

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.



Spring Lake Elementary School

School Improvement Plan 2012-2013

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EVALUATION OF SCHOOL IMPROVEMENT PLAN 2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		79.2%	+5%	84.2%	60.3%	N
High standards Level 4+		39.9%	+5%	44.9%	29.2%	N
Proficiency Level 3+ in AYP subgroups						
	White	89%	+5%	94%	70.5%	N
	Black	69.8%	+5%	74.8%	49.2%	N
	Hispanic	74.6%	+5%	79.6%	55.6%	N
	ELL	57.1%	+5%	62.1%	47.7%	N
	SWD	70%	+5%	75%	39.3%	N
	ED	77.4%	+5%	82.4%	56.6%	N
Learning Gains		63.4%	+5%	68.4%	62.8%	N
Lowest 25% making Learning Gains		56.1%	+5%	61.1%	68.1%	Y
Learning Gains Levels 4/5		45.5%	+5%	50.5%	83.3%	Y
Learning Gains in AYP subgroups						
	White	66.7%	+5%	71.7%	55.6%	N
	Black	64.4%	+5%	69.4%	65.8%	N
	Hispanic	61.2%	+5%	66.2%	63.2%	N
	ELL	48.6%	+5%	53.6%	66.7%	Y
	SWD	62.5%	+5%	67.5%	55.6%	N
	ED	65.2%	+5%	70.2%	63.7%	N

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		77.9%	+5%	82.9%	56.4%	N
High standards Level 4+		39.8%	+5%	44.8%	27.9%	N
Proficiency Level 3+ in AYP subgroups						
	White	90.2%	+5%	95.2%	69.2%	Y
	Black	74.6%	+5%	79.6%	50.8%	N
	Hispanic	68.9%	+5%	73.9%	47.2%	N
	ELL	59.5%	+5%	64.5%	52.3%	N
	SWD	70%	+5%	75%	42.9%	N
	ED	73.8%	+5%	78.8%	51.8%	N

Learning Gains		59.2%	+5%	64.2%	66.1%	Y
Lowest 25% making Learning Gains		53.6%	+5%	58.6%	47.8%	N
Learning Gains Levels 4/5		46.2%	+5%	51.2%	94.7%	Y
Learning Gains in AYP subgroups						
	White	61.9%	+5%	66.9%	77.8%	Y
	Black	64.4%	+5%	69.4%	57.9%	N
	Hispanic	57.6%	+5%	62.6%	62.1%	N
	ELL	47.4%	+5%	52.4%	75.0%	Y
	SWD	54.2%	+5%	59.2%	61.1%	Y
	ED	58.7%	+5%	63.7%	64.4%	Y

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		94.6%	+5%	99.6%	80.6%	N
High standards Score 6.0		1.1%	+5%	6.1%	0.0%	N
Proficiency Score in AYP subgroups						
	White	82.6%	+5%	88%	84.0%	N
	Black	100%	+0%	100%	71.4%	N
	Hispanic	97.4%	+2.6%	100%	82.2%	N
	ELL	87.5%	+2.5%	90%	84.6%	N
	SWD	100%	+0%	100%	76.2%	N
	ED	95%	+5%	100%	81.8%	N
High standards Score 6.0 in AYP subgroups						
	White	0%	+5%	5%	0.0%	N
	Black	4.5%	+5%	9.5%	0.0%	N
	Hispanic	0%	+5%	5%	0.0%	N
	ELL	0%	+5%	5%	0.0%	N
	SWD	0%	+5%	5%	0.0%	N
	ED	1.3%	+5%	6.3%	0.0%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		53.1%	+5%	58.1%	44.4%	N
High standards Level 4+		16.8%	+5%	21.8%	12.1%	N
Proficiency Level 3+in AYP subgroups						
	White	72.2%	+5%	77.2%	66.7%	N
	Black	36.4%	+5%	41.6%	20.8%	N
	Hispanic	46.9%	+5%	51.9%	42.9%	N
	ELL	35.7%	+5%	40.7%	27.3%	N

	SWD	100%	+0%	100%	35.3%	N
	ED	48.8%	+5%	53.8%	40.7%	N
High standards Level 4+ in AYP subgroups						
	White	27.8%	+5%	32.8%	19.0%	N
	Black	4.5%	+5%	9.5%	0.0%	N
	Hispanic	10.2%	+5%	15.2%	10.2%	N
	ELL	7.1%	+5%	12.1%	0.0%	N
	SWD	0%	+5%	5%	17.6%	Y
	ED	10.7%	+5%	15.7%	10.5%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	34%	+5%	39%	70.6%	Y
Performance in advanced coursework	90%	+5%	95%	100.0%	Y

Discipline Goals	Current	Male				Female				
		% +/-	Expected	Actual	Met (Y,N,P)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup:										
Subgroup(s):										
White	15%	-5%	10%	2%	Y	3%	-2%	1%	1%	Y
Black	27%	-10%	17%	2%	Y	10%	-5%	5%	2%	Y
Hispanic	18%	-5%	13%	2%	Y	5%	-3%	2%	2%	Y
ELL	10%	-5%	5%	2%	Y	2%	-1%	1%	1%	Y
SWD	16%	-5%	11%	0%	Y	1%	-1%	0%	0%	Y
ED	22%	-5%	17%	7%	Y	17%	-5%	12%	7%	Y
Out-of-school suspensions (unduplicated) Subgroup:										
Subgroup(s):										
White	2%	-1%	1%	1%	Y	0%	0%	0%	0	Y
Black	5%	-3%	2%	1%	Y	1%	-1%	0%	0	Y
Hispanic	4%	-2%	2%	1%	Y	1%	-1%	0%	-1%	Y
ELL	3%	-1%	2%	-1%	Y	0%	0%	0%	0	Y
SWD	4%	-2%	2%	0	Y	0%	0%	0%	0	Y
ED	4%	-2%	2%	1%	Y	1%	-1%	0%	0	Y

Graduation/At-Risk Graduation/On-Time Promotion Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	93%	+5%	98%	97%	N
At-Risk students graduating or advancing with age-level peers	91%	+5%	96%	97%	Y

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup: SECME - Black	14%	+5	19%	33	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
To decrease the number of student tardies by 20% from 3,947 to 3,157.	3,947	-20%	3,157	30.5	N

Goal Summary

Number of Goals Met: 39

Number Not Met: 53

Number Partially Met: —

READING GOALS

Aligned with Strategic Plan System Initiative B

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

Reading Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		60.3%	184 / 305	9.7	70%
2. Proficiency Level 3.0+ in subgroups:					
	White	70.5%	55 / 78	4.5	75%
	Black	49.2%	32 / 65	10.8	60%
	Hispanic	55.6%	79 / 142	4.4	60%
	ELL	47.7%	21 / 44	12.3	60%
	SWD	39.3%	22 / 56	15.7	55%
	ED	56.6%	141 / 249	13.4	70%
3. High Standards Level 4.0+		29.2%	89 / 305	10.8	40%
4. Learning Gains		62.8%	115 / 183	7.2	70%
5. Lowest 25% Making Learning Gains		68.1%	32 / 47	11.9	70%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		35.2%	19 / 183	4.8	40%
7. Learning Gains Levels 4/5		83.3%	45 / 54	1.7	85%
8. Learning Gains in subgroups:					
	White	55.6%	25 / 45	14.4	70%
	Black	65.8%	25 / 38	4.2	70%
	Hispanic	63.2%	55 / 87	6.8	70%
	ELL	66.7%	16 / 24	3.3	70%
	SWD	55.6%	20 / 36	4.4	60%
	ED	63.7%	93 / 146	6.3	70%

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)
Increase amount of time using guided reading/small group instruction and provide monitoring and feedback	1, 2, 3, 4, 5, 6, 7	Funding of personnel, materials, trainings	Administration, Academic Advisor, Reading Coach, Resource Team, & Teachers	Baseline, Mid-year, end-of year	Common Assessments, FAIR, DRA, NCS Reports, Foresight	B, IM, TI, t, S, tech
Increase reading PD training in the areas of shared and guided reading						
Continue teacher meetings a min. of 1time per week for PLC						
Schoolwide Morning DEAR time						
Continue to analyze and utilize data and assessment information						
Establish Leadership team meetings weekly and resource team meetings monthly to review data						
Clearly communicated and monitored MTSS process						
Establish systemic instructional support for students academically in need						
Continue with NCUST project						
Establish Data Chats each trimester to discuss student progress						

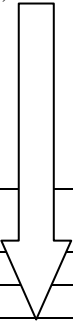

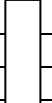




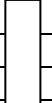







MATH GOALS

Aligned with Strategic Plan System Initiative B

(Elementary and Middle School FCAT)

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

Math Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		56.4%	172 / 305	8.6	65%
2. Proficiency Level 3.0+ in subgroups:					
	White	69.2%	54 / 78	5.8	75%
	Black	50.8%	33 / 65	9.2	60%
	Hispanic	47.2%	67 / 142	17.8	65%
	ELL	52.3%	23 / 44	12.7	65%
	SWD	42.9%	24 / 56	7.1	50%
	ED	51.8%	129 / 249	9.2	60%
3. High Standards Level 4.0+		27.9%	85 / 305	2.1	30%
4. Learning Gains		66.1%	121 / 183	3.9	70%
5. Lowest 25% Making Learning Gains		47.8%	22 / 46	7.2	55%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		47.4%	27 / 183	7.6	55%
7. Learning Gains Levels 4/5		94.7%	54 / 57	.3	95%
8. Learning Gains in subgroups:					
	White	77.8%	35 / 45	2.2	80%
	Black	57.9%	22 / 38	12.1	70%
	Hispanic	62.1%	54 / 87	7.9	70%
	ELL	75.0%	18 / 24	5	80%
	SWD	61.1%	22 / 36	8.9	70%
	ED	64.4%	94 / 146	5.6	70%

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)
Continue teacher meetings a minimum of 1 time per week in PLC	1,2, 3, 4, 5, 6, 7 	Funding of personnel, materials, trainings 	Admin., Academic Advisor, Resource Team, Classroom Teachers 	Baseline, Mid-year, end-of year 	Common Assessments, DAs, NCS Reports, 	B, IM, TI, t, S, tech 
Continue to administer Common Assessments to check for mastery of what is learned according to the math plan						
Continue to analyze and utilize data and assessment information						
Add Math intervention to MTSS						
Continue with Math-a-Palooza						
Continue with NCUST project						
Establish Data Chats each trimester to discuss student progress						
Provide Math Coaching to strengthen Math Tier 1						

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

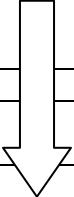
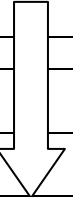

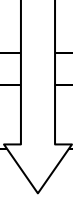

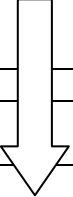






Writing Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Score 4.0+) on the 2013 FCAT Writing

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+		80.6%	75 / 93	9.4	90%
2. Proficiency Score 3.0+ in subgroups:					
	White	84.0%	21 / 25	6	90%
	Black	71.4%	10 / 14	8.6	80%
	Hispanic	82.2%	37 / 45	7.8	90%
	ELL	84.6%	11 / 13	5.4	90%
	SWD	76.2%	16 / 21	3.8	80%
	ED	81.8%	54 / 66	8.2	90%
3. High Standards Score 6.0		0.0%	0 / 93	10	10%
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 25	10	10%
	Black	0.0%	0 / 14	10	10%
	Hispanic	0.0%	0 / 45	10	10%
	ELL	0.0%	0 / 13	10	10%
	SWD	0.0%	0 / 21	10	10%
	ED	0.0%	0 / 66	10	10%

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

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)
Establish a school-wide schedule including a minimum of 60 minutes daily in grade 4 for Writing instruction utilizing 6+1 Traits	1, 2,3 	Funding of personnel, materials, trainings 	Admin., Resource Team,, Classroom Teachers 	Baseline, Mid-year, end-of year 	Write Score , District Prompts, teacher created prompts 	B, IM, TI, t, S, tech 
Provide Writing Mentoring and Coaching						
Calibrate scoring and score papers immediately after prompt to give timely feedback						
Establish cross grade level articulation & visitation to build consistency in writing instruction						
Establish writing prompts being used as a progress monitor						

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+		44.4%	44 / 99	6.4	51%
2. Proficiency Score 3.0+ in subgroups:					
	White	66.7%	14 / 21	3.3	70%
	Black	20.8%	5 / 24	29.2	50%
	Hispanic	42.9%	21 / 49	8.1	51%
	ELL	27.3%	3 / 11	22.7	50%
	SWD	35.3%	6 / 17	14.7	50%
	ED	40.7%	35 / 86	9.3	50%
3. High Standards Score 4.0+		12.1%	12 / 99	7.9	20%
4. High Standards Score 4.0+ in subgroups:					
	White	19.0%	4 / 21	21	30%
	Black	0.0%	0 / 24	10	10%
	Hispanic	10.2%	5 / 49	9.8	20%
	ELL	0.0%	0 / 11	10	10%
	SWD	17.6%	3 / 17	12.4	30%
	ED	10.5%	9 / 86	9.5	20%

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)
Establish a school-wide schedule including science blocks	1,2,3	Funding of personnel, materials, trainings	Admin., Academic Advisor, Resource Team, Classroom Teachers	Baseline, Mid-year, end-of year	Common Assessments, DAs	B, IM, TI, T, S, tech
Develop time for reviewing science standards and map out a plan for teaching science through the guidance of our Science Coach						
Establish academic teams/groups focusing on science						
Expand the Robotics club						
Increase teacher training and opportunities for science						
Hire a Science Coach for hands on guidance						

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.

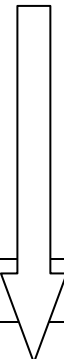














ADVANCED COURSEWORK GOALS

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	14%	17/125	19%	33%
2. Level of Performance	100.0%	17/17	=	100%

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)
Increase technology opportunities for students and staff	1, 2 	Funding, Scheduling, Personnel, Scheduling 	Administration, ETF, Media Specialist, Teachers Reading/Math resource, guidance, Teacher of the gifted 	Baseline, midyear, end of year 	Scheduling, progress monitoring assessments, high performing student learning gains, Staff Survey 	b, im, or, tech, TI
Increase rigor and frequency of student acceleration						b, im, or, st, sss, tech, TI, t
Addition of another pre-PRIMES 4 and PRIMES 5 class						b, im, or, st, sss, tech, TI, t
Expand talent development						b, im, or, st, sss, tech, TI, t
Provide K-5 self contained gifted and talented classroom.						b, im, or, st, sss, tech, TI, t
Add Schoolwide Enrichment Model Clusters						b, im, or, st, sss, tech, TI, t

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)	White	2% pop/24% ref	1%
	Black	2% pop/26% ref	1%
	Hispanic	2% pop/21% ref	1%
2. Out-of-school suspensions (unduplicated)	Hispanic	1%	0%

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)
Conduct staff development on discipline training looking at statistics and data on areas of concern	↓	↓	Admin., Guidance, Prevention, Social Worker, Classroom Teachers, Academic Advisor, Teachers,	Midyear, End of year	Skyward, Edinsight data	B, im, or, st, tech, TI
Redefine Behavior Leadership Team - school wide training						
Review Be Expectations						
Monthly Keys to Character assemblies and classroom guidance lessons						
Expand PBS committee						
Provide individual and class PBS incentives						
Review the Code of Conduct						
Establish MTSS Behavior plan/coaching						
Implement Positive Referral Program						

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

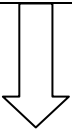
Elementary School: Percent of students non-retained in all grades

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	97%	744/766	2%	99%
2. At-Risk Promotion Level of Performance	97%	744/766	2%	99%

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)
Examine all students who have more than one retention	1,2	Academic readiness	Guidance, Administration, Reading/Math Specialist, Academic advisor, Guidance(RtI), Academic Advisor	Each trimester	Skyward	TI, st
Monitor students that are placed in Tier II or Tier III Interventions for success.	1,2	Mobility		Beginning, Midyear, and end of year	FAIR, DRA, Success Maker, FFWD, and other progress monitoring tools	TI, b, tech, st, im

EXTRACURRICULAR ACTIVITIES GOAL(S)

Aligned with Strategic Plan System Initiative C

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

Elementary: chorus, safety patrol, student council, TV production

Middle: Beta Club, NJHS, SECME, cheerleading, cross-country, track and field, volleyball

High: Mu Alpha Theta, NHS, Science Fair, Student Government, baseball, basketball, cheerleading, softball, tennis

(Each school should have at least one extracurricular activity goal. Additional goals may be added as needed.)

*School provided data

Extracurricular Activity Goal #1	Subgroup	Current %	Expected %
1. Activity: TV Production	Hispanic	22%	33%
	Black	33%	33%

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)
Offer the following opportunities for students to participate in Extracurricular Activities: Robotics, Running Club, Chorus, ORFF Ensemble, Student Council, Safety Patrol, Morning News Crew	1	Time and Personnel	Teachers, Administration	Sign in sheets, Class list, attendance rosters	Skyward	B, IM, Tech, St, TI
Addition of Schoolwide Enrichment Model (SEM) Clusters	1	Time and Personnel	Teachers, Administration	Ballots	Rosters	B, IM, Tech, St, TI

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 participating in Dual language classes and Foreign language classes.

School Defined Goal	Current	# of #-	% +/-	Expected
Grade 1 and 2 Dual Language	5%	36/766	5%	10%
Schoolwide Foreign Language	0%	0/766	100%	100%

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

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)
Add Grade 2 to Dual Language offering	Resources, funding, staffing, class size, interest	Dual Language Teachers, Administration	OPM	DA, FCAT, Discovery Education, Common Assessments	B, im, st, tech, TI, TIII
Establish Spanish Instruction as part of the Essentials wheel	Resources, funding, staffing, class size	Spanish Teacher	OPM	DA, FCAT, CA	

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
Grade Level PLCs	All goals	Weekly	Improvement student achievement/instruction	PLC	100	100	Grade level teams, Resource team, administration
Curriculum Training-Thinking Maps	All goals	Bi-Monthly	Instruction	School-wide, Grade level	30	30	Resource team, administration
Curriculum Training-Guided Reading	Reading		Instruction	School-wide, Grade level	70	70	Resource team, administration
Curriculum Training-Using Leveled Libraries	Reading		Instruction	School-wide, Grade level	70	70	Resource team, administration
Curriculum Training-6 Traits and Writer's Workshop	Writing		Instruction	School-wide, Grade level			Resource team, administration
MTSS(Academic and Behavior)	Math and Reading all goals	September	Differentiated instruction	School-wide	100	100	Guidance, administration, Classroom Teachers
Technology integration	Reading, Math, Science-all goals	Ongoing	Differentiated instruction, parent involvement	PLCs	100	100	Math Specialist, ETF, Media Specialist
Research-based Instructional Strategies-Marzano Observation and Evaluation Model	All goals	Ongoing	Improvement student achievement/instruction	Schoolwide	100	100	Administration

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

INCOME:

Original Allocation:	09-10 (795) 10-11 (775) 11-12 (745) 12-13 (766)
Adjustment:	\$766
Carry Over:	\$2034.49
Total Income:	\$2800.49

EXPENDITURES	ACTUAL COST	BALANCE
		\$2800.49
Accelerated Reader	1500.00	1300.49
Leveled Libraries-Non-Fiction Readers	500	800.49
Teacher Professional Development	500	300.49
Undesignated Funds	300	.49

} Start with your beginning balance

CARRY OVER:

Total carry over for 2012-2013: \$.49

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.

Principal-Shana Rafalski, Assistant Principal-Omayra Torres, Guidance Counselors-Meg Anderson and Alison Johnson, Reading Coach-Laura Murdock, Math Coach-Kelly Goodearl, MTSS Behavior/Gifted Teacher-Sally Kratz

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 committee meets each Wednesday to review student data that teachers and/or a qualified staff member review intervention data and bring forward as concerns for additional intervention. Through our guidance department; a paper process request for a meeting is initiated. The RtI Triangle is used to determine appropriate interventions. A meeting is scheduled in which data and current intervention are reviewed. At the meeting, strategies are suggested/implemented, a plans initiated and monitored. Another meeting will be scheduled in about 4 to 6 weeks to revisit progress. The resource-support team is involved to help identify interventions. Additionally, the student study team is used when a need arises for severe cases.

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

The role of the Team at Spring Lake Elementary is to stay current on MTSS information and processes and assist teachers in understanding and implementing MTSS effectively. The MTSS Team will also be aware of the students not performing at grade level (academically and/or behaviorally) and support the teachers in providing appropriate interventions.

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

The management system used by Spring Lake Elementary to summarize tiered data begins with the individual student intervention binders with intervention logs. Students have their own section in teachers RtI binders that hold assessment results and lists specific intervention information, including intervention skills, intervention teacher and time spent in intervention. The MTSS Leadership Team is also keeping electronic data spreadsheets that contain school-wide student information. Interventions are evaluated by our reading teachers, math teachers, and grade level teachers.

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.

For the 2012-13school year, the Leadership Team at Spring Lake Elementary will fully implement the MTSS process. The Leadership Team will continue to expect teachers to keep specific data on Tier 2 Phase 1 students. Students performing below level will be reviewed by the MTSS Team periodically to discuss how to meet student's needs. MTSS training will be provided throughout the year.

6. Describe the plan to train staff on MTSS.

Schoolwide training was provided at a Faculty Meeting at the beginning of the school year to ensure all staff members were clear on the RtI process. Training during collaborative times will continue for all grade levels. Teams will revisit the MTSS process through guidance led work sessions throughout the year.

ADDENDUM 2 – LITERACY LEADERSHIP TEAM (LLT)

Please briefly respond to each of the items below:

1. Identify the members of your school’s Literacy Leadership Team (LLT).

Reading Coach-Laura Murdock, Principal-Shana Rafalski, Assistant Principal-Omayra Torres, Kindergarten-Tammy McBride, 1st-Mary Legg and Erika Glenn, 2nd-Wendy Doyle, 3rd-Claire Conn, Lyssa Marquez, Beth Miller, Sandy Merck, 4th-Lindy Brewer, Nan James, Lynn Joyce, 5th-Deanna Hamoud, Support-Lisa Wallar, Rebecca Roberts, Diane Angelillo

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

The LLT meeting will be chaired by the Literacy coach. Data from Professional Learning Communities will determine the focus of the monthly meeting. Accountability for each meeting will be documented through a predetermined agenda and minutes.

One person from each grade level/subject will be designated the “Literacy representative.” This individual will be the liaison between the grade level members and the school’s administrators.

Duties will be as follows:

- Analyze school-wide Literacy data to determine strengths and weaknesses to set goals.
- Discuss & develop the Instructional Calendar as pertains to the specific grade level/subject.
- Be able to assist teachers and be knowledgeable about the District Reading Curriculum, Language Arts Standards and other literacy related information.
- Be knowledgeable about the Continuous Improvement Model - CIM and methods of using it in the classroom as it pertains to Literacy.
- Assist in planning and organizing school-wide Literacy-related events and professional development inservices. Each member of the team will be given a Literacy folder to collect information and other notes from their grade level. This information will be part of the topics discussed during monthly meetings.

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

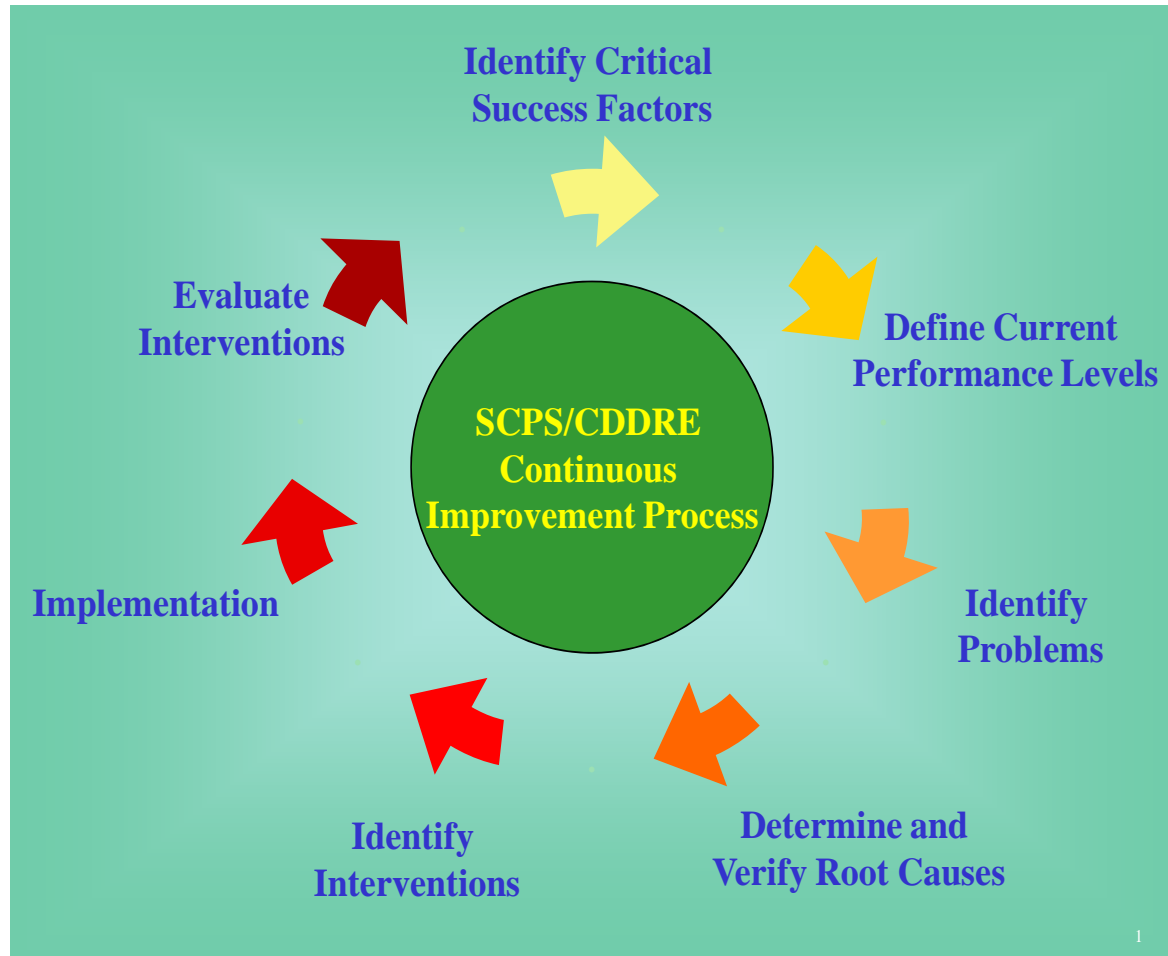
The major initiatives of the LLT were determined by analyzing the results from the 2012 FCAT results. Spring Lake Elementary will conduct testing to assess current student levels in August/September of 2012. The main focus of the LLT will be the implementation of differentiation of instruction through Guided Reading in order to meet the needs of all of our students and further develop higher level thinking strategies. Additionally the team will focus on MTSS interventions for students in Tier 2 and 3 of the RtI process

A school-wide schedule, common grade level intervention times, differentiated instruction at all grade levels, facilitating (when needed) weekly grade level PLCs, SIPPS tier 3 interventions and a vertical progressive writing process will be developed to achieve this initiative.

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.

Spring Lake is starting the process of engaging in the Lesson Study Model where teams of teachers will plan and execute collaboratively planned lessons and reflect on the effectiveness of teaching strategies on student learning outcomes. Through a partnership with The National Center for Urban School Transformation, Spring Lake will participate in Lesson Studies to enhance and evaluate the differentiation of instruction in Reading and Mathematics. Through these Lesson Studies the PLC model will strengthen for greater effectiveness. Staff development opportunities will be generated by in-house specialist, consultants, and the district Title 1 specialist. Initial and follow-up sessions are scheduled to help facilitate growth and direction.



ADDENDUM 4 – TITLE I SCHOOLWIDE PROGRAM PLAN
2012-2013

School Name: _____

I. Assurances

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

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

II. Initiatives

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

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

Students with Academic Deficiencies Initiative(s): All students in grades K-5 will be screened and evaluated using the assessment plan developed by Seminole County Public Schools. The assessment will begin with an initial screening followed by intensive instruction to meet the specific identified needs of the individual students. SRI, Discovery Education, Common Assessments, and DRA will be utilized to monitor progress in reading. Harcourt Go Math, Common, and District Assessments will be utilized to monitor progress in Math. Harcourt and Progress Monitoring Assessments will be utilized to monitor progress in science. Students who are receiving Tier 2 interventions, (30 minutes of specific instruction on identified skills provided in addition to the 90 minute reading block and 60 minute math block) will be monitored through the MTSS team. This team, which is lead by the MTSS Specialist (Guidance Counselor), will meet weekly to review and discuss individual student's progress with classroom teachers, curriculum specialists, guidance, and administration. If the student continues to have significant deficits in their progress, an additional 30 minutes of intervention is added and the student becomes a Tier 3 student. Tier 3 students will utilize the SIPPS curriculum and Making Meaning. When this happens, a referral will be made to the Student Study Team to determine if any additional factors might be interfering with the student's progress. At this time, the need for a possible formal assessment for eligibility for Exceptional Student Support services is discussed.

School Improvement Goal(s) that support the Initiative(s): ALL

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

Reading Initiative(s): The Harcourt Trophies Reading Program will be used as the core program for reading instruction in grades K-5 at Spring Lake Elementary. In addition, leveled texts from the Fountas and Pinnell, Wright Group, Rigby, Making Meaning and Newbridge will be used to support each learner at his or her individual level as determined by assessment. A large collection of books for Literature Circles are also available to teachers. Kindergarten and 1st grade students will receive daily phonics/phonemic awareness instruction using Fast Track Phonics, (Success for All), in the core block. Additional supplemental reading instruction includes: Making Meaning, Primary Comprehension ToolKit Bundle (grade 2, ELL and ESE; Comprehension ToolKit Texts (grades 2-3, ELL and ESE); 95% Group materials and strategies; Time 4 Kids Text Selections; and SRA Reading Mastery.

In addition, our reading specialists will work with classroom teachers to support reading in the 6 core areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, oral language by administering and interpreting on-going progress monitoring assessments. SIPPs (Systematic Instruction of Phonemic Awareness, Phonics and Sight Words) and/or Compensation Tool Kit Bundle (3-5) will be utilized for Tier 3 reading students.

School Improvement Goal(s) that support the Initiative(s): Reading

How will the reading initiative(s) support the initiatives of Just Read Florida and the SCPS Reading Plan? The Just Read Florida and the SCPS Reading Plan use assessment as the beginning foundation for instruction. Before a teacher can begin the appropriate instruction of his or her students, he or she must be cognizant of the students' reading levels and their individual strengths and weaknesses. Furthermore, teachers must have the ability, the training, and the materials necessary to differentiate instruction to meet the needs of their students. Our instructional program at Wicklow focuses on assessment driven instruction and effective teacher professional development through a collaborative teaching model and research based educational materials. Professional development for teachers is a key component of both initiatives. This will be accomplished through a variety of different professional development formats including large group instruction, small group instruction, peer mentoring, individualized modeling, and teacher study groups. Each team will meet weekly in a grade level Professional Learning Community to discuss strategies. Additional measures have been put in place to identify gifted students and insure we are instructionally meeting the needs of the highest 25% of our student body.

Math Initiative(s): The Harcourt Go Math Program will be used as the core math program. AIMS Math will be used to provide additional hands-on math learning experiences for students in grades K-5. The Title I supported SuccessMaker Lab, will be used to support and enhance academic achievement in math. In addition, our math specialists will work with teachers to incorporate strategies that promote algebraic thinking, problem solving, inquiry-based learning strategies, and cooperative learning strategies. In addition, Discovery Education and EdInsight will be used as a valuable interactive website that will generate multiple reports based on Formal Assessments throughout the year.

School Improvement Goal(s) that support the Initiative(s): Math

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

Use of Data Initiative(s): Teachers at Spring Lake Elementary meet every trimester to discuss report card, screener, diagnostic, formative, and summative assessment data. Through the use of data cards, grade level teams identify each student and create intervention groups based on their needs. These groups

are fluid as to continually address the students' needs. During PLCs teams meet throughout the month with subject area coaches to discuss SMART learning goals in each content area and grade level common assessments.

School Improvement Goal(s) that support the Initiative: ALL

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

SubGroup Initiative(s): The program described above is designed to meet the individual needs of all children, regardless of the diversity of their needs. Beginning with a school-wide schedule, Spring Lake will evaluate each student individually to determine his or her strengths and weaknesses, and we will then use assessment driven instruction to support the student's learning needs. By having a comprehensive program that is designed to offer a wide variety of strategies, materials and techniques, we will be able to individualize and differentiate instruction for the students. The instruction of special needs students and ELL students will be further enhanced through co-teaching and inclusion. The collaboration between the classroom teachers, Exceptional Education teachers, ELL teachers, and reading, writing, behavior, academic and math specialists will provide additional support for these students. Differentiated instruction and interventions will also be utilized during our additional 30 minute intervention time at each grade level, K-5. This intervention time will be used for both remediation and acceleration.

School Improvement Goal(s) that support the Initiative(s): ALL

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

Extended Day/Year Initiative(s): Tutorial Funds will be spent in the Fall 2012 on hiring teachers to teach both during the school day and after school tutorial two days per week in the areas of reading and math for all eligible students in grades 1-5. Additional tutorial sessions will be planned for Saturdays in October, November, December, January, February and March.

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

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

Additional School-Level Initiative(s):

School Improvement Goal(s) that support the Initiative:

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

Professional Learning Initiative(s): The Professional Development Plan for the 2012-2013 school year for Spring Lake Elementary will include the following: Six +1 Traits of Writing; Fast Track Phonics, (Success for All); Kagan Cooperative Learning Strategies, Guided Reading training, Alternatives to Worksheets training, Thinking Maps, Junior Great Books training and Marzano training to further develop an understanding for our students' needs and enhance understanding of quality instruction. Specialized Training will also be provided as needed and in a wide variety of formats. For example, large group trainings are sometimes appropriate when large numbers of teachers need the information being disseminated. It is sometimes more feasible to deliver small group professional development to meet identified individual needs after administration has conducted on-going classroom walk-throughs as supported by NCUST training. Teachers at Spring Lake will also embark on professional study groups this year based on building professional learning communities, or PLC's based on the work of Richard and Rebecca Dufour, Robert Eaker, and Thomas Many. Also, professional study groups will focus on Reading instruction utilizing the books The Daily 5 and CAFE by Boushey & Moser and The Art and Science of Teaching by Marzano. Each teacher is required to complete a Deliberate Practice (DP) Plan to address their personal goals for improving their delivery of instruction and understanding of curriculum and standards. The teachers' DP Plans also set SMART goals, (Strategic and Specific, Measurable, Attainable, Results Oriented for students and Time Bound), for students' performance in the classroom. Administration and curriculum specialists assist teachers in meeting their individual goals. Spring Lake also uses the on-going mentoring and coaching models of professional development as well as utilizing teacher leaders as master trainers. Using this collaborative model, the reading coaches, writing coach, math coaches and science coach go into the classroom and work side by side with the teacher, helping and modeling. Title I funds are utilized to pay for resource specialist positions along with district funding and IDEA funds.

School Improvement Goal(s) that support the Initiative(s):

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

Coordination with Early Learning Initiative(s): Per state statute, all entering Kindergarten students will be screened using the FLKRS instrument, (Florida Kindergarten Readiness Screener) and FAIR (Florida Assessments for Instruction in Reading). These assessments will provide individual information on school readiness, both socially and instructionally, which will allow teachers to plan to meet the individual needs of the students. Spring Lake hosts pre-k opportunities on campus for both ESE pre-k and VPK. Our VPK is piloting dual language to prepare them for our regular dual language expansion to kindergarten for the 2013-2014 school year. In addition, parents of incoming kindergarten students are invited to a spring tour, hosted by our guidance counselor, who provides information on academic expectations, as well as school resources.

School Improvement Goal(s) that support the Initiative(s): ePathways

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

Family Engagement Initiative(s): Spring Lake Elementary actively recruits parents to assist in our school. We enlist parents from SAC, PTA, Dividends, and outside focus groups to serve as our core group and team members. Flyers asking parents to serve on our Parent Advisory Team are distributed at Open House and through emails through the quick volunteer list on the Community Involvement database. We host a Volunteer Orientation to place willing parents in the right opportunity to assist.

School SAC committee will take part in reviewing and planning the Title I parent involvement plan. SAC is represented by teachers from various grade levels, parents, business partners, and community members that volunteer to serve.

School Improvement Goal(s) that support the Initiative:

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	19.5%	142/729	30.5	50%

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)
Use newsletters, curriculum nights, PTA and website to inform parents of the benefits of access to the Skyward Parent Portal	1	Communication	All Staff	Skyward data	Measure of usage	

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: Students will have access to a full robotics program, science and math academic groups and access to a Math and Science Coach

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)
Fund a part-time Science Coach	Funding	administration	On-going	Personnel report	b, st, TI,
Expand Robotics Program	Funds, staff	Teachers, administration	On-going	Registration in Robotics competitions , Roster of Team	b, st, TI, tech,
Expand participation in district Math competitions	Funds, student interest	Math Coach, administration	On-going	Registration in Math competitions, Roster of Team	b, st, TI, 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	56.0%	70/125	4	60%
2. Proficient in Reading	36.9%	45/122	13.1	50%
3. Proficient in Writing	37.2%	45/121	12.8	50%

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)
Provide differentiation of instruction for ELL students	1,2,3	Scheduling	ELL and Resource Team	OPM	Instructional Group roster	b, im, st, tech, TI, TIII
Include ELL students in all programs provided to other sub-groups	1,2,3	scheduling	ELL Teachers, administration, Reading/Math Coach	OPM	Instructional group roster	b, im, st, tech, TI, TIII
Expand the number of certified/endorsed teachers on campus	1,2,3	None	Administration, teachers	OPM	Staff Report	TIII

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	59	60	66	69	73	76	80
American Indian							
Asian							
Black/African-American	44	49	53	58	63	67	72
Hispanic	55	55	63	66	70	74	78
White	72	71	77	79	81	84	86
English Language Learners	35	48	46	51	57	62	68
Students with Disabilities	33	23	44	50	55	61	67
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	58	56	65	69	72	76	79
American Indian							
Asian							
Black/African-American	46	51	55	60	64	69	73
Hispanic	52	47	60	64	68	72	76
White	73	68	78	80	82	84	87
English Language Learners	37	52	48	53	58	63	69
Students with Disabilities	35	23	46	51	57	62	68
Economically Disadvantaged	52	51	60	64	68	72	76

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	DATE	COMMUNITY	DATE
Shana Rafalski	10/4/12	Selena Lipson	10/4/12	Helen Riehl	10/4/12
INSTRUCTIONAL		Lindsay Wilson	10/4/12		
Lynn Joyce	10/4/12				
		Miguel Herdendez	10/4/12		
Claire Conn	10/4/12				
		Magda Kolta	10/4/12		
Beth Miller	10/4/12				
		Tandre Moody	10/4/12		
Meg Anderson	10/4/12				
		Cythia Masters	10/4/12		
		Heather Anderson	10/4/12		
NON-INSTRUCTIONAL					
Jill Wharton	10/4/12				
Omayra Torres	10/4/12				