newly acquired concepts to real life experiences and situations	Time	Classroom teachers, administration	End of year	Administrative classroom walkthroughs	im, t, st

Woodlands Elementary   School Improvement Plan 2012-2013   31

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: Teach-In, Speakers Bureau, and Field Trips

Current CTE Practices: All elementary level students are exposed to Career and Technical workforce related opportunities through standard based mathematics, science, and social studies curriculum.
 CTE for 2012-2013: Continue to expose all elementary level students to Career and Technical workforce related opportunities through standard based mathematics, science, and social studies curriculum.

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)
Ensure that all students have opportunities to attend field trips and participate in Teach-In activities	Funding, Number of Teach-In speakers	Administration, teachers	Ongoing all year	Number of students participating, number of Teach-In presenters	b, st
Middle school presentations to showcase all middle school options for vocational and magnet programs	Scheduling of classes based on test results	Administration, teachers	Fall and Spring	Enrollment data	b, or, st

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	81	78	84	86	87	89	91
American Indian							
Asian	92	90	93	94	95	95	96
Black/African-American	55	48	63	66	70	74	78
Hispanic	71	73	76	78	81	83	86
White	85	80	88	89	90	91	93
English Language Learners							
Students with Disabilities	51	34	59	63	67	71	76
Economically Disadvantaged	64	66	70	73	76	79	82

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	79	77	83	84	86	88	90
American Indian							
Asian	96	100	97	97	97	98	98
Black/African-American	42	52	52	57	61	66	71
Hispanic	70	61	75	78	80	83	85
White	84	80	87	88	89	91	92
English Language Learners							
Students with Disabilities	53	41	61	65	69	73	77
Economically Disadvantaged	65	66	71	74	77	80	83

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
Kathy A. Phillips	9/21/12	Steven Morgan	9/21/12		
INSTRUCTIONAL		Nick Benedico	9/21/12		
Jill Bastian	9/21/12				
		Val Woldman	9/21/12		
David Humbarger	9/21/12				
		Josh Gagliardi	9/21/12		
Lynn Barber	9/21/12				
		Carrie Shollenberger	9/21/12		
		Kristy Moist	9/21/12		
NON-INSTRUCTIONAL					
Diane Moss	9/21/12				