# *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.*

## Sabal Point Elementary School

# School Improvement Plan 2012-2013

# TABLE OF CONTENTS

# EVALUATION OF SCHOOL IMPROVEMENT PLAN
# 2011-2012

| Reading Goals (accountability group) | | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|---|---|---|---|---|---|---|
| Proficiency Level 3+ | | 94.6% | +2 | 96.6% | 80.6% | N |
| High standards Level 4+ | | 68.7% | +3 | 71.7% | 58.7% | N |
| Proficiency Level 3+ in AYP subgroups | | | | | | |
| | White | 96.6% | +1 | 97.6% | 81.8% | N |
| | Black | 75.0% | +2 | 77% | 65.0% | N |
| | Hispanic | 89.7% | +2 | 91.7 | 77.8% | N |
| | ELL | 66.7% | +2 | 68.7% | 46.7% | N |
| | SWD | 100.0% | 0 | 100% | 78.3% | N |
| | ED | 88.1% | +2 | 90.1% | 75.9% | N |
| Learning Gains | | 73.3% | +2 | 79.3% | 76.9% | Y |
| Lowest 25% making Learning Gains | | 75.4% | +2 | 77.4% | 75.0% | N |
| Learning Gains Levels 4/5 | | 80% | +2 | 82% | 88.7% | Y |
| Learning Gains in AYP subgroups | | | | | | |
| | White | 79.1% | +3 | 82.1% | 77.0% | N |
| | Black | 58.3% | +3 | 61.3% | 80.0% | Y |
| | Hispanic | 72.7% | +3 | 75.7% | 73.5% | N |
| | ELL | 42.9% | +3 | 45.9% | 66.7% | Y |
| | SWD | 72.7% | +3 | 75.7% | 76.0% | Y |
| | ED | 60% | +3 | 63% | 79.1% | Y |

| Math Goals (accountability group) | | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|---|---|---|---|---|---|---|
| Proficiency Level 3+ | | 93.4% | +2 | 95.4% | 83.9% | N |
| High standards Level 4+ | | 69.3% | +3 | 72.3% | 57.8% | N |
| Proficiency Level 3+ in AYP subgroups | | | | | | |
| | White | 95.4% | +1 | 96.4% | 86.5% | N |
| | Black | 83.3% | +2 | 85.3% | 47.4% | N |
| | Hispanic | 84.6% | +2 | 86.6% | 79.6% | N |
| | ELL | 83.3% | +2 | 85.3% | 46.7% | N |
| | SWD | 100% | 0 | 100% | 81.5% | N |
| | ED | 83.6% | +2 | 85.6% | 69.2% | N |
| Learning Gains | | 58.5% | +5 | 63.5% | 82.9% | Y |

| | | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|---|---|---|---|---|---|---|
| Lowest 25% making Learning Gains | | 56.6% | +5 | 61.6% | 67.5% | Y |
| Learning Gains Levels 4/5 | | 20% | +5 | 25% | 91.4% | Y |
| Learning Gains in AYP subgroups | | | | | | |
| | White | 62.4% | +3 | 65.4% | 84.1% | Y |
| | Black | 41.7% | +3 | 44.7% | 77.8% | Y |
| | Hispanic | 36.4% | +3 | 39.4% | 76.5% | Y |
| | ELL | 42.9% | +3 | 45.9% | 75% | Y |
| | SWD | 50% | +3 | 53% | 83.6% | Y |
| | ED | 40% | +3 | 43% | 78.8% | Y |

| **Writing Goals** (accountability group) | | **Current** | **% +/-** | **Expected** | **Actual** | **Met (Y,N,P)** |
|---|---|---|---|---|---|---|
| Proficiency Score 3.0+ | | 86.8% | +4 | 90.8% | 89.2% | N |
| High standards Score 6.0 | | .9% | +14 | 14.9% | 0.8% | N |
| Proficiency Score 3.0+ in AYP subgroups | | | | | | |
| | White | 87.6% | +3 | 90.6% | 90.2% | Y |
| | Black | 100% | 0 | 100% | 80.0% | N |
| | Hispanic | 78.6% | +3 | 81.6% | 93.8% | Y |
| | ELL | 66.7% | +3 | 69.7% | 25.0% | N |
| | SWD | 100% | +0 | 100% | 84.8% | N |
| | ED | 88.9% | +3 | 91.9% | 76.9% | N |
| High standards Score 6.0 in AYP subgroups | | | | | | |
| | White | 1.1% | +24 | 25.1% | 1.1% | N |
| | Black | 0% | +20 | 20% | 0.0% | N |
| | Hispanic | 0% | +20 | 20% | 0.0% | N |
| | ELL | 0% | +33 | 33% | 0.0% | N |
| | SWD | 0% | +33 | 33% | 3.0% | N |
| | ED | 0% | +20 | 20% | 0.0% | N |

| **Science Goals** (ES and MS accountability groups) | | **Current** | **% +/-** | **Expected** | **Actual** | **Met (Y,N,P)** |
|---|---|---|---|---|---|---|
| Proficiency Level 3+ | | 83.5% | +3 | 86.5% | 70.7% | N |
| High standards Level 4+ | | 35.5% | +4 | 39.5% | 29.3% | N |
| Proficiency Level 3+in AYP subgroups | | | | | | |
| | White | 89.5% | +3 | 92.5% | 76.9% | N |
| | Black | 60% | +3 | 63% | 33.3% | N |
| | Hispanic | 53.3% | +3 | 56.3% | 54.5% | N |
| | ELL | 0% | +50 | 50% | 50.0% | Y |
| | SWD | 100% | 0 | 100% | 78.3% | N |
| | ED | 59.1% | +3 | 62.1% | 61.9% | N |
| High standards Level 4+ in AYP subgroups | | | | | | |

| | White | 38.9% | +2 | 40.9% | 35.6% | N |
|---|---|---|---|---|---|---|
| | Black | 0% | +25 | 25% | 16.7% | N |
| | Hispanic | 20% | +2 | 22% | 4.5% | N |
| | ELL | 0% | +25 | 25% | 0.0% | N |
| | SWD | 33.3% | +2 | 35.3% | 50.0% | Y |
| | ED | 4.5% | +15 | 19.5% | 19.0% | N |

| Advanced Coursework Goals | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|---|---|---|---|---|---|
| Participation in advanced coursework | 28% | +2 | 30% | 31% | Y |
| Performance in advanced coursework | 97% | +3 | 100% | 100% | Y |

| Discipline Goals | | Male | | | | | Female | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Current % | % +/- | Expected % | Actual % | Met (Y,N,P) | Current% | % +/- | Expected % | Actual % | Met (Y,N,P) |
| Discipline referrals (duplicated) Subgroup:ED/FRL | 10% | -5% | 5% | 94.3% | N | 1% | -1% | 0% | 0% | Y |
| Out-of-school suspensions (unduplicated) Subgroup:ED/FRL | 1% | -1% | 0% | 0% | Y | 0% | -0% | 0% | 0% | Y |

| Graduation/On-Time Promotion/At-Risk Graduation Goals | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|---|---|---|---|---|---|
| Students graduating or advancing with age-level peers | 100% | +0% | 100% | 98.8% | N |
| At-Risk students graduating or advancing with age-level peers | 100% | +0% | 100% | 99.5% | N |

| Extracurricular Activities Goal(s) | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|---|---|---|---|---|---|
| Reduce disparity in representation of AYP subgroups | | | | | |
| Activity and subgroup: Chorus- Minority | 19% | +6 | 25% | 26% | Y |

| School Defined Goal(s) | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|---|---|---|---|---|---|
| Increase Dividend Volunteer Hours | 14,008 | +2% | 14,228 | 12,257.34 | N |

**Goal Summary**
**Number of Goals Met:** __25__
**Number Not Met:** __47__
**Number Partially Met:** ____

## READING GOALS

**Reading Goal #1:** To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading
**Reading Goal #2:** To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the

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

| Reading Goals 1 thru 8 | Current % | # of # | % +/- | Expected % |
|---|---|---|---|---|
| 1. Proficiency Level 3+ | 80.6% | 316 / 392 | +5 | 85.6% |
| 2. Proficiency Level 3+ in subgroups: | | | | |
| White | 81.8% | 242 / 296 | +2 | 83.8% |
| Black | 65.0% | 13 / 20 | +2 | 67% |
| Hispanic | 77.8% | 42 / 54 | +2 | 79.8% |
| ELL | 46.7% | 7 / 15 | +2 | 48.7% |
| SWD | 78.3% | 94 / 120 | +2 | 80.3% |
| ED | 75.9% | 82 / 108 | +2 | 77.9% |
| 3. High standards Level 4+ | 58.7% | 230 / 392 | +2 | 60.7% |
| 4. Learning Gains | 76.9% | 186 / 242 | +2 | 78.9% |
| 5. Lowest 25% making Learning Gains | 75.0% | 30 / 40 | +2 | 77.0% |
| 6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new | 36.4% | 55 / 242 | +2 | 38.4% |
| 7. Learning Gains Levels 4/5 | 88.7% | 134 / 151 | +2 | 90.7% |
| 8. Learning Gains in subgroups: | | | | |
| White | 77.0% | 141 / 183 | +2 | 79.0% |
| Black | 80.0% | 8 / 10 | +2 | 82.0% |
| Hispanic | 73.5% | 25 / 34 | +2 | 75.5% |
| ELL | 66.7% | 6 / 9 | +2 | 68.7% |
| SWD | 76.0% | 57 / 75 | +2 | 78.0% |
| ED | 79.1% | 53 / 67 | +2 | 81.0% |

**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) |
|---|---|---|---|---|---|---|
| Provide a minimum of 90 minutes daily of uninterrupted instruction in reading for all learners and use guided reading materials for small group instruction. | 1-8 | | Admin., Teachers, Reading Coach | Weekly | Review lesson plans | b, im |
| Utilize differentiated instructional strategies in reading intervention groups to increase student learning and provide reading tutorial. | 1-8 | | Teachers, Reading Coach | Weekly | Review lesson plans | im, t |
| Analyze FCAT reports to determine reading strands in need of improvement. | 1-8 | | Admin., Teachers | Baseline | FCAT | im |
| Provide professional development opportunities in rigorous reading instruction through workshops, conferences and professional learning communities (PLC). | 1-8 | Funding | Admin., Reading Coach | Ongoing | Discovery, FCAT | b, im, t |
| Use Scholastic Reading Inventory (SRI), Discovery Education (DE), Phonological Awareness Screener for Intervention (PASI), and Phonics Screener for Intervention (PSI) to provide diagnostic information for appropriate instruction. | 1-8 | | Reading Coach, Teachers | Baseline, mid-year, end of year | Data meetings | b, im |
| Utilize and provide support for the SCPS 2012-2013 K-5 Reading Toolbox. | 1-8 | | Admin., Reading Coach | Ongoing | Review lesson plans, walkthroughs | im, t |

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

*A mid-year data analysis will be submitted as an addendum.

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

| Math Goals 1 thru 8 | Current % | # of # | % +/- | Expected % |
|---|---|---|---|---|
| 1. Proficiency Level 3+ | 83.9% | 328 / 391 | +5 | 88.9% |
| 2. Proficiency Level 3+ in subgroups: | | | | |
| White | 86.5% | 256 / 296 | +2 | 88.5% |
| Black | 47.4% | 9 / 19 | +2 | 49.4% |
| Hispanic | 79.6% | 43 / 54 | +2 | 81.6% |
| ELL | 46.7% | 7 / 15 | +2 | 48.7% |
| SWD | 81.5% | 97 / 119 | +2 | 83.5% |
| ED | 69.2% | 74 / 107 | +2 | 71.2% |
| 3. High standards 4+ | 57.8% | 226 / 391 | +2 | 59.8% |
| 4. Learning Gains | 82.9% | 199 / 240 | +2 | 84.9% |
| 5. Lowest 25% making Learning Gains | 67.5% | 27 / 40 | +2 | 69.5% |
| 6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new | 40.4% | 61 / 240 | +2 | 42.4% |
| 7. Learning Gains Levels 4/5 | 91.4% | 138 / 151 | +2 | 93.4% |
| 8. Learning Gains in subgroups: | | | | |
| White | 84.1% | 153 / 182 | +2 | 86.1% |
| Black | 77.8% | 7 / 9 | +2 | 79.8% |
| Hispanic | 76.5% | 26 / 34 | +2 | 78.5% |
| ELL | 75.0% | 6 / 8 | +2 | 77.0% |
| SWD | 83.6% | 61 / 73 | +2 | 85.6% |
| ED | 78.8% | 52 / 66 | +2 | 80.8% |

**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) |
|---|---|---|---|---|---|---|
| Analyze FCAT reports to determine math strands in need of improvement. | 1-8 | | Admin., Teachers | Baseline | FCAT | im |
| Provide ongoing professional development for the Next Generation Sunshine State Standards (NGSSS) and Common Core Standards (CCS) in math through workshops and PLC | 1-8 | | Admin., Math Coach | Ongoing | Discovery, FCAT | im, st |
| Offer higher level enrichment activities such as PRIMES Math and Sunshine Math Programs. | 3,4,7 | | Teachers | Ongoing | Discovery, FCAT | im |
| Provide specialized math intervention instruction to increase learning gains. | 1-8 | | Teachers, Math Coach | Weekly | Review lesson plans, Math Coach | im, st |
| Provide intervention time within the math block and math tutorial. | 1-8 | funding | Teachers | Daily | Review lesson plans, walkthroughs | im |

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

*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+ | 89.2% | 107 / 120 | +3 | 92.2% |
| 2. Proficiency Score 3.0+ in subgroups: | | | | |
| White | 90.2% | 83 / 92 | +2 | 92.2% |
| Black | 80.0% | 4 / 5 | +2 | 82.0% |
| Hispanic | 93.8% | 15 / 16 | +2 | 95.8% |
| ELL | 25.0% | 1 / 4 | +2 | 27.0% |
| SWD | 84.8% | 28 / 33 | +2 | 86.8% |
| ED | 76.9% | 20 / 26 | +2 | 78.9% |
| 3. High standards Score 6.0 | 0.8% | 1 / 120 | +2 | 2.8% |
| 4. High standards Score 6.0 in subgroups: | | | | |
| White | 1.1% | 1 / 92 | +2 | 3.1% |
| Black | 0.0% | 0 / 5 | +2 | 2.0% |
| Hispanic | 0.0% | 0 / 16 | +2 | 2.0% |
| ELL | 0.0% | 0 / 4 | +2 | 2.0% |
| SWD | 3.0% | 1 / 33 | +2 | 5.0% |
| ED | 0.0% | 0 / 26 | +2 | 2.0% |

*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) |
|---|---|---|---|---|---|---|
| Utilize the 6+1 Traits of Writing instruction. | 1-4 | | Teachers | Weekly | Review lesson plans, walkthroughs | im, t |
| Provide professional development and materials for teachers to improve their writing instruction through the use of strategies from 6+1 Traits of Writing. | 1-4 | funding | Admin., Teachers, Literacy Council | Ongoing | FCAT | b, im,t |
| Employ district-developed writing frameworks/prompts K-5 at the beginning, middle and end of the year to document growth. | 1-4 | | Teachers | Baseline, mid-year, end of year | District writing prompts | im |
| Implement 4th grade intervention writing groups to improve writing skills of all students. | 1-4 | | Teachers | Ongoing | Review lesson plans, FCAT | im |

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

*A mid-year data analysis will be submitted as an addendum.

## SCIENCE GOALS

**Aligned with Strategic Plan System Initiative B**        **Elementary (Grade 5) and Middle School (Grade 8) FCAT**

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**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 Level 3+ | 70.7% | 99 / 140 | +5 | 75.7% |
| 2. Proficiency Level 3+ in subgroups: | | | | |
| White | 76.9% | 80 / 104 | +2 | 78.9% |
| Black | 33.3% | 2 / 6 | +2 | 35.3% |
| Hispanic | 54.5% | 12 / 22 | +2 | 56.5% |
| ELL | 50.0% | 3 / 6 | +2 | 52.0% |
| SWD | 78.3% | 36 / 46 | +2 | 80.3% |
| ED | 61.9% | 26 / 42 | +2 | 63.9% |
| 3. High standards Level 4+ | 29.3% | 41 / 140 | +2 | 31.3% |
| 4. High standards Level 4+ in subgroups: | | | | |
| White | 35.6% | 37 / 104 | +2 | 37.6% |
| Black | 16.7% | 1 / 6 | +2 | 18.7% |
| Hispanic | 4.5% | 1 / 22 | +2 | 6.5% |
| ELL | 0.0% | 0 / 6 | +2 | 2.0% |
| SWD | 50.0% | 23 / 46 | +2 | 52.0% |
| ED | 19.0% | 8 / 42 | +2 | 21.0% |

**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) |
|---|---|---|---|---|---|---|
| Analyze FCAT reports to determine science strands in need of improvement. | 1-4 | | Admin., Teachers | Baseline | FCAT | im |
| Offer "Super Scientist" lessons to all grade levels. | 1-4 | | Teachers, PTA | Ongoing | Review of lesson plans, walkthroughs | b, im, or |
| Administer and analyze the Discovery Education science assessment data. | 1-4 | | Admin., Teachers | Baseline, mid-year, end of year. | DA | im, tech |
| Provide ongoing support for Fusion Science. | 1-4 | | Admin. | Ongoing | DA, FCAT | im, t |

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

*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 | 56% | 44/78 | +2% | 58% |
| 2. Level of Performance | 68% | 30/44 | +2% | 70% |

**Action Plan**

| Strategy | Advanced Coursework Goal Number(s) | Anticipated Barriers | Person(s) Responsible | Evaluation Schedule (end of year, etc.) | Evaluation Tools/Strategies (Skyward) | Resources (b, im, or, st, sss, tech, TI, TII,TIII, t) |
|---|---|---|---|---|---|---|
| Use FCAT data to determine prospective PRIMES 5 math students. | 1-2 | | Admin., Teachers | Baseline | Skyward, FCAT | or |
| Utilize the SCPS PRIMES Math Instructional Plan. | 1-2 | | Teachers | Ongoing | Review lesson plans, walkthroughs | im |
| Offer tutorial opportunities for PRIMES math students. | 2 | | Teachers | Ongoing | DA, FCAT | or |
| Continue the Math Olympiad program. | 2 | | Math Coach | Ongoing | DA, FCAT | b, im |

# 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)**<br>**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 | Male | | | Female | | |
|---|---|---|---|---|---|---|
| | Current % | % +/- | Expected % | Current% | % +/- | Expected % |
| 1. Discipline referrals (duplicated)<br>   Subgroup: Ethnicity | 94.3 | -5% | 89.3% | 5.7 | 0 | 5.7 |
| 2. Out-of-school suspensions (unduplicated)<br>   Subgroup: Ethnicity | 0% | +0 | 0% | 0% | +0 | 0% |

**Action Plan**

| Strategy | Discipline Goal Number(s) | Anticipated Barriers | Person(s) Responsible | Evaluation Schedule (end of year, etc.) | Evaluation Tools/Strategies | Resources (b, im, or, st, sss, tech, TI, TII,TIII, t) |
|---|---|---|---|---|---|---|
| Continue the Positive Behavior Support plan (PBS) school wide to decrease discipline referrals and comply with MTSS requirements. | 1-2 | | Admin., Teachers | Ongoing | Discipline data | or, sss, t |
| Provide Guidance lessons that promote acceptable student behaviors utilizing the "Keys to Character." | 1-2 | | Guidance Counselor | Ongoing | Review of lesson plans | im |
| Provide individual behavior contracts and support for students with multiple discipline referrals. | 1-2 | | Guidance Counselor | Ongoing | Discipline data | or |

# GRADUATION/ON-TIME PROMOTION AND AT-RISK GRADUATION GOALS
**Aligned with Strategic Plan System Initiative A**

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

Elementary School: Percent of students completing elementary school in 6 years
Middle School:         Percent of students completing middle school in 3 years
High School:            Graduation rate (HS Accountability Federal Graduation Rate)

Elementary School: At-Risk is defined as students who qualify for F&R Lunch
Middle School:         At-Risk is defined as students in Level 1 or Level 2 in both Reading and Math on the 5th grade FCAT 2.0
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/On-time promotion/At-Risk Graduation Goals 1 and 2 | Current % | # of # | % +/- | Expected % |
|---|---|---|---|---|
| 1. Graduation/On-time Promotion Level of Performance | 98.8% | 768/777 | +1% | 99.8% |
| 2. At-Risk Graduation Level of Performance | 99.5% | 207/208 | **+0** | 99.5% |

**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) |
|---|---|---|---|---|---|---|
| Monitor at risk students at 6 week intervals to check for current academic status. | 1-2 | | Admin., Teachers | 6 week period | Discovery, SRI Class grades | im |
| Provide tutorial and/or other remedial services to at risk students. | 1-2 | | Admin., Teachers | Ongoing | DA, Review of lesson plans | b, 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** | **Current %** | **# of #-** | **% +/-** | **Expected %** |
|---|---|---|---|---|
| 1. Activity: TV Production | | | | |
| Subgroup: Black/Hispanic | 0% | 0/5 | +20% | 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) |
|---|---|---|---|---|---|---|
| Monitor the participation of minority students in extracurricular activities at Sabal Point. | 1 | Lack of parental involvement, transportation | Admin., Resource Teachers | Ongoing | Data | or |

# SCHOOL DEFINED GOAL

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

**Goal #1:  To increase the percent of students participating in the PRIMES 4 and PRIMES 5 Math programs**

| School Defined Goal | Current | # of #- | % +/- | Expected |
|---|---|---|---|---|
| PRIMES 4 participation | 0% | 0/127 | +30 | 30% |
| PRIMES 5 participation | 56% | 44/78 | +2 | 58% |

*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) |
|---|---|---|---|---|---|
| Analyze FCAT and Discovery Education data to determine PRIMES student eligibility | | Admin., Teachers | Ongoing | FCAT | or |

# PROFESSIONAL DEVELOPMENT PLAN

| PD Activity | SIP Goal # | Date or Schedule | Instructional/Other Needs Addressed | PD Participants (e.g. PLC, subject, grade level, or school-wide) | # Anticipated Participants | # Actual Participants | Position(s) Responsible |
|---|---|---|---|---|---|---|---|
| Positive Behavior Support | Discipl. Goals | ongoing Wed/PLC | Provide PBS training | School-wide | 55 | | Admin., PBS Team |
| Creating Scales | Reading/Math goals | Ongoing Wed/PLC | Provide training | School-wide | 55 | | Admin., Reading and Math Coordinator |
| Deliberate Practice | | Ongoing Wed/PLC | Provide support | School-wide | 55 | | Admin. |
| CAFÉ Book | Reading | Ongoing Wed/PLC | Provide training | School-wide | 55 | | Admin, Literacy Team |

# BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS
# 2011-2012

**INCOME:**

| | |
|---|---|
| Original Allocation: | $710.00 |
| Adjustment: | $1891.00 |
| Carry Over: | $129.33 |
| Total Income: | $2730.33 |

| EXPENDITURES | ACTUAL COST | BALANCE |
|---|---|---|
| | | $2730.33 |
| Grade level materials to support Reading | $1945.00 | $785.33 |
| Materials for Reading resource room | $756.00 | $29.33 |

**CARRY OVER:**

Total carry over for 2012-2013:        $29.33

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*.**

MTSS Literacy and Behavior Team- Paul Senko, Julia McDonald, Rebecca Klump, Sally King, Laura Grooms , Maura Olvey, and Lisa Stein

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 Literacy and Behavior Team shares observations and concerns related to patterns in data collected following assessments and progress monitoring. Resources and personnel assignments might be adjusted to increase student proficiency. Dialogue focuses on the instructional needs of the students and changes which might be necessary to increase achievement. All students in Tier I receive the core curriculum using differentiated instruction. If a student does not demonstrate proficiency they receive Tier II interventions  using more targeted interventions such as small group/ individual assistance or computer assisted instruction. If these strategies do not allow the child to be successful within a period of time, the student would be referred for Tier III and possible testing for special education services. The purpose of the Literacy and Behavior Leadership team is to facilitate the decisions related to establishing expectations for behaviors and procedures. Students who experience continued difficulty with management of their own behavior will receive appropriate consequences according to the Seminole County Student Code of Discipline within their individual classrooms. Students with repeated discipline infractions requiring administrative involvement will be considered Tier II and brought to the MTSS Leadership Team for review and consideration of additional interventions. The Team will work with the school psychologist, social worker and school board nurse if the case requires their resources. Parent involvement will be critical. If the child fails to improve their behavior within a period of time, then the student would be referred for Tier III and possible testing for special education.

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

The Literacy Team will meet on a regular basis to analyze data from ongoing Progress Monitoring assessments and share strategies to increase student proficiency levels. The Behavior Leadership Team will meet monthly to review discipline data. The team will help guide the staff as a learning community to implement and revise expectations for behavior and procedures in classroom/common areas. The data the Literacy Team and The Behavior Leadership Team collect and analyze over the course of a school year will be implemented into the School Improvement Plan objectives and goals as appropriate.

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

In addition to the data entry of Discipline Forms into the student record system, teachers maintain individual records of parent contact and classroom consequences. Teachers collect academic data through observations, class assignments and student projects. Ongoing progress monitoring results from Discovery Education and writing prompts. Parent conferences regarding MTSS academic and behavior concerns are held regularly to keep parents informed of student achievement level and tier placement.

5. **Describe how the school-based MTSS Leadership Team will align functions (e.g. meeting topics/agenda items with ongoing progress monitoring of core, supplemental, and intensive support.**

The MTSS Leadership Team will be closely aligned with the functions of other school groups that regularly meet to track student progress. (Team Leader meetings, Grade level data meetings, etc.)

6. **Describe the plan to train staff on MTSS.**

Through staff development the process of referral to the MTSS Leadership Team will be reviewed at the start of the 2012-2013 school year. Open discussions between teachers/staff and administrators will be encouraged at Team Leader meetings and grade level meetings throughout the year to offer guidance and support to teachers working with students in MTSS.

## 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).**

Principal: Paul Senko, Asst. Principal: Julia McDonald, Reading Coaches: Sally King, Laura Grooms

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

The Literacy Team meets regularly during the school year to monitor the instructional needs of the school after a review of all available student data. Once an academic need is discovered the team decides how best to meet the instructional need that will bring about the required change in student data. (PLC, professional development, training, etc)

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

The major initiatives of the LLT for the 2012-2013 school year will be Reading proficiency/learning gains and rigor in the 90 minute Reading block.

## 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.**

Using the book "The Lesson Planning Handbook" by Peter Brunn beginning teachers and teachers new to Sabal Point will form a PLC to acquire the skills essential for lesson planning success. The PLC topics will include - Common qualities of successful reading and writing lessons, a structure for organizing lessons across the  school day that optimize student thinking, and a process for planning , reviewing, and revising lessons that fosters student thinking and interaction. Grade level PLCs will meet regularly to establish times to observe and revise teacher lessons.
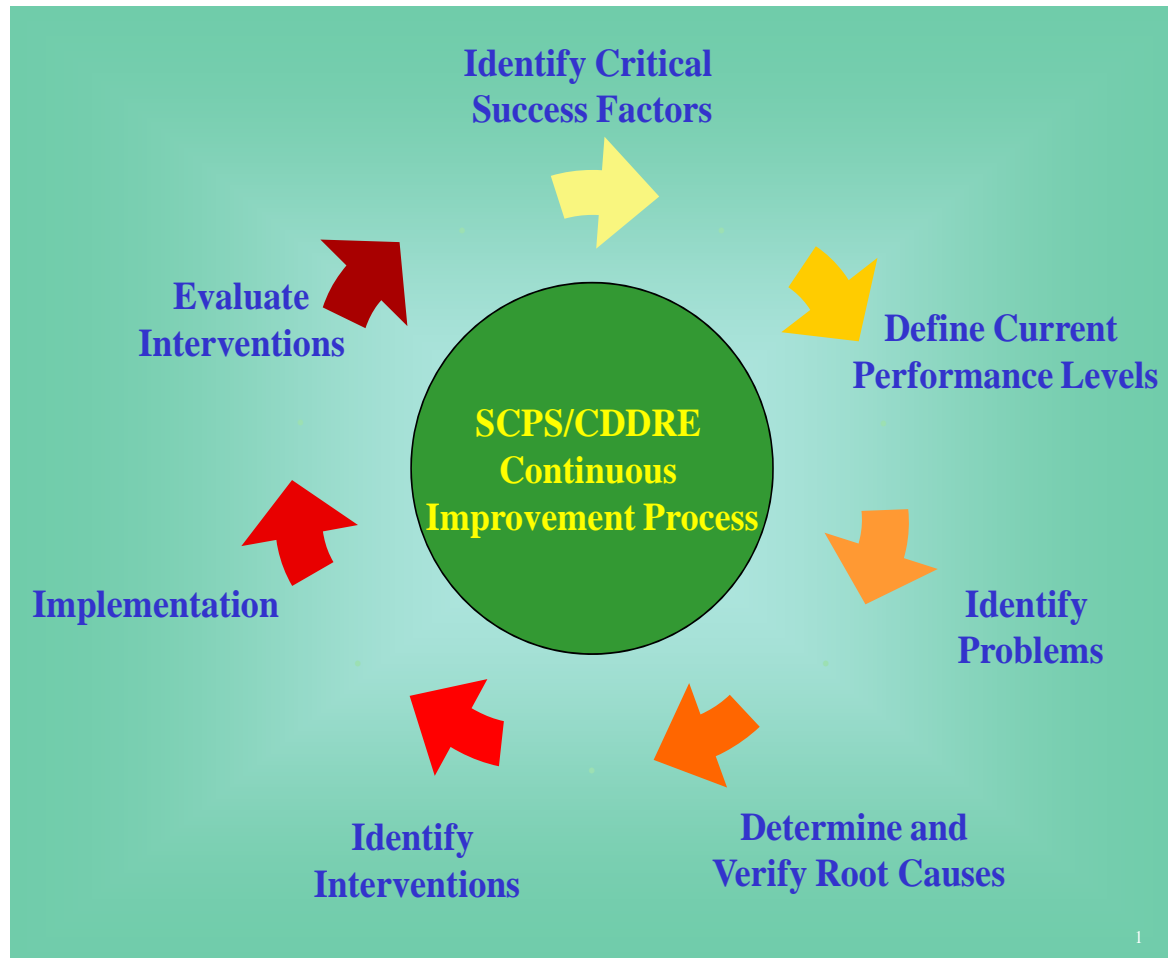
## ADDENDUM 5 - PARENT INVOLVEMENT GOAL(S)

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.**
**Goal #2: Increase dividend involvement at the school.**

| Parent Involvement Goal(s) | Current | # of #- | % +/- | Expected |
|---|---|---|---|---|
| 1.Parents registered for Skyward Parent Portal | 38.5% | 295/767 | +10 | 48.5% |
| 2. Increase dividend hours at the school. | 12257.34 | | +500 | 12757.34 |

**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) |
|---|---|---|---|---|---|---|
| Recruit parents and enroll Dividend volunteers during grade level open houses and curriculum nights. | 2 | | Admin., Dividend Coordinator | Ongoing | Dividend data | or |
| Advertise opportunities for parent involvement through the Parent Teacher Association (PTA) and monthly school newsletters. | 2 | | Admin., PTA | Ongoing | Newsletters | or |
| Appoint a parent Dividend coordinator through the PTA. | 2 | | Admin., PTA | Beginning of year | Dividend data | or |
| Recruit high school student volunteers to Dividend. | 2 | | Admin., Guidance | Ongoing | Dividend data | or |
| Information sent home with parents about parent portal as well as shared at meet the teacher and curriculum nights. | 1 | Technology at homes | Admin, teachers | Ongoing | Skyward data | or, tech |

## ADDENDUM 6 - SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM) GOAL(S)

Seminole County Public Schools realizes the importance of accelerated STEM education to prepare students for the workforce of the 21st Century.  At the elementary level all schools have been provided with a robotics program and participate in SECME activities.  At the secondary level all schools include science, engineering, technology and mathematics in their curriculum offerings.

In the narrative below respond to what STEM practices are currently in place and what is the plan for STEM for the 2012-13 school year.

Sabal Point Elementary sponsors a Robotics Club and Math Team. Sabal Point will continue to host the Elementary Math Olympics for schools in SCPS. The robotics club will also participate in county and other robotic competitions in the central Florida area.

**Action Plan**

| Strategy | Anticipated Barriers | Person(s) Responsible | Evaluation Schedule (mid-year, end of year) | Evaluation Tools/Strategies | Resources (b, im, or, st, sss, tech, TI, TII,TIII, t) |
|---|---|---|---|---|---|
| Increase student participation in the Sabal Point Elementary Math and Robotics Teams. | Supervision, scheduling | Admin, Club Sponsor | Ongoing | Data | or, tech |

## ADDENDUM 7 - CAREER AND TECHNICAL EDUCATION (CTE) GOAL(S)

Seminole County Public Schools is committed to Career and Technical Education/Vocational opportunities for all students.  Beginning at the elementary level students are exposed to Career and Technical workforce related opportunities through standard based mathematics, science and social studies curriculum.  At the middle and high school levels through exploratory and elective courses students experience a variety of careers that are designed to support workforce needs based on economic career predictors.

In the narrative below respond to what CTE practices are currently in place and what is the plan for CTE for the 2012-13 school year.

Students are introduced to careers throughout their math/science and social studies curriculum. Instruction in core subjects will integrate real life models where the skills being taught can be applied. Guest speakers and field trips related to the curriculum also introduce students to possible careers based on standards being taught in the classroom.

**Action Plan**

| Strategy | Anticipated Barriers | Person(s) Responsible | Evaluation Schedule (mid-year, end of year) | Evaluation Tools/Strategies | Resources (b, im, or, st, sss, tech, TI, TII,TIII, t) |
|---|---|---|---|---|---|
| Integrate real life examples of careers bases on skills being taught. | Time | Admin, Classroom teachers | End of year | Lesson plans, walk-throughs | or |
| Field trips and guest speakers based on careers. | Time, budget | Admin, Classroom teachers | End of year | Lesson plans | or, budget |
| Continue to offer Teach-In to support career education. | Time | Admin, Classroom teachers, Community members | End of year | Lesson plans | or |

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 | 82 | 80 | 85 | 87 | 88 | 90 | 91 |
| American Indian | | | | | | | |
| Asian | 71 | 93 | 76 | 78 | 81 | 83 | 86 |
| Black/African-American | 53 | 68 | 61 | 65 | 69 | 73 | 77 |
| Hispanic | 74 | 77 | 78 | 81 | 83 | 85 | 87 |
| White | 87 | 81 | 89 | 90 | 91 | 92 | 94 |
| English Language Learners | | 47 | | | | | |
| Students with Disabilities | 60 | 48 | 67 | 70 | 73 | 77 | 80 |
| Economically Disadvantaged | 64 | 76 | 70 | 73 | 76 | 79 | 82 |

| MATH AAAMO | 2011 Adjusted Proficient | 2011-2012 Proficient | 2012-2013 Goal | 2013-2014 Goal | 2014-2015 Goal | 2015-2016 Goal | 2016-2017 Goal |
|---|---|---|---|---|---|---|---|
| All Students | 83 | 84 | 86 | 87 | 89 | 90 | 92 |
| American Indian | | | | | | | |
| Asian | 79 | 93 | 83 | 84 | 86 | 88 | 90 |
| Black/African-American | 59 | 52 | 66 | 69 | 73 | 76 | 80 |
| Hispanic | 74 | 79 | 78 | 81 | 83 | 85 | 87 |
| White | 85 | 86 | 88 | 89 | 90 | 91 | 93 |
| English Language Learners | | 47 | | | | | |
| Students with Disabilities | 70 | 56 | 75 | 78 | 80 | 83 | 85 |
| Economically Disadvantaged | 68 | 69 | 73 | 76 | 79 | 81 | 84 |

# 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 |
|---|---|---|---|---|---|
| Paul Senko | 9/10/12 | Greg Dusey | 9/10/12 | | |
| | | | | | |
| **INSTRUCTIONAL** | | Mary-Frances Brooke | 9/10/12 | | |
| Phoebe Mullins | 9/10/12 | | | | |
| | | Shamira Fielding | 9/10/12 | | |
| Lisa Stein | 9/10/12 | | | | |
| | | Sara Adams | 9/10/12 | | |
| Bonnie Shea | 9/10/12 | | | | |
| | | Tonya Weisbart | moved | | |
| Stephanie Brown | moved | | | | |
| | | Carolyn Baksa | 9/10/12 | | |
| | | | | | |
| | | Heidi Davis | 9/10/12 | | |
| | | | | | |
| | | | | | |
| **NON-INSTRUCTIONAL** | | | | | |
| Betty Allen | 9/10/12 | | | | |
| | | | | | |
| | | | | | |
| | | | | | |