

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.



Crooms Academy of Information Technology

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+		61.2	3.8	6.5	73.7%	Y
High standards Level 4+		34.3	2.7	37	45.4%	Y
Proficiency Level 3+ in AYP subgroups						
	White	75.6	2.4	78	81.9%	Y
	Black	36.8	3.2	40	49.1%	Y
	Hispanic	51.0	2.0	53	70.4%	Y
	ELL	0	N/A	N/A	40.0%	N/A
	SWD	N/A	N/A	N/A	77.2%	N/A
	ED	48.7	3.3	52	62.5%	Y
Learning Gains		58.2	4.8	63	70.9%	Y
Lowest 25% making Learning Gains		48.5	2.5	51	64.9%	Y
Learning Gains Levels 4/5		44.4	5.6	50	87.2%	Y
Learning Gains in AYP subgroups						
	White	69.9	2.1	72	76.3%	Y
	Black	40.3	1.7	42	60.8%	Y
	Hispanic	52.0	2.0	54	70.3%	Y
	ELL	66.7	33.3	100	80.0%	N
	SWD	55.3	2.7	58	75.9%	Y
	ED	48.8	3.2	52	64.0%	Y

High schools have no school improvement math goal because of the transition from FCAT 2.0 to the Algebra EOC assessment. Algebra EOC goals should be written for 2012-13 on the page provided in the body of the plan.

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		86.5	3.5	90	86.2%	N
High standards Score 6.0		14.3	5.7	90	0.9%	N
Proficiency Score in AYP subgroups						
	White	85.9	4.1	90	90.3%	Y
	Black	88.0	2.0	90	70.8%	N
	Hispanic	86.2	3.8	90	86.4%	N
	ELL	N/A	N/A	N/A		
	SWD	N/A	N/A	N/A	77.3%	
	ED	89.7	2.3	92	82.7%	N

High standards Score 6.0 in AYP subgroups						
	White	15.6	4.4	20	1.6%	N
	Black	4.0	16.0	20	0.0%	N
	Hispanic	13.8	6.2	20	0.0%	N
	ELL	N/A	N/A	N/A	N/A	N/A
	SWD	N/A	N/A	N/A	4.5%	N/A
	ED	19.0	1.0	20	0.0%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	52	8	60	100%	Y
Performance in advanced coursework	79	6	85	100%	Y

Discipline Goals	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) ** 7 or more (25 total) Subgroup: Economically Disadvantaged	27.8	10	17.8	60%	N
Out-of-school suspensions (unduplicated) Subgroup: Economically Disadvantaged (44 total)	27.5	10	17.5	70%	N

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers			100.&	96.8%	N
At-Risk students graduating or advancing with age-level peers			100%	95.0%	N

Post-Secondary Readiness Goals (high school only)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Graduating seniors readiness in Reading	93	+5%	98	90%	N
Graduating seniors readiness in Math	73	+5%	78	74%	N

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup(s)					
Student Government					
African-Americans	11%	3.0	14%	22%	Y
Hispanics	18%	3.0	21%	13%	N
National Honor Society					
African-Americans	7%	3.0	10%	8%	N
Hispanics	21%	3.0	24%	16%	N

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Pass Rate of Biology Course	NA		75%	96%	Y

Goal Summary

Number of Goals Met: 19

Number Not Met: 19

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+		73.7%	232 / 315	+3.3	77%
2. Proficiency Level 3.0+ in subgroups:					
	White	81.9%	140 / 171	+3.1	85%
	Black	49.1%	26 / 53	+5	54%
	Hispanic	70.4%	50 / 71	3.6	74%
	ELL	40.0%	2 / 5	+4	44%
	SWD	77.2%	44 / 57	+2.8	80%
	ED	62.5%	90 / 144	+2.5	65%
3. High Standards Level 4.0+		45.4%	143 / 315	+2.6	48%
4. Learning Gains		70.9%	202 / 285	+2.1	73%
5. Lowest 25% Making Learning Gains		64.9%	48 / 74	+1.1	66%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		39.2%	31 / 285	+2.8	42%
7. Learning Gains Levels 4/5		87.2%	109 / 125	+1.8	89%
8. Learning Gains in subgroups:					
	White	76.3%	116 / 152	+2.7	79%
	Black	60.8%	31 / 51	+3.2	64%
	Hispanic	70.3%	45 / 64	+2.7	73%
	ELL	80.0%	4 / 5	+3	83%
	SWD	75.9%	41 / 54	+3.1	79%
	ED	64.0%	87 / 136	+3	67 %

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)
Use Discovery Education data to drive instruction in the classroom.	1-8		Reading Coach, Administration, Teachers	Sept 2012 Dec 2012 May 2013	DA	im, st, tech,
Implement Marzano high yield strategies in reading and content courses.	1-8		Reading Coach, Administration, Teachers	Ongoing	DA, FCAT	im, st,
Use FL Achieves to provide data to teachers to drive instruction.	1-8		Teachers	Ongoing	DA, FCAT	im, st, tech,
Focus on Greek and Latin roots and prefixes using grade level lists.	1-8		Faculty	Ongoing	DA, FCAT	
Continue school mentor program for at risk population.	1-8		Administration, Teachers	Ongoing	DA, FCAT	im, st,
Help students develop consistent note taking strategies.	1-8		Teachers	Ongoing	DA, FCAT	im, st,
Offer reading tutoring and after school enrichment.	1-8		Teachers	Ongoing	DA, FCAT	im, st,
Participate in PLCs and share best practices.	1-8		Administration, Teachers	Ongoing	DA, FCAT	im, st, tech,

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

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

MATH GOALS ALGEBRA END OF COURSE (EOC) EXAM

Aligned with Strategic Plan System Initiative B

(Middle and High School)

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

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

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

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

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

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

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

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

Math Goals 1 thru 8 (Algebra EOC)	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	67.6%	71 / 105	+7.4	75%
2. Proficiency Level 3+ in subgroups:				
White	74.1%	40 / 54	+3.9	78%
Black	42.9%	9 / 21	+7.1	50%
Hispanic	70.4%	19 / 27	+4.6	75%
ELL	66.7%	2 / 3	+3.3	70%
SWD	66.7%	12 / 18	+3.3	70%
ED	56.9%	33 / 58	+6.1	63%
3. High standards 4+	15.2%	16 / 105	+4.8	20%
4. Learning Gains	65.1%	54 / 83	+9.9	75%
5. Lowest 25% making Learning Gains	57.7%	15 / 26	+7.3	65%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	13.6%	6 / 44	4.4	18%
7. Learning Gains Levels 4/5	50.0%	5 / 10	+10	60%
8. Learning Gains in subgroups:				
White	64.1%	25 / 39	+5.9	70%
Black	52.6%	10 / 19	+7.4	60%
Hispanic	72.7%	16 / 22	+7.3	80%
ELL	100.0%	3 / 3		100%
SWD	80.0%	12 / 15	+10.0	90%
ED	63.5%	33 / 52	+6.5	70%

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)
Use KHAN Academy and Purple Math for enrichment and remediation.	1-8		Administration, Teachers	Ongoing	DA, FCAT, EOC	im, st, tech
Teacher will use the textbook online test generator to test standards and benchmarks per section.	1-8		Teachers	Ongoing	DA, FCAT, EOC	im, st, tech
Provide after school tutoring for students needing help.	1-8		Administration, Teachers	Ongoing	DA, FCAT, EOC	im, st, tech
Participate in PLCs and share best practices.	1-8		Administration, Teachers	Ongoing	DA, FCAT, EOC	im, st
Develop lesson plans using UbD as a model focusing on NGSSS assessed on the FCAT and EOC Exams.	1-8		Administration, Teachers	Ongoing	DA, FCAT, EOC	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+		86.2%	100 / 116	+2.8	89%
2. Proficiency Score 3.0+ in subgroups:					
	White	90.3%	56 / 62	+7	91%
	Black	70.8%	17 / 24	+3.2	74%
	Hispanic	86.4%	19 / 22	+1.6%	88%
	ELL				
	SWD	77.3%	17 / 22	+1.7	79%
	ED	82.7%	43 / 52	+1.3	84%
3. High Standards Score 6.0		0.9%	1 / 116	+5	1.4%
4. High Standards Score 6.0 in subgroups:					
	White	1.6%	1 / 62	+5	2.1%
	Black	0.0%	0 / 24	+1	1.0%
	Hispanic	0.0%	0 / 22	+1	1.0%
	ELL				
	SWD	4.5%	1 / 22	.5	5.0%
	ED	0.0%	0 / 52	+1	1.0

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

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Work with students so that 100% complete writing assignment.	1-4		Administration, Teachers	Ongoing	DA Write Score, FCAT	im, st
Teach conventions of writing to prepare student for FCAT.	1-4		Teachers	Ongoing	DA Write Score, FCAT	im, st
Continue monitoring student's progress with Write Score.	1-4		Administration, Teachers	Ongoing	DA Write Score, FCAT	im, st, tech
Work with students in developing Thesis Statements.	1-4		Teachers	Ongoing	DA Write Score, FCAT	im, st
Increase students' choice in writing.	1-4		Teachers	Ongoing	DA Write Score, FCAT	im, st
Teach writing mechanics in the Intro to IT Class.	1-4		Teachers	Ongoing	DA Write Score, FCAT	im, st, tech
Utilize Six Traits Plus instructional practice.	1-4		Teachers	Ongoing	DA Write Score, FCAT	im, st
Participate in PLCs and share best practices.	1-4		Administration, Teachers	Ongoing	DA Write Score, FCAT	im, st
Develop lesson plans using UbD as a model focusing on standards assessed on the FCAT Writes.	1-4		Administration, Teachers	Ongoing	DA Write Score, FCAT	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

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 %	% +/-	Expected %
1. Level of Participation	100%		100%
2. Level of Performance	100%		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)
Develop lesson plans using Understanding by Design methodology.	1-2		Teachers	Ongoing	DA, FCAT, EOC, AP Exam	im, st
Utilize Marzano Best Practices in the classroom.	1-2		Teachers	Ongoing	DA, FCAT, EOC, AP Exam	im, st
Provide practice exams prior to AP exam.	1-2		Administration, Teachers	Ongoing	DA, FCAT, EOC, AP Exam	im, st, tech
Teacher will identify candidates for AP classes and encourage more participation.	1-2		Teachers	Ongoing	DA, FCAT, EOC, AP Exam	im, st
Utilize SAT Daily Question site for bell work.	1-2		Teachers	Ongoing	DA, FCAT, EOC, AP Exam	im, st, tech
Participate in PLCs and share best practices.	1-2		Administration, Teachers	Ongoing	DA, FCAT	im, st, tech
Provide after school tutoring opportunities.	1-2		Administration, Teachers	Ongoing	DA, FCAT, EOC, AP Exam	im, st, tech

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): Total-102	White	33%	31%
Goal: Reduce by 2%	Black	36%	34%
	Hispanic	24%	22%
	Multiracial	5%	3%
	Asian/Pacific Islander	2%	0%
	ED	65%	63%
	SWD	6%	4%
	ELL	13%	11%
2. Out-of-school suspensions (unduplicated): Total 44	White	32%	30%
Goal: Reduce by 2%	Black	52%	50%
	Hispanic	16%	14%
	ED	70%	68%
	SWD	11%	9%
	ELL	7%	5%

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)
Implement Positive Behavior Support initiative on campus to teach expected behaviors to students and reward students for exhibiting positive behaviors on campus.	1-2		Administration, Teachers, Guidance	Ongoing	Ongoing, Discipline Data	b, im, or, sss, st
Provide students having repetitive behavior problems with an adult mentor on campus.	1-2		Administration, Teachers, Guidance	Ongoing	Ongoing, Discipline Data	b, im, or, sss, st
Implement cultural sensitivity training for students and staff.	1-2		Administration, Teachers, Guidance	Ongoing	Ongoing, Discipline Data	b, im, or, sss, st

Review discipline data to identify day, time, and locations of discipline incidents.	1-2		Administration, Teachers, Guidance	Ongoing	Ongoing, Discipline Data	b, im, st,
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GRADUATION/AT-RISK GRADUATION GOALS

Aligned with Strategic Plan System Initiative A

(High School only)

Graduation Goal #1: To increase the percent of students graduating with their age-level peers

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

High School: Graduation rate (HS Accountability Federal Graduation Rate)

High School: At-Risk is defined as students in Level 1 and Level 2 in Reading and Math on the 8th grade FCAT 2.0 (HS Accountability)

Graduation/At-Risk Graduation Goals 1 and 2	Current %	% +/-	Expected %
1. Graduation Level of Performance	96.8%	+2.2%	99%
2. At-Risk Graduation Level of Performance	95.0%	+4%	98%

Action Plan

Strategy	Graduation/ Promotion Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Utilize Florida Virtual and Plato for credit retrieval.	1-2		Administration, Teachers, Guidance	Ongoing	Graduation Rate	b, im, or, sss, st, tech
Provide mentors for at risk students.	1-2		Administration, Teachers, Guidance	Ongoing	Graduation Rate	b, im, or, sss, st, tech
Monitor progress of at-risk students toward graduation.	1-2		Administration, Teachers, Guidance	Ongoing	Graduation Rate	b, im, or, sss, st, tech

POST-SECONDARY READINESS GOALS

Aligned with Strategic Plan System Initiative A

(High School only)

Postsecondary Readiness Goal #1: To increase the percent of graduating seniors who demonstrate post-secondary readiness in Reading as indicated by the SAT, ACT, or PERT

Postsecondary Readiness Goal #2: To increase the percent of graduating seniors who demonstrate post-secondary readiness in Math as indicated by the SAT, ACT, or PERT

*Based on the High School Accountability formula

Postsecondary Readiness Goals 1 and 2	Current %	% +/-	Expected %
1. Level of Reading Performance	90%	+4	94%
2. Level of Math Performance	74%	+6	80%

Action Plan

Strategy	Readiness Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, AP Exam, CPT, PERT, SAT, ACT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Utilize SAT/ACT prep materials in College Readiness English and Math Courses.	1-2		Administration, Teachers, Guidance	Ongoing	DA, FCAT, EOC, AP Exam, CPT, PERT, SAT, ACT	b, im, or, sss, st, tech, TI
Use PERT results to target specific student deficiencies	1-2		Administration, Teachers, Guidance	Ongoing	DA, FCAT, EOC, AP Exam, PERT, SAT, ACT	b, im, or, sss, st, tech, TI
Provide after school tutoring for students needing help.	1-2		Administration, Teachers, Guidance	Ongoing	DA, FCAT, EOC, AP Exam, PERT, SAT, ACT	b, im, or, sss, st, tech, TI
Use the Discovery Assessment College Readiness III test to remediate college readiness indicators.	1-2		Administration, Teachers, Guidance	Ongoing	DA, FCAT, EOC, AP Exam, PERT, SAT, ACT	b, im, or, sss, st, tech, TI
Counsel Juniors and Seniors about the importance of being "College Ready".	1-2		Administration, Teachers, Guidance	Ongoing	DA, FCAT, EOC, AP Exam, PERT, SAT, ACT	b, im, or, sss, st, tech, TI

EXTRACURRICULAR ACTIVITIES GOAL(S)

Aligned with Strategic Plan System Initiative C

Extracurricular Activities Goal #1: To reduce the disparity in representation of African American and Hispanic students 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. To increase the participation of African American and Hispanic students in the National Honor Society by 3%.	African-American	17% (4 of 24)	20%
	Hispanic	8% (2 of 24)	11%
2. To maintain the participation of minority students (African American and Hispanic students combined) in Student Government at 50%.	Combined	53% (15 of 28)	50%
	African-American	32% (9 of 28)	30%
	Hispanic	21% (6 of 28)	20%

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)
Target diversity recruitment of students in each club/organization.	1-2		Administration Teachers Guidance Counselors	Ongoing	OEEEO Report	im, st
Host a Club Fair during the lunch periods to advertise extracurricular activities on campus.	1-2		Administration Teachers Guidance Counselors	Ongoing	OEEEO Report	im, 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: To increase ePathways opportunities for students at Crooms Academy of Information Technology in World Languages.

School Defined Goal	Current	# of #-	% +/-	Expected
Crooms will develop a hybrid Chinese language program utilizing Seminole Virtual Curriculum and face to face cultural activities to enhance student interest and understanding.	n/a	_____		4 Successful hybrid courses

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

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Partner with SVS to offer Chinese I, II, and III at Crooms.		Administration	May 2013	Student Survey	im, tech
2. Schedule students in academic homogenous groupings to enhance cooperative learning.		Administration Guidance	May 2013	Student Survey	im, tech
3. Facilitate cultural field trips to China Town, Epcot, and other Chinese related cultural events and activities.		Administration	May 2013	Student Survey	b, st

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
Scales and Rubrics	Reading 1-8 Math 1-8 Writing 1-4 Adv Course Work 2	Ongoing		School-wide	45		Administration Instructional Coach Technology Facilitator
Literacy Strategies in the Content Areas	Reading 1-8 Writing 1-4 Adv Course Work	Ongoing		School-wide	45		Administration Instructional Coach Technology Facilitator
Technology Infusion in Content Areas	Reading 1-8 Math 1-8 Writing 1-4 Adv Course Work	Ongoing		School-wide	45		Administration Instructional Coach Technology Facilitator
Professional Learning Communities	Reading 1-8 Math 1-8 Writing 1-4 Adv Course Work School Defined	Ongoing		Subject & Topic focused	45		Administration Instructional Coach Technology Facilitator
Marzano High Yield Strategies	Reading 1-8 Math 1-8 Writing 1-4 School Defined Adv Course Work	Ongoing		School-wide	45		Administration Instructional Coach Technology Facilitator

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

INCOME:

Original Allocation:	\$1279.32 (\$600+\$679.32)
Adjustment:	\$1347.00
Carry Over:	
Total Income:	\$1758.65

EXPENDITURES	ACTUAL COST	BALANCE
Student Recognition	-\$61.12	\$1218.20
AP Scholar Shirts	-\$806.55	\$411.65
Adjustment in May 2012	+1347.00	
		\$1758.65

} Start with your beginning

CARRY OVER:

Total carry over for 2012-2013: **\$1758.65**

This carry over will be spent on after-school tutoring.

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*.

Demetria Hayes (Chair), Connie Collins, Heather Medve, Christine Levings, Regina DeCatre, Cindy Dawson, Arvis Harmon, Laura Taylor, Amanda Pierce, and Shannon Boleware.

2. Describe how your school's *MTSS Leadership Team* functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS Leadership Team will meet once per month on Monday afternoons to fulfill their role as described in #3 and to develop goals and action plans for students referred to the team for intervention. The team will analyze and problem-solve using school-wide data to provide a structured program to meet the needs of all students in a stimulating learning environment.

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

The MTSS Leadership team will facilitate the process of teaching school-wide expectations, proactive classroom practices, logical consequences, and positive reinforcement to teach students the behaviors necessary to succeed in school and to support our school's vision of building a culture of excellence and success for every student. As a result of implementing our Positive Behavior Support program and regular analysis of school discipline data, the team is confident that the result will be a reduction in the number of inappropriate behaviors occurring on campus.

For students who are struggling academically and are not responding to Tier 1 interventions (after-school tutoring and Guided Study), the MTSS team will meet to develop more intensive interventions based upon the student's individual need and monitor progress frequently to make appropriate changes in instruction.

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

The data systems that will be used by the MTSS Leadership Team includes Skyward (discipline, attendance, grades), EdInsight (discipline, attendance, grades, district common nine week exams), Write Score (Writing and Biology), and Discovery Assessment (Reading/English, Algebra, Geometry, Biology, College Readiness).

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).

During the monthly Monday meetings, we will analyze the school-wide discipline data and review the teacher referrals to the MTSS team to inform our plan of action for meeting students' behavior and academic needs. If a special case that requires immediate attention emerges, a meeting will be convened for the earliest date available.

6. Describe the plan to train staff on MTSS.

The MTSS Leadership members have attended the district sponsored MTSS/RtI training by SCPS and the Positive Behavior Support Project (PBS), and will use the train-the-trainer model to train faculty and staff.

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).

- Christine Levings, Instructional Coach
- Becky Fry- Tech
- Brad Barsalou-History
- Jean Macinnis- Science
- Vicki Fuentes (Math rotate)
- Jessie Demateis-English
- Amanda Pierce-English
- Tracy Peters-Reading
- Elaine Baker-English
- Heather Medve-Admin
- Barbara Ray-Media

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

We meet monthly on the open early release Wednesday and work as a team to develop and implement school wide initiatives that will benefit student achievement and improve literacy infusion across the curriculum. Since we have a representative from every discipline, when we have a strategy or program to implement, each member takes that back to their department to share and explain. Hearing it from a peer, through the lens of that discipline, helps ensure implementation.

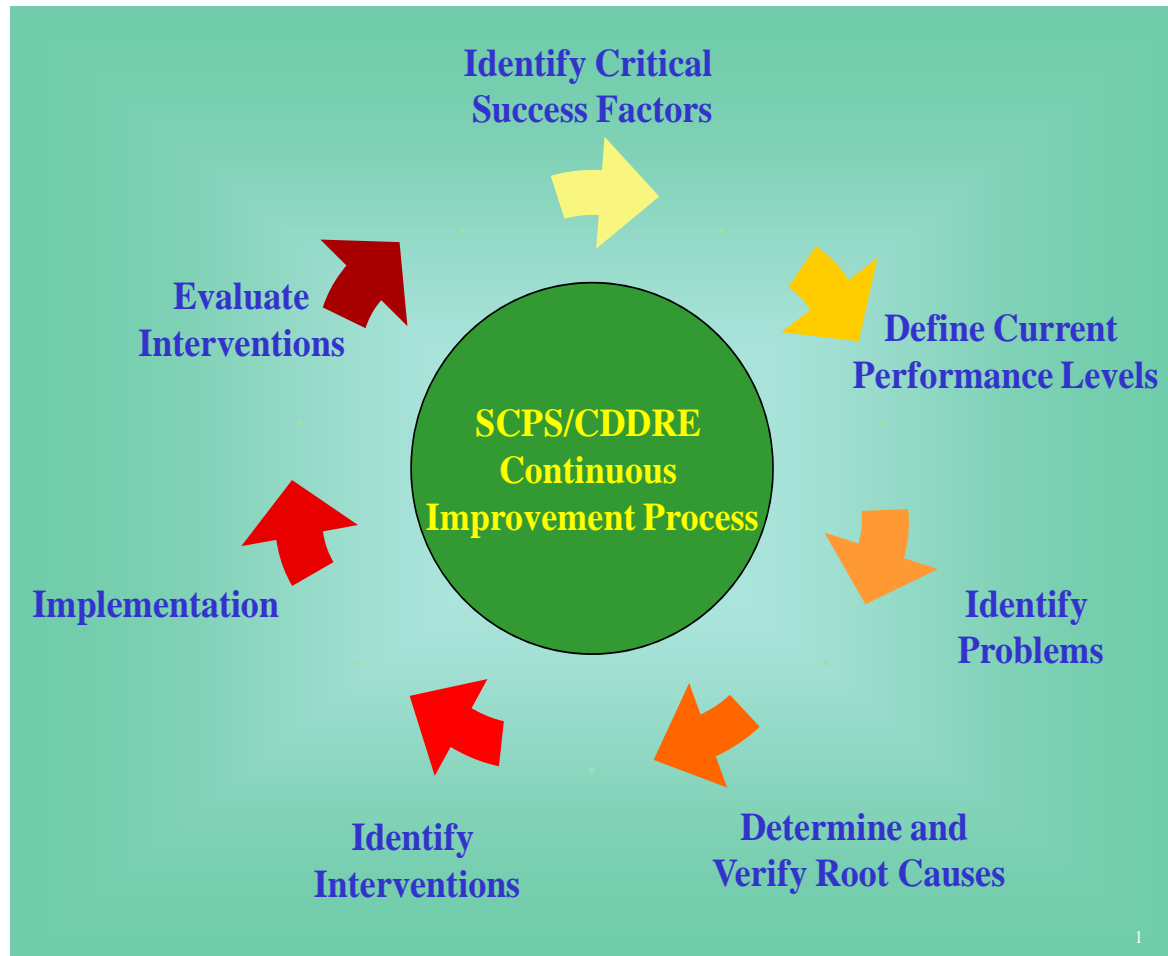
3. What will be the major initiatives of the LLT this year?

- We are continuing with our One Book, One School Project with the fall book, *Divergent* by Veronica Roth.
- We will refine our instructional focus of the month plan to include effective strategies for improving performance on each of our targeted benchmarks. We will direct instruction and use of these strategies throughout the school year and monitor progress through our Discovery Education data.
- We will continue to promote reading through our silent sustained reading and Scholastic Reading Counts programs.
- We will work on infusion of Marzano's high probability strategies
- We will assist in developing scales and rubrics that are aligned with the targeted benchmarks
- We will support district literacy initiative such as Let's Read Seminole and Celebrate Literacy Week.

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.

We will focus on effective PLC development in the fall semester, as a large number of staff attended the PLC conferences this past summer. The PLCs are emerging from the deliberate practice action plans. Teachers with similar goals will form PLCs to work on common curriculum and assessments. In the spring semester we plan to introduce “Lesson Study” to the PLCs groups who have reached that level of collaboration and commonality. We will provide training and support for these “Lesson Study” groups through the Content Support Team and by providing substitutes to allow the necessary collaboration.



ADDENDUM 4 - 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	61.5%	339/551	13.5%	75%

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)
Parent Orientation- information for all parents on registering and using the Parent Portal	100%	None	Becky Fry	August 2012	Data From Skyward	Tech, st, t
Register new parents for the Parent Portal during Orientation, Open House, and individual parent trainings	13.5%	None	Mary Benton Becky Fry	Beginning to mid-year	Data from Skyward	Tech, st, t

ADDENDUM 5 - 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: Crooms Academy of Information Technology offers Honors, Advanced Placement, and Dual Enrollment course offerings in the areas of science, mathematics, and technology. Students at Crooms also have the opportunity to participate in STEM programs through the Robotics Club, the National Consortium of Specialized Secondary Schools in Mathematics, Science, and Technology (NCSSSMST), the Gamers Club, and SECME projects completed through the Physics Honors courses.

For the 2012-2013 school year, Crooms AOIT plans to:

- increase student participation in the SECME Regional Competition.
- increase student participation in science clubs (NCSSSMST and Robotics Club).
- increase the number of students progressing from the Seminole County Regional Science, Mathematics, and Engineering Fair to the Florida State Science Fair.
- increase the enrollment of minority students in Honors, Advanced Placement, and Dual Enrollment science, mathematics, and technology courses.

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)
Offer after-school support for the SECME Competition technical paper and technical drawing.		Teachers Administration	January 2013	SECME Registration	b, im, st
Participate in the Club Fair hosted during lunches to encourage students to join NCSSSMST and the Robotics Club.		Teachers Administration	Ongoing	OEEO Report	im, st
Offer Science Fair tutoring sessions twice per month to offer additional support to all students.		Teachers Administration	Ongoing	SCRMEF Registration	b, im, st
Teacher s and Guidance Counselors will identify minority candidates for Honors, AP, and Dual Enrollment classes and encourage more participation.		Guidance Counselors Teachers Administration	Spring 2013	Course Registration	st

ADDENDUM 6 - 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: Students at Crooms Academy of Information Technology participate in four-year career program that helps exposes them to career opportunities in Information Technology and prepares them with the skill set necessary for them to be successful for post-graduation opportunities in the workforce or at a post-secondary institution. Crooms students have the opportunity to earn technology certifications in Adobe Dreamweaver Associate, Adobe Flash Associate, Adobe Photoshop Associate, Certified Internet Web (CIW) Site Development Associate, Cisco Certified Network Associate (CCNA), Cisco Certified Entry Network Technician (CCENT), CompTIA A+, CompTIA Linux+, CompTIA Network+, CompTIA Security+, Microsoft Office Specialist (MOS), and Oracle Certified Associate. In 2011-2012, students earned 122 technology industry certifications. For the 2011-2012 school year, students at Crooms Academy of Information Technology earned 122 industry certifications in the areas of Adobe Photoshop, Adobe Flash, Adobe Dreamweaver, CompTIA A+, and CompTIA Security +.

For the 2012-2013 school year, Crooms AOIT plans to:

- increase the number of the industry certifications earned.
- add new industry certification offerings to students.
- maintain and expand our four-year career and college readiness program.

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)
Develop lesson plans focusing on skills/standards assessed on the industry certification exams.		Teachers Administration	Ongoing	Certiport Progress Monitors, Teacher Pre/Post Assessments	im, st
Use progress monitoring tools to provide enrichment and remediation as necessary for students pursuing industry certifications.		Teachers Administration	Ongoing	Certiport Progress Monitors, Teacher Pre/Post Assessments	b, im, st
Provide after school tutoring for students needing help.		Teachers Administration	Ongoing	Certiport Progress Monitors, Pre/Post Assessments	b, im, st
Provide access to professional development and training to technology teachers for current and new industry certifications.		ETF Administration	Ongoing	Reflection Logs	b, im, st
Participate in PLCs and share best practices.		Teachers Administration	Ongoing	Certiport Progress Monitors, Teacher Pre/Post Assessments	im, st

Schedule and implement four-year career and college readiness programs through aligned technology and academic courses.		Career Specialist	Ongoing	CAPE and NAF Documentation	b, im, st, t
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ADDENDUM 7 – COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA) GOALS

Based on the analysis of 2011-2012 CELLA data, the following schools will need to complete CELLA goals:

Elementary schools: Idyllwilde, Pine Crest, Spring Lake and Wicklow

All middle schools except Chiles and Rock Lake

All high schools except Crooms, Journeys, and Oviedo

Identify and define areas in need of improvement in 2012-2013.

Goal #1: To increase the number of ELL students scoring proficient in the Listening and Speaking section of CELLA in 2012-2013

Goal #2: To increase the number of ELL students scoring proficient in the Reading section of CELLA in 2012-2013

Goal #3: To increase the number of ELL students scoring proficient in the Writing section of CELLA in 2012-2013

CELLA (All students)	Current	# of #	% +/-	Expected
1. Proficient in Listening & Speaking	80.0%	4/5		100.00
2. Proficient in Reading	0.0%	0/5		50.00
3. Proficient in Writing	40.0%	2/5		60.00

Action Plan

Strategy	CELLA Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Utilize Discovery Education data to drive instruction			Teachers, Reading Coach			
2. Provide Additional Tutoring Support to increase reading skills			Admin, Teachers			

ADDENDUM 9 – GEOMETRY, BIOLOGY, U.S. HISTORY AND CIVICS (EOC)

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

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

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

READING AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	69	74	74	77	79	82	85
American Indian							
Asian		75					
Black/African-American	48	49	57	61	65	70	74
Hispanic	69	70	74	77	79	82	85
White	78	82	82	84	85	87	89
English Language Learners							
Students with Disabilities	54	65	62	66	69	73	77
Economically Disadvantaged	60	63	67	70	73	77	80

MATH AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	64	80	70	73	76	79	82
American Indian							
Asian							
Black/African-American	54	56	62	66	69	73	77
Hispanic	63	80	69	72	75	78	82
White	71	85	76	78	81	83	86
English Language Learners							
Students with Disabilities	63	68	69	72	75	78	82
Economically Disadvantaged	61	71	68	71	74	77	81

SCHOOL ADVISORY COUNCIL SIGNATURES
2012-2013
FINAL COPY

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

ADMINISTRATOR	DATE	PARENT/COMMUNITY	DATE	PARENT/COMMUNITY	DATE
Dr. Connie Collins	10/9/12	Cherri Briggs	10/8/12	Aileen Davis	10/12/12
Member's Signature:					
INSTRUCTIONAL		Daleonarda Tippers	10/8/12	Karen Miglo	10/11/12
Barbara Ray	10/9/12				
		Dale Horine	10/12/12	Sheryl Broomell	10/8/12
Amanda Pierce	10/9/12				
		Rae Mauger	10/8/12	Ed Ghiglieri	10/8/12
Rebecca Fry	10/9/12				
		Stacie Webster	10/8/12	STUDENT	
				Alex Ghiglieri	10/8/12
		Elizabeth Blake	10/10/12		
				Andrew Webster	10/8/12
		Stacie Webster			
NON-INSTRUCTIONAL					
Mary Benton	10/9/12				