

# *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.*



## **Winter Springs High 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+		64.3%	2%	66.3%	62.7%	N
High standards Level 4+		35.3%	2%	37.3%	35.0%	N
Proficiency Level 3+ in AYP subgroups						
	White	69.6%	2%	71.6%	70.4%	N
	Black	42.0%	2%	44.0%	42.0%	N
	Hispanic	49.3%	2%	51.3%	49.8%	N
	ELL	16.7%	2%	18.7%	4.8%	N
	SWD	N/A	N/A	N/A	49.7%	N/A
	ED	47.2%	2%	49.2%	46.4%	N
Learning Gains		57.3%	2%	59.3%	60.7%	Y
Lowest 25% making Learning Gains		47.7%	2%	49.7%	59.8%	Y
Learning Gains Levels 4/5		50%	2%	52%	80.5%	Y
Learning Gains in AYP subgroups						
	White	62.1%	5%	67.1%	61.8%	N
	Black	39.7%	5%	44.7%	48.1%	Y
	Hispanic	47.9%	5%	52.9%	63.3%	Y
	ELL	43.5%	5%	48.5%	47.6%	N
	SWD	37.0%	5%	42.0%	64.0%	Y
	ED	47.5%	5%	52.5%	55.9%	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		86.3%	2%	88.3%	91.7%	Y
High standards Score 6.0		10.8%	2%	12.8%	0.2%	N
Proficiency Score in AYP subgroups						
	White	86.2%	2%	88.2%	95.0%	Y
	Black	86.7%	2%	88.7%	79.3%	N
	Hispanic	86.5%	2%	88.5%	83.8%	N
	ELL	62.5%	2%	64.5%	54.5%	N
	SWD	N/A	N/A	N/A	79.0%	N/A

	ED	81.7%	2%	83.7%	86.2%	Y
High standards Score 6.0 in AYP subgroups						
	White	12.4%	2%	14.4%	0.3%	N
	Black	3.3%	2%	5.3%	0.0%	N
	Hispanic	6.8%	2%	8.8%	0.0%	N
	ELL	0%	2%	2%	0.0%	N
	SWD	N/A	N/A	N/A	0.0%	N/A
	ED	4.6%	2%	6.6%	0.0%	N

<b>Advanced Coursework Goals</b>	<b>Current</b>	<b>% +/-</b>	<b>Expected</b>	<b>Actual</b>	<b>Met (Y,N,P)</b>
Participation in advanced coursework	54%	2%	56%	55%	N
Performance in advanced coursework	91%	2%	93%	89%	N

<b>Discipline Goals</b>	<b>Current %</b>	<b>% +/-</b>	<b>Expected %</b>	<b>Actual %</b>	<b>Met (Y,N,P)</b>
Discipline referrals (duplicated) Subgroup: Economically Disadvantaged	143.88%	-2%	141.88%	168.28%	N
Out-of-school suspensions (unduplicated) Subgroup: Economically Disadvantaged	9.73%	-2%	7.73%	8.21%	N

<b>Graduation/On-Time Promotion/At-Risk Graduation Goals</b>	<b>Current</b>	<b>% +/-</b>	<b>Expected</b>	<b>Actual</b>	<b>Met (Y,N,P)</b>
Students graduating or advancing with age-level peers	95.0%	2%	97.0%	80.7%	N
At-Risk students graduating or advancing with age-level peers	89.0%	2%	91.0%	56.1%	N

<b>Post-Secondary Readiness Goals (high school only)</b>	<b>Current</b>	<b>% +/-</b>	<b>Expected</b>	<b>Actual</b>	<b>Met (Y,N,P)</b>
Graduating seniors readiness in Reading	85.0%	2%	87.0%	92%	Y
Graduating seniors readiness in Math	77.0%	2%	79.0%	81%	Y

<b>Extracurricular Activities Goal(s)</b>	<b>Current</b>	<b>% +/-</b>	<b>Expected</b>	<b>Actual</b>	<b>Met (Y,N,P)</b>
Reduce disparity in representation of AYP subgroups					
Activity and subgroup:					
ED students participating in Cheerleading	17.6%	2%	19.6%	6.9%	N
ED students participating in National Honor Society	4.0%	2%	6%	10%	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
To increase the number of students participating in Educational Pathways	0	1%	21	30	Y

**Number of Goals Met:** 14  
**Number Not Met:** 25  
**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+		62.7%	590 / 941	2%	64.7%
2. Proficiency Level 3.0+ in subgroups:					
	White	70.4%	419 / 595	2%	72.4%
	Black	42.0%	37 / 88	2%	44.0%
	Hispanic	49.8%	105 / 211	2%	51.8%
	ELL	4.8%	1 / 21	2%	6.8%
	SWD	49.7%	84 / 169	2%	51.7%
	ED	46.4%	200 / 431	2%	48.4%
3. High Standards Level 4.0+		35.0%	329 / 941	2%	37.0%
4. Learning Gains		60.7%	531 / 875	2%	62.7%
5. Lowest 25% Making Learning Gains		59.8%	137 / 229	2%	61.8%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		40.9%	61 / 875	2%	42.9%
7. Learning Gains Levels 4/5		80.5%	243 / 302	2%	82.5%
8. Learning Gains in subgroups:					
	White	61.8%	342 / 553	5%	66.8%
	Black	48.1%	39 / 81	5%	53.1%
	Hispanic	63.3%	126 / 199	5%	68.3%
	ELL	47.6%	10 / 21	5%	52.6%
	SWD	64.0%	103 / 161	5%	69.0%
	ED	55.9%	221 / 395	5%	60.9%

**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)
All 9 <sup>th</sup> and 10 <sup>th</sup> graders scoring in Level 1 and Level 2 on the reading section of the FCAT will be enrolled in reading classes.	RG 5	Scheduling & delay of test results	Administration, Guidance Counselors, Reading Coach	Mid-year End of year	FCAT	st
9 <sup>th</sup> and 10 <sup>th</sup> grade students with low Level 3 scores on the reading FCAT will be enrolled in a semester Advanced Reading course.	RG 1,3,4	Prerequisite skills & background knowledge	Admin, Guidance Counselors, Reading Coach	Mid-year End of year	FCAT	st
All 9 <sup>th</sup> and 10 <sup>th</sup> grade standard and honors English teachers will continue to implement the strategy-based district curriculum.	RG 1-8	Time for PD	Admin, English teachers, Language Arts Department Chair	Ongoing	FCAT	Im, st
All 9 <sup>th</sup> and 10 <sup>th</sup> grade English teachers will collaborate in their Professional Learning Communities.	RG 1-8	Time for PD	Admin, English teachers	Ongoing	Admin walk through	st
Professional development opportunities will continue to be provided to equip content teachers with strategies to teach literacy skills.	RG 1-8	Time for PD	Admin, Reading Coach	Ongoing	Admin walk through	St, t
Continue the inclusion and support facilitation model with SLD and ED. The ELL students will continue to receive instruction through the Voyager's Journeys Program.	RG 2,8	Time for PD	Admin, English & ESE teachers	Ongoing	Admin walk through & FCAT	Im, st, t
Transition students will be placed in a Study Skills class in the 9 <sup>th</sup> grade year.	RG 1-8	Time for PD	Admin, Reading Coach Teacher	Ongoing	Admin walk through & FCAT	st
A Mentoring Model designed to provide guidance and encouragement to students in the lowest quartile will continue.	RG 5	Lack of student motivation	Admin, Reading Coach	Ongoing	FCAT	St, t
Parents will be informed and encouraged to keep track of their students' progress through Skyward.	RG 1-7	Technology failure	Admin & Technology Facilitator	Ongoing	Student log in	St, tech
Literacy Council will be formed to promote literacy school-wide and will include representation from every content area.	RG 1-8	Time for committee work & Teacher buy-in	Reading Coach & Teachers	Monthly	FCAT	B, im



9 <sup>th</sup> & 10 <sup>th</sup> grade standard English and Reading teachers will participate in a data summit to analyze and review their students' achievement and progress monitoring scores.	RG 1-8	Funds to provide release time/Time for student data conferences	Admin, Reading Coach, English and Reading Teachers	Once per semester	Discovery Education	B, im, tech, t
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**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+	53.6%	172 / 321	2%	55.6%
2. Proficiency Level 3+ in subgroups:				
White	55.5%	101 / 182	2%	57.5%
Black	36.4%	16 / 44	2%	38.4%
Hispanic	56.6%	47 / 83	2%	58.6%
ELL	20.0%	2 / 10	2%	22%
SWD	29.6%	16 / 54	2%	31.6%
ED	46.2%	90 / 195	2%	48.2%
3. High standards 4+	10.6%	34 / 321	2%	12.6%
4. Learning Gains	53.5%	146 / 273	2%	55.5%
5. Lowest 25% making Learning Gains	46.3%	38 / 82	2%	48.3%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	10.8%	13 / 120	2%	12.8%
7. Learning Gains Levels 4/5	28.0%	7 / 25	2%	30.0%
8. Learning Gains in subgroups:				
White	51.9%	80 / 154	2%	53.9%
Black	54.3%	19 / 35	2%	56.3%
Hispanic	59.5%	44 / 74	2%	61.5%
ELL	40.0%	2 / 5	2%	42.0%
SWD	43.5%	20 / 46	2%	45.5%
ED	51.8%	85 / 164	2%	53.8%

**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)
Teachers will analyze data from Discovery Education and adapt instruction accordingly.	MG 1-8	Time Restraints	Math Teachers, Administrator	3 times a year	Discovery Education	Tech, st
Teachers will analyze data from nine weeks tests and EOC.	MG 1-8	Promptness of results	Math Teachers, Administrator	Quarterly	Nine week tests/EOC	Tech, st
Consistency in Teaching - Teachers will be provided time to collaborate about instructional strategies.	MG 1-8	Time restraints	Math Teachers, Administrator	Bi-monthly	Common lesson plans and Test results	Im, st
Teachers will communicate with parents regarding students' progress.	MG 1-8	Technology limitations & Time	Math Teachers	Weekly	Blackboard/Skyward Family Access/Email	Tech, st
Teachers will participate in district math teams.	MG 1-8	Time	Math Teachers, Administrator	Monthly	EOC	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+		91.7%	418 / 456	2%	93.7%
2. Proficiency Score 3.0+ in subgroups:					
	White	95.0%	285 / 300	2%	97.0%
	Black	79.3%	23 / 29	2%	81.3%
	Hispanic	83.8%	83 / 99	2%	85.8%
	ELL	54.5%	6 / 11	2%	56.5%
	SWD	79.0%	64 / 81	2%	81.0%
	ED	86.2%	156 / 181	2%	88.2%
3. High Standards Score 6.0		0.2%	1 / 456	2%	2.2%
4. High Standards Score 6.0 in subgroups:					
	White	0.3%	1 / 300	2%	2.3%
	Black	0.0%	0 / 29	2%	2.0%
	Hispanic	0.0%	0 / 99	2%	2.0%
	ELL	0.0%	0 / 11	2%	2.0%
	SWD	0.0%	0 / 81	2%	2.0%
	ED	0.0%	0 / 181	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)
Teachers will be provided time to collaborate with their PLCs on strategies to teach the writing process.	WG 1-4	Time for PD	Administrator	Ongoing	Writing assignments	St, t
English-Language Arts teachers will employ the writing process.	WG 1-4	Time for PD	Admin, English teachers	Ongoing	Writing assignments, FCAT	St, im
All content teachers will incorporate writing into their curriculum.	WG 1-4	Time for PD	Administrator	Ongoing	Lesson Plans	St
The Instructional Coach will provide support to content teachers in the incorporation of writing.	WG 1-4	Time for PD	Admin, Instructional Coach	Ongoing	Writing assignments, FCAT	St, im
Revise the school-wide writing plan to incorporate new courses.	WG 1-4	Time restraints	Admin, Instructional Coach	Ongoing	FCAT	Im, st, t

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

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

## ADVANCED COURSEWORK GOALS

Aligned with Strategic Plan System Initiative A

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

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

Advanced Coursework Goals 1 and 2	Current %	% +/-	Expected %
1. Level of Participation	55%	2%	57%
2. Level of Performance	89%	2%	91%

### 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)
Utilize the AP Potential program provided by the College Board to identify candidates for AP classes.	AC 1	Prerequisite skills & background knowledge	Admin, Guidance Counselors, Teachers	Ongoing	PSAT	St
Articulation time will be provided to teachers to discuss best practices in dealing with non-traditional AP students.	AC 1-2	Time for PD	Admin, Teachers	Ongoing	Weekly walk-through by administration	St, t
Host an AP Night to recruit more students into AP courses.	AC 1	Engagement & Schedule conflicts	Admin, Teachers	Beginning of year	Enrollment in Skyward	St
Host an AP Symposium with past graduates to draw more interest in the various areas of advanced placement.	AC 1-2	Engagement & Schedule conflicts	Admin, Teachers	Beginning of year	Enrollment in Skyward	St
The Mentor Model will be implemented to provide guidance and encouragement to non-traditional AP students.	AC 1-2	Lack of cultural awareness	Administrator	Ongoing	Report cards, AP Exam	B, st

## DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

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

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

Discipline Goals 1 and 2	Subgroup	Current %	Expected %
1. Discipline referrals (duplicated)	ED	168.28%	166.28%
2. Out-of-school suspensions (unduplicated)	ED	8.21%	6.21%

### 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 to improve our Mentoring program to assist students in making proper decisions about their behavior and academic success.	DG 1-2	Lack of Student Awareness	Administrator	ongoing	Review of student Discipline / Academic Records	ST
Continue articulation time one day a week during extended lunch for our teachers to model good educational practices for our students.	DG 1-2	Instructional Time Allowance	Teacher(s)	ongoing	Review of student Discipline / Academic Records	ST
Implement a rotational schedule for our need based students with our Safe School Ambassadors program. This will allow our Safe School Ambassadors an opportunity to peer mentor these students, demonstrating proper role modeling strategies.	DG 1-2	Lack of Student Motivation	Administrator Select Teachers	ongoing	Review of student Discipline / Academic Records	ST,T
Implement our "New Horizons" counseling service to assist our students with self esteem and harassment issues. Allowing our students the opportunity to feel more comfortable on campus.	DG 1-2	Lack of Student Awareness, time	New Horizons counselor(s)	ongoing	Review of student Discipline / Academic Records	OR,SSS,T
Implement an after school consequence to assist in deterring bad behavior and bad decisions on campus.	DG 1-2	Transportation	Administrator Teacher(s)	ongoing	Discipline Data	ST
Implement Saturday morning school to help take an extra step in deterring behavior that leads to detrimental consequences.	DG 1-2	Resources, Funding	Administrator Teacher(s)	ongoing	Discipline Data	B,IM,ST

## 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 8<sup>th</sup> grade FCAT 2.0 (HS Accountability).

Graduation/At-Risk Graduation Goals 1 and 2	Current %	% +/-	Expected %
1. Graduation Level of Performance	80.7%	2%	82.7%
2. At-Risk Graduation Level of Performance	56.1%	2%	58.1%

### Action Plan

Strategy	Graduation/At-Risk Graduation 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)
Administrators will target at-risk students through use of Progress Monitoring. They will then disseminate this information to Guidance Counselors and teachers.	GG 1-2	Lack of student motivation	Administrator	Baseline	Analyze lowest quartile data	St, tech
Seniors who are behind in credits will be recommended and assigned to the Operation Diploma credit retrieval program.	GG 1-2	Lack of student motivation	Administrator/ Guidance Counselors	End of year	Evaluate transcripts	St, tech
Seniors who have not passed the FCAT can prepare to take the ACT to earn a concordant score.	GG 1-2	Test fatigue	Administrator/ Guidance Counselors	End of year	FCAT Results	St, tech
The Mentor Model will be implemented to provide guidance and encouragement to students in the lowest quartile.	GG 1-2	Identifying areas of weaknesses of students.	Administrator	Ongoing	Review of report card	St
In order to address attendance concerns, administration will take a three pronged approach: Send frequent attendance letters home, notify the families via telephone, and conference the families of truant students with administration and social worker.	GG 1-2	Push back from families	Administration	Ongoing	Skyward	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, CPT, 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, CPT, or PERT**

\*Based on the High School Accountability formula

Postsecondary Readiness Goals 1 and 2	Current %	% +/-	Expected %
1. Level of Reading Performance	92%	2%	94%
2. Level of Math Performance	81%	2%	83%

### 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, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Create a class to prepare those students that are below the cut scores in Math - Math for College Readiness.	RG 2	Lack of Student 'buy in'	Teachers, Administrator	Ongoing	Nine week tests/PERT review program	St, im, b
Create a class to prepare those students that are below the cut scores in English/Reading - English IV-College Prep.	RG 1	Lack of Student 'buy in'	Teachers, Administrator	Ongoing	Nine week tests/PERT review program	St, im, b
Math and English teachers will incorporate SAT preparation and strategies into their curriculum.	RG 1-2	Prerequisite skills & background knowledge	Math & English teachers, Administrator	Ongoing	Assessments on standardized testing	Im, st
Guidance Counselors will advise students to take the PSAT, SAT, and ACT.	RG 1-2	Funding	Guidance Counselors	Ongoing	Identify students' career path	St
Advanced Reading course will teach PSAT, SAT and ACT test-taking strategies.	RG 1-2	Lack of higher order thinking, problems solving opportunities	Advanced Reading Teacher	Ongoing	Assessments on standardized testing	St
The PSAT Crash course will be offered during the school year on Saturdays.	RG 1	Transportation	Teacher	Ongoing	Assessments on standardized testing	Im, st

## EXTRACURRICULAR ACTIVITIES GOAL(S)

Aligned with Strategic Plan System Initiative C

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

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

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

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

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

\*School provided data

Extracurricular Activity Goal #1	Subgroup	Current %	Expected %
I. Activity:			
Participation in Cheerleading	ED	6.9%	8.9%
Participation in National Honor Society	ED	10%	12%

### 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)
Cheerleading coaches will be made aware of this objective and will consciously recruit economically disadvantaged students to try out.	EG 1	Funding	Administration/Cheer Coaches	Annually	Participation Forms	St
Public service announcements will be made over WBER news advertising tryouts and meetings.	EG 1	Time & Transportation	Administration/Cheer Coaches	Seasonal	Announcements & participation	St
Efforts will be made to keep the operating costs of cheerleading as minimal as possible with the assistance of business partnerships.	EG 1	Funding	Administration/Cheer Coaches	Seasonal	Evaluate the number of ED students on team	St, tech
Information on membership will be included in the parent newsletter and on the school website.	EG 1	Resources	Administration/Webmaster	Ongoing	Website/Newsletter articles	St, tech
The NHS sponsor, Guidance Counselors and honors teachers will be made aware of this objective and will consciously recruit economically disadvantaged students for membership.	EG 1	Time	Administration/Guidance Counselors, honors teachers'	Annually	Participation Forms	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 the number of students participating in Educational Pathways

School Defined Goal	Current	% +/-	Expected
To increase the number of students participating in Educational Pathways	0	1%	21

\*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)
Guidance Counselors will advise students of scheduling options at time of enrollment and/or scheduling is taking place.	Flexibility that can be offered by teachers and the school	Admin, Guidance Counselors	Ongoing	Credit Checks	St, b

## 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
Deliberate Practice Plan	All SIP Goals	8/2012	Professional development that will enhance instructional performance.	School-wide	140	140	Administration
PLC's	All SIP Goals	8/2012-5/2013	The development of common assessments and scales to use in the classroom.	School-wide	140	140	Administration
Discovery Education	All SIP Goals	10/2012	Analyze data to increase academic performance within the classroom.	School-wide	140	140	Administration
Advanced Placement collaboration	All SIP Goals	9/2012-5/2013	To discuss and address best practices in dealing with non-traditional AP students to ensure academic performance.	AP teachers'	140	140	Administration
Achievement Action Committee	All SIP Goals	9/2012-5/2013	Evaluate ways to encourage Advanced Placement and Honors level participation within the curriculum.	Select Teachers	140	140	Administration
Literacy Council	All SIP Goals	9/2012-5/2013	To promote literacy school-wide within all curriculum areas.	Select Teachers	140	140	Administration
Common Core collaboration	All SIP Goals	12/2012-5/2013	Opportunities for every core area to meet to discuss curriculum alignment and discover ways to enhance instruction for optimal academic instruction.	Select Teachers	140	140	Administration

# BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

**INCOME:**

Original Allocation:	2050.00
Adjustment:	4895.00
Carry Over:	7308.40
<b>Total Income:</b>	<b>14,253.40</b>

EXPENDITURES	ACTUAL COST	BALANCE
		\$14,253.40
FCAT Tutoring, paid through teacher payroll	1250.71	13002.69
Substitutes for PLC	1357.93	11,644.76
Teacher stipends for PLC workshops-summer	2006.25	9,638.51
Teacher grants	1767.17	7871.34

Start with your beginning

**CARRY OVER:**

Total carry over for 2012-2013:      \$7,871.34

This carry over will be spent on Teacher grants and planning days for PLC's.

## 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*.**

Barbara Monte-Carlo, Rhonda Cave, Analexis Kennedy & Debbie Abel

**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?**

Beginning of each school year, the team meets for planning purposes. As referrals are made, the team meets to discuss individual concerns and develop a plan based on team collaboration.

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

The team is actively involved in contributing to the SIP plan by developing strategies that will impact all students.

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

EdInsight will provide data on discipline and behavior as well as data on outcome assessments such as FCAT, EOC, PSAT...etc. Progress Monitoring data will be reported through Discovery Education.

**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.**

Members of the team include the Assistant Principal over Guidance, Guidance Counselor, Academic Dean and the Instructional Coach. All of the people play integral roles in progress monitoring and intensive support to students.

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

Administrators, guidance counselors and the Instructional coach will ensure that students are identified and placed into the appropriate programs. Administrators and deans dealing with discipline will implement the behavioral component of 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).** David Llerena-Science; Danielle Semprini-English/Language Arts; Terri Iannuzzi-PE; Judy Peck-English/Language Arts; Chris Trevett-English/Language Arts; McKenzie Kaplan-Math; Charlotte Roberts-English/Language Arts; Lisa Karcinski-Social Studies; Kristie Blatt-Fine Arts; Bonnie Soto-ESE; Danyell Harris-Math; Shawn Olmstead-World Languages; Analexis Kennedy-Instructional Coach; Barbara Monte-Carlo-Assistant Principal; Mickey Reynolds-Principal.

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

At the beginning of the year, members were invited to represent their department on the LLT. The LLT will meet on a monthly basis. Committees will be organized to lead literacy initiatives.

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

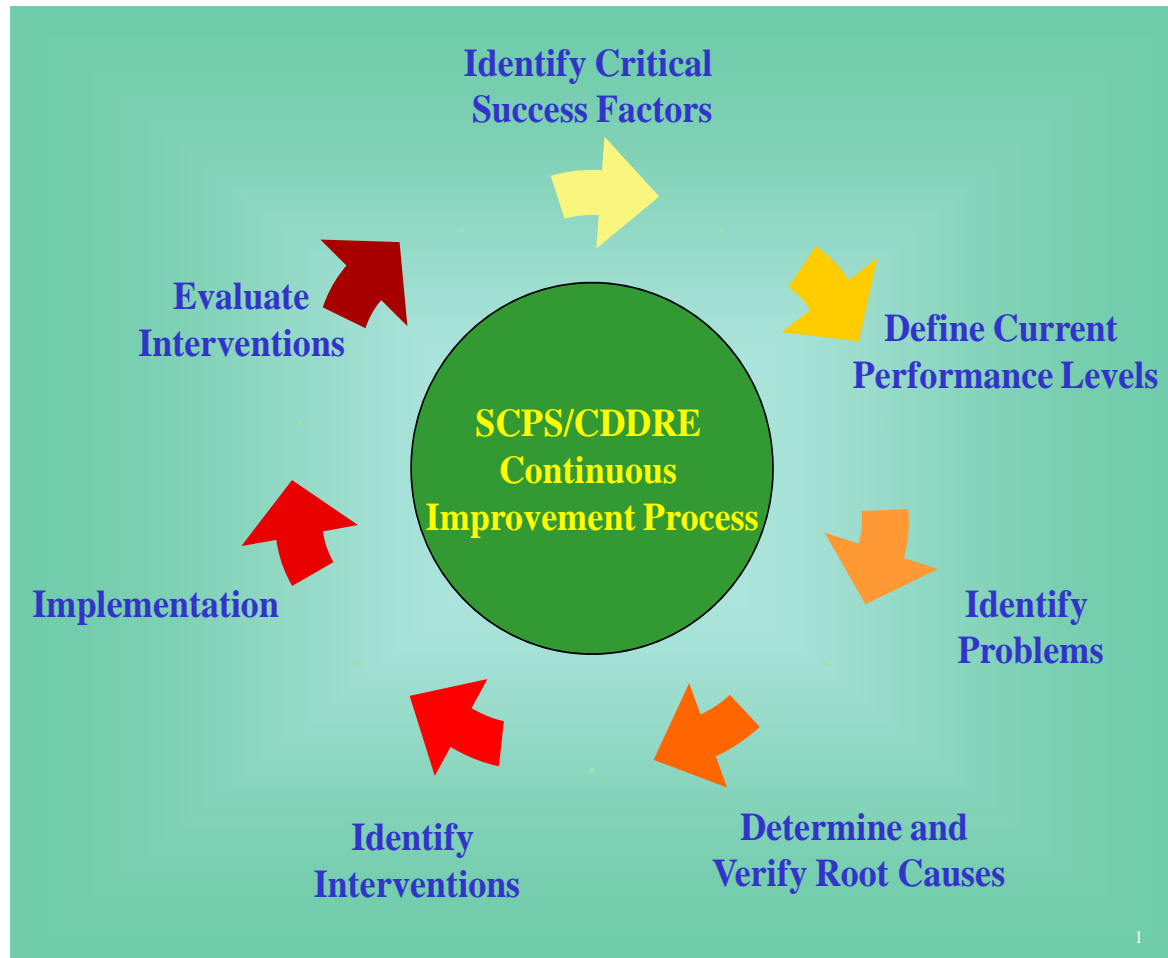
The major initiatives of the LLT will include the following: a) Organize and conduct a school-wide celebration of Literacy event; b) Initiate a summer reading program to include all areas; c) Create a community connection to our literacy initiative.

## 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.**

Lesson Study is a form of long term professional development in which teams of teachers collaboratively plan, research, and study their lesson instructions as a way to determine how students learn best. It is a process that deepens the interactions of a schools professional learning community by developing the habits of self reflection and critical thinking through very personal collaboration with their colleagues and structured observations of their students. The Instructional Coach will facilitate and support a lesson study with the Algebra I PLC in order to increase student achievement in the Algebra I End of Course examination.





## 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	54.4%	1123/2065	2%	56.4%

### 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 multiple strategies to communicate with parents: Twitter, List Serve, School website, marquee, newsletter, open house and Skyward	PI 1	Technology	Admin, Guidance Counselors	Ongoing	Skyward	B, tech

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

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

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

Enter narrative for STEM goal:

Provide students with coursework whom are interested in renewable energy and climate change. Additionally, an in-depth look into solar energy, wind energy, hydroelectric energy, bio-energy, tidal and wave power. Additionally, enhance the focus of AP Biology, AP Chemistry, AP Environmental Science and AP Physics.

### 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 courses in renewable energy and solar energy	Funding	Administration	Ongoing	Administrator will monitor the implementation of the program	B, im, tech
Increase numbers in AP Science courses	Student motivation and/or engagement	Admin, AP Science Teachers	Ongoing	Promote AP Science courses at AP Fair	B, st

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

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

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

Enter narrative for CTE goal:

- To improve digital portfolio knowledge by working with the Cape Academy Students.**
- To improve student knowledge of restaurant operations both front and back of house.**
- To improve Culinary knowledge by working with Cape Academy Students.**
- To prepare students for success in post secondary schools and to enter the workforce with a recognized industry certification.**
- To provide students with the opportunity to earn certification in a variety of recognized industry software.**
- Provide real-world application by demonstrating the merging of academic studies with creative arts.**
- To have a certification pass rate of 100%.**

### 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)
Use Certiport online Exam for Review.	Computer Issues	Jim Marshall Steve Efland	Throughout the year with Cape Projects	Adobe ACA Test and Serv Safe Industry Exam	Computer Hardware and Software
Use review materials, Adobe Creative Suite 5 ACA Certification Prep Basics, Debbie Keller-Book as well as Serv Safe Essentials and instructor toolkit.	Computer Issues	Jim Marshall	Exams are mid -year and end -of -year	Projects involving academics and Fine Arts-1per each semester at minimum	Computer Hardware and Software
Articulate with teachers of like subjects to prepare for end-of-year exams.	Incorporating projects that meet frameworks of all programs (Culinary, Digital, Social Studies, English, and or Math)	Jim Marshall Steve Efland	Mid-year and End -of -Year	Articulate with county teachers	County Meetings
Articulate a project between the student and English teacher that will allow the student to utilize their production knowledge and their English curriculum together.	Computer Issues	TV Production teacher	Ongoing and end of year	Final Cut Pro X, AVID, Adobe premiere books and tests.	Tech

Use the various industry software textbooks to study the various technical aspects of each program and to become proficient in the operation of that program.	Student Motivation	TV Production teacher	Ongoing and end of year	Final Cut Pro X, AVID, Adobe premiere books and tests.	Tech
Take the various industry software practice tests.	Incorporating projects that meet frameworks of all programs	TV Production teacher	Ongoing and end of year	Final Cut Pro X, AVID, Adobe premiere books and tests.	Tech
Articulate with teachers of like subjects to prepare students for the various assessments.	Student commitment	TV Production teacher	Ongoing and end of year	Final Cut Pro X, AVID, Adobe premiere books and tests.	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	64.3%	27/42	2.0%	66.3%
2. Proficient in Reading	17.8%	8/45	2.0%	19.8%
3. Proficient in Writing	25.6%	11/43	2.0%	27.6%

### 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)
Identifying critical information in reading by highlighting text.	#2	Pacing Retention	ESOL Teachers	Entry and exit CELLA for Reading, Writing Listening and Speaking	CELLA	SCPS Reading Plan, Journeys Reading Program, Accelerated Readers, New York Times
Chunking information.	#2	Pacing the material	ESOL Teachers	Discovery Education	Progress Monitoring	AZAR Grammar
Recording and representing knowledge with graphic organizers.	#2, #3	Understanding of graphic organizers	ESOL Teachers	Marzano's graphic organizer	Journeys Benchmark Progress Monitoring	Six Traits of Writing

Answering comprehension questions (from factual to critical thinking questions) based on listening activities provided by teacher.	#1	Comprehension of questions and lack of vocabulary	ESOL Teachers	Reading materials	CELLA, Progress Monitoring	Videos, Internet Resources for ESOL Teachers
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## ADDENDUM 9 – FLORIDA ALTERNATIVE ASSESSMENT (FAA) GOALS

**Based on the analysis of 2011-2012 Florida Alternative Assessment data, the following schools will need to complete FAA goals:**

Middle school: Millennium (24 students), Milwee (18 students), Rock Lake (16 students), Greenwood Lakes (22 Students), Indian Trails (15 students)  
 High schools: Lake Mary (21 students), Lyman (23 students) and Winter Springs (38 students)

\*Level 4 is proficient on the Florida Alternative Assessment.

FAA (Accountability Group)	Current	# of #	% + or -	Expected
Reading-Students Scoring Levels 4 and above	71.1%	27/38	2%	73.1%
Reading-Students Scoring Levels 7 and above	36.8%	14/38	2%	38.8%
Reading-Percent of Students Making LG	89.5%	34/38	2%	91.5%
Math-Students Scoring Levels 4 and above	71.1%	27/38	2%	73.1%
Math-Students Scoring Levels 7 and above	21.1%	8/38	2%	23.1%
Math-Percent of LQ Students Making LG	86.8%	33/38	2%	88.8%
Writing-Students Scoring Levels 4 and above	69.6%	16/23	2%	71.6%
Writing-Students Scoring Levels 7 and above	43.5%	10/23	2%	45.5%
Science-Students Scoring Levels 4 and above	87.5%	14/16	2%	89.5%
Science-Students Scoring Levels 7 and above	50.0%	8/16	2%	52.0%

### Action Plan

Strategy	FAA Goal Subject	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)
Using manipulative to improve basic math skill (Money, Basic Computation).	Math	Pacing and retention	Alternative Education Teachers	FAA Testing data End of Year Testing End of Year	SRA Placement Assessment	Connecting Math
Identifying critical information in reading by underlining and highlighting text.	Reading Science Writing	Pacing and retention	Alternative Education Teachers	SRA Placement Assessment Initial	Alternate Assessment Practice Materials	Unique Learning Skills, Language for Thinking Language for Writing



Recording and representing knowledge with graphic organizers.	Reading Science Writing	Pacing and retention	Alternative Education Teachers	January-February Alternate Assessment & SRA Placement Assessment	FAA	SRA Reading Mastery SRA Photo Card Collection with CD
Chunking information.	Reading Science Writing	Pacing and retention	Alternative Education Teachers	Progress Monitoring Reading & Language	FAA	Science Essentials Science Photo Card Collection with CD

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

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

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

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

<b>READING AAAMO</b>	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	<b>68</b>	<b>63</b>	<b>73</b>	<b>76</b>	<b>79</b>	<b>81</b>	<b>84</b>
American Indian							
Asian	85	65	88	89	90	91	93
Black/African-American	48	43	57	61	65	70	74
Hispanic	53	49	61	65	69	73	77
White	73	71	78	80	82	84	87
English Language Learners	22	5	35	42	48	55	61
Students with Disabilities	41	34	51	56	61	66	71
Economically Disadvantaged	53	47	61	65	69	73	77

<b>MATH AAAMO</b>	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	<b>57</b>	<b>67</b>	<b>64</b>	<b>68</b>	<b>71</b>	<b>75</b>	<b>79</b>
American Indian							
Asian							
Black/African-American	32	48	43	49	55	60	66
Hispanic	44	65	53	58	63	67	72
White	63	71	69	72	75	78	82
English Language Learners	6						
Students with Disabilities	40	46	50	55	60	65	70
Economically Disadvantaged	46	56	55	60	64	69	73

# 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. Mickey Reynolds					
	10/16/12				
Jaime Washington					
	10/16/12	Elaine Conners			
			10/16/12		
<b>INSTRUCTIONAL</b>					
Lisa Karcinski		Leanne McKelvey			
	10/16/12		10/16/12		
Christa Lira		Ron Halle			
	10/16/12		10/16/12		
Brett Mulock					
	10/16/12	Bobbie Demme-SanFilippo			
			10/16/12		
<b>NON-INSTRUCTIONAL</b>		Tammy Loftus			
Pamela Peet			10/16/12		
	10/16/12	Mohammad Alai			
		Nora L'Heureux	10/16/12		